

# THE LATYMER SCHOOL



## INFORMATION FOR CANDIDATES



## GEOGRAPHY TEACHER MATERNITY LEAVE

# LETTER FROM THE HEADTEACHER



Dear Candidate,

I am delighted to write, as the Headteacher of The Latymer School, to thank you for your interest in the post of Geography Teacher at our school.

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 our students. In 2017/18 our GCSE results were outstanding with 31% at Level 9 and 62% level 8 or 9, with 85% at level 7/8/9. At A Level 25% of grades were A\*, 63% of grades were A\*/A, and 87% A\*/B. Again amazing results, but we always feel we can do better. Our students go on to the top universities including a high number to Oxford or Cambridge and we are looking for someone who wants to work with and support bright and ambitious students.

We believe that an outstanding education develops students academically, socially and morally, giving them the skills to be successful in whatever they do once they have left us. We also feel it is important to develop students outside of the classroom and offer a wide range of extra-curricular activities and trips.

Our motto is 'who endeavours wins' and that sums up the ethos we wish to build within our school community; life is not always straight forward and we encourage our students to persist, to keep trying and then success will come.

Our interview feedback informs us that teachers can be wary about applying to The Latymer School; applicants worry whether their subject knowledge is strong enough or whether they will be able to cope with the high academic standard. Please do not let this concern you, contact the school and we will be happy to arrange a visit prior to applying.

We look forward to welcoming you to our community and look forward to receiving your application for the post. Further information can also be found on our website.

**Maureen Cobbett**  
Head Teacher



# INFORMATION ABOUT THE SCHOOL



We are a selective grammar school for boys and girls aged 11 to 18. We aim to provide a broad and stimulating educational experience with very high standards within the formal curriculum while believing that school life should be valued for itself and not only as a preparation for adulthood.

There is an outstanding musical tradition which leads to a wide range of music making, much of it of very high quality, mainly as an extra-curricular activity. 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 Year 9 and all staff have the chance to accompany groups.

## THE FOUNDATION

The Latymer Foundation at Edmonton dates from 1624, when Edward Latymer bequeathed certain property to trustees on condition that they were to clothe and educate eight poor boys living in the Ancient Parish of Edmonton. Other gifts were made to the trustees and the various charities were merged into one in the early part of the eighteenth century. The School takes its name from the principal benefactor. It became co-educational in 1910 and in that year moved from Church Street to its present site in Haselbury Road. In the intervening years the School has grown in numbers and its premises have been frequently extended and modernised.

## THE CURRICULUM

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. The 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 AS subjects to A-level but the majority will reduce to 3. The majority of Sixth Formers proceed to degree courses at Universities or to other forms of Higher Education in Music, Drama, Art and other areas. We have a tradition of students attending the top universities including Oxford and Cambridge.





# INFORMATION ABOUT THE SCHOOL



## PASTORAL CARE

Every teacher is a Form Tutor and stays with their Form Group for 5 years; tutors know their groups very well but they are also supported by a Year Head of Learning and an Assistant. We pride ourselves on the quality of care we give to our students. We recognise that being part of an academic grammar school can be challenging for some students and we ensure that we support those who may find the academic standard high, but also we support those very bright and gifted children.

## THE SCHOOL 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 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 there is another computer room 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.



# INFORMATION ABOUT THE SCHOOL



## 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.





# THE GEOGRAPHY DEPARTMENT

## STAFFING AND ACCOMMODATION



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 2030'.

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 90 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 are currently four Year 12 and three Year 13 Geography sets. There is also a very popular expedition to Iceland each year, 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. Basic 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 VLE Fronter, 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.

# THE GEOGRAPHY DEPARTMENT

## 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 Brazil

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; currently 140 out of 192 year 10 students have selected to do GCSE Geography this year (2017). 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.

