



2018 - 2019

Personal Tutor Toolkit

Personal Tutor Guidelines





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Personal Tutoring at John Ruskin College

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The benefits of tutorial provision

Personal tutoring for the 21st century outlined the benefits of personal tutoring. It is important to recognise and value the benefits of tutoring. The nature of the role is complex and demanding but it is fulfilling and rewarding to know the difference you are making for your learners and the subsequent impact this has on your organisation's success.

Benefits for learners

- ✓ Improves academic performance and personal growth
- ✓ Motivates learners
- ✓ Improves self-esteem and learner confidence
- ✓ Develops independent learners
- ✓ Supports progression and employability
- ✓ Provides additional learning support
- ✓ Responds to learners' well-being
- ✓ Learners feel valued and respected as individuals rather than just part of a group
- ✓ Improves positive attitudes to learning
- ✓ Improves attendance and punctuality

Benefits for tutors

- ✓ Increases tutor knowledge of individual learners
- ✓ Informs tutors to allow for reflection to improve teaching and learning and course management
- ✓ Increases knowledge of the learner journey
- ✓ Gives tutors a real sense of pride supporting learners to succeed
- ✓ Builds relationships which have a positive impact on attitudes and behaviours

Benefits for the organisation

- ✓ Improves the learner experience
- ✓ Increase retention, achievement and success rates
- ✓ Increases positive learner interaction.
- ✓ Enhances measurable positive changes in attitude towards teaching/learning for the participants.
- ✓ Promotes equality and diversity
- ✓ Improves educational climate
- ✓ Promotes safeguarding of all learners

In addition to developing your own understanding of these benefits it is helpful for you to share this knowledge in order to encourage learner engagement in the tutoring process and collaboration with colleagues to support your tutoring activities. Personal Tutors have a major part to play in the effective support, review and achievement of learners. We are committed to developing our learners as well rounded and empowered citizens and to prepare them to successfully progress onto positive destinations with real employability skills. We put the learner at the centre of everything we do.

Top 10 Employability Skills

Based on a number of surveys on the skills required by learners undertaken by Microsoft, Target Jobs, the BBC, Prospects, NACE and AGR and other organisations, here are a summary of the skills which we are committed to developing in our learners (source <http://www.kent.ac.uk/careers/sk/top-ten-skills.htm>)

Top 10 Employability Skills		
VERBAL COMMUNICATION	1	Able to express your ideas clearly and confidently in speech
TEAMWORK	2	Work confidently within a group
COMMERCIAL AWARENESS	3	Understand the commercial realities affecting the organisation.
ANALYSING & INVESTIGATING	4	Gather information systematically to establish facts & principles. Problem solving.
INITIATIVE/SELF MOTIVATION	5	Able to act on initiative, identify opportunities & proactive in putting forward ideas & solutions
DRIVE	6	Determination to get things done. Make things happen & constantly looking for better ways of doing things.
WRITTEN COMMUNICATION	7	Able to express yourself clearly in writing
PLANNING & ORGANISING	8	Able to plan activities & carry them through effectively
FLEXIBILITY	9	Adapt successfully to changing situations & environments
TIME MANAGEMENT	10	Manage time effectively, prioritising tasks and able to work to deadlines.

Personal tutors lead on the development of the soft skill listed above and manage the careers commitment and WEX commitment.

We remain committed to The Every Child Matters outcomes which are:

1. Being Healthy
2. Staying Safe
3. Enjoying and Achieving
4. Making a Positive Contribution
5. Achieving Economic Wellbeing

At John Ruskin we refer to these outcomes as **‘Every Learner Matters’**.

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What is in the Tutorial Programme?

The tutorial programme content is student centred, encourages active learning strategies such as co-operative learning and employs active and participatory learning strategies and styles to develop learners' employability skills. The role of the Personal tutor in group tutorials is facilitate learners' development and ownership of tutorial themes and activities

Our key approaches are:

- **Cooperative learning:** to develop group processes and build group relationships and learner well being
- **Experiential learning:** to develop understanding of equality and diversity drawing on student knowledge and skills to encourage a community of mutual respect and understanding
- **E-learning and technology:** to support individual learning needs and development.
- **Learning conversations:** to develop awareness of how an individual learns and to support the acquirement of independent learning skills.

