



British International School of Timisoara

We Provide the Foundation on Which Our Children Can Flourish

School Policies / Pastoral Care

The Role of the Class Teacher (Primary School) & Form Tutor (Secondary School)

Approved by: School Director

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General

British International School of Timisoara is a coeducational private international school offering a British-style education and accepting children aged between 4 and 18.

British International School of Timisoara offers its students a truly international experience through a British-style curriculum and adheres to the guidelines of the Council of British International Schools, Cambridge Assessment International Education and the International Baccalaureate Organisation. Our qualified, internationally-experienced and dynamic educators teach all subjects in English, with the exception of the lessons of Romanian, which are being taught by qualified and engaging local teachers.

Our Vision

*We provide the Foundation on which our Children can Flourish
Inspiring our students to Learn and Live with Purpose*

Our Mission

Building a community of learners where students are given meaningful opportunities to learn, experience, grow, succeed and excel in all areas of their academic and personal development

Our Core Values

*We Think, We Explore and We Learn
We Listen, We Respect and We Care
We Speak Up, We Participate and We Strive*

It is fundamentally important for us to underline our vision and mission, and to promote these values within our school programmes. These values will be embedded within the routine of our school, in and outside the classroom. It is equally important for all of the members of our community to understand that we are all accountable for our actions and we must do our best to follow these values which are in place to ensure a safe, friendly and happy environment for all of the members of the BIST community.
parents.

The emotional and physical wellbeing of our children is fundamentally important and represent the base on which children can develop at all levels. We know that a child who feels safe and happy can build self-esteem and therefore can learn and develop. From this perspective the Pastoral Care system of our school plays a vital role in the school philosophy and routine.

The Role of the Class Teacher (PS) and Form Tutor (SS)

A Class Teacher / Form Tutor's role is central in both caring for students and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour. The Class Teacher / Form Tutor should be active in looking after the interests of the "whole child". A Class Teacher / Form Tutor should:

- Set the "tone" for the day, by creating a positive ethos, establishing/encouraging good student/teacher, Student/student relationships, and developing both a Tutor Group and a school spirit and identity;
- Run the morning and afternoon registration and tutor time; plan meaningful activities for tutor time during the morning and afternoon sessions;
- Encourage high standards of work, behaviour and dress in students, and liaise with the relevant line managers and Heads of School over referred behavioural problems; look to reward achievements positively and implement, where necessary, appropriate sanctions;
- Promote, maintain and monitor the official records of attendance and punctuality. Ensuring notes are received concerning any absence and any absence of more than three days is checked with the relevant Head of School. Tutors should alert Heads of School to any patterns of, or suspicious, absences;
- Actively supervise students in weekly assemblies. Class Teachers / Form Tutors are encouraged to help with the organization and to participate in all aspects of the assembly;
- In the Primary School the PSHEE programme is delivered by the Class Teachers; in the Secondary School the PSHEE programme is delivered by the designated PSHEE teacher;
- Be aware of friendship patterns, family structures, leisure interests, contents of student records, social development, problems at home/school and relationships with other students and staff;
- Monitor and review their students' current progress across the curriculum using all the data provided;
- Follow through concerns and issues about learning and effort when necessary with subject areas and parents, in consultation with the relevant Head of School;
- Be aware of social and personal factors relevant to the student within and outside of school;
- Keep parents fully involved regarding students' progress, including curriculum related or behavioural concerns;
- Observe members of their Tutor Group in curriculum areas, if and where possible;
- Know all members of the Tutor Group and maintain the individual profile of each student;
- Assist the Heads of School in distributing letters/notices and participate in Parents' Evenings and report writing;
- Ensure relevant school policies (including Safeguarding, Anti-bullying, Health & Safety and Fire Drill) rules are explained and upheld.

Other responsibilities and "duties" when discussing the role of a good tutor have been:

- To be a good role model
- To provide a positive relationship with an authority figure and encourage mutual respect
- To be consistent and fair, and act as a mediator for the students in the group
- To listen
- To have very high expectations of the individual Tutor Group members
- To focus students' minds on achievement through learning
- To discuss current affairs, address student issues (such as bullying)
- To encourage reading for pleasure and good study skills