

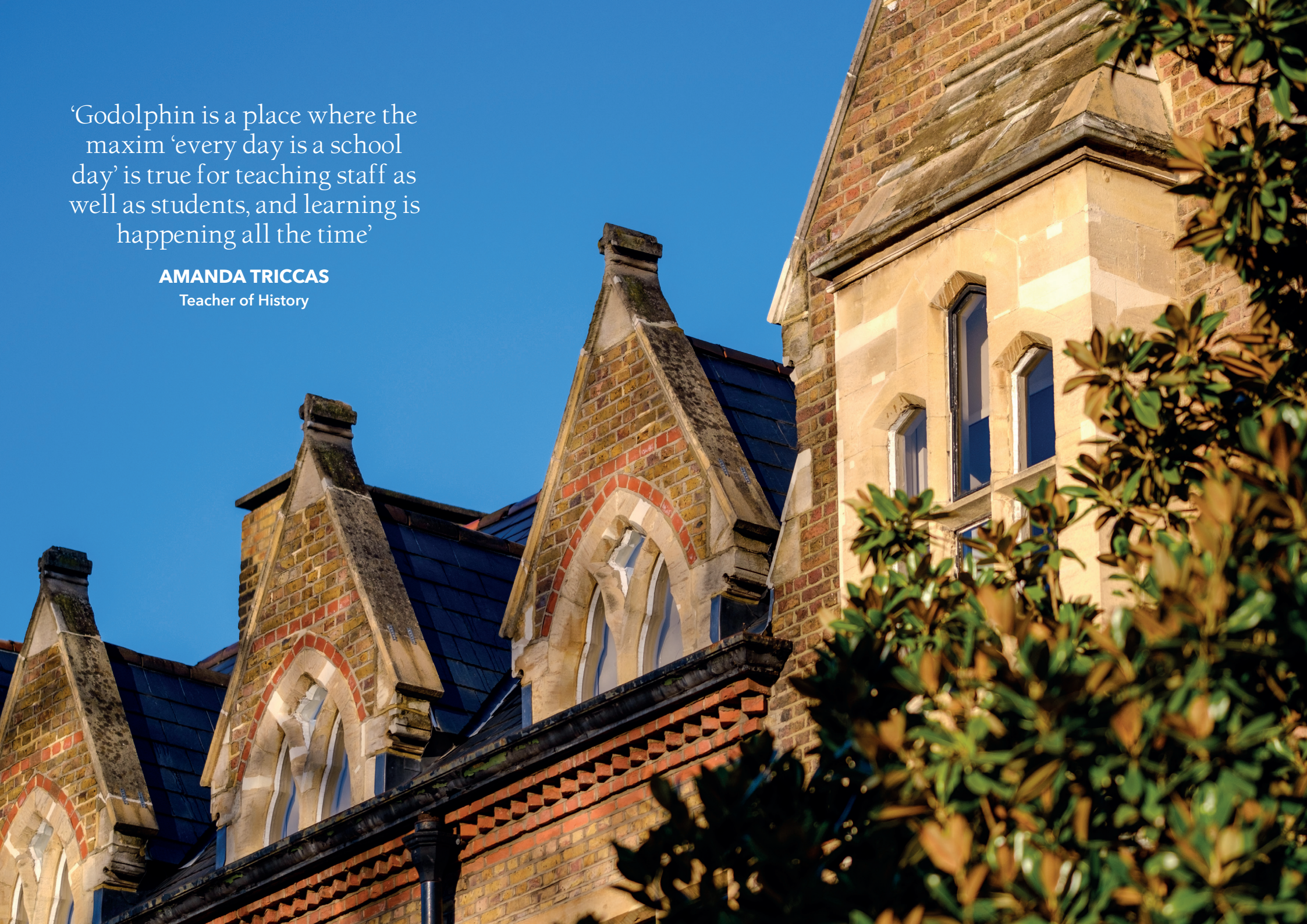





Godolphin&Latymer

INFORMATION FOR APPLICANTS

FRANCHA LEALE TOGE



‘Godolphin is a place where the maxim ‘every day is a school day’ is true for teaching staff as well as students, and learning is happening all the time’

AMANDA TRICCAS
Teacher of History

Welcome

Dear prospective applicant

Thank you for your interest in joining the school community at Godolphin and Latymer. While we aim for excellence in all that we do professionally, we also set great store by the warmth of our relationships in school. I believe that as a result this is a happy and fulfilling place to work whether as a teacher or as a member of one of our non-teaching teams.

