

# Gap Student

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  
Allie Barnes Wright, Deputy Head at  
[abarneswright@thomas-s.co.uk](mailto:abarneswright@thomas-s.co.uk)

**thomas-s.co.uk**





# Ofsted Outstanding - February 2020

'Education in Technicolour' Tatler

'A stimulating, creative but also nurturing school in a very fashionable corner of London'  
Good Schools Guide 2021

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 Kensington in particular. It will give an insight to our values, ethos, facilities, curriculum and community.

## Application Details

Thank you for your interest in the position of Gap Student at Thomas's Kensington.

This post offers a very exciting opportunity to work in one of the outstanding prep schools in the country.

If you are an enthusiastic and talented sixth form leaver or post-graduate who is looking for a career in teaching or seeking to gain some useful experience and would like to be part of the team at our forward-looking and dynamic prep school, we would like to hear from you.

A brief letter of application, curriculum vitae and a completed and signed application form with two referees, [Click Here](#) should be addressed to Allie Barnes Wright, Deputy Head as soon as possible at [abarneswright@thomas-s.co.uk](mailto:abarneswright@thomas-s.co.uk)

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

A competitive salary and conditions are offered.

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

Closing date:  
**Applications will be considered upon receipt so an early application is encouraged**

Interview date:  
**ASAP**

Start date:  
**January 2024**

*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 are as per the job description and personal specification.*

*For details of the checks which will be undertaken as part of our recruitment process, please see our Recruitment Policy which can be found here [www.thomas-s.co.uk/policies/](http://www.thomas-s.co.uk/policies/) under the 'Thomas's Policy' tab.*



# Gap Student

## January 2024

### Welcome to Thomas's Kensington

#### Thomas's London Day Schools

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 Thomas's Kindergarten in Battersea.

It is our prime concern that children at Thomas's are happy. We provide for their education by giving each child dignity and self-esteem through a sense of achievement, whether academic, artistic or sporting. The central belief is that all this and more can be achieved if we can **be kind** to one another.

In these preparatory years, we offer a broad and creative curriculum covering a wide range of subjects and skills so that by the time they leave us, our pupils will have begun to identify individual areas of talent. In a positive and stimulating environment, we ensure that each child achieves the best academic results of which each child is capable.

#### Thomas's Kensington

The teaching at Thomas's Kensington is inspiring and imaginative, enabling our pupils to achieve excellent academic results – the ideal preparation for their move to a range of superb secondary schools. Pupils of different abilities are challenged and supported throughout their journey at Thomas's Kensington and we pride ourselves on ensuring that each child is treated as an individual.

The approach to teaching and learning is exciting, progressive, and challenging. Change is eagerly embraced by colleagues and pupils who share a passion for learning and finding new and better ways of doing things, and standards are high. Creativity, thinking skills and instilling a thirst for independent learning are at the heart of our approach. Traditional and didactic teaching methods would feel alien at Thomas's. INSET and courses are a strongly established culture within the school. Academic standards are very high, and there is a strong and vibrant co-curricular programme emphasising breadth. The school was recognised by Ofsted in 2008, 2011, 2017 and 2020 as 'outstanding' in each category. We have since moved to ISI and await our next inspection.

Demand for places in the school is considerable, with most children arriving at the school in Reception. Children leave at 11+ for London day and boarding schools or move to Thomas's Battersea.



*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.*

# The Role

## Gap Student

The successful candidate for this post will be an enthusiastic and talented sixth form leaver or Post- Graduate looking to gain a wealth of experience in an educational environment.

**Accountable for:**

To the Deputy Head

**Responsible for:**

For assisting within the School, including within the classroom, on the sports field and within the School Office

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## Professional Standards

- Safeguard all pupils, in line with Keeping Children Safe in Education
- Support the aims and ethos of the school
- Act as a good role model in terms of professional appearance, conduct, punctuality and attendance
- All GAP Students will be expected to comply with all Health and Safety requirements and to play a full part in the life of the school.
- GAP Students will assist within the classroom and work within the School Office. They will also undertake administrative tasks such as photocopying, laminating, display boards, filing, distributing lost property etc. They will also be asked to help with a variety of activities, depending upon their interests and abilities. These can include helping with:
  - Games and PE Lessons
  - Musical Activities
  - Art, Drama and Dance Activities
  - Library work

## Person Specification:

- We want to appoint an enthusiastic sixth former or Post-Graduate who wishes to gain experience within an educational environment. A sense of humour, adaptability, a commitment to team work, and a strong desire to make a difference are vital to our philosophy. A can do, will do attitude must be the driving intent of the successful candidate.



# 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**

## 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**

## 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 or views and to develop an awareness of individual liberty. As our pupils become old enough to



**Respect**

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.



**Perseverance**

## 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.

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.



**Independence**

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.



**Confidence**

## 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; 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.



**Leadership**



**Humility**

## 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.



**Givers,  
Not Takers**





**Be Kind  
Be Thomas's**