



ACCELERATE AND ACCESS MENTOR HANDBOOK

ABOUT THE ACCELERATE AND ACCESS FOUNDATION

The Foundation was set up in 2015 as a charity to manage the Academies Partnership Program that is underway in Kent. It is intended for the model to be adopted by other networks of schools in the UK.

ENABLING SOCIAL MOBILITY THROUGH EDUCATIONAL PARTNERSHIPS

The Accelerate and Access Foundation supports programmes that improve access to the UK's leading universities for under-resourced students attending maintained schools. By improving the percentage of lower-income pupils achieving a high quality university degree, we expect this will significantly improve employment and further education opportunities, and inspire others around them.

MENTORING ON THE PROGRAMME

The relationship between the mentor and the mentee is the most important part of the programme, and has been the catalyst for the life changing experiences for many of the young people who have been through the programme already. The mentor provides the window on the world that many of the young people we work with lack and the world to which we hope they will aspire. It is a transformational relationship and requires great energy, enthusiasm and optimism from all mentors. You are working with a range of abilities, backgrounds and attitudes. What is common to all the students on the programme is their innate ability and determination to do something different with their lives – which is why they put themselves forward. The role of the mentor is to see beyond some of the obvious challenges and barriers and to unleash the potential of their mentees. You will need a core set of skills (which we help you develop), patience and understanding.

For the mentor this is an opportunity to be part of an exciting new programme that is genuinely unique and that has a growing reputation nationally. You will develop important 'soft skills' that will be attractive to future employers and will also have the opportunity of networking with a range of interesting and energetic professionals from the education and charity sector that can offer routes into this sector as a potential career.

Mentoring across the four year programme is split into two, two-year commitments designed to ensure that our students receive quality mentoring throughout their time on the programme. This structure provides a flexibility to mentors, who can find a four year commitment challenging, especially given the normal 3-year degree programme which most of them are undertaking alongside their mentoring. Similarly, splitting our mentoring into two, two-year stages recognises the evolving nature of the programme. As students progress into KS5, a focus on university applications and exam practice replaces the more inspirational, aspiration building of the first two years and will require a mentor with greater subject specific knowledge. At the end of two years, this commitment can be renewed if mutually agreed by both the mentor and the AAF or terminated by either side.

Contents

Role of the Mentor:	pages 4-6
Safeguarding Policy:	pages 7-12
Brightside Trust VLE User Guide:	pages 13-15
Mentee development framework overview:	pages 16-21
Student Code of Conduct	pages 22-23

Role of the mentor

Overall

Mentors should seek to develop a positive relationship with their mentor group, seeking to:

- Engage, stretch and inspire
- Tailor the role to reflect their individual strengths, as well as tailoring mentoring to meet the needs/strengths of mentees
- Provide consistent and personalised academic support and guidance to your mentees
- Help mentees to increase their expectations, expand their horizons and start to consider University or Higher Education as a viable option. Mentors represent a human face of University or Higher Education, and should help mentees to identify, break down and ultimately overcome any perceived barriers to access
- Encourage and support the development of their mentees, helping their mentees to realise their own potential, not telling them what that should be
- Remain available to provide constant mentoring and support, acting as a consistent presence in their academic development

Academic

The role of the mentor is essentially academic, and may specifically include:

- Setting, assisting with and marking/providing feedback on appropriate work and tasks
- Planning the progression from task to task, setting tasks which are age appropriate and have a specific developmental purpose
- Being there to help with any school work if mentees require/pointing students in the right direction if unable to help themselves
- Taking the lead with the e-mentoring programme, seeking to help their mentees to engage with the programme through the platform (N.B. the onus to drive the interaction may pass progressively on to the mentee, at which point the role of the mentor is to remain responsive and helpful when required)
- Assisting mentees with exploring different revision/study techniques, providing advice and honing what works for them
- Making use of the developmental framework to understand what mentees need to focus on and the competencies they need to develop
- Providing assistance with A-Level or University choices, offering or providing resources where appropriate
- Providing a constant source of support, in addition to what may be available at school or in the home
- Engaging in intellectual discussion designed to stimulate interest in topics or subject areas that they have not necessarily been introduced to in a school environment.

