



**Thomas's**  
FULHAM

# Digital Learning and Innovation Lead

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, Headmistress

**c/o Willa Barham - [wbarham@thomas-s.co.uk](mailto:wbarham@thomas-s.co.uk)**

**[www.thomas-s.co.uk](http://www.thomas-s.co.uk)**



# Ofsted Outstanding - March 2018

## A 'busy, buzzy school' The Good Schools' Guide

Our website [www.thomas-s.co.uk](http://www.thomas-s.co.uk) contains detailed information about Thomas's London Day Schools in general and Thomas's Fulham in particular. It will give an insight to our values, ethos, facilities, curriculum and community. We have a twitter feed @ThomassFulham which showcases our day to day activities well.

## Application Details

Applications are invited from enthusiastic and dynamic candidates. The successful applicant will be an inspirational Digital Learning and Innovation Lead and join the forward thinking team in our flourishing, vibrant school.

The Recruitment Pack should be read alongside the information and short films available on our website.

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

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

Applications considered on receipt.

Closing date:  
**Friday 1st October 2021**

Start date:  
**As soon as possible**

*We 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 an enhanced DBS check.*

# Learning at Thomas's is outward looking forward thinking values based



# Digital Learning and Innovation Lead Job Description

## The postholder will:

- Be a creative, dynamic and inspirational leader with strong experience in teaching and learning
- Hold Apple Distinguished Educator status (highly desirable)
- Build on our current strong and creative use of digital tools and continue to broaden this across our 4 dimensional curriculum (knowledge, skills, character and meta-learning)
- Engage with both internal and external stakeholders and work collaboratively across the TLDS group of schools as necessary
- Work with teachers and pupils throughout the school to support, develop and enhance teaching and learning

## Reports to:

- Head, CLT, Director of IT (Thomas's London Day Schools - TLDS) as well as Cross-school Digital Lead on overarching TLDS matters

## Key Areas of Responsibility:

- Provide inspirational teaching ideas for planned, purposeful engagement in learning
- Ensure success of 1:1 device programme, shared iPad provision and the school's digital learning journal (currently Seesaw)
- Seek innovative ways to incorporate digital resources into teaching, learning and assessment and, where relevant, to enable efficient and effective practices
- Use careful planning and creativity to enrich pupils' education by being responsive to change and innovation to meld 'traditional' and contemporary methods
- Report to TLDS Cross-school Digital Lead and the Director of IT and liaise with TLDS colleagues on group matters

- Work with cross schools team as a thought leader for curriculum innovation and best practice to service the needs of staff, pupils and parents
- Work with the technical support team to ensure the effective and strategic deployment of staff and pupil devices, school network and ICT hardware
- Lead and implement ongoing CPD in consultation with SLT to support and enable Blended Learning, Digital Literacy, Media Literacy, Information Literacy and online safety and to ensure staff continued improvement
- Monitor and evaluate staff skills development
- Lead staff and parent meetings as required, whether virtually or in person
- Liaise with Computing Subject Leader as required
- Work with the SLT to ensure strong digital communication through ie TLP, Twitter and School Magazine
- Promote pupil-centred teaching, communication and multimedia throughout the curriculum, including specialist taught subject areas
- Deliver policy on regulatory matters pertaining to the use of technology by pupils, staff and parents both in school and at home
- Lead Online Safety work to provide pupil ownership and social skills development to enable resilience of people and systems
- Liaise with pastoral leads regarding online safety: good practice, analysis and action
- Maintain personal focus on digital trends and development
- Provide support to the parent community with regard to online safety and digital awareness
- Communicate regularly with all stakeholders to provide updates and maintain momentum
- Maintain a proactive approach to personal professional learning and development
- Contribute fully to the extra-curricular and pastoral life of the school
- Undertake supervisory duties, attend and lead assemblies as required

# Digital Learning and Innovation Lead Person Specification

## We are seeking to appoint a Digital Learning and Innovation Lead who:

- Is a qualified teacher and has undergone appropriate training
- Is an Apple Distinguished Educator (highly desirable)
- Has exceptional digital skills for enabling and enhancing teaching and learning and for excellent work efficiency
- Meets all of the DfE Teachers' Standards
- Shares our values and respects our ethos
- Is dynamic, self-motivated and flexible
- Has high expectations of pupils' attainment, progress and behaviour
- Has a personal philosophy of teaching which reflects our approach
- Has an excellent rapport with children aged 4 to 11 years
- Works effectively as part of a team, building positive relationships
- Is approachable and confident in dealings with colleagues, pupils' parents and external agencies
- Is a strong verbal and written communicator
- Plans and assesses effectively and is sensitive to the learning needs of pupils of different abilities
- Has outstanding pastoral, behaviour management and administrative skills

*This role falls within the category of regulated activity, therefore you will be required to have 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 safeguarding/child protection policies and procedures.*

*The post holder's 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 will be to adhere to and ensure compliance with the school's Child Protection Policy Statement 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 or to the Headmaster/Headmistress (if different).*



# Information for Applicants

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

We are committed to a creative and collaborative approach to learning with emphasis on an enquiry approach, Blended Learning, Digital Literacy and metacognition. Academic standards are high and the curriculum is truly rich, broad and balanced. The following subjects are specialist taught: Art and Design, Drama, Computing, MFL, Music, P.E., Ballet, Science (in Years 4,5 and 6) and Latin (in Years 5 and 6). In KS2 there is some academic subject setting.

