



**Thomas's**  
FULHAM

# Teaching Assistants

(Early Years, KS1 and KS2)

- Part time (3 days per week) Maternity Cover
- Full time Maternity Cover
- Two full time permanent positions

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

There are openings in various age groups, within your application please specify preferred age group and your relevant experience.

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)

**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.

Competitive salary and conditions are offered

Closing date:

**Friday, 19th April 2024**

Start date:

**September 2024**

## **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 Teaching Assistants (Early Years, KS1 and KS2)**

- **Part time (3 days per week) Maternity Cover**
  - **Full time Maternity Cover**
- **Two full time permanent positions**

### **The Roles:**

- Part time (3 days per week) Maternity Cover
- Full time Maternity Cover
- 2 full time permanent positions

### **Accountable:**

- To Class Teacher(s)/Year Group Leader/SLT

### **Responsible for:**

- Facilitating pupils' learning within a broad and balanced curriculum, assisting teachers to provide a stimulating learning environment

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

- To fulfil all the usual duties and responsibilities of a teaching assistant as directed by the class teacher or year group leader
- To establish a safe environment that supports learning and where pupils feel secure and confident
- To promote high quality teaching and learning and provide feedback to pupils and to teachers on pupil's achievement, progress and any problems that arise.
- To set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline within an optimistic environment where positive, productive relationships are the norm
- To ensure that the classroom is an invigorating environment for effective learning, embracing pupil's work on paper, digitally and display; and in the general atmosphere created in the classroom

- To organise the classroom and learning resources in order to create a rich and stimulating learning environment where learners are welcome and inspired
- To assist the children's learning in all areas of the curriculum providing support for pupils with or without additional needs
- Support the use of technology in learning and develop pupils' competence and independence in its use
- To develop open, easy and professional relationships with colleagues
- To be accessible and amenable to regular parental contact, and develop open, professional relationships with parents
- To undertake supervisory duties, including school lunch and attend assemblies
- To cover for the class or specialist teachers in their absence
- To attend staff meetings, School CPD to enhance effectiveness
- To support and contribute strongly to the wider/corporate life of the School as required e.g. event attendance (including Curriculum Evening, new parents events, Carol Services), TomCom, Twitter and the School Magazine etc.
- To contribute to the rich and varied extracurricular programme e.g. Clubs
- To fully implement school policies and practices
- To comply with all Health and Safety requirements
- To ensure the best possible practice, to be a reflective practitioner and share good practice as required

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### Qualifications and Experience:

- The successful candidates for these posts will have at least NVQ Level 3 or equivalent, relevant to the post, either experienced in, or trained to assist with children's learning and development

### 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



*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.

