

The Latymer School



School Counsellor



Welcome

Thank you for considering applying for the role of School Counsellor 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 assisting 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.





STAFF ONLY

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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), Senior 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.

Job Description



Key Areas/Objectives

- Provide a professional and confidential counselling service to children, young people and staff, promoting their emotional health and wellbeing and building their resilience to help them cope with the challenges and issues which they face
- To understand how emotional wellbeing can contribute to learning/retaining information and attention
- Contribute towards emotional wellbeing activities in the school and to support the mental health of the whole school community
- To provide advice and support to members of staff regarding student concerns and how best to support the learning and emotional wellbeing of individual students and groups
- Liaise with, keep informed and report to the Senior Leadership Team and Governing Body regarding the schools counselling provision, emotional wellbeing and mental health trends across the school community and developments in the fields of counselling

Support For Students

- Provide an easily accessible counselling service for students that can accommodate self-referrals as well as referrals from staff
- To carry out assessments of young people referred for counselling and advise on suitability to work with appropriate staff in school, or to be referred to external agencies, including CAMHS
- Organise sessions in flexible ways that meet the needs of the school, offering appropriate assessments, ongoing support to individuals and small groups
- To develop and support a drop-in-service for students
- Actively listen to students concerns and empathise with their position – accepting, without bias, the issues raised by students
- To contribute to the identification of barriers to learning for individual students and provide them with a range of strategies for overcoming the barriers
- To offer emotional regulation support
- Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement
- To establish effective working partnerships with other agencies and individuals to support students
- Develop, agree and implement a time bound action plan with a specific case load made up of groups and individual students and those involved with them based on a comprehensive assessment of their strengths and needs
- To maintain accurate records of sessions for each identified student
- To support students' successful transfer and transition in learning and development contexts
- Keep accurate and up to date records and to contribute to reports and meetings as required
- Actively promote the counselling service
- To operate within agreed legal, ethical and professional boundaries when working with students and those involved with them



Whole School Support

- To lead all educational and informational programs related to counselling (e.g., student, teacher and parent workshops, open evenings, assemblies etc)
- To maintain a high level of knowledge and awareness of changes and developments in the fields of counselling and education and their impact in the delivery of counselling, attending internal and external training, where appropriate
- To support the pastoral teams with student concerns relating to emotional wellbeing, mental health and student self-regulation
- To provide individual and group support to pastoral leads regarding student cases
- To meet with staff for personal counselling (on referral) and to encourage self-care
- To provide regular reports to the Senior Leadership Team regarding the performance of the counselling service
- To undertake regular evaluation and monitoring of all aspects of the delivery of counselling and where appropriate make or recommend changes
- To adhere to the ethical framework and code of practice of the British Association for Counselling and Psychotherapy with particular reference to supervision and confidentiality and record keeping
- Undertake any other duties commensurate with the grade of the post, as required.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. They may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

The Person



Person Specification

Key to assessment methods: (A) application form, (I) interview, (R) references, (C) recruitment checks

Criteria	Essential	Desirable
Knowledge / Skills Assessed by: (A) (I) (R) (C)	<ul style="list-style-type: none">• An understanding of the developmental, emotional, social and educational issues of children and young people• Theoretical knowledge of various stages of child/adolescent development• An understanding and confidence in addressing a range of issues from young people of diverse ethnic, cultural and social backgrounds without judgement• Knowledge of local mental health and CAMHS service• Willing to refer to external agencies when appropriate e.g., GP's, FIG CAMHS• Good written and verbal communication skills• The ability to maintain accurate and up-to-date records• Ability to work independently, manage own caseload and use initiative• A willingness to pursue ongoing professional development• Positive communication and listening skills• To be confident in assessing risk and safeguarding in multi-agency working	<ul style="list-style-type: none">• Knowledge of local mental health and CAMHS service• Experience of working with young people with Special Educational Needs• Knowledge of the rights and responsibilities of parents
Personal / Other Relevant Attributes Assessed by: (A) (I) (R) (C)	<ul style="list-style-type: none">• Team player, with the ability to work independently• Understands the importance of maintaining confidentiality• Ability to prioritise and use initiative• Reliable and responsible• Patience, tolerance and sensitivity	

Criteria	Essential	Desirable
<p>Commitment to Safeguarding Children & Professional Values For All Staff Assessed by: (A) (I) (R) (C)</p>	<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. • Wholehearted commitment to supporting the school's culture, values and ethos • High levels of professionalism Strong commitment to ensuring high standards in own work and the work of others • Unshakeable belief in the ability of all children and young people to achieve and to overcome obstacles to their learning 	
<p>Education Assessed by: (A) (I) (R) (C)</p>	<ul style="list-style-type: none"> • GCSE Grade 4 and above in English and Maths • Post-graduate Diploma or Masters level qualification in therapeutic counselling • Educated at A-Level • Membership to the BACP, UKCP or equivalent professional awarding body 	<ul style="list-style-type: none"> • Educated to degree level or higher • Further therapeutic training or qualification in working with children and young people
<p>Experience Assessed by: (A) (I) (R) (C)</p>	<ul style="list-style-type: none"> • Relevant experience working with children and young people within a professional educational organisation • Ability to assess risk and make judgements about need to safeguard and share with CPO • Knowledge of safeguarding policies and child protection • Maintain confidentiality about sessions and make judgement about need to safeguard students from serious harm • Liaise with members of staff when appropriate 	<ul style="list-style-type: none"> • Experience and understanding of the concerns of young people • Knowledge of child development • Experience of working in a school • Experience of facilitating groups

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 **Monday 6th January 2025 at 10am.**

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

