



Thomas's
FULHAM

PE Teacher

(Applications from ECTs encouraged)

September 2024

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

thomas-s.co.uk



Application Details

Applications are invited from enthusiastic and dynamic candidates to teach PE throughout the primary years including Girls' Games. The role also involves some support teaching in other areas of learning. The successful applicant will be an inspirational teacher and join our flourishing, forward-thinking school. Applications from ECTs are welcomed.

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

thomas-s.co.uk

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

thomas-s.co.uk/join-our-team

or email:

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

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 Director of Sport and interviews which explore the responsibilities of the post as well as safeguarding and promoting the welfare of children

Closing date:

Monday, 22nd 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.

Job Description for PE Teacher

This is a full time role encompassing the equivalent of three and half days PE teaching and one and a half days of support teaching within other areas of the school. For ECTs the required non-contact time and mentoring is built in.

Accountable:

- To the Head

Supervised by:

- The Director of Sport

Responsible:

- For all aspects of teaching, learning and wellbeing for pupils in timetabled PE lessons

Key areas of responsibility:

- To promote high quality teaching and learning in PE and Games
- To plan and provide a stimulating, invigorating and motivating learning environment ensuring that lessons are well resourced and accessible to all
- To plan and resource interesting lessons that show dynamic teaching meeting the needs of all pupils so rapid progress is made
- To use assessment for learning strategies within teaching
- To use data and assessment information about pupils to track progress and inform planning
- To use digital technologies where appropriate to assist lesson preparation, teaching, reporting and administration

Teaching:

- Carry out teaching duties in accordance with the school's policies
- 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
- 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

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.

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
- Attend team and staff meetings as appropriate and to contribute to these when required
- 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
- To contribute to the rich and varied extra-curricular programme e.g. running a club
- 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

Qualifications and experience required

- This post is suitable for an Early Careers Teacher
- Appropriate degree, with PGCE or other teaching qualification giving QTS
- Evidence of being an excellent and innovative teacher
- Evidence of recent training ensuring familiarity with current educational practice
- Specialism in teaching and coaching across a range of sports is desirable.

Person Specification for PE Teacher

Accountable:

- Is a qualified teacher and has undergone appropriate P.E. related training. Primary experience, although beneficial, is not essential for the right candidate
- Has a thorough and up-to-date knowledge of PE with a particular interest and strength in two of the following areas: netball, hockey, cricket, football, and/or swimming
- Has the ability to umpire and organise tournaments where required in all curriculum areas
- Has the knowledge to teach all key areas of PE to boys and girls in Rec to Year 6
- Has excellent organisational and administration skills.
- Is committed to involvement in extracurricular activities and the wider life of the school including some paid weekend commitments
- Works effectively as part of a team, building positive relationships with colleagues
- Has high expectations of pupils' attainment, progress and behaviour
- Plans effectively and is sensitive to the learning needs of pupils of different abilities
- Has a good rapport with children from the age of 4 to 11 years
- Has good communication skills with parents and pupils, understanding the importance of PE within our broad curriculum and to the parent body
- Adopts high standards of professional conduct and an appropriate demeanour at all times, considering the impact of his/ her own actions
- Ensures assessment for learning strategies are at the forefront of practice, that pupils' progress is recorded and tracked as per department guidelines



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.

