

## Outline Key Stage 4 Tutor Time Programme

- The aim of the Key Stage 4 tutor programme is to provide pupils with a variety of learning activities that support both their personal development and well-being. In particular much of the content is dedicated to meet careers education, individual advice and guidance and designed to meet the Living in the Wider World requirements of the RSHE curriculum.
- Each day has a clear focus e.g. Tuesdays have an Attendance focus and, where appropriate, there is a theme which changes half termly/termly.
- As well as completing specific literacy related activities it is anticipated that tutors will not miss other opportunities to develop their tutees literacy skills. For example, when a powerpoint presentation is being used tutees should be encouraged to read the information out loud rather than the tutor doing so. During formal discussions or presentations tutees should be reminded of the need to use Standard English as well as being reminded of the conventions of successful discussions/presentations.
- Resources will be made available in the staff shared area (route on notes page) and tutors are expected to familiarise themselves with and fully utilise these resources. Resources for some activities will need to be prepared in advance and tutors are expected to effectively prepare for all tutor periods.
- In addition, it is expected that tutors set appropriate cover work for their tutor group in their absence. If shared resources are being used, tutors should be aware that those outside the Key Stage will not have automatic access to the key stage 4 folders.
- Each tutor group will have access to a computer suite once a fortnight, it is expected that this time will predominately be used to complement classroom-based activities.
- Whilst many themes come with a suggested order of delivery tutors are encouraged to modify the suggested order of delivery, and when necessary the activities themselves, in order to effectively meet the personal needs of their tutees. Activities differ in anticipated delivery time and tutors may cover one or more activities in any given tutor period.
- The tutor time programme will be systematically reviewed and tutors should encourage their tutees to evaluate activities and use this to enhance their own feedback during Key Stage meetings.
- The monitoring of the delivery of this programme will take by means of both formal and informal observations.

YEAR 9					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	INDEPENDENT STUDY/REVISION DAY	Attendance	ASSEMBLY	RSHE/CEIAG	RSHE/CEIAG
AUTUMN 1	Employability skills: 'Habits and strategies to support progress'			Setting Goals/Employability Skills (through creating Board Games) <ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> </ul>	
AUTUMN 2	Independent study (admin) with the expectation that tutors will use this time for mentoring.				
SPRING 1				Setting Goals/Employability Skills (through social action project) <ul style="list-style-type: none"> <li>• skills for enterprise and employability</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> <li>• how to manage feelings relating to future employment</li> </ul>	
SPRING 2					
SUMMER 1	Next Steps: Revision			Employability Skills: Duke Of Edinburgh	
SUMMER 2					

YEAR 10					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	INDEPENDENT STUDY/REVISION DAY	Attendance	RSHE/CEIAG	ASSEMBLY	RSHE/CEIAG
AUTUMN 1	Independent study (admin) with the expectation that tutors will use this time for mentoring.		Work Experience: evaluate strengths and interests		Living in the Wider World: Curriculum for Life
AUTUMN 2			Next Steps: Revision Techniques & Strategies		Financial Decision Making: Budgeting, saving, managing debt
SPRING 1			Next Steps: Application Processes: CV & Letters of Application		Financial Decision Making: Gambling
SPRING 2			Financial Decision Making: Law and Illegal Financial Activities		
SUMMER 1			Work Experience: practical considerations incl. Health & Safety		Next Steps: Post 16 introduction
SUMMER 2					

YEAR 11					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	INDEPENDENT STUDY/REVISION DAY	Attendance	RSHE/CEIAG	RSHE/CEIAG	ASSEMBLY
AUTUMN 1	Independent study (admin) with the expectation that tutors will use this time for mentoring.		Next steps: Post 16 Options & Career Pathways	Next steps: Revision Techniques & Strategies	
AUTUMN 2				Next steps: Application Processes: CV update/ Interview Techniques/personal statements	
SPRING 1			Next steps: Stressors, Pressures and Exams	Next steps: Performing in the Exam	
SPRING 2					
SUMMER 1					

