

Head of Careers and Futures

To submit an application please send the completed application form, a copy of your CV and a covering letter to Therese Andrews, Co-Head
[c/o jkiaer@thomas-s.co.uk](mailto:c/o.jkiaer@thomas-s.co.uk)

thomas-s.co.uk



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

Application Details

Thomas's Putney Vale are looking to recruit an enthusiastic and talented Head of Careers and Futures to join an outstanding team in our new and flourishing, forward thinking and outward looking Senior School. Currently, we have pupils in Year 9 and 10 on site. Our first GCSE cohort will take their exams in the summer of 2024 and we hope to be able to offer Sixth Form provision in the near future.

For further details go to the Thomas's London Day Schools website:
www.thomas-s.co.uk/join-our-team
or email:
jkiaer@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 jkiaer@thomas-s.co.uk

Competitive salary and conditions are offered.

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

An early application is advised. Applications will be considered upon receipt and interviews will be arranged as soon as mutually convenient.

Start date:
September 2023

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 are 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/ under the 'Thomas's Policy' tab.

Welcome to Thomas's Putney Vale

Thank you for your interest in the position of Head of Careers and Futures at Thomas's Putney Vale.

We are looking to recruit an enthusiastic and talented Head of Careers and Futures to join an outstanding team in our new and flourishing, forward thinking and outward looking Senior School. Currently, we have pupils in Years 9 and 10 on site. Our first GCSE cohort will take their exams in the summer of 2024 and we hope to be able to offer Sixth Form provision in the near future.

This is an exciting opportunity for an outstanding individual to develop our provision and drive a robust and ambitious careers programme at Thomas's Putney Vale. The successful applicant will champion a Careers Curriculum that is explicitly designed to support the personal development of our pupils by meeting and exceeding the Gatsby Benchmarks. They will be responsible for the careers provision, and its monitoring and evaluation. They will provide Thomas's pupils with rich opportunities to develop their skills and interests to meet the ever-evolving needs of a 21st Century workplace. They will curate immersive and engaging opportunities for Thomas's pupils to gain a broad experience and appreciation of a diversity of careers, workplaces, and sectors.

This curriculum, which the Head of Careers and Futures will 'own', must be coherently planned, interleaved, embedded, sequenced and age and stage appropriate. To this end, the Head of Careers and Futures will work in partnership with senior and experienced teachers in the Senior School at Thomas's Putney Vale (Year 9, 10 and 11) and the Prep School at Thomas's Battersea (Year 7 and 8) to develop and design these learning experiences. They must prepare pupils to make well-informed decisions about their next steps; initially these will be at 16+, but in time, when pupils complete Sixth Form. At the heart of the programme should be embedded considerations for equality, inclusion, and diversity. The Careers Curriculum should be up to date and systematically mapped.

If the successful applicant is a qualified teacher, the Head of Careers and Futures will teach a significantly reduced timetable to reflect the strategic and operational importance of the post. This role can be combined with teaching in any department or subject.

We look forward to meeting you.

Therese Andrews and Emma Oliver, Co-Heads

Background and Context

Thomas's London Day Schools currently educate more than 2000 pupils at three Prep Schools (Thomas's Clapham, Fulham and Kensington), one kindergarten and one through school (Battersea, where Putney Vale is an added campus). As of September 2023, Thomas's Putney Vale will be a standalone school serving pupils from Years 9-11. Thomas's Academy 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.

In September 2021, Thomas's opened its first senior school, taking the first Year 9 cohort at the Battersea site and also utilising the Putney Vale campus for Science, Art, DT and Computing. In September 2022, Years 9 & 10 were permanently based at Putney Vale and in September 2023, Thomas's Putney Vale will become its own school. Initially the school will be for pupils in Years 9-11, although over time we hope to expand to also include a Sixth Form.

The Role

Reporting to: Co-Head

Purpose of job: To lead and coordinate the many strands of careers guidance, support and work-related learning activities undertaken by the school.

Key responsibilities

- Be a key organiser in liaising with external partners to deliver a range of learning opportunities to motivate our pupils to study in 16+ institutions and Higher Education and realise their full potential.
- Ensure that every pupil that attends our school is ambitious and has high aspirations of themselves.
- Provide an environment whereby curriculum, pastoral and careers work collaboratively to encourage pupil ambition.
- Provide all pupils with experiences that help them with future planning and decision making.
- Ensure that all stakeholders are involved in building pupil ambition and aspirations.
- Oversee the whole school careers provision, ensuring that the school works towards achieving all Gatsby Benchmarks by the end July 2024.
- Lead on the whole careers progression for Year 7 to Year 11.
- Offer careers advice to pupils in addition to any provided by external partners.
- Manage all careers areas of the website.
- Work with the Work Experience Lead to coordinate Year 11 work related learning experiences.
- Work with external agencies to ensure provision of high-quality careers experiences for all pupils.
- Maintain up to date information on the school's website on careers and labour market information.
- Maintain a database of all pupils' access to careers experiences as they progress through the school using UniFrog.
- Coordinate collection and collation of a variety of data relating to careers including alumni information.



- Summarise data to key stakeholders in clear and concise formats.
- Ensure that the careers programme is included in all parent information evenings & events.
- Co-ordinate and advise pupils and parents on the 16+ process process.
- Attend relevant training courses to ensure careers expertise continues to be maintained and updated over time.

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.



Person specification

Education/qualifications:

- L4 Diploma in Career Information and Advice or Career Guidance & Development L6 Diploma.

Skills:

- Excellent administrative and organisational skills, including the ability to multitask, perform under pressure and deal with competing priorities .
- Excellent communication skills, including impeccable command of spoken and written English.
- High degree of computer literacy.
- High degree of numeracy.

Knowledge and experience:

- Successful experience of meeting the needs of the full range of learners and implementing effective strategies to develop independent learning for all pupils.
- An awareness of trends in the provision of further and higher education and how learning resource provision can develop to meet changing needs of pupils.
- Proven experience of engaging pupils in independent learning provision.
- Proven experience of providing an effective e-learning environment.
- Proven experience of pupil supervision, training and development within a library environment.
- Proven experience of budget planning and control.
- Proven experience of planning and development of programmes to support pupils in independent learning.
- Good understanding of copyright legislation.

Personal qualities:

- Commitment to high educational, professional and personal standards.
- Understanding the importance of maintaining confidentiality.
- A flexible approach to work, including a sense of humour.
- Ability to manage a complex workload, to work independently and to tight deadlines.
- Commitment to equal opportunities and valuing diversity.

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 and ready to support those in need of a word of encouragement or a listening ear.

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 and uphold the rule of law.

Respect

We encourage all members of the community to respect themselves, each other, their learning environment and the wider community. We expect our pupils not just to tolerate but to celebrate difference, to respect the right of others to hold differing beliefs

or views and to develop an awareness of individual liberty. As our pupils become old enough to understand the characteristics protected by law, we look to them to challenge discrimination in all its forms and to foster healthy, positive relationships grounded in mutual respect.

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 work hard; to be responsible, organised and to manage their belongings effectively. 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 of their lessons at school, our pupils will begin to take responsibility for their personal 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 be 'comfortable in their own skin', full of self-confidence, yet always free of arrogance, and able to make sound judgements. We would like our pupils to become their best selves, not a second-hand version of someone else.

Leadership

We aim to equip our pupils to lead by example and to recognise service as a powerful form of leadership; 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 challenge what they know to be wrong; 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 without arrogance; to be conscious of the advantages they enjoy and to show gratitude for them by putting them to best use by helping others. 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 our students 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

