

Appointment of

Director of Sixth Form and Member of the Senior Leadership Team

For 1 September 2019



The Godolphin and Latymer School
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Working at Godolphin and Latymer

Godolphin and Latymer is one of the country's leading independent day schools for girls. Founded in 1905, it has been both a state grammar school and an independent school in its 113 years. Located in Hammersmith, West London, close to the exciting cultural life of the capital, the school is a dynamic and energetic community of 800 girls, together with approximately 150 teaching and support staff. There are approximately 220 girls in the Sixth Form, studying for both the IB and A levels. Hammersmith itself is very conveniently situated less than 20 minutes from central London, sitting on a beautiful stretch of the River Thames and with plenty to offer, including several fine restaurants and two of London's best theatres.

Godolphin and Latymer is an academically selective school and our girls are bright, enthusiastic and inquisitive. They love learning and are increasingly demonstrating their ability to be creative and critical thinkers, keen to solve problems using their own intellectual resources. Teaching here is a most rewarding experience. Girls are motivated and engaged in their learning. Our harmonious community is socially, culturally and ethnically diverse, indicative of the cosmopolitan world of West London. Our catchment area is relatively wide, encompassing all areas of West London, plus a number of areas further afield from which girls are able to commute easily to Hammersmith because of its excellent transport links. (We are a couple of minutes from both of Hammersmith's tube stations and its bus station.) Relationships between girls and all staff are superb and we place great significance on valuing the individual and expecting the highest of standards in all that we do. The school is governed by principles of mutual respect, tolerance and consideration for others. Girls are very supportive of each other, sensitive and aware of others' needs and proud of their school and its ethos and history. A fine example of this is the extensive support given to our Bursary Fund by all sections of the school community, present and past.

Pastoral care and working collaboratively with parents is fundamental to the success of our girls. We value good communication between all sections of our community and try to be proactive in keeping up to date all who are involved with the school. The school plays a key role in the local area; girls take part in voluntary work schemes with many local businesses and institutions. We run a number of community events including; a public lecture series, the annual arts festival, monthly tea parties for the local elderly, and the weekly Ancient World Breakfast Club.

The school's facilities are excellent and the governors are aware of the need to ensure that such standards are maintained. Our sports facilities include a full-size all-weather hockey pitch and three netball courts, which convert into twelve tennis courts during the summer term, all of which are floodlit, and the Hampton Sports and Fitness Centre (new and purpose-built for September 2015), which contains a four court sports hall, a climbing wall, a dance studio and a fitness suite. Our performing arts centre, the Bishop Centre, housed in the imaginatively converted church of St John the Evangelist, together with the Rudland Music School, is also a recent example of the investment that is crucial to the school's continued development. Teaching and learning resources are plentiful and the use of ICT to facilitate learning is at the forefront of our current strategy. iPads are used by the girls in learning and all teaching staff are given iPads. The school aims to be forward-looking in its approach to teaching and learning and emphasis is placed on pedagogical development amongst all teaching staff.

Extra and super curricular activities play a fundamental part in the education we offer here. All staff play a full part in this aspect of our school's life, with numerous opportunities to lead activities, and to develop interests old and new, in school and on visits both in the UK and abroad. Girls are active participants in this programme, both as leaders and contributors, as well as benefitting from the extensive variety of the provision.

Why work at Godolphin and Latymer?

The staff are thoroughly professional, highly qualified and knowledgeable, enthusiastic and passionate about their own subjects, as well as understanding the importance of the breadth of the educational experience that we provide.

The school is characterised by a warm and welcoming atmosphere and a mutually supportive approach. Expectations of staff are high, but equally, personal workloads are carefully considered by the supportive leadership team. There are plenty of opportunities for further appropriate professional development and a generous inset budget is provided. Support staff and teaching staff are valued equally for their part in the overall success of the school and there is a strong sense of camaraderie and fun!

The governors are keen to ensure that staff remuneration is always competitive and that staff are fairly rewarded for their commitment to the school.

Staff turnover is relatively low, indicating a stable staff, yet we also pride ourselves on the welcome and support that we give to new colleagues and we very much value their ideas and contributions. People enjoy working here!

