



RADLEY

Form Mastering Handbook

October 2025

Form Mastering Handbook

Each pupil has a Form Master who will be a key point of contact and influence. Good Form Mastering is essential and is seen as a fundamental component of the role of a don; whilst the tutor remains in loco parentis and will be seen as the leading figure – assisted by the PHM - in the pastoral care of each pupil, the Form Master supports them in that role and acts as a source of advice, guidance, pastoral oversight and influence during a pupil's time at Radley. They will form a key component of the provision of PSHE, of academic guidance and of day-to-day pastoral care.

Form Masters looking after lower school year groups are drawn from the Social's sub-tutorial team. Sixth Form pupils are Form Mastered outside the Social group and choose their Form Master from a group of 30 dons. Pupils will usually choose a don who has a similar academic interest, or someone with whom they have forged a strong relationship in the lower school. Lower school Form Mastering is overseen by the Tutor and the Heads of Year (HoYs). The Heads of Year and Head of Sixth Form are members of the Pastoral Committee and also report to the Sub-Warden.

The Resident Sub-Tutor acts as Form Master to the Remove year group in their Social. The Shells and the Fifth Form are divided into two groups and Form Mastered in parallel by four members of the non-resident sub-tutorial team.

Monday afternoon and Central Hour on Friday provide ring-fenced time for the Form Master and should be used to meet the group collectively, or for one-to-one discussion. Some of these times will be used for PSHE education lectures and presentations.

All Form Masters are expected to do the following:

1. Meet their Form collectively; there are two formal weekly slots (Monday 4.30pm – 5pm and Friday 1.30pm – 2.30pm) within the timetable for this. In addition, to arrange occasional social opportunities for the form at home, around College, or off-site.
2. Meet members of their Form one-to-one on a regular basis at a time mutually arranged, either within or outside Social.
3. Have a clear oversight and knowledge of the academic progress of each member of their Form and of their activities and commitments beyond the classroom.
4. Liaise with the Tutor and Head of Year regularly to ensure that there is mutual support in the pastoral care of each pupil and agreed strategies to challenge and help them to improve.
5. Ensure the appropriate delivery of the PSHE curriculum as appropriate by year, including attending and supporting all external speaker lectures. PHSE issues raised should be discussed at the next available Form Masters' period (usually the Monday afternoon). They should also model the values of the College in their interaction with the Form, ensuring as far as possible the highest standards in responsibility, manners, kindness, self-awareness, reflectiveness, and in the help of others.

6. Ensure the continuation of important Radley traditions. Pupils should demonstrate politeness at all times and Form Masters should encourage habits such as writing hand-written “thank you” letters as appropriate. Form Masters should also support the Declamations competition in January each year.
7. Support members of their Form in their life around College, taking an interest in their achievements and attending events in which they are participating as often as possible. Form Masters should also attend the appropriate whole year group events. Form Masters should – at the direction of the Head of Year – support occasions such as dances, socials and Respect Project events.
8. Encourage their Form to develop culturally and intellectually within and beyond College by accompanying them to concerts, lectures and exhibitions; by sharing personal enthusiasms; and by promoting and monitoring their own interests and reading.
9. Help to develop social skills of informed conversation, as well as exposure to issues of current affairs, through the promotion of regular discussion and debate.
10. Act as a ‘gate-keeper’ for all aspects of academic management, to include reports, options, and timetables, and to help each pupil develop the right habits of self-discipline required to succeed academically.
11. Go through the relevant end-of-term reports with individual pupils in the last or penultimate Form Master Period and then ensure excellent Form Master reports are written on each pupil.
12. Introduce themselves to the parents of the members of their form by email at the start of the academic year. Form Masters should then communicate with parents to report positive progress and to express concerns at an early stage. The aim is for such proactive communication to reduce the levels of communication when things ‘go wrong’.

In addition to the core expectations of Form Mastering, there are specific emphases at the various age groups as itemised hereafter.

As part of each don’s appraisal, their Form Mastering and their performance in it will be considered as a key part of their role. Dons will be expected to report on their Form Mastering as part of their own self-evaluation and the Warden will ask the relevant Tutor(s), Heads of Year, the Director of University Entrance and members of College Management Team, as appropriate, to contribute to that element of the process.

Shell Form Mastering

The Shells are Form Mastered in their Social groups, each Social having two Form Masters for that year group working in partnership to support the pupils through their first year at Radley. One Form Master will be part of a wider PSHE education team and take responsibility for the Shell PSHE education curriculum within the Social, the other will lead on academic matters.

Shell Form Masters have a central role to play in helping pupils settle into Radley life, both academic and pastoral. The first few days of the Michaelmas term see daily Form Master periods with the Shells.

The core themes of the year are “settling in”, “relationships” and “high expectations”. The PSHE curriculum, overseen by the Form Master under the guidance and management of the Head of

PSHE and the Head of Year, is centred around “Looking after each other (Health and Wellbeing)”. [PSHE Education Handbook and RSE Policy](#)

In particular, it is important for the Form Master to liaise regularly with the Tutor, the Head of Year and the mentors to gauge each pupil’s progress and well-being.

Remove Form Mastering

In the Removes the Resident Sub-Tutor will be the lead Form Master for the whole Social group, supported by another member of staff who will assist in all aspects of the role. The core themes of the year are “engagement” and “resilience” and the PSHE curriculum, overseen by the Form Master under the guidance and management by the Head of PSHE and the Head of Year, is centred around “Looking after Oneself (Relationships)”. [PSHE Education Handbook and RSE Policy](#)

Fifth Form Mastering

In the Fifths pupils remain within Social groups and revert to two forms. Smaller groups facilitate discussion and more individual care in a crucial year of academic oversight and choices. The core themes are “ambition” and “service” and the PHSE curriculum, overseen by the Form Master under the guidance and management by the Head of PSHE and the Head of Year, is centred around “Looking after Others (Living in the Wider World)”. [PSHE Education Handbook and RSE Policy](#)
Fifth Form Masters will also discuss A-level choices as well as Careers and Futures.

Sixth Form Mastering

In the Sixth Form, forms are not related to Socials but are allocated according to pupils’ preferences alongside the subject specialism of their Sixth Form options. The emphasis is on personal development and independence and supporting the preparation of each Radleian for life beyond Radley. Sixth Form Mastering covers various PHSE topics, overseen by the Form Master under the guidance and management by the Head of PSHE and the Head of Sixth Form. Sixth Form Mastering will also involve supervising UCAS applications, Oxbridge applications (as appropriate), any other post-Radley Careers choices, Futures and liaison with Radley Connect and Radleian Society under the direction of the Head of Sixth Form.

Appraisal

Form Mastering should be regarded as a core element of every don’s role at Radley. Lower school Form Masters connected to Socials are line-managed by the Tutor and the Head of Year. Both will be asked to provide annual feedback to the Warden which will be reflected in the appraisal process. Sixth Form Masters are line managed by the Head of Sixth Form. In addition, Form Masters will be asked to provide a brief annual report on their form for the Warden, Sub-Warden, Deputy Head Academic and Head of Year. Form Masters are expected to know all pupils in their

form well in all aspects of College life. They should be able to reflect on pupils' progress, evidence effective reporting and intervention, and have entertained their forms over the course of the academic year.