



# Inclusion and Enrichment Teacher (September 2024)

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

**thomas-s.co.uk**





# Application Details

This recruitment document should be read alongside the information available on our website.

[thomas-s.co.uk](https://thomas-s.co.uk)

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

[thomas-s.co.uk/join-our-team](https://thomas-s.co.uk/join-our-team) or email:

[vstanton@thomas-s.co.uk](mailto:vstanton@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

[vstanton@thomas-s.co.uk](mailto:vstanton@thomas-s.co.uk)

Competitive salary and conditions are offered

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

## **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/](https://www.thomas-s.co.uk/policies/) under the 'Thomas's Policy' tab.*



# Welcome to Thomas's Clapham

Thomas's Clapham is a community filled with energy, excitement and enjoyment. 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 seeking to appoint a kind, creative, and passionate **Inclusion and Enrichment Teacher** to join our Inclusion and Enrichment Team, with a focus on Special Educational Needs and Disabilities (SEND), English as an additional language (EAL), and the more able (MA).

This is a great opportunity for an ambitious colleague to work in one of the most outstanding prep schools in the country. We are looking for a practitioner who is self driven and innovative 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 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 to the Head (if different).*





## Background and context

Thomas's London Day Schools educates over 2000 children at five schools – Thomas's Battersea, Thomas's Clapham, Thomas's Fulham, Thomas's Kensington, Thomas's Putney Vale, 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 a coeducational education 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 became 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 Putney Vale, taking pupils up to the age of 16. In the Michaelmas Term 2023 Thomas's were delighted to announce the completion of the acquisition of an exceptional site in Richmond to provide outstanding new premises for our co-educational secondary school. The new school, Thomas's College, will open in September 2025 and will offer a world-class secondary education to students aged 11 to 18.

There are currently 655 children aged from 4 to 13 on the roll at Thomas's Clapham. Demand for places at the school is considerable with most children arriving in Reception. 13+ is the main exit point for our pupils where they head to a combination of London Day and Boarding schools.

The school was recognised by Ofsted as Outstanding in each category in February 2018 and is now part of ISI. A regulatory compliance inspection was completed at Thomas's Clapham in January 2023.

## Ethos

Thomas's Clapham has long been committed to living our values, being kind, and being creative. From the school's origins in 1993, we have been renowned for our intellectual rigour and high academic standards, whilst never losing the ability to embrace the joy of childhood in all that we do.

We are committed to developing a culture of thinking whereby pupils are safe, kind, calm, and ready to engage with their world. It is grounded in our belief that learning is a consequence of thinking, and that the best schools draw upon evidence-based innovation, the latest cognitive and wellbeing research, and global trends in education to build a 21st century ecology.

## 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 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.

Under the leadership of Head, Nathan Boller, Thomas's Clapham has undergone a process of reflection and review, the results of which generated a new 5 year strategic vision. 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 structure. Class teachers and form tutors take a close interest in their pupils' wellbeing, and at the heart of this are the positive relationships which we tirelessly foster at every level. Pupils are supported by Year Leaders who have broad responsibilities for the wellbeing of pupils in each year group.

Wellbeing is actively taught and our assembly programme is central to pupils being happy at Thomas's Clapham. We are a listening school and through teaching about choices and personal responsibility, pupils build balanced social relationships and control their behaviour by avoiding thoughts and actions that get in the way of them achieving their goals and reaching their potential.

Pupil agency and voice is a crucial part of how we reflect on and improve our school. Pupils of all ages form our many representative committees and volunteer groups. It is their action and energy that propels our school forward.

Thomas's Clapham believes that all members of the community should Be Safe, Be Kind, Be Calm, and Be Ready. A shared understanding of these four rules, and a focus on school values, underpin our positive behaviour management approach.

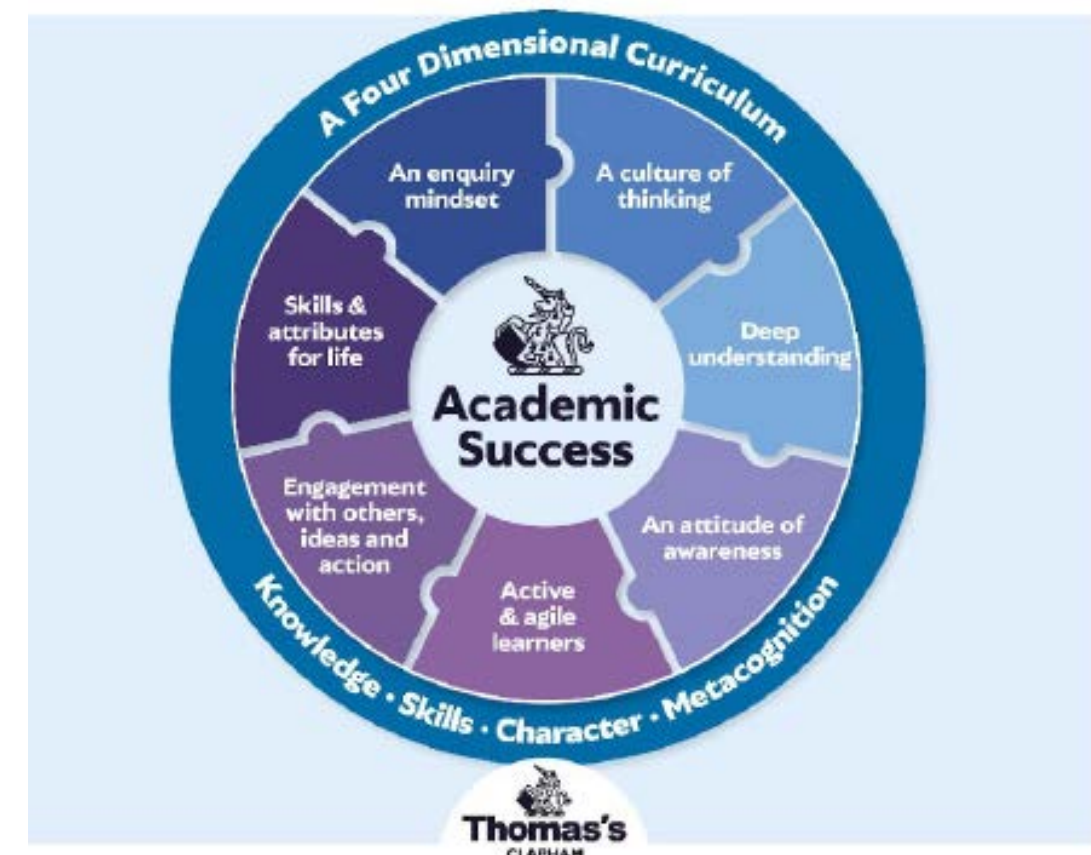
Thomas's London Day Schools fully recognise their responsibilities for Safeguarding and Child Protection.

