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What is the nature and value of the Form Tutor and Form Time in Secondary schools in England? What happens, how does it happen and why is it important?

Nicole Cara

Declaration

I, Nicole Cara, confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.

Signed: N. Cara

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Abstract

Background and aims: The importance of the social, emotional and mental health needs of children and young people (CYP) is becoming more apparent, with recent government legislation and advice suggesting schools have a role in supporting the wellbeing of their students. The pastoral system is one way that schools provide such support. Form Tutors occupy a prime position within the pastoral system to provide regular and consistent social and emotional support for CYP people through Form Time sessions. However, there is limited research explaining what a Form Tutor does, how they do it and the importance or impact of their role. Furthermore, there is limited evidence regarding the nature and purpose of Form Time, despite this occupying a substantial proportion of a student's school week. Therefore, this research aimed to investigate Form Time, the role of the Form Tutor, and Form Tutor's views on both their role and Form Time in Secondary schools in England.

Method: This study provides a broad yet rich picture of Form Tutors and Form Time using a mixed methodology in a two phase, sequential design. First, a survey was carried out of Form Tutors (N = 1,234) working across 27% of Secondary schools in England. This was followed by semi-structured interviews with Form Tutors (N = 29) who had participated in phase one of the research.

Results: This study provides novel insights into the role of the Form Tutor and Form Time and strengthens the evidence base in this area. Findings from this study illustrate that the role of the Form Tutor is taken for granted and lacks clear definition. To address this, the present research provides a characterisation of an 'ideal' Form Tutor as encompassing five key and important features: the Form Tutor is relational and supportive, advocative, has an oversight of tutees, upholds standards, and is a conduit or 'first port of call' between their tutees, their parents/carers and the wider school system. Central to their role is the Form Tutor-tutee relationship which is a means for CYP to access readily available and consistent support. Findings highlight that Form Tutors feel they have a lack of training, guidance and CPD in

relation to their role, along with capturing Form Tutor's feelings that the quality and effectiveness of Form Time programmes tends to be poor.

Conclusion: This study highlighted the potential of the role of the Form Tutor and Form Time in supporting the mental health and wellbeing of CYP. The Form Tutor and Form Time can provide CYP with a sense of autonomy and competence (Ryan & Deci, 2000), a sense of belonging (Allen & Kern, 2017) and a sense of community (McMillan & Chavis, 1986). This in turn may facilitate school engagement (Allen & Kern, 2017), learning and attainment (Cornelius-White, 2007; Roorda et al., 2011). The potential positive impact of this on the wellbeing of CYP (Carroll & Hurry, 2018), set in the context of the need for preventative and proactive support for CYP in terms of their mental health (NHS Digital, 2020) emphasises the unrealised potential of Form Tutors and Form Time.

The implications of this study are wide: it signals the need for clear guidance in relation to the role of the Form Tutor and Form Time which has implications for government policy. This study is the first to consider the role of EPs in relation to the role of the Form Tutor and Form Time, outline what training and CPD should be available for staff in the role of Form Tutor and provide guidance in terms of good practice. It also highlights the need for schools and Form Tutors themselves to consider their vision for the Form Tutor role, Form Time and their practices and systems in relation to this.

Impact statement

This research provides an important and robust contribution regarding the role of the Form Tutor and Form Time in Secondary schools in England, addressing some of the gaps in the existing literature and strengthens the existing evidence base. It is the first study to explore the role of the Form Tutor and Form Time with a large sample (over 1,200 Form Tutors representing 27% of Secondary schools in England) using a mixed methodology. In addition, this research provides the first known consideration of the role of Educational Psychologists (EPs) in relation to Form Tutors and Form Time, giving valuable and apposite insights into the beneficial contribution of EPs to Secondary school pastoral systems.

This research presents a characterisation of an 'ideal' Form Tutor to address the lack of clarity and ambivalence regarding the role which is central to the implications of this research. Implications can be split into three areas:

Government policy

- There is an urgent need for clear government guidance in relation to the role of Form Tutors and Form Time given the lack of advice, ambivalence and variability of practice, coupled with this being a key, overlooked and undervalued area within the Secondary school education system. This guidance should provide schools, teacher training institutions and educational professionals with clarity regarding the role of the Form Tutor and Form Time, the impact of factors such as school vision, ethos and culture, and examples of good practice. This research should inform a framework of guidance for schools.

Implications for EPs

- This research highlights the importance of Form Tutors and the pastoral system. EPs are well placed to support schools as they have knowledge of both psychological theory and the education system, to support the understanding and development of school

pastoral systems and as such, should work with the government to produce the guidance outlined in the previous section.

- EPs are well placed to address the lack of training for Form Tutors so that the potential of the role is realised. EPs should ensure training encompasses the characterisation of the 'ideal' Form Tutor from this research to support staff to develop their practice to support the autonomy, competency and relatedness of their tutees. Training/Continued Professional Development (CPD) should provide some psychological theory to explain the potential of the role of the Form Tutor and Form Time, as outlined in this study, alongside practice strategies to support Form Tutors to develop their skills to carry out the role. Training should not be a 'one size fits all' and should be designed to allow both new and experienced Form Tutors to benefit from the session/s.

- EPs are well placed to supervise Form Tutors and facilitate their reflections on practice, such as through work discussion groups which are likely to develop the skill and expertise of staff and support their own wellbeing (Jackson, 2002; 2008).

- EPs occupy a unique position to facilitate the development of school pastoral systems supporting children/young people (CYP)'s wellbeing. EPs can do this by supporting staff to understand the importance of students feeling a sense of belonging, relatedness, competence and inclusion in school across all aspects of their work, particularly with regards to preventing exclusion and promotion inclusion of those who have SEND. EPs can also support schools to ensure their pastoral, behaviour and appraisal systems and policies are clear, transparent and facilitate the role of the Form Tutor.

- EPs should work with schools to ensure their Form Time programme achieves this to promote positive wellbeing for CYP, ensuring adequate time and structure is given for Form Tutors to develop and maintain their relationships with tutees.

- EPs can be challenged to work within busy and complex Secondary school systems. These findings provide EPs with knowledge of such systems and illustrate that Form

Tutors may be an appropriate person for EPs to work with regarding individual or groups of young people.

Implications for schools

- Schools should ensure they have a clear vision for the role of their Form Tutors and Form Time, considering how this relates to the updated characterisation of an 'ideal' Form Tutor provided by this study, and how they will realise this vision within their school.

- Schools should ensure there are high standards and consider accountability systems for staff in the role of Form Tutor.

- School systems should be clear, transparent and facilitate the role of the Form Tutor with maximum efficiency.

- Schools should consider how to implement good practices outlined in this research, considering their school and local area context.

- Schools should provide regular training/CPD for their Form Tutors in relation to the role.

- Schools should review their Form Time programme with their Form Tutors to ensure it is effective, appropriate and meets its intended outcomes.

Implications in terms of future research

This study provides a broad view of the role of the Form Tutor and Form Time which continues to be an under researched area. As such, further research that explores detailed views and practices from other stakeholders including CYP, along with appraising aspects of practice is needed. Further research could include:

- How schools move to and/or employ a Vertical Tutor Group system, and a comparison of the perceived benefits of Vertical and Horizontal Tutor Group systems.

- An exploration of how the composition of Tutor Groups is decided and the impact of this on CYP, from the perspectives of the people making the decisions (e.g., Head of Year/Heads of House or Senior Leaders).

- Investigating the function of Form Time when it does not occur at the start of the school day, including when it occurs more or less than once per day, or not at all.

- A critical appraisal of what the Form Time programme involves, specifically investigating if it meets intended outcomes and how this can be achieved.

- Robust evaluation of the interventions that take place in Form Time e.g., Literacy and Maths interventions and packages that schools reported to use in Form Time.

- Exploration of how a Form Tutor creates and sustains their relationship with their tutees, and/or how they create a sense of belonging and connection.

- Investigation of the impact of new and/or updated training both in schools and as part of Initial Teacher Training.

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List of Abbreviations

CAMHs	Child and Adolescent Mental Health Service
CPD	Continued Professional Development
CYP	Children and Young People
DfE	Department for Education
DEdPSy	Doctorate in Educational, Child and Adolescent Psychology
DoH	Department of Health
EP	Educational Psychologist
EPQ	Extended Project Qualification
EPs	Educational Psychologists
ERIC	Education Resources Information Centre
GCSEs	General Certificate in Secondary Education
GDPR	General Data Protection Regulation
INSET	In-service Training
ITT	Initial Teacher Training
KS3	Key Stage 3
KS4	Key Stage 4
KS5	Key Stage 5
HOH	Head of House
HOY	Head of Year
LA	Local Authority
MFL	Modern Foreign Language

NHS	National Health Service
OFSTED	Office for Standards in Education, Children's Services and Skills
PSHE	Personal, Social, Health and Economic Education
RE	Religious Education
RQ	Research Question
SEND	Special Educational Needs and Disabilities
SEMH	Social, Emotional and Mental Health
SIMS	School Information Management System
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural development
TA	Teaching Assistant
TEP	Trainee Educational Psychologist
UCAS	Universities and Colleges Admission Service
UK	United Kingdom

Chapter 1: Introduction

Pastoral systems in Secondary schools provide support for the whole child/young person, including their social, emotional health and wellbeing, and is not limited to only supporting their academic attainment (Barton, 2015; Tate, 2020). However, despite concerns about a recent crisis of mental health and wellbeing amongst students in schools (Humphrey, 2018) and the introduction of new roles and responsibilities in relation to wellbeing and mental health in schools (Department for Education, 2022a), relatively little is understood about the nature of Form Time and the role of Form Tutors in supporting young people at school. This study sets out to draw together a comprehensive understanding of the designated pastoral time within Secondary school timetables, known as Form Time, and of the roles and views of staff that act as Form Tutors within school pastoral systems.

1.0 Defining 'Pastoral Care'

The term 'pastoral care' is one that lacks a clear definition within the United Kingdom (UK) education system, despite many attempts to define it (Purdy, 2013). Most definitions encompass the broad idea that 'pastoral care' is the support provided by a school for the whole child and their wellbeing, not merely that which is relevant to subject performance or attainment (Best, 2002; Purdy, 2013). Purdy suggests that 'pastoral care', and 'academic attainment/performance' can be viewed as two distinct concepts, but highlights there is an increasing perspective that 'pastoral care' underpins 'academic attainment/performance', given the breadth of what pastoral care involves. Littlecott et al. (2018) further develop this idea, emphasising the growing evidence base to suggest that positive mental health and wellbeing of young people and educational attainment are synergistic goals. Young people who experience poor mental health and wellbeing lack the resilience, skills, resources and capacity to cope with adversity and manage stress (Hobfoll, 2011), particularly regarding academic pressures such as assessments or tests (Buchwald & Schwarzer, 2010). This stress/anxiety and poor mental health directly impacts their ability to learn (Cooper & Hornby, 2018), and highlights the important role of the pastoral system within schools.

1.1 Organisation of the Pastoral System

In Secondary schools in England, students are admitted into the school at the start of Year 7 (aged 11 to 12 years old) as a year group. According to Barton (2015) the 'norm' in Secondary education involves a pastoral system encompassing at least a Head of Year/Head of House (HOY/HOH) or other similar role, operating in clear pastoral systems and procedures within the school. Their responsibility is to provide an oversight of the 'academic' (engagement in learning and attainment) and 'pastoral' (non-academic or social, emotional and mental health) support to a group of students, though the exact nature and scope of this varies (Pinnington, 1985; Titchmarsh, 2019; 2020). The students in each year group are divided into sub-groups, known as 'forms', 'Tutor Groups' or 'registration groups', (henceforth referred to as 'Tutor Group'), with a teacher allocated the role of 'Form Tutor', who is responsible for each Tutor Group (Barton, 2015). Despite Barton claiming his description of the pastoral system is the 'norm', there is no recent research regarding consistency or variation of pastoral systems or practices across schools.

1.1.1 Tutor Grouping

Tutor Groups are led by a member of staff, typically a teacher, in their role as 'Form Tutor'. There is little research (which is presented in chapter two) that explores exactly *how* students are grouped. For example, whether this is based on a mix of abilities, or of age, with a mixture of students from different years, known as 'Vertical tutoring', or whether organised based on similar academic attainment levels (Tait, 2020) or other factors.

1.1.2 Form Time

Anecdotal evidence suggests that Secondary aged students spend anywhere between 20-30 minutes a day in non-curriculum-based lessons, also known as 'Form Time' or 'registration', with their Form Tutor (Best, 2014). This equates to 6-12% of their school day or between one hour and 40 minutes to two and a half hours per week. This means students spend at least the same, if nor more time in Form Time than in subjects such as, Physical Education Art, Drama or Music. Yet, there is very limited research exploring the nature of Form Time, it's

organisation, duration and activities that take place (Nathan, 2011; Sobel, 2019). Furthermore, research that captures information about how long students spend in Form Time often does not do so as the primary focus of the study. Instead, the information is described in the methods sections of studies and thus rarely provide detailed insight into the nature and reasoning behind the practice.

1.1.3 The Form Tutor

Authors such as Carnell and Lodge (2002) and Purdy (2013) describe the Form Tutor's role as being the person who has an oversight of their tutees learning, social and emotional wellbeing, though Purdy explains that the role lacks clear definition. Calvert (2009) distinguishes between two perspectives regarding the role of the Form Tutor, with some teachers preferring a more progressive, child-centred approach while others adopt a more traditional approach, an apposite description of arguably two of the biggest conflicting views in education today (Birbalsingh, 2020).

The consistent relationship between a student and their Form Tutor has huge potential and importance. Form Tutors oversee all aspects of their tutees academic, personal, social and emotional development on a day-to-day basis (Tait, 2020), acting as teacher, mentor, coach, parent, organiser (Torn & Bennett, 2011). They tend to be the main adult a CYP will build a more than a cursory relationship within Secondary school, given the timetable is delivered by multiple teachers (Potter, 2016). A comprehensive description of this aspect of the Form Tutor's role regarding motivation and relational theories will be given in the next chapter.

1.2 Mental Health and Wellbeing- the Role of School Pastoral Systems

Concerns about the mental health needs of all children and young people (CYP) have increased in recent years (Humphrey, 2018) and there is some evidence to suggest that this is warranted. For example, NHS Digital reports that the number of school-aged children with a mental health need has continued to rise from one in ten in 2004 to one in nine in 2017, and more recently one in six in 2020 (NHS Digital, 2020). In the UK, the challenges children

and young people are experiencing in terms of their mental health and the lack of provision has been described as a crisis (Thorley, 2016), with 39.2% of CYP reporting a deterioration in mental health since 2017 (NHS Digital, 2021).

The 'Transforming Children and Young People's Mental Health Provision' Green Paper (2017) highlights the responsibility of the education sector in supporting children's mental health. This is further reflected in the 'Mental health and behaviour in schools' guidance published by the Department for Education in 2018. This guidance is the first of its kind to identify specific aspects of the Secondary school pastoral system, advising schools to have "*an effective pastoral system so that at least one member of staff (e.g., a Form Tutor or class teacher) who knows every pupil well*" (p. 16). While this suggests or assumes that Form Tutors have a positive impact, it does not provide further detail regarding what Form Tutors could or should do, or how they might support CYP's mental health and wellbeing.

More recently, the 'Opportunity for all: strong schools with great teachers for your child' White paper (Department for Education, 2022a) further identifies the need for schools to support the mental health and wellbeing of their students. This guidance outlines funding for a Senior Mental Health Lead to deliver whole school approaches to health and wellbeing but does not mention Form tutors and only vaguely mentions pastoral staff or pastoral support. Moreover, there is no requirement to have Form Tutors and Form Time or other pastoral systems within any legislation (Young Minds, 2017). In addition, accountability measures in terms of school pastoral systems are unclear. Though the Office for Standards in Education, Children's Services and Skills (Ofsted) do incorporate reviews of the pastoral care provided by a school as part of their inspections (Ofsted, 2022), Young Minds (a mental health charity for young people) describe this as lacking prominence in the inspection framework (2017). This is incongruent with the potential of such systems in providing support to children and young people.

While legislation does not reflect or outline the role of Secondary school pastoral teams in supporting the wellbeing of students, authors such as Brown (2018) provide some

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initial descriptions of good practice for schools in terms of supporting the mental health and wellbeing needs of their students. That said, Brown's focus is on the pastoral system in general, and does not mention Form Tutors or Form Time anywhere in their guidance. Cooper and Hornby (2018) argue the importance of 'Frontline professionals' who work directly with young people in schools, providing regular, meaningful and preventative mental health and wellbeing support. It seems that Form Tutors are well placed to provide this support during Form Time, but their role is not well understood and appears to be somewhat overlooked, despite the potential.

Furthermore, the unique position schools occupy in seeing their students frequently and building positive relationships has been illustrated in Carroll and Hurry's (2018) scoping review of the literature, though the author of the present study argues that it is Form Tutors that occupy this position, rather than schools in general. Carroll and Hurry emphasise the importance of positive relationships between students and a key adult/s at school as being a crucial factor in the development of better social, emotional and mental health outcomes for students. Hobfoll's 'Conservation of Resources Theory' (2001) characterises this as 'social support' which can be in the form of advice, material things, help with certain tasks or emotional support- with the latter being described as possibly "*the most active ingredient in the support process"* because *"People who have a history of being supported by others when they need it tend to feel a strong sense of attachment to a group that is caring or loving and to which they feel they belong"* (Hobfoll, 2001, p. 14462). This in turn has a positive impact on mental health and wellbeing (Hobfoll, 2001; 2011). It seems likely that the role of the Form Tutor provides a key adult and dedicated space (Form Time) in which young people can access regular support, which authors such as Littlecott et al. (2018) describe as central to positive wellbeing for young people, but how this may happen is unclear.

In summary, the Form Tutor could be important in providing the social support outlined by Hobfoll (2001) that is needed for positive mental health and wellbeing of young people. This in turn has a positive impact on learning and attainment (Public Health England, 2014). The

Form Tutor-tutee relationship has potential in being a protective factor for young people, promoting a sense of school belonging (Allen & Kern, 2017, 2020; Hobfoll, 2011), helping them feel secure and safe. This in turn may positively impact young people's motivation (Ryan & Deci, 2000) and as a result, facilitate their academic, social and emotional success (Cook et al., 2005; Heilbronn, 2004). However, it is difficult to understand how this support is or could be provided by Form Tutors, without clearly knowing what Form Tutors do, the systems and procedures of Form Time and their perceived value and importance by those involved. Without this knowledge, it is unclear what role pastoral systems have in promoting mental health needs of their students, or how these could be adapted or improved.

1.3 Research Rationale

Form Tutors have the potential to be a key preventative and supportive factor in terms of positive mental health and wellbeing for young people. There is limited research on the role and impact of Form Tutors and Form Time, and the existing research tends to be small scale, anecdotal, or does not make systematic use of quantitative, qualitative or mixed methods approaches. Moreover, Marland (1974) explains that Form Tutors' perceptions of their role impacts on how they carry out the role of Form Tutor, what they do, how and why they do it, which is not well understood. There is a shortage of robust research investigating the experiences of Form Tutors, their perceptions of their role and the system they work within, or the perceptions of student's and wider staff. There is even less knowledge about the nature and organisation of Form Time in Secondary schools in England, how much time students spend in Form Time per week and how often Form Time occurs. As such, exploring this has implications for Secondary school timetabling and development of the Form Time curriculum. Consequently, this study aimed to investigate the nature and organisation of Form Time, the role of the Form Tutor and Form Tutor's views on the importance of both their role and Form Time.

1.4 Professional Relevance of Research to Schools and Educational Psychologists

The potential implications of this research for schools are substantial. This research aimed to provide clarity and contribute to the knowledge of Form Tutors and Form Time so that schools can develop this area of the school pastoral system to better meet the mental health and wellbeing needs of their students.

The research also has potential implications for Educational Psychology (EP) practice. Educational Psychologists (EPs) are involved in supporting schools through consultation, assessment, delivering or supporting the delivery of interventions, training and research (Fallon et al., 2010, p. 14). EPs can use their position within the education system to support the development of policy and guidance in relation to Form Tutors and Form Time to maximise the support for young people's mental health and wellbeing.

In addition, understanding the Form Tutor role and Form Time in Secondary schools means EPs can provide training and support to schools to develop their practices and procedures in relation to Form Tutors, Form Time and Tutor Groups. EPs can act as a 'critical friend' to support Secondary school staff in promoting positive mental health and wellbeing of their students (Harvest, 2018). They can also provide a space for staff (from senior leaders to Form Tutors) to reflect on their own personal constructs, ethos, vision, culture and conceptualisation of the role to ensure that the potential supportive nature of Form Time is maximised.

Furthermore, EPs being aware of good practice through this research will mean they are better able to support schools to implement such practices. Moreover, understanding the role of the Form Tutor and the complexities of their relationships and systems can provide EPs with clarity regarding how they can create changes within the system (Dowling & Osborne, 1994). Additionally, EPs will also have a better understanding of the role of the Form Tutor which could have a positive impact in supporting them to navigate complex Secondary school systems within a consultation model to create change (Wagner, 2017).

1.5 Thesis Outline

This thesis consists of four chapters following on from this introductory chapter. The second chapter reviews the relevant literature and outlines the focus of the present study. Chapter three details the methodology used in this study. Chapter four presents the findings of both the quantitative and qualitative analysis of the data. Chapter five presents a discussion of the study's results in relation to the research questions before considering implications for practice.

Chapter 2: Literature review

2.0 Overview

This chapter will provide an overview of the purpose and organisation of pastoral systems in Secondary schools in England, before focusing on reviewing the literature in relation to the role of the Form Tutor and Form Time. Where reference is made to literature that was not a result of the systematic literature search, this is made clear. This chapter concludes with presenting the focus, aims and research questions of the present study.

2.1 Context of this Research

2.1.1 Secondary School Pastoral Systems

Secondary school pastoral systems typically involve a team of 'Form Tutors' who are responsible for their own 'Tutor Group' and are led by a 'Head of Year'/ 'Head of House' (HOY/HOH) or someone in an equivalent role (Titchmarsh, 2020). Little is formally known about the structure of pastoral systems (Burrows & O'Leary, 2004; Tait, 2020), but authors such as Heilbronn (2004) and Carnell and Lodge (2002) suggest there is variation in terms of their structure and associated practices, though this is based on anecdotal experiences. This variation could be due to the role or purpose of the pastoral system lacking clarity (Nathan, 2011) and the absence of clear guidance in this area (Carnell & Lodge, 2002; Sobel, 2019). The National Curriculum (Department for Education, 2014) is the key guidance for Secondary schools, yet it has little to no reference to pastoral care or systems, what these should include or how pastoral support should be provided. Consequently, in some schools the function of the pastoral system and, as such, the Form Tutor, is for behaviour management and information sharing (Sobel, 2019). Meanwhile, in other schools the function of the Form Tutor within the pastoral system is to provide emotional and social support from a key person who has an oversight of each individual student and is responsible for the mental health and wellbeing of their students (Tait, 2020). Furthermore, Carnell and Lodge (2002) highlight that even within a school, different staff may have different perspectives regarding the function and potential of the pastoral system, or their role within it.

It is possible that the variation of Secondary school pastoral systems is due differences in specific needs of CYP in each school, as these are influenced by the local context, socio-economic and other demographic factors, meaning a 'one size fits all' pastoral system may not be appropriate. This contextual importance, coupled with it being challenging to measure the success of the pastoral system (Sobel, 2019), results in the function of the pastoral system and the procedures and practices within being open to individual interpretation within and across schools, based on little guidance and evidence.

Despite this lack of clarity and variation of Secondary school pastoral systems, the responsibility of the education sector in supporting the growing mental health and wellbeing needs of CYP has been described by the Department for Education (2018; 2020a; 2020b; 2022a). The present study argues that Form Tutors are in a prime position to provide this support, as merely having access to a regular, consistent and stable source of support (i.e., the Form Tutor) is a predictor of positive mental health and wellbeing (Hobfoll, 2001).

2.1.2 The Role of the Form Tutor

The role of 'Form Tutor' is a relatively recent addition to the British education system, stemming from the house system and the 'House Master' role that came about after the Second World War (Marland, 2002). Since this time, the need for a key appointed person to be responsible for the overall development of CYP has been known, indicating the relationship between this person and their students is crucial (The Norwood Report, 1943). The perceived importance of this key person, coupled with an increasing realisation of the need for education to encompass pastoral care in addition to supporting academic success (Marland, 1974), resulted in Form Tutors being introduced in schools in the 1970s (Benn & Chitty, 1996). At this time, some schools utilised Vertical grouping within a 'house' system, where children were grouped across age groups/year groups, to provide a connection and sense of belonging to house members, in addition to the school organisational benefits of this system (Benn & Chitty, 1996).

Marland (2002) suggests that the Form Tutor role has lacked clarity, robust definition and research attention since it was first introduced, resulting in a varied conceptualisation of the role (Carnell & Lodge, 2002). The potential impact of the Form Tutor is wide in terms of supporting the mental health and wellbeing of their students, but without a clear scope for the role, it is not possible to understand how Form Tutors could do this. Moreover, it is not possible to understand how the role could be improved or how to provide training or support for Form Tutors.

When seeking to clarify the definition of the role of Form Tutor, Purdy (2013) interviewed five experienced Form Tutors, though there is no indication as to where these tutors work or what constituted 'experienced tutors', whether they were all from the same school or how they were recruited. Nevertheless, responses from this small sample of Form Tutors suggested that the role involved five main categories of activity:

1. Administrative tasks involving register taking, collecting permission/money for trips.
2. Enforcing school rules e.g., attendance, behaviour, uniform and equipment checks.
3. Collating information about behaviour, learning, home and writing reports.
4. Listening to students' concerns/questions/issues regarding home or school.
5. Liaising with parents/carers and other teachers.

While Purdy began to build a picture of what the contemporary Form Tutor looks like and what their role may entail, there was no exploration of *how* Form Tutors fulfil these aspects of their role or the impact of it. Moreover, this definition is based upon the anecdotal perspectives of five Form Tutors, so it is difficult understand if this definition captures the scope and construct of the role held by the wider population of Form Tutors.

2.1.3 Framework for understanding the Psychological Potential of the Form Tutor and Form Time

Before discussing the research in this area, the author of the present study used several theories to inform the analysis of the literature found in this review, most notably Conservation

of Resources Theory (Hobfoll, 1989) and Self Determination Theory (Ryan & Deci, 2000). Conservation of resources theory posits that stress and wellbeing have a key environmental, social and cultural basis, arising from people experiencing difficulty in achieving the common goals that members of their culture strive towards (Hobfoll & Ford, 2007), for example, academic success at school. As most of the major demands placed on people have a shared social context, with culture being a social phenomenon in itself, stress is therefore culturally determined.

To resist and cope with stress and have positive mental health and wellbeing, people strive to acquire, retain, protect and build 'resources' (Hobfoll, 1989). The term 'resources' refers to the things (e.g., skills, knowledge, characteristics or environments) people need in order to resist and manage stress and achieve their goals. 'Resources' are split into four categories: object resources, condition resources, personal resources and energy resources (Hobfoll & Ford, 2007). Form Tutors have the potential to be central in developing their tutees skills and motivation to manage stress by supporting the acquisition, development and preservation of these resources (Buchwald, 2003). For example, Form Tutors ensure tutees have the items and things they need for school (object resources) and ensure conditions (e.g., the ethos of their Tutor Group/school or Form Time programme) are positive, stable and support their tutees to acquire other forms of resources so they can strive towards their goals (conditions resources). Form Tutors may also help their tutees to develop their personal characteristics such as hope, optimism, positive view of self, a sense of mastery (personal resources). Energy resources include time and knowledge which hold value as they can be exchanged to support the development of other types of resources. For example, a Form Tutor could use Form Time as a space for object and personal resources to be gained and protected (e.g., taking the time to check a tutee has the equipment needed for their day or provide a space to reframe tutees perspectives on a problem). The Form Tutor-tutee relationship provides a space for adolescents to navigate and develop attachment strategies (Crittenden, 2006) as part of their personal resources. In addition, energy resources are also evident in

Form Tutors sharing knowledge as part of the Form Time programme to develop tutees personal resources.

To support their tutees to develop and preserve the resources outlined in Conservation of Resources theory and have positive wellbeing, Form Tutors have the potential and capacity to use Form Time to meet their tutees three basic needs for autonomy (agency, feeling in control of their life), relatedness (feeling cared for, a sense of belonging and connection with others) and competence (a sense of mastery, resilience), as outlined in Self Determination Theory (Ryan & Deci, 2000). This could improve their motivation and engagement with school, support positive mental health and wellbeing (Hobfoll, 1991; 2001) and compliments academic success (Grove, 2004). Moreover, Form Tutors occupy a key preventative and proactive position to recognise when tutees appear to have lost motivation or resources due to the regularity and consistency of their relationship with their tutees. The significant negative impact of such losses on mental health and wellbeing are outlined by Hobfoll (1991; 2011).

Furthermore, Hobfoll highlights that a person must reach out to others in times of stress for social support (Hobfoll et al., 1995). Social support can be in the form of advice, material things, help with certain tasks or emotional support- with the latter being described as possibly *"the most active ingredient in the support process"* because *"People who have a history of being supported by others when they need it tend to feel a strong sense of attachment to a group that is caring or loving and to which they feel they belong"* (Hobfoll, 2001, p. 14462,). Form Tutors provide a clear, consistent and readily available mechanism within the Secondary school pastoral system for tutees to access this support, with attachment and the Form Tutor-tutee relationship being a key feature to allow this to happen (Cohen & Wills, 1985; Schwarzer & Leppin, 1989). More importantly, Hobfoll states that the mere presence of support has a positive impact of mental health and wellbeing, particularly with regards to lower psychological distress in the form of anxiety and depression (Hobfoll, 2001). This emphasises the potential of the Form Tutor role in giving CYP the perception that help is available if/when it is needed, even if they do not make use of it, supporting their mental health and wellbeing.

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The Form Tutor, the Tutor Group and Form Time provide a means for motivation to develop through the three areas outlined by Ryan and Deci: autonomy, relatedness and competence (2000). Figure 1 provides some detail regarding the role of the Form Tutor and how they could use Form Time to support their tutees to acquire, develop and retain the resources outlined in Conservation of Resources theory (Hobfoll, 1989; 1991) through fostering their autonomy, relatedness and competence. The current study does not seek to test these theories but uses them as a conceptual framework to consider the literature and potential impact of the Form Tutor and Form Time.

Figure 1

The Role of the Form Tutor and Form Time- Psychological Theories Map
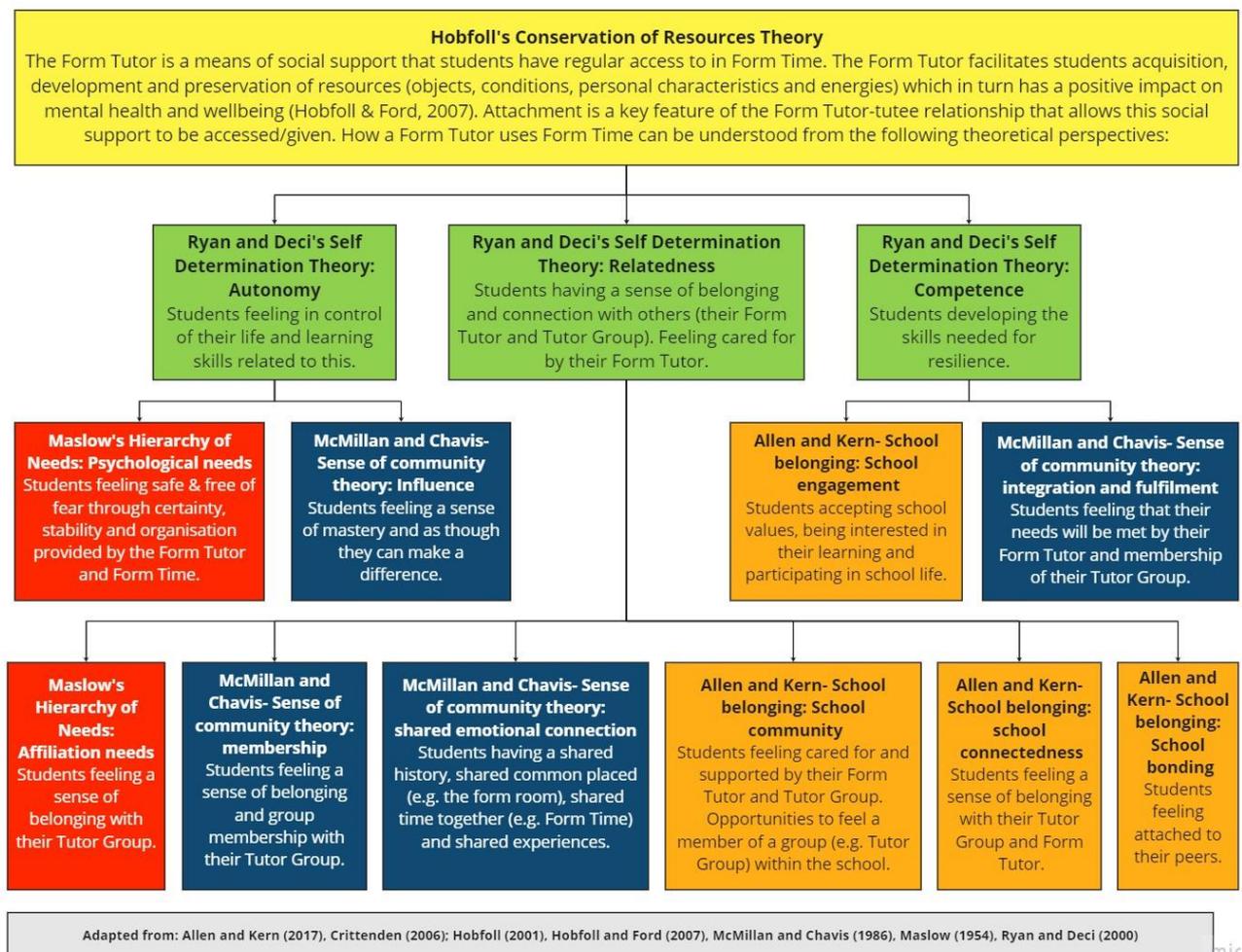
2.2 Literature Review Strategy

To get a fuller understanding of the research on Form time and Form tutors a review of the literature was undertaken using a systematic literature search. The following online databases were searched: British Education Index, Education Resources Information Centre (ERIC) and OpenDissertations, accessed via EBSCO and PsychINFO. The catalogue at the University College London E-Library was also searched. Searches were conducted using a range of search terms (see Table A1 in Appendix A). Several preliminary searches were carried out to refine the search terms.

Several inclusion and exclusion criteria were established to determine which articles might be included in the review. Articles were included in the review if they were peer reviewed journals or theses, that employed either a quantitative, qualitative or mixed methods approaches, published in England. Articles that did not involve Secondary aged students (aged 11 to 19), did not refer to tutorial programmes, Form Time, the practicalities or organisation of Tutor Groups or the role of the Form Tutor were not included. Further information regarding the inclusion and exclusion criteria can be found in Table B1 in Appendix B. A total of 482 studies were considered: 165 studies via EBSCO and 317 studies via PsychINFO. Studies were screened based on titles and abstracts against the inclusion criteria. A summary of the study selection process is presented in Figure 2.

Figure 2

Flow chart of Study Selection Process for Systematic Search
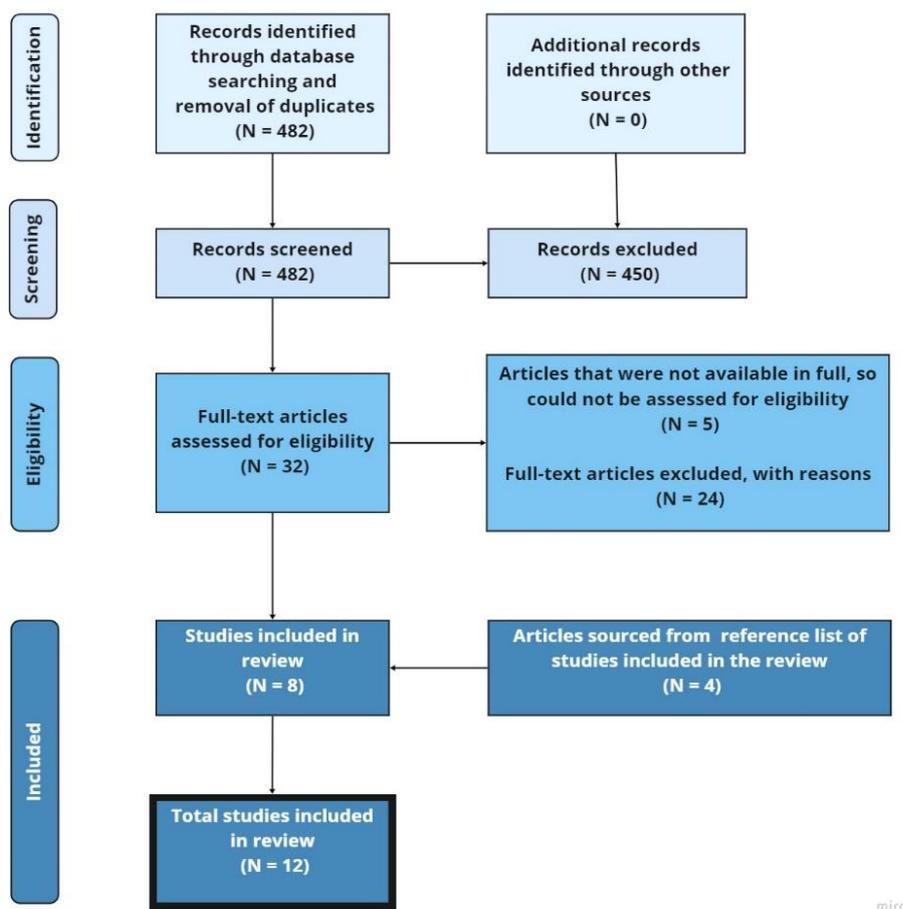
A total of 32 studies were assessed for eligibility. Of these, five studies were only available publicly as a title and abstract or as limited information via EBSCO. As such it was not possible to screen these for their relevance in their entirety, so they were not included in the review. An additional 24 studies were excluded as they did not meet the review inclusion criteria. The reference lists of the remaining eight studies were examined to locate any further relevant research studies, and an additional four studies were identified for inclusion in this review. This resulted in a total of 12 studies included in the revie (see Table C1 in Appendix C for a list of these studies).

Peer moderation was undertaken for the review to improve the reliability of the selection process approach as the author was the only reviewer. During the peer moderation session with a colleague, a selection of 10% of the total studies (N= 48) were independently screened by a second reviewer. This selection was obtained through each study being allocated a

number during the search process, and an online random number generator tool was used to randomly select 48 numbers which corresponded with a study from the review, randomly picking a sample. Decisions were inconsistent among the author and peer regarding a small number of articles (N = 4) and disagreement was resolved through discussion. A further two studies were brought by the author to a second peer supervision session, where both came to an agreement about the eligibility of both studies in the present review.

2.3 Literature Review Findings and Discussion

This section provides a review of the literature in relation to the role of the Form Tutor and Form Time. Of the twelve studies located through the systematic search strategy (see Table C1, Appendix C), the majority were published articles (N = 10), while a small number were theses (N = 2). As suggested by Hofstee (2006), a good literature review is comprehensive and provides a contextual critical analysis which can be seen in Table D1, Appendix D. Given the limited volume of research in this topic area, the findings of the systematic search are presented alongside other relevant literature (Savin-Baden & Majors, 2013). Findings are presented based on the following key themes: the role of the Form Tutor, the impact and importance of the Form Tutor, the nature and purpose of Form Time and Tutor Groups. Many of the studies included in the review that explored the role of the Form Tutor do not employ effective, robust methodologies. As such, their findings must be interpreted with caution.

2.3.1 The Role of the Form Tutor

A key theme in reviewing the literature was the lack of clarity in terms of a definition of the role of the Form Tutor. This was not explored directly in any studies included in the review. That said, across all studies identified in the literature search, the role of the Form Tutor appeared to fall into two areas: the Form Tutor carries out tasks/duties that are part of the wider school system and policies (e.g., taking the register, equipment and planner checks) and Form Tutors have an oversight of their tutee's learning and of them as individuals. However, how Form Tutors carry out these aspects of their role seemed to vary across the studies, possibly due to the lack of clarity and definition of the role. While participants in Elhaggagi (2009) mentioned

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that their personal conceptualisation of the role impacted their practice as a Form Tutor, this was not a key focus of any of the research in the review.

Within the studies reviewed, a key aspect of the Form Tutor's role was taking the register for their Tutor Group at the start of the day. While this was mentioned by many studies (e.g., Rosenblatt, 2002; Schofield, 2007), only one study specifically investigated this aspect of the Form Tutor's role. Clapham (2019) described taking the register as the most important aspect of the Form Tutor's role (though their findings suggest otherwise), using an ethnographic approach to pilot the use of 'Real-Time Attendance Registration' (RTAR) instead of Form Time in an inner-city Secondary school in England. Clapham's findings suggest that it is not the register taking that is the most important aspect of a Form Tutors role, but it is the tracking of attendance, following up, intervening and relational aspects of the role that support attendance. Clapham did not explore the impact of losing Form Time due to the automated registration system, though Form Tutors expressed frustrations that students were negatively impacted as there was no opportunity to gain context or provide support for the reasons for non-attendance and create a sense of belonging to support students to attend school.

Participants in Clapham's study provide insights into the role of the Form Tutor as they described feeling that their professional identity was lost without Form Time. They explained that the automated register system made them feel redundant as they did not feel able to carry out what they perceived to be part of their role: supporting the pastoral welfare of students during Form Time. While this is an interesting finding and adds to the construct that a Form Tutor is a form of social support (Hobfoll & Ford, 2007), Clapham does not provide sufficient detail regarding the methodology of the study and the sample consisted of one teacher and 'other teachers', all from one school. As such, it is not possible to ascertain if this finding would be the case in other schools. It is possible that in this school students need more or less social and emotional support than in other schools. It is also possible that the main participant's views differed to that of his colleagues within the same school. While Clapham's findings are not generalisable beyond this individual perspective, this research does provide some initial

indications as to the possible misconception that the Form Tutor is merely a 'register taker' (Marland, 2002).

Both Clapham (2019) and Elhaggagi (2009) describe the role of a Form Tutor is to create a sense of belonging, care, regard and support, though the level or extent of this importance was not explored in either study. Furthermore, it is not possible to understand how generalisable these findings are given the limited sample in Clapham. Similarly, in Elhaggagi it is not clear if these ideas about the Form Tutor's role are from Elhaggagi herself or are the perspective of her six participants, with little indication as to how they were recruited, Therefore, again, it is not possible to view this research as robust.

A variety of other aspects of a Form Tutor's role were outlined in the studies within this review. For example, Carnell and Lodge (2002) describe the Form Tutor's role in preparing students for the day of learning ahead of them, including supporting students to be well organised in terms of equipment and their learning. This is in line with the 'object resources' described by Hobfoll and Ford (2007). In addition, while the writing style and distinctive narrative and autobiographical inquiry methodology makes Elhaggagi's (2009) work challenging to decipher, she does provide a more detailed summary of the role of the Form Tutor compared to other research in the review. Elhaggagi's six participants described the following aspects of their role as Form Tutors: giving notices, checking uniform, registering the students, contact with parents/carers, signing planners, chasing up absences, equipment checks, making announcements and discussing any disciplinary issues. These aspects of the role were also reported or observed in Reynolds (1995), Rosenblatt (2002) and Warikoo (2010).

While there is an overall consistency in these findings, there are differences both within participants' reported experiences/observations and across the findings. In addition, the importance of these individual tasks/aspects of the role varies, and it is not possible to draw conclusions regarding this from the studies. For example, Reynolds' (1995) participants felt contact with parents/carers was very important, while this was less so in Schofield (2007). It

is possible that this is due to Schofield's study exploring Form Tutor practices in a Sixth Form college context, in which the role of the Form Tutor was described with distinct differences compared to other studies in this review. Sixth Form Tutors appeared to have a greater focus on the reading and sharing of notices but did not mention some of the other duties such as uniform and equipment checks, contact with parents/carers, signing planners etc., presumably due to the age and more independent nature of sixth formers. Without research that provides direct comparisons or explores the role of the Form Tutor across a sample from more than one school, it is difficult to draw conclusions regarding the aspects of the role and their importance.

2.3.2 The Impact and/or Importance of the Form Tutor

As with the role in general, the importance or impact of the Form Tutor was not explored directly in any studies in this review, though one study (Watkins, 2016) gave some indication as to the importance of the role of the Form Tutor. Watkins investigated the degree of affiliation students felt to school using an adapted version of a scale measuring 'Psychological Sense of School Membership' of a large sample (N = 246) of Year 7 students from one West London Secondary school. Watkins found these Year 7 students cited their Form Tutor as one of the top three aspects that helped them the most when it came to feeling affiliated or connected to their Secondary school. This shows the impact of Form Tutors in being a consistent and readily available source of support for tutees (Hobfoll & Ford, 2007), facilitating them settling into their new Secondary school and developing their relatedness (Ryan & Deci, 2000). On the other hand, while Watkin's sample is large, given the students were all from the same school it is possible that there were specific school factors that account for this finding. For example, procedures such as in-house training, ethos, or particular personal characteristics of the Form Tutors themselves might be responsible for the sense of affiliation students attributed partly to their Form Tutor. It is also possible that it is membership of the Tutor Group that gave the students in Watkin's study a sense of affiliation rather than the Form Tutor. Students may have identified their Form Tutor due to their overall responsibility for the Tutor Group.

Other research such as that by Korpershoek et al. (2020) support the notion that school belonging positively correlates with academic achievement, motivation and social/emotional wellbeing, and negatively correlated with dropping out of school. However, it is unclear *how* the Form Tutor may create a sense of belonging as there are no studies that directly investigate this. Further research is necessary to determine the extent of the Form Tutor's role in fostering school belonging, and how this comes about to understand why this may be important.

2.3.2.1 The Importance of the Form Tutor-tutee Relationship

The importance of this relationship was a key theme, with it being described by both students and staff across several studies as one of, if not the most important aspect of the Form Tutor's role (Kitteringham, 1987; Lodge, 2002; Reynolds, 1995; Schofield, 2007). Research indicated that Form Time is important in creating space for the Form Tutor-tutee relationship. For example, Clapham (2019) found inadvertently that removing Form Time and the relational and supportive role of the Form Tutor meant students did not form an attachment with their allocated 'significant adult', because there was no dedicated time in the day to spend with them. This means they do not have the opportunity to develop the attachment strategies needed to support their resilience (Crittenden, 2006), which in turn might have a negative impact on student's wellbeing (Hobfoll, 2001).

Participants in Elhaggagi's (2009) research described specific functions of the Form Tutor-tutee relationship: the Form Tutor acting as a mentor or coach, being responsible for the emotional welfare of their Tutor Group, integrating students into the school community, creating a calm and welcoming environment to set students up for their day, laughing with their students, providing emotional support outside of Form Time, knowing students as individuals and setting examples of common courtesy and mutual respect. These functions are in line with the psychological theories outlined in Figure 1 (see section 2.2). While it may be that not all Form Tutors in all schools carry out the role in this way, and this list is merely the perspective of the six participants in Elhaggagi's research, many of these aspects are consistent with those

of other research studies included in the review (e.g., Carnell & Lodge, Kitteringham, 1987; Lodge, 2002; Reynolds, 1995; Rosenblatt, 2002; Schofield, 2007).

Notably, the importance of the 'Form Tutor-tutee' relationship is also a key feature when describing a 'Good Form Tutor' in Carnell and Lodge (2002) and Schofield (2007). Participants in Carnell and Lodge's research perceived the following aspects of the Form Tutor-tutee relationship to be important: the Form Tutor being a good listener, providing helpful guidance, advice and reassurance, the Form Tutor being non-judgemental, 'in the present' i.e., not raising issues about things that tutees may have done in the past, relatable, supportive and being someone that tutees can problem-solve with. This describes forms of social support as outlined by Hobfoll and Ford (2007).

On the other hand, both Carnell and Lodge's (2002) research and that by Schofield (2007) highlight that not all Form Tutors carry out the role in the same way, and as such, not all tutees will receive this social support to the same extent. For example, Schofield's participants reported three types of tutors: one who was purely administrative, one who was open and accessible, but does not push students to talk to them, and one who really pushed students to talk to them. Student participants in this study preferred the second type of Form Tutor, but the majority felt they had the first type of Form Tutor and reported feeling dissatisfied about this. This provides an insight into the important features of the Form Tutor-tutee relationship and the variation in conceptualisation and practice. That said, it is important to note that both studies only used participants that were aged 16-18 years old, Schofield's participants were all from the same school and Carnell and Lodge's participants were all female, and it is unclear whether they were from the same school. Therefore, it is not possible to draw any strong conclusions from either study.

One study in the review (Kitteringham, 1987) found the Form Tutor-tutee relationship was not viewed as being important. Kitteringham sought the views of students from multiple year groups from the same school to explore what they valued most within the Form Tutor-Tutee relationship during Form Time. Kitteringham used two types of questionnaires and

individual interviews to capture the views this large sample (12% of the school's population). Her results suggested students were no more likely to approach their Form Tutor than other staff if they had any troubles. In fact, it was PE department staff (mostly two female members of PE staff) who were a source of support for students more frequently than any other group of staff. Student participants in this study explained that they sought support from this group of staff due to the relationship and the nature of their subject providing increased opportunities for discussion e.g., on the side of the pitch/court. This finding may be a result of the Form Tutor-tutee relationship not being prioritised or invested in during Form Time (which is congruent with Schofield, 2007) or may be related to a lack of training/skills/understanding of the role from Form Tutors in this school. Kitteringham provides an alternative suggestion to explain this finding: that students perceive social/emotional support from subject staff as 'above and beyond' whereas when this support is given by their Form Tutor is seen as being part of their role, or students might not realise they are getting support as they are not seeking it out. Without further exploration it is not possible to draw conclusions regarding this.