Pastoral

The mentor should not feel it is their responsibility to provide significant pastoral support to their mentee. However, the nature of working with teenagers and the issues associated with growing up dictate academic and pastoral development are not distinct. Mentors should therefore aim to:

- Understand the potential link between the two
- Be sensitive to the pressures faced by their mentees, specifically those who would be the first in their family to go to University and may not receive the support at home enjoyed by some others their age in pursuing this goal. Their presence on the APP shows they have the potential to achieve a place at University, yet it can also feel to the student as if this is the expectation, which may lead to an additional level of anxiety or stress
- Act as a first 'alarm signal' in diagnosing areas of difficulty or concern, passing concerns upwards if they fall outside the general mentor remit
- Provide the mentees with a sense that someone is really taking a keen interest in them as individuals, what they are doing, and how they are looking to develop, and has a keen desire to help them succeed

Programme Development

Given the KAN APP remains in a pilot phase, and will continue to grow and develop over the next couple of years, this provides mentors with a fantastic opportunity to help shape and influence the nature of the programme moving forward. In order to do this, mentors should:

- Recognise the key role they play and therefore the responsibility they have to drive the programme forward to make it a success
- Be comfortable providing detailed feedback to those running the APP, with the understanding feedback (positive or negative) will be listened to and taken on board
- Pass on guidance and support to other mentors, reflecting the novelty of the programme and the fluid nature of the role described here. Learning from each other is important to understand what is effective and what works in making the programme a success and meeting overall aims
- Spread the word about the work of the programme, either to attract different speakers or outside support, or to encourage others in their College or University to take up opportunities to apply
- Seek to take something for their own personal development away from the programme, adding an extra layer of value to what the programme provides

Residentials

Residentials are critically important to the structure of the APP, as they provide mentors and mentees with a prolonged period of time to interact and work with each other. The specific role of the mentor will change from residential to residential, but broadly speaking it will be expected that mentors will:

- Facilitate the successful implementation of the schedule, showing a willingness to engage with what is going on, and inspire their mentees to do the same
- Support mentees through the programme, encouraging mentees to make the most of opportunities and get involved
- Commit to the programme, showing enthusiasm and being prepared to lead by example in everything they do while around mentees, something that is especially important when a cohort is new and has come together for the first time
- Use the opportunity provided by the intense period of contact time to get to know mentees and strengthen relationships; human contact between mentors and mentees can be highly beneficial when not possible all the time
- Host daily catch-ups with mentees, helping them to focus on the day ahead
- Support outside teachers or teach mentor lessons where appropriate
- *NB. A mentor timetable for each residential week will be provided, assigning mentors with specific duties and responsibilities at certain times, as well as time 'off duty'. However, the expectation is that mentors will remain available or 'on call' at all times and there will be occasions on which mentors are required to show initiative, resolving problems, meeting the needs of teachers, or to assist those on duty or AAF staff responsible for the residential when not specifically timetabled to do so*

SAFEGUARDING POLICY (inc Child Protection Policy)

AIMS OF THE POLICY

Promoting and safeguarding the welfare of all students is one of our core duties of all those who work for the Accelerate and Access Foundation. The Accelerate and Access Foundation fully recognises its safeguarding responsibilities and has in place a range of policies and procedures that collectively form a safeguarding framework. The aim of this policy is to provide specific guidance on the safeguarding provisions outlined in Keeping Children Safe in Education (July 2015) and to outline the overall framework within which these policies operate.

The aim of our safeguarding policy is to:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to.
- Ensure that children know that there are adults whom they can approach if they are worried.
- Ensure that there are robust policies and procedures in place to protect students from significant harm, and that these are reviewed and scrutinised on an annual basis. Any deficiency or weakness in the safeguarding policies which emerge will be remedied without delay.
- Ensure that all unnecessary risks are managed, whilst acknowledging that risk cannot be eliminated from any environment.
- Ensure that all children are treated equally under this policy and that all children have a right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs.
- Ensure that children are protected from radicalisation.

