



EIST Homeroom Teacher Policy 2025-2026

| | |
|--------------------------|---------------------|
| Revised Date: | April 2025 |
| Next Review Due: | April 2027 |
| Policy Reference Number: | EIST 2026 HTP Ver.1 |

Contents:

1. Introduction
 - a. Duty of Care
 - b. Holistic Development
 - c. Collaboration

2. Daily Responsibilities of a Homeroom Teacher
 - a. Daily Class Management
 - b. Monitoring Student Progress
 - c. Student Welfare
 - d. Academic Support
 - e. Communication
 - f. Record Keeping

3. How Homeroom Time Supports the Literacy Drive
 - a. Reading Time
 - b. Discussion and Reflection
 - c. Writing Exercises
 - d. Literacy Resources

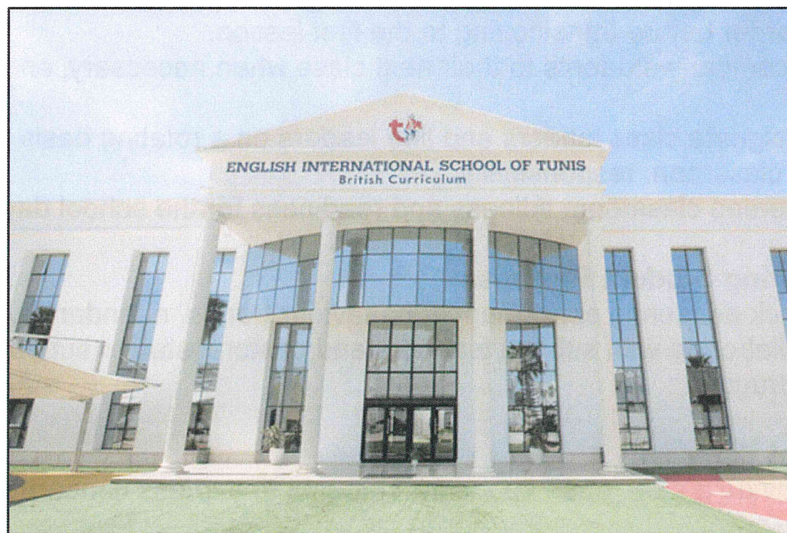
4. How Homeroom Time Contributes to PSHE Delivery
 - a. Values and Ethics
 - b. Life Skills
 - c. Health and Well-being
 - d. Goal Setting
 - e. Peer Support

5. Duty of Care and Safeguarding
 - a. Observation
 - b. Reporting
 - c. Support Systems

6. Conclusion



1. Introduction:



At the English International School of Tunis, Homeroom Teachers play a vital role in ensuring the academic, emotional, and social well-being of our students.

As part of the Cambridge Curriculum framework, their responsibilities extend beyond classroom instruction to include providing a safe and supportive environment that encourages personal growth and academic achievement.

Homeroom Teachers are a cornerstone of our approach, supporting students in their journey towards becoming well-rounded individuals.

a. Duty of Care:

Homeroom Teachers are entrusted with the duty of care for each student, ensuring their safety and well-being, and addressing any concerns promptly in accordance with our Safeguarding Policy.

b. Holistic Development:

They are responsible for supporting students in both their academic pursuits and their personal development, preparing them for success both in school and beyond.

c. Collaboration:

Regular communication with parents, subject teachers, and pastoral staff ensures that students' needs are met comprehensively.

2. Daily Responsibilities of a Homeroom Teacher:

Homeroom Teachers are the first point of contact for both students and parents. They act as academic mentors, emotional guides, and advocates for students' well-being within the school environment.

Their role encompasses various aspects of students' development as outlined below:

a. Daily Class Management:

- Begin each day by welcoming students and taking attendance.
- Conduct pencil case checks to ensure students have all necessary equipment (pens, pencils, erasers, rulers, calculators, etc.).
- Perform daily uniform inspections to ensure students comply with school dress code.

- Supervise students during the morning line-up and maintain order before transitioning to the first lesson.
- Accompany students to their next class when necessary, ensuring a smooth and safe transition.
- Designate class leaders and line leaders on a rotating basis to promote leadership skills and classroom responsibility.
- Oversee classroom tidiness and readiness for the school day.

b. Monitoring Student Progress:

- Track academic performance, behaviour trends, attendance, and punctuality.
- Collaborate with subject teachers and pastoral staff to support students showing signs of struggle.

c. Student Welfare:

- Provide a safe, open space for students to express concerns or resolve interpersonal issues.
- Monitor emotional well-being and build trusting relationships with students.

d. Academic Support:

- Assist with setting academic and personal goals.
- Guide students in study skills and time management.
- Administer weekly spelling tests every Friday.
- Conduct reading sessions twice a week to improve literacy.

e. Communication:

- Maintain regular contact with parents through emails, calls, and scheduled meetings.
- Provide updates on student academic and emotional progress.

f. Record Keeping:

- Maintain accurate records of attendance, behavioral incidents, interventions, and parent communication.

