

The Latymer School



Learning Support Assistant



Welcome

Thank you for considering applying for the role of Economics and Business Studies Teacher 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 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 Year. 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. 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.



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.

Senior Leadership Team



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.



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.



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.



Nicola Kelsall, BA English Literature (Manchester metropolitan) MA English Literature (UWE). Assistant Headteacher for Teaching and Learning. Nicola began her teaching career at Latymer in 2007 and has had various roles at the school including Head of Learning and more recently Head of English.



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.



Oriana Cornejo Gutierrez, BSc International Relations - (Manchester University), MSc Latin American Politics (UCL). Assistant Headteacher for Behaviour. Oriana began her career as a Politics and Spanish teacher in 2013. Since then, she has carried out various middle leadership roles such as Head of Politics and Head of Year 12/13 in schools in North London, and she joins Latymer as Assistant Headteacher for Behaviour in September 2023.

A photograph of two students, a girl and a boy, sitting at a desk in a classroom. They are both wearing dark blue V-neck sweaters over white collared shirts and blue neckties. The girl, on the left, has long brown hair tied back and is smiling as she looks down at a yellow breadboard. The boy, on the right, has short dark hair and is smiling broadly at the camera. They are working on a project involving a breadboard, several green jumper wires, and a small electronic component. In the background, there are classroom desks, a whiteboard, and a yellow wall. A dark blue banner with white text is overlaid on the bottom left of the image.

The Learning Support Department

Staffing and Accommodation

The Learning Support Department is staffed by a SENCo (Gill Brander) and Learning Support Assistants (LSAs). There is a dedicated room for Learning Support, allowing us to offer a smaller, less formal space to support students. The department has a number of laptops available for student use, as well as provision to support organisation and social, emotional wellbeing.

Our inclusion register is for students where a need has been identified and the student is receiving support from the Learning Support Team, in addition to what is ordinarily available. There is an Inclusion Aware Register for students who have an identified need which is not currently creating a barrier to learning, with their needs being met through minor adjustments within the classroom. The Learning Support Team take a needs-driven approach to providing support, focusing on the individual rather than a diagnosis.

As a grammar school, all students have passed a rigorous entrance exam and have a high level of intelligence.

As such, the support we provide is more focussed on the wellbeing of our students, ensuring they have transitioned well and can access mainstream lessons; their subject specialist teachers are always best-placed to support their academic needs. The Learning Support Team endeavours to equip teachers with the best possible skills to offer an inclusive education to all students. We provide staff with either a student profile (reviewed termly) or a teacher guidance sheet, ensuring all staff are aware of how best to meet the needs of students in their lessons. There are procedures in place for staff to raise concerns around a learning need to the Learning Support Team, which we will then investigate further.

We are a small, supportive team who aim to assist students across the school, as well as enabling teaching staff to meet individual student's needs.

If you would like further information on the department, please email Gill Brander on brn@latymer.co.uk



Job Description



Purpose and duties of the Job:

- To support children's learning and to share in the care and wellbeing of specific children throughout the school.
- To be involved in the planning, development and delivery of the curriculum to specific children.

Key tasks and duties:

1. Work as part of a team and assist class teachers to ensure quality education for the children, including identified children

2. Be aware of and support school policies and procedures

3. Manage behaviour with due regard to a child's needs

4. Work with individuals or small groups of children to assist in the delivery of the planned curriculum, as directed by class teachers and the SENCo.

5. Work with teachers to ensure EHCP and SEN Profile Plan targets for specific children are met by:

- Providing appropriate support within the classroom, ensuring tasks are adapted and differentiated as needed.
- Ensure adaptations to the learning environment are in place, including but not exclusively, seating position, personal visual timetable, task planner, IT, enlarged text etc.
- Set up and take responsibility for the regular delivery of agreed interventions.
- Assess and report a baseline for interventions from which to measure progress, and feedback to the SENCO and class teacher at least half-termly on progress made

6. Carry out programmes under the direction of professionals as and when required, e.g. speech and language; social skills.

7. Contribute to reports, evaluations and other information and attend annual reviews as required to assist in the provision of appropriate support for specific children.

8. Develop methods of promoting and reinforcing children's self-esteem and independence within the classroom environment.

9. Supervise pupils before school, at lunchtime or break times as required (if necessary, taking a lunch break before or after the children).

10. Provide support and assistance for children's pastoral needs.

11. Under the direction of the SENCO, liaise with parents as appropriate, maintaining sensitivity and confidentiality at all times.

12. Assist with the reception and departure of children at the beginning and end of school sessions.



Purpose and duties of the Job continued

13. Report any concerns regarding children's welfare or education, to HOY, SENCO and safeguarding team in line with the school's policy.

14. Assist in the planning, creation and mounting of displays of the student's work.

15. Accompany classes and take responsibility for individuals or small groups of children on educational visits.

16. Assist with the preparation and management of resources e.g. photocopying, filing of work, making games and cleaning / caring for classroom resources.

17. Where appropriate, assist with seasonal events e.g. parents' evenings, concerts, festivals.

18. Attend appropriate staff meetings and training days/events as requested.

19. Support and promote the ethos of the school.

20. Any other duties required by the SENCO or Headteacher within the scope of this post.

The post holder shall ensure that the duties of the post are undertaken with due regard of the School's Health & Safety Policy and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

The Person



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

Criteria	Essential	Desirable	Method of Assessment
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.
Education	<ul style="list-style-type: none"> • GCSE English C+ • GCSE Mathematics C+ • Evidence of continuing education eg A Levels, Technical qualifications, Degree 		<ul style="list-style-type: none"> • Application form, references, and interview.
Experience	<ul style="list-style-type: none"> • Commitment to and/or experience of working with children with a range of Additional Educational Needs (AEN) • Commitment to ensuring access to the curriculum for children with AEN • Ability to motivate and encourage children to meet their targets for learning and/or behaviour • To collect and collate information from staff to contribute to annual reviews • Understanding of the practical application of Equal Opportunities in a school context • Ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English • Experience of working in a school or academy setting 		<ul style="list-style-type: none"> • Application form, references, and interview.

Criteria	Essential	Desirable	Method of Assessment
Interpersonal Skills	<ul style="list-style-type: none"> • Good organisational skills, ability to show initiative • Good communication skills • Good ICT skills • Ability to work as part of a team • Ability to demonstrate patience with whilst upholding school standards. • Ability to maintains confidentiality • Ability to reflect • Ability to form and maintain appropriate relationships and personal boundaries with children • Emotional resilience in working in a range of challenging situations • Have a willingness to demonstrate commitment to the values and behaviours of The Latymer School 		<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

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, 7th May 2024

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