In terms of the perspective of Form Tutors themselves, studies in this review illustrate that they felt the Form Tutor-tutee relationship is important. For example, Form Tutors in Lodge (2002) reported the building of positive relationships with their tutees to foster their academic, social and emotional development was the most enjoyable aspect of the role as they could make a difference to their tutees. Specifically, participants explained that they supported their tutees to feel listened to and develop confidence through the Form Tutor-tutee relationship, helping them to feel a sense of relatedness (Ryan & Deci, 2000) and psychological safety (Maslow, 1954). Form Tutors saw themselves as a key secure attachment figure providing a sense of school community (Allen & Kern, 2017), supporting students to feel integrated and fulfilled (McMillan & Chavis, 1986) and a sense of competency (Ryan & Deci, 2000). They also felt it was important for them to foster a sense of belonging and have an unconditional positive regard for their tutees, along with advocating for them. While this is in line with the notion that Form Tutors are well placed to provide support which facilitates good mental health and

wellbeing of their tutees (Hobfoll & Ford, 2007), Lodge's findings are based on a survey of three Form Tutors described by Lodge as 'highly regarded by colleagues who recommended them'. No explanation was given as to where these participants were from, but from the acknowledgements in the article it would appear that two of the participants taught in the same school. Furthermore, Lodge's questions in their survey could be thought of as biased towards the view that the Form Tutor-tutee relationship is important, and as such, findings should be interpreted with caution.

Another suggested key aspect of the Form Tutor's role was having 'learning conversations' (conversations between a Form Tutor and tutee regarding their learning, attainment, progress and targets) with individual students (Carnell & Lodge, 2002). This is facilitated by the Form Tutor-tutee relationship and is a means for Form Tutors to develop their tutees sense of autonomy and competence (Ryan & Deci, 2000). For example, Bullock and Wikeley (1999) investigated these learning conversations by exploring the impact of an action-planning intervention used by Form Tutors with their Year 9 tutees. The results of this research were positive, with the Form Tutor-tutee relationship being a key factor in the interventions success across all 29 schools, measured across a range of interventions. Findings also highlighted the success of the intervention was improved when Form Tutors placed their relationship with their tutees at the core of the intervention, further highlighting the importance of this. As a result, student participants felt a sense of mastery (McMillan & Chavis, 1986) and autonomy (Ryan & Deci, 2000).

While the findings of this research are robust and positive, it is necessary to highlight that this was an intervention for Year 9 students only. The authors justify this as being the 'option choice' year in Secondary schools, but there is no discussion or suggestion of how these structured (or otherwise) learning conversations might occur for other year groups. It is also possible that the Form Tutor-tutee relationship may not be as important outside of this 'options' focused year group/time in a student's Secondary schooling. In addition, Bullock and Wikeley's research was funded by the local Careers Guidance Company, which meant schools

were awarded contracts and accountable to this company. As a result, their findings could be biased as schools may have been more invested in highlighting the usefulness of the intervention as this could mean increased careers services funding, though the authors do acknowledge this.

In summary, while research in this review tentatively suggests the Form Tutor-tutee relationship is a key and important feature of the role of the Form Tutor, there is a need for further, robust research to gain broader and more balanced insights into the prevalence of this view, why it is important and what the impact of this relationship is.

2.3.3 How are Staff Prepared for the Role of Form Tutor?

Historically, there has been very little research regarding the preparation teachers receive for the role of Form Tutor, much of which has relied on anecdotal reports of personal accounts or experiences, highlighting that teachers feel their training does not adequately prepare them for being a Form Tutor (Calvert & Henderson, 1994; Carnell & Lodge, 2002; Marland & Rogers, 1997). These authors found initial teacher training (ITT) for Secondary school teaching tends to involve subject-specific development and neglects development in terms of teacher's pastoral role as a Form Tutor. It is possible that this could be due to the regard and expectations of the role (or lack of clarity regarding the role), as outlined by participants in Calvert and Henderson (1994). Furthermore, Purdy (2013) notes there is no mention of the role of the Form Tutor or its importance within the teaching standards or on the Department for Education website, despite most Secondary school teachers also being Form Tutors. This means there is little in the way of standards or accountability, resulting in variation in the skills, practices and tasks a Form Tutor carries out.

On the other hand, if the perspective of the purpose of a Form Tutor is to take the register, give notices and track attendance, one could argue that training is not necessary. Similarly, one could argue whether there is a need for training in skills to support students' social development such as listening, being sensitive and thoughtful, empathising and problem-solving, as these may be assumed given these skills are used in subject teaching

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(Nathan, 2011). Therefore, it is unclear what elements of the Form Tutor role require support and training, despite anecdotal reports that teachers feel ill prepared for the role.

Participants in Elhaggagi's (2009) research described a lack of initial personal confidence due to not being adequately prepared either by their teacher training provider or their school. One study focused explicitly on how teachers are prepared for the role of Form Tutor (Cleave et al.,1997). The authors explored the extent of pastoral care training carried out during Secondary initial teacher education using a self-report questionnaire with a mix of quantitative and qualitative questions, sent to all 83 initial teacher education institutions in England and Wales. The authors received responses from 69 institutions, and while the authors acknowledge the limitations of self-reports, they justify their use given the lack of research in this area, and as such, their findings provide a broad overview. Most ITT providers reported that they provide some form of training on their courses. The range of time spent delivering this training was between 2 and 80 hours, with most courses providing less than 20 hours. Interestingly, 13 courses were unable to specify the number of hours spent on pastoral care training, and eleven courses reported that they provided no pastoral training for their trainee teachers.

Of the ITT programmes that did provide pastoral care training in Cleave et al. (1997), most of these provided this in house. A third of ITT providers described training being given by their trainee teacher's placement schools, either in addition to or instead of in-house training on the ITT programme. A small minority used outside agencies to provide the training, though it is not clear who this refers to. In terms of what the training consisted of, lectures were the most common method of training (though no information is provided regarding the content), followed by shadowing a tutor. Other methods included a skills workshop, reading, tutorials and a combination of all methods. The effectiveness of these methods of training is not explored and little is known about the specific focus of any of the pastoral training in relation to the role of the Form Tutor, which would provide additional insights. It would also be interesting to understand the perspectives of the providers who do not run any pastoral training

in their ITT programmes as it could be that their view is that teachers do not need training for this role.

In summary, Cleave et al. (1997) provides initial insights into the variation of ITT to prepare trainee teachers for being a Form Tutor. Further research from the perspective of Form Tutors and of placement provider schools is necessary to understand the impact and effectiveness of any training received in ITT and beyond. It is possible that teachers who undertake school-based compared to university-based training may have different experiences regarding preparation for the role of Form Tutor, or that this varies from school to school or within schools. While the findings from Cleave and colleagues suggest the professional development of the Form Tutor aspect of a teacher's role has been neglected, it is not possible to know if this is the case without further research.

2.3.4 The Nature and Purpose of Form Time

2.3.4.1 Time Spent in Form

There were no studies uncovered in the literature searches that focused explicitly on how long students spend in form. Four of the twelve studies included in the review (Clapham, 2019; Rosenblatt, 2002; Schofield, 2007; Warikoo, 2010) reported how long students spent in Form Time as part of their methodology or results from participants. These studies indicated that approximately 20-30 minutes of each student's day is spent in Form Time, totalling one hour and 40 minutes to two and a half hours' time in a school week. While this gives an indication that time spent in Form varies, it is not possible to generalise these findings given they are from just four studies. Furthermore, no studies explored the reasons behind this variation in practice.

A number of studies indicated that when and how often Form Time took place in the school day varied, but again it is not possible to gain a clear consensus of wider practices. For example, Rosenblatt (2002) reported students spent 25 minutes per day in Form Time, but it is unclear how this was organised (e.g., once per day, twice per day or another variation). On the other hand, Schofield (2007) reported that students in one Sixth Form college had one 20

minute Form Time per day, with an extra 15 minutes added to one Form Time session a week to enable a tutorial programme to be delivered.

Overall little is known about how much time students spend in Form Time, when or how often this takes place. Even less is known about the reasons behind decisions regarding the organisation and timetabling of Form Time and the impact of these. As such, this area would benefit from further research.

2.3.4.2 The Purpose of Form Time

Little is formally known about the Form Time in Secondary schools and if this time is worthwhile. In some schools, Form Time has a structured tutorial programme, while in others it is left up to individual year teams, houses or individual Form Tutors as to how they structure their time (Burton & May, 2015). Burton and May (2015) and Calvert (2009) conducted research on the delivery of Citizenship Education/Personal, Social and Health Education (PSHE), finding that this was delivered during Form Time by Form Tutors in many schools. An increasing prominence of the notion of teaching students about learning and *how* we learn has directly influenced the tutorial programmes carried out in Form Time (Lodge, 2006). Tutorial programmes have been designed to facilitate this type of 'study skills' or metacognitive development (Carnell et al., 2000), along with suggestions of structured programmes to teach mindfulness (Wiglesworth & Quin, 2020), psychoeducation, life skills, develop resilience and warn students of the dangers of technology (Kelly, 2019). According to Barton (2014) there are few studies that explore the effectiveness of such tutorial programmes, so it is difficult to appraise their value or impact.

There were no studies unearthed during the searches that focused on providing and overview or sense of what happens during Form Times in Secondary schools. There were three studies that did provide some tentative insights in terms of the importance of structured activities or programmes in Form Time. For example, Reynolds' (1995) participants felt conflicted about the Form Time programme. They felt the tutorial programme in general was not of major significance in their role as Form Tutors but did feel it was of some importance

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that they delivered an effective tutorial programme during Form Time. Participants also felt it was positive when they contributed to its development of the Form Time programme. Reynolds described their participants wanted a balance of a prescriptive Form Time programme provided by a Head of Year (HOY) and Form Tutors having autonomy in terms of how they used the programme and resources, though the impact or effectiveness of this was not explored. Reynolds also found commitment to the tutorial programme varied amongst Form Tutors, with some working through the materials and some believing a formal programme would not work for their Tutor Group, depending on the content and felt their Tutor Group would respond better to less structure. Reynolds did not investigate the reasons behind these perspectives, but such exploration may provide some insights into the effectiveness, impact and value of Form Time.

Moreover, while Reynolds (1995) offers some initial insights into the nature and purpose of Form Time, it is not possible to extrapolate findings as the study was a case study, exploring the perspectives of seven Form Tutors, three 'year heads', one deputy head and one Headteacher, all from the same mixed comprehensive school in an affluent area of the south of England. The school is described as 'academically oriented', though Reynolds provides no further explanation as to what this means. It is possible that Form Tutors working in less affluent areas or different types of schools may view the importance and delivery of the tutorial programme/Form Time differently, or that their own engagement in the creation of the programme plays a role in the effectiveness or delivery. Secondly, it is possible that the organisation of Tutor Groups (e.g., Vertical/mixed age or Horizontal/same age Tutor Groups- see next section) may impact the Form Time programme. Reynolds acknowledges the presence of bias in the questions they used and the possibility that they led to certain responses from participants. As such, it is difficult to be sure of the validity of the data and results, though findings do indicate that this is an area that may benefit from additional research.

In terms of other aspects of Form Time, Schofield (2007) highlights that there was a tutorial programme in the Sixth form college where her research took place. This programme consisted of a focus on areas such as careers and progression and learning skills. The function of this programme was also to support students to feel a sense of school engagement (Allen & Kern, 2017), integrated and fulfilled (McMillan & Chavis, 1986) and ultimately a sense of competency (Ryan & Deci, 2000) to prepare them for leaving the college.

This idea of Form Time being a space to foster school engagement and competency is also seen in Leech's (2019) research evaluating the effectiveness of a General Certificate in Secondary Education (GCSE) Mathematics intervention that was carried out during Form Time. Leech found that attendance of the intervention instead of 'usual' Form Time resulted in higher GCSE Mathematics grades overall, but not as much as other Mathematics support. Leech's findings begin to explore the practice of using tutorial programmes during Form Time to boost academic attainment through subject specific intervention, with her results suggesting mixed effectiveness. The study did not capture students' and teachers' views about missing Form Time, and there is no detail provided as to what the control group (those who did not receive the intervention and stayed in Form Time) experienced or the impact of not attending the intervention on their GCSE Mathematics grade. Nevertheless, this study begins to highlight one use of tutorial programmes, though it would be interesting to understand how widespread this practice is and what perceptions there are regarding their effectiveness.

Overall, it seems sensible that Form Time could be an effective, safe place for open discussions, reflection and transmission of culture or moral practices/codes through activities such as social or moral discussions or debates, reflections on everyday life or current events. However, none of the studies identified discuss the wider scope of Form Time being used in this way.

2.3.5 Tutor Groups Organisation and Composition

In some schools, Tutor Groups are made up of students who are all in the same year group/same age (known as Horizontal Tutor Groups), while in others Tutor Groups are made

up of students spanning some or many year groups in the school, known as 'Vertical Tutor Groups' (Barnard, 2010). Vertical Tutor Groups were first mentioned in 1975 as being a means for younger students to be supported by older students within the school community (Blackburn, 1975; Marland, 1980), though the only evidence to support this as a valuable practice was anecdotal (Haigh, 1975). More recently, Best (2014) suggests that Vertical Tutor Groups foster prosocial behaviour, though acknowledges the existing evidence base is weak. Best reports there are around 15% of schools who make use of Vertical Tutor Groups, but it is unclear where this figure comes from.

In the independent sector, Robertson's section in James and Lunnon (2019), draws on his own personal experience to suggest that the use of a Vertical system, the house system, is effective at facilitating intra-school sport creating a sense of community, (McMillan & Chavis, 1986). Robertson also states that the Vertical Tutor Group system can be used as a behaviour management system via 'house points' or other similar systems. Furthermore, Kelly, et al. (2020) found one school had introduced a Vertical tutoring system for Year 7- 11 in order to create a more 'family focused' ethos within the school, fostering a sense of relatedness (Ryan & Deci, 2000). While the Vertical system appears to have some possible benefits in terms of creating a sense of community, connection and relatedness, one can question if this is 'better' than a Horizontal Tutor Group system given Best (2014) reports only 15% of schools use a Vertical system.

No studies found in the systematic search explored how Tutor Groups are decided or organised, with only two studies referring to this as part of their methodology so it is not possible to draw generalisations about practices and their impact. The school included in Kitteringham's (1987) research organised their Tutor Groups based on 'mixed ability', in all year groups except the 5th year (Year 11) who were organised based on 'academic ability'. Kitteringham does not outline what 'mixed ability' and 'academic ability' mean and how these decisions were made. In contrast, Schofield (2007) described how the Sixth Form college students in her study were allocated to Vertical Tutor Groups comprising of a mixture of 20-21

Year 12 and Year 13 students, but the impact of this is not explored further. Interestingly, Warikoo (2010) mentions that students in their sample spent the whole school day being taught in their form group from Year 7 to Year 10, with some lessons with their form in Year 11. This indicates that the composition of Tutor Groups may hold other functions within the school system, but it is not possible to understand this without further research.

2.4 Focus of the Present Study

The review of the literature suggests that most of the research in regarding Form Tutors, Form Time and Tutor Groups is limited in terms of scale and generalisability. Most studies involve small samples and draw on persons from a limited set of school contexts. As such, there is little general understanding of the ways in which Form Tutors see their role and responsibilities and how they approach the role. Furthermore, little is known about the nature, purpose and duration of Form Time, and the specific activities of the Form Time programme and their perceived value. There is also limited research regarding the composition of Tutor Groups. This, coupled with knowledge that there is much variability in terms of pastoral systems in England, identifies substantial gaps in the literature (see Table 1).

Table 1

Gaps in Literature on Form Tutor Research

Gap	Details
Organisation of Form Time	- How long do students spend in form? - Is this across one or two or more sessions per day? - How are Tutor Groups composed in terms of attainment of students and age of students? - How are Tutor Groups decided? - Are form groups used as part of wider timetabling?
The function of Form Time	- What activities happen in Form Time? - Are there programme or interventions that occur in Form Time? - If so, why, what do they include and how are they delivered? - If not, why not? - Are there any variations regarding the function of Form Time depending on age group?
The role of the Form Tutor	- What duties do Form Tutors do? - Does this vary across or within schools? - What helps Form Tutors do their role? - What are the barriers for Form Tutors doing their role? - What are the perceptions of the Form Tutors, students, other staff and parents/carers regarding the Form Tutor's role?
Preparation for the role of Form Tutor	- How are teachers prepared for the role? - Do opinions of this change with experience? - Is there school-based CPD or training offered? - If so, what does this entail and is it effective? - How would Form Tutors like to have been prepared for the role?

As Carnell and Lodge (2002) point out, "tutors are usually the only people in school who have daily contact with a group of students over an extended period of time, in some cases over five, six or even seven years" (p. 13), often being the only people with opportunities for individual and sustained interaction and contact. Potter (2016) and Sobel (2019) describe the Form Tutor as being 'best-placed' to 'catch' any early signs that a student may be struggling with any aspect of their life and provide immediate support, which Hobfoll and Ford (2007) outline as essential for positive mental health and wellbeing. However, there is little understanding of how widespread practices are in terms of Form Tutors and Form Time. Before we can begin to identify the extent to which Form Tutors and Form Time meet the needs of individual students and think about how to ensure that students are supported, we need a systematic description of the state of play in terms of these particular times in the school day. Furthermore, given the recent Department for Education White paper (2022a)

outlines plans for all schools to offer a 32.5 hour school week. Schools may choose to achieve this by extending Form Time, placing further need for these times of the school day to be better understood to ensure they are being used effectively to support CYP.

Therefore, the present study seeks to examine how Form Time is organised in schools, the function of Form Time in terms of activities that take place and the role of the Form Tutor, from the perspectives of staff working as Form Tutors in Secondary schools in England.

2.5 Research Questions

1. What is the nature (in terms of their duration, composition, activities undertaken, and purposes served) of Tutor Groups and Form Time in Secondary schools in England?

2. How do Form Tutors perceive their role and what do they think is important and valuable about their role?

3. What do Form Tutors think helps and hinders them in their role?

4. What are Form Tutors views and reflections on the value and impact of Form Time?

Chapter 3: Methodology

3.0 Overview

This research explored the nature of Tutor Groups, Form Time and the role of the Form Tutor. This study employed mixed methodologies, collecting the perspectives of Form Tutors working in Secondary schools in England across two phases: a survey followed by semi-structured interviews. This chapter outlines the epistemological perspective underpinning this study, before presenting details about the research design, ethical considerations and methods used. Information regarding the sample and data analysis in both phases of the study is provided.

3.1 Theoretical Perspective

A critical realist perspective (Bhaskar, 2013) is adopted in the present study. The author believes that a critical realist perspective in this instance combines both the ontological perspective of realism that there is an objective reality that exists, with the subjectivist epistemological position that knowledge is fallible but can be captured through critical examination of shared experiences (Maxwell, 2012). The present study holds the idea of an objective truth regarding Form Tutors and Form Time, while acknowledging the role of agency, relationships and social structures (Danemark et al., 2002; Fryer, 2020) and culture in mediating our experiences and understanding of reality (Braun & Clarke, 2022, p. 169). Critical realism acknowledges that these factors shape how we experience and know truth (Pilgram, 2014), which fits with the present study's research questions and methodology. Specifically, the present study sought to find shared understandings of the role of the Form Tutor and Form Time, therefore assuming that there are objective social constructs that can be observed to understand their formation and impact (Fryer, 2020, p. 19), while acknowledging participant's (Form Tutors) individual sense of agency, perspectives and opinions, which exist alongside and within social relationships and culture.

In addition, this theoretical position complements the author's belief that choosing a methodology is based on the suitability of the methodology to be a vehicle in which the research questions are answered, rather than choosing methodologies based on their

alignment with the researcher's preferred approach (McEvoy & Richards, 2006). Moreover, critical realist research commonly employs a mixed methodology as this allows amalgamation of methods from both quantitative and qualitative traditions, to produce a more complete understanding compared to research that employs a single methodology (Johnson & Onwuegbuzie, 2004; Thomas, 2013). The present study is closer to 'reality' than previous research in the existing literature due to the large sample and mixed methodology, capturing both a broad and detailed picture of Form Tutors and Form Time in Secondary schools.

3.2 Reflexivity and researcher position

It is necessary within a critical realist perspective, to be transparent about the experiences, prior knowledge and background of the present study's author. The author has worked mostly in mainstream Secondary schools during her career, acting as a Form Tutor to six different Tutor Groups across four educational settings. The author's experience as a Form Tutor and Secondary school teacher is a strength of this research. This perspective provides prerequisite knowledge and understanding of the role of the Form Tutor, Form Time and Secondary school systems which was beneficial to the success of this project. The author was aware of the potential of her experiences in creating bias in this research and engaged in regular supervision to recognise the possible effects of these biases, as suggested by Robson and McCartan (2016) to support her to maintain an independent 'objective' perspective (Sayer, 2000).

3.3 Design

This study adopted a two-phase design. In terms of the typology of mixed method study designs outlined by Creswell and Plano-Clark (2018) this is referred to as a *sequential explanatory design* where quantitative data were collected during phase one via a survey and qualitative data were collected in phase two via semi-structured interviews. A visualisation of the design relative to Research Questions can be seen in Table 2.

Table 2

Research Design Explanation

Research question	Phase one survey	Phase two interviews
1) What is the nature (in terms of their duration, composition, activities undertaken, and purposes served) of Tutor Groups and Form Time in Secondary schools in England?	✓	✓
2) How do Form Tutors perceive their role and what do they think is important and valuable about their role?	✓	✓
3) What do Form Tutors think helps and hinders them in their role?		✓
4) What are Form Tutor's views and reflections on the value and impact of Form Time?	✓	✓

This study used a mixed methodology as this provides the most appropriate way to address this study's research questions (Creswell, 2014; Mertens & Wilson, 2012). Using a mixed methods design provides opportunities for findings to indicate both that they may be broadly representative as well as providing more detailed insights into experiences and views compared to using only quantitative or qualitative methods (Creswell, 2014, Creswell & Plano-Clarke, 2018). Collection of descriptive data allowed the nature of Form Time, Tutor Groups and the role of the Form Tutor (in the quantitative phase) to be explored across a large sample, and the collection of individual perceptions and views (in the qualitative phase). This allowed this study to gain additional and further insights into the different elements and variations of Form Time and the role of the Form Tutor.

In addition, the use of a sequential explanatory design that used semi-structured interviews (in phase two) after participants had completed the survey (phase one) created the possibility of interview participant's responses being more considered as they had time to reflect on the topic and their views between completing the survey and being interviewed.

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3.4 Ethics

Ethical approval for this research study was granted in October 2021 from the Faculty Research Ethics Committee at the University College London Institute of Education. This study adhered to the British Psychological Society Code of Ethics and Conduct (British Psychological Society, 2021) throughout. Full details related to the ethical considerations of this study can be found in Appendix E.

3.5 Sample and Recruitment

The sample in this study consisted of staff who were working as Form Tutors (or equivalent) in Secondary schools in England during the academic year 2021-2022. This study focused on staff working in Secondary schools in England due to the time available for the study. This study was particularly interested in and prioritised Form Tutor's perspectives to answer the research questions. While the perspectives of other staff working in Secondary schools and students would have led to further insights on Form Time and the Form Tutor role, this was felt to be beyond the scope of the aims of this project in the time available for this study.

This study employed a random probability sampling strategy in the first phase (survey) to gain the perspectives of school staff working as Form Tutors in Secondary schools in England. Participants were eligible to take part in the phase one survey if they were employed to work as a Form Tutor or equivalent role in a school with students aged 11-19 in England. The author emailed the research flyer (see Appendix F) to the generic email address of 3,009 Secondary schools in England. The author also shared the flyer via social media accounts (Facebook groups and Twitter). Recruitment via Facebook groups was the most successful method of participant recruitment, accounting for over 80% of survey responses.

At the end of the survey, participants were encouraged to provide an email address if they were happy to be contacted for participation in the phase two interviews. When the researcher extracted the email address from Microsoft Forms, she allocated each one a number. An online random number selection tool (https://www.calculator.net/random-number-generator.html) was used to select which survey participants would be invited to participate in

an interview. Not all participants who expressed an interest in engaging in an interview were contacted. Participants were invited to participate in an interview in batches of 10 over a data collection period of four weeks (December 2021-January 2022). A total of 29 interviews were completed in this time.

3.6 Phase One- Survey

3.6.1 Development of the Survey

A survey of the researcher's own design was used as this is a cost and time efficient method of obtaining data from a large sample across multiple contexts and allows participants more efficient participation in the research (Gillham, 2007). Survey methodology allows for anonymity to be given to all participants using online questionnaires. This may support participants to be honest in their responses given the survey investigated aspects of their practice and beliefs (Gavin, 2008).

Microsoft Forms was the platform used to host the survey as this software is free, accessible, able to be used on all devices, provides wide opportunities in terms of branching and customisation of the survey and allowed data to be exported to Microsoft Excel efficiently for analysis. The survey was open for two months from November 2021 to January 2022.

The survey was created using Johnson and Christensen's (2000) 15 principles of questionnaire development alongside reviewing the relevant existing literature to develop the survey questions. Initial topic areas and potential questions were identified based on the findings from the literature review. Questions about the activities that could take place during Form Time or were part of the Form Tutors role were designed based on findings from previous: Carnell and Lodge, 2002; Elhaggagi, 2009; Rosenblatt, 2002 and Schofield, 2007. Questions related to target setting and careers were derived from findings by Bullock and Wikeley (2019). Questions related to interventions taking place in Form Time were based on findings by Leech (2019). Questions asking Form Tutors to rate the importance of a range of activities/aspects of their role were based on Reynolds (1995). Questions related to when Form Time takes place and what the Form Time programme entails were based on findings

by Schofield (2007). To develop and refine the questions used in the survey, the researcher engaged in discussions with research supervisors and with colleagues that were working in Secondary schools. Possible interpretations of and responses to the questions were considered during these discussions.

As Johnson and Christensen (2000) and Robson and McCartan (2016) suggest, the survey was piloted to test Microsoft Forms to ensure the survey was presented in the way it was intended (particularly important when using branching in the order of questions). Piloting also gave the researcher an estimate of how long it took to complete the survey, an indication of the information the survey could elicit and how participants may interpret the questions. Robson and McCartan (2016) highlight the benefits of piloting in two phases which the researcher followed. Initially, survey questions were informally tested with three colleagues who were asked to provide feedback on the questions and structure. Following this, the survey was piloted with a panel of Form Tutors (N = 5) working across three Secondary schools in England. These Form Tutors were not included in the final sample of this study. Throughout the piloting procedure, colleagues and Form Tutors were positive regarding the structure, response options and the ease of understanding the questions in the survey. Only minimal adjustments were made to the survey after pilot work and these related to the branching and wording of the questions. Pilot participants commented that the survey was accessible, clear and followed a sensible structure that was easy to follow. A copy of the final survey administered in phase one is available in [Appendix G](#)1.

3.6.2 Survey respondents

A total of 1,332 survey responses were collected and 87 responses were removed as survey respondents indicated they were not Form Tutors (N = 30), or the job title provided by participants did not involve being a Form Tutor (e.g., equivalent roles of Headteacher, Deputy Head, Assistant Head, Head of Year) which was checked by the researcher on the school's website (N = 57). A further 9 responses were removed as the schools were not in England

(Isle of Man, N = 1; Wales, N = 5; Jersey, N = 1; Cyprus, N = 1; Scotland, N = 1). This left a final sample of 1,234 participants.

3.6.2.1 Participants Location

Of the sample (1,234 participants), 13 respondents did not provide details of the location of their school, with the remaining participants (N = 1,221) schools were located across 283 districts in England. See Figure 3 for a map showing the locations of survey respondent's schools by district in England and Table 3, Appendix H, for a more detailed breakdown.

Figure 3

Map showing Number of Survey Respondents by District in England

Number of survey respondents by district

1   41

To access an interactive version of this map please click here
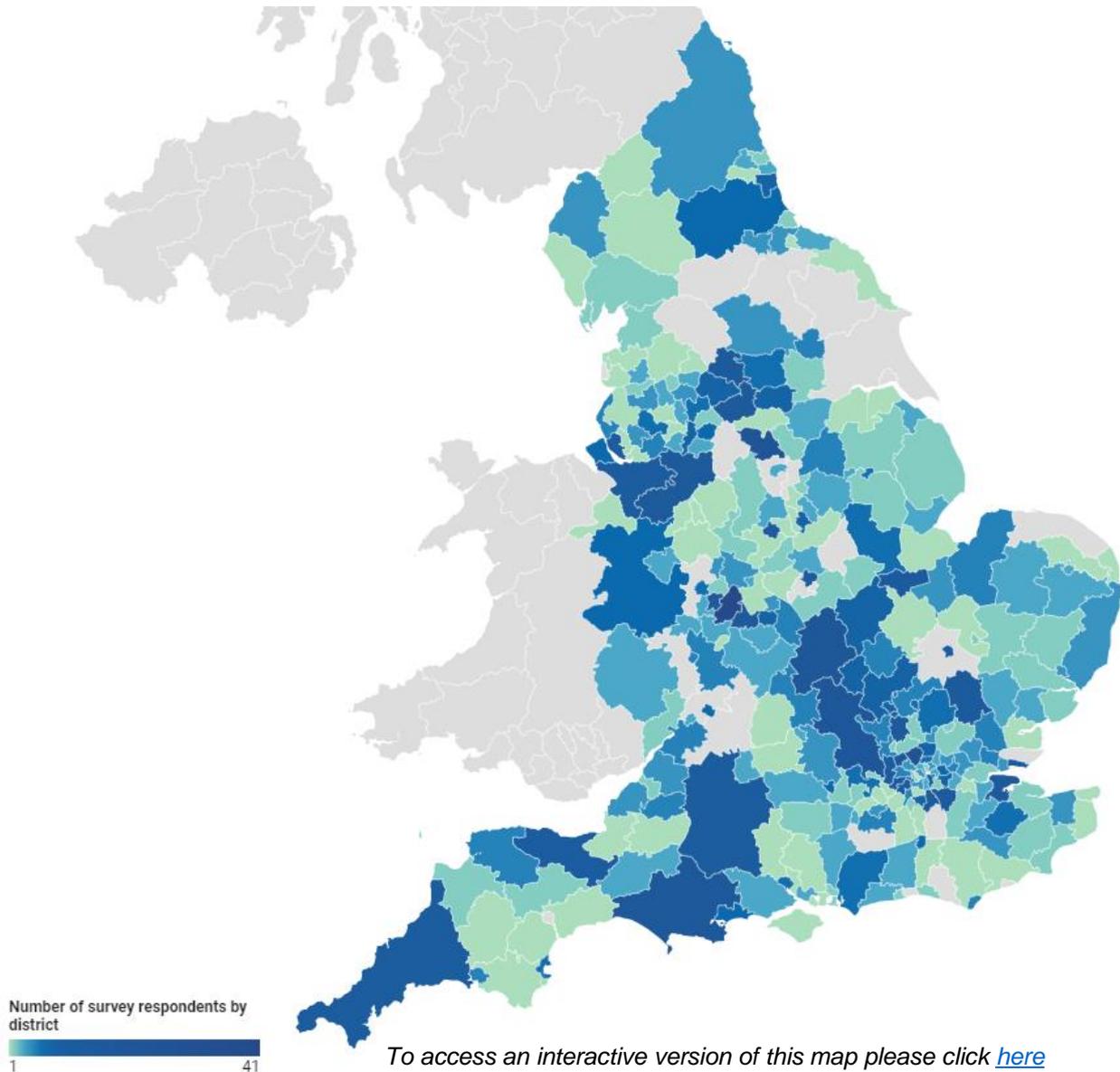
3.6.2.2 Participant's School

To obtain descriptive information regarding each participant's school, the researcher used the name and Local Authority reported by participants (N = 1,203) in the survey to search for each school using data from the Department for Education's website during January and February 2022. Schools were searched via Local Authority then name, as this was more reliable because schools with the same name in the same Local Authority would be identified. When this happened (N = 13), the author used the participant's responses on the survey (e.g., Vertical or Horizontal Tutor Grouping, when Form Time took place, duration of Form Time) along with information on the school's website to identify which school the participant worked in. Where it was not possible to reliably identify which school a participant was from, they were categorised as 'school information not given or identified' (N = 34). Survey responses represented 923 different schools (27% of Secondary schools, Department for Education, 2021b) in England. See Table 3 for a summary of the types of schools and Figure 4 for their Ofsted ratings (as of February 2022 as listed by the DfE). Multiple responses (i.e., more than one participant from the same school) were obtained from 312 schools represented in the survey and are included in the final sample (N = 1,234).

Table 3

Survey Respondents' Type of School

Type of School	N	Percentage
Independent schools	75	8%
LA Maintained schools (Community, Foundation, University Technical Colleges)	128	13%
Non LA Maintained schools (Academies, Academy converters, Free and Studio schools)	660	69%
Special School	4	0%
Voluntary aided or controlled schools	56	6%
Other (Including unknown or not available)	32	3%

Figure 4

Ofsted Rating of Survey Respondent's Schools

Ofsted Ratings of all schools represented in the survey as at Feb 2022 (N = 923)

Legend:
- 1 (Outstanding) — 21%
- 2 (Good) — 52%
- 3 (Requires Improvement) — 11%
- 4 (Inadequate) — 1%
- Not applicable (Independent) — 8%
- Not available (not been inspected yet) — 7%
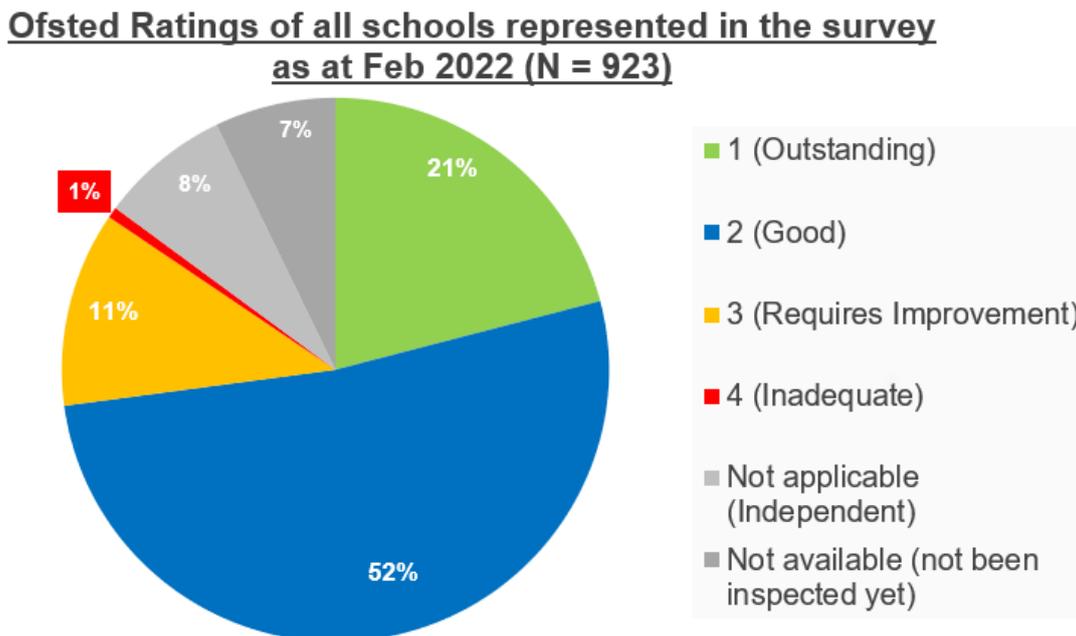
3.6.3 Data Analysis

Analysis of survey data was conducted in Microsoft Excel. Answers to closed questions were analysed using descriptive statistics. There were two open questions in the survey where participants could provide a free text response to gain information about range of topics in the Form Time programme/curriculum and information about interventions that may take place during Form Time. These questions were analysed using content analysis as this is a flexible research procedure that can be employed when analysing qualitative questionnaire data (Robson & McCartan, 2016, p. 351). Given that there is little research regarding programmes that take place during Form Time and even less research regarding any interventions that may take place, content analysis was carried out using an inductive approach where categories were not predetermined (Robson & McCartan, 2016).

The researcher followed the steps outlined in Gillham (2007, pp. 66-70), initially scanning responses and highlighting substantive words/phrases/statements, followed by a period of reflection before categorising the responses. These categories were then combined and refined and checked against the list of responses to the question to ensure they

represented the views in the data. Finally, additional columns were added in Microsoft Excel as an analysis grid so that each response to the survey question could be assigned to a category based on its content. To establish the reliability of the content analysis process, the author engaged in a moderation exercise with a peer where a random selection of 10% of free text comments from both questions (N = 149) were independently screened by a second reviewer. Participants were allocated a number and a random number generator tool was used to obtain the moderation sample. The result of this peer moderation exercise was a very minor number of inconsistencies of code decisions between the author and peer, which were resolved through discussion.

For the question regarding Form Time programmes, 17 codes were generated. Of these codes, 14 were manifest items i.e., words that were physically present: UCAS, PSHE/Life skills, Wellbeing, Careers, Literacy, Numeracy, Science, Mindfulness, VESPA, Unifrog, Numeracy Ninjas, PiXL, Jigsaw, Votes 4 Schools. Three of the 17 codes were latent content items that require inference or interpretation from the researcher: Religious Education (RE), Revision/Study Skills, Cultural Capital/SMSC (spiritual, moral, social and cultural).

For the question regarding interventions that may take place in Form Time, 17 codes were generated. Of these codes, six were manifest items: English, Maths, Science, Lexia, Handwriting, Counselling, and seven were latent content items: Mentoring (Academic/Subject Specific), Mentoring (pastoral), Peer mentoring (academic), Peer mentoring (pastoral), General learning/academic support, Emotional Literacy Support Assistant/Similar, Other.

3.7 Phase Two- Interviews

Semi-structured interviews were used in this phase as they provided a more detailed picture of practices and perspectives in relation to the study's research questions (Bryman, 2009). Semi-structured interviews were used as they allowed the researcher flexibility in terms of what questions were asked, allowing them to follow up on topics/points of interest and adapt the interview experience based on participant responses (Harrell & Bradley, 2009). The researcher made a note of any contextual information each participant provided in the survey

so they could ask more information about this in the interview, to check the interview participant was working in the same school with the same Tutor Group as when they completed the survey in phase one, and to facilitate developing rapport.

The researcher carried out the interviews on a date convenient to each participant. An online sign-up tool was used to allow participants to sign up to an interview slot across a variety of dates and times. Interviews were conducted using Microsoft Teams as this provided an accessible and efficient method to hold the interviews and allowed audio and video recording which assisted with transcription. All participants were informed of the next steps of the research once the interview had been completed. Participants were also given the opportunity to ask any questions at the end of the interview.

3.7.1 Development of the Interview Schedule

The interview schedule was drafted with initial questions in relation to the study's research questions and based on the existing literature. Specifically, in the interview schedule, participants were asked about their views on the introduction of an automated registration system based on Clapham's (2015) research. They were also asked about what they felt good practice looked like as a Form Tutor and/or 'top tips' for Form Tutors, based on Carnell and Lodge's (2002) and Lodge's (2002) findings. Interview participants were also asked about the most important thing, if any, they feel a Form Tutor does and the most important activity, if any, that takes place in Form Time, based on Reynolds' (1995) research. Following on from the work of Cleave et al. (1997), participants were asked about their preparation for the role of Form Tutor and their perceptions regarding whether students value Form Time based on Warikoo's (2010) study.

Open questions were used at the outset of the interview to give participants opportunities to describe and explain their own perspective, experiences and views and specific aspects of the role of the Form Tutor they value. During piloting, a draft of the interview structure was discussed with a colleague and supervisors. Revisions were made to questions as a result of these discussions. A small sample of participants were consulted as a panel to

review the face validity of the revised interview questions as suggested by Polit and Beck (2006). The panel consisted of four Form Tutors working across three Secondary schools in England who were not included in the final interview sample. They were asked to consider the questions based on their own knowledge of the constructs being measured and offer suggestions for improvement. Feedback was positive and only minor textual adjustments were required at this stage, such as the order and wording of some of the questions. The interview schedule was then piloted with three Educational Psychologists in Training with whom the researcher had no personal relationship, to ensure bias of the interview schedule was limited and to gain an idea of how interview duration. Feedback from these participants was positive and the interview schedule was finalised. A copy of the final interview schedule administered in phase two is available in Appendix G2.

3.7.2 Interview Participants

A total of 29 Form Tutors representing 28 schools were interviewed in phase two of this study, recruited via self-selective sampling (see section 3.5.1 for information on recruitment). Most participants were also teachers, and one was a Learning Mentor alongside their Form Tutor role (N = 28). In one participant's school (Participant 19) they did not have Form Time.

3.7.3 Data Analysis

All interviews were transcribed based on audio and video recordings. As the study focus was on perceptions, views and explanations the focus of transcription was on the verbal content provided by the participant, so no non-linguistic features were transcribed from the conversations.

Interview data were analysed using thematic analysis (Braun & Clarke, 2022) as this method aligns with a critical realist perspective allowing the researcher to address the study's research questions by identifying and analysing patterns based on the views and experiences across participants to create shared understandings. Other techniques such as content analysis, narrative analysis or Interpretive Phenomenological Analysis (IPA) do not create a

shared understanding based on patterns in people's views and experiences, so were not used in this study.

The researcher followed the six stages of thematic analysis as outlined in Braun and Clarke (2022) in Figure 5. As the authors highlight, the researcher held the idea that while the process is presented as numbered stages, they do not form a strict sequential process. Rather, the six stages are fluid, bi-directional and involved the researcher moving in and out of the stages throughout the thematic analysis procedure.

Figure 5

Stages of Thematic Analysis

Stage 1: Familiarity
Establish familiarity with the data by repeatedly reading the interview transcripts, reviewing interview recordings and immerse yourself in the data.

Stage 2: Generate Initial Codes
Systematically work through the interview transcripts in a fine-grained way, highlighting anything interesting, relevant or meaningful and assign these a code. Collate the codes.

Stage 3: Generating Initial Themes
Identify shared patterns of meaning across data related to the research questions. Review initial codes, cluster codes around a shared core idea/concept. Identify potential themes and collate all relevant coded data.

Stage 4: Developing and Reviewing Themes
Assess the initial themes in terms of their fit to the data (both coded extracts and full dataset). Collapse, split and discard themes depending on their evidence and link to central organising concept.

Stage 5: Refining, Defining and Naming Themes
Refine themes to ensure they are built around a core concept or essence, are clearing evidence in the dataset and relevant to the research questions. Create and finalise theme names and definitions.

Stage 6: Writing up
Write up the analysis (this can start from stage 3). Review, refine and finalise the findings of the thematic analysis to convey a coherent and persuasive story about the dataset in relation to the research questions.

Stages of Thematic Analysis.
Adapted from: *Braun and Clarke (2022)*

miro

Throughout the analysis process the researcher used Microsoft Word, Excel and Miro (an online whiteboard platform) to support the thematic analysis process. Interviews were coded using the 'comment' function on Microsoft Word, and the researcher used a Macro to extract the codes (comments) for each interview transcript. These were collated in Microsoft Excel and codes checked and revised alongside their extracts. The researcher then imported the codes into Miro and used this tool to create two initial thematic maps (see Figures I1 and I2 in Appendix I) and refined these in the analysis process.

Throughout the thematic analysis procedure, the researcher reflected on whether her own thoughts and beliefs about Form Tutors and Form Time were being imposed on the analysis, facilitated by engaging in regular collaborative discussions with a colleague who was also conducting thematic analysis at the time. This ensured the researcher followed the guidelines outlined by Braun and Clarke (2022) and that the analysis was robust and themes were justifiable. During the coding phase of the analysis, the researcher engaged in a peer moderation session where a colleague coded two pages each of three interview transcripts. These were compared to the researcher's codes for the same transcripts, with both the researcher and moderator's codes being similar in most areas and discrepancies were discussed and resolved resulting in amendment of the code names to provide clarity. This process ensured that the analysis was not confined to one perspective and made sense to others (Yardley, 2008).

Chapter 4: Results

4.0 Overview

This chapter presents the results for each phase of the study. Phase one reflects relevant and selected findings from the survey of Form Tutors. Results of the survey are organised into three areas: the nature of Tutor Groups, the nature of Form Time and the role of the Form Tutor. Phase two results reflect the relevant and selected findings from semi-structured interviews with Form Tutors that were thematically analysed, with findings presented as themes and subthemes.

4.1 Phase One Survey Results

Participants represented 923 unique schools in the survey. There was more than one participant from 164 of these schools.

4.1.1 The Experience and Roles Adopted by Form Tutors

Form Tutors that completed the survey had a wide range of experience in the role. The range in years of experience Form Tutors had can be seen in Figure 6.

Figure 6

Survey Respondents' Years of Experience in the Role of Form Tutor
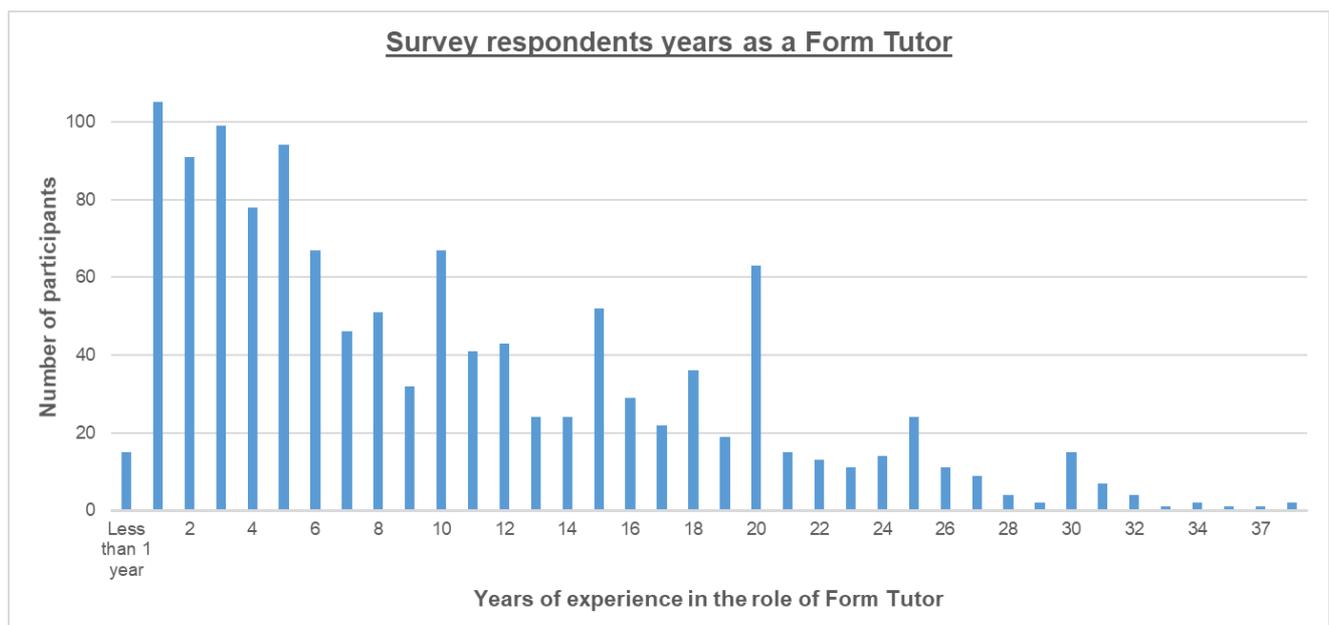
Table 4

Survey Respondents' Job Title

Job title	N	Percentage
Second in charge/Assistant Head of Department (2ic/AHoD)	54	4%
Head of Department (HoD)	438	36%
Lead Practitioner	11	1%
Teacher	684	56%
Teacher with Additional Responsibility	29	2%
Other	18	1%

Participants self-reported their job title, and this was categorised by the researcher to provide an overview of the characteristics of the survey sample (see Table 4). Most respondents were teachers, followed by middle leaders (Heads of Departments).

4.1.2 Tutor Groups

Results from the survey indicated that the most common terms used to describe the group of students that survey respondents (Form Tutors) were responsible for in the school pastoral system was "Tutor Group" (57%, N = 697) or "Form Group" (23%, N = 287). Other terms that were reported can be seen in Appendix J, Table J1. Sometimes different terms were used within the same school (9%, N = 85)

4.1.2.1 The Prevalence of Horizontal and Vertical Tutor Grouping

In the survey, participants were asked how their Tutor Groups were organised. This was either by house, with a mixture of students from different year groups, known as 'Vertical Tutor Grouping' or by year (all students in the Tutor Group were from the same year group), known as 'Horizontal Tutor Grouping'. Participants were also asked the age range of their Tutor Group which can be seen in Appendix J, Table J2. The author used this information along with school name and Local Authority (where this was provided, N = 923) to categorise how each school's Tutor Groups were organised. Results can be seen in Table 5.

Table 5

Tutor Group Structure (where school was identified)

Variable	N	Percentage
Horizontal	877	95%
Mixture of both Horizontal and Vertical	40	4%
Vertical	37	4%
Other	1	0%

The primary approach to Tutor Group composition was to group children into same age Horizontal Tutor Groups (95%). Of the 37 schools that reportedly used a Vertical Tutor Group system, the majority (90%, N = 33) mixed Tutor Groups across all year groups in their school. Where schools used a mixture of a Horizontal and Vertical Tutor Group system, the most common combination was to have Key Stage 3 and 4 Horizontal and employ a Vertical Tutor Group system for the Sixth Form (43%, N = 17). A small yet notable number of schools (30%, N = 12) used a Vertical Tutor Group system for Years 7-10 and had Year 11 and above in a Horizontal Tutor Group system. See Table I3 in Appendix J for a further breakdown of the ways in which schools used a mix of Vertical and Horizontal Tutor Grouping.

4.1.2.2 How are Tutor Groups Decided?

In the survey, participants were asked how the composition of Tutor Groups in their school is decided and were able to tick all relevant factors, including a free text 'other' option. Survey responses indicate that Tutor Groups were mostly decided randomly (38%, N = 472). Responses also show the wide variety of factors used to decide the composition of Tutor Groups, as shown in Table 6. Ten factors were identified using content analysis of the free text 'other' option.