Your professional duties as a teacher

Your professional duties

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

You are expected to act in accordance with the aims, policies and administrative procedures of the School.

The following duties shall be deemed to be included in the professional duties which you will be required to perform:

Teaching

Planning and preparing courses and lessons

Teaching, according to their educational need, the pupils assigned to you; setting and marking work (including examinations) to be carried out by the pupils in School or elsewhere.

Assessing, recording and reporting on the development, progress and attainment of pupils.

Other activities

Promoting the general progress and well being of individual pupils and of any class or group of pupils assigned to you.

Providing guidance and advice to pupils on educational and social matters.

Making records and reports on the personal and social needs of the pupils.

Communicating and consulting with the parents of pupils.

Communicating and co-operating with persons or bodies outside the School.

Participating in meetings arranged for any of the purposes described above.

Accompanying pupils on visits away from the School.

Participating in the extra-curricular programme.

Assessment and reports

Providing or contributing oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Appraisal

Participating in any arrangements that may be made for teacher review.

Further training and development

Reviewing from time to time your methods of teaching and programme of work.
Participating in arrangements for your professional development.

Educational methods

Advising and co-operating with the Head Mistress and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment of pastoral arrangements.

Child protection, discipline, health and safety

Promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you come into contact.

Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are on the School premises and when they are engaged in authorised school activities elsewhere.

Staff meetings

Participating in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements.

Public examinations

Participating in arrangements for preparing pupils for and supervising them during public examinations and providing assessments.

Administration

Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the School and the ordering and allocation of equipment and materials.

Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after School sessions.

Flexibility

You may be required to undertake such other reasonable duties from time to time as the School may reasonably require.

Management

Contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new and probationary teachers.

Co-ordinating or managing the work of other teachers.

Taking such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the School.

Your professional duties as Director of Sixth Form

The position of Director of Sixth Form at Godolphin and Latymer presents an exciting opportunity for someone to bring their vision to further development of our thriving Sixth Form community. As a member of the School's Senior Leadership Team, the successful candidate will be able to undertake a role which offers rich possibilities for exercising leadership at whole school level, as well as providing an important whole school perspective on the role of Director of Sixth Form.

At Godolphin and Latymer, we seek to ensure that our Sixth Form students are provided with an environment which enables them to flourish in all respects. The Sixth Form represents such an energising time for our students, as they are poised to reach the pinnacle of their school career as well as to embark on the next phase of their education. We take pride in working hard to ensure that the environment in which they prepare for this next phase of their lives is suitably stimulating, diverse, stretching and supportive. We combine this ethos with emphasis on ensuring our students have a strong understanding of their role within a wider community, locally, globally and nationally.

We offer two academic pathways to our Sixth Form students: A Levels and the International Baccalaureate. Students have free choice over which pathway they choose. We operate a vertical tutor system which sees Upper and Lower Sixth students mixed together in form groups, with representation of both A Levels and the International Baccalaureate in each group. Where possible, the girls retain the same form tutor throughout their time in the Sixth Form.

Our Sixth Form students have the use of a Sixth Form Centre, which includes the offices of the Director of Sixth Form and Heads of Years 12 and 13, as well as the offices for the Higher Education and Careers department and the IB team. In the medium term, our governors have identified the construction of a new Sixth Form Centre as a priority.

Our Sixth Form students enjoy an extremely varied and rich extra-curricular programme. They are role models for younger students and as such they play a key part in leading clubs and societies. We provide a wide range of leadership opportunities for the girls in the Sixth Form, with a strong focus on encouraging our students to develop into confident, compassionate and resilient young people who can take their place in the world with energy and optimism.

