



# KS2 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  
Annette Dobson, Head  
**c/o Willa Barham - [wbarham@thomas-s.co.uk](mailto:wbarham@thomas-s.co.uk)**

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



# Application Details

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Applications are invited from enthusiastic, dynamic and adaptable candidates. The successful applicant will be an inspirational teacher and join our flourishing, forward-thinking school to teach within our KS2 team.

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

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

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:

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

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

Competitive salary and conditions are offered

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

Interview process for shortlisted candidates: school tour, lesson observed by a member of our SLT and interviews which explore the responsibilities of the post as well as safeguarding and promoting the welfare of children.

Closing date:

**Friday, 19th April 2024**

Start date:

**September 2024**

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**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.*



# Job Description for KS2 Teacher

## Maternity Cover

Successful candidates for this post will be qualified primary specialists, experienced in teaching KS2 classes.

### **Accountable:**

- To the Assistant Head KS2

### **Responsible:**

- For all aspects of teaching, learning and wellbeing for a class of up to 22 children
- For deployment of Teaching Assistants

### **Key Areas of Responsibility:**

#### **Teaching:**

- To fulfil all the usual duties and responsibilities of a class teacher, teaching Literacy, Maths, Humanities and PSHE
- Prepare medium and short-term plans within the 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
- 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, in line with our school's Marking and Feedback policy, which provides pupils with the information they require to make progress
- 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

### **Assessment and Reporting**

- Embrace Assessment for Learning strategies
- 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**

- Attend/participate in all relevant internal and cross-school training
- 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

### **Pastoral Care**

- Adhere to all safeguarding practice and procedures
- Actively promote the school's culture of vigilance
- Be a role model for pupils in terms of personal standards of conduct, appearance and punctuality
- Maintain open lines of communication with parents
- To undertake supervisory duties, including school lunch, attend assemblies, and to cover for absent colleagues as required
- To attend staff meetings, school CPD and attend professional courses to enhance teaching effectiveness and qualifications
- To support and contribute strongly to the wider/corporate life of the school e.g. event attendance (including Parents' Evenings), adding updates and highlights to the school's parent portal, and writing for the school magazine
- To contribute to the rich and varied extra-curricular programme e.g. running a club

# Person Specification for KS2 Teacher Maternity Cover

## Qualifications and Experience:

- A qualified teacher who has undergone appropriate training, is confident about delivering all aspects of the KS2 Curriculum with enthusiasm and passion and is keen to develop professionally

## Practical Skills:

- High expectations of pupils' outcomes and behaviour
- Strong digital skills – for enhancing learning and work efficiency
- Outstanding verbal and written skills
- Plans creative and inspiring lessons whilst demonstrating sensitivity to the learning needs of pupils of different abilities, adapting lessons and resources for all children
- Regularly assesses pupils' work formally and informally, using Assessment for Learning strategies

## Personal Qualities:

- Uphold and display commitment to school's culture of Safeguarding vigilance
- Works effectively as part of a team, building positive relationships with colleagues
- Shares our values and respects our ethos and will play a full part in the life of the school
- Has a personal philosophy of teaching which reflects our pedagogical approach
- Ability to manage both time and change successfully

- Ability to motivate pupils and support staff to achieve their potential
- Has strong rapport with children from the age of 4 to 11, valuing and respecting their views and needs
- Excellent interpersonal skills - communicate and interact well including with parents and carers
- Self-motivated, flexible and emotionally resilient
- Approachable and confident with a sense of fun

*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.*



# Information for Applicants

We are a values based school with an outward looking, forward thinking approach. Pupil wellbeing and safeguarding are at the heart of our provision.

We are committed to a creative and collaborative approach to learning with emphasis on an enquiry mindset, blended learning, digital literacy and metacognition. Thomas's London Day Schools were recently named an Apple Distinguished School.

Academic standards are high and the curriculum is truly rich, broad and balanced. The following subjects are specialist taught: Art and Design, Dance, Drama, Classics (in Years 5 and 6), Computing, MFL, Music, P.E. and Science (in Years 4, 5 and 6). In KS2 there is minimal academic subject setting.

