

Teacher of Chemistry

(Part time, fixed term)

For September 2024



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The Role

TEACHER OF CHEMISTRY

If you are an inspiring and versatile teacher open to a one- year fixed term, part-time appointment of around three days a week and looking for the opportunity to work in a successful and flourishing department, then we would like to hear from you. The post would suit either a newly qualified teacher or a teacher seeking further experience. You should be capable of teaching at all levels, be keen to advance the standing of an already strong department and to play an active role in the academic and extra-curricular life of a lively, positive and high achieving school. **Ideally you would also be able to offer teaching in a second science.**

All pupils study three separate sciences in Years 7, 8 and 9 with setting taking place at the end of Year 9. In Years 10 and 11 the majority of pupils take three separate Science IGCSEs but some take the option to drop one of their Sciences in favour of another subject. At A Level, pupils follow the OCR A specification.

THE DEPARTMENT

A willingness to support the school's digital strategy is essential: all students have access to either a Chromebook or ipad. All teachers are also issued with their own ipad and laptop. The Department currently consists of a Head of Chemistry, supported by a Second in Department, along with six other full-time Chemistry specialists, one Assistant Head, one part-time teacher and three technicians. All staff teach across the whole age range from Year 7 to A level and Oxbridge. The Sixth Form students display considerable enthusiasm and motivation for the course and this is reflected in their achievements, which include a good number of successes at top universities.

The Chemistry Department is on the top floor of a multi-million-pound Science building that opened in September 2010. The building has 13 laboratories each equipped with the latest interactive technologies and audio-visual facilities, 3 technical preparation areas and 2 large staff rooms. This major investment provides outstanding facilities and puts science education at the heart of Latymer's future development, with the aim of Latymer extending its reputation as a centre of excellence for science.



Professional Opportunities and Career Development

Latymer has a warm, supportive and friendly common room with around 120 full time teachers. The staff are professional, highly qualified, knowledgeable, passionate about their own subjects and understand the importance of the breadth of the educational experience across the school. Teaching at Latymer involves working daily with pupils who are excited about their learning and who are ready to work collaboratively with their teachers to achieve shared goals. Pupils are quick to share the enthusiasms of their teachers, both academic and those that teachers share through their leadership of broader educational activities throughout the school. Relations between teachers and pupils are excellent, based on a common purpose, friendliness and mutual respect. Pupils and staff enjoy an excellent rapport. The school is dedicated to a policy of professional and career development and invests time and resources into making our excellent staff even better, with a coaching approach at the heart of this process. All staff participate in an annual and on-going Professional Review Process. Dedicated protected time is given to every teacher in order to help facilitate ongoing professional development. Teachers at all levels are also given the opportunity to sit on committees and working groups that help develop the policies and future direction of the School.

THE LOWER SCHOOL AND MIDDLE SCHOOL

The main entry is at 11+ (Year 7). An active, friendly and caring school for pupils with high academic ability, Latymer values independence of thought and academic success within the security of a strong pastoral care system of tutors, Heads of Year and Heads of Division.

Year 7-8 pupils study Maths, English, Biology, Chemistry, Physics, History, Geography, RS, Mandarin, Spanish, Latin, Computer Science, Art, Music, Design and Drama as well as PE, Games and PSHE. There is an option scheme in Y9 which allows pupils to specialise to a limited degree by, for instance, opting to study one, two or three modern languages. All pupils also study our innovative Global Goals course. GCSE choice is wide and pupils study 10 GCSEs in addition to our own GCSE equivalent World Perspectives course. Pupils will also produce an independent report on an aspect of a global issue.

THE SIXTH FORM

Middle School pupils move directly into the Sixth Form, and there is an external 16+ entry of 30 – 40 students. The Sixth Form Curriculum is innovative, based around a 'core' and a choice of 'electives'. All Sixth Form students choose to study 3 or 4 A level courses from a curriculum offering over 30 subjects as well as a Knowledge and Research Skills course and a Life Skills course. In addition, students choose from a range of over 30 Latymer-designed short elective courses plus the Extended Project qualification, and some AS courses. Classes are small and offer students the opportunity to receive specialised attention. Students are carefully prepared for Higher Education, via a well-resourced Careers Department.

Latymer Upper School aspires to be the school of first choice for the most able girls and boys in West London. The facilities are outstanding, with significant investment in recent years.



