

# Art Teacher

**(September 2026)**

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



**Our website [www.thomas-s.co.uk](http://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.

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

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

or email:

[vstanton@thomas-s.co.uk](mailto:vstanton@thomas-s.co.uk)

**Start Date:**

September 2026

**Closing Date:** Monday 2nd March 2026

**Interviews will be held on Thursday 12th March**

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
- Free Daily school meals during term time
- Cycle to work scheme
- Salary Exchange Pension Scheme

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

# 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 **Art Teacher** and hope that this document will provide you with the information you require about the role and our school.

The Art and Design Department is an area of great strength throughout the school where children achieve highly. The role would be perfect for a talented, ambitious and hard-working qualified Art teacher who has a love for the subject and who wants to promote a learning environment where every child is valued as an artist. The successful candidate will be expected to work collaboratively with colleagues to provide a broad range of Art opportunities, and to teach across the 4–13 age range.

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

There are currently 644 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.

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. 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 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 and will include outcomes from the ISEB in the Upper School. 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.

## Art and Design Department

The Art and Design Department benefits from excellent facilities, including a dedicated Art Studio, a Clay Studio, and a purpose-built Design and Technology workshop. The team comprises three teachers and a technician, and the department is extremely well resourced, offering exciting opportunities for pupils to work creatively and imaginatively. Progress in the department is regularly tracked, and decisions taken to differentiate teaching and learning based on discussions with the Director of Art and Design Technology. After-school clubs are offered across all areas of the school and are designed to be enjoyable while giving pupils the opportunity to develop existing interests or explore new ones in a more relaxed environment. The successful candidate will be expected to lead an after-school Art club one day per week, supporting pupils in developing high-level observational and technical skills, including preparation for scholarship applications.

The successful candidate for this post will believe strongly in promoting creativity and use of imagination. They will be devoted to encouraging children in a Prep School to solve real and relevant problems through artmaking and other creative outlets.

High standards are essential, as is the ethos of inspiring children to learn through a broad range of enjoyable and motivational activities across varied disciplines including drawing and painting, printing, 3D work, crafts and design. These disciplines will be underpinned by an interest in using digital technology in the creative field.

The successful candidate would be responsible to the Director of Art and Design Technology and work with them towards ensuring all children, across the school, experience exciting, inspiring and rewarding educational lessons. They would be committed to nurturing confidence and enhancing self-esteem through their teaching and a carefully structured Scheme of Work, whilst investigating a broad range of artists and designers.

# The Role

## Art Teacher

**Accountable:** To the Director of Art and Design Technology

**Responsible for:**

- Planning and delivering high-quality lessons, including reviewing and developing schemes of work and introducing new learning topics.
- Designing and maintaining engaging displays within the department and across the wider school.
- Acting as an outstanding role model and a passionate advocate for Art, promoting the subject to pupils, parents, colleagues, and the wider community.
- Supporting pupils in the development of scholarship portfolios through mentoring and extra curricular clubs.

**Key areas of responsibility**

- Fulfil the professional duties of a teacher in accordance with school policies.
- Teach Art from Reception to Year 8, with the opportunity to teach Design and Technology in Lower Key Stage 2.
- Promote high-quality teaching and learning through well-structured lessons that maintain engagement and appropriate challenge.
- Set and uphold high expectations for pupil behaviour, modelling and promoting the school rules: Be Safe, Be Kind, Be Calm, Be Ready.
- Create an engaging and stimulating classroom environment where resources are organised and pupils’ work is valued and celebrated.
- Plan effectively to enable all pupils to meet their potential, taking full account of individual needs.
- Use assessment strategies and data to monitor progress, inform teaching, and set appropriate targets.
- Use digital technologies appropriately to enhance lesson preparation, administration, reporting, and communication.
- Keep up to date with developments in Art education and current practice.
- Contribute to collaborative planning and decision-making through departmental meetings.
- Write reports, assess pupils’ work, and monitor and evaluate learning.
- Build positive and professional relationships with colleagues, parents, and the wider school community, including attendance at parent-teacher meetings.
- Attend assemblies and school events, undertake break duties, and provide cover for absent colleagues as required.
- Contribute to the wider life of the school, including extra-curricular Art clubs,

school events, and supporting a form group as a Deputy Form Teacher.

- Support the corporate life and ethos of the school.
- Maintain a safe, secure learning environment in line with all Health and Safety requirements.

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 qualified and outstanding teacher of Art. 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**

## 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



**Perseverance**

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



**Confidence**

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.



**Humility**



**Givers,  
Not Takers**





**Be Kind  
Be Thomas's**

