



The Bar Council

Mentoring at the Bar

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Introduction

There is a long tradition and culture of mentoring at the Bar. From pupillage onwards, barristers are learning their craft by watching and working with more experienced colleagues.

Mentoring can be transformative. It's the most effective way of developing the knowledge and skills of the next generation of barristers. Mentoring is helpful for someone just beginning their journey to the Bar. It can support someone right at the start of their career and during challenging transitions, like returning to practice after a period of leave, balancing responsibilities at home with a busy practice, moving practice area or chambers, or between the employed and self-employed Bar. Mentoring can support retention and progression and is a way of overcoming barriers that some come up against at the Bar. Effective mentoring provides scaffolding for barristers – for their practice, for their wellbeing and for their careers.

Mentoring is particularly useful for barristers as they begin their career, especially those who don't have established networks. A mentor can help a barrister think through what sort of practice they should build, and how to build it. They can also introduce them to networks and contacts to support this growth.

Mentoring can support barristers at challenging points in their career, for example:

- when they're working out what area of law to specialise in
- if they're thinking about moving to a new chambers or employer
- if they're considering moving to or from employed practice
- when they're about to take a period of leave such as maternity or parental leave
- when they're returning to work or practice after a break
- when thinking about progression.

Barristers who have successful careers often reflect on the importance of the support they received from good mentors, particularly at the most challenging times or during periods of transition. Mentoring schemes can make this support available to everyone at the Bar.

1. What is Mentoring?

Mentoring is a working relationship between a mentor who has knowledge and experience that could be of value, and a mentee who can benefit from impartial advice, support and guidance.

Mentors can be a more senior or established person, supporting a less experienced colleague. It can be someone who's just a little further down the line, who has relevant and recent experience in overcoming a challenge or developing their practice, or someone who has been through it all and is on the other side. Mentors can be peers, with a very similar experiences and challenges, or they can be someone with very different experiences who can provide a new perspective. Mentoring can also work where a more junior person has knowledge or experience which a senior person would find useful learning more about. This is sometimes called reverse mentoring and is increasingly being used to support more experienced practitioners reflect on equality issues or the challenges facing younger colleagues.

And what it's not?

Mentoring shouldn't be seen as a way to fix a problem – it can't replace more targeted remedial solutions, and a mentor can't be expected to change or 'fix' someone's behaviours or approach. Nor is mentoring a form of counselling, a cosy chat or telling someone what to do.

Mentoring is less directive than teaching because, although the mentor has knowledge and experience to offer, the mentee shares responsibility for seeking the help and advice they need rather than the teacher telling the student the answer to the problem.

Mentoring is more directive than coaching in which typically the coach offers no solutions but focuses instead on asking questions to elicit information and insights from the person they're coaching.

Mentoring sits between the two and a skilful mentor will tend to flex their style depending on what is needed in the moment.

Sponsorship

Sponsorship is different to mentoring. While a mentor will support their mentee by sharing experiences, helping them reflect, supporting their decision making; a sponsor will intervene and create opportunities for those they sponsor. This could be selecting them to junior for them, passing clients their way, helping build their practice, supporting with marketing, solving problems and much more. Sponsors advocate for the person they sponsor.

There hasn't been much discussion about sponsorship at the Bar. While there are many mentoring schemes, there aren't any formal 'sponsorship' schemes. But that doesn't mean it isn't happening. In fact, many successful barristers have been helped by active and powerful sponsors supporting them as they build their practice.

At the Chancery Bar Association's roundtables ['Voices of Women at the Bar'](#), one woman observed:

"...we're talking about support but actually really something more positive than that, we need sponsorship. For example, when you're starting out you need the support of senior people in Chambers to put you forward when you're just the junior tenant and you need someone to have confidence in you, the clerks and senior people."

Sponsorship already happens at the Bar. Some people arrive at the Bar with established networks they can quickly plug into, others are able to build them because they can make connections with potential sponsors through shared interests or background. But sponsorship is unevenly distributed. Barristers from groups who are under-represented at the Bar who are least likely to have access to these informal networks. And it is these barristers who would benefit most from having someone powerful to advocate for them.

