



**Thomas's**  
CLAPHAM

# Deputy Head – *Wellbeing and Health*

January or April 2022

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

<https://www.thomas-s.co.uk/join-our-team/> or  
e-mail [recruitment@thomas-s.co.uk](mailto:recruitment@thomas-s.co.uk)

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





## Ofsted Outstanding - January 2018

**“The promotion of pupils’ spiritual, moral, social and cultural development is excellent.”**

Our website [www.thomas-s.co.uk](http://www.thomas-s.co.uk) contains detailed information about Thomas’s London Day Schools in general and Thomas’s Clapham in particular. It will give an insight to our values, ethos, facilities, curriculum and community. We have a twitter feed @ThomassClapham which showcases our day to day activities well.

## Application Details

A brief letter of application, curriculum vitae and a completed and signed application form, should be addressed to the Head, as soon as possible and sent to Viki Stanton, Operations Manager, at [vstanton@thomas-s.co.uk](mailto:vstanton@thomas-s.co.uk)

Details of the post and application forms are available from the School website: [www.thomas-s.co.uk/join-our-team/](http://www.thomas-s.co.uk/join-our-team/)

Closing date:  
**Wednesday 29th September at 9.00am**

First round interviews will take place on **Monday 4th October**

Second round interviews taking place on **Thursday 7th October**

Start date:  
**January or April 2022**

*We 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 an enhanced DBS check.*





# Deputy Head – Wellbeing and Health January or April 2022

## Welcome to Thomas's Clapham

Thank you for your interest in the position of Deputy Head - Wellbeing and Health, at Thomas's Clapham. The Deputy Head - Wellbeing and Health, is a key member of Thomas's Clapham leadership team and will be central to the realisation of the new school strategic plan, with a specific focus on coordinating and implementing the wellbeing programmes across the school.

Having re-joined this wonderful community in April 2021, I am seeking an experienced or aspirational leader to help me shape our future. Should you have any questions or like to know more about the role, I would be happy to discuss it with you.

**Nathan Boller, Head**

*This role falls within the category of regulated activity, therefore you will be required to have 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 safeguarding/child protection policies and procedures.*

*The post holder's 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 will be to adhere to and ensure compliance with the school's Child Protection Policy Statement 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 or to the Headmaster/Headmistress (if different).*





## Background and Context

Thomas's London Day Schools educates over 2000 children at four schools – Thomas's Battersea, Thomas's Clapham, Thomas's Fulham, and Thomas's Kensington, and in one kindergarten in Battersea. Thomas's Academy, formerly New King's Primary School, joined the Thomas's family of schools in September 2015.

Thomas's was founded as a kindergarten in a Pimlico church hall in 1971 by actress and mother Joanna Thomas. Six years later Joanna and her husband David founded a school for older children in response to the success of the kindergarten and a growth in demand for quality day school places in London. In 1977 the first Thomas's, initially known as Kensington Court Lower School, opened in Cadogan Gardens.

By offering an education for both boys and girls with high academic aims, along with a broad curriculum taught by energetic teachers, the school went from strength to strength. It eventually expanded and multiplied becoming a group of schools which is internationally recognised as a beacon of excellence in prep school education.

**Thomas's Clapham** opened in 1993 on the site of the former Clapham County Girls' School on Broomwood Road between Wandsworth and Clapham Commons. By then, Thomas's Kensington had opened in 1981 and the original Thomas's had moved to larger premises and become Thomas's Battersea in 1989. Thomas's Kindergarten had opened nearby in 1992.

Thomas's Fulham opened in 2004. Joanna and David Thomas retired from the active management of the group in 1999. Thomas's is now run by their sons Ben and Tobyn.

In September 2021, Thomas's will open its first senior school, Thomas's Battersea Square, taking pupils up to the age of 18.

There are currently 655 children aged from 4 to 13 on the roll at Thomas's Clapham which is the biggest school in the group. Demand for places at the school is considerable with most children arriving in Reception. Around 20 join in Year 7 from Thomas's Fulham. One class leave for London day and boarding schools at the end of Year 6. The majority stay until Year 8. Approximately 70% go on to boarding schools.

The school was recognised by Ofsted as Outstanding in each category in February 2018.





