



Year 5 Teacher

Required for September 2018

Year 5 Teacher

The advertisement in the TES is as follows;

We seek to appoint an enthusiastic and talented teacher for a Year 5 class to join an outstanding team in a forward-looking and dynamic prep school.

Closing date: **Wednesday 7th March 2018 at 9.00am**

Thomas's London Day Schools

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.

It is our prime concern that children at Thomas's are happy. We provide for their education by giving each child dignity and self-esteem through a sense of achievement, be it academic, artistic, or sporting. The central belief is that all this and more can be achieved if we can be kind to one another

In these preparatory years we offer a broad curriculum covering a wide range of subjects and skills so that by the time they leave us our pupils will have begun to identify individual areas of talent. In a positive and stimulating environment we ensure that each child achieves the best academic results of which each child is capable.

Thomas's Clapham

a. The School and its facilities

The school occupies a site on Broomwood Road between Wandsworth and Clapham Commons. It is housed in a Grade II listed building which was built between 1904 and 1908 as the site for Clapham County Girls' School. Thomas's Clapham opened as a school for boys and girls in 1993

aged 4–13. There are currently 645 pupils on roll. Philip Ward took up post as Headmaster in September 2012. Before that he was the Headmaster of Feltonfleet, in Cobham, for twelve years.

The facilities at Clapham include a superb Drama studio and fully equipped theatre space, and separate Art, Pottery and Design Technology centre, which was newly built in 2001, and an impressive building housing the Reception classes, which was built six years ago. Exciting new outdoor play and learning areas have been created, as well as *Mindfulness Place*, an enchanting garden dedicated to the school's commitment to teaching Mindfulness.

The Masterplan for a significant refurbishment of the existing teaching areas and the provision of a new space for STEAM teaching is well developed. The Year 1 and 2 classrooms were completely refurbished during the summer of 2016. The Year 3, 4 and 5 classrooms underwent their own transformation during the summer of 2017, along with the IT room, and some areas of the Music Department. The recent and on-going investment in digital learning is significant and exciting.

Demand for places in the school is considerable, with most children arriving into the school in Reception. Around twenty girls and boys join the school in Year 7 from Thomas's Fulham. One class of children leave at 11+ for London day and boarding schools, the majority stay until Year 8, sitting 13+ exams for the London day schools, Common Entrance (92% A*–B in 2017) or Academic Scholarship. 54 academic and Co-curricular Scholarships were won in 2017. Approximately 80% leave for boarding schools at the end of Year 8.

b. The Clapham Way

The approach to teaching and learning (the Clapham Way) is exciting, progressive, and challenging. 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 our approach. Traditional and didactic teaching methods would feel alien at Thomas's Clapham, and standards and expectations are high. Continuous professional development is a strongly established culture within the school.

Academic standards are very high, but there is a strong and vibrant co-curricular programme with a strong emphasis on breadth. The school was recognised by Ofsted in April 2011 as Outstanding in each category.

c. Inspiring every child, and the future

Inspiring every child, the five year strategic development plan, was launched in September 2013. As well as its focus on development in a number of key areas, *Inspiring every child* promotes a values education based approach to inspiring learning, living and leading in every area of the school community.

One consequence of the strategic plan is that the PHSCE programme was replaced in September 2014 by a new whole school *Inspiring Living* course, focusing on well-being and healthy living. Another is that we are currently carrying out a complete review of our broad curriculum. Research and evidence based enquiry will help us to reshape and balance the curriculum to ensure a relevant C21 teaching and learning experience for every child in the future. We rolled out a revised curriculum in September 2016, characterised by enquiry based learning throughout the school,

and the teaching of a character skills woven into every aspect of the curriculum which we call the 8C's. A commitment to teaching Growth Mindset has been very well received.

The Upper School (NC Years 5–8) at Thomas's Clapham

Thomas's Clapham is divided into 3 stages, the Lower School, (Reception to Year 2), the Middle School (Years 3 and 4) and the Upper School (Years 5 – 8). Within a large and vibrant school, this allows the Head of each area of the school, and their staff, to tailor the curriculum specifically to the academic and pastoral needs of the children at each stage of their development.

The Head of the Upper School (13+) and Head of Upper School (11+) oversee the academic tracking, assessment arrangements and senior school preparation for Years 7 and 8, and Years 5 and 6 respectively. The Assistant Head (Curriculum and Innovation) is responsible for the strategy operations and logistics to ensure the development and smooth running of the Upper School.

The welfare and pastoral care of each year group is led by a Year Leader for each of Years 5 to 8. The Year 5 Leader's brief is not specifically to co-ordinate teaching and learning in Year 5, it is pivotal in liaising with both the Head of Upper School (11+), and each Subject Leader, overseeing planning and monitoring, to ensure the effective progress of children in the year group.

The current Year 5 Leader leads a strong, cohesive and experienced team of four class based Year 5 teachers who work closely together, and to excellent effect. Year 5 is central to the preparation of the children as they contemplate the final stage of their time at Thomas's Clapham, whether they move on at the end of Year 6 (11+), or stay with us until they complete Year 8 (13+).