3. How Homeroom Time Supports the Literacy Drive:

Homeroom time is pivotal in supporting the school's literacy initiative. Teachers use this time to nurture students' reading, writing, and communication skills, which are integral to their overall academic success.

a. Reading Time:

- Allocate specific sessions for independent or group reading to develop fluency, comprehension, and vocabulary.

b. Discussion and Reflection:

- Facilitate discussions on books, current events, and student experiences to encourage verbal expression and critical thinking.

c. Writing Exercises:

- Integrate short writing tasks focused on grammar, spelling, and creativity.

d. Literacy Resources:

- Introduce students to digital tools and the school library to encourage self-directed learning.



Reading and writing activities are aligned with the Cambridge Curriculum's emphasis on developing effective communication skills, enabling students to achieve success across all subjects.

4. How Homeroom Time Contributes to PSHE Delivery:

Homeroom time is essential for the delivery of Personal, Social, Health, and Economic Education (PSHE). It supports the development of key life skills, emotional well-being, and preparation for the future.

a. Values and Ethics:

- Discuss moral dilemmas, cultural respect, and responsible citizenship.

b. Life Skills:

- Teach problem-solving, decision-making, and collaboration through class discussions and activities.

c. Health and Well-being:

- Provide sessions on physical and emotional health, digital safety, and managing stress.

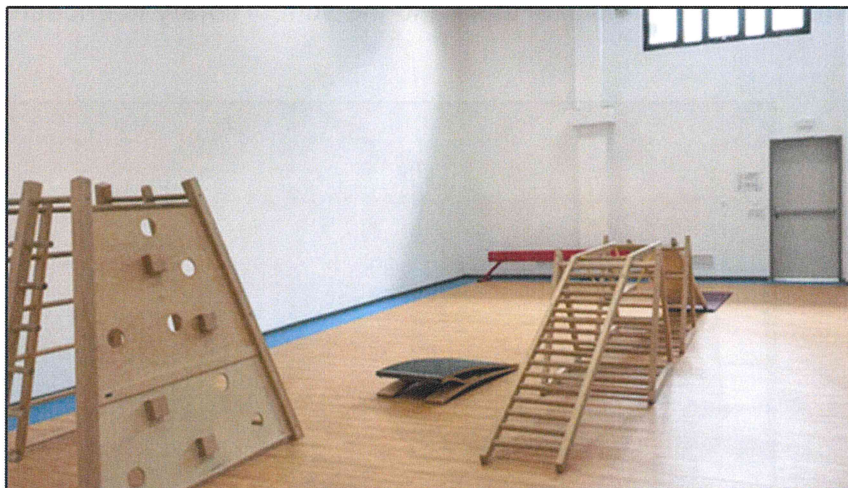
d. Goal Setting:

- Support students in defining and tracking academic and personal goals.

e. Peer Support:

- Encourage students to support and mentor each other, strengthening teamwork and empathy.

Physical activities and interactive group tasks enhance PSHE delivery by fostering resilience and social cohesion.



Movement-based activities encourage physical well-being, resilience, and teamwork — key elements of the PSHE curriculum

5. Duty of Care and Safeguarding:

As part of the Homeroom Teacher's responsibilities, Duty of Care is paramount. Teachers must be proactive in identifying potential safeguarding concerns and ensuring students are protected both physically and emotionally.

a. Observation:

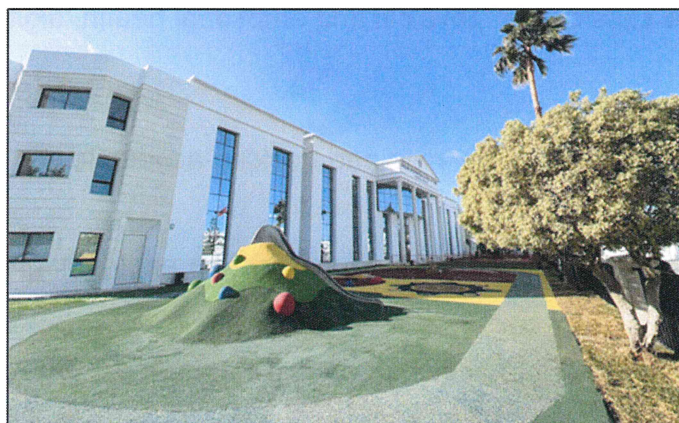
- Be vigilant in noticing signs of distress, neglect, or changes in behavior.

b. Reporting:

- Report any safeguarding concerns immediately to the designated safeguarding team, following school policy.

c. Support Systems:



- Collaborate with the pastoral team to implement emotional and academic support strategies for at-risk students.



The duty of care extends to providing a safe and nurturing environment for students to thrive in, both academically and socially, as outlined in our Safeguarding Policy.

6. Conclusion:

Homeroom time is an essential pillar of the school day, providing opportunities for academic support, personal growth, and community-building. By adhering to this policy, Homeroom Teachers contribute meaningfully to the holistic development of our students, ensuring they feel supported, heard, and prepared for success.

| | |
|---|--|
| CEO | Head of Education |
| Mr Zied Ben Ghorbel | Ms Jacqueline Johnson |
| Date: | Date: |
|  |  |