This is where mentoring schemes can help. Although mentoring and sponsorship aren't the same thing, a successful mentoring relationship can open up networks and opportunities to the mentee. A mentoring relationship can evolve into a sponsorship relationship, in the same way pupil supervisors can become advocates for a barrister long after their pupillage is completed.

This is also why the Bar Council are increasingly looking at how led work is distributed and if there is a more equitable way of ensuring everyone gets access to these important opportunities.

For experienced practitioners, being conscious of sponsorship relationships they already have can help them consider broadening opportunities to others. Think about which juniors you lead, who you recommend or promote, who you ask to help you, even who you re-tweet – all of these interventions have great value to someone building their practice and career. Then you can think about whether there are others who would benefit from this attention, broadening the opportunities to more diverse groups.

And for those starting out, actively developing a network of potential sponsors is essential. Every contact you make could turn into a sponsor and advocate for you. There's more information about developing networks in the [Inside Guide to Life at the Bar](#).

2. The Benefits of Mentoring

“Having access to a more experienced member of the Bar, someone who has undoubtedly encountered the same challenges as you, for advice and support is an invaluable resource”

There is a great deal of power in mentoring. Successful mentoring creates scaffolding for nascent practices, supports those wanting to make a change and those returning after time away, gives the confidence needed to progress or creates a space to promote wellbeing and balance. Mentoring has benefits throughout a career, and many of us will have different mentors and mentees at different times depending on our needs and what we have to give. We find some mentors ourselves, through networks or work. Others we find through mentoring schemes, set up because introducing mentors to those who need support is one of the best ways to build a stronger and more successful Bar. Many of the specialist networks set up to support different groups at the Bar quickly set up mentoring schemes including the [Western Circuit Women’s Forum](#), which pairs women under 10 years call with those over 10 years call on the Western Circuit, and the [Black Barristers Network](#) which aims to provide support for practising Black barristers across the country. The [Bar Council](#) runs an e-mentoring scheme for young people thinking about a career at the Bar, a Maternity and New Parents scheme and one for barristers thinking about silk and judicial appointments. A list of the mentoring schemes around the Bar can be found at the end of this guide.

Mentoring benefits everyone involved. These benefits include:

FOR THE PERSON BEING MENTORED:

- A source of advice and guidance and a sounding board
- Help with solving problems and dealing with challenges
- New and different perspectives
- A safe space to talk things through
- Access to information about unfamiliar areas or processes
- Access to a wider network and new opportunities
- Increase in self confidence
- The possibility of a long-lasting relationship

“I didn’t know anyone else on my Circuit when I got tenancy, having done pupillage in a different chambers. My mentor helped me establish myself and introduced me to a whole network of people who are now clients, colleagues and friends.”

FOR THE MENTOR:

- An opportunity to develop skills
- Building experience in areas of competence (working with others and leadership) often needed for QC and judicial appointments
- Personal satisfaction from helping another
- Renewed focus on own career / personal development
- Broader understanding of different people
- Develop relationships with junior barristers
- Wider network

FOR CHAMBERS / EMPLOYERS:

- Support for pupils and those at the start of their tenancy
- Help for those growing their practices
- Improved retention
- Better integration of lateral hires or merged teams
- Increased internal cooperation and collaboration
- Increased motivation and improved performance
- Barristers more focussed on their career development
- Greater clarity around individual needs

FOR SPECIALIST NETWORKS AND SBAs:

- Strengthened networks and links within the membership
- Support for members who are struggling

"A good mentor can really help develop your career and boost your self-confidence at critical moments when you wonder which road to take."

FOR THE BAR:

- Improve retention
- Increased support across the profession

3. Mentoring & Diversity

Mentoring or being mentored by someone who has a different perspective from your own can be both challenging and rewarding. It can enable you to see things from a new perspective and increase your understanding of other people.

A particular challenge for senior and junior barristers working together in a mentoring relationship can be understanding the expectations, assumptions and perspectives of those from a different generation. A mentor and mentee may have different ways of communicating, be motivated by different incentives and value different things.