At Godolphin our ambition is to prepare our students to live fulfilled personal and professional lives beyond school. The academic and pastoral sides of school life operate very closely together as we aim to create a learning environment to support both academic achievement and personal development. We recognise the importance of adults being learners too, and support our staff with excellent professional development opportunities.

While the school setting can at first seem quite traditional, our facilities are modern and inspiring. Excitingly, we have recently completed a major building project. This has provided us with further spaces to support innovative teaching and learning and, with an extended area for dining and reworked outdoor areas, will enhance the wellbeing of all those who work and study here.

Beyond the classroom we offer a huge range of extra-curricular opportunities. All colleagues are encouraged to be involved in this aspect of school life, and the result is a busy, vibrant, and creative atmosphere for all. We also aim to be inclusive and outward-looking. There is a long tradition here of voluntary service, of strong partnerships with local schools and of community engagement. Our means-tested bursary programme allows us to provide financial assistance for talented girls who otherwise wouldn't be able to attend the school.

We are committed to providing a workplace in which staff from all backgrounds are highly valued and can develop their expertise and experience. We seek above all to recruit dedicated and talented individuals who share our aims and want to make their own contribution. Please read the profiles of some of our staff in this applicant pack, where you'll also find more details about the benefits of working at Godolphin and Latymer. For further information, I would encourage you to explore our website: www.godolphinandlatymer.com.

I do hope you will consider applying to us, and I look forward to the possibility of meeting you in due course.

With all good wishes

Frances Ramsey

Dr Frances Ramsey, Head





‘It’s an absolute pleasure working here. The Premises Team are all very proud of what we do to help everything tick over and keep the school site a welcoming, attractive, safe and secure environment for everyone.’

Premises Team

Our School

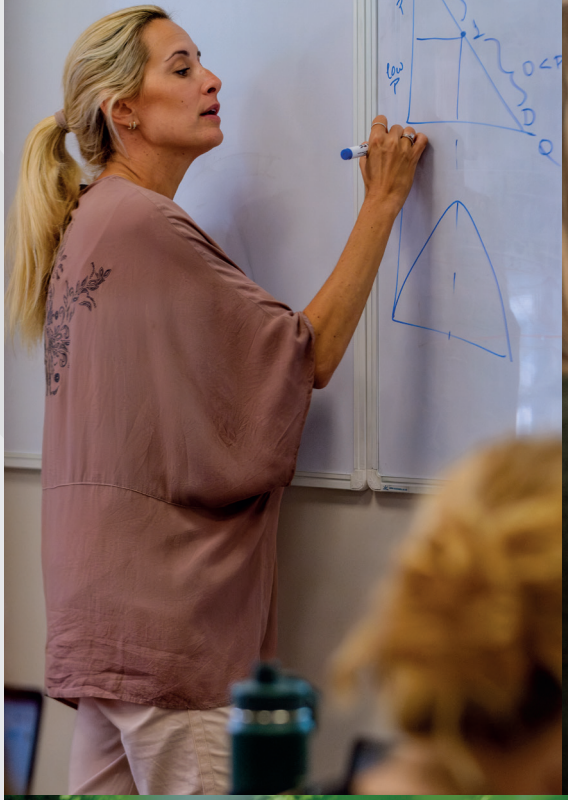
Conveniently situated a short walk from Hammersmith Broadway in west London, Godolphin and Latymer is one of the UK’s leading independent secondary schools. It is an academically selective, girls’ day school with about 800 pupils aged 11-18. Currently 10% of students are in receipt of a means-tested bursary, and widening access to the school is an important objective for us.

The school was founded in 1905, using the buildings of a former boys’ boarding school which had closed a few years earlier. Historic buildings – including a converted church – sit side-by-side with modern facilities interconnected by glass atriums, tranquil gardens and courtyards. The school’s association with the Godolphin family means that our alumnae are called Old Dolphins and the school motto in Cornish, ‘Francha Leale Toge’: free and loyal art thou.