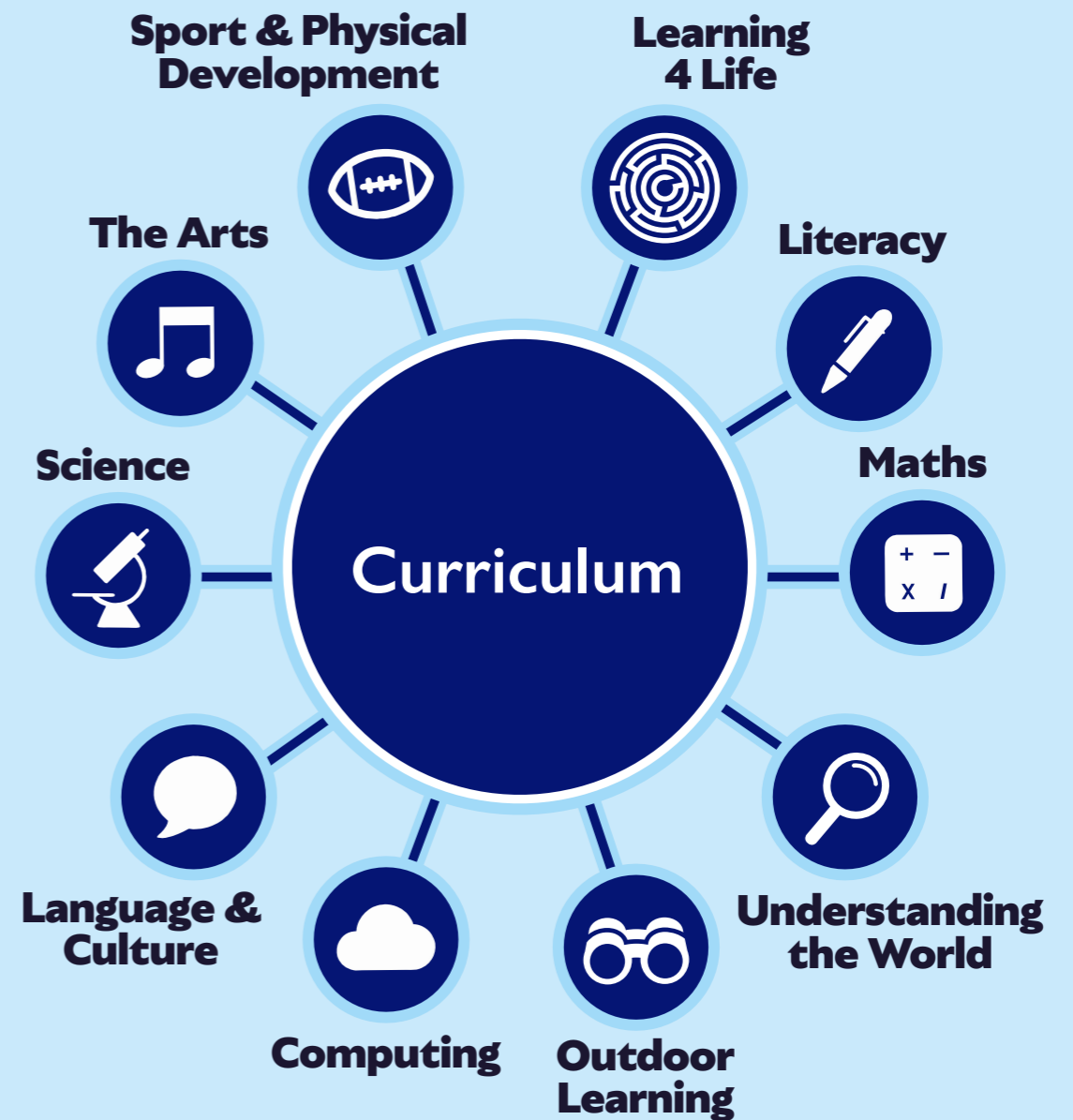
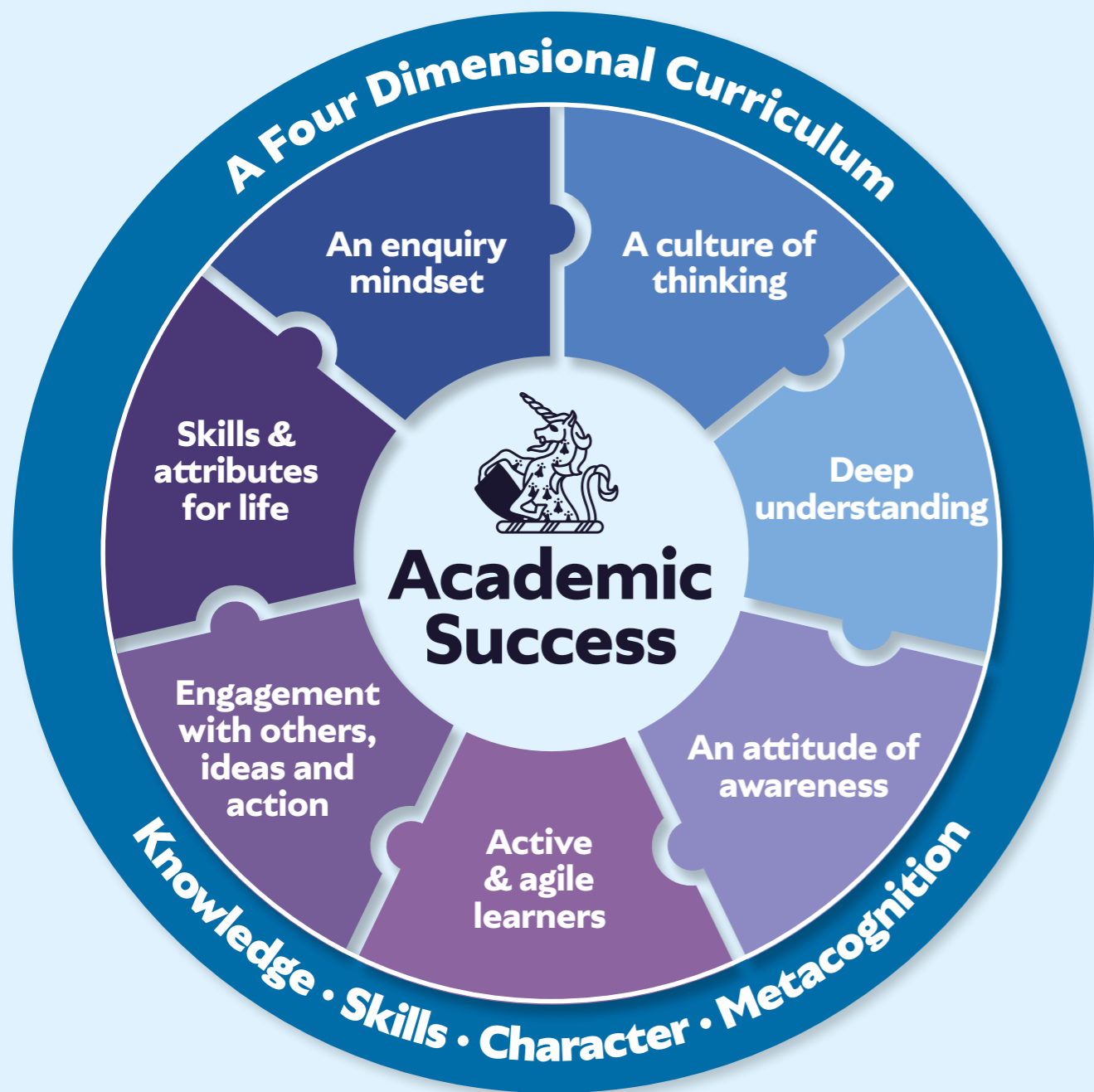
The senior leadership team consists of the Head, two Senior Deputy Heads, Deputy Head Welfare, Deputy Head Teaching & Learning, Head of Lower School, Assistant Head Key Stage 2, Head of Learning Support & Enrichment and Assistant Head SMSC.

