

BURNHAM GRAMMAR SCHOOL



Teacher of Design Technology

JOB APPLICATION PACK



Embracing Challenge

CONTENTS

This application pack includes:

- Headteacher's Letter to Candidates
- Job Advert
- Job Description
- Person Specification



How to apply:

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

HR and Recruitment Officer

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 Friday 2nd May 2025

Interviews: W/b 5th May 2025

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

MAKING AN APPLICATION

How to Apply

To apply for this position, you will need to complete our application form and professional competencies grid 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 re-search 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.



Burnham Grammar School
 “Pupils enthusiastically embrace challenge and enjoy learning” (Ofsted Dec 2022)

Teacher of Design Technology

MPS/UPR plus London fringe

Permanent, Part Time (0.4 – 0.6 FTE)

NB. More hours may be available if you can offer a second subject

Required for September 2025

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

**“The behaviour of pupils is exemplary. Pupils enthusiastically embrace challenge and enjoy learning.”
 (Ofsted December 2022)**

Lead school in small MAT

2024 A Level:

86% A*-C grades

71% A*-B grades

38% A*-A grades

2024 GCSE:

93% grade 5-9

56% grade 7-9

33% grade 8-9

62% of students achieved 5 or more grade 7-9 at GCSE

We are offering you:

- State of the art facilities
- 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

We want from you:

- Strong subject knowledge
- To be an excellent classroom practitioner
- The ability to build strong relationships, engage and inspire our students
- Commitment to developing the highest standards of Learning and Teaching
- To be a good team player
- A track record of securing good student progress
- The ability to teach Food Technology is desirable but not essential

**“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 Friday 2nd May

Please download an application form from our website or telephone the school for more information: 01628 604812 . Applications should be sent to Mrs A 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

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



Job Description for Teacher & Form tutor

A. Name

B. Job Title - Teacher of DT

C. Job Purpose - To ensure high standards of teaching and learning in the appropriate subject(s), in line with the schemes of work, objectives and policies of the relevant department(s) and pastoral team so that assigned students make the greatest possible progress and to support students in their personal development.

D. Accountable - To the appropriate line manager(s) and, through, her/him, the governors and senior leadership of the school, for the effective discharge of all duties.

E. Responsibilities

1. School improvement and school self-evaluation

Participate as appropriate and as required by the line manager in school improvement and school self-evaluation activities, including Department Line Management Proformas.

Participate in departmental and whole school preparation for inspections by OFSTED and other accredited bodies.

2. Teaching and learning and student development

Have a secure knowledge and understanding of the subject(s) taught.

Plan, prepare, deliver and review lessons and other activities with the aim of ensuring the effective learning of assigned students in the agreed syllabus (es).

Ensure that planning stays abreast of policy changes within the school.

Participate with other members of the department in interpreting syllabuses and developing materials and schemes of work, which include clearly identified aims and objectives which are shared with students.

Employ 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.

Ensure that citizenship, cross-curriculum themes and spiritual, moral, social and cultural dimensions are delivered appropriately according to the departmental schemes of work.

Ensure that lessons provide opportunities for Assessment for Learning (AFL) and reflect principles as outlined in the Learning and Teaching Policy recommended practice.

Use prior attainment data to plan appropriately differentiated work, ensuring sufficient challenge for all assigned students.

Be a Form Tutor to an assigned vertical group of students, with responsibility for promoting the well-being of individual students as well as the whole group, and for daily organisation communications with the group.

Register the assigned students in the relevant tutor group and accompany them to assembly according to the school's policy and practice.

Implement, as appropriate, the school's policy and practice on daily collective worship in registration time.

3. Student assessment, reporting and support

Maintain effective records of the attendance and progress of assigned classes and individual students in accordance with school and departmental policies.

Consult with and inform relevant school staff regarding the progress, attainment and attitude of assigned students, especially where barriers to learning have been identified.

Complete annual & interim reports for all assigned students, according to published deadlines, in line with school policy.

Guide assigned students with self-assessment and appropriate target-setting in the relevant subject(s).

Monitor the progress of the assigned students in the relevant tutor group with regard to achievements & difficulties, both academic and pastoral, including attendance, punctuality and uniform/dress.

