

Drama Teacher (Maternity Cover)

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
Annette Dobson, Headmistress
c/o Willa Barham - wbarham@thomas-s.co.uk

www.thomas-s.co.uk



Ofsted Outstanding - March 2018

A 'busy, buzzy school' The Good Schools' Guide

Our website www.thomas-s.co.uk contains detailed information about Thomas's London Day Schools in general and Thomas's Fulham in particular. It will give an insight to our values, ethos, facilities, curriculum and community. We have a twitter feed @ThomassFulham which showcases our day to day activities well.

Application Details

Applications are invited from enthusiastic and dynamic candidates for a maternity cover post teaching Drama across our age range. The successful applicant, an inspirational and innovative teacher, will join our flourishing, forward-thinking school.

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

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

To apply for this post please complete the school's application form and

forward it together with your CV to wbarham@thomas-s.co.uk
Applications considered on receipt.

Closing date:
Friday, 16th April 2021

Interviews to be held:
W/C Monday, 3rd May 2021

Start date:
Friday, 3rd September 2021

We 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 an enhanced DBS check.

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



Job Description and Person Specification for Drama Teacher (Maternity Cover)

The Drama Department is made up of one full time teacher (this role) and one part time teacher.

Teaching:

- Teach Drama across the primary age range
- Prepare schemes of work, medium and short-term plans, in conjunction with colleagues in Drama dept and more widely as necessary to enable links with other areas of learning
- Plan, resource and deliver engaging lessons that meet the needs of all pupils enabling rapid progress
- Adopt a Blended Learning approach when relevant ensuring that digital resources are used to enhance learning creatively
- Plan for differentiation taking into account all abilities and vulnerabilities, adapting planning and teaching to meet the needs of pupils
- Maintain good pupil behaviour and learning attitudes to ensure effective teaching and learning
- Provide regular and timely written and verbal feedback which provides pupils with the information they require to move forward
- Liaise with the Head of Learning Support and Enrichment
- Provide a stimulating, motivating learning environment
- Write/ adapt and direct annual plays or musicals for each year group, with a strong focus on inclusive, ensemble storytelling
- Liaise with Music department for all musical productions
- Liaise with technical production team and Art department to plan and oversee aspects of staging productions - stage design; props; costumes; lighting; sound
- Create rehearsal schedules for each year group's annual production - for children, staff and technical team
- Prepare LAMDA drama club pupils in Years 4 - 6 for LAMDA Speech and Drama exams
- Co-run after-school Drama clubs with colleague in Drama Department
- Prepare pupils' readings for school events, e.g. Carol Service, as required
- Oversee Year 6 children's Drama scholarship applications for secondary schools as necessary
- Liaise with other Thomas's Heads of Drama where appropriate or necessary

Assessment and Reporting:

- Embrace Assessment for Learning strategies
- Make regular assessments of pupils' attainment and progress in line with our policies including through digital platforms
- Follow our feedback and marking policy to provide advice for pupils on how to improve
- Use individual and group assessment information to plan, track and set targets
- Write reports on pupils' attainment and progress as required
- Attend parents' evening, and initiate communications as needed, to discuss progress with parents

Professional Development:

- Participate fully in PPD (Personal Professional Development) programme
- Attend/ participate in all relevant internal and cross-school training whether online, in school, at a sister school or externally
- Evaluate performance and be committed to improving practice through professional development
- Act upon advice and feedback and be open to coaching and mentoring
- Observe and be observed by colleagues as a means of sharing good practice
- Stay up to date with current educational practice as well as curriculum development and professional practice specific to Thomas's

Staff Meetings:

- Attend all relevant staff meetings

Cover:

- Supervise and teach classes covering short-term absence as outlined by senior leaders

Person Specification Drama Teacher

Pastoral Care:

- Adhere to all safeguarding practice and procedures
- Actively promote the school's culture of vigilance
- Follow code of conduct and expect pupils to do the same
- Maintain excellent behaviour and attitudes within classes
- Be actively involved in promoting the well-being of pupils
- Signpost pupils to internal support as needed
- Live by the schools values and ethos in day to day professional life
- Strive to develop positive relationships with all stakeholders
- Be a role model for pupils in terms of personal standards of conduct, appearance and punctuality
- Report any academic or behavioural problems to relevant senior leaders in a timely fashion
- Maintain open lines of communication with parents
- Attend regularly scheduled and occasional school events e.g. school assemblies and church services
- Carry out pastoral duties on a rota basis e.g. break and lunchtime duties
- Seek support from Leadership Team for personal wellbeing needs as required

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).

