



Thomas's
KENSINGTON

Deputy Head Academic

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

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.

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.

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 Kensington

Thomas's Kensington is a dynamic, forward-thinking prep school offering an exceptional holistic education for children aged 4 to 11.

Rooted in kindness and guided by strong values, our approach combines academic excellence with breadth, depth and joy in discovery. Pupils consistently achieve outstanding results, progressing with confidence to leading day and boarding schools across the UK. Just as importantly, they flourish through a rich array of opportunities in the performing arts, sport, outdoor learning and adventurous expeditions, developing the skills and attitudes necessary to navigate the future with confidence.

At the heart of this thriving community is a team of dedicated teachers who inspire, challenge and support every child to reach their full potential. We foster a warm and collaborative environment where staff and pupils alike are encouraged to think deeply, act with integrity and embrace every opportunity with enthusiasm.

Thomas's Kensington is part of Thomas's London Day Schools, established by Joanna and David Thomas in 1971 to offer a vibrant educational journey with kindness at its core.

Demand for places is high, and we are seeking exceptional educators to join our community. If you are ready to inspire the next generation and thrive in an environment where happiness, innovation and excellence are valued, Thomas's Kensington would love to hear from you.



Application Details

The Deputy Head Academic provides strategic leadership of curriculum, pedagogy, assessment and pupil outcomes, ensuring consistently high-quality teaching and learning from Early Years through to Year 6. They hold whole-school accountability for academic standards, professional learning and quality assurance, securing coherence, ambition and inclusion across all phases.

Reporting to the Head and working in close partnership with the Senior Leadership Team, the Deputy Head Academic plays a full and visible role in all aspects of school life. They contribute actively to strategic leadership and will lead key academic initiatives on behalf of, and in collaboration with, other senior leaders. They deputise for the Head as required.

Above all, the Deputy Head Academic provides intellectually credible and highly practical leadership that supports staff to thrive and enables pupils to experience joyful, challenging and highly effective learning every day.

Closing date:
Monday, 2nd March 2026

Applications to be considered on receipt.

Start date:
Michaelmas Term 2026

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Competitive salary and conditions are offered.

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
- Group Income Protection
- Salary Exchange Pension Scheme
- 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.

The Role

Deputy Head Academic

Reporting to:

Head of Thomas's Kensington

Line Manager to:

Heads of Subject, Assistant Head Learning Enrichment and Assistant Head Future Schools

Key Areas of Responsibility

Curriculum Leadership and Academic Coherence

- Lead curriculum coherence, sequencing and progression from Reception to Year 6, ensuring ambition, clarity and continuity.
- Ensure curriculum intent, implementation and impact are clearly articulated and consistently enacted across phases.
- Work closely with Heads of Phase and subject leaders to secure strong subject leadership, coverage, quality and outcomes.
- Oversee the academic strategy for secondary transfer, including readiness, assessment preparation and reporting.

Pedagogy, Assessment and Teaching Standards

- Define, model and embed whole-school expectations for pedagogy, assessment and feedback.
- Ensure assessment practice is accurate, consistent and used meaningfully to improve teaching and learning.
- Oversee external tests / examinations and ensure robust preparation and delivery.

Quality Assurance and Improvement

- Lead whole-school academic quality assurance systems, including lesson observations (formal), learning walks / drop-ins and work scrutinies.
- Use evidence from monitoring to identify strengths, address inconsistency and inform professional learning priorities.
- Maintain a sharp focus on standards, including outcomes for high attaining pupils and pupils requiring intervention.

Pupil Progress, Data and Reporting

- Oversee pupil progress systems and the effective academic use of data and information systems.
- Lead attainment and progress analysis, ensuring clear action, accountability and impact evaluation.
- Oversee intervention programmes and monitor impact, in partnership with phase leaders and SEND.
- Oversee reporting to parents, ensuring clarity, quality and consistency.

Inclusion and SEND (with SENCo)

- Provide strategic leadership of inclusion and SEND (with the Head of Learning Enrichment), ensuring high expectations and effective support.
- Line-manage the Head of Learning Enrichment and ensure statutory compliance and measurable impact.
- Ensure adaptive teaching and inclusive practice are embedded as core classroom practice.

Professional Learning, ECTs and Teacher Development

- Lead professional learning and development, ensuring it is high-quality, practical and aligned to school priorities.
- Oversee initial teacher training / ECTs, induction and coaching culture (with the ECT and Graduate Teacher Programme Coordinator).

Timetable and Academic Structures

- Lead timetabling in collaboration with the Assistant Head Co-Curricular (who owns operational systems and logistics).
- Ensure timetable decisions support curriculum intent, pupil wellbeing and operational feasibility.

