

Key Stage 2 Form Teacher

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
Kelly Miller, Head

kenjoinourteam@thomas-s.co.uk

thomas-s.co.uk



Application Details

We seek to appoint an experienced and inspirational KS2 Form teacher. This will be a permanent contract and the successful candidate will have the relevant experience teaching KS2 pupils. Thomas's Kensington is part of a flourishing, family-run group of independent, co-educational day schools offering a broad and innovative curriculum, with high academic standards.

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:

kenjoinourteam@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

kenjoinourteam@thomas-s.co.uk

Applications will be considered upon receipt. Candidates are advised to submit an early application.

Closing date:

Monday 15th April, 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.

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 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 for years 7 and 8.

Job Description for Key Stage 2 Form Teacher

Accountable: To the Headmistress and Deputy Head,
Teaching and Learning

Responsible: For a KS2 class

Key areas of responsibility:

- To carry out all the usual duties of a Prep School class teacher.
- To promote high quality teaching and learning.
- To ensure that the classroom and outside areas are an invigorating environment for effective learning, embracing pupils' work on paper, display and in the general atmosphere created in the classroom and outside.
- To teach general subjects, and support the teaching of specialist teaching (Music, Art, Drama, Languages, Computing, PE and Games are taught by specialist teachers).
- To write academic reports 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 run an assigned weekly club.
- To help with class drama productions and organise your class's church service assembly.
- 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.

General Responsibilities

Teaching:

- Teaching all subjects as required.
- 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.
- 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 adaptation and 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.

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 (twice per year).
- Attending parents' evenings to discuss progress with parents.
- Providing written reports on pupils on request eg for other schools or school transfers.

Professional Development:

- Periodically reviewing programmes of work and methods of teaching.
- Attending courses to develop professional skills.
- Attending departmental meetings.
- 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:

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

Pastoral Care:

- Being actively involved in promoting the wellbeing of pupils.
- Providing a role model for pupils in terms of personal standards of conduct, appearance and punctuality.
- Reporting any academic or behavioural problems to the leadership team.
- Maintaining open lines of communication with parents, including emails.
- Attending school assemblies and church services.
- Sharing in the pastoral duties on a rota basis, e.g. break and lunchtime duties.
- Attending 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, in this case as a Form Teacher.
- **The wider life of the school** - The School expects teachers to contribute whole-heartedly to other aspects of school life by drawing upon their own interests and enthusiasms. The richness of the school depends upon teachers who, for example, support and organise clubs and society meetings, or take children on trips.



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.

Person Specification for Key Stage 2 Form Teacher

The successful candidate for this post will be an experienced KS2 teacher with QTS or post graduate training relevant to the post, either experienced in or trained to teach a KS2 class.

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 professional relationships and maintain personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to the use of authority and maintaining discipline

Qualifications

- A recognised teaching qualification

Skills

- Excellent organisational, administrative and technology skills
- Excellent teaching skills across a broad range of disciplines
- The ability to coach and extend pupils, developing key skills

Experience

- Previous experience working in a school environment and in a similar role.

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.

Essential

- Adhere to and abide by the Professional Teaching Standards.
- Be IT literate (Microsoft Word, Excel, Powerpoint, and Google Suite).
- Enjoy working in a thriving, busy atmosphere.
- Enjoy working with children from age 4+.
- Be highly organised with an eye for detail and an ability to prioritise work as required.
- Strong interpersonal 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