

## Jordanhill School

### Student Tutor Job Description

Tutors were introduced for S1 in session 2002-2003 and the model progressively extended to S5 from June 2005 following extensive evaluation.

The school's Pupil Support systems and specifically the role of Tutor were identified as major strengths by HMIe during the inspection.

The specific remits of tutors will continue to evolve in response to emerging pupil needs. The notes below provide a broad outline of the duties associated with the role of tutor. Appendix 1 offers more detailed insight. However, the duties vary between year groups.

#### Key Functions

- ◆ Registration (electronic via PPMS)
- ◆ Monitoring
  - Attendance PPMS
  - Academic progress
  - Review of subject reports
- ◆ Personal and Vocational Support
  - Delivery of first level support
  - Individual pupil interviews
  - Supporting course choice processes
- ◆ PSD
  - Delivery of Social Education programme
  - Delivery of Learning Skills programme in specialist subject
- ◆ Parent Contacts
  - Interim Parents' Night
  - In relation to first level support – telephone, e-mail, meetings

## Commentary

1. The tutor is the primary contact for the pupils in his/her group. S/he fulfils the function of being the member of staff who **'knows the pupil well'**. Staff who have concerns contact the tutor in the first instance. However, neither tutors nor promoted pastoral care staff deal with discipline referrals.
2. Each tutor group (register class) has 25 pupils. Each of the 4 classes is linked to a single Principal Teacher of Pastoral Care (Head of House) within the school's vertical House structure. The tutor and the Head of House work as a team to support the pupils and the latter provides advice and support to the tutor.
3. The tutor delivers the Personal and Social Education programme to his/her own tutor group. In addition they are expected to be part of the team delivering aspects of any learning skills programme through their own subject teaching.
4. Each team of tutors meets with their Head of House on a regular basis e.g. every 4 weeks. These meetings normally take place at 3.30pm.
5. In S1 and S3, the tutor or Head of House meets with the parents for 10 minutes to talk through all aspects of the Interim reports issued in term 1 and wider issues of how the pupil has settled into the school or the S3/S4 curriculum.
6. In recognition of the enhanced role and personal commitment required, the normal maximum class contact time of 21.5 hours is reduced by one period for tutors.

## Staff Development

Training will be provided to all tutors in advance of taking up the role and thereafter to assist them to develop the skills required to carry out the duties to a high level.

Training is likely to be a combination of

- ♦ In-house provision
- ♦ EdIS activities focused on generic pastoral care
- ♦ Other external events including courses leading to accreditation

It is important to realise that undertaking the role of tutor is an important part of CPD for teachers. Skills will develop over a period of time. Effective tutors will meet the requirements for the Standard for Full Registration and have an opportunity to demonstrate the potential to demonstrate more advanced skills in those areas related to the tutor role.

## Appendix 1

Objective	Specific Objective	Range of Tasks	Illustrative examples of possible levels of involvement in tasks
<b>1. Personal Support</b>	<b>Attendance and Late-coming</b>	<ul style="list-style-type: none"> <li>• Take an active interest in and monitor the attendance and punctuality of pupils and offer them support.</li> <li>• Promote improvement in attendance and punctuality.</li> <li>• Refer appropriate cases to PT.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and monitor absence notes from parent/carers.</li> <li>• Contact parents/carers e.g. using a note in homework diary/planner.</li> <li>• Alert PT when attendance or punctuality causes concern.</li> </ul>
	<b>Health</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the health and well-being of pupils and offer them support.</li> <li>• Refer appropriate cases to PT.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with support staff and PT so that health records can be kept up to date.</li> <li>• Alert PT when an apparent health issue causes concern.</li> </ul>
	<b>Personal welfare</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the personal welfare of pupils and offer them support.</li> <li>• Be aware of staff duties and responsibilities regarding child protection issues.</li> <li>• Refer appropriate cases to PT.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of any change in the general well-being of pupils and alert PT.</li> </ul>
<b>2. Curriculum</b>	<b>Curriculum and Timetable</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the curriculum and timetables of pupils and offer them support.</li> <li>• Refer appropriate cases to PT.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight issues relating to curriculum and timetable e.g. when a change in a subject rota is to take place, room displacements during examinations, forthcoming option choice programme. Dealing with lost timetables, how to find classrooms. New teachers.</li> </ul>
	<b>Learning and Teaching</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the teaching and learning of pupils and offer them support.</li> <li>• Encourage pupils to raise standards or maintain high standards.</li> <li>• Advise pupils on assessment and examinations.</li> <li>• Refer appropriate cases to PT.</li> </ul>	<ul style="list-style-type: none"> <li>• Checking homework diaries/school planners to see if there are any issues arising with homework.</li> <li>• Inquiring 'how things are going'.</li> <li>• Asking pupils how they are progressing e.g. how did your Level E Test go? When is your assignment in Geography due?</li> <li>• Advise on basic study skills, pupil queries about exam arrangements etc. Encourage exam preparation.</li> </ul>

<b>3. Vocational Support</b>	<b>Careers Education</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the careers education of pupils and offer them support where appropriate.</li> <li>• Refer appropriate cases to PT.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware when careers interviews or careers exhibitions are taking place and encourage pupils to attend.</li> <li>• Be prepared to answer pupil questions on careers as class teachers have always done.</li> </ul>
	<b>Education Industry Activities</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the EIL activities in which their pupils are involved and offer them support.</li> <li>• Encourage pupils to take part in EIL activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of when Work Experience placements are scheduled and express an interest in pupils' placements.</li> </ul>
	<b>Vocational activities</b>	<ul style="list-style-type: none"> <li>• Take an active interest in pupil's vocational activities.</li> <li>• Encourage pupils to take part in vocational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage pupils to take part in University or College open days.</li> </ul>
<b>4. Personal and social education</b>		<ul style="list-style-type: none"> <li>• Delivery of PSE in accordance with school policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage good citizenship e.g. good habits, self-discipline, respect for others, work ethic, responsibility, reliability, honesty, attitudes etc.</li> <li>• Encourage pupils to use their homework diaries/planners and monitor the use of the diaries/planners.</li> <li>• Contact with parents/carers e.g. using homework diary/planner.</li> <li>• Encourage pupils to follow the school dress code.</li> <li>• Encourage pupils to follow the school behaviour code.</li> <li>• Promote communication with parents/carers by issuing school newsletters, information about parents' meetings etc.</li> <li>• Read out school bulletins/newsletters and support school in matters that require teacher support.</li> <li>• Encourage pupils to take part in school initiatives eg charity efforts, extra curricular events etc</li> <li>• Inform PT of outstanding achievements.</li> </ul>
<b>5. Development of a positive school ethos</b>	<b>General</b>	<ul style="list-style-type: none"> <li>• Promote the development of a positive school ethos.</li> </ul>	
	<b>Behaviour management</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the behaviour of pupils, encourage good behaviour and offer them support.</li> <li>• Encourage pupils to adopt positive attitudes.</li> <li>• Refer appropriate cases to PT.</li> </ul>	
	<b>Recognition of achievement</b>	<ul style="list-style-type: none"> <li>• Take an active interest in the achievements of pupils and encourage them to increase achievements or maintain high levels.</li> </ul>	
	<b>Safety and security- anti-bullying, etc</b>	<ul style="list-style-type: none"> <li>• Take an active interest in pupils' safety and security and offer them support when appropriate.</li> <li>• Participate in arrangements for pupils' safety and security.</li> <li>• Promote and encourage pupil awareness of personal and whole-school safety and security.</li> <li>• Refer appropriate cases to PT.</li> </ul>	