Keep appropriate records and intervene as appropriate to address problems.

Guide the students with personal target-setting and review both on and between Student Review Days.

Oversee the completion of all interim, progress and annual records, including work and conduct reports and other references, for the assigned students in the relevant tutor group.

Implement the Student Review Day process for the assigned students in the relevant tutor group and monitor their targets.

Monitor through a range of data the progress of the assigned students in the relevant tutor group.

Monitor through a range of data the progress of the assigned students in the relevant tutor group and implement and co-ordinate extra support for those students identified by Heads of House.

Provide information to the relevant member of staff for the awarding of relevant Celebrations Assembly Certificates

4. Finance and resource management

Ensure that the accommodation, equipment and resources provided are maintained in safe working order and contribute to an educationally stimulating environment.

Immediately report any damage to equipment that could pose a health and safety risk to the health and safety officer, and the head of department.

5. Personnel

Participate as appropriate in induction programmes for new staff and staff undertaking new responsibilities.

Participate in the school's agreed staff appraisal or performance management system(s) as appropriate.

Comply with the school's health and safety policy whilst in school and on all school connected activities.

Participate in the school's continuing professional development programmes as required.

6. Liaison within and outside school

Alert appropriate staff to difficulties experienced by assigned students in the relevant tutor group. Keep the relevant Head of House informed about the progress and development of the assigned students in the relevant tutor group, seeking guidance from him/her as appropriate.

Contact parents of the assigned students in the relevant tutor group and other recognised persons or bodies concerned with student welfare, as directed by the HOH or SLT when necessary, to address academic or pastoral matters.

Complete **Parental Contact forms** of these contacts on SIMS.

Participate in school publicity and recruitment events as appropriate.

Positively represent the school in the community at large.

7. General duties

Participate in appropriate meetings with colleagues, students, parents and governors relative to the role of Teacher and Form Tutor.

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

Comply with and promote school policies and procedures.

To abide by and promote the 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.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of School Teachers' Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the

performance of duties and responsibilities, the post hold must use Directed Time and have regard to clause 4(1)(f) of the School Teachers' Conditions of Employment.

The school tries to ensure a work/life balance for all staff. An annual Work Load Working party will review all aspects of job descriptions and working practices to try and improve the work/life balance of staff whilst maintaining the high expectations for student progress and development that we have at BGS.

Signed: _____ (teacher)

TEACHER FURTHER GUIDANCE

1. Planning

- Plan individual lesson using the department's programmes of study and schemes of work and briefly fill in the lesson by lesson sections in the staff planner. If the lesson is an observed one then the detailed lesson planning sheet used for performance management should be filled in.
- Have regard to the Learning and Teaching policy when designing lessons and/or schemes of work.
- Meet the published data standards to allow the interpretation of past, current and predictive performance data to allow planning to meet the needs of the students and appropriately differentiate the lesson and associated materials.
- Ensure that the lesson is properly differentiated so that all can access the material presented and that the most able are sufficiently challenged. Use prior attainment data to set challenging work.
- Ensure that the correct equipment has been booked ready for the start of the lesson.
- Ensure that all equipment and the classroom itself are safe in terms set down in the health and safety policy and report any damaged or unsafe equipment to the Site Management Staff and or the Head of Department.
- Ensure that work is set according to the homework timetable and that students have access to 'Show My Homework'.
- Ensure that where appropriate lessons contribute to the spiritual, moral, social and cultural development of students.
- Inform the **Cover Co-ordinator** of any known or planned absence and provide appropriate cover work on a 'cover slip' of an appropriate structure and in sufficient detail for a CSA to deliver.