There are also very different expectations in terms of acceptable language, subjects and opinions between different people working at the Bar. Something which may have been an acceptable or even mainstream viewpoint a couple of decades ago, can be considered offensive today, and the reverse is also true. Viewpoints and perspectives on equality issues in particular; can lead mentors and mentees into tricky conversations and there's a real risk of offending someone, even if done inadvertently or unconsciously.

Being mindful of these differences and the impact they may have on subjects for discussion and the language used is incredibly important, and essential to establishing a respectful and effective mentoring relationship.

Unconscious Bias

Unconscious bias is bias individuals hold which they may be unaware of. This happens because our brains make incredibly quick judgments and assessments of people and situations without us realising. Unconscious biases are learned stereotypes that are automatic, deeply engrained within our beliefs, and have the ability to affect our behaviour.

A mentoring relationship can have a very positive impact on a barrister's professional development. But a mentor's or mentee's unconscious biases can sometimes create subtle barriers to communication and full engagement that can impact upon the value of the relationship.

Being mindful of our biases, questioning our own assumptions and being open-minded to different perspectives are all ways we can manage unconscious bias. Sometimes we might overcompensate for biases without realising we are doing it. For example, a mentor might be reluctant to give negative feedback for fear of appearing prejudiced, but without that feedback a mentee may be held back or miss out. Similarly, a mentee may make assumptions about a mentor which clouds how they interpret what their mentor is saying

[Research](#) has found that despite asking for feedback as often as men, women receive feedback less often. Reasons for this identified in the research include:

- that the mentor doesn't want to be seen as mean or hurtful;
- that they fear an "emotional breakdown"; and
- that they are concerned that they might seem biased or prejudiced.

As feedback is critical for improving performance this can have a significant impact on women's career progression.

Mentors have an important role to play in giving feedback and helping those they mentor to increase their self-awareness so that they can make any necessary changes or improvements to their work or how they present. Feedback delivered kindly, objectively and with the intention of helping will usually be well received. It would be a missed opportunity for someone to be denied feedback or messages that would ultimately be helpful to their careers because their mentor allowed their own fears to prevent them from giving the feedback in the first place.

The Bar Council has published more [information about unconscious or subconscious bias](#), a [guide to terminology about race](#), and this [Ted Talk](#) is incredibly useful in explaining how bias are created and how to overcome them.

4. When Might a Barrister Need a Mentor?

It's likely that a barrister will need different mentors throughout their career, as they face different challenges and seek new opportunities. Mentors are particularly useful at times of transition, or when extra support or a new perspective is needed. These times might include:

- When transitioning from pupillage to tenancy/employment: getting started and building a practice and career
- On encountering early obstacles
- When returning from family/parental leave or other periods of absence
- When starting in a new set of chambers or with a new employer
- When considering or seeking a change in the direction
- When juggling career and family
- When planning and applying for silk, judicial or other appointments
- When dealing with specific challenges

Mentoring works best when it is focussed and targeted to address a specific need or issue. Whether it's helping a new barrister find their feet and establish their practice, supporting someone who's returned after a break or helping secure a promotion, a good mentor will tailor their approach to suit meet the needs of the person they're mentoring.

"It was a real struggle to see how I could get back into work, with all the pressures that entails, and manage the new responsibilities I had at home. My mentor helped me think through all the options, and their experience showed me it was possible."

5. What Does a Good Mentor Have to Offer?

The Bar is full of great mentors – people who are skilled in their craft, experienced advocates and used to collaborating with junior colleagues and pupils. Many barristers talk about the mentors who've supported them in their career - people who've provided support, given advice or shared their experience. This is often done unknowingly.

There are many working at the Bar who have the essential qualities needed to be a good mentor. These include:

- **Being approachable and open**

A mentoring relationship requires both parties to be able to feel comfortable with each other, and the mentor can make this happen by the way they approach the role. Positivity, enthusiasm and empathy will encourage the mentee to trust and open up about their needs and give them confidence that, with the support of the mentor, they can make progress. A good mentor is also willing to challenge and has the ability to convey difficult messages when needed.

