



Thomas's
CLAPHAM

Director of Music (Maternity Cover)

September 2022

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

<https://www.thomas-s.co.uk/join-our-team/> or
e-mail vstanton@thomas-s.co.uk

thomas-s.co.uk



Ofsted Outstanding - January 2018

“The promotion of pupils’ spiritual, moral, social and cultural development is excellent.”

Our website www.thomas-s.co.uk contains detailed information about Thomas’s London Day Schools in general and Thomas’s Clapham in particular. It will give an insight to our values, ethos, facilities, curriculum and community. We have a twitter feed @ThomassClapham which showcases our day to day activities well.

Application Details

A brief letter of application, curriculum vitae and a completed and signed application form, [Click Here](#) should be addressed to the Head, as soon as possible and sent to Viki Stanton, Operations Manager, at vstanton@thomas-s.co.uk

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/ or email: vstanton@thomas-s.co.uk

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

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.



Director of Music (Maternity Cover) September 2022

Welcome to Thomas's Clapham

Thank you for your interest in the position of **Director of Music (Maternity Cover)** at Thomas's Clapham.

Having rejoined this wonderful community in April 2021, I am looking to recruit an enthusiastic and talented Director of Music (Maternity Cover) to join an outstanding team in this flourishing and forward-looking prep school, where our children are excelling, a joy to teach, and are very happy.

With five choirs, three orchestras, several ensemble groups, theory groups, more than 300 pupils learning orchestral instruments and more than 20 extra curricular music activities taking place each week, Music is an area of great strength and vitality at Thomas's Clapham. There is a vibrant and varied performance programme and it is an integral part of daily life in our happy and nurturing community, where children are valued as individuals and encouraged to be the best they can be.

This is a great opportunity for a qualified, experienced and creative teacher and musician with strong leadership skills to work in one of the most outstanding prep schools in the country. We are looking for a person who can quickly generate confidence and respect and who is capable of fostering highly positive working relationships with children, parents and colleagues.

Nathan Boller, Head

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 (if different).



Background and Context

Thomas's London Day Schools educates over 2000 children at four schools – Thomas's Battersea, Thomas's Clapham, Thomas's Fulham, and Thomas's Kensington, and in one kindergarten in Battersea. Thomas's Academy, formerly New King's Primary School, joined the Thomas's family of schools in September 2015.

Thomas's was founded as a kindergarten in a Pimlico church hall in 1971 by actress and mother Joanna Thomas. Six years later Joanna and her husband David founded a school for older children in response to the success of the kindergarten and a growth in demand for quality day school places in London. In 1977 the first Thomas's, initially known as Kensington Court Lower School, opened in Cadogan Gardens.

By offering an education for both boys and girls with high academic aims, along with a broad curriculum taught by energetic teachers, the school went from strength to strength. It eventually expanded and multiplied becoming a group of schools which is internationally recognised as a beacon of excellence in prep school education.

Thomas's Clapham opened in 1993 on the site of the former Clapham County Girls' School on Broomwood Road between Wandsworth and Clapham Commons. By then, Thomas's Kensington had opened in 1981 and the original Thomas's had moved to larger premises and become Thomas's Battersea in 1989. Thomas's Kindergarten had opened nearby in 1992.

Thomas's Fulham opened in 2004. Joanna and David Thomas retired from the active management of the group in 1999. Thomas's is now run by their sons Ben and Toby.

In September 2021, Thomas's opened its first senior school, Thomas's Battersea Square, taking pupils up to the age of 18.

There are currently 653 children aged from 4 to 13 on the roll at Thomas's Clapham which is the biggest school in the group. Demand for places at the school is considerable with most children arriving in Reception. Around 20 join in Year 7 from Thomas's Fulham. One class leave for London day and boarding schools at the end of Year 6. The majority stay until Year 8. Approximately 70% go on to boarding schools.

The school was recognised by Ofsted as Outstanding in each category in February 2018.





Ethos

Thomas's Clapham is a community filled with energy, excitement and enjoyment. Our learning environments are expertly guided by ambitious and passionate staff who inspire children to think and learn in engaging and creative ways. Our community holds kindness and creativity at its core, and we look to embrace the joy of childhood in all that we do.

We are proud to contribute to the lives of each and every pupil, and celebrate their growth be it academic, social, physical, emotional or spiritual. Our children and their families, together with our staff, contribute to a community that values learning and wellbeing in equal measure.

Campus and strategic development

Thomas's Clapham is housed in a Grade II listed building which was built between 1904 and 1908 as a girls' grammar school. Since opening in 1993, the campus has been greatly improved and updated. The facilities include a superb Drama studio and fully equipped theatre space. New classrooms and an Art, Pottery and Design Centre have been added as have outdoor learning areas including a garden dedicated to the teaching of Mindfulness.

There is a Masterplan for a significant refurbishment of the school campus and the majority of the work has been completed. Every teaching area has been fully refurbished during the past nine years and substantial planning permission has been granted by the local authority for a redevelopment of the remaining works on the ground floor.

