



Pupil 1-1 Support Tutor

1-1 Support Tutor Job Description

Below a granular description / key points relating to the role of Support Tutor. As the pupil continues to grow in independence and maturity these will need to be tweaked as necessary to continue to ensure optimal success in learning, development and progress.

On site at Holme Grange School

- Focus on the core subjects of Maths, English, Physics, Chemistry, Biology and Art. With participating as much as possible or when the pupil requires in other subjects she enjoys such as History, Animal Care (BTEC), Food Technology (BTEC), Religious Studies, PSHE and Sports in order to develop healthy relationships and strengthen her social skills.
- Attend all above core subject lessons to understand and absorb the lesson and teaching method in order to re-emphasise/revise/on-teach. Where necessary be the ears and scribe for the pupil for that lesson/content.
- The pupil does not want to appear different than her peers whilst in the classroom and as such, when in the classroom, the tutor – for appearance sake – plays the role of an ‘Assistant Teacher’ in the classroom. This means helping the other students when necessary, but making sure to keep a close eye on her so that when she needs any support the tutor is available.
- Liaise with both her support (ALC) and subject teachers to find out the methods they use to teach each subject and apply same in tutoring and revising. This ensures a consistency of approach especially in lessons such as Math and English. She has previously mentioned she found it difficult having almost 3 different Maths teachers – so working together is vital.
- In lessons, the pupil is able to write their own notes, however it is beneficial for the tutor to make their own notes separately during the lesson to supplement the pupil’s notes to ensure they have all the necessary information they need when it comes to revising for tests and exams.
- For internal exams and tests the tutor could be required to work as both a reader and a scribe as necessary.
- During the allocated times for the subjects which she does not attend, such as Computing or Music, use the ‘pods’ in the library to complete any homework that has been set or consolidate any material that she is uncertain of.
- Every so often, within these study sessions the tutor may need to collaborate with the Maths and English teachers to produce and prepare a 15-20-minute timed test for her to complete. Work towards completing full 45-minute timed tests as she progresses. This ensures she is practicing ‘exam conditions’ and supports the removal of her fear surrounding ‘tests’.

- Study Periods should also be used as a time to help calm any anxious feelings she may have by working on her art, chatting or exploring recipes.
- Have meetings with the very supportive Head of Senior School every fortnight, in order to keep her up to date on the pupil's progress. This can be live or virtual depending on whether the pupil has been in school that week.
- At the beginning of each term set up one-to-one meetings with each of her teachers to discuss and create achievable goals for her to work towards during the term. Break these down into half term goals and even two-week goals; this shifts the focus from doing aimless lessons to having a real purpose. Everything is then directed towards targets and learning outcomes.
- Make sure all these goals and their individual progress are recorded and are regularly updated and discussed with parents (and teachers as necessary) to track and ensure development.

On days the pupil is ill and at home

- Access daily school work through gathering work as necessary from the Holme Grange campus / Google Classroom and/or emailing teachers individually.
- Step in as a teacher and work through the various work set by teachers at school.
- If work cannot be accessed the tutor will need to prepare an adequate lesson using online sources or books at home that are relevant to the subjects being taught at school.
- Along with maintaining her schoolwork, the tutor will need to keep her stimulated in other areas too. These can be with things such as working on an art project, baking and/or animal husbandry.
- While the pupil will have days when she is too ill to work, she will also have days when she may feel better in the afternoon. On these days, try and encourage her to attend class whether it be over Zoom, Google Classroom or physically. This way she can continue to develop socially and remain in lockstep with her work and peers.
- Log in a calendar the days she is absent and what symptoms she is showing.

Outside of School

- After school, with both the pupil and her sister, supervise / support them completing their homework.
- At the start of the academic year, both the pupil and her sibling are provided with homework timetables from school, which the tutor would be expected to use as a guide for creating a visual schedule. It is helpful for the pupil to have a schedule of their study periods, noting the subject(s) they should work on and for how long during that period, for example: Maths – 30 minutes. Gaining the pupil's input when putting a schedule together is vital in helping them take ownership of their work and how they use their time. This schedule is to be shared with the parents and should be capable of being altered.
- In the run up to exams, the tutor will be expected to produce revision timetables for both pupils, making sure to gain their input before finalising their respective timetables and sharing them with their parents. These should also be capable of being altered.

- Alongside the weekly schedule, make sure that her own diary is up to date. The pupil is relatively self-sufficient in this respect however it is important to check that they have noted down the correct information and deadlines for any work set. It is advisable that the tutor keep their own record of the pupil's homework deadlines to ensure they stay on track.
- If live-in, on a Saturday morning as necessary, supervise / support completion of weekend homework they may have been set. If no work has been set – use this time to revise the topics the student has learnt the previous week.
- Have weekly conversation with parents to update them on progress or discuss any issues / questions the tutor may have.
- Produce a timetable with deadlines and key dates.
- Attend supervision sessions with educational psychologist on a regular basis as agreed with parents to be mentored and supported if appropriate to support the pupil's emotional and educational development.
- During school holidays provide regular tutoring as discussed and agreed with parents.

Changes / Updates to the role as a result of Covid-19

- *In terms of the tutor's role while Holme Grange School is open, it is much the same as previously described, with the addition of compliance to the school's Covid-19 regulations of mask-wearing, social distancing and hand-washing.*
- *While both pupils are attending school from home, their respective timetables remain the same as if they were in school and as such, the tutor is expected to arrive at the family home and prepare for the day before the school day begins.*
- *As a result of the timetables remaining as they would be in school, the pupil has several 'study' periods throughout the week which can be utilised for the same purposes mentioned previously – namely, revision and/or consolidation of recent or past content, or 'down-time', if required.*
- *In order to maintain the pupil's wish not to be seen as different, the tutor does not appear on camera but sits with the pupil and is readily available to provide assistance when called upon. The tutor may find it beneficial to attend the Zoom lesson on a separate device or alternatively link a monitor screen to the pupil's laptop so that they have a clear view of what is going on in the lesson, however this is to be agreed in advance with the pupil with respect to what they feel most comfortable with.*
- *The physical presence of a tutor is necessary as the tutor offers a form of reassurance and encouragement to the pupil, particularly when they are asked to provide an answer by a teacher either verbally or through the 'private chat' function on Zoom. The pupil has expressed that she is anxious to attend a Zoom lesson without the physical presence of her tutor for fear of being selected at random by a teacher to provide an answer and not being able to talk through her ideas and check her answer with her tutor. Therefore, the need for the tutor to be in the room is essential to continually aid the development of the pupil's confidence, both with in-class participation, and in general.*