Table 6

Factors used when Deciding the Composition of Tutor Groups

Factors used when deciding the composition of Tutor Groups		N	Percentage
Factors provided in survey	Randomly	472	38%
	Based on information from primary schools e.g., personality, SEND	322	26%
	Not sure	298	24%
	Based on a mixture of ability	280	23%
	Based on primary school friendships	217	17%
	Based on which primary school students attended	115	9%
	Based on similar ability	61	5%
	Based on relationships within the local community	22	2%
	Other	20	2%
	Based on where the students live	10	1%
Additional factors generated through content analysis of 'other' option in survey	Based on subject choices	28	2%
	Behaviour	10	1%
	Attainment	8	1%
	Based on gender	7	1%
	Based on siblings being in the same house	7	1%
	Based on which Secondary/previous school students attended	5	0%
	Alphabetically	3	0%
	Based on ensuring a range of ethnicity	3	0%

Some participants used the free text box to provide information regarding the combination of factors used to decide the composition of Tutor Groups. For example, splitting a year group into 'X' and 'Y' bands "*for timetable purposes. The Y band includes any SEND students who would be in a nurture group for English/Hums[humanities]/MFL [Modern Foreign Languages] so although the groups are almost all mixed ability, the Y band contains a higher number of SEND students*" [Survey Participant 1121]. Free text responses indicated there was some 'regrouping' of Tutor Groups in their schools (see Table J4 in Appendix J). This was dependent on the age of the Tutor Group i.e., when moving/joining the Sixth Form at Year 12. For example, Tutor Groups were regrouped based on those "*who have less than 5 grade 5 GCSE*" [Survey Participant 310].

4.1.3 Form Time

Participants were asked for information about how much time their Tutor Group spent in Form Time, how often and when Form Time took place and whether this had changed due to the Covid-19 pandemic. Findings are presented from the individual participant sample (N = 1,234)

rather than from the schools identified in the survey (N = 923). This is because the timetabling of Form Time can vary within schools, as indicated by several the free text responses (see Table I5 in Appendix J).

Results from the survey indicated that Form Time took place in 99.75% of the participants' schools (N = 1,231). There were a small number of schools (0.25%, N = 3) that did not have Form Time in their school, with attendance being taken during student's first lesson of the day.

The length of Form Time varied across the sample. Form Time was an average of 133 minutes (2 hours 13 minutes) per week, with a range of 0-360 minutes and a standard deviation of 53 minutes.

In the survey, participants were given five response options to the question: "How often does Form Time take place with your current Tutor Group?". Most participants (76%) indicated that their Form Time took place once per day (N = 928) or twice per day (18%, N = 227). Where participants indicated that Form Time took place 'Less than once per day' (4%, N = 51), this was most likely to be timetabled once per week (N = 19). See Table J6, Appendix J for more detailed findings.

4.1.3.1 When does Form Time Take Place?

Survey responses showed that the timing of Form Time during the school day varied (see Table 7). Form Time tended to be at the start of the school day (60% of all survey respondents, N = 701). Where schools had two form periods in a day, this was most frequently at the start and end of the day (8% of survey respondents, N = 89).

Table 7

When Form Time took place

Frequency	Time	N	Percentage of total sample
Once per day (N = 932)	Start of the school day	701	60%
	Morning	98	8%
	Middle of the school day	65	6%
	Afternoon	34	3%
	End of the school day	26	2%
	Other	1	0%
	Unclear	7	1%
Twice per day (N = 228)	Start of the school day & end of the school day	89	8%
	Start of the school day & afternoon	68	6%
	Start of the school day & middle of the school day	49	4%
	Morning & afternoon	8	1%
	Start of the school day & morning	5	0%
	Morning & end of the school day	3	0%
	Morning & middle of the school day	2	0%
	Unclear	4	0%
More than twice per day (N = 3)	Start, middle and end of the school day	3	0%

In relation to changes in the timetabling of Form Time during the Covid-19 pandemic, responses were evenly balanced. Nearly half of Form Tutors indicated that timetabling had changed (48%, N = 587), 44% reported that it did not change (N = 548) and 8% of Form Tutors (N = 99) were working in a different role/school prior to the academic year in which the survey took place (2021-2022).

Where participants indicated a change to Form Time timetabling, they were asked to provide further details. Results showed that 44% of participants said there were changes to when Form Time took place (N = 278), 36% said students spent less time in Form Time (N = 229) while 20% said students spent more time in Form Time (N = 126). In a free text comment, some participants provided more information regarding the changes to Form Time due to Covid-19. Content analysis of these free text comments showed that around a third of changes were due to schools moving from a Vertical to Horizontal Tutor Group system to keep students in year group 'bubbles' as per Covid-19 restrictions at the time. Further results regarding how

the timetabling of Form Time changed during the Covid-19 pandemic can be seen in Table J7 in [Appendix J](#).

4.1.3.2 What Activities Take Place during Form Time?

In the survey, participants were asked how frequently particular activities took place in their Form Time with their current form (see Table 8).

- Results showed that the most frequently occurring activities were taking the register daily (97%), a weekly assembly (73%), daily giving or distributing notices (68%) and checking uniform every day (67%).

- Reading and planner checks tended to happen weekly in Form Time (reading = 47%, planner checks = 73%). If these activities did not occur weekly, they tended to happen less than once per half term (reading = 25%, planner checks = 33%).

- Delivery of a Form Time programme was reported to occur at least once per week by 88% of Form Tutors, while delivery of an intervention was much less frequent (42% reported this occurred less than once per half term).

- Over two thirds of Form Tutors (74%) reported that debates or discussions happen in Form Time at least once per week.

- In terms of support a Form Tutor provides to their tutees, participants reported that discussions about academic progress and target setting with tutees occurred once per half term (academic discussions = 37%, target setting = 29%) or less (academic discussions = 33%, target setting = 45%), while discussions regarding pastoral support were more frequent, with 52% of Form Tutors reporting this occurred at least weekly.

- On the other hand, discussions about careers occurred once per half term or less (70%).

- Form Tutors reported that they do not regularly collect permission slips or money, and revision/study time occurred less than once per half term in over half (52%) of Form Tutor's Form Time.

Table 8

Frequency of Activities that took place in Form Time

Activities	N	Frequency						
		Daily	4 times per week	2-3 times per week	Once a week	Once per fortnight	Once per half term	Less than once per half term
Assembly	1211	0%	0%	12%	73%	9%	2%	2%
Career discussions	1016	2%	0%	4%	20%	11%	26%	38%
Collecting permission slips/money	906	3%	0%	2%	5%	7%	25%	58%
Debates or discussions of current affairs	1130	5%	1%	16%	52%	9%	6%	11%
Delivery of an intervention	999	6%	1%	13%	21%	6%	11%	42%
Delivery of tutorial resources/ programme/curriculum	1204	21%	6%	36%	25%	4%	2%	5%
Equipment checks	1111	36%	1%	8%	24%	4%	6%	20%
Giving or distributing notices	1207	68%	3%	15%	12%	1%	0%	1%
Planner/homework diary checking/ signing	1190	5%	0%	2%	38%	3%	19%	33%
Reading e.g., fiction or non-fiction books	1126	8%	2%	13%	47%	3%	2%	25%
Revision/ study time	913	4%	1%	8%	20%	7%	9%	52%
School council or similar	976	0%	0%	1%	10%	13%	40%	36%
Socialising	1037	32%	2%	8%	22%	4%	5%	27%
Taking the register	1210	97%	1%	1%	1%	0%	0%	0%
Target setting with students	984	1%	0%	2%	9%	4%	39%	45%
Tutor-tutee discussion regarding academic progress	1085	4%	0%	5%	13%	8%	37%	33%
Tutor-tutee discussion regarding pastoral support	1053	18%	1%	13%	20%	10%	18%	21%
Uniform checks	1164	67%	1%	5%	16%	2%	3%	6%

Participants were asked to provide more information if they delivered a tutorial programme during their Form Time. Content analysis was carried out on these free text responses (N = 934) to gain an idea of the most common aspects of Form Time programmes. PHSE/life skills/Citizenship was the most common programme to be delivered by Form Tutors during Form Time (49%, N = 453). Further to this, Form Time was commonly used to deliver 'cultural capital'/spiritual, moral, social and cultural development (SMSC) (26%, N = 244) which included discussions about current affairs. Literacy was reported to be delivered by Form Tutors in Form Time (17%, N = 161) which included silent or guided reading, spelling and vocabulary sessions (see Table J8 in Appendix J). See Table J9 in Appendix J for results of the free text responses regarding specific programmes participants reported they used as part of the Form Time curriculum.

In terms of interventions that take place in Form Time, for the purpose of this research this is defined as an activity that was not included in Table 8 (above) and involves a student/s being taken out of Form Time and not participating in the same activities as the rest of their Tutor Group (i.e., the intervention was provided as individual 'extra' support, rather than being delivered to the whole Tutor Group). The intervention could be delivered by the Form Tutor

themselves or someone else. Responses to this question (N = 449) were content analysed to gain insights into the focus of these interventions. English (26%, N = 118) and Maths (20%, N = 91) interventions were the most commonly reported to take place during Form Time, following by pastoral mentoring (13%, N = 60). Further results can be seen in Table J10 in Appendix J .

4.1.4 The Role of the Form Tutor

Results from the survey indicated that the most common term used to describe the role of the Form Tutor is "Form Tutor" (90%, N = 1,112) (see Table J11, Appendix J for other terms used).

In the survey, participants were given a list of activities and asked to indicate which activities they carry out in their role. Results can be seen in Table 9.

Table 9

Activities carried out by Form Tutors

Activities	N	Percentage
Relationship building with tutees	1138	92%
Celebrate achievements of tutees	1091	88%
Check uniform	1087	88%
Monitoring and managing behaviour	1061	86%
Liaise with parents/carers	1051	85%
Liaise with other staff	1034	84%
Motivate tutees	1028	83%
Monitor pastoral needs of tutees and provide pastoral support	970	79%
Track attendance	950	77%
Advocate for students from your form with other staff	934	76%
Track punctuality	925	75%
Deliver a tutorial programme	912	74%
Check equipment	905	73%
Follow up on attendance and/or punctuality issues	894	72%
Facilitate debates or discussion of current affairs	890	72%
Have individual learning conversations/progress discussions	777	63%
Monitor academic progress	582	47%
Set targets with students	546	44%
Manage academic progress (e.g., 1:1 discussions with tutees)	493	40%
Deliver an intervention	303	25%

Relationship building with tutees was the most common activity carried out by Form Tutors, with 92% of participants reporting that they do this. Additionally, celebrating the achievements of their tutees was an activity that 88% of participants reported that they do. Monitoring pastoral needs of tutees and proving pastoral support was reported to be carried out by 79% of Form

Tutors, while advocating for tutees was an activity 76% of Form Tutors reported that they do. Furthermore, 77% of Form Tutors reported that they track their tutees attendance, and 72% reported that they follow up on attendance and/or punctuality issues. Less than half of participants (47%) reported that they monitor academic progress, manage academic progress (40%) and set targets with their tutees (44%).

4.1.4.1 The Importance of the Role of the Form Tutor

In the survey, participants were asked to rate the overall importance of their role as a Form Tutor on a scale of 0-10, with 0 representing 'Not important at all' and 10 representing 'Extremely important'. The results of this can be seen in Figure 7. The mean rating given by participants was 8.32 and the standard deviation was 1.98.

Figure 7

The Importance of the Form Tutor
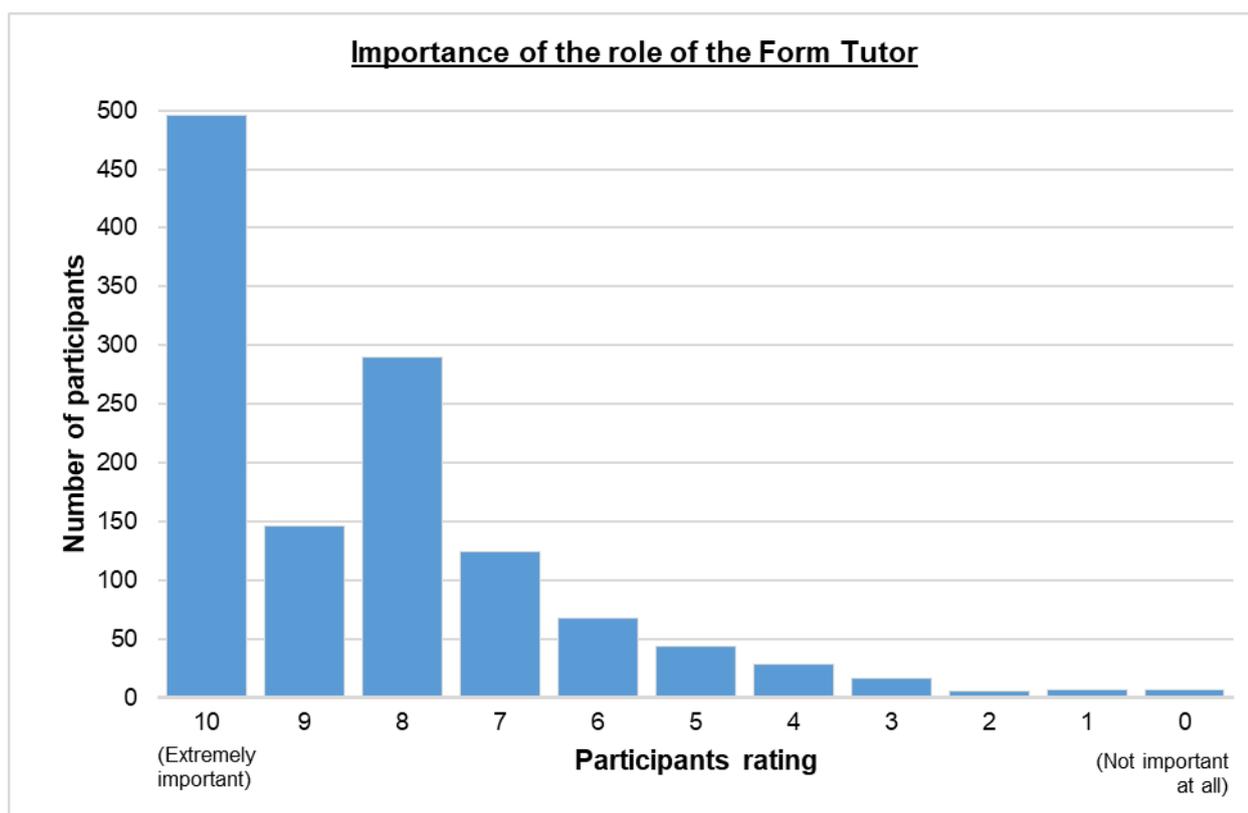
Participants were asked to rate the importance of a range of activities that a Form Tutor may do in their role. Ratings were given on a five-point scale (0 = not important, to 4 = very important).

As can be seen in Table 10, Form Tutors in the sample consistently reported relationship building with tutees was the most important activity they did, followed by celebrating the achievements, monitoring/supporting pastoral needs of tutees and motivating tutees. Form Tutors felt that checking uniform and equipment was of relatively low importance, though these two activities had the widest variation in ratings of importance across the sample. Form Tutors also felt that setting targets with tutees and delivering interventions were the least importance activities but did place some value on having individual learning conversations/progress discussions with tutees. Delivering a Form time programme was also not seen as relatively high in terms of importance, though this varied amongst the Form Tutors in the sample.

Table 10

Ratings of Importance of Activities a Form Tutor may do in their Role

Activities	Mean	Standard deviation
Relationship building with tutees	3.91	0.37
Celebrate achievements of tutees	3.76	0.54
Monitor pastoral needs of tutees and provide pastoral support	3.70	0.60
Motivate tutees	3.61	0.62
Monitoring and managing behaviour	3.54	0.68
Liaise with parents/carers	3.45	0.74
Track attendance	3.41	0.84
Track punctuality	3.35	0.78
Liaise with other staff	3.34	0.75
Advocate for students from your form with other staff	3.32	0.87
Follow up on attendance and/or punctuality issues	3.24	0.93
Have individual learning conversations/progress discussions	3.22	0.87
Facilitate debates or discussion of current affairs	2.98	0.88
Monitor academic progress	2.77	1.00
Deliver a tutorial programme	2.76	1.02
Manage academic progress (e.g., 1:1 discussions with tutees)	2.75	1.06
Check uniform	2.71	1.16
Check equipment	2.63	1.18
Set targets with students	2.60	1.08
Deliver an intervention	2.31	1.21

4.1.5 Summary of Phase One Results

Phase one survey results are based on responses from a sample of 1,234 Form Tutors working in Secondary schools in England. Findings can be summarised into three areas: Tutor Groups, Form Time and the role of the Form Tutor

Results from survey data highlight that 'Tutor Group' is the most common term used, but the same term is not always used in the same school. Data indicated that most schools use a Horizontal Tutor Group system. Where a Vertical Tutor Group system was used, how this is employed varies. In addition, results showed the range of factors used to determine the composition of Tutor Groups, though they are most commonly decided randomly, or through a combination of factors including information from primary schools.

Survey results indicated that Form Time typically takes place once per day, most commonly at the start of the school day, or at the start and end of the school day. Survey data revealed that not all schools have Form Time, though this was a very small proportion of the sample. Form Time was reported to be and average of 2 hours 13 minutes long. In around half of schools in the sample, the timetabling of Form Time changed during the Covid-19 pandemic, with about a third of students spending less time in Form Time.

The most common activities to take place in Form Time were a daily register (97%), a weekly assembly (73%), daily distribution of notices (68%) and daily uniform checks (67%). Reading and planner checks typically happened weekly or less than once per half term. Form Tutors delivered a Form Time programme at least weekly (88%), though they felt this was of relatively low importance. Form Time programmes were commonly used to deliver the PSHE, Citizenship and SMSC curriculum. Some schools used Form Time to deliver literacy. Delivery of an intervention, discussions about academic progress and target setting did not tend to happen regularly in Form Time and Form Tutors did not feel these were important activities. Meanwhile, discussions regarding pastoral support were more frequent, with 52% of Form Tutors reporting that this occurred at least once per week.

Survey results show that the most common term used for the person responsible for the Tutor Group is 'Form Tutor', though some schools used alternative terms. Form Tutors perceived their role to be very important, with an average rating of 8/10. There is some consensus across the sample regarding both the activities a Form Tutor carries out and their

relative importance. The most important and frequently occurring activities that a Form Tutor does were:

- Building a relationship with their tutees.

- Celebrating the achievements of their tutees.

- Monitoring and supporting tutees pastoral needs and behaviour.

- Motivating their tutees.

- Liaising with parents/carers and other staff.

- Having an oversight of their tutees through activities such as tracking attendance and punctuality.

Form Tutors felt advocating for their tutees was important, but this was not something most Form Tutors reported they did in their role. In addition, Form Tutors felt that checking uniform and equipment was of relatively low importance despite being activities most Form Tutors carried out either daily or weekly.

4.2 Phase Two Interview Results

Three themes were identified during thematic analysis of the interview data (see Figure 8). The first theme was: 'Conceptualisation of the Form Tutor role and Form Time' which considers the variation in constructs regarding the Form Tutor's role and Form Time. The second theme was: 'The value of Form Tutors and Form Time is dependent on wider factors' and relates to the extent to which Form Tutors feel appreciated and valued, and the factors that impact this. The final theme was: 'Form Tutor frustrations' which relates to both the Form Tutor's role and Form Time. This theme considers the lack of training/CPD for Form Tutors in their role, the quality and delivery of the Form Time programme/PSHE, school systems and inconsistency and lack of time. Each theme is split into subthemes to illustrate and summarise relevant findings.

Each overarching theme and selected subthemes are discussed in the following sections of this report. Interview quotations are embedded in the text to illustrate and exemplify

findings. There is not the space here to provide a full handling of the findings relative to the thematic analysis of the interview data. Findings presented have thus been selected where they connect best with the research questions and with findings from the survey. A full thematic map can be seen in Figure 8 and Table K1 in Appendix K provides all findings from phase two in this study, illustrating the overarching themes, subthemes, codes and quotations of all findings from the interview data.

Figure 8

Thematic Map including Themes & Subthemes from Analysis of Interview Data
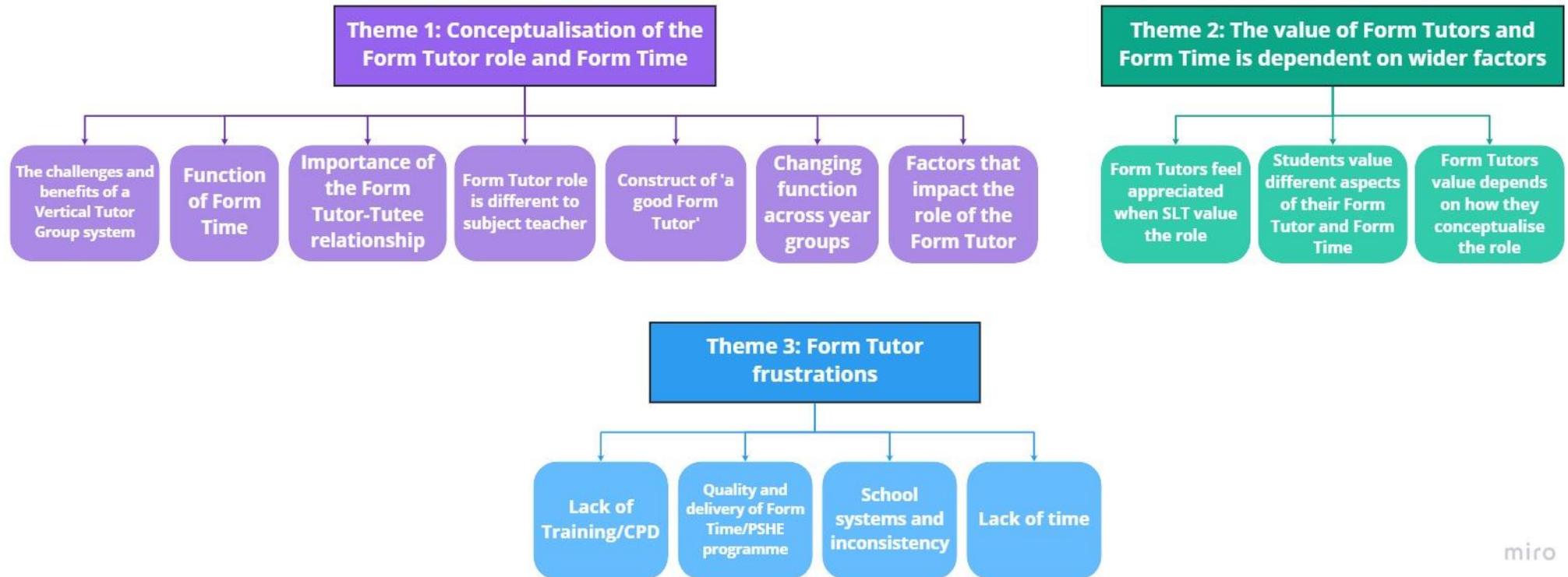
4.2.1 Theme One: Conceptualisation of the Form Tutor role and Form Time

Theme one explores the conceptualisation of the role of the Form Tutor and Form Time. Figure 9 illustrates the subthemes that relate to this theme. Form Tutors explained that conceptualisation of the role varied. For example, Form Tutors explained that some viewed the role as having an administrative/'register taking' function while others felt the role was largely based on relationships with tutees and providing pastoral support. How a Form Tutor conceptualised the role underpinned their views and experiences across all subthemes in theme one.

Figure 9

Theme One Thematic Map
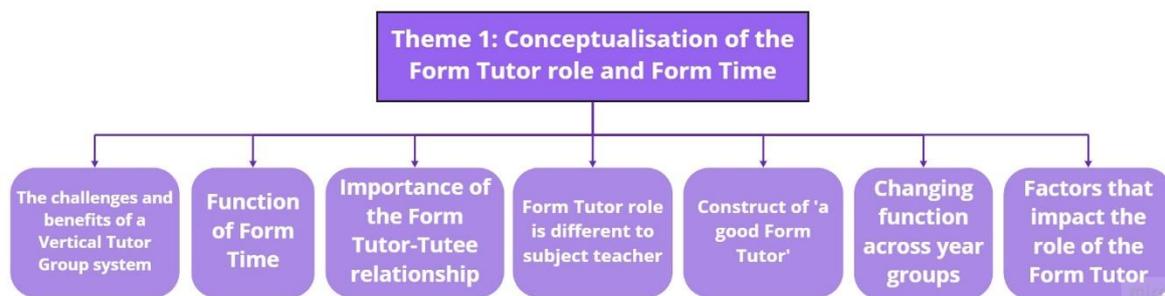
4.2.1.1 The Challenges and Benefits of a Vertical Tutor Group system

Form Tutors differed in their views regarding the use of a Vertical Tutor Group system. Some liked it and were happy to return to this once Covid-19 restrictions were lifted to allow mixing between year groups, while others did not like the system.

Participants described some of the challenges of employing a Vertical Tutor Group system. They explained that giving notices to a Vertical Tutor Group is difficult, as lots of notices are only applicable to certain year groups. Form Tutors felt this impacted tutees engagement with them when giving notices and felt that this activity took a significant proportion of Form Time when the Tutor Group was Vertical. In

addition, participants felt it was challenging to deliver a Form Time programme or PSHE that meets the needs of all tutees in the Vertical Tutor Group given their range of ages. Consequently, participants felt that use of a Vertical system is only effective when it is carefully thought through.

Participants described some of the factors that made the use of a Vertical Tutor Group system effective. For example, creating systems to support the delivery of PSHE e.g., it being delivered as 'off timetable days' or as a timetabled subject, rather than in Form Time. Form Tutors also felt it was important to have a clear rationale for which year groups would make up the Vertical Tutor Group system. For example, having Year 11 in a Horizontal system to allow for a bespoke Form Time programme tailored to GCSEs, or having Year 7 in a Horizontal system to allow them to settle into Secondary school.

On the other hand, some Form Tutors felt a key benefit of the Vertical Tutor Group system was fostering relationships amongst students from different year groups, creating a sense of community, which they felt supported Year 7 students transition to Secondary school. For example, one Form Tutor said, *"it gave a little bit of friendship between the children, different year groups. It kind of broke down those barriers slightly" [Participant 27]*. Further to this, Form Tutors felt a Vertical system complimented the school's 'house' system and created easy opportunities for peer mentoring. Additionally, Form Tutors felt a Vertical system distributed some of the 'work', so things were more manageable over the course of the year. This was due to having less students from each year group, particularly with regards to writing references for Sixth Form students or when supporting Year 7s transitioning to Secondary school.

4.2.1.2 The Function of Form Time

During thematic analysis the subtheme 'Function of Form Time' was identified under the overarching theme 'Conceptualisation of the Form Tutor role and Form Time'. Overall, Form Tutors felt the function of Form Time was to create a sense of community and school belonging. That said, Form Tutors felt other functions of Form Time were dependent on when it took place in the school day. For example, Form Tutors felt having Form Time at the start of the school day created a positive start and set tutees up for the day, providing a space for a key adult to notice and deal with any issues. One Form Tutor explained this:

> *"But actually, [tutees] feeling like right, I've come into school.*
> *I've sat down. I've had half an hour to get myself in order. I've*
> *managed to finish off that bit of art homework. I've managed*
> *to make sure that the, you know, the calculator and the, you*
> *know pencils I forgot to pack in my bag. I've got those so I'm*
> *set for the day, so I've got no anxiety about going to lessons*
> *and I know that I'm not gonna get called out with uniform*
> *because I've been reminded, and everything is set, and I can*
> *go about and have a nice happy day." [Participant 2]*

Participants felt this routine at the start of the day was particularly important for tutees for have additional needs.

When Form Time took place at other times in the school day, the function was different. For example, when Form Time was at lunch this was to manage behaviour as there are less students out of lessons at once. In contrast, Form Tutors also felt having Form Time in the middle and/or end of the day allowed them to pick up issues or things that may happen during the day and to deal with them.

Participants shared that they felt the function of Form Time changed depending on the age of their tutees, with different year groups needing different things from their Form Time programme. Younger year groups had more structure in their Form Time,

particularly for year seven. For older students, the function of Form Time was reported to have a greater emphasis on careers, considering possible options, researching post 18 plans and working on university applications. Form Tutors felt that a flexible Form Time programme allowed different year groups to be supported in the appropriate way dependent on their needs.

4.2.1.3 The Importance of the Form Tutor-tutee Relationship

Most interview participants described the Form Tutor relationship with their tutees as being a key aspect of their role. They described investing in building these relationships, so their tutees trust them as their Form Tutor and felt this was the foundation for all other activities/aspects of the Form Tutor's role and Form Time. One participant said:

> *"I think above all, it's all about relationship building. I think if you haven't spent that time, invested that time getting to know the children, making an effort with them. Make sure they know that you are their safe person that they can come to, their point of contact, et cetera, et cetera. Kind of any other activity that you do isn't going to matter". [Participant 27]*

Form Tutors described enjoying the relationships they have with their tutees and felt individual ('one-to-one') conversations were a key method in helping them to build and maintain these relationships. Participants felt that their relationship with their tutees was particularly important when delivering sensitive content during PSHE such as sex and relationship education.

Data illustrated the importance of the Form Tutor being a consistent adult for their tutees throughout their time at Secondary school, particularly as students have multiple teachers. For example, one Form Tutor said, *"We have so many split classes where they've got two teachers for geography, three teachers for maths…just having*

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one person that sees them twice a day makes a massive difference" [Participant 16].

Participants indicated that this relationship remains important throughout a student's schooling, describing instances where students sought support from their old Form Tutor as they had built trust in them.

While participants described the importance of the consistency of the Form Tutor, in practice this was not always the case in some schools due to their systems e.g., Form Tutors that stayed in certain year groups or due to senior leaders not valuing the Form Tutor-Tutee relationship.

4.2.1.4 Form Tutor role is Different to Subject Teacher Role

Interview data indicated that there is a perception that the role of the Form Tutor is distinctly different to the role of the subject teacher, being more relaxed, open and honest, and based on the Form Tutor taking more of an interest in and building relationships with their tutees. Form Tutors described showing more of their personality compared to their subject teaching/other role. For example, one Form Tutor said it was important to show *"a little bit of yourself, more than you would do with other classes. So, share what's important to you…Give them a little bit of yourself that you might not give to other classes"* [Participant 5]. Participants reflected on the balance of being more 'friendly' compared to their subject teacher role, but not their tutees' friend. Additionally, Form Tutors' own motivation impacted how they conceptualise and therefore carry out the role, with motivated Form Tutors investing in their tutees and the role, prioritising building relationships with students.

Similarly, participants reflected that some staff conceptualised the role of the Form Tutor as being parental, supportive and pastoral which impacted how they carry out the role. For example, one Form Tutor explained: *"And then you've got other*

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people that love being a Form Tutor and have really good relationships with their kids and will go above and beyond for them and fight every battle they've got" [Participant 13]. On the other hand, Form Tutors described how some staff dislike being a Form Tutor, perceiving the role as second to or not as important as their subject teacher role. This was reflected in the school ethos described by the interview participant whose school did not have Form Time: *"He [New Headteacher] was very much, 'You're there to teach and learn. That's your job. Yeah, you'll do a lot of it, but that's your job. You just concentrate on that. There's no reason for you to be doing all the other stuff'"* [Participant 19]. Form Tutors also reflected on how their own skills and personal constructs impacted how they carry out the role. For example, one Form Tutor said:

> *"The potential role as a confidant, as a mentor, as a sounding board. I mean, I would imagine different tutors are different in that respect, but I've never found that has really worked for me. Maybe it's because I'm not necessarily the sort of warmest, cuddliest type of teacher, and kids are unlikely to seek me out to share anything". [Participant 6]*

Staff reflected on preferring being a Form Tutor to certain aged students based on their personal constructs and characteristics, and their conceptualisation of the role. For example, some Form Tutors preferred being a Form Tutor to younger year groups as this matched with their conceptualisation of the role and personal constructs as being nurturing.

4.2.1.5 Construct of a 'Good Form Tutor'

Across the interview data there was a clear construct of what constitutes a 'Good Form Tutor'. Data indicated that a 'Good Form Tutor' was someone who advocates for their tutees and challenges negative narratives. Form Tutors described working in a preventative way by sending reminders to staff to provide context regarding their tutees' circumstances, prompting colleagues to be understanding and positive and to

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reframe views held by staff. Form Tutors described advocating for their students on a wider level, for example: *"There was an award for the lowest attendance, but the tutors kind of kicked back against it, so now it's gone. Because it was like a walk of shame [in assembly] to go and get that"* [Participant 16].

A 'Good Form Tutor' was described as someone who invests in building relationships with tutees, creates trust, sets high expectations and is firm but fair. Participants reflected on a 'Good Form Tutor' being someone who tries their best for their tutees, is organised, proactive. For example, one Form Tutor said they "*head things off before they become bigger things, or get other people involved as soon as possible*" [Participant 15]. In addition, a 'Good Form Tutor' was described as understanding, patient and holds an unconditional positive regard for their tutees. One participant said: "*they [tutees] need to be seen as 'not the naughty boy' or the 'popular girls' or the 'girl with the reputation'. I think that's the most important thing. It's being that consistent champion of them*" [Participant 11]. Form Tutors explained that it was important for a 'Good Form Tutor' to not take things personally and understand that they are the adult, and their tutees are children.

Furthermore, participants felt 'Good Form Tutors' created a sense of community amongst their Tutor Group, using Form Time to *"build that group of that little family"* [Participant 2]. Data indicated the importance of Form Tutors creating a calm atmosphere and safe space for their Tutor Group, along with containing their tutees. One Form Tutor said:

> *"they've been with me since year seven…I've seen them grow up. So, I know when they're feeling happy and sad, and I know when they're anxious and…in half an hour in the morning I can alleviate all of that, and I can make sure they're set up for a day of learning in school".* [Participant 2]

A 'Good Form Tutor' was also described as someone who understands that their role involves being an important conduit for communication between their tutees and their parents/carers and the wider school system, (e.g., the Head of Year/Head of House, safeguarding staff etc). Form Tutors described how they gain an understanding of an issue and pass this on to the right person within their school system. They felt this was key and important aspect of their role, describing themselves as a 'first port of call' for their tutees.

Part of being a conduit for communication involved liaison with parents/carers. Interview data shows that Form Tutors felt this was important, and placed value on building rapport with parents/carers to aid communication and develop their relationship with their tutee. One Form Tutor said this allowed them to "*get some understanding of what the home is like… it makes a huge difference a lot of time to your relationship with the child. If you know something about what the parent thinks about the kid, then it really helps you see things from the kids' point of view*" *[Participant 6]*. Many Form Tutors described doing this often and it was often presented as something they needed to do in their own time.

Typically, Form Tutors described contacting parents/carers for day to day, small issues, administrative reasons or if subject teachers raised concerns about tutees. Form Tutors had contact with parents/carers when putting a tutee on a behaviour report/intervention or if parents/carers contacted them to challenge a detention. Form Tutors felt they had more contact with tutees or families that needed more support while others did not need this. Interviewees highlighted that parent contact reduced as their tutees grew older and more independent.

A further key and important part of a 'Good Form Tutor's role that was identified is to notice patterns and changes in their tutees as they are the people within the school system who have an oversight of their tutees. Form Tutors described listening as an important part of their role. For example, one Form Tutor said they *"do that really filtered listening. Because what they don't say is as important as what they do say. And there's not always time to do that. But make time"* [Participant 24]. Form Tutors felt that having an oversight of their tutees allowed them to notice patterns and changes in their tutees and follow this up with one-to-one conversations "*So I know when they're not quite themselves and I can intervene and ask them about it*" [Participant 15]. Being sensitive to individual's needs was important in terms of safeguarding children. For example, one Form Tutor said:

> *"If you link it into safeguarding things as well, if we're seeing them every day, we're sort of going to be best placed to pick up on the differences or notice that, hang on, it's day four and this child is still hungry or still got dirt on their head or whatever. Whereas I know, for example, if you're a drama teacher, you might only see them once a fortnight…it probably does help pick on a lot of safeguarding issues as well". [Participant 3]*

Form Tutors liked using their oversight to contribute to their tutees' reports as they felt they were able to provide an overall perspective compared to subject teachers.

Form Tutors also felt a key part of their role was enforcing rules (which was described as mundane but valuable) and having a role in monitoring behaviour, reminding pupils about or hosting detentions, particularly in relation to punctuality. They described using their perspective as the person who has oversight of their tutees within the school system to hold their tutees to account in terms of their learning or behaviour, and providing positive feedback, for example, as one said: *"Have the*

conversations, put the kids on report if they need to go or pull a student aside and say, 'You know what I've seen how you've changed. That's really working. I have heard really nice things about you'" [Participant 10].

4.2.1.6 Changing Function Across Year Groups

Interview data highlighted that the role and function of the Form Tutor and Form Time changed as tutees grew older. Form Tutors felt their role was to nurture and support younger students, particularly those who had just joined their school in Year 7, while their role was to foster independence for older students. For example, one Form Tutor said:

> *"Uh…so I mean year 7 tutor three times…so if we contrast… really directly, year seven… It's all about…It's literally about being school mum. And that's why I love being a year 7 tutor, whereas sixth form, you're more of…almost like a critical friend… that…the mentor but not in a pastoral… its more, you know. At the end of these two years, you're out in the world. You may not have the support mechanism, so here's where you need to be developing. Whereas in year seven it was very much here's a pen. Yeah, OK, you've got behaviour point. It's fine, it's not the end of the world [Participant 11]*

Furthermore, Form Tutors described having an emphasis on enforcing school rules and managing behaviour of younger tutees. In some schools, Form Tutors described certain staff staying with certain year groups due to these differences. For example, one Form Tutor who had been a Year 7 Form Tutor to three different Tutor Groups and a Sixth Form Tutor to one Tutor Group reflected on the differences:

> *"If we contrast…year seven… It's literally about being school mum…whereas sixth form, you're more of…a critical friend… mentor … its more 'at the end of these two years, you're out in the world. You may not have the support mechanism, so here's where you need to be developing'. Whereas in year seven it was very much here's a pen. Yeah, OK, you've got*

behaviour point. It's fine, it's not the end of the world"
[Participant 11]

4.2.1.7 Factors that Impact the Role of the Form Tutor

Form Tutors reflected in interviews on several factors that impacted them in their role: school context, culture of their school and vision of the Senior Leadership Team (SLT), vision of their Head of Year (HOY) or equivalent person and a Form Tutor's relationship with this person, co-tutoring (where a Tutor Group has more than one Form Tutor) and the Covid-19 pandemic.

School Context

Participants reflected on the impact of school context in terms of what they did in their role as a Form Tutor. Some Form Tutors described working in schools where there are low literacy levels, and as such, Form Tutors felt the Form Time programme should address this. Form Tutors also felt that schools in low socio-economic areas should have a focus on developing cultural capital as part of their Form Time programme. Furthermore, one participant described the impact of the local context on school pastoral systems:

> *"We are in quite a deprived area, and we do have a lot of*
> *pastoral issues across the school and outside of school that*
> *we then deal with. We're in a very secluded area so there are*
> *a lot of County Line things that go on that obviously our*
> *pastoral team have to follow up". [Participant 28]*

Form Tutors also said having non-teaching pastoral staff within schools meant Form Tutors did not tend to deal with many incidents or provide as much pastoral support to those students, as these staff are available throughout the school day to provide this. In contrast, Form Tutors working in schools where their HOY/equivalent was also a teacher described feeling as though they should manage or take on more in their Form Tutor role.

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Culture of school and vision of SLT

Participant data indicated that the culture of the school had an impact on the Form Tutor's role. Many Form Tutors described the culture in their schools and vision of senior leaders being that of academic performance, and this became the focus of their role as Form Tutors. For example, one Form Tutor explained that their school did not use the phrase 'Form Tutors', instead calling staff in this role 'Learning Mentors' to place a focus on them being, *"leaders of their [tutees] learning…to help with their academic studies" [Participant 3].* Some Form Tutors commented that the senior leaders said the culture and vision of their school had a pastoral and wellbeing focus but felt this was not reflected in the systems and procedures of the pastoral system or the role of the Form Tutor.

Vision of Head of Year (or equivalent) and relationship

Form Tutors felt the vision of their HOY/equivalent and the relationship a Form Tutor has with their HOY/equivalent was an important factor in their role. Form Tutors want a clear expectation and vision from their HOY/equivalent, though not all participants felt they had this. Some Form Tutors described having a HOY/equivalent that was not motivated or organised, and this resulted in miscommunication, more work for Form Tutors and therefore feelings of frustration. Form Tutors explained they want an organised HOY/equivalent who responds quickly to questions or incidents, is supportive of Form Tutors and creates a clear structure for Form Time. When Form Tutors had this, they described feeling motivated and supported in their role.

Co-tutoring

Participants described the process of 'co-tutoring' (where two members of staff share the Form Tutor role for the same tutor group, either on different days or both being

present during Form Time) from varying perspectives. If both members of staff were in Form Time together, Form Tutors felt this could be helpful. For example, one Form Tutor could take the register while the other gives out notices. On the other hand, co-tutoring was also seen as challenging if both Form Tutors don't share the same expectations and view of the role, and in terms of the additional time it takes for co-tutors to liaise/share information, often happening outside of directed school time.

Covid-19

Interview data indicated that the Covid-19 pandemic had prompted schools to think about their use of Form Time and the role of the Form Tutor, particularly when schools had used a Vertical Tutor Group system and had to move to a Horizontal Tutor Group system due to Covid-19 restrictions. In addition, some Form Tutors explained that they were asked to 'check in' with tutees during periods of 'learning from home' due to the Covid-19 pandemic, which they felt emphasised their pastoral role within the school.

4.2.2 Theme Two: The value of Form Tutors and Form Time is Dependent on Wider Factors

The second theme identified during thematic analysis illustrates that the value of Form Tutors and Form Time is dependent on wider factors. This theme is made up of three subthemes, as shown in Figure 10.

Figure 10

Theme Two Thematic Map
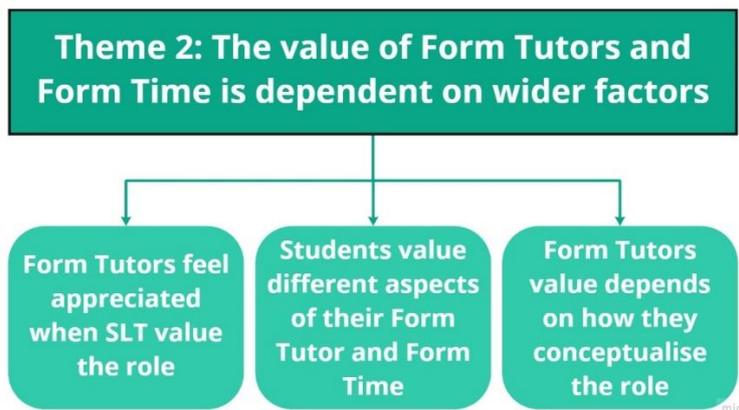
4.2.2.1 Form Tutor's Feel Appreciated when SLT Value the Role

In terms of overall appreciation, most Form Tutors felt their Senior Leadership Team (SLT) valued the role of the Form Tutor. They gave examples to illustrate how they knew this. For example, Form Time being re-introduced as soon as possible after Covid-19 restrictions, or students who have support staff with them in lessons also had this support in Form Time. Furthermore, Form Tutors felt appreciated when they were asked to give feedback on the Form Time programme or were given freedom to adapt their Form Time activities to their Tutor Groups.

In addition, Form Tutors felt the value of their role was impacted by the ethos of the school. Some participants reported that they feel valued and appreciated when the Form Tutor's role was part of the ethos of the school. For example, one Form Tutor said: "[Form Tutoring is] *so much embedded in the ethos of the school [by senior leaders], that relationship between Form Tutor and tutees is bedrock, it's part of who we are" [Participant 24]*. Form Tutors who had worked in multiple schools reflected on the differences in how the role may or may not be part of the school ethos, which impacted the practicalities of how they carried out the role. For example, one teacher

said: "*teachers don't always email you [at current school] if there's problem, for example, whereas in the past [in a different school] I'd have loads of emails about that*" [*Participant 7*]. Furthermore, when a Form Tutor felt their school had not bought into the value and scope of the Form Tutor's role, then this negatively impacted the Form Tutor's attitude and motivation.

A minority yet notable group of participants described feeling that their SLT did not value their role as a Form Tutor. For example, one participant said: *"But actually when you look at the way the Form Tutors are treated by the school and then by default the forms [Tutor Groups] ... It doesn't feel that they are that important. You know, very poor"* [*Participant 2*]. Form Tutors felt undervalued by their SLT when decisions or the vision for the role did not appear to be thought through or when there was a lack of clarity regarding what constitutes a 'Good Form Tutor' from their SLT. Some Form Tutors also felt underappreciated when their relationship with their tutees was not seen as important by SLT, making them feel as though their potential and importance as Form Tutors is not realised by senior leaders. For example:

> *"So very often incidents happen like a student's excluded or transferred to another school where the tutor is not told. Or behaviour incidents can kick-off and none of that process involves the tutor whatsoever…. Or a kid could swear at a teacher, be excluded for a day, have parents come in for a meeting. There's no role for the tutor in that process whatsoever. And therefore, the kind of strength of that student knowing that you know everything and you're the one person, is not great"* [*Participant 8*]

Form Tutors also felt as though they were not appreciated when the length of Form Time was reduced.

Form Tutors feelings of appreciation were also dependent on the accountability systems for their role, which varied across schools. Some participants reported there

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were no measures of accountability in their school, describing Form Tutors and Form Time as *"a kind of black hole" [Participant 8].* This made them feel underappreciated as it did not matter if they were doing the 'right' thing in the role. Where there were accountability measures, this was typically from the Head of Year/Head of House (HOY/HOH) popping in to Form Time, pastoral learning walks or via student evaluations/appraisals of Form Tutors/Form Time. Form Tutors perceptions of impact of these accountability measures varied.

Overall, findings related to this subtheme indicated there is some ambivalence about the Form Tutor role and as such, some schools do not invest in or consider the role to ensure the potential is realised.

4.2.2.2 Students Value Different Aspects of their Form Tutor and Form Time

Form Tutors felt students valued different aspects of their Form Tutor and Form Time. For example, a student who needs a high level of support from their Form Tutor in terms of following school rules or keeping track of their belongings may see their Form Tutor in a negative light. On the other hand, Form Tutors felt some students valued their Form Tutor if/when they advocate or champion them. Form Tutors reflected in interviews that a student's relationship with their Form Tutor was a key factor in how much they valued them.

The age of tutees was a factor in how much Form Tutors felt students valued their role, with the general view being that younger students valued their Form Tutor more. One Form Tutor explained this, *"I noticed a distinct difference with the kids since I've moved on to year seven. It's [Form Time and the Form Tutor] really important to them, I think, just to touch base and have that familiar face and have someone to share a name" [Participant 18].*

Form Tutors also felt that the students' value of the role was impacted by how their Form Tutor conceptualised the role. For example, one Form Tutor said, *"ultimately different members of staff have different attitudes towards Form Time. Therefore, students have different expectations of Form Time" [Participant 29].* Further to this, Form Tutors felt that the value students held regarding their role was impacted by the Form Time activities. For example, participants felt that students often value a Form Tutor who allows social time during Form Time periods and consequently do not always value the Form Time programme. Moreover, Form Tutors felt the quality of Form Time programme impacted how students valued their Form Tutor and Form Time. For example:

> *"Delivering this sort of PSHE type content. I have a slight concern that because the kids realise that we're rushing through this stuff and quite often we cut short the activity because there's no time, subliminally that's sort of telling them it doesn't matter that much". [Participant 6]*

4.2.2.3 Staff Value Depends on how they Conceptualise the Role

Participant interview data showed that the value held by staff regarding the role of the Form Tutor varied. This was dependent on how they conceptualised the role. Many Form Tutors reflected in interviews that some colleagues viewed the role as a 'bolt on' or not as important as subject teaching, while others felt it was equally or more important. Form Tutors also felt this was linked to the lack of clarity for the role. One participant explained this:

> *"I would say most teachers…are split into two camps. They either do what I used to do and kind of go, "It's a tick box activity, let's just get through it." Or where I'm more heading towards now, of kind of going, "No, there is a role. It's just that role is not defined" [Participant 9].*

The third theme identified during thematic analysis explored Form Tutor's feelings of frustration about four key areas, represented as a subthemes, as shown in Figure 11.

Figure 11

Theme Three Thematic Map
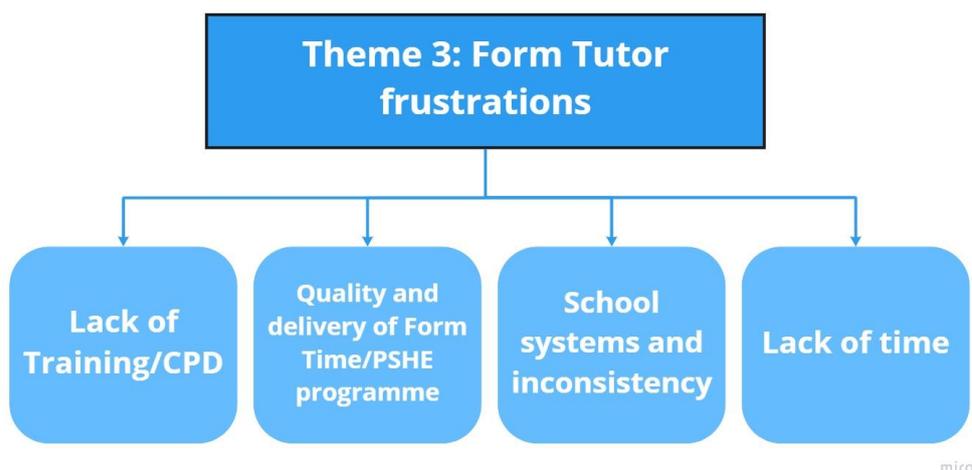
4.2.3.1 Lack of Training/CPD

Form Tutors felt there was a lack of training and appropriate Continued Professional Development (CPD) for them in relation to their role as a Form Tutor compared to their subject teaching/other role, with many realising this or reflecting on this for the first time in interviews. Most participants indicated that they had never had any training in relation to their Form Tutor role and/or none since their Initial Teacher Training (ITT). Where participants did have training during their ITT, this was described as 'on the job' and often 'pot luck' regarding the quality. For example, *"And actually, you get a lot of training for your classroom teaching, but you kind of get thrown into a Form Tutor role, with pretty much nothing. And you learn on the job"* [Participant 27]. This led to feelings of helplessness, which one participant described, *"My first form group, there were so many incidents…I actually just didn't know what to do…I was going 'Gosh, some of*

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this is probably very simple, but I actually don't know what to do'" [Participant 12]. Participants described how they navigate this lack of training and guidance in their role, often seeking informal learning from colleagues either in their school or via social media.