As a member of the Senior Team, The Director of Sixth Form is directly responsible to the Head Mistress and works closely with the Senior Deputy Head (Pastoral) and Deputy Head (Curriculum and Academic Matters). The Director of Sixth Form is supported by two Heads of Year (Deputy Heads of Section) and a Sixth Form administrative assistant. The Deputy Head (Curriculum and Academic Matters) and the Director of Sixth Form jointly line manage the IB Coordinator and the Higher Education and Careers Team. In addition to the responsibilities expected of all members of the Senior Team, the specific responsibilities of the Director of Sixth Form are as follows:

Specific Responsibilities of the Role

- To develop the vision for and strategic direction of the Sixth Form, together with the Deputy Heads of Section, in line with and contributing to the whole school priorities.
- To foster an ethos of independent learning and intellectual risk taking within a supportive framework, ensuring that girls' individual pastoral and academic needs are considered and supported by relevant staff so that each girl can perform to the best of her ability, develop her self-esteem and be well equipped for the world beyond school
- To keep abreast of general academic and pastoral issues pertinent to the running of a Sixth Form, attending conferences, cluster group meetings and training as necessary

- To ensure, together with the Higher Education and Careers team, that all girls have an understanding of Higher Education Options, the implications of and opportunities arising from possible decisions, and that they are well supported as they move through the application process
- To be responsible for the efficient and timely submission of UCAS forms
- To line manage the IB Coordinator, jointly with the Deputy Head (Curriculum and Academic Matters), and to ensure that the IB is seamlessly integrated within the Sixth Form
- To line manage the Higher Education and Careers Tea, jointly with the Deputy Head (Curriculum and Academic Matters).

Team Leadership

- To lead and oversee the Sixth Form Team, including Deputy Heads of Section and the Sixth Form Administrator, meeting formally with them, usually weekly, and informally as necessary
- To delegate responsibility for specific tasks and activities to individual members of the Sixth Form Team
- To meet formally with the Head of Higher Education and Careers and the Deputy Head (Curriculum and Academic Matters), usually weekly, and informally as necessary
- To meet formally, usually weekly, with the Senior Deputy Head (Pastoral)
- To lead and oversee, together with the Deputy Heads of Section, a team of form tutors, meeting formally with them at least once every half-term and being available to them for consultation at other times
- To support, advise and train sixth form staff, enabling them to fulfil their tasks efficiently and effectively; to encourage attendance at apt courses and conferences in order to contribute to their overall professional development
- To participate in the induction of new staff and ensure that appropriate induction is provided for new form staff and mentors
- To liaise with the Senior Deputy Head (Pastoral) and Heads of Middle and Lower School about development of whole school pastoral priorities

Girls

- To have an overview of the academic performance of girls, appropriate to their year and academic pathway. To oversee the development of regular proactive tracking and monitoring of girls' academic progress.
- To monitor patterns and trends in the pastoral provision for the Sixth Form, for example through monitoring of attendance.
- To oversee the allocation of girls to sixth form groups and to ensure that information about girls is recorded accurately and kept up to date
- To oversee the induction of all LVI students, ensuring that girls new to the school are well supported so that they can settle in as quickly as possible
- To encourage girls to participate as fully as possible in the extra and super-curricular life of the school and, within reason, to make the most of opportunities arising outside of school
- To take an interest in and attend events involving the whole school and the Sixth Form, for example, sixth form play, school concerts, Carol Service.
- To encourage girls to take responsibility for themselves, their environment, the school and the wider community; to ensure that a wide range of sixth form positions of responsibility are available in school and that the application process is as fair and transparent as possible
- To oversee the Head Girls' Team
- To ensure that the sixth form area is maintained and developed as a comfortable, flexible and practical space, promoting social cohesion and independent study
- To ensure that appropriate standards of behaviour, punctuality, dress and attendance are maintained, taking disciplinary action as required

Knowledge and Expertise

- To have an overview of the curriculum for the girls, appropriate to their year and academic pathway, and be able to advise on future educational needs, eg subject choices, Higher Education
- To have an overview of the assessment and reporting timetable and arrangements for each year group so that this is both manageable for individual students and effective in encouraging them to take increasing responsibility for their achievement, liaising with relevant members of the Senior Team
- To have an overview of and to work with relevant staff to develop the sixth form programme beyond the demands of academic syllabuses, for example the pastoral curriculum, the weekly enrichment programme, EPQ and EE sessions, to participate in or lead such activities as appropriate
- To keep up to date with school policies, particularly with regard to Child Protection/Safeguarding, Behaviour and Anti bullying
- To have an overview of 16+ entry; to review results in preparation for the selection meeting; to check offer letters
- To have an overview of the Oxbridge application process and to meet regularly with the Oxbridge co-ordinator
- To co-ordinate, in liaison with the Head of Higher Education and Careers, internal application deadlines; to provide guidance to subject staff and form tutors on the drafting of UCAS references; to check and edit as necessary UCAS and other Higher Education references
- To co-ordinate, along with other relevant staff, the arrangements for the issuing of IB and A Level results and feedback to girls and parents in early July and mid-August; to be available in school as agreed during these periods
- To manage the sixth form budget.

