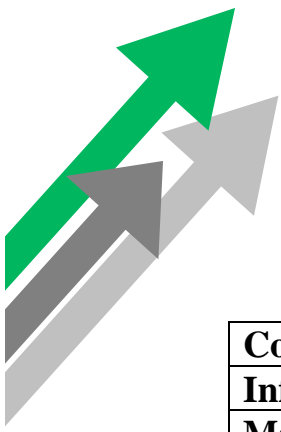


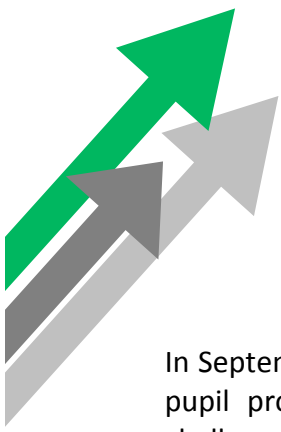


# **Ealing One-to-One Tuition Resource Pack**



## Contents

<b>Contents</b>	<b>1</b>
<b>Information Sheet</b>	<b>2-3</b>
<b>Making Good Progress- Individual Tutoring Plan (ITP) (Example)</b>	<b>4</b>
<b>Making Good Progress – Individual Tutoring Plan (ITP)</b>	<b>5</b>
<b>Primary School Monitoring Plan</b>	<b>6</b>
<b>Pupil Passport to Success</b>	<b>7</b>
<b>Tutoring Diary</b>	<b>8</b>
<b>Letter to parent/carers (example)</b>	<b>9</b>
<b>Letter to parent/carers (example)</b>	<b>10</b>
<b>Quality Assurance</b>	<b>11-12</b>
<b>Monitoring Form</b>	<b>13</b>
<b>Prompt Sheet for Co-ordinators in Schools</b>	<b>14-16</b>
<b>Making Good Progress – Tuition Survey for parents and carers</b>	<b>17</b>
<b>Making Good Progress- Tuition survey for tutors</b>	<b>18</b>
<b>Making Good Progress- Tuition survey for class teachers</b>	<b>19</b>
<b>Making Good Progress- Tuition survey for students</b>	<b>20</b>
<b>Quality Assurance Evaluative Framework</b>	<b>21-22</b>
<b>Payroll Time Sheet- Tutor Details</b>	<b>23</b>
<b>Payroll Time Sheet- Claim Form</b>	<b>24</b>
<b>Tutor HR Factsheet</b>	<b>25-26</b>
<b>Tutor Information and Useful Links</b>	<b>27</b>
<b>Useful Contacts</b>	<b>28</b>



## One- to- One Tuition Information Sheet

In September 2009 one to one tuition was introduced on a national basis to support pupil progress in English and mathematics at Key stage 2, 3 (and in national challenge schools in Key Stage 4).

Individual tuition will be part of the school's armoury of support mechanisms to accelerate the progress of an individual pupil whose progress is slowing or has become stuck. Other forms of intervention are intervention or booster. It is not intended to compensate for poor quality first teaching. The first question a school needs to ask is whether one to one tuition is the best way to address the particular challenges faced by individual pupils.

The funding will meet the cost of the tuition sessions (plus two hours liaison and training time), school participation and the cost of some central support activities at LA level.

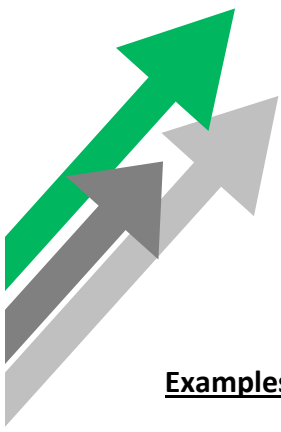
Individual tuition will be available to pupils who:

- started the key stage behind the national expectations
- are falling behind during the latter stages of a key stage
- are looked after children who would benefit from individual support

*It is important that the selection of pupils does not exclude pupils who are harder to reach. Children with behavioural issues may find it easier to focus and concentrate in 1 2 1 tuition and could therefore benefit from inclusion.*

Who might benefit the most?

One to one tuition is appropriate for pupils who have been taught a skill or concept in the class, and yet subsequent efforts have failed to secure it. The response of the rest of the class indicates the topic, skill and concept were taught well enough for other pupils to grasp it. The teacher and tutor will need to establish if this is due to a failure to grasp a concept or a difficulty in transferring the concept into practice, or whether the learning has faltered because an essential piece of prior knowledge was missing. In mathematics it is common for current learning to be hampered by a previous misconception. Some lower attaining pupils progress is hampered by a lack of experience and this inhibits their progress. Some pupils new to English, with a limited vocabulary for their age, benefit from more opportunity to participate in sustained talk or reading.