Where participants did report that they had received training in their career, it varied in nature, was not targeted at the role of the Form Tutor but was vaguely related (e.g., safeguarding training) and the quality was often described as poor. Form Tutors felt frustrated about the lack of training specifically related to delivering a Form Time programme/PSHE. They described feeling as though they lacked the skills/knowledge to deliver certain topics. This made them feel uncomfortable and undervalued by their leadership team and taken for granted. Form Tutors expressed a desire for more guidance and training in their role. For example, one participant said, *"Definitely need some more training about Form Tutors. Until you mention it, it's something which you would be kind of expected to know how to do"* [Participant 26]. Form Tutors felt this was particularly important at the start of their career and in relation to delivering the Form Time programme/PSHE.

4.2.3.2 Quality and Delivery of the Form Time/PSHE programme

Form Tutors recognised the importance of the PSHE programme and its delivery in Form Time. However, they also expressed their frustration that PSHE was often not a subject anymore and now fell to them to deliver in Form Time. Some Form Tutors shared that they did not believe in the Form Time programme which impacted their delivery. For example, one Form Tutor said, *"Doing something if you don't believe in it, you're going to have trouble delivering it then, to an extent"* [Participant 2].

In addition, Form Tutors felt frustrated about the quality of the Form Time/PSHE programme. Most participants felt their Form Time programme was not effective and felt it did not meet the outcomes they hoped for. One Form Tutor explained this:

> *"[The school] is in a relatively deprived part of xxx. … [The school] doesn't change kids' mindsets or way of thinking or how things are outside the gates, is just brought inside the gates. And we don't effectively challenge attitudes to learning or challenge aspirations or challenge kind of behaviour to each other or language. I don't feel that the tutor programme contributes to that"* [Participant 8]

Furthermore, Form Tutors felt the Form Time programme was not well planned, resources were not provided to them with enough notice and were inconsistent. They explained that some weeks they would deliver the programme before the end of the week, while other weeks they might not deliver all of the programme. In line with this, Form Tutors felt the Form Time resources, particularly the PSHE resources, were too long/'text heavy'. Form Tutors reflected that this was to make the resources easy for them to deliver but resulted in not enough time for discussions/lengthy delivery. They also felt this negatively impacted student engagement and the quality of delivery. Form Tutors shared frustrations that the Form Time resources are never improved once made and they are seldom consulted regarding developing or evaluating the quality of the resources which made them feel undervalued and underappreciated. Despite the frustrations shared by Form Tutors regarding the Form Time programme, they recognised that having resources provided for them had a positive impact on their workload.

In addition, Form Tutors felt certain activities were not purposeful, describing these as *"tokenistic" [Participant 12],* or a *"complete waste of time" [Participant 21],* though the activities described in this way varied. However, a number of Form Tutors

explicitly described reading during Form Time as a '*battle*'. For example, one Form Tutor said reading was "*like pulling teeth and the kids really are hard work to try and get them engaged with these different topics and discussions [about the book]*" *[Participant 3]*. Form Tutors explained that engagement depended on the reading activity and age of their tutees. For example, *"Perhaps it's [silent reading] fabulous in year 7, but by year 10 it's not really valuable at all" [Participant 2]*. Similarly, Form Tutors felt frustrated when the Form Time programme was not tailored to each year group and felt the programme was more effective when it was planned in-house.

Form Tutors expressed their frustration that the Form Time programme did not allow time for them to build relationships with their tutees, create a sense of community or provide support for their students. One Form Tutor explained this, *"But when you have to do X, Y and Z first thing in the morning, on top of actually making sure you are ready for the whole day, that's [relationship building and providing support] another thing that gets overlooked quite a bit" [Participant 22]*.

The amount of freedom a Form Tutor had when delivering the Form Time programme was found to vary but was consistently cited as a source of frustration. Some participants suggested that the extent of a Form Tutor's autonomy was created by the culture and vision of their HOY or equivalent or based on the culture of the school. Form Tutors described the balance between being given autonomy to do as they liked versus having a clear routine and activities to follow in Form Time. They explained that autonomy in the role was perceived as good but felt conflicted as this created a lack of consistency which they saw as frustrating. Where Form Tutors did not have much autonomy, some created this themselves, for example, by implementing their own rewards or competition system within their Tutor Group. Form

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Tutors also gained more autonomy when working with a sixth Form Tutor Group, or when Form Time programme resources were poor.

4.2.3.3 School Systems and Inconsistency

During thematic analysis, the subtheme 'School systems and inconsistency' fell within the overarching theme 'Form Tutor Frustrations'. Form Tutors reported feeling frustrated about six areas in relation to this subtheme: 'overall systems of the school', 'the pastoral communication system', 'information sharing systems', 'support systems', 'the systems of having one-to-one conversations with tutees', 'systems to allow Form Tutors to have an oversight of tutees'. These are presented below.

Overall systems of the school

Some Form Tutors described frustrations that Form Time was not consistently part of the directed time (1265 hours across the year) for all members of staff in their school. They felt this was unfair, resulting in some staff working more than others.

Many Form Tutors expressed their frustration that there was a lack of clear pastoral systems in their school. Where systems were clear, this helped them in their role, for example, knowing what to do when certain issues arise. Form Tutors also described frustrations regarding the behaviour systems within their schools, which they felt hindered them in their role. For example, one Form Tutor explained having to challenge defiance during Form Time which they felt created a negative atmosphere and reflected on this not being the case in a previous school due to having clearer and more consistent behaviour systems.

Furthermore, where schools had a system that Form Tutors did not deliver PSHE, this was perceived as both a help and a hindrance and had an impact on time and consistency. Form Tutors felt not delivering PSHE gave them more time in Form

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Time sessions to provide pastoral support and respond to the needs of their tutees. However, other Form Tutors felt their relationship with their tutees and Tutor Group meant they were well placed to discuss sensitive issues as part of PSHE.

The pastoral communication system

Interview data highlighted specific frustrations held by Form Tutors regarding the pastoral communication system. Participants commented that they felt their pastoral communication system was unclear and this undermined the Form Tutor-tutee relationship, as they were often bypassed by students or parents/carers when tutees had a problem. For example, one Form Tutor explained:

> *"So very often incidents happen like a student is excluded or transferred to another school where the tutor is not told. Or behaviour incidents can kick-off and none of that process involves the tutor whatsoever…. Or a kid could swear at a teacher, be excluded for a day, have parents come in for a meeting. There's no role for the tutor in that process whatsoever. And therefore, the kind of strength of that student knowing that you know everything and you're the one person, is not great" [Participant 8]*

Form Tutors also expressed frustration that they do not have the opportunity to see the parents of their tutees at parents evening. Where the pastoral system was perceived to help or support the Form Tutor's role, this was due to there being clarity around the pastoral communication procedures. Form Tutors liked having an opportunity to build relationships with parents/carers, such as contacting parents at the start of the academic year or via 'meet the form tutor' events.

Information sharing systems

Interview data showed that Form Tutors were helped where there were good pastoral information sharing systems to support them conveying notices etc to their tutor groups, or to share information amongst the pastoral team via a 'staff bulletin'.

Support systems

Form Tutors described good support from their SLT, and pastoral team helped them in their role as they could seek support when there is a problem. Form Tutors described a supportive pastoral team as one that shares resources and felt a regular pastoral team meeting facilitate this, though this was not always the case. Form Tutors expressed specific frustrations regarding the lack of support for any issues that may arise in Form Time/PSHE, given the sensitive nature of some of the content in these sessions. For example, one Form Tutor said:

> *"In a lesson, it's very unlikely someone's going to come to me with something personal, not necessarily disclosure, but something that you need to be dealt with there and then. Like, I forgot my PE kit…Whereas in tutor group that does come up and then that sort of immediately detracts if you were trying to do an activity or you were trying to do a quiz".* [Participant 27]

The systems of having one-to-one conversations with tutees

Form Tutors described the importance of having one-to-one conversations with their tutees to provide pastoral support and expressed their frustration regarding a lack of systems to support them to do this. They explained there is often no activities provided for their tutees while one-to-one conversations were supposed to take place or that time was not allocated for this within the Form Time routine or programme. Furthermore, some Form Tutors felt they had a lack of appropriate scaffolding for the one-to-one conversations. Some participants described using signing tutees planners as a way for them to have these one-to-one conversations.

Systems to allow Form Tutors to have an oversight of tutees

Form Tutors reported frustration when there was a lack of systems to support them to have an oversight of their tutees attainment, behaviour, attendance or where they were

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not part of their tutees report process. Where systems were perceived as good, this was usually in the areas of clear behaviour report systems and detention systems.

4.2.3.4 Lack of Time

During thematic analysis, the subtheme 'Lack of time' came under of the overarching theme 'Form Tutor Frustrations'. Most participants (86%) indicated that they felt there was not enough time for them in their role as a Form Tutor. They expressed feelings of guilt that they did not have the time to carry out their Form Tutor role in the way they would like, in particularly, not having enough time for one-to-one conversations with tutees and time to build relationships with parents/carers. Data highlighted the negative impact of a full Form Time programme making Form Tutors feel Form Time is rushed. Form Tutors also reported their frustration at feeling they need to use their own time to host detentions and prepare for delivering Form Time resources to compensate for a lack of allocated time.

Where participants did not indicate they were frustrated about a lack of time, this was because they were a non-teaching Form Tutor, had no Form Time programme or no Form Time overall. Form Tutors also spoke about Form Tutors who were also middle leaders having a reduction in timetabled lessons due to this additional responsibility, which many appeared to use to fulfil aspects of their Form Tutor role such as contacting parents/carers.

4.2.4 Summary of Phase Two Results

Thematic analysis of interview data identified three main themes: 'Conceptualisation of the Form Tutor role and Form Time', 'The value of Form Tutors and Form Time is dependent on wider factors' and 'Form Tutor frustration'. These findings are congruent with findings from the phase one survey, with data across both phases highlighting a

lack of clarity regarding Form Tutors and Form Time and large variation in practices across schools. Furthermore, findings showed many schools are ambivalent or unsure about the role and many Form Tutors felt both their role and Form Time was not well thought through. In line with this, Form Tutors were frustrated regarding the lack of training they received in relation to their Form Tutor role, with most participants having never had any training. Similarly, they described that this made them feel the role is a 'tick box' or tokenistic, which was incongruent with their perception that the role was of high importance. They also described feeling frustrated in relation to the quality and delivery of the Form Time programme, which was ineffective, inconsistent and not always appropriate for their tutees. Frustration in these two areas was underpinned by frustrations in relation to school systems, a lack of consistency in participant's schools and a lack of time to do the role in the way they would like.

On the other hand, findings from interview data highlighted the potential (and often unrealised) role of both Form Tutors and Form Time. Theme one indicated a key importance of the Form Tutor is their relationship with their tutees. Form Tutors felt their role was distinctly different to that of their subject teacher/other role in terms of being more relaxed, open, honest and supportive. Form Tutors felt a 'Good Form Tutor' is someone who advocates for their tutees, provides support and creates a sense of community amongst their Tutor Group. Furthermore, the Form Tutor was frequently described as a conduit between their tutees, their families and the wider school, along with having an oversight of their tutees. These findings are consistent with those from the phase one survey.

Further findings relevant to theme one illustrate the challenges of a Vertical Tutor Group system, particularly with regards to delivering the Form Time programme

that meets the needs of all ages of tutees. This is in line with findings that indicated that the function of both the Form Tutor and Form Time changes as tutees grow older. However, some Form Tutors felt a Vertical Tutor Group system fostered relationships in the school community and a sense of belonging, complemented the school's 'house' system and distributed work for Form Tutors.

In terms of Form Time, theme one findings also captured that the function of Form Time varied across schools. When Form Time was in the morning, Form Tutors felt the function was to set tutees up for the day. When it occurred at other times, the function may be for behaviour management or for picking up and dealing with issues that arise in the school day.

Interview findings pertinent to theme two illustrated that Form Tutors felt appreciated when their SLT valued the role, when this was reflected in the ethos of the school and was dependent on how the individual Form Tutors conceptualised the role. Form Tutors felt students valued different aspects of their Form Tutor and Form Time, which was dependent on how their Form Tutor carried out their role, tutees age and tutees perceptions of the Form Time programme being productive.

In summary, findings from phase two interviews illustrate the importance and potential of both the Form Tutor and Form Time within the Secondary pastoral system. Findings also highlight that many schools are ambivalent or unsure about Form Tutors and Form Time, resulting in this importance and potential often being unrealised.

Chapter 5 Discussion

5.0 Introduction

This study aimed to investigate two aspects of the pastoral system in Secondary schools: the role of the Form Tutor and Form Time. This was explored through four research questions relating to the nature of Tutor Groups and Form Time, how Form Tutors perceive their role and what they think is important and valuable about their role, what Form Tutors feel helps and hinders them in their role, and their views and reflections on the value and impact of Form Time. In this chapter, the present study's key findings are discussed in relation to each of the research questions and the relevant literature, in the context of the theoretical framework outlined in Figure 12. The study's strengths and limitations are explored towards the end of the chapter, followed by implications.

Figure 32

The Role of the Form Tutor and Form Time- Psychological Theories Map
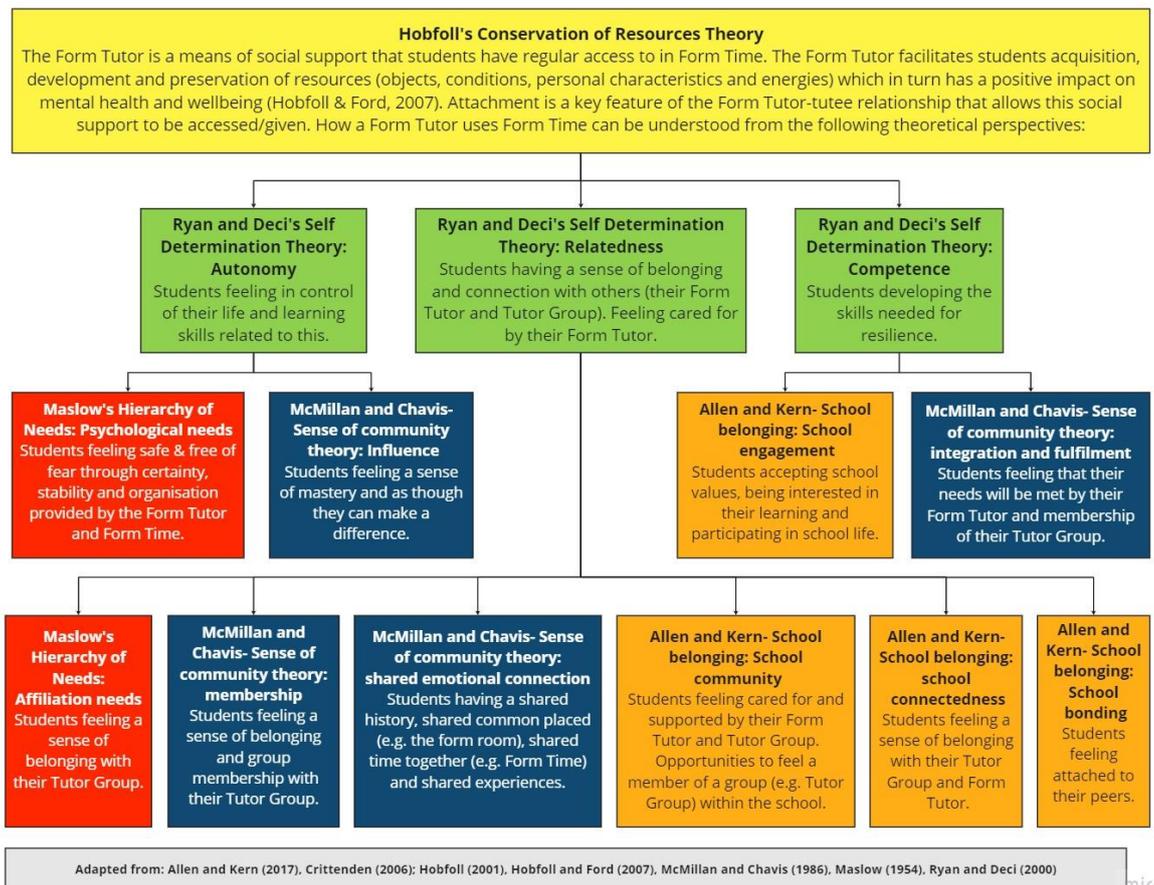
5.1 RQ1: What is the nature of Tutor Groups and Form Time in Secondary schools in England?

5.1.1 Tutor Groups

All findings in relation to the structure and composition of Tutor Groups have a sense of originality due to the lack of generalisable descriptive research on this topic. Findings from this study highlighted that the term 'Tutor Group' was the most commonly used, but that a range of terms are also used, sometimes within the same school, indicating a level of informality or inconsistency in the terms used.

In terms of the composition of Tutor Groups, this study captured some initial insights regarding some of the factors used in this decision making process, many of which have not been outlined in existing research. This study is the first to begin to illustrate the complex and multi-layered nature of school's decision making when it come to the composition of Tutor Groups. That said, most Form Tutors reported that their Tutor Groups were determined randomly or involved a combination of factors such as information from primary schools or existing information. Findings indicated that these decisions are typically made by year group/house leaders and/or the senior leadership team. As such, given that this study sought the views of Form Tutors, findings regarding decision making in this area may lack reliability and highlights a need for further research with the people who make decisions regarding the composition of Tutor Groups (e.g., middle and/or senior leaders). This further research could provide important insights, particularly considering practices where the composition of Tutor Groups reflects considerations relative to timetabling, grouping for learning purposes (e.g., students being educated in their Tutor Group) and when considering the role of the Tutor Group in creating a sense of community (McMillan & Chavis, 1986).

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5.1.1.1 Horizontal and Vertical Tutor Group systems

Findings from the present study are the first within the evidence base to show the prevalence of Horizontal and Vertical Tutor Grouping across a large sample of schools. Horizontal Tutor Grouping (by year group) is used much more widely (95% of schools), and interview findings indicated that this could be due to the challenges of delivering a Form Time programme to Vertical Tutor Group (i.e., a mixed age group). Further to this, Form Tutors felt tutees needs changed as they grew older, and it was easier to meet these changing needs in a Horizontal Tutor Group structure. It is worth noting that Covid-19 restrictions in the academic year prior to this research meant some schools had moved from a Vertical Tutor Group structure to a Horizontal Tutor Group structure to keep students in year group bubbles.

Where schools used a Vertical system, this study provides initial insights regarding the variation in how this is employed, often being used alongside a Horizontal system for some year groups. Some Form Tutors in this study felt a Vertical Tutor Grouping facilitated the development of a sense of community and belonging (Allen & Kern, 2017; McMillan & Chavis, 1986) beyond individual year groups. Furthermore, Form Tutors praised Vertical Tutor Grouping as a means for students to access social support (Hobfoll, 2001) in the form of peer mentoring. However, Form Tutors who preferred or worked within a Horizontal Tutor Group system also felt their tutees gained a sense of community, belonging and peer support from same-age Tutor Groups. Therefore, understanding the reasons for Vertical Tutor Grouping and the perceived impact compared to Horizontal Tutor Grouping practices would provide additional insights. A novel finding in this research that was not present in the existing literature is the notion that a Vertical Tutor Group system distributes the 'work'

associated with certain year groups, for example settling in a small group of year seven students new to the school compared to a whole Tutor Group.

Form Tutors in this study felt a Vertical system works well when it is thought through in terms of systems and procedures. For example, when information sharing systems support them to deliver notices quickly and efficiently to multiple year groups in Form Time, or when PSHE is not delivered in Form Time due to the varied needs of each year group. They also described the need for consideration regarding the mixture of year groups within the Vertical structure (e.g., Year 7 and/or Year 11 in Horizontal Tutor Groups, separate to the Vertical Tutor Group structure). Perspectives and practices varied regarding this, suggesting that it could be impacted by other factors and would benefit from additional research.

5.1.2 Form Time

5.1.2.1 How Long do Students Spend in Form Time?

The present study is the first to capture how long students spend in Form sessions across a large sample. Form Tutors reported that students spent an average of 2 hours and 13 minutes in Form Time each week. However, the length of Form Time varied widely across schools from 1 hour 20 minutes to just over 3 hours per week for most students (74%). This equates to between 4% and 9% of the school week spent in Form Time sessions, based on a 32.5-hour week which will become the minimum standard in September 2023 (Department for Education, 2022a). This finding indicates that students are getting very different experiences of Form Time, with some spending more than double the amount of time in their school week in Form Time sessions. It would be interesting to compare schools who have more Form Time to those who have much less to gain clarity about the contribution of Form Time and its potential impact.

This study is the first to capture that not all schools have Form Time, though this was only the case in a very small number of schools in the sample. Interview findings with a Form Tutor from one school who did not have Form Time highlighted the importance of the local context and school population, and the need for the school to create alternative means for students to gain a sense of belonging (Allen & Kern, 2017), connection (Ryan & Deci, 2000) and pastoral support so that the mental health and wellbeing of students is supported in other ways (Hobfoll & Ford, 2001). Given the novelty of this finding it would be interesting for future research to compare the impact of not having Form Time on students with schools that do have Form Time.

5.1.2.2 When and how often does Form Time take place?

Form Time was reported to typically take place once per day, most commonly at the start of the school day or twice per day, at the start and end of the school day. In many schools, having Form Time at the start of the school day functioned as a means for Form Tutors to set students up for their day at school and provide a space in which Form Tutors could notice and manage any issues. Form Tutors felt having Form Time at the end of the day also allowed them to deal with any issues that had arisen during the day. The positive impact of such support is in line with Hobfoll (2011) who stresses the importance of access to consistent, proactive and preventative (social) support in fostering positive mental health and wellbeing.

5.1.2.3 What Activities take place in Form Time?

The existing literature (e.g., James & Lunnon, 2019; Purdy, 2013) highlights various activities that can take place during Form Time on small or anecdotal scales. The present study is the first large scale exploration of what happens during Form Time. The most common Form Time activity that took place was a daily register, in line with

this being the perceived main function of Form Time in past research (e.g., Clapham, 2019). However, findings from the present study extend the evidence base to identify other activities that take place, such as daily distribution of school notices, discussions regarding pastoral support to foster a sense of community and promote school engagement and daily uniform checks designed to uphold standards. Findings here also revealed that Form Time is used as a general catch up so that Form Tutors can prepare tutees, especially the younger ones, for their day. For older tutees, Form Time had a focus on careers, university applications and for promoting independence. Surprisingly, discussions about academic progress and target setting were not common activities during Form Time, emphasising a focus on pastoral support rather than academic monitoring and associated support.

Previous research (Burton & May, 2015; Calvert, 2009; Kelly, 2019; Reynolds, 1995; Schofield, 2007; Wiglesworth and Quin, 2020) suggests Form Time is used to deliver a specific programme. This study extends these findings by capturing the prevalence of this and the nature of these Form Time programmes. Nearly 90% of Form Tutors in this study reported delivering a Form Time programme, and these commonly consisted of PSHE, Citizenship and spiritual, moral, social, cultural (SMSC) curriculum. To deliver this curriculum, a third of Form Tutors in this study reported that their school bought into specific programmes for use during Form Time. Further evaluation of these specific programmes and the Form Time curriculum is needed, particularly in the light of Form Tutors' ambivalent feelings about the contribution of Form Time programmes. Findings highlighted that subject specific interventions e.g., English/Mathematics (as outlined in Leech, 2019) are not widespread, though Literacy formed part of the Form Time programme in many schools.

5.1.3 Summary of Research Question One

This study provides an understanding of the nature of Tutor Groups and Form Time in Secondary schools in England. Findings regarding Tutor Groups are unique due to the lack of generalisable descriptive research on this topic. Findings related to Form Time extend the evidence base by capturing the range of practices. In summary:

- A variety of factors are considered when determining the composition of Tutor Groups. This decision making appears to be complex and multi-layered in some schools.

- Horizontal Tutor Grouping is widely used across most schools, and it is felt that this helps meet the changing needs of students compared to a Vertical system.

- There are varied experiences in terms of how long students spend in Form Time, with most students (74%) spending between 1 hour and 20 minutes to just over 3 hours a week in Form Time, equating to between 4 and 9% of their school week. A very small number of schools do not have Form Time. Comparing schools who have a high percentage of Form Time with those who do not could provide interesting insights regarding the contribution and potential impact of Form Time.

- Form Time typically takes place as one session at the start of the school day, or at the start and end of the school day.

- Form Time programmes typically consisted of a PSHE, Citizenship and Spiritual, Moral, Social and Cultural (SMSC) curriculum.

- Findings related to Form Time activities provide insights into the function of Form Time. Form sessions are a space in which Form Tutors have an oversight of tutees (e.g., by taking a daily register), foster a sense of community (e.g.,

via a weekly assembly), share information (e.g., by daily distribution of notices) and uphold standards (e.g., daily checking of uniform). Findings also showed that Form Time is not a space in which monitoring of academic progress occurs but is a space for tutees to receive pastoral support.

5.2 RQ2: How do Form Tutors Perceive their Role and what do they think is Important and Valuable about their Role?

5.2.1 The Role, Importance and Value of the Form Tutor

This study provides a broad and detailed understanding of the role of the Form Tutor and is a much needed robust and large scale addition to the existing evidence base. Findings suggest certain aspects of Purdy's (2013) definition of the role can be refined to better capture what the role of the Form Tutor entails. Form Tutors in this study did not place an emphasis on the administrative side of the role, though they acknowledged the role does have administrative features. Instead, Form Tutors emphasised the relational and supportive aspects of their role (Ryan & Deci, 2000), and conceptualised a 'Good Form Tutor' as someone who advocates for their tutees and tries to hold them in an unconditional positive regard (Allen & Kern, 2017). This provides more depth to Purdy's (2013) point that Form Tutors 'listen to student's concerns'. In addition, Form Tutors in this study reframed 'enforcing school rules' as 'upholding standards' which they described as *"mundane, but valuable"* and developed tutees autonomy and competence (Ryan & Deci, 2000). Furthermore, they conceptualised the role as having an oversight of various aspects of their tutees, providing proactive and preventative support where necessary, rather than merely 'collating information' as described by Purdy. Form Tutors in the present study expanded on Purdy's description that Form Tutors 'liaise with parents and other

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teachers', describing Form Tutors as a conduit, or 'first port of call', between their tutees, their tutees families and the wider school system.

While Form Tutors perceived their role as important and valuable, they also presented a sense of ambivalence, and this varied depending on the ethos of their school. Form Tutors felt senior leaders appreciated them in general but felt underappreciated when management decisions did not consider their role, the importance of the Form Tutor-tutee relationship, when there was little or no accountability for Form Tutors or when the Form Time programme was poor. In addition, Form Tutors felt a lack of guidance, training and Continued Professional Development (CPD) in relation to their Form Tutor role. This demonstrates the unrealised potential of the role and reinforces the lack of appreciation of the role within the school system.

5.2.1.1 The Importance of the Form Tutor-tutee Relationship

Form Tutors in this study felt the foundations of a 'Good Form Tutor' were having a strong, positive relationship with both their individual tutees and their Tutor Group, which is captured across the theoretical framework in Figure 12. Relationship building with tutees was reported to be the most frequent and important activity carried out by Form Tutors, and staff perceived this relationship as the aspect of a Form Tutor that students valued the most.

The Form Tutor-tutee relationship provides a means for young people to have an attachment with a consistent adult during their Secondary schooling (Crittenden, 2006). Form Tutors in the present study felt their relationship with their tutees was of paramount importance in creating a sense of school engagement and connectedness (Allen & Kern, 2017). This is congruent with research such as the meta-analysis by

Roorda et al., (2011) that highlighted the benefits of a student having at least one positive relationship with an adult in school which has a positive impact on their learning and attainment.

Lodge (2002) suggested that Form Tutors have an oversight of their tutees, but findings from the present study begin to present the purpose and practicalities of this. Form Tutors in the present study explained their relationship with their tutees allows them to notice patterns and changes in their tutees, and provide appropriate, proactive and preventative support during Form Time. This may in turn have a positive impact on their engagement with learning, connection in school and help them to feel supported at school. Hobfoll and Ford (2007) outline both feeling supported and receiving support from a consistent person has positive implications for improved wellbeing.

A key feature of the Form Tutor-tutee relationship was Form Tutors holding their tutees in an unconditional positive regard (Rogers, 1957) which was also described as important by the Year 12 girls in Carnell and Lodge's research (2002). Form Tutors felt that it was important for a 'Good Form Tutor' to advocate for their tutees, challenging negative narratives and provide a positive space for students. Form Tutors also felt it was important that a 'Good Form Tutor' valued their tutees and did not judge students regardless of their behaviour or actions. This unconditional positive regard could be described as an example of the 'social support' that Hobfoll (2001) explains has a positive impact on mental health and wellbeing. Specifically, this may contribute to tutees psychological needs to feel safe and free of judgement (Maslow, 1954), supported and cared for (Allen & Kern, 2017) which could result in CYP feeling a sense of integration and fulfilment that their needs will be met by their Form Tutor (McMillan

& Chavis, 1986). That said, Form Tutors in the present study acknowledged the challenges of holding students in an unconditional positive regard in their practice. They may benefit from this forming part of training they receive.

Form Tutors described a further important aspect of their relationship with their tutees as having the time and space in Form Time to empathise with their tutees and reframe perceptions tutees hold about themselves. Some Form Tutors explained how they 'contain' their tutees. Containment is a psychological concept that describes when a person 'holds' (receives and understands) the emotional communication of another person (e.g., a person's upsets and frustrations), processes it and then communicates understanding and recognition in a more manageable way to the other person (Bion, 1959; 1984). Research such as Harvest (2018) has highlighted the importance of students having opportunities for containment at school, but the present study is the first to identify the Form Tutor as being a potential person within the Secondary school system who could provide this for young people. Importantly, Form Tutors providing containment for their tutees could support the development of resources, in this instance, personal characteristics (e.g., hope, optimism and a positive view of themselves), as described in 'Conservation of Resources' theory (Buchwald, 2003; Hobfoll, 1989)). Form Tutors felt a 'Good Form Tutor' was understanding, patient and a good listener, which is congruent with their function in containment. These are also qualities that have a positive impact on learning, attainment and higher order thinking skills (Cornelius-White, 2007).

However, it is important to view findings related to the importance of the Form Tutor-tutee relationship with caution. It is possible for students to have the needs outlined above by other members of staff, as in Kitteringham's (1987) research, though

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this research was conducted in just one school. As such, Kitteringham's findings could be attributed to the superficial or tokenistic nature of how Form Tutors and Form Time are operationalised within that school, particularly given the present study's findings in relation to the Form Tutor role being ill defined and under-valued in some schools. Further research exploring the features of the Form Tutor-tutee relationship and how this is created/sustained would provide valuable insights to maximise the impact of the role.

5.2.1.2 Form Tutors Creating a Sense of Community, Connection and Belonging

Form Tutors felt it was important for a 'Good Form Tutor' to consider the features described above when creating a sense of community and belonging for their tutees, which supports their motivation and may have a positive impact on their mental health and wellbeing (Heilbronn, 2004). This extends findings from Watkins (2016) who found that students from one Secondary school cited their Form Tutor as being one of the top three aspects that helped them feel affiliated and connected to their school.

Form Tutors in the present study felt that membership of a Tutor Group and having regular Form Time gave students opportunities to feel and develop their sense of relatedness (Ryan & Deci, 2000), particularly when engaging in group activities during Form Time. They described tutees bonding with and helping each other, gaining a sense of community within the Tutor Group (McMillan & Chavis, 1986). Some Form Tutors described having a clear shared culture within their Tutor Group, which they created in their Form Tutor role, for example, being *'the kind Tutor Group'* or '*the Tutor Group that tries their best'*. Form Tutors felt being part of a group within the school helped students to feel a sense of connection to the school community, improving their engagement (Allen & Kern, 2017).

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Findings from this study provide detailed insights into the nature and understanding about the Form Tutor role. Form Tutors felt a 'Good Form Tutor' should be:

- relational and supportive,

- advocative,

- have an oversight of tutees,

- uphold standards,

- a conduit or 'first port of call' between tutees, their tutees parents/carers and the wider school system.

Participants felt a strong, positive Form Tutor-tutee relationship was the foundation and most important aspect of their role. They felt this relationship created a sense of community, belonging and connection (Allen & Kern, 2017; McMillan & Chavis, 1986; Ryan & Deci, 2000). The relationship can also be a means for students to access immediate and consistent support/containment from someone who holds them in an unconditional positive regard. This may support young people to develop the personal resources to manage stress, build resilience and promote positive wellbeing, as outlined by Hobfoll (2001).

5.3 RQ3: What do Form Tutors think Helps and Hinders them in their Role?

This study provides novel insights into the factors that help and hinder Form Tutors in their role- an area that has received little research attention. Form Tutors described a range of wider factors (context, ethos, vision and culture of their school), a lack of training/CPD/guidance in their role and the poor quality of the Form Time programme as hindering them in their role. These will be outlined in this section followed by a

discussion of helpful practices that were shared by Form Tutors in both the survey and interviews.

5.3.1 School Context and Culture Impacts the Role of the Form Tutor

Form Tutors in this study describe the impact of the context of the school as being both a help and a hindrance to them. The complexity of issues Form Tutors had to deal with varied, and Form Tutors explained this was related to the demographics of their students, which in turn was related to the local socio-economic context of the school population and admission processes of their school. Form Tutors expressed frustration when the local context of the school population was not considered by senior leaders when designing the school pastoral system. Form Tutors described the Covid-19 pandemic as being a 'helpful' prompt for senior leaders to think about their use of Form Time and the role of the Form Tutor.

Findings showed that many schools are ambivalent or unsure about the role of Form Tutors, which was reflected in the school culture. Most Form Tutors described that a lack of clarity regarding the vision for the role from senior leaders meant it was not well thought out, and the potential and impact of Form Tutors was not realised. This lack of clarity regarding the Form Tutor's role was a consistent source of frustration and often resulted in inconsistencies, making Form Tutors feel underappreciated. Consequently, in those cases where a clear vision for Form Tutors was presented by pastoral leaders (e.g., Heads of Year/Heads of House (HOY/HOH)) this was described a positive and helpful.

Form Tutors described instances where school systems hindered them in their role, leading to inconsistency and frustration. For example, the allocation of Form Time as part of directed hours was not consistent within schools, which Form Tutors felt was

unfair and created an unequitable distribution of work. Similarly, unclear behaviour, pastoral communication, information sharing and/or support systems were a perceived as a hindrance to Form Tutors as this negatively impacted the time they had in their role.

Importantly, most Form Tutors described a lack of time as the greatest hindrance to them in their role. This negatively impacted how they do the role, resulting in them: rushing the delivery of the Form Time programme and having fewer one-to-one conversations with tutees to provide them with support, and not building relationships with the parent/carers of their tutees which made Form Tutors feel a sense of guilt.

5.3.2 A Lack of Training, CPD and Guidance Hinders Form Tutors in their Role

A lack of training, CPD and guidance was one of the most prominent hindrances identified in this study and it clearly means that Form Tutors are ill prepared for their role. Most participants in this study said they had never had any training regarding being a Form Tutor. Interviews provided a place for Form Tutors to reflect on this for the first time, with most feeling taken for granted as they realised and expressed their frustrations. Form Tutors described being 'thrown in at the deep end' and being expected to know how to do the role with little training, compared to their subject teacher role. This is consistent with research based on personal accounts from much smaller samples (e.g., Calvert & Henderson, 1994; Carnell & Lodge, 2002; Marland & Rogers, 1997). In the present study, Form Tutors that did receive training in relation to their Form Tutor role during their Initial Teacher Training (ITT) described it as informal and 'pot luck' in terms of quality. They felt it did not adequately prepare them for the role.

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Form Tutors felt a lack of guidance for them in their role was a hindrance and likely to be an important contributing factor in the differences in how people conceptualise the role. Findings from the present study are contrary to the view of Nathan (2011) that Form Tutors do not need training for their role. Form Tutors in the present study wanted further training/CPD in relation to both the skills needed and the practicalities of carrying out their role.

5.3.3 The Quality of the Form Time/PSHE programme Hinders Form Tutors

Another novel finding from this research related to the quality of Form Time programmes. Form Tutors felt a lack of training to deliver the Form Time programme was also a hindrance. Most Form Tutors shared the view that Form Time programmes were not always effective, well-planned or appropriate. In addition, delivering a Form Time/PSHE programme was the greatest challenge of implementing a Vertical Tutor Group structure. That said, Form Tutors felt that having Form Time resources prepared for them was helpful and had a positive impact on their workload as most felt they did not have the time to make effective resources themselves. However, having Form Time resources made available to them at short notice was frustrating and Form Tutors felt this negatively impacted their delivery. In addition, Form Tutors felt that resources that were too long, had too much content, or unclear expectations in terms of delivery was a hindrance. Form Tutors described the balance between being given a clear routine, structure and activities for Form Time (from pastoral leaders) with having autonomy, which was impacted by the culture and vision of pastoral leaders/senior leaders in their schools. Furthermore, many Form Tutors described not having enough time within the Form Time programme to build relationships with their tutees due as time was taken up for delivery of the Form Time programme.

Form Tutors in this study described examples of what they felt helped them in their role. These practices can be split into two areas: systems and Form Time.

5.3.4.1 Systems

Form Tutors described clear and consistent behaviour systems supported them in all aspects of their role, as this gave clarity around procedures and responsibilities in the role (e.g., Form Tutor reports) and resulted in maximum efficiency in terms of the role and Form Time. For example, one school described having clear, high expectations for student behaviour and systems to support this, which allowed them to have a 10-minute assembly during Form Time, including students moving to where the assembly was taking place and back to their Form room in this time.

Many Form Tutors felt a clear pastoral communication system was particularly helpful when it clarified procedures such as Form Tutors contacting parents/carers, or who parents/carers can contact regarding certain issues. When this was available to all staff and parents/carers, Form Tutors felt this had a positive impact on them in their role as it reduced them being bypassed in the pastoral communication system and facilitated the Form Tutor-parent/carer relationship. Similarly, Form Tutors also described a scheduled 'meet the Form Tutor' event for parents/carers, particularly in the autumn term, and having time to see parents/carers of their tutees on parents' evenings as helpful.

In addition, Form Tutors felt positive when there was some accountability for them in their Form Tutor role (e.g., as part of their appraisal targets and/or part of a formal review and evaluation of aspects of the school day). Form Tutors also viewed their HOY/HOH or senior leaders informally popping in to their Form Time as a positive

feature of accountability. That said, it is important to note the impact of HOY/HOH vision and the relationship a Form Tutor has with them.

Consistent support from senior leaders and pastoral teams was also an example of helpful practice. This could be through a regular pastoral team meeting for information sharing, discussion, reflection and sharing good practice supported them in their role. Similarly, Form Tutors described the value of data (attendance, punctuality, behaviour and attainment) being made available to them via School Information Management Systems (SIMS) or as part of support staff's responsibilities. Form Tutors felt they had a role in contributing an overall perspective in terms of tutees reports when this data was made available to them and when they were given adequate time to fulfil this role.

When senior leaders created a culture of support and knowledge sharing amongst staff, this was seen as valuable. Similarly, Form Tutors described centralised information sharing systems as effective, both in relation to pastoral information about students (e.g., sent to staff as a 'pastoral bulletin') and in terms of a notices bulletin (e.g., one Form Tutor described an online tool called 'Paddler' as effective for this).

5.3.4.2 Form Time

Form Tutors felt having a clear vision and guidance for Form Time was very valuable. For example, where Form Time happened twice a day, having a shorter Form Time for more procedural activities and a check in, and a longer session for delivery of a Form Time programme. Form Tutors also described a well-planned Form Time programme as effective. This was one that has a priority for different activities, so expectations are clear to support them when delivering the resources. An effective Form Time programme was also realistic in terms of how long the activity/resources

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take to deliver in the context of the other daily Form Time activities, and linked activities to the needs of students. They were also designed to be straightforward for non-specialists to deliver (e.g., literacy activities that could be delivered by staff without specialist literacy knowledge) and had no marking associated with delivering the programme. Additionally, Form Tutors spoke highly of being asked for feedback so that resources could be improved. Within a Vertical system, Form Tutors felt helpful practice involved PSHE being delivered as a separate subject to meet the specific needs of different aged students.

Form Tutors also described helpful practices in relation to creating time and space to have one-to-one conversations with tutees for relationship building and to provide pastoral support. For example, having time on a Monday to check in with tutees after the weekend. Some Form Tutors described signing tutees planners was a way to have one-to-one conversations. One Form Tutor described how he created time and space for a check in at the start of the year by providing his tutees with activities such as a quiz, listening to music, and mindfulness activities, so that he was able to have a one-to-one conversation outside his Form room. He explained that this meant he:

> *"Would always catch people who you know wouldn't have spoken to you any other way. And sometimes it would just be, 'So how's things going?' And it's just that, 'Fine.' And I say, 'Oh, I noticed you paused then before you said fine. Are you sure things are fine?' And then suddenly, bleurgh, it would all come out"* [Participant 24].

Some Form Tutors felt having specific resources to support them to have one-to-one conversations as helpful. For example, having an online form with a set of questions to prompt and facilitate a one-to-one discussion.

This study provides unique insights into the factors that help and hinder Form Tutors in their role, making a key initial contribution to the evidence base in this area. Form Tutors described their role as being impacted by wider factors (context, ethos, vision and culture of their school). Three key hindrances described by Form Tutors were: a lack of time for the role, a lack of training, guidance and CPD, and Form Time programmes commonly being of poor quality. These findings provide important implications which will be discussed later. Examples of good practice were:

- Having regular pastoral team meetings.

- A clear pastoral communication system which is available to all staff and parents/carers.

- A well-planned Form Time programme: one with clear priority for different activities that is realistic in terms of how long the activity/resources take to deliver and includes time and space for Form Tutors to have one-to-one discussions with tutees.

5.4 RQ4: What are Form Tutor's views and reflections on the Value and Impact of Form Time?

It is important to note that Form Tutors feelings regarding the value and impact of Form Time were dependent on the Form Time programme, which was mostly described negatively. Despite this, Form Tutors felt Form Time was important as it is the space where Form Tutors create a sense of connection and belonging (Ryan & Deci, 2000) and facilitate peer bonding (Allen & Kern, 2017). This is due to tutees having a shared emotional connection via the history and culture of the Tutor Group, a shared space (the Form room) and shared time together (Form Time). Form Tutors described this

occurring even when the relationship a tutee or Tutor Group had with their Form Tutor was poor/negative.

Form Tutors did not feel delivery of an intervention, discussions about academic progress or target setting during Form Time were of high importance. Instead Form Tutors felt it was important for them to provide tutees with pastoral support in Form Time, building the Form Tutor-tutee relationship. The combination of a sense of connection, peer bonding and the Form Tutor-tutee relationship are a possible means for tutees to procure and preserve 'resources', as suggested by Hobfoll (1991), which can build resilience in tutees and support their wellbeing (Hobfoll, 1989). Moreover, Form Tutors felt Form Time was valuable in providing tutees with regular access to support from a consistent adult and their peers. Hobfoll (2001) states that merely having regular access to consistent support (i.e., the Form Tutor in Form Time) potentially has an important positive impact on wellbeing. However, Form Tutors felt they did not aways have the time to provide this support to their tutees.

Most Form Tutors felt Form Time was most impactful and valuable when it was at the start of the school day so that Form Tutors could set tutees up for their day, ensuring they have the objects/resources they need for school, providing stability and organisation (Maslow, 1954) and a positive start to the day, improving school engagement (Allen & Kern, 2017). Form Time also provided a space for Form Tutors to notice and deal with any issues, however this was also seen as a benefit of having a second Form Time session at the end of the school day. When Form Time took place at other times during the day, it appeared that the function was different. This is an area worth further exploration.

Form Time was perceived as an important space to develop tutees competence and autonomy (Ryan & Deci, 2000). Some Form Tutors felt that their school systems and Form Time programme did not allow them to realise these functions. Form Tutors explained Form Time was valuable and had a positive impact when it met the changing needs of year groups, as different year groups need different things from their Form Time which was a key challenge of a Vertical Tutor Group structure. For example, many Form Tutors described more structure in Form Time for younger year groups as they do not have the same level of autonomy (Ryan & Deci, 2000) compared to older, more independent students. A greater emphasis was also placed on upholding standards and expectations for younger year groups, again because this forms part of them developing their competency (Ryan & Deci, 2000) and supports them to develop a positive attitude to engaging with school (Allen & Kern, 2017). Meanwhile, Form Tutors felt Form Time was important and valuable for older students when it was used to focus on careers and post-16 plans.

5.4.1 Summary of Research Question Four

As outlined both in this section and when discussing research question two and three, Form Tutors felt Form Time was valuable in the following ways:

- Form Time potentially creates a sense of connection (Ryan & Deci, 2000), community and belonging (Allen & Kern, 2017; McMillan & Chavis, 1986).

- Form Time is a space in which students have access to regular support from their peers and Form Tutor, with the Form Tutor-tutee relationship being central to this. This support may have a positive, protective and preventative impact on the mental health and wellbeing of young people (Hobfoll, 2011).

- Form Time had maximum value and impact when the Form Time programme was effective, efficient and allowed them to develop their tutees competency and autonomy (Ryan & Deci, 2000). Form Tutors felt tutees needs in relation to this changed as they grew older and meeting these changing needs of a mixed-age Tutor Group was described as the main challenge of a Vertical Tutor Group system.

- When Form Time was in the morning this provided tutees with stability and supported their organisation (Maslow, 1954) and Form Tutors felt this improved school engagement (Allen & Kern, 2017). Start (and end) of the day Form Time is an important space for Form Tutors to notice and deal with any issues.

5.5 General Discussion

5.5.1 The 'ideal' Form Tutor

This study highlights ambivalent feelings regarding the role of the Form Tutor due to a lack of clarity. Drawing together findings from both phases of this research and the theoretical models outlined in Figure 12, a Form Tutor appears to have value an importance when they carry out their role across five categories. An 'ideal' Form Tutor:

- is relational and supportive. They hold their tutees in an unconditional positive regard, motivating, listening to and containing their tutees.

- advocates for tutees and challenges negative narratives.

- has an oversight of tutees, monitoring pastoral needs and intervenes where necessary.

- upholds standards (checking equipment and uniform, monitoring behaviour and academic attainment) and intervenes where necessary.

- is a conduit or 'first port of call' between their tutees, their tutees parents/carers and the wider school system.

This characterisation provides an update to Purdy's (2013) definition and addresses the ambivalence and differences in conceptualisation around the Form Tutor's role, identified by the present study. The description of an 'ideal' Form Tutor also allows for the potential of the role to be realised by clarifying and raising expectations of staff in this role and putting the Form Tutor at the heart of children and young people (CYP)'s relationship with school.

5.5.2 The (unrealised) potential of the Form Tutor and Form Time

Hobfoll (2001) characterises consistent, regular social support as the most key ingredient in promoting positive mental health and wellbeing. This creates a sense of attachment to a group and a sense of belonging (Hobfoll, 2011). Findings from this study begin to illustrate that Form Tutors could be a well-placed and readily available consistent, key attachment figure for CYP. Moreover, this study illustrates that Form Tutors and Form Time might provide young people with a sense of autonomy and competency (Ryan & Deci, 2000), a sense of belonging (Allen & Kern, 2017) and a sense of community (McMillan & Chavis, 1986). Therefore, it seems sensible that Form Tutors and Form Time could have a key function in providing the (social) support outlined by Hobfoll (2001) to support the mental health and wellbeing of CYP.

The present study provides evidence to support arguments by authors such as Tait (2020) that there is a lack of consideration and guidance in relation to the role of the Form Tutor and Form Time. Form Tutors felt their relationship with their tutees was of paramount importance in fostering a sense of school engagement (Allen & Kern, 2017). The value of this is high when considering Roorda et al., (2011) posits a student

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having at least one positive relationship with an adult in school has a beneficial impact on learning and attainment. Additionally, Form Tutors in this study felt a 'Good Form Tutor' is understanding, patient, a good listener and provides psychological containment (Bion, 1959; 1984) for their tutees. These are the same skills Cornelius-White (2007) found had a positive impact on student's learning and attainment. Furthermore, the potential of the Form Tutor and Form Time can be understood when considering Maslow's (1954) 'Hierarchy of Needs' illustrates the positive impact of feeling cared for, a sense of belonging and having high self-esteem on self-actualisation. Consequently, it seems Form Tutors and Form Time may have a key and important role in supporting the wellbeing, learning and attainment of CYP so they achieve their potential.

Support for CYP in terms of their wellbeing is particularly important given their rising mental health needs (NHS Digital, 2022). Authors such as Brown (2018) and Humphrey (2018) describing the role of school pastoral systems in supporting student wellbeing. However, the positive impact of pastoral systems is only mentioned briefly in one piece of legislation from the Department for Education (2018). As Purdy (2013) points out, the absence of the role from any teaching standards and the lack of official guidance from the Department for Education means there is little in the way of national standards or accountability.

In addition, the Department for Education guidance for suspension and permanent exclusion (2022b) mentions the pastoral system can be used preventatively to reduce school exclusion rates, which are rising (pre Covid-19 pandemic) (Department for Education, 2021a). The guidance briefly advises schools to hold their students in an unconditional positive regard, particularly after periods of

exclusion, and communicate to the student that they are valued (which is in keeping with the present study's findings), but the guidance does not provide any advice about how this could be achieved. The present research's findings suggest Form Tutors are well placed to have a key role in holding students in an unconditional positive regard and promote a sense of belonging and connection, yet there is no mention of Form Tutors having a role in preventing exclusions in the Department for Education guidance.

