



Thomas's
BATTERSEA

Teacher of PE (with hockey specialism)

To submit an application please send the completed application form, a copy of your CV and a covering letter to batjoinourteam@thomas-s.co.uk

thomas-s.co.uk



Teacher of PE (with hockey specialism) January 2024

Application Details

Applications invited from qualified, dynamic and enthusiastic PE teachers. Hockey specialism is desirable. This is an exciting opportunity to work in a flourishing, innovative environment.

For further details go to the Thomas's London Day Schools website:
[thomas-s.co.uk/join-our-team](https://www.thomas-s.co.uk/join-our-team)
or email:
batjoinourteam@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 batjoinourteam@thomas-s.co.uk

Competitive salary and conditions are offered.

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

Closing date:
9am, Monday 9th October

Interview date:
Wednesday 18th October

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 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.

Job Description for PE Teacher (with hockey specialism)

Professional Standards

- Safeguard all pupils, in line with Keeping Children Safe in Education
- Fulfil the national Teachers' Standards
- Support the aims, values and ethos of the school
- Act as a good role model in terms of professional appearance, conduct, punctuality and attendance
- Maintain a purposeful and calm atmosphere in the classroom, upholding and applying agreed policies and practice for learning, behaviour and uniform in a consistent, firm and non-confrontational manner
- Take responsibility for professional development and progression, making full use of opportunities and training provided by the school
- Attend team and staff meetings as appropriate, contributing actively whenever possible
- Support with cover when necessary
- Attend school assemblies, church services, evening musical and drama events, and open days as required
- Share in the pastoral duties on a rota basis e.g. break and lunchtime duties
- Lead or support the organisation and delivery of school trips

Teaching and Learning

- Carry out teaching duties in accordance with the school's Curriculum Policy
- Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy, ensuring that all pupils make progress towards clear learning objectives
- Ensure your Electronic Teaching Folder is up to date
- Complete at least one, recorded learning walk per week
- Liaise with other colleagues to prepare and deliver units of learning in a collaborative way
- Work closely with teaching and other support assistants in ensuring that suitably differentiated material and learning pathways are provided to challenge all pupils regardless of ability
- Set appropriately aspirational targets for pupil attainment based on prior data
- Set work for pupils absent from lessons in line with the school's policies
- Contribute to the school's timetabled Enrichment programme with all year groups
- Attend relevant INSET/CPD opportunities and keep up with current educational thinking and practice
- Complete evaluation and reflection forms following INSET / CPD

Curriculum, Assessment, Recording and Reporting

- Maintain rigorous and accurate records, including pupils' attainment, attendance, home learning set and outline lesson plans
- Assess and return work (in line with the school's Assessment Policy and Marking and Feedback Policy) on a regular basis
- Marking should include feedback for improvement and progress for each pupil
- Maintain an up to date mark book and complete centralised spreadsheets for data monitoring and analysis
- Provide assessment reports when required within the school's assessment cycle and additional "round robin" reports when requested
- Support the department in developing curriculum plans
- Assist the Subject Leader in carrying out suitable evaluation and analysis of data, examination results and performance, agreeing actions as necessary
- Liaise in a timely way with individual parents on pupils' progress as necessary and reasonable, including attendance at Parents' Evenings
- Work within the code of practice relating to Disability and Special Educational Needs, liaising as necessary with the Learning Support Department

This role will also involve being a form tutor, including the following responsibilities:

- Build relationships with all pupils and be available when needed to listen and offer support and encouragement
- Monitor the academic progress of each pupil using data and alert relevant subject staff and/or the Head of Year / Deputy Head if there are any areas of concern
- Maintain high standards within the form including monitoring attendance, punctuality, uniform, homework records, attitude and behaviour
- To be present in Tutor time each day
- To attend assemblies, Church and oversee the Tutor group there
- To deliver the Tutor programme (PSHE) effectively
- Ensure the accuracy of registers and co-operate with school systems for collecting absence notes
- Disseminate school information, including timetables, and messages from other staff
- Write tutor comments for reports and any special reports or references as required
- Attend Parents' Evenings and Pastoral Team Meetings.
- Make routine contact with parents in liaison with the Head of Year / Deputy Head Pastoral

Person Specification

Qualifications and experience required

- The post is available for an Early Careers Teacher (ECT)
- Evidence of being an excellent and innovative classroom practitioner
- Evidence of recent relevant in-service training ensuring familiarity with current educational practice
- Specialism in teaching and coaching Hockey is desirable

Practical skills required

- Outstanding verbal and written skills, with a high level of IT skill
- Excellent interpersonal skills
- High levels of initiative and colossal energy
- Able to plan, monitor and review proactively
- Able to work to and meet deadlines
- Evidence of a commitment to high quality teaching and growth mindset

Personal Qualities

- A positive and optimistic outlook
- Ability to manage and lead change successfully
- Able to demonstrate high standards and expectations
- Promotes constructive solutions to problems with parents, staff, or pupils
- Flexibility and adaptability
- Understanding of, and commitment to, the ethos of the school
- Excellent communication skills
- Confidence in public speaking
- Open minded and consultative, but dynamic, innovative and independent
- Able to work calmly under pressure
- Excellent organisational skills
- Able to motivate pupils and staff to achieve their potential
- A clear and broad vision for education and schooling
- Warm, kind, giving and sympathetic
- A great sense of humour, and fun to work with

Understanding our high expectations, a commitment to working very hard, and clear evidence that you are going to get fully involved in the life of this excellent school are paramount.



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

Thomas's Battersea aims to provide an outstanding education for young people aged 4 to 13 which is forward-thinking and outward-looking, with a strong set of values at its heart.

We aim to prepare pupils superbly not only for the next phase of their education, but also for their lives that lie beyond. Restlessly innovative, we strive to equip our pupils with the knowledge, the skills, the character and the self-understanding which will empower them not merely to survive, but to flourish and to thrive as the adults of tomorrow.

We recognise the need to serve the current national educational system, with its disproportionate emphasis on outcomes. However, we firmly believe that outstanding examination results can be - must be - the by-product of a first-class, broad education, which meets the needs of the whole child - mind, body and soul. Education is about so much more than exam results.

Above all, as our pupils in these formative years develop a growing sense of self, we seek to nurture in them a strong set of values, with kindness at the core, which will encourage them to take up positions of responsibility and leadership, to give back to their communities and to make a positive contribution to the world.

Thomas's Battersea is a well-established and highly regarded school for pupils aged 4 to 13. Pupils move on to a wide range of senior schools at the ages of 11 and at 13, as well as to Thomas's Putney Vale, our own senior school, which currently admits pupils from Years 9 to 11.



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**