Excellent, research-informed teaching supports our students to achieve outstanding exam results which consistently place the school amongst the best nationally. In the Sixth Form our students have the choice of studying A Levels or the International Baccalaureate diploma. We create a learning environment that promotes analytical skills, collaboration, adaptability, creative thinking and problem-solving; all mindsets that our students will need in abundance in their future careers.

‘There is such a collaborative, trusting environment that, whilst giving everyone their autonomy, ensures a shared vision where everyone is able to play their role. You feel valued; your contributions and efforts are recognised and celebrated.’

HANNAH GRAHAM
Head of Year and Teacher of Biology

















Pastoral care provides personalised support for each individual girl and there is an overarching philosophy of building resilience, self-confidence and self-agency in our students. It is our aim that girls are happy within themselves and well prepared for the promise that their futures hold.

‘I have really appreciated the support I have had from Godolphin over the years to develop professionally. The school has supported me to complete an MA in Education as well as enabling me to attend a wide range of courses and networking opportunities.’

FLORA BAILEY
Head of Politics

Pupils learn about the importance of equality, sustainability, diversity and inclusion and we encourage pupils to make a difference in the wider community through a range of volunteering opportunities and social impact projects.

Our Bridge outreach programme is run by staff, and supported by Sixth Formers, and provides academic enrichment for boys and girls from families who wouldn't normally consider sending their children to independent schools.

'The students are curious and keen to extend their skills and to take creative risks, and the staff are friendly, supportive and fantastically knowledgeable! And, quite simply, we have the best food I have ever eaten in a school!'

JULES OXBORROW
Teacher in Charge of Speech and Drama















The school enjoys individual and team sporting success with a full fixtures list throughout the year and opportunities for all ages and abilities. Our astro-pitches, courts and fabulous Sports Centre are all on-site and our pupils row on the Thames, a short walk away. We have an excellent reputation for the creative and performing arts with regular performances, concerts and exhibitions.

Our co-curricular programme is full and varied and students develop their individual interests and passions at over 90 weekly clubs and societies.

‘The girls are very curious to learn and to be the best that they can be. There’s a great sense of community and a culture of kindness that values different individual personalities and perspectives.’

ELLEN ELFICK
Director of Sport

Every year we have an extensive programme of trips in the UK and overseas and many of our pupils take part in the Duke of Edinburgh Award Scheme. The extra-curricular programme is enthusiastically supported by both teaching and non-teaching staff. We also encourage students to develop their leadership skills through student-led committees and to take on positions of responsibility, particularly in the Sixth Form.

For all of our latest news and more information about the school, please go to our website: **www.godolphinandlatymer.com** and follow us on our social media platforms **@gandlschool**

‘What I enjoy the most about working at Godolphin is the sense of community and the sheer brilliance of our students.’

DEBBI ANTEBI
US and International Universities Advisor









Our Staff

Eleanor Thrower

HEAD OF BIOLOGY



Before joining Godolphin I worked for four years as a Science teacher in the state sector in the North East. Since arriving I've found the community to be very friendly and there's a real emphasis on teaching and learning. There are many opportunities to improve pedagogy, and in my time here I have been involved with, and led, a number of teaching and learning communities. These are a great way to connect with colleagues and develop professionally. The school is also very supportive of staff who want to progress their career and there are ample opportunities to take on more responsibility and to grow and develop. The school has recetly supported me in undertaking the ISQAM training. I have really enjoyed my role on the futures team and working as a house leader.

The best thing about Godolphin, however, is the school community. The students are great: they're confident and ambitious but also kind and considerate. The Staff Community Team organise regular socials: summer BBQs, wine tasting, and the staff quiz are real highlights! This supportive, collegiate atmosphere, as well as the delicious lunches, make it a pleasure to teach here!

Helena Spooner

TEACHER OF CLASSICS



I joined Godolphin and Latymer relatively early in my teaching career, and it immediately felt like home. I have always found the working environment so supportive and I have made many life-long friends here.

While Classics teaching remains a priority for me, there are plenty of opportunities for career development and I have felt nurtured in taking on additional roles throughout my time here. I have held a number of different roles over the years: early on, I took on responsibility for the Green Team and the Student Wellbeing Committee, and I also became House Leader for Quinn Brown. The House System is such an important part of life at G&L – it not only brings the whole school community together in a spirit of fun and healthy competition, but it also provides excellent opportunities for the girls to take on leadership roles themselves, which is an important part of our ethos.