Inspection Readiness

- Ensure inspection readiness for curriculum quality, teaching standards, outcomes and academic systems.

Key Responsibilities of a Member of the Senior Leadership Team

- **Strategic leadership:** Contribute actively to SLT, shaping and delivering the Strategic Development Plan and Annual School Improvement Plan, and embedding the School's vision, mission and values.
- **Standards, culture and conduct:** Uphold consistently high expectations for pupils' behaviour, manners, appearance and conduct, ensuring routines, rules and procedures are understood and followed by pupils, staff and parents.
- **Quality of education and pastoral care:** Monitor and improve the quality of teaching, learning, pastoral care and wellbeing provision. Model excellent practice through an agreed teaching commitment and use data to inform improvement.
- **Safeguarding:** Champion a strong safeguarding culture across the school and ensure all staff understand and fulfil their safeguarding responsibilities.
- **People leadership and professional development:** Line-manage designated staff effectively, lead appraisal and development, and support staff wellbeing by identifying needs early and bringing solutions to SLT.
- **Recruitment, induction and staffing:** Play an active role in recruitment and induction, advising the Head on staffing needs, performance management, and areas requiring attention or support.
- **Compliance and inspection readiness:** Ensure the school remains inspection-ready, meets the Independent School Standards and all regulatory requirements, and that policies are reviewed and updated annually.
- **Budget and resource management:** Manage allocated budgets responsibly and advise on resource needs within your area of responsibility.
- **External relations and school representation:** Represent and promote the school professionally with current and prospective families, supporting admissions (including conducting tours as required), and building positive relationships with feeder settings, senior schools and the wider community.
- **Community life and visibility:** Contribute to the wider life of the school through assemblies, events, and co-curricular activities, including attendance at evening, weekend and occasional school holiday events, as required.
- **Professional conduct and HR processes:** When required, investigate staff conduct matters and participate in disciplinary, capability and grievance processes, maintaining confidentiality, fairness and procedural rigour throughout.

Person Specification

Professional Standards

- Model evidence-informed pedagogy, high-impact professional learning and strong academic leadership.
- Uphold rigorous standards for curriculum integrity, assessment practice and quality assurance.
- Champion inclusive practice and high expectations for all pupils, including SEND and high attainers.
- Use data ethically and intelligently to improve practice and outcomes.
- Ensure academic systems remain inspection-ready and aligned with regulatory expectations.

Qualifications and Experience

- Qualified Teacher Status with a sustained record of excellent classroom practice.
- Substantial leadership experience in curriculum, teaching & learning, assessment, QA and professional development across multiple year groups/phases.
- Proven track record of raising academic standards and securing consistent teaching quality.
- Experience of designing and delivering professional learning and managing appraisal and/or performance conversations.
- Experience leading inclusion and/or line-managing SEND provision alongside a SENCo.

Practical Skills

- Excellent data analysis and reporting skills, coupled with the ability to translate analysis into clear action.
- Skilled in coaching, feedback, improvement planning and delivering CPD.
- Strong organisational skills to manage complex priorities.
- Credibility in the classroom and the ability to model excellent practice.
- Competence in digital learning and educational technologies.

Personal Qualities

- **Values-led and child-centred:** puts pupils' safety, wellbeing and success at the heart of all decisions.
- **Strategic and improvement-focused:** thinks ahead, prioritises well, and turns vision into measurable improvement.

- **High standards with humanity:** upholds consistent expectations for conduct, routines and quality, applying fairness and proportionality.
- **Calm, credible and decisive:** brings clarity in busy or high-stakes moments, makes sound judgements and follows through.
- **Low-ego and service-oriented:** leads with humility, prioritises the success of pupils and colleagues over personal profile, and welcomes challenge and feedback.
- **Visible and relational:** highly present around school, builds trust with pupils, staff and parents through warmth and professionalism.
- **Strong communicator:** communicates clearly and consistently, including in sensitive or difficult conversations with families and colleagues.
- **Collaborative and team-oriented:** works in partnership, strengthens others, and contributes positively to collective leadership decisions;
- **Accountable systems leader:** designs and embeds sustainable systems, uses evidence and data appropriately, and ensures reliable execution.
- **Safeguarding-minded and ethically grounded:** models integrity, confidentiality and professional boundaries; champions a strong safeguarding culture.
- **Resilient and reflective:** sustains pace and composure, learns from feedback, and models continuous professional growth.

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 Deputy Designated Safeguarding Lead (DDSL) immediately.



**Be Kind
Be Thomas's**