



# 1:1 Learning Support Assistant (September 2025 start)

For further details please go to the  
Thomas's London Day Schools website:  
[thomas-s.co.uk/join-our-team](https://thomas-s.co.uk/join-our-team)  
or e-mail [vstanton@thomas-s.co.uk](mailto:vstanton@thomas-s.co.uk)

[thomas-s.co.uk](https://thomas-s.co.uk)



# 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*

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

## Application Details

This recruitment document should be read alongside the information available on our website.

[thomas-s.co.uk](http://thomas-s.co.uk)

**Applications will be considered upon receipt so an early application is encouraged**

Competitive salary and conditions are offered

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

This is a term time role.

**Start Date**

September 2025

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or email:  
**[vstanton@thomas-s.co.uk](mailto:vstanton@thomas-s.co.uk)**

### Benefits

- Continuous Professional Development opportunities
- Employee Assistance Programme - offering a wide range of benefits to support employee physical, mental and financial health needs
- Group Personal Pension Plan, administered by Aviva. The employer contribution is set at 5% of salary with the default employee contribution set at 3% of salary.
- Death in Service Benefit
- Free Daily school meals during term time

*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.*

# Welcome to Thomas's Clapham

Thank you for your interest in the position of **1:1 Learning Support Assistant** at Thomas's Clapham.

Thomas's Clapham is a community filled with energy, excitement and enjoyment. Our community holds kindness and creativity at its core, and we look to embrace the joy of childhood in all that we do.

I am looking to recruit an experienced, enthusiastic and flexible Learning Support Assistant to join our dynamic and committed Learning Support Team. This position is for approximately twenty-five hours per week, with the hours spread over either four or five days each week. However, more full-time or part time hours may be considered (between 15 and 32 hours per week), please make your preference for hours clear in your application form, and this can be discussed further at the interview stage. The successful candidate should have experience helping children with their emotional regulation and social communication skills. They will be part of a wider Learning Support team working across the school and will be answerable to the overarching Head of Inclusion and Enrichment.

This is a great opportunity for a Learning Support Assistant to join our community. We are looking for a person who can quickly generate confidence and respect and who is capable of fostering highly positive working relationships with children, parents and colleagues.

Applications will be considered upon receipt so an early application is strongly encouraged.

## **Nathan Boller, Head**

*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 to the Head (if different).*



# Background and context

Thomas's London Day Schools educates over 2000 children at five schools – Thomas's Battersea, Thomas's Clapham, Thomas's Fulham, Thomas's Kensington, Thomas's Putney Vale, 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.

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 a coeducational education 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.

**Thomas's Clapham** opened in 1993 on the site of the former Clapham County Girls' School on Broomwood Road between Wandsworth and Clapham Commons. By then, Thomas's Kensington had opened in 1981 and the original Thomas's had moved to larger premises and became Thomas's Battersea in 1989. Thomas's Kindergarten had opened nearby in 1992. Thomas's Fulham opened in 2004. Joanna and David Thomas retired from the active management of the group in 1999. Thomas's is now run by their sons Ben and Tobyn.

In September 2021, Thomas's opened its first senior school, Thomas's Putney Vale, taking pupils up to the age of 16. In the Michaelmas Term 2023 Thomas's were delighted to announce the completion of the acquisition of an exceptional site in Richmond to provide outstanding new premises for our co-educational secondary school. The new school, Thomas's College, will open in September 2025 and will offer a world-class secondary education to pupils aged 11 to 18.

There are currently 651 children aged from 4 to 13 on the roll at Thomas's Clapham. Demand for places at the school is considerable with most children arriving in Reception. 13+ is the main exit point for our pupils where they head to a combination of London Day and Boarding schools.

The school was recognised by Ofsted as Outstanding in each category in February 2018 and is now part of ISI. A regulatory compliance inspection was completed at Thomas's Clapham in January 2023.

## Ethos

Thomas's Clapham has long been committed to living our values, being kind, and being creative. From the school's origins in 1993, we have been renowned for our intellectual rigour and high academic standards, whilst never losing the ability to embrace the joy of childhood in all that we do.

We are committed to developing a culture of thinking whereby pupils are safe, kind, calm, and ready to engage with their world. It is grounded in our belief that learning is a consequence of thinking and that the best schools draw upon evidence-based innovation, the latest cognitive and wellbeing research, and global trends in education to build a 21st-century ecology.

## Campus and strategic development

Thomas's Clapham is housed in a Grade II listed building which was built between 1904 and 1908 as a girls' grammar school. Since opening in 1993, the campus has been greatly improved and updated. The facilities include a Drama studio and fully equipped theatre space. New classrooms and an Art, Pottery and Design Centre have been added as have outdoor learning areas including a garden dedicated to the teaching of Mindfulness.

