



Thomas's
CLAPHAM

Assistant Head - Pupil Wellbeing and Support

For further details please go to the
Thomas's London Day Schools website:

thomas-s.co.uk/join-our-team
or e-mail vstanton@thomas-s.co.uk

thomas-s.co.uk



Our website www.thomas-s.co.uk contains detailed information about Thomas's London Day Schools in general and Thomas's Clapham in particular. It will give an insight to our values, ethos, facilities, curriculum and community.

Application Details

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or email:
vstanton@thomas-s.co.uk

To apply for this post please complete the school's application form [Click Here](#) and forward it together with your CV to vstanton@thomas-s.co.uk

Competitive salary and conditions are offered.

Please note that referees will be contacted prior to the interview.

Closing Date:
9.00am on Monday 25th September

Interview Date:
Tuesday 3rd October

Start Date:
January or April 2024

Thomas's London Day Schools are committed to safeguarding the welfare of children and young people and expect all staff to share this commitment and work in accordance with our child protection policies and procedures. All posts are subject to safeguarding checks, including an enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

The safeguarding responsibilities of the post are as per the job description and personal specification.

For details of the checks which will be undertaken as part of our recruitment process, please see our Recruitment Policy which can be found here www.thomas-s.co.uk/policies/ under the 'Thomas's Policy' tab.

Welcome to Thomas's Clapham

Thank you for your interest in the position of **Assistant Head - Pupil Wellbeing and Support** at Thomas's Clapham.

Thomas's Clapham is a community filled with energy, excitement and enjoyment. Our community holds kindness and creativity at its core, and we look to embrace the joy of childhood in all that we do.

Following two years of exciting school improvement, we are looking for an Assistant Head - Pupil Wellbeing and Support to join our outstanding team into this new role.

We are seeking to appoint a kind, creative, and passionate Assistant Head to support our community and our whole school approach to pupil wellbeing.

This new role will be responsible for establishing the Thomas's Clapham Pupil Wellbeing and Support Services Programme, and supporting pupils that have been identified by colleagues for issues affecting their emotional, academic, and social functioning at school.

This leadership role requires a knowledge, understanding, and a genuine belief in strength-based approaches to pupil wellbeing and a willingness to challenge and foster the individual talents of each pupil and colleague at our school. This post is open to a first time Assistant Head or an experienced leader from any education setting.

Nathan Boller, Head

This role involves regular contact with children and falls within the category of regulated activity; therefore, the school will conduct safeguarding checks, including an enhanced DBS check and a barred list check. Should you receive any cautions or convictions whilst in our employment these must be reported immediately to your line manager. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and work in accordance with our child protection

policies and procedures. The post holder will have responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact and will be required to adhere to the school's policies at all times. If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the school's Designated Safeguarding Lead (DSL) or to the Head (if different).

Background and context

Thomas's London Day Schools educates over 2000 children at five schools – Thomas's Battersea, Thomas's Clapham, Thomas's Fulham, Thomas's Kensington, Thomas's Putney Vale, and in one kindergarten in Battersea. Thomas's Academy, formerly New King's Primary School, joined the Thomas's family of schools in September 2015.

Thomas's was founded as a kindergarten in a Pimlico church hall in 1971 by actress and mother Joanna Thomas. Six years later Joanna and her husband David founded a school for older children in response to the success of the kindergarten and a growth in demand for quality day school places in London. In 1977 the first Thomas's, initially known as Kensington Court Lower School, opened in Cadogan Gardens.

By offering a coeducational education with high academic aims, along with a broad curriculum taught by energetic teachers, the school went from strength to strength. It eventually expanded and multiplied becoming a group of schools which is internationally recognised as a beacon of excellence in prep school education.

Thomas's Clapham opened in 1993 on the site of the former Clapham County Girls' School on Broomwood Road between Wandsworth and Clapham Commons. By then, Thomas's Kensington had opened in 1981 and the original Thomas's had moved to larger premises and become Thomas's Battersea in 1989. Thomas's Kindergarten had opened nearby in 1992.