Tip: Be interested! Show them that your listening, ask relevant questions and make an effort to see things from their point of view. (see page 13 for more tips on active listening)

- **Relevant knowledge and experience**

The most useful mentor is one who can share their own experiences to support their mentee. For someone trying to work out how to return to their practice after maternity leave, and how to juggle new responsibilities at home with pressures at work, a mentor who's a year or two down the line is incredibly valuable. They are close enough to the issue to remember with detail how they organised things, they can point out the bear traps and reassure that it is possible, even though its hard. Its hard to see how a mentor who hasn't had this experience would be able to help. Likewise, if a mentee is applying to be a QC, someone who was successful recently can share what worked, has knowledge of the current processes and is unlikely to have forgotten the crucial bits. For a mentor, recent, relevant knowledge and experience is golden. Other mentors may be slightly further away from the specific issue but they may being an effective network or useful perspective which helps in other ways.

Tip: The best mentor for you might not be the person with the most glittering career, it might be someone who's overcome a similar challenge to the one you're grappling with, or who is just a few steps ahead of you and

can help guide your way. If the mentor you're matched with isn't a good fit, try and find one who is.

- **The good, the bad and the ugly**

Sharing the secrets of success is useful and enjoyable. BUT, mentors who are able to share, in confidence of course, their failures and mistakes as well as successes are so much more valuable. Reflecting on where we went wrong, and what we learned, can help a mentee avoid the same mistakes. It's also much more honest. Everyone makes mistakes, and knowing this can be reassuring to someone, especially if they're struggling and being hard on themselves. A mentor can support someone as they deal with a mistake, help them ensure they respond in the appropriate way and even, given time for reflection, learn from it.

Tip: When something happens which you think could be a good learning point for a mentee, make a note of it. Soon you'll have a file full of stories or experiences which you and your mentee can benefit from reflecting on.

- **Sensitivity and discretion**

The mentoring relationship has to be based on trust. If a mentee is to open up about their concerns, if a mentor is to authentically share their experiences, they both have to be confident that the conversations will remain confidential other than in exceptional circumstances (see page 18- confidentiality).

- **Time (and reliability)**

Mentoring requires focussed time – for preparation before, during meetings and afterwards for follow up. It's dispiriting for a mentee to be put off or have meetings cancelled, especially as there could be something very serious they need to share. Likewise, if a mentor has set aside time to meet a mentee and they cancel at the last minute, it wastes everyone's time.

Tip: Agreeing and diarising the dates of meetings well in advance and sticking to them as far as is possible sends a message to everyone that this relationship is being taken seriously.

Active Listening

Mentoring requires strong and active listening skills. When someone is a good at active listening, the speaker will feel heard and understood, and will know that the listener is listening without judgement. Active listening is not easy but can be developed with practice.

The five key actions required for active listening are:

1. Responding

- Pay attention and look alert
- Make good eye contact
- Respond naturally, not “it’s a minute since I last nodded”!

2. Reflecting

- Empathise; put yourself in the speaker’s position
- Communicate by the manner and tone of your voice
- Accept the speaker’s feelings; do not evaluate

3. Appreciating

- Show you understand what they are saying
- Build on the speaker’s ideas; do not change direction
- Leave the speaker in control of the discussion

4. Probing

- Use more open-ended requests / questions to get the speaker to say more: e.g. “tell me more about that...”
- Follow questioning by reflecting, rephrasing, summarising
- Avoid demands for information

5. Summarising

- Listen intently to the words and to what is behind them
- Use your own words, do not repeat the speaker verbatim
- Do so frequently, even by interrupting gently if you need to clarify something the speaker has said

Some of the common barriers that prevent us from active listening are:

- **Rehearsal:** thinking about how you are going to respond, without really listening to what is being said
- **Identifying:** constantly attributing what is said to your situation or feeling, rather than listening to the feelings of the speaker
- **Advising:** responding by telling rather than listening thoughtfully and questioning
- **Being right:** point scoring, rather than listening respectfully to what is being expressed
- **Being distracted, daydreaming, not paying attention**

6. Setting up for Success

The First Meeting

Mentoring works best when the objectives are clear and all parties are agreed on how to work together and how long it will last. Working out the objectives together at the first meeting, and agreeing the terms of the mentoring relationship, including the sort of support needed, from the start will lead to a more productive and successful outcome.