In addition, this policy will provide all staff with the necessary framework and information to enable them to meet their child protection responsibilities, and will contribute to a consistent application of safeguarding practice. The policy should also be read in conjunction with the local safeguarding and child protection policies and procedures of the schools we work with (which follow guidance and procedures outlined by Local Safeguarding Children's Board)

Our safeguarding policy takes into account the following legislation and guidance:

- 'Working Together to Safeguard Children' (March 2015)
- Keeping Children Safe in Education (July 2015)
- What to do if you're worried a child is being abused (March 2015)
- Preventing and Tackling Bullying; Advice for School Leaders, staff and Governing Bodies (Oct 2014)
- Prevent Duty and Guidance: for England and Wales (March 2015)

MANAGEMENT OF THE POLICY

Mr Ceri Jones is the nominated Trustee who will provide oversight and implementation of the safeguarding policy for the Accelerate and Access Foundation. However, during the residential elements of the programme (based in schools) there will be a nominated safeguarding officer appointed by the schools who will have immediate responsibility for dealing with any safeguarding or child protection concerns. The name of this person will be made known to pupils, parents and staff in advance of the residential programme commencing. It is important to note that all staff in all contexts are responsible for ensuring that safeguarding is given the highest possible priority. Any concerns over safeguarding should be reported in the first instance to the nominated safeguarding officer, although it should be noted that **anybody can make a referral**. Contact details of relevant agencies are on page 6 of this policy.

It is the role of the Trustees of the Charity to provide scrutiny of this safeguarding policy, and who will formally review the safeguarding policy annually.

TRAINING AND INDUCTION

The Accelerate and Access Foundation recognises the importance of staff training to enable them to identify the possible signs of abuse and/or neglect, and to know what to do if they have a concern. All staff will receive training as part of their induction process.

I. CHILD PROTECTION POLICY

Aims

The Accelerate and Access Foundation aims to provide an environment in which there are effective procedures for safeguarding and promoting the welfare of all pupils in our care. The Foundation starts from the premise that the welfare of the child is paramount. We aim to establish an ethos where children feel secure, know that there are adults to whom they can talk in times of difficulty and where positive steps are taken to build self-esteem and confidence. We also recognise the importance of working with other agencies to ensure the welfare of children under our protection. Any deficiencies or weaknesses identified in child protection arrangements will be remedied without delay.

There are two main elements to our Child Protection Policy:

- a. Preventing threats to pupil welfare by creating a safe environment and a strong culture and ethos of pastoral system.
- b. Protecting those in our care by following agreed procedures and ensuring the Foundation follows robust safe recruitment procedures and ensuring that once appointed staff are appropriately trained, appraised and supported to respond appropriately to child protection concerns.

This policy applies to all employed or volunteering for the Accelerate and Access Foundation. The Accelerate and Access Foundation also recognises that occasionally young people may be

harmed by other young people, and that there may be rare occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

This policy will be made available to parents on our website and on request.

Roles, Responsibilities and Training

All adults working with children have a responsibility to safeguard and promote their welfare.

All trustees undertake safer recruitment training and Prevent Training and have updated Child Protection training annually.

The trustee with responsibility for Child Protection within the activities of the Accelerate and Access Foundation is Mr Ceri Jones. During the residential elements of the programme the Designated Person will be appointed by the schools. This Designated Person should have the training, experience and seniority to fulfil this role to the highest possible standard.

In addition, all staff (including temporary staff and volunteers) must be provided with induction that includes:

- The Foundation's child protection policy (and on residential weeks an induction into local child protection procedures).
- The staff code of conduct.
- The identity of the nominated trustee.
- A copy of Part I of KCSIE (including Prevent awareness training)

All members of staff should be able to recognise signs of child abuse and be familiar with the correct procedures for communicating their concerns. They must also ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. There is further guidance in the code of conduct.

What is child abuse?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse This can be the result of excessive use of physical force by an adult or a senior boy. Physical harm may also be caused when an adult or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect This can range from ignoring a child's developmental needs to not supervising him adequately. It is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Sexual abuse Involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. This includes inappropriate touching, obscene photographs, child pornography, as well as attempted or actual sexual acts. The activities may involve physical and/or non-physical

contact. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional abuse The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This ranges from rejecting a child, refusing to show love or affection, or deliberately making a child unhappy by continual verbal abuse. It may involve serious bullying (including cyberbullying) causing children to feel frightened, vulnerable or in danger. It may feature age or developmentally inappropriate expectations being imposed on children.

Some indications of possible abuse

- unusual, even bizarre behaviour.
- unexplained injuries.
- emotional withdrawal – showing lack of trust in adults.
- eating problems.
- not growing or putting on weight.
- timid and withdrawn.
- over-demanding, mood swings, aggressiveness.
- poor academic work, under-achievement.
- tiredness.

Behaviour that is out of character for a given pupil is not in itself an indication of abuse. Any staff concerned about a pupil's behaviour or demeanour should however report it. It is also important to be aware of the possibility that abuse can also be perpetrated by one student against another.