The key elements of the tutorial programme content are:

- Induction
- Equality and Diversity
- ECM (ELM) Outcomes: Positive contribution, Achieve and enjoy, Stay Healthy, Stay Safe.
- Careers and Progression
- Employability Skills
- Progress review and target setting
- Citizenship
- Destinations

How is the Tutorial delivered?

Tutorial is delivered through a tutorial group programme and an individual 1-2-1 session. All learners will receive a 1 hour weekly group tutorial session. Learners who are on level 2 or below will have 30 minutes per week allocated for 1-2-1s. Level 3 will receive will have 30 minutes per week allocated for 1-2-1s.

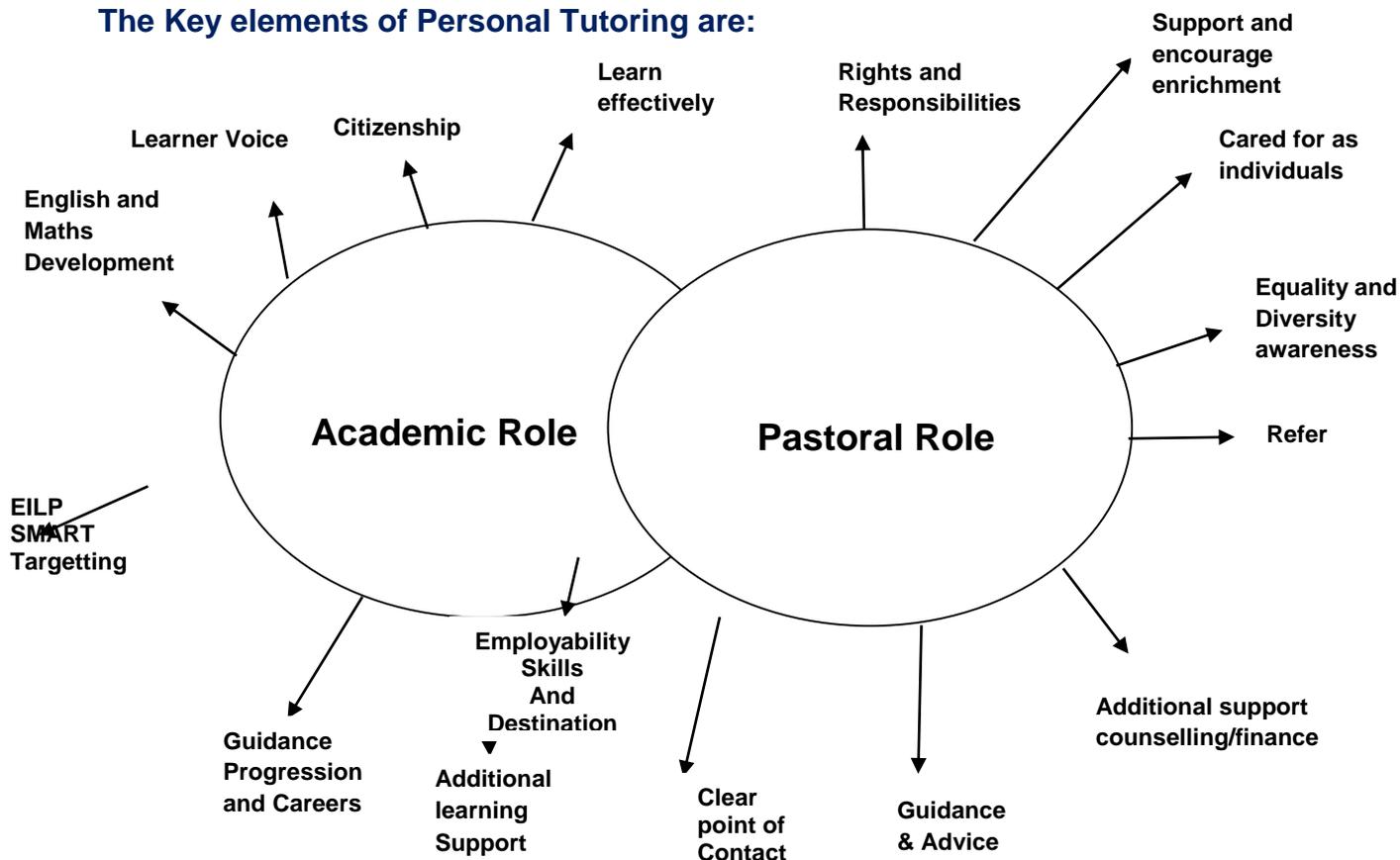
A scheme of work will be sent to your key tutor who will share this with you. Group tutorial resources are sent every Friday morning for the following week. You are expected to adapt these resources to your group profile and the learners' needs. They will include a lesson plan, a PowerPoint and resources. Please read the **Structure of 1 hour Group Tutorial and the Schedule of 1-2-1s in the appendix.**

