

The Latymer School



## Head of Geography (Maternity Cover)



# Welcome

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**Thank you for considering applying for the role Head of Geography (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 2022/23 our GCSE results were outstanding, with 49.3% of students achieving a grade 9, 77.5% achieving level 9/8, and 92% achieving level 9/8/7. At A Level 35.3% of grades were A\*, 70.2% were A\*/ A, and 85.7% were A\*/ B. 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.

We recognise the support our very able students require and our pastoral care is highly supportive.

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

**Maureen Cobbett, Headteacher.**











# The Curriculum

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**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

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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 Learning. 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

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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

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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

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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. 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

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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

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**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.



**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.



**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.



**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.





The Geography  
Department



# The Geography Team

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**Marie-Therese Letissier, BA Geography (Liverpool), Geography Teacher and Assistant Head of Learning - Year 7.** Having studied for her degree and teaching qualification in Liverpool, Marie-Therese relocated to London and joined Latymer in 2019, where she has already progressed to Assistant Head of Year



**Alice Hamilton, BSc Geography (Durham), Head of the Geography Department.** Alice began her career with 4 years teaching in Bermondsey, before moving to Latymer in 2015. She was Assistant Head of Year in the Sixth Form and part of the Teaching and Learning Team, before becoming Head of Department in 2018.



**Sam Wigman, BA Geography (Manchester), Geography Teacher.** Sam joined Latymer in 2022 with years of experience as a geography teacher, and having taught abroad, and most recently in northwest London.



**Neil Grassick, BA Geography (Liverpool), NPQH, Deputy Head (Curriculum).** Neil has taught Geography 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.



**Francesca Brown, BA Geography (Durham), Geography Teacher.** Francesca has been teaching since 2020, and joined Latymer in 2022 from South west London. She has made a great start.





# Staffing and Accommodation

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The Geography Department is staffed by 5 specialist teachers.

In Key Stage 3 students are taught in mixed-ability form groups of 32 in size. Topics include 'Amazing Africa', 'The Restless Earth' and 'Our World 2035'.

At GCSE level there are currently 5 classes in both Years 10 and 11, where the average class size is 27. Students are prepared for AQA Specification A Geography, with all students entered at the higher level. Topics include 'The Living World', 'UK Physical Landscapes' and 'Urban Issues'. The course also includes two days of fieldwork, one physical and one human.

The Department is very successful in terms of examination results and Geography is popular as an A-Level option. Each year, over 70 sixth-form students are prepared for AQA A-Level examinations in a variety of Human and Physical Geography modules. The course includes a residential fieldtrip to Swanage to complete students fieldwork in independent investigations. There is also a very popular expedition to Iceland, during the February half term, with 40+ students joining staff for this exciting venture.

The successful candidate would be required to teach across the whole range of age and ability in the school including AS/A-Level. Good ICT skills (Word, Excel, PowerPoint and SMART Notebook) are expected.

The Department has 4 specialist teaching rooms, each with its own interactive whiteboard, and there are 4 computer rooms which are shared by all departments. Teaching and Learning is enhanced through the use of our Microsoft Teams, and Google classroom, and GIS software such as Aegis is an important tool. In addition, the Department has a large office which is well stocked with text books, and has a range of other teaching materials and resources.

Departmental meetings are held once per teaching cycle (fortnightly) as required and it is hoped that each member of the Department benefits from a helpful and supportive working environment.





# Teaching

## Key Stage 3

Classes are taught in form groups of 32. Year 7, 8 and 9 have four lessons (40 minutes) each in a two week cycle. There is no banding or setting in Geography.

The Department has written its own course for KS3 and has schemes work in place. They incorporate a wide range of teaching and learning styles. Topics covered during this key stage include:

- Rivers and Coasts
- Weather and Climate
- Tectonics
- Population and Migration
- Globalisation and Development
- India and the Middle East

Year 7 conduct an investigation into the existence of microclimates around the school site. Year 9 come off timetable in half-year groups to compete in the World Trade game in the Seward Studio. The students are divided into groups and trade with each other within the 'free' market economy of tariffs, quotas and other sanctions!

## Key Stage 4

Geography is a popular option. Students have seven 40 minute lessons each two-week cycle. GCSE Geography is taught in class sizes of approximately 25 -29.

The AQA specification is taught at Latymer and there are programmes of study in place for GCSE. Topics covered during the GCSE course include:

- Living World
- Physical Landscape
- Natural Hazards
- Resource Management
- Urban Issues
- Economic World

Students carry out two fieldwork investigations - one in human and another in physical geography - as part of their preparation for a Skills-based exam paper.





## Teaching

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### Key Stage 5 - AS and A Levels

The AQA syllabus is taught and we have approximately 90 students studying A-level Geography across Year 12 and Year 13 (2017). There are normally 3 - 4 classes in both cohorts. Students have fourteen 40 minute lessons each two-week cycle and are taught by two members of staff. A-level Geography is taught in class sizes of approximately 12 - 16.

The A-level Geography course units are:

- Changing Places
- Coastal Landscapes
- Hazards
- Water & Carbon Cycles
- Population & the Environment
- Global Systems & Governance

In Year 12, students undertake two days of fieldwork. The first is to Stratford, in order to investigate the impacts of regeneration on the area. The second is to Camber Sands, to investigate the changes in vegetation across the Psammose succession. In year 13, all students attend a residential field trip to the Swanage area to complete their Independent Investigation Data Collection.

