



IRVINE ROYAL ACADEMY
Ambition • Respect • Responsibility



IRVINE ROYAL ACADEMY ATTAINMENT CHAMPIONS

**WOULD YOU LIKE A MENTOR TO SUPPORT
YOUR ATTAINMENT JOURNEY?**

WHAT A MENTOR COULD DO



LISTEN & CHAT



**SUPPORT WITH
SCHOOL WORK**



**GIVE ADVICE
& IDEAS**



**SUPPORT YOUR
WELLBEING**



**CELEBRATE
YOUR WINS**

Sign up below:



HOW THIS WILL BENEFIT YOU



**FEEL
SUPPORTED**



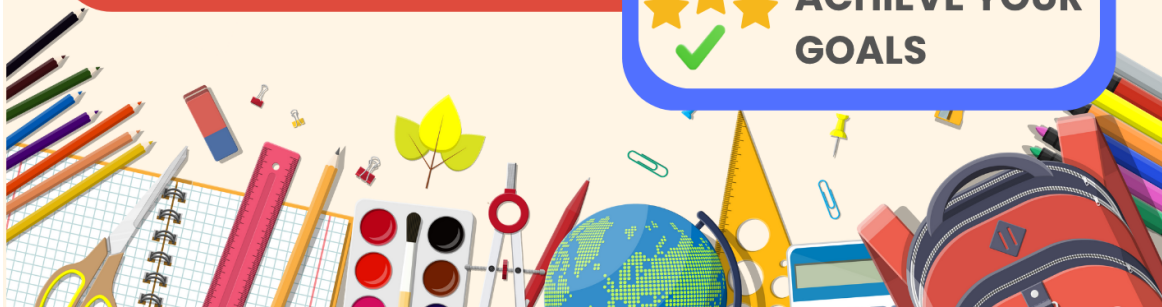
**IMPROVE AT
SCHOOL**



**BUILD
CONFIDENCE**



**ACHIEVE YOUR
GOALS**





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Irvine Royal Academy 'Attainment Champions'

The Attainment Mentoring Programme ("Attainment Champions") aims to provide targeted and personalised support for senior pupils to help them achieve their academic potential, build confidence and develop the skills needed for success. The programme forms part of the school's wider Raising Attainment strategy.

Programme Overview

In the initial phase, the programme is open to:

- **All S4 pupils** who wish to opt in.
- **Selected S4 pupils** identified through tracking data who may benefit from additional encouragement or structured support.

The programme will extend to **S5 and S6** in later stages.

Role of the Mentor

Staff mentors provide supportive, informal guidance to help pupils navigate their attainment journey. Mentors may:

- Listen, chat, and act as a consistent point of contact.
- Support study planning, organisation and time management.
- Provide advice, ideas and signposting.
- Liaise with subject staff where necessary.
- Support wellbeing and encourage a positive mindset.
- Celebrate progress and successes.

Mentors are not expected to act as counsellors or replace guidance staff; concerns should continue to follow normal guidance and safeguarding procedures.

Mentor–Pupil Pairings

Pupils will be asked to nominate **three potential mentors** based on existing positive relationships. Pairings will be made by the Raising Attainment Working Group to ensure suitability and staff workload balance.

Where a pupil's request cannot be met, an appropriate alternative mentor will be assigned. Staff will be consulted before pairings are confirmed.



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Meeting Expectations

There is **no fixed schedule** for mentoring sessions. Staff and pupils should agree a mutually workable arrangement, which may include:

- 20 minutes weekly (e.g., a lunchtime check-in), or
- A longer session every 2–3 weeks.

Consistency matters more than duration. Mentoring should be flexible, pupil-centred and tailored to individual needs.

Training and Resources

Staff will receive:

- Time for **coaching and mentoring training**.
- A set of **optional activities and conversation starters**.
- Guidance on study strategies and signposting materials.

Mentors are encouraged to take an individualised and strengths-based approach.

Tracking and Communication

Mentors should keep brief notes of meeting dates and key discussion points as part of ongoing monitoring. Any emerging concerns regarding attainment, engagement or wellbeing should be communicated through the usual house team and faculty channels.

Boundaries and Professionalism

All sessions should take place within school, in appropriate spaces and times, and follow school safeguarding protocols. The relationship should remain supportive, professional and pupil-focused at all times.