



Thomas's
FULHAM

KS1 Teacher

Part-Time (Thursday & Friday)

Maternity Cover

To submit an application please send the completed application form, a copy of your CV, the details of 2 referees and a covering letter to
Annette Dobson, Head

c/o Willa Barham - wbarham@thomas-s.co.uk

thomas-s.co.uk



KS1 Teacher

Part-Time (Thursday & Friday)

Maternity Cover

January 2024

Application Details

Applications are invited from enthusiastic, dynamic and adaptable candidates. The successful applicant will be an inspirational teacher and join our flourishing, forward-thinking school to teach within our KS1 team.

This recruitment document should be read alongside the information available on our website.

thomas-s.co.uk

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

thomas-s.co.uk/join-our-team /

or email:

wbarham@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

wbarham@thomas-s.co.uk

Competitive salary and conditions are offered

Applications will be considered upon receipt so an early application is encouraged.

Interview process for shortlisted candidates: school tour, lesson observed by a member of our SLT and interviews which explore the responsibilities of the post as well as safeguarding and promoting the welfare of children.

Closing date:

Thursday, 5th October 2023

Start date:

January 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 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.

Job Description for KS1 Teacher

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The successful candidate for this post will be a qualified primary specialist, experienced in teaching KS1 classes. This is a job share role with a current Year 1 class.

Accountable:

- To the Head of Lower School

Responsible:

- For all aspects of teaching, learning and wellbeing for a class of up to 22 children
- For deployment of Teaching Assistant/s

Key Areas of Responsibility:

- To fulfil all the usual duties and responsibilities of a class teacher
- To establish a safe environment that supports learning and where pupils feel secure and confident
- To promote high quality teaching and learning of the Thomas's enquiry mindset curriculum maintaining progress, challenge and engagement
- To teach timetabled areas of learning, and support the teaching of specialist teachers
- To set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline within an optimistic environment where well-focused teaching and positive, productive relationships are the norm
- To ensure that the classroom is an invigorating environment for effective learning, embracing pupil's work on paper, digitally and display; and in the general atmosphere created in the classroom
- To plan effectively to ensure that pupils have the opportunity to meet their potential, taking account of the needs of every child

- To assess, record and report the development and outcomes of pupils in line with the Thomas's Curriculum, liaising closely with relevant leaders
- To support the use of technology in learning and develop pupils' competence and independence in its use
- To develop open, easy and professional relationships with colleagues
- To be accessible and amenable to regular parental contact, and develop open, professional relationships with parents
- To organise the classroom and learning resources in order to create a rich and stimulating learning environment where learners are welcome and inspired
- To undertake supervisory duties, including school lunch, attend assemblies, and to cover for absent colleagues as required
- To attend staff meetings, School CPD and attend professional courses to enhance teaching effectiveness and qualifications
- To support and contribute strongly to the wider/corporate life of the School e.g. event attendance (including Parents' Evenings, Carol Services), TomCom, Twitter and the School Magazine etc.
- To contribute to the rich and varied extra-curricular programme e.g. Clubs
- To fully implement school policies and practices
- To comply with all Health and Safety requirements
- To supervise the work of any support staff, including Teaching Assistants, who are assigned to work within the class

Person Specification for KS1 Teacher

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Qualifications and Experience:

- A qualified teacher who has undergone appropriate training, is confident about delivering all aspects of the KS1 Curriculum with enthusiasm and passion and is keen to develop professionally
- We welcome applications from ECTs as well as experienced teachers

Practical Skills:

- High expectations of pupils' outcomes and behaviour
- Strong digital skills – for enhancing learning and work efficiency
- Outstanding verbal and written skills
- Plans creative and inspiring lessons whilst demonstrating sensitivity to the learning needs of pupils of different abilities adapting lessons and resources for all children
- Regularly assesses pupils' work formally and informally, using Assessment for Learning strategies

Personal Qualities:

- Uphold and display commitment to the School's culture of safeguarding vigilance
- Works effectively as part of a team, building positive relationships with colleagues
- Shares our values and respects our ethos and will play a full part in the life of the school
- Has a personal philosophy of teaching which reflects our pedagogical approach

- Ability to manage both time and change successfully
- Ability to motivate pupils and support staff to achieve their potential
- Has strong rapport with children from the age of 4 to 11, valuing and respecting their views and needs
- Excellent interpersonal skills - communicate and interact well including with parents and carers
- Self-motivated, flexible and emotionally resilient
- Approachable and confident with a sense of fun

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 Deputy Designated Safeguarding Lead (DDSL) immediately.