Communication

- To communicate with Senior Leaders through formal weekly meetings with the Head and Senior Deputy Head (Pastoral), Deputy Head (Curriculum and Academic Matters), weekly SLT meetings, and informal meetings with other Heads of Sections as required. To attend HOS and HODs meetings
- To liaise with all other members of staff as necessary (especially members of the Senior Team, the Examinations Officer, the IB, Individual Learning Needs, EE, EPQ and PSHE Coordinators, the Higher Education and Careers Team, ICT staff, the Counsellors, School Doctor and Nurses) and outside agencies
- To ensure that girls and parents are informed appropriately and regularly about academic, pastoral and Higher Education issues and challenges and to respond to girls and parents as required; the latter may involve some communication by email in response to urgent concerns during holiday periods
- To attend and present at events pertinent to the section, such as parents' evenings and forums, information evenings, higher education events. To oversee the organisation of such events as appropriate.
- To promote the Sixth Form as appropriate on public occasions, for example Open Days, and, in liaison with the School Registrar, to develop possible links with feeder schools, particularly with a view to increasing diversity and widening access
- To be responsible for ensuring that website, and hard copy informative/promotional materials pertinent to the sixth form are engaging, accurate and up to date.

Your professional duties as a Senior Teacher

No job description is entirely comprehensive and other duties may arise from time to time. The specific responsibilities described here will be kept under annual review.

The following list, drawn from ASCL guidelines, attempts to provide an outline of the responsibilities, skills and qualities required of all members of the senior team, regardless of their individual areas of responsibility.

Shaping the Future

Knowledge:

- Awareness of local, national and global trends;
- Helping to build, communicate and implement a shared vision;
- Contribution to strategic planning process;
- Awareness of new technologies, their use and impact;
- Helping to lead change;
- Creative and innovative skills.

Professional Qualities

Commitment to:

- Collaborative school vision of excellence and equity (high standards/expectations for all pupils);
- Helping to set and achieve challenging and ambitious targets;
- Inclusion.

Ability to:

- Think strategically;
- Inspire, challenge, motivate and empower others;
- Model the values and vision of the school (actively promote ethos).

Leading, Learning & Teaching

Knowledge

- Strategies for raising achievement and achieving excellence;
- Use of new and emerging technologies to support teaching and learning;
- Inclusion strategies;
- Impact of behaviour/attendance on learning and educational progress;
- Assessment/reporting;
- Models of teaching and learning (including organisation and learning styles);
- Principles of effective teaching and learning (lesson observation);
- Line management responsibilities (performance management);
- School self-evaluation (monitoring and evaluation);
- Strategies for developing effective teachers;
- Curriculum design and management (overall; broad and balanced);
- Oversight of, e.g., cover or examinations;
- Data collection tools and analysis (comparative performance, prior attainment, targets etc.).

Professional Qualities

Commitment to:

- Raising standards for all in pursuit of excellence;
- The entitlement of all pupils to effective teaching and learning;

- Personalised learning.

Ability to:

- Demonstrate personal enthusiasm for learning process;
- Demonstrate the principles and practice of effective teaching and learning;
- Challenge poor performance;
- Develop relevant strategies for improved performance.

Developing self and working with others

Knowledge

- Awareness of significance of interpersonal relationships and models of CPD;
- Strategies to promote individual and team development;
- The inter-connection between managing performance, CPD and sustained school improvement;

Professional Qualities

Commitment to:

- Effective working relationships;
- Shared leadership;
- Effective team working;
- Effective performance management (ensuring that team leaders are properly accountable for the performance of their team members).
- CPD for self and others;
- Training role;
- Participation in staff selection.

