

# Head of Science

To submit an application please send the completed application form, a copy of your CV, the details of 2 referees and a covering letter to Kelly Miller, Head, at  
[kenjoinourteam@thomas-s.co.uk](mailto:kenjoinourteam@thomas-s.co.uk)

**thomas-s.co.uk**





# Ofsted Outstanding - February 2020

'Education in Technicolour' Tatler

'A stimulating, creative but also nurturing school in a very fashionable corner of London'  
Good Schools Guide 2021

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 Kensington in particular. It will give an insight to our values, ethos, facilities, curriculum and community.

## Application Details

Thank you for your interest in the position of Head of Science at Thomas's Kensington.

An exciting opportunity has arisen for an inspiring Head of Science to lead our highly successful Science Department. The successful candidate will have a degree in Science (or equivalent) and possess a genuine passion for the subject.

Teaching and pastoral care is outstanding and highly regarded at Thomas's Kensington. We create a culture of learning excellence where we are ambitious for our pupils, achieving academic excellence with kindness at our core, for pupils aged 4-11 years.

In 2025, Thomas's Kensington will move to a new, fully renovated building located just a 2 minute walk from our current location. The successful candidate will have the opportunity to contribute to the overall science provision, site design and resources.

This is an excellent opportunity for an enthusiastic and passionate Science practitioner to join our community. Previous experience preparing pupils for the 11/13+ assessment process would be advantageous.

A brief letter of application, curriculum vitae and a completed and signed application form with two referees, [Click Here](#) should be addressed to Kelly Miller, Head, as soon as possible at [kenjoinourteam@thomas-s.co.uk](mailto:kenjoinourteam@thomas-s.co.uk)

The Recruitment Pack should be read alongside the information available on our website.

For further details go to the Thomas's London Day Schools website: [thomas-s.co.uk/join-our-team/](http://thomas-s.co.uk/join-our-team/) or email: [kenjoinourteam@thomas-s.co.uk](mailto:kenjoinourteam@thomas-s.co.uk)

Closing date:  
**6th October 2023**

Interview date:  
**Week commencing 9th October 2023**

Start date:  
**January 2024, or an agreed date with the candidate**

*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/](http://www.thomas-s.co.uk/policies/) under the 'Thomas's Policy' tab.*



# Head of Science

## January 2024

### Welcome to Thomas's Kensington

#### 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 Thomas's Kindergarten in Battersea.

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, whether 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 and creative 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 Kensington

The teaching at Thomas's Kensington is inspiring and imaginative, enabling our pupils to achieve excellent academic results – the ideal preparation for their move to a range of superb secondary schools. Pupils of different abilities are challenged and supported throughout their journey at Thomas's Kensington and we pride ourselves on ensuring that each child is treated as an individual.

The approach to teaching and learning 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, and standards are high. 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. INSET and courses are a strongly established culture within the school. Academic standards are very high, and there is a strong and vibrant co-curricular programme emphasising breadth. The school was recognised by Ofsted in 2008, 2011, 2017 and 2020 as 'outstanding' in each category. We have since moved to ISI and await our next inspection.

Demand for places in the school is considerable, with most children arriving at the school in Reception. Children leave at 11+ for London day and boarding schools or move to Thomas's Battersea.



*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.*

# The Role

## Science Subject Leader

**Reporting to:**  
Head

**Line Manager:**  
Deputy Head, Teaching & Learning

**Responsible for:**  
Science teachers and overseeing the Science curriculum at Thomas’s Kensington

### MAIN PURPOSE

The subject leader will take lead responsibility for providing leadership and management for Science, to secure:

- High quality teaching and learning
- Effective use of resources
- Improved standards of learning, achievement and outcomes for all

### DUTIES AND RESPONSIBILITIES

#### Strategic direction

- Develop and implement policies for Science in line with our school’s commitment to high-quality teaching and learning
- Promote the subject, its importance, and the value that it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the subject

- Promote pupils’ spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school’s values, visions and aims
- Work with the special educational needs and disabilities co-ordinator (SENDCo) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS
- Liaise with other Thomas’s subject groups on subject-related events, projects and activities
- Have knowledge and understanding of the ISI inspection framework and required Independent Standards
- Maintain an extensive portfolio of evidence of initiative, progress, events and other documentation to present in the event of an inspection



## Leading the curriculum

- Develop and review regularly the vision, aims and purpose for the subject area
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development
- Achieve challenging professional goals
- Take responsibility for their own professional development
- Contribute to the SEF and School Improvement Plan
- Adhere to and manage resource budgets

## Leading and managing staff

- Hold team meetings on the subject to keep staff informed of any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area

- Coach and model team teaching
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Have a thorough knowledge of the ISI inspection framework and required Independent Standards
- Chair internal Science meetings to prepare for inspection
- Attend Inspection Preparation Team meetings
- Keep accurate training records relating to Science to use as evidence and a point of discussion during an inspection
- Coherently vocalise Thomas's Kensington's approach towards Science for prospective and current parents

## Efficient and effective deployment of resources

- Work with the English subject leader to ensure that links between the subject topics and fiction and non-fiction books are used within the English curriculum
- Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience

The Science Leader needs to work on his or her own initiative and do all that is incidental and conducive to the smooth running of the subject and its administration. The job description and allocation of particular responsibilities may be amended from time to time at the discretion of the Head.



# Person Specification

## ESSENTIAL

### Qualifications

- A recognised teaching qualification/degree

### Skills

- Excellent organisational, administrative and technology skills.
- The ability to coach and extend pupils, developing key skills and strategy.
- Adhere to and abide by the Professional Teaching Standards.

### Personal Qualities

- Commitment to safeguarding pupils.
- High levels of personal and professional integrity.
- Ability to exercise discretion and confidentiality where required.
- Positive rapport with pupils and parents.
- High standards of personal presence and presentation and attention to detail.
- Ability to communicate concisely and sensitively, both orally and in writing, to various audiences.
- Be flexible.
- Excellent time management skills.

### Attitudes

- Organised, energetic and able to self-direct.
- Positive and enthusiastic.
- Ability to think creatively and imaginatively.
- Ambitious and aspirational.
- Kind and courteous, in line with Thomas's ethos.





# Our Values



**Kindness**

## 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**

## 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**

## 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



**Respect**

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.



**Perseverance**

## 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.



**Independence**

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.



**Confidence**

## 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.



**Leadership**



**Humility**

## 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.



**Givers,  
Not Takers**





**Be Kind  
Be Thomas's**