### **Examples of personal processes which can be coached**

- Reading between the lines
  - Deciding how to tackle a question
  - Seeing how to break down a task
  - Generating ideas
  - Organising ideas
- 
- Identifying the main point
  - Generalising
  - Checking and self- correction strategies
  - Securing concepts
  - Pattern Spotting
  - Identifying relationships
  - Articulating reasons and giving explanations
  - Risk taking
  - Making mistakes without fear of failure

### **The Parameters**

- One to one
- 10 hours (+2 hours liaison/planning/training)
- Suggested minimum of one hour
- Tutor must be a qualified teacher
- Based on targets agreed between class teacher (primary) subject teacher (secondary), tutor and pupil
- Session not a replacement for other interventions

*It is good practice to involve parents through a meeting and written confirmation that the teaching sessions are taking place*



## Making Good Progress Individual Tutoring Plan (ITP) (Example)

**Pupil information:** Name:

School:

Year Group:

KS2/English/Mathematics\* level:

Current level:

Target level:

Name of parent/carer:

**Tutoring Information:** Name of tutor:

Time and location of tutoring:

Start date:

Number of sessions:

The following targets have been set and agreed by the class teacher/tutor/pupil and parent:

Target	What to teach	Evaluation/assessment
To be able to secure the use of complex sentences	How to use main and subordinate clauses to express more complex ideas	Evidence of application of skills in tuition sessions and class work  Improved attainment in writing
To be able to use connectives to organise writing coherently	How to use a range of connectives appropriate to text type e.g. cause and effect  How to use a range of subordinating connectives e.g. when, after, before, because	Evidence of application of skills in tuition sessions and class work  Improved attainment in writing
To be able to organise writing into clear paragraphs	How to collect, select and assemble information and ideas in a suitable planning format in a number of text types e.g. argument, narrative  How to organise the information and ideas into a coherent sequence	Evidence of application of skills in tuition sessions and class work  Improved attainment in writing

We have discussed this Individual Tutoring Plan and agree to the targets set. (\*delete as appropriate)

\_\_\_\_\_

Pupil/date

\_\_\_\_\_

Parent/date

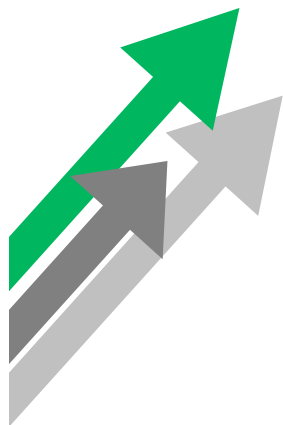
\_\_\_\_\_

Teacher/date

\_\_\_\_\_

Tutor/date

## Making Good Progress Individual Tutoring Plan (ITP)



**Pupil information:** Name:

School:

Year Group:

KS2/English/Mathematics\* level:

Current level:

Target level:

Name of parent/carer:

**Tutoring Information:** Name of tutor:

Time and location of tutoring:

Start date:

Number of sessions:

The following targets have been set and agreed by the class teacher/tutor/pupil and parent:

Target	Planned support	Evaluation/assessment

We have discussed this Individual Tutoring Plan and agree to the targets set.

\_\_\_\_\_

Pupil/date

\_\_\_\_\_

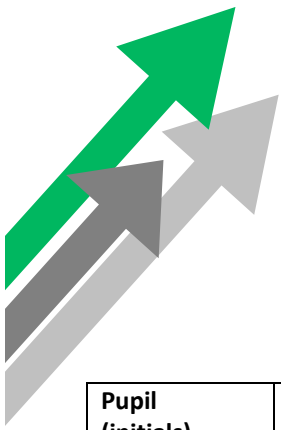
Parent/date

\_\_\_\_\_

Teacher/date

\_\_\_\_\_

Tutor/date



## One-to-one Tuition – Primary School Monitoring Form

School .....

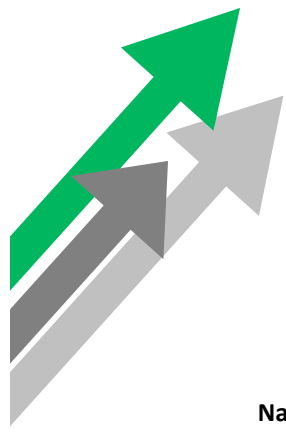
Name of One-to-one tuition Lead .....

Pupil (initials)	Maths or English	Gender	Ethnicity	FSM	SEN stage	KS1 Level	Current Level	Tuition Target Level	Level at end of tuition	* If target met/not met or exceeded	Name of tutor

Additional Comments (including how tuition was delivered for most pupils, e.g. 1 hr or two hrs per week.)

Are any of these pupils 'Looked After Children' (LAC)?

If yes please write their initials ..... \* initials only e.g. M, MN



## One to One Tuition Pupil Passport to Success

Name of pupil .....

Name of tutor .....

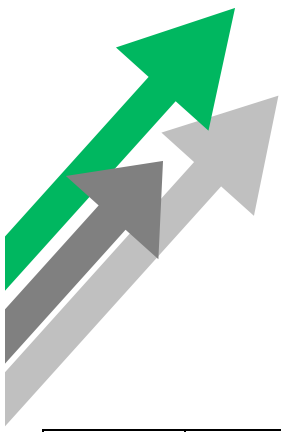
Time and location of tutoring .....

