



Thomas's
BATTERSEA



ASSISTANT HEAD - OPERATIONS

To submit an application please send the completed application form, a copy of your CV, the details of two referees and a covering letter to Simon O'Malley, Headmaster.



Ofsted Outstanding - March 2018

"Leadership is truly inspirational. Leaders' and governors' visionary outlook creates a highly effective education for all its pupils."

Our website www.thomas-s.co.uk contains detailed information about Thomas's London Day Schools in general and Thomas's Battersea in particular. It will give an insight to our values, ethos, facilities, curriculum and community.



Learning at Thomas's is outward looking forward thinking values based



INFORMATION FOR APPLICANTS:

We are a values based school with an outward looking, forward thinking approach. Pupil wellbeing is at the heart of our provision.

Academic standards are high and the curriculum is truly rich, broad and balanced. The following subjects are specialist taught: Art and Design, Drama, Computing, Music, French, P.E., Ballet, Science from Year 4, Latin from Year 5, IPC in Years 4 and 5. In KS2 there is some academic subject setting. We are committed to a creative and collaborative approach to learning with emphasis on Enquiry, Blended Learning, Digital Literacy and metacognition.

A co-educational school with approx. 590 pupils, there is a three class per year structure. Pupils depart either at 11+ or 13+ to their senior schools, which range from the top London day schools to leading boarding schools in the South of England. Reception to Year 2 make up our Lower School, Years 3-5 make up our Middle School and Years 6-8 make up our Upper School. Each class has a maximum of 22 children.

Parents value the family atmosphere at the school, the support of staff and open communication. There is an exceptionally strong Parent Teacher Association.

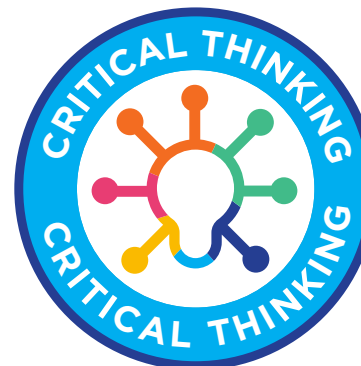
The Core Leadership Team consists of the Head, Deputy Head (Pastoral), Deputy Head (Academic), Head of Lower School, Head of Middle School and Head of Upper School. We place a strong emphasis on professional development.

January, 2020



Thomas's Battersea 6Cs

At Thomas's Battersea pedagogy is focused on our 6Cs



A Broad Curriculum

- In narrow terms, our remit is to prepare our pupils thoroughly for the academic entrance and scholarship examinations of their chosen senior school.
- We believe, though, that we have a much wider responsibility than this.
- We believe that we are preparing children not only for their senior schools, but also for the life that lies beyond them.
- Our curriculum enables our pupils, boys and girls, to make outstanding progress, which fully supports them to move on to the next stage of their education.
- We regard these preparatory school years as forming the foundation on which our pupils will build their future education and future lives. We are mindful of the fact that our pupils' experience of school and of life at this early age will in large measure shape the adults that they will become.
- During their time with us, we therefore aim to give our pupils an education which is both rich and broad.
- To this end, we place a strong emphasis on high academic standards, set within a broad curriculum, within which Art, Ballet, Computing, Drama, Modern Foreign Languages, Music and PE are all taught by specialist teachers from a child's first day in school.
- Furthermore, we are committed to running a strong and varied programme of Outdoor Learning, trips, clubs, speakers and extra curricular activities to enrich the educational experience of our pupils.



Be Kind

- We are a Christian school, open to children of all faiths.
- The most important school rule, which applies to every member of the school community, is to 'Be Kind'.
- Our ethos, aims and values actively support the upholding of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These are British values which we cherish and which equip pupils for life in modern Britain.
- In each school, we aim to engender an ethos of kindness, encouragement and understanding, in which pupils' strengths are developed and their weaknesses supported, so that each child is challenged without being inhibited.
- We expect our pupils to make impressive progress as a result of their own hard work, the best efforts of their teachers, the judicious support of their parents and the encouragement of their peers.