# THE GEOGRAPHY DEPARTMENT

## TEACHING



### 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



Students have one residential field trip to Swanage in Year 13 lasting 3 days and it takes place during the Autumn term, as well as a visit to Stratford to investigate the impact of the London 2012 Olympic Games on the changing character of local area. In Year 13 students are afforded the opportunity to plan their own independent investigation based on either human or physical aspects of Geography (or a combination of both).

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

The Department runs an annual trip to Iceland, offered to students studying Geography in Year 11. 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



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

- 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 in 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 department's 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.

# PERSON SPECIFICATION



We are seeking to appoint a graduate who is able to demonstrate the following qualities and experience:

Criteria	Essential	Desirable	Method of
<b>Qualifications</b>	DfES recognised Qualified Teacher Status Honours Degree	Evidence of continuing professional development. Awareness of current syllabus	Application form and references
<b>Commitment to Safeguarding Children</b>	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
<b>Experience</b>	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 exper-	Experience as a Form Tutor.	Application form, references and interview
<b>Special Aptitudes</b>	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.	Interest in innovation in the classroom including interactive whiteboard skills. Experience and understanding of helping high and low achievers.	Application form, references and interview

# PERSON SPECIFICATION



Criteria	Essential	Desirable	Method of Assessment
<b>Interpersonal Skills</b>	<p>Good ICT, oral and written communication skills.</p> <p>Ability to work effectively as part of a team.</p> <p>Ability to work on own initiative.</p> <p>Ability to take responsibility for planning own workload and commitments.</p> <p>Ability to work under pressure and keep to deadlines.</p> <p>Ability to be sensitive to the needs of others.</p> <p>Ability to be supportive.</p> <p>Professionalism.</p> <p>Good record of attendance and punctuality.</p> <p>Willingness to reflect upon his/her experiences in a critical and constructive manner.</p>		Application form, references and interview





# How To Apply For The Post



Please do visit our website and find out more about The Latymer School: [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, together with 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:

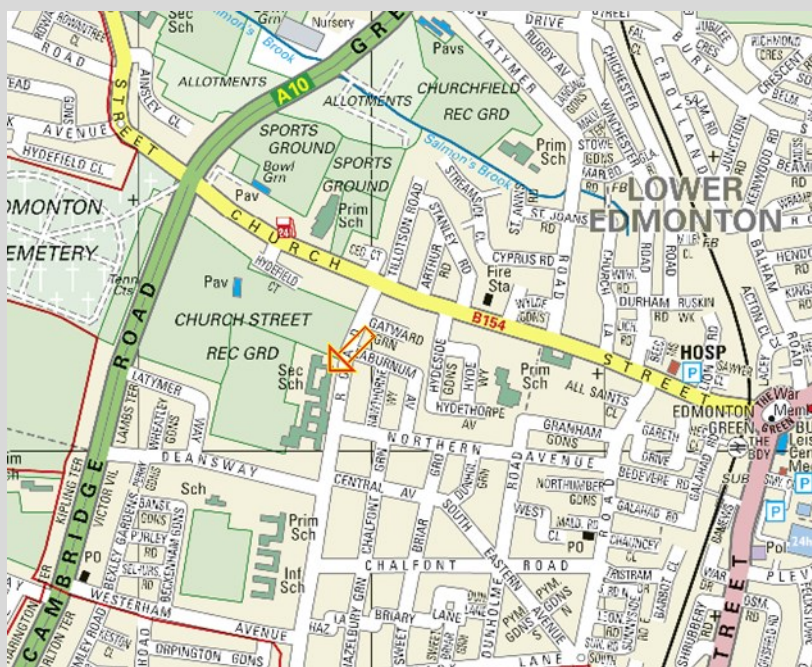
Mrs M Cobbett, Headteacher,

The Latymer School

Haselbury Road

London N9 9TN

Email: [recruitment@latymer.co.uk](mailto:recruitment@latymer.co.uk)



**Closing Date: 10am on Monday, 18th March 2019**

**Interview Date: Thursday, 21st March 2019**