

The Latymer School



Teacher of Art



Welcome

Thank you for considering applying for the role of Teacher of Art at The Latymer School, North London. We are seeking an exceptional candidate, who is eager to play a central role in reinforcing and developing the school's already strong position.

The Latymer School is a high achieving, selective grammar school with a great tradition of success. We aim to provide a first-class education for all students. In the academic year 2018-19 our GCSE results were outstanding, with 31% of students achieving a level 9, 62% achieving level 8/9, and 85% achieving level 7/8/9. At A Level 25% of grades were A*, 63% were A*/ A, and 87% were A*- B. In the academic year 2019-20 Centre Assessed Grades were used to generate accurate results for our students that did justice to their academic abilities. As in previous years, the majority went on to attend the country's top universities, and a large number were successful in their applications to Oxford or Cambridge.

As a school, we are clearly committed to developing pupils' intellectual abilities and celebrating academic achievement. However, the school prides itself on much more than its exam results. As our mission statement asserts, we aim to provide 'a first class liberal education', develop 'lively enquiring minds', and encourage students to 'achieve their full potential and show consideration for others'. Staff at Latymer foster an academic environment that takes students well beyond the classroom curriculum. We provide a plethora of exciting and worthwhile extra-curricular activities in areas as diverse as music, drama, sport, and chess.

Although we expect applicants to demonstrate excellent subject knowledge, prospective applicants should not be daunted by the prospect of teaching high ability groups. If you would like to find out more about the School we will be happy to arrange a visit prior to applying.

We look forward to welcoming you to our community and receiving your application for the post.

Maureen Cobbett, Headteacher.







The Curriculum

We are a selective grammar school for boys and girls aged 11 to 18. We aim to provide a broad and stimulating education and maintain the highest of standards within the formal curriculum. While an outstanding education is often regarded as a building block towards adulthood and future employment, we also believe that students should enjoy learning, and value the relationships they build throughout their years at Latymer.

Latymer is proud of its outstanding musical tradition, which still inspires a wide range of music making, mainly as an extra-curricular activity, today. Drama, sport and outdoor pursuits are also very strong. Our field centre in North Wales (Ysgol Latymer at Cwm Penmachno), owned by the Foundation, is used as a base for outdoor pursuits and field courses in Year 7 and we take Year 9 to Conwy in North Wales and all

staff have the chance to accompany groups.

Our aim is to enable each pupil to develop his or her talents and interests to the full, while experiencing a broad and balanced curriculum throughout Years 7-11. Courses offered challenge pupils to develop insight and independence of thought through an active and problem-solving approach, which relates learning to the real world and values both sound learning and intellectual rigour. At GCSE students take 10 examination subjects.

In the Sixth Form pupils currently take 4 AS-levels in Year 12. Some pupils will continue with 4 subjects to A-level, but most will carry on with 3. The majority of Sixth Formers progress to study degree courses at universities, or other forms of Higher Education in Music, Drama, Art and other areas. We have a tradition of students attending the top UK universities, including Oxford and Cambridge.

Pastoral Care

Every teacher takes responsibility for a form group, and stays with their form throughout their time at the School. Form tutors build close relationships with the students in their form group, but they will also be supported by Heads and Assistant Heads of Year. We pride ourselves on the quality of care we give to our students, and recognise that being part of an academic grammar school community can often be challenging. In light of this, we ensure that we support those children who find the academic standard demanding, as well as extremely gifted children.

Library and Learning Resources Centre

The School Library is a vital resource for teaching throughout the School. Some 17,000 volumes (which are constantly reviewed, 'weeded', and replenished) are housed in the handsome setting of the Ashworth & War Memorial Libraries. There is also a wide selection of periodicals. We are proud of the number of students from all year groups who use the library before and after school, during the day, and at break and lunchtimes.

Computer facilities include three computer rooms for general use, and another in the Technology area. All staff are provided with a laptop and the school has a wireless network throughout. All classrooms are equipped with interactive whiteboards.



