

Form Tutor

Duties

To exercise a duty of care and to act in loco parentis for an assigned group of students in a tutor group (tutees). Responsibility for safeguarding and protecting the welfare of tutees including their mental wellbeing. Providing day-to-day support to tutees.

Purpose

1. To promote the general progress and well-being of individual tutees and of the tutor group as a whole having due regard to the outcomes of the 'Every Child Matters' agenda.
2. To develop positive, constructive relationships with a detailed knowledge and understanding of the strengths, weaknesses and characteristics of each tutee and their relevant 'family' members or responsible adults.
3. To take a personal interest in each tutee; to show concern, to care about and to take pride in their achievements both inside of and outside of the school.
4. To attend events to celebrate tutees' achievements such as prize-giving, concerts, sports events, public performances, proms and other such occasions.

Teaching and Learning

1. To look for and use opportunities to support the development of the whole child through spiritual, moral, social and cultural activities.
2. To support the school in meeting its legal requirements for collective worship.
3. Apply whole school behaviour management systems with respect to the form tutor so that the most effective learning can take place across the school and within tutor periods/assemblies.
4. To provide guidance and advice to tutees on educational and social matters including over their further education and careers.
5. To communicate and consult professionally with outside agencies, parents or carers as appropriate.
6. To deliver pastoral, citizenship and other programmes of study in accordance with the designated schemes of work and planned activities for the tutor group.
7. To establish and maintain an attractive context for learning in the classroom or tutor group base including the regular display of students' and tutees work to promote achievement.
8. To be the main point of contact and provide work or ensure it is provided for absent tutees including those who are being educated off-site in provision such as the School Annexe as well as the Learning Support or Conflict Resolution Centres. To ensure such work is collected, marked and returned.
9. To accompany students to assemblies and encourage group members to behave appropriately and to participate in all aspects of school life.

Assessment and Reporting

1. To mark registers accurately, monitor tutee absence and lateness across all periods effectively together with tutees' progress and performance in relation to targets set for each tutee; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
2. To maintain an overview and make an assessment of student progress, attendance, attainment and behaviour by actively keeping abreast of information pertaining to the tutor group, both individually and collectively, by accessing and becoming familiar with all available sources i.e. Student Files /Health & Safety File, IMS Databases, CCTV/Access Control & Electronic registration systems, written and oral communications.
3. To take preventative and corrective action by communicating with appropriate stakeholders and ensuring good knowledge and understanding of each tutee's personal circumstances to apply appropriate incentives, support, sanctions or other strategies e.g. to place tutees on Form Tutor Reports.
4. To maintain, where applicable, the Form Tutor's Day-Book/ 'TALKS' sheet or similar monitoring proformas, recording accurately and precisely significant incidents involving members of the tutor

group and ensuring that files for individual students and for the tutor group are read, understood and kept up-to-date.

5. To support students in monitoring their own progress through the effective and regular use of their journal, spelling log and other necessary equipment to enhance learning such as the requirement to have a reading book and to keep a log of progress with respect to reading.
6. To liaise with pastoral leaders and other staff to keep them well informed over all issues relating to tutees. To identify early changes in patterns of behaviour, to highlight concerns at an early stage and to plan for intervention according to need especially with regards to Special Educational Needs/EAL.
7. To measure and promote, learning, achievement and attainment of the tutor group. To set targets to support student achievement and attainment e.g. attendance, punctuality and examination performance.
8. To keep parents/carers and other staff up to date with information of which they could reasonably expect to be made aware of and to respond promptly and effectively to their communications.
9. To regularly use student email addresses for communication.
10. To write informed and diagnostic reports on assigned students for Parents' Evenings and other purposes.
11. To make attendance at Parents' Evenings and associated events a major priority.
12. To provide information on tutees for official purposes such as Exclusion documentation, formal assessments and outside agencies.
13. To actively support and promote opportunities for students to take part in the life of the school i.e. Class, House, Year and other student activities and forums etc.

Other Key Tasks, Responsibilities and Activities

1. To alert appropriate staff concerning any safeguarding, special needs/problems experienced by students and to make recommendations as to how these may be resolved.
2. To take all reasonable and necessary actions to prevent the escalation of conflict, underachievement or truancy with respect to tutees.
3. To monitor, support and consistently challenge tutees in breach of codes of conduct e.g. uniform code.
4. To ensure that any information deemed confidential by the Headteacher/Safeguarding Officer/Head of Phase/Learning or other responsible person is not transferred to a third party without their explicit consent with regards to a tutee. This includes information relating to students, parents/carers, staff, critical incidents and the school itself; especially where it involves allegations or investigations concerning staff members. Failure to comply with the aforementioned requirement, GDPR or the Data Protection Act could lead to a formal investigation.

Selection Criteria

1. To satisfy the conditions of employment for a classroom teacher – please refer to the job description and selection criteria for a classroom teacher.
2. Ability to do the job description.
3. To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
4. To contribute to the preparation of action plans, progress files and other reports for the tutor group.
5. To be a main point of reference for all issues and problems affecting assigned students in the tutor group.
6. To communicate as appropriate, with the parents/carers of tutees and with persons or bodies outside the school concerned with the welfare of individuals, after consultation with appropriate staff.
7. To contribute to and promote PSHE, Citizenship, Careers and Enterprise Learning in line with school policy.
8. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
9. To show the knowledge, understanding and ability to put into practice the School's Equal Opportunities Policies and to ensure they are implemented fairly.
10. To actively promote the school's policies, vision, values and act as an excellent professional role model for the tutor group.