Thomas's Fulham opened in 2004. Joanna and David Thomas retired from the active management of the group in 1999. Thomas's is now run by their sons Ben and Tobyn.

In September 2021, Thomas's opened its first senior school, Thomas's Putney Vale, taking pupils up to the age of 16.

There are currently 655 children aged from 4 to 13 on the roll at Thomas's Clapham. Demand for places at the school is considerable with most children arriving in Reception. 13+ is the main exit point for our pupils where they head to a combination of London Day and Boarding schools.

The school was recognised by Ofsted as Outstanding in each category in February 2018. A regulatory compliance inspection was completed at Thomas's Clapham in January 2023.



Ethos

Thomas's Clapham has long been committed to living our values, being kind, and being creative. From the school's origins in 1993, we have been renowned for our intellectual rigour and high academic standards, whilst never losing the ability to embrace the joy of childhood in all that we do.

We are committed to developing a culture of thinking whereby pupils are safe, kind, calm, and ready to engage with their world. It is grounded in our belief that learning is a consequence of thinking, and that the best schools draw upon evidence-based innovation, the latest cognitive and wellbeing research, and global trends in education to build a 21st century ecology.

Campus and strategic development

Thomas's Clapham is housed in a Grade II listed building which was built between 1904 and 1908 as a girls' grammar school. Since opening in 1993, the campus has been greatly improved and updated. The facilities include a Drama studio and fully equipped theatre space. New classrooms and an Art, Pottery and Design Centre have been added as have outdoor learning areas including a garden dedicated to the teaching of Mindfulness.

Under the leadership of Head, Nathan Boller, Thomas's Clapham has undergone a process of reflection and review, the results of which generated a new 5 year strategic vision. Within this, modifications to the existing campus plans will be integrated to ensure the learning, community, and organisational structure create an exciting and contemporary education.



Wellbeing at Thomas's Clapham

Thomas's Clapham has a strong and supportive wellbeing structure. Class teachers and form tutors take a close interest in their pupils' wellbeing, and at the heart of this are the positive relationships which we tirelessly foster at every level. Pupils are supported by Year Leaders who have broad responsibilities for the wellbeing of pupils in each year group.

Wellbeing is actively taught and our assembly programme is central to pupils being happy at Thomas's Clapham. We are a listening school and through teaching about choices and personal responsibility, pupils build balanced social relationships and control their behaviour by avoiding thoughts and actions that get in the way of them achieving their goals and reaching their potential.

Pupil agency and voice is a crucial part of how we reflect on and improve our school. Pupils of all ages form our many representative committees and volunteer groups. It is their action and energy that propels our school forward.

Thomas's Clapham believes that all members of the community should Be Safe, Be Kind, Be Calm, and Be Ready. A shared understanding of these four rules, and a focus on school values, underpin our positive behaviour management approach.

Thomas's London Day Schools fully recognise their responsibilities for Safeguarding and Child Protection.

Learning at Thomas's Clapham

Thomas's Clapham is committed to developing a culture of thinking within every learning environment. This is grounded in the belief that learning is a consequence of thinking, and that learning is everywhere. We aim to have a community full of pupils who assume an active role in their learning, and who are adaptable thinkers; thinkers who engage with others, with ideas, and importantly, with action. Much of this comes from our school embedding an instructional framework that allows for critical, creative and reflective thinking.

Thomas's Clapham respects the importance of teaching for understanding, especially through an enquiry mindset where knowledge and information is connected to the lives of our children. Thinking and learning at Thomas's Clapham is about encouraging children to learn about the world to command and control it, not simply to fit in it. Our ambition is that every learning opportunity allows pupils to refine their thinking through exploration, investigation and discussion.

The National Curriculum is the starting point, but in each subject work is planned to stimulate and challenge. Change is eagerly embraced by colleagues and pupils who share a passion for learning and finding new and better ways of doing things. Creativity, thinking skills and instilling a thirst for independent learning are at the heart of approach. Continuous professional development is a strongly established culture within the school.