We apply the 80/20 rule in all tutorial sessions, both Group and 1-2-1.

What is the role of a Personal Tutor?

Supporting learners, tracking progress, helping learners achieve through planning and reflecting are important tasks. We want to make sure that all learners feel cared for and secure, and that you, as their personal tutor, feel confident and supported

The Key elements of Personal Tutoring are:



What skills and knowledge will you need to develop to ensure that you are effective in this role?

Task centred skills

- Record keeping
- Planning and preparation for 1:1 tutorial
- Progress Tracking
- SFL development
- Confidentiality/Data Protection
- Tracking progress
- Cause for concerns
- Referrals

Person centred skills

- 1:1 Communication skills
- Listening skills
- Joint problem solving approach
- SMART target setting
- Motivational interviewing
- Student generated action planning
- Developing students' reflective skills
- Referrals

What are the Duties and Responsibilities of Personal Tutors?

The following list details the activities that ALL tutors need to participate in:

- Ensure all learners are inducted effectively and the **induction checklist** is completed
- Maintain and update an **Individual Learner Progress File** (on eprogress)
- Ensure learners have completed their **IA and DA assessments**
- Facilitate learners to set **SMART targets** and review progress through the **Electronic Learning Plan** (in the Learner Progress File)
- Ensure learners have been inducted effectively and tracked using the **induction checklist**
- Identify **At Risk** learners and take appropriate actions
- Ensure all learners are safe and refer quickly **safeguarding issues** to the Safeguarding Team
- Ensure all learners know of their **entitlement, rights and responsibilities**
- Monitor and track **attendance and punctuality** in line with college procedures *If students are absent for 2 or more consecutive days without explanation they need to be contacted (either by letter or phone). If the student is under 18 years old, parents/guardians need also to be informed of their absence.*
- Provide relevant **information, advice and guidance**
- Maintain and update a **tutor file containing a Confidential Learner Progress File**
- Maintain and update a **tutorial notice board**
- Record and maintain **progression data**
- **Refer** students as appropriate to **Student Services** for example, Careers, Students suffering from personal/financial/health problems refer to Student services
- Identify refer learners for **Additional Learning Support**
- Reinforce the **Learner Contract** and make learners aware of the **College Commitment**
- Reinforce **the elearning agreement and esafety good practices**
- Implement and monitor the **College discipline policy and procedures**

Personal Tutors need to set and track the following:

- Minimum target grade **(TG)**
- Challenge target grade **(CTG)**

In addition Personal Tutors will be expected to:

- Conduct an Individual Interview/Review with each student in the group at least twice a term and keep records
- Deliver group tutorials in accordance with the cross college tutorial Scheme of Work
- Support the development of English and Maths
- Complete an individual exit/progression interview
- Encourage participation in enrichment and college/community wide activities
- Foster a culture that respects and celebrates equality and diversity
- Ensure learners are provided with opportunities and support to achieve their ELM outcomes
- Develop knowledge and skills to prepare learners to enter work/career and support UCAS applications and provide references
- Action cause for concerns
- Inform parents/carers/key workers of learners' progress at parents' evenings and via letters/reports
- Complete and update Progress Review Reports
- Encourage participation in the Learner Voice
- Share and explain *The John Ruskin Student Handbook*



Who can support you in your role?

The assistant Principal works with Key Tutors to ensure that all tutors are supported and that each learner receives their entitlement. Each department has their own Key Tutor. The Key Tutors are experience and skilled tutors who model good practice and will mentor you to ensure that all learners in your tutor group feel cared for and secure, and that you, as their personal tutor, feel confident and supported. The key tutors will also ensure you have the correct documentation to carry out your role and keep effective records

If you have any questions or concerns please don't hesitate to contact them!!

