

The Latymer School

English Teacher (Maternity Cover)



Welcome

Thank you for considering applying for the role of English Teacher (Maternity Cover) 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 2022 our GCSE results were outstanding, with 48.9% of students achieving a level 9, 77.1% achieving level 8/9, and 91.6% achieving level 7/8/9. At A Level 38.3% of grades were A*, 78% were A*/ A, and 93.3% were A*/ B. In previous years, the majority of students 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.





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.



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.



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.



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.



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.



Matshe Gunn M.B.A., University of Portsmouth, C.Mgr., Chartered Management Institute. Director of Finance and Operations. Matshe has worked as a senior business leader in primary, special and secondary schools. She continues to coach apprentice school business leaders, and her experience prior to education includes Facilities Management and Marketing. Matshe joined the Latymer School in 2021.

A photograph of two students in a library. On the left, a young Black male student is smiling and looking towards the right. He is wearing a dark grey V-neck sweater over a white collared shirt and a blue patterned tie. A blue lanyard with the word 'Dolbe' repeated on it hangs around his neck. On the right, a young Asian female student is smiling and looking towards the left. She is wearing a dark blue V-neck sweater over a white collared shirt and a blue tie. A green lanyard with the word 'Latyrmer' repeated on it hangs around her neck. Both students have school crests on their sweaters. The background consists of wooden bookshelves filled with numerous books of various colors. A dark blue rectangular box with white text is overlaid on the bottom left of the image.

The English Department



Staffing and Accommodation

The English Department is a thriving unit at the heart of the curriculum and school life. It comprises of a wonderfully friendly and successful team who work closely together to offer pupils lively and demanding courses across the key stages to secure excellent examination results and to promote a love of literature.

There are ten teachers in the department who work closely together in a supportive and collegiate working atmosphere. Led by the Head of Department, the department is rich with highly skilled practitioners and subject specialists. For each key stage, there is a designated TLR lead, who oversees the development and administration of that key stage. Resources are shared and there is purposeful department and whole school CPD to develop skills and practice. English lessons are engaging and give the students the opportunity to debate, think and critically engage in a range of material in imaginative ways. As a team we are committed to creating a department that monitors, evaluates and reviews its teaching so that good practice is shared, and schemes of learning are kept lively and interesting for the students.

In addition, the department is well-supported by our excellent chartered librarian who collaborates to enthuse students about their reading and supports scheduled reading lessons across KS3. We highly value the importance of reading and give it a prominent position within our curriculums. In the past academic year, we have welcomed several visiting authors to the school providing students with the opportunity to work with professional writers in fun and original ways. Many of our students are keen writers also, and we seek to provide plenty of opportunities to foster and hone this passion and skill. We celebrate key events in the school calendar with our very own Poet Laureate and Apprentice Laureate and run a few other writing competitions throughout the year. We value the work that our students do outside of the curriculum and over the years we have entered many teams into various debating and public speaking competitions. More recently, we have worked with the English and Media Centre on various projects including the 'Reading Teachers = Reading Pupils' book group, which resulted in us also running a Parent Book Club.



Teaching

Our Key Stage 3 syllabus is engaging and inspiring as we study a wide range of fiction and non-fiction texts. We focus on a broad spectrum of teaching units ranging from Chaucer, Shakespeare, Science Fiction and the Epic Form to name but a few.

Our curriculum carefully bridges the skills acquired at KS2 and progresses to develop students in preparation for successful KS4 study. We explore how and why the English language has developed, the place of literature in the world and how language can express who and what we are.

Our Key Stage 4 students follow the AQA English Language and Literature course, and we work collaboratively as a department to support all students through the two GCSEs. The Literature course is designed to foster a love of reading and to develop analytical and evaluative skills. The course is assessed by final examination and students are carefully prepared through effective teaching and monitoring of pupil progress.

English Literature is a very popular subject choice at A Level. We follow the Eduqas (formerly WJEC) English Literature specification which offers the pupils a broad, engaging and challenging passage through the study of English Literature. We are proud of our lessons at A Level and pupils are well prepared for both the AS and A Level examination which are taught concurrently. The curriculum explores texts from a wide range of social, historical and cultural contexts and seeks to develop the skills of reading and engaging with literary criticism at a high level.

We are very proud to work with our students and seek to stretch and challenge them at every opportunity—a work ethic that is reflected in the excellent results achieved this year.

This position offers candidates an excellent opportunity to both contribute to an excellent department and develop their own skills and interests as a practitioner.

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	DfES recognised Qualified Teacher Status Honours Degree.	- Evidence of continuing professional development. - Awareness of current syllabus development.	Application form and references.
Commitment to Safeguarding Children	- 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	- 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.	Experience as a Form Tutor.	Application form, references, and interview.

Criteria	Essential	Desirable	Method of Assessment
Special Aptitudes	• Ability to teach to KS3 and GCSE. • Commitment to improving student learning and raising achievement. • Enthusiasm to inspire in students a desire to learn and participate.	• Interest in innovation in the classroom including interactive whiteboard skills. • Experience and understanding of helping high and low achievers. • Ability to teach to A Level.	Application form, references, and interview.
Interpersonal Skills	• 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:

Ms M Cobbett, Headteacher,
The Latymer School,
Haselbury Road,
London,
N9 9TN

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