The following targets have been set and agreed by the class teacher/tutor/pupil and parents/carers.

1.

2.

3.



## Tutoring Diary

Date/ Session/ Target	Comments (pupil/tutor/parent/class teacher)	Homework	Signed pupil/tutor/ parent/teacher
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

**Congratulations on completing your tutoring sessions**

Date

**Re: One-to-one Tuition**

Dear

Following the success of the Individual Tuition element of the government's Making Good Progress Pilot, it has been decided to extend the scheme nationally.

I am pleased to offer this opportunity to your child.

The program provides individual extra teaching time with an allocated tutor who will focus on supporting your child to overcome their areas of difficulty in English or Mathematics.

The tuition is for 10 hours and is provided by a qualified teacher.

I would like to invite you to come to school and see me so that I can discuss this with you in more detail. Once this has taken place I will also speak to your child to explain the program.

Please make an appointment to see me by contacting the school to arrange a mutually convenient time.

I will be happy to answer any questions you may have when we meet.

Yours sincerely

Date

Dear

**Re: One-to-one Tuition**

Thank you for attending our meeting with ....., the personal tutor, yesterday. I am as excited as you are to know that XXXX will be making accelerated progress in his/her learning as a result of this initiative.

XXXX's private lesson will be

On

At

And will last for 1 hour. The first lesson will be on XXXXXXX

S/he will bring home a folder of work. Please take time to look at what has been done and it is essential that you look at and sign the home/school communication book (small blue notebook) as there may be messages here for you to read from Mr Cogan.

XXXX has met with your child's teacher and is aware of the school's targets for your child as well as your own concerns. We will be reviewing progress on a regular basis and you will be invited to a review meeting after 5 weeks.

If your child is unable to attend one of the arranged lessons for any reason, it is essential that you notify me immediately so that alternative arrangements can be made. We must make best use of this expensive resource!

I look forward to celebrating your child's successful progress during the coming weeks!

With every good wish

Yours sincerely



## Quality Assurance

### Questions for One-to-one tuition leads to consider in discussion with tutors

#### *Tutor*

- One-to one tuition has a unique pedagogy. Have you considered how these may be different between English and Mathematics?
- What teaching styles are most effectively used in tuition e.g. explanation, modelling, question and answer, visualising, hypothesising etc.?
- How are you chunking tuition sessions/ e.g. sharing of objectives, mini plenaries, testing etc.?
- Are there any differences in teaching styles/chunking between English and Mathematics?
- What are the most successful aspects /concepts of learning in tuition?
- How are you addressing misconceptions?
- Are there common misconceptions that may have implication for the curriculum?
- Are you able to feedback these findings to the school/ teacher/ tuition lead?
- How are you addressing learning gaps? (Who and how do you inform the school/teacher?)
- How are you addressing skill deficiencies?

### Suggested areas for One-to-one tuition leads and Senior Leadership Teams to consider

#### *Pupils*

- How do different groups of students respond to tuition?
- Organisationally, what works best with different groups? (Timing/venue etc. Look at the pupils questionnaires in Ealing Handbook)
- When do you think tuition is most effective (year group/time of year. Does this vary for different groups?)
- How pupils' are needs (organisational and learning style-rather than content recognised?)
- Have you analysed pupils' views about tuition have you reported these to governors? Will you use these findings to inform future tuition?

#### *Teachers*

- How are class teachers communicating learning gaps, misconceptions and skill deficiencies to tutors?
- How are tutors communicating the outcomes of tuition to classroom teachers?



- How does the school's system support pupil progress tracking/ assessment?
- How does the school support the identification and communication of learning gaps? Skills deficiencies and misconceptions?
- How are class teachers, consolidating, reinforcing and building upon the progress made in tuition?

### **Parents**

- How are parents informed about selection, process, content and outcomes of tuition?
- How are parents encouraged to support tuition? (Pupil passport/ ITP- See Ealing Handbook)
- How are parental views about tuition collected, analysed and used? (See Ealing Handbook-questionnaire etc)
- How is parental support for pupils sustained beyond tuition?

### **Monitoring of the quality of teaching and learning**

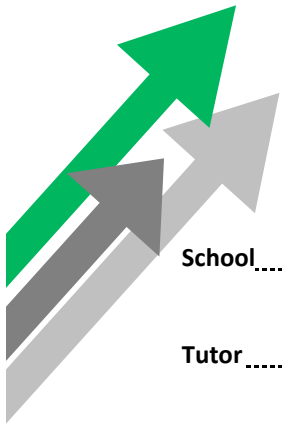
- It is important that the school monitors the quality of teaching and learning taking place in tutored sessions through observation

### **Reporting to Governors**

It is important that alongside the reporting of educational standards to governors, schools also report on the effectiveness of its entire intervention programme and this should include One-to-one tuition. Governors need to be clear about the school's provision mapping and the school's intervention policy. They need to understand how intervention is integrated into whole school improvement and quality-first teaching.

