



Lower School Learning Assistant (November 2025 start)

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

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 Schools*

Our website 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

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.

Start Date

November 2025

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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/ under the 'Thomas's Policy' tab.

Welcome to Thomas's Clapham

Thank you for your interest in the position of **Lower School Learning Assistant** at Thomas's Clapham.

The Lower School is an area of great strength, and the children achieve highly. The quality of teaching and pastoral is outstanding and highly regarded. The successful candidate will work alongside teachers as part of a team of Learning Assistants, working collegiately and collaboratively as part of the year group teams. They will be strongly supported to provide an inclusive, innovating 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 an enthusiastic and passionate Learning Assistant 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 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.

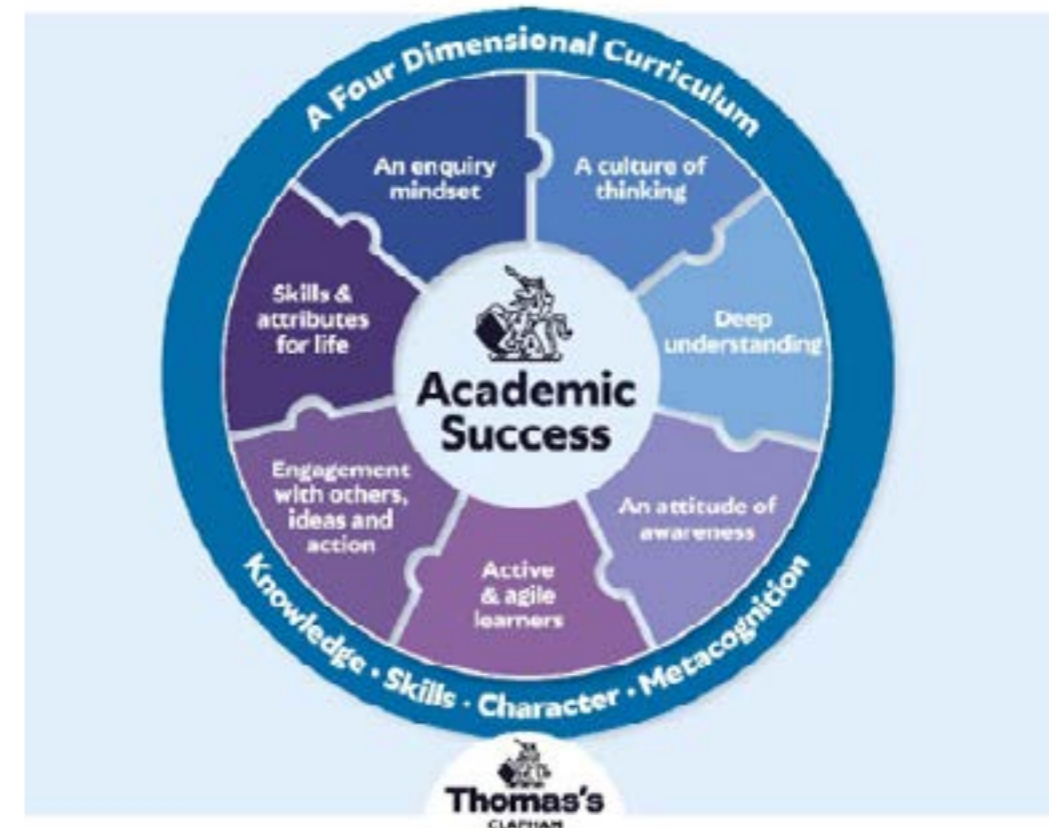
Thomas's London Day Schools fully recognise their responsibilities for Safeguarding and Child Protection.

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.



Learning Habits

Throughout the pupils' time at Thomas's Clapham, tools are provided to develop metacognition, which is the process of thinking about one's own thinking and learning. Our bespoke Learning Habits are used to aid this. Based on educational research, these are a visual, child-friendly representation of advanced learning techniques.



In an age appropriate way, the four Learning Habits encourage learners to:

- understand why and how they are learning and thinking
- think deeply, ask big questions, make connections within other areas of learning and develop resilience
- create a common language and understanding to be built upon

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.

Lower School structure and organisation

The Head of Lower School is supported by an Early Years Leader, and, Year 1 and Year 2 Co-ordinators, who oversee the learning and welfare arrangements for each year group. There are a maximum of four classes within each year group in the Lower School and staff support each other with planning, organisation and sharing areas of expertise. In the Lower School, the children are in classes of no more than 21, and stay with their form cohort for most lessons. The Form Teacher is responsible for teaching Mathematics, English, Understanding the World (Science, History and Geography) and PSHE as well as overseeing the pastoral care of their form. The Form Teachers are supported by a team of Learning Assistants.



