



The Latymer School

Founded 1624

CANDIDATE PACK



Vacancy: Teacher of Mathematics

Deadline Monday 13 April 2026





Welcome

Qui Patitur Vincit

Thank you for considering applying for the role of **Teacher of Mathematics** at The Latymer School, North London. We are seeking an exceptional candidate who is passionate about Mathematics and committed to maintaining the highest standards of teaching and learning within the department, ensuring excellent outcomes for our students. The successful candidate will also play a central role in reinforcing and further developing the school's already strong academic position.

As a selective state grammar school, our students achieve impressive outcomes placing us as one of the top state schools in the country for academic achievement. Our students progress to a range of competitive destinations, including a high number of students securing places at Oxbridge or on medical related courses. However, we are not solely academic, but are also driven by a desire to ensure we offer rich opportunities for personal development, including ones focused on building confident and considerate young people. Our school motto translates as 'Who endeavours win' which reflects our key values of hard work, dedication and grit. The successful candidate will have a firm grasp of how an established personal development and extracurricular programme can support academic success.

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 2024/25 our GCSE results were outstanding, with 36.9% of students achieving a grade 9, 65.1% achieving level 9/8, and 84.4% achieving level 9/8/7. At A Level 30.7% of grades were A*, 65.1% were A*/ A, and 86% 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.

While we are committed to developing pupils' intellectual abilities and celebrating academic achievement, we want students to have a real thirst and love for learning so that they are well equipped for life after Latymer. 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 offering a wide array of exciting and worthwhile extra-curricular activities in areas such as music, drama, sport, and chess.

Although we expect applicants to demonstrate excellent subject knowledge, prospective applicants should not be daunted by working with high-ability students. We are an incredibly caring school and value our staff highly, as demonstrated through the excellent CPD and support we provide. If you would like to find out more about the school, we would be happy to arrange a visit prior to applying.

We look forward to welcoming you to our inclusive community and receiving your application for the post.

Joseph Gilford, Headteacher.



The Role

Qui Patitur Vincit

Role: Teacher of Mathematics

Required: 1 September 2026

Scale: MPS1 (£37,870) Outer London - UPS5 (£56,154) Outer London

Contract: Full Time, Permanent

We are seeking to appoint an enthusiastic and dedicated Teacher of Mathematics at The Latymer School. The successful candidate will set high expectations for both students and themselves, inspiring and motivating pupils to achieve their very best. You will have exceptional subject knowledge and the ability to deliver dynamic, engaging lessons that foster participation, performance, and a lifelong appreciation of Mathematics.

This full-time position, offering a competitive salary, is ideal for either a dedicated teacher or an Early Careers Teacher. It provides the opportunity to grow professionally in a supportive and collaborative environment, while contributing to the success of The Latymer School's thriving Mathematics Department.

You will be joining The Latymer School at an exciting time as we work towards completing the build of our new modern and impressive Library and Learning Resource Centre. Moreover, as we enter our 402nd year, we are extremely proud of our history and tradition, whilst also seeking to continue to modernise and ensure every aspect of our school prepares our young people well for life in modern Britain.

The Mathematics Department is a thriving and well organised department that is impressively resourced to provide a supportive working atmosphere for staff. Programmes of study across all the key stages seek to challenge and stimulate all students and the department has a consistent record of excellent results with 96.3% of pupils gaining 9-7 in GCSE Mathematics for 24-25. Mathematics and Further Mathematics are popular subjects at A Level and students continue to excel. Our most recent externally graded results in 24-25 being 94.1% achieving A*- C and Further Maths 94.9% with many going on to study Mathematics at university.



Mathematics Department

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Staffing & Accommodation

The Mathematics Department is at the heart of the curriculum at Latymer and is staffed by a team of specialist teachers.

Our aim is to instil and develop a lifelong love of mathematics so that our students grow into confident, resilient mathematicians with inquisitive minds. Through carefully sequenced learning, our curriculum helps students develop both logical thought and mental agility in problem solving, along with an awareness of the importance of mathematics as a basis for the study of other subjects.

The department is proud of the high-quality mathematics education it provides, placing an emphasis on allowing teachers the time to focus on their teaching and lesson preparation. Our philosophy is that students learn mathematics most effectively by doing mathematics and our lessons are constructed with this practical and exploratory approach in mind.

The department is well resourced with the latest textbooks, teaching platforms and a range of relevant teaching materials in specialised teaching rooms to give students a first-class environment within which they can enjoy and be curious about the subject. For both students and teachers alike, the department is a warm and supportive learning environment and through clear direction, the department has consistently delivered outstanding examination results over many years with the majority of students achieving top grades in public examinations.

