

# Maths Subject Leader (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**



# Application Details

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

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

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Competitive salary and conditions are offered

**Start Date:**

September 2025

**Closing date:**

9.00am on Wednesday 5th March

**Interview date:**

Wednesday 12th March

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

**Pension scheme and associated benefits for teaching staff (joining from 1.8.24)**

Thomas's London Day Schools Group Personal Pension Plan, administered by Aviva is the Defined Contribution pension scheme for teaching staff joining on or after 1 August 2024.

The employer contribution has been set at 22% of salary with the default employee contribution set at 10% of salary. However, teachers joining the scheme have the option to contribute more, if desired, or less, subject to a minimum employee contribution of 3%.

**Alternative Death Benefits**

Members of the DC scheme will be insured under a Group Life Assurance policy for a lump sum payment on death in service of 5 times their salary. This level of benefit is higher than the death in service benefit provided by Teachers' Pensions.

**Alternative Ill-Health Benefits**

A Group Income Protection (GIP) policy allows the School to offer a replacement income to eligible employees in the event that they are unable to work due to illness or injury.

Members of the DC scheme will be insured under a Group Income Protection policy offering the following terms:

- 50% of salary, plus 22% employer pension contributions based on full salary, payable for up to 5 years, following an initial waiting period of 6 months.

Further details of the scheme and benefits will be provided on request and on appointment.

**Safeguarding**

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



# Welcome to Thomas's Clapham

Thank you for your interest in Thomas's Clapham. I am delighted that you are considering applying for the position of **Maths Subject Leader** and hope that this document will provide you with the information you require about the role and our school.

The successful candidate will be responsible for leading the Maths Department and teaching Maths in the Upper School (Years 5 to 8). You will be leading a team that supports each other to plan and provide an inclusive, innovative and inspiring learning environment in ways which are consistently challenging and enriching, and seizing every opportunity to celebrate every child's effort and achievement.

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

## 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 Toby.

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.

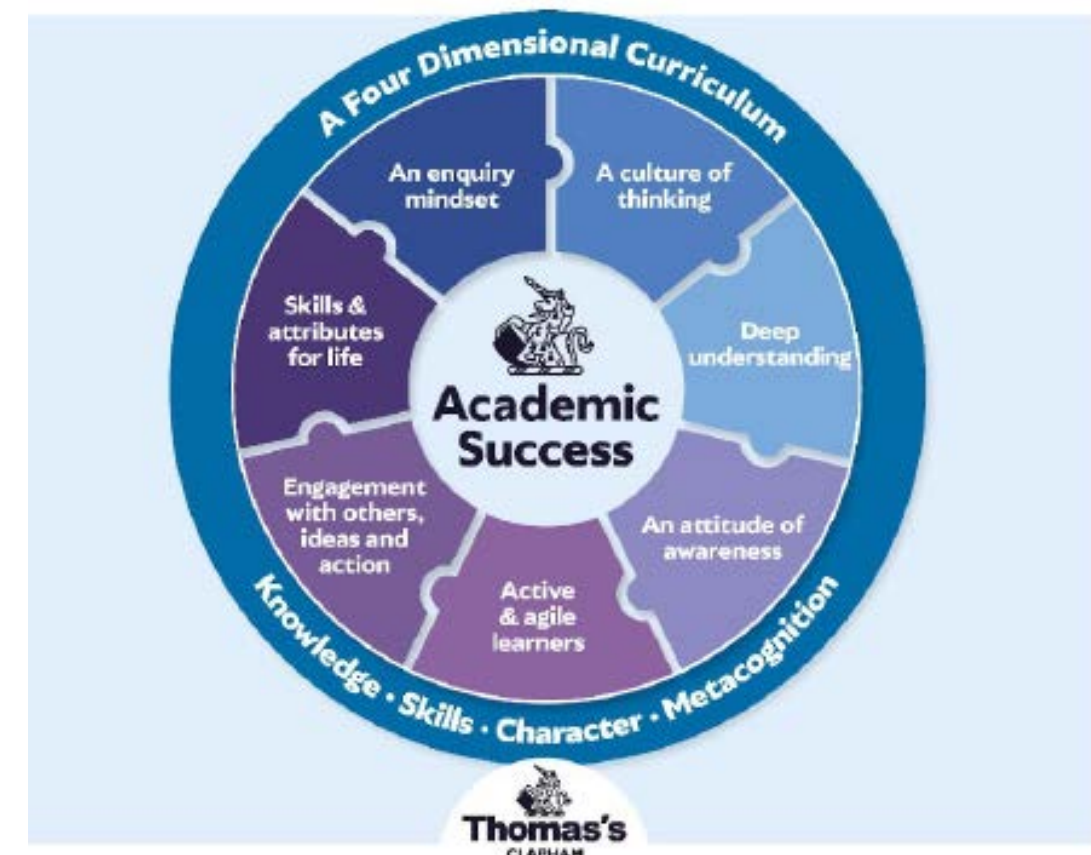
Thomas's London Day Schools fully recognise their responsibilities for Safeguarding and Child Protection.