### **Questions for consideration**

- What does the school see as the unique contribution that One-to-one tuition is making to pupil progress?
- How does tuition compliment other forms of intervention?
- How do schools ensure that tuition does not conflict or duplicate other forms of intervention?
- How do senior leaders engage with tuition?
- How is the accountability for pupils' progress shared between Teacher and Tutor?
- How well is the school using the qualitative (attitudinal surveys/pupil interview etc) data to improve the quality of provision?
- How well is the school using quantitative data to measure impact of tuition?
- What school systems are in place to ensure that the tutored pupil's progress is maintained once tuition is completed?



## ONE TO ONE TUTORION MONITORING

School .....

Date .....

Tutor .....

Week .....

Pupil .....

Start level .....

Subject .....

Target level .....

<b>Objective/s</b>
<b>Lesson content</b>
<b>Pupil engagement</b>
<b>Homework</b>
<b>Parental contact</b>
<b>ITP</b>



## One to one prompt sheet for Co-ordinators in School

School.....

Tutor.....

Term/period of tuition.....

Step 1	Comment
<p><b>Prior to tuition</b></p> <p>Plan meeting between class teacher and tutor</p> <p>Plan meeting with class teachers to identify pupils for tuition use the provided guidance to support the selection of pupils.</p> <p>Ensure the tutor has appropriate qualifications and experience and is CRB checked</p> <p>Set up meeting between the class teacher and tutor use APP to set some targets for the pupils. Ensure you have planned some quick wins.</p> <p>Meet with pupil and set targets</p> <p>Individual Tuition Plan is completed <i>(using APP assessment guidelines if available)</i></p> <p>Meet with pupil's parents to discuss the tuition and then confirm in writing what the targets are and enlist their support in the process.</p>	
<p><b>Step 2</b></p> <p><b>Provide tuition documentation</b></p> <p>Individual Tuition Plan</p> <p>Pupil Passport</p> <p>Celebration Certificate</p>	
<p><b>Step 3</b></p> <p><b>Quality of Planning</b></p> <p>Ensure the planning is linked to child's class work</p> <p>Ensure learning is matched to 'next steps'</p> <p>Homework is set and marked and parents are involved in the process. <i>(where appropriate)</i></p> <p>Ensure assessment opportunities are built in?</p> <p>Feedback is given via Pupil Passport</p>	

<p><b>Step 4</b>  <b>Ensuring the quality of delivery</b></p> <p>Have you tailored learning to need?</p> <p>Engagement between tutor and pupil?  <i>(including discussion of targets)</i></p> <p>Are you clear what the pupils preferred learning strategies are?</p> <p>Are you using appropriate models, images and resources to support learning?</p> <p>Next steps in learning are identified?</p> <p>Have you considered the appropriate use of ICT especially to consolidate learning?</p>	<p><b>Comment</b></p>
<p><b>Step 5.</b>  <b>Feedback from parent(s)/ carer(s)</b></p> <p>Parent/carer survey used?</p> <p>Any verbal comments?</p> <p>Any comments via the pupil passport?</p>	
<p><b>Step 6</b>  <b>On going tuition</b>  <b>Tracking Pupil Progress</b></p> <p>TA level given on ITP?</p> <p>Tracking evident on Pupil Passport?</p>	
<p><b>Step 7</b>  <b>Review of Tuition</b> <i>(after 3<sup>rd</sup> session)</i></p> <p>Ensure you arrange a meeting between the tutor and class teacher.</p> <p>Do you need to change anything?</p> <p>Is there a way you can celebrate success?</p>	
<p><b>Step 8.</b>  <b>End of tuition period</b></p> <p>Did the pupil receive 10 hours tuition?</p> <p>Teacher and tutor meet to review progress?</p> <p>Meeting occurs within 2 weeks of 1-1 tuition taking place?</p> <p>ITP is reviewed?</p> <p>Progress is evaluated?</p> <p>'Next steps' learning is identified?</p> <p>Plan how you will feedback to parents and the pupil.</p>	

<b>Step 9.</b> <b>Feedback from parents/carers and pupils</b>	<b>Comment</b>
<p>Have you provided a parent/carer survey on 1 2 1 tuition. Use the information to feed into your evaluations and prepare termly report and copy to school Tuition lead , headteacher and Chair of Governors. (Do not name the individual pupils)</p> <p>Comments on Pupil Passport</p> <p>Ensure the pupil receives a Certificate of Celebration.</p>	



## Making Good Progress Tuition survey for parents and carers

Name of pupil.....

School attended.....

Name of Tutor.....