Ability to:

- Foster an open, equitable culture and manage conflict;
- Develop, empower and sustain individuals and teams;
- Collaborate and network within and beyond the school;
- Give and receive effective feedback and act to improve personal performance.

Managing the Organisation

Knowledge

- Models of organisations and principles of organisational development;
- Principles and models of self-evaluation;
- Principles and strategies of school improvement;
- Earned autonomy;
- Implementation of change;
- Policy creation;
- Informed decision-making;
- Performance management;
- Legal issues;
- Strategic financial planning.

Professional Qualities

Commitment to:

- Distributed leadership and management;
- Contribution to school policies;
- Strengthening the school's organisational capacity;
- Development of a safe, secure and healthy environment.

Ability to:

- Establish and sustain appropriate structures and systems;
- Manage school effectively and efficiently on a daily basis;

- Delegate;
- Prioritise, plan and organise self and others;
- Making high quality judgements and decisions;
- Think creatively to anticipate and solve problems.

Securing Accountability

Knowledge

- Statutory educational frameworks;
- Self-evaluation and multi-agency working;
- Use of range of evidence/data to support, monitor, evaluate and improve performance;
- Principles and practice of quality assurance systems.

Professional Qualities

Commitment to:

- Principles and practice of school self-evaluation;
- Individual, team and whole-school accountability for pupil learning outcomes;
- The school working effectively towards the academic, spiritual, moral, social, emotional and cultural development of pupils.

Ability to:

- Engage the whole community in systematic and rigorous self-evaluation;
- Demonstrate political insight;
- Analyse data to understand the strengths and weaknesses of the school;
- Combine outcomes of regular school self-review with external evaluations to develop the school.

Strengthening Community

Knowledge

- Current issues and future trends that impact on the school community;
- The rich and diverse resources within local communities – both human and physical;
- The wider curriculum beyond school and the opportunities it provides for pupils and the school community;
- Models of school, home, community and business partnerships;
- The work of other agencies and opportunities for collaboration;
- Strategies which encourage parents and carers to support their children's learning;
- The strengths, capabilities and objectives of other schools.

Professional Qualities

Commitment to:

- Effective team work within the school and with external partners;
- Working with other agencies for the well-being of all pupils and their families;
- Involvement of parents and the community in supporting the learning of children and in defining and realising the school vision;
- Collaboration and networking with other schools to improve outcomes.

Ability to:

- Recognise and take account of the richness and diversity of the school's communities;
- Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities;
- Listen to, reflect and act on community feedback;
- Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all pupils.

Person specification

	Essential	Desirable	Method of Assessment
Education / Qualifications	<ul style="list-style-type: none"> To have an excellent academic track record with a good honours degree in an appropriate subject. Subject specialism is not important but the subject does need to be one which is part of our current curriculum. The successful candidate will be expected to teach a 30-35% timetable and lead in our approach to scholarship and enrichment. 	<ul style="list-style-type: none"> To have a teaching qualification or to be undertaking a teaching qualification 	<ul style="list-style-type: none"> Application form Appropriate certificates References
Experience	<ul style="list-style-type: none"> Significant experience of leading others in an educational environment, such as Head of Department and/or Head of Year/Section Experience of teaching at secondary level including GCSE and A Level 	<ul style="list-style-type: none"> Experience of leading on whole school issues Experience of teaching the IB Experience of the university application process 	<ul style="list-style-type: none"> Application form References Interviews
Skills and Abilities	<ul style="list-style-type: none"> To be able to inspire, motivate and lead others To be an outstanding teacher To be an excellent communicator, orally and in writing, with girls, parents and other staff To have excellent time management skills To be well-organised To be discreet and adhere to confidentiality To have excellent interpersonal skills To be able to use ICT appropriately to suit the needs of the role 	<ul style="list-style-type: none"> To be familiar with Information Management Systems such as ISAMS To be familiar with the use of iPads to enhance pupils' learning To be proficient in a variety of software packages, such as Microsoft Word, Outlook, PowerPoint and Excel to support teaching and learning 	<ul style="list-style-type: none"> Application form Interview References
Personal Qualities	<ul style="list-style-type: none"> Commitment to safeguarding and promoting the welfare of pupils Motivation to work with young people Ability to form and maintain appropriate relationships and personal boundaries with young people Emotional resilience To have a positive and optimistic attitude To be flexible and adaptable To be approachable and a good listener To be genuinely interested in each girl as an individual To be able to offer guidance and advice to girls, parents and staff To be able to set aside subject loyalties and previous experiences with the girls when providing advice and guidance To have faith in one's convictions To be able to contribute to the extra-curricular activities of the school A keen interest in the School as a whole 		<ul style="list-style-type: none"> Application form References Interview
Knowledge and Understanding	<ul style="list-style-type: none"> Understanding of the role of school leaders in a 21st century school 		<ul style="list-style-type: none"> Application form References Interview

