



Assistant Head - Head of Lower School (Reception to Year 2)

September 2026 or January 2027

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



Application Details

We seek to appoint a kind, creative, and passionate Assistant Head - Head of Lower School.

The successful candidate will provide strategic and operational leadership of the Lower School (Early Years to Year 2), ensuring a stimulating and nurturing environment in which children flourish academically, socially and emotionally.

Thomas's Clapham is part of a flourishing, family-run group of independent, co-educational day schools offering a broad and innovative curriculum, with high academic standards.

For further details go to the Thomas's London Day Schools website:

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

or email:

vstanton@thomas-s.co.uk

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.

Competitive salary and conditions are offered.

Closing Date:

Monday 4th May

Start Date:

September 2026 or January 2027

First stage interview date:

Monday 11th May

Second stage interview date:

Thursday 14th May

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 22% of salary with the default employee contribution set at 10% of salary.
- Death in Service Benefit
- Salary Exchange Pension Scheme
- Group Income Protection
- Free Daily school meals during term time
- Cycle to work scheme

Safeguarding

Thomas's London Day Schools are committed to safeguarding the welfare of children and young people and expect all staff, volunteers and visitors to share this commitment and work in accordance with our child protection policies and procedures. All posts are subject to screening appropriate to the post including checks with past employers and the DBS service. The school will undertake online searches on shortlisted applicants and may require applicants to provide details of their online profile, including social media accounts. For details of the checks which will be undertaken as part of our recruitment process, please see our Safer Recruitment Policy which can be found here www.thomas-s.co.uk/policies/ under the 'Thomas's Policy' tab.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

As an equal opportunities employer, Thomas's is committed to the equal treatment of all current and prospective employees and does not condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity or marriage and civil partnership. Thomas's aspire to have a diverse and inclusive workspace and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply and join the Group.

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*

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 **Assistant Head - Head of Lower School** and I hope that this document will provide you with the information you require about the role and our school.

The **Assistant Head - Head of Lower School** is a key member of Thomas's Clapham Senior Leadership Team (SLT). The role is central to the realisation of the school strategic plan, with a specific focus on ensuring there is consistently better teaching in each and every class in our Lower School.

If you feel you have the right skills and experience for this role, and are excited by our approach to bringing out the best in every pupil in a supportive and dedicated setting, then we would be pleased to receive your application.

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

The post is open to a first-time Assistant Head or an experienced leader from an early years or KS1 setting.

Nathan Boller, Head



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 College, and in one kindergarten in Battersea.

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.

Thomas's College, opened in September 2025 and offers a world-class secondary education to pupils aged 11 to 18.

Thomas's London Day Schools (TLDS) is a private limited company. Its shareholders are members of the Thomas family and Oakley Capital, a long-term investor since March 2023. Ben Thomas is Principal and CEO. David and Joanna Thomas are the Founding Principals, and although no longer directors they maintain an interest in the activities of all the schools.

There are currently 650 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, and an Education Quality ISI inspection in March 2026.

Nathan Boller, Head, returns to Australia with his family at the end of the academic year 2025-2026. After over five years as Head at Thomas's Clapham, he takes up the position of Head of Primary School at Canberra Grammar School. The Head Elect, Miss Jessica Mair, joins Thomas's Clapham in September 2026 from John Betts Primary School, where she has been Head for the last ten years.

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.

Under the leadership of Head, Nathan Boller, Thomas's Clapham has undergone a process of reflection and review, the results of which generated a 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 Heads of Year who have broad responsibilities for the learning and 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 grounded in the belief that learning is a consequence of thinking. 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 pupils. 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 all pupils. 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 the 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 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.



