

The Latymer School  
Assistant Headteacher



# Welcome

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**Thank you for considering applying for the role of Assistant Headteacher 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.







# Letter from Headteacher

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Dear Candidate

Welcome to The Latymer School. We are delighted that you are considering making an application for the post of Assistant Headteacher. Latymer is a very high achieving and popular grammar school in North London; in the recent Sunday Times tables we were the highest achieving co-educational school in London. Ours is a very ethnically diverse community and we serve a very multi-cultural student population.

Our aim is to offer a “first class liberal education” to our students. Students are encouraged to aim high, work hard and prepare themselves to make a positive contribution to modern society. Our students are bright, and love to debate and question, so classrooms are lively.

We were inspected by Ofsted in March 2022 and achieved an overall Good rating with outstanding for the Sixth Form and Personal Development. Whilst we were disappointed with the overall judgement, we know that many aspects of the school are outstanding.

We are committed to developing staff and supporting their wellbeing. As such, people enjoy working at Latymer, they enjoy the collaborative approach we take to teaching and learning. Staff always comment that Latymer is a school where you can teach and hone your skills. We want to appoint someone who is hard working, values children's views and wants to achieve the highest standards. The successful candidate(s) will be supported to move on in their career.

We look forward to meeting you.



# 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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**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.



**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.

# Job Description



### **Assistant Headteacher Teaching and Learning**

- Quality of T&L.
- Teaching and Learning strategies.
- Professional Development of teaching staff.
- ECT Programme.
- Student teacher programme.
- Have a understanding of current trends in pedagogy.
- Mentoring of Latymer students.
- Learning Environment.
- Student Achievement.
- Member of the safeguarding team.

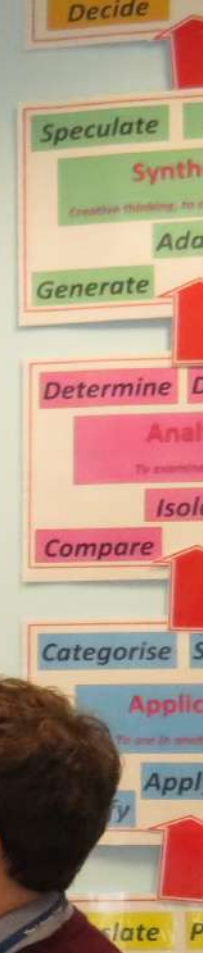
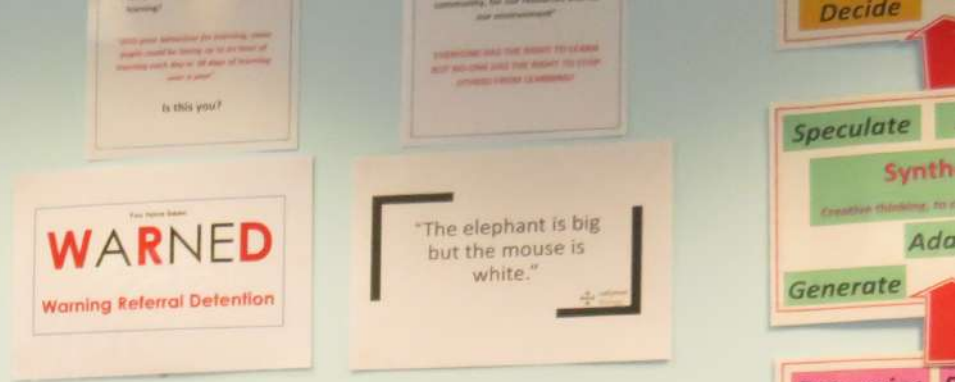
### **Assistant Headteacher Behaviour for Learning, Attendance and Enrichment**

- Behaviour for Learning.
- Attendance.
- Enrichment including the House system.
- Rewards.
- Equality, diversity and inclusion.
- Have a understanding of current trends in pedagogy.
- Learning Environment.
- Member of the safeguarding team.
- Links with primary schools.

**Job descriptions will be fully revisited once we have appointed to the roles**

# The Person

The whiteboard displays a PhET simulation titled "Photoelectric Effect (1.10)". The simulation shows a vacuum tube with two metal plates, a light source, and a circuit with a battery and a current meter. The current meter shows 0.000 A. The battery is set to -0.80 V. The light source is set to 400 nm and 100% intensity. The PhET logo is visible in the top right corner of the simulation window.



**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> <li>• Excellent teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional 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> <li>• Evidence of promoting qual opportunities for students and/or staff.</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>• Knowledge of what excellent teaching looks like and a track record of delivering to this level.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching across the full age and ability range of an 11-18 school.</li> <li>• Experience of leading teams.</li> </ul>	Application form, references, and interview.

Criteria	Essential	Desirable	Method of Assessment
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A clear philosophy in terms of what excellent curriculum looks like and an understanding of how to support the curriculum development towards achieving its goal.</li> <li>• Proven track record of raising standards in a school context.</li> <li>• A clear philosophy of what excellent behavior looks like and an understanding of effective school systems that can support this.</li> </ul>		Application form, references, and interview.
<b>Special Aptitudes</b>	<ul style="list-style-type: none"> <li>• Commitment to improving student learning and raising achievement.</li> <li>• Enthusiasm to inspire in students a desire to learn and participate.</li> <li>• Knowledge of what excellent pastoral care looks like and experience of contributing to its delivery.</li> </ul>		Application form, references, and interview.

Criteria	Essential	Desirable	Method of Assessment
<b>Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>• Good ICT, oral and written communication skills.</li> <li>• Resilient but reflective practitioner.</li> <li>• Have very high expectations of student and staff.</li> <li>• Ability to take responsibility for planning own workload and commitments.</li> <li>• Hard working, with the ability to work under pressure and keep to deadlines.</li> <li>• High level of personal integrity.</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 their experiences in a critical and constructive manner.</li> <li>• A passion for promoting equal opportunities for students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability and experience teaching high quality lessons remotely via MS Teams or another similar platform.</li> </ul>	<p>Application form, references, and interview.</p>

# 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 also asked to provide a letter supporting their application. No more than two side of A4. If you have a preference for one of the roles, please make that clear in your letter of support. Please outline:

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

Completed forms and letters should be returned to:  
**[recruitment@latymer.co.uk](mailto:recruitment@latymer.co.uk)**

**Deadline for application:  
10am on Monday, 17th April 2023**