I have since become Senior House Leader and School Organisation Coordinator, working closely with the Assistant Head for Co-Curricular and Educational Developments on the school calendar and staff duties. I love that no two days are the same – life here is always so varied!



'Sourcing interesting and relevant academic materials and exciting fiction for intellectually engaged staff and students is hugely satisfying, as is coaching our youngest rowers to compete in their first ever races.'

EDWARD BENTON
Librarian and Lead J14 Rowing Coach

Our Staff

Jade Smart



ASSISTANT HEAD
SAFEGUARDING AND PASTORAL CARE (DSL)

After teaching Chemistry for five years in the state sector, I was excited to join Godolphin and Latymer as Head of Chemistry. Professional development is an integral part of the school culture and I was given a variety of leadership training opportunities, including the HMC ISQAM programme.

I soon decided to expand my leadership experience into the pastoral side of the school and became Head of Middle School in 2019. I love how the academic and pastoral teams work together to maximise the support for students and ensure they flourish during their time with us. The pastoral care at Godolphin and Latymer is outstanding and it has been great to be part of such a fantastic team.

I have recently been appointed as Assistant Head responsible for safeguarding, staff and student wellbeing and professional development. Working at Godolphin has offered so many opportunities to grow and develop in my career and I am thankful to the senior leadership team who have supported me throughout.

Ciaran Barnes



TEACHER OF MATHEMATICS

Having just finished my master's in applied mathematics, I joined Godolphin and Latymer in September 2022 as a trainee teacher.

I had considered teaching for a long time and was led into it by my love of the subject and a desire to help others. I was attracted to Godolphin and Latymer because of the opportunity to train on the job and get started into teaching right away.

I was amazed by the amount of responsibility I was given and I enjoyed the autonomy I had over my own classes. This granted me the ability to put to use my expertise in my subject. When I joined, I was impressed by how professional and supportive my colleagues were. Such an environment has allowed me to thrive throughout my training year.



'The external speakers that come to speak to staff are big names in education. This leads to an inspired and forward thinking teaching staff and ensures excellent teaching year after year.'

CHARLOTTE PEARCE
Teacher of Philosophy and Religion

Our Staff

Reena Gogna

SCHOOL COUNSELLOR



With more than eleven years' experience as an Educational and Child Psychologist, of which nine years were spent in Hong Kong as a Consultant School Psychologist, it has been a seamless and smooth transition into my current role as School Counsellor at Godolphin and Latymer.

It has been incredible to be part of a strong and close-knit community where pastoral care is at the heart of everything we do. Furthermore, I am thrilled to be part of a workforce where colleagues are inspiring in the way they work to support the girls and where pastoral care is at the forefront of everything they do. I have thoroughly enjoyed getting to know the girls and have a greater understanding of the mental health challenges facing young people today.

Pete Newell

PREMISES ASSISTANT TEAM LEADER



After more than twenty years as a digital print manager, a change of career was long overdue. The print industry had suffered a major decline and I needed a new challenge.

I wasn't sure what path I should pursue but an opportunity arose to work in the premises team at Godolphin and Latymer where my wife had been working for some years. As I enjoyed DIY and got great satisfaction out of fixing things, I decided to apply. After securing the job, I couldn't have been happier. The team was so welcoming and extremely helpful.

As I established myself in the school I have had the pleasure of meeting some fabulous people. Teachers, technicians, admin staff, cleaners and catering, everyone made the school feel so comfortable and I knew I had found my true calling and ideal workplace.

After two years I was delighted to be made a team leader and haven't looked back. The positive culture and encouragement at Godolphin is truly refreshing.

Anyone who comes to work here would surely feel the same.

'The buzz that the students create on a daily basis is the unique wonderful thing about Godolphin. And there's an amazing roast lunch on Thursdays!'

JOHN CARROLL
Assistant Head



Some great reasons to work here

Staff Accommodation – this may be available for new staff in a local six-unit property.

iPads – all teaching staff are given iPads for their teaching and assessment and also non-teaching staff when required as part of their role.

Longer holidays than the maintained sector for teachers and a minimum of 28 days for full-time non-teaching staff.

Staff Fee Remission – all staff are eligible for fee remission. The continuance and value of the school fee remission is at the discretion of the Governors.

Medical staff on site – during term time, the School employs two School Nurses and two School Counsellors providing daily cover. All medical staff are available to employees of the School.

