

BOURNE COMMUNITY COLLEGE



Aspiration, Innovation, Motivation

The Role of the Form Tutor

September 2020

Next review July 2021



Our Mission:

To ensure every student achieves great outcomes to flourish and be successful

To have high expectations of all staff and students

To respect those in our community locally, nationally and internationally

Our Vision:

To be the school of choice and the Learning Hub for the locality

Our Values

Our values respect the charter of the UNICEF rights of the Child and our Bourne ID mirrors this.

We gained GOLD status as a rights respecting School and are building on this great achievement.

Our strap line:

Aspiration, Innovation, Motivation

Bourne Community College

The Role of the Form Tutor

At Bourne Community College we see the role of Form Tutor as being vital to the efficient running of the College and its successful pastoral care.

The Form Tutor should be the first person to whom a student will turn for help or advice, although it may sometimes be necessary to refer the matter to the Leader of Year, Senco or Assistant Head, Student Support, or through them to an outside agency. It is through regular daily contact that unobtrusive care is exercised. Tutors are accountable to Leaders of Year.

The remit of student support can be broken down into the following aims:

- To support the student in the learning environment
- To offer guidance, help students make their own decision - by question and focus and information where appropriate
- To assist the student enrich their life
- To help prepare the student for educational choice
- To maintain an orderly atmosphere in which all students feel safe, secure and valued
- To assist the student develop their own lifestyle and to respect that of others

Qualities of the Form Tutor

What skills and qualities are required?

Patience	Reliability
Commitment	Approachability
Energetic	Good communication skills
Consistency	Caring
Flexibility	Efficiency
Awareness	

and many more!

From student and parent surveys we know the qualities they consider to be important:

- Someone who is accessible and who can create a comfortable and secure environment in which the student can feel safe about confiding
- Someone who is able to understand the student without making them feel vulnerable
- Someone who can show they value and accept the student as they are without wishing to change them into something which the form tutor feels is better
- Someone who is spontaneous, genuine and trustworthy
- Someone who can centre conversations on the student and their needs and is therefore, if not free from attitudes, prejudices and inhibitions, aware of them in themselves

Communication Skills

One of the most important skills a Form Tutor needs is that of listening actively and engaging with the student. This means:

- Listening to what is being said
- Listening to what is not being said
- Responding appropriately

To listen as effectively as you can:

- Use open and closed questions to obtain detail
- Paraphrase and understand – to clarify
- Reflect
- Précis
- Advise and evaluate
- Reassure and support – avoid useless clichés
- Analyse and interpret

Confidentiality and Child Protection

- Full details of our Child Protection Procedures are in our Child Protection Policy
- Students sometimes disclose confidential information. It is important that you do not promise confidentiality but reassure them that we and others who need to be involved will put them first. These types of issue need to be discussed with Janet Murray Brown, Designated Safeguarding Lead
- Do not interview a student in a closed environment
- Form tutors should be observant for signs of illness or neglect, injury or over-tiredness, poor eyesight and hearing, changes in friendships and problems with money. Discuss concerns with the Leader of Year

Administration

In Tutor time:

- Establish firm rules for tutor time
- Liaise with the Attendance Officer and/or Student Managers with concerns about absences or patterns of absence. Student Managers will follow up absences if necessary
- Challenge all absence. Remind students that the Government suggests they should only be off for a maximum of 6 days per year; that 2 days per term
- Monitor weekly via SIMS

Recognition of Achievement

- Recognising achievement is a key feature at Bourne Community College. We all need to be encouraged and motivated and as a result we learn and achieve far more
- Achievement can be recognised in all areas of College life

Conduct Badges awarded: (credits minus negative points)

Bronze	-	1500 points
Silver	-	2500 points
Gold	-	3500 points
Platinum	-	5000 points

Monitoring Homework

- Monitor homework via Go 4 Schools – help with organisational problems if necessary
- Ensure homework problems are dealt with in liaison with subject tutor, parent and SEN team

- Ensure any parental communication has been actioned

Uniform

- Keep a daily check on uniform/appearance/jewellery

Student Voice

Form and Year representatives are elected to the Student Council and they will need to build up a relationship with Form Groups throughout the year. Your support and encouragement will be required to facilitate this.