Key Tutors and Teaching, Learning and Assessment Coaches

Key Tutor: CI, Sports,

Key Tutor: Science and HCEY

Key Tutor: HB, and Business

Key Tutor: KS4, ESOL and Foundation

Rilwan Oluwa

Susan Bennett

Shelly Agneau-Wilson

Helio Machado



What other support can I access?

Student Services:

Xavier Tinto – Student Services Manager

Iram Lone - Careers and Employability Advisor

Come see me:

If you need help with HE or employment advice or help finding a job

Elizabeth Batchelor – Employer Engagement and Work Placement Officer

Come see me:

If you need advice about preparing, arranging and finding work placements

Katy Boyle – Safeguarding and Interventions officer

Come see me:

If you need safeguarding advice, looked after children advice. inclusion strategies for vulnerable learners financial assistance, the Bursary, student Finance, 20+ childcare, Care2Learn, 19+ loans or welfare advice

Maria Dullards - Student liaison and Inclusion Officer

Come see me:

If you need help with attendance and punctuality strategies or inclusion strategies for vulnerable learners

Jeni-Marie Pittuck Enrichment and Engagement Officer

Come see me:

To find out more about enrichment, peer mentoring or getting involved in the college

Xavier Tinto – Student Services Manager

Come see me:

To find out about sports' enrichment activities or The Duke of Edinburgh Award



QUALITY ASSURANCE

How do you monitor the quality of the tutorial systems?

To ensure and to continue to improve the quality of the tutorial system at John Ruskin 2 approaches are used.

The 2 approaches to monitor quality are:

1. **Audit of Tutorial System Documentation against minimum tutoring entitlement for the Learner**
 - a. Audit of e-progress Learner Progress File incorporating the Individual Learning Plan
 - b. Tutorial file containing the confidential learner progress file
 - c. Tutorial Notice board

2. **Tutorial Observations to support the Teaching and Learning Strategy for 2018/2019**
 - a. Formal group Tutorial observations
 - b. One to one Observations
 - c. Learning walks

Who does the audits?

1. The Tutorial and Student Services Manager and Key Tutors **audit the tutorial system documentation**
2. **The Tutorial Observations** are completed by the observation team usually the Student Services Manager; Key Tutors CMs and the Senior Management Team.

When do you do the quality checks?

1. **The tutorial system documentation** is audited after Progress Review Weeks. There are 3 of these per year
2. **Learning walks take place throughout the year**



Appendix

**If you can't find information or documentation, please ASK
YOUR KEY TUTOR.**

Structure of the 1 hour weekly Group Tutorial

Time	Item	Resource	By whom
5/10 Minutes	Attendance and punctuality	Weekly tutor attendance reports from MIS Eprogress	<i>Tutor to review attendance and punctuality data. Tutor to celebrate 100% and to arrange 1-2-1 with those below college standards (95%)</i> <i>Learners to be encourage to owe A and P data and reflect on impact on learning and achievement</i>
5 Minutes	Learner Rep/Student partnership	To give cross college announcement of events To lead learner voice focus groups To lead and gather the comment slips and past to the engagement officer	<i>Learner Rep needs to be integrated into weekly tutorials and gather and lead learner feedback</i>
5 Minutes	Term 1 Celebrate Diversity and Citizenship Term 2 Celebrate progression and destination	Each learner to give a 5 minute presentation on who they are. Questions can be differentiated Let the group decide questions Term 1 Q examples are: Where do you come from? Term 2 What do you want to do as a career? Or Lead with quiz on news and/or current affairs or a brief student led discussion on a topic of their choice	<i>This is a learner led activity and all learners should be encouraged to participate. Allow them to present in ways that build confidence and group cohesiveness</i> <i>The intention is build learner awareness of their wider and social and political environment and develop their voice/opinions</i>
30 Minutes	Cross College Tutorial theme see SOW	Lesson plan and materials will be provide via your Key Tutor	<i>It is important to adapt the material to suit your learners</i>
10 Minutes	Target setting and review of learning or plenary or Deal with any Issues that need addressing	Use shared target setting for group and check progress. For example. No lateness for a month or No chocolate for a week. Or a kind act for a week	<i>Group goals can help with cohesiveness. Keep the individual goals for 1-2-1s</i>