## 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.





## **Inclusion and Enrichment - Structure and Organisation**

The Inclusion and Enrichment department embraces three different areas: Special Educational Needs, the More Able, and English as an Additional Language.

We believe in celebrating Neurodiversity to create an inclusive environment that embraces the strengths of every pupil and value Strength based approaches to supporting all children to excel and thrive. A number of our children have been identified as having SEND, mainly for specific learning differences such as dyslexia and ADHD, and are catered for in a variety of ways dependent on their specific needs. All will have specific targets and differentiated teaching, and there may be extra support in the classroom. Children can be withdrawn from some classes for small group support lessons as well as 1:1 lessons. There is a team of Learning Specialist Teachers who are qualified to teach children with specific learning differences and who teach children on a 1:1 basis. We also have Speech and Language Therapists (SALT) and Occupational Therapists who work in school every week.

Some of our pupils are on our More Able list and they are provided for in many different ways, including differentiation, setting, extra-curricular opportunities and small group teaching.

We also have significant numbers of children who speak English as an Additional Language, some of whom have specific targets and differentiated teaching to support their English language learning.





# The Role Inclusion and Enrichment Teacher

## Accountable

Head of Inclusion and Enrichment

## Responsible for

- Planning and teaching individuals and small groups of SEND, EAL and Most Able children using evidence-based interventions and strategies known to be effective in progressing children's learning.
- Liaising with parents, teachers and specialists.

## Key areas of responsibility

- To plan for and teach individuals and small groups of SEND, EAL and Most Able children throughout the school from Reception to Year 8, this may include the Lexia reading programme, handwriting groups, Catch-Up Maths interventions, social groups (Lego therapy), target readers.
- To support staff in understanding the learning needs of pupils with SEND providing feedback to teachers and support staff on individual and group learning, and collaborating with them to connect new out-of-classroom learning with in-classroom activities to enhance achievement.
- To monitor the progress made in setting objectives and targets for SEND pupils, assist the evaluation and effectiveness of teaching and learning, and use the analysis to guide further improvement.
- To develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; communicate effectively; providing information to parents about targets, achievements and progress.
- To assess children for likely specific learning differences, observe children in the classroom and provide feedback and advice to teachers and parents.
- To be aware of the new developments and advances in the teaching and direction of SEN, EAL and More Able and take an active interest in professional development.
- To take part in collaborative decision making about issues relating to the Inclusion and Enrichment department and be a full member of the staff body.
- To organise and coordinate the development of learning resources, including ICT, and monitor their effectiveness.
- To plan and resource interesting lessons that show ambitious and



challenging teaching, meeting the needs of all pupils so they make rapid progress.

- To use Assessment for Learning strategies within teaching.
- To use data and assessment information about pupils to track progress, identify gaps and barriers and set targets to address these.
- To use Digital Technologies where appropriate to assist lesson preparation, teaching and reporting, and administration.
- To attend all meetings as directed, development sessions, and INSET.
- To take part in the school's PPD and INSET programme, and fully participate in monitoring and Performance Management, accepting that it will act as a vehicle for self-development.
- To play a full part in the life of the school.



## Qualifications and experience required

- A qualified teacher - a Level 5 or Level 7 Diploma in teaching children with specific learning difficulties would be desirable.
- A proven and superb teacher who has experience working across the key stages, supporting children with a range of additional needs, and who will build on the many strengths and successes of the Inclusion and Enrichment team.
- Experience of identifying gaps and barriers to learning, and implementing support programmes to support these.
- An imaginative and creative professional, able to introduce new and varied ways of developing our provision for SEND based on an extensive knowledge and experience of evidence based practices.
- A good understanding of the SEND Code of Practice.
- Committed to creating an inclusive culture for all and enriching learning for every pupil.
- An inspiring personality in and out of the classroom, and someone whose approach to teaching and learning is innovative and progressive, who makes learning fun, whilst setting high standards.
- A sense of humour, adaptability, the capacity to inspire confidence in pupils, parents and colleagues, and a real love of teaching the young is paramount.

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

## Terms and conditions

A competitive salary and conditions are offered.

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 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

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.

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;

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.





**Be Kind  
Be Thomas's**