



OAK HOUSE  
SCHOOL  
*The School of Futures*

# JOB DESCRIPTION

**Job title:**

**EYFS Class Teacher and Tutor**

**Responsible to:**

**Head of Studies - EYFS**

## *Child Protection and Safeguarding*

*At Oak House School child protection and safeguarding is everyone's responsibility and all members of staff must be fully aware of and complete their obligations.*

*Child Protection is everything that we do in school to keep our children, staff, and school community safe and to protect their wellbeing. This includes:*

- *“protecting children from maltreatment*
- *preventing impairment of children's health and development*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care and*
- *taking action to enable all children to have the best outcomes” (Gov.UK 2014)*

## **Job Summary**

The EYFS Class Teacher and Tutor will consistently work towards outstanding performance across all professional standards, ensuring efficient and effective levels of challenge and inspiration for all pupils, to help them deepen their knowledge, understanding and skills in all areas of learning. This includes the planning and assessment of work in line with agreed policies of Oak House School and the promotion of the values and ethos of the school. To carry out the professional duties of a tutor as circumstances may require and in accordance with Oak House School policies.

## **Main tasks and responsibilities of the Class Teacher**

- Create a learning environment which stimulates pupils' interest and has high expectations of learner achievement, success and progression
- Maintain high standards of behaviour and ensure that pupils learn to comply with the school behaviour policy and EYFS class rules
- Ensure that continuous provision, whole class, group and individual work is well planned and resourced thus enabling learners to achieve and progress
- Through the observation, assessment and planning cycle ensure that learners' needs and next steps are identified and that learning opportunities match these needs so that they are supported and/or extended in their learning
- Identify and cater for additional learning needs within the class
- Ensure that all planning and/or evidence of planning/resources is shared on the Google Drive with the team, via the subject leader/HoSt so that collectively we have a consistent approach to high quality teaching and learning

- Ensure that these plans meet the school's expectations in relation to our whole school focus on Visible Learning, with all appropriate language and ideology
- Assess pupils' progress through formative and summative assessments, analyse the results and adapt planning as necessary in order to maximise the pupils' learning
- Record pupils' achievements and progress in line with the EYFS policy
- Provide a safe and secure learning environment
- Keep abreast of developments in the curriculum and teaching methodologies and incorporate them into teaching practice when appropriate/agreed
- Demonstrate high standards of classroom organisation, resource and environment preparation and display of pupils' work
- Ensure all materials are treated with respect and that classrooms (indoors and outdoors) and shared areas are kept tidy
- Work as a member of a teaching team, thus contributing to a coordinated approach in the school as a whole
- Contribute positive ideas and opinions in meetings and discussions, alongside constructive, developmental feedback so that we can continue to get better over time
- Build effective and supporting relationships with students and families
- Perform all relevant administrative duties related to the teaching of the class
- Order teaching resources through the Subject Leader and/or Head of Studies
- Seek to offer and participate in enrichment activities that will help to develop the school community and create a positive and happy learning and working environment

### **Main pastoral tasks and responsibilities of the Class Tutor**

- Assume responsibility for the pastoral care of the pupils
- Report to parents as necessary
- Ensure that families, Inclusion and Wellbeing (I&W) and support teams are informed of any areas of concern regarding their child
- Ensure that families, I&W and support teams are informed of their child's progress

### **Key pastoral tasks of the tutor**

- Attend a hand-over meeting with the previous tutor or school psychologist
- Monitor the progress of each pupil through formal progress meetings and ensure that tracking data is maintained on the shared drive(s)
- Monitor the social and emotional well-being of each pupil
- Offer all parents an individual interview each term. Parents must be seen at least twice a year
- Arrange individual meetings with parents upon request
- Ensure that information is gathered from other practitioners before a meeting with parents
- Maintain a written record of all individual meetings with parents
- Complete the personal information document (PID) for each pupil throughout and at the end of the academic year
- Contact parents via diary or e-mail about the progress of their child. Contact should be more frequent with parents whose children are not reaching the required level
- Consult the I & W team about all meetings with outside psychologists/specialists, whether or not they attend the meeting. (The school psychologist must also be consulted before parents meetings about children on the register)
- Meetings with psychologists/external specialists which are attended by the I & W team /school psychologist, will be minuted by one of the I & W team and uploaded onto ClickEdu
- Monitor discipline issues and deal with them according to the School Behaviour Policy

- Liaise with the person responsible for behaviour on the playground and be aware of any problems arising
- Apply School Behaviour Policy

## **Person Specification – Education, Experience and Skills**

### **Education and Experience**

- BEd or BA/BSc plus PGCE and QTS, Early Years Teacher Status (EYTS) or Early Years Professional Status (EYPS)
- 2 years teaching experience (minimum) including teaching in the Early Years Foundation Stage in the UK
- Experience of mixed-ability classrooms and EAL needs in mainstream classes
- International experience (desirable)
- Native level of English
- Spanish (desirable)

### **Skills for the Role**

- Long term commitment to the students in your care and for the wider school community, passion for teaching and learning and genuine enthusiasm for delivering the academic, pastoral and enriched curriculums
- Knowledge of a range of relevant educational software and the ability to learn school specific platforms
- Clear communication with parents, students and colleagues and the ability to resolve any issues quickly and professionally
- Effective communication in writing, verbally and in different settings with various audiences
- Outstanding classroom practice and/or the willingness to develop these skills

### **Competencies for the Role**

- To be approachable to children, parents, and staff.
- To be able to work as part of a team.
- To give clear instructions to children and be organised in classroom management.
- To be flexible, friendly, and cooperative when working with colleagues.
- To be hard working and willing to offer discretionary effort where required.
- To show passion for your day to day interaction with the students.

At Oak House School we have high expectations in relation the behaviour and academic/enriched achievements for all of our students. Our vision is that every child will achieve more than they dreamed possible, in a happy and inclusive environment where everyone is supported and encouraged to excel.

Our whole community shares a common understanding of the personal qualities and values which we hope all of our students will demonstrate and uphold.

Honesty  
Integrity  
Self-respect  
Self- confidence  
Empathy  
Respect for others  
Social Responsibility

Signed ..... Date .....

*All work responsibilities and tasks are subject to having performance goals and/or targets established as part of the annual performance planning process or as the result of organisational planning. The above details are not exhaustive, and the postholder may be required to undertake tasks, roles and responsibilities as may reasonably be assigned to them by the Senior Leadership Team. The job description may be reviewed at any time via consultation between the governing body and/or Senior Leadership Team representatives and the postholder as may be necessary and appropriate to the needs of the school.*