

# BURNHAM GRAMMAR SCHOOL



**Teacher of Economics**

**JOB APPLICATION PACK**



**Embracing Challenge**

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This application pack includes:

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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](mailto:vacancies@burnhamgrammar.org.uk)

<http://www.burnhamgrammar.org.uk/231/vacancies>

**Please note we do not accept CVs**

**Closing Date: 10am on Friday 14th May 2021**

**Interview Date: Week commencing Monday 17th May 2021**

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 the post.

In June 2017 Burnham Grammar School created a multi-academy trust called the Beeches Learning and Development Trust in which it is the lead school and currently comprises Burnham Grammar school and Dorney School, a primary which is sponsored by the trust. In the same year we retained our Investors in People Gold award for the fantastic support and development opportunities that we offer to all staff.

Members of staff, students and parents at Burnham Grammar School 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 real 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. We have continued to build upon this community atmosphere, which was noted by Ofsted in March 2017:

**“The learning atmosphere is very positive and pupils are confident, self-motivated, keen to learn and not afraid to make mistakes. They exemplify the school’s motto of ‘Embracing Challenge’ ”**

The staff is 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 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 also our efforts to support a work-life balance, have most recently been reflected in us retaining the prestigious Investors in People Gold Award. We hope that the successful candidate will play an active part in the further development of both learning and teaching and other aspects of school life.

You will see from our last Ofsted inspection of February 2017 that we were judged at the time to be a Good school ([Ofsted Inspection February 2017](#)). Whilst our community was pleased that Ofsted recognised the improvements that we had made in all areas in the previous five years, they were also unanimously resolute in continuing on the journey