

# KS2 Form Teacher (Maternity Cover)

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 Mrs Kelly Miller, Head, at  
[kenjoinourteam@thomas-s.co.uk](mailto:kenjoinourteam@thomas-s.co.uk)

**thomas-s.co.uk**





# Application Details

Thank you for your interest in the position of KS2 Form Teacher (Maternity Cover) at Thomas's Kensington.

Teaching and pastoral care is outstanding and highly regarded at Thomas's Kensington. We create a culture of learning excellence where we are ambitious for our pupils, achieving academic excellence with kindness at our core.

The successful candidate will work alongside inspirational colleagues in a supportive team environment.

This is a great opportunity for an enthusiastic and passionate practitioner to join our community. We seek a person capable of fostering highly positive working relationships with children, parents and colleagues. Previous experience preparing pupils for the 11/13+ assessment process would be advantageous, but not essential.

Competitive salary and conditions are offered.

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

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

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

Closing date:  
**22nd April, 2024**

Interview date:  
**Week commencing 29th April, 2024**

Start date:  
**June, 2024 or 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/](https://www.thomas-s.co.uk/policies/) under the 'Thomas's Policy' tab.*



# KS2 Form Teacher (Maternity Cover)

## 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

## KS2 Form Teacher (Maternity Cover)

### Responsible to:

Headteacher

### Line Manager:

Deputy Head, Teaching & Learning

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### TEACHING STANDARDS

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities.

### Duties and Responsibilities:

- To promote high quality teaching and learning.
- To ensure that the classroom and outside areas are an invigorating environment for effective learning.
- To write academic reports at least twice a year, and monitor and evaluate pupils' learning, liaising closely with the Deputy Head, Teaching and Learning.
- 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.
- To help with class drama productions and organise church service assemblies either in a form teacher teacher capacity.
- 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 website, attending events etc.)
- To comply with all Health and Safety requirements.
- To play a full part in the life of the School.
- To ensure the best possible practice to improve pupil outcomes.



## TEACHING

- Teaching all subjects as required (specialists are provided for many co-curricular subjects).
- Contribute to the school's focus on enquiry learning.
- Promote deep thinking and encourage an enquiry mindset.
- To use new technologies where appropriate to assist in lesson preparation and inspire children through the creative process.
- To use digital technologies effectively for reporting, administration and communication across the school community.
- To link lessons to pupils' enquiry learning, themes and topics, where effective.
- To inform students about cultural and historical influences.
- To support the commitment to actively teaching online safety and promote our culture of online safety throughout the school community.
- Following Schemes of Work prepared by Heads of Department.
- Preparation of medium and short-term plans.
- Planning for differentiation (including catering for more able pupils).
- Liaising with SENDCo, regarding pupils with diagnosed or suspected special education needs.
- Providing a stimulating working environment in the classroom.
- Provide challenge for all pupils of all abilities.

## ASSESSMENT AND REPORTING

- Making regular assessments of pupils' attainment and progress.
- Keeping records of pupils' progress.
- Assessing and marking internal examinations.
- Writing reports on pupils' attainment and progress (at least twice per year).
- Attending parents' evenings to discuss progress with parents.
- Providing written reports on pupils on request, e.g. for other schools or school transfers.

## PROFESSIONAL DEVELOPMENT

- Periodically review programmes of work and methods of teaching.
- Attend courses to develop professional skills.
- Attend departmental meetings, if required.
- To take part in the school's CPD and INSET programme, and fully participate in Personal Professional Performance (PPD), accepting that it will act as a vehicle for self-development and school improvement.

## STAFF MEETINGS

- Attend staff meetings to discuss curriculum, pastoral and other matters.

## PASTORAL CARE

- Be actively involved in promoting the wellbeing of pupils.
- Be a role model for pupils in terms of personal standards of conduct, appearance and punctuality.
- Report any academic or significant pastoral issues to the leadership team.
- Maintaining open lines of communication with parents, including emails.
- Attend school assemblies and church services.
- Share in the pastoral duties on a rota basis, e.g. break and lunchtime duties.
- Attend functions and events outside school hours when deemed appropriate and necessary to support pupils and staff.

## Other areas of School life

All teachers appointed to Thomas's Kensington are expected to contribute fully to the extra-curricular and pastoral life of the School.

**Pastoral care** is a strong feature of life at the school, and all teachers are expected to share in this responsibility.

The above is an indication of the requirements of the post and is not meant to be inclusive or exhaustive. Any role that needs reasonably to be undertaken to provide administration support to a first class preparatory school should also be undertaken whether or not included in the above.

# Person Specification

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## ESSENTIAL

### Qualifications

- A recognised teaching qualification/degree.

### Skills

- Excellent organisational, administrative and technology skills.
- The ability to coach and extend pupils, developing key skills and strategy.
- Adhere to and abide by the Professional Teaching Standards.

### Personal Qualities

- Commitment to safeguarding pupils.
- High levels of personal and professional integrity.
- Ability to exercise discretion and confidentiality where required.
- Positive rapport with pupils and parents.
- High standards of personal presence and presentation and attention to detail.
- Ability to communicate concisely and sensitively, both orally and in writing, to various audiences.
- Be flexible.
- Excellent time management skills.

### Attitudes

- Organised, energetic and able to self-direct.
- Positive and enthusiastic.
- Ability to think creatively and imaginatively.
- Ambitious and aspirational.
- Kind and courteous, in line with Thomas's ethos.





# 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**

## 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.



**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**