

BURNHAM GRAMMAR SCHOOL



Head of Music

JOB APPLICATION PACK



Embracing Challenge

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This application pack includes:

- Headteacher's Letter to Candidates
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How to apply:

Please download an application form from our website and send your completed form to:

Mrs Anjna Pankhania

Burnham Grammar School

Hogfair Lane

Burnham

Buckinghamshire

SL1 7HG

Or email to vacancies@burnhamgrammar.org.uk

<https://www.burnhamgrammar.org.uk/join-our-team/vacancies>

Please note we do not accept CVs

Closing Date: 10am on Monday 13th April 2026

Interviews: W/c Monday 13th April 2026

It is the normal practice for references to be obtained before any formal interview.

Burnham Grammar School as part of the Beeches Learning Development Trust is committed to safeguarding and promoting the welfare of its students and staff and expects all staff and volunteers to share this commitment. Successful candidates will be required to undertake an enhanced Disclosure and Barring Service (DBS) check

We encourage applications from the right candidates regardless of age, disability, gender identity, sexual orientation, religion, belief or race

Thank you for the interest you have shown in this vacancy

HEADTEACHER'S LETTER

Dear Applicant

Thank you for your interest in applying for this role at Burnham Grammar School. I do hope that the information attached encourages and inspires you to make a formal application for this post.

Our diverse community of staff, students and parents believe that this is a truly unique school. Our students are bright and eager to do well. They are hardworking, but also full of personality and a joy to teach, reflecting the diversity of their backgrounds and cultures. They contribute fully to school life, are proud of the part that they play and continue to surprise me on a daily basis with their acts of kindness and their generosity of spirit. We frequently receive comments from the local community about the fantastic contribution that our students make and visitors to our school are always quick to compliment us on our caring and inclusive ethos. However, our students do not always understand or believe how talented they are. We have continued to build upon this community atmosphere, which was noted by Ofsted in December 2022:

“Pupils enthusiastically embrace challenge and enjoy learning here. Pupils, including those in the sixth form, benefit from high aspirations set for them by leaders and staff. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities(SEND). ”

The staff are a uniquely close-knit, supportive and considerate team and the caring ethos makes this a rewarding place to work and develop. I was pleased that Ofsted recognised that “The headteacher’s commitment to involving staff at all levels in the school’s development is nurturing a loyal and dedicated staff.” Staff opinion and involvement is highly valued and if appointed you will find that you are fully supported in successfully fulfilling your role and gain experience to help your career progression through personalised and targeted professional development. The involvement of the staff in the running of the school and in the development of key policies, and our continual efforts to support a work-life balance, have been reflected in us retaining the prestigious Investors in People Gold Award in 2021. The successful candidate will play an active part in the further development of both learning and teaching and other aspects of school life.

Our last Ofsted was an ungraded inspection that confirmed us to continue to be at least a Good school [Ofsted 2022 Report](#). Our community was pleased that Ofsted recognised the many areas of ‘exemplary practice, and are unanimously resolute in continuing on our journey of improvement. Through our tailored CPD programmes we support many teachers on the difficult transition from good to consistent and sustainable outstanding practice through our focus on **Responsible Learning**. This has increased the quality of learning, which is also reflected in our significantly positive progress measures at both GCSE and A level . We are now entering an exciting stage in the school’s development with a unwavering determination to be rightfully recognised as an Outstanding school and a national beacon of best practice that provides inspirational learning experiences to every student every day , both inside and outside of the classroom. In November of 2022 this exceptional practice was recognised when we were designated as a National Centre of Excellence by the Inclusion Quality Mark.

In October 2021 we moved into our brand new school which will provide staff and students with world class facilities to inspire and support their learning and ambitions. These facilities will also provide opportunities for us to broaden our incredible extracurricular offer to students, a vital part of life at Burnham Grammar to broaden students horizons and raise their aspirations.

Not every candidate will be suited to the ethos of the Burnham Grammar learning community or able to fully contribute to our journey to be recognized as an exceptional school leading the development of practice nationally . Candidates for this post will already be exceptional and reflective practitioners or possess the qualities and desire to become exceptional.

