



Thomas's
COLLEGE

SPANISH TEACHER (MATERNITY COVER)

PART-TIME, OCTOBER 2025







WELCOME



September 2025 sees the opening of a major new entrant in the London independent sector: Thomas's College, part of Thomas's London Day Schools. For the first time, Thomas's are offering learning across the full age range, with the College providing co-education from 11-18 in a day school setting, enhanced by the addition of a small group of flexi and weekly boarders. The project is ambitious: to combine the best of traditional excellence in the secondary sphere with radical innovation, built around the interests of each student.

We are thrilled to be advertising for the role of part-time Spanish Teacher (Maternity Cover).

Will le Fleming, founding Master



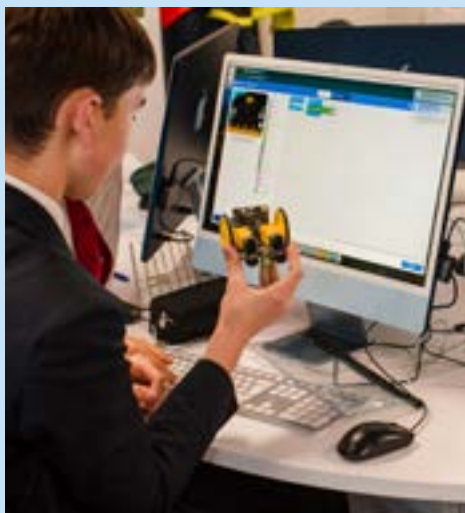
THOMAS'S LONDON DAY SCHOOLS

Welcome to Thomas's London Day Schools. We are a family-run group of co-educational independent schools in central London, which seek to give an exceptional start in life to more than 2,000 children between the ages of two and eighteen. Every member of the Thomas's community is expected to live by our most important school rule, which is simply to 'Be kind'.

Our Vision

Our vision is that every pupil at Thomas's develops core values and a strong sense of social responsibility; inner strength, outward assurance and positive physical and mental health; academic success and a wide range of skills, interests and attributes; curiosity about the world and a love of learning.

The overall goal of a Thomas's education is to equip all of our pupils with optimism and readiness for the future, to become net contributors to society, and to flourish as successful, conscientious and caring citizens of the world.



Our Aims

To achieve this vision, our aims at Thomas's College are:

- To provide an exceptional and innovative education to young people aged 2 to 18, founded on **breadth of experience and opportunity**.
- To enable pupils to achieve **academic excellence** through a holistic approach that develops knowledge, skills, character and self-understanding.
- To ensure that every member of our school communities learns and lives by a strong set of values, with **kindness at the heart**.
- To support pupils to make meaningful choices about their future, fostering a sense of **purpose and personal ownership**.
- To promote a **diversity of excellence** that encourages different types of intelligence, problem-solving and the ability to make connections.

The Heads and Principals
Thomas's London Day Schools



THOMAS'S COLLEGE

Thomas's College is a selective co-educational day and weekly boarding school for students from 11 to 18. Our standard entry points are at 11+, 13+ and 16+, with additional entry points as we grow to full capacity. Our school sits in a beautiful campus at the top of Richmond Hill, with magnificent buildings surrounding a central garden. The whole site is full of space and greenery.

Student choice

What makes the College radical is a ground-breaking approach to our curriculum. We offer a broad choice with no subjects reserved only for Sixth Form study - and our approach to student-led choice goes much further. All students take ten subjects in Years 9 and 10 - but, working closely with school, they and their families choose how these subjects are assessed, with the option of taking them to a traditional GCSE, or taking Thomas's Qualifications (TQs): bespoke new assessments that we are devising to develop future-ready skills and ways of thinking.

In practice this means students may take anywhere between two and eight GCSEs, with TQs in all other subjects. Many students seeking traditionally excellent pathways will take the full complement of eight, benefiting from two additional innovative TQs. Some may choose more TQs to enable a more entrepreneurial and creative path through learning. We don't ask the individual to conform to a best-fit system: everyone chooses the pathway that's right for them.