Co-curricular

Academic standards and expectations are exceptional. There is a strong emphasis on the breadth of learning and experiences through our enquiry-based curriculum that develops

- A culture of thinking
- Deep understanding
- An attitude of awareness
- Active and agile learners
- Engagement with others, ideas and actions
- Skills and attributes for life
- An enquiry mindset

As part of our 4D curriculum pupils are offered a wide range of opportunities encompassing sport, art, drama, trips, tours, music and a vast array of clubs.

The Role

Assistant Head - Pupil Wellbeing and Support

Our new **Assistant Head – Pupil Wellbeing and Support**, will significantly impact who we are and how we operate as a community.

Thomas's Clapham deeply values evidenced-based innovation, and it is expected that the Assistant Head – Pupil Wellbeing and Support, will have a deep understanding of the latest cognitive and wellbeing research along with global trends in education. It is highly desirable that this level of understanding comes from formal postgraduate study in a related discipline (e.g. SEND, Student Wellbeing). In particular, the successful candidate will have an awareness of how universal, selected, and targeted school wellbeing programmes have a positive impact on key areas of pupil wellbeing.

Quality teaching and learning, a culture of thinking, and living our values are central to Thomas's Clapham. Our connection with each child and their family is paramount and the Assistant Head – Pupil Wellbeing and Support, will ensure that our school approach and culture of wellbeing, supports each child being known and having a deep sense of belonging. Under their leadership, our wellbeing programmes will contribute to children and colleagues being kind, happy, safe, resilient and confident members of our community. Importantly, our families will feel supported through open channels of communication with those who care for their children.

This position reports to the Deputy Head - Wellbeing and Health. A teaching timetable will be agreed with the successful candidate with any subject being considered.

Accountable

- Head (and Senior Deputy Head in his absence)
- Deputy Head - Wellbeing and Health
- Deputy Head - Learning and Teaching

Key areas of responsibility

General

- Deputise for the Deputy Head in their absence or as delegated.
- Establish and lead Thomas's Clapham Pupil Wellbeing and Support Services (Learning Enrichment Department, School Counsellor, School Nurse, Referral Team) and associated staff.

- Support pupils (and their families and teachers) requiring assistance with their wellbeing and learning needs.
- Chair the whole school Referral Committee as related to the role and determined by the Head.
- Take a lead role in the implementation, coordination and project management of a range of special initiatives arising from the Head's office.
- To contribute to the organisational capacity of the school and wider Thomas's community as determined by the Head.

Pupil Wellbeing

Strength Based Student Wellbeing

- Build and maintain the whole school approach to wellbeing, health, and positive behaviour management.
- Working as a team, collaborate with pupils, teachers, parents and learning support professionals to establish strategies that support self-regulation, assisting pupils to actively participate in their learning.
- Design, implement, and regularly review interventions plans and pupil referrals.
- Liaise with the Leadership Planning Team (LPT) to provide programmes to pupil groups within the school.
- Contribute to the development of the PSHE Curriculum.
- Ensure interventions and agreed programmes are delivered effectively and explicitly taught.
- Provide consultation and expert advice on serious matters involving risk from behaviour, wellbeing, and complex issues arising within a school context, including Safeguarding concerns.
- Work with external professionals and student support groups within the local community.

Understanding current skills, knowledge and attitudes

- Identify strategies to effectively support and respond to issues that impact the safety and wellbeing of children and young people.
- Use rich data to build student agency and engagement for pupils at risk, those with a diagnosed, or possible learning need.
- Support Thomas's Clapham's commitment to safeguarding by being a Deputy Designated Safeguarding Lead.
- Support Thomas's Clapham's commitment to diversity, equity, and inclusion.

- Working with the LPT, implement, monitor and review instructional frameworks and models across the school.
- Ensure access arrangements are in place for all pupils who qualify.