HEADTEACHER'S LETTER

We are, of course, proud of our examination results but students' education at Burnham Grammar goes far beyond the academic. The exceptional and diverse range of extra-curricular opportunities and activities inspires and develops students' characters and resilience and exposes them to a range of unique experiences and challenges. We are passionate about the wider development of each individual student to ensure that they positively contribute to their communities now and in the future. This outstanding practice is reflected in us achieving a number of national awards such as the Music Mark Award, Gold Kitemark for Sport, the International School Award and winning the Stonewall School Award.

We welcome applications from the right candidates regardless of age, disability, gender identity, sexual orientation, religion, belief or race and want members of staff who have interests and expertise that goes beyond the classroom and physical boundaries of the school. With 61 different first languages spoken by students we are a very diverse school and would want our staff to reflect this diversity.

Quite simply Burnham Grammar School is an idyllic learning community where the relationships and teamwork between staff and students are fostered with care and the key strength of the school. We provide the support and reassurance for our students to develop the resilience and mindset to strive to be their very best. Our school aims are summarised by the overarching motto :

“Embracing Challenge”

Our students are constantly challenged and supported to volunteer answers at the edge of their understanding and learn from their mistakes to ensure that they fulfil and surpass their potential at each key stage and have the confidence and resilience to aspire to and achieve their dreams.

I do hope that you will decide to make an application to join us and that we will have the opportunity to welcome you to our learning community and meet you in person.

To hear more about working at Burnham Grammar please use this link

[Working at Burnham Grammar School Video](#)

Yours sincerely



Dr A Gillespie
Headteacher



BENEFITS OF WORKING AT BGS

- Enthusiastic, motivated and intelligent students
- An outstanding culture & ethos where students & staff enjoy & achieve
- A socially and culturally diverse school community
- End of Term Socials – Christmas/Summer cricket etc.
- Friday treats
- Free lunch provided on INSET Days for all staff
- Generous Pension Schemes for staff – TPS for Teachers and LGPS for Support staff
- Day off for Religious observance e.g. Diwali, Eid, Vaisakhi, Hanukkah etc.
- CPD opportunities for all staff
- Gold IIP Award & IIP Champion reflects personalised and nationally recognised CPD
- Free Parking

BENEFITS OF WORKING AT BGS

- Free tea/coffee for all staff
- State of the art facilities in our brand new building
- A bespoke induction programme for all staff joining the school, tailored to individual requirements such as for those new to the teaching or working in schools.
- Cycle to work scheme
- Wellbeing Award

Employee Assistance Programme (EAP) provider, Health Assured which is available to ALL employees free of charge and offers:

- Emotional Support with Relationship and family issues or worries
- Loss, including loss of job, friend or family member through bereavement
- Financial concerns, budgeting, borrowing or tax credits
- Work life & Health including Stress Management



Burnham Grammar School

"Pupils enthusiastically embrace challenge and enjoy learning"
(Ofsted Dec 2022)

Head of Music **(TLR2b) + London Fringe** **Permanent, Full Time**

We are looking for a committed and enthusiastic teacher to move a growing and valued department further.

Required for September 2026

11-18 Mixed Grammar School
NOR 1271 (6th Form 370)

"The behaviour of pupils is exemplary. Leaders and staff have high expectations of pupils' behaviour. Pupils consistently meet these expectations. As a result, pupils learn in calm and purposeful lessons"
(Ofsted December 2022)

Lead school in small MAT

2025 A Level:

89% A*-C grades

71% A*-B grades

40% A*-A grades

2025 GCSE:

93% grade 5-9

56% grade 7-9

32% grade 8-9

59% of students achieved 5 or more grade 7-9 at GCSE

We are offering you:

- State of the art facilities in our brand-new building
- A diverse community of enthusiastic, motivated & intelligent students
- An outstanding culture & ethos where students & staff enjoy & achieve
- A socially active & culturally diverse school community
- Personalised & effective CPD as evidenced by the school's IIP Gold retained in Feb 2024
- Wellbeing Award (2021)
- IQM Centre of Excellence retained in Nov 2024
- A well-resourced department with a range of opportunities for students to experience music education
- A growing body of students learning and performing in music academically and as an extra-curricular activity with performance at its heart

We want from you:

- Excellent interpersonal and team building skills
- To be an outstanding classroom practitioner
- The ability to engage and inspire our students
- Commitment to developing the highest standards of Learning and Teaching
- Innovative and dynamic leadership
- A track record of securing outstanding student progress
- The ability to teach up to at least GCSE Music
- Leading extracurricular music including school concerts

"Staff appreciate the support and time they get to develop their own subject expertise. Leaders have adopted an approach to assessment that is manageable for staff and purposeful for pupils."