The same applies at A Level, where our approach is built on the US College model. Students take a mix of majors and minors and again, may take a traditional pathway with three or four A Levels and an EPQ, or a portfolio approach, with one or more TQs in the mix.



Self-understanding

Alongside this major shift in ownership of outcomes, we offer self-understanding as a taught discipline throughout every student's journey. As part of Thomas's commitment to metacognition, this means helping all our young people as individuals to explore what makes them special - their strengths and their areas to develop. This means actively teaching psychology from the age of 11 all the way through to 18 as part of the Thomas's Core. Many entrepreneurs and creative thinkers describe never getting on at school. At the College, they will thrive.

The key question to ask of any curriculum is what it seeks to achieve. We know what our curriculum is for: to allow personal ownership, unlock diversity of talent and achieve the greatest understanding of personal strengths and weaknesses, on which all real-world success is based. We want all our students to feel investment, recognition, and a clear sense of their own individual progress.

A new shape to the student journey

To enable this we're re-shaping the traditional stages of learning. We have dedicated Fourth Form provision for Years 7-8, working to the Thomas's Baccalaureate; our Fifth Form comprises Years 9-10, as students start to specialise while remaining free from the language and restrictions of examination; and our Sixth Form, uniquely, is a three-year experience. The first year takes in GCSEs and the first round of TQs, followed by two more years with a mix of A Level and project-based work. Students in Year 11 learn and lead alongside students in Years 12 and 13.



An admissions system that preserves and protects childhood

Everything we do is founded on an equally radical approach to admissions. We are a selective school: but we do selection differently. At the heart of our process is testing playfulness of mind: as far as possible from the arid and joyless over-preparation of multiple-choice synonym finding and cube rotation. And our commitment is to a diversity of excellence, with a holistic year group built from a range of talents, with artists, analysts, designers, experimenters and communicators learning alongside and from each other. We strive to create the same range of thought and intelligence within our school that characterises the best and most vibrant workplaces..

Traditional excellence and radical innovation

We seek to deliver this ground-breaking programme on a bedrock of traditional excellence. Outstanding teaching in small classes, remarkable co-curricular opportunity in art, music, drama, sport and much more, and a pastoral system that provides the highest standards of care - these are all a given. On top of that we offer a family atmosphere, full of heart, and the passion and drive of an entrepreneurial start-up environment - one that is backed by the Thomas's history and heritage. It is a combination that we believe will bring our students benefits, in terms of their success, happiness and values, that will last lifelong. For staff, we hope that working at the College will be an experience they treasure throughout the course of their careers.

Overall, the ambition for the College is simple: to be among the very best options in London from day one, but for different reasons - reshaping the secondary experience for our students and contributing to educational reform for all.



THE ROLE



Overview of role

Teaching at Thomas's College is a remarkable opportunity to help build a new type of school: one that values a diversity of excellence and talent, and one that prioritises choice and flexibility over the curriculum. Teaching roles are built on three qualities above all: genuine subject passion, enthusiasm, and interest in and care for students.

Alongside this teaching at the College requires a delight in innovation, personal learning and development. Teachers will thrive on the intensity of the role while also being mindful of balance and their own wellbeing. They will love involvement in all areas of school life and the chance to work with, and help students learn, as individual

Department information

One of our founding principles is breadth of provision and experience, and the languages team has a central role in delivering on this promise.

We want our programmes in languages to provide students with the opportunity to regularly speak the target language, to experience culture as part of the taught programme and to experience language learning out in the world.

This role is part-time, with approximately three days of language teaching in Years 7, 8 and 9 on Monday, Wednesday and Thursday.

Main duties and responsibilities

All teachers are expected to teach their subject and, in most cases, to act as a tutor and mentor. In addition, all teachers are involved in duties and are asked to undertake one contributory responsibility (e.g. within their departments) and one key co-curricular activity, though many will offer more, depending on their areas of interest. There are also opportunities to apply for additional remunerated responsibilities as part of professional development.