There are four classes in Year 5. The children are in classes of no more than 20 in Year 5, and stay with their form cohort for most lessons. However, they are set for Mathematics, English. Maths and English is taught in sets, and each Year 5 teacher will teach one of the sets in each subject. The form teacher is responsible for teaching Mathematics, English, History, Geography, Reasoning, RE&P, and Inspiring Living.

The Year 5 teachers are also the form teachers for their Year 5 class, overseeing the pastoral care of their form. As such, each Year 5 teacher has a key role and responsibility for the overall academic and pastoral development of the children in their class.

Job specification – Year 5 Teacher

The successful candidate for this post will be a qualified KS 2 primary specialist with QTS or post graduate training relevant to the post, either experienced in, or trained to teach, a Year 5 class.

a. Accountable

- To the Assistant Head (Curriculum and Innovation).

b. Responsible

- For a Year 5 class.

c. **Key areas of responsibility**

- To fulfill all the usual duties and responsibilities of a Year 5 class and form teacher.
- To promote high quality teaching and learning of the National Curriculum, embracing and incorporating the demands of preparation for both 11+ and 13+.
- To teach general subjects, and support the teaching of specialist teaching (Science, Latin, Music, Art and DT, Drama, IT, French, PE and Games are taught by specialist teachers).
- To set high expectations for pupil behavior, establishing and maintaining a good standard of discipline within a positive and optimistic environment where well-focused teaching and positive, productive relationships are the norm.
- To ensure that the classroom is an invigorating environment for effective learning, embracing pupils' work on paper, display and in the general atmosphere created in the classroom.
- To plan effectively to ensure that pupils have the opportunity to meet their potential, taking account of the needs of every child.
- To write academic reviews and reports, and monitor and evaluate pupils' learning, liaising closely with the Year 5 Leader, and the Head of Upper School (11+).
- To develop open, easy and professional relationships with colleagues.
- To be accessible and amenable to regular parental contact, and develop open, easy and professional relationships with parents.
- To maintain and manage the physical resources in the learning area.
- To undertake supervisory duties, attend assemblies, and school lunch, and to cover for absent colleagues.
- To take part in the annual Year 5 residential trip.
- To run an assigned weekly club.
- To help with Year 5 games when required.
- To help with the annual Year 5 drama production.
- To attend staff meetings, School INSET, and attend professional courses to enhance teaching effectiveness and qualifications.
- To support and contribute strongly to the corporate life of the school (eg contributing material to newsletters, the school magazine, the web site, attending events etc).
- To fully implement school policies and practices.

- To comply with all Health and Safety requirements.
- To establish a safe environment that supports learning and where pupils feel secure and confident.
- To contribute to the rich and varied extra-curricular programme.
- To play a full part in the life of the School, including attendance at events as required by the Headmaster (eg parent teacher meetings, the Carol Service, *Celebration and Farewell* etc).
- To play a full part in the life of the School.
- To ensure the best possible practice.

d. Person specification

We want to appoint a qualified Year 5 class teacher. A sense of humour, adaptability, a commitment to team work, and a strong desire to make a difference are vital to our philosophy. A can do, will do attitude must be the driving intent of the successful teacher, allied to a sensitive and sympathetic approach to the overall role.

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

The Thomas's Clapham day is dynamic and busy, and we shall certainly look for, and reward, a strong commitment to the whole life of the school.

We would be delighted to welcome applications from colleagues currently working in the maintained sector. However, understanding our high expectations, a commitment to working very hard, and clear evidence that you are going to get fully involved in the life of this excellent school is paramount. You need not have worked in a prep school before, but you do need to understand and have empathy with the ethos and spirit of prep schools and independent education. You need to be in full sympathy with all that we are about.

Other areas of School life

All teachers appointed to Thomas's Clapham are expected to contribute fully to the extra-curricular and pastoral life of the School.

Pastoral care is a strong feature of life at the school, and all teachers are expected to share in this responsibility, in this case as a Year 5 Form Teacher.

The wider life of the school – The School expects its teachers to contribute whole-heartedly to other aspects of school life by drawing upon their own interests and enthusiasms. The richness of the school depends upon teachers who, for example, coach games, support and organise clubs and society meetings, or take children on trips and residential expeditions.

Salary and support

A competitive salary and conditions are offered.

This post offers a very exciting opportunity to work in one of the outstanding prep schools in the country.

Safeguarding and Child Protection

The successful candidate will be expected to commit to the following;

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 a completed and signed application form, should be addressed to the Headmaster, Philip Ward, as soon as possible.

The Headmaster would be delighted to talk on the phone to any candidate who would like to know more about the post. He can be contacted either at the School by phone (020 7326 9301) or by email – pward@thomas-s.co.uk.

Details of the post and application forms are available on the Thomas's London Day School web site www.thomas-s.co.uk/Working-at-Clapham or you can email the Operations Manager, Mrs Viki Stanton – vstanton@thomas-s.co.uk.

Interviews will take place on **Monday 12th March 2018**.

PC Ward

February 2018

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 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 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 Safeguarding Officer or Deputy.