(Ofsted December 2022)

Closing date for applications: 10am on Monday 13th April

Interviews: Week commencing Monday 13th April

Please download an application form from our website or telephone the school for more information: 01628 604812. Applications should be sent to Mrs Akanksha Adivarekar by email or post. Please note we do not accept CVs.



E-mail: vacancies@burnhamgrammar.org.uk

Website: www.burnhamgrammar.org.uk

Post to: **Burnham Grammar School,**
Hogfair Lane, Burnham, Bucks. SL1 7HG



Just west of London, near Windsor & Maidenhead & convenient to the M40, M4 & M25. Burnham station (mainline Paddington & Elizabeth Line) is a short walk from the school.

Headteacher: Dr A Gillespie

We encourage applications from the right candidates regardless of age, disability, gender identity, sexual orientation, religion, belief or race

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THE ROLE OF THE HEAD OF MUSIC

A. Name

B. Job Title – Head of Music

C. Job Purpose - To lead, develop, support & hold accountable the Department to ensure high standards of teaching and learning and the development of staff and students.

D. Accountable - To the governors and senior leadership of the school for the effective discharge of all duties.

For the effective teaching learning and support of the school's students in the department.

For enabling the staff of the department to identify and address their continuing professional development needs, providing opportunities for cascading new learning to other colleagues, as appropriate.

For evaluating all factors in the department contributing to student achievement in the department, and intervening appropriately to promote success.

For line managing other teachers and support staff attached to the department as appropriate.

E. Responsibilities

1. School improvement and school self-evaluation

Lead the department in relevant school improvement and school self-evaluation activities, with specific attention to the service to students in the department.

Lead departmental preparation for inspections by OFSTED and other accredited bodies.

2. Co-operate with internal Departmental Reviews for their department and to assist in the reviews of other departments as directed.

Lead and manage the creation of a three-year Departmental Strategic Plan and Vision and a one-year Departmental Development Plan. Review and evaluate these plans with the line manager as directed in the line management schedule.

Monitor and quality assure department members' report writing and assessments and monitor and quality assure staff planners to ensure agreed schemes of work are followed.

Complete monthly line management proformas, leading to the production of a Departmental Evaluation Form (DEF), which includes the one-year Departmental Development Plan

3. Teaching and learning and student development

Stay abreast of recent subject developments and plan, enact and evaluate, at least annually, all courses, appropriate syllabuses, materials, schemes of work and revision programmes.

Ensure that the department's schemes of work and lesson resources have clearly identified aims and objectives and success criteria which are shared with the students.

Ensure that the department's curricular provision includes citizenship, cross-curricular themes and spiritual, moral, social and cultural dimensions.

Ensure that the department's extra curricular provision includes opportunities all for students to engage in performance as a means of developing their abilities, aspirations and resilience.

Lead the provision of varied methods of teaching and learning, appropriate to the abilities and aspirations of the students and which enable them to take maximum responsibility for their own learning.

4. Student assessment, reporting and support

Monitor the assessment of work by teachers within the department at least twice annually to ensure that it follows departmental and whole school policies and offer guidance to teachers on improvement where necessary.

Meet the published data standards to analyse student performance and value-added data in the subject.

Explore trends in achievement and progress according to age, gender, ethnicity, socio-economic background, ability and any other groups of learners.

Take responsibility for the allocation of students to particular classes in the subject, in consultation with the curriculum manager and according to school policy and practice.

Ensure the effective and efficient provision of a programme of formative and summative student assessment, consistent with the whole-school assessment and Learning and Teaching policies.

Ensure that key assessment of students' performance and progress grades, especially coursework, are standardised within the department and that a timetable for such work is communicated to relevant staff.

Ensure that accurate and up-to-date records of student achievement and attendance are kept within the department.

Participate in all school-wide activities for responding to such records, including the monthly Line Management proformas preparation of a DEF to governors and the line manager on progress of action plans, the examination results of the previous academic year and key developments for the coming year.

Ensure the identification of students who are experiencing difficulties and that appropriate support and direction is given to them.

