

The Latymer School



Teacher of Geography with History



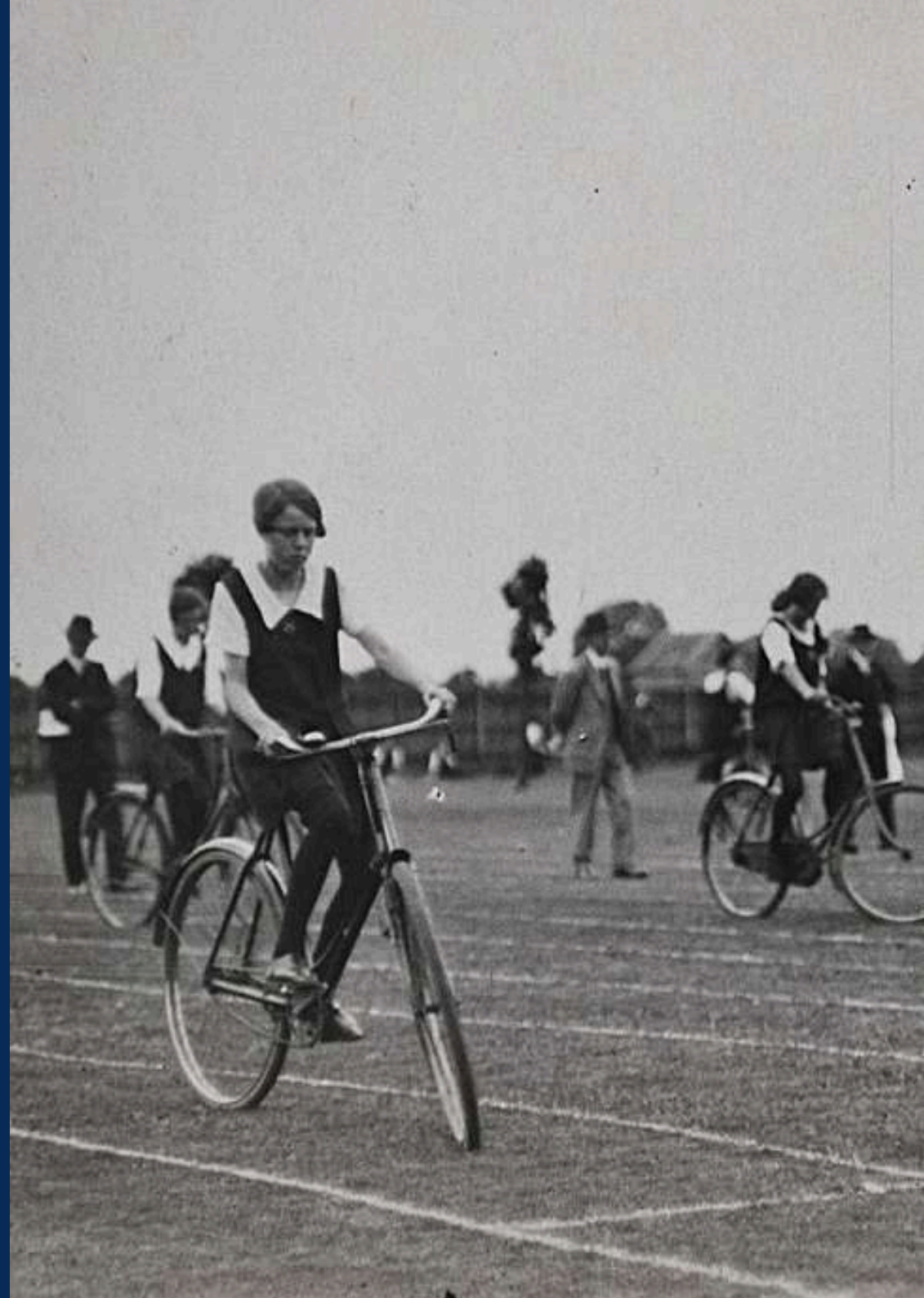
Welcome

Thank you for considering applying for the role of a Teacher of Geography with History 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 2023/24 our GCSE results were outstanding, with 39.3% of students achieving a grade 9, 66.7% achieving level 9/8, and 85.5% achieving level 9/8/7. At A Level 30.7% of grades were A*, 66.8% were A*/ A, and 86.3% 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. Although we expect applicants to demonstrate excellent subject knowledge, prospective applicants should not be daunted by the prospect of teaching high ability groups. If you would like to find out more about the School we will be happy to arrange a visit prior to applying. We look forward to welcoming you to our community and receiving your application for the post.

Maureen Cobbett, Headteacher.







The Curriculum

We are a selective grammar school for boys and girls aged 11 to 18. We aim to provide a broad and stimulating education and maintain the highest of standards within the formal curriculum. While an outstanding education is often regarded as a building block towards adulthood and future employment, we also believe that students should enjoy learning, and value the relationships they build throughout their years at Latymer.