Information for Applicants

We are a values based school with an outward looking, forward thinking approach. Pupil wellbeing and safeguarding are at the heart of our provision.

We are committed to a creative and collaborative approach to learning with emphasis on an enquiry mindset, blended learning, digital literacy and metacognition. Thomas's London Day Schools were recently named an [Apple Distinguished School](#).

Academic standards are high and the curriculum is truly rich, broad and balanced. The following subjects are specialist taught: Art and Design, Dance, Drama, Classics (in Years 5 and 6), Computing, MFL, Music, P.E. and Science (in Years 4, 5 and 6). In KS2 there is minimal academic subject setting.

A co-educational school with 440 pupils, there is a three class per year structure, although current Year 2 is made up of four classes. Reception to Year 2 make up our Lower School and Years 3-6 constitute the Prep School.

Pupils move on at 11+ to their senior school or prepare for 13+ senior school entry at one of our sister schools. The senior school (Thomas's Putney Vale) opened in September 2021 providing a seamless, through-school education, with entry at Year 9, finishing at Year 11.

In a survey of our parent body, carried out by RSAcademics, the words used most often to describe our school were rounded, sociable, energetic, welcoming and sporty.

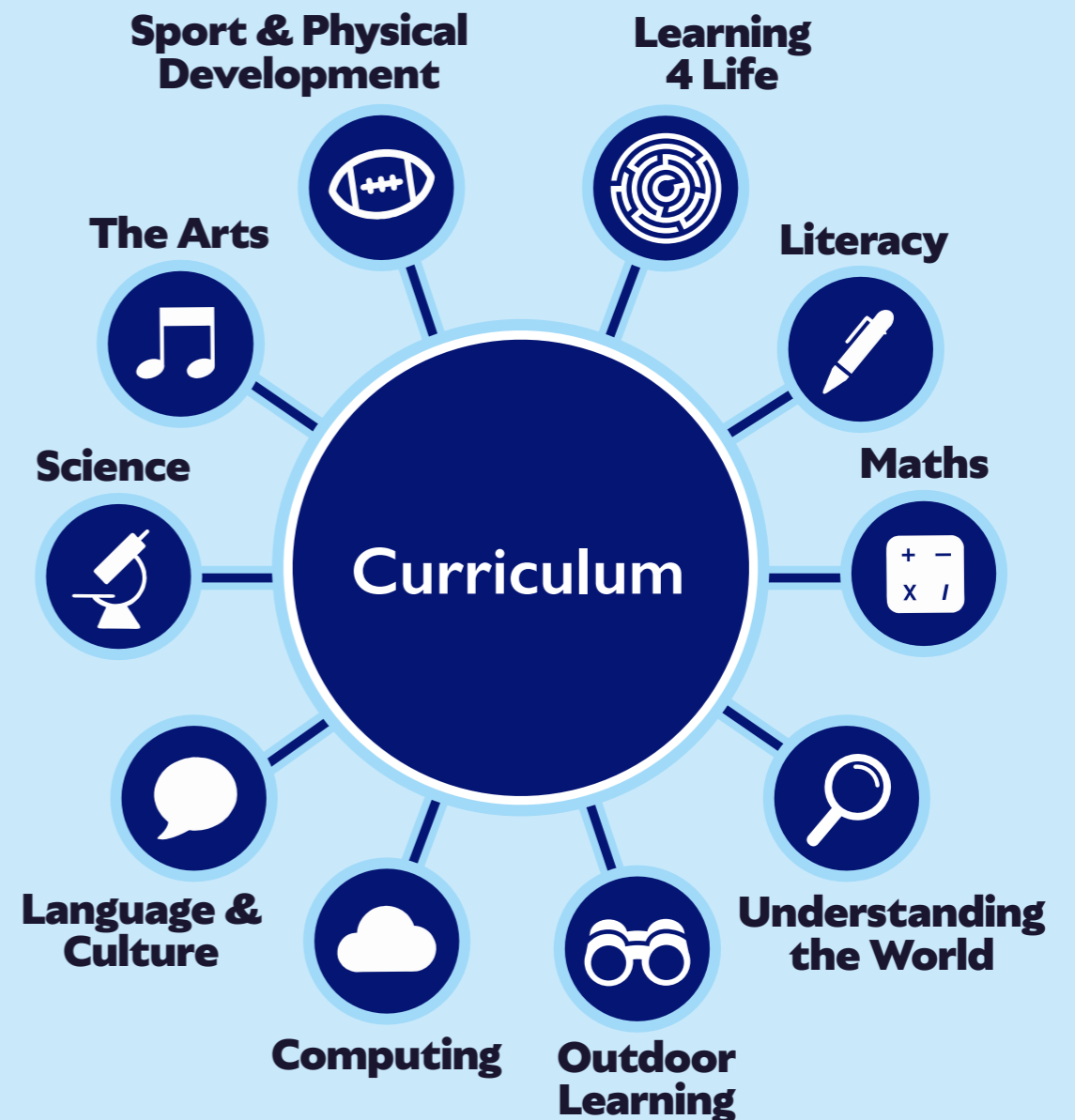
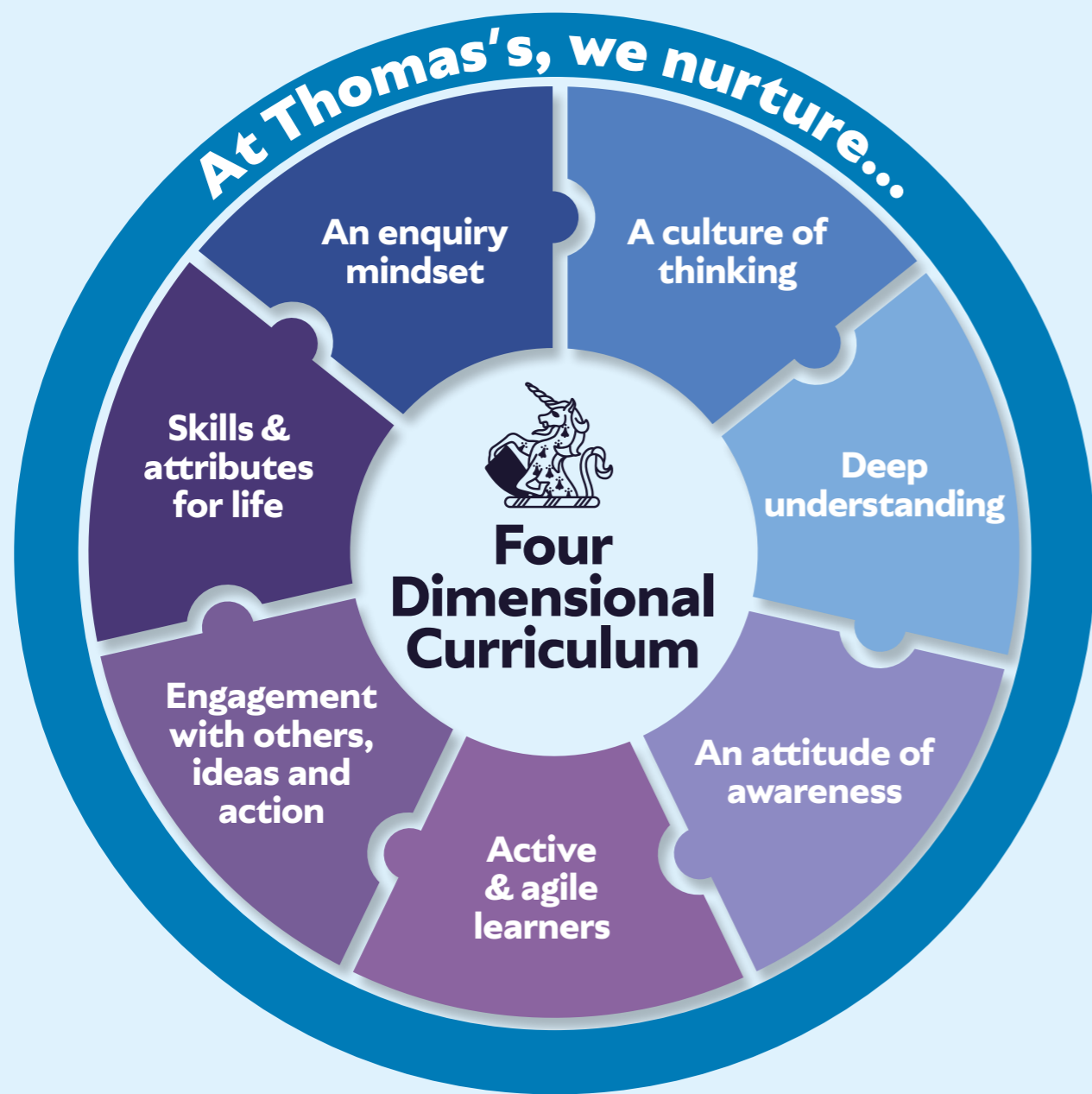
The senior leadership team consists of the Head, two Senior Deputy Heads, Deputy Head Welfare, Deputy Head Teaching & Learning, Head of Lower School, Assistant Head Key Stage 2, Head of Learning Support & Enrichment and Assistant Head SMSC.

