

Mentoring guidance

Mentoring at Tute is:

- ★ Structured, 1:1 support by qualified teachers
- ★ Relational: building trust, confidence and engagement
- ★ Focused on the student as a person, not curriculum content
- ★ Goal driven: supporting motivation, resilience and readiness to learn

Mentoring at Tute is not:

- ✗ Academic tutoring
- ✗ Counselling or therapy
- ✗ A substitute for pastoral/safeguarding roles
- ✗ An emergency or crisis service

The purpose of mentoring:

- ✓ Improve confidence, self-esteem, learning connection
- ✓ Focus on personal goals
- ✓ Build relationships to improve: attendance, participation, resilience
- ✓ Provide a bridge between support services and the classroom

Short safeguarding briefing:

- 🔒 Tute follows national guidance with clear reporting
- 🔒 Students are told that any shared information may be escalated for their safety and well-being
- 🔒 Partners must provide up-to-date safeguarding contacts and remain responsible for immediate action on concerns

Parental consent:

- ✎ Share relevant info with Tute to deliver support safely
- ✎ The partner is responsible for securing and recording consent.

Lesson logistics:

- 💡 30 minute, weekly sessions (or as agreed)
 - 💡 Delivered on Tute's secure online platform
 - 💡 Students need quiet space, access to internet and device
- Attendance is recorded and shared

Basic wellbeing check:

- ♥ Brief induction review to flag risks/needs
- ♥ Mentors are informed but do not replace pastoral systems
- ♥ Safeguarding/wellbeing updates must be reported to Tute promptly

Attendance:

- ✓ All sessions must be attended
- ✓ Non-attendance must be reported immediately
- ✓ Repeated absence may result in the place being reviewed or withdrawn

Student goals:

- 🎯 1–3 achievable goals for engagement, confidence, or growth
- 🎯 Partners should gather initial goal ideas during induction to share with Tute staff

Roles and responsibilities:

Mentor (Tute):

Deliver structured, relationship-based mentoring
Set objective and monitor progress
Escalate safeguarding concerns
Communicate with the partner on attendance, progress and concerns

Mentee (student):

Attend on time
Engage actively, setting realistic goals
Escalate safeguarding concerns
Respect boundaries

Partner (organisation):

Induct and prepare the student
Provide accurate referral information
Ensure access to equipment and timetables
Respond to Tute communications and safeguarding