

Maths & Science Teacher

To submit an application please send the completed application form, a copy of your CV and a covering letter to Therese Andrews c/o Jenny Kiaer

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

thomas-s.co.uk



Application Details

We are looking to recruit an enthusiastic and talented Maths and Science teacher to join an outstanding team in our new and flourishing, forward-thinking and outward-looking Senior School.

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

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

Competitive salary and conditions are offered.

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

Closing date:
Friday 15th March 2024

Interview date:
W/C 18th March 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 Putney Vale

Thank you for your interest in the position of Maths and Science Teacher at Thomas's Putney Vale.

We are looking to recruit an enthusiastic and talented Maths and Science Teacher to join an outstanding team in our new and flourishing, forward thinking and outward looking Senior School. Currently, we have pupils in Years 9 -11. Our first GCSE cohort will take their exams in the summer of 2024 and we are excitedly planning our move to become Thomas's College in Richmond in September 2025.

This is a great opportunity for a qualified Maths or Science teacher, with strong leadership and organisational skills to work in an exciting and growing Senior School where we are establishing routines and traditions for the future. We are looking for a person who can quickly generate confidence and respect and who is capable of fostering highly positive working relationships with pupils, colleagues and parents.

This role could be offered on a part time basis, or alongside another responsibility, such as Year Leader or Operations Lead for the 2024-25 academic year.

We look forward to meeting you.

Therese Andrews and Emma Oliver, Co-Heads



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

Reporting to: Subject Leaders of Maths and Science

This role will be based at Thomas's Putney Vale for one year and then move to Thomas's College for September 2025 with the unique opportunity to work in a team that will be teaching Years 9-11 and developing provision for Years 12&13 in the future. Responsibilities include:

Professional Standards

- Fulfil the national Teachers' Standards.
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus.
- Act as a good role model in terms of professional appearance, conduct, punctuality and attendance.
- Maintain a purposeful and calm atmosphere in the classroom, upholding and applying agreed policies and practise for learning, behaviour and uniform in a consistent, firm and non-confrontational manner.
- Take responsibility for professional development and progression, making full use of opportunities and training provided by the school.
- Attend team and staff meetings as appropriate, contributing actively whenever possible.
- Support with cover when necessary.
- Attend school assemblies, church services, evening musical and drama events, and open days as required.
- Share in the pastoral duties on a rota basis e.g. break and lunchtime duties.
- Lead or support the organisation and delivery of school trips.
- Contribute to the safeguarding of all pupils, in line with the Keeping Children Safe in Education legislation.

Teaching and Learning

- Carry out teaching duties in accordance with the school's Curriculum Policy and public examinations specifications.
- Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy, ensuring that all pupils make progress towards clear learning objectives.
- Ensure your Electronic Teaching Folder is up to date.
- Complete one, recorded learning walk per week.
- Liaise with other colleagues to prepare and deliver units of learning in a collaborative way (the contribution reflecting the post holder's level of responsibility).
- Work closely with teaching and other support assistants in ensuring that suitably differentiated material and learning pathways are provided to challenge all pupils regardless of ability.
- Set appropriately aspirational targets for pupil attainment based on prior data.
- Set work for pupils absent from lessons in line with the school's policies.
- Contribute to the school's timetabled enrichment programme with all year groups.
- Attend relevant INSET/CPD opportunities and keep up with current educational thinking and practice.
- Complete evaluation and reflection forms following INSET / CPD.

Curriculum, Assessment, Recording and Reporting

- Maintain rigorous and accurate records, including pupils' attainment, attendance, home learning set and outline lesson plans.
- Assess and return work (in line with the school's Assessment Policy and Marking and Feedback Policy) on a regular basis.
- Marking should include feedback for improvement and progress for each pupil.
- Maintain an up to date mark book and complete centralised spreadsheets for data monitoring and analysis.
- Provide assessment reports when required within the school's assessment cycle and additional "round robin" reports when requested.
- Support the department in developing curriculum plans.
- Assist the Subject Leader in carrying out suitable evaluation and analysis of data, examination results and performance, agreeing actions as necessary.
- Liaise in a timely way with individual parents on pupils' progress as necessary and reasonable, including attendance at Parents' Evenings.
- Work within the code of practice relating to Disability and Special Educational Needs, liaising as necessary with the Learning Support Department.



This role could also involve being a form tutor, including the following responsibilities:

- Build relationships with all pupils and be available when needed to listen and offer support and encouragement.
- Monitor the academic progress of each pupil using data and alert relevant subject staff and/or the Head of Year / Deputy Head if there are any areas of concern.
- Maintain high standards within the form including monitoring attendance, punctuality, uniform, homework records, attitude and behaviour.
- To be present in Tutor time each day.
- To attend assemblies, Church and oversee the Tutor group there.
- To deliver the Tutor programme (PSHE) effectively.
- Ensure the accuracy of registers and co-operate with school systems for collecting absence notes.
- Disseminate school information, including timetables, and messages from other staff.
- Write tutor comments for reports and any special reports or references as required.
- Attend Parents' Evenings and Pastoral Team Meetings.
- Make routine contact with parents in liaison with the Head of Year / Deputy Head Pastoral.

Person Specification

Qualifications and experience required

- Suitable for Early Career Teachers.
- Evidence of being an excellent and innovative classroom practitioner.
- Evidence of recent relevant in-service training ensuring familiarity with current educational practice.

Practical skills required

- Outstanding verbal and written skills, with a high level of IT skill
- Excellent interpersonal skills
- High levels of initiative and colossal energy
- Able to plan, monitor and review proactively
- Able to work to and meet deadlines
- Evidence of a commitment to high quality teaching and growth mindset.

Personal qualities

- A positive and optimistic outlook.
- Ability to manage and lead change successfully.
- Able to demonstrate high standards and expectations.
- Promotes constructive solutions to problems with parents, staff, or pupils.
- Flexibility and adaptability.
- Understanding of, and commitment to, the ethos of the school.
- Excellent communication skills.
- Confidence in public speaking.
- Open minded and consultative, but dynamic, innovative and independent.
- Able to work calmly under pressure.
- Excellent organisational skills.

- Able to motivate pupils and staff to achieve their potential.
- A clear and broad vision for education and schooling.
- Warm, kind, giving and sympathetic.
- A great sense of humour, and fun to work with.

Understanding our high expectations, a commitment to working very hard, and clear evidence that you are going to get fully involved in the life of this excellent school is paramount.

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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**