

Tutor Standards

Teaching and Learning

Tutors make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Tutors act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as tutors up-to-date and are self-critical; forge positive professional relationships; and work with all stakeholders in the best interests of their students.

PART ONE: TEACHING AND LEARNING

A tutor must:

1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- promote a love of learning and children's intellectual curiosity
- set goals that stretch and challenge all students
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- contribute to students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan tutoring to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of evidence-based strategies to improve learning
- encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have secure pedagogical subject knowledge, foster and maintain students' interest in the subject, and address prerequisites and misconceptions
- stay up to date with developments in the subject and curriculum areas, and promote the values of lifelong learning and professional development
- demonstrate an understanding of and take responsibility for promoting high standards of speaking and listening, whatever the tutor's specialist subject
- demonstrate a clear understanding of tutoring strategies appropriate to the subject

4 Plan and teach well structured sessions

- impart knowledge and develop understanding through effective use of session time
- reflect systematically on the effectiveness of sessions and approaches to tutoring

5 Adapt tutoring to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt tutoring to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive tutoring approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use data in a contextually-appropriate way to monitor progress, set targets, and plan subsequent sessions
- give students regular feedback

7 Manage behaviour effectively to ensure a good and safe learning environment

- model appropriate behaviour
- have high expectations of behaviour
- Manage sessions effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain positive, respectful, trustful relationships with students

8 Fulfil wider professional responsibilities

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving tutoring through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with stakeholders with regard to students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A tutor is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct.

- tutors uphold public trust in the profession and maintain high standards of ethics and behaviour:
 - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a tutor's professional position
 - having regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - respect the rights of others
 - modelling values including democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
 - tutors must have proper and professional regard for the ethos, policies and practices of the context in which they tutor, and maintain high standards in their own attendance and punctuality.
 - tutors must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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