## 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.





## Culture of Thinking

Thinking Frames and Thinking Routines are also used as tools to support and develop metacognition. These tools, which become part of everyday classroom life right from Reception to Year 8, help pupils' thinking and learning to become visible.

The Thinking Frames are used to:

- Support learning through strengthening neural connections
- Make specific cognitive processes explicit
- Provide a common language focused around thinking

The Thinking Routines are a short series of steps that guide pupils' thought processes and encourage the consolidation and internalisation of information in a meaningful and coherent way. Additionally, the routines lead to a growth in confidence, improvement in critical thinking and to open discussions.

## Maths in the Upper School at Thomas's Clapham

The teaching of Maths at Thomas's Clapham is engaging and inspiring at every level of the school. Maths is taught by specialist class teachers in the Upper School. In smaller sets and differentiated groups, our provision ensures that pupils have all they need to flourish whatever their future school path is. The Maths department is forward-looking and embraces enquiry mindset, whilst ensuring academic rigour. Thoughtful use of technologies within the SAMR framework supports learning in the classroom and at home.

## The Role

**Accountable:** To the Head of Upper School and Deputy Head - Learning and Teaching

**Responsible for:** Leading the Maths Department and planning and teaching Maths to classes in the Upper School.

### Key areas of responsibility

- To play a pivotal role in leading the Maths Department.
- Work closely with counterparts in the Lower and Middle school to ensure the curriculum is progressive and mapped clearly.
- To teach Maths to Years 5 to 8.
- To promote high-quality teaching and learning, providing clear structures for lessons which maintain pace, motivation and challenge.
- To set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline within an optimistic environment where well-focused teaching and positive, productive relationships are the norm.
- To ensure that the classroom is a purposeful environment, ensuring that the learning resources are well organised and accessible to staff and pupils, embracing pupils' work on paper, display and in the general atmosphere created in the classroom.
- To plan effectively to ensure the pupils have the opportunity to meet their potential, taking careful account of the needs of every child.
- To use Assessment for Learning strategies within teaching to support the effective progress of every child.
- To use data and assessment information about pupils to track progress and set targets.
- To use Digital Technologies where appropriate to assist lesson preparation, teaching and learning, reporting, and administration.
- To be aware of the new developments and advances in the teaching and direction of Maths.
- To take part in the school's CPD and INSET programme, and fully participate in Personal Professional Development (PPD), accepting that it will act as a vehicle for self-development and school improvement.
- To take part in collaborative decision-making about issues relating to Maths through regular departmental meetings.

- To write reports and reviews, and monitor and evaluate pupils' learning.
- To develop open, easy and professional relationships with colleagues.
- To be accessible and amenable to regular parental contact, attend parent-teacher meetings, and develop open and professional relationships with parents.
- To contribute to the Maths department outside of the curriculum eg Pi Day, Puzzle Day, Financial Literacy Week, Maths competitions etc.
- To be a Form Teacher for an Upper School class.
- To undertake supervisory duties, attend assemblies, and school lunch, and to cover for absent colleagues.
- To play a full part in the life of the School, contributing to the rich and varied extra-curricular programme, and any other school occasions and events as required by the Head.
- To support and contribute strongly to the corporate life of the school.
- To establish a safe environment that supports learning and where pupils feel secure and confident, and complying with all Health and Safety requirements.
- To ensure the best possible practice.
- To prepare pupils for examinations for future schools.
- 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.

## Qualifications and experience required

We want to appoint a KS3 specialist to lead the department. A sense of humour, adaptability, a commitment to teamwork and a strong desire to make a difference are vital to our philosophy.

In addition to the candidate's ability to perform the duties of the post, the interview will also explore the issues relating to safeguarding and promoting the welfare of children including;

- Motivation to work with children and young people
- The ability to form and maintain appropriate relationships and personal boundaries with children and young people

## 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.

# 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**