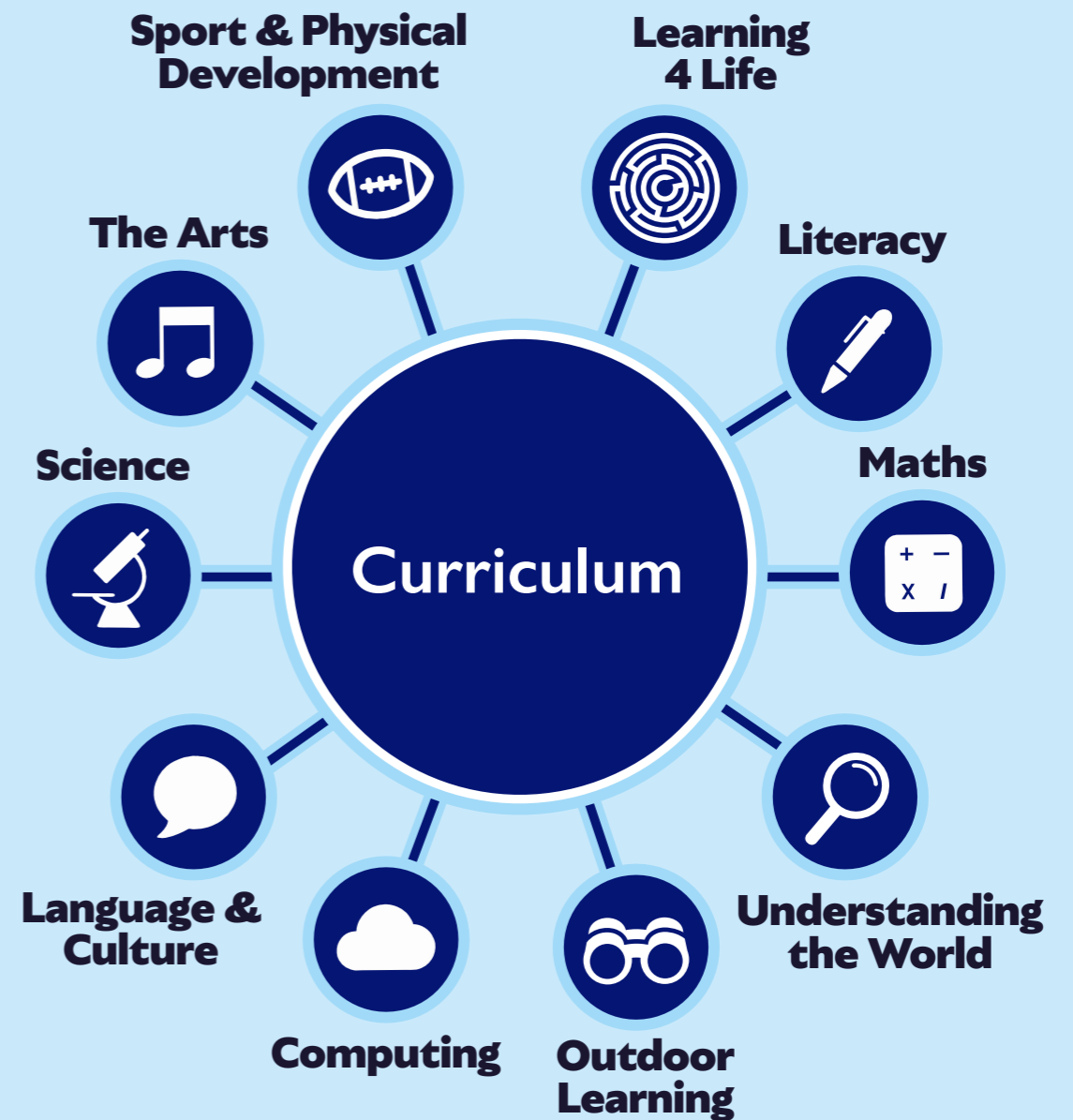
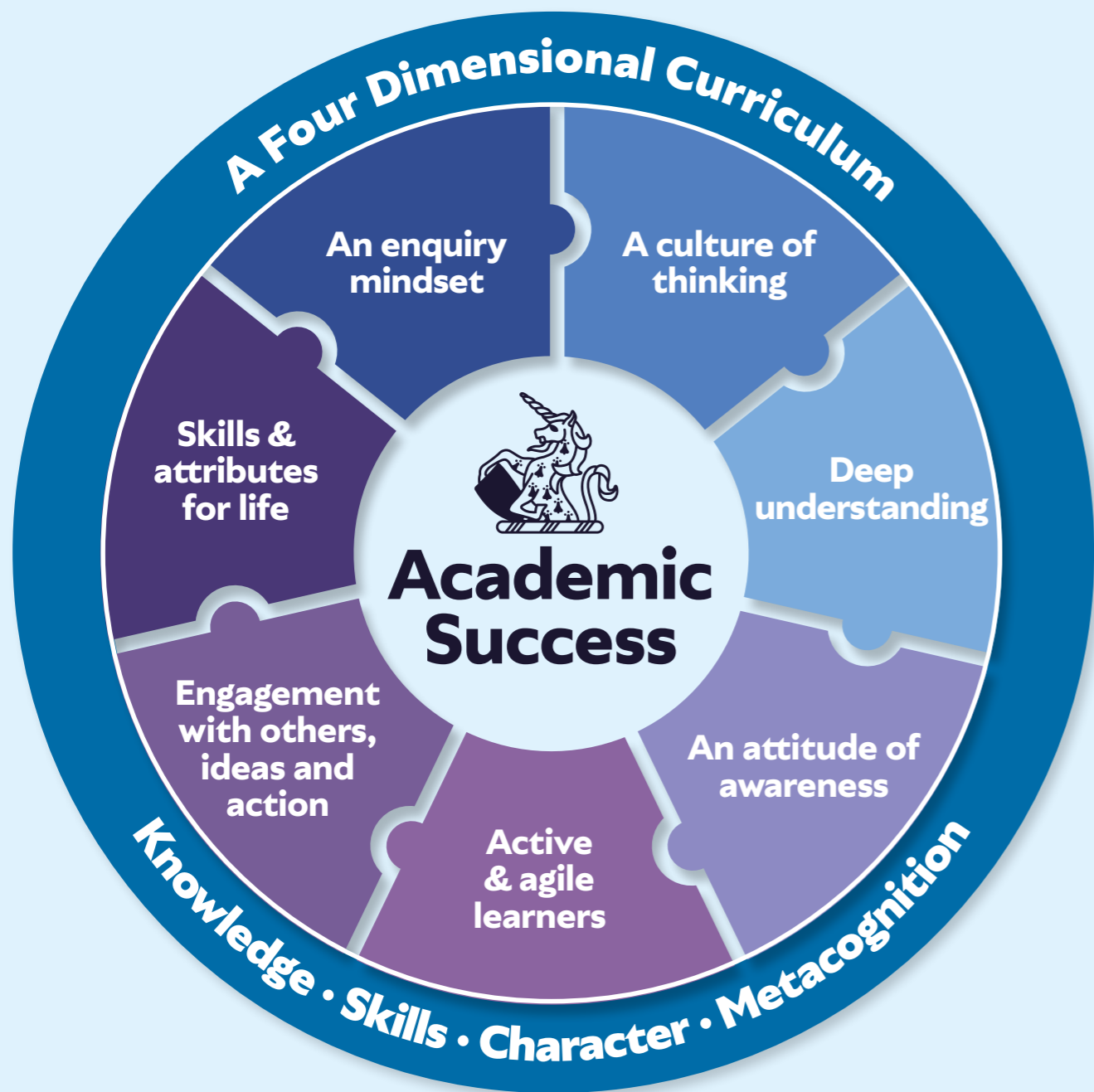
Pupils move on at 11+ to their senior school or prepare for 13+ senior school entry from one of our sister schools. Our senior school (currently based at Putney Vale) will open as Thomas's College in Richmond in September 2025 providing a seamless through-school education for those that want it.