Manage the coursework / Controlled Assessment programmes for the relevant syllabi and ensure that examination board directions are known by all relevant staff and acted upon.

5. Finance and resource management

Manage the stock, consumable and financial resources of the department and any other allocated whole school budget, in a cost-effective way, following the school's financial procedures and order and allocate materials and equipment as appropriate and maintain an up-to-date inventory of equipment and resources using school procedures only and at all times.

Advise the senior leadership of the school on the staffing, resource and accommodation needs of the department.

Prepare the annual analysis of the staffing needs of the department according to the current staffing policy of the school and work with the timetable manager to plan staffing and accommodation allocation in the department.

Provide departmental statistics as required by senior leaders, governors or other relevant bodies.

6. Personnel

To line-manage staff in the department and to manage the work of non-teaching staff allocated to the department, including appraisal where relevant.

Convene department meetings as specified by the school calendar, ensuring that agendas and minutes are circulated according to school policy. Convene extra ad hoc department meetings as necessary.

Contribute to the process of appointing staff to the department and follow the Safer Recruitment Policy without exception.

Design and implement an appropriate programme for the departmental induction of new staff or staff who are taking on new departmental responsibilities.

Participate in the school's staff appraisal and performance management systems, both as appraiser and appraisee as appropriate.

Contribute to the identification and support of career development and continuing professional development and training for members of the department and run whole staff INSET as required as an associate member of the leadership team (where appropriate)*.

Ensure adherence to school policies by members of the department.

Annually review department risk assessments and alter in the light of changes to department practice. To termly pass signed and dated risk assessments to line manager and to ensure that the health and safety policy is followed by the department and its members, in particular that risk assessments are made.

Ensure that all members of the department follow the school Communications Policy.

Ensure that the department handbook is up-dated annually as a reference document for departmental staff, which, it is suggested, should contain the following sections:

- Table of contents
- Departmental aims
- Breakdown of responsibilities within the department
- Current staffing including individual staff timetables
- Teaching and learning, including sharing good practice
- Programmes of study including syllabuses and schemes of work
- Differentiation
- Cross-curricular themes in practice
- Assessment, recording and reporting practice
- Independent study practice
- Examinations, including recent history of results
- Departmental improvement plan
- Monitoring and evaluation practices
- Governor links
- Health and safety, including risk assessments
- Accommodation and other resources, including stock lists
- Links with feeder primaries, higher education and industry
- Report and ROA forms and any other frequently-used documentation

7. Liaison within and outside school

Foster links with feeder and partner schools, higher education and outside agencies relevant to the department, in accordance with school policies.

Ensure the preparation of up-to-date and appropriate liaison and publicity material relevant to the department, in accordance with school guidelines.

Work with the attached governor, arranging at least one annual governor visit and to prepare the annual Departmental Evaluation Form to report to the governing body on the department's work.

8. General Duties

Participate in appropriate meetings with colleagues, students, parents and governors relative to the role of Head of Department, having the line management responsibility for a significant number of people.

Carry out a share of supervisory duties in accordance with published rosters.

Comply with and promote school policies and procedures.

Abide by and actively promote the LEA's and school's Child Protection Policy and Procedures and Safe Working Practice for the Protection of Children and Staff in Education Settings.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.