Curriculum Reform

CURRICULUM REFORM

Latymer has a long tradition of working at the forefront of improvements to education and this is a particularly exciting time for the school as we have publicly announced our plans to develop a bespoke Middle School curriculum to replace traditional GCSEs from 2027. Our new Year 7 students in 2024 will be the first cohort to experience our reforms and benefit from this development as they reach Year 10. Currently the SMT team, alongside HODs and teaching staff, are developing courses that better meet the needs of our learners and that will best serve their needs by developing them as learners, equipping them with core skills such as critical thinking, resilience, collaboration, creativity and problem solving; skills which will be the foundation for further study and which are so sought after by employers in the modern workplace. We will still offer traditional two-year courses in specific subjects which develop deep and scholarly learning, but in addition we will offer shorter courses that are more interdisciplinary in nature and offer a broader education to our young people; we are also developing alternative forms of assessment rather than just traditional written exams, and we want to develop core skills. To discover more about our plans for Curriculum Reform, visit our [school website](#).

SAFEGUARDING

The School is committed to safeguarding and promoting the welfare of children and young people. The post is subject to an enhanced DBS check, online checks and two satisfactory references.

APPLICATION

To apply, find out more about the school and our attractive staff benefits package, please visit our website and view the section "Join our Team".

Closing date: Wednesday 24 April 2024

Interviews will take place on **Tuesday 30 April 2024**

DIVERSITY

The School is fully committed to the principles of equal opportunity, diversity and inclusion. We have an established and representative staff Equality and Diversity Board and student Equality and Diversity Committee to help drive forward positive change.

We are committed to attracting and retaining the very best staff, ensuring that our staff body reflects the diversity of our students and local community. Acknowledging a lack of ethnic diversity within our staff community, we particularly encourage applications from Black, Asian and Minority Ethnic candidates for this role. All appointments will be made on merit, following a fair and transparent process. In line with the Equality Act 2010, however, the School may employ positive action where diverse candidates can demonstrate their ability to perform the role equally well.

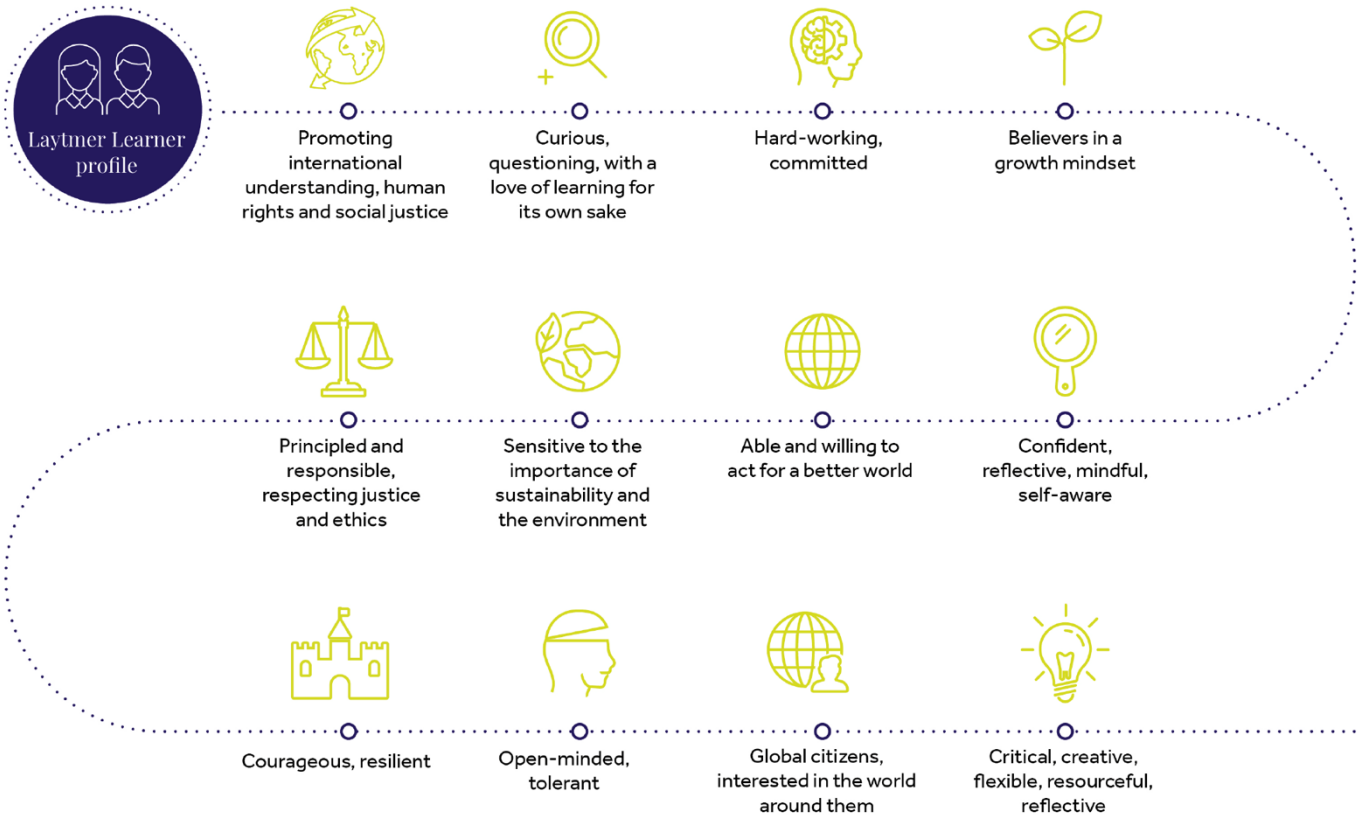


Latymer Learner Profile

The overarching aims of a Latymer education are to:

- Provide our pupils with a life-changing education that equips and inspires them to excel in the wider world;
- Enable all our pupils to flourish as human beings in an ever more complex and connected world;
- have the dispositions and skills to be the best that they can be;
- be a positive influence on the world around them.

Our aim is that, on graduating from Latymer Upper School, each Latymerian will have developed the necessary dispositions and skills to be a lifelong learner, a global citizen and successful in adult life.



Latymer Teacher Profile

The key characteristic of a Latymer teacher is the desire to help pupils be the best they can be - as people, in their studies and their co-curricular activities. They care passionately about the education of the children for whom they are responsible.

A Latymer teacher is fully engaged in the school and committed to its values. While they are critically engaged in the development of school policy and strategy, they are fully supportive of it once decided.

Latymer teachers see themselves as role models, setting high expectations and, as far as possible, displaying the same ways of being, thinking and working as we desire to cultivate in our pupils. They are typically warm, kind, generous of spirit and good-humoured, fostering a culture of mutual respect in their approach to their work.

All Latymer teachers should aspire to teaching that will **inspire** our pupils to engage deeply and reflectively in their studies, and to develop an enduring love of learning.



Background Information

Latymer Upper School was created by a generous act of charity. Writing his will in 1624, a wealthy lawyer named Edward Latymer left part of his wealth for the clothing and education of "eight poore boyes" from Hammersmith. Since its inception, the School has changed markedly although its founding aims and values have remained the same.

Established on its current site in Hammersmith in 1895, the Latymer Upper School of today consists of a vibrant, fully co-educational pupil body of approximately 1,220 girls and boys from all over West London and beyond, and a further 169 pupils at Latymer Prep. The School admits an equal spread of entrants from the state and independent sector and has one of the most ambitious bursary programmes in the country, delivered through The Latymer Foundation, which underpins the whole ethos of the School.

The School is proud of its unpretentious, cosmopolitan and caring community and visitors regularly comment on the Latymer 'buzz' and energy that permeates the whole school; it's innovative and forward-thinking and pupils are academically questioning and curious.

Latymer Upper is unashamedly one of the most academically successful schools in the country and pupils excel across a wide range of subjects. Generally, pupils achieve over 30% A* and over 80% A*/A at A level and at GCSE over 90% A*/A grades.

Latymer Upper takes great pride in preparing its pupils to go on to study at a broad range of universities. Generally, between 15 and 20% of pupils win places at Oxbridge; increasing numbers win places at prestigious North American and European universities and the vast majority of UK university entrants go to Russell Group universities and several to leading specialist Drama, Music and Art Foundation Colleges.

You cannot pigeonhole a Latymerian: they are individual, highly academic but also rounded and grounded.

THE LATYMER FOUNDATION

In keeping with the inclusive vision of its founder, Latymer Upper School continues to offer such opportunities to London children by giving a number of means-tested bursaries to bright pupils every year based on the twin criteria of academic merit and family financial circumstances.

The Latymer Foundation exists to provide an academic education of the highest quality to pupils of ability, regardless of background. The Foundation is a separate charitable trust and, through the work of the Foundation, the School has had considerable success in recent years in raising funds for additional means tested bursaries.

In September 2017, The Latymer Foundation launched an ambitious new fundraising campaign – Inspiring Minds – ahead of the 400th anniversary of the School in 2024. The target - to raise £40m to build the School's endowment and enable Latymer Upper to double its bursary provision to be able to offer 1 in 4 pupils a fee-assisted place. This would be a lasting and significant step towards the School's ultimate ambition to ensure that any child is able to access a Latymer education regardless of their financial circumstances and make Latymer Upper School an engine of social mobility. It is an ambition that is supported by the talents, enthusiasm and generosity of all of the stakeholders in the School: pupils, parents, staff, alumni and former parents.

Ratio of students who joined in Year 7 on a bursary



Please click to find out more about our Bursary programme

BURSARY PROGRAMME

www.latymerfoundation.org/bursaries/bursaries

PARTNERSHIPS

www.latymerfoundation.org/core-programmes/core-programmes

School Aims and Ethos

Edward Latymer's vision was to offer his wards a life-changing education that would equip them to flourish in the wider world. This vision remains firmly at the heart of the School today.