Given the use of electronic registration systems and the possibility that students' attendance can be tracked throughout the day, coupled with an increasing focus on academic attainment in schools (Department for Education, 2022a), the value of Form Time is likely to come under ever increasing scrutiny. Currently, the present study shows that many schools devote more time in a week to Form Time sessions than for coverage of some subject areas, and therefore schools need to carefully consider how to make the most of these times in the school day and the pastoral system more generally. This is particularly apposite given the move to establishing a minimum amount of time for the school day (Department for Education, 2022a).

In summary, staff in the present research expressed their frustration that Form Tutors experience a lack of training or 'joined up thinking' in relation to Form Time and the Form Tutor role. The Form Tutor, Form Time and Tutor Group system has potential in facilitating CYP's wellbeing, but this rests on these elements of the school pastoral system being well organised. As the government moves to raising standards in education to ensure that every CYP reaches their potential (Department for Education, 2022a), it is imperative that schools begin to consider how they can maximise their

pastoral systems to ensure that these times are being used effectively and efficiently to meet the needs of CYP.

5.6 Limitations and Strengths of this study

5.6.1 Limitations of this study

A limitation of this study is the self-report nature of data collection, meaning that it is not possible to determine the accuracy of the information provided as data represented the opinions and perspectives of participants. Furthermore, the nature of the survey only provided insights into a wide range of experiences but did not give an overview of practices in different settings. Future work might adopt a case study approach to begin to explore the coherence and decision making relative to the use of Form Time within schools and how different parts of the pastoral system come together.

A key shortcoming is that the sample was largely recruited via social media, and as such, the sample is limited to Form Tutors who use social media. This also means that the sample was self-selecting, and this could have led data to be biased in some way. It is possible that participants engaged with the study as they had particularly strong views regarding Form Tutors and Form Time. Additionally, asking participants for school name and Local Authority may have proved to be a deterrent to participate in this research.

A further limitation relates to the focus on perspectives of Form Tutors and is not triangulated with perspectives from other stakeholders such as pastoral or senior leaders or young people. Examining other perspectives would have been beyond the scope of this thesis but nevertheless is an important area for future research.

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This study addresses the under researched area of Form Tutors and Form Time, providing new insights into practices due to the breadth and depth of its coverage. A key strength of this study is the size of the sample. Over 1,200 survey responses (both teaching and non-teaching Form Tutors) was collected, representing 27% of Secondary schools in England (over 900 in total), and is therefore potentially highly representative of all Secondary schools in England. This study used an accessible online survey and online interviews to achieve this. To date, this is the first study of this size contributing to the literature on Form Tutors and Form Time, with most other research consisting of very small samples representing an even smaller number of schools. The study provides insights into the wide range of varied practices in relation to Form Time and highlights the need for national debate on the value and potential contribution of this time in the school day.

The mixed methodological, sequential design is a strength of this study and was key in achieving the breadth and depth of findings. Moreover, this research is robust in that the researcher designed the survey and interview schedule based on the existing literature, with both tools being subjected to thorough piloting procedures. Additionally, the author engaged in a peer moderation exercise which improved the rigour of content analysis of open survey questions and of interview data. There was also a high level of corroboration between survey and interview data and the (limited) existing evidence base. Where findings from this study opposed the existing evidence base, this is explained and recommendations for further exploration are given.

A further strength of this study is the researcher's positionality as a Secondary school teacher, having been a Form Tutor to six Tutor Groups across four different

settings, and having worked within both a Horizontal and Vertical Tutor Group structure. This knowledge and experience was invaluable in understanding the complexities of the Secondary school pastoral system, when devising the research instruments and in making sense of the resulting data in this study.

5.7 Implications of this study

There are several implications that follow from this study. This research illustrates that the role of the Form Tutor is taken for granted and this is likely due to it not being well understood within the profession, resulting in mixed feelings, different conceptualisations of the role and unrealised potential of Form Tutors and Form Time. The implications of this study can be split into three areas: government policy, implications for EPs and implications schools.

5.7.1 Government policy

This study highlights the urgent need for a clear framework of guidance in relation to the role of the Form Tutor and Form Time from the Department for Education (DfE). Findings from this study suggest Form Tutors may have a role in supporting the wellbeing, learning and attainment of CYP during Form Time, which is congruent with the DfE (2022a) priority of ensuring every CYP realises their potential. Guidance from the DfE should incorporate the characterisation of an 'ideal' Form Tutor, along with providing clarity regarding the importance of factors such as school vision, ethos and culture and examples of helpful practice outlined in this research. This guidance should be aimed at EPs, schools and teacher training providers.

5.7.2 Implications for Educational Psychologists (EPs)

There is a common misconception that Educational Psychologists (EPs) typically only work with CYP who have SEND (Harvest, 2018). However, EPs use their skills in

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consultation, assessment, intervention, research and training across the individual, group and systemic levels to work with and for all members of the school community, not just those who have SEND (Fallon et al., 2010). Given EPs have knowledge of both the education system and psychological theory, they occupy a key position to support the understanding and development of school pastoral systems and as such, should work with the DfE to produce the guidance suggested in the previous section. Moreover, EPs have skills to conduct further research regarding school pastoral systems, providing additional insights and contributions to the evidence base.

This study provides an updated characterisation of the 'ideal' Form Tutor based on five key an important aspects of the role. EPs are well placed to address the lack of training for Form Tutors so that the potential of the role is realised. EPs should ensure training encompasses the characterisation of the 'ideal' Form Tutor so staff to develop their practice to support the autonomy, competency and relatedness of their tutees. Training should emphasise the importance of the role, and more specifically the Form Tutor- tutee relationship. The quality of training would further be strengthened by outlining the need for a Form Tutor to hold their tutees in an unconditional positive regard (as much as possible, acknowledging the challenges of this) and provide some guidance about containment given the findings of this research and the positive impact of this on wellbeing, learning and attainment (Cornelius-White, 2007; Rogers, 1957; Roorda et al., 2011). It will be important for training to be practical and could include scripts for aspects of the role such as providing individual pastoral support, advocating for tutees to other staff, challenging negative narratives and upholding standards while maintaining the Form Tutor-tutee relationship. This may help Form Tutors to feel confident in their role. Training to school staff must not be 'one size fits all' and should ensure both new and experienced Form Tutors have

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opportunities for continued learning and reflection on learning and practice (Kolb et al., 2001). Furthermore, EPs are well placed to supervise Form Tutors and facilitate their reflections on practice, such as through work discussion groups which are likely to develop the skill and expertise of staff and support their own wellbeing (Jackson, 2002; 2008).

In terms of other systemic support, research such as that by Harvest (2018) illustrates that EPs are well placed to support schools to consider how their pastoral systems can support the wellbeing of CYP. EPs should use findings from the present study throughout their work in Secondary schools to ensure staff understand the importance of students feeling a sense of belonging, relatedness, competence and inclusion in school. EPs should work with schools to ensure their Form Time programme achieves this to promote positive wellbeing for CYP, ensuring adequate time and structure is given for Form Tutors to develop and maintain their relationships with tutees. This is especially important with regards to preventing exclusions and promoting inclusion of students who have SEND. EPs can support schools to ensure their pastoral, behaviour and appraisal systems and policies are clear, transparent and facilitate the role of the Form Tutor, ensuring Form Tutors have enough time to implement their role effectively. In addition, EPs knowledge of research could be used to evaluate the impact of any changes made to the pastoral system.

Furthermore, findings from this study highlight the importance of Form Tutors within school pastoral systems and the importance of their relationship with tutees. Therefore, when working at an individual or group level, EPs should ensure they involve Form Tutors when carrying out consultations, assessment and interventions. EPs can use their consultation skills and knowledge of school systems (Wagner, 2017)

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to empower staff to develop their understanding of their Form Tutor role (based on the characterisation of an 'ideal' Form Tutor) to support the wellbeing of tutees.

5.7.3 Implications for schools

Schools and individual Form Tutors should ensure their vision for Form Tutors and Form Time is in keeping with the characterisation of an ''ideal' Form Tutor' presented in the present study. Senior leaders should establish an ethos, culture and school systems to reflect this vision, though naturally this will vary to an extent. In line with this, schools should ensure there are high standards and appropriate accountability for Form Tutors, such as through formal review and evaluation and/or the role being part of staff appraisals.

Additionally, schools should also consider how they can implement the helpful practices outlined in this research. For example, having regular pastoral team meetings for information sharing, discussion, reflection and sharing good practice and centralised information sharing systems. Furthermore, findings from this research indicated that Form Tutors feel it is very important that schools have a clear pastoral communication system for parents/carers, Form Tutors and pastoral leaders. This should be available on the school website and communicated at key points in the academic year. 'Meet the tutor' events and giving Form Tutors time at parents' evening so they can see tutees are also examples of good practice that schools should consider. In line with this, it is imperative for schools to ensure that Form Time is included in directed time for all staff in the role.

This study highlights the need for schools to review and refine the Form Time programme. This should involve resources that are provided for Form Tutors, tailored to the specific needs of their students/year groups and allow for time to build and

maintain relationships. Form Time activities should support Form Tutors to have one-to-one conversations with their tutees (e.g., by having activities provided for the Tutor Group so the Form Tutor can do this). It is crucial for resources to be realistic in terms of the time they take to deliver. Furthermore, all Form Time activities must have a clear purpose, and ensure pedagogical principles are applied to sessions in the same way as subject teaching, with regular reviewing and improving of resources based on feedback. Resources should have clear expectations in terms of priority of delivery to give Form Tutors the opportunity for autonomy, balanced with accountability. Moreover, resources must be clear enough for non-specialists to deliver specialist content. If using a Vertical Tutor Group system, PSHE should be delivered as a separate subject/outside of Form Time to meet the varied needs of tutees.

5.7.4 Disseminating Findings from this Research

In terms of disseminating these findings, the author will create a 'research briefing' which will be shared in three ways. Firstly, with all participants that indicated they would like to receive this. Secondly, with the many school staff who have contacted the researcher to request a copy of the research briefing and lastly, on all social media platforms used in participant recruitment. Furthermore, the author will present her findings to peers on the Institute of Education Doctorate in Educational, Child and Adolescent Psychology (DEdPsy) course and to the National Association for Pastoral Care in Education. Findings will also be shared via the Times Educational Supplement and will be submitted for peer review and publication to research journals, such as Pastoral Care in Education and Educational Psychology in Practice. Lastly, the author will develop training for Form Tutors based on the findings of this research which she will deliver to schools both in her EP role and teaching role.

5.8 Conclusion

This research investigated two aspects of the pastoral system in Secondary schools: the Form Tutor and Form Time. It employed a survey and semi-structured interviews to collect a breadth and depth of data to explore the nature and organisation of Form Time, the role of the Form Tutor and Form Tutor views on the importance of both their role and Form Time.

This study highlights the potential of the role of the Form Tutor and Form Time to be used to provide CYP with access to readily available support to develop their personal resources to manage stress, build resilience and promote positive mental health and wellbeing (Hobfoll. 2001). The Form Tutor and Form Time may also provide CYP with a sense of autonomy and competence (Ryan & Deci, 2000), a sense of belonging (Allen & Kern, 2017) and a sense of community (McMillan & Chavis, 1986). The potential positive impact of this on the wellbeing of young people (Carroll & Hurry, 2018), set in the context of the need for preventative and proactive support for CYP in terms of their mental health (NHS Digital, 2020) emphasises the unrealised potential of Form Tutors and Form Time.

Furthermore, findings from this study illustrate that the Form Tutor can be a source of regular and consistent support for young people which promotes positive wellbeing (Cohen & Wills, 1985; Schwarzer & Leppin, 1989). Central to providing this is the important Form Tutor-tutee relationship, which can afford tutees with unconditional positive regard (Rogers, 1957) and containment (Bion, 1959; 1984). This in turn promotes self-esteem (Maslow, 1954) and school engagement (Allen & Kern, 2017) and is likely to have a positive impact on learning and attainment (Cornelius-White, 2007; Roorda et al., 2011).

Moreover, the consistency of the Form Tutor-tutee relationship can contribute to the wellbeing of young people regardless of whether they actively seek or receive support (Hobfoll, 2011). Furthermore, this study's findings highlight the need for higher expectations and urgent refinement of school pastoral systems as they are at times inconsistent and lack clear structure. This study also highlights the crucial need for guidance and training for Form Tutors to maximise their role in providing CYP with strong pastoral support to promote positive wellbeing. Lastly, this study provide an important and unique contribution to the evidence base, highlight the need for more thought, consideration and research regarding the Form Tutor and Form Time to realise their potential.

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Chapter 7: Appendices

Appendix A: Systematic Search Terms

Table A1

Systematic Search Terms used

Search Terms used
"Form Tutor" OR "form teacher" OR "form-tutor" OR "form-teacher" OR "form master" OR "form mistress" OR "form group" OR "form class" OR "Tutor Groups" OR "registration" OR "registration groups" OR "tutor time" OR "tutorial time" OR "tutorial programme" OR "tutorial program" OR "tutor programme" OR "tutor program" OR "Form Time" OR "house group tutor" OR "house group teacher"
AND
"Secondary school" OR "Secondary education" OR "Secondary schools" OR "year 7" OR "year 8" OR "year 9" OR "year 10" OR "year 11" OR "year 12" OR "year 13" OR "Secondary pastoral"

Appendix B: Literature Review Inclusion and Exclusion Criteria with Rationale

Table B1

Inclusion and Exclusion Criteria with Rationale

	Inclusion Criteria	**Exclusion Criteria**	**Rational**
Type of publication	Peer reviewed journals or publication is a thesis.	Material that is not from a peer reviewed journal or thesis.	The peer review or supervisory and examination process is a means of ensuring a high methodological standard.
Language	Publication is available in English.	Publication is not available in English.	Translation serviced are not available to the reviewer.
Location	Study is published in England.	Study is not published in England.	Differences in educational systems and policies in countries outside of England.
Access	Full text publications available.	Publications where the full text is not available.	It would not be possible to review the publication in full.
Type of study	Study must employ either a quantitative, qualitative or mixed-methods approaches to their research, as suggested by Robson and McCartan (2016).	Study does not employ either a quantitative, qualitative or mixed-methods approaches to their research.	To ensure a high methodological standard
	Empirical study that involves analysis of primary or Secondary data.	Publication does not analyse primary or Secondary data.	So that the reviewer can examine the relationship between the variables of interest.
Age ranges/ phase	Studies involving the range of Secondary ages (Year 7 to Year 14 or ages 11 to 19) were included if they met the other inclusion criteria.	Studies involving the primary aged range (Reception to Year 6) solely, with no exploration related to Secondary schools.	Area of interest for this review is the Secondary age phase. Year 14 (Age 19) is included so as not to exclude the last year of schooling in specialist provisions.

Topic-Form Time	Study explores, explains or makes reference to tutorial programmes, including interventions taking place in Form Time	Study does not explore, explains or makes reference to tutorial programmes, or it is unclear if the intervention took place during Form Time	Area of interest for this review is Form Time.
Topic-Tutor Groups	Study refers to the practicalities, organisation or explains the way in which Tutor Groups are organised.	Study does not refer to the practicalities, organisation or explains the way in which Tutor Groups are organised.	Area of interest for this review is Tutor Groups.
Topic-the role of the Form Tutor	Study explores or makes reference to the role of the Form Tutor- either examining the role, their effectiveness or perceptions of them.	Study does not explore or make reference to the role of the Form Tutor- either examining the role, their effectiveness or perceptions of them.	Area of interest for this review is the role of the Form Tutor.
Topic-being prepared for the role of the Form Tutor	Study makes a clear reference to Initial Teacher Training and the role of the Form Tutor, or the preparation for the role of Form Tutor.	Studies that did not make reference to Initial Teacher Training and the role of the Form Tutor, or the preparation for the role of Form Tutor, or only made reference to the subject teacher aspect of a Secondary teacher's job.	Area of interest for this review is preparation for the role of the Form Tutor.

Appendix C: Studies found in Systematic Search and Included in Review

Table C1

List of References included in Literature Review, found via Systematic Search

Number	Study title and author
1	Clapham, A. (2015). 'Answer your names please': A small-scale exploration of teachers technologically mediated 'new lives.' *Teachers and Teaching, Theory and Practice, 21*(4), 366-378.
2	Elhaggagi, C. E. (2009). Secondary School Attendance: The Role of the Form Tutor: An Autobiographical Inquiry (Doctoral thesis). *Faculty of law, arts and social sciences school of education*, University of Southampton.
3	Bullock, K., & Wikeley, F. (1999). Improving Learning in Year 9: Making use of personal learning plans. *Educational Studies, 25*(1), 19-33.
4	Carnell, E., & Lodge, C. (2002). Support for Students' Learning: What the Form Tutor Can Do. *Pastoral Care in Education, 20*(4), 12-20.
5	Reynolds, K. (1995). The Role of the Form Tutor: Some Research Findings. *Pastoral Care in Education, 13*(3), 29-33.
6	Kitteringham, J. (1987). Pupils' Perceptions of the Role of Form Tutor. *Pastoral Care in Education, 5*(3), 206-217.
7	Leech, C. (2019) 'The efficacy of interventions on pupil attainment in GCSE Mathematics', *TEAN journal, 11*(3), pp. 72-84
8	Warikoo, N. K. (2010). Symbolic Boundaries and School Structure in New York and London Schools. *American Journal of Education, 116*(3), 423-451.
9	Cleave, H., Carey, P., Norris, P., Sloper, P., While, D. & Charlton, A. (1997). Pastoral Care in Initial Teacher Education: A Survey of Secondary Teacher Education Institutions. *Pastoral Care in Education, 15*(2), 16-21.
10	Lodge, C. (2002). Tutors Talking. *Pastoral Care in Education, 20*(4), 35-37.
11	Rosenblatt, M. (2002). Effective Tutoring and School Improvement. *Pastoral Care in Education, 20*(4), 21-26.
12	Schofield, T. (2007). Student and Tutor Perceptions of the Role of the Tutor in a Sixth Form College. *Pastoral Care in Education, 25*(1), 26-32.

Appendix D: Systematic search findings

Table D1

Findings from Systematic Search

Focus, Sample, Method/measures	Key findings	Analysis and Impression
Author/date: Andrew Clapham (2015).	**Title**: 'Answer your name please': a small-scale exploration of teachers technologically mediated 'new lives'.	**Type**: Published article.
Focus: Investigating the use of technology (Real-Time Attendance Registration) to replace 'tutor time' to support the more efficient collecting of attendance data. Instead of tutor time, teachers were allocated as Significant Adult (SA) for a group of students. **Sample**: 1 main teacher and 'other teachers'- all from the same school in a Secondary school in an inner-city area of an English city **Method/ measures:** Ethnographic style of research using field notes, interviews and observations. Grounded theory analysis	**Key findings** • Pastoral care issues were dealt with by email from students to their 'Significant Adult' and vice versa. If a face-to-face meeting was required it was carried out during break, lunch or after school. This placed an increased strain on the participants workload as they felt they did not have time to follow up on issues with students. • Removing tutor time increased curriculum time by 30 minutes per day. • Using a technological system to track attendance meant small personal achievements in improving attendance were not able to be celebrated as would happen in Form Time, because the system only recognised it as 'not 100% attendance'. • There was no opportunity to gain context or provide support for the reasons behind non-attendance, and this left the participant feeling frustrated and was incongruent with their perceived identity as a teacher. This had a negative knock-on effect for other staff, not just students. • Having 'Form Tutor' as part of a teacher's professional identity gives them a sense of purpose, promotes their wellbeing through the caring, emotional and human face of being a teacher. Replacing Form Time with a RTAR made this aspect of their role redundant, which the participant and colleagues did not describe as favourable.	**Analysis:** - There is some attempt to triangulate the data through observations, interview with the main participant and interviews with other adult colleagues of the main participant. - There is no indication of how the interviews were conducted, what questions were asked or information that would allow replication of this study. - The sample size consists of predominantly one teacher, all based at one school. Experiences of using this technology to replace tutor time may be different in other schools. It is not possible to generalise this research as there is little information provided as to the context in which this research took place, or in the practicalities or logistics of the removal of Form Time. - There is no comparison provided for other technological forms of attendance data collection, nor is there a clear rationale for this study's employment of RTAR above a general reference to 'Ofsted'. - There is no capturing of the student's perspective on the loss of tutor time due to the use of this system. **Impression:** This study provides some context of the value of one aspect of a Form Tutors role- monitoring attendance, and the nuances/humanistic perspectives of this are described by the participant. Removing Form Time and replacing the register taking with a technological system had negative consequences in this study. While the efficiency of the attendance registration process had increased, this seems to have placed the needs of the school above the needs of the students.

Author/date: Claire Elhaggagi (2009). **Title**: Secondary school attendance, the role of the Form Tutor: an auto/biographical inquiry. **Type**: Dissertation/ Thesis.

Focus:	Key findings	Analysis:
Exploring the role of a Form Tutor in student attendance. **Sample:** Six participants- no indication of where they have come from. **Method/ measures:** Narrative and autobiographical inquiry methodology.	• This research highlights the current definitions of attendance are primarily made through quantitative and external means, however, the participants in this research illustrate the influential and qualitative aspects of attendance. • The role of the Form Tutor is that of task responsibilities, as defined in the existing literature, and qualitative aspects as defined by the author based on their participant interviews. • Participants described aspects of their role as Form Tutors as: giving notices, checking uniform, registering the students, contact with parents/carers, signing planners, chasing up absences, equipment checks, making announcements and discussing any disciplinary issues. To act as a mentor or coach. To be responsible for the emotional welfare of their Tutor Group. To integrate students into the school community. To create a calm and welcoming environment to set students up for their day. To laugh with their students. To provide emotional support outside of tutor times and get to know the students as individuals. To set examples of common courtesy and mutual respect. • The author highlights in a parliamentary reports/document the role of the Form Tutor should *not* involve completion of administrative or similar tasks, though this is not referenced. A publication from the DfE in 2003 is referenced as saying Form Tutors are not officially required to chase reasons for absence from students. • Participants described having an uncertain identity as a Form Tutor due to the lack of clarity of their role definition and a lack of initial personal confidence due to not being adequately prepared either by their teacher training provider or their school. Some participants mentioned not wanting to do the role when they first started, lacking personal drive. • The role of the Form Tutor can be to foster a sense of humour and belonging of the group, as evidenced by one participant. • Participants highlighted their role as Form Tutors created a sense of attachment through the building of relationships, and the positive impact this has on their students' attitudes and the rest of their day. • Some Form Tutors placed emphasis on using their own time and 'personal histories and experiences to support their students.	- the narrative methodology employed in this study allowed for the more 'unseen' aspects of a Form Tutors role to be explored e.g., the interaction of factors such as personality, identity, time, space and relationships. - some attempt is made by the author to describe the differences in perceptions and lack of legislation about the role of the Form Tutor. - some attempts have been made to triangulate the data with that from existing research using students' views, though this is not thorough or systematic. - in this thesis literature review section regarding the role of the Form Tutor, many of the claims are not substantiated with research, nor is there any evidence of a systematic approach to their research regarding the definition of a Form Tutor or their role. - the purpose of Form Time is described as for registering the students and prepare for the curriculum lessons ahead, but there is no evidence to support that this is the purpose, or on how the author has made this conclusion. - the author argues that participants felt they had no power and control to guide their own personal and professional path in relation to their role as a Form Tutor as they had no choice or say, though it is unclear what this is in relation to. However, one could argue that every Secondary teacher can expect to be a Form Tutor, as is outlined in job descriptions, and to give each tutor choice means the role would not be sufficiently organised and practical. - the subjective nature of the methodology of this study is acknowledge, but nevertheless, does not provide a robust means of interpreting the data from this small sample of Form Tutors. - it is unclear where these Form Tutors were from- they could all be from the same school etc, and the methodology used in the research interviews is not provided. As such, it is impossible to replicate this study or to generalise the findings. **Impression:** This thesis gives a broad overview of some of the existing literature but does so without systematic or replicable means and is merely descriptive rather than analytical. Findings from the research conducted by the author encompass the wide range of views held by Form Tutors regarding their role and could provide some indication of areas for further research. Overall, this piece of research is not generalisable nor replicable due to its subjective and unclear methodology.

Author/date: Kate Bullock & Felicity Wikeley (1999). **Title**: Improving learning in Year 9: Making use of personal learning plans. **Type**: Published article.

Focus:	Key findings	Analysis:
Exploring an action-planning initiative which aimed to improve student's learning mainly through 1:1 discussions with their Form Tutor, funded by the local Careers Guidance Company. **Sample:** Two Year 9 Tutor Groups from 29 institutions. 27 institutions were mixed, mainstream comprehensive schools. 2 were special schools. Unclear where these schools are. **Method/measures:** Mixed methods research. Data was collected through scrutiny of the Personal Learning Plan documents, focused group meetings, semi-structured interviews and a semantic differential questionnaire.	• There was a positive shift in how clear students felt about which courses or options were best for them next year (0.99) from nearly all respondents. While this might be true of Year 9 as this is traditionally the 'option choice' year, the authors data indicates their intervention (PLP) correlated with the positive shifts. • Students perceived their personal understanding of their skills and abilities and how they could improve these had increased. • The authors acknowledge the key role a familiar adult played in the 1:1 discussions, and how it was important this was the students Form Tutor. • Students remained keen to do well in their future careers across both data capture points. • Students' motivation for their immediate academic and personal development waned between data collection points, with students seeing the PLP intervention as a future career plan than a process to help them achieve now in school or, even less, at home. • The relationship between the tutor and student was a factor in effective learning. However, some tutors appeared to perceive the PLP process as an opportunity to interact with and learn about their pupils and their learning, while others perceived it more as a school requirement in relation to the option process. • Where tutors had discussed target setting or aspects of effective learning with their tutees, the tutors felt this aided their students with the PLP process. • Tutors employed creative measure to engage students who were becoming dissatisfied with writing their PLP. • For the majority of items there were no gender differences of significance. However, girls were found to be less clear about how well teacher's think they are doing in lessons compared to boys and in how motivated they were to work, do well at school and record their personal ideas and targets, Tutors speculated this could be because of the earlier maturation of girls and skills of reflection in adolescent girls.	- the questions used in the student survey are given with a rationale based on previous evidence as to their use. This means the aspect of the study is replicable. Moreover, a draft study of the questionnaire was examined by a steering group (though it is unclear who was on this) in regard to face and content validity. It was then piloted with a group of Year 9 pupils from three mainstream and two special schools, drawn from the study's population, with the findings analysed and changes made to the final questionnaire. - The collection of qualitative data across two time points allows for shifts in skills and attitudes to be compared. - During the research, the first year was reviewed by the careers service (limitation as they are the commissioner of the research), but it was then decided that an external evaluation body was needed, and this was provided by a university research team. - being funded by the local Careers Guidance Company means schools were awarded contracts and accountable to this company, who in turn were accountable to the regional Government Office. It is possible that this meant schools were more invested in highlighting a usefulness of PLPs as this could mean increased careers services funding, though the authors do acknowledge this. - without a control group it is not possible to be sure beyond speculation if the participants skills and attitudes shifted for the positive *due to* this intervention. - it is not clear what methods were used for analysing the data which makes the results of this study untrustworthy.
		Impression: This study is large scale and provides a good overview of one aspects of the Form Tutors role with a specific group of students- Year 9s and supporting them through the option process through 1:1 discussions. It highlights the ongoing guidance some tutors give as part of their role, and the two perspectives held by tutors about their role: those who view their role in a relational and interactive manner, and those who view their role as more procedural. Some indication of the gender differences regarding what students need from their Form Tutor are highlighted, with possible reasons speculated by the author based on Form Tutor interviews.

Author/date: Eileen Carnell & Caroline Lodge (2002). **Title**: Support for students' learning: what the Form Tutor can do. **Type**: Published article.

Focus:	Key findings	Analysis:
Advice and specific guidance for new and experienced tutors to review the ways they support their students' learning, based on the perspectives of students.

Sample:
Year 12 girls. No indication as to where these girls went to school, if they were all at the same school or any more information other that year group and sex.

Method/measures:
Interviews with the participants, but it is unclear how this was conducted or how the data was analysed. | • The participants identified the following things a 'good tutor' does:
  o Listens to you
  o Is not judgemental
  o Does not raise issues about things you have done in the past
  o Is someone you can relate to
  o Listens to the troubles you are having with your subject teachers
  o Organizes a way of sorting out your differences with the subject teacher
  o Is someone who will listen but will also advise
  o Can advise on different aspects of life (not just school things)
  o Supports you
  o Gives you reassurance
  o Is knowing they are there and will help you
• The participants identified the main purpose of tutoring is to provide support for the students learning due to the special and distinctive position the Form Tutor occupies in the school, being usually the only person who has daily contact with their group of students over an extended period of time.
• The participants placed importance on the relationship between the tutor and tutees.
• Participants appreciated a tutor who helps them with their learning by supporting them to think about different things that are going on, target setting, planning out how to use their time in relation to their studies and helping them take a more 'meta' perspective.
• One student participant described the Form Tutors role in reframing some of the negative views they held about some of their subject teachers. This participant recognised this as important in helping her realised subject teachers are there as a guide, and she can take responsibility for her own learning. | - this study had a clear purpose and identified audience: induction tutors or mentors supporting NQTs and more experienced Form Tutors. This focuses the article, and it presents accessible and practical advice. However, no distinction is made between advice for these two groups, though one would imagine the needs of a trainee teacher or NQT in the role of Form Tutor would be quite different to a more experienced tutor.
- the authors make many claims that are not substantiated with evidence. For example, they say they have noticed many tutors examining their practice, but there is no evidence presented to support this, so one can wonder how the authors have made this conclusion.
- the authors build on the work of Marland and Rogers (1997), however, this research was not based on using scientific methods. Marland and Rogers drew their conclusions based on personal experience and anecdotes from their professional and personal colleagues, thus lacking robustness and the use of research methods. Carnell and Lodge don't make any reference to this, taking Marland and Rogers work as gospel, when in fact their methodology can be described as poor, at best. This is reflected in Carnell and Lodge's approach to this study, whose methodology is also questionable and lacks rigor, replicability and sufficient application of research methods.
- there is no indication as to how many Year 12 girls were included in the sample, where they were from, how they were recruited or if they were from the same school or even the same Tutor Group.
- no acknowledgment was made by the authors regarding the small sample size and that all the participants were Year 12 girls. It is possible that views may be different from boys. It is also possible that students in Year 12 view their Form Tutor's role and the relationship they have with their tutor as different compared to students in other year groups. The findings suggest the Year 12 girls valued support with their learning, which in the context of sixth form studies seems reasonable. Would this be the case for students in Year 7 who have just joined the Secondary school? There is some attempt to compare the findings with a case study of Year 7 students, highlighting that there are differences, however, this is only comparing the authors findings with one, small case study. As such, it is not possible to generalise this findings or comparisons, though the authors suggest this should be the case. |

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- there is no reference as to how the interviews were conducted- were they individually or as part of a focus group? The questions used in the interview are not provided, nor is the method of data analysis. As such it is not possible to replicate this study.

Impression:
The participants view only form a small part of this article. It appears the authors are more concerned with pulling together some of the existing literature on Form Tutors, and do so without criticality, taking this research as gospel. This means it is difficult to have a sense of trustworthiness in this research. More concerningly, the authors present this piece of research as accessible for their audience, despite conclusions being made with an apparent lack of accuracy. That said, the research does capture the voice of the student's perspective and begins to tentatively suggest differences in the perspectives of students based on age.

Author/date: Keith Reynolds (1995).　　　　　　**Title**: The role of the Form Tutor: some research findings.　　　　　　**Type**: Published article.

Focus:
To explore the role of the Form Tutor from the perspectives of Form Tutors themselves.

Sample:
One mixed comprehensive school set in a very affluent area of the south of England. Year 8-11 Form Tutors. Three year heads. One deputy head. One headteacher.

The school is described by the authors as "academically oriented".

Method/ measures: Mixed methods.

Key findings
Participants responses to the questionnaire and interviews were analysed by the author into the following themes:
1. Key areas of importance for tutors: Participants felt the relationship with their individual tutees was the most important feature of their role. Second to this was dealing with individual concerns, developing a good atmosphere, mentoring and guiding behaviour and taking an accurate register. These views were shared by both Form Tutors and heads of year.
2. Parental contact: Form Tutors did not feel the reforms in education at the time to increase parental involvement had impacted this aspect of their role. However, heads of year and senior management felt their contact with parents/carers had increased.
3. Attendance: Form Tutors said this was an extremely important aspect of their role. Year heads agreed with this.
4. Uniform and appearance: Form Tutors said expectations in regard to this had increased, and that their role was to ensure compliance with such rules.
5. Pastoral care and the school's image: Form Tutors reported no changes in this in their recent years. Year heads said pastoral care was used to project the school's image.

Analysis:
- The organisation of the pastoral system in the school is described. This gives an idea of the size and type of pastoral system used in the school context. The amount of time students spend with their tutor is quantified.
- The author acknowledges this is a case study design and recognises the findings may not be the same as in other schools. However, the case study design is used as a rationale for the author seeking two colleagues to comment on their findings- this is not an adequate rationale for this and seeking colleagues that are personal acquaintances brings with it bias.
- the author describes their school as 'academically orientated; but there is no explanation as to what this means.
- the sample size is small and located only in one school. This means there is a huge potential for bias in the data- staff may be more invested in the research as it is being conducted by the author who is a colleague working in their school. Additionally, it is possible that Form Tutors in this school work in a distinctive way that may not be the same as Form Tutors in other schools, even those that may be deemed similar.
- there is no mention of how the data was analysed.
- the author acknowledges the bias in the questions, and that they may have been responsible for setting up particular responses from the participants, though specifics of this are not discussed.

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Questionnaire for tutors asking them to assess the importance of a range of tasks, impact of the National Curriculum and how tutors might see their role evolving in the future. Interviews (40 mins): Seven of the tutors completing questionnaires were also interviewed, as well as three year heads, one deputy head and the headteacher

Two of the authors colleagues commented on data. Rationale for this was that the study employed a case study design, and the author wanted another perspective.

6. The tutorial programme: Most tutors felt it was of some importance that they deliver and effective programme and contribute to its development but did not see it as being of major significance. Year heads wanted to provide a framework for tutors with materials to use as part of a programme, but also wanted to leave it up to the tutors to decide what topics to present and when, and in their own style. Commitment to the tutorial programme varied amongst Form Tutors, with some working through the materials and some believing a formal programme would not work for their Tutor Group and they'd respond better to less structure.
7. The National Curriculum: Form Tutors felt the reforms of the national curriculum was giving them less time and energy for the Form Tutor role.
8. Involvement in the pastoral process: Year heads wanted to involve tutors more fully, but tutors did not tend to want this.
9. Job satisfaction: The majority of Form Tutors said this aspect of their role in school added a feeling of satisfaction. Many referenced the relationships, and quality of the relationships, with their tutees as the reason for this. A small number of tutors were dissatisfied with the role, blaming the tutorial programme and lack of response from tutees to it.
10. The overall importance of the role: The majority of tutors believed their role made a significant difference and was important for the students, with the quality of the relationship being the important element. Fewer tutors placed importance on setting expectations and standards and attitudes. The headteacher in the sample acknowledged that the tutor's influence is not always positive and felt it can make a major impact when negative, feeling it is good Form Tutors who positively impact the children.

- by seeking the views of staff, not just Form Tutors but head of year and senior managers, the author highlights differences in perceptions of the role of Form Tutor and allows for some comparisons. Due to the small sample size, it is not possible to generalise these findings, but this does indicate areas for future research.
- this research also starts to highlight perspectives on what happens during a tutorial programme and captures one perspective that having a programme give structure, but that it is down to individual tutors to deliver it as and when, and in their own way. There is no comparison or contrast of what the practice in other schools might be. That said, the differing perspectives of Form Tutors in committing to the programme are explored.

Impression:
This study captures the views of Form Tutors in relation to their role at this particular time, with reference to recent reforms and trends in education occurring during data collection. It triangulated these views with that of year heads and the school headteacher, providing some initial comparisons, similarities and differences in the perspectives of the role of the Form Tutor. While this is a case study design, and as such the findings cannot be extrapolated, this study does provide some indication of areas for further research on a larger scale.

Author/date: Jennie Kitteringham (1987).	**Title**: Pupils' perceptions of the role of Form Tutor.	**Type**: Published article.

Focus:
Exploring student's views on what their Form Tutors do and what they valued most within the student-Form Tutor relationship during Form Times

Sample:

Key findings
- Students' data from the questionnaires and interviews did not suggest they were more likely to approach their Form Tutor than other staff. A range of staff were nominated as people the student would go to if they had any troubles (78% of the staff body in the questionnaires and 55% of the staff body in the interviews).
- Two main departments were cited more frequently than the rest: the PE department was mentioned 51 times (out of 60 interviews), with two

Analysis:
- Replicable: copy of the questionnaire provided with sufficient detail.
- the author's questionnaire provides sentence starters for students to finish and limited options on the second form, with the rationale being this would make it accessible for students of all abilities to engage with the research.
- this piece of research encompasses the views of just 12% of the school, with the 5th year students excluded from the research due to being set in their form groups based on academic ability. While this is a larger sample than some other studies, it represents just a small proportion of the overall school, and more

Two Tutor Groups, one with a male tutor and one with a female tutor, from the 1st, 3rd and 4th years in the school. Some 5th year students in stage 2 (interviews). All Tutor Groups were 'mixed ability' rather than Tutor Groups who had been academically set. No indication as to where this school is. Total of 128 questionnaires (12% of the school' population). Total of 60 students were interviewed (5.5% of the school population).

Method/ measures:
Questionnaire administered during Form Times- this used a 'Form A' and 'Form B'. Taped individual interviews during breaks based on 9 interview questions. An informal group discussion with a 1st year group who the author has had a great deal of contact with.

No indication of methodology.

particular female PE staff receiving 39 nominations with students citing their relationships as key and the nature of their subject. Social studies also received 26 nominations due to their perceived knowledge of social problems by students.

- Students reported they would seek support from staff who are kind, staff they can trust, good listeners, show the students respect, keep things confidential, are sensible, have given good advice in the past, or because of their position e.g., as a Form Tutor or head of year.
- First year students focused more on their Form Tutor than other years and appeared to have a clearer construct of the pastoral system- the importance of which diminished as the age of the participants increased.
- The author highlights that it seems the Form Tutors were not always mentioned or referenced compared to other staff perhaps because all help given was seen as part of the Form Tutor's job.
- Overall, students were able to seek support outside of their Form Tutor.
- Clear distinctions were made in students' perceptions of the differences between the role of the Form Tutor and head of year- with tutors being closer to students but able to do less, solve less complex or serious problems and have less weight.
- Students appreciated getting to know another side to their teacher when they were in the role of Form Tutor.
- Students ranked a Form Tutor listening to them as the most important aspect of their role, with little differences observed across ages.
- Students ranked the tutor directed activity organising students within Form Time as least important.
- Students also placed importance on the Form Tutor being someone who is a carer, solves problems and gives advice.
- Students associated discipline with head of year more than Form Tutor.
- Students perceived Form Time as 'their time' and resented organised tutor activities, while others wanted more of this. Overall, students perceived Form Time as a chance to have access to someone who will listen, and someone with whom they can build a different, or more 'normal', relationship with.

broadly, is just the perspectives of students from one school. It is possible there are distinct differences in this school's pastoral system and Form Tutors. That said, this research does provide a clear method of collecting such data that could be replicated elsewhere or on a larger scale.
- the questionnaire was split into two forms: form A which involved students completing six sentences regarding a Form Tutor's job, and form B where students ranked 5 statements about the Form Tutor's role in order of importance. While this provides a broad way to collect students' views, and some rationale is provided as to why these statements have been chosen, it is unclear if there is an existing evidence base to support that these are the most appropriate questions or statement to use. As such, it is difficult to ascertain if these form are valid- are they measuring what we want them to measure?
- the rationale for interviews was to explore the students' ideas in more detail but also to allow students who may find literacy challenging a chance to have their voice, ask for clarification and use more subtle language than they may be able to write. No indication if they had previously completed the questionnaire.
- most of the third-year students came from the authors own Tutor Group. The potential for bias here is wide: students could be more invested in the project as their Form Tutor is the researcher, and as such may provide answers, they think the research wants. They may also disrupt the research if they did not want to project to be successful. The author also conducted a formal discussion with a group of 1st years that they knew well and acknowledges this could be biased so does not formally report the findings of this discussion. The author acknowledges that the students in this study were aware of them as a Special Needs Teacher at this school, with them knowing around two thirds of students.
- the author states that the subject content of the curricula, to a large extent, dictates the student-teacher relationship. However, other research such as Burrows and O'Leary (2019) indicate there are wider and interpersonal factors involved in this above and beyond the subject content and nature.
- No indication how data was analysed from questionnaire or interviews. No acknowledgement of any epistemological position was formally made.

Impression:
This study does make attempts to gain the views of students using a mixed methods approach and is not a case study design which gives some scope to generalise the findings. The authors also provide useful ideas of methods in which to capture the views of all students via the use of different methods.

Author/date: Catharine Leech (2019). **Title**: The efficacy of interventions on pupil attainment in GCSE Mathematics. **Type**: Dissertation/ Thesis.

Focus:
To explore the practice of using a GCSE Maths intervention in Form Time/as part of the tutorial programme.

Sample:
One Secondary school in the North West of England. 65 Year 11 pupils from a year group of 185. All 65 pupils were taught by the same teacher.

Method/measures:
Data was collected from past papers completed under mock exam conditions in September, January and March, with the final GCSE exam in June. Using an objectivist approach, the effect size of final GCSE grades was analysed of two groups- one who participated in the intervention and a group who did not- divided by the standard deviation.

Key findings
- The author's literature search found that tutorial time is used in some schools to engage students in small group sessions (95% of the 1,200 school surveyed in one study) with positive findings in research in terms of confidence and performance, but this meant students missed out on pastoral time.
- All interventions, but particularly attending a Maths group instead of usual Form Time, resulted in higher GCSE Maths grades compared to not attending the intervention.
- The spread of data grew most in the group without intervention, suggesting that without intervention the gap between low and high achieving pupils stretches further rather than narrows.
- Form Time intervention (being taken out of form to receive small group sessions) was the most successful in narrowing gaps in understanding but was not as effective as other forms of intervention for raising attainment overall.
- The Form Time intervention was found to work almost as well as holiday sessions for students in the middle range of abilities.
- Limited differences in attainment were seen between the after school sessions, Form Time intervention and one-to-one tutorials, though those with SEND got more from one-to-one tutorials than Form Time sessions. Those with SEND were the group that made the least improvement in the Form Time sessions.

Analysis:
- it's clear how the study was carried out, how the data was collected and analysed and the epistemological position of the author. This makes for a replicable and robust study. The author also provides rationale and justification for the decisions made in relation to the research methods employed in this study, based on evidence. Objective measures are employed throughout this research project to reduce bias.
- the intervention was mainly targeted at students whose target grade was on the C/D borderline, though other students were also included in the sample. While this does not give a clear indication of the efficacy of such interventions on students who are on target for other grades, it does match with typical practice in school to target C/D students for such interventions, at the time in which this study took place.
- while this study demonstrates the positive use of tutorial programmes in providing a subject specific intervention through improving GCSE grade, with effect sizes stronger for middle attainers, there is no data to investigate what might be lost due to missing Form Time.
- the author claims that the interventions are more effective than regular teaching, however, this is in fact false. Both groups, those who attended the interventions and those who did not, all received regular teaching. As such, it is not possible to claim that the interventions were *better* than regular teaching as they were not directly compared.
- the size of the group who attended the Form Time sessions was 24, so not a large sample. No other data was collected regarding their experiences or views of missing Form Time.

Impression:
This study provides one example of something that might occur as part of a tutorial programme. Its effectiveness is grounded in data in terms of improvement of GCSE Maths grades, though the prevalence of this practice, the views and perspectives of people regarding this practice and what may be lost or gained through missing Form Time sessions, is not explored. This study provides a robust rationale for one small aspect of a tutorial programme for Year 11 students.

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Author/date: Natasha Kumar Warikoo (2010).　　　　**Title**: Symbolic boundaries and school structure in New York and London Schools.　　　　**Type**: Published article.

Focus:	Key findings	Analysis:
Exploring the diversity of the student population and ethnic and rational boundaries in both the British and American school systems.	• Students in London reported their form group most frequently of the social groups at school, compared to students in New York who did not have form groups and named certain racial and ethnic groups. • In the school in London, form classes spent their whole school days together from Year 7 to Year 10, and some lessons in Year 11 with their form class, which was the same group since Year 7. • Participants reported their form class were very close and formed part of their social world at school, providing a sense of belonging. • Some participants used form classes as the unit of division and other relayed within-form social groups. • Students in London named their form group, with all but one participant not recognising racial or ethnic social groups at school, compared to students from the school in New York. • Being part of a form group facilitates the development of social ties to peers and negates the need or urge to cling to same-race peers compared to students without form groups to belong to. • The Form Tutor in the London school would perform the following duties: take attendance, sometimes check students school supplies, make announcements, and where needed reprimand students, especially at the end of the day. • Students in the London school spent 15 minutes in form in the morning, and 5-10 minutes in form in the afternoon, every day.	- a clear rationale is provided for the research, along with justification of choosing the sample. That said, the sample size is small being that this study compares just one school in London and one in New York. It is likely that schools in these cities may not represent schools in other areas. Despite this, sufficient detail is provided on both schools in terms of ethnic diversity, socioeconomic make up of students, location and contextual factors. - the methodology of this study is presented clearly and mostly justified throughout the article. Recruitment of the sample is explained in detail. - observation data over six months provides detail on some of the typical activities carried out across form groups by the Form Tutor in the school in London and quantifies the amount of time students in this school spent in form.
Sample: Two schools, one in New York, one in Brent, were compared. **Method/measures:** Ethnographic data and 120 in-depth interviews, with transcripts coded using ATLASti and analysed by reviewing the quotes listed under different codes and by using the matrix method of Miles and Huberman (1984).		**Impression:** This study takes a more unique look at the sense of belonging, social side and blurring of racial/ethnic boundaries that can be provided by the form group structure in a North London Secondary school. It highlights possible further areas to be explored as to the impact of being part of a form group.

Author/date: Hayley Cleave, Philip Carey, Patricia Norris et al (1997).　**Title**: Pastoral care in initial teacher education: a survey of Secondary teacher education institution. **Type**: Published article.

Focus:	Key findings	Analysis:
To explore the extent of pastoral care training carried out during Secondary initial teacher education.	• Specific pastoral care training was provided by the majority of the three possible courses: PGCE 78%, Bed 81%, BA/BSc 88%. • If the training was not provided specifically, responses indicated that it could have been provided elsewhere in the course under the heading of Personal and Social Education or in school-based study. • Eleven courses did not provide any form of pastoral care training for their student teachers.	- the authors argue that just as the traditional side of subject teaching needs training, so to do teachers need to be trained to manage pastoral issues, and this argument is evidenced with research as the rationale for this study. - the method used in the study is clearly presented, though the questions asked are not included. - the authors used two independent researchers to check for intercoder reliability in the content analysis, increasing the reliability of this research. - the methodology is based on course directors' self-reporting their pastoral training, and as such may not be a reliable form of data collection compared to
Sample: 69 of the 83 Heads of initial teacher education institutions		

in England and Wales, though the questionnaire was sent to all 83 institutions.

Method/measures:
Questionnaires including both structured and open-ended questions. Responses to open ended questions were analysed using content analysis. Responses to closed ended questions were analysed using SPSS.

- 79 courses specified the amount of hours spent on pastoral care training, with the range being between 2 and 80 hours.
  - The majority of courses provided 20 hours or less training: 68% of PGCE, 53% of Bed and 64% of BA/BSc courses
- 13 of the courses indicated they could not specify the number of hours spent on pastoral care training
- 21 courses omitted the questions, 11 of which had already indicated that they did not provide any pastoral care training.
- For those who indicated they did provide pastoral care training, they indicated this could come from the course provider, the trainees' schools, an outside agency or a combination of these, often indicating more than one source of the provision. 56% of ITE courses provided some form of training themselves, 35% came from placement schools and 9% outside agencies.
- Lectures were the most common method of training across all courses, followed by shadowing a tutor. Other methods included a skills workshop, reading, tutorials and a combination of all methods.
- Specific training in counselling skills was less likely to be provided by teacher education institutions than pastoral care.
- Only 30 courses provided specific training provider based counselling skills training. Nine of these could not specify the hours of training. For those that could, the range was between 1 and 75 hours.
- 35 courses provided some form of counselling skills training, and this was optional for some courses.
- 72 of the 113 ITE courses felt more time should be made available for counselling skills training. Limited time, DfE regulations, other demands of training and lack of money were the most commonly reported reasons for not having more time spent on counselling skills in ITE.
- A small proportion of respondents felt counselling skills were something that could be developed in their course attendees NQT year or beyond.

other means such as analysis of the course timetable or interviews with participants. However, the authors acknowledge there has not been any research of this topic, so they attempt to provide a broad overview of the current picture of pastoral training in ITT.
- the rationale for asking participants about counselling skills is weak, and the phrase 'counselling skills' is not clearly defined.
- the sample size is large and allows for a detailed comparison of course providers and types in relation to the pastoral care training they provide.
- the authors present their findings as indicators for future investigation/research based on a more in-depth exploration to produce a superior quality of data. They also acknowledge that their survey targets only ITE institutions which, at the time, made up only half of the institution-school partnerships, highlighting the need to conduct research with the placement partner schools too.

Impression:
Overall, trainee Secondary teachers are not prepared for the more informal aspects of the pastoral side of their role. Moreover, the training they may or may not receive varies widely depending on the type of course and the course provider, both in terms of time and type. This study suggests future areas for more in depth research in this topic area

Author/date: Caroline Lodge (2002). **Title**: Tutors talking- insights into the role of 'Form Tutor'. **Type**: Published article.