2. Management and Monitoring

- Ensure that all students follow the code of conduct when in lessons and take appropriate action if they fail to do so.
- Deal with disciplinary matters with support from the form tutor, head of department HoH if required.
- Ensure that students have the opportunity to make progress in the lesson and be prepared to vary learning activities and approaches during the lesson if progress is not being made.
- Monitor the progress made by each individual in the class as well as the class as a whole.
- Manage school resources, e.g. stationery, so as to minimise unnecessary wastage.
- **Record any relevant rewards or sanctions onto SIMs Behaviour as directed**

3. Recording, Reporting and Assessment

- Record the attendance of the class during the lesson using the appropriate means: SIMS attendance and lesson monitor modules. Paper registration lists must be kept of lesson attendance whenever access to SIMs is not possible.
- Follow the whole school Feedback and Literacy Policies and departmental policies.
- Assess and record the progress and/or ability of the students in the class following the guidance on the schemes of work and according to departmental policy.
- Keep an accurate mark book in a staff planner or elsewhere of individual student progress. In this respect it is essential that subject teachers summatively assess each student at least before each progress grade and record examination grade (for GCSE (Years 7-11), A Level (Years 12 & 13)) on SIMs as directed.
- Ensure that records of student progress and the topics covered are sufficiently detailed that another member of staff would be in a position to take over the class.

- Complete progress grades for students according to the protocols and deadlines set down in the school calendar using the whole school definitions of progress grades.
 - Complete the annual written report on students according to the deadlines set down in the school calendar.
 - Assist students in the completion of self-assessments, including those as part of Student Review Day preparation.
 - Advise students on appropriate targets for the subject being taught.
 - Attend parents' evenings of all year groups taught and provide feedback that enables students to identify priorities and actions for improvement.
4. Controlled Assessments and Prescribed Practical Work
- Ensure that all students' controlled assessments/prescribed practical work is completed by the specified deadlines and is stored securely at all times in line with departmental and whole school guidelines.
 - Ensure that all controlled assessments/prescribed practical work is marked and ready for departmental moderation procedure by the deadlines set by the head of department.
 - Follow the school's procedure to record the receipt of coursework:
 - All staff must follow, and support as directed by the Head of Department, the departmental arrangements for the completion of controlled assessments/prescribed practical work

When a student hands in controlled assessments/prescribed practical work the recipient teacher **MUST SIGN** for it on a check list in the presence of the student. This is to protect staff from allegations that coursework has been handed in, when it has not been, and resultant complaints that the teacher has 'lost' it.

It is imperative that the following procedure takes place:

- i) A list of all students' names regarding each piece of assessments/prescribed practical work is drawn up.
- ii) Columns are made to show date/s when the assessments/prescribed practical work is returned and the teacher's initials and the student's also as a further safeguard.
- iii) If assessments/prescribed practical work is taken away again for re-working, the above should apply in labelled columns.
- iv) All students must be told clearly that without initialled receipt on a checklist, coursework is not deemed to have been handed in (i.e. not simply to leave it somewhere/ hand it to others etc.).

Overview

At Burnham Grammar School we strive for the highest standards of pastoral care, showing concern and respect for the individual.

Being a form tutor entails accepting the major role in caring for the well-being of all in the form: it involves some routine tasks, but principally it provides the opportunity to help students develop not only academically but in personal, social, moral and cultural ways too.

For ease of reference the various responsibilities and tasks conducted by the form tutor are arranged in terms of general responsibilities and then in terms of their frequency: daily, weekly, fortnightly, etc.

General Responsibilities

1. Get to know the students in order to help them settle into the form as quickly as possible and derive the greatest benefit from school life.
2. Monitor the progress of all students with regard to achievements or problems, both academic and pastoral, including attendance and punctuality. Students can be removed from assemblies by their tutors to achieve this at the discretion of the Head of House.
3. Encourage the students, individually and collectively, to give of their time, talents and abilities to activities in the school and in their houses, and to celebrate these through all possible systems.

4. Take the initiative in giving advice and guidance about options, careers, courses and grants and to keep a record of applications to other institutions (colleges, universities, etc.) and to keep track of the results of these applications.
5. Encourage the students to feel a sense of care and ownership of their form room through use of display, in particular the form board.
6. Encourage the students to take on positions of responsibility, including: form representative, environment representative, media reporter and form board monitor.
7. Deal with disciplinary matters with support from either Head of Department or Head of House as appropriate and according to the Code of Conduct. Staff will refer problems they cannot deal with to heads of department first and will keep form tutors informed.
8. Organise and monitor mentoring programmes as directed by your HOH.
9. Keep a log of information to assist you in the writing of UCAS references for your Year 13 students

Daily Responsibilities

The form tutor is responsible for and should be with the tutor group from 8.45-9.00 a.m. (including assemblies). If it is not possible to attend a registration period then the cover co-ordinator should be informed so that cover can be arranged.