A co-educational school with 440 pupils, there is a three class per year structure, although current Year 2 is made up of four classes. Reception to Year 2 make up our Lower School and Years 3-6 constitute the Prep School.

Pupils move on at 11+ to their senior school or prepare for 13+ senior school entry from one of our sister schools. Our senior school (currently based at Putney Vale) will open as Thomas's College in Richmond in September 2025 providing a seamless through-school education for those that want it.

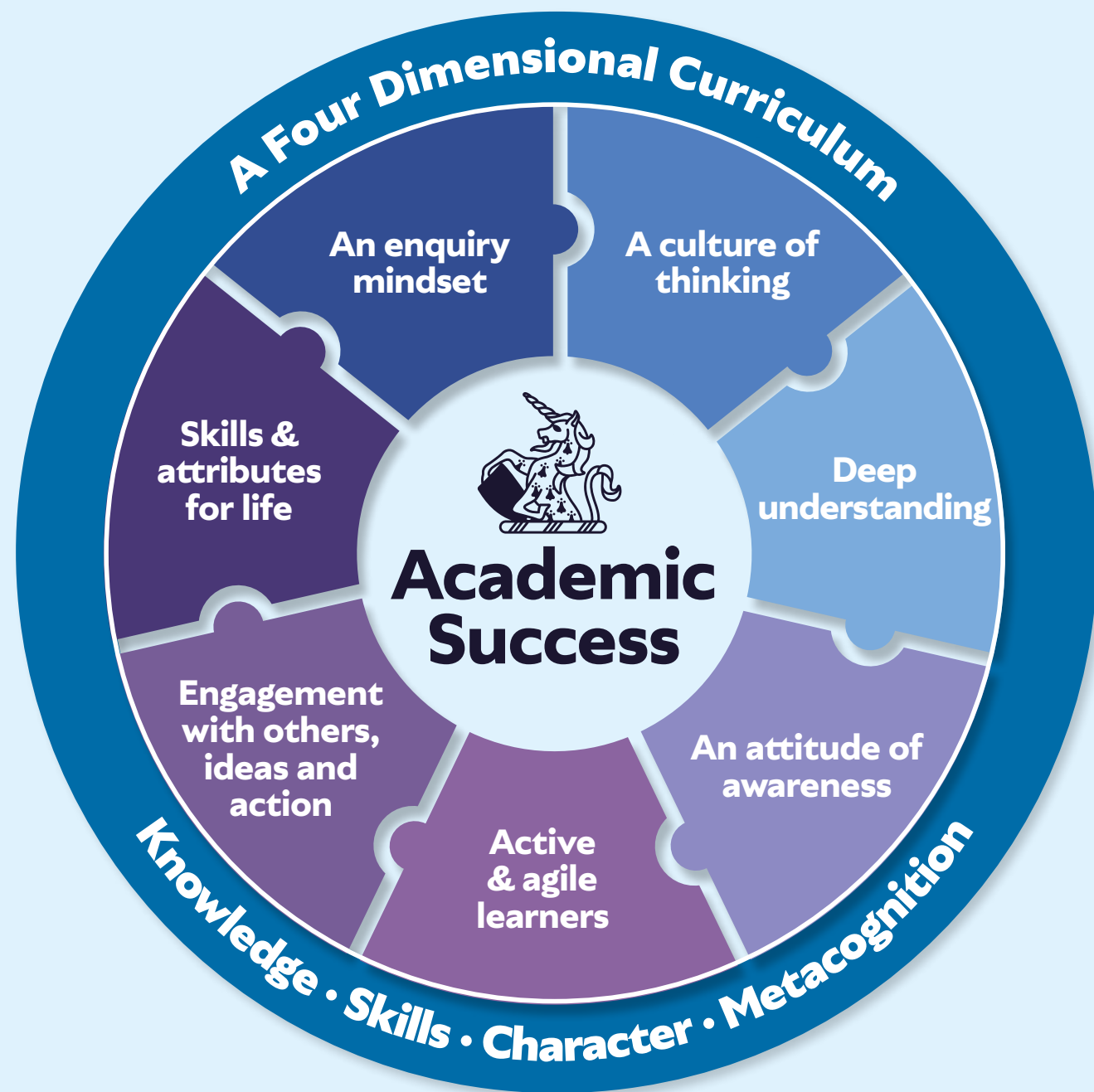
The senior leadership team consists of the Head, two Senior Deputy Heads, Deputy Head Welfare, Deputy Head Teaching & Learning, Head of Lower School, Assistant Head Key Stage 2, Head of Learning Support & Enrichment and Assistant Head SMSC.