Enhanced sick and maternity/paternity pay arrangements – the school offers additional support to staff via its sick and family friendly policies.

Pension - teachers are automatically enrolled into the Teachers' superannuation scheme.

Personal Accident Insurance – staff are covered for permanent disability resulting from an accident, whether at School or elsewhere. Cover is provided for 365 days of the year.

Private Medical Insurance – membership of a private medical insurance scheme is available at a reduced rate.

Advance purchase of travelcards with monthly repayments – the School will pay for your travelcard (minimum three month card) and collect the repayments, at cost, over the life of the travelcard.

Cyclescheme – the School is part of the scheme which enables staff to purchase bicycles and equipment at a tax advantageous rate and pay for the equipment over 12 months.

Lunches and Refreshments – lunches and refreshments provided in the Staff Room and Staff Dining Room are provided by the school to all members of staff, free of charge.

Fitness Facilities – staff are able to use the fitness facilities in the Hampton Sports and Fitness Centre and the school's outdoor sports facilities.

Staff wellbeing – there is a selection of wellbeing sessions that all staff can attend, including acupressure massage, mindfulness, yoga, zumba, rock climbing and kickboxing.

Staff Community Team – organise an exciting programme of socialising events including summer BBQs, festive wine tasting and fun sporting competitions.

Career Personal Development - training and career development opportunities are available for all teaching and non-teaching staff.

Professional Duties

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and responsibility.

All staff working in the School during the school day will have contact with children and will therefore be in regulated activity. As a teaching member of staff you will be working directly with, and be responsible for, the children that you teach. You are also likely to have contact with other pupils on a regular basis which may include specific pastoral or other responsibilities for pupils whom you do not teach.

You are expected to act in accordance with the aims, policies and administrative procedures of the School.

The following duties shall be deemed to be included in the professional duties which you will be required to perform:

Teaching - Planning and preparing courses and lessons. Teaching, according to their educational need, the pupils assigned to you; setting and marking work (including examinations) to be carried out by the pupils in School or elsewhere. Assessing, recording and reporting on the development, progress and attainment of pupils.

Other activities - Promoting the general progress and wellbeing of individual pupils and of any class or group of pupils assigned to you. Providing guidance and advice to pupils on educational and social matters. Making records and reports on the personal and social needs of the pupils. Communicating and consulting with the parents of pupils. Communicating and co-operating with persons or bodies outside the School. Participating in meetings arranged for any of the purposes described above. Accompanying pupils on visits away from the School. Participating in the extra-curricular programme.

Assessment and reports - Providing or contributing oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Appraisal - Participating in any arrangements that may be made for teacher appraisal.

Further training and development - Reviewing from time to time your methods of teaching and programme of work. Participating in arrangements for your professional development.

Educational Methods - Advising and co-operating with the Head and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment of pastoral arrangements.

Child protection, discipline, health and safety - Promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you came into contact. Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are on the School premises and when they are engaged in authorised school activities elsewhere.

Staff meetings - Participating in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements.

Public examinations - Participating in arrangements for preparing pupils for and supervising them during public examinations and providing assessments.

Administration - Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the School and the ordering and allocation of equipment and materials. Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after School sessions.

Flexibility - You may be required to undertake such other reasonable duties from time to time as the School may reasonably require.

SENDCo

The SENDCo will take a leadership role in relation to the whole-school understanding of and provision for neurodiverse pupils and those with disabilities, and will demonstrate vision for the development of the department and its role within the school.

The SENDCo will:

Lead and deploy a team of qualified professionals

- allocate caseload fairly and with a view to individual strengths, prioritising among the demands on the department.
- oversee provision, interventions and liaison with subject teachers, pastoral colleagues and parents, and ensure appropriate record keeping and sharing of information.
- facilitate discussion of complex cases to ensure thorough understanding.
- support less experienced colleagues in developing their expertise and judgement.
- evaluate pupil outcomes in relation to their challenges and support given.

Liaise with the Senior Leadership Team and pastoral leaders

- ensure that Individual Learning Needs (ILN) provision is considered in the development planning, priorities and policies of the school.
- promote collective responsibility and a schoolwide culture of inclusion, respect and appreciation of pupils with neurodiverse profiles and disabilities.
- work collectively to foster an accessible and stimulating learning environment for all learners.
- collaborate to ensure a joined-up approach towards pupils encountering difficulties in their learning.
- contribute to the pastoral Personal Development Curriculum in terms of helping to foster metacognitive self-awareness and self-efficacy and understanding of neurodiversity among the students.