We put strong emphasis on professional development for all of our team.

More detail can be found in the pages of our [website](#).

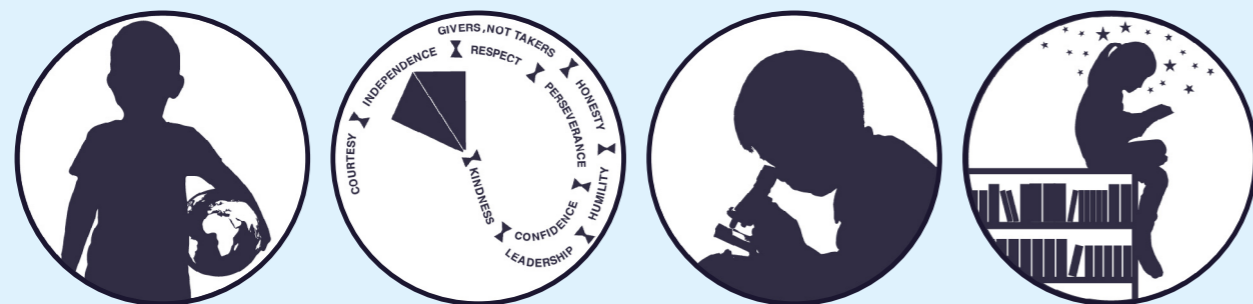
September 2023





Four Dimensional Learning

[Click Here](#)



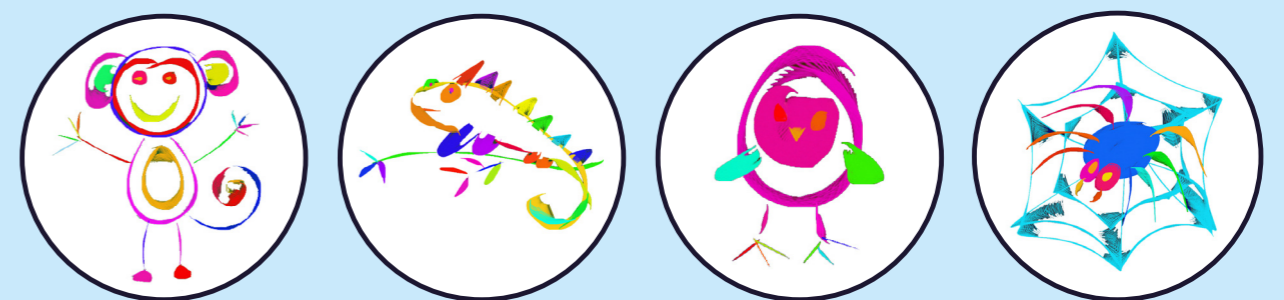
Metacognition

Character

Skills

Knowledge

Our Learning Habits



Questioning

Resilience

Thinking

Linking

Our Aims

We aim to provide an outstanding education for young people aged 2 to 16 that is forward-thinking and outward-looking, with values at its heart.