Focus:	Key findings	Analysis:
To explore Form Tutors views about their role. **Sample:** Three Form Tutors described as "highly regarded by colleagues who recommended them" to the author. From the acknowledgements it would appear that these Form Tutors were from two different schools, on in London and one in County Durham. **Method/measures:** A survey was administered to Form Tutors where they responded to four questions. It is unclear *how* participants responded to the questions, but it appears to seem as though they responded in writing rather than as part of an interview.	The following questions were asked, with the key findings included: What do you enjoy about being a Form Tutor? Participants referenced making a difference to the lives of their tutees through regular contact. Building relationships with the tutees to foster academic and social and emotional development and watching them grow was referenced as enjoyable. Having an overview of things affecting tutees learning and sharing in the tutee's success was said to be enjoyed. What, in your experience, are the most significant problems you face in your role as Form Tutor? The main problem participants said was lack of time. Other problems include the frustrations when children don't get the help they need, difficulties in motivating children to achieve academically and challenges in fostering inclusion and tolerance of differences. What do you think your students get from you as a Form Tutor? Participants said student feel listened to and gain confidence through the relationship with the tutor as a secure attachment figure, person who fosters a sense of belonging and having an unconditional positive regard from their Form Tutor, along with advocating for their tutees. Participants also mentioned teaching of specific lessons/subjects e.g., PHSE/citizenship/careers and more general life skills. One participant mentioned being a role model. What advice would you give to a new teacher who is taking on the role of Form Tutor? – Participants' advice fell into three main categories: Relationships between tutor and tutees, creating the right environment (e.g., rules, boundaries, foster a sense of responsibility) practical advice such as observe colleagues, get information on tutees, procedures and policy awareness, safeguarding	- this study covers the broad aspects of the Form Tutors role, from the perspective of the Form Tutors. The questions used are balanced in that they ask about the positives and negatives of the role, along with practical advice. It is unclear as to the rationale for asking these questions- were they based on existing research or the authors personal opinions? - this study's sample is very small and two participants are from the same school. They were recruited through personal contacts and subjectively deemed "highly regarded by colleagues who recommended them" without any explanation as to what this means. The potential for bias due to this is wide. - this study is not replicable and lacks a sufficient use of research methods. Moreover, there is no evidence given as to how the data was specifically collected and subsequently analysed. - the article is written in an accessible way and is aimed at giving advice for tutors based on the perspectives of people in the same role as them. **Impression:** Gives a reasonable overall view of the role of a Form Tutor and some practical advice about how to do this role, but the methodology of this study is so poor that generalisability is not possible, and one could question if this even employs research methods in its approach.

Author/date: Mel Rosenblatt (2002).   **Title**: Effective tutoring and school improvement.   **Type**: Published article.

Focus:	Key findings	Analysis:
To define effective tutoring and to establish links between effective tutoring and school improvement. **Sample:** two colleagues working in the authors school, one tutor and one head of house. **Method/Measures:** Interviews, though no more detail is provided.	• The tutor participant highlighted the problems in defining her role, recounting 15 tasks from her previous working day to her capacity as a tutor: the legal requirements of taking the register, to passing on messages from other teachers, to discussing a pupil's progress with other staff as well as supporting students and talking with parents/carers. • The tutor participant highlighted her role as being a 'first base' of contact where a student is concerned about home life or school life. • The head of house participant viewed the role of tutoring as 'not social work', with her definition indicating a Form Tutor's role is to support learning, enhance achievement, provide a secure base for pupils so they can learn and achieve. • In this school there are 25 minutes per day allocated to tutoring.	- this author identifies a gap in the current educational context in that the role of the tutor is not always recognised, and as such it is not evaluated. The author suggests this means teacher's role as Form Tutors cannot be improved, so effective tutoring practice cannot be identified and shared. This is a point that no other study in this review has raised, but one that appears sensible, is presented based on personal experience and linked to the existing evidence base. - some attempts are tentatively made to take a critical lens to the existing literature, highlighting that some of the literature is taken at face value, when the accuracy and relevance of some of the findings is questionable, at best. - the author makes many claims that are not substantiated in evidence, and instead relies heavily on personal opinions or experiences. There is no description of methodology or measures uses, and a lack of any systematic or research methods.
		Impression: - this study tried to pull together some of the existing research and compare this with their own personal experiences as a Form Tutor, and that which was reported via interviews with the authors colleagues. It highlights the lack of definition, understanding and evaluation of the role. However, the lack of application of scientific or research methods mean this study is little more than personal anecdote, and as such the trustworthiness is completely missing from this research.

Author/date: Tonia Schofield (2007).   **Title**: Student and tutor perceptions of the role of the tutor in a sixth form college.   **Type**: Published article.

Focus:	Key findings	Analysis:
To explore and understand tutor and student perceptions of the role of the tutor in a large Sixth Form College. **Sample:** One sixth form college in the Cambridgeshire area**.**	• Students perceive tutors to have a wide range of roles, which are primarily focused on supporting and promoting learning. • The tutorial structure in the academic year in which this research took place was as follows: Tutor Groups of 20-21 students from both Year 12 and Y13, with the groups staying the same for the student's time at the college. 20 minutes of tutorial time occurred each day. One day a week, this time was extended by 15 minutes to enable the tutorial programme to be delivered (this consisted of a focus on areas such as careers and progression and learning skills). The college expectation was that every	- this article described the context of the college used in the sample and the tutorial structure in the college in detail. - the questionnaire was piloted and reviewed twice before the final version was completed, indicating the questionnaire matched the research intentions. - the author's methodology and questions allow them to capture quantitative data and provide some more depth and explanation as to the reasons for this data through the qualitative data. This gives a balance and detailed perspective of both student's and tutor's views. - the author does not provide any critical appraisal of the existing evidence base they use. They use the evidence to justify their findings as being similar to that of

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Two focus groups, one in Year 12 and one in Y13. Both made up of eight students.

207 Year 12 and Y13 students responded to the questionnaire (12% of student population).

39 tutors responded to the questionnaire (56% of the tutor population).

Method/Measures:
Mixed- methods involving interviews, questionnaires and focus groups. The data was analysed quantitatively using Excel and qualitatively using thematic analysis.

student met with his/her Tutor Group and tutor every day for registration, during which time a daily bulletin was read and various administrative issues, such as attendance, were dealt with. All full time teachers at the college were tutors, with an allowance of 2h 10m per week given to tutors to spend individual time with students or complete administrative tasks. Tutor Groups were divided into six divisions heading by a Senior Tutor.

- The majority of students identified monitoring attendance (94%) and monitoring subject progression (81%) as tutor roles.
- Other roles identified included: reading the bulletin, advice about revision, time management, 'nagging' and keeping the Tutor Group's spirits high. Perception of Year 12 to Y13 were not significantly different.
- Tutors showed a greater awareness of their range of roles with more than 90% identifying emotional support, discipline, negotiating with teachers, progression of subjects, attendance and keeping parents/carers informed as part of their role.
- 54% of tutors saw academic support as the role of the tutor.
- Both students and tutors perceived the most important aspects of the tutor's role as offering emotional support and monitoring progression of subjects most frequently.
- The Year 12 focus group identified three types of tutor: one who was purely administrative, one who was open and accessible but does not push students to talk to them, and one who really pushed students to talk to them. The group preferred the second type, but the majority felt they had the first type of tutor.
- Most Y13 students felt their tutor had given them emotional support particular in relation to the UCAS application process- providing careers advice was one of the main differences in Year 12 and Y13 student's perceptions of the tutor's role.
- 80% of tutors spent less than two hours per week talking individually to students compared to more than two hours a week spend on administrative tasks.
- Tutors, on the whole, regretted that the tutor system has evolved to have less time to get to know and provide emotional support for their students.

other research but cite many works that did not meet the criteria for this systematic review due to those studies not using research methods and being merely a personal selection of research or relying on personal experience.
- this study does not explore any gender differences in opinions in their data.
- While the number of participants may be larger than in some other studies included in this review, overall, the sample is biased in that the participants come from one sixth form college in one area. The entry requirements of this college are not provided, and as such it is not possible to understand if the sample may have, in some way, been selective and not representative of the local or national population of sixth form students.

Impression:
This study explains the role of the Form Tutor in sixth form colleges from the perspectives of students and tutors. The role appears to be more administrative and has time allocated to it outside of the face to face tutor time. An explanation of the tutorial system in this college is also provided.

Appendix E: Details of ethics related to this study

This study had separate information sheets for each phase of the research, presented via Microsoft Forms (see Appendix E2) detailing the aims, methods and ethical consideration of the study so that participants could give informed consent. There were further opportunities for participants to give consent- in the survey, responses were not submitted until the participant clicked 'submit' at the end of the Microsoft Form, and the researcher sought verbal permission before clicking 'record' in Microsoft Teams at the start of every interview.

An ethical challenge in this research was the anonymity of participants. The study was registered with the University College London Data Protection Office and data protection procedures outlined in Appendix E2 were followed. The researcher did not ask for participant names during the survey to navigate this, and participants could choose to not provide the name of their school and Local Authority. In the interviews, first names were used, and all participants were reminded that the discussions in the interview would be confidential, and their data would be anonymised prior to data analysis. The research explained that this included all names, information relating to their place of work or anything that could identify them or their school. All identifying information was anonymised in this and any other write-ups related to this study.

Survey information sheet

Institute of Education

UCL

Investigating the role of the Form Tutor and Form Time in Secondary Schools

Information sheet

Form Time and the role of the Form Tutor are common features of the school day in many secondary schools and may have an important function in supporting students' engagement with school. However, we know very little about the nature and organisation of these Form Time periods, how they may vary across year groups and schools. We also know relatively little about the roles that Form Tutors adopt, their views and what they see as the main contributions and challenges of these times for students.

We are contacting you, as a Form Tutor (or equivalent) working in secondary education, to invite you to participate in this important research.

The study involves a survey of Form Tutors to provide a general picture of the nature and organisation of Form Time and to capture information about practices, experiences and views on the role of Form Tutor.

Taking part in this survey will give you a chance to reflect on systems and practices regarding Form Time and the Form Tutor role. We anticipate that the survey will take no more than 10 minutes to complete. If you provide your email address at the end of the survey, we will send you a summary of the research findings once the project is complete and this will provide insights into practices and perspectives of other staff working in schools.

What will happen to the information?
Participation in the survey is anonymous, though we do ask for the name of the school and Local Authority where your school is based (so that we can ensure the survey is a representative sample). This research may be published once completed. Anonymous data will be held securely for 10 years until July 2031. Please note the UCL data protection privacy notice below.

If you have questions:
If you are unsure or would like to clarify anything before making your decision to participate, please feel free to contact the main researcher, Nicole Cara, by e-mail (Nicole.Cara.19@ucl.ac.uk).

. . .

UCL Data Protection Privacy Notice

The controller for this project will be University College London (UCL). The UCL Data Protection Officer provides oversight of UCL activities involving the processing of personal data, and can be contacted at data-protection@ucl.ac.uk.

This 'local' privacy notice sets out the information that applies to this particular study. Further information on how UCL uses participant information can be found in our 'general' privacy notice: For participants in research studies, follow this link: https://tinyurl.com/ymvwtude. The information that is required to be provided to participants under data protection legislation (GDPR and DPA 2018) is provided across both the 'local' and 'general' privacy notices. The lawful basis that will be used to process your personal data is: 'Public task' for personal data. Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this, and will endeavour to minimise the processing of personal data wherever possible.

If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

Please read the following statements:
- I have read the information about this research and understand what it is about.
- I know my participation in this survey is voluntary and my data will not be submitted until I click 'Submit' at the end of the survey.
- I have been given information about the UCL data privacy notice.
- I understand that my responses to the survey questions are anonymous and will not be stored until I click 'submit' at the end of the survey.
- If I have any questions about the project I can email: Nicole.Cara.19@ucl.ac.uk.

You can print a copy of your answer after you submit

Submit

Institute of Education

Survey Investigating the role of the Form Tutor and Form Time in Secondary Schools

We are contacting you, as a Form Tutor (or equivalent) working in secondary education, to invite you to participate in this important research.

This survey aims to provide a general picture of the nature and organisation of form times and capture information about the role of the Form Tutor. Taking part in this survey will give you a chance to reflect on systems and practices regarding form time and the Form Tutor role. We anticipate that the survey will take no more than 10 minutes to complete. If you provide your email address at the end of the survey, we will send you a summary of the research findings once the project is complete and this will provide insights into practices and perspectives of other staff working in schools.

Please read the participant information sheet that can be accessed here: https://tinyurl.com/28ax9tew

. . .

* Required

Survey Participant Consent Form

1. Have you read the participant information sheet? (link above) *

○ Yes

[Next]

Institute of Education

UCL

Investigating the role of the Form Tutor and Form Time in Secondary Schools

Information sheet

Form Time and the role of the Form Tutor are common features of the school day in many secondary schools and may have an important function in supporting students' engagement with school. However, we know very little about the nature and organisation of these Form Time periods, how they may vary across year groups and schools. We also know relatively little about the roles that Form Tutors adopt, their views and what they see as the main contributions and challenges of these times for students.

We are contacting you, as a Form Tutor (or equivalent) working in secondary education, to invite you to participate in this important research.

We are contacting you as you have completed our survey and have indicated that you are interested in participating in a follow up interview online. The interview will capture more detailed information about practices, experiences and views on the role of the Form Tutor and Form Time.

Taking part in the interview will give you a further chance to reflect on the systems and practices of form time and the Form Tutor role. You only need to answer questions that you feel comfortable answering. We anticipate that the interview will take no more than 30 minutes to complete. If at any stage you do not feel comfortable and wish to stop the interview, you will be able to do so.

What will happen to the information?

Participation in the interview is anonymous, though we do ask you to share your first name when interviewing along with the name of the school and Local Authority where your school is based (so that we can ensure the survey is a representative sample). This research may be published once completed. We will audio record the interview to aid transcription and data analysis. Once interviews have been transcribed, the audio recording will be permanently deleted. Anonymous data will be held securely for 10 years until July 2031. Please note the UCL data protection privacy notice below.

If you have questions:

If you are unsure or would like to clarify anything before making your decision to participate, please feel free to contact the main researcher, Nicole Cara, by e-mail (Nicole.Cara.19@ucl.ac.uk).

Next

Interview consent form

Investigating the role of the Form Tutor and Form Time in Secondary Schools

We are contacting you, as a Form Tutor (or equivalent) working in secondary education who has completed our survey, to invite you to participate in a follow up interview.

This interview aims to capture more detailed information about practices, experiences and views on the role and form time more generally. We are contacting you as you have completed the survey and have indicated that you are interested in participating in a follow up interview.

Taking part in the interview will give you a further chance to reflect on the systems and practices of form time and the Form Tutor role. You only need to answer questions that you feel comfortable answering. We anticipate that the interview will take no more than 30 minutes to complete, taking place online. If at any stage you do not feel comfortable and wish to stop the interview, you will be able to do so.

Please read the participant information sheet that can be accessed here: https://tinyurl.com/vh9h9xfp

...

* Required

Interview Participant Consent Form

1. Please tell us your first name *

   Enter your answer

2. Have you read the participant information sheet (link above)? *

   ○ Yes

3. Do you agree to take part in this interview? *

   ○ Yes

   ○ No

You can print a copy of your answer after you submit

Submit

Institute of Education

🏛 **UCL**

Doctoral Student Ethics Application Form

Anyone conducting research under the auspices of the Institute of Education (staff, students or visitors) where the research involves human participants or the use of data collected from human participants, is required to gain ethical approval before starting. This includes preliminary and pilot studies. Please answer all relevant questions in simple terms that can be understood by a lay person and note that your form may be returned if incomplete.

Registering your study with the UCL Data Protection Officer as part of the UCL Research Ethics Review Process

If you are proposing to collect personal data i.e. data from which a living individual can be identified **you must** be registered with the UCL Data Protection Office **before** you submit **your ethics application for review**. To do this, email the complete ethics form to the UCL Data Protection Office. Once your registration number is received, add it to the form* and submit it to your supervisor for approval. If the Data Protection Office advises you to make changes to the way in which you propose to collect and store the data this should be reflected in your ethics application form.

Please note that the completion of the UCL GDPR online training is mandatory for all PhD students.

Section 1 – Project details

a. Project title: What is the nature and value of the form tutor and form time in secondary schools in England? What happens, how does it happen and why is it important?

b. Student name and ID number (e.g. ABC12345678): 19166212

c. *UCL Data Protection Registration Number: Z6364106/2021/10/78 social research
   a. Date Issued: 21.10.21

d. Supervisor/Personal Tutor: Ed Baines + Jey Monsen

e. Department: Psychology and Human Development

f. Course category (Tick one):

   PhD   ☐

   EdD   ☐

   DEdPsy   ☒

g. **If applicable**, state who the funder is and if funding has been confirmed.

h. Intended research start date: May 2021

i. Intended research end date: July 2022

j. Country fieldwork will be conducted in: England

k. If research to be conducted abroad please check the Foreign and Commonwealth Office (FCO) and submit a completed travel risk assessment form (see guidelines). If the FCO advice is against travel this will be required before ethical approval can be

granted: *UCL travel advice webpage*

I. Has this project been considered by another (external) Research Ethics Committee?

Yes ☐

External Committee Name: Enter text

Date of Approval: Enter text

No ☒ **go to Section 2**

If yes:

- Submit a copy of the approval letter with this application.
- Proceed to Section 10 Attachments.

Note: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the National Research Ethics Service (NRES) or Social Care Research Ethics Committee (SCREC). In addition, if your research is based in another institution then you may be required to apply to their research ethics committee.

Section 2 – Research methods summary (tick all that apply)

☒ Interviews

☐ Focus Groups

☒ Questionnaires (own design)

☐ Action Research

☐ Observation

☒ Literature Review

☐ Controlled trial/other intervention study

☐ Use of personal records

☐ Systematic review – **if only method used go to Section 5**

☐ Secondary data analysis – *if secondary analysis used go to Section 6*

☐ Advisory/consultation/collaborative groups

☐ Other, give details: Enter text

Please provide an overview of the project, focusing on your methodology. This should include some or all of the following: purpose of the research, aims, main research questions, research design, participants, sampling, data collection (including justifications for methods chosen and description of topics/questions to be asked), reporting and dissemination. Please focus on your methodology; the theory, policy, or literary background of your work can be provided in an attached document (i.e. a full research proposal or case for support document). *Minimum 150 words required.*

Purpose:

This study aims to investigate two aspects of the pastoral system in secondary schools in England: the form tutor and form time. This study will investigate the nature and value of the form tutor and form time. Specially, what the form tutor does, how they do it and why it is important, and what happens in form time, how it happens and why it is important.

Rationale:

There is limited knowledge about the roles, duties and responsibilities adopted by the form tutor. Marland (1974) explains how form tutors' perceptions of their role impacts how they

carry it out, what they do, how and why they do it. There is a shortage of robust research investigating the experiences of form tutors, their perceptions of their role and the system they work within, or the perceptions of student's and wider staff. There is even less knowledge about the nature and organisation of form time in Secondary schools in England, insofar as it is not possible to know how long students spend in form time per week. One could wonder if a school may be able to achieve similar pastoral support with less time. As such, exploring this has implications for secondary school timetabling.

Research questions:

1. What is the nature of tutor groups and form time in secondary schools in England?
2. How do Form Tutors perceive their role and what do they think is important and valuable about their role?
3. What do Form Tutors think helps and hinders them in their role?
4. What are Form Tutor's views and reflections on the value and impact of Form Time?

Research design:

This study will have two phases: the first involving a survey and the second involving semi-structured interviews to address the research questions.

Participants:

Participants will be eligible to take part in the study if they are employed to work in with the eleven to nineteen age ranges in a secondary school/s in England and have the role of 'Form Tutor'. Equivalent roles e.g. 'Form Master/Mistress', 'Form/House Teacher', 'House Group Tutor/Teacher' will also be eligible to participate in this study.

Sampling:

A random sample of staff working as form tutors in secondary schools in England will be recruited.

Phase one:

A survey of the researchers own design will be completed by participants, presented using Microsoft Forms.

Phase two:

The researcher will conduct semi-structured interviews with participants via Microsoft Teams.

Section 3 – research Participants (tick all that apply)

☐ Early years/pre-school

☐ Ages 5-11

☐ Ages 12-16

☐ Young people aged 17-18

☒ Adults please specify below

☐ Unknown – specify below

☐ No participants

See above RE Participants.

Note: Ensure that you check the guidelines carefully as research with some participants will require ethical approval from a different ethics committee such as the National Research Ethics Service (NRES) or Social Care Research Ethics Committee (SCREC).

Section 4 – Security-sensitive material (only complete if applicable)

Security sensitive research includes: commissioned by the military; commissioned under an EU security call; involves the acquisition of security clearances; concerns terrorist or extreme groups.

    a. Will your project consider or encounter security-sensitive material?

       Yes* ☐ No ☒

    b. Will you be visiting websites associated with extreme or terrorist organisations?

       Yes* ☐ No ☒

    c. Will you be storing or transmitting any materials that could be interpreted as promoting or endorsing terrorist acts?

       Yes* ☐ No ☒

** Give further details in **Section 8 Ethical Issues***

Section 5 – Systematic reviews of research (only complete if applicable)

    a. Will you be collecting any new data from participants?

       Yes* ☒ No ☐

    b. Will you be analysing any secondary data?

       Yes* ☐ No ☒

** Give further details in **Section 8 Ethical Issues***

If your methods do not involve engagement with participants (e.g. systematic review, literature review) **and** *if you have answered* **No** *to both questions, please go to* **Section 8 Attachments.**

Section 6 – Secondary data analysis (only complete if applicable)

    a. Name of dataset/s: Enter text

    b. Owner of dataset/s: Enter text

    c. Are the data in the public domain?

       Yes ☐ No ☐

       If no, do you have the owner's permission/license?

       Yes ☐ No* ☐

d. Are the data special category personal data (i.e. personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation)?
Yes* ☐ No ☐

e. Will you be conducting analysis within the remit it was originally collected for?
Yes ☐ No* ☐
f. **If no**, was consent gained from participants for subsequent/future analysis?
Yes ☐ No* ☐
g. **If no**, was data collected prior to ethics approval process?
Yes ☐ No* ☐

** Give further details in **Section 8 Ethical Issues***

*If secondary analysis is only method used **and** no answers with asterisks are ticked, go to* **Section 9 Attachments.**

Section 7 – Data Storage and Security
Please ensure that you include all hard and electronic data when completing this section.

a. Data subjects - Who will the data be collected from?
Adults working as form tutors in secondary schools in England.
b. What data will be collected? Please provide details of the type of personal data to be collected
Participants will be asked to provide the name of the school and Local Authority in which they work to identify responses from the same schools. Participants taking part in the phase two interviews will also be asked if they wish to provide their name for the purpose of conducting the interview, but will be assigned a pseudonym for all transcription and data analysis purposes. Participants will not be asked for any other personal data.

Is the data anonymised? Yes ☒ No* ☒ Phase 1 = Yes. Phase 2 = No.
Do you plan to anonymise the data? Yes* ☒ No ☐
Do you plan to use individual level data? Yes* ☒ No ☐
Do you plan to pseudonymise the data? Yes* ☒ No ☐

** Give further details in **Section 8 Ethical Issues***

c. **Disclosure** – Who will the results of your project be disclosed to?
The anonymised data collected in Phase 1, and the data that the researcher will collect and anonymise in phase 2 will be shared with research supervisors. A final

thesis report will be produced, with all data anonymised, that will be shared with both internal and external examiners and stored in the UCL Institute of Education library. A research briefing will be created and shared with participants. The research also aims to publish findings in a professional journal.

Disclosure – Will personal data be disclosed as part of your project?
No

d. Data storage – Please provide details on how and where the data will be stored i.e. UCL network, encrypted USB stick**, encrypted laptop** etc. Encrypted OneDrive folder on University system, downloaded into a password protected folder held on a password protected laptop for analysis.

** Advanced Encryption Standard 256 bit encryption which has been made a security standard within the NHS

e. **Data Safe Haven (Identifiable Data Handling Solution)** – Will the personal identifiable data collected and processed as part of this research be stored in the UCL Data Safe Haven (mainly used by SLMS divisions, institutes and departments)?
Yes ☐ No ☒

f. How long will the data and records be kept for and in what format?
The data will be kept for a period of 10 years in anonymised, encrypted Excel or Word documents. All audio recordings and identifying information will be destroyed at the end of the project.

Will personal data be processed or be sent outside the European Economic Area? (If yes, please confirm that there are adequate levels of protections in compliance with GDPR and state what these arrangements are)
No

Will data be archived for use by other researchers? (If yes, please provide details.)
No

g. If personal data is used as part of your project, describe what measures you have in place to ensure that the data is only used for the research purpose e.g. pseudonymisation and short retention period of data'.
Pseudonyms will be used throughout the research process to ensure anonymity of participants.

** Give further details in **Section 8 Ethical Issues***

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Section 8 – Ethical Issues

Please state clearly the ethical issues which may arise in the course of this research and how will they be addressed.

All issues that may apply should be addressed. Some examples are given below, further information can be found in the guidelines. *Minimum 150 words required.*

- Methods
- Sampling
- Recruitment
- Gatekeepers
- Informed consent
- Potentially vulnerable participants
- Safeguarding/child protection
- Sensitive topics
- International research
- Risks to participants and/or researchers
- Confidentiality/Anonymity
- Disclosures/limits to confidentiality
- Data storage and security both during and after the research (including transfer, sharing, encryption, protection)
- Reporting
- Dissemination and use of findings

Covid-19 pandemic:

There are no Covid-19 considerations regarding phase one of this study as the survey will be presented remotely. All participants will be offered a virtual interview in phase two, regardless of the restrictions in place due to the Covid-19 pandemic to ensure all participants feel safe to participate in the research interviews. Face to face interviews will only be conducted following UCL policy.

Sampling:

The researcher will approach all secondary schools in England via email to facilitate the recruitment of a random sample from all schools. A link and information about the study (both phase one and phase two, separately) will be shared on the researcher's social media accounts given the advantages this provides for a wide recruitment of the sample. The researcher may also make use of professional contacts and platforms to share information about the study.

Participants will be asked at the end of the phase one survey to provide an email address should they wish to be considered for participation in the phase two interviews in this study.

Informed consent:

In phase one, the information sheet and consent form will be presented via Microsoft Forms before the survey. Participants will have to give consent to access the survey questions and

will click a 'Submit' button to confirm submission of their survey responses at the end of the survey. Data provided in phase one of the study is anonymous and therefore cannot be withdrawn once submitted. Participants will be informed of this immediately prior to submission. There will also be an option for participants to provide their email address at the end of the phase one survey for the researcher to contact them regarding participation in phase two.

In phase two, participants will be provided with an information sheet and consent form via Microsoft Forms to give consent before the interviews take place. The researcher will ensure a warm and approachable manner throughout the interviews with participants. Participants have the right to withdraw their consent at any point during or after participation in phase two of this study.

Participants have the right to omit questions in either phases of the study except for: school name, Local Authority and job title. They will be reminded of this along with their right to anonymity before and after each phase of the study.

Microsoft Forms will be used for phase one and for the consent forms/materials in phase two due to it's functionality in translating the text to a large range of languages with ease. This will make the study, particularly phase one, more accessible to participants whose may benefit from the information and survey being presented in an alternative language.

In terms of data storage, Microsoft Forms is GDPR compliant. Data is encrypted both at rest and in transit.

Confidentiality and anonymity

In phase one, no personal data that could identify participants will be collected except for the name of the school and Local Authority in which they are currently employed. No participants name or other personal data will be collected.

In phase two, participants will be asked to provide their name for the purpose of conducting the interview. Each participant's data will be anonymised with participants being allocated a pseudonym which will be used in the thesis report.

Disclosures and safeguarding

All information in this phase will be kept confidential, unless participants make a disclosure which causes the researcher to believe there is a safeguarding concern. All participants will be informed of the researcher's responsibility to pass on any safeguarding concerns at the beginning of the interview.

The researcher holds an enhanced Disclosure and Barring Service check which can be presented to participants upon request.

The researcher will seek advice from her supervisor if any distress is experienced as a result of the topics discussed within the interviews.

Dissemination of Findings

The research will write up the findings of the research into their thesis report and research briefing document and associated infographic. The briefing document and infographic will be shared with all participants and may be shared with the wider education community. The researcher aims to publish the findings of this study in a professional journal. The findings of this study may be used in subsequent or future studies/report.

The researcher will make it clear how the findings will be shared on the information sheet and consent form. Participants will be given the opportunity to review their contributions to the study and have the right to withdraw their data at any time.

Please confirm that the processing of the data is not likely to cause substantial damage or distress to an individual

Yes ☒

Section 9 – Attachments.

Please attach your information sheets and consent forms to your ethics application before requesting a Data Protection number from the UCL Data Protection office. Note that they will be unable to issue you the Data Protection number until all such documentation is received

a. Information sheets, consent forms and other materials to be used to inform potential participants about the research (List attachments below)
Yes ☒ No ☐

Appendix A: Participant information sheet- survey
Appendix B: Participant consent form- survey
Appendix C: Participant information sheet- interviews
Appendix D: Participant consent form- interviews

All the above will be presented using Microsoft Forms.

b. Approval letter from external Research Ethics Committee   Yes ☐
c. The proposal ('case for support') for the project   Yes ☐
d. Full risk assessment   Yes ☐

Section 10 – Declaration

I confirm that to the best of my knowledge the information in this form is correct and that this is a full description of the ethical issues that may arise in the course of this project.

I have discussed the ethical issues relating to my research with my supervisor.
Yes ☐ No ☐

I have attended the appropriate ethics training provided by my course.
Yes ☒ No ☐

I confirm that to the best of my knowledge:

The above information is correct and that this is a full description of the ethics issues that may arise in the course of this project.

Name   Nicole Cara

Date   01.11.21

Please submit your completed ethics forms to your supervisor for review.

Notes and references

Professional code of ethics

You should read and understand relevant ethics guidelines, for example:

British Psychological Society (2018) *Code of Ethics and Conduct*

Or

British Educational Research Association (2018) *Ethical Guidelines*

Or

British Sociological Association (2017) *Statement of Ethical Practice*

Please see the respective websites for these or later versions; direct links to the latest versions are available on the Institute of Education Research Ethics website.

Disclosure and Barring Service checks

If you are planning to carry out research in regulated Education environments such as Schools, or if your research will bring you into contact with children and young people (under the age of 18), you will need to have a Disclosure and Barring Service (DBS) CHECK, before you start. The DBS was previously known as the Criminal Records Bureau (CRB). If you do not already hold a current DBS check, and have not registered with the DBS update service, you will need to obtain one through at IOE.

Ensure that you apply for the DBS check in plenty of time as will take around 4 weeks, though can take longer depending on the circumstances.

Further references

Robson, Colin (2011). *Real world research: a resource for social scientists and practitioner researchers* (3rd edition). Oxford: Blackwell.

This text has a helpful section on ethical considerations.

Alderson, P. and Morrow, V. (2011) *The Ethics of Research with Children and Young People: A Practical Handbook.* London: Sage.
This text has useful suggestions if you are conducting research with children and young people.

Wiles, R. (2013) What are Qualitative Research Ethics? Bloomsbury.
A useful and short text covering areas including informed consent, approaches to research ethics including examples of ethical dilemmas.

Departmental Use

If a project raises particularly challenging ethics issues, or a more detailed review would be appropriate, the supervisor must refer the application to the Research Development Administrator via email so that it can be submitted to the IOE Research Ethics Committee for consideration. A departmental research ethics coordinator or representative can advise you, either to support your review process, or help decide whether an application should be referred to the REC. If unsure please refer to the guidelines explaining when to refer the ethics application to the IOE Research Ethics Committee, posted on the committee's website.

Student name: Nicole Cara

Student department: Psychology and Human Development

Course: DEdPsy

Project Title: What is the nature and value of the form tutor and form time in secondary schools in England? What happens, how does it happen and why is it important?

Reviewer 1

Supervisor/first reviewer name: Ed Baines

Do you foresee any ethical difficulties with this research?

No

Supervisor/first reviewer signature:

Date: 02/11/21

Reviewer 2

Second reviewer name:

Do you foresee any ethical difficulties with this research?

Second reviewer signature:

Date:

Institute of Education

UCL

ARE YOU A FORM TUTOR IN A SECONDARY SCHOOL IN ENGLAND?

You are invited to participate in this important research

INVESTIGATING THE ROLE OF THE FORM TUTOR AND FORM TIME IN SECONDARY SCHOOLS

What is the research about?

Form Time and the role of the Form Tutor are common features in many schools. But, there has been very little robust research regarding Form Tutors, their views and Form Time.

Who can take part?

We are looking for **Form Tutors** (or those in an equivalent role) working in Secondary Schools in England to take part in our important research survey.

Why should you take part?

Free CPD!

Taking part in our survey will give you a chance to share and reflect on Form Time and your role as a Form Tutor.

We can send you a summary of the research findings to give you insights into practices and perspectives of other Form Tutor and schools.

How to take part?

Complete our survey (this should take no more than **10 minutes)** and is **anonymous**.

HOW TO GET INVOLVED

Follow this link to access the survey

https://tinyurl.com/dwxbrdz5

Or scan the QR code with your smartphone camera

Please contact Nicole Cara on nicole.cara.19@ucl.ac.uk if you have any questions or would like to find out more about the research.

Researcher: Nicole Cara is a secondary school teacher studying a Doctorate in Educational, Child and Adolescent Psychology at the Institute of Education, University College London.

Survey Investigating the role of the Form Tutor and Form Time in Secondary Schools ⅋

We are contacting you, as a Form Tutor (or equivalent) working in secondary education, to invite you to participate in this important research.

This survey aims to provide a general picture of the nature and organisation of form times and capture information about the role of the Form Tutor. Taking part in this survey will give you a chance to reflect on systems and practices regarding form time and the Form Tutor role. We anticipate that the survey will take no more than 10 minutes to complete. If you provide your email address at the end of the survey, we will send you a summary of the research findings once the project is complete and this will provide insights into practices and perspectives of other staff working in schools.

Please read the participant information sheet that can be accessed here: https://tinyurl.com/28ax9tew

Survey Participant Consent Form

1. Have you read the participant information sheet? (link above) *

   ◯ Yes

2. Do you agree to take part in this survey? *

   ◯ Yes

   ◯ No

Section 2   •••

About you

3. I am currently employed in a Secondary School for students aged 11+ years in England in the role of 'Form tutor' or equivalent. This can be in addition to another role e.g. subject teacher. *

   ◯ Yes

   ◯ No

4. What is your job title? *

   Enter your answer

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5. Name of school (please note this will be kept confidential and will only be used to identify responses from the same school, not to identify your participation) *

Enter your answer

6. Name of Local Authority where school is based (please note this will be kept confidential and will only be used to identify responses from the same school, not to identify your participation) *

Enter your answer

7. In total, for how many years have you been a form tutor? *

The value must be a number

8. In total, how many years have you been teaching? *

The value must be a number

Section 3   ...

Form groups and form time

9. In your current school, what term do you use to describe the group of students you are responsible for in the pastoral system (tick one): *

◯ Registration group

◯ Form group

◯ Tutor group

◯ Form class

◯ Form

◯ House group

○   Other

10. For the remainder of this survey, the phrase 'Tutor group' will be used to describe the pastoral group you are responsible for outside in the school pastoral system.

In your current school, how are students grouped into their tutor groups? *

○   By year (every student in the tutor group is in the same year)

○   By house (there is a mixture of students from different year groups in each tutor group)

○   Other

11. What is the age range for your tutor group? Please tick all that apply.
    *

☐   Year 7 (11-12 years old)

☐   Year 8 (12-13 years old)

☐   Year 9 (13-14 years old)

☐   Year 10 (14-15 years old)

☐   Year 11 (15-16 years old)

☐   Year 12 (16-17 years old)

☐   Year 13 (17-18 years old)

☐   Other

12. How is the composition of tutor groups decided? Please tick all that apply. *

☐ Not sure

☐ Randomly

☐ Based on similar ability

☐ Based on a mixture of ability

☐ Based on which primary school students attended

☐ Based on information from primary schools e.g. personality, SEND

☐ Based on primary school friendships

☐ Based on where the students live

☐ Based on relationships within the local community

☐ Other

13. How much time per week, approximately, do students spend in form time (in minutes) *

The value must be a number

14. How often does Form Time take place with your current form group? *

○ Less than once per day

○ Once per day

○ Twice per day

○ More than twice per day

○ It depends on the day/varies across the week

15. Please provide more information about how often form time occurs *

Enter your answer

16. When do these sessions occur? Please tick all that apply. *

☐ Start of the school day

☐ Morning

☐ Middle of the day

☐ Afternoon

☐ At the end of the school day

☐ Other

17. When does this session occur? *

○ Start of the school day

○ Morning

○ Middle of the day

○ Afternoon

○ At the end of the school day

○ Other

18. Did the timetabling of form time change at your current school during to the Covid-19 pandemic?
*

○ Yes

○ No

○ I was working in a different role/school prior to this academic year (2021-2022).

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19. Please give details regarding how the time students spent in form changed due to the Covid-19 pandemic *

☐ Students spent more time in form

☐ Students spent less time in form

☐ There was a change/changes to when form time took place

☐ Other

20. Here are some activities that may take place during form time. Please tell us how frequently these activities take place in your form. If you do not do one or more of the activities, please leave the row blank.

	Daily	4 times per week	2-3 times per week	Once per week	Once per fortnight	Once per half term	Less than once per half term
Reading e.g. fiction or non-fiction books	○	○	○	○	○	○	○
Assembly	○	○	○	○	○	○	○
Planner/homework diary checking/signing	○	○	○	○	○	○	○
Uniform checks	○	○	○	○	○	○	○
Equipment checks	○	○	○	○	○	○	○
Delivery of tutorial resources/programme/curriculum	○	○	○	○	○	○	○
Delivery of an intervention	○	○	○	○	○	○	○
Socialising	○	○	○	○	○	○	○
Debates or discussions of current affairs	○	○	○	○	○	○	○

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21. Here are some more activities that that may take place during form time. Please tell us how much time is spent on them in your form. If you do not do any of the activities, please leave the row blank.

	Daily	4 times per week	2-3 times per week	Once per week	Once per fortnight	Once per half term	Less than once per half term
Tutor-tutee discussion regarding **academic progress**	○	○	○	○	○	○	○
Tutor-tutee discussion regarding **pastoral support**	○	○	○	○	○	○	○
Giving or distributing notices	○	○	○	○	○	○	○
Target setting with students	○	○	○	○	○	○	○
Collecting permission slips/money	○	○	○	○	○	○	○
Revision/study time	○	○	○	○	○	○	○
Taking the register	○	○	○	○	○	○	○
School council or similar	○	○	○	○	○	○	○

| Career discussions | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

22. If you deliver a tutorial resources/programme/curriculum during form time, please tell us what this is and briefly describe what it involves

Enter your answer

23. If you or someone else delivers an intervention during form time, please briefly describe what this involves

Enter your answer

The role of the Form Tutor

24. In your current school, what term is used to describe your role as a form tutor (tick one): *

   ○   Form tutor

   ○   Form teacher

   ○   House tutor

   ○   House teacher

   ○   ⬚ Other

25. For the remainder of this survey, the phrase 'Form Tutor' will be used to describe your role in being responsible for a group of students in the pastoral system.

   Here are some things you may do in your role as a Form Tutor. Please tick the things you do in this role.
   *

   ☐   Track attendance

   ☐   Track punctuality

   ☐   Follow up on attendance and/or punctuality issues

   ☐   Advocate for students from your form with other staff

   ☐   Deliver a tutorial programme

   ☐   Deliver an intervention

   ☐   Liaise with parents/carers

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- [ ] Liaise with other staff

- [ ] Have individual learning conversations/progress discussions

- [ ] Relationship building with tutees

- [ ] Set targets with students

- [ ] Monitor academic progress

- [ ] Manage academic progress (e.g. 1:1 discussions with tutees)

- [ ] Monitor pastoral needs of tutees and provide pastoral support

- [ ] Facilitate debates or discussion of current affairs

- [ ] Motivate tutees

- [ ] Monitoring and managing behaviour

- [ ] Check equipment

- [ ] Celebrate achievements of tutees

- [ ] Check uniform

26. How important do you think your role as a Form Tutor is? *

0	1	2	3	4	5	6	7	8	9	10

0 = Not important at all

10 = Extremely important

27. Here are some things you may do in your role as a Form Tutor. Please tell us how important you feel each aspect of the role is?
*

	Very important	Somewhat important	Neither important nor unimportant	Somewhat unimportant	Not important
Track attendance	○	○	○	○	○
Track punctuality	○	○	○	○	○
Follow up on attendance and/or punctuality issues	○	○	○	○	○
Advocate for students from your form with other staff	○	○	○	○	○
Deliver a tutorial programme	○	○	○	○	○
Deliver an intervention	○	○	○	○	○
Liaise with parents/carers	○	○	○	○	○
Liaise with other staff	○	○	○	○	○
Have individual learning conversations /progress discussions	○	○	○	○	○
Relationship building with tutees	○	○	○	○	○

28. Here are some more things you may do in your role as a Form Tutor. Please tell us how important you feel each aspect of the role is? *

	Very important	Somewhat important	Neither important nor unimportant	Somewhat unimportant	Not important
Set targets with students	○	○	○	○	○
Monitor academic progress	○	○	○	○	○
Manage academic progress (e.g, 1:1 discussions with tutees)	○	○	○	○	○
Monitor pastoral needs of tutees and provide pastoral support	○	○	○	○	○
Facilitate debates or discussion of current affairs	○	○	○	○	○
Motivate tutees	○	○	○	○	○
Monitoring and managing behaviour	○	○	○	○	○
Check equipment	○	○	○	○	○
Celebrate achievements of tutees	○	○	○	○	○
Check uniform	○	○	○	○	○

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Thank you for your contributions to this survey.

Please note, your responses will not be saved until you click 'submit' at the end of the survey.

29. We are hoping to speak with a few form tutors about their views and experiences. If you are happy to bee contacted for a short discussion online please tick the box below and provide your email address.

    If you would like to receive a copy of the research project findings please provide tick the box below and provide your email address. Please note, we will not use this address for contacting you about anything other than this project. *

    ☐ I am interested in participating in a short online interview

    ☐ I would like to receive a copy of the research findings

    ☐ I am not interested in participating in an interview and would not like to receive a copy of the research findings

30. Please provide an email address (we will not use this for any other purposes than to connect with you about this research)

    Enter your answer

Appendix G2: Phase Two Final Interview Schedule

Introduction:

Thank you for agreeing to be interviewed. The purpose of this interview is to gain more detailed information about practices, experiences and views on the role of the Form Tutor and form time more generally.

Before we start, I'd like to remind you that your responses will be recorded, and data will be stored anonymously. The recording will be transcribed and then deleted. All names used will be referred to using a pseudonym. If at any point you wish to pause or stop the interview you may do so at any time, without giving a reason. This interview will not take longer than 30 minutes, with the first half being about form time, and the second half about the role of the Form Tutor.

Pre interview table	
Participant name	
Participant LA and school	
From survey (add anything to follow up/ask for more detail)	
Form time programme/timetable:	
When does form time happen in their school:	

Section 1	
Online participant consent form completed	Yes
Check the participant is still working in the same school and role as survey participation	Yes

Section 2- Form Time	
Questions	**Prompts/follow up questions**
1. Tell me about form time in your school. 2. How do you feel about your form time sessions? 3. Are there things you'd like to change about form time?	- xxx/that sounds interesting, tell me more about that. - you mentioned xxx, tell me more about that. - Can you tell me more about xxx - You said xxx in the survey, please could you tell me a bit more about that?

	- I'm wondering if you have an example you might like to share?
	- Does this change throughout the year or as students move up the school?
	- What are your feelings regarding having a structure/timetable in form times that is organised for you?
	- How much flexibility do you have in terms of sticking to this?
	- Are there any challenges?
4. To what extent would you say form time is valued in your school?	- …By the leadership team? - …By teachers? - …By students?
5. Technology these days is very sophisticated. In your view, would anything be lost by moving over to an automated registration system in your school?	- Can you tell me a bit more about xxx - What would be the impact of that?
6. In your opinion, what is the most important activity that takes place in form time?	- Why? - What is the impact of that?
7. What do you think good practice looks like in relation to Form Time?	- Do you think this should vary depending on age/SEND/certain points in the year or anything else?

Section 3- Form Tutors	
Questions	**Prompts/follow up questions**
1. Now I'd like to ask you about Form Tutors. To what extent would you say the role of the Form Tutor is valuable?	- Why? - Can you tell me a bit more about xxx/that?

As a Form Tutor:

2. What are your responsibilities in terms of managing behaviour of the students in your form?
3. How much do you engage with parents of the students in your form?

4. What is the difference in the pastoral support you provide compared to the Head of Year/Head of House? 5. How much freedom do you have in the role? 6. Have you had any training in relation to being a Form Tutor?	
7. What do you feel is the most important thing you do as a Form Tutor?	- Why? - What is the impact of that?
8. What do you think good practice looks like as a Form Tutor?	- Can you tell me a bit more about that/xxx? - What is the impact of that/xxx on the students? - Do you think this should vary depending on age/SEND/certain points in the year or anything else? - Has what you do as a Form Tutor changed over time, if so how?
9. What helps you in the role of Form Tutor?	- Can you tell me a bit more about that/xxx? - Why? - What is it about that that you find helps you?
10. What hinders in the role of Form Tutor?	- Can you tell me a bit more about that/xxx? - Why? - What is it about that that you find hinders you?
Section 5	
We've come to the end of our interview. Is there anything else you'd like to add?	
Closing Thank you for participating in this interview, I really appreciate your time and contributions. We will use your responses to the questions in our data analysis and use this to write up the project. Thank you for your time.	

