Student Support Services

Rationale

Every student attending The Leigh Academy will be provided with a personal learning and pastoral manager, who will have the oversight of the student's whole educational experience at The Leigh, providing stable and caring support for the student's personal development.

The vertical tutor system is the focal point for instilling The Academy ethos and maintaining the expected high standards and expectations. Parents/carers are a vital factor in the development of the well being of both students and the Academy as a whole. Tutors will liaise with parents/carers to ensure they are kept informed and are consulted concerning their child's progress.

1. Structure

- All students are placed within a Vertical Tutor Group, which represents a cross section of abilities and gender. Efforts are made to recognise friendship groups, where appropriate.

- Students will 'normally' remain with the same Tutor Group for the duration of their time at the Academy.

- Tutors are responsible for ensuring that students meet the high expectations we have for attendance and punctuality. Tutors also have a key role in ensuring that students wear appropriate uniform/dress, and attend fully equipped for lessons. Any persistent problems should be reported to the Student Services Manager (SSM), or the appropriate Vice Principal, or if of a more serious nature, to The Principal of their College.

- At Tutor Time, tutors will check uniform, issue messages of the day and take in any notes, or reply slips, brought by the students. They must ensure that all unauthorised absences are pursued promptly. Tutors must phone home and check reasons for absence if no note has been received and update roll call. If nothing is then forthcoming inform the appropriate SSM/Vice Principal.

- Tutors will accompany their Tutor Group to assembly and ensure that they remain focused and engaged during the assembly. As students move to the Lecture Theatre for assembly it is expected that they do so in an orderly fashion to avoid any disruption to other Colleges.

- Tutors are required to check planners, advise students concerning their work programmes and generally ensure that the Tutor Group is working well and that there are no problems, whether concerning work, behaviour or personal

relationships.

- When formal assemblies do not occur, Tutors are responsible for delivering the Academy or College Tutor Time Programme, using materials provided by the VP responsible for tutor time, which might include: Thought for the day, Breaking News, Tutor Time projects, SMSC, Circle Time/Talk Time and activities such as quizzes, competitions etc.

Tutors are also responsible for ensuring their students use the appropriate time for coursework, study and peer/peer mentoring, as required.

2. Academy and College Student Voice

- Tutors will arrange for the election of Student Voice representatives, as appropriate and thus promote a sense of responsibility and pride in the Tutor Group, the College and The Academy. They will ensure that the whole tutor group participates in college activities such as assemblies, tutorial projects charity events, quizzes, competitions etc.

3. Home Academy Communication

- A programme of Parent/Tutor/Teacher Days are published on the calendar to complement the issue of Modular reviews and reports. The Vice Principals are responsible for the administration of these days.

- Tutors who are concerned about a child's academic progress, behaviour or attendance should consult with their SSM and/or Vice Principal, before making contact with a parent/carer. All contact, whether by telephone, letter or interview, must be logged and recorded on ePortal and the SSM and Vice Principal, if not personally involved, informed of the outcome.

4. Academic Mentoring

- Academic Mentoring meetings are an opportunity for a learning conversation to take place between the Tutor and student to discuss progress and learning.

  Academic Mentoring aims to……
  - Improve student attainment and help students achieve success
  - Make students feel valued, challenged and supported to aid them in their learning.
  - Improve students' motivation and self-confidence.
  - Enable students to take responsibility for you're their own learning.
  - Give you individual help, support and guidance.
  - Enable Assertive Mentoring for students who require a more focused and targeted support.

  - Tutors will have responsibility for reviewing Modular reports and assessments made by subject teachers, monitoring, where appropriate

and target setting for the students in their groups during Academic Mentoring meetings.

Module Reports will be issued at the end of every six/seven-week Module for all students, and will include two written reports per academic year.

10. Rewards and Consequences

Tutors should keep themselves informed of their tutees' progress, as well as the concerns of students within the group. They should liaise with the Directors of Learning and the SLT responsible for the relevant curriculum area, to ensure appropriate action is taken. They should look for ways to re-inforce positive attitudes and behaviour by praising and rewarding students, using the appropriate Academy/College system. Tutors <u>must</u> <u>keep a</u> <u>record</u> of rewards and consequences issued to each student in the group for administrative purposes and ensure that <u>ALL</u> incidents are logged on ePortal.

11. Planners

All students are issued with a Student Planner, which they should carry at all times. Tutors should check weekly that they are being used and that parents/carers are signing them.

Any indication that work is not being set by a particular teacher, or that it is unsuitable in any respect, should be discussed in the first instance with the teacher concerned. If the situation is repeated, or no satisfactory answer is received, the matter should be referred to the relevant Director of Learning and ultimately the SLT, responsible for that area of the curriculum.

12. Liaison with Subject Teachers

Tutors provide an essential link between different subject teachers and the students within the group. Where adverse reports are received, a tutor should circulate enquiries to the student's teachers to ascertain whether the problem is a common one. Tutors should also check on the amount of work being set and any problems arising over personal work. Where a problem seems to be occurring, tutors should refer the matter to the relevant Director of Learning, and inform the appropriate Vice Principal.

It is the role of the Tutor to monitor and check regularly for detentions, recorded in the planner, and to "flag up" serious concerns to SSMs.

13. Late System

Students arriving late will be met by their SSM in reception and lates recorded. Their SSM will then action consequences appropriately. Recurring lateness will result in contact with home.

Period 1 Teacher responsibilities:

- If no planner, send student to Admin Office for a temporary planner.
- Check students are in correct uniform.
- Checking students' equipment/planners etc. If there are any concerns/issues these should be referred to the relevant SSM.

Student Services Manager (SSM)

The role of the SSM is to lead the team of tutors in their college and to set the required standards desired. Teams will meet regularly to discuss problems, establish procedures and check standards. They will ensure that tutors comply with the duties laid down in The Tutor Handbook and assist any tutor who is having difficulties fulfilling them. They will ensure that registers are kept accurately, planners checked regularly, standards of dress and behaviour are re-inforced and that tutorial programmes and The Academy policy on the delivery of SMSC operates successfully. When events require prompt response they will advise tutors. Any tutor having difficulty complying with the tutor time activities and assemblies should be advised and assisted by the SSM/Vice Principals. The Principals/Vice Principals and SSMs will regularly take college assemblies, as part of their role in developing team spirit within the group and developing and reinforcing the Academy and individual College ethos and SMSC.

The SSM will promote and operate the individual College Reward and Concequences system.

They will also be involved in coaching, and/or arranging professional help, if required, monitoring students whose attendance, attitude or behaviour are causing concern and take a pro-active role in ensuring that attendance and punctuality of their students meets individual College targets, referring issues up to the appropriate Vice Principal/Principal, if and when required.

They are also responsible for discipline issues and liaison with parents/carers, after referral from Director of Learning/Co-ordinators. With the aid of the office administration they will keep an overview of attendance, health and related issues. The Principals/Vice Principals and SSMs are all responsible for ensuring adequate supervision of students, at all times, in their respective colleges, including break times and at lunchtime. They will check the respective areas regularly for damage and vandalism and take appropriate action, whether disciplinary or restorative. Damage requiring maintenance or repair should be reported immediately to the Site Manager.

See Tutor section of Staff Handbook for:

- Standards for all students.
- Roles and responsibilities of The Learning Tutor
- Rewards and Consequences Systems
- Safeguarding Procedures.
- The Sex Education Policy

- The Bullying Policy
- SMSC
- Student Voice

Updated by SWT 01/05/16 next review date 01/05/17