



Guide Tutor Roles - EXPLAINED

Welcome

When taking a course with Guide support, the following considerations are what we always adhere to.

We make this as clear as possible from the outset, for school and partners to be fully aware of what to expect. This will ensure successful outcomes for all involved.

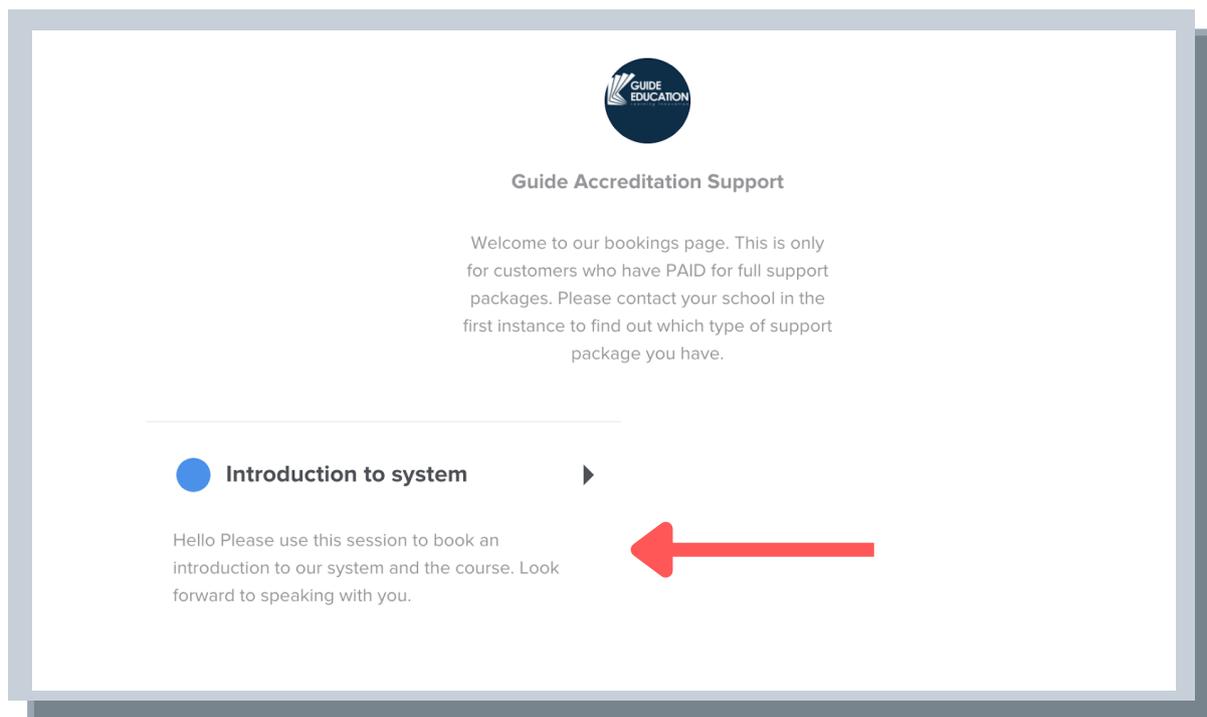
We have taken adult learners through over 1000 accredited courses in the last few years and the following gives a clear breakdown of what we do, and samples of that, so all parties have a complete understanding of our partnerships:

- The assumption from us, as always, has to be that the learner is dedicated, wants to complete the course and is aware they will need to follow video guidance fully. Due to this process, we have 100% pass rates in all courses.
- There is no hand-holding. We will politely prompt and direct learners with our feedback. The expectation is for the learner to do the work as outlined in videos and the Guide team support fortnightly.
- It is difficult for us to accept or feedback or work submitted that obviously does not show a full attempt to honour the qualification or question. Please ensure your learners are aware of this. We will be explaining it to them in our onboarding session.