Procedure to follow by a member of staff if abuse is suspected or reported

If any member of staff:

- suspects that child abuse is occurring;
- identifies child abuse;
- is concerned that School practices or the behaviour of others may be putting a child at risk of abuse;
- has an incident, complaint or suspicion reported to him/her;

he/she must:

- Make brief notes at the time or as soon as possible afterwards and ensure that these original notes are kept.
- Immediately stop any other activity to listen.
- Not ask leading questions (it may prejudice the investigation).
- Not give guarantees of confidentiality but give assurances that only those who need to know will be informed.
- Not make any attempt to investigate the incident themselves.
- Within twenty-four hours inform the Designated Person. If the complaint is likely to involve the nominated trustee the informant should report it to the Local Safeguarding board, details of which will be available in the local policy.

Subsequent action taken by the DCPC

The DCPC will decide upon any action needed to ensure the immediate protection of the pupil concerned and any further means of investigation. Depending on the nature of the information received (and following informal consultation with the LADO) the DCPC will decide whether a student requires additional support from one or more agencies or whether a student (who has been or is at risk of serious harm) should be reported to children's social care immediately.

Where an allegation has been made against a member of staff, the DCPC will follow procedures in line with statutory guidance from the DfE (including "Keeping Children Safe in Education (July 2015)" and "Working Together to Safeguard Children (March 2015)" as well as locally agreed procedures. School policy also takes into account guidance in Part 4 of KCSIE (July 2015).

Where it is alleged that a member of staff has behaved in a way that has harmed, or may have harmed a child, possibly committed a criminal offence against a child or behaved towards a child in way that indicates that he/she is unsuitable to work with children, the DCPC must report it within twenty-four hours to the Designated Officer in the Child Protection Team in the local Social Services. Further details of the process can be found in the above statutory guidance.

- Any allegation involving the DCPC should be passed on straight to the Child Protection Team at local social services.

All allegations should be referred to the LADO for advice **before any investigation by the DCPC takes place**. In borderline cases, these discussions can be held informally without naming the individual. In the case of serious harm the police should be informed from the outset.

The Accelerate and Access Foundation is required to refer any colleague who is deemed unsuitable to work with vulnerable and young people and who has been removed from regulated activity to the Disclosure and Barring Service (DBS). Where the threshold for referral to the DBS has not been met, separate consideration should be given to an NCTL referral.

Abuse by one or more pupils against another pupil

The Accelerate and Access Foundation also recognises that occasionally young people may be harmed by other young people, and that there may be rare occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In such cases, the same procedures should be followed. Any serious or criminal allegation should be referred to Local Agencies and the Police. It is also the case that a bullying incident may be treated as a child protection incident where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In these situations the DCPC should be informed at the earliest possible opportunity. It would be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being "at risk".

Records and Monitoring

Well-kept records are essential to good child protection practice. All incidents relating to child protection must be recorded together with any accompanying notes. The notes must be given to the DCPC, who will ensure that a copy is kept in a separate child protection file. The DCPC will also ensure that details are given to any other person who needs to know about the particular child under threat, and who might be involved in the monitoring of that child. He will also be responsible for liaising with any other agencies to whom a referral might be warranted. **Any child protection concerns passed the nominated trustee will be communicated without delay to the designated person in the school that has ultimate responsibility for that child.**

1. The contact details for **The Office of the Children's Commissioner** are:
Maggie Atkinson
Sanctuary Buildings
20 Great Smith Street
London, SW1P 3BT
Tel: 0800 528 0731/020 7783 8330
Email: info.request@childrenscommissioner.gsi.gov.uk
Website: www.childrenscommissioner.gov.uk
2. **The contact details for the Local Authority Designated Officer will be provided by the schools in advance of any residential programme.**
3. **Childline**
Tel: 0800 1111
Website: www.ChildLine.org.uk
4. **The Contact Details for DBS referrals are:**
PO Box 181
Darlington
DL1 9FA
Tel: 01325 953 795
5. **NCTL Teacher Misconduct:**
<https://www.gov.uk/government/publications/teacher-misconduct-referral-form>

Brightside Trust VLE User Guide

What is the Brightside Trust VLE?

