



Thomas's
BATTERSEA

Deputy Head Pastoral

(Prep - Reception to Year 6)

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 recruitment@thomas-s.co.uk](mailto:c/o_recruitment@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

We are seeking an outstanding, creative, and committed Deputy Head Pastoral of the Prep School (Reception to Year 6) to join our dedicated and forward thinking team in our flourishing, vibrant school.

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

Competitive salary and conditions are offered.

Applications considered on receipt.

Closing date:

Midday, Monday 31st January 2022

First round interviews will be held remotely via zoom and will take place:

Friday 4th February 2022

Second round interviews will be held at Thomas’s Battersea week commencing 7th February 2022.

Start date:

September 2022

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.

Our School

Thomas's Battersea aims to provide an outstanding education for young people aged 4 to 18 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 currently growing from a well-established and highly regarded Prep School for pupils aged 4 to 13, to becoming a through school for students aged 4 to 18, with exit points at 11, 13 and 16. Our first Year 9 cohort joined us at the start of this academic year and will reach the top of the school in 2025. The school operates on two sites, in Battersea and in Putney Vale. This role will be based in the Prep School (Reception to Year 6) in Battersea High Street.

The Role

We are seeking to appoint a kind, creative, and committed Deputy Head Pastoral of the Prep School (Reception to Year 6). The postholder will lead the wellbeing and personal development of our Prep School pupils by leading and inspiring a dedicated team of Form Teachers; by taking responsibility for pupils in Upper Prep (Year 3 to Year 6); and by working closely with the Head of Lower Prep, who carries responsibility for pupils from Reception to Year 2.

Reporting to the Head and working in tandem with the Deputy Head Academic (Prep School), the Deputy Head Pastoral is a key member of the Senior Leadership Team and the Wellbeing Leadership Team, helping to forge our whole school approach to pupil and colleague wellbeing throughout the school.

This post is open to a first time Deputy Head or an experienced leader from any education setting.

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.

Accountable to:

- The Head
- The Deputy Head - Wellbeing, Health and Community (as Chair of the Wellbeing Leadership Team)

Key Areas of Responsibility

General

- Lead the wellbeing and personal development of pupils in the Prep School (Reception to Year 6), by taking direct responsibility for pupils in Upper Prep (Year 3 to Year 6) and by working closely with the Head of Lower Prep (Reception to Year 2)
- Work closely with the Deputy Head Academic and fellow senior leaders to ensure the highest outcomes for pupils.
- Be a proactive and highly visible Prep School leader
- Support, guide and educate parents of pupils in the Prep School by being the first point of contact after the Form Teacher in all matters relating to the wellbeing and personal development of their children
- Support the school's commitment to safeguarding by being a deputy designated safeguarding lead and safeguarding lead of Upper Prep
- Duties as detailed in KCSIE Annex C and the School's Safeguarding & Child Protection Policy
- Take a lead role in the implementation, coordination and project management of special initiatives arising from the Head's office.
- To chair committees and meetings as related to the role and determined by the Head
- To contribute to the organisational capacity of the school and wider Thomas's community as determined by the Head
- Deputise for members of the Wellbeing Leadership Team in their absence or as delegated

Wellbeing:

- Work with the Senior Deputy Head (Wellbeing, Health & Community), to spearhead the school's commitment to the highest standards of pastoral care, including embedding the school's values and fostering considerate, thoughtful and excellent behaviour amongst pupils in the Prep School
- Build and maintain the Prep School's approach to wellbeing, health, and positive behaviour management
- Ensure wellbeing programmes are delivered effectively; explicitly taught, manageable and sustainable in the curriculum, reduce stigma, are regularly delivered, and developmentally differentiated
- Lead pupil voice and leadership programmes (e.g. School Council, Green Unicorns, ABC, Form Captains, Prefects)
- Foster positive peer to peer relationships through Houses and Buddies.
- Develop and lead consistent strategies in the Prep School to encourage positive behaviour and discipline in line with our school values
- Lead assemblies including Prep, Upper Prep and individual year groups.
- Work with the Heads of Year to support individual behavioural issues, setting up behavioural plans and working with parents, staff and pupils to ensure a 'triangular' approach
- Organise talks and training for pupils, members of staff and parents to support the emotional and physical development of Prep School pupils
- Work with the Deputy Head Wellbeing and Health to liaise with the in-house counsellor and outside agencies regarding on-going referrals
- Monitor and document established rewards and sanctions
- Establish and monitor pupils' records of achievement
- Introduce a Year 6 leadership programme
- Lead PSHE, RSE and their delivery in the Prep School
- Lead and support AS tracking in the Prep School
- Coordinate charity events and initiatives throughout the year in the Prep School, including Charity Week

Staff Pastoral Care:

- Support the Deputy Head Wellbeing and Health to lead the staff pastoral care programme, including monitoring and analysing colleague absence, common room associations and wellbeing teams
- Promote and nurture a positive, collegiate team spirit within the staff body

Colleague Leadership:

- Assist in matters regarding the wellbeing of colleagues, providing guidance, advice and strategies to deal with professional challenges
- 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
- Assist the Head with the interview and selection process of new staff
- CPD with DH (Academic), lead and manage school INSET and professional development programme
- Guide, support and inspire teachers in order to promote and extend the highest standards of behaviour

Parents:

- Individual meetings as required
- Attend and support school events, being 'front of house' for all Upper Prep events
- Assist with showing the school to prospective parents
- Support the Deputy Head Academic with the organisation of Parent Meetings including Information Evening
- Attend Parents Evening, Curriculum meetings and annual talks
- Work with the Deputy Head Academic to ensure high quality, regular reporting of pupils' academic and pastoral progress to parents.

Teaching General:

- Prepare for and teach inspirational and creative lessons, as agreed.
- 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.

Administration and Budget:

- Attend and organise regular meetings
- Premises planning with the Leadership Team and development of the school site
- Assist Head in whole school budget planning and control

Person Specification

Qualifications and experience:

- Significant teaching experience
- Evidence of being an excellent and innovative classroom practitioner
- Success as a middle leader
- Evidence of recent relevant in-service training ensuring familiarity with current educational practice
- Understanding of safeguarding practice in Schools
- 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

Practical skills required:

- Outstanding verbal and written skills, with a high level of IT skills
- Excellent interpersonal skills
- High levels of initiative
- Able to plan, monitor, evaluate, audit and review proactively
- Evidence of outstanding leadership by example

Personal qualities:

- Kindness and compassion
- Enthusiasm and perseverance
- A growth mindset
- Creativity, dynamism and open-mindedness
- Calmness under pressure

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
- Champions colleague wellbeing, and values their own health and happiness

A Courteous leader who:

- Understands the politics of schools and education.
- Has warmth, a sense of fun, sound judgement, and empathy towards all in the community
- Engages in representation on professional, educational and school associations

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.
- Celebrates the spiritual dimension of human life.
- Applies analytic and emotional intelligence to a variety of situations

A Persevering 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
- Creates and fosters student leadership opportunities

A Confident leader who:

- Ensures a safe learning environment for all
- 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:

- Shapes school climate and culture by building and rewarding excellence.
- Supports partnerships with families
- Is visible and engaging whilst displaying compassion and an awareness of wider school and organisational development

A leader who is a giver, not a taker:

- By being a thoughtful community member who uses school resources to support the local community, and uses local community resources to support Thomas's Battersea
- 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 6
- 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 Battersea
- Risk assess and project manage with an attention to detail

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**