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## BRITISH INTERNATIONAL SCHOOL RIYADH

# OUR EXPECTATIONS OF A TEACHER AS TUTOR

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One of our aims at BISR is to ensure that documentation has meaning and that it will not be consigned to a file, unread and never to be read. We have decided to eschew formal job descriptions and replace them with statements of expectation. We hope that these will be lively documents which will capture something of the realities of the tasks with which they are concerned. They require individuals to use their discretion to interpret what is written down in a way meaningful to the role to which they have been appointed.

Teachers take on a huge number of roles. Most teachers play several of them, sometimes, if rarely, consecutively, at others, and more often, concurrently. This variety is what gives the job its fascination and its interest. It also contributes to its complexity. It makes it hard work.

Our system of outlining expectations incorporates the values we expect our staff to hold, the responsibilities they bear and the tasks they undertake. All this can be summarised in a simple sentence, a sentence that contains a plethora of meanings:

“Everything we do has to be in the interests of the students for whom we work.”

At the British International School Riyadh, a student’s Tutor should know her or him better than anyone else in the School. This means that for each student in her or his Tutor group, Tutors must have knowledge of:

- His/her family background;
- How long s/he has been in the school;
- When and where s/he came from;
- His/her interests;
- Her/his extra-curricular activities;
- Her/his aspirations for the future;
- His/her religious orientation

In other words, Tutors need to construct a personal relationship with their tutees. They need to know about them and to be seen to take a genuine interest in them.

Tutors need to monitor a student’s progress through the School. Tutors should know:

- The aptitude of their tutees, based on assessments and reports when they arrive at the school;
- Their previous attainments, either through reports or, where appropriate, previous results;
- How well each tutee is faring in each subject s/he takes;
- Whether tutees have problems;
- What support tutees might require and how it is provided.

The tutor should maintain accurate records of:

- Attendance at School;
- Absence from lessons;
- Reports;
- Issues with regard to EAL and Learning Support.

It is very important that Tutors liaise with Heads of Year.

In some areas of the School, Tutors will have particular responsibilities to discharge. For example, Foundation Stage especially, and probably all primary Tutors will have to develop particularly close relationships with the parents of their tutees.

Year 6 Tutors will be required to give advice and support as students prepare for the transfer from primary to secondary sections.

Year 9 Tutors will have to assist in giving advice about GCSE options.

Year 10 and 11 Tutors will have to guide their tutees through preparation for their GCSEs and assist them in making sensible choices about their A Level courses.

Sixth Form Tutors will have to monitor the work and progress of their tutees particularly carefully, and, in liaison with the Head of Sixth Form, give advice about university admissions.

Tutors are required to participate in the School's programme of personal, social and health education. This is seen as a vital part of school life, particularly in our situation with many different nationalities and in a country which has markedly different traditions from the western world. The programme will have to be taught with commitment and enthusiasm. It requires serious preparation and has to be conducted with great sensitivity. Many parents will want their children to be made aware of some of the realities of western life and culture. On the other hand they will also be keen that their own traditional cultures and values are respected.

Above all, as a Tutor you must develop a supportive and knowledgeable relationship with your tutees. We will all recall that the teachers we ourselves had and who taught us most were those with whom we had good relationships, who knew us as individuals, who told us what we needed to know and not just what we wanted to hear, who enthused and inspired us, and who were, in short, good people.

**September 2009**