Latymer Upper is first and foremost a 'learning school', vibrant, global in perspective, innovative in its teaching and learning and combining the best of the traditional and the modern. A high value is placed on scholarship in both pupils and staff and the School prides itself on the excellence of its teaching and pastoral care, its academic achievements and its exciting and innovative curriculum.

THE AIMS OF LATYMER SCHOOL

- 1 To provide an opportunity for academically able students from all walks of life to develop their talents to the full
- 2 To provide a choice of academic courses taught to the highest level in a broad, imaginative and developing curriculum, supported by a wide range of extracurricular activities, thereby giving all children the opportunity to excel in both their academic studies and their extra-curricular activities
- 3 To encourage independence of thought and approach in the pursuit of excellence in all activities
- 4 To educate our children into a recognition of their wider social responsibilities, particularly through educational activities including community links and partnership schools, to prepare them to become active citizens within their community
- 5 To maintain a focused environment within which an awareness of the needs of others and respect for all members of the community – children, teachers, support staff and parents – is paramount
- 6 To recognise and celebrate the richness and diversity of the range of cultural, religious and social backgrounds within our school community
- 7 To encourage in all Latymerians a pride in their school and the wish to exemplify to the world our values of tolerance, respect and intellectual curiosity
- 8 To inspire a love of learning and of life. Through support, guidance and encouragement we seek to nurture self-confidence and resilience in our pupils to enable them to achieve to the highest academic standards, to find self-fulfilment and to be happy



Team Biographies



Tess – Second in Mathematics

I arrived as a newly qualified teacher 14 years ago, taking on the role of Second in Mathematics three years later. With no experience of independent education before, I was delighted to find that my fears of feeling out of place were wholly unfounded; the staff and student bodies are diverse, and I have been supported and encouraged throughout my time at the school. I truly value my exceptional colleagues, whose energy, passion and determination to do their best by our students keep me inspired, challenged and motivated. I've also loved having myriad opportunities to broaden other interests and skills. Opportunities are countless.



Cameron – Head of Modern Languages

I have overall responsibility for the languages provision, as well as specific responsibility for French. I toyed with moving into the city after graduating in 2004, but friends and family would say that I was always destined to teach. 18 years later, here I am, still! I have worked in both state and independent schools. What first surprised me about Latymer was how well the School blends a liberal-approach and academic rigour. As a teacher you work with very intelligent students and very intelligent colleagues too! I also really value that Latymer never stops; there is always something to do, to consider, to appreciate.



Saima – Teacher of Biology

I started at Latymer in September 2022 as a Biology teacher having previously worked as a Head of Biology for 10 years. A big part of my job is to engage students with Biology and increase their love of the subject. At Latymer, students have such a thirst for knowledge that they are genuinely enthusiastic about their learning. Something that I value about the students here is how grateful they are for the effort and care you put into them as individuals. Outside of the classroom I like to bake and listen to podcasts.



Heerpal – Teacher of Mathematics

I've taught Mathematics at Latymer for over 12 years, in a department full of teachers who are passionate about the subject and how best to teach it. I've been supported to complete a part-time Masters in Mathematics over two years whilst teaching full time and am looking to do further study in the near future. I've also valued the school's focus on social inclusion. Not only the robust bursary provision, but also outreach programmes. In the past I have set up and run a Saturday School for Year 5 students and had the chance to get involved in a host of clubs.



Debbie – Head of Year/head of Middle School/Teacher MFL

I started at Latymer in Sept 2002 as a French and Spanish teacher and form tutor. Over the years my interest in pastoral care has developed and I became a Head of Year in 2009. The thing that I value most about Latymer is building relationships, not only with the pupils I teach and support pastorally, but also with their families. I also love working with such a wonderful team of colleagues whose intelligence, good humour and warmth make for such a good working environment. I love how open minded and liberal this school is and how much diversity of all kinds is discussed and valued.



Natalie – Director of Sport

I am a former England International hockey player and played hockey in the National Premier league for over 20 years. What I love about Latymer is how forward thinking and independent it is in every aspect - staff and students are given the freedom to express themselves and so, they are encouraged to take responsibility and think out of the box. I am currently also studying for a Postgraduate Diploma in Educational Leadership with a view to convert it into an MSc in the next two years.

Location

ADDRESS

237 King Street Hammersmith

London
W6 9LR

England

W www.latymer-upper.org

T 0208 629 2024

NEAREST UNDERGROUND STATION

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

BUS ROUTES

To Hammersmith Broadway:

9,10,27,33,72,190,209,2
11,220,266,283,295,391,419

DRIVING

There is no parking on site and we therefore recommend using public transport when travelling to the School

ON ARRIVAL

Please report to security at the main entrance on King Street



**LATYMER UPPER
& PREP SCHOOL**
HAMMERSMITH