BEFORE

The mentor should:

- Find out about the person you're going to be mentoring
 - What sort of work do they do?
 - Why do they want a mentor?
- Think about what you have to offer including the time commitment you're able to make
- Make a list of the points you will need to cover to manage everyone's expectations from the outset

The mentee should:

- Find out about your new mentor
 - What sort of work they do?
- Think about why you want a mentor and what success would look like
- Make a list of points you want to cover
- Have a plan for how you want the relationship to work
 - Would you prefer online or face to face?
 - How much time do you need from them?

DURING

At the first meeting, the mentor and mentee should:

- Establish what each of you want out of the relationship
- Use the mentoring cards to identify the issues you want to focus on (see page 17)
- Go through the arrangements for your mentoring relationship and agree:
 - how often you are going to meet
 - for how long (mentoring relationships ought to be finite to avoid them being allowed to just fizzle out)

- where (your office / their office / neutral territory) – treat it like you would a client meeting
- when (what time of day)
- who will be responsible for setting up the meetings?
- is it ok to get in touch between meetings and if so, how you'll communicate (email / phone / text)?
- Agree that this is a confidential relationship on both sides. (see page 18 for more about confidentiality)
- Agree and make a note of objectives
- Try to build rapport by being open and friendly with each other
- Agree when to meet next

AFTER

At the first meeting, the mentor and mentee should:

- Do what you said you would do!
- If you've offered to send them something – send it. If you've offered to speak to somebody or introduce them to somebody be sure to do it
- Diarise the next meeting and do your very best to stick to it. If you do need to re-arrange make sure that another date goes in the diary as soon as possible so that it does not get forgotten.

Mentoring Cards

The Bar Council has developed some cards to support mentors and their mentees establish which areas to focus on and the priorities for mentoring sessions. These cards can be used at the first mentoring session, or when a mentoring relationship needs to be refocussed, and are useful prompts to help mentees think about what's most important for them.

The cards are split into 3 groups:



The mentor should ask their mentee to look through all the cards and then select ideally 4 or 5, or as many as are relevant to a maximum 8/10, which represent what they want to focus on in their mentoring discussions.

These can then be set as goals, and together the mentor and mentee can think about how they'll know when each has been achieved.

The cards are just an aid to help focus mentoring sessions. It may be that the mentee has a clear goal in mind, or wants to focus on things which aren't on the cards.

Mentoring cards are available to all mentors at the Bar – get in touch if you would like a pack mentoring@barcouncil.org.uk

Creating a mentoring plan

Once the relevant goals have been identified, they can be included in a mentoring plan which sets out a structure for monitoring and working towards each goal.

This plan can be as structured or as flexible as suits both the mentor and mentee, but can include a grid setting out the following:

Goal What do you want to achieve?	Current situation Where are you now?	Options What are your opportunities?	Plan What will you do to achieve this goal?	Completion What does completion look like?	Timescale
Goal 1					
Goal 2					

7. Code of Conduct

It's important all parties agree to a code of conduct to ensure an effective mentoring relationship. The code of conduct should include the following ground rules:

- The mentor and mentee will agree the agenda for their mentoring together.
- Mentors and mentees will agree an outline of how they plan the sessions to be scheduled and arrange these at suitable times, and with consideration to each other's time and responsibilities.
- Mentors should be aware of the scope of their relevant skills and training, if at any point they feel that their mentee requires assistance which is outside of their skills and/or experience they will direct the mentee to the appropriate point of contact or suggest they get other support.
- Mentors will ensure that they have completed mentoring training.
- Mentors and mentees have a responsibility to highlight any conflict of interest or ethical issues at the earliest opportunity and seek appropriate guidance if needed.
- Mentees are aware that mentors are volunteering this service, and whilst they will endeavour to support the mentee, there is no guarantee of success or realisation of the agenda/aim.
- Mentors and mentees agree that all appropriate GDPR regulations will be complied with in relation to any data shared.

