

the
sixteen
trust

Mentoring Programme
2021-2022 Impact Report

July 2022

the sixteen trust

Mentoring: Introduction

We set out to create a bespoke mentoring programme and classes, which would engage mentors from across a variety of art forms and associated industries who themselves were once in the UK schooling system, because we believe 'If you can see it, you can be it'.

We are concentrating for the moment in East Kent, which contains some of the most deprived areas of the UK, with low aspirations and job prospects. We aimed for The Sixteen Trust to build strong a relationship with schools, in order to ensure the aims of the project were agreed in accordance with the needs of their students.

We set out with the following aims in place to steer the project:

- To inspire aspiration and success through mentoring programmes tied to the school curriculum: including but not limited to, visits, workshops, one-to-one mentoring and career advice, workshops, extra-curricular activities, industry and work placements and travel opportunities.
- To give young people agency in the project; to empower young people and make the projects adaptive to them and their needs, ideas and interests.
- To educate children on the huge number of real-world opportunities and pathways available to them, and inspire an imagination for future careers and progressions, through meeting and engaging with real-world professionals.
- To give hands-on, behind-the-scenes involvement in arts projects including, but not limited to, fashion, theatre, visual arts and film.
- To engage children in the long-term, providing advice and inspiration through their secondary schooling to supplement and enhance their educational experience, and provide advice for further and higher education or vocational training.
- To provide schools and teachers with new perspectives on learning, cross-subject synergies and collaborations.

Where We Did It

The pilot was put in place to trial the programme in Hartsdown Academy, one of the most challenging schools in Thanet. We began here as we saw the need was greatest; in 2021-2022 we expanded throughout Thanet and into other areas of East Kent.

Disadvantaged children growing up in Thanet have the poorest prospects in all of Kent. The area is ranked as the 275th worst place overall for social mobility out of 324 local authority areas in the country, according to the latest annual report by the Social Mobility Commission. The report suggests that adults in Thanet have some of the worst prospects of anywhere in the country.

These factors have resulted in GCSE results at the Hartsdown Academy being the lowest in the UK in 2019.

“Overall, young people who are the most disadvantaged or at-risk seem to benefit the most from mentoring.” (Jekielek et al, 2002; cited in Mentoring & Young People, a literature review, University of Glasgow)

“A study showed that the strongest benefit from mentoring, and most consistent across risk groups, was a reduction in depressive symptoms — particularly noteworthy given that almost one in four youth reported worrisome levels of these symptoms at baseline.” (The Role of Risk, 2013; cited on Mentoring.org)

How We Did It

We liaised closely with the school to design projects that best suited the needs of their students.

We sent the school our ‘meet the mentors’ films to form the basis of a lesson about careers in the arts, which was delivered to large numbers of students across year groups. Students then signed up to work with mentors.

We agreed to set the length of the mentoring process as six sessions, with time between each one, to reflect and undertake any creative tasks set.

Together with the team at law firm ‘Mishcon de Reya’, we created a two-lesson Art Law project for one class of year 10 students.

We created an input to impact plan and a monitoring and evaluation plan. We used these documents to ensure successful data was captured during the pilot.

We established a plan for working methods and we developed resources.

We recruited mentors who underwent training into our proposed working methods and safeguarding.



2022 Results

Number of Schools involved in 2021-2022 Project: 8

Number of children that engaged with mentoring project: 350

Unique engagements with mentoring: 72

Number of children that engaged with mentoring: 15

30 children engaged in the Art Law project

2 Art Law lessons delivered for 2 hours by 5 lawyers

100% observed increase in confidence

100% observed increase in creative thinking

100% observed increase in communication

Schools involved:

Hartsdown Academy, Thanet

Royal Harbour Academy, Thanet

King Ethelbert School, Thanet

Goodwin Academy, Deal

The Holmesdale School, Snodland

Aylesford School-sports college, Aylesford

Oasis Academy, Isle of Sheppey

Homewood School & sixth form centre, Tendterden

Art Law Project With Mishcon de Reya



In this ground-breaking project, young people worked with art lawyers from Mishcon de Reya, the UK's leading art law firm.

Together, they worked through real-world art law cases, giving unprecedented access to top lawyers, offering phenomenal insight into the world of property and art law, and fostering teamwork, problem-solving, lateral thinking and communication skills.

Mentors:

Amanda Gray, Senior Partner

Simon Chadwick, Solicitor

Daniel Foley, Solicitor

Polly Green, Trainee Solicitor

Isabella Piasecka, PSL / Associate

Feedback from Head

“It is a challenging school, with children who are sometimes reluctant to learn and whose life experience so far has led them to believe that there is little point in trying because the odds are stacked against them. Margate is on the margins of English society, both culturally and economically – as well as geographically.

“Key areas of Thanet are some of the poorest in the UK ...The opportunity that is being afforded to us by The Sixteen Trust is potentially life-changing for our students; the impact that being part of this project will have on our students will be phenomenal and hopefully foster in them the confidence and skills needed to encourage them to take on the mantle of the next generation of great, British artists.”

Matt Tate, Headteacher, Hartsdown Academy, Margate

Feedback from Mentee

“When I started this process, I thought I wanted to be a midwife but I feel more now I want to use my creative skills in my job in the future” - Jessica

Feedback from Teacher/Safeguarding Lead

“(I’ve) seen a massive increase in confidence of students in engaging with others and in their own artistic ability. All have realised there is more to the arts than they thought and that there are a huge range of creative careers” - Head of Art & Media

“They had no clue that a job like being an art lawyer even existed, or that artists or photographers could earn any money/ need lawyers at all. I feel like it really opened their minds to different worlds and careers” Teacher

Feedback from Mentor

“I really enjoyed finding out about them all, I felt like that was the key to it. It ended up being this really meandering road and them ending up at home was such a happy accident (as they were really relaxed). We felt like a gang of women talking about art and that was really special”
- Helen Johnson, Mentor

Full case studies are available from all users:
email info@thesixteen.org

thank
you

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