

The Role of a Form Tutor

Most members of teaching and learning support staff are expected to undertake the role and responsibilities of Form Tutor. The role of Form Tutor is vital to the efficient running of the school, successful pastoral care and the delivery of the **PSHE** programme. The work of the tutors is closely monitored by the pastoral and progress leaders and the vice principal for attendance, behaviour and inclusion. All of these staff are accountable to the Principal and Governors of the College.

Form Tutors should be the first person to whom a student will turn to for help or advice, although it may sometimes be necessary to refer the matter to the Pastoral and Progress Leaders, Vice Principal and through them as appropriate to an outside agency. It is through regular daily contact with tutees that **least intrusive pastoral** care is exercised.

The main functions are as follows:

A) COMMUNICATION

Registration

Registers are a legal document that we have a statutory duty to maintain and accurately record attendance. Therefore, registers must be marked daily in the morning and afternoon. Reasons for absence must be collected and recorded on the daily lesson monitor.

Patterns of lateness and absence are checked and scrutinised at the start of each morning. Tina Cliff telephones home immediately if there are any students for whom we have no notification of reasons for absence. PPLs communicate with TC regarding background information of our most vulnerable students whom we will prioritise in the first instance.

- Tutors must consult with PPLs about placing a tutee on a green tutor report for attendance to know if there are any mitigating circumstances. Only then should contact be made with parents/carers. Unless the PPLs/VP advises otherwise this must be done by the form tutor in the first instance.
- Tutors must now keep records of which students they have placed on attendance reports and record on GO4Schools. When the students are taken off report, the card must be given to the PPLs to file
- Tutors need to check with PPL Office/ recheck the register if students have signed in after the morning tutor registration. TC is here until 12am each day.

Daily Communication

Communicating with parents **regularly and accurately** helps parents to support their child at College.

Therefore, we must ensure that letters to parents are distributed on time; tutors check each other's pigeon holes for notices and letters and that this is recorded in student planners. This is especially important when appointments or places for trips are on a first come first serves basis.

Return slips from reports etc. should be collected and forwarded to the relevant persons. Matters arising from any returns from parents are discussed with PPLs or HOFs.

Register notices give essential last minute messages and along with messages from the staff daily bulletin, student bulletin or staff briefing should be read out or passed on to the tutor group.

Form Tutor Meetings

Form Tutors meetings ensure that all students have access to the same quality of pastoral care. Attendance is essential if we are to work as an effective team. This is also directed time.

In conjunction with the PPL and VP, the Tutors will keep detailed tutor folders. The information in here can vary from SEND, attendance concerns, records of telephone calls, coaching/ mentoring records, GO4Schools progress data and any other relevant information. **These files must be stored in a secure place.** Tutors will be expected to bring their files to termly meetings with PPLs and the pastoral VP.

Contacts with parents and other outside agencies

Our Behaviour Management Policy stipulates how staff and students will record on "Report Cards" the progress and improvements students are making towards achieving targets set. The Form Tutor have the vital role of checking daily the progress students are making and praising and supporting students.

In conjunction with PPLs, Tutor and Co-tutors can arrange to meet parents over matters of concern.

B) ASSESSMENT

Reports and Monitoring

Thoroughly reading and having an overview of their tutees reports is an essential role of the tutor. The monitoring of information to ensure accurate quality information goes home is integral to this. Tutors and Co-tutors must discuss reports with students and parents during tutor period, PSE mentoring sessions and parents' evenings to set targets for the future. Mentoring sessions should be conducted on a regular basis (either in small groups or 1:1 Sessions) as an integral part of the monitoring programme. Tutors will discuss 'Progress Ribbons' with students (i.e. their progress in all their subjects). This is to support the students, parents and subject teachers. Tutors may need to follow up on issues relating to progress.

A,B,C, D Classification

Tutors will, from time to time be asked to classify their tutees with one of the above letters. The aim is to make sure that all students get the care and support they require. The definitions are as follows:

A: a student that is mostly off-site on alternatives. Their needs will be met by the pastoral system and learning support.

B: a student that requires very high levels of support, mostly from the pastoral / learning support staff, however, completely included in the tutor group (very little off-site). The student may be vulnerable, special needs, challenging etc.

C: a student that has some ups and downs (possibly a school issue, progress, low-level behaviour etc. or a home issue). Tutors will do most of the work to support these students.

D: a student with no issues (they are on-track, settled, happy, clear about their destinations etc.). It is vital that tutors give these students the attention they deserve. If 'D' students are quiet, they can very often go unnoticed.

References, UCAS personal statements and College Applications

Tutors and Co-tutors are expected to prepare references for employment and college/FE applications. They should gather information from staff who teach the tutee as well as other staff who may work closely with the student. This will ensure an accurate and full picture of the tutees attitude and aptitude which does not always appear on formal reports Advice given to students in constructing personal statements and portfolio of achievements.

Tutors and Co-tutors should aim to gather thorough knowledge of all students in the form. An in depth picture of both their academic abilities and out of school activities and interests is essential.

Rewards

Tutor and Co-tutor gives on-going feedback / praise in recognition of achievements.
Tutor and Co-tutor recognise student positive contributions through GO4SCHOOLS
Tutor and Co-tutor can send positive letters or make telephone calls home about their tutees

C) ETHOS

Assemblies

Tutors must bring their tutor group to assembly promptly and supervise their forms in the designated area
Tutors and Co-tutors are expected to reinforce whole College or year group issues referred to. If there needs to be further clarity, then no information is better than misinformation as it can cause problems when parents ring

Discipline and uniform

Students not complying with the uniform policy will be given an orange uniform pass and asked to get a note for when the uniform will be corrected. The College expects this to be addressed as soon as possible. Tutors should consult PPLs if they wish to place a student on Tutor report. Persistent non-compliance will eventually result in a telephone call home.

Students raising cause for concerns should be referred to the PPLs if incidents are regular or increasingly serious. It is likely that the most serious incidents will have already been dealt with by a PPL or SLT.

Checking student planners

Student Planners are checked and signed weekly. Action is initiated, in conjunction with HOD, PPLs, or relevant subject tutor over any parental comment

Organisational problems are dealt with: students helped to fill in planners and agreed action taken with Pastoral and progress leaders.

Homework problems are dealt with in liaison with subject tutor, H.O.D. Parent and Pastoral and Progress leaders or Learning Support Department.

D) PSE

Tutors and Co-tutors are responsible for delivering the PSE programme as planned and organised by AWe.

Tutors and Co-tutors also give support to whole school events.

Active promotion of/participation in whole school citizenship events. Proactive role in rewriting PSE materials.

Notes

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must use Directed Time in accordance with the school's published Time Policy.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time after consultation with the holder of the post.