Colleague Leadership

- Oversee the leadership of the Learning Enrichment Department (SEND, EAL).
- Oversee, lead and coordinate external support for pupils (SALT, OT, Ed Psychologist, Learning Specialists) including in school timetables.
- As part of the ongoing CPD, design and facilitate professional learning for colleagues and school leaders in relation to Pupil Wellbeing and Support.
- Contribute to the induction and ongoing mentoring programmes for new staff, in conjunction with the Human Resources Department.
- Contribute to the school's INSET programme and staff performance appraisal systems.

Committees and Meetings

- Chair the whole school Referral Committee as outlined by the Head and ensure appropriate minutes are recorded and shared with staff.
- Keep specific and detailed case and summary notes for relevant stakeholders and ensure written reviews and reports of pupils receiving a support service are accurate, informative and delivered on time to families.
- Complete a termly report as outlined in the school improvement plan.
- Contribute to parent show rounds and school tours.

Compliance

- Oversee, lead and coordinate any Education Health Care Plan (EHCP) within the school.
- Write and review whole school accessibility plans.
- Ensure relevant sections of key community documentation, such as parent handbooks, teacher handbooks, and relevant policies, are up-to-date and readily accessible as requested by members of the LPT.
- Work closely with the LPT, and Inspection Readiness Teams to prepare for school inspection by ISI.
- Monitor compliance with policies, procedures, and accountability systems in accordance with Thomas's wide policy, and relevant legislation in relation to relevant pupil services.



- Where necessary, undertake policy development and review, and ensure policy implementation and practice.
- Contribute to annual school development and improvement planning.
- Align resources to educational goals by overseeing related budgets.

Teaching General

- Prepare for and teach inspirational and creative lessons, teaching as agreed and scheduled.
- Utilise appropriate technology in all areas of leadership and teaching and learning.
- Contribute to curriculum development, including skills development, curriculum evaluation, and subject reviews.
- Monitor, record and report, both verbally and in written form, on the progress of individual pupils as required.
- Be actively involved in all aspects of school life beyond the classroom including sport, outdoor education, cultural activities, and community events.
- Attend school-related duties such as staff meetings, parent-teacher meetings, events and excursions.
- Other duties, as appropriate to the position.

Selection Criteria

A Kind leader who:

- Seeks the best outcomes for all in our community, especially those with protected characteristics.
- Builds trust and fosters respect with colleagues, pupils, and their families.
- Can quickly, sensitively and effectively assist with the de-escalation of pupils in moments of personal distress.

A Courteous leader who:

- Is willing to assist pupils and colleagues by suggesting adjustments that may need to occur for greater learning and engagement.
- Has warmth, a sense of fun, sound judgement, and empathy towards all in the community.

An Honest leader who:

- Understands local and global contexts of education.
- Lives and promotes our school values.
- Regularly reviews their own leadership practice.

A Respectful leader who:

- Acknowledges the history and traditions of Thomas's and the wider community.
- Applies analytic and emotional intelligence to a variety of situations.

A Perseverant leader who:

- Builds alliances and relationships for the school and the individuals within it.
- Constantly leads change, innovation and improvement.
- Has presence, courage and resilience.

An Independent leader who:

- Develops their own professional networks.
- Creates structures and opportunities for colleagues to collaborate.

A Confident leader who:

- Sets and adheres to the highest teaching and learning standards.
- Actively articulates and promotes the position of the school in the broader community context.
- Understands the importance of working within the limits of school resourcing.

A Humble leader who:

- Has a proven passion for improving the wellbeing and experience of pupils of Prep School age.
- Shapes school climate and culture by building and rewarding excellence.
- Supports partnerships with families.

A leader who is a Giver, not a taker:

- By enabling colleagues, children and families to contribute to broader community good.
- Who will be willing to learn, support, and grow initiatives with colleagues from across Thomas's London Day Schools.

A Leader who can:

- Oversee the wellbeing programmes and related teaching and learning from Reception to Year 8.
- Motivate and engage the school community in shared vision and purpose.
- Mentor, train and coach colleagues, and cultivate leadership capacity in others.
- Ensure harmony and alignment between wellbeing, learning, and organisational capacity across Thomas's Clapham.
- Assess, conceptualise and analyse pupil wellbeing issues impacting on pupil social emotional wellbeing and educational engagement.
- Demonstrate a deep understanding of mental health and wellbeing, including general understanding of early intervention, health promotion and community development approaches.