Salary, hours and benefits

The salary awarded will depend on experience and qualifications of the successful candidate. The Governors review salaries each year to ensure they remain competitive. Salaries are paid by account transfer on the 25th day of each month, or the previous working day, in twelve equal payments.

Hours

Teaching staff are expected to be in School for 8.25am and the school day ends at 4.00pm (3.05pm on Fridays). However, hours are as required to fulfil the duties of this role both before and after school hours.

Benefits include:

Staff Fee Remission – staff are eligible for fee remission. The continuance and value of the school fee remission is at the discretion of the Governors.

Income Protection Scheme – which provides cover in case of long-term absence relating to illness - the cost of which is covered by the school.

BUPA membership - the cost of which is covered by the school (as a taxable benefit).

Gym membership (Virgin Active)-the cost of which is covered by the school (as a taxable benefit).

Longer holidays than the maintained sector.

iPads – all teaching staff are given iPads.

Membership of the Teachers' Superannuation Scheme - teachers are automatically enrolled into the Teachers' superannuation scheme.

Enhanced sick and maternity/paternity pay arrangements – the school offers additional support to staff via its sick and family friendly policies.

Personal Accident Insurance – staff are covered for permanent disability resulting from an accident, whether at School or elsewhere. Cover is provided for 365 days of the year.

Advance purchase of travelcards with monthly repayments – the School will pay for your travelcard (minimum three month card) and collect the repayments, at cost, over the life of the travelcard.

Lunches and Refreshments – lunches and refreshments provided in the Staff Room and Staff Dining Room are provided by the School to all members of staff, free of charge.

School Nurse and Doctor on site – the school medical department employs two school nurses and the school doctor is on site for half a day every week.

Fitness Facilities – staff are able to use the fitness facilities in the Hampton Sports and Fitness Centre and the school's outdoor sports facilities.

Staff wellbeing – there is a selection of wellbeing sessions that staff can attend, including acupuncture massage, yoga, zumba, rock climbing and kickboxing.

Application

Please read the recruitment pack carefully, including the School's Safeguarding and Recruitment policies. Fully completed application forms must be returned to the Personnel Department at the School by post or by email to recruitment@godolphinandlatymer.com by **noon** on the closing date.

Please note that applications must be made on the school's application form. Neither CVs nor late applications will be accepted.

The closing date for applications is **noon** on Wednesday 7 November 2018.

The preliminary round of interviews will take place on Friday 16 November 2018 with final round interviews likely to take place the following week.

Equal Opportunities

It is the policy of The Godolphin and Latymer School to provide equal opportunities for all qualified individuals regardless of race, colour, religion, ethnic or national origin, sexual orientation, age, gender medical condition or disability.

