

UKS2 Head of Year & Form Teacher

To submit an application please send the completed application form, a copy of your CV and a covering letter to Louisa Balmer
batjoinourteam@thomas-s.co.uk

thomas-s.co.uk



Application Details

Applications are invited from talented, enthusiastic and dynamic candidates. The successful applicant will be an inspirational teacher (KS2) and join the forward thinking team in our flourishing, vibrant school.

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

www.thomas-s.co.uk/join-our-team or email:

batjoinourteam@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 and covering letter

batjoinourteam@thomas-s.co.uk

Competitive salary and conditions are offered.

Please note that referees will be contacted prior to the interview.

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

Closing date:

Friday 9th February 2024

Interview date:

w/c 19th February 2024

Start date:

September 2024

Pension scheme and associated benefits for teaching staff (joining from 1.8.24)

Thomas's London Day Schools Group Personal Pension Plan, administered by Aviva is the Defined Contribution pension scheme for teaching staff joining on or after 1 August 2024.

The employer contribution has been set at 22% of salary with the default employee contribution set at 10% of salary. However, teachers joining the scheme have the option to contribute more, if desired, or less, subject to a minimum employee contribution of 3%.

Alternative Death Benefits

Members of the DC scheme will be insured under a Group Life Assurance policy for a lump sum payment on death in service of 5 times their salary. This level of benefit is higher than the death in service benefit provided by Teachers' Pensions.

Alternative Ill-Health Benefits

A Group Income Protection (GIP) policy allows the School to offer a replacement income to eligible employees in the event that they are unable to work due to illness or injury.

Members of the DC scheme will be insured under a Group Income Protection policy offering the following terms:

- 50% of salary, plus 22% employer pension contributions based on full salary, payable for up to 5 years, following an initial waiting period of 6 months.

Further details of the scheme and benefits will be provided on request and on appointment.

Safeguarding

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.

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/ under the 'Thomas's Policy' tab.

Job Description for for UKS2 Form Teacher with Head of Year Responsibilities

The successful candidate for this post will be a primary specialist and qualified to teach Key Stage 2.

Role reports to: Deputy Head Academic and Head of Middle School

Key areas of responsibility:

Teaching

- Prepare schemes of work, medium and short-term plans, in conjunction with other teachers as necessary and within Enquiry Mindset structure
- Plan, resource and deliver engaging lessons that meet the needs of all pupils enabling rapid progress
- Adopt a Blended Learning approach ensuring that digital resources are used to enhance learning creatively
- Plan for differentiation taking into account all abilities and vulnerabilities, adapting planning and teaching to meet the needs of pupils
- Maintain good pupil behaviour and learning attitudes to ensure effective teaching and learning
- Set homework tasks as required in line with school policy and procedures
- Provide regular and timely written and verbal feedback which provides pupils with the information they require to move forward
- Liaise with the Head of Learning Support and Enrichment
- Provide a stimulating, motivating learning environment
- Accompany and organise trips and events as required within our guidelines
- Teach lessons at the times stipulated on the school timetable
- Knowledge for 11+ and 13+ pre-tests process is an advantage

Assessment and Reporting

- Embrace Assessment for Learning strategies
- Make regular assessments of pupils' attainment and progress in line with our policies including through digital platforms
- Follow our feedback and marking policy to provide advice for pupils on how to improve
- Use individual and group assessment information to plan, track and set targets
- Write reports on pupils' attainment and progress as required
- Attend parents' evening, and initiate communications as needed, to discuss progress with parents

Professional Development

- Participate fully in PPD (Personal Professional Development) programme
- Attend/ participate in all relevant internal and cross-school training whether online, in school, at a sister school or externally
- Evaluate performance and be committed to improving practice through professional development
- Act upon advice and feedback and be open to coaching and mentoring
- Observe and be observed by colleagues as a means of sharing good practice
- Stay up to date with current educational practice as well as curriculum development and professional practice specific to Thomas's

Staff Meetings

- Attend all relevant staff meetings

Cover

- Supervise and teach classes covering short-term absence as outlined by senior leaders

Pastoral Care

- Adhere to all safeguarding practice and procedures
- Actively promote the school's culture of vigilance
- Follow code of conduct and expect pupils to do the same
- Maintain excellent behaviour and attitudes within classes
- Be actively involved in promoting the well-being of pupils
- Signpost pupils to internal support as needed
- Live by the schools values and ethos in day to day professional life
- Strive to develop positive relationships with all stakeholders
- Be a role model for pupils in terms of personal standards of conduct, appearance and punctuality
- Report any academic or behavioural problems to relevant senior leaders in a timely fashion
- Maintain open lines of communication with parents
- Attend regularly scheduled and occasional school events e.g. school assemblies and church services
- Carry out pastoral duties on a rota basis e.g. break and lunchtime duties
- Seek support from Leadership Team for personal wellbeing needs

We are seeking to appoint a Head of Year who:

- Has experience of teaching Key Stage 2 and knowledge of the 11+ pre-test and senior school entry processes is an advantage
- Works effectively leading a team, building positive relationships with colleagues and Senior Leadership.
- Lead Collaborative Planning effectively and championing the enquiry approach to learning.
- Lead on developing and enhancing the welfare of all pupils in the year group.
- Attend Head of Year meeting with Head of Middle School.
- Leading the monitoring and tracking of KS2 core subjects in the year group.
- Is a qualified teacher and has undergone appropriate training, is confident about teaching a broad range of subjects and is keen to develop professionally .
- Shares our values and respects our ethos.
- Meets all of the DfE Teachers' standards.
- Is dynamic, self-motivated and flexible.
- Has high expectations of pupils' attainment, progress and behaviour.
- Has strong digital skills – for enhancing learning and work efficiency.
- Has a personal philosophy of teaching which reflects our approach.
- Regularly assesses pupils' work formally and informally, using Assessment for Learning strategies.
- Has a good rapport with children from the age of 4 to 11
- Is approachable and confident in dealings with pupils' parents and external agencies.
- Has good administration and class management skills.

Information for Applicants

Thomas's Battersea aims to provide an outstanding education for young people aged 4 to 13 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 a well-established and highly regarded school for pupils aged 4 to 13. Pupils move on to a wide range of senior schools at the ages of 11 and at 13, as well as to Thomas's Putney Vale, our own senior school, which currently admits pupils from Years 9 to 11.



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.

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**