## **Ethos**

Thomas's Clapham is a community filled with energy, excitement and enjoyment. Our learning environments are expertly guided by ambitious and passionate staff who inspire children to think and learn in engaging and creative ways. Our community holds kindness and creativity at its core, and we look to embrace the joy of childhood in all that we do.

We are proud to contribute to the lives of each and every pupil, and celebrate their growth be it academic, social, physical, emotional or spiritual. Our children and their families, together with our staff, contribute to a community that values learning and wellbeing in equal measure.

## **Campus and strategic development**

Thomas's Clapham is housed in a Grade II listed building which was built between 1904 and 1908 as a girls' grammar school. Since opening in 1993, the campus has been greatly improved and updated. The facilities include a superb Drama studio and fully equipped theatre space. New classrooms and an Art, Pottery and Design Centre have been added as have outdoor learning areas including a garden dedicated to the teaching of Mindfulness.

There is a Masterplan for a significant refurbishment of the school campus and the majority of the work has been completed. Every teaching area has been fully refurbished during the past nine years and substantial planning permission has been granted by the local authority for a redevelopment of the remaining works on the ground floor.

Under the leadership of the new Head, Nathan Boller, Thomas's Clapham is undergoing a process of reflection and review, the results of which will generate a new strategic development plan. Within this, modifications to the existing campus plans will be integrated to ensure the learning, community, and organisational structure create a 21st century ecology.



## Wellbeing at Thomas's Clapham

Thomas's Clapham has a strong and supportive wellbeing and welfare structure. Class teachers and form tutors take a close interest in their pupils' welfare, and at the heart of this are the positive relationships which are developed tirelessly to foster at every level. They are supported by the Year Leaders who have broad responsibilities for the wellbeing of children in each year group. The Thomas's Clapham Wellbeing Team meets weekly to discuss concerns and support requirements as raised by pupils, staff and parents.

Wellbeing is actively taught in the time allocated to weekly Inspiring Living lessons. The bespoke curriculum includes elements based on six pillars including Relationships, Being Healthy and Staying Safe. Thomas's Clapham is a listening school. Children are encouraged to communicate their concerns with staff. Age specific assemblies are presented to children at the beginning of the school year to discuss this in detail.

Our assembly and circle time programmes are central to children behaving and being happy at Thomas's Clapham. Parents are encouraged to contact staff if there is a concern about their child no matter how big or small. All staff are contactable by email and there is a strong culture of teachers and parents working together to ensure pupils are safe and happy.

The student voice is recognised on a daily basis in form and circle time. More formally, the Inspiring Living Committee is made up of elected children from Reception to Year 8 who meet with the Assistant Head - Inspiring Living to discuss concerns and ideas on how we can make Thomas's Clapham an even better school. Agenda items may include anti-bullying, safeguarding, food and catering, playground and safety.

Thomas's London Day Schools fully recognise their responsibilities for Safeguarding and Child Protection.

## Learning at Thomas's Clapham

Thomas's Clapham is committed to developing a culture of thinking within every learning environment. This is grounded in the belief that learning is a consequence of thinking, and that learning is everywhere. We aim to have a community full of pupils who assume an active role in their learning, and who are adaptable thinkers; thinkers who engage with others, with ideas, and importantly, with action. Much of this comes from our school embedding an instructional framework that allows for critical, creative and reflective thinking.

Thomas's Clapham respects the importance of teaching for understanding, especially through an enquiry mindset where knowledge and information is connected to the lives of our children. Thinking and learning at Thomas's Clapham is about encouraging children to learn about the world to command and control it, not simply to fit in it. Our ambition is that every learning opportunity allows pupils to refine their thinking through exploration, investigation and discussion.

The National Curriculum is the starting point, but in each subject work is planned to stimulate and challenge. Change is eagerly embraced by colleagues and pupils who share a passion for learning and finding new and better ways of doing things. Creativity, thinking skills and instilling a thirst for independent learning are at the heart of approach. Continuous professional development is a strongly established culture within the school.

## Co-curricular

Whilst academic standards and expectations are very high, there is a strong emphasis on breadth with a vibrant co-curricular programme. The range of opportunities is extraordinary encompassing sport, art, drama, trips, tours, a dazzling array of clubs and, of course, music.