1. Marking Registers
 - Silence should be maintained during calling of the register. An appropriate student response would be 'Yes, Mrs. X' or 'Present'. All names should be called by the tutor. Tutors are reminded that the register is a legal requirement. It **must** be completed electronically unless there is a problem with the system, in which case a paper copy may be sent to reception. Students can only be marked as in attendance if physically present when the register is taken.
 - Tutors should not enter any attendance codes onto the register **other than** indicating if a student is **present, absent or late**. Tutors must not amend any codes on the register, but should send students to reception if there is a query.
2. Recording Lateness
 - Students arriving late at registration should be marked L in the register as late. Students arriving after 8.45 a.m. but before 9am should be marked as late by their tutor and sign the late register at reception. Students arriving late after 9am should sign in at reception.
3. Recording Absence
 - Parents are asked to contact reception on the first day of absence via phone or email and to send a note with the student on return to school if a phone call has been made. Tutors should collect absence notes, sign and date them, and leave them in the register. Where possible tutors should remind their tutees to bring in a note where they know that this has not happened.
 - Registers should be completed electronically and in a timely fashion and before 9am. If it is necessary to complete a paper copy this should be obtained from reception and returned at 9am.
4. Granting Leave of Absence
 - Pass on requests for holiday absence to the Headteacher.
 - Occasional absence (doctors, dentist, etc.) can be granted by the form tutor but should be requested in advance by parents. Tutors should sign notes and return them to students, who should show the note to relevant members of the teaching staff. Students should then take the note to Reception who will allow the student to sign out before leaving the premises.
 - Those students in Year 11 who are awarded senior student status and who wear the senior student tie may leave the school site in break 2, signing out as sixth form students do. Some students in Years 7 – 11 also have parental permission to go home for lunch during break 2.
 - All Years 12-13 and Year 11 students with senior status may leave premises during break 2,

but should be on the premises at break 1.

- Year 7-13 students do not have routine permission to leave school premises in lesson time.
 - Any students leaving the site before the end of the school day must sign out at reception.
5. Other Daily Duties in Registration Time
- Check uniform
 - Present Pause for Thought and discuss the contents or invite students to reflect silently on at least one occasion each week.
 - Read notices on Buzz and any placed in the register.
 - Follow up queries with individual students.
 - Remind students of detentions as detailed on the daily detention list.
 - Arrange and monitor mentoring within the form.
 - To use SIMs Behaviour to set Code of Conduct detentions and give out rewards, including merits/well done as appropriate.

Weekly Responsibilities

1. Monitor positive and negative House points for individual students. Read and act upon Behaviour and detention reports/emails where appropriate.
2. Monitor Student use of Show my Homework
 - Guidance to be given in Sept.

Fortnightly Responsibilities

1. Monitor Attendance
 - The reception staff and the Pastoral Manager will be primarily responsible for chasing unexplained absences and dealing with persistent absence. Tutors will be kept informed of any significant information regarding attendance of their tutees and may want to get involved in their pastoral care role where this is having an impact on the well-being and academic achievement of the student.
 - It is the tutor's responsibility to be alert to possible truancy; this may come to light in reports from subject staff/student gossip etc. HOH should be informed as soon as possible, and it may be necessary to contact parents during the day.
2. SRD and Student monitoring
 - Tutors are responsible for managing students' target-setting. In addition to the formal Student Review Days held twice a year, tutors should check regularly with their students about progress being made with personal targets as appropriate. Tutors will also be responsible for ensuring that tutees are provided with SRD booklets and are appropriately prepared for SRDs.

All new tutors will be expected to attend SRD training.

Tutors must pay particular attention to the monitoring of any Pupil Premium students in their form group and liaise with their Deputy Head of House as directed and communicate successes and issues.

Tutors should also ensure that they are appropriately prepared for SRD interviews and that they use all information provided for them to conduct effective interviews. This includes academic and behaviour data.

Tutors must also return the SRD Log spreadsheet to the appropriate Head of House by the deadline.