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

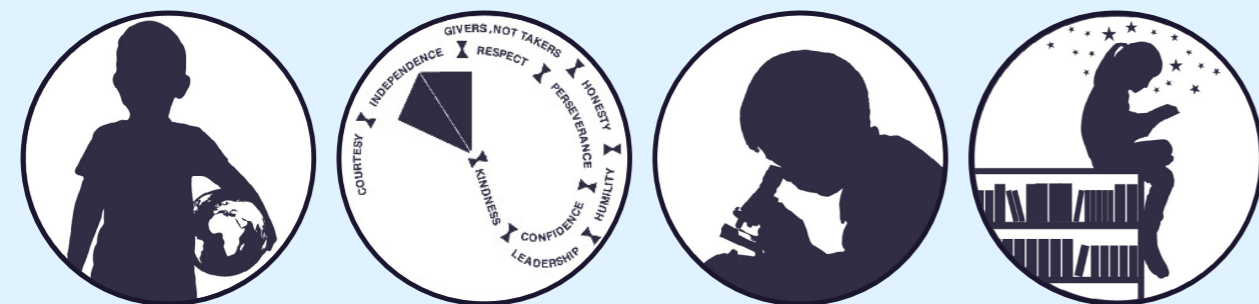
More detail can be found in the pages of our [website](#).

March 2024



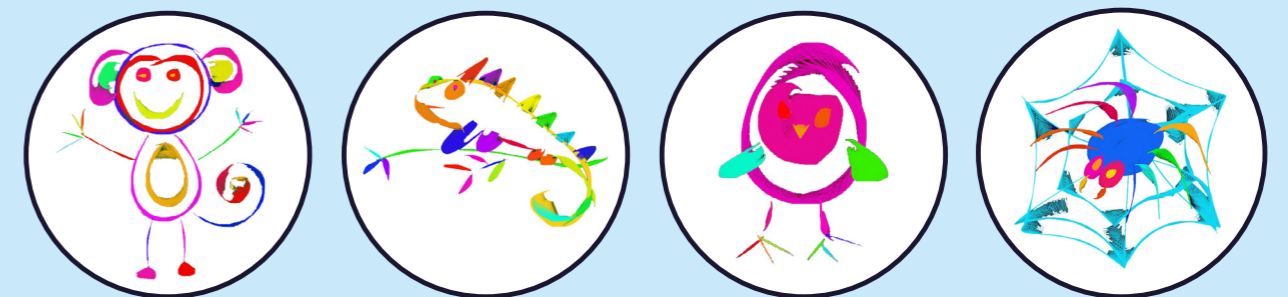


Four Dimensional Learning



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**