The Heads and Principals
Thomas's London Day Schools



Job Description and Person Specification for Assistant Head - Logistics, Planning and Operations. H&S Lead, EVC

It is expected that a Thomas's Battersea teacher will meet all of the DfE Teachers' Standards.

The General Professional Duties of teaching staff include:

1. Teaching:

- Following long term plans/schemes of work prepared by the Subject Leader/Year Leader
- Preparation of medium and short-term plans in conjunction with the other year-group teachers
- Planning for differentiation (including catering for gifted pupils)
- Teaching lessons at the times stipulated on the school timetable
- Adapting planning and teaching to meet the needs of pupils
- Maintaining order and good discipline among pupils and safeguarding their health and safety
- Setting and marking of work to be done in school and for homework
- Providing regular and timely written and verbal feedback which provides pupils with the information they require to move forward
- Liaising with the Head of Learning Support and the Digital & Creativity Leader
- Providing a stimulating working environment in the classroom
- Accompanying and organising trips and events



2. Assessment and Reporting:

- Embrace Assessment for Learning strategies
- Making regular assessments of pupils' attainment and progress in line with our policies
- Follow our feedback and marking policy to provide advice for pupils on how to improve
- Keeping records of pupils' progress
- Assessing and marking internal assessments
- Setting targets for pupils which enable them to move forward
- Writing reports on pupils' attainment and progress
- Attending parents' evening to discuss progress with parents
- Providing written reports on pupils on request e.g. for application to senior schools or for school transfers

3. Professional Development:

- Periodically reviewing programmes of work and methods of teaching
- Attending courses to develop professional skills
- Attending meetings
- Evaluating performance and being committed to improving practice through appropriate professional development
- Acting upon advice and feedback and being open to coaching and mentoring
- Observing and being observed by colleagues as a means of sharing good practice

4. Staff Meetings

- Attending staff meetings to discuss curriculum, pastoral and other matters

5. Cover

- Supervising the class of a colleague on short-term absence

6. Pastoral Care

- Adhere to all safeguarding practices and procedures. Actively promote the school's culture of vigilance
- Being actively involved in promoting the well-being of pupils
- Providing a role model for pupils in terms of personal standards of conduct, appearance and punctuality
- Reporting any academic or behavioural problems to the Head of School
- Maintaining open lines of communication with parents
- Attending school assemblies and church services
- Sharing in the pastoral duties on a rota basis e.g. break and lunchtime duties

Person Specification

Assistant Head - Logistics, Planning and Operations.

We are seeking to appoint an Assistant Head of Logistics, Planning & Operations who:

- Is a qualified teacher and has undergone appropriate training, is confident about teaching a broad range of subjects and is keen to develop professionally
- Shares our values and respects our ethos
- Meets all of the DfE Teachers' standards
- Is dynamic, self-motivated and flexible
- Has high expectations of pupils' attainment, progress and behaviour
- Has strong digital skills – for enhancing learning and work efficiency
- Has a personal philosophy of teaching which reflects our approach
- Works effectively as part of a team, building positive relationships with colleagues
- Plans effectively and is sensitive to the learning needs of pupils of different abilities
- Regularly assesses pupils' work formally and informally, using Assessment for Learning strategies
- Has an excellent rapport with children from the age of 4 to 13
- Is approachable and confident in dealings with pupils' parents and external agencies
- Has outstanding administration skills
- Has outstanding class management skills

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).



Reports to: Headmaster

Member of: Senior Leadership Team, Safeguarding and H&S Committees

Line manager of: Director of Sport, Facilities Manager

SLT Member with responsibility for: Catering and Transport

Leadership

- High visibility and proactive leadership
- Modelling the school's aims and values

Staff

- Interview and select new staff

Administration

- Plan Whole School timetable with input from CLT
- Write whole school pupil, staff and room timetables
- Supply Word Document timetable to IT Team for input into iSams
- Plan pupils' lunch systems and sittings
- Write staff morning/afternoon duties, lunch and break duty rotas
- Plan / coordinate / assist with whole school events:
 - PTA Christmas Fair, lunches, activities
 - US Carol Service
 - PTA Book Swap Timetable (with English department)
 - Individual / class photos - coordinate timings
 - Whole School photo
 - PTA Summer Fair
 - End of Year Celebration
 - Others as required

Health and Safety Lead

- Oversee H&S at Battersea (see separate job description).

