



Thomas's
CLAPHAM

Early Years Teacher (Maternity Cover)

September 2022

For further details please go to the
Thomas's London Day Schools website:
thomas-s.co.uk/join-our-team
or e-mail vstanton@thomas-s.co.uk

www.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

Details of the post and application forms are available from the School website: thomas-s.co.uk/join-our-team

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.



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Welcome to Thomas's Clapham

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

Having rejoined this wonderful community in April 2021, I am looking to recruit an enthusiastic and talented Early Years teacher (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.

This is a great opportunity for ambitious colleagues to work in one of the most outstanding prep schools in the country. We are looking for people who can quickly generate confidence and respect and who are 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 Tobyn.

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.



The Role

The Lower School (Reception, Year 1 and Year 2) at Thomas's Clapham

Thomas's Clapham is divided into three Areas: the Lower School (Reception to Year 2), the Middle School (Years 3 and 4), and the Upper School (Years 5 to 8). Within a large and vibrant school this allows the Head of each area of the school, and their staff, to tailor the curriculum specifically to the academic and wellbeing needs of the children at each stage of their development. The Head of Lower School (Maternity) is Mrs Louisa Dixon. She is supported by a Deputy Head of Lower School and Early Years Leader. The wellbeing of children in each year group is overseen by Pastoral Year Leaders. There are four classes in each year group in the Lower School and staff support each other with planning, organisation and sharing areas of expertise.

Reception

Children are in classes of no more than 21 and stay with their cohort for most lessons. There are six Learning Assistants working across the four Reception classes. The form teacher is responsible for teaching Mathematics, Literacy, and Personal, Social and Emotional Development, as well as aspects of Communication and Language, Understanding the World, Expressive Arts and Design, and Physical Development. They also oversee the pastoral care of their form.

Accountable

To the Head of Lower School

Responsible for

- For all aspects of teaching, learning and wellbeing of a Reception class.

Key areas of responsibility

- To fulfil all the usual duties and responsibilities of a form teacher.
- To promote high quality learning of the Thomas's curriculum, providing clear structures for lessons which maintain pace, motivation and challenge.
- To teach general subjects, and support the teaching of specialist teaching taught by specialist teachers.

- To set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline within a positive and optimistic environment where well-focused teaching and positive, productive relationships are the norm.
- To ensure that the classroom is an invigorating environment for effective learning, embracing pupil's work on paper, display and in the general atmosphere created in the classroom.
- To plan effectively to ensure that pupils have the opportunity to meet their potential, taking account of the needs of every child.
- To write academic reviews and reports, and monitor and evaluate pupils' learning, liaising closely with the Pastoral Year Leader, English and Maths Leads, and the Head of Area.
- To develop open, easy and professional relationships with colleagues.
- To be accessible and amenable to regular parental contact, and develop open, easy and professional relationships with parents.
- To maintain and manage the physical resources in the learning area.
- To undertake supervisory duties, including school lunch, attend assemblies, and to cover for absent colleagues.
- To run an after school weekly club.
- To help with the annual year group drama production.
- To attend staff meetings, School INSET, and attend professional courses to enhance teaching effectiveness and qualifications.
- To support and contribute strongly to the corporate life of the school (e.g. contributing material to newsletters, the school magazine, the web site, attending events etc).
- To fully implement school policies and practices.
- To comply with all Health and Safety requirements.
- To establish a safe environment that supports learning and where pupils feel secure and confident.
- To contribute to the rich and varied extra-curricular programme.
- To play a full part in the life of the School, including attendance at events as required by the Head (e.g. parent teacher meetings, the Carol Service etc).

Qualifications and experience required

The successful candidate will be a qualified teacher, an EYFS specialist with QTS or training relevant to the post, either experienced in, or trained to teach a Reception class.

We welcome applications from ECTs as well as experienced teachers.

In addition to the 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

Kindness

We expect pupils at Thomas's to be kind; to be good friends to those around them, always on the lookout for and ready to support those in need of a word of encouragement or a listening ear.

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 and uphold the rule of law.

Respect

We encourage all members of the community to respect themselves, each other, their learning environment and the wider community. We expect our pupils not just to tolerate but to celebrate difference, to respect the right of others to hold differing beliefs



Courtesy



Honesty



Respect



Perseverance

or views and to develop an awareness of individual liberty. As our pupils become old enough to understand the characteristics protected by law, we look to them to challenge discrimination in all its forms and to foster healthy, positive relationships grounded in mutual respect.

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 work hard; to be responsible, organised and to manage their belongings effectively. 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.



Independence

We hope that, as a result of their lessons at school, our pupils will begin to take responsibility for their personal 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 be 'comfortable in their own skin', full of self-confidence, yet always free of arrogance, and able to make sound judgements. We would like our pupils to become their best selves, not a second-hand version of someone else.

Leadership

We aim to equip our pupils to lead by example and to recognise service as a powerful form of leadership; to be prepared to stand out from the crowd;



Confidence



Leadership

to be the first to respond to someone in need; to stand up for what they believe to be right; to challenge what they know to be wrong; 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 without arrogance; to be conscious of the advantages they enjoy and to show gratitude for them by putting them to best use by helping others. 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 our students 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.



Humility



**Givers,
Not Takers**



**Be Kind
Be Thomas's**