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.

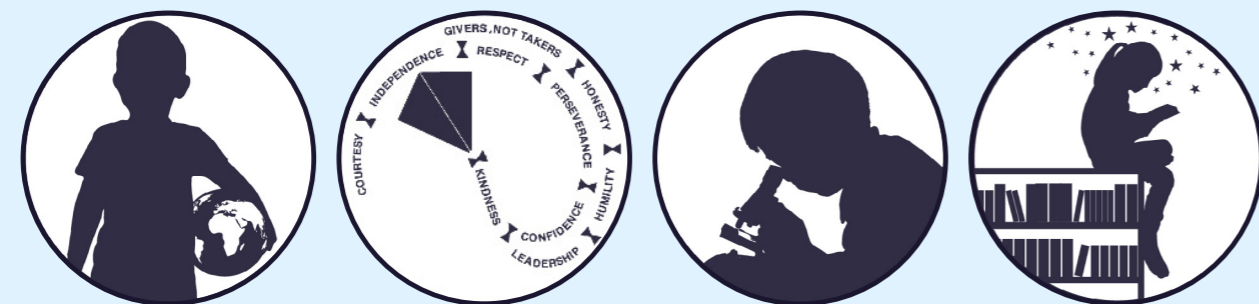
We put strong emphasis on professional development for all of our team.

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



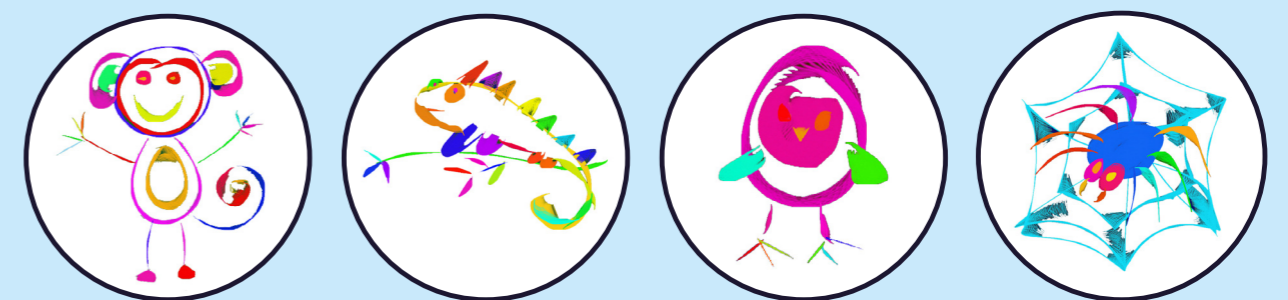


### Four Dimensional Learning



**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**