

HMC Senior Leadership Programme (SLP)

Briefing for Mentors of SLP participants

The role of the mentor

The role of the mentor is to provide individual, confidential support to participants on the HMC Senior Leadership Programme. An overview of the programme can be found [here](#). The mentor should draw on their own experience of SLT roles to offer professional advice and guidance, whilst also inviting reflection by the participant. Mentors will normally be a member SLT by agreement with the Head (or the Head if time allows).

Mentor meetings

Participants in the programme should arrange six meetings with their mentor, and it is the responsibility of the participant to arrange those meetings and to ensure they come to the meeting prepared, having briefed the mentor ahead of the meeting about what they need to cover. The initial meeting should take place before October half term, and meetings are then likely to be every half-term for the rest of the academic year (i.e. the duration of the programme). Face-to-face meetings would be the norm but online or telephone mentoring is also possible.

The suggested topics for the meetings are linked to module content and to tasks in the portfolio so it may be beneficial for mentors to make themselves familiar with the portfolio content although it is the responsibility of the participant to brief the mentor about the tasks and topics they need to cover. A copy of the portfolio can be accessed will be available for September. Participants are given particular topics to explore with their mentor at each meeting, alongside any additional topics they wish to raise. Suggested areas of discussion for each meeting are listed below:

Mentor meeting 1: Initial general discussion then: The opportunities and challenges of SLT roles; personal readiness for the role and areas to develop; which role and type of school s 'best fit' for participant; how SLT roles differ from middle leadership

Mentor meeting 2: Motivating teams; leading by example; developing presentation skills; leading change; managing complexity

Mentor meeting 3: HR; finance; critical incidents; safeguarding; compliance/inspection; governance and accountability

Mentor meeting 4: Making evidence informed decisions; using AI to support the work of the school; importance of teamwork and taking whole school into account

Mentor meeting 5: Discussion of action-based research project aligned with school development plan. When will this be delivered formally and who will give feedback?

Mentor meeting 6: Reflection on year; exploration of further areas to develop; forward planning and next steps.

Mentor's supporting statement

Mentors are asked to provide a short supporting statement in the participant's portfolio at the end of the programme. This should be fewer than 200 words and should include comment on the progress of the participant during the programme as well as areas for future development. Participants will ask you for a supporting statement as they near the end of the programme.

Please contact pd@hmc.org.uk if we can be of assistance or provide any further information.