PERSON SPECIFICATION – Head of Music

Qualifications		
	Essential	Desirable
A good honours degree in a relevant subject	✓	
A teaching qualification together with Qualified Teacher Status (QTS)	✓	
An infectious passion for your subject and subject knowledge sufficient to challenge able students and achieve high outcomes	✓	
A good understanding of curriculum developments in the specific subject area	✓	
Evidence of participation in professional development or further study		✓
Previous Work Experience		
A record of consistent and successful teaching resulting in high levels of attainment and achievement for students at each key stage taught	✓	
Experience or desire to work in a socially and culturally diverse school community	✓	
Professional Knowledge Skills & Experience		
Have the flexibility to employ a range of teaching styles and activities to inspire and engage all students to ensure effective learning and progress	✓	
Awareness of the strategies available for improving the learning & achievement of all students and particularly high ability students	✓	
Familiarity with and a strong commitment to Assessment for Learning approaches	✓	
A confident & competent user of ICT to support all aspects teaching and learning		✓
A willingness and commitment to ensure that current and future ICT, and other resources and new technologies, can be used to enhance the quality and experience of student's learning	✓	
The skill to monitor and strategically develop practice to ensure that students understand how to improve and are consistently supported in doing so through teacher, self and peer assessment across the department.	✓	
Ability to communicate proactively and appropriately to a high standard with staff, students, parents and governors	✓	
Ability to interpret student data in order to modify schemes of work to ensure personalised support	✓	
A commitment to their department contributing to the wider education and support of all pupils as outlined in the school aims	✓	
Experience and commitment to both extra-curricular music and community liaison	✓	
Experience of and a commitment to efficiently managing the workloads of their teams to both secure student progress and ensure a work/life balance for staff	✓	
People Management Skills		
The ability to work independently and collaboratively as a member and leader of a team and to contribute to its development	✓	
Understands and values the processes of planning and monitoring and evaluation as a aid to raising standards	✓	
Other Personal Qualities		
The presence and leadership qualities to develop departmental commitment and consistency to whole school and departmental developments	✓	
A firm and active commitment to safe guarding and child protection	✓	
A commitment to helping students identify their talents	✓	
A firm belief in the untapped potential of all students	✓	
Creativity in problem solving together with a willingness to take on or try new approaches & ideas		✓
A willingness to support and run wider and extra-curricular opportunities for students		✓
A strong belief and recognition of the vital role and diverse skills of all members of staff	✓	
The school is fully committed to the DfE guidance on Safeguarding Children and Safer Recruitment in Education and all candidates for the post will therefore be subject to vetting procedures following Buckinghamshire Council's guidance on Safer Recruitment and Selection in Schools.		



Department Information - Music

I. Vision and Educational Rationale

At Burnham Grammar School, music is treated as a universal language and a vital form of creativity that ignites intellectual, social, emotional, and motor development. We provide a high-quality music education that encourages all students to be involved in active music-making both within and out of the classroom, aiming to help every student discover their individual musical niche. Our curriculum is designed to inspire talent and self-confidence through a "spiral curriculum" model, which allows for the continuous review of prior learning while introducing higher-level content as students progress towards Key Stage 4. By balancing academic rigour with creative freedom, we prepare students to listen with discrimination and compose with original intent.

II. Specialist Facilities and Digital Infrastructure

The department is exceptionally well-resourced to support this vision, featuring specialised music classrooms and dedicated practice rooms where students can develop their skills or play for pleasure. Our facilities include a suite of Mac computers equipped with professional-grade software, including Logic Pro X and Sibelius, complemented by a live music recording deck for high-fidelity production. To bridge the gap between school and home, we invest in digital subscriptions such as Noteflight and Soundtrap, while Focus on Sound is utilised to enhance students' listening and appraisal skills. Our extensive instrument inventory further supports a diverse curriculum, featuring a full-class Samba set, ukuleles, and djembes.

III. Peripatetic Programme and Instrumental Provision

Prospective Heads of Department will oversee a robust peripatetic programme, with a team of inspiring visiting teachers delivering weekly lessons across a wide range of disciplines, including strings, wind, drums, guitar, piano, and voice. These individual lessons take place on a fortnightly rotation to ensure minimal disruption to the wider curriculum. Our peripatetic staff are deeply integrated into the department's culture, maintaining an excellent track record of examination entries and providing expert support for our concert calendar.

IV. Extra-Curricular Enrichment and Ensembles

Beyond the classroom, the department maintains a vibrant extra-curricular schedule. Students can engage in a diverse array of ensembles, including the Orchestra, String Group, and a specialised Flute Group. Vocal opportunities are central to our identity, featuring both Pop choir and the "Shout Out" choir. Furthermore, we foster modern creativity through our rock and pop groups and a growing Music Tech group. The success of these programmes is a point of pride for the school, with our students having a recent history of success in local "Battle of the Bands" competitions.

V. Performance Calendar and Key Stage Pathways

Performance is a cornerstone of the Burnham Grammar experience. We hold a full calendar of events, including Christmas and Spring concerts and House Music competitions, and ensure that all Year 7 students have the opportunity to perform early in their school career. These events serve as the practical application of our academic pathways; we follow the Edexcel specification at GCSE and offer the Eduqas specification at A Level. This structure ensures that as students move through the school, they are constantly challenged to develop their critical engagement with the musical canon, preparing them for further education and a lifelong appreciation of the arts.

