



**Thomas's**  
FULHAM

# Dance Teaching Assistant

## (Part-Time)

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)**



# Dance Teaching Assistant (Part-Time)

September 2024

## Application Details

Applications are invited from dynamic and enthusiastic Dance Teaching Assistants to support the learning of our pupils. This is an exciting opportunity to work in a flourishing, innovative environment.

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

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

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

[thomas-s.co.uk/join-our-team/](http://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)

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

Interview process for shortlisted candidates: school tour, lesson observed by The Director and Head of Dance 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**

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

# The Role

## Dance Teaching Assistant (Part-Time)

### **The Role:**

Part time (2 days per week) Hours TBC 1.30pm - 5.15pm

### **Accountable:**

- To Head of Dance

### **Department:**

- Dance Department

### **Responsible for:**

- Facilitating pupils' learning within the Dance department, assisting teachers to provide a stimulating learning environment

### **Key areas of responsibility:**

- Contributing to curricular dance programmes, catering to pupils in the Lower School from Reception to Year 2
- Extracurricular classes for Years 1 to 6, including Ballet, Tap, Hip-hop and Jazz/contemporary Dance
- Collaborative work within our outstanding Dance Team, helping to foster an inspiring learning atmosphere and develop positive relationships with children, parents, and colleagues

### **Practical Skills:**

- Uphold and display commitment to school's culture of Safeguarding vigilance
- High expectations of pupils' outcomes and behaviour
- Strong digital, verbal and written skills
- 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 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, confident, sense of fun
- Encourages individual development and progress
- Is comfortable taking direction from class teacher(s) and senior staff

### **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

# Person Specification

## Dance Teaching Assistant (Part-Time)

We are looking for a motivated and enthusiastic Dance Teaching Assistant to join our vibrant and expanding Dance department.

The ideal candidate will possess a strong desire for professional skills development and enjoy working as part of a team.

### Key qualities we are looking for include:

- A proactive approach and a commitment to helping pupils achieve their fullest potential
- A dynamic and creative teaching style, suitable for children of all ages and abilities
- High expectations of pupils' attainment, progress and behaviour
- Ability to plan effectively and be sensitive to the learning needs of pupils of different abilities
- Professionalism and the ability to work in a large-scale and bustling educational environment

### Qualifications and Experience:

- Dance Diploma, Degree, certificate or relevant experience
- RAD, ISTD qualified and/or Rambert Grades qualifications are desirable but not essential



*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.*

# 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**