SOCIAL time was launched in 2017 which encompasses the school's commitment to global citizenship and community action. SOCIAL stands for Service, Outdoor, Community Involvement and Action Learning. It includes fundraising activities and hands-on involvement with local charities where possible.



## The Role

### Deputy Head – Wellbeing and Health

Our new Deputy Head – *Wellbeing and Health*, will collaboratively lead major projects and significantly impact who we are and how we operate as a community. Areas of responsibility will include; leading Thomas’s Clapham strength-based student wellbeing programmes, supporting staff wellbeing, building cross school and cross Thomas’s pathways and programmes, and importantly, nurturing the spiritual life of our school in collaboration with our local Church, St Luke’s.

Thomas’s Clapham deeply values evidenced-based innovation, and it is expected that the Deputy Head – *Wellbeing and Health* will have a detailed understanding of the latest cognitive and wellbeing research along with global trends in education. It is highly desirable that this level of understanding comes from formal postgraduate study, ideally a Masters qualification. In particular, the successful candidate will have an awareness of how universal school wellbeing programmes have a positive impact on key areas of mental wellbeing such as belonging and engagement, mentoring, social-emotional, cognitive, and behavioural skills, exercise and relaxation, and prevention from harm.

Quality teaching and learning, a culture of thinking, and living our values are central to Thomas’s Clapham. Our connection with each child and their family is paramount and the Deputy Head – *Wellbeing and Health*, will ensure that our school approach and culture of wellbeing, supports each child being known and having a deep sense of belonging. Under their leadership, our wellbeing programmes will contribute to children and colleagues being kind, happy, safe, resilient and confident members of our community. Importantly, our families will feel supported through open channels of communication with those who care for their children.

This position reports to the Head and if appropriate, a small teaching load may be agreed. Any subject will be considered.

*\* Wellbeing - Wellbeing is when individuals have the psychological, cognitive, social and physical resources they need to meet particular needs and in turn, live a happy and fulfilling life.*

*\* ‘Health’ - includes both physical and mental health (Independent Schools Commentary on Regulatory Requirements, 2020, pg. 14).*

### a. Accountable

- i. To the Head (and Senior Deputy Head in his absence)

### b. Key areas of responsibility

#### i. General

1. Deputise for the Head in his absence or as delegated.
2. Take a lead role in the implementation, coordination and project management of a range of special initiatives arising from the Head’s office.
3. To chair committees and meetings as related to the role and determined by the Head.
4. To contribute to the organisational capacity of the school and wider Thomas’s community as determined by the Head.

#### ii. Wellbeing

##### 1. Strength Based Student Wellbeing

- a. Oversee the quality of the Inspiring Living and Health Curricula.
- b. Build and maintain the whole school approach to wellbeing, health, and positive behaviour management.
- c. Ensure wellbeing programmes are delivered effectively by being explicitly taught, manageable and sustainable in the curriculum, reduce stigma, regularly delivered, and developmentally differentiated.
- d. Lead pupil voice and leadership programmes.
- e. Foster positive peer to peer relationships through Houses and Buddies.
- f. Oversee and lead Thomas’s Clapham Student Services Team (School Counsellor, School Nurse, Referral Team).

##### 2. Staff Pastoral Care

- a. Lead the staff pastoral care programme including monitoring and analysing colleague absence, common room associations, and various wellbeing teams.

##### 3. Understanding current skills, knowledge and attitudes

- a. Use rich data to build student agency and engagement especially as the school attendance officer.
- b. Lead Thomas’s Clapham’s commitment to safeguarding being the

Designated Safeguarding Lead.

- c. Pioneer Thomas's Clapham's commitment to diversity, equity, and inclusion.
- d. Spearhead Thomas's Clapham's commitment to sustainability.
- e. Implement, monitor and review instructional frameworks and models across the school such as zones of regulation or similar.
- f. Lead the school's commitment to positive psychology such as mindfulness, growth mindset, and mental health first aid.

#### 4. Pathways and Programmes

- a. Lead Thomas's Clapham pathways and programmes such as Thomas's Outdoors, Educational Visits and Trips, and all Pupil Transition.

#### 5. Spiritual Life

- a. Lead and quality assure collective worship events such as weekly chapel, section and school assemblies, and oversee the sacramental programme.