MAKING AN APPLICATION

How to Apply

To apply for this position, you will need to complete our application form which you can download from our website under the vacancy details:

[Burnham Grammar School Vacancies](#)

Completed applications should be sent to **vacancies@burnhamgrammar.org.uk** by the closing date and time on the job advert.

Please note only fully completed application forms will be considered and we do not accept CVs.

Shortlisting

Applications will be assessed based on the information provided on the application form and will be shortlisted if they fulfil the criteria for the role and the person specification. Shortlisting may take place before the deadline for applications has passed.

If you are shortlisted for interview you will be sent a self declaration form about any criminal disclosures. You will need to complete and return this disclosure form at least one day prior to interview. If we have not received this, we reserve the right to withdraw the offer of interview.

The Trustees of the Beeches Learning and Development Trust reserve the right to research applicants on social media platforms and the internet and to use this as part of the shortlisting process

If you have not been contacted within 3 weeks of the closing date, you must assume that your application has, on this occasion, been unsuccessful.



MAKING AN APPLICATION

References

It is the normal practice for references to be obtained before any formal interview.

You will need to provide details of two people who have knowledge of you in a working / educational environment, paid or unpaid.

The first reference should be your present or most recent employer and a contact at your last post working with young people if you are not currently doing so.

If you are a student give appropriate school or college referees.

References must cover a 5-year consecutive period.

Interview

If you are shortlisted for interview you will be sent an invite to interview letter with all the interview details via email. Interviews will include a panel interview, a tour of the school, a student panel interview and a chance to meet members of the team informally over either coffee or lunch.

Teaching posts will include teaching a lesson and support staff roles will include an administration task relevant to the role in which you are interviewing for.

Successful Appointments

All successful appointments are subject to satisfactory references, Disclosure and Barring Service (DBS), Health Checks, proof of Right to Work in the UK and satisfactory checks on the Teaching Regulatory Agency.



PRIVACY NOTICE

Short Form Privacy Notice For Application Forms

This notice explains what personal data we will hold about you, how we collect it, and how we will use and may share information about you during the application process. We are required to notify you of this information, under data protection legislation.

Please ensure that you read this notice as well as our privacy notice which can be found at on our website under Vacancies which detail how we use your information.

Why Do We Collect This Information?

Once you have submitted an application form, the School use this information in order to take a decision on recruitment and to take steps to enter into a contract.

What Information Do We Collect?

We collect the following information from the application form in order to take a decision as to recruitment: surname, forename(s), previous surnames, preferred title, address for correspondence, home, work and mobile telephone number, email address, national insurance number, details of current and past employers, details of previous employment details including salary, details of your qualifications, details of your relationship with the Teaching Regulation Agency and your induction period (where applicable), your referees, right to work in the UK status, any disabilities, religion, gender, ethnicity and any criminal convictions. We will also collect any other information you choose to share with us during the process.

How we may share the information

We may also need to share some of the above categories of personal information with other parties, such as HR consultants and professional advisers. Usually, information will be anonymised but this may not always be possible. The recipient of the information will be bound by confidentiality obligations. We may also be required to share some personal information as required to comply with the law.

How long we keep your information

We keep the personal information that we obtain about you during the recruitment process for no longer than is necessary for the purposes for which it is processed. How long we keep your information will depend on whether your application is successful and you become employed by us, the nature of the information concerned and the purposes for which it is processed. Full details on how long we keep personal data for is set out in our data retention policy.

Please find below the link to our vacancies page on our website where you can find the full Privacy Notice for Job Applicants

[Burnham Grammar School Vacancies Page](#)

Please find below the link to our vacancies page on our website where you can download our application form for completion.

[Burnham Grammar School Vacancies](#)

Please find below the link to our policies page on our website where you will find our Child Protection policy and Recruitment of ex-offenders policy.

[Burnham Grammar School Policies](#)

We are just west of London, near Windsor & Maidenhead & convenient to the M40, M4 & M25.
Burnham station (mainline Paddington & Crossrail) is a short walk from the school.

Headteacher: Dr A Gillespie

[Investors in People Report](#)

We are proud of our development of our staff



Investors in People Gold Award retained in Feb 2024

We encourage applications from the right candidates regardless of age, disability, gender identity, sexual orientation, religion, belief or race

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