Behaviour

- Ensure all members of your tutor group understand the expectations for behaviour in class and around the College
- Monitor the behaviour of individual students and the whole tutor group
- Where necessary, set targets for individual students to improve their behaviour
- Communicate with parents where appropriate
- Refer to/liaise with LoY if further intervention is required
- Give ongoing feedback/praise in recognition of positives awarded

Student Progress

- Check each student is prepared for learning with the right equipment
- Monitor the progress of students through progress reviews, student profiles, Go 4 Schools and discussions with staff and the students themselves
- Check reports and monitor information to ensure accurate quality
- Discuss reports and monitoring with students and set targets for the future
- Work with individual students, parents and subject staff on Action Plans

College Correspondence for parents – via students

- It is vital to ensure any letters for parents that are not sent electronically, go home with students; they should write their names at the top of the letter
- Keep a named letter for all absentees which can be handed to them on their return or posted home if necessary

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Fire Drill

- Keep Fire Drill routines on the tutor room noticeboard
- Ensure your tutees are familiar with the procedures
At muster point:
- Tutor groups must line up in alphabetical order for ease of checking
- Once registers have been checked they must be returned to the appropriate person
- Stay with your students and ensure they remain quiet and orderly
- Students must stay in lines and wait to be dismissed

Tutor Room

- Each tutor room needs a noticeboard which should display:
 - Behaviour for Learning
 - Fire drill routines
 - Celebrations of success
 - Club & activities programme
- It is the students' responsibility to look after their room so emphasise the importance of rubbish disposal, putting chairs away neatly, reporting any damage etc.
- Consider the arrangement of the room; does it work effectively for discussions? You will need to liaise closely with members of staff who may use it as a teaching room

Assemblies

- Year group assemblies are held once a week
- Tutors should accompany their groups to and during assembly
- It is expected that Form Tutors will subsequently reinforce/follow up issues referred to in assemblies

Year Meetings

Student Support meetings ensure that all students have access to the same quality of pastoral care. Your attendance is essential if we are to work as an effective team.

In conjunction with the LoY, Form Tutors take active roles in initiating new developments or shouldering responsibility for maintenance of their tutor group.

Form Tutors should support the LoY with constructive criticism.

Contact with Parents/Carers

- Communicating with parents regularly and accurately enables them to support the College to realise the best for all students
- It is vital that Form Tutors maintain close contact with parents. This can be done via, email, phone or letter
- Monitor any problems closely and inform LoY of any actions taken
- Reasons to contact parents/carers could include:
 - non completion of homework
 - concern about behaviour and effort in lessons
 - uniform issues
 - lack of equipment
- Ensure all non-electronic letters to parents are distributed. Any returns should be disseminated as required
- Matters arising from any returns from parents must be discussed with the appropriate member of staff

Register Notices give essential messages and along with messages from staff briefings should be read out or passed to tutor groups

- They arrive via email on a daily basis
- Ensure all relevant information is read out and if necessary, print and post the sheet on the form room noticeboard

References, Special Reports and Records of Achievement

Form Tutors:

- Prepare references, testimonials, reports to outside agencies etc. as and when required
- Gather information from students and other parties which does not appear on formal reports/monitoring
- Give advice to students in constructing Personal Statements and collection of evidence for their Personal Development Plans
- Through knowledge of all their students, have an in-depth picture of both their tutees' academic abilities and out of school activities and interests

Tutor Time

Tutor time should be well planned and structured to maintain its value in the overall personal development of all students.

This can include:

- Daily uniform/equipment check
- PIXL
- Supporting/achieving involvement in whole school events
- Discussing current affairs/weekly news
- Promoting and encouraging students to attend extra-curricular activities
- Providing opportunities to support the personal development of the individual, encouraging them to take responsibility
- Providing opportunities for students to work together, co-operate, develop trust and respect and learn to manage conflict and take responsibility for their own actions
- Promoting RRSA