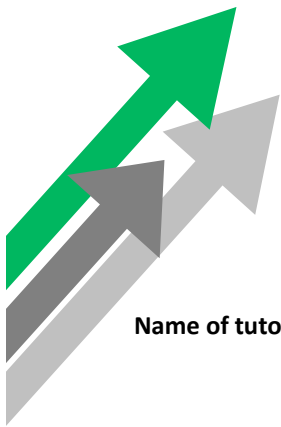
How satisfied were you ....	Very satisfied	Satisfied	Not satisfied	Very dissatisfied	Not sure
with the information given to you about tuition for your child					
with the amount of paperwork you had to complete – Individual Tuition plan, pupil passport					
with your child’s after school tuition					
that your child felt comfortable with the tutor					
that the tutor understood your child’s needs					
that the tutor has made a difference to your child					
with the homework that was part of the tutoring sessions					
that the timing of the tutoring session was the best for you and your child					
that the location of the tutoring session was the best for you and your child					
with the number of tutoring sessions offered to your child					
with how the tutoring sessions link to your child’s school work					
<b>How satisfied are you ....</b>					
with the improvement your child has made in the target areas					
that your child is more confident in school					
that your child is doing better at school					

Please return this survey to you child’s class teacher within 2 weeks of the tutoring finishing.

**Any other comments you would like to make.**

Signed Parent/carers.....

Date.....



## Making Good Progress Tuition survey for tutors

Name of tutor .....

Name of pupil .....

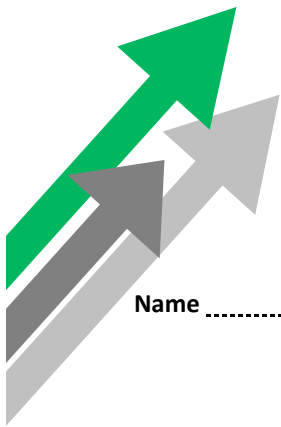
School .....

How satisfied were you ....	Very satisfied	Satisfied	Not satisfied	Very dissatisfied	Not sure
with the information given to you about the tuition process					
with the amount of paperwork you had to complete related to your employment					
with the amount of paperwork you had to complete related to the tuition sessions – Individual Tuition plan, pupil passport					
with the planning and liaison time with the class teacher					
with the information provided by the school to support the tuition sessions					
with the partnership working with the school					
with the homework expectation as part of the tutoring sessions					
that the number of tuition sessions was adequate					
with the timing and location of the tutoring session					
that the tutoring sessions planned linked to the child’s school work					
<b>How satisfied are you ....</b>					
with the improvement the child has made in the target areas					
that the child is more confident in school					
that the child is doing better at school					

Any other comments you would like to make.

Signed Tutor .....

Date .....



## Making Good Progress Tuition Survey for class teachers

Name ..... Name of pupil ..... School ..... Name of tutor .....

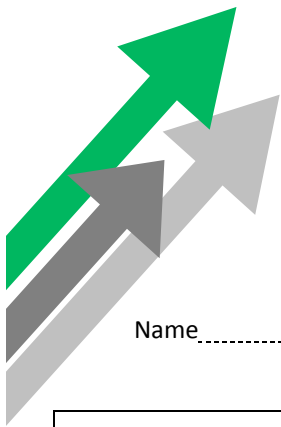
How satisfied were you ....	Very satisfied	Satisfied	Not satisfied	Very dissatisfied	Not sure
with the information given to you about the tuition process					
with the information given to you about pupil selection					
with the amount of paperwork you had to complete related to the tuition sessions – pre and post tuition assessment grids, Individual Tuition plan, pupil passport					
with the planning and liaison time with the tutor					
with the information provided by the tutor to support the tuition sessions					
with the partnership working with the tutor					
with the homework expectation as part of the tutoring sessions					
that the number of tuition sessions was adequate					
that the tutoring sessions planned linked to and supported the child's work in school					
<b>How satisfied are you ....</b>					
with the improvement the child has made in the target areas					
that the child is more confident in school					
that the child is doing better at school					

Please return this survey to your headteacher within 2 weeks of the tutoring finishing.

**Any other comments you would like to make.**

Signed Classteacher .....

Date .....



## Making Good Progress Tuition survey for students

Name .....

School .....

Name of tutor .....

<b>In my tuition sessions</b>					
I understood why I was having extra help					
My teacher explained to me and my parents my targets					
I understood my tuition plan and how to use my passport					
My tutor made me feel comfortable					
My tutor knew what I needed to work on and showed me how to improve					
The time arrange for me to work with the tutor was good for me					
The place where I worked with the tutor was good for me					
The length of the sessions was right for me					
The homework I did helped me with my tuition sessions and class work					
The work I did with my tutor helped me with my class work					
<b>Because of my tuition sessions</b>					
I have met my targets					
I am close to meeting my targets					
I am more confident about my learning					
I am doing better at school					

Please give this to your headteacher when your tutoring has finished

**Would you like to say something else?**

Signed student .....

Date .....