The Brightside Trust are an educational charity, who are committed to helping young people access higher education and careers that they may have believed were closed to them. In particular, the Brightside Trust is recognised as a leader in the field of online mentoring, something they have been involved with since 2003. They are one of several organisations we work with on the KAN APP to deliver a unique, life-changing programme for our students.

Since the scheme launched in 2013, Brightside have provided the APP with a secure online 'virtual learning environment' or VLE, which makes up the core of our non-residential mentoring. The VLE is essentially a KAN APP only website which allows us to continue the work we do on the residential throughout the year. Primarily this means allowing mentors and mentees to remain in contact outside of residential, in a safe and secure online space. However, the VLE boasts a range of additional features which, if used correctly, can ensure that our students are receiving genuine and inspiring academic support throughout the year.

Why use Brightside's VLE?

In the words of Brightside, 'Getting the right information is essential for making the best decisions about the future – and who better to provide that advice than someone who has had to make those choices themselves?' Using a VLE is an increasingly common practice amongst schools and other education organisations. The VLE allows students and mentors a space to engage constructively both in 1-on-1 interactions, but also in a wider group context. The VLE can provide an invaluable tool with which to encourage your mentees to remain engaged – both with the programme and with their education in general.

In addition, and as you will all be aware, e-safety is essential and the VLE offers our programme the best chance of ensuring that both our students, but also our mentors are protected from potential threats. Therefore it is expected that the VLE is the **ONLY** method of communicating with their mentees that mentors should use outside of supervised residential or day meet-up events. This is due in part to the safeguarding mechanisms that exist on Brightside's VLE. Unlike email, Skype or other methods of communication, a VLE can be monitored to ensure that interactions between students and mentors are appropriate. This is as much for the safety of the mentor as for the mentee, as all messages sent on the VLE are screened for inappropriate language, or the sharing of personal information (email, phone number, addresses etc.) regardless of who sent the message. Any message deemed to be potentially unsuitable is then held, pending the approval of a moderator, usually in our case the AAF Operations Manager, who can review the message and check that it is appropriate. Similarly, all messages with attachments are held pending moderator approval. As an added safeguarding measure, all messages can be accessed by the moderator, meaning that in the unlikely event of a safeguarding concern being raised, all messages can be accessed to provide context to the case.

What we expect

Over the past few years it has become apparent that different students use the Brightside VLE in different ways, for different reasons and with differing enthusiasm! This is also true for mentors and this is not a problem. Some prefer to use the VLE as a place to 'check-in' on their students' progress and therefore don't engage as frequently as a mentor who uses it to set their mentees additional work, or who has a student with a particular passion which they share.

On the whole, it is up to the mentor to judge what sort of support each of their students need and to use the platform accordingly. This will undoubtedly change based on the time of the year (some will need more support in the build up to exams, others less contact for example), but also on events in their lives and also in yours – no doubt you will be less active on the VLE during your own exam period.

However, despite this relative freedom the AAF does have some minimum expectations for mentor use of the platform to ensure the minimum level of support is maintained. We expect mentors to send at least one quality message to their mentees per month. A quality message is one which encourages the student to respond in an expansive way – which should ensure the conversation carries on for several messages. While this is not always easy, due to some mentees not engaging as we would like, mentors must keep trying. This is especially true in the first two years of the programme, when mentors are responsible for driving interactions on the platform. If you are at any point concerned about one of your mentees failure to interact on the VLE please let the Operations Manager know as soon as possible.

How to use the VLE to mentor effectively

- Ask several questions in your initial message – this allows the student a chance to focus in on what they want to talk about and increases the chances of you getting a 'quality' response.
- Try to create a routine for your messages. Tell the students when you will try to send messages, and of any periods when you will be unavailable. This should help the VLE become a part of their weekly routine.
- Don't focus solely on academia. It is very tempting when you haven't seen your mentee in several weeks to ask about school. You should absolutely check on their academic progress but remember that the students will have outside interests, which they will be keen to share with you. If you can try to remember these when they are mentioned, so that you can use them further down the road – the students will be delighted you remembered and that you have taken in interest in them, outside of their grades. Furthermore, by showing this wider interest students will be more likely to trust you with their honest thoughts about school.
- Avoid telling the mentees what they 'should do', unless you really have to. Try instead to guide the student in their decision making by talking through with them their options and the consequences of their choice. This is especially important for A-Level and University choices. This can be more difficult online than in person.
- Encourage your mentor group to interact with each other over the platform – they can support one another with their APP journey too!