Using the Guide system and Guide Qualification support

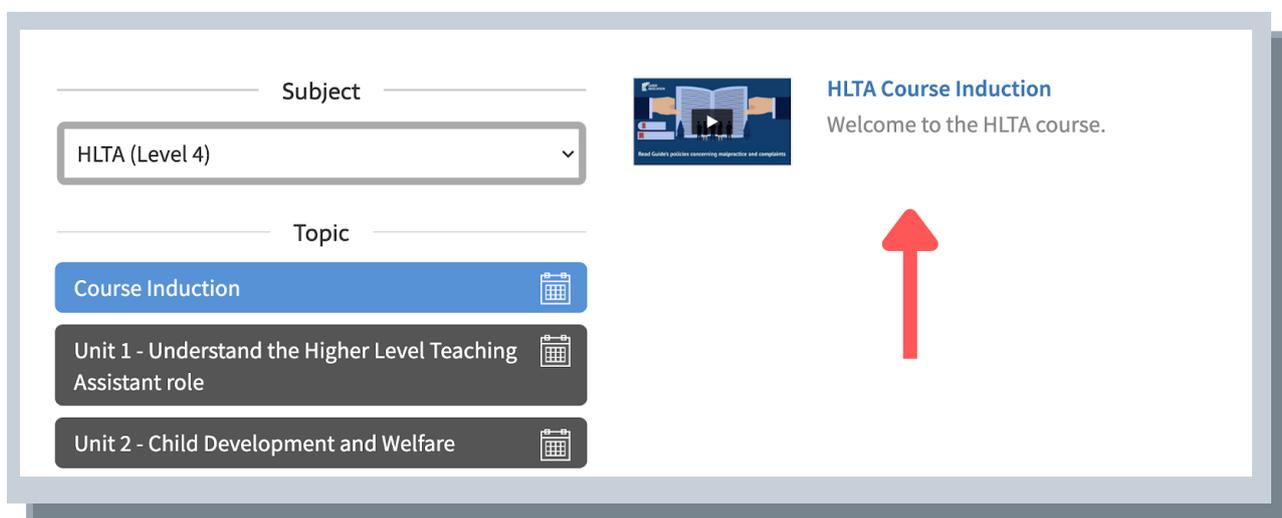
1. **Conduct a short, live, onboarding session with the relevant staff member. Share sample account wizard and course documentation if they do not already have them.**

For example:



2. **Provide introduction videos and relevant course videos via platform links**

For example:



3. Our liaison officers will contact any learners (via email) who have not accessed the course every 2 weeks to gently prompt and remind them.

For example:

Hello Michelle

I hope you're well. This is just a reminder, that you haven't logged into the system that contains all your course material for **17** days. 

We completely understand that you may have other priorities right now, but we just wanted to remind you that the system is available to you 24 hours a day 7 days a week.

This is simply a courteous reminder. You may choose to engage with the subject material whenever is best for you.

Guide Support Team



4. We actively support candidates throughout the qualification, with specific prompt advice, fortnightly.

For example:

There is a clear understanding of how the criteria and the response begins to explore elements of this extremely well.

Action: Consider the positive impact teachers, parents/guardians etc. also have on a child's development. You may also wish to explore similar ideas for the initial part of the question.

2.4.20

5. Share overview export of staff progress updates to SLT. This will be done half termly. (School admins will have access to this all the time)

For example:

first_name	last_name	position	job_title	email	hita_course_induction	hita_unit_1_ understand_the_hij	hita_unit_2	hita_unit_3	hita_unit_4	hita_unit_5	hita_unit_6	hita_unit_7
Staff	Member	Support Staff	Teaching assistant	Generic@xyzschool.com	completed	not started	not started	not started	not started	not started	not started	not started
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	completed	completed	completed	completed	completed	completed	completed	completed
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	completed	completed	completed	completed	completed	completed	completed	completed
Staff	Member	Support Staff	Teaching Assistant	Generic@xyzschool.com	completed	completed	completed	completed	in progress	in progress	in progress	in progress
Staff	Member	Support Staff	Teaching Assistant	Generic@xyzschool.com	not started	not started	not started	not started	not started	not started	not started	not started
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	completed	in progress	in progress	not started				
Staff	Member	Support Staff	Teaching assistant	Generic@xyzschool.com	completed	completed	completed	completed	completed	completed	completed	completed
Staff	Member	Support Staff	Teaching Assistant	Generic@xyzschool.com	completed	completed	completed	in progress				
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	completed	completed	completed	in progress	in progress	not started	not started	not started
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	completed	in progress	not started					
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	in progress	not started	completed	completed	completed	completed	completed	completed
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	not started	not started	not started	not started	not started	not started	not started	not started
Staff	Member	Support Staff	Teaching Assistant	Generic@xyzschool.com	completed	completed	completed	in progress	in progress	in progress	completed	in progress
Staff	Member	Support Staff	Inclusion support	Generic@xyzschool.com	completed	in progress	not started	in progress				
Staff	Member	Support Staff	Teacher Assistant	Generic@xyzschool.com	completed	completed	completed	completed	completed	completed	completed	completed
Staff	Member	Support Staff	Teaching Assistant/HLTA	Generic@xyzschool.com	completed	completed	completed	in progress	not started	not started	not started	not started
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	completed	completed	completed	in progress	not started	not started	not started	not started
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	completed	completed	completed	in progress	not started	not started	not started	not started
Staff	Member	Support Staff	Teaching Assistant	Generic@xyzschool.com	completed	not started	not started	not started	not started	not started	not started	not started
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	completed	completed	completed	in progress	in progress	in progress	in progress	not started
Staff	Member	Middle Leader	English Teacher	Generic@xyzschool.com	in progress	not started	not started	not started	not started	not started	not started	not started
Staff	Member	Senior Leader	English Teacher	Generic@xyzschool.com	in progress	completed	completed	completed	completed	completed	completed	completed
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	not started	not started	not started	not started	not started	not started	not started	not started
Staff	Member	Support Staff	LSA	Generic@xyzschool.com	completed	completed	completed	completed	in progress	in progress	in progress	in progress
Staff	Member	Support Staff	Teaching Assistant	Generic@xyzschool.com	completed	in progress	not started					
Staff	Member	Support Staff	HLTA	Generic@xyzschool.com	in progress	not started	not started	not started	not started	not started	not started	not started
Staff	Member	Support Staff	Learning Support Assistant	Generic@xyzschool.com	completed	completed	completed	in progress	in progress	not started	not started	completed

6. Review and assess final submission of completed work.

For example:

2.1 Be accountable for pupils' attainment, progress and outcomes
Complete! ● Comment ✎ Evidence 📄

Q1) Please briefly explain your evidence choice. ✎ Edit answer

This recent lesson observation demonstrates that I strive to plan and deliver lessons which aim at improving the progress and outcomes for the students in my group.

One area of the observation that I will need to continue to reflect upon is how I can use AFL to help enhance the outcomes of my classes

PDF Tim 9.03 Lesson obs.pdf (Pdf, PDF)

✎ Leave a comment delete

TJ

Michael Guard (Teacher), said:

This is a great item to include as it not only highlights your strengths but also areas you can develop in this section of the course

7. Begin the formal assessment process if the candidate is ready and this option is asked for.

For example:

2. Sampling

Qualification Number	Unit Ref Number	Learner Name	Assessor Name	Assessment Type	Agree with Assessment Judgement	IQA Name	IQA Sampling Date	Agree with IQA Judgement	Recommend Certification
603/1432/1	A/615/708 5 D/615/7080	[REDACTED]	[REDACTED]	Product evidence.	Yes	S Hussain	[REDACTED]	Yes	Yes

Feedback Summary:

The learner has completed their portfolio of evidence via word processed documents, evidence templates, photographs, observations and other supporting evidence, that has been referenced to the learning outcomes and units within the qualification specification. The candidate reports contain some very good detail and the learner has provided some very good responses to the criteria required. Feedback provided to the learner is well detailed and provides the learner with support and encouragement from the observations that have been completed. There is good evidence of the resources used from the photographic evidence that has been submitted. IQA activities have been undertaken and the IQA has provided the assessor with feedback to their assessments of the learner and their portfolio of evidence. The feedback to the assessor is supportive and confirms that the assessment decisions are valid, sufficient, current and complete. No actions have been identified within the sampling from the IQA, and the IQA confirms that required units are complete.

8. Feedback on outcome of course completion with candidate.

9. Send course certificates or download certificate and proceed to next relevant qualification registration if required.

In school mentoring (Using guide course material but mentoring internally)

Your main duties will be:

- To ensure the candidate feels supported in school as best fits the school
- To ensure the candidate is aware of school systems and deadlines (marking, behavioural policy, deadlines, etc.)
- Supporting candidates with their appropriate folder (undertaking observations where needed.)
- To review the progress of the candidate through reviewing their online folder
- Helping the candidate to organise their placements if needed (Eg with QTS A0)
- Holding meetings as agreed upon with the school, which review progress but allow for discussion to develop the candidates understanding of the teaching profession.
- Inform Guide Qualification Support team if and when accreditation is wanted

*For more information please contact Shaila Hussain, our Qualifications Director on
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www.guideeducation.co.uk
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