A co-educational school with approx. 440 pupils, there is a three class per year structure, although current Reception 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. Thomas's senior school opened in September 2021 providing a seamless, through-school education, with entry points at Year 7 and Year 9.

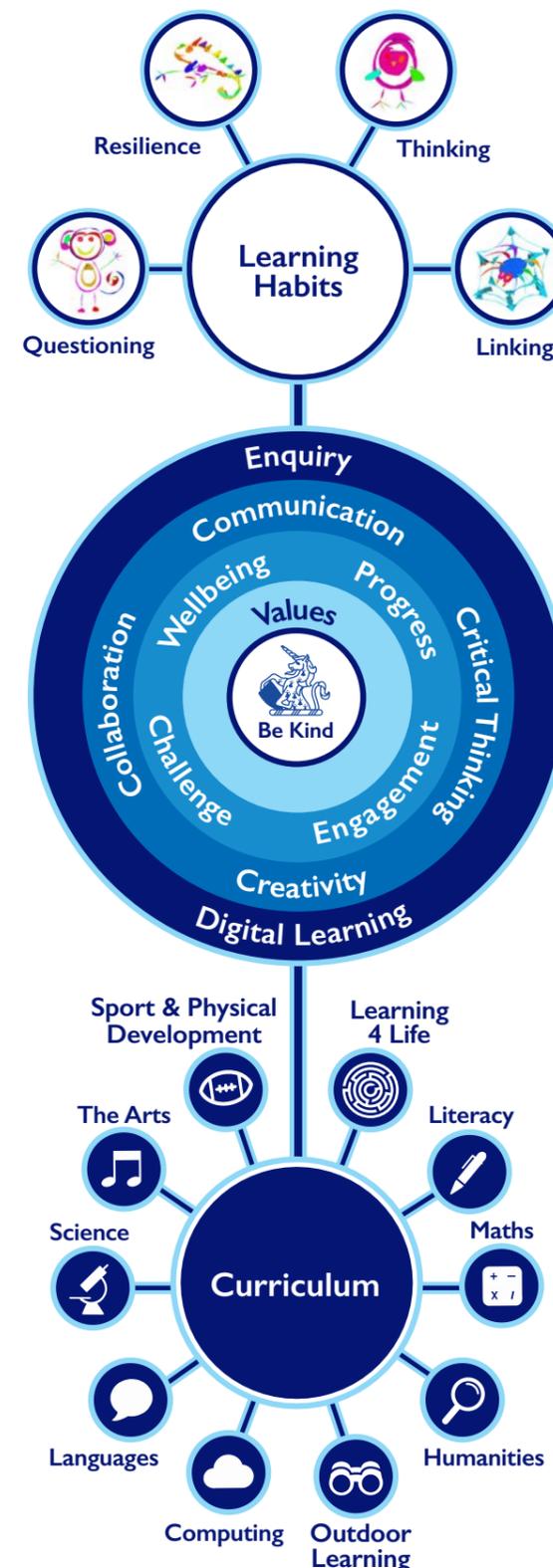
In a survey of our parent body, carried out by RSAcademics, the words used most often to describe our school were rounded, sociable, energetic, welcoming and sporty.

The senior leadership team consists of the Head, Deputy Head (Pastoral), Curriculum Deputy Head, Assistant Head (Welfare), Head of Lower School, Assistant Head (Teaching, Learning & Communities), Outcomes and Progress Lead and Head of Learning Support and Enrichment. We put strong emphasis on professional development.

September, 2021

# Thomas's Fulham Learning Circles

Forward Thinking, Outward Looking & Values Based



## A Broad Curriculum

- In narrow terms, our remit is to prepare our pupils thoroughly for the academic entrance and scholarship examinations of their chosen senior school.
- We believe, though, that we have a much wider responsibility than this.
- We believe that we are preparing children not only for their senior schools, but also for the life that lies beyond them.
- Our curriculum enables our pupils, boys and girls, to make outstanding progress, which fully supports them to move on to the next stage of their education.
- We regard these preparatory school years as forming the foundation on which our pupils will build their future education and future lives. We are mindful of the fact that our pupils' experience of school and of life at this early age will in large measure shape the adults that they will become.
- During their time with us, we therefore aim to give our pupils an education which is both rich and broad.
- To this end, we place a strong emphasis on high academic standards, set within a broad curriculum, within which Art, Ballet, Computing, Drama, Modern Foreign Languages, Music and PE are all taught by specialist teachers from a child's first day in school.
- Furthermore, we are committed to running a strong and varied programme of Outdoor Learning, trips, clubs, speakers and extra curricular activities to enrich the educational experience of our pupils.



## Be Kind

- We are a Christian school, open to children of all faiths.
- The most important school rule, which applies to every member of the school community, is to 'Be Kind'.
- Our ethos, aims and values actively support the upholding of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These are British values which we cherish and which equip pupils for life in modern Britain.
- In each school, we aim to engender an ethos of kindness, encouragement and understanding, in which pupils' strengths are developed and their weaknesses supported, so that each child is challenged without being inhibited.
- We expect our pupils to make impressive progress as a result of their own hard work, the best efforts of their teachers, the judicious support of their parents and the encouragement of their peers.

**The Heads and Principals  
Thomas's London Day Schools**



# 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**