The Role

Assistant Head - Head of Lower School

Accountable:

- **To the Head** (and Senior Deputy Head - People and Culture in their absence)
- **Deputy Head** - Learning and Teaching
- **Deputy Head** - Wellbeing and Health

Key Areas of Responsibility

- Lead the Teaching, Learning and Wellbeing of the Lower School (Years R-2).
- Work closely with the Head of Reception to ensure the highest outcomes for pupils.
- Support the school's commitment to safeguarding by being the deputy designated safeguarding lead and safeguarding lead of the Lower School.
- Take a lead role in the implementation, coordination and project management of a range of special initiatives arising from the Head's office.
- To chair committees and meetings as related to the role and determined by the Head.
- To contribute to the organisational capacity of the school and wider Thomas's community as determined by the Head.
- Deputise for members of the Leadership Planning Team in their absence or as delegated.

Curriculum and Rich Data

- With the Deputy Head - Learning and Teaching, spearhead the school's commitment to a culture of thinking and academic success.
- With the Deputy Head - Wellbeing and Health, spearhead the school's commitment to a strength-based approach to pastoral care, including managing behaviour in the Lower School.
- Lead the teams within the Lower School to implement and monitor agreed classroom practices which creates alignment between curriculum, pedagogy, assessment, and reporting.
- Supervise and support teachers to ensure the highest standards of teaching and learning, ensuring learning experiences are accessible, engaging and challenging for all students, including those with particular needs and protected characteristics.
- Supervise and support any middle-level leaders in the Lower School as appointed by the Head.
- Evaluate and share new ideas in education and link these to the school

development plan.

- Ensure there is an explicit, coherent, sequenced plan for curriculum delivery in the Lower School which makes clear what (and when) teachers should teach, and pupils should learn.
- Ensure the highest quality of teaching and learning regarding challenge, marking, assessment and the triangulation of this information by subject leaders and teachers.
- Ensure written reviews and reports of pupils in the Lower School are accurate, informative and delivered on time to families.
- Oversee classroom design and management in the Lower School, ensuring they celebrate pupils' thinking and learning.

Evidence-Informed Practice

- Contribute to the whole campus data strategy to ensure the collection of rich data and evidence, and to oversee the collection and contextualisation of data.
- Oversee assessment processes in the Lower School and ensure they are aligned with the curriculum, are designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning (e.g. gaps in knowledge and understanding), and to monitor learning progress across the years of the Lower School.
- Lead the Lower School and organise, collect, and analyse agreed data that informs classroom practice, for example:

Assessment for learning, enabling teachers to use information about student progress to inform their teaching (e.g. standardised tests)

Assessment as learning, enabling students to reflect on and monitor their own progress to inform their future learning goals (e.g. Portfolios, Open mornings, learning journeys)

Assessment of learning, assisting teachers to use evidence of pupil learning to assess student achievement against goals or standards (e.g. Review and Reports, Interviews and Conferences, Ongoing Assessments)

Pathways and Programmes

- Support Core and Subject Specialist teams that work in the Lower School to design and deliver high-quality programmes to maximise academic and social success for all students.
- Support the Head of Inclusion and Enrichment to ensure all pupils with protected characteristics achieve their potential.

Timetable

- Work collaboratively with other Area Leaders and the Assistant Head - Operations and Services, to create the annual school timetable, including agreeing to key parameters such as lesson length, subject weighting, and the balance of learning opportunities.

General Administrative

- In line with school timeframes, develop class lists for the Lower School.
- Oversee and lead the transition programme for pupils entering the Lower School, including pupil interviews, assessments, and moving up mornings.
- Align resources to educational goals by overseeing the Lower School and related budgets.
- Use verbal and written communication that is clear, concise and relates to the audience (e.g. TomCom).
- Ensure related documentation is professional, timely and accurate for pupils, teachers and parents (handbooks, planners, timetables).
- Support the Assistant Head - Operations and Services, and trip leaders to ensure educational visits and off-site trip paperwork is completed, including risk assessments and communications with families.

Staff Cover and duties

- Organise teaching and duty cover for all absent Lower School staff as assigned by the Assistant Head - Operations and Services.