We believe in kindness at the core. We are Christian schools, open to families of all faiths and none. We aim to instil a strong set of values, first by example and also through exceptional pastoral care. We believe that individual wellbeing is of primary importance, balanced by an equal commitment to service leadership and to the wider community.

We take a four-dimensional approach to education, developing knowledge, skills, character and meta-learning. We offer a curriculum that fosters an enquiry mindset, is inspiring, relevant and contemporary and ensures both breadth and depth of educational experience.

We place emphasis on developing skills of communication, collaboration, creativity and critical thinking. We want pupils not only to remember, but also to think creatively; to analyse age-appropriate, complex issues and to be ready for life as well as work in a globalised, digital and connected world.

It is our aim that every pupil leaves Thomas's with core values and a strong sense of social responsibility; inner strength and positive physical and mental health; academic success and a love of learning. We strive to ensure that a Thomas's education equips all of our students with optimism about and preparedness for the future, setting them on a path to become net contributors to society and to flourish as successful, conscientious and caring citizens of the world.

Our Vision

We Our vision is of a childhood filled with kindness, a childhood in which pupils are known and valued for who they are, in which they learn to trust themselves and each other, in which they find and express their voice, discover the difference they can make for themselves, learn to think for themselves, to question, to collaborate, to be independent, to be optimistic, realistic and positive, to own and take charge of their learning and their lives. We believe that pupils can be their best selves and secure the best possible outcomes if we are committed to an educational process which is inclusive, innovative and inspiring. We believe that this should continue, in age appropriate ways, throughout a child's important years at school.

We recognise the need for our pupils to develop as self-aware, independent and sensitive learners who are curious and reflective listeners. We believe it is our job to inspire them to become adaptable, lifelong learners who show initiative and courage to enquire in depth, whilst collaborating and using appropriate and new technologies to research answers to their questions, and ours. It is our job to ensure that they are willing and able to discern what is true, and what isn't, and to reach sound, objective and balanced view-points. Our pupils are encouraged to become ambitious and courageous thinkers who aspire to leadership by questioning, challenging, collaborating and serving. We provide environments for our pupils to develop good judgement, and to demonstrate direction and initiative by being responsive, critical and responsible thinkers.

We are committed to rebalancing the pursuit of academic success, wellbeing and character, placing a keen emphasis on entrepreneurship, digital literacy, expressive arts, sport, outdoor and adventurous learning, developing life-long skills, and instilling social responsibility, service learning and citizenship.

Our vision is of young adults who are able to step out into a rapidly changing world, equipped to capitalise on opportunity and to face the extensive challenges that lie ahead in higher education and work, in life and in society. Our students will be armoured for uncertainty and change not only with academic success, but also with optimism and compassion, self-awareness, a can-do attitude and critical 21st century work and life skills.

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 those in need of a word of encouragement or a listening ear. We expect our pupils not just to tolerate but to celebrate difference including faith, beliefs and culture.

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 the rule of law.

RESPECT

We encourage all members of the community to respect themselves, each other, their learning environment

and the wider community; to respect the right of others to hold differing beliefs or views and to develop an awareness of individual liberty.

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 be responsible, organised and to manage their books and belongings effectively; to work hard; to be conscientious about their homework. 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
OUR VALUES WHERE KINDNESS

COMES FIRST of their lessons at school, our pupils will begin to take responsibility for their own 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 feel 'comfortable in their own skin', full of self-confidence and able to make their own judgements. We would like our pupils to be the best version of themselves that they can be, not a second-hand version of someone else.

LEADERSHIP

We aim to equip our pupils to lead by example; 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 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 conscious of the advantages they enjoy and to be grateful for them. 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 Thomas's pupils 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**