# One to One tuition in Ealing

## Quality Assurance Evaluative Framework

	Leadership of one to one tuition	Involvement of tutors	Involvement of parents and tutees	Impact of Learning
<b>Enhancing</b>	<ul style="list-style-type: none"> <li>• Senior teacher responsible for management of programme, including pupil tracking</li> <li>• Senior teacher provides comprehensive reports for all stakeholders and external agencies</li> <li>• One to One has become embedded in school and provision map reflects this</li> <li>• The school has a clear selection criteria, and targets support for pupils appropriately, including vulnerable pupil groups</li> <li>• Schools ensure and have evidence of strong links between tuition sessions and Maths/English lessons</li> <li>• Heads of Maths/English actively involved in quality assuring tuition</li> </ul>	<ul style="list-style-type: none"> <li>• Formal on-going dialogue with parents and class teacher</li> <li>• Tutors have attended up-skilling modules</li> <li>• Contribute to pupil assessment and set targets at the review stage</li> <li>• Tutor uses a range of resources and pedagogical steps outlined in the DCSF guidance for tutors to meet the needs of the pupil (Section 8 of the toolkit)</li> <li>• Tutor completes pre and post tuition viewpoint surveys (4.6 of toolkit)</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are involved in the reviewing process</li> <li>• Tutees are able to articulate their own progress and can identify further gaps in their learning</li> <li>• Parents and tutees have opportunities to discuss and negotiate targets</li> <li>• Parents complete pre and post tuition viewpoint surveys (4.6 of toolkit)</li> </ul>	<ul style="list-style-type: none"> <li>• APP shows good progress has been made by tutees</li> <li>• Teacher assessment recognises accelerated progress of tutees</li> <li>• Teacher completes pre and post tuition viewpoint survey (4.6 of toolkit)</li> <li>• Teacher/Tutor professional dialogue contributes to increased pedagogical understanding</li> </ul>

<p style="text-align: center;"><b>Establishing</b></p>	<ul style="list-style-type: none"> <li>• Headteacher ensures strategic planning is in place to allow for successful implementation of programme</li> <li>• Identify key members of staff who oversee initiative</li> <li>• The SLT monitor tutoring sessions to ensure quality of provision</li> <li>• The SLT implement strategies to monitor pupil progress before/during/after tuition</li> <li>• Governing body is fully informed of the one to one initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors have liaised with class teacher to ensure targets are appropriate and realistic</li> <li>• Tutors are known to parents and have been given opportunity to meet</li> <li>• The ITP is completed jointly between the tutor and class teacher</li> <li>• The ITP is reviewed and amended if appropriate during the tuition process</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and tutees contribute to the passport</li> <li>• Parent and pupil feedback informs content of tuition sessions</li> <li>• Records show that attendance has been regular</li> <li>• The tutee has a clear understanding of why they are having tuition and knows what their targets are</li> <li>• The tutee completes pre and post viewpoint surveys (Section 4.6 of toolkit)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers report that tutees are more confident and contribute positively to lessons</li> <li>• Teacher assessments show that tutees' progress has noticeably improved</li> </ul>
<p style="text-align: center;"><b>Focusing</b></p>	<ul style="list-style-type: none"> <li>• Headteacher or Senior Leader has attended the HT briefing sessions</li> <li>• Headteacher or Senior Leader shares strategic planning and overview with relevant members of staff</li> <li>• HT has appointed appropriate tuition staff</li> <li>• Leadership team have mapped out a timeline for tuition</li> <li>• Pupil selection includes due regard for vulnerable groups</li> <li>• Tuition 'starts' recorded on Key to Success website</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors have attended 'First Steps in Tuition' LA training</li> <li>• Tutors are engaged and the correct contractual information and all safer recruitment and safeguarding guidance has been adhered to</li> </ul>	<ul style="list-style-type: none"> <li>• Parents understand what the tutoring involves and the selection criteria</li> <li>• Individual Tuition Plan has been shared with the parents and pupil</li> <li>• Pupils make a commitment to attending all 10 sessions</li> <li>• Pupil passport is in use as a means of communication with parents</li> </ul>	<ul style="list-style-type: none"> <li>• School is using the Ealing pupil tracker to record tuition progress</li> </ul>

## ONE TO ONE TUITION - TUTOR DETAILS

This must be completed and submitted with your first claim if you are not an Ealing Council employee

<b>PERSONAL DETAILS</b>											
<b>NAME:</b>											
<b>ADDRESS:</b>											
<b>NAT. INS. NO: (mandatory)</b>											
<b>DATE OF BIRTH: (mandatory)</b>											
		D	D	M	M	Y	Y	Y	Y		
<b>FINANCIAL DETAILS</b>											
<b>BANK NAME:</b>											
<b>BRANCH ADDRESS:</b>											
<b>SORT CODE:</b>											
<b>ACCOUNT NUMBER:</b>											
<b>ACCOUNT NAME:</b>											
<b>TUTOR SIGNATURE:</b>											





## Tutor HR Factsheet

*I want to employ a tutor- how do I start?*

1. Tutors employed to provide one-to-one tuition must be qualified teachers (QTS) although they do not have to be currently employed as a teacher. The following can also be considered , NQTs in the summer before gaining QTS, overseas trained teachers qualified to teach in schools in England (those who do not currently hold QTS , but who have been teaching in England for fewer than 4 years), or FE or HE trained teachers with appropriate subject qualifications.

2. All tutors must hold the appropriate level of disclosure - a current and enhanced Criminal Record Bureau Check (CRB check). Advice entitled *Safeguarding Children and Safer Recruitment in Education* can be downloaded from [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

3. Schools are 'employing' tutors from a variety of backgrounds. Some have been the school's own staff, teachers on a career break or retired. Many of these tutors have been found through school newsletters or through local marketing. A list of tutoring and supply agencies has been circulated to all Ealing schools.