Any proposed changes to student SRD appointments must be communicated to the school office prior to approval or confirmation.

In addition to this tutors will ensure that any other documentation that they are provided with relating to a student's academic career at BGS is given out in registration in a timely fashion. (E.g. trip letters etc.)

Other Responsibilities

1. Keep the HOH informed of their students' performance and seek guidance from the HOH where particularly difficult issues arise.
2. Monitor student progress through analysis of Progress Grades.
3. Attend Pastoral meetings with the Head of House as determined in the school calendar, contributing information regarding individual students.
4. Contact parents on pastoral or academic matters as necessary. Communications need to be logged on SIMs.
5. Monitor and sign daily any positive Behaviour Report cards issued by the Head of House.
6. Ensure the completion of Round Robins as appropriate.
7. Assist students in checking progress grades when they are given out. Tutors are also the first point of contact for parents wishing to discuss the contents of students' reports.
8. Lead a year group assembly on occasion as a tutor group.
9. Ensure that Litter Duty is carried out by your form. Once four weeks (depending on the timetable), each form will be expected to carry out a whole school litter sweep. This will be done on a designated day, by House form groups. The form tutor should first collect small plastic bags or a small number of large black rubbish bags. These can be collected from the Site office or a container in the staffroom. Students should be registered in class and any important notices read out. Students should then be taken outside and broken into groups of 2/3. Each group should then be given a specific part of the school grounds to sweep. In the event of rain, students should be allowed to go to their lockers and get their coats. Please follow the published timetable and advice.

Head of House involvement

1. Head of House should be the main point of contact for tutors when seeking advice about any pastoral matters with their tutees.
2. If parents ask tutors for subject specific information then these should be passed to the Heads of Department, not the Head of House.
3. Tutors should ensure that they respond to general parental queries, via telephone or email as appropriate, and only pass the responsibility for these conversations on to the Head of House or Head of Department when it is deemed necessary for the conversation to be escalated.

CHILD PROTECTION

Andy Lennon is the designated member of staff responsible for child protection (Designated Safeguarding Lead). ALL suspicions or disclosures made by children must be reported to him or, in his absence, Lucy Ann White, Craig Burrows, or Andy Gillespie who are the Deputy Designated Safeguarding Leads.

NO OTHER MEMBER OF STAFF MAY CONTACT PARENTS OR OUTSIDE AGENCIES ON THIS MATTER UNLESS SPECIFICALLY DIRECTED TO BY ONE OF THE ABOVE MEMBERS OF STAFF.

Full details appear in the Child Protection Policy.

Linked Policies:

1. Child Protection Policy
2. Special Educational Needs Policy
3. Student Code of Conduct/ Behaviour Management Policy
4. Safe working practices policy
5. Pastoral Care Policy
6. Pupil Premium Policy

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



PERSON SPECIFICATION – Teacher of DT

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 all students and achieve high outcomes	✓	
A good understanding of curriculum developments	✓	
Evidence of participation in professional development or further study	✓	
Previous Work Experience		
A record of consistent good and outstanding 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		
To fulfil and possess a commitment to exceed the GTC code of conduct and the TDA standards relevant to experience and stage of career	✓	
Have the flexibility to employ a range of teaching styles and activities to inspire and engage students to ensure effective learning	✓	
Awareness of the strategies available for improving the learning & achievement of all 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 ensure that students understand in detail how to improve and are consistently supported in doing so through all forms of teacher, self and peer assessment	✓	
Ability to communicate proactively and appropriately to a high standard to a variety of audiences	✓	
Ability to interpret student data in order to modify lesson planning and personalise support	✓	
A commitment to contribute to the wider education and support of all pupils as outlined in the school aims	✓	
People Management Skills		
The ability to work independently and collaboratively as a member of a team and to contribute to team development	✓	
Understand and value the processes of planning, monitoring and evaluation as a aid to raising standards		✓
Other Personal Qualities		
A firm and active commitment to safe guarding and child protection	✓	
A commitment to helping students identify, explore and expand 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, take part in or 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. All candidates will be subject to vetting procedures following Buckinghamshire Council's guidance on Safer Recruitment and Selection in Schools including a DBS check.		

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.

[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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