Appendix H: Survey Respondents by District

Table H1

Survey Respondents by District

District	N	District	N
Allerdale	4	Cheshire East	13
Amber Valley	3	Cheshire West and Chester	10
Arun	3	Chesterfield	3
Ashfield	1	Chichester	6
Ashford	2	Chorley	4
Babergh	2	Colchester	3
Barking and Dagenham	5	Copeland	1
Barnet	26	Cornwall	10
Barnsley	1	County Durham	7
Barrow-In-Furness	2	Coventry	8
Basildon	5	Crawley	7
Basingstoke and Deane	2	Croydon	10
Bassetlaw	5	Dacorum	5
Bath and North East Somerset	5	Darlington	4
Bedford	5	Dartford	1
Bexley	3	Derby	10
Birmingham	41	Derbyshire Dales	2
Blackburn with Darwen	3	Doncaster	3
Bolton	1	Dorset	16
Boston	3	Dover	1
Bournemouth, Christchurch and Poole	7	Dudley	3
Bracknell Forest	2	Ealing	5
Bradford	13	East Cambridgeshire	1
Braintree	3	East Devon	1
Breckland	3	East Hampshire	3
Brent	4	East Hertfordshire	6
Brentwood	4	East Lindsey	2
Brighton and Hove	2	East Staffordshire	2
Bristol, City of	2	East Suffolk	4
Broadland	1	Eastbourne	5
Bromley	13	Eastleigh	1
Bromsgrove	3	Eden	1
Broxbourne	4	Elmbridge	1
Broxtowe	1	Enfield	8
Buckinghamshire	18	Epping Forest	2
Burnley	3	Epsom and Ewell	2
Bury	3	Erewash	1
Calderdale	8	Fareham	3
Cambridge	10	Fenland	4
Camden	3	Folkestone and Hythe	2
Cannock Chase	4	Forest of Dean	2
Canterbury	4	Fylde	1
Carlisle	1	Gateshead	1
Castle Point	4	Gedling	3
Central Bedfordshire	8	Gloucester	3
Charnwood	3	Gosport	1
Chelmsford	5	Gravesham	3

Cheltenham	7	Great Yarmouth	1
Cherwell	5	Greenwich	8
Guildford	5	Milton Keynes	8
Hackney	4	Mole Valley	1
Halton	1	New Forest	3
Hammersmith and Fulham	2	Newark and Sherwood	3
Harborough	2	Newcastle upon Tyne	3
Haringey	6	Newcastle-under-Lyme	1
Harlow	2	Newham	7
Harrogate	4	North Devon	5
Harrow	15	North East Lincolnshire	3
Hart	3	North Hertfordshire	5
Hartlepool	2	North Kesteven	2
Havant	2	North Lincolnshire	1
Havering	4	North Northamptonshire	8
Herefordshire, County of	3	North Somerset	4
Hertsmere	2	North Tyneside	2
Hillingdon	10	North Warwickshire	1
Hinckley and Bosworth	1	North West Leicestershire	2
Horsham	3	Northumberland	4
Hounslow	12	Norwich	3
Huntingdonshire	1	Nottingham	8
Hyndburn	2	Nuneaton and Bedworth	4
Ipswich	4	Oldham	2
Isle of Wight	1	Oxford	3
Islington	2	Pendle	1
Kensington and Chelsea	1	Peterborough	12
King's Lynn and West Norfolk	5	Plymouth	5
Kingston upon Thames	5	Portsmouth	1
Kirklees	14	Preston	3
Knowsley	1	Reading	7
Lambeth	3	Redbridge	4
Lancaster	2	Redcar and Cleveland	3
Leeds	6	Redditch	1
Leicester	10	Reigate and Banstead	1
Lewisham	2	Ribble Valley	1
Lichfield	4	Richmond upon Thames	9
Lincoln	6	Rochdale	6
Liverpool	10	Rossendale	4
Luton	8	Rother	1
Maidstone	6	Rotherham	2
Maldon	1	Rugby	5
Manchester	8	Runnymede	1
Mansfield	2	Rushcliffe	1
Medway	14	Rushmoor	3
Mendip	1	Rutland	2
Merton	1	Salford	1
Mid Devon	2	Sandwell	13
Mid Suffolk	2	Scarborough	1
Mid Sussex	1	Sedgemoor	1
Middlesbrough	1	Sefton	5
Selby	2	Tower Hamlets	3
Sevenoaks	2	Trafford	3
Sheffield	21	Turnbridge Wells	4
Shropshire	7	Uttlesford	11

District	Count	District	Count
Slough	2	Vale of White Horse	1
Solihull	14	Wakefield	8
Somerset West and Taunton	9	Walsall	2
South Derbyshire	1	Waltham Forest	3
South Gloucestershire	4	Wandsworth	4
South Hams	1	Warrington	5
South Holland	1	Warwick	3
South Kesteven	6	Watford	2
South Lakeland	2	Wealden	1
South Norfolk	3	Welwyn Hatfield	2
South Oxfordshire	4	West Berkshire	3
South Ribble	2	West Devon	1
South Somerset	3	West Lancashire	1
South Tyneside	3	West Lindsey	2
Southampton	6	West Northamptonshire	19
Southend-on-Sea	11	West Oxfordshire	1
Southwark	8	West Suffolk	2
Spelthorne	1	Westminster	4
St Albans	13	Wigan	6
St. Helens	4	Wiltshire	10
Stafford	1	Winchester	1
Staffordshire Moorlands	1	Windsor and Maidenhead	6
Stevenage	6	Wirral	7
Stockport	3	Woking	4
Stockton-on-Tees	4	Wokingham	2
Stoke-on-Trent	1	Wolverhampton	6
Stratford-on-Avon	3	Worcester	5
Stroud	5	Worthing	2
Sunderland	8	Wrexham	1
Surrey Heath	1	Wychavon	5
Sutton	8	Wyre	1
Swale	2	Wyre Forest	3
Swindon	3	York	5
Tameside	7	Not given	13
Tamworth	3	**Total districts**	**283**
Teignbridge	1		
Telford and Wrekin	3		
Tendring	2		
Test Valley	1		
Thanet	1		
Three Rivers	5		
Thurrock	2		
Tonbridge and Malling	3		
Torbay	6		
Torridge	2		

Appendix I: Initial thematic maps

Figure I1

Initial Thematic Map part 1
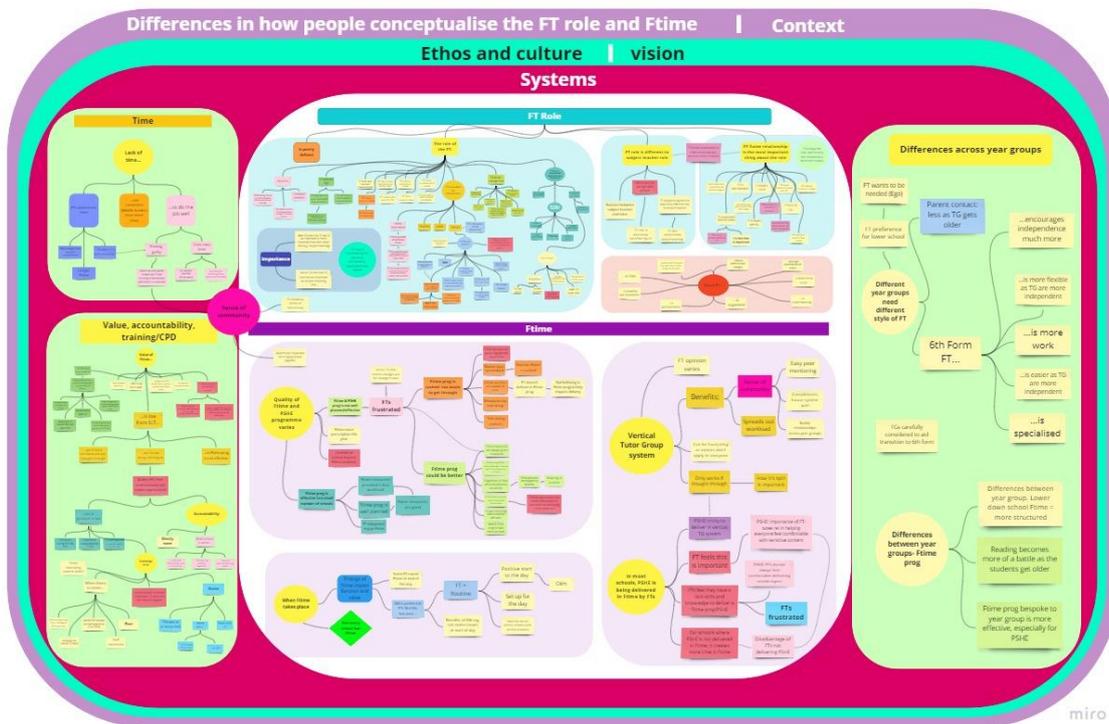
Figure I2

Initial Thematic Map part 2
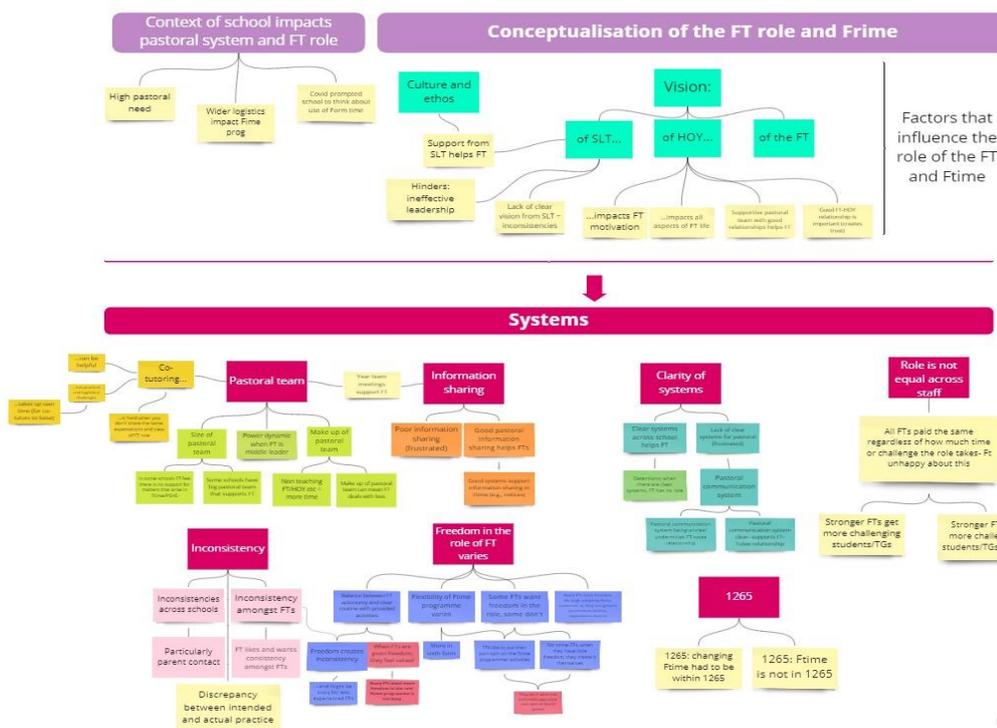
Appendix J: Results Tables from Phase One survey

Table J11

Terms used to describe 'Tutor Group'

Term used	N	Percentage
Tutor Group	697	57%
Form group	287	23%
Form	154	13%
Form class	18	1%
Other	16	1%
Registration group	14	1%
Mentor Group	13	1%
Review Group	12	1%
Mixture of Tutor Group, form group, form, form class, registration group and house group (if appropriate)	5	0%
Learning Mentor group	4	0%
Progress group	3	0%
Coaching Group	3	0%
Family Group	2	0%
Guardian group	2	0%
Personal Development group	2	0%

Table J2

Range of Year Group/s in participant's Tutor Groups

Tutor Group structure	Range of year group/s in participant's Tutor Groups	N	Percentage
Horizontal Tutor Group structure (Tutor Groups were made of up students from the same year group)	Year 7	188	15%
	Year 8	212	17%
	Year 9	200	16%
	Year 10	203	16%
	Year 11	156	13%
	Year 12	90	7%
	Year 13	66	5%
	Total	**1115**	**90%**
Vertical Tutor Group structure (Tutor Groups were made of up students from mixed year groups)	Years 7-8	3	0%
	Years 7-9	6	0%
	Years 7-10	12	1%
	Years 7-11	29	2%
	Years 7-12	1	0%
	Years 7-13	13	1%
	Years 8-9	1	0%
	Years 8-10	2	0%
	Years 8-13	2	0%
	Years 9-10	2	0%
	Years 9-13	1	0%
	Years 10-11	2	0%
	Years 10-12	1	0%
	Years 10-13	2	0%
	Years 11-13	1	0%
	Years 12-13	37	3%
	Total	**115**	**9%**
Information not given or information provided was unclear	Not given	2	0%
	Unclear	2	0%
	Total	**4**	**0%**

Table J3

How schools used a 'mix' of Vertical and Horizontal Tutor Group systems

Breakdown of how schools used a 'mix' of Vertical and Horizontal Tutor Group systems	N	Percentage
Mix: KS3 and 4 Horizontal, Vertical 6th form	17	43%
Mix: Vertical Y7-10, Horizontal Y11 (and above, if applicable)	12	30%
Mix: Vertical KS3, Horizontal KS4	4	10%
Mix: 7&8 Vertical, all other year groups Horizontal	2	5%
Mix: Vertical Y7-11, Horizontal sixth form	2	5%
Mix: KS3 Horizontal, KS4 and 5 Vertical	1	3%
Mix: Vertical Y7&8s, Y9&10, Y11 Horizontal	1	3%
Mix: Vertical Y7-12, Y13 Horizontal	1	3%

Table J4

Composition of Tutor Groups free text responses

Participant survey comments

1	A few pupils placed accordingly to experience of tutor. ;
2	A unique group who have less than 5 grade 5 GCSE.;
3	alphabetically by surname then 50-50 gender;
4	Based on A-level options for helping to write UCAS applications and personality fits.;
5	Based on how well students get on with each other, enabling new friendship groups to form, splitting up students with SEND/SEMH needs and with a variety of people from each house;
6	Based on primary school friendships; Based on information from primary schools e.g., personality, SEND; Based on which primary school students attended; Randomly; Students can put a preference in depending on what language they want to study too. We keep the groups racially diverse and try to spread the SEN students across different Tutor Groups;
7	Based on relationships within the local community; Based on information from primary schools e.g., personality, SEND; Randomly; Relationships, SEND etc is considered for sake of balance, but the majority is random on Y7. They are then reorganised in y10 as we tend to add another Tutor Group. Then the organisation is much more based on existing relationships;
8	Based on several factors, including primary school friendships (each child can write down at least one friend), information from primary schools (personality, SEND, etc), which primary school they attended (mix of different primary schools across each Tutor Group), ability (each Tutor Group is mixed ability), gender (each group has approximately the same male: female ratio);
9	Based on test scores in Y10;
10	Based on timetable "frees";
11	But make sure each student who are external have a student from their previous school in their review group;
12	Currently by English set due to I but usually 5 of each year group;
13	Data and MFL preference;
14	Friendships from KS3 and breaking up bad combination from KS3;
15	Half the forms do Spanish, half do French and so if a parent has expressed a preference, this is taken into account;
16	In older years, some are separated based on friendship issues and parental requests.;
17	In year 11 students are put into forms based on where they underperformed in year 10 tests. So, form groups are in subject areas e.g., English, maths, history;
18	In yr11 we have two groups that are for behaviour:
19	Last year because of I it was Based on their sets in maths, otherwise it has been random;
20	Mainly mixed ability but with one Oxbridge potential group in year 12 and one in yr13;
21	Mix of similar A level and pairs/threes of friends. This only applies for post 16 forms.;
22	Mixed ability also linked to behaviour, which students need separating;
23	Our Tutor Groups are done randomly in year 7 and then re-sorted for year 8-11 once people, friendships and issues/potential issues are known. Pastoral is the focus of sorting the groups for year8, ability remains mixed;
24	Pupils in years 7-11 are in forms based on ability. They are split into smaller groups for sixth form and new joiners for sixth form are randomly allocated;
25	Purposely mixing up students from feeder schools when they enter in year 9 (unless there are special/SEN relationships that need to be taken into account). Aside from that, I don't know.;
26	Randomly, randomly in ks3 and 4 and up to y12. In y13, by teacher specialisms and students planned post-18 plans;

27	Randomly, Based on a mixture of ability; SLT decided based on friendships and previous relationships with the tutor and co-tutor;
28	Randomly; They narrow down subjects studied and are grouped together to allow for timetabling of these subject options;
29	Some random but the disadvantaged and pupil premium students tend to be given to the assistant heads of years Tutor Group;
30	Students are put into X and Y bands to split the year group in half for timetable purposes. The Y band includes any SEND students who would be in a nurture group for English/Hums/MFL so although the groups are almost all mixed ability, the Y band contains a higher number of SEND students;
31	students given to each tutor based on quality of relationship – it's no good having a child who won't come into your classroom!
32	Students select a preferred tutor;
33	Teacher ability regarding behaviour management;
34	The makeup of our Tutor Groups is decided slightly differently each year, based on successes and problems in the past and new leadership.;
35	They were changed this year to reflect ability/need so groups could do maths or English catch up. ;
36	Those who need extra science intervention;
37	Transition try to ensure a mixture of primary schools, no siblings in the same group, same family in the same house, take into account primary information so that one staff member doesn't end up with a lot of tricky students.;
38	A few pupils placed accordingly to experience of tutor. ;

Table J5

Free text survey responses regarding How Often Form Time occurs

Participant survey comments

1	10 mins every morning plus 2 x hour sessions on Tues and Fri
2	10 minutes each morning for registration, and a 50 minute session on Tuesdays and Thursdays after lessons for "personal development time"
3	10 minutes every morning Mon-Thursday with a 5 min morning form on Friday. 20 minutes afternoon form every Tues, Wed and Thur
4	10mins each morning, extra 40mins Monday morning, extra 20mins Weds morning, extra 40mins last thing on a Friday. Then 60mins as a form (PSHE) – taught by their Form Tutor.
5	20 mins daily plus 1 hour on Friday
6	20 mins every morning plus 2 x 50 minutes sessions on Wednesday and Friday
7	20 minute tutor time every morning with an extra 60 minute tutor time slot on a Monday morning called Vision.
8	30 mins on Tuesday and Thursday and Assembly once a fortnight for 30 mins
9	30mins daily but extra hour on a Wednesday
10	Am & pm reg 10 min/day. Tutor time Mon or Fri (30 min) and House Lunch (40min) on Wed
11	Every morning and PSHE lesson
12	Every morning for 15 minutes, but Mondays there's also 30 min (end of the day) for PHSE
13	Every morning for 20 minutes and also a one hour session every fortnight
14	Every morning then 50 mins every Friday afternoon
15	Monday-Friday 20mins a day, Saturday 50mins (5min reg and then 45min tutor period)
16	There is tutor time Monday, Wednesday, Thursday and Friday. However, on Tuesday we do PSHE in our Tutor Groups, but it is a curriculum lesson.
17	Twice per day Mon-Thu. Once on Friday.
18	Two week time timetable, students must attend one form mentoring session per fortnight plus one assembly and one whole school Form Time per week.

Table J6

How Often Form Time took place with participant's current Tutor Group

Frequency	N	Percentage
Once per day	932	76%
Twice per day	228	18%
Less than once per day	51	4%
It depends on the day/varies across the week	18	1%
More than twice per day	3	0%
Unclear	2	0%

Table J7

Additional details regarding how Form Time changed due to I-19 from free text comment

Change to Form Time due to I-19	N	Percentage
Moved from Vertical Tutor Group system to Horizontal Tutor Group system	19	30%
Other	19	30%
No Form Time	14	22%
Form Time taken by subject teacher	5	8%
Earlier arrival at form in the morning to limit transmission	4	6%
Forms were regrouped for teaching purposes to preserve 'bubbles'	2	3%
Unclear	1	2%

Table J8

What does a Form Time Programme/Curriculum Entail?

Variable	N	Percentage
PSHE and/or life skills/Citizenship	453	49%
Cultural capital/spiritual, moral, social and cultural (SMSC) development	244	26%
Literacy	161	17%
Careers	145	16%
Wellbeing	104	11%
Numeracy	83	9%
Revision/study skills	77	8%
Religious Education (RE)	51	5%
Universities and Colleges Admission Service	31	3%
Science	3	0%

Table J9

Specific Programmes used in Form Time

Specific programme	N	Percentage
Votes 4 Schools (cultural capital and SMSC)	27	30%
PiXL Edge (LORIC)	17	19%
VESPA (study skills)	16	18%
Numeracy Ninjas (Numeracy)	16	18%
Unifrog (Careers)	11	12%
Jigsaw (PSHE)	7	8%

Table J10

Interventions that happen during Form Time

Intervention	N	Percentage
English	118	26%
Maths	91	20%
Mentoring (pastoral)	60	13%
Mentoring (academic, subject specific, not Eng., Maths, Sci)	39	9%
Science	25	6%
Specific interventions for students who have SEND	25	6%
General learning/academic support	20	4%
ELSA/similar	17	4%
Peer mentoring (academic)	12	3%
Peer mentoring (pastoral)	12	3%
Handwriting	11	2%
Lexia	10	2%
Other	5	1%
Counselling	4	1%

Table J11

Term used to describe the role of a 'Form Tutor'

Term	N	Percentage
Form Tutor	1112	90%
Other	30	2%
Tutor	29	2%
Form Teacher	27	2%
Mentor	13	1%
Review Tutor	12	1%
Learning Mentor	5	0%
House Tutor	4	0%
Personal Development Tutor	2	0%
Personal Tutor	2	0%
Progress Tutor	2	0%

Appendix K: Results from Phase Two Interviews

Table K1

Overarching Themes, Subthemes, Codes and Quotations of All Findings from the Interview Data in this study

Theme one: Conceptualisation of the Form Tutor role and Form Time

Subtheme/s and Codes	Quotes
Subtheme: The challenges and benefits of Vertical Tutor Grouping **Codes:** PSHE: tricky to deliver in Vertical TG system Vertical: benefits = builds rels across year groups and sense of community Vertical: benefits = compliments house system well Vertical: benefits = easy peer mentoring Vertical: benefits = spreads out workload Vertical: can be frustrating as notices don't apply to everyone Vertical: FT doesn't like it Vertical: FT likes it Vertical: how its split is important Vertical: mechanics of 1:1s created by Ftime prog based on year group Vertical: only works if thought through	*"I think it's just nice that it gone back to Vertical tutoring".* [Participant 16] *"From my perspective, I didn't like it".* [Participant 26] *"It's not the easiest work, though, when you've got such a range of ages".* [Participant 29] *"So, we had year-eleven by themselves because they have revision".* [Participant 28] *"They did it all at the end of the year. They separate out and have like a week of PSHE rather than doing it every single week. So, I wouldn't like to say it was like a massive success or a massive disaster. I think it kind of just worked fine".* [Participant 27] *"So, there was a trial Vertical form the year before we went into Verticality, and that was a trial group with what was considered to be the most resistant teacher…. He put himself forward because he's like, "It's not going to work." ….. And then also it was a group of students who …. Did so because they also didn't think it was going to work. Actually, I think because of that, that group got on really well".* [Participant 29] *"It gave a little bit of friendship between the children, different year groups. It kind of broke down those barriers slightly"* [Participant 27] *"The big kids weren't scary"* [Participant 26] *"When I started at the school, we were Horizontal and I had a year-nine form, and then at the end of that year, this decision was made to transition to Verticality. The reason behind that was decided because of certain pack mentality being created in year groups. I'm in an all-boys school. And so, it was to try and break up that idea of pack mentality. It definitely has changed the dynamic around the rest of school".* (Participant 29). *"And we kind of mentored, the year-elevens mentored the year-sevens".* [Participant 26] *"And also, just the prospect of writing. I don't know how other schools it do, but the prospect of me writing 25 UCAS references as opposed to the twelve, which I'm writing"* [Participant 17] *"And that meant that for dealing with year seven problems, there were only four phone calls to make, or there were four kids to sort out for work experience. Yeah. So, I felt that because they all needed things at different times it was more effective to manage that".* [Participant 8]
Subtheme: Function of Form Time	*"But actually, feeling like right, I've come into school. I've sat down. I've had half an hour to get myself in order. I've managed to finish off that bit of art homework. I've managed to make sure that the, you know, the calculator and you know pencils I forgot to pack in my bag. I've got those so I'm set for the day*

Codes: AM Form = positive start to the day (set up for day) Assemblies: important for bringing school together Benefits of AM reg: can notice issues at start of day Differences in how people conceptualise Ftime FT values Ftime routine No Ftime Shorter form = procedural Timings of Ftime impact function Differences between year group. Lower down school = more structured	*so I've got no anxiety about going to lesson and I know that I'm not gonna get called out with uniform because I've been reminded, and everything is set and I can go about and have a nice happy day." [Participant 2]*
	"Then they add the 10 minutes at the start because enough tutors said yes…but I want to see my Tutor Group first thing in the morning every day, so they added the 10 minutes so that we can see them, register them, check they've got everything, check in with our wobbly ones". [Participant 11]
	"Yeah, I think they would benefit just being new to the school and particularly now with all the I delays, I think they potentially need a bit more of a regular check-in. I would say it was very noticeable with our current year-nines. They were just... they tend to be a bit of a tricky year group and I think they, more than any other would have been really benefited from somebody with them every morning just...f". [Participant 19]
	"But I think it's the first contact with teachers, with teaching staff of the day, and it's just like a checkpoint for the school that everybody is ready to go, and that there are no apparent issues". [Participant 6]
	"I guess it's got that value for the teachers as well. It gives us a very formal structure to the beginning and the end of the day, which I think can help workload wise". [Participant 6]
	"Yeah. I mean, there are some things that I think, I like having a structure because I've got a lot of students. We have a huge amount of students with ASD at our school. And actually, that structure works for them". [Participant 28]
	"Yes, so lunch was shortened by 10 minutes. So, its half an hour tutor time, half an hour lunch… and you either do tutor time, lunchtime or tutor time, lunch, depending on which year you're in. And that was to alleviate some of the behaviour issues at lunchtime as well, so there's just less students out. Yes...it moved to lunch time because it does mean as a tutor you can pick things up that happened during the day…so it runs before our fifth lesson on our final lesson. And as a tutor in the main school, stuff does happen during the day, and you can pick it up". [Participant 11]
	"They tend to be coming from games, so they come in dribs and drabs. So really you only have like five minutes max with everyone in the room. So that is very much just a deregister them, check they go to the right club. It's kind of like, not formalities, or tick box activity, but it's just got to get the register done.". [Participant 27]
	"Once in the morning for ten minutes, which is mainly a registration sort of touch base". [Participant 3]
	"I also do think that assemblies, especially whole school assemblies, are really important and bringing school together. Which obviously over the past few years hasn't really been the case, but I think then it's really important for them to see other year groups". [Participant 5]
	"I also do think that assemblies, especially whole school assemblies, are really important and bringing school together. Which obviously over the past few years hasn't really been the case, but I think then it's really important for them to see other year groups". [Participant 12]
Subtheme: Importance of the Form Tutor-Tutee relationship **Codes:** 1:1s: Allows FT to build rels Balance between subject teacher and tutor FT enjoyment: enjoys Ftime FT enjoyment: enjoys relationships with tutees FT enjoyment: enjoys role	*"And Form Tutoring is all relationships, isn't it?". [Participant 14]*
	"I would be like, build the rapport with the students, have fun, know their interests, be like, "Oh, you been playing football this weekend, how did your match go?" That sort of thing. So, I think building that relationship is really important". [Participant 12]
	"I think above all, it's all about relationship building. I think if you haven't spent that time, invested that time getting to know the children, making an effort with them. Make sure they know that you are their safe person that they can come to, their point of contact, et cetera, et cetera. Kind of any other activity that you do isn't going to matter". [Participant 27]
	"I enjoy the relationships that I have with them. I really enjoy the conversations we have when they come into my room". [Participant 1] *"It's nice having that relationship with them". [Participant 13]*
	"And I think, okay, you're not always going to win. There's definitely people that I think, I wish I could have done better there, but then there's also people where I think, okay, that person is getting a lot of trouble across the school, and yet I can have a reasonable conversation to him about his favourite football team and he'll use please and thank you and talk to me with respect. So, it might be the only chance in the day that he's got to show that actually he can follow

FT is consistent adult for tutees FT-tutee consistency of relationship is important FT-tutee of relationship is most important thing about role Most important: unconditional positive regard Proud of TG PSHE: importance of FT-tutee rel in helping everyone feel comfortable with sensitive content	*rules and be a nice young man, rather than getting a behaviour point in every lesson he's attended sort of thing". [Participant 3]* *"Yeah. Just little things. Like just even find out that one of them was German, for example. She didn't have a German accent, just something as simple as that. And it's like, "Oh okay, so I can now ask you about that when you come back after the break." Sort of thing". [Participant 9]* *"Personally, and I know there's one or two others who feel the same. I've always liked as a tutor to be able to present all of the stuff to my group. So, for example, bits that get quite tricky. So, for example, sex education topics or relationships issues, personally, I think it's quite good for students to see me as an adult, slightly struggling with how to present that. Rather than it being just slick. Because some issues are, they're not black and white. They're really tricky to deal with". [Participant 25]* *"We have so many split classes where they've got two teachers for geography, three teachers for maths. So, I look after the young carers at school, and I have to every so often email all their teachers, and sometimes the list of the number of teachers they have is ridiculous. So just having one person that sees them twice a day makes a massive difference". [Participant 16]* *"I truly believe kids should have a person, a working relationship with someone over years". [Participant 8]* *"I teach A level and the A level students will very often come talk to me, because 'I know you. I trust you. You've taught me for four years. Why should I talk to this tutor who I'd got this year? I don't know them. They never taught me. I'm not going to share things with them'" [Participant 24]* *"And I, at the moment, tend to keep the year sevens, so they're with me for a year". [Participant 20]* *"And when you see how Form Tutors move around, and 'oh, actually we need to just move this one here'. Erm… there are some forms tutors that stay with their year group and with their form due to consistency, and then there's some movement and that's the same in terms of it as a pastoral team, you know I've…I've been with the same head of year since I started at this school, but I've also seen people come and go from that team…but not come and go because they've left the school come and go between different pastoral teams. That also makes no sense and doesn't value the Form Tutors in terms of, right, you've started with those in year seven, but actually we need you to go to year eight next year or year nine next year, so you're not gonna have them, and then you'll go and pick up another form. That that's nonsense". [Participant 2]*
Subtheme: Form Tutor role is different to subject teacher **Codes:** Differences in how people conceptualise the role FT balance's role with subject teaching FT enjoys being able to take on a different role to subject teacher FT is honest with TG FT own motivation impacts how they do the role FT personality/vals impacts role FT preference for lower school FT role is additional parental figure	*"The third one [top tip], I think, is to show a little bit of yourself more than you would do with other classes. So, share what's important to you. If you're going to ask them to discuss what they did over the weekend with the person next to them, to try and build a little bit of form rapport. Tell them what you did first. Give them a little bit of yourself that you might not give to other classes. Because the relationship you have is slightly different to that with other classes". [Participant 5]* *"It gives me an opportunity to do something different as well and run a debate rather than just, "Oh today this is how you do simultaneous equations." Yeah. It's just a different string to your bow". [Participant 3]* *"Being a Form Tutor is a personality driven thing, much like…you know a bit of your personality is imprinted on your form". [Participant 2]* *"But, yeah, I think really the role of a Form Tutor is what you make of it. Because I see some of my other colleagues that don't like doing it and they put such little effort in, but they don't get much out of it. So, I really think it just depends on if it's the role that you wanted … to do really". [Participant 17]* *"I've often thought that the tutor should be a bit more friendly to the kids than their subject teachers might be, but I think that goes against what I've just said. Because you can't be friendly to all of them all of the time. You should be polite, and you should be open and engaged and ready to engage. But trying to be their mate, I don't think is a good plan". [Participant 6]* *"So that's why I try to be honest with them. If I like the book, I tell them. If I don't like the book, I tell them. We try to comment on it as much as possible. Even if it's a negative comment. As long as they are talking about it". [Participant 23]* *"Tell it like it is". [Participant 10]*

FT role is different to subject teacher FT-tutee relationship is different to teacher-student (more relaxed)	*"Yeah, and they'll be like, 'Can we talk about UCAS?' And I'm like, 'You sent it to me about ten minutes ago, but I'm teaching'. But 'Can you look at it now?' I'm like, 'Not right this second'. [Participant 26]*
	"Sometimes, particularly at the start of the year, you almost wish there was more time in your department to focus on getting the maths ready for the next couple of weeks. But then equally, if the kids and the relationships are at the heart of what we do, I get that actually, at the start of the year, you kind of want to be reminded of all the really child-focused bits, and the organisation of making sure you've got enough books counted out for everyone". [Participant 3]
	"The statutory function is registration, that's the must-do activity at each end of the day". [Participant 6]
	"You know, it shouldn't be about taking the register 'cause actually, legally, you got to take registration twice a day, but there's no…there's no law that says it has to be done by the same person every day, or yeah, or even at the same time every day". [Participant 2]
	"And I think that really differentiates the difference between being a Form Tutor and being a teacher. Because it's very paternalistic. I'm quite a paternal Form Tutor, so they know that they're never going to get in too much trouble from me". [Participant 21]
	"Whereas actually, it needs to take a step back and be a bit more of a pastoral support role. Emphasis on the support. Needs to be support for them as opposed to support for the school. That's how I think it should be". [Participant 22]
	"And then you've got other people that love being a Form Tutor and have really good relationships with their kids and will go above and beyond for them and fight every battle they've got". [Participant 13]
	"But then with Form Tutoring, that's the stick that I find, because a lot of people do it because they have to, not because they want to". [Participant 14]
	"But I've got other colleagues that hate it, really hate it". [Participant 16]
	"Yeah. He [New Headteacher] was very much, 'You're there to teach and learn. That's your job. Yeah, you'll do a lot of it, but that's your job. You just concentrate on that. There's no reason for you to be doing all the other stuff [school has no Form Time], because there's other people that can do that stuff'". [Participant 19]
	"I think very much, it's quite an interesting one, that the role, some teachers, I almost felt as soon as I started teaching, that's something I know I could be good at, and I enjoy doing. I want to get this relationship with the students". [Participant 25]
	"I could be the person that just says, "Let the class teachers deal with it." But that's not who I am". [Participant 14]
	"You get some people that just, like, "Can't be bothered with it." And do the bare minimum". [Participant 13]
	"Some people are just better tutors than others. Like, I'm not good at the fluffy stuff, and the let's do this". [Participant 10]
	"And for me, it's quite easy because I'm quite talkative. But I know some colleagues who definitely do struggle. I know in the morning, I have stuff going on and they come in the morning, they're not quite like, they don't want to chat to the kids. But, yeah, those people, some definitely do struggle". [Participant 26]
	"The potential role as a confidant, as a mentor, as a sounding board. I mean, I would imagine different tutors are different in that respect, but I've never found that has really worked for me. Maybe it's because I'm not necessarily the sort of warmest, cuddliest type of teacher, and kids are unlikely to seek me out to share anything". [Participant 6]
	"I'm known for being a no-nonsense nurturing as a Form Tutor. Parents like it, so if it isn't broke, don't fix it. But it is very much. It's not like…you don't hear the excuse said to me: 'there's loads going on a home'. It's more, 'Okay, we get that. So, if I have a chat with them [subject teacher] and see if they will give you a day, you're not going to let me down and break promises to me, and you're going to get it done because ultimately, we can't let it all pile up. That's kind of my style". [Participant 10]

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"And you know, we had a world book day competition, and I made my six formers do an Elma display. They really didn't want to, and I was like, "No we're doing it. We're doing it." So, because of me all the other sixth forms had to do it and it was such an effort. If you have lower school, they love those kind of competitions.". [Participant 16]

"I do know some teachers have had it where if the tutee has a bad day in their class, they can come into their classroom. No, I'm not having that because I've got to teach classes. That shouldn't be...". [Participant 22]

"And the nature of Form Time, I mean, it's hugely variable, isn't it? I'm well aware that some tutors will sit there with the kids on their phone and chatting to kids at their desk, and they're all lovely and friendly. But then for me, the boundaries or rules aren't respected either, and some people go and see their tutor, or they love this relationship, but that's maybe not, I don't feel comfortable like relaxing the rules to that extent". [Participant 8]

"I think I'd only say that my experience of it in my school, different teachers want it quite differently. So, some just ignore everything and do it's just quiet time or homework time or whatever. So, it's probably quite individual as well". [Participant 15]

Subtheme: Construct of a 'Good Form Tutor' **Codes:** FT role is to advocate for tutees FT tried their best for their tutees Good FT creates a sense of community Good FT establishes trust Good FT is approachable Good FT is fair Good FT is organised Good FT is proactive and preventative Good FT is understanding Good FT sets high expectations of tutees Good FT understands they are the adult (don't take things personally) Building relationships with parents is important Detentions: FT reminds tutees FT = First port of call (important) FT = First port of call for parents FT is conduit for information	*"Although I do feel my role, particularly with my tricky student who is most likely to get detentions, a lot of my role is just sending kind of gentle reminders to staff that she's vulnerable. She's very negative. Please be as positive as possible with her. My role is trying to prevent that from happening and giving that staff that picture. Because it's really tiring. Like when you're in class, you've got these really irritating children that are, like, being really disruptive. "And it is important to have that reminder that actually this is this kid, this is this background. And it does make you just reframe slightly how you feel about kids. And I think that's a really important role of a Form Tutor. [Participant 7]* *"And then next week it will be an awards one, and they do like attendance awards, and there was an award for the lowest attendance, but the tutor's kind of kicked back against it, so now it's gone. Because it was like a walk of shame to go and get that". [Participant 16]* *"But on another occasion when I've got someone in my form who is frequently harassed by a member of the front office staff over the way they come into school dressed when we're kind of just pleased that they've come into school., that's when I'm cracking on his Form Tutor and going…actually you need to stop yourself now and you need to stop giving this child behaviour points every time you see that they walk into school with no jumper and no blazer and trainers on…because what you need to understand is we're just happy that they've come in through the door at 8:30….they're now safe in the building…that… that's what I should be doing as a Form Tutor". [Participant 2]* *"Trying to build a relationship where they trust you". [Participant 21]* *"I think someone who was about to be a Form Tutor, I would be like set the high expectations very clearly from the start". [Participant 21]* *"Not being too strict. Be quite, not less fair, but sort of firm but fair". [Participant 21]* *"There's not a one size fits all, and I think we all try to do our best". [Participant 3]* *"And be organized because there's so much to be organized". [Participant 3]* *"Maybe head things off before they become bigger things, or get other people involved as soon as possible". [Participant 15]* *"So, what I will be doing, and I'm quite lucky I have this kind of luxury to do this. When it gets the summer term and year-eleven and year-thirteen have gone, I get about 20 hours a week free. Because I teach so much of it. And in that free time, I can walk into year-nine lessons, and I can be... We call them Learning Walks in our school. Where you're encouraged to walk in and stuff. But I can walk in on my Tutor Group, and they go silent, and that really helps other teachers and stuff. So, the fact that I can go ahead and do that in my free time, has a sort of ripple effect and really helps them around the school". [Participant 22]* *"I suppose exercising a bit of patience. It's time the day that no one really wants to [laughter]". [Participant 29]* *And I think, okay, you're not always going to win. There's definitely people that I think, I wish I could have done better there, but then there's also people where I think, okay, that person is getting a lot of trouble across the school, and yet I can have a reasonable conversation to him about his favourite football team and*

FT notices patterns and changes
(Good FT)
Parent contact: for small issues
Parent contact: if subject teachers
raise concerns
Parent contact: less as TG gets
older
Parent contact: more for
tutees/families that need more
support
Parent contact: proactive, off FTs
own back
Parent contact: rare
Parent contact: when parents are
unhappy about a detention
Parent contact: when putting tutee
on behav report
1:1s: check ins important
Detentions
FT creates safe space for TG
FT deals with as much as possible
then escalates
FT deals with low level
concerns/issues- varies across
schools
FT has oversight of and knows
tutees
FT notices patterns and changes
FT notices patterns and changes
and follows up with 1:1
FT role to contain tutees
FT role to enforce rules- mundane
but valuable
Most important activity: holding
students to account (positive and
negative)

he'll use please and thank you and talk to me with respect. So, it might be the only chance in the day that he's got to show that actually he can follow rules and be a nice young man, rather than getting a behaviour point in every lesson he's attended sort of thing". [Participant 3]

"I can see the human in your being. That sums me up…is that I'd like to see my Tutor Group… they need to be seen as not the naughty boy or the popular girls or the girl with the reputation. I think that's the most important thing. It's being that consistent champion of them". [Participant 11]

"And number two is, reminding yourself repeatedly that they're children. When I was younger and with younger colleagues especially, I think it's tough because they click your beaks [are annoying], and they wind you up. And sometimes you can find yourself being sucked into these silly little arguments with them. It's something that somebody said to me my first year teaching, 'They're children. You're an adult, don't forget that. Don't ever lose sight of it'. And it's the most important thing. 'You've got threes and fours. You've got three threes this week and two fours. What's going on?' And they're like, they're really angry. You need to keep it in the back of your head, it's just a child. She might be sort of five foot ten and screaming, 'Fuck off' In my face, but she's still a child and she kind of needs me to be the adult and say, 'Okay, be angry. Let's just leave that to one side'". [Participant 24]

"it's about time to build that group of that little family". [Participant 2]

"The team building, trying to provide a bit of community within the form group". [Participant 9]

"But we keep a bit of a running leader board for which group does the competition the best. And it can be a quiz, or build this, or something that's a little bit creative but not actually anything directly to do with the school or anything like that. And that builds quite a nice bit of morale. And every half term they change teams, and we have a little bit of an award at the end of each half term". [Participant 5]

"And I think tip number three is listening. And do that really filtered listening. Because what they don't say is as important as what they do say. And there's not always time to do that. But make time". [Participant 24]

"Just, I think, to take note of... Remember that you are the person that, "I'm actually seeing this child every day, even if it's for 15 minutes." And so, use that time to make some observations". [Participant 29]

"It is a communications channel. The tutor is a communications channel, two way. So, if I pick up issues, it's my job to sort of broker that issue amongst either subject teachers or Head of Year or Safeguarding or whoever. Or quite likely, the teacher in charge of English, or the teacher in charge of music or whatever. It's my job to sort of understand what the issue is, pass it on to the right person. Similarly, as a subject teacher and actually as the teacher in charge of DT, I don't know why I chose that example. If I need to communicate to the kids, I do it through the Form Tutors. They're a conduit for communication, and that's a really important role. And one you have to take quite seriously. You don't really want to miss anything. So that a whole 30 kids miss out on one very crucial piece of information". [Participant 6]

"you're kind of a kind of a…liaison between, you know, letting through… the filter bit of a filter between some of the stuff that comes through our team is quite interesting". [Participant 1]

"But it always starts with me". [Participant 23]

"I think it's really valuable. I think, as I said, that's the first port of call". [Participant 5]

"I do tell them and tutor time, and I often check if they've turned up, but that's…because I feel that's an important part of being a tutor, not that it's prescribed". [Participant 11]

"So, one of the things I do is remind them about intervention sessions. I don't do the intervention. Somebody else does that, and its core into intervention anyway. So, I encourage". [Participant 24]

"I think maybe for the parents, it's trying to establish some sort of rapport with the parents. Because you are the primary conduit between the school and the parents. And if you get the opportunity to get some understanding of what the home is like, and what the individual parents are like, it makes a huge difference". [Participant]

Reports: FT likes doing them as it provides stepped back perspective and oversight	*a lot of time to your relationship with the child. If you know something about what the parent thinks about the kid, then it really helps you see things from the kids' point of view as well".* [Participant 6]
	"I've got good relationships with parents as well because I put the time in there". [Participant 10]
	"But I would personally try to phone a couple of parents each week just off my own back really. Just to students who we are concerned about or have a query or problems or bullying stuff, really". [Participant 8]
	"I've had to call one parent up just to chase up something administrative". [Participant 4]
	"So, contact with parents happens with us. If it's day to day, sort of small issues". [Participant 18]
	"Any issues that maybe teachers have raised, I'll ring home on them as well". [Participant 12]
	"Apart from that, I call parents if I'm going to put them on target card, if behaviour is an issue. They'll be on card for two weeks. So, I call them at the start and then I call them at the end". [Participant 16]
	"So, most of the time it's what I call intervening over things like, 'So and so has got a detention. I don't understand why she's got the detention'. And then I sort of sort it out and then email back and do a little bit of work in between". [Participant 24]
	"Yeah, and there's… there's one who have very good relationship with her and her mum… complex family situation…erm… so we contact… there's a lot of contact there and there are other parents who I have never spoken to in four years". [Participant 2]
	"Some of them, not much. Some of them I don't need to". [Participant 13]
	"And I think in the early couple of years, you're getting emails every day from some who are the anxious parents, and you need a lot of hand-holding and all the rest of it. Far more than the children do". [Participant 24]
	"I know that pastoral care is important beyond just lesson by lesson". [Participant 8]
	"We are sort of encouraged to really monitor what's going on". [Participant 23]
	"So, we deal with stuff, and then when it gets kind of too much for us is when it gets escalated to the year leader". [Participant 12]
	"I take most things to begin with as my responsibility". [Participant 8]
	"Anything beyond trivial, to be honest, gets passed straight to Head of Year". [Participant 6]
	"Well, behavioural issues, if it's low, minor offences, I'll deal with that". [Participant 21]
	"If you link it into safeguarding things as well, if we're seeing them every day, we're sort of going to be best placed to pick up on the differences or notice that, hang on, it's day four and this child is still hungry or still got dirt on their head or whatever. Whereas I know, for example, if you're a drama teacher, you might only see them once a fortnight. So, it's very different. And I think it probably does help pick on a lot of safeguarding issues as well". [Participant 3]
	"So, I know when they're not quite themselves and I can intervene and ask them about it." [Participant 15]
	"And if it's a pattern, it does become something that you are asked to try and talk to our students about and get to the bottom of and work with the Head of Year on managing that behaviour". [Participant 5]
	"And being willing to put everything else aside to have those conversations". [Participant 11]
	"That they've got a safe area around school, it's quite important". [Participant 23]
	"We have... Either whatever Mr. xxx decides is the track of the day or we have you know, er…um…not chill out music but alpha waves alpha waves, you know, and you'd be amazed the effect it has on them that they sit and chat quietly and lovely and, but this gorgeous little space happens, and they don't want to go, so I might get really nice, calm atmosphere" [Participant 1]

	"Like mine, they've been with me since year seven…I've seen him grow up. So, I know when they're feeling happy and sad, and I know when they're anxious and I can just…in half an hour in the morning I can alleviate all of that, and I can make sure they're set up for a day of learning in school". [Participant 2]
	"But I think there's also something to be said of having that big picture and also stepping back from the minutiae. As a subject teacher, you get sucked into the minutiae, don't you, of worrying about targets and all the rest of it. Whereas I can step back and say, 'Well, look, actually, in three of the subjects, she was just one grade off a target. That's great. That's absolutely fantastic. One grade. We can nail that by the summer'. Whereas I think as a subject teacher, you'd be like, 'Ah. What could she do to get there'" Whereas my argument is it's not about the teacher, it's about the student ownership of their own revision and what have you? So, yeah, I think it works well". [Participant 24]
	"Have the conversations, put the kids on report if they need to go or pull a student aside and say, 'You know what I've seen how you've changed. That's really working. I have heard really nice things about you'". [Participant 10]
	"that's the miserable side of being a Form Tutor because, you know, we're supposed to check uniform and equipment check and all of that kind of mundane, but quite valuable stuff". [Participant 2]
	"The only follow up for us really is in punctuality and lates. So, if the students late for school, they come and see us for ten minutes at the end of the day". [Participant 8]
	"But then as an individual tutor, all you get is an email in the morning saying, which of your kids are in detention that day? And it's your job to take them to the detention room and that's it". [Participant 6]
Subtheme: Changing function across year groups **Codes:** Differences between year groups Differences between year groups-6th form encouraging more independence Different year groups need different style of FT	*"There are some mornings where if I've got meetings, they register them and let them go". [Participant 26]* *"But I just felt that you're never going to have those behaviour challenges with Sixth form because they don't want to be there. They're gone". [Participant 26]* *"And I, at the moment, tend to keep the year sevens, so they're with me for a year and then I gently push them out the door and go, "Right, you've been mollycoddled to death now". [Participant 20]* *"Whereas particularly if you've got a year-nine group. They need a lot more handling and year-seven needs a lot more looking after". [Participant 29]* *"Uh…so I've been a year 7 tutor three times…so if we contrast… really directly, year seven… It's all about…It's literally about being school mum. And that's why I love being a year 7 tutor, whereas sixth form, you're more of…almost like a critical friend… that…the mentor but not in a pastoral… its more, you know. At the end of these two years, you're out in the world. You may not have the support mechanism, so here's where you need to be developing. Whereas in year seven it was very much here's a pen. Yeah, OK, you've got behaviour point. It's fine, it's not the end of the world [Participant 11]*
Subtheme: Factors that impact the role of the FT (not included in results section) **Codes:** 1:1s: increased in Covid Context of school impacts pastoral system and FT role Context of school impacts pastoral system and FT role (make up of pastoral team means FT deals with less)	*"So behavioural pastoral issues, I haven't had to deal massively with. At this school, the most I've kind of dealt with is one slight friendship issue. But anything more serious, I guess, because there are less behavioural issues, the Head of Year then has got time to do stuff, so she's very much been able to take a lot of that". [Participant 8]* *"But you know what I mean. But reading things from other places is, it's so easy for things to get generalized. And I know if I start talking about my situation, we're a selective school. We have a very particular type of student. If I started saying, "I think this is the greatest thing, do this, do this." Then for another school where actually just getting the students to the lessons on time with all the right things in place is a big enough job". [Participant 25]* *"We are in a quite deprived area, and we do have a lot of pastoral issues across the school, outside of school that we then deal with. We're in a very secluded area so there are a lot of County Line things that go on that obviously our pastoral team have to follow up. So, we are hot on the pastoral side of things". [Participant 28]* *"Our Pastoral team are non-teachers on the whole. So, they can just do with it all day". [Participant 19]*

Co-tutoring can be helpful
Co-tutoring hard when you don't share the same expectations and view of FT role
Co-tutoring is challenging
Covid prompted school to think about use of Ftime and FT role
Culture of school impacts Ftime and FT role
Good FT-HOY relationship is important
Hinders: ineffective leadership
Power dynamic when FT is middle leader
Systems: school developing pastoral system
Vision of HOY impacts FT life
Vision of HOY impacts FT motivation in the role

"And we've got an inclusion team and everything as well. And they are basically just like pastoral mentors. If they're having a difficult lesson the kids can go down there and talk to them, and there's no negative connotations to it. The kids are very open about like, 'Oh, I'm going to inclusion. I don't care. I don't want to talk to you right now. I'm going to see Miss'". [Participant 13]

"So, the logic behind calling us Learning Mentors is to try and focus on trying to make us sort of leaders of their learning. So first and foremost, we're meant to be there to help with their academic studies". [Participant 3]

"And I certainly think that this year certainly, it seems there's been a bit of a shakeup and they're still not happy. They still want things changed, and it still needs to be revisited because we talk about consistency". [Participant 3]

"But we're looking at maybe moving to non-teaching positions [for Head of Year] just because of the workload that comes with it". [Participant 13]

"I don't think it's massively clear in the school. I think it is year to year and I've got a good relationship with my Head of Year, and I think she's been quite clear with what she expects with that, but I don't think that it's necessarily the case school-wide". [Participant 5]

"I just feel like you irritate me so much. Personally, I felt like he lacked integrity. I didn't like his manner with students. I didn't like the way he spoke to me". [Participant 14]

"And it is helpful when you have backing from your Head of House and, you know, you've got somewhere to send people to". [Participant 29]

"Yes. And again, and she's a new Head of Year and she's come from a Head of Departments standpoint. And I think there is also this kind of, 'We're both middle managers'". [Participant 28]

"Actually, my first instance of it was, 'Wow, she's [Head of Year] strict'. She was asking me to do this and this. And I'm like, 'Wow, you don't get to say that to me'. But it turned out that that's exactly what it should be". [Participant 6]

"But previously my old form, the Head of Year, clearly didn't want to do the job. And it was either doing it for a sort of career progression type thing or whatever but had no interest in it. Things got done at the last minute and it was really annoying, or there was a lot of miscommunication. And it just meant loads more stuff for us to do. And we all moaned about it. But it makes a huge difference if you've got a really good Head of Year who's on it all the time and will respond quickly to any questions and stuff like that. It makes the job so much easier and it's much better for the kids as well". [Participant 6]

"I think the Heads of Year have been absolutely amazing with helping. They make our lives really easy because they have really strong organisational systems and just like structure to everything. So, if I was a really busy subject teacher, I wouldn't have to think much about delivering tutor time at all. We send out weekly emails with all the resources. They do all the organisation stuff for us. That's been absolutely amazing". [Participant 4]

"We got a new year leader who drove me absolutely insane, and I could feel in myself. I was getting to the point where I was like, 'I just do want to do the bare minimum, because I want to see you fail'. That's such a horrible thing to say". [Participant 14]

"And I think it's absolutely brilliant because you've got one person that can be taking the register while the other person is giving out notices, or if you've got somebody off ill, then nothing gets missed. I think it's fantastic". [Participant 5]

"We've also here got a problem in that we have part time Form Tutors, so they end up. being split between two members of staff. Yeah, I think whoever members of staff are will depend how it works". [Participant 2]

"And they find that really kind of, one of them finds it really frustrating with regards to expectations. Like different teachers have different expectations". [Participant 17]

"We've had to find a way that works because I have done it before where I've worked with somebody, and we've ended up having a chat on a Sunday night about what's happened on the days that I haven't been in and who needs to chase things up. And that was fine. But she was more like a friend/colleague rather than with this guy, who is just a colleague of mine. I think in some ways for the kids, it's been good because we've obviously got very different strengths. But it is harder". [Participant 7]

"Yeah, I get there had to be [no Vertical Tutor Grouping], because we had to keep trouble separate and all the rest of it. And I'm wondering if maybe that was part of what prompted the sort of change in the focus and the 'We need to talk about this and get it happening differently'". [Participant 3]

"I will say over live-learning, lockdown learning. We did have to check in as a tutor every morning". [Participant 22]

"The only time that we've been categorically told to do that [one-to-one conversations] is actually when we were on lockdown. We were given two occasions where we were told, 'You have to ring and speak to these children and touch base with them and see how they're getting on'". [Participant 24]

Theme two: The value of the Form Tutor and Form Time is dependent on wider factors