#### 6. Colleague Leadership

- a. Assist in matters regarding the wellbeing of colleagues, providing guidance, advice and strategies to deal with professional challenges.
- b. Contribute to the induction and ongoing mentoring programmes for new staff, in conjunction with the Human Resources Department.
- c. Contribute to the school's INSET programme and staff performance appraisal systems.

#### iii. Teaching General

- a. Prepare for and teach inspirational and creative lessons, teaching as agreed and scheduled.
- b. Utilise appropriate technology in all areas of leadership, teaching and learning.
- c. Contribute to curriculum development, including skills development, curriculum evaluation, and subject reviews.
- d. Monitor, record and report, both verbally and in written form, on the

progress of individual students as required.

- e. Be actively involved in all aspects of school life beyond the classroom including sport, outdoor education, cultural activities, and community events.
- f. Attend school-related duties such as staff meetings, parent-teacher meetings, school events and excursions.
- g. Other duties, as appropriate to the position.





## Selection Criteria

### A Kind leader who:

- Seeks the best outcomes for all in our community, especially those with protected characteristics.
- Builds trust and fosters respect with colleagues, pupils, and their families.
- Champions colleague wellbeing, and values their own health and happiness.

### A Courteous leader who:

- Understands the politics of schools and education.
- Has warmth, a sense of fun, sound judgement, and empathy towards all in the community.
- Engages in representation on professional, educational and school associations.

### An Honest leader who:

- Understands local and global contexts of education.
- Lives and promotes our school values.
- Regularly reviews their own leadership practice.

### A Respectful leader who:

- Acknowledges the history and traditions of Thomas's and the wider community.
- Celebrates the spiritual dimension of human life.
- Applies analytic and emotional intelligence to a variety of situations.

### A Perseverant leader who:

- Builds alliances and relationships for the school and the individuals within it.
- Constantly leads change, innovation and improvement.
- Has presence, courage and resilience.

### An Independent leader who:

- Develops their own professional networks.
- Creates structures and opportunities for colleagues to collaborate.
- Creates and fosters student leadership opportunities.

### A Confident leader who:

- Ensures a safe learning environment for all.
- Sets and adheres to the highest teaching and learning standards.
- Actively articulates and promotes the position of the school in the broader community context.
- Understands the importance of working within the limits of school resourcing.

### A Humble leader who:

- Shapes school climate and culture by building and rewarding excellence.
- Supports partnerships with families.
- Is visible and engaging whilst displaying compassion and an awareness of wider school and organisational development.

### A leader who is a Giver, not a taker:

- By being a thoughtful community member who uses school resources to support the local community, and uses local community resources to support Thomas's Clapham.
- By enabling colleagues, children and families to contribute to broader community good.
- Who will be willing to learn, support, and grow initiatives with colleagues from across Thomas's London Day Schools.

### A Leader who can:

- Oversee the wellbeing programmes and related teaching and learning from Reception to Year 8.
- Motivate and engage the school community in shared vision and purpose.
- Mentor, train and coach colleagues, and cultivate leadership capacity in others.
- Ensure harmony and alignment between wellbeing, learning, and organisational capacity across Thomas's Clapham.
- Risk assess and project manage with an attention to detail.

## Qualifications and experience required:

- o QTS.
- o Experience as a highly effective leader in a school community.
- o Experience of AS Tracking or a willingness to learn.
- o A postgraduate degree or equivalent (ideally at Master's level) in this area of education.

In addition to candidate's ability to perform the duties of the post, the interview will also explore the issues relating to safeguarding and promoting the welfare of children including;

- Motivation to work with children and young people
- The ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to the use of authority and maintaining discipline

## Terms and conditions

A competitive salary and conditions are offered. The successful candidate will receive an iPad, laptop, a Thomas's coat to be worn for outside duties and events, and free school lunches.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with the Disclosure and Barring Service (DBS) and the Prohibited from Teaching or Management lists.

The successful applicant will be required to complete a self-disclosure Medical Questionnaire.

The appointment is subject to satisfactory references and security checks, clearance from the DBS, proof of identity and qualifications and a medical report.





# 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.





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**Be Kind  
Be Thomas's**

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