

Part-Time (0.5) Upper School SENCO (Learning Enrichment)

(Maternity Cover)

January 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 Part-Time Upper School SENCO (Learning Enrichment). This will be a temporary contract to cover a period of maternity leave.

The successful candidate will work as Upper School SENCO covering Years 5 to 8 with a focus on Special Educational Needs and Disabilities (SEND), English as an additional language (EAL), and the more able (MA).

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.

Applications to be considered on receipt and the school reserves the right to make an appointment before the deadline so early applications are advised.

Start date:
January 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 **Part-Time Upper School SENCO (Learning Enrichment) (Maternity Cover)** and I hope that this document will provide you with the information you require about the role and our school.

We are seeking to appoint a kind, creative, and passionate educator to work with our Head of Inclusion and Enrichment. The successful candidate will work as Upper School SENCO covering Years 5 to 8 with a focus on Special Educational Needs and Disabilities (SEND), English as an additional language (EAL), and the more able (MA).

This role requires knowledge, understanding, and a genuine belief in strength-based approaches to SEND and pupil wellbeing.

This post is open to a first-time leader, or an experienced leader, from any education setting.

This is a part-time (0.5), maternity cover position.

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.

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.

Inclusion and Enrichment at Thomas's Clapham

Our Inclusion and Enrichment department comprises of three part-time teachers, nine Learning Support Assistants (LSAs) and the Head of Inclusion and Enrichment.

Quality teaching and learning, a culture of thinking, and living our values are central to Thomas's Clapham. Our connection with each child and their family is paramount, and the **Upper School SENCO (Learning Enrichment) (Maternity Cover)** will work with our Head of Inclusion and Enrichment to ensure that our school approach and culture support each pupil in the upper part of our School to be known and to have a deep sense of belonging. They will work closely with parents and carers so that families feel supported through open channels of communication with those who care for their children. The successful candidate will be the main point of contact for all Upper School SEND, EAL and inclusion matters.

Thomas's Clapham deeply values evidence-based innovation, and it is expected that the successful candidate will have a deep understanding of the latest SEND and wellbeing research along with global trends in education. It is highly desirable that this level of understanding comes from formal postgraduate study in a related discipline (e.g. NASENCO, Level 5 Diploma in Specific Learning Difficulties).

In particular, the successful candidate will have experience of working with preparatory-aged pupils (and their families) with SEND and removing barriers to learning through in-school provision and the support of external agencies. It is essential that applicants have an understanding of legislation relating to young people with SEND (e.g. SEND Code of Practice, Children and Families Act), have current knowledge of local support and external agencies, and have an awareness of how universal, selected, and targeted school wellbeing programmes have a positive impact on key areas of pupil wellbeing. Given the upper school context of the role (Years 5–8), the successful candidate will also have knowledge of access arrangements and the JCQ regulations that underpin assessment and examination provision.



The Role

Part-Time Upper School SENCO (Learning and Enrichment) (Maternity Cover)

Accountable:

To the Head of Inclusion and Enrichment

Key Areas of Responsibility

General

- With the support of the Head and Leadership Planning Team (LPT), be responsible for overseeing all aspects of SEND, EAL, and Inclusion across the school to ensure the Code of Practice is fully implemented.
- Support pupils (and their families and teachers) requiring assistance with their learning and wellbeing needs.

Curriculum and Rich Data

- To develop curriculum resources to ensure that students identified as having additional needs have the required levels of support.
- Be aware of the needs of any pupil identified as more able, maintain the register and fulfil requirements to provide parents and teachers with advice.
- Ensure that the provision for more able pupils meets their needs and supports their further development.
- Organise the provision of intervention strategies across the school and produce provision maps.
- Set targets for and track the progress of pupils identified by the Referral Committee
- Review systems for identifying, assessing and reviewing SEND
- Attend consultation evenings and keep individual parents informed about their child's progress
- Manage and attend pupil progress meetings across the school, ensuring records are up to date, and impactful interventions are implemented, reviewed and amended as required.
- Where relevant, contribute to the development of the PSHE Curriculum.

Strength-Based Pupil Wellbeing

- Support the whole school approach to wellbeing, health, and positive behaviour management.
- Working as a team, collaborate with pupils, teachers, parents and learning

support professionals to establish strategies that support self-regulation, assisting pupils to participate in their learning actively.

- Design, implement, and regularly review intervention plans and pupil referrals.
- Liaise with the LPT to provide programmes to pupil groups within the school and ensure they are delivered effectively.
- Provide consultation and expert advice on serious matters involving risk-related behaviour, wellbeing, and complex learning issues within a school context, including safeguarding concerns.
- Work with external professionals and student support groups within the local community.

Pathways and Programmes

- Support Thomas's Clapham's commitment to safeguarding.
- Support Thomas's Clapham's commitment to diversity, equity, and inclusion.
- Ensure access arrangements are in place for all pupils who qualify.
- Support the Head of Future Schools with references where appropriate.
- Take a lead role in the implementation, coordination and project management of a range of special initiatives arising from the Head's office.

Colleague Leadership

- Oversee, lead and coordinate external support for SEND pupils (SALT, OT, Ed Psychologist, Learning Specialists) including in-school timetables.
- To develop, hold accountable and lead a team of Learning Support Assistants.
- As part of the ongoing CPD, design and facilitate professional learning for colleagues and school leaders concerning inclusion and SEND.
- Contribute to the induction and ongoing mentoring programmes for new staff, in conjunction with the Human Resources Department.
- Contribute to the school's INSET programme and staff performance review systems.

Committees and Meetings

- Contribute to a termly report as outlined in the school improvement plan.
- Contribute to parent showrounds and school tours.

Compliance

- Oversee, lead and coordinate all Education Health Care Plans (EHCP) within the Upper School
- Write and review whole school accessibility plans.
- Ensure relevant sections of key community documentation, such as parent handbooks, teacher handbooks, and relevant policies, are up-to-date and readily accessible.
- Work closely with the LPT, and Inspection Readiness Teams to prepare for school inspection by ISI.
- Where necessary, undertake policy development and review, and ensure policy implementation and practice.
- Contribute to annual school development and improvement planning.
- Align resources to educational goals by overseeing related budgets and advising the Head of priorities for expenditure.

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, events and excursions.
- Other duties, as appropriate to the position.

Person Specification

Qualifications and Experience

- Any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must be working towards a National Award in Special Educational Needs Co-ordination.
- Experience as a highly effective leader in a school community.
- A postgraduate qualification or equivalent (ideally at Masters level) in this area of education.
- 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 & 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**