Other features

Forums – The forum area is designed to be the main hub of the VLE. It is the only place where all mentees can interact with each other, and with mentors who are not their own. Utilised correctly, the forum area offers the students the chance to support, challenge and stretch one another, while offering them a larger number of mentors to communicate with. Mentors should try to encourage mentees to use the forum area to discuss topics of interest – be that academic, news-related, upcoming residentials and anything else they can think of! Mentors are also very welcome to get involved in stimulating conversation on threads or to open threads of their own to try to start a discussion.

Resources – The resources area acts as a deposit for subject specific resources that AAF has collected over the years. Mentors should direct their students to any relevant resources. If the required resources are not available mentors should liaise with the Operations Manager to see if those resources can be acquired or created.

Mentee development framework overview

Throughout their four years on the programme students should:

- Aim high
- Make the APP a priority and actively seek out opportunities to engage with it
- Embrace, appreciate and make the most of opportunities, demonstrating appropriate motivation and commitment to see the programme through
- Demonstrate intellectual curiosity, maturity and the right attitude to ensure their experience is a success
- Make a positive difference to their family, school and/or community life, providing a strong role model for other students in their school

Detailed explanations of the aims of each year on the programme, and how success or progress can be measured appear in the following document. In summary:

Year 10

Over the course of their first year on the programme, a successful student recognises the opportunity provided by the APP and begins to adjust their expectations and ambitions accordingly, becomes familiar working within the APP routine and environment, engaging with their mentor via the e-mentoring platform, and completing all work on time and to the best of their ability, and, aiming high, starts to understand or explore the journey towards University or Higher Education.

Year 11

Building on a successful first year coming to terms with and becoming comfortable working as part of the programme, Year 11 students should use the APP structures and culture to aid and facilitate their personal development, start producing increasingly sophisticated academic work, including developing the ability to pursue individual interests and make compelling arguments, and prepare to succeed in GCSE's, starting to think about what happens next in terms of Sixth Form and A-Level choices.

Year 12

As they move in to the sixth form, mentees will reflect on their GCSE results to identify where they have done well, less well, or better/worse than expected, showing initiative in seeking an increasingly personalised APP experience and successfully managing the transition to the start of their A-Level courses. This is the time to start to think seriously about Higher Education, identifying specific routes which would be achievable or desirable, coming to terms with perceived challenges or barriers to access, whether academic, social or financial, and developing an understanding of how these can be successfully overcome.

Year 13

The Teach First futures Mentee Action Plan helps to map and track the final stages of the journey towards University, and successful students should be engaging with and developing the competencies outlined in great detail by that. The APP will remain an invaluable support network at this time, and the recent experiences of the mentor will be particularly important in providing their mentees with a guiding hand. The ultimate aim of the final year

Year 10		
Aim	Indicators of expected progress	Indicators of exceptional progress
<i>Aim high and recognise the opportunity provided by the APP</i>	Developing an awareness of the opportunities available to them, what it will mean to achieve them, and start to adjust ambitions or expectations accordingly	Clear demonstration of maturity, intellectual curiosity and the right attitude to engage with the programme and make the most of the opportunities provided
<i>Become familiar and engage with the APP routine and environment</i>	Start to build a positive relationship with their mentor, understanding the important role the mentor can play in their development. Engage with and get to know others in the cohort	Become accustomed to using the e-mentoring platform, working out the best way in which to regularly use the platform to interact with their particular mentor, based on the strengths and routine of their particular relationship
	Complete work set by mentors on time and to the best of ability	Show a real interest in the work set by their mentor, and begin to engage academically outside the classroom through additional reading or interaction with mentor
<i>Start to understand or explore the journey towards University or Higher Education</i>	Begin to identify strengths, weaknesses and ways in which they can improve	Develop the ability to set realistic yet challenging goals, and to work towards achieving them, starting to understand how they are going to achieve what they want to achieve
	Develop the maturity to ask questions or for additional support with particular subjects where required	Understand the importance of GCSEs and commit to a positive work ethic in order to achieve good grades, understanding GCSEs are the first step on their academic journey and are therefore very important to chances of future success

of the programme, given the nature of the entire programme, is for students to apply for and achieve a place at University.