QUALIFICATIONS, EXPERIENCE AND SKILLS

- Evidence of subject and teaching expertise via good degree and teaching qualifications or equivalent
- Evidence of interest in training and personal development
- Evidence of track record or potential as an excellent and innovative teacher capable of inspiring students
- Suitable for Early Career Teachers
- Outstanding verbal and written skills, with a high level of IT competence
- Excellent interpersonal and communication skills
- Ability to manage deadlines and projects with solid organisation
- Ability to work collaboratively in teams and lead projects as required
- Ability to plan effectively and readiness to improvise where plans need to change



PERSONAL ATTRIBUTES

- High levels of initiative and energy and readiness to work hard
- Ability to manage and thrive on intensity and tolerate and overcome frustrations
- Ability to exercise self-care and prioritise wellbeing
- Enthusiasm, positive, a readiness to believe in and work towards the best
- Supportive, generous and sympathetic attitude
- Constructive and imaginative approach to problems
- Readiness to learn, share ideas and listen
- Willingness to adapt and change and demonstrate the growth mindset we encourage in students
- Motivated by high standards: taking satisfaction in doing things really well
- A sense of school spirit and recognition that positive and cheerful capability in the face of challenge is at the heart of strong communities
- Recognising the importance of work as a source of meaningful satisfaction and fun

Additional personal attributes and values apply to all Thomas's College teaching staff and are included at the end of this pack.





OUR SITE



Thomas's College campus is on Queen's Road in the heart of Richmond. The main building is Grade II listed and is located within five acres of stunning landscaped gardens, adjacent to Richmond Park and a short distance from the River Thames. It is a twenty-minute walk from Richmond Station, which has excellent transport links and is served by the District Line, Overground and National Rail Services. The campus has a rich history as an educational establishment dating back to the 19th century and has served as the Wesleyan Theological College and the home of The American International University in London.

We are undertaking a complete renovation of the site ready for September 2025, working with IID Architects, Bidwells and Quinn to deliver state-of-the-art facilities in all respects. Work is well underway on the refurbishment of the main listed building and Red House. The main building will be home to the boarding house on the top floor, with gym, dance studio and music practice rooms on the lower ground floor. A stunning library and recital hall on the ground floor are at the heart of the school, alongside the dining room and Learning Enrichment department. The rest of the main building is home to beautiful classrooms, whose design is underpinned by biophilic principles - bringing a sense of nature and tranquillity to learning, from the colour palette to the views of the wooded campus.

The other star feature of the main building is our Gallery, a double height space for artists to make and show their work. Red House is a Victorian Arts & Crafts building situated at the centre of the campus and will be our Sixth Form Centre. The Cyril Taylor Library will house science spaces as well as a basement drama studio and performance and assembly hall. At the edge of the campus, Longley House will be home to our Design & Technology Department.

The College has superb local sports facilities, offering a full range of team and individual sports on our own grounds within a fifteen-minute drive.



OUR FIRST INTAKE



The heart of Thomas's College will comprise students and staff transferring from Thomas's Putney Vale, our outstanding 13-16 school located between Wimbledon and Richmond. With the opening of the College, Thomas's Putney Vale will close and provision will expand to the full 11-18 age range.

We will open with students across the age range, from Year 7 to Year 12, growing to Year 13 in September 2026. Interest in the College has been overwhelming and we anticipate growing quickly to our full capacity of 630 students, with around 60 places for weekly boarders from Year 9 upwards. Many students will come from one of the four Thomas's prep schools at either 11 or 13, but places will be open to all on an equal basis.

We've launched a remarkable programme to celebrate our opening: Founding Scholarships. We are making up to 100 places available free of charge on a highly competitive basis. These places will continue with up to 100% support for up to five years, depending on point of entry. These scholarships give the families who secure them the chance to become Founding Donors, supporting our long-term commitment to making future Thomas's Scholarships permanently available to exceptional applicants on a needs-blind basis. At a time of pressure for families choosing an independent education, we did not want to wait while we built our needs-blind fund. So we are investing now to support families wishing to take advantage of a remarkable Senior School experience.