Each year, hundreds of our students are entered for the UKMT national competitions at Junior, Intermediate, and Senior levels. The results are excellent with most students achieving a bronze, silver, or gold certificate. Students who perform exceptionally well are invited to attempt one of the follow-on rounds and in the past, some have progressed to the BMO final paper which is taken by an elite few nationwide.

The Mathematics Department warmly welcomes former Latymerians who have gone on to study mathematics at university. Each year, a number of alumni return to offer guidance to current students on university applications and to conduct practice university interviews. Many of our students progress to study mathematics or mathematics-related courses such as Engineering or Data Science at prestigious universities, including Oxbridge, Warwick, UCL, Durham, Bristol, and Bath.

Teaching

Key Stage 3 - Pupils follow the statutory National Curriculum for mathematics in England, covering Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability, and Statistics. In Years 7 and 8, pupils are taught in mixed-ability groups, while in Year 9 they are set by ability, with sets reviewed at the end of the year. All pupils cover the same content and receive the equivalent of 2 hours 40 minutes of lessons per week.

The curriculum is structured in two parts: routine material to build confidence, and extension work to challenge pupils further. All pupils progress to the extension material during lessons, either guided by the teacher or through choice, depending on their confidence. Lessons provide frequent opportunities for reasoning and developing skills in explanation and justification, ensuring pupils are constantly engaged with exciting problems.

Pupil self-assessment is an integral part of learning, with practice exercises and answer guidance enabling immediate feedback. By the end of Key Stage 3, pupils are expected to be well-prepared for Key Stage 4, equipped with strong mathematical understanding, and encouraged to develop a lifelong love of mathematics



Mathematics Department Continued...

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Key Stage 4 - Students follow the statutory National Curriculum for mathematics in England, covering Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Probability, and Statistics. Together with prior Key Stage 3 learning, this ensures coverage of the full range of content for the Edexcel GCSE Mathematics 9–1 Higher (1MA1), for which all students are entered. Students are taught in sets, reviewed at the end of Year 10, with all pupils taught the full curriculum and receiving three hours of lessons per week.

The Key Stage 4 programme is structured in two parts: the core syllabus and the extended material, with students progressing naturally to the extended work or guided by teachers according to their confidence. Lessons provide regular opportunities for reasoning and problem-solving, with self-assessment and embedded practice exercises enabling immediate feedback. By the end of Key Stage 4, students are expected to have developed strong mathematical mastery and a desire to continue their studies into the Sixth Form. The consistently high numbers of Latymer students progressing to A Level Mathematics and Further Mathematics demonstrate the department's success in fostering mathematical understanding and enthusiasm.

Key Stage 5 - Mathematics is a very popular choice in the Sixth Form, with the majority of internal students continuing to A Level, joined by many external students who apply specifically for the post-16 maths courses. Students may study either single maths (A Level Mathematics Edexcel 9MA0) or double maths (A Level Mathematics Edexcel 9MA0 and A Level Further Mathematics Edexcel 9FMO), with single maths receiving 4 hours 40 minutes of lessons per week and double maths 9 hours 20 minutes.

Our resources include numerous worked examples and explanations to support lesson content, encouraging independent learning. Exercises are plentiful and graded in difficulty to build confidence while challenging students ready for more demanding problems. Past examination and exam-style questions are embedded in each topic to ensure thorough preparation. By the end of Key Stage 5, students complete their school-based mathematics education, with many inspired to continue the subject at degree level. The consistently high numbers of Latymer students progressing to mathematics or mathematics-related university courses reflects the department's success in fostering both mastery and enthusiasm for the subject.

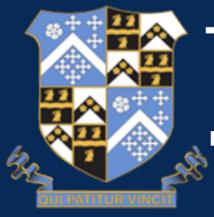


The Role & Job Description

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This job description sets out the duties of the post at the time it was drawn up. The Headteacher may vary the duties from time to time, in consultation with the post holder, without changing the general nature or level of responsibility of the role.

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| Title of post | Teacher of Mathematics |
| Reporting to | Head of Mathematics |
| Job Purpose | <p>The core purpose of the Teacher of Mathematics is to inspire and challenge students to achieve their full potential in mathematics, delivering high-quality teaching that engages, motivates, and develops problem-solving and analytical skills. The teacher will uphold the vision, ethos, and aims of the school, ensuring that all students have access to a stimulating and well-resourced learning environment that fosters curiosity, confidence, and a lifelong appreciation of mathematics.</p> |
| Main Areas of Responsibility | <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Contribute to the teaching of the subject across the appropriate age and ability range • Prepare lessons and deliver the curriculum in line with the agreed specifications or schemes of work • Ensure lessons are engaging, inclusive, and tailored to meet the needs of all learners • Keep up-to-date with developments in the subject area • Ensure good order in the classroom to create a safe and productive learning environment <p>Curriculum Development</p> <ul style="list-style-type: none"> • Work with the HoD and colleagues to develop appropriate specifications, teaching materials, and schemes of work • Contribute to departmental strategies for assessment, including the setting, marking, and moderation of coursework, tests, and examinations • Monitor student progress and report on difficulties, ensuring appropriate challenge for all pupils <p>Assessment and Reporting</p> <ul style="list-style-type: none"> • Set and mark homework in accordance with the published timetable and departmental guidelines • Keep accurate records of student progress, books, and other resources issued • Participate in the school's reporting system, providing timely updates on pupil progress and behaviour <p>Pastoral and Extra-Curricular</p> <ul style="list-style-type: none"> • Contribute to the school's and department's extra-curricular programs • Participate in house meetings, parent meetings, and other meetings as required • Support students' personal development and well-being <p>Professional Conduct</p> <ul style="list-style-type: none"> • Set high standards of punctuality, courtesy, and dress for both self and students • Attend assemblies, formal occasions, and professional development sessions as required • Participate in the school's Performance Management system |