Latymer is proud of its outstanding musical tradition, which still inspires a wide range of music making, mainly as an extra-curricular activity, today. Drama, sport and outdoor pursuits are also very strong. Our field centre in North Wales (Ysgol Latymer at Cwm Penmachno), owned by the Foundation, is used as a base for outdoor pursuits and field courses in Year 7 and we take Year 9 to Conwy in North Wales and all

staff have the chance to accompany groups.

Our aim is to enable each pupil to develop his or her talents and interests to the full, while experiencing a broad and balanced curriculum throughout Years 7-11. Courses offered challenge pupils to develop insight and independence of thought through an active and problem-solving approach, which relates learning to the real world and values both sound learning and intellectual rigour. At GCSE students take 10 examination subjects.

In the Sixth Form pupils currently take 4 AS-levels in Year 12. Some pupils will continue with 4 subjects to A-level, but most will carry on with 3. The majority of Sixth Formers progress to study degree courses at universities, or other forms of Higher Education in Music, Drama, Art and other areas. We have a tradition of students attending the top UK universities, including Oxford and Cambridge.

Pastoral Care

Every teacher takes responsibility for a form group, and stays with their form throughout their time at the School. Form tutors build close relationships with the students in their form group, but they will also be supported by Heads and Assistant Heads of 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

The School Library is a vital resource for teaching throughout the School. Some 17,000 volumes (which are constantly reviewed, 'weeded', and replenished) are housed in the handsome setting of the Ashworth & War Memorial Libraries. There is also a wide selection of periodicals. We are proud of the number of students from all year groups who use the library before and after school, during the day, and at break and lunchtimes.

Computer facilities include three computer rooms for general use, and another in the Technology area. All staff are provided with a laptop and the school has a wireless network throughout. All classrooms are equipped with interactive whiteboards.



The House System

The House system is embedded in the traditions of the school and is one of its strengths. It provides the structure for much of the extra-curricular activity in the school. House loyalty is fostered by the House identity of the 6 Forms in each year (Ashworth, Dolbe, Keats, Lamb, Latymer, Wyatt). Staff are allocated to Houses and are Form Tutors to pupils in their own House. Much of the House activity is run by Senior Pupils, elected by their House, under the supervision of Senior House Staff. Tutors, and Year Heads, progress with their form from Year 7 to Year 11. Sixth Formers are in smaller pastoral groups with experienced tutors.

Ysgol Latymer Outdoor Pursuits Centre

In 1966 The Foundation purchased a former primary school in the village of Cwm Penmachno, within the Snowdonia National Park. Since that time, the building has been developed into a comfortable and well equipped centre accommodating one standard form group (32) and accompanying staff. Each year every Year 7 pupil has the opportunity to spend a week in Wales, taking part in a variety of outdoor activities. Our Year 9 pupils undertake a similar experience in Conwy, Anglesey. These include hill walking, orienteering, mountain cycling, climbing, abseiling, horse riding, canoeing, kayaking, rafting and swimming. Both staff and pupils alike cite visits to the centre amongst their most enjoyable and memorable experiences of Latymer School life.





Leadership and Governance



The Governing Body

Latymer's governing body is ultimately responsible for the performance of the School, setting its overall strategic direction and ensuring that the highest standards of education, safeguarding and financial probity are maintained. Our experienced and talented Governors bring to bear their considerable professional experience in business, finance, the law, information technology, and a range of other professions, to provide constructive support and challenge to the Headteacher and the Senior Leadership Team.

Further information about the governing body can be found on the school website.



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 2035'.

At GCSE level there are currently 6 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 ARC GIS) 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

Key Stage 5 - AS and A Levels

The AQA syllabus is taught and we have approximately 60 students studying A-level Geography across Year 12 and Year 13.

There are normally 3 - 4 classes in both cohorts. Students have 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 Trent Park, to investigate factors influencing infiltration rates.

In year 13, all students attend 2 consecutive fieldwork days to their chosen locations to complete their Independent Investigation Data Collection.

Enrichment

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.

A photograph of three male students in a classroom. In the foreground, a student with light brown hair, wearing a blue school sweater, is leaning over a desk, pointing his index finger upwards. To his right, a student with dark curly hair and glasses, wearing a dark blue school sweater over a white shirt and tie, is sitting and looking down at a pen in his hand. In the background, another student is partially visible, looking towards the right. On the desk, there are several items: a blue school bag, a black school bag, and a small black pouch. A bookshelf with various books is visible in the upper left corner. A dark blue rectangular box with white text is overlaid on the bottom left of the image.