The House System

The House system is embedded in the traditions of the school and is one of its strengths. It provides the structure for much of the extra-curricular activity in the school. House loyalty is fostered by the House identity of the 6 Forms in each year (Ashworth, Dolbe, Keats, Lamb, Latymer, Wyatt). Staff are allocated to Houses and are Form Tutors to pupils in their own House. Much of the House activity is run by Senior Pupils, elected by their House, under the supervision of Senior House Staff. Tutors, and Year Heads, progress with their form from Year 7 to Year 11. Sixth Formers are in smaller pastoral groups with experienced tutors.

Ysgol Latymer Outdoor Pursuits Centre

In 1966 The Foundation purchased a former primary school in the village of Cwm Penmachno, within the Snowdonia National Park. Since that time, the building has been developed into a comfortable and well equipped centre accommodating one standard form group (32) and accompanying staff. Each year every Year 7 pupil has the opportunity to spend a week in Wales, taking part in a variety of outdoor activities. Our Year 9 pupils undertake a similar experience in Conwy, Anglesey. These include hill walking, orienteering, mountain cycling, climbing, abseiling, horse riding, canoeing, kayaking, rafting and swimming. In addition, older students visit the centre for Outdoor Pursuits related to Duke of Edinburgh Award and GCSE PE. Both staff and pupils alike cite visits to the centre amongst their most enjoyable and memorable experiences of Latymer School life.



A photograph of two students, a girl and a boy, in a classroom setting. They are both wearing dark blue V-neck sweaters over white collared shirts and blue ties. The girl, on the left, has long brown hair tied back and is smiling down at a project. The boy, on the right, has short dark hair and is smiling towards the camera. They are working on a project on a light-colored desk. The project involves a yellow breadboard with several green jumper wires connected to it. A red component is also visible. In the background, there are yellow bulletin boards and other students. A dark blue rectangular box with white text is overlaid on the bottom left of the image.

Leadership and Governance



The Governing Body

Latymer's Governing Body is ultimately responsible for the performance of the School, setting its overall strategic direction and ensuring that the highest standards of education, safeguarding and financial probity are maintained. Our experienced and talented Governors bring to bear their considerable professional experience in business, finance, the law, information technology, and a range of other professions, to provide constructive support and challenge to the Headteacher and the Senior Leadership Team.

Further information about the Governing Body can be found on the school website.

Senior Leadership Team



Maureen Cobbett, BA French and German (Liverpool), NPQH, Headteacher. Maureen began her career as a languages teacher in a challenging state comprehensive school in Yorkshire. Having worked in a number of secondary schools in Northern England, she began her role as Head Teacher at The Latymer School in 2015.



Neil Grassick, BA Geography (Liverpool), NPQH, Deputy Head (Curriculum). Neil has taught in 5 very contrasting schools over nearly 30 years. He has been at The Latymer School since 2015 and is responsible for the curriculum and timetable, as well as leading the Heads of Department.



Pete Hampson, BA Spanish, French and Portuguese (Sheffield), Deputy Head (Teaching and Learning).

Having studied languages, Pete worked in various industries, and countries, before deciding to do a PGCE in 1997. Pete now oversees the Quality Assurance of the delivery of teaching across the school, as well as supporting beginner teachers in their placements and first years of teaching.



Chris Wakefield, BSc Economics (Loughborough), Deputy Head (Sixth Form). Chris has taught at The Latymer School since 1997. He has always been involved with sixth form pastoral care and progression, and in 2007 he became Deputy Headteacher with specific sixth form responsibility.



Simon Pashley BSc Exercise and Sport Science (Exeter), Assistant Headteacher (Care, Guidance and Support). Simon took up his first teaching job at The Latymer School in 2001 and has worked at Latymer ever since. Having worked in a number of roles, he is now responsible for pastoral care and safeguarding.

The Art Team



Carolyn Sanger, B.A., Design Crafts (Carlisle) and PGCE in Art and Design at Goldsmiths University.

Carolyn started her teaching career in a comprehensive school in Camden, during this time she was Second in Charge and also worked as a Head of Department in a state run school in Botswana for a year. Carolyn then became Head of Art at The Latymer School in 2006.



Sarah Jane Jacovou B.A., in Fine Art and PGCE in Art and Design at (LIT) Limerick School of Art and Design.

Sarah-Jane started her teaching career in Kent, before moving to London where she was Subject Leader of Art at Walthamstow Academy. Sarah-Jane joined the Art Department at Latymer school in 2020.