Under the leadership of the new Head, Nathan Boller, Thomas's Clapham is undergoing a process of reflection and review, the results of which will generate a new strategic development plan. Within this, modifications to the existing campus plans will be integrated to ensure the learning, community, and organisational structure create a 21st century ecology.

Wellbeing at Thomas's Clapham

Thomas's Clapham has a strong and supportive wellbeing and welfare structure. Class teachers and form tutors take a close interest in their pupils' welfare, and at the heart of this are the positive relationships which are developed tirelessly to foster at every level. They are supported by the Year Leaders who have broad responsibilities for the wellbeing of children in each year group. The Thomas's Clapham Wellbeing Team meets weekly to discuss concerns and support requirements as raised by pupils, staff and parents.

Wellbeing is actively taught in the time allocated to weekly Inspiring Living lessons. The bespoke curriculum includes elements based on six pillars including Relationships, Being Healthy and Staying Safe. Thomas's Clapham is a listening school. Children are encouraged to communicate their concerns with staff. Age specific assemblies are presented to children at the beginning of the school year to discuss this in detail.

Our assembly and circle time programmes are central to children behaving and being happy at Thomas's Clapham. Parents are encouraged to contact staff if there is a concern about their child no matter how big or small. All staff are contactable by email and there is a strong culture of teachers and parents working together to ensure pupils are safe and happy.

The student voice is recognised on a daily basis in form and circle time. More formally, the Inspiring Living Committee is made up of elected children from Reception to Year 8 who meet with the Assistant Head - Inspiring Living to discuss concerns and ideas on how we can make Thomas's Clapham an even better school. Agenda items may include anti-bullying, safeguarding, food and catering, playground and safety.

Thomas's London Day Schools fully recognise their responsibilities for Safeguarding and Child Protection.

Learning at Thomas's Clapham

Thomas's Clapham is committed to developing a culture of thinking within every learning environment. This is grounded in the belief that learning is a consequence of thinking, and that learning is everywhere. We aim to have a community full of pupils who assume an active role in their learning, and who are adaptable thinkers; thinkers who engage with others, with ideas, and importantly, with action. Much of this comes from our school embedding an instructional framework that allows for critical, creative and reflective thinking.

Thomas's Clapham respects the importance of teaching for understanding, especially through an enquiry mindset where knowledge and information is connected to the lives of our children. Thinking and learning at Thomas's Clapham is about encouraging children to learn about the world to command and control it, not simply to fit in it. Our ambition is that every learning opportunity allows pupils to refine their thinking through exploration, investigation and discussion.

The National Curriculum is the starting point, but in each subject work is planned to stimulate and challenge. Change is eagerly embraced by colleagues and pupils who share a passion for learning and finding new and better ways of doing things. Creativity, thinking skills and instilling a thirst for independent learning are at the heart of approach. Continuous professional development is a strongly established culture within the school.



Co-curricular

Whilst academic standards and expectations are very high, there is a strong emphasis on breadth with a vibrant co-curricular programme. The range of opportunities is extraordinary encompassing sport, art, drama, trips, tours, a dazzling array of clubs and, of course, music.

SOCIAL time was launched in 2017 which encompasses the school's commitment to global citizenship and community action. SOCIAL stands for Service, Outdoor, Community Involvement and Action Learning. It includes fundraising activities and hands-on involvement with local charities where possible.



Music at Thomas's Clapham

Children at Thomas's Clapham are encouraged to participate in a wide range of musical activities, not only to enrich their cultural education but to improve social skills and build self-confidence. Music is taught by energetic and committed specialist teachers from Reception through to Year 8.

There are two well-resourced Music classrooms, a recital room and six practice rooms, as well as the Music Technology Suite and Percussion Room.

The Music Department has two specialist Music teachers, 18 peripatetic teachers and a part-time administrator.

Instrumental lessons are taught on a rotational timetable during the school day. Instruments on offer are: Piano, Bassoon, Clarinet, Flute, Oboe, Recorder, Saxophone, Cello, Double Bass, Violin, Acoustic and Electric Guitar, Harp, Trumpet, Trombone, Drumkit, Percussion and Singing.

ABRSM examinations take place in school once a term.

There are regular opportunities to perform in concerts as soloists or in ensembles. Amongst the many ensembles there is a Training Orchestra and Chamber Orchestra, Mini Drummers for Years 1 and 2, Recorder and Guitar groups.

Pupils work towards large scale performers such as the annual Rock and Pop concert and the Upper School Singers' Concert which also involves a staff and parent choir.

Music is central to each year group's drama production and the annual Interhouse Music Competition is a particular highlight.

There are also plenty of opportunities to experience the joy of communal singing. Whole year groups regularly perform at special events such as the Christmas Carol Service and the Easter services. Year 5-8 pupils can audition for Chapel Choir which performs 3-4 part harmony. Recently they have performed at St John's Smith Square and are going on tour to Paris in July 2022.

There are also choirs which are open to all and they perform in church services and in regular concerts.

Every year a number of pupils secure music awards (scholarships and exhibitions) to senior independent schools and there is a bespoke programme to help prepare these children.