Empower and equip teachers to understand and support neurodiverse pupils and their needs

- provide training for all staff - whole-staff, groups or individuals - about learning differences.
- provide individualised guidance about specific students.
- maintain the ILN and EAL lists to ensure that all colleagues are informed about pupils they teach with individual learning needs or English as an additional language, enabling pupils' needs to be understood at an individual level (eg through the pupil passports) and that updated information is circulated to all teachers as appropriate.

Demonstrate commitment to ensuring equality of access in all aspects of school life

- consider and evaluate reasonable adjustments that can be made to overcome barriers to learning, with an aim of ensuring fairness.
- implement procedures to screen for learning differences and follow up on those thus identified.
- make applications through JCQ and IBO, in conjunction with Exams Officer and IB Coordinator, for access arrangements in public examinations.
- undertake, or oversee, the administration necessary to ensure that appropriate access arrangements are in place for internal and external examinations, including for admissions tests to universities in UK and US and extra-curricular examinations.

Maintain an in-depth knowledge and understanding of relevant factors, including

- typical learning processes and atypical learning profiles (eg dyslexia, autism, AD(H)D, dyspraxia, slow processing).
- the statutory legislation relating to disability and access.
- the JCQ criteria for access arrangements and processes for application.
- awareness of the overlaps and interactions between mental health difficulties and neurodiversity.

Person Specification

Education/Qualifications

A strong academic record and good honours degree.

Professional qualification in teaching learners with SpLD (or similar).

Qualification in assessment for Access Arrangements (ideally Level 7).

Teaching qualification is desirable but not essential.

Experience

Leading a team and deploying resources.

Devising and implementing interventions.

Working within a secondary school environment.

Overseeing applications for JCQ-regulated access arrangements.

Skills and Abilities

Ability to inspire and motivate others.

Excellent interpersonal skills - ability to listen, mediate and persuade.

Excellent communication skills in speech and writing.

Strong time management and organisational skills and ability to prioritise.

Good ICT skills for record keeping and tracking and familiarity with management information systems such as iSAMS.

Personal Qualities

A commitment to safeguarding and promoting the welfare of pupils. A motivation to work with young people.

The ability to form and maintain appropriate relationships and personal boundaries with young people.

Initiative and the motivation to keep improving.

Emotional resilience and a positive and flexible attitude.

Discretion and respect for confidentiality.



How to Apply

The Godolphin and Latymer School are partnering with Alice Speers, Search Consultant at Ashmore Search on this appointment. If you would like an informal conversation about the role, please contact Alice on +44 (0)7799 808 051 or alice@ashmoresearch.com.

How to make an application Please read the recruitment pack carefully, including the School's Safeguarding and Recruitment policies. Please complete your application on the school's application form. Please note that CVs will not be accepted.

Fully completed application forms should be returned by email to Ashmore Search: gandl@ashmoresearch.com as soon as possible and by the closing date.

The closing date for this vacancy is 9am on Wednesday 18 November 2026.

Interviews will be held on Wednesday 2 December 2026 at Godolphin & Latymer. Candidates shortlisted for interview are asked to keep this date available.

