



1:1 Learning Support Assistant

(Linked to named child and will continue whilst the child is a pupil at Thomas's Battersea)

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

thomas-s.co.uk



1:1 Learning Support Assistant

(Linked to named child and will continue whilst the child is a pupil at Thomas's Battersea)

April 2025

Application Details

We are looking to recruit an experienced, enthusiastic 1:1 Learning Support Assistant to join our dynamic and committed Learning Support team to support a named child.

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

www.thomas-s.co.uk/join-our-team
or email:
batjoinourteam@thomas-s.co.uk

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

Applications will be considered upon receipt and interviews will be arranged as soon as mutually convenient.

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

This is a term time role.

Competitive salary and conditions are offered.

The interview process for shortlisted candidates includes a school tour, an observed learning activity evaluated by a member of our Senior Leadership Team (SLT), and a series of interviews. These interviews will focus on the key responsibilities of the role, along with safeguarding and promoting the welfare of children.

Closing date:
Monday 24th February 2025

Interview date:
w.c. 3rd March 2025

Start date:
April 2025

Thomas's London Day Schools are committed to safeguarding the welfare of children and young people and expect all staff, volunteers and visitors to share this commitment and work in accordance with our child protection policies and procedures. All posts are subject to screening appropriate to the post including checks with past employers and the DBS service. The school will undertake online searches on shortlisted applicants and may require applicants to provide details of their online profile, including social media accounts. For details of the checks which will be undertaken as part of our recruitment process, please see our Safer Recruitment Policy which can be found here www.thomas-s.co.uk/policies/ under the 'Thomas's Policy' tab.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

As an equal opportunities employer, Thomas's is committed to the equal treatment of all current and prospective employees and does not condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity or marriage and civil partnership. Thomas's aspire to have a diverse and inclusive workspace and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply and join the Group.

Thomas's London Day Schools

Welcome

A family-run group

Welcome to Thomas's London Day Schools. We are a family-run group of co-educational independent schools in central London, which seek to give an exceptional start in life to more than 2,000 children between the ages of two and eighteen.

Every member of the Thomas's community is expected to live by our most important school rule, which is simply to 'Be kind'.

Aims

We aim:

- To offer an exceptional education to young people aged 2 to 18 which is forward-thinking and outward-looking, with kindness at the core.
- To ensure that every member of our school communities learns and lives by a strong set of values.
- To enable our pupils to achieve academic success through a broad curriculum and a four-dimensional approach to education which develops knowledge, skills, character and metacognition.

Vision

Net contributors to society

Our vision is that every pupil leaves Thomas's with core values and a strong sense of social responsibility; inner strength and positive physical and mental health; academic success and a wide range of skills, interests and attributes; curiosity about the world and a love of learning. We strive to ensure that a Thomas's education equips all of our pupils with optimism about and preparedness for the future, setting them on a path to become net contributors to society and to flourish as successful, conscientious and caring citizens of the world.

Values

We subscribe to ten core values:

- Kindness and Courtesy
- Honesty and Respect
- Perseverance and Independence
- Confidence and Leadership
- Humility and being Givers, not takers

*The Heads and Principals
Thomas's London Day School*

Job Description

1:1 Learning Support Assistant

(Linked to named child and will continue whilst the child is a pupil at Thomas's Battersea)

Job: 1:1 Learning Support Assistant

Accountable: To the Head of Learning Support & Enrichment and parents of the supported child

Responsible for: A named child

Key areas of responsibility

- To support the child's learning in class, with a specific focus on their emotional regulation, social communication skills and following teacher-led instructions
- Ensure a secure environment where the pupil feels safe and able to access their learning
- To facilitate a child in aspects of the school day promoting independence, academic development and social integration
- To support the child to make suitable choices, particularly when responding to adult-led instructions and socialising with peers
- To adapt lessons or activities where necessary
- Implement treatment programmes and strategies as instructed by the child's
- OT and SALT, where necessary. Actively seek guidance and help with this when your own skills set requires and attend therapy sessions if needed
- Accompany the child to all non academic lessons facilitating active participation and development of the child's own personal skills – e.g. Drama, Music and Art
- Monitor and advise teaching staff / parents on the child's ability to undertake expected classroom activities
- Whilst acting as the child's advocate and assistant taking care not to engender dependency
- To undertake any duties as required by school in relation to the child's overall wellbeing

Scope of Responsibilities

Carry out any other reasonable duties as requested by the Head or Senior Management team. This job description contains an outline of the typical functions of the job and is not an exhaustive or comprehensive list of all possible jobs responsibilities, tasks and duties. The job holder's actual responsibilities, tasks and duties might differ from those outlined in the job description, and other duties commensurate with this level of responsibility may be either permanently or temporarily assigned as part of the job.

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.



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

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.



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**