We put strong emphasis on professional development for all of our team.

More detail can be found in the pages of our [website](#).

**January 2024**





## Four Dimensional Learning

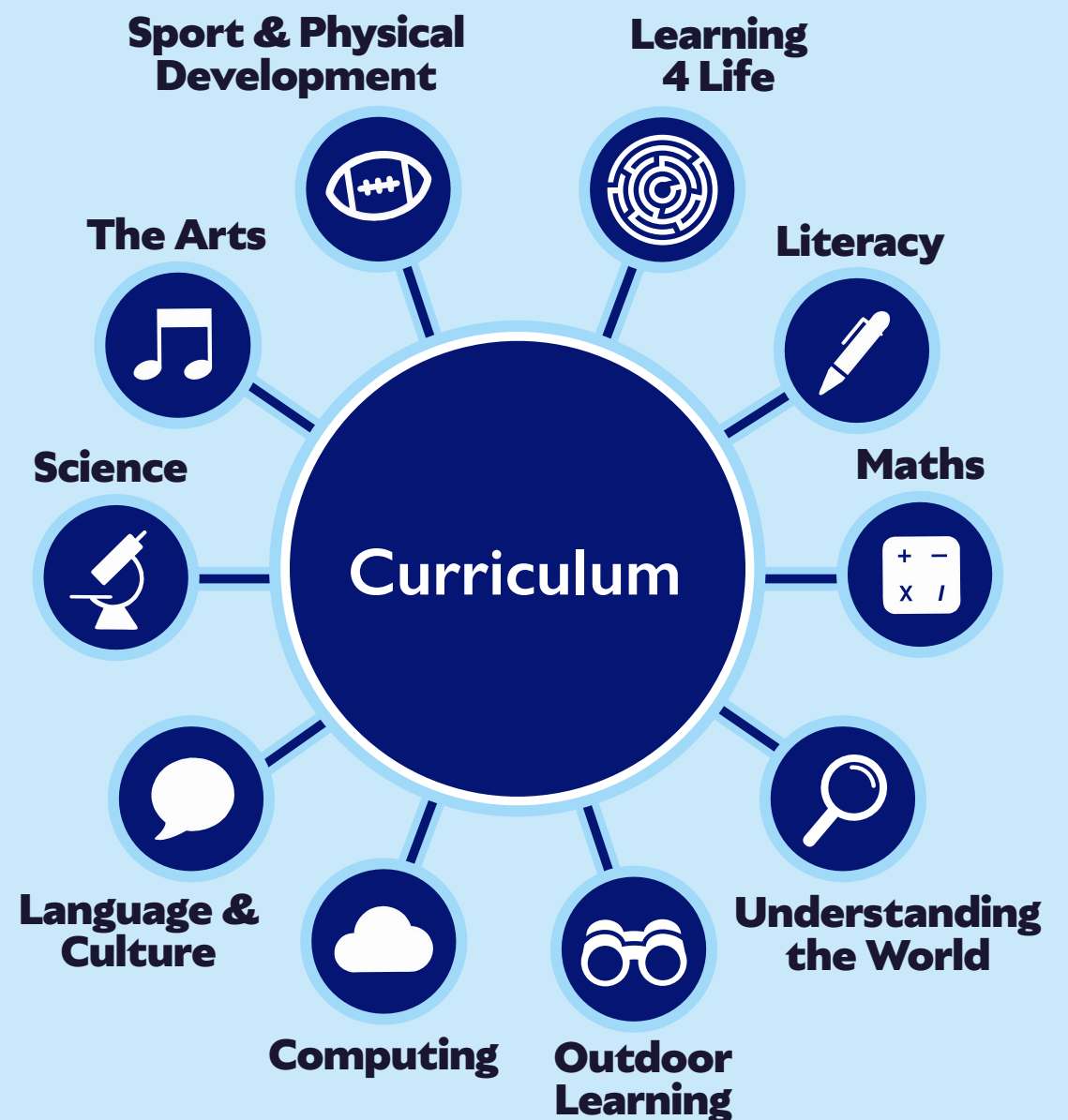


**Metacognition**

**Character**

**Skills**

**Knowledge**



## Our Learning Habits



**Questioning**

**Resilience**

**Thinking**

**Linking**



## Our Aims

We aim to provide an outstanding education for young people aged 2 to 16 that is forward-thinking and outward-looking, with values at its heart.

We believe in kindness at the core. We are Christian schools, open to families of all faiths and none. We aim to instil a strong set of values, first by example and also through exceptional pastoral care. We believe that individual wellbeing is of primary importance, balanced by an equal commitment to service leadership and to the wider community.

We take a four-dimensional approach to education, developing knowledge, skills, character and meta-learning. We offer a curriculum that fosters an enquiry mindset, is inspiring, relevant and contemporary and ensures both breadth and depth of educational experience.

We place emphasis on developing skills of communication, collaboration, creativity and critical thinking. We want pupils not only to remember, but also to think creatively; to analyse age-appropriate, complex issues and to be ready for life as well as work in a globalised, digital and connected world.

It is our aim that every pupil leaves Thomas's with core values and a strong sense of social responsibility; inner strength and positive physical and mental health; academic success and a love of learning. We strive to ensure that a Thomas's education equips all of our students with optimism about and preparedness for the future, setting them on a path to become net contributors to society and to flourish as successful, conscientious and caring citizens of the world.

