# Tutor Handbook

Category: training | Required: Yes

Practical handbook template for onboarding, planning, and delivery.

|  |  |
| --- | --- |
| Field | Value/Notes |
| Objectives |  |
| Resources |  |
| Assessment |  |
| Follow‑up |  |

## Purpose & Scope

This handbook template gives new tutors a concise, adaptable reference for day‑to‑day delivery.

It focuses on expectations, safeguarding awareness, core workflows, and quality of instruction.

Replace bracketed placeholders with your centre’s specifics where needed.

## Key Expectations Snapshot

• Professional conduct: punctuality, respectful communication, confidentiality, and neutrality.

• Safeguarding first: know escalation routes and designated leads [Insert Role/Email].

• Inclusive practice: differentiate tasks; provide accessible materials.

• Feedback loop: short, specific feedback after each session; termly summary reports.

## Onboarding Checklist (Template)

□ ID & background checks completed (date: \_\_\_\_\_\_)

□ Safeguarding & data protection induction attended (date: \_\_\_\_\_\_)

□ Platform access granted: LMS, video, resources

□ Intro observations / shadowing completed (mentor: \_\_\_\_\_\_\_\_\_\_)

□ Emergency / incident reporting workflow acknowledged

## Lesson Planning Quick Template

Use this skeleton to keep planning consistent.

- Lesson title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

- Learner profile (prior attainment / needs): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- Objectives (SMART): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- Activities (timed): Warm‑up \_\_\_ | Main \_\_\_ | Plenary \_\_\_

- Resources: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- Assessment evidence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- Follow‑up / homework: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Engagement & Behaviour

• Establish routines in the first 5 minutes (agenda, goals, norms).

• Use cold‑calling and mini whiteboards / polls to maintain pace.

• Redirect behaviour privately first; document repeated issues; inform [Insert Role].

• Celebrate progress; build in choice and student voice.

## Quality & Reflection

After each session, note what worked, what didn’t, and one change for next time.

Schedule a monthly peer observation or recording review.

Maintain a mini‑portfolio: 3 anonymised work samples + 1 reflective note per half‑term.

## Appendix: Incident & Escalation Note

If you have a safeguarding concern:

1) Ensure immediate safety.

2) Record facts (who/what/when/where) without opinion.

3) Report to [Designated Safeguarding Lead] within 24h.

Do not promise confidentiality; follow local policy.