



Assistant Head - Head of Future Schools

January or April 2027 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



Application Details

We seek to appoint an inspirational Assistant Head - Head of Future Schools.

The post is open to a first-time Assistant Head or an experienced leader from any educational setting. 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:
Thursday 24th September

Interview date:
Wednesday 30th September

Start date:
January or April 2027

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 Future Schools** and I hope that this document will provide you with the information you require about the role and our school.

Thomas's Clapham is a community filled with energy, excitement and enjoyment. Our school holds kindness at its core, and we look to embrace the joy of childhood in all that we do.

The Assistant Head - Head of Future Schools is a key member of Thomas's Clapham's Senior Leadership Team (SLT).

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, then we would be delighted 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 any educational setting.

Jessica Mair, 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. 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.

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

There are currently 622 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 is part of ISI and a full inspection was completed in April 2026. Under the ISI Inspection Framework 2023, Thomas's Clapham met every standard across all five areas of inspection and achieved a significant strength.

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. Our vision is that every pupil flourishes as a compassionate contributor to society and a courageous shaper of the future.

Campus

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, Science laboratories, Computing Room, and an Art, Pottery and Design Centre, Outdoor Learning areas and updated classrooms 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.

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 the approach. Continuous professional development is a strongly established culture within the school.



Culture of Thinking

Adaptive teaching strategies are used to support the development of thinking and therefore learning in the classroom. We encourage pupils to make their thinking visible which supports learning through strengthening neural connections

- Make specific cognitive processes explicit.
- Provide a common language focused around thinking.
- All pupils are encouraged to use metacognitive strategies as a part of their learning tool kit.

The Role

Assistant Head - Head of Future Schools

Accountable:

To the Deputy Head - Learning and Teaching

Main duties and Responsibilities

Strategic Leadership of Future Schools and 11+ and 13+ Pathways

- Lead the strategic development and delivery of the school's future schools and 11+ and 13+ pathways.
- Establish and sustain a clear, consistent and pupil-centred approach to destinations.
- Contribute to whole-school improvement planning through destination data, outcomes and trend analysis.
- Lead the future schools team meeting and coordinate internal planning.
- Work closely with colleagues to manage interview schedules and key timelines.

Assessment, Tracking and Pupil Readiness

- Oversee pre-test assessments and other external assessments relevant to future schools.
- Maintain accurate pupil data, including assessment outcomes and destination records.
- Ensure assessment information is used effectively to guide preparation and decision-making.

Pupil Preparation and Support

- Design and oversee specific pupil preparation programmes for 11+ and 13+ pathways.
- Lead interview preparation, including the coordination of external visitors where appropriate.
- Ensure pupils are confident, articulate, and well prepared for assessment and interview contexts.
- Ensure references provide senior schools with an informative, reflective and celebratory document to aid their decision making.

Curriculum Alignment and Academic Readiness

- Work closely with the Deputy Head - Learning and Teaching to ensure English and Maths provision meets future schools requirements.
- Liaise with Heads of Department to align scholarship preparation and subject-specific expectations.
- Ensure academic preparation is rigorous, balanced and developmentally appropriate.

Parent Partnership and Communication

- Lead future schools meetings with parents as required.
- Guide and support parents before, during, and after 11+ and 13+ pre test processes.
- Provide clear, timely and confident guidance to families on pathways, processes and expectations.
- Ensure parent literature and guidance materials are accurate, accessible and informative.
- Maintain a strong understanding of day and boarding school options in London, the surrounding areas and further afield.

Senior School Liaison and External Relationships

- Act as the school's lead liaison with senior schools and registrars.
- Maintain strong professional relationships to support pupil placement and smooth transition.
- Ensure the school is well informed of specific future school requirements and timelines.

Staff Development and Professional Learning

- Lead staff CPD related to Future Schools, assessment and preparation.
- Ensure staff are well informed, confident and aligned in supporting pupils through the process.
- Promote consistency of approach and shared understanding across the school.

Teaching General

- Prepare for and teach inspirational and creative lessons, teaching as agreed and scheduled.
- 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 pupils 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, school events and excursions.
- Other duties, as appropriate to the position.

Professional Standards

- Uphold the highest standards of pupil care, academic preparation and professional integrity.
- Model calm, confident and compassionate leadership during high-stake processes.
- Maintain clarity, consistency and discretion in all future school matters.
- Act with professionalism, fairness and pupil-centred judgement at all times.

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.



Person Specification

Skills, Qualifications and Experience required:

- QTS with significant teaching experience up to KS3.
 - Experience as a highly effective Leader in a school community.
 - Experience of AS Tracking or a willingness to learn.
 - A postgraduate degree or equivalent (ideally at Master’s level) in this area of education.
 - Excellent organisation and process management skills.
 - Confident communicator with pupils, parents, staff and external partners.
 - Strong strategic thinking, alongside operational delivery.
 - Competent IT and MIS user.
- 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 & 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.



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**