However, the aim of the department is to encourage every child to enjoy music at any level and to celebrate and showcase every child's musical talents by providing performance opportunities and experiences for all.

The Role

Director of Music (Maternity Cover)

a. Accountable

- To Deputy Head - Learning and Teaching

b. Responsible for

- Leading and managing our commitment to Music throughout the school and wider community.
- To be an outstanding role model and a compelling advocate for Music to children, parents and colleagues, and in the wider community.

c. Key areas of responsibility

- To produce an annual strategic development plan for Music which is aligned to the targets of the annual school development plan, and to annually update the three-year vision for Music, serving as the catalyst for excellence.
- To develop schemes of work for all year groups, paying due regard to the school's policies and requirements, and working closely with and coordinating the efforts of the Music team.
- To use Assessment for Learning strategies within teaching and learning.
- To use digital technologies to support lesson preparation, teaching, assessment, and administration.
- To have oversight for the maintenance of all departmental policy and activity, and to annually update the departmental handbook.
- To direct, plan and coordinate an enriching, dynamic and varied whole-school programme of performance music, both formal and informal (e.g. choirs, ensembles, bands, orchestral and soloist concerts and recitals), delegating specific responsibility to colleagues where appropriate.
- To lead, plan for and play a full part in providing the musical elements of the curricular and co-curricular school calendar, organising and coordinating the rehearsal programme as required (e.g. assemblies, hymn practises, church services, carol services, end of year celebrations, House Music Competition, festivals, and other special events), liaising closely with relevant colleagues as required.
- To further enrich the provision for Music with a vibrant and focused programme of activities, including trips, visits and Music tours.

- To work collaboratively with the Drama Subject Leader, the Dance Subject Leader, and the Thomas's technical support team, to lead and provide the musical elements of annual year group productions.
- To liaise with the Directors of Music across the Thomas's group, and collaborate with them as required (e.g. curriculum development, grade board exams, Thomas's Foundation Music Scholarships, combined concerts).
- To promote and develop opportunities to take school Music into the wider community (e.g. with partner state schools, and supporting intergenerational projects).
- To lead and manage a team of peripatetic and salaried Music teachers and a part-time Music Administrator.
- To participate in the selecting, interviewing and appointing of applicants for posts within the department.
- To lead and supervise the work of departmental staff, and provision of support, guidance and advice inline with the school's Personal Professional Development (PPD) programme, accepting that this is a key vehicle for self development and school improvement.
- To have overall responsibility for the supervision of timetabling of the peripatetic Music teachers.
- To ensure the effective arrangement of instrumental and singing lessons, being the point of reference for parents and peripatetic staff regarding staffing allocations, reports, parents' evenings, accounts and general liaison with parents.
- To direct arrangements for graded Music examinations with ABRSM and other examination boards as appropriate.
- To ensure detailed records of the children's involvement, achievement, and attainment are maintained, liaising closely with senior staff involved in the tracking and monitoring of children.
- To develop professional links and relationships with other prep schools.
- To develop strong links and partnerships, liaising with the Assistant Head - Head of Future School, with independent senior school Directors of Music (e.g. in support of the preparation of potential Music Scholars).
- To remain fully up to date with standards and advances in curriculum developments elsewhere by regular attendance at courses and conferences and promoting the professional development of all Music staff.
- To attend and play an active role in all INSET and meetings as required, and to lead weekly Music team meetings.

- To attend and play an active part in the weekly Co Curricular Subject Leaders meeting, reporting to and liaising with the Deputy Head - Learning and Teaching on all matters relating to the daily operation and organisation of Music throughout the school.
- To meet with the Head on a regular basis, discussing and advising him of strategic matters relating to Music.
- To manage the Music budget including resources for all pupils, and to advise the Head regarding capital expenditure requests.
- To communicate with colleagues and parents relating to Musical Department events (e.g. via the Bulletin, the weekly Parent Communications, circular letters, and directly by personal emails where applicable).
- To ensure that the provision for Music is regarded as the best possible practice.
- To play a full and active part in the life of the school.

Qualifications and experience required

- A qualified, proven and outstanding teacher of Music with current experience of Music teaching in a senior or prep school (independent or state-maintained), preferably with leadership experience or Assistant Subject Leader experience.
- An excellent and adaptable musician and singer, with advanced keyboard skills, experience in choral direction and offering broad range interests.

In addition to candidate's ability to perform the duties of the post, the interview will also explore the issues relating to safeguarding and promoting the welfare of children including;

- Motivation to work with children and young people
- The ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to the use of authority and maintaining discipline

Terms and conditions

A competitive salary and conditions are offered. The successful candidate will receive an iPad, laptop, a Thomas's coat to be worn for outside duties and events, and free school lunches.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with the Disclosure and Barring Service (DBS) and the Prohibited from Teaching or Management lists.

The successful applicant will be required to complete a self-disclosure Medical Questionnaire.

The appointment is subject to satisfactory references and security checks, clearance from the DBS, proof of identity and qualifications and a medical report.



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**