Under the leadership of Head, Nathan Boller, Thomas's Clapham has undergone a process of reflection and review, the results of which generated a new 5 year strategic vision. Within this, modifications to the existing campus plans will be integrated to ensure the learning, community, and organisational structure create a 21st century ecology.



## Wellbeing at Thomas's Clapham

Thomas's Clapham has a strong and supportive wellbeing structure. Class teachers and form tutors take a close interest in their pupils' wellbeing, and at the heart of this are the positive relationships which we tirelessly foster at every level. Pupils are supported by Year Leaders who have broad responsibilities for the wellbeing of pupils in each year group.

Wellbeing is actively taught and our assembly programme is central to pupils being happy at Thomas's Clapham. We are a listening school and through teaching about choices and personal responsibility, pupils build balanced social relationships and control their behaviour by avoiding thoughts and actions that get in the way of them achieving their goals and reaching their potential.

Pupil agency and voice is a crucial part of how we reflect on and improve our school. Pupils of all ages form our many representative committees and volunteer groups. It is their action and energy that propels our school forward.

Thomas's Clapham believes that all members of the community should Be Safe, Be Kind, Be Calm, and Be Ready. A shared understanding of these four rules, and a focus on school values, underpin our positive behaviour management approach.

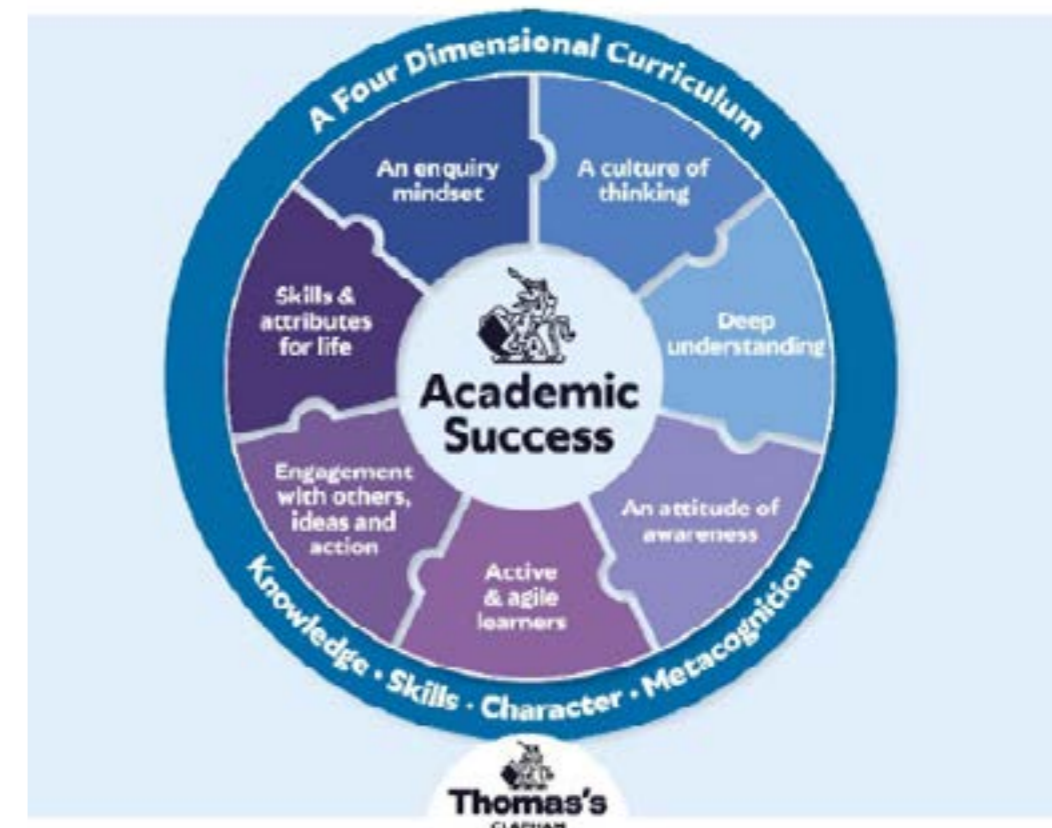
Thomas's London Day Schools fully recognise their responsibilities for Safeguarding and Child Protection.