Subtheme/s and Codes	Quotes
Subtheme: Form Tutors feel appreciated when SLT value the role **Codes:** Accountability- HOY pop ins Accountability- None Accountability- pastoral learning walks Accountability- via students Appreciated: FT not feeling appreciated Freedom: FT given freedom to adapt Ftime activities to TG (also value) FT own spin taken on board by HOY/HOH FT-tutee consistency of relationship is important (and this doesn't happen) (value) FT-tutee relationship importance not always recognised Parent contact: supposed to, but no accountability so doesn't (accountability) PSHE: FT happy to be asked to feedback on prog Value: Ftime valued as increased over time	*"For example, within my Tutor Group, there are a couple of children that have a TA in some of their lessons, and in tutor time, the TAs in our tutor time with us". [Participant 27]* *"I think it's valued by the leadership team, definitely, because I know they were really keen to bring it back as soon as possible". [Participant 16]* *"By the leadership team, I think it's highly valued". [Participant 3]* *"The people in charge, normally the pastoral leaders. Last year we as a whole school rewrote everything. So, one person from each tutor team took a topic and just reviewed the lessons and made sure they were alright". [Participant 13]* *But the head and the leadership team are very set and supportive of us meeting the needs of individual children. So, it's kind of not like a one size fits all. So, if I went to them and I said, "Look, I really need to adapt and do this slightly differently." I'm 99% sure that I would be given the leeway to do something if I could explain why I wanted to do it or how it would help the children". [Participant 27]* *"But actually, when you look at the way the Form Tutors are treated by the school and then by default the forms…erm. It doesn't feel that they are that important. You know, very poor". [Participant 2]* *"But if you unpack that and said, "What do I do that's valuable?" I'm likeable, but is it valuable? I don't whether they know what that is". [Participant 14]* *"I don't think really they thought long and hard about what they think good Form Tutoring is". [Participant 14]* *"I don't think it's considered actually in the school. So very often incidents happen like a student's excluded or transferred to another school where the tutor is not told. Or behaviour incidents can kick-off and none of that process involves the tutor whatsoever. And so, then you think, "Well, I was phoning their mum every other day, and then if I phone her mum today, I'm going to sound really weird because I don't know anything." Or a kid could swear at a teacher, be excluded for a day, have parents come in for a meeting. There's no role for the tutor in that process whatsoever. And therefore, the kind of strength of that student knowing that you know everything and you're the one person, is not great" [Participant 8]* *"But I think myself and lots of people still feel two and a half hours is quite an investment over the week for very little consideration, really". [Participant 8]* *"And then I think within the school, I'd say that getting rid of Form Time on Wednesday is a bit of a sign that they don't value it". [Participant 7]* *"It's kind of, to be honest, as long as you're getting it done, it's fine. That's what I mean, that actually when you think back, then I think about it, SLT don't care. They don't know whether you're doing the right thing or not anyway". [Participant 12]* *"I mean, I also ask myself about SLT I suppose, at school. Where I think leadership often says, "Oh we'll put things on student briefing or like a PowerPoint that we go through and things." And they don't. Or our heads openly admitted, like no one has reviewed Form Time. She's aware it's kind of a black hole". [Participant 8]* *Well, my Head of Year is really good about that. He'll pop around two or three times a week just to see. And every half term he spends a lesson with you, like in PSMSC, just like, see how things are going, see if you need any extra support, make sure the kids are doing the work.". {Participant 13]*

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Value: high from SLT Value: low from SLT Value: low from SLT as Ftime prog is not effective Value: low from SLT as FTs not being listening to Value: low from SLT as no accountability (accountability) Ethos of school helps: values FTs and Ftime Ethos of school helps: values FTs and relationships Value: impacted by school ethos	*Very little flexibility. I'm meant to do what I'm told to do, and people do pop in or put their head in the door and see what's on your screen. So, I tend to do as I'm told, but I don't always think it's the best thing". [Participant 15].* *"I suppose, actually probably on both, is the school ethos, the school community. If the school had bought into it, then it works, and that's probably more than anything. Yeah. I can certainly think my very first school, they hadn't bought into it, so I didn't care. And that kind of set me up for my attitude. Because they didn't show me the point. They didn't have a point to it. So, I didn't see a point to it". [Participant 9]* *"It's so much embedded in the ethos of the school, that relationship between Form Tutor and tutees is bedrock, it's part of who we are". [Participant 24]* *Which again, goes down to the ethos of the institution. So, teachers don't always email you if there's problem for example, whereas in the past I'd have loads of emails about that". [Participant 7]*
Subtheme: Students value different aspects of their Form Tutor and Form Time **Codes:** FT-tutee relationship is valued by students Value: amount students value Ftime depends on how their FT values the role and time Value: from students depends on rel with FT Value: students don't value Ftime Value: students don't value it unless they feel Ftime activities are a good use of time Value: students value social time in Ftime Value: students, dependent on age	*"Whereas I feel like they see me in a very negative light because all I tell them is, "Where's your planner and pencil case? Where's your blazer" or "Why haven't you done this, this and this?". [Participant 22]* *"They do value having someone there who champions them". [Participant 11]* *"I think lower down the school, it's seen more positively by the children. But I think higher up the school, they're a bit more reluctant to engage with things.". [Participant 27]* *"I'd notice a distinct difference with the kids since I've moved on to year seven. It's really important to them, I think, just to touch base and have that familiar face and have someone to share a name. I think as they go up the school, it becomes less important, actually". [Participant 18]* *"Because ultimately different members of staff have different attitudes towards Form Time. Therefore, students have different expectations of Form Time, and then the inconsistency across the school, makes it harder for those people who are trying to follow what they've been asked to do". [Participant 29]* *"But again, I also think because not every single Form Tutor's doing the same thing, that initiates it a little bit. Because they're thinking, "Well, why are we all coming in and being given, like a quiz to do when everyone else is just chilling out and chatting?" And I can understand that. So, I think that disparity causes a little bit of lack of support". [Participant 27]* *"It's hard to gauge from the kids having only my form, but I think that they value it, and they enjoy coming into form and having that time that's a little bit more of downtime rather than work time. And I think especially in the grammar school setting, they do see lessons as proper work time, and therefore the tutor time is a much-needed break for them". [Participant 5]* *"One last thing that we talked about at the beginning, about delivering this sort of PSHE type content. I have a slight concern that because the kids realise that we're rushing through this stuff and quite often we cut short the activity because there's no time, subliminally that's sort of telling them it doesn't matter that much". [Participant 6]* *"I think kids in this school don't really value Form Time either, but they do value… unless it's given over to something that they see a value in. And for my kids in year 10 they see value in being able to come in and sit and do their finish their math homework". [Participant 2]* *"I think if you make the tutor time as productive as possible, the students value it". [Participant 11]*

| Subtheme: Form Tutors value depends on how they conceptualise the role

Codes: Value is negatively impacted by inconsistency as different staff conceptualise role differently
Value: amongst staff depends on how they conceptualise the role | *"Teaching staff, it varies". [Participant 15]*

I would say most teachers, I suppose teachers are split into two camps. They either do what I used to do and kind of go, "It's a tick box activity, let's just get through it." Or where I'm more heading towards now of kind of going, "No, there is a role. It's just that role is not defined". [Participant 9]

"Because ultimately different members of staff have different attitudes towards Form Time". [Participant 29] |

Theme three: Form Tutor frustrations

Subtheme/s and Codes	Quotes
Subtheme: Lack of training/CPD **Codes:** FT lacks skills/knowledge to deliver certain Ftime topics/resources PSHE: frustrated by lack of training to deliver PSHE PSHE: FTs do not always feel comfortable delivering certain topics Training/CPD: annually on role of FT Training/CPD: Expected to know how to do FT role Training/CPD: had a good amount Training/CPD: informal learning from colleagues (FT proactive) Training/CPD: is only helpful if school vision and FT vision for the role are aligned Training/CPD: Lack of guidance in role Training/CPD: Limited networks on social media for FT role	*"So, no, I've never had any training as a Form Tutor. Good question". [Participant 17]* *"And there's absolutely no training or CPD linked to the role". [Participant 8]* *"Are you looking at content in initial teacher training? Because I can't remember doing anything on it in my PGCE". [Participant 6]* *"Hinders maybe just not quite knowing what I'm meant to be doing in certain situations. It's very much learning on the job, which I appreciate, and that is the role of teaching. But more guidance would maybe help a bit more". [Participant 12]* *"But the one thing a staff member, a colleague told me was like, "Oh, he tries to whenever a year 13 gets a university offer, share that with the rest of the Tutor Group to encourage a sense of family feeling or like a sense of community amongst the group". [Participant 4]* *"A few years ago, I know, probably about ten years ago, I was feeling out of touch with things in education. And someone said, "Oh, you need to join Twitter." Great. Okay. So, I joined Twitter, which has been brilliant, but there's loads about individual subjects. There's loads about curriculum planning. If you look in Twitter to try and find some [information or support in relation to being a Form Tutor], there isn't, is there?". [Participant 25]* *"I'm sure there are people out there who are the best tutors ever. And it would be really great to just have an opportunity [to learn from other Form Tutors]. I'm setting up sort of links for sharing the practice for French teachers and Spanish teachers and Latin teachers, but I don't feel like that really exists for Form Tutors. I don't know, I might just not know the right contacts for it, but that would be really helpful to share practice with people. Have a network that you could use to support one another". [Participant 27]* *"I'm expected to just know them and do what a Form Tutor does". [participant 13]* *"And I remember coming in and I had a girl that had been, like within a few weeks, there was just so many... Because I was obviously, it was my first year group, my first form group, and there were so many incidents. I had three exclusions. I had so much gone on, and I actually just didn't know what to do. My Head of Year was really supportive. He was really helpful. But I was going like, 'Gosh, some of this is probably very simple, but I actually don't know what to do'". [Participant 12]* *"But in terms of training, in being a Form Tutor, there wasn't any. It's kind of like throw you in at the deep end and see how you sink or swim". [Participant 21]* *"And actually, you get a lot of training for your classroom teaching, but you kind of get thrown into a Form Tutor role, with pretty much nothing. And you learn on the job". [Participant 27]*

Training/CPD: none
Training/CPD: none since ITT
Training/CPD: None. On the job during ITT. Pot luck
Training/CPD: none. Some CPD relevant but not targeted at FT or Ftime
Training/CPD: none. Thrown in at deep end
Training/CPD: Poor
Training/CPD: some
Training/CPD: wants more
Training/CPD: wants more at start of career

"And by the same token, that things are so variable between schools, if you're expecting student teachers to pick up what a tutor is through their placements, it's just going to be random. It's going to be completely random. So yeah, I definitely think there should be some emphasis on it". [Participant 6]

Possibly, you know, those sessions with sorting things out with Head of Key Stage or DSL might count as CPD. Because they are training". [Participant 20]

we've got a lot of training about safeguarding issues. But we get that as teachers. The specific role of the Form Tutor is not really covered. Because obviously, you get to know your form a little bit better than you get to know your teaching students. And yet I feel that form teachers in terms of safeguarding, have almost no more responsibility than the normal teacher". [Participant 23]

And I think there's probably been a lot of things that I can now look back on and say, "Yes, that would link to Form Tutors, but they've been more as a sales pitch towards Department." So, one of the first ones I can remember them bringing in, two schools ago now, was a psychologist. I think it was from Manchester University doing the growth mindset and fixed mindset, all that sort of stuff. And he was very much talking about it in terms of subject. And at no point, and it wasn't his fault, but at no point did he mentioned about Form Tutors and then the school didn't mention about Form Tutors either". [Participant 9]

"That consideration of whether the people that are delivering them have got the skills needed to navigate these difficult conversations". [Participant 14]

"And I think that's been a very big challenge because if someone asked me to, I don't know what year seven literacy includes. If it's just reading, I can do that. But if it's teaching grammar, I've never taught grammar. So, I find that the sixth form new programme we've been incorporating over the past two to three years has been, not challenging, but it's not my specialty mortgages and fixed interest rates and stuff like that. And I've had to deliver a finance PowerPoint. I'm not that kind of person". [Participant 17]

"And the only way to really do that is probably to put in some time to train staff on those whatever it is you're giving, and on those topics, and to have a discussion. Which is what I try to do when I'm comfortable with it. But sometimes I have no idea where to start with it. And I wouldn't feel comfortable leading a discussion on it because I don't know myself". [Participant 5]

"And like conversations and discussions on more of the trickier topics, I still find it really difficult". [Participant 4]

"But again, it's such a…. it's a subjective thing, and it's all about the school buying into it…You know… you can bring in pastoral expert who says this is what good Form Tutors do, this is what a good Form Tutor looks like and this is how kids value a good Form Tutor. But then, if the school says, well, we see all of that, but we don't want you to do those things 'cause we want you to do silent reading and we want you to…you know…what makes a good… in this school, They're… their vision of good Form Tutor is someone who checks uniform everyday checks equipment every day, does silent reading on a Monday literacy and numeracy on a Tuesday, takes them to assembly on a Wednesday, does well being colouring in on a Thursday, you know?". [Participant 2]

"I feel like we have had a decent amount, certainly in our training days. I feel like there's quite a fair split. If anything, the whole school training days, I would say do lean more towards whole school and pastoral things. You have the separate, like, categories. So, you might have the teaching and learning one and a pastoral one, and I think they try and make sure there is a fair split between the two to try and balance it". [Participant 3]

"Every year, the first training day in September, they do like a refresh on the role of the Form Tutor. It's mainly for new staff, but everyone has to sit through it just in case anything's changed. So, they do like a PowerPoint, and they go through all the forms, like the planner page, if they've lost their planners, and a student statement if they're being bullied. They go through all of that so that everyone kind of knows where they stand. [Participant 16]

"No, I think they definitely need some more training about Form Tutors. Until you mention it, it's something which you would be kind of expected to know how to do it". [Participant 26]

"I think trainees would benefit from more guidance with it". [Participant 13]

"And the only way to really do that is probably to put in some time to train staff on those whatever it is you're giving, and on those topics, and to have a discussion". [Participant 5]

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"But again, I just felt like this was standing out in the corridor and having a conversation, but it was just almost pointless because that gets me onto another subject in terms of, we're not trained in careers advice. I'm sort of saying, "Have you thought about an apprenticeship?" And they're like, "Yeah." "Have you had a look?" "No. Where do I look Miss?" And I'm like, and again, that's then off my own back to go and find out and so on". [Participant 12]

Subtheme: Quality and delivery of Form Time/PSHE programme **Codes:** 6th Form Tutor is more flexible Certain activities are a waste of time Context of school impacts Ftime activities Engagement in Ftime activities depends on activity Freedom: balance between FT autonomy and clear routine with provided activities Freedom: FT doesn't have much, but creates it themselves Freedom: FT enjoys freedom in role Freedom: FT told to adapt Ftime activities to TG as they are generic Freedom: FT wants more in Ftime prog Freedom: is created by culture and vision of HOY Freedom: is good, but creates less consistency Freedom: little to create consistency Freedom: little, created by inflexible Ftime prog. Wants more Freedom: little, likes it	*"I think it very much depends on who leads the year group and…the kind of culture they set up for. I think it's like in their PowerPoints they say you can deliver this how you want and those kinds of little phrases".* [Participant 11] *"But I think that's kind of a little bit, the ethos of the school. As a teacher, I have quite a lot of freedom to teach how I wish. And I think that's kind of reflected to some extent in the Form Time that tutors want to... I think it was expressed by tutors at a meeting that they wanted to have free time. I'm not sure if that's the case across all year groups, but that's certainly the case in my year group. But again, I suppose that's reflective of the flexibility that we have, that there's no kind of like centralised, every student in the school does this in this tutor time".* [Participant 14] *"And it is quite nice in terms of yes, it's nice to have the autonomy as a tutor. It's also quite nice to have the Maths Department go, 'Do that'".* [Participant 28] *"Think it was expressed by tutors at a meeting that they wanted to have free time".* [Participant 7] *"It makes you look like a robot".* [Participant 1] *"And there is a lack of options and flexibility in the format that they've given".* [Participant 2] *"I'll be honest, it's [Form Time] much more structured at this school, which impresses me".* [Participant 9] *"If they gave tutors a little bit more freedom for a day or two a week, it'd be a lot easier".* [Participant 10] *"I don't have that much direct flexibility about it, but most of the assemblies or things that we get through, I can get through them at my own pace in the classroom. Whether or not that's what I'm meant to do, here or there. And it does leave me time for doing things like an equipment check on a Wednesday or a Thursday where I've got time for it. So, there's flexibility if I want to build it in myself, but it comes from me, it's driven by me rather than externally".* [Participant 5] *"In all fairness, I think quite a few of us do. We do just deviate from them, but then really you feel like you're doing something you shouldn't and that puts pressure, doesn't it? That adds to your pressure as a teacher or a form teacher".* [Participant 18] *"I like also doing my own thing. So usually, I take it as an excuse to start conversation".* [Participant 23] *"So, this isn't something that my Head of Year has done. This is something I've done as an individual and trying to take some back autonomy as a tutor as well. I've been giving them stickers for each achievement point they get. That's had more of an impact because they can then see physically how many they're getting compared to the person next to them. And it's a focus on reward rather than behaviour. But that's not something that anyone else is doing that's literally, I mean, I went out and bought the stickers. Because I know that they like stickers".* [Participant 28] *"So, Monday is reading, and we've got one day where we've got a bit of flexibility, but it tends to be news, et cetera".* [Participant 23] *"So, I think lots of tutors do like a quiz or games. I know some PE staff go out and play something in the field or whatever. So, I think it's up to you what you do on a Friday".* [Participant 7] *"I prefer, and one of the reasons I stay at my school is that it is quite autonomous, so I like to be able to put my own stamp on".* [Participant 11] *"And then the second 15 minutes is for us to do either a programme study or something linked to values and ethics, or of our choosing, something team bonding wise".* [Participant 3] *"And then we do the image of the three people watching the football game over the fence and all that. And I know that I'm going to do that at some point. "And if that hasn't come up…Then I'll just do it. But usually, it does come up before Easter. So, yeah, we just do it as it comes up".* [Participant 20] *"They're not completely militant with it. Like, this is what you have to do. That sort of thing".* [Participant 13]

Freedom: lots, created by flexible Ftime prog	*"But I do like that autonomy, that saying there's enough breathing space for you to kind of do your own thing".* [Participant 14]
Freedom: lots, created by no Ftime prog	*"And so, they're very generic, and it's down to the tutor to differentiate according to age-appropriate".* [Participant 17]
Freedom: more in sixth form	*"But generally speaking, particularly with the PSHE curriculum, because it is so shoddy, I kind of pull things out of the sky sometimes. If it's topical. So maybe during the COP26, for example, I did a whole two days' worth of sort of learning about climate change. What do we do to prevent X, Y, and Z happening? Which inspired quite interesting debates2.* [Participant 21]
Freedom: some, created by flexible Ftime prog	
FT and Ftime prog should develop soft skills	*The only thing that I say is bad about that is that I know that I'm the only year-eight Form Tutor who consistently does it. So, when I said to my other year-eight or the literacy coordinator said, 'What did you think of this week's book?' They're a bit like, 'What are you talking about?' Or 'I haven't read this one'".* [Participant 27]
FT doesn't believe in Ftime prog	
FT own spin	*"Because I do think literacy is just, maybe it's just our school. But I do feel like that needs a big push".* [Participant 13]
Ftime activities not enjoyed by students	*"Yeah. We didn't use to, so prior to the pandemic, it wasn't as prescriptive as it is now".* [Participant 15]
Ftime more prescriptive this year	*"This year has become the most prescriptive that Form Time has ever been".* [Participant 29]
Ftime prog bespoke to year group is more effective	*"The only other thing and it's about PSHE. I'm really passionate about it. I'm really passionate that it's done well, and it's done passionately".* [Participant 24]
Ftime prog better when planned in house (which doesn't happen)	*"I think, like the kind of PSHE type assembly activities are really beneficial".* [Participant 7]
	"I'm really interested in the fact that PSHE has been cut again and again and again, and the solution seems to be shoved it into Form Time". [Participant 14]
Ftime prog better when planned in house (which happens)	*"Essentially, like xxx is in a relatively deprived part of xxx. And so, it's, I think, one of the wards close to us is in the 100 most deprived Wards in the country. And so, I feel the school as a whole is not affected, it doesn't change kids' mindsets or way of thinking or how things are outside the gates, is just brought inside the gates. And we don't effectively challenge attitudes to learning or challenge aspirations or challenge kind of behaviour to each other or language. I don't feel that the tutor programme contributes to that. So, I suppose even in the ethos or thinking behind it".* [Participant 8]
Ftime prog could be better	
Ftime prog is effective	
Ftime prog is not effective	
Ftime prog is not well planned	*"You've got to check their planners, make sure they're signed. I don't think it benefits anyone. I think we're just doing it for the sake of doing it, rather than utilizing this 200 minutes a week in a meaningful way, having a structured approach to Monday, Tuesday, Wednesday, Thursday, Friday, and giving them something more, even if it's cultural capital, even if it's watching a bit of a Shakespeare play or a scene from a Shakespeare. And then we can discuss it".* [Participant 21]
Ftime prog is well planned	
Ftime prog too busy so not enough time to build relationships	
	"Other weeks I'll have got to Wednesday, I'll have completed everything that I need to do. And, you know, it's a funny one that". [Participant 25]
Ftime resources are never improved once made	*"Recently on Twitter and things, I've seen about schools having a pastoral curriculum where there's clearly thinking about what it means to be a person and what it means to be a student at school, and to change from year seven to eleven. And that level of planning, I think, is very not widespread".* [Participant 8]
Ftime resources not always given in advance	*"I don't think documenting anything in their workbooks for example. They have a specific Form Time workbook which I have to check on a regular basis. And it literally, it turned into, because I'd been debating for six weeks, and we'd just been chatting for six weeks. I had nothing written down. The last four weeks of term was rampantly trying to get stuff written down in their books. Just the evidence that we were teaching the PSHE curriculum. And then me checking their books and green-penning. I think that was complete waste of time. It was four weeks of lost debate and lost time. But anyway, it is what it is, OFSTED is OFSTED. Everyone's panicking at the moment".* [Participant 21]
Ftime resources provided = less workload	
Ftime resources are good	*"To be honest, most of the kids in the afternoon are itching to go home. All they want to do is be with their friends and get their phones out. And the last thing they want to be told is sit still and listen to this kind of calming music for ten minutes".* [Participant 6]
Ftime rushed as too many notices	*"But I do think actually some of the activities and things are very kind of tokenistic. If we wanted to go down the literacy route, so to speak, I do think I would encourage more reading as a group, maybe. Because I do think literacy is just, maybe it's just our school. But I do feel like that needs a big push".* [Participant 12]

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Ftime too short for good engagement in activities
Not believing in Ftime prog/activity impacts delivery
PSHE: delivered in FT as it was cut as a subject- FT frustrated
PSHE: Ftime PSHE prog is not effective
PSHE: is important
PSHE: is not effective (resources too text heavy)
Reading becomes more of a battle as the students get older
Reading is a battle
Shorter Ftime = rushed
Wants Ftime prog to have more purpose
Wants longer Ftime

"We've got integrity and we've got respect. They understand them. And I think that's really, anything I've read on character education, it seems to be embedding those things well". [Participant 10]

"We have got an afternoon silent reading. Perhaps it's fabulous in year 7, but by year 10 it's not really valuable at all". [Participant 2]

"And even though it's the same every day, the number of them that forget their books is just astronomical and then you have to deal with that". [Participant 12]

"But actually, even 1984 for sort of two 15 minutes sessions a week is quite slow going. Actually, the pace of the storyline is quite slow". [Participant 8]

"There are occasions when it's like pulling teeth and the kids really are hard work to try and get them engaged with these different topics and discussions". [Participant 3]

"So, in my opinion, the PSHE curriculum should be a place to discuss things and to learn how to become a better person, rather than them sitting there just regurgitating a PowerPoint slide on knife crime or whatever the topic tends to be". [Participant 21]

"It's not particularly useful because it's stuff like using capital letters, which, whilst I appreciate, they don't do, it's not necessarily. I personally don't see the right benefit from that". [Participant 12]

"Doing some something if you don't believe in it, you're going to have trouble delivering it then, to an extent". [Participant 2]

"It's a double edged sword if you like because you could end up doing a lot of performing acrobatics and dancing that are totally unsuited to you and you might not necessarily believe in. If you don't believe in what you're being asked to teach, then it can be really hard. I mean, we've, we've talked about the 'Minister for colouring in' in the school, for example. We do actually have the 'Minister for colouring in' and some tutors really like that, other tutors not so much". [Participant 1]

"I found that resource to not to be very year seven". [Participant 20]

"But I'm going to say the vast majority of the stuff that we've got is, I don't know if it's bought in or provided. It's not like she's created it. They're PowerPoint. I don't know, you know Twinkle? So, it's not Twinkle. But it's something like that because you can see the logo". [Participant 17]

"Hinders, is just really the sheer amount of stuff that they're throwing at us to deliver. Because aside from everything else I told you, also, if it's Children in Need Day or Help the Homeless Day or Modern Foreign Languages Day, we are sent more PowerPoints to try and deliver. And the people that create these PowerPoints create them for like 20 minutes, and so you can't do more than one. That's my personal real big issue with it. Just so much thrown in our direction. That for me, the essence of it is lost, if that makes sense". [Participant 18]

"They've hardly engaged with the topic by then. If they're in a really good mood and there's a good discussion going on. I'm looking at my watch constantly and it's like, 'Right, great point, xx. Stop. Everybody go to their first lesson'. So, it's frustrating". [Participant 6]

"Sometimes it gets a bit difficult just because the presentations itself are really text heavy, because they meant to make it easy for us to deliver. So, we don't have to do any preparation for it. We kind of just rely on the presentation, the slides themselves". [Participant 4]

"Well, sometimes I don't have enough time to discuss the resources that we have". [Participant 7]

"However, no one has popped in to see me or invited my feedback on it or evaluated how that's going. So, I suppose there's a theme of there's a lack of evaluation. It's just assumed it's all good". [Participant 12]

"But when you have to do X, Y and Z first thing in the morning, on top of actually making sure you are ready for the whole day, that's another thing that gets overlooked quite a bit, I think". [Participant 22]

"Because the Tuesday, which is sort of like a whole school focus on something. That is sort of like the top need. And so, you've got to catch that up first, and you've got to make sure you've shown all your Read to Succeed videos or whatever. And so that means at the cost of your form choice or something like that. Then on that week, it has to take sort of the priority". [Participant 29]

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	"Which is set by the literacy coordinator, but you can do it whenever you want. So, Tuesday is the day that we do that. It's really nice, actually. She's come up with its first page, Form Time. So, it's the first page of a book each week and there's like a little prereading activity. So, it might be like the front cover of the book or the name of the book and then some activities linked to the vocab or what do you think is going to happen? What does this mean? Then you all read the first two pages and then there are some sort of follow up activities. It might be a link to, sometimes has been like a film version of the book, like a trailer or there might just be some questions. When do you think this was? Inference. So, a whole range of range of different activities, which is really good". [Participant 27] *"It is quite beneficial. And I know that that doesn't always happen in other schools. They are expected to plan whole reams of stuff for tutorial where we don't have to do that. So, there is that positive".* [Participant 28] *"In previous years under certain Heads of Year, it's literally been 'make it up as you go along'. Just make sure you do your registration, but then you do what you want. And I had a particularly badly behaved form, for two or three years, and it was a nightmare because I had to keep thinking of things to keep these kids occupied. Because they were just going to kick off otherwise".* [Participant 6] *"There's tasks for them to do. So, we don't have to prepare everything. Everything's ready for us".* [Participant 13]
Subtheme: School systems and inconsistency (not presented in results section) **Codes:** 1:1s: challenging as no activities provided for TG 1:1s: Good systems 1:1s: mechanics 1:1s: part of Ftime routine/prog 1:1s: signing planners creates opportunities for 1:1s 1:1s: system could be better 1265: changing Ftime had to be within 1265 1265: Ftime is not in 1265 Behav reports: clarity of system helps Benefits of FTs not delivering PSHE Detentions: clear system, FT has no role (systems) FT deals with as much as they can as HOY/other is stretched	*"Whereas other kids will just want to read their book. So, I don't know whether it works, but I think maybe at a more rigid school it probably would work".* [Participant 7] *"I don't have as much as I used to [contact with parents] when I worked in a different school".* [Participant 29] *"But the exact sort of logistics of Form Time have changed basically every single year since I started teaching".* [Participant 8] *"But I think probably at my school, not everybody does silent reading".* [Participant 7] *"But it is inconsistent is the problem".* [Participant 14] *"The Head of Year kind of decides it. So, they decide the structure".* [Participant 26] *"I think when you're really clear about your vision and how every cog in the wheel supports that vision, I think it's much easier to see it through, but like, as we are seeing in the curriculum design, one of the problems we've had with it is SLT have never, ever been specific with us on what they see and how they see it implemented. We've had to feel our way around and it's created more work for people".* [Participant 10] *"And they're also supposed to, and I say supposed to, because I know no one else who does this in my school, we're supposed to do this".* [Participant 22] *"I think that you know, but I think as you know with this school, but what this school presents to the outside world and what this school says to its staff, doesn't always align with what's going on in practice and then how they treat people in practice".* [Participant 2] *"I think some of it is changed for change's sake. From a personal opinion. ".* [Participant 28] *"And I think schools throw too much at people. Don't implement properly, and neither give it time to embed nor then evaluate. I think in schools you're looking at, if you commit to anything, I think should be looking at three to five years".* [Participant 10] *"I suppose my biggest reflection over the years is that it's constantly changing. I don't think we've had the same approach to form every year in any of the six years that I've been there. There's been at least minor tweaks and sometimes quite major changes to the school day timetable. And I expect that to continue, to be honest. Because I don't think any of us know how to get it right".* [Participant 6] *"Actually, if you're sixth Form Tutor, you are slightly less then. And people have brought it up numerous times. You're like less. I'm like, 'Well [shrugs] okay'".* [Participant 26] *but I suppose another aspect is obviously you don't get paid for the problems that you're dealing with. It's just an expected thing. But it is unfair in that certain".* [Participant 12]

FT has oversight (academic mentoring) only works if systems are there to support (data provided)

FT has oversight (attendance mentoring) only works if systems are there to support (data provided)

Ftime prog is rushed- too many notices

Parent contact: don't see parents of TG at parents' eve (systems)

Parent contact: FT makes initial contact at start of year

Parents bypassing FT in pastoral comms system

Pastoral communication system being unclear undermines FT-tutee relationship

Pastoral communication system is unclear

Poor information sharing (frustrated)

PSHE: FTs not delivering it creates more time on Ftime

Reports: Ft doesn't do them

Reports: no system in school for anyone to have oversight. FT doesn't like this

Support from SLT helps FT

Supportive pastoral team helps FT

Systems: Clear systems across school helps FT

Systems: Clear systems and clarity of role of FT helps

"Some of the others are in, like 20-21 kids, and I've got 32 kids who are for the most part, quite vulnerable". [Participant 13]

"So, before Christmas, again partly because year-sevens, and we didn't know them. Going off the information we have from primary schools. Within our year-seven tutor team, we have three ECTs, a member of staff who has been at the school not very long, and then two others which includes me and this other member of staff. And all the kind of troublesome, could rear their head above the parapet, kids were put with me. One, because I've got quite good behaviour management. Two, I'm a middle leader. Three, why would you put that on new members of staff who are new to the profession?". [Participant 28]

UCAS reference and EPQs, that's just an additional thing on tutor responsibilities, which we don't get, crudely, we don't get paid for, nor do we get time for". [Participant 17]

I also write up some references for them as a tutor, reference. Some of them are the Oxbridge ones, I don't see at all the other ones I do". [Participant 1]

"So, I think that's quite nice because the idea is meant to be that every Learning Mentor group is getting the same materials, even if it's not the exact same day". [Participant 3]

"I think it is helpful when all Form Tutors are on the same page". [Participant 29]

"I mean, we had some Form Time before Christmas, and everybody else wanted to watch a film. All the other forms tutors went, 'Well, we're going to watch a film'. So, I was like, 'Oh, I really didn't want to'. But I didn't want to deny my kids". [Participant 20]

"I find it much more challenging being a Form Tutor in this school than my previous school, just because I often end up challenging defiance, and behaviour during tutor time. Even to the point of on Friday, but just before they went home for Christmas, thinking this is like spoiling the mood, but I've asked you quite politely to do things". [Participant 8]

"It's really smooth. So, they tend to have a ten-minute assembly that takes ten minutes from them going to it to being back again and then a bit of time for notices". [Participant 14]

"And I think the other thing that we've got is a really good structure for when you do have something problematic". [Participant 24]

"I remember it kind of like all bubbling away a couple of years ago and people re like, 'Oh yeah, it's not' [Form Time is not included in the directed 1265 hours]. Because then if it's an extra 30 minutes a day then that's...". [Participant 17]

"The problem with it is that some teachers don't get Form Time. In terms of directed time, my staff aren't really that bothered about time, and you can give and take as much as you want and they'll be like, 'Okay', they're just so lovely. But when you're saying Form Time is on your timetable, but it's not on X's timetable. And you then have to do this planning and prep and you have to be there. But she's getting paid the same as you and she's not doing it. How do you balance that, really?". [Participant 14]

"So, we do that for the first, maybe 3 hours of a PD Day. So, we're not teaching the sessions. External people coming to do that to free us up, to run the one-to-one sessions…Yeah. So, there's time to respond to all the queries. So, everyone just emails throughout the morning. And then everyone's like, 'Oh, yeah, this and this'". [Participant 19]

"We don't do PSHE in our school because we do it as a standalone lesson each lesson, it's in their time. So that's good". [Participant 22]

"Because there were quite a lot of times, I know someone in charge of PSHE would prepare a scheme of work on whatever it might be. It goes out to; we have five Tutor Groups in each year. So, it goes out to five different people, and you'll get five wildly different responses to it. Which for some topics doesn't matter because it's a multi-sided topic. But for others where you want a key message to get across... So, I think it's partly that consistency". [Participant 25]

"So, I'd make it longer. Just because I think it's so important". [Participant 16]

"Yeah, that's the biggest change, I'd move it all to the morning, so everyone has a positive, nice, happy experience first thing and they go to a lesson not having rushed from registration and rushed from here to there and not having been told off because they forgot their reading book". [Participant 2]

Systems: good information sharing in Ftime
Systems: good pastoral information sharing helps FTs
systems: Lack of clear systems for pastoral (frustrated)
Systems: no support for matters that arise in Ftime/PSHE
Systems: year team meetings support FT
Target setting: structure and time helps
Wants FT role to be more clearly defined
Wants Ftime all in AM
Wants Ftime at end of the day
Wants lower FT-tut ratio
6th form TG is easier
6th Form Tutor is more work and specialised
All FTs paid the same regardless of how much time or challenge the role takes- Ft unhappy about this
Consistency: likes consistency amongst FTs
Consistency: wants consistency amongst FTs
Discrepancy between intended and actual practice
Ftime routine designed by HOY
Inconsistencies across schools
Inconsistency amongst FTs
Lack of clear vision from SLT creates inconsistencies
Stronger FTs get more challenging students/TGs

"We have 25 minutes in the morning, whereas previously we used to have 15 minutes in the morning and then ten minutes at the end of the day. As a tutor, it was easier for me to hold a child to account or bring them somewhere, if they have a problem to sort at the end of the day". [Participant 10]

"The other thing that I don't like is that Form Time is at the beginning of the day. So, it means I can't have a conversation that goes beyond Form Time and just the nature of well, I think, it's a big school and it's on two sites. And I'm in the wrong site for where I'm teaching. So, on a Monday and a Tuesday, I turn up late for my lessons period one, which is not great. By default, different site, let alone having a conversation with a kid. And that's if I finished Form Time promptly. So, if I want to have a conversation with a kid, and it runs over slightly, they're really late. I'm really late, and everything just feels really rushed. And where I have worked in schools, like, when I started teaching, we'd have, like, I don't know, five minutes at the beginning of the day and then 20 minutes at the end of the day. Or it might have been the other way around, but just so you could check-in". [Participant 7]

"I think the ratio of students to tutor is too high". [Participant 8]

"With our sixth form, if they have a problem, they'd never come to me. They'd go to the head of sixth form. Everything was sort of outsourced with sixth form". [Participant 16]

"I don't think it's considered actually in the school. So very often incidents happen like a student's excluded or transferred to another school where the tutor is not told. Or behaviour incidents can kick-off and none of that process involves the tutor whatsoever. And so, then you think, 'Well, I was phoning their mum every other day, and then if I phone her mum today, I'm going to sound really weird because I don't know anything'. Or a kid could swear at a teacher, be excluded for a day, have parents come in for a meeting. There's no role for the tutor in that process whatsoever. And therefore, the kind of strength of that student knowing that you know everything and you're the one person, is not great". [Participant 8]

"It shouldn't be because we don't see our tutees at parents evening because we're so busy seeing all the students we teach". [Participant 11]

"I'll get copied into something… you know… a challenge on a detention because they're not happy about their kid doing an after school and they've gone straight to deputy head and then you suddenly come back…and that again is probably about systems and lack of parental knowledge on that, how the systems work and school not really knowing how to manage its pastoral system either". [Participant 2]

"I don't know if there's maybe a culture from our parents of going straight to the Director of Studies before going to the Learning Mentor". [Participant 3]

"Well, we did go through a period last year where we had a 'meet the Form Tutor' and it was done on Teams, and that was quite good. I mean, I had the very lowest ability class, and it was quite nice to meet the parents and sort of guide them in terms of what we could do to sort of improve their reading ages, for example, and things like that". [Participant 21]

"And then we have like a tutor day, which is a day in, I think it's September or October, sorry, before half term, when we go through with the parents how their students have settled into the year, et cetera. So, we do that as well". [Participant 12]

"And especially actually in year-seven, I think it's a big culture check for parents who are used to having that, I call the School Gate Conversation. And then suddenly our place, like so many other places, is locked up like Fort Knox. You're on your own. And there's no one person to liaise with. And so, we introduce ourselves via email and say, 'Look, please do email us'". [Participant 24]

"I would say having to get through a lot of stuff especially at the end of term, like now, that's a hinderance. If you keep getting sent out, 'Oh can you give out this notice and this notice'. Especially when ones over an email and one is in briefing and trying to remember exactly what you're giving out when, it can be a bit difficult. But what really helped is my Head of Year collating all of that and putting it onto this website called Paddler. I don't know if you've heard of that, but it gives you kind of a calendar. Different boxes you click on and it's a drag and drop thing where on every single day there's whatever it is that you're meant to be doing, and it's divided into weeks. If the box is empty it says at the top, 'Oh it's a Tuesday, silent reading box is empty. Nothing else to do'. Yeah, I think if you've not heard of Paddler, I think that is brilliant.". [Participant 5]

"Monday tends to be what we call The Bulletin. So, they get emailed on a Sunday night, The Bulletin, which has all the opportunities for them that they're going on that week. So different societies, different clubs, but also guest speakers that we have in relating to either careers, but also subject-specific ones which are

Systems: recent changes are for change's sake	*open to everybody. So, if psychology, for example, has a person in to do a lunchtime lecture, then obviously psychology students are encouraged, but everybody can go if they want. And then it goes. So, it's that kind of stuff. But also, then other opportunities, like summer schools. Like any blogs that are around relating to personal statements or studying abroad at university and things like that". [Participant 17]*
	"I think we do get quite a lot of support from senior management". [Participant 23]
	"Yeah, I feel like we feel quite well supported. If there's a problem, you always know where to go and that it will be picked up on". [Participant 16]
	"We help each other out all the time. Like, 'Oh, I found this. This is a really good, cool thing to talk about with the class. Do you want me to pass this over?'". [Participant 14]
	"We do. We do have a couple of meetings per half term as part of our meeting cycle after school. We do have a Form Tutors' meeting, which generally happens when we need to be passed on information to then pass on". [Participant 29]
	"It's interesting seeing the difference between a Head of Department meeting and a Head of Year meeting. Head of Department meetings are very much kind of how can we develop the Department and how can we make the situation better for the kids? The Head of Year meetings are very much this is what's happening in the year group. Be aware of this". [Participant 9]
	And then I'm aware that I'm sometimes sending a really quite distressed student off to lesson. "And there have been times... I've got some particularly vulnerable students in my form, and they have been vulnerable. I've got Cared For children, and they've been vulnerable for a long time, and at sort of peak moments, I was very aware that I had this terribly distressed child and I thought, 'I can't send them to their lesson'. And if I've been free, I've basically kept them with me, but I'm not always free. We have an excellent pastoral system, but all the pastoral coordinators are teachers as well". [Participant 24]
	"And the thing is that's the session where things are most likely to crop up. In a lesson, it's very unlikely someone's going to come to me with something personal, not necessarily disclosure, but something that you need to be dealt with there and then. Like, I forgot my PE kit. That's not going to happen in my French lessons, we don't have to deal with that kind of practical thing that takes time. Whereas in Tutor Group that does come up and then that sort of immediately detracts if you were trying to do an activity or you were trying to do a quiz". [Participant 27]
	"We are expected to deal with as much as we possibly can. So, if a parent phones reception, it's expected that it comes to us". [Participant 28]
	"Yeah. Well, the thing is at ours, and I do really feel for him [the HOY]. He's got a full timetable, so you know how he works like five PPAs across the two weeks, and he's just constantly on his feet going around and dealing with problems. It's ridiculous. I feel for him". [Participant 12]
	"But again, I saw her in tears last year, threatening to resign her role to me. Saying, 'I can't do this, I can't do this. I've not got a life'. And it's a reactionary job, so unlike Head of Departments. I did a bit of that job at one stage. That's strategic. You plan for the future. The Head of Year is the opposite". [Participant 10]
	"Oh, and then one day is supposed to be learning conversations, but those learning conversations are supposed to be one and one, and there's nothing provided for the other 24 kids in the room". [Participant 2]
	"Frankly, I would say that there really should be something that is actually more year group focused so that they get a different sheet each time, rather the same one each year, so that actually they might reflect differently. And so, the sixth formers feel that they are being challenged in some way". [Participant 29]
	"And basically, at the beginning, in September, I'd do a generalized thing where I'd sort of say, 'Is there anything that happened over the summer that you want me to know?' If they said, 'No', that's fine. But then I would also literally say, 'I'm going to go through and I'm going to talk to every single one of you outside in the corridor. We're going to play music or I'm going to give you a quiz sheet to do, or mindful colouring-in or something like that. You're going to get on with this. Meanwhile, I'm going to be stood outside and I'm going to chat to every single one of you'. And it was just that making sure that it wasn't something I was missing. And each time I did it, you would always catch people who you know wouldn't have spoken to you any other way. And sometimes it would just be, 'So how's things going?' And it's just that, 'Fine.' And I say, 'Oh, I noticed you paused then before you said fine. Are you sure things are fine?' And then suddenly, bleurgh, it would all come out". [Participant 24]

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	"Planner signing because it's not even the communication between parents and home. Because parents sign it, they don't even talk. But each time I'll be like, 'Oh, how was your weekend?' It just gives time for that quick conversation, like a check-in, just to say, 'Oh, you know you haven't had your planner signed for a couple of weeks, is everything okay?' 'No, I'm living with my nan'. Or something. It's time for that". [Participant 16]
	"So, Monday is very much kind of dealing with any issues over the weekend or kind of leftover from last week and setting up the behaviour focus for that week". [Participant 9]
	"When we have these PD Day meetings, there's a massive whole school spreadsheet, but obviously split into your tutee. So, filling in all the details of the meeting and all the targets that are set and any issues, and then that is sort of checked, and anything that kind of comes off of it. And then if the kids have any queries that they may have with another member of staff, we can just email that through to them and get a reply". [Participant 19]
	"I definitely think that it's a one-to-one meeting. So, on every other Tuesday, we have a chance to sit down one-to-one with some of the students. Just for five minutes. And again, where our school does it is still really prescribed in the way that there's a Google form, that you just go through a Google form, and you input your answers and that's the end of the five minutes". [Participant 4]
	"Whereas she's made this thing where it's just lots of statements and it fits on one PowerPoint slide. They've got a booklet, they read through them, set themselves targets. And the next week we go back and see if, 'Did you meet your target?' So, it's quite nice. And they are just. Some of them are really small targets. Like, remember to pack my school bag sort of thing. And they're all broken into sections as well, like organisation, mental health. It's nice. I am impressed with it". [Participant 18]
	"But it doesn't work. It really doesn't work. I've had my form, I'm a year ten tutor now. I've had my form since they came to the school. I don't feel like I know them academically at all". [Participant 6]
	"At the present, we have no link with academic data or reporting, so I think that's probably unique to us. But again, nothing comes... Well, not unique, but I'm sure...It's definitely not unique. Where things like reports go home and then you're like, 'Oh, have they?' And there's no follow up, there's no expectation that I will do anything with that academic data". [Participant 8]
	"So as a tutor, I don't even see their reports. They just get sent straight home". [Participant 16].
	"So, our system is, if they have a detention, it's same day. A text will go out to parents. It's only not same day if they get the detention in lesson six, then it rolls over to the next day. So, kids are kind of used to that system. Text goes out to parents to inform them they're in a detention, and that's it. And then we as a teacher, they get a one warning and then second warning, then they're out. It's a very short. No messing about. We are obliged to phone the parents to discuss the behaviour, but we don't necessarily have to do it, ideally before the detention, but it can be after. It's just when you've got a chance to ring sort of thing. There's no paperwork with it, just message out on text". [Participant 19]
	"We have like a whole tiered system of reports. So, it starts off, we've got two different types of tutor report. You've got a behaviour report and a punctuality report. And if they get over a certain minutes of lateness in a week, then they go on punctuality report, and we monitor them on a two-week cycle. And once they reach a threshold, then they will either go on tutor report or behaviour report. And the behaviour report is more of a positive thing. And it's like following the school's expectations of being on time to lesson, being safe, being respectful to everyone. And then the punctuality report is that at the beginning of the report, they have this many minutes late. At the end of it, they've got this many, and you're just really trying to keep track of them and get them to bring those minutes down. If they fail the behaviour report or the punctuality report, it then goes to Assistant Head of Year. If they fail that, it goes to Head of Year. If they fail that, then it goes to a behaviour plan. And if they fail that, then it goes to a support plan". [Participant 13]
Subtheme: Lack of time (not presented in results section) **Codes:** 1:1s: Challenging	*"I suppose the thing that I kind of mentioned, and everybody would say, time". [Participant 9]* *"The lack of time makes it really hard". [Participant 13]*

1:1s: hard to make time but does as sees it as important	*"UCAS reference and EPQs, that's just an additional thing on tutor responsibilities, which we don't get, crudely, we don't get paid for, nor do we get time for. And therefore, that's just the big thing that would help with that would be like, time to do that". [Participant 17]*
Building relationships with parents is important but takes time that FT doesn't have	*"You need to phone home, see if they can bring in the right uniform, and either get their teachers to provide work for them because they are secluded for the day. And that's quite a challenge when you've got that happening going into a four-lesson day". [Participant 28]*
Co-tutoring is challenging: co tutors liaise in own time	*"I haven't got a lot of free time. That's the one thing that I kind of, I wouldn't say resent. But if you look at some of the timetables as a sort of middle leaders and senior leadership team, teaching two or three periods a week, it kind of sticks in the core. But anyway, that's the nature of the beast". [Participant 21]*
Detentions: FT has to use own time to host (and unhappy about it)	*"And also, that was what I wanted to say. If you want to be a good Form Tutor and you want to do well for them, which I've really tried, you then get to a point where you're like, "'ok, this is affecting me more than it should do. It's my time, it's my energy' And actually, you can't sustain that if you want to be effective in that way". [Participant 12]*
FT role is time consuming for no extra money	*"But it's not like I'm doing anything other than just passing through the information. I'm not filtering it, I'm not thinking about it, I'm not coordinating between teachers or anything that I, in theory, could do. But I don't have the time for it". [Participant 6]*
FT uses own time to prepare for delivering Ftime resources	*And I think it can be difficult to have enough time to do that. Because I think it's really important. Because if we don't do it, who else is going to do it?". [Participant 24]*
Lack of time	*and that's when you can have your conversations 'cause in half an hour I can talk to three or four kids. Possibly even six actually if I'm quick, which means I'm doing a lot more, but in 20 minutes, by the time I've done the register and given notices and doesn't leave me enough time". [Participant 2]*
Lack of time to do the job well	
Lack of time: compared to middle leaders	*But it means maybe, I feel probably there will be kids who fall through the gap, who do need that regular sort of check-in. Especially the younger ones". [Participant 19]*
Lack of time: for 1:1s (guilty)	*"But it's only phoning home when there's a problem, unfortunately. That's really the contact that I have with the parents, of setting up a meeting if there's a problem. Some parents I have never contacted". [Participant 5]*
Non-teaching FT/HOY etc = more time	*"I should have done. That should have been the first thing I had done, but I haven't because I don't have time". [Participant 2]*
Parent contact: FT feeling guilty at lack of parent contact	*"Yeah, all the other admin stuff. It takes time. I'd happily once a week call all my parents, but you know...". [Participant 16]*
Parent contact: FT frustrated that this has to happen in own time	*"Oh, it's all totally in your own time, yeah. And after school obviously, is predominantly when you ring home". [Participant 12]*
Wants more time to have conversations with tutees	*"Which again is probably a lot of teachers' response of kind of going, 'Well, where's the bloody time?'". [Participant 9]*
	"And inevitably it's the naughty ones that are going on report and that are consistently getting notes. So, then that's my break and my lunchtimes gone. Because we were discussing this, like as a department. We talked about it at lunch, and they were like, '[Participant's name], you never have a lunch and a break time because you're just constantly doing the form detentions'. And I was like, 'Yeah, I know. And I'll be honest, I'm exhausted'. Obviously, you can't go to the toilet and things like that, so that's not pleasant". [Participant 12]
	"So, for me to be able to deliver it. And I think it is really important for students, but it takes me like an hour to get my head around something, which then I'm only delivering for 30 minutes. And I have to admit that sometimes I'm like half an hour beforehand, I'm like, 'Ah, what am I doing?' And then I go through it". [Participant 17]