



## ROLE OF THE FORM TUTOR: SECONDARY

### Organising Morning Tutorial

- Register pupils using SIMS adding any notes regarding absences/late arrivals for individual pupils.
- Complete paper register with attendance and school dinners and return to main school office by **9:30am**.
- Magic Breakfast is accessed by those who use it
- Read and annotate Home-School Diaries, check bags (independent pupils to be directed to check own bags). Ensure any issues are attended to.
- Ensure all pupils have a purposeful activity e.g. independent reading (allocate TA where possible), jigsaws, 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.
- Inform pupils of any changes to routine/ timetable.
- Establish classroom rules and routines – reinforce school rules, find out what is for dinner, update weather/date board etc.
- Ensure medications are in date and correctly labelled.
- Distribute and monitor pupil badges/ student passes where applicable.
- 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 pupils attend registration.
- 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 rep. for School Council and Online Leaders and give reps. opportunity to share information with form where appropriate.

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

- Ensure all pupils attend registration.
- Register pupils at 1:10pm using SIMS.
- Follow up any incidents/ reward good behaviour.
- Tidy up classroom – pupils to assist e.g. stack chairs.
- Fill in diary where appropriate.
- Collect pupil badges/ student passes
- Follow up personal hygiene programmes.
- Complete club responsibilities and ensure pupils attend.
- Promote healthy school.
- Create team spirit and form identity.
- Ensure staff know their dinner duties and all pupils are cared for.
- Friday afternoons – time should 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.
- Pupils to attend after school club where appropriate.

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

- Ensure all TA staff are up to date with pupil information e.g. KSCP 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 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 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
- Provide lunchtime cover when appropriate for staff absence.

### **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 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.
- 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 PIVATS 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. Ensure Transition Plan is updated annually following the Year 9 review and any actions implemented.
  - 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. Pupils place their bags and coats at their key skills classroom entrance.
- 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 form1x 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
	LAP	Jan 2010
	S Dillon	25.04.18
	KM	12.12.18
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