The Role

Lower School Learning Assistant

Accountable: To the Head of Lower School

Responsible for: supporting all aspects of learning in the Lower School

Key Areas of Responsibility

- To fulfil all the usual duties and responsibilities of a Learning Assistant.
- To promote and support high quality teaching and learning.
- To promote high expectations for pupil behaviour, establishing and maintaining a good standard of discipline within a positive and optimistic environment where well-focused teaching and positive, productive relationships are the norm.
- To help ensure that the classroom is an invigorating environment for effective learning, embracing pupils' work on paper, display and in the general atmosphere created in the classroom.
- To assist the children's learning in all areas of the curriculum, including running intervention groups based on pupil needs.
- To develop open, easy and professional relationships with colleagues.
- In support of the form teacher, to be accessible and amenable to regular parental contact, and develop open, easy and professional relationships with parents.
- To maintain and manage the physical resources in the learning areas.
- To undertake supervisory duties, including school lunch, attend assemblies, attend staff meetings and INSETs and to cover for absent colleagues.
- To run a weekly club.
- To help with the annual year group production.
- To attend staff meetings, School INSET, and attend professional courses to enhance teaching effectiveness and qualifications.
- To support and contribute strongly to the corporate life of the school (e.g. contributing material to newsletters, the school magazine, the web site, attending events etc).
- To fully implement school policies and practices.
- To comply with all Health and Safety requirements.
- To establish a safe environment that supports learning and where pupils feel secure and confident.
- To contribute to the rich and varied extra-curricular programme.
- To play a full part in the life of the school, including attendance at events as required by the Head and Head of Lower School.
- To be a reflective practitioner and regularly share good practice linked to the School's Personal Professional Development.
- To ensure the best possible practice.

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

The successful candidate for this post will have at least a Level 3 qualification relevant to the post, either experienced in, or trained to assist with children's learning. 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

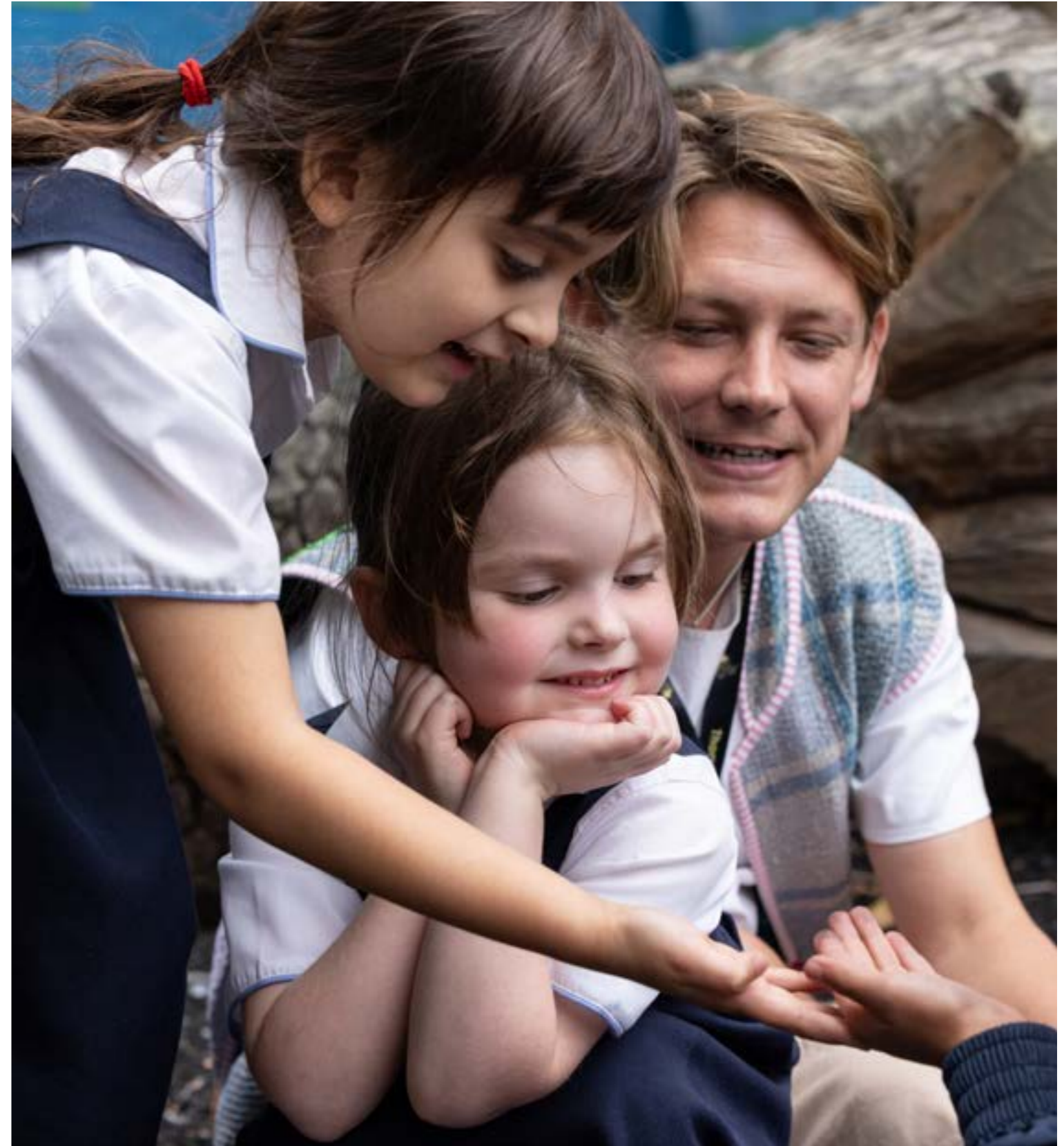
Terms and conditions

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.





**Be Kind
Be Thomas's**