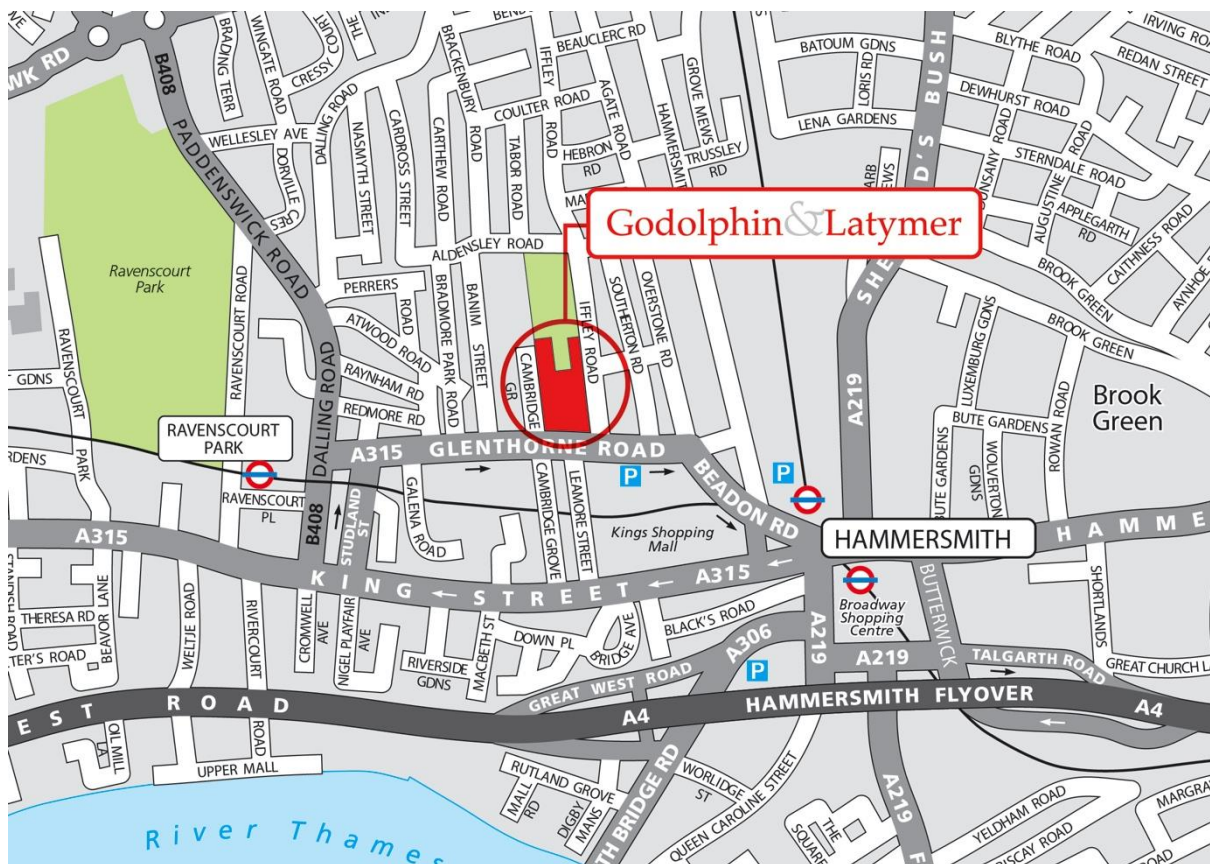
Safeguarding

Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children. This post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those as "spent" must be declared. The successful candidate will be required to complete a Disclosure & Barring Service application. References will be sought on short-listed candidates and we may approach previous employers for information to verify particular experience and qualifications. The successful candidate will also be required to provide original certificates of qualification and undergo a medical examination prior to taking up the post.

Charitable status

The Charity called The Godolphin and Latymer School (charity registration number 312699) is administered by The Godolphin and Latymer School Foundation, a charitable company limited by guarantee (Company number 3598439).

Location



Nearest Underground Stations:

Hammersmith (District, Piccadilly, and Hammersmith & City Lines)
Ravenscourt Park (District Line).

Bus Routes

To Hammersmith Broadway:

9, 10, 27, 33, 72, 190, 209, 211, 220, 266, 283, 295, 391, 419

To Glenthorne Road: 27, 190, 266, 267, 391, H91

By Car

There is a one-way system in Hammersmith.

From Hammersmith Broadway: turn left into King Street, take the second right into Cambridge Grove, turn right into Glenthorne Road and turn left into Iffley Road for the school.

Car Parking

We regret that there is no car parking available in the school grounds, but there is a public car park (entrance in Glenthorne Road) only a few minutes from the school, which is inexpensive. There is also a limited amount of pay and display parking in the surrounding streets.

Please note that the entrance to the school and the staff car park is on Iffley Road.

On Arrival

Please report to Security.

