

MAVISBANK SCHOOL

MENTORING POLICY

Mentoring

At Mavisbank we define mentoring as an informal and supportive relationship whereby a more experienced member of staff undertakes to help a new member of staff learn his/her job and manage a period of transition into new responsibilities.

Mentoring as a Process

It is very important that mentoring is recognised as a process rather than an event- it is this which distinguishes it from other forms of staff development

AIMS

- To enable faster and more thorough induction of new staff.
- To provide a more personal level of support.
- To provide advice and information.
- To reduce isolation and build relationships.
- To encourage commitment to the school.
- To improve self-confidence.

GUIDELINES for Successful Mentoring

- The mentor will have volunteered their services.
- The relationship should be between two individuals. Not a group.
- The mentor and mentee must get on well together.
- Each partner must be committed to the mentoring process.
- The structure of the process should be agreed and include such factors as length, frequency and place of meetings, and regular review of progress and development.
- To keep informal notes of the meetings, noting what had been discussed and agreed, and the objectives for the next meeting.
- To maintain confidentiality at all times.

MONITORING and EVALUATING

The success of the mentoring relationship, should be reviewed by both mentor and mentee themselves. It should be based on mutual trust and respect and should only be discussed in detail with the line manager if there are any concerns.

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Reviewed and amended: John Lochrie, Eileen McDonnell

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