Confidentiality

This is a confidential relationship - both mentor and mentee need to respect each other's confidence. However, there are some circumstances where that confidence can be breached by mentor or mentee:

- If you thought they were at risk physically or mentally to themselves, or another, and needed further help.
- If you thought they were about to do something or had done something illegal.
- If you thought they were about to do something or had done something that could constitute serious misconduct under the BSBs rules.
- If you were required by law to break the confidentiality of the relationship.

It may be possible to advise that the confidence will be breached, in advance of doing so, but that will not always be appropriate and that must be understood by the mentor and mentee.

8. Mentoring Challenges

What if I don't think I've been matched with the right person?

Personal chemistry is an important part of a successful mentoring relationship.

BUT, it's important to remember that mentoring is not about becoming friends, and we can learn a lot from people who we might not come across or connect with in our everyday lives. That's one of the advantages of a mentoring programme, it can expand networks and connect people with diverse experiences. It could be worth persevering with a match even when the advantages may be less immediately obvious.

Taking all of that into account, if you do not feel that you are a good fit with each other, either because you feel your personalities really aren't compatible or your experience isn't relevant, it's best to say so as soon as possible so that a new match can be made and nobody's time is wasted.

I'm happy to help but the person I mentor has been asking for advice increasingly often, sometimes calling daily to discuss things.

This is a sign the relationship has developed into something unhelpful, and the overreliance on your support or advice is unsustainable. You need to re-set the relationship and re-establish (or establish) boundaries which work for both of you. Remember that a mentor is not a friend or on permanent call.

What should I do if I have concerns about the mental health of the person I mentor?

Do not be afraid to ask someone how they are feeling. You might even share with them that you are worried or concerned about them. Often simply knowing someone else has noticed is enough to let the other person feel supported. Ask how you can help.

If they talk about feeling unduly stressed or not coping, ask them how you can help. It may be that you could get them some help with their immediate workload and diary management to provide them with some breathing space.

But remember that you are a mentor and not a mental health professional. They may need professional support or more help than you're able or willing to give them. In particular, if they talk about feeling depressed or as if they can't go on, you should encourage them to see their GP and seek medical advice.

If you think their needs are more immediate than that you should encourage them to speak to someone urgently or get in touch with a mental health helpline.

The Bar Council website has a special section on Wellbeing at the Bar <https://www.wellbeingatthebar.org.uk/help-a-colleague/> and this includes references to organisations such as MIND and Law Care who can provide specialist support.

As a mentor you are not expected to cope with these situations alone but you may be the only person they open up to. Once you've signposted support, do follow up with them and make sure they have got the help they need.

What should I do if the person I mentor asks me to help them get a job in my Chambers?

This is not against any rules, although it may put you in an awkward position and put strain on the mentoring relationship.

You could make an introduction to whoever deals with recruitment in your Chambers and pass on to that person your own experiences of working with them as your own objective feedback.

Where this becomes more difficult is if you did not feel that you could support their application if they were to make one, based upon what you know of them through having mentored them. In that situation it would be advisable to be as open and transparent as possible.

What should I do if I think the mentoring relationship has run its course?

Mentoring relationships should be finite. If a mentoring relationship is set up initially as an on-going relationship it is very easy for it to lose momentum and just fizzle out or alternatively for the relationship to develop into one of dependency. Ideally to stop this happening it is best to agree at the outset how long you both want the mentoring relationship to continue.

If the aim of the mentoring programme is to support someone through a transition (e.g. a return to work after maternity, settling into a new chambers or applying for silk or a judicial appointment) then the commitment to the mentoring programme can be set according to the achievement of the goal or a specific number of meetings or an agreed period of time.

If the aim is more general, then it is fair to both sides to be upfront about the level of commitment both want to give to the arrangements and to agree a number of meetings or a period for the mentoring relationship at the outset. If you agree to a

programme of mentoring over 6 months and, once that is reached you both wish to continue for another 3 or 6 months, there is nothing to stop you extending the agreement.

If you are already in a mentoring relationship and you don't feel the meetings now have much purpose, or mentoring fatigue has set in, you could instigate a discussion about whether the meetings are still helpful. This gives you an opportunity to reflect on the impact of the mentoring and agree together a way forward which might be ending the formal mentoring relationship or suggesting a new mentor for the next phase or their career.

"A mentor is different to a colleague, practice manager or supervisor. It is possible to be completely honest, ask for help and share stories in confidence. Using a mentor as a sounding board helps me make better decisions about my career."

9. Mentoring Schemes Around the Bar

Mentoring schemes are popping up across the Bar to support barristers with different needs and at different times in their career. Below is a list of some of the schemes around the Bar, there may be others run by Specialist Bar Associations, Inns of Court, Circuits or networks.

The Bar Council runs a number of mentoring schemes to assist:

- students seeking to join the Bar
- new parents and returners
- barristers considering silk or judicial appointment.

<https://www.barcouncil.org.uk/support-for-barristers/wellbeing-personal-career-support/mentoring.html>

The Middle Temple Mentoring Scheme

<https://www.middletemple.org.uk/members/inn-initiatives-and-events/mentoring-scheme>

Grays Inn Mentoring Scheme

<https://www.graysinn.org.uk/education/barristers>

Lincoln's Inn Mentoring Scheme

<https://www.lincolnsinn.org.uk/members/volunteering/volunteering-at-the-inn/become-a-mentor/>

The Inner Temple Mentoring Scheme

<https://www.innertemple.org.uk/education/bar-course/student-schemes/>

Western Circuit Women's Forum Mentoring Scheme

<https://www.midlandcircuit.co.uk/women-mentoring-scheme>

The Chancery Bar Association

<https://www.chba.org.uk/for-members/mentoring-scheme>

Combar mentoring scheme

<https://www.combar.com/mentoring/>

Women in Family Law

<https://womeninfamilylaw.net/mentoring/>

Black Barristers Network

<https://www.blackbarristersnetwork.org.uk/our-work>

Bridging the Bar

<https://bridgingthebar.org/our-programmes/>

Neurodiversity in Law

<https://neurodiversityinlaw.co.uk/become-a-mentor/>

Women in Criminal Law

<https://www.womenincriminallaw.com/mentoring>

Association of Women Barristers

<https://www.womenbarristers.com/mentoring/>

Please get in touch if there are other mentoring schemes which should be included on this list mentoring@barcouncil.org.uk

10. More Information and Support

The Bar Council can support mentors and mentoring schemes with advice and training.

Website: <https://www.barcouncil.org.uk/support-for-barristers/wellbeing-personal-career-support/mentoring.html>

Email: mentoring@barcouncil.org.uk

As a mentor you are in a unique position to observe if someone isn't coping with the pressures of the job, or is struggling. You may be able to support them by being a listening ear, but you may need to guide them towards more help. The Wellbeing at the Bar website provides support and advice to anyone working at the Bar <https://www.wellbeingatthebar.org.uk/>. The website contains lots of useful information and links to further support.

If anyone experiences or witnesses harassment, bullying or inappropriate behaviour at the Bar, [Talk to Spot](#) is a reporting platform which allows you to make a report confidentially and, if you want, anonymously.

The Bar Council provides confidential [support and advice](#) to members of the profession, staff and members of chambers, employed barristers, pupils and Bar students about any equality and diversity, parental leave or bullying and harassment issue. Call the Equality and Diversity helpline on **020 7611 1426**

LawCare is an independent charity offering emotional support, information and training to the legal community.

Tel: 0800 279 6888

Website: www.lawcare.org.uk/

The Barristers' Benevolent Association is here to assist barristers (past and present), members of the judiciary (past and present) and their dependants through difficult times, financially or ill health.

Tel: 020 7242 4761

Website: www.the-bba.com/

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