## Learning at Thomas's Clapham

Thomas's Clapham is committed to developing a culture of thinking within every learning environment. This is grounded in the belief that learning is a consequence of thinking, and that learning is everywhere. We aim to have a community full of pupils who assume an active role in their learning, and who are adaptable thinkers; thinkers who engage with others, with ideas, and importantly, with action. Much of this comes from our school embedding an instructional framework that allows for critical, creative and reflective thinking.

Thomas's Clapham respects the importance of teaching for understanding, especially through an enquiry mindset where knowledge and information is connected to the lives of our children. Thinking and learning at Thomas's Clapham is about encouraging children to learn about the world to command and control it, not simply to fit in it. Our ambition is that every learning opportunity allows pupils to refine their thinking through exploration, investigation and discussion.

The National Curriculum is the starting point, but in each subject work is planned to stimulate and challenge. 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 approach. Continuous professional development is a strongly established culture within the school.



# Co-Curricular

Academic standards and expectations are exceptional. There is a strong emphasis on the breadth of learning and experiences through our enquiry-based curriculum that develops

- A culture of thinking
- Deep understanding
- An attitude of awareness
- Active and agile learners
- Engagement with others, ideas and actions
- Skills and attributes for life
- An enquiry mindset

As a part of our 4D curriculum pupils are offered a range of opportunities encompassing sport, art, drama, trips, tours, a wide array of clubs and music.



# The Role

## 1:1 Learning Support Assistant (25 hours per week over four or five days)

More full-time or part time hours may be considered (between 15 and 32 hours per week)

Please make your preference for hours clear in your application form, and this can be discussed at interview

**Accountable:**      **The Head of Inclusion and Enrichment**

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### Professional Standards

- Provide consistent, responsive support for the pupil's learning, emotional regulation, social communication, and ability to follow teacher-led instructions.
- Promote a safe, supportive and inclusive environment where the pupil feels secure and ready to engage in learning.
- Facilitate the pupil's participation in all aspects of school life, encouraging independence, academic progress, and social integration.
- Support the pupil in making positive and appropriate choices, especially when responding to adult guidance or interacting with peers.
- Adapt tasks, resources or delivery methods to suit the pupil's needs, ensuring barriers to learning are reduced.
- Implement strategies and programmes as recommended by the pupil's Occupational Therapist (OT), Speech and Language Therapist (SALT), or other external professionals.
- Proactively seek support and attend therapy sessions with the pupil when needed, to understand and apply therapeutic approaches.
- Provide support across all lessons (as required), ensuring the pupil is actively engaged and progressing in line with their individual learning plan.
- Observe and communicate regularly with teaching staff and parents regarding the pupil's academic, emotional and social development.
- Promote independence while providing support — acting as the pupil's advocate without creating over-reliance.

- Carry out any additional duties required to support the pupil's overall wellbeing and development, as directed by school leadership.
- Share updates through the class teacher or form tutor to ensure a coordinated and informed approach to the pupil's needs.



# Person Specification

## Skills and Experience

- Experience supporting children with Special Educational Needs and Disabilities (SEND) in a classroom or learning environment.
- Strong active listening and verbal communication skills.
- A proven ability to build positive, trusting relationships with pupils by understanding and responding to their individual needs.
- Ability to establish and maintain appropriate professional relationships with pupils and colleagues, working collaboratively as part of a team.
- Emotional resilience and a calm, reflective approach to working with children who may display challenging behaviour.
- Excellent interpersonal, organisational and communication skills.
- Ability to observe and monitor pupil engagement and adapt activities, instructions or the learning environment to suit individual needs.
- A professional and thoughtful approach to using authority and maintaining positive discipline.
- Strong time management skills and the ability to remain flexible and solution-focused in a busy school environment.
- Capacity to handle complex and sensitive issues with empathy, discretion and professionalism.
- A caring, diplomatic and patient nature, with a genuine commitment to inclusive education.

# Professional Values and Conduct

- A commitment to upholding public trust in the education profession and maintaining high standards of ethics and behaviour, both within and outside school.
- Professional regard for the school's values, ethos, policies and practices, and a commitment to high standards of attendance and punctuality.
- A positive, respectful attitude that fosters strong relationships with pupils, colleagues and the wider school community.
- A commitment to promoting inclusion, celebrating individual differences and respecting cultural diversity.

This job description contains an outline of the typical functions of the job and is not an exhaustive or comprehensive list of all possible job 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.

## Terms and conditions

A competitive salary and conditions are offered.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with the Disclosure and Barring Service (DBS) and the Prohibited from Teaching or Management lists.

The successful applicant will be required to complete a self-disclosure Medical Questionnaire.

The appointment is subject to satisfactory references and security checks, clearance from the DBS, proof of identity and qualifications and a medical report.



**Be Kind  
Be Thomas's**