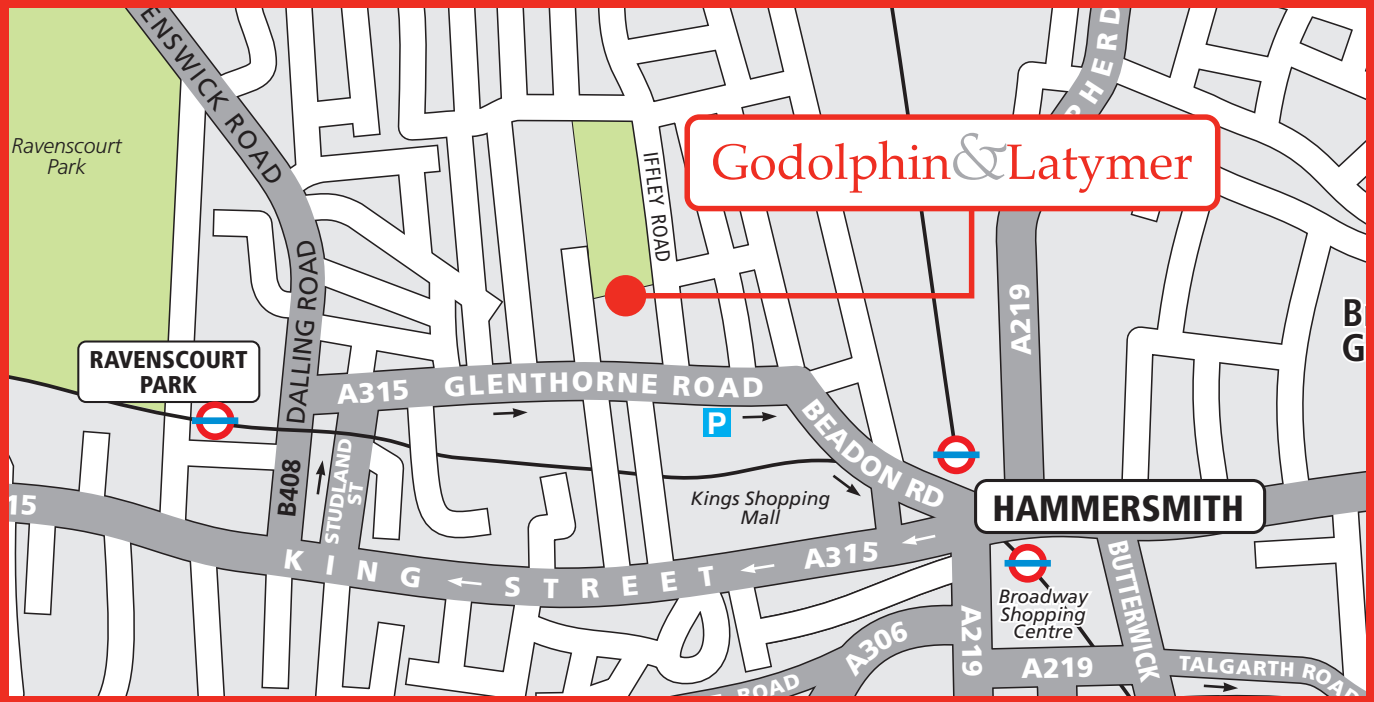
Equal Opportunities It is the policy of Godolphin and Latymer School to ensure that all job applicants are considered equally and consistently and that no applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, pregnancy and maternity, gender reassignment, disability or age.

Safeguarding Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children. The School is exempt from the Rehabilitation of Offenders Act 1974 and is therefore permitted to ask job applicants to declare all convictions, cautions, reprimands and fi nal warnings (including those which would normally be considered 'spent') in order to assess their suitability to work with children. You are not required to disclose a caution or conviction for an offence committed in the United Kingdom if it has been fi ltered in accordance with the Disclosure and Barring Service fi ltering rules. The successful candidate will be required to complete a Disclosure and Barring Service application.

References will be sought on short-listed candidates and we may approach previous employers for information to verify particular experience and qualifi cations. The successful candidate will also be required to provide original certifi cates of qualifi cation and may be asked to undergo a medical examination prior to taking up the post.

Charitable status The Charity called The Godolphin and Latymer School (charity registration number 312699) is administered by The Godolphin and Latymer School Foundation, a charitable company limited by guarantee (Company number 3598439).

How to Find Us



The Godolphin and Latymer School, Iffley Road, Hammersmith, London W6 OPG

Nearest Underground Stations
Hammersmith (District, Piccadilly, and Hammersmith & City Lines) Ravenscourt Park (District Line).

Bus Routes

To Hammersmith Broadway:
9, 10, 27, 33, 72, 190, 209, 211, 220, 266, 283, 295, 391, 419

To Glenthorne Road:
27, 190, 266, 267, 391, H91

Car Parking
We regret that there is no car parking available in the school grounds, but there is a public car park (entrance in Glenthorne Road) only a few minutes from the school, which is inexpensive. There are a number of pay by phone parking bays available in the streets surrounding the school.

Please note that the entrance to the school and the staff car park is on Iffley Road.

On arrival please report to Security.



G&L

www.godolphinandlatymer.com

@gandlschool