Personal Tutor induction Checklist

This checklist has been developed to support you in your role as personal tutor. Your Key Tutor will make arrangements to meet you and help to develop the knowledge and skills a Personal Tutor at John Ruskin College requires

Checklist	Aware ✓	Complete ✓
Read the Personal Tutor Tool Kit		
Maintain and update Learner Progress files on Eprogress		
Encourage learners to set SMART targets and review progress in Eprogress		
Identify AT RISK learners and take appropriate action?		
safeguarding training completed		
Maintain and update your Tutor Notice Board		
Maintain and update your Tutor File		
Aware of Student Services role and how to refer learners		
Aware of how to use the Learners Self Certificate		
Implement and monitor the college discipline policy and procedure		
Complete and update progress review reports		
Attend parents evening		
Share Bursary Fund Guidelines with Learners		
Ensure learners have completed IA and DA assessments		
Student handbook forwarded by email to group		
Started 1:1 sessions during tutorial		
Identify and refer learners for Additional Learning Support		
Checked that all learners are on the correct Functional skills course?		
Do you know who your department's key tutor is and their role?		
Do you know who the college Senior Tutor is?		
Are you aware of the Every Learner Matters outcomes?		
Level 3/Year 2:		
Have your learners registered with UCAS?		
Have you learners started their personal statements?		
Have you started Learner References?		

Tutor Signature:		Key Tutor Signature:	
Date:		Date:	

Record Keeping and Documents

Where do I get my forms and records from?	How will I find them?
Group profile	Eprogress tab: group profile
Group overviews/ tracking sheets	Overview of contact details are on Columbus Group Reports and overviews will be provided by eprogress or on Columbus
Safeguarding/child protection reporting form	On the intranet/forms and documents/safeguarding
At Risk Learner Report Card	KT will provide you will the template
Enrolment and interview forms (where possible)	Admissions via your CMs who will forward it to you
List of late enrollers and dates	Compiled by Tutor using Columbus
SOW	KT will keep this in the departmental files
Learning materials lesson plans	Provided by KTs on a weekly basis via email or Moodle
Culture and diversity data/resources	Eprogress will generate this for you
Additional Support referral forms	Intranet/forms and documents/ support services
ALS reports	ALS team will generate and send copies to you



Confidential Learner Profile File



You must maintain a **Confidential Learner Profile File** for each of your learners.

The following documents will help you organise this folder

Please also see Eprogress

Learner Name:

Contact Address		
Home Number		
Mobile Number		
Mobile		
	Parent 1	Parent 2/Other Contact
Parent Contact Name		
Number		
Email		
Social Worker Name		
Number		
Email		
OTHER CONTACTS:		
Medical Conditions:		



Interview paperwork



Induction Paperwork



BKSB RESULTS

&

Free Writing Task



Additional Support

Information/Reports/Copies of referrals (e.g. Safeguarding, Additional Support referral forms)

Communications

- ✓ *Copies of letters home*
- ✓ *Stages 1 and 2 Discipline paperwork*
- ✓ *Letters from parents/other professionals*
- ✓ *Evidence of medical appointments*
- ✓ *Record of telephone calls made*
- ✓ *Learner completed Self Certification forms*



Student Self Certification Form

Step 1: TO BE COMPLETED BY THE LEARNER

Learner Name	
Department	
Course Title	
Personal Tutor	

Tick if you receive bursary payments

Dates of absence	
First date of absence:	Last day of absence:
<input type="checkbox"/>	<input type="checkbox"/>

Lessons Missed	Date and Time	Names of Teacher(s)

I was/will be unable to attend the lesson(s) listed above because:

Learner's signature		Date	
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STEP 2: Take this form to your personal tutor **PRIOR** to the absence **or** on the **FIRST** day back at college. **THIS SECTION MUST BE SIGNED BY YOUR PERSONAL TUTOR OR CC or CM**

This absence is **AUTHORISED** **or UNAUTHORISED** (please tick one option)

Supporting evidence provided and attached (if less than 19)? **YE** **NO** (Please tick)

PT/CC/CM signature		Date	
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Please note: This form must be held in the Learner's Confidential Personal Prolife File.

**Record of on-going
discussions are recorded on
eprogress under **record of
conversation****



Work Experience/Placement is recorded on eprogress