## Enrichment

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The Department runs a Sixth Form trip to Iceland, offered to students studying Geography. The purpose of the trip is principally to visit areas of tectonic, glacial and geothermal interest, all of which relate to and would enrich topics studied in Geography. Southern Iceland has fascinating geography: it offers one of the few environments in the world where such dramatic landforms can be seen in close proximity and the expeditions have been of enormous interest to students who have been in the past.

Highlights include visits to Thingvellir National Park (the site of the mid-Atlantic plate boundary), the glacial lake at Jokulsarlon, spectacular waterfalls at Gullfoss and Skogafoss, the capital city Reykjavik, Geysir National Park and the 'Secret Lagoon.' Previous trips have sometimes incorporated being driven on the Myrdalsjokull glacier in an off-road vehicle, and, given favourable weather conditions of seeing the 'Northern Lights'. We also visit several of the naturally-heated baths and outdoor swimming pools in Iceland.



# Job Description





**Summary: The HoD is the curriculum team manager who shares with the Senior Leadership Team the school's responsibility for delivering to pupils the curriculum within Geography high quality teaching and learning, ensuring that each pupil receives positive encouragement to develop their potential to the full according to the stated aims of the school.**

Specific Responsibilities

UCAS:

- To take responsibility for leading and guiding students who wish to apply for a degree in the subject. This includes advising students on university choices, guidance on writing personal statements, conducting mock interviews, and writing an allocation of school references for applicants in the subject.
- To take responsibility for training the department in UCAS guidance covering the areas outlined above.

#### **A. Strategic Direction and Development of the Subject**

- To provide leadership and create enthusiasm for teaching among members of the department, to develop teamwork and balance the strengths of individuals, allocating responsibilities as appropriate. To make arrangements for departmental consultation and communication. To provide the Head and Deputy Head with a copy of the notes of departmental meetings.
- To define and develop departmental policy, priorities, and schemes of work regularly and to monitor their implementation, setting department targets as necessary, working within the aims of the school and in line with educational developments nationally.
- To keep abreast of examination specification changes and to attend appropriate examination board courses and moderation meetings. To liaise with the Examinations Officer as necessary over external examination entries.

#### **B. Teaching and Learning**

- To ensure that the department is up to date with the implementation of school policies including SEN and gifted and talented.
- To ensure the development of students' literacy, numeracy, and information communication technology skills through the subject where relevant
- To promote a high standard of teaching within the department, monitoring academic standards and ensuring with others that the pupils' learning is effective and continuous, enabling them to achieve the best results of which they are capable. This will include appropriate differentiation of the curriculum to meet the needs of all pupils and monitoring assessment, recording, and reporting at all levels.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department, liaising with relevant staff to secure appropriate cover.





## Specific Responsibilities cont.

- To promote teaching and learning styles which stimulate pupil interest and involvement in learning.
- To ensure the learning environment reflects the subject area and high-quality Teaching and Learning.

### **C. Information and Data Management**

- To produce an annual examinations analysis and department review.
- To ensure that the members of the department fulfil the school's requirements for reporting to parents and that the school database is kept up to date.
- Use data effectively to identify students who are underachieving in the subject and create plans of action with target setting.

### **D. Leading and Managing Staff**

- To assist in the recruitment of new staff and to be responsible for the induction of new staff. All new teachers should be appropriately trained, monitored, supported, and assessed.
- To be responsible for the day-to-day management of all members of the department.
- To monitor and assess the work of the subject through the staff development and performance management programme and through nationally recognised guidelines for inspection. To promote and monitor professional development within the department.
- To offer support and advice to members of the department and encourage their professional development.
- To lead and manage non-teaching staff in the department.
- To regularly monitor the work of department members, ensuring that they are following the correct syllabuses and adhering to policies, including marking, and schemes of work and observing their teaching.
- To establish common standards of practice and to encourage the sharing of good practice within the department and develop the effectiveness of teaching and learning styles.
- To regularly canvass the views of students as to strengths and areas for development.

### **E. Communication and Liaison**

- To represent the department at Head of Department meetings, and to contribute to curriculum development and other relevant whole school development (planning and implementation) through these and other means as appropriate.
- To disseminate relevant information to members of the department.
- To encourage appropriate links across the curriculum, between departments, with other schools, and to promote relevant activities outside school. This will include developing aspects of cross-curricular themes such as citizenship and contributing to enrichment as appropriate within the department.
- To ensure that transitional links between Key Stages 2 and 3 are seamless and thorough.



Specific Responsibilities cont.

**F. Resource Management**

- To organise and manage the department budget and resources to ensure the efficient and effective use of all resources. To maintain a stimulating environment within the department.
- To be responsible for department administration.
- To organise the staffing of the timetable to ensure there is high quality Teaching and Learning in all Key Stages.
- To ensure that history is high profile within the school and there is a broad range of extra-curricular activities.
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**G. Marketing**

- To play a part in the marketing of the subject and the school at appropriate occasions including Open Days and Parent Information Evenings.

**H. Health and Safety**

- To be familiar with the School's Health and Safety policy and implement it as applicable within the department.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary.



# The Person





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

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



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

# Application and Appointment Process

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## How to apply

To find out more about The Latymer School please do take a look at the website at **[www.latymer.co.uk](http://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 asked to ensure you outline the following in your 'statement in support of application' (within the application form) :

- How you meet the role requirements.
- How your experiences to date has prepared you for this role.

Completed Support Staff Applications forms should be emailed to **[recruitment@latymer.co.uk](mailto:recruitment@latymer.co.uk)**

**(Please note that we cannot accept CVs due to Safer Recruitment requirements.**

Applications will be shortlisted upon receipt and successful applicants will be invited to interview.