The Role & Job Description Continued...

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Main Areas of Responsibility

Additional Duties

- Carry out supervisory duties and cover arrangements according to published rosters
- Inform HoD of any concerns regarding student engagement, curriculum appropriateness, or classroom behaviour
- Perform any other duties as reasonably requested by the HoD or senior management

Person Specification

- Qualified teacher status (QTS) or equivalent.
- Strong knowledge and passion for the subject area
- Excellent classroom management skills
- Effective communication and interpersonal skills
- Commitment to student development and extra-curricular engagement



Person Specification

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It is essential that your application includes evidence of your experience against the requirements of the person specification, and the interview process will be designed with a view to assessing this evidence.

Qualifications

- Educated to degree level or equivalent
- Qualified Teacher Status (QTS)

Experience

Essential:

- Teaching experience across the full age and ability range of an 11–18 school
- High-quality teaching to pupils of all abilities
- Ability to use ICT effectively to enhance teaching and learning
- Commitment to and understanding of the integration of ICT within the curriculum

Desirable (suitable for Early Career Teachers, ECTs):

- Experience as a Form Tutor
- Collaborative teaching experience, working with colleagues on lesson preparation, assessment, and monitoring of pupil progress
- Demonstrable experience of improving student outcomes over the last three years
- Ability to teach a second subject

Skills and Personal Attributes

- Excellent oral and written communication skills
- Ability to work independently and as part of a team
- Ability to build strong professional relationships with students, staff, and parents
- Enthusiasm and creativity to inspire students to learn and participate
- Well-organised and professional in presentation
- Ability to work effectively under pressure while maintaining a positive attitude
- Ability to prioritise workload and manage time efficiently, demonstrating initiative
- Commitment to own continued professional development and career progression
- Determination to encourage the highest quality learning experience for all students
- Ability to empathise with young people while being firm, fair, and consistent
- Sense of humour and perspective
- Excellent attendance and punctuality
- Personal qualities: approachable, committed, empathetic, reliable, reflective, collaborative, enthusiastic, organised, resourceful, resilient
- Fully committed to upholding the core values of the school
- Willingness to contribute to enrichment activities across the school
- Committed to providing equality of opportunity for all students



Person Specification Continued...

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It is essential that your application includes evidence of your experience against the requirements of the person specification, and the interview process will be designed with a view to assessing this evidence.

Knowledge and Understanding

Essential:

- Knowledge of changes in the National Curriculum and effective teaching methods
- Understanding of pupils from diverse social and educational backgrounds
- Knowledge of pupil needs and effective strategies to support learning and personal development.
- Commitment to Equal Opportunities
- Up-to-date knowledge of safeguarding legislation and guidance related to children and young people
- Demonstrates commitment to the protection and safeguarding of children and young people
- Values and respects the views and needs of children and young people

Desirable (suitable for ECTs):

- Ability to develop differentiated schemes of work to cater for a range of abilities



Candidate Application

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To find out more about The Latymer School, please visit our website by clicking [here](#).

How to apply:

Please click on the [link](#) to create an account on MyNewTerm and submit your application.

We expect **interviews** to take place during the week commencing 20 April 2026.

Closing date: 10 AM on Monday 13 April 2026.

We reserve the right to shortlist and interview strong candidates as applications are received and to make an appointment to the post before the closing date. Therefore, we encourage prospective candidates to apply as early as possible.

The Latymer School is committed to safeguarding and promoting the welfare of young people. We expect all staff to share this commitment. Any offer of employment is subject to a satisfactory 'Enhanced with a Barred List Check' through the Disclosure and Barring Service.

As part of our selection and appointment process, and in accordance with Keeping Children Safe in Education guidance, we are required to conduct online searches on all candidates in order to identify any incidents or concerns which are publicly available online. By submitting and signing your application, you acknowledge that such searches will be conducted as part of the selection and appointment process.

The Latymer School is an equal opportunities employer.