Buildings and premises

- Development of School site
- Rooms planning
- Coordinate and order school furniture
- Manage Furniture and Educational equipment budget
- Liaise with Facilities Manager on schedule of works and maintenance folder

School Security Procedures

- Keep updated Lockdown Procedure
- Keep updated Battersea Critical Incident Policy
- Advise on and update connected policies
- Liaise with Security Manager on all security matters including scenario planning
- Lead on new staff induction

Educational Visits Co-ordinator:

- Oversee and approve residential Visits and timetabled off-site activities
- Coordinate residential visits staffing teams
- Review EVOSA annually and suggest updates
- Update EVOSA page on TLP
- Manage EVOSA budget
- Support Heads of School in Educational Visits planning

Other

- Regular meetings: Head, SLT, Dof Sp, Facilities Manager, Co-curricular HoDs, Datelist/Diary, Liaise with Transport and Catering departments with regard to day to day logistics, planning and efficiencies
- Teach US Geography

Salary and support:

A competitive salary, conditions and opportunities for training and development are offered.

Safeguarding and Child Protection:

Thomas's London Day Schools is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring check.

Applications:

A brief letter of application and CV. Applications to be addressed to: hisherwood@thomas-s.co.uk, for the attention of the Headmaster, Mr Simon O'Malley, by 1200 on Wednesday 22nd January 2020.



Job Description – Health & Safety Officer

Aim

- To coordinate the implementation of the Health and Safety Policy in order to meet the regulatory requirements of the Health and Safety at Work etc. Act 1974 and other relevant legislation.
- To work alongside and guide Heads of Departments to ensure that the School is compliant, providing guidance and assistance on health and safety related issues when required.

Key Responsibilities

- Assist the whole school in the implementation of the Health and Safety Policy and Procedures
- Provide assistance and guidance to Heads of Departments in completing Risk Assessments and ensuring a timely response to any health and safety enquiries
- Report on relevant matters to the Health and Safety Committee
- Provide induction training for new employees on health and safety issues
- Maintain accurate accident and incident records
- RIDDOR reporting
- Ensure the School is prepared for ISI inspections in relation to health and safety issues, compiling reports as required
- Maintain all records of health and safety testing (e.g. fire alarms, emergency lighting, PAT testing, water hygiene, etc.)
- Ensure compliance with the Fire Regulatory Reform (Fire Safety) Order 2005
- Ensure all aspects of the Fire Safety Policy are implemented and monitored
- Provide competent fire safety advice, guidance and appropriate support to staff and students
- Plan and organise all H&S training as required
- Any other duties to assist in the smooth running of the School

Person Specification

Specialist Knowledge and Experience

- Previous experience within a similar health and safety role
- IOSH and/or NEBOSH certificate (would be desirable)

Attention to detail

- Able to provide a high standard of administrative work.

Communication

- Excellent IT Skills
- Experience of communicating effectively, both verbally and in writing, adapting style to suit the audience.
- Pro-active in advising colleagues of the status of tasks and due key information.

Organisation

- Able to organise time effectively, creating work schedules, prioritising workload and meeting deadlines.
- Able to use initiative and to work unsupervised.

Flexibility

- Successfully adapts to changing demands and conditions.

Special conditions

- The post is conditional to enhanced DBS clearance and all safer recruitment checks.

Our Values



KINDNESS



HONESTY



RESPECT



CONFIDENCE



COURTESY

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



LEADERSHIP



HUMILITY


GIVERS,
NOT TAKERS


PERSEVERANCE



INDEPENDENCE

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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