The History Department



Staffing & Accommodation

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

There are four members of the department who are highly skilled practitioners and subject specialists. History lessons are engaging and give the students the opportunity to debate, reflect and critically engage with historical material in imaginative ways. Each member of the History team is passionate about their subject and strives to enthuse, engage and challenge each student they teach. As a team we are committed to creating a department that rigorously monitors, evaluates and reviews its teaching so that good practice is shared, and schemes of learning are kept lively and interesting for the students. We hope that it is also a very supportive environment where teachers can develop their skills and confidence in the classroom

We actively encourage our students to develop intellectual interests beyond the school history curriculum and we support them in doing this by giving expert guidance on how they can best utilise the excellent opportunities a city like London provides for History and Politics students. The department also has its own History magazine which is edited and designed by students. In addition to this, Sixth Form students have also participated in essay writing competitions and we have a thriving Politics and History Society entirely run by students. Recent years have seen the development of a Politics podcast and a Politics blog. The Politics Society is run by students on a weekly basis and regularly has between 20 and 30 pupils debating topical and controversial issues.



Teaching

KS3 History

In Year Seven pupils get a chance to explore an aspect of ancient history and to look at the medieval period in detail by tackling topics such as the Norman Conquest, the Black Death and the Peasants' Revolt.

In year eight change and revolution become key themes as pupils investigate the Reformation and both the English and French Revolutions. Year nine gives a chance to focus on aspects of the modern world in the 20th century. This involves pupils investigating both world wars and undertaking a research project on the holocaust. The year finishes with an annual visit to the battlefields in France or Belgium.

History is a popular choice at GCSE with four classes taking the subject every year.

At Key Stage 4, all pupils follow the Edexcel GCSE History A Syllabus. The units covered include:

- Weimar and Nazi Germany 1918-1939.
- Superpower Relations and the Cold War, 1941-1991.
- Early Elizabethan England 1558-1588
- Medicine in Britain, 1250-present and the British sector of the Western Front, 1914-1918: injuries, treatment and the trenches.

At Key Stage 5, students are currently following the AQA syllabus with units on The English Revolution, 1625-1660, Tsarist and Communist Russia, 1855-1964 and an independent study for the coursework option. This project gives students an opportunity to research and write on a specific historical topic. The course is rigorous and challenging; pupils will be expected to write essays, analyse sources and interpretations and conduct further research as well as deliver presentations on aspects of the course.

At A Level pupils are also able to take Politics as an A level and the department follows the Edexcel specification with a focus on British Politics in year twelve and then moving on to a study of contemporary Ideologies and Global Politics in year thirteen.

Many students go on to read History at university and benefit greatly from our ethos of nurturing independence and a passion for History. We also provide students with additional support in writing university applications.

Job Description



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

Key tasks and duties:

- Be aware of and play an appropriate part in implementation of all school policies, including the school rules and any regulations relating to safety.
- To contribute to the teaching of the subject.
- To participate with HoD and other colleagues to the development of appropriate specifications, materials and schemes of work.
- To prepare lessons and deliver the curriculum in a manner appropriate to the age and ability of the pupils concerned, following the agreed specification or scheme of work.
- To keep up with developments in the subject area.
- To ensure good order prevails in the classroom so that learning can take place.
- To contribute to the department's system of assessment of pupils, including where applicable the setting, marking and moderation of coursework tasks, tests and examinations.
- To set and mark homework assignments in accordance with the published homework timetable and any agreed departmental procedure.
- To inform HoD of any difficulties in any teaching group, e.g. pupils for whom the Specification is not sufficiently demanding or too demanding.
- To contribute to the school's and departments extra curricular programme either within the department or



- wider school.
- To keep records of books and other resources issued.
- To participate in the school's system of reporting on pupil progress and behaviour at appropriate times.
- To participate in appropriate meetings with colleagues and parents, including house meetings.
- To carry out a share of supervisory duties and cover arrangements in accordance with published rosters.
- To set and keep high standards of punctuality and courtesy and of appropriate dress for self and pupils.
- To attend assemblies and other formal occasions as required.
- To participate in the Performance Management strategy according to agreed procedures.

The Person



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

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • DfES recognised Qualified Teacher Status • Honours Degree. 	<ul style="list-style-type: none"> • Evidence of continuing professional development. • Awareness of current syllabus development. 	<ul style="list-style-type: none"> • Application form and references.
Commitment to Safeguarding Children	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Application form, references, and interview.
Experience	<ul style="list-style-type: none"> • Proven record as a teacher whose students reach high standards of learning and achievement. • Able to enthuse, motivate and discipline students. • Experience of teaching across the full age and ability range of an 11-18 school. • Experience in the use of ICT in the classroom with the skill to impart that expertise to others. 	<ul style="list-style-type: none"> • Experience as a Form Tutor. 	<ul style="list-style-type: none"> • Application form, references, and interview.

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

Application and Appointment Process

How to apply

To find out more about The Latymer School please do take a look at the website at www.latymer.co.uk or contact the HR Administrator, Miss Walker (walkerK@latymer.co.uk) to arrange a visit or answer any of your questions.

If, after reading the information, you are interested in joining us please create an account at [mynewterm](#) and apply.

Closing date for application is:
10am on Tuesday 25th February 2025

We reserve the right to shortlist and interview strong candidates on receipt of application and make appointment to the post before the closing date.