Qualifications and Experience:

- A qualified teacher of Drama or a qualified teacher with experience of/ keen interest in teaching Drama as a specialism
- A commitment to pursuing personal interest in Drama
- An excellent and innovative classroom practitioner

Practical Skills:

- High expectations of pupils' attainment, progress and behaviour
- Strong digital skills – for enhancing learning and work efficiency
- Outstanding verbal and written skills
- 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

Personal Qualities:

- Works effectively as part of a team, building positive relationships with colleagues
- Shares our values and respects our ethos and will play a full part in the life of the school
- Has a personal philosophy of teaching which reflects our pedagogical approach
- Ability to motivate pupils and staff to achieve their potential
- Has strong rapport with children from the age of 4 to 11
- Excellent interpersonal skills - communicate and interact well
- Dynamic, self-motivated and flexible
- Approachable, confident, sense of fun
- Form and maintain appropriate relationships and personal boundaries with children and young people
- Uphold the school's culture of Safeguarding vigilance



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.

We are committed to a creative and collaborative approach to learning with emphasis on an enquiry approach, Blended Learning, Digital Literacy and metacognition. Academic standards are high and the curriculum is truly rich, broad and balanced. The following subjects are specialist taught: Art and Design, Drama, Computing, MFL, Music, P.E., Ballet, Science (in Years 4,5 and 6) and Latin (in Years 5 and 6). In KS2 there is some academic subject setting.

A co-educational school with approx. 440 pupils, there is a three class per year structure, although current Year 5 is made up of four classes. Reception to Year 2 make up our Lower School and Years 3-6 constitute the Prep School. Pupils move on at 11+ to their senior school or prepare for 13+ senior school entry at one of our sister schools. Thomas's are opening a senior school in 2021 to provide a seamless, through-school education, with entry points at Year 7 and Year 9.

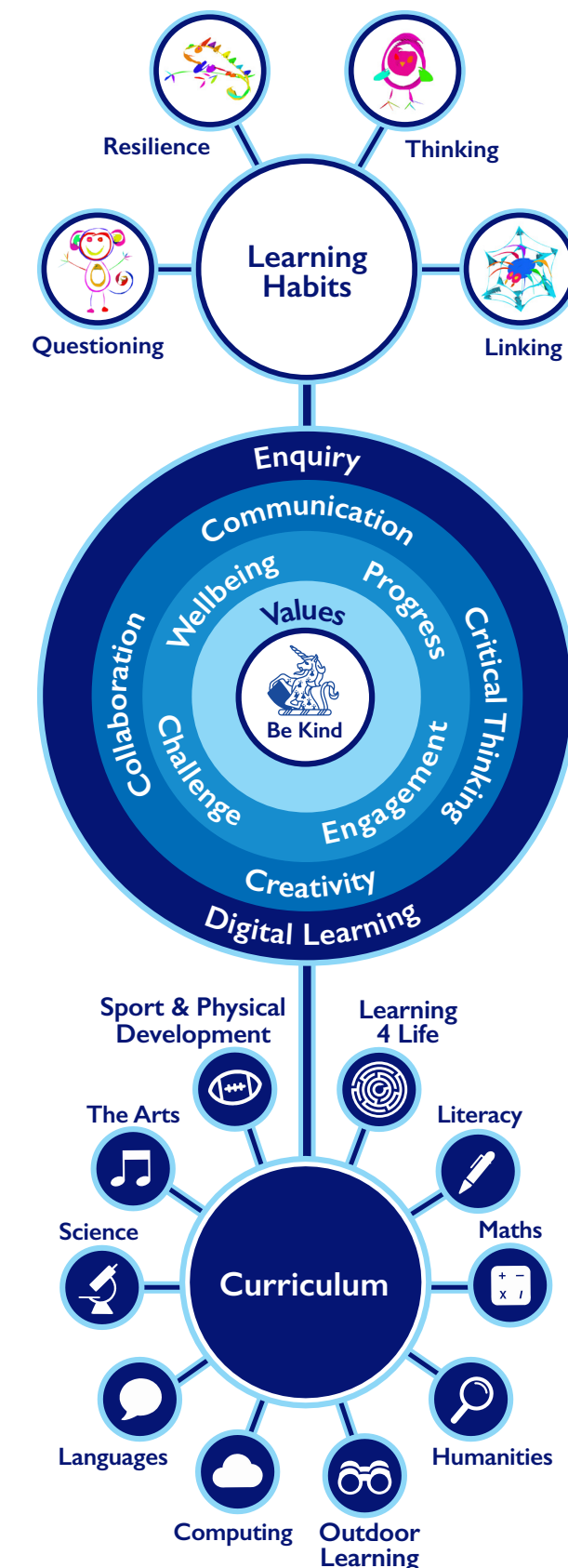
In a survey of our parent body, carried out by RSAcademics, the words used most often to describe our school were rounded, sociable, energetic, welcoming and sporty.

The senior leadership team consists of the Head, Deputy Head (Pastoral), Curriculum Deputy Head, Assistant Head (Welfare), Head of Lower School, Assistant Head (Teaching, Learning & Communities), Outcomes and Progress Lead and Head of Learning Support and Enrichment. We put strong emphasis on professional development.

March, 2021

Thomas's Fulham Learning Circles

Forward Thinking, Outward Looking & Values Based



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**



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 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 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.



FRIENDSHIP BENCH



**Be Kind
Be Thomas's**