*I have found someone who I would like to employ - what contract should I use?*

4. The Ealing HR contact is Michelle Voutt. Currently, anyone who is employed directly as a teacher under section 122 of the Education Act 2002 is covered by the terms of the School Teachers' Pay and Condition Document. This applies regardless of whether the tutor is already currently employed as a teacher by a governing body, or whether they are not and tuition is their main job or only job. The Document can be downloaded from <http://www.teachernet.gov.uk/docbank/index.cfm?id=12833>

5. If the teacher is supplied by an intermediary agency this does not apply and it is the agency that will determine the tutor's contract

6. Where tutors are contracted to offer tuition, Paragraph 52c of the Document provides for Governing Bodies to pay an additional amount to teachers who participate in an out of school learning activity. This is as long as this is agreed by both the teacher and the head.

7. In calculating an appropriate net hourly rate for tutors, the DCSF has considered the rates at the top of the main scale for teachers, and has calculated a suggested hourly rate in line with this, £28 an hour for outer London. The funding allocated to Ealing schools is calculated on this rate.



*Is employment as a tutor pensionable?*

8. Employment as a tutor falls within the scope of the Teachers' Pension Scheme (TPS) and payments made under the document are contributable. Whether the employment is (1) solely as a part time tutor or (2) concurrent with other employment within the local authority or (3) multiple employment (where a person has contracts with more than one TPS employer), it is pensionable

(a) The tutor has formally opted out of the scheme (NB an opt out would apply to all employment that falls within the scheme - a person cannot make a partial opt out only in relation to employment as a tutor) ;or

(b) The tutor is already in full time pensionable employment with another TPS employer

9. The suggested gross hourly rate of £32 in Ealing has been calculated according to feedback from the Making Good Progress pilot LAs which suggested an average deduction of £4 for employers' on costs'.

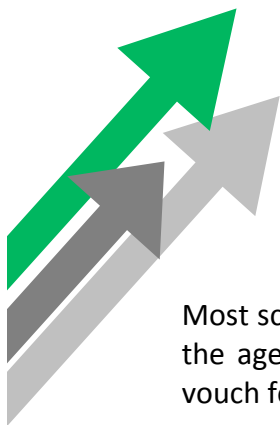
'Employment' of a tutor who is supplied by an agency falls outside of the TPS and is not pensionable.

*Once the agreement is made what happens next?*

10. We suggest once you have agreed to 'employ' a tutor you should set out the terms of agreement in a written document such as a letter. This should include details of the number of children to be tutored, any arrangements made about timing, and the agreed hourly rate. If any of these details change, because for example, a tutor agrees to take on an additional tutee, the letter should be updated, or a new letter issued. Schools may want to make it clear that payment will only be made in respect of actual hours worked.

11. For more information please contact

[individualtution.enquiries@dcsf.gsi.gov.uk](mailto:individualtution.enquiries@dcsf.gsi.gov.uk)



## Tutor Information

Most schools are keen to use their own staff to deliver tuition. You may want to use the agencies if you are considering employing external tutors although we cannot vouch for their performance.

Teaching Personnel – Matt  
Phone: 020 8832 3701  
Email: [Ealing@teachingpersonnel.com](mailto:Ealing@teachingpersonnel.com)

Reed Education - Glen Davis  
Mobile: 077897744872  
Email: [glen.davies@reed.co.uk](mailto:glen.davies@reed.co.uk)

Timeplan - Louise Ruskin  
Mobile: 07984660996  
Email: [london@timeplan.net](mailto:london@timeplan.net)

Fleet Tutors - Mary Swindale  
Mobile: 07984915407  
Email: [mary@fleet-tutors.co.uk](mailto:mary@fleet-tutors.co.uk)