Reflective Practice

- Contribute to workforce planning, recruitment strategies and selection processes.
- Engage with colleagues in critical evaluation of classroom practices, and identify professional development needs by leading Professional Reviews and Probation of colleagues as outlined by the Senior Deputy Head - People and Culture.
- Contribute to the school's INSET programme.
- Contribute to the induction and ongoing mentoring programmes for new staff, in conjunction with the Human Resources Department, and Deputy Heads.

Documentation

- Ensure key community documentation, such as parent handbooks, teacher handbooks, and relevant policies, are up-to-date and readily accessible as requested by members of the Leadership Planning Team.
- Work closely with the Leadership Planning, and Inspection Readiness Teams to prepare for school inspection by ISI.

Committees and Meetings

- Chair colleague meetings as outlined by the Head and ensure appropriate minutes are recorded and shared with staff.
- Support the Senior Deputy Head - People and Culture by engaging with the PTA and other parent forums as appropriate.

Operations and Events

- Ensure all core events related to the Lower School have a completed 'runsheets' that accounts for the major logistical challenges of such events.
- Contribute to parent show rounds and school tours.

Teaching General

- Prepare for and teach inspirational and creative lessons, teaching as agreed and scheduled up to a 0.5 load.
- Utilise appropriate technology in all areas of leadership, teaching and learning.
- Contribute to curriculum development, including skills development, curriculum evaluation, and subject reviews.
- Monitor, record and report, both verbally and in written form, on the progress of individual students as required.
- Be actively involved in all aspects of school life beyond the classroom, including sport, outdoor education, cultural activities, and community events.
- Attend school-related duties such as staff meetings, parent-teacher meetings, events and excursions.
- Other duties, as appropriate to the position.

Person Specification

The successful candidate will provide strategic and operational leadership of the Lower School (Early Years to Year 2), ensuring a stimulating and nurturing environment in which children flourish academically, socially and emotionally. They will champion high standards of teaching and learning, oversee curriculum development and ensure that the EYFS and Key Stage 1 provision provides a strong platform for future success.

Personal Qualities

A Kind leader who:

- Builds trust and fosters respect with colleagues, pupils, and their families.

A Courteous leader who:

- Is inclusive, has warmth, a sense of fun, sound judgement, and empathy towards all in the community.

An Honest leader who:

- Lives and promotes our school values.
- Regularly reviews their own leadership practice.

A Respectful leader who:

- Acknowledges the history and traditions of Thomas's and the wider community.

A Perseverant leader who:

- Constantly leads change, innovation and improvement.
- Has presence, courage and resilience.

An Independent leader who:

- Creates structures and opportunities for colleagues to collaborate.
- Develops their own professional networks.

A Confident leader who:

- Sets and adheres to the highest teaching and learning standards.
- Actively articulates and promotes the position of the school in the broader community context.
- Understands the importance of working within the limits of school resourcing.

A Humble leader who:

- Is visible and engaging whilst displaying compassion and an awareness of wider school and organisational development.
- Shapes school climate and culture by building and rewarding excellence.
- Supports partnerships with families.

A leader who is a Giver, not a taker:

- Who will be willing to learn, support, and grow initiatives with colleagues from across Thomas's London Day Schools.

A Leader who can:

- Oversee the wellbeing programmes and related teaching and learning from Reception to Year 2.
- Mentor, train and coach colleagues, and cultivate leadership capacity in others.
- Motivate and engage the school community in shared vision and purpose.

Safeguarding:

- A leader with a thorough understanding of Safeguarding and Child Protection issues and a clear commitment to delivering best practice in Safeguarding.

Qualifications and Experience

- QTS.
- Significant experience of EYFS and KS1.
- Demonstrable knowledge of EYFS and KS1 frameworks.
- Experience as a highly effective leader in a school community.
- Desired: A postgraduate degree or equivalent (ideally at Master's level) in this area of education.
- Recent experience and up to date training in Read,Write Inc.

Terms & Conditions

A competitive salary and conditions are offered.

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).

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**

