



ROLE OF THE FORM TUTOR: FE

Organising Morning Tutorial

- Register students using SIMS adding any notes regarding absences/late arrivals for individual students by 9:30am.
- Read and annotate Home-School journals, check bags (independent students to be directed to check own bags).
- Ensure all pupils have a purposeful activity e.g. independent reading (allocate TA where possible), games, computer programmes (educational).
- PSD skills - self organisation e.g. sorting bag, hanging up coat, collecting resources for days lesson. Assess PSD skills & set appropriate targets. Liaise with staff to identify when and how they will be taught
- Establish classroom rules and routines – reinforce school rules, find out what is for dinner, update weather/date board etc.
- Distribute student passes
- Inform students of any changes to routine/ timetable.
- Direct TAs to specific tasks e.g. personal hygiene, classroom organisation, resource preparation. Directed time for TAs starts at 8:50am – ensure that TAs have clear direction.
- Update individual schedules.
- Ensure all students attend tutorials.
- Create team spirit and form identity. Establish with students lines of communication (they should know that they can talk to form tutor about anything).

Tutorial – End of Day & Lunchtime

- Ensure all students attend tutorials.
- Register pupils at 1:10pm.
- Follow up any incidents/ reward good behaviour.
- Tidy up classroom – students to assist e.g. stack chairs.
- Fill in journal where appropriate.
- Collect student passes

- Follow up personal hygiene programmes.
- Create team spirit and form identity.
- End of day medication to go home.
- Be aware of respite dates ensure students on right bus queue.

Weekly Form Staff Meetings (informal)

- Ensure all TA staff are up to date with student information e.g. LSP and CSPs.
- Pass on appropriate information from teachers' meetings and discuss issues arising from briefings and TA meetings.
- Establish classroom roles and responsibilities, allocate specific jobs.
- Allow TAs to raise pertinent issues and respond/ pass information on to appropriate staff including SMT.

Writing and Sharing Conduct Support Plans

- Design CSPs with appropriate staff – SMT approval needed.
- Provide positive rewards and ensure they are available as needed.
- Lead CSP input into briefing meetings.
- Model expected behaviour to staff and students.
- Monitor implementation of CSPs – including getting daily feedback from key TAs.
- Be available to deal with initial challenging behaviour following request by TA/teacher. Under normal circumstances form tutors should not be disturbed when teaching.

Lunchtime support

- Over lunchtime period when leaving premises make arrangements for key member of staff to be on call to manage challenging behaviour.
- Set up feeding programmes in consultation with TAs, WA & SLT as appropriate
- Monitor feeding programmes & independence half-termly (students enjoy staff eating with them!) Try to be available if hall staff request support

Medical Issues

- Keep LSP up to date, liaise with nurse and family to ensure information remains accurate ensure all staff are up to date with medical needs
- Check medication is in school and within date
- Check trained staff are available to administer medication, particularly emergency medication
- Check inhalers are accessible to all appropriate pupils. Check Teaching Group TA is aware of students with Asthma, Epilepsy, Diabetes etc.

Therapy Input

- Liaise with therapists – Physio, OT & SLT to set up programmes/ fully meet needs of students in class.
- Make positioning timetables where appropriate. Incorporate physiotherapy programmes into individual student timetables.
- Arrange hydrotherapy sessions with AD.
- Update student moving and handling plans – ensure equipment is purchased and used for students appropriately.
- Label all equipment with students name, date, form and where it should be stored.
- Ensure S & L programmes are reflected in KSCP.

Annual Review & Home-School Liaison (Parents Evenings)

- At beginning of academic year check black file is up to date, copy any missing information from office file.
- Read Statement, Annual Review & Summary – pick up any additional targets and act on them.
- Make initial contact with parents at beginning of year – note in journal.
- Journal content should be professional, non-judgmental and honest. TA input into journals should be checked by form tutors. All journal entries should be initialed. Parental responses should be initialed even when no response is required.
- Form tutor to liaise with parents re. sickness, behaviour, medical issues etc.
- Annual Review paperwork – enter Small Steps scores and test scores where applicable. Ensure comments use correct grammar and use 6 headings in introduction. Check titles and dates are correct and that objectives are from most recent statement.
- Follow up any targets set in review and share with appropriate staff.
- Come prepared with accurate information about pupils – if you don't know find out.
- Input to termly newsletter as appropriate

Maintenance of Form Room

- Keep classroom clean and tidy including chillax area.
- Label resources and place to promote student independence.
- Ensure lockers and individual storage labelled and accessible.
- Have form notice board – keep tidy and up to date and arranged to support independent learning, ensure all student timetables are displayed.

Inclusion

- Ensure all students have inclusive opportunities at Tor View or in mainstream.
- Discuss inclusion with students.
- Liaise with inclusion staff as part of monitoring

	Name/Initials:	Date:
Written By:	AYH/KK	July 2007
Reviewed:	LAP	July 2007
	LAP	Jan 2010
	S Dillon	25.04.18
	E.Melling	Dec 18