## Our Vision

We Our vision is of a childhood filled with kindness, a childhood in which pupils are known and valued for who they are, in which they learn to trust themselves and each other, in which they find and express their voice, discover the difference they can make for themselves, learn to think for themselves, to question, to collaborate, to be independent, to be optimistic, realistic and positive, to own and take charge of their learning and their lives. We believe that pupils can be their best selves and secure the best possible outcomes if we are committed to an educational process which is inclusive, innovative and inspiring. We believe that this should continue, in age appropriate ways, throughout a child's important years at school.

We recognise the need for our pupils to develop as self-aware, independent and sensitive learners who are curious and reflective listeners. We believe it is our job to inspire them to become adaptable, lifelong learners who show initiative and courage to enquire in depth, whilst collaborating and using appropriate and new technologies to research answers to their questions, and ours. It is our job to ensure that they are willing and able to discern what is true, and what isn't, and to reach sound, objective and balanced view-points. Our pupils are encouraged to become ambitious and courageous thinkers who aspire to leadership by questioning, challenging, collaborating and serving. We provide environments for our pupils to develop good judgement, and to demonstrate direction and initiative by being responsive, critical and responsible thinkers.

We are committed to rebalancing the pursuit of academic success, wellbeing and character, placing a keen emphasis on entrepreneurship, digital literacy, expressive arts, sport, outdoor and adventurous learning, developing life-long skills, and instilling social responsibility, service learning and citizenship.

Our vision is of young adults who are able to step out into a rapidly changing world, equipped to capitalise on opportunity and to face the extensive challenges that lie ahead in higher education and work, in life and in society. Our students will be armoured for uncertainty and change not only with academic success, but also with optimism and compassion, self-awareness, a can-do attitude and critical 21st century work and life skills.

# 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**