



Thomas's
FULHAM



PE TEACHER RECRUITMENT

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



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 to teach PE throughout the primary years including Boys' Games. The successful applicant will be an inspirational teacher and join our flourishing, forward-thinking school.

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

Closing Date:
Wednesday 10th February 2021

Interviews to be held:
W/C Monday 22nd February 2021

Start date:
Monday, 6th September 2021

First round of interviews will be held virtually and the second round face to face.

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





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.

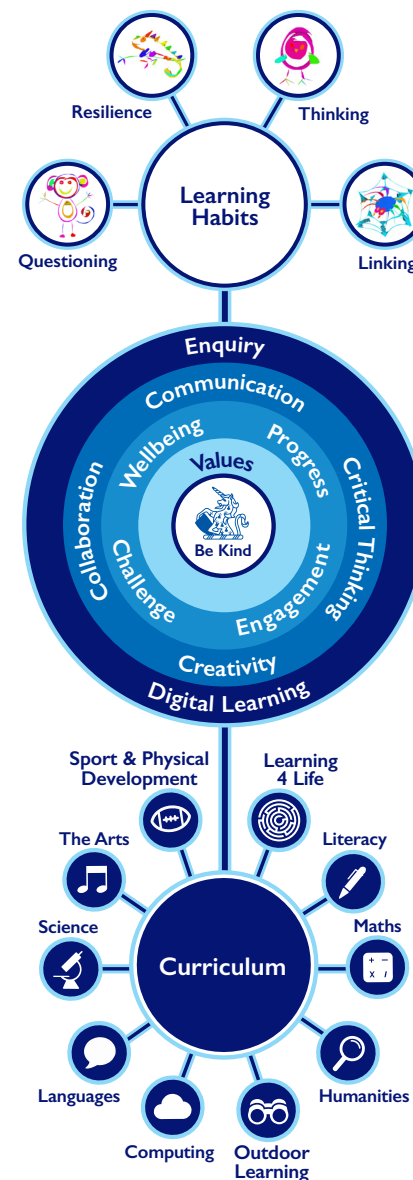
The senior leadership team consists of the Head, Deputy Head (Pastoral), Curriculum Deputy Head, Assistant Head (Welfare), Head of Lower School, Assistant Head (Teaching, Learning & Communities), Outcomes and Progress Lead and Head of Learning Support and Enrichment. We put strong emphasis on professional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

January, 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





Person Specification

P.E. Teacher

We are seeking to appoint a P.E. Teacher who:

- Is a qualified teacher and has undergone appropriate P.E. related training. Primary experience, although beneficial, is not essential for the right candidate
- Has a thorough and up-to-date knowledge of PE with a particular interest and strength in two of the following areas: cricket, football, rugby, hockey and/or swimming
- Has the ability to umpire and organise tournaments where required in all curriculum areas
- Has the knowledge to teach all key areas of PE to boys and girls in Rec to Year 6
- Has excellent organisational and administration skills.
- Is committed to involvement in extra-curricular activities and the wider life of the school
- Works effectively as part of a team, building positive relationships with colleagues
- Has high expectations of pupils' attainment, progress and behaviour
- Plans effectively and is sensitive to the learning needs of pupils of different abilities
- Has a good rapport with children from the age of 4 to 11 years
- Has good communication skills with parents and pupils, understanding the importance of PE within our broad curriculum and to the parent body
- Adopts high standards of professional conduct and an appropriate demeanour at all times, considering the impact of his/ her own actions
- Ensures assessment for learning strategies are at the forefront of practice, that pupils' progress is recorded and tracked as per department guidelines

Job Description

P.E. Teacher

Based on the Teachers' Standards Framework.

RESPONSIBLE TO: The Head

SUPERVISED BY: The Head of P.E.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to- date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1) Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2) Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

3) Demonstrate good subject and curriculum knowledge

- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4) Plan and teach well structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of- class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5) Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them



6) Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7) Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8) Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - Showing tolerance of and respect for the rights of others.
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

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).

Our Values



KINDNESS



HONESTY



RESPECT



CONFIDENCE



COURTESY

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



LEADERSHIP



HUMILITY


GIVERS,
NOT TAKERS


PERSEVERANCE



INDEPENDENCE

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.



www.thomas-s.co.uk