Sam Bowman B.A., Fine Art (UWE) and PGCE in Art and Design (Exeter).

Sam trained in North Devon and then moved up to London to teach at the Latymer school. He has been acting Head of Art at points during his time at Latymer and is currently Head of Learning for Year 12.



The Art
Department

A photograph of three students in blue school uniforms. A boy with curly hair is on the left, looking at a large digital display screen. Two girls are in the foreground, looking at the screen with interest. The girl in the center has a blue bow in her hair. The background is a plain wall.

Staffing and Accommodation

The Art Department is staffed by highly skilled teachers. Emphasis within the department is to provide all students with a broad and balanced programme of study. We see ourselves as a dynamic and progressive department with a strong shared ethos. We work as a team, whilst using the expertise of individuals to provide flexibility and range of skills. We want to develop a creative and independent learning environment. The department is committed to the substantial use of external learning resources; visits to galleries and museums, art study trips, workshops and artists' workshops. Our main aim is to extend our students' experience and opportunities. Art education has the capacity to allow students to learn about the world around them and themselves within it, enabling students to respond imaginatively, and creatively and to develop their perception. We feel an open door teaching policy supports this ethos and vision.

KS3:

Year 7 – Autumn Drawing from still life - Developing a range of mark making skills in pencil, leading on to working with tone in 2D on a larger scale. Introduction to key terms: recording and investigative drawing.

We use artists, such as Morandi, to aid understanding of these techniques and student work with and develop awareness of personal significance behind still life objects.

Spring: Pattern and Culture - Exploration of patterns found in other cultures and area form the basis of this project Looking at the East African Kanga, students develop their own design and print informed by their chosen proverb. This is a project which considers the way patterns and proverbs communicate messages and considers the East African culture (this is a project based around Tanzania- our partnership school)

Summer: Continuation of Pattern Project - Formal introduction to colour, via the colour wheel. Introduction to artists who explicitly use colour. 3D INSECTS- students are introduced to form as a formal element and create an insect (hybrid) in groups using willow or found objects.

Teaching



Year 8 : Autumn: Fruit Ceramics - We build on work from the Year 7 summer project of 'colour'. Observational studies of fruits should inform understanding of texture, colour, surface and shape. Studies of fruit used as inspiration to create a 3D piece that explores texture, pattern, surface and colour. Final pieces could use metaphor, humour or other means.

Contextual Studies: Kate Malone, Ceramics and Glazer (Using the artist Kate Malone as an example)

Spring: The Self - Students expand their understanding of the portrait, using appropriate media. Concepts of symbolism and metaphor should be addressed. The Project continues through the spring and summer terms to achieve either one final piece or a series of pieces exploring the theme of portraiture and self-portraiture through looking at themselves. ICT task 'Me as a beast' Film poster

Summer: Continuation of the Self project.

Year 9: Autumn: Pop Art Objects - Students research Pop Art, producing a screen print. ICT resources, including Intranet, internet and possible Photoshop and animation software. Students undertake an independent research project for homework.

Spring/Summer

Boats/shelters - Students work on a project either looking at shelters or boats as the main theme. They research, record and design creating a 3D piece either in mixed media or clay.

KS4: Art at GCSE Level consists of two projects and an exam in March (approximately 8 weeks of preparation) All the projects will give students the opportunity to build on strengths and experiment with different materials.

KS5: AS—Component 1: Portfolio—students work on theme of 'space' / Component 2: Externally set assignment (8 weeks of prep)
A Level: Component 1: Personal Investigation / Component 2: Externally set assignment (8 weeks prep before 15 hour exam)

Job Description



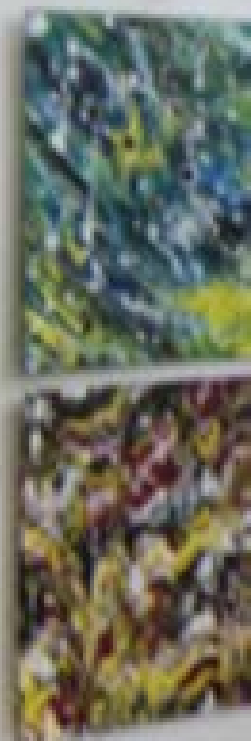
This job description outlines the main responsibilities that are common to all teaching staff. Many have additional duties, such as those of Form Tutor, Year Tutor, or Head of Department. Teachers' duties may be changed from time to time. A subject teacher is responsible to their Head of Department (HoD).