All winners of a Founding Scholarship are required to make an annual donation to the Thomas's Foundation worth 10% of school fees, though families may apply for a means-tested exemption to ensure that Founding Scholarships are themselves needs-blind. Where circumstances allow, families are warmly invited to increase the level of donation to the Foundation up to 100% or more of the value of fees. This means that the families of each Founding Scholar will help build a fund for needs-blind scholarship provision to support life-changing access to a Thomas' College education and opportunity for all on a permanent basis.



TERMS AND BENEFITS



- **Start date:** October 2025
- **Competitive Salary & Benefits Package:**
Dependent on skills and experience
- **Contract:** Maternity Cover, Part-Time
- **Hours:** 24 hours per week: Monday, Wednesday and Thursday
- **Location:** Thomas's College, Richmond

The role will be subject to the successful completion of the required employment checks, including an enhanced DBS and reference. Full details of all checks that will be carried out are detailed in our recruitment policy.

KEY DATES



Applications are invited from experienced, dynamic and enthusiastic leaders excited by the scope of this opportunity. For further details visit the Thomas's London Day Schools website:

thomas-s.co.uk/join-our-team or email **hrcollege@thomas-s.co.uk**

To apply for this post please go to **thomas-s.co.uk/join-our-team** and click apply. Should you wish to send a covering letter or supporting statement following your application, please forward it to **hrcollege@thomas-s.co.uk**.

We will review applications as they are submitted and interview suitable candidates on a rolling basis. We reserve the right to withdraw these positions if early appointments are made, therefore early applications are encouraged.

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

Safeguarding

Thomas's London Day Schools are committed to safeguarding the welfare of children and young people and expect all staff, volunteers and visitors to share this commitment and work in accordance with our child protection policies and procedures. All posts are subject to screening appropriate to the post including checks with past employers and the DBS service. The school will undertake online searches on shortlisted applicants and may require applicants to provide details of their online profile, including social media accounts. For details of the checks which will be undertaken as part of our recruitment process, please see our Safer Recruitment Policy which can be found here www.thomas-s.co.uk/policies/ under the 'Thomas's Policy' tab.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. As an equal opportunities employer, Thomas's is committed to the equal treatment of all current and prospective employees and does not condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity or marriage and civil partnership. Thomas's aspire to have a diverse and inclusive workspace and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply and join the Group.



Kindness



Courtesy



Honesty



Respect



Perseverance

ADDITIONAL PERSONAL ATTRIBUTES AND VALUES

Personal Qualities

- High levels of initiative and energy and readiness to work hard
- Ability to manage and thrive on intensity and tolerate and overcome frustrations
- Ability to exercise self-care and prioritise wellbeing
- Enthusiasm, positivity, a readiness to believe in and work towards the best
- Supportive, generous and sympathetic attitude
- Constructive and imaginative approach to problems
- Readiness to learn, share ideas and listen
- Willingness to adapt and change and demonstrate the growth mindset we encourage in students
- Motivated by high standards: taking satisfaction in doing things really well
- A sense of school spirit and recognition that positive and cheerful capability in the face of challenge is at the heart of strong communities
- Recognising the importance of work as a source of meaningful satisfaction and fun

Safeguarding and Young People's Interests

- A commitment to the highest standards of safeguarding in all aspects of practice
- Genuine interest in children and young people
- Genuine interest in pastoral issues and wellbeing
- Commitment to responding to and supporting each student as an individual



Independence



Confidence



Leadership



Humility



**Givers,
Not Takers**

ADDITIONAL PERSONAL ATTRIBUTES AND VALUES

Teaching Attributes

- Genuine love and passion for the area of subject expertise and interest in wider teaching such as PSHE and independent projects.
- Genuine enjoyment in sharing knowledge with enthusiasm and consideration.
- Ability to treat each learner as an individual and find ways to support and challenge them.
- Ability to build relationships with all students and readiness to listen and offer support and encouragement.
- Ability to support, energise and inspire students across the age range of the College.

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 practice 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.



Thomas's
COLLEGE