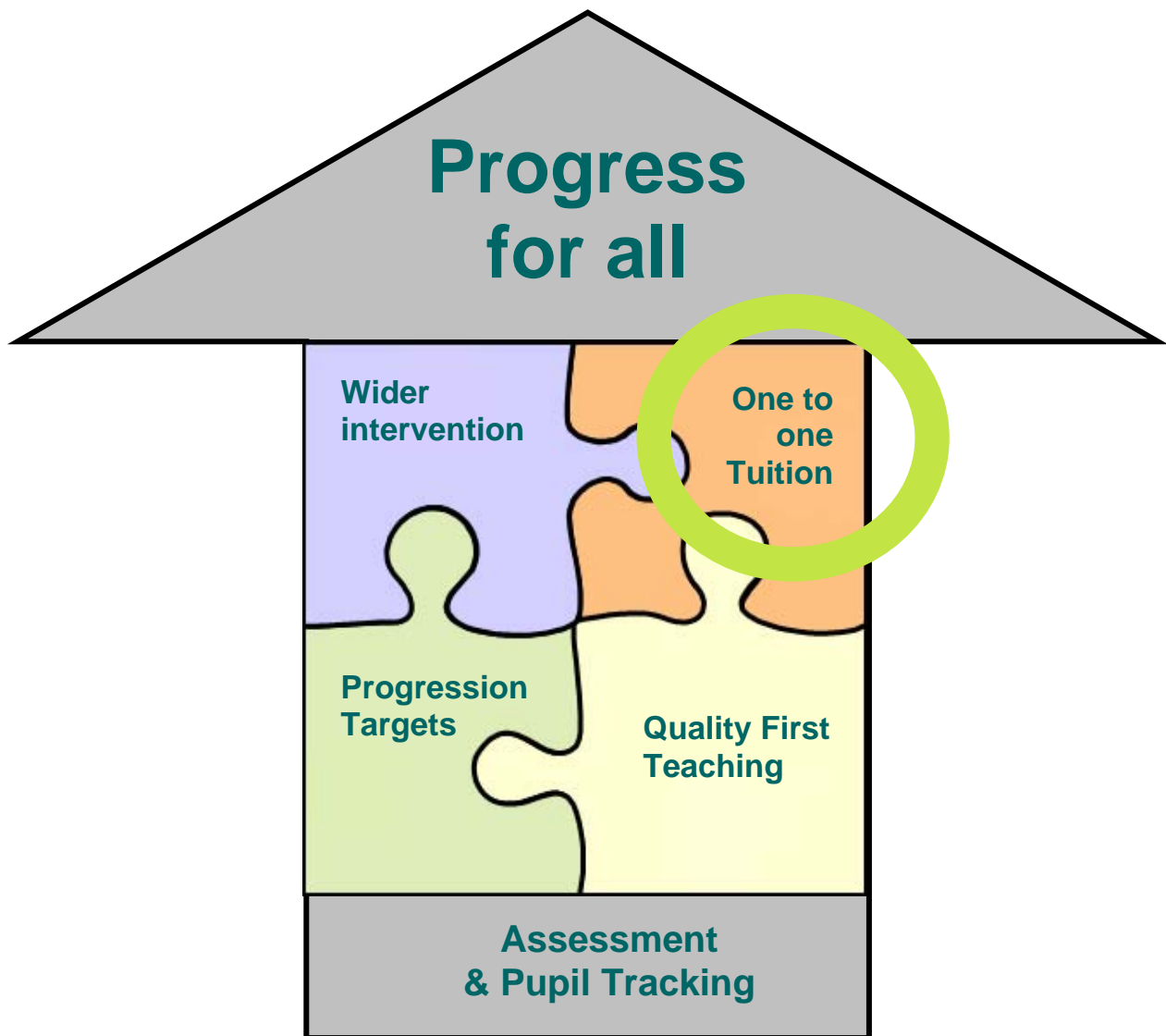
Winchmore Tutors – Laura  
Mobile: 072886291/ 6292

## Useful Links

[www.nationalstrategies.standards.dcsf.gov.uk](http://www.nationalstrategies.standards.dcsf.gov.uk)

[www.teachernet.gov.uk/teachingandlearning/schoolstandards/mgppilot/onetoone](http://www.teachernet.gov.uk/teachingandlearning/schoolstandards/mgppilot/onetoone)

[www.onetoonetuitiondata.dcsf.gov.uk](http://www.onetoonetuitiondata.dcsf.gov.uk) - Schools must enter their starts (how many students start in English, and in Maths) each term. They should use the same username and password they use for all DCSF communications.



## Useful Contacts

Opal Brown, Acting Principal Primary Adviser – [obrown@ealing.gov.uk](mailto:obrown@ealing.gov.uk) 020 8825 8797

Cate Duffy, Principal Secondary Adviser – [cduffy@ealing.gov.uk](mailto:cduffy@ealing.gov.uk) 020 8825 9610

Carol Tomkins, One-to-One Strategic Lead – [caroltomkins@btinternet.com](mailto:caroltomkins@btinternet.com) 07940 574706

Briony Creasey, LBE, Teaching and Learning Consultant – [bcreasey@ealing.gov.uk](mailto:bcreasey@ealing.gov.uk) 0208 825 5249

Sallianne Doyle, LBE, SEN/Inclusion Consultant – [sadoyle@ealing.gov.uk](mailto:sadoyle@ealing.gov.uk) 0208 825 7377

Carol Verity, Secondary Teaching and Learning Consultant English – [cverity@ealing.gov.uk](mailto:cverity@ealing.gov.uk)

Nigel Wills, Secondary Teaching and Learning Consultant Maths – [nwills@ealing.gov.uk](mailto:nwills@ealing.gov.uk)

Madhu Bhachu, Primary Teaching and Learning Consultant Maths – [mbhachu@ealing.gov.uk](mailto:mbhachu@ealing.gov.uk)

Janet Dique, Primary Teaching and Learning Consultant Literacy – [jdique@ealing.gov.uk](mailto:jdique@ealing.gov.uk)

Joan Angol, Administrator School Improvement – [jangol@ealing.gov.uk](mailto:jangol@ealing.gov.uk) 020 8825 8135