Key tasks and duties:

- Be aware of and play an appropriate part in implementation of all school policies, including the school rules and any regulations relating to safety.
 - To contribute to the teaching of the subject.
 - To participate with HoD and other colleagues to the development of appropriate specifications, materials and schemes of work.
 - To prepare lessons and deliver the curriculum in a manner appropriate to the age and ability of the pupils concerned, following the agreed specification or scheme of work.
 - To keep up with developments in the subject area.
 - To ensure good order prevails in the classroom so that learning can take place.
- To contribute to the department's system of assessment of pupils, including where applicable the setting, marking and moderation of coursework tasks, tests and examinations.
- To set and mark homework assignments in accordance with the published homework timetable and any agreed departmental procedure.
 - To inform HoD of any difficulties in any teaching group, e.g. pupils for whom the Specification is not sufficiently demanding or too demanding.
 - To contribute to the school's and departments extra curricular programme either within the department or wider school.
- To keep records of books and other resources issued.
 - To participate in the school's system of reporting on pupil progress and behaviour at appropriate times.
 - To participate in appropriate meetings with colleagues and parents, including house meetings.
 - To carry out a share of supervisory duties and cover arrangements in accordance with published rosters.
- To set and keep high standards of punctuality and courtesy and of appropriate dress for self and pupils.
 - To attend assemblies and other formal occasions as required.
 - To participate in the Performance Management strategy according to agreed procedures.



The Person



We seek a graduate who is able to demonstrate the following qualities and experience:

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • DfES recognised • Qualified Teacher Status Honours Degree. 	<ul style="list-style-type: none"> • Evidence of continuing professional development. • Awareness of current syllabus development. 	Application form and references.
Commitment to Safeguarding Children	<ul style="list-style-type: none"> • Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. • Displays commitment to the protection and safeguarding of children and young people • Values and respects the views and needs of children and young people 		Application form, references, and interview.
Experience	<ul style="list-style-type: none"> • Proven record as a teacher whose students reach high standards of learning and achievement. • Able to enthuse, motivate and discipline students. • Experience of teaching across the full age and ability range of an 11-18 school. • Experience in the use of ICT in the classroom with the skill to impart that expertise to others. 	<ul style="list-style-type: none"> • Experience as a Form Tutor. 	Application form, references, and interview.

Criteria	Essential	Desirable	Method of Assessment
Special Aptitudes	<ul style="list-style-type: none"> • Ability to teach to KS3, GCSE , and A Level. • Commitment to improving student learning and raising achievement. • Enthusiasm to inspire in students a desire to learn and participate. 	<ul style="list-style-type: none"> • Interest in innovation in the classroom including interactive whiteboard skills. • Experience and understanding of helping high and low achievers. 	Application form, references, and interview.
Interpersonal Skills	<ul style="list-style-type: none"> • Good ICT, oral and written communication skills. • Ability to work effectively as part of a team. • Ability to work on own initiative. • Ability to take responsibility for planning own workload and commitments. • Ability to work under pressure and keep to deadlines. • Ability to be sensitive to the needs of others. • Ability to be supportive. • Professionalism. • Good record of attendance and punctuality. • Willingness to reflect upon his/her experiences in a critical and constructive manner. 		Application form, references, and interview.

Application and Appointment Process

How to apply

To find out more about The Latymer School please do take a look at the website at **www.latymer.co.uk**.

If, after reading the information, you are interested in joining us please complete the Teaching Staff Application Form, which you can find on the website. Applicants are also asked to provide a letter of application outlining:

- Your experience to date
- How this has prepared you for the role

Completed forms and letters should be returned to:

Mrs M Cobbett
Headteacher
The Latymer School
Haselbury Road
Edmonton N9 9TN

Or via email at: **recruitment@latymer.co.uk**

Closing date for application:
10am on Monday, 27th September 2021

