



Thomas's
BATTERSEA
SENIOR SCHOOL

Cover Teacher

To submit an application please send the completed application form, a copy of your CV and a covering letter to Ben Thomas, Head
[c/o bcamdensmith@thomas-s.co.uk](mailto:c/o_bcamdensmith@thomas-s.co.uk)

www.thomas-s.co.uk



Ofsted Outstanding - March 2018

“Leadership is truly inspirational. Leaders’ and governors’ visionary outlook creates a highly effective education for all its pupils.”

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

Application Details

Applications are invited from enthusiastic and dynamic candidates to join our new senior school which opened in September. The senior school has grown out of the existing prep school, Thomas’s Battersea, and offers a world class education from 11 to 18, which is forward thinking and outward looking, with values at its heart. For the first academic year, the senior school will occupy part of the prep school site in Battersea High Street, as well as new buildings at Thomas’s Putney Vale. In September 2022 the senior school will move into new buildings in Battersea Square, formerly the home of the Royal Academy of Dance.

The successful candidate will be friendly, confident and demonstrate excellent verbal and written communication skills. They will also have the ability to engage with a wide range of pupils.

For further details go to the Thomas’s London Day Schools website: <https://www.thomas-s.co.uk/join-our-team/> or email: bcamdensmith@thomas-s.co.uk

To apply for this post please complete the school’s application form and forward it together with your CV to bcamdensmith@thomas-s.co.uk

Applications are considered on receipt.

Closing date:

9am Friday 10th December 2021

Interviews to be held:

**Week commencing
13th December 2021**

Start date:

January 2022, or ASAP

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.



Vision

Thomas's Battersea aims to provide an outstanding education for young people aged 4 to 18 which is forward-thinking and outward-looking, with values at its heart. The Senior School will span Years 7-13 when we are full in 2025-26, with pupils currently on site up to Year 9. Our aim is to prepare students 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 students 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 students 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 Senior School currently operates out of two sites; one in Battersea and one in Putney Vale. This role will be based between sites according to need.

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 Head.

The Role

Reporting to: Director of Curriculum Innovation

The role involves the supervision of whole classes during the short-term absence of teachers. The Cover Teacher will give instructions for the lesson as provided by a teacher and the primary focus of the role will be to maintain good order and to keep students on task. The Cover Teacher will respond to general questions and provide general feedback to teachers but will not be required to undertake lesson planning or assessment for any timetable lessons that have been allocated.

This role will mainly be based in the Senior School which is based across two sites. There may be occasions when support will be required in the Prep School, so flexibility in working with different age groups of children is required.

Responsibilities include:

Supporting Pupils:

- Supervise pupils engaged in learning activities
- Act as a role model and set high expectations of conduct and behaviour
- Promote the inclusion and acceptance of students within the classroom
- Supervise learning activities that have been set in accordance with school policy
- Provide break and lunchtime supervision around the school
- Invigilate tests and examinations
- Attend trips and activities offsite where required.
- Children Safe in Education legislation.

Support for Teachers:

- Provide objective and accurate feedback to the teacher on the lessons that have been covered
- Supervise work that has been set in accordance with school policy
- Follow the school policies including the Behaviour Policy, for consistency across the school
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.

Support for the Curriculum:

- Support the use of ICT where appropriate
- Make appropriate use of equipment and resources.

Support for the School:

- Be aware of and comply with the policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- To accompany students on trips, visits and other educational activities
- Participate in training and other learning activities as required
- Attend relevant school meetings as required
- To respect confidentiality at all times
- To undertake Safeguarding Training / any training applicable to the role as directed by the school
- To attend all INSET training as set by the school
- Undertake the duties at break/lunch as directed by the school in line with contracted/directed time
- To review and develop your own professional practice
- Any other such matters as the school may reasonably request.

The duties of the post may be varied from time to time, in a manner that is compatible with the post held, at the discretion of the school leadership team.

Person Specification:

This role is suitable for a qualified or unqualified teacher who has an interest in moving into the teaching profession.

Qualifications:

You will need to hold an undergraduate degree awarded by a UK higher education provider, or a recognised equivalent qualification.

Skills:

- Have a professional and positive approach
- Be growth minded, flexible and interested in learning
- Have the ability to work well under pressure
- Possess strong communication skills
- Be computer literate
- Good verbal and written communication skill and the ability to relate well to pupils and adults
- Ability to work effectively as part of a team, understanding school roles and responsibilities
- Ability to manage classroom activities and the learning space safely.

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
- 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 is paramount.

SAFEGUARDING CHILDREN

- The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance.

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