Year 11		
Aim	Indicators of expected progress	Indicators of exceptional progress
<i>Make best possible use of the APP structures and culture to aid and facilitate personal development</i>	Develop a pride and identity around membership of the APP	Provide a positive role model to new cohorts, especially those from their school
	Start to set more academically focused goals	Establish goals with a clear pathway outlining what is going to be done in order to achieve them, and how goals can be used to engage with mentor via e-mentoring platform
	Show an ability and a willingness to drive their individual work, and to seek personal responsibility to do things for themselves	Recognise the onus is progressively more on them to lead and shape their interactions, reflecting the understanding built over their first year of the ways in which they make use of and engage with their mentor
<i>Produce increasingly sophisticated academic work, including developing the ability to pursue individual interests and make compelling arguments</i>	Develop skills for individual research, learning to explore their own interests and work independently	Be prepared to use logic and reasoning in producing academic work which moves beyond the basic establishment or reproduction of facts
	Use new and/or current events to ask questions and to explore academic lines of enquiry	Show an ability and willingness to make arguments in their written work, particularly over issues which they find to be interesting or important
	Develop an ability and a willingness to have academic conversations, developing a deeper understanding of what is being studied	Prove comfortable discussing work with or explaining work to their mentor, and show an ability to respond when questioned or challenged
<i>Prepare to succeed in GCSE's and start to think about what happens next</i>	Develop a specific understanding of GCSE subjects, identifying	Use experience (both through the APP and any early GCSEs) to hone study skills and to

	strengths and weaknesses in particular subjects which may need more or attention or work, and how they are going to seek to improve in those subjects	understand the working styles which are most effective for them
	Start to think about sixth form, including discussing A-level choices	Develop a sound rationale for making or proposing the choice they do, and thinking about what might be need for specific subjects at University, or what might help keep options open
Year 12**		
Aim	Indicators of expected progress	Indicators of exceptional progress
Take the initiative to increasingly personalise the APP experience	Mentees should become increasingly pro-active in shaping their own future, using their mentor and engaging with the programme without being pushed to do so	Mentors may discuss with mentees whether another mentor could be more knowledgeable around a specific subject area of interest, and changes/alterations may take place where necessary/appropriate
	Goal-setting should be increasingly specific, with a clear idea of what is to be achieved during year 12 and year 13, and starting to think seriously about University	There should be a detailed plan around how to achieve each goal, rationalising why a goal is beneficial to an individual and where it fits in to a longer term plan
Continue to develop academically and successfully manage transition from GCSE to A-Level/6 th form	Show a willingness to take on academic challenges, and learn from GCSE experiences to develop or adapt study techniques	Show maturity to deal with setbacks and to take on constructive criticism or honest/realistic advice
	Develop independent research skills and close reading of articles to reflect in a more sophisticated manner, or	Demonstrate creativity, flexibility and innovation in academic work, applying existing knowledge to novel or unexpected situations, develop a deeper, mechanistic

	highlight any unanswered questions	understanding of what they are studying
	Further develop ability to reflect on work they have produced, highlight strengths, weaknesses and potential implications	Develop an ability to deal with counter-arguments and to counter those counter-arguments
Think seriously about University and Higher Education, identifying specific routes which would be achievable/desirable	Engaging and becoming familiar with the Access Programme recourse on Higher Education, including the process and timescales involved with applying	Coming to terms with perceived challenges or barriers to Higher Education (whether academic, social or financial) and understand how each can be overcome in order to succeed
	Research courses and specific Universities, particularly if wishing to pursue a subject not directly taught at school, consulting with mentor to share particular experiences	Consider what could be read, or the experiences that could be sought, in order to strengthen an application and to demonstrate interest in a particular subject area. Visit institutions to gain confidence in applying and aiming high

Year 13		
Aim	Indicators of expected progress	Indicators of exceptional progress
Make best use of the APP through the University application process	Focus and determination should be coming from the mentee. The mentor should be a support network but no longer the driving force, and the working relationship should be well established and fully-functional	The recent experiences of mentors are very useful. Successful mentees recognise, respect and make the most of this
Engage with the Teach First futures Mentee Action Plan, using it to broaden academic horizons and develop more generally	Clear measures of progress are outlined in the Teach First futures Mentee Action Plan, and success in developing the competencies outlined in that document can be judged against that document	
	Key priorities for academic development should be based on the individual, and an understanding of what will be beneficial moving forward, both to help with the completion of their	Students should be able to place academic work in its wider context, understanding the purpose of an academic work and the idea of academic work as a contribution to a body of

	specific A-levels and bearing in mind what they wish to study at University	work or debate, as opposed to something necessarily clear-cut or able to provide a definitive answer.
Apply for and achieve a place at University	<i>Given the deadlines and clear cut measures of success involved here, success is more general as opposed to expected or exceptional. Expected/exceptional distinctions may be relevant in terms of the calibre of institution reached, but this is clearly highly subjective and success could look very different for two different students. Regardless, what is below are the required indicators of progress towards applying for and achieving a place at University</i>	
	Make a firm decision on which Universities and courses to apply for, and if deciding they would be more suited to an alternative route, should be able to fully explain and rationalise why this is the best option for them	
	Be fully aware of relevant deadlines and the different stages involved in the process of applying, having researched the process, been supported through this by their mentor, and developed a clear idea of what they need to do, and when, to be successful	

** On joining the APP a student will be assigned a learning mentor who will remain their primary point of contact and source of support for the first two years of their involvement with the programme. Mentor assignments for years 12 and 13 will be carried out on a more subject specific basis, in order to best utilise the skills of mentors employed by the AAF, and to best match those skills to the needs of a specific mentee, protecting and enhancing the bespoke nature of the programme.

Student Code of Conduct

The Kent Academies Network, The Sutton Trust and Fitzwilliam College, want you to enjoy and achieve through the University Access Programme and to do so in a safe and stimulating environment. These Terms and Conditions detail the rules and regulations which will apply during the residential aspects of the scheme, enabling us to run a safe and enjoyable event for everyone. They also outline the commitment we are making to you and the commitment we expect you to make to us in return.

You must agree to abide by the terms of these Terms and Conditions, and to any additional rules, regulations and procedures which are outlined to you at the start of the residential events. Failure to do so may result in the premature end of your participation and may jeopardise your place on the University Access programme.

Behaviour

You are expected to demonstrate reasonable behaviour at all times. You will be expected to show respect for the rights of others including your fellow students, the teaching staff, the learning mentors and other staff and visitors to the campus.

Rules and Regulations

- Alcohol must not be brought onto the campus or consumed during the residential programme.
- The purchase of alcohol and tobacco products is strictly forbidden.
- There will be a strict no smoking policy.
- The purchase and/or use of illegal substances is strictly forbidden and will result in Police action.
- You are not permitted to bring any weapons, or items deemed to be considered weapons, to the residential programme. This includes knives of any description, legal or otherwise, and illegal weapons such as firearms. If any such items are found, then the Police will be informed.
- There is a policy of no chewing gum on campus and you are requested to respect this policy at all times.
- You should not purposefully damage or graffiti anything in the school or anything belonging to anyone else in the centre or take anything whatsoever from other students or the host school.
- Overnight there will be separate male and female accommodation areas. You must remain in your allocated bedroom between 22.00 and 07.00, unless otherwise directed by staff.
- You are only permitted to enter your own accommodation block and only students from your block are permitted to enter your room. All students must be in their rooms by 22.00.
- You will not be allowed to leave the campus under any circumstances unless authorised by a parent or carer through the course co-ordinator or course administrator.
- You are expected to follow any emergency procedure, such as a building evacuation, as directed.
- Sexist, racist or homophobic behaviour will not be tolerated, nor will any other anti-social behaviour.

- Bullying will not be tolerated. You should not make derogatory comments about another person's appearance, culture, disability, gender, race or sexuality.
- Mobile phones must be switched off during all sessions.
- Facebook, Twitter and other social media tools should only be used during free time. You must not make any inappropriate comments or posts about other students, staff etc.
- The Kent Academies Network, the host school, The Sutton Trust or Fitzwilliam College, Cambridge will not be liable if any personal property becomes lost, damaged or stolen en-route to/from, or at, the residential programme.

Commitments

- As part of the University Access Programme we will provide (unless there are exceptional circumstances):
 - I. A four year programme of support from the point of selection.
 - II. Two residential programmes per year.
 - III. On-going academic support and mentoring through The Brightside Trust.
 - IV. Occasional plenary sessions held at schools in Kent between the residential programmes.
- You will (unless there are exceptional circumstances):
 - I. Attend each of the residential schools organised by the KAN.
 - II. Attend any additional plenary session organised by the KAN.
 - III. Complete any additional tasks set by tutors of members from the KAN.
 - IV. Log on regularly to the Brightside Trust VLE.