



## **ROLE OF THE PRIMARY FORM TUTOR: EYFS, KS1 & KS2**

### **Organising Morning Tutorial**

- Register pupils using SIMS adding any notes regarding absences/late arrivals for individual pupils.
- Ensure Magic Breakfast is provided to those allocated (TA1/2 allocated to support as necessary).
- Complete paper register with attendance and school dinners and return to main school office by **9:30am**.
- Read and annotate Home-School Diaries, check bags for letters etc. (independent pupils to be directed to check own bags).
- Ensure all pupils have a purposeful activity e.g. independent reading (allocate TA where possible), jigsaws, computer programmes (educational).
- Ensure personal care items for pupils are prepared for the day (allocate TA where possible).
- PSD skills - self organisation e.g. sorting bag, hanging up coat, Magic Breakfast, toileting programmes.
- Establish classroom rules and routines – morning routine, reinforce school rules, find out what is for dinner, update weather/date board and go through the timetable for the day etc.
- Inform pupils 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, including duties in the main hall.
- Update individual schedules.
- Create team spirit and form identity. Establish with pupils lines of communication (they should know that they can talk to form tutor about anything).
- Appoint representative for School Council and give them the opportunity to share information with form.

### **Registration – End of Day & Lunchtime**

- Register pupils at 1:10pm using SIMS.
- Reading time 1:10 – 1:25pm.
- Follow up any incidents/ reward good behaviour.
- IPRA data for pupils in class.
- Write up any reports.
- Lunchtime clubs x 1 weekly.
- Tidy up classroom – pupils to assist e.g. stack chairs.
- Fill in diary where appropriate.
- Follow up personal hygiene programmes.
- Create team spirit and form identity.
- Friday afternoons – time to be used to update progress files, encourage turn taking games, circle time etc (can be TA led).
- End of day medication to go home.
- Be aware of respite dates ensure pupils on right bus queue or at ASC.

### **Weekly Form Staff Meetings (informal)**

- Ensure all TA staff are up to date with pupil information e.g. KSCP and CSPs/Care plans.
- 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 pupils.
- 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 and lunchtime targets in consultation with TAs, WA & SLT as appropriate
- Monitor feeding programmes & independence half-termly (pupils enjoy staff eating with them!) Try to be available if hall staff request support.

## **Medical Issues**

- Keep KSCP 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 pupils with Asthma, Epilepsy, Diabetes etc.

## **Therapy Input**

- Liaise with therapists – Physio, OT & SLT to set up programmes/ fully meet needs of pupils in class.
- Make positioning timetables where appropriate. Incorporate physiotherapy programmes into individual pupil timetables.
- Arrange hydrotherapy sessions with the swimming teacher.
- Update pupil moving and handling plans – ensure equipment is purchased and used for pupils appropriately.
- Label all equipment with pupil's name, date, form and where it should be stored.
- Ensure Speech and Language 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 diary.
- Diary content should be professional, non-judgmental and honest. TA input into diaries should be checked by form tutors. All diary entries should be initialed. Parental responses should be initialed even when no response is required. Food diaries to be updated. Weekly photos sent home on Friday.
- Form tutor to liaise with parents re. sickness, behaviour, medical issues etc. Record any telephone contact with parent/carer on contact log in pupil file.
- 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 peg and bag area.
- Label resources and place to promote pupil independence.
- Ensure pegs and individual storage labelled and accessible.
- Have form notice board – keep tidy and up to date and arranged to support independent learning, ensure all pupil timetables, classroom and playground risk assessments are displayed.

### **Inclusion**

- Ensure all pupils have inclusive opportunities at Tor View or in mainstream.
- Discuss inclusion with pupils when appropriate.
- Form tutor to arrange to observe pupils in form 1x per year on inclusion link – in non-contact time (can swap).
- Liaise with inclusion teachers as part of monitoring.

	<b>Name/Initials:</b>	<b>Date:</b>
<b>Written By:</b>	AYH/KK	July 2007
<b>Reviewed:</b>	LAP	July 2007
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	S Dillon	25.04.18
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<b>Amendments made:</b>	<b>Date:</b>
Page 1 – added morning routine and visual timetable.	10.01.2020