Qualifications and experience required

- QTS.
- Experience as a highly effective leader in a school community.
- A postgraduate degree or equivalent (ideally at Master's level) in this area of education.

In addition to the candidate's ability to perform the duties of the post, the interview will also explore the issues relating to safeguarding and promoting the welfare of children including;

- Motivation to work with children and young people
- The ability to form and maintain appropriate relationships and personal boundaries with children and young people

Our Values



Kindness



Courtesy



Honesty



Respect



Perseverance



Independence



Confidence



Leadership



Humility



**Givers,
Not Takers**

Kindness

We expect pupils at Thomas's to be kind; to be good friends to those around them, always on the lookout for and ready to support those in need of a word of encouragement or a listening ear.

Courtesy

We expect our pupils to be unfailingly courteous and polite; to have regard for the needs of others; to be responsible for the impact of their behaviour on those around them; to stand back, holding the door open, to allow adults through; to be particularly aware of the very young and the very old; not to 'hog the pavement' on school trips; to say "please" and "thank you" without prompting.

Honesty

We expect our pupils to be honest, to act with integrity at all times and to understand and uphold the rule of law.

Respect

We encourage all members of the community to respect themselves, each other, their learning environment and the wider community. We expect our pupils not just to tolerate but to celebrate difference, to respect the right of others to hold differing beliefs

or views and to develop an awareness of individual liberty. As our pupils become old enough to understand the characteristics protected by law, we look to them to challenge discrimination in all its forms and to foster healthy, positive relationships grounded in mutual respect.

Perseverance

We would like our pupils to appreciate the importance of, and to show, perseverance; to acquire a 'growth mindset' by understanding that intelligence can be developed; to embrace challenges; to persist in the face of setbacks; to see effort as the path to mastery; to learn from criticism; to find lessons and inspiration in the success of others and, as a result, to reach ever-higher levels of achievement and a greater sense of free will.

Independence

We would like our pupils to become independent learners; to work hard; to be responsible, organised and to manage their belongings effectively. In the classroom, we would like them not only to make valid contributions, but also to be good listeners, who respect and encourage the efforts of their peers.

We hope that, as a result of their lessons at school, our pupils will begin to take responsibility for their personal learning, reading around subjects that interest them, carrying out their own research and making full use of the many excellent resources available to them.

As a result, we would like our pupils to gain a growing sense of enquiry and wonder about the world around them; about the vast body of knowledge and skills that has brought mankind to where we are today – and about how much there is still to learn.

Confidence

We expect our pupils to acquire self-knowledge by encountering both success and failure in an environment of support and encouragement, both at school and at home. Consequently, they should be 'comfortable in their own skin', full of self-confidence, yet always free of arrogance, and able to make sound judgements. We would like our pupils to become their best selves, not a second-hand version of someone else.

Leadership

We aim to equip our pupils to lead by example and to recognise service as a powerful form of leadership; to be prepared to stand out from the crowd;

to be the first to respond to someone in need; to stand up for what they believe to be right; to challenge what they know to be wrong; to risk making an unpopular decision, if they believe it to be for the greater good; to earn the trust and respect of others. We hope that our pupils will experience at an early age the opportunities and challenges of leadership.

Humility

Notwithstanding their confidence, our pupils are expected to retain a sense of humility; to be without arrogance; to be conscious of the advantages they enjoy and to show gratitude for them by putting them to best use by helping others. We hope that all our pupils will acquire a sense of the eternal and that this will inform their perspective of their place in the world.

Givers, not Takers

Above all, we would like our pupils to be givers, not takers; to show generosity of spirit; to use their skills and talents first for the benefit of others. We hope that our students will leave their school with a strong sense of social responsibility, set on a path to become net contributors to society and to flourish as successful, conscientious and caring citizens of the world.



**Be Kind
Be Thomas's**