

THE ROLE OF THE FORM TUTOR

The Form Tutor plays a key role in the effective running of the school's pastoral care system. The Form Tutor is usually the student's first and most effective personal contact and should, therefore, be the first person to whom a student turns for help and advice.

However, in the case of boarders, clearly the Housemaster/Housemistress have a significant pastoral role to perform and they are likely to be the first point of contact for boarding parents. It is therefore very important that Form Tutors are aware of which of their tutees are boarders and that they liaise closely with the respective Housemaster/Housemistress. (Please refer to the later section about staff responsibilities with respect to boarding students.)

Under the general direction of the Head of Year, and in line with the role of the Head of Year as set out in the relevant job description, the Form Tutor has the following duties and responsibilities (it is recognised that the responsibilities will vary according to which Year group is being tutored):

- To be fully aware of the school's Mission Statement, pastoral and academic policies, and to seek to promote them in all aspects relating to their tutor group.
- To work as part of a tutor team within a year group and to contribute to the collective efforts of the tutor team, under the leadership of the Head of Year, and to attend meetings appropriate to pastoral responsibilities.
- To use tutorial time positively and with the same professional attitude to attendance, punctuality and preparation as is due in any other lesson.
- To monitor the personal and social development, health and welfare of each student in their tutor group; contribute to year assemblies and the PSHCE programme within school guidelines; counsel and guide students.
- To be aware of the relevant curriculum for the students in their tutor group and to monitor the academic progress of students through School Reports, Studies Grades and contact with subject teachers.
- To support and implement all school policies, especially those relating to attendance, rewards and sanctions, uniform and homework.
- To liaise with the Head of Year, Housemaster/Housemistress, parents, the careers department and external agencies, as appropriate.
- To assist the Head of Year with the school's induction procedures for new students.

- To contribute to the operation of a programme of communal social activities; to encourage students to take part in year councils and, thereby, whole school councils and committees.
- To encourage the involvement of students in the school's extra-curricular activities and to monitor their contribution, taking action as appropriate.
- To contribute to the operation and maintenance of an up-to-date and efficient student record system, which can act as an effective basis for the provision of information to legitimately interested parties; support the operation of the school's assessment, reporting and recording system.
- To undertake any other reasonable duties as requested by the Headmaster.

Specific Responsibilities of the Form Tutor

Ongoing

Knowledge of students

- Acquire a thorough knowledge of the individuals in their tutor group by means of:
 - i) contact with the individuals
 - ii) contact with parents
 - iii) contact with the Head of Year
 - iv) contact with the Housemaster/Housemistress
 - v) contact with subject teachers of the group
 - vi) student reports and new student profiles
- Be aware of and take an interest in the extra-curricular activities and events of the tutor group.

Tutor Time

- Ensure that all tutor group time is used constructively and efficiently in furthering the personal and social development of the individual.
- Be informed about and inform members of the tutor group of all matters of daily routine that affect the group. These are usually announced at the morning staff briefing.
- Check student planners on a weekly basis (see below).

Tutor Bases and Common Rooms

- Maintain a tutor base and tutor group notice board with which students can identify and for which students can take some responsibility.
- Support Heads of Year in monitoring the use of common rooms and locker rooms by students.

Meetings

- Participate as a member of a year group team in meetings held for the purpose of reviewing and evaluating practice and promoting and developing the PSHCE programme.

Liaison with Parents

- Liaise with parents regarding studies issues.
- Liaise with parents regarding pastoral issues.
- Produce brief minutes of meetings, including agreed actions.
- Keep records of significant telephone calls.

- Ensure that the Head of Year (and Housemaster/Housemistress for boarders) is fully informed of any liaison with parents.
- Copy records to pupil files held by the Head of Year (and Housemaster/Housemistress for boarders).

Absent Students

- Monitor the attendance of students, according to the school's registration policy, by maintaining a neat and accurate daily record of attendance for the tutor group, identifying and passing on promptly to the Head of Year (and Housemaster/Housemistress for boarders) any abnormal pattern of attendance and punctuality.
- Liaise, where appropriate, with the Head of Year, Housemaster/Housemistress, the School Secretary and the Second Deputy Head, to follow up matters concerning absence.
- In case of long-term absence, liaise with parents and arrange for work to be sent home.

Rewards and Sanctions

- Keep records of rewards.
- Inform the Head of Year of students who should receive certificates, badges or shields.
- Keep records of 'red slips', take action in response as appropriate, and inform the Head of Year (and Housemaster/Housemistress for boarders) of concerns highlighted thereby.
- Support the Head of Year (and Housemaster/Housemistress for boarders) and subject teachers on strategies to address areas of concern regarding students.

Spiritual Programme

- Assist with year group assemblies by arrangement with the Head of Year.
- Contribute to the weekly spiritual programme through appropriate prayers and readings during tutor time.
- Liaise with the Head of Year for relevant support and/or materials for the spiritual programme.

Personal and Social Development

Student Progress

- Be actively involved in the personal and social development of individuals in the group.
- Promote positive attitudes towards the community life of the school.
- Maintain, with the assistance of the Head of Year (and Housemaster/Housemistress for boarders), a thorough, up-to-date record on each student in the group and produce reports for particular purposes.

PSHCE

As stated in the PSHCE policy, the key person in the delivery of PSHCE is the Form Tutor. To do this, he/she will:

- Liaise with the Head of Year and the PSHCE Co-ordinator with regard to the content of the PSHCE programme.
- Ensure that the resources are available for the PSHCE lesson.
- Ensure that tutor time is used constructively and efficiently in furthering the personal and social development of students.

Extra-Curricular Programme

- Encourage the involvement of students in the school's extra-curricular activities and monitor their contribution, taking action as appropriate.

Monitoring Academic Progress

Studies Grades

- Review Studies Grades with students.
- Discuss Studies Grades with the Head of Year (and Housemaster/Housemistress for boarders), particularly where there are concerns or where performance is very good.
- Collate yellow sheets for 'Identification of Concerns for Effort In/Out of Class' and discuss these with the Head of Year (and Housemaster/Housemistress for boarders) and with students.
- Assist the Head of Year (and Housemaster/Housemistress for boarders) in planning and implementing follow up actions, including liaison with parents.

Planners

- Monitor and review student planners on a weekly basis, signing as appropriate.
- Ensure that planners are signed by parents or boarding staff, writing appropriate comments in follow up.
- Ensure students are recording preps appropriately and take follow up action with those who are not.

School Reports

- Be aware of deadlines for reports and ensure that they are met.
- Collate and proof read reports, for accuracy and appropriateness of comment, referring any queries to the Head of Year.
- Write a Form Tutor report, in line with the guidance set out in the school's Reporting Policy.
- Decide, in liaison with the Head of Year (and Housemaster/Housemistress for boarders), on any follow up actions arising from reports.

Target Setting

- Implement and follow up appropriate target setting for students, in follow up to Studies Grades and School Reports.