



Tutoring Policy



1 THE ROLE OF THE TUTOR

- 1.1 The Form Tutor has an essential role to play in the pastoral organisation of the School. They form the link and create the line of communication between the administration of the School and the individual pupils and their parents.
- 1.2 Only as a Tutor is a member of staff able to meet a particular group of pupils each day of their School life and is, therefore, in the best position to:
- Make sure that the pupils are fully aware of what is expected of them at any time and that they fully appreciate the various procedures that the school is asking them to follow. To help and support students to take control over their behaviour and be responsible for the consequences of it.
 - Create the sort of relationship that will offer the pupils the individual care, concern and guidance that can otherwise so easily be lost in a large school.
 - Establish and encourage the development of standards that the School is aiming to achieve. Constant vigilance, encouragement and checking such issues as appearance, dress, conduct and manners are essential e.g. Issuing uniform stickers and planner sheets when required. Encouraging and reminding students of their need to be 'ready, respectful and engaged'. Not only will this improve the standards within the group but the School as a whole.
 - Develop relationships with parents to enable linked support of the pupil (letters home should always be approved by the Learning Manager to prevent duplication or contradiction).
 - Be the point of contact for children, parents and subject teacher. To be examples of positive behaviours and build relationships with students, parents and other staff. As subject teachers we need to make an effort to refer to the Form Tutor to record both achievements and problems. Please use the planner and Bromcom for this.
 - Discuss individuals with the Learning Manager on a planned basis.
 - Conduct personal interviews with the pupil on the agreed agenda enabling achievements to be recognised and the way forward planned.
 - Tutors should support the House System by helping select teams, reminding pupils of events, encouraging participation and helping with the larger House meetings.
 - Tutors should monitor students' academic and pastoral progress through the student planner and Bromcom regularly.
 - Tutors should support school in monitoring the attendance of their form including reminding them about the importance of good attendance, bringing in absence notes and passing information on to relevant people to ensure records are accurate.
 - Tutors should help the Learning Manager and Pastoral Officers to compile any references or reports asked for.
 - Deliver the Tutor Programme set by the Learning Manager to ensure consistency across the year group.

2 TUTOR TIME

- 2.1 Whilst not wanting to stifle an individual tutor's style, a common approach and an insistence on certain standards will help develop the standards that we are constantly encouraging. Tutors must follow the school routine for starting and ending tutor time and comply with the following:
- Tutor time should always have a prompt start. Students arriving before the Tutor should line up quietly as tutors have previously arranged.
 - The register must always be taken and any lates marked, including the amount of minutes late. This is a safeguarding essential.
 - The group should remain quiet and attentive whilst any notices from Fronter and instructions are given each day.
 - Tutors should stay with their group unless it is essential that they need to see a Learning Manager. If they need to go elsewhere they should first inform the Learning Manager.
 - Do not accept poor or disrespectful behaviour. If you are dissatisfied with a pupil, please log it on Bromcom and speak to their Pastoral Officer for advice.
- 2.2 On assembly days, a formal start is required:
- Undertake a prompt and quick registration and deliver morning notices
 - Move as a group quickly to the assembly hall by the route decided by the Learning Manager
 - In the hall, tutors should ensure their group are sitting quietly as arranged by the Learning Manager
 - Tutors should sit with their group
- 2.3 Tutors should regularly discuss positive comments and causes for concern with individuals or groups. This could include interview records and regular updating by the pupils of their achievements. These records should form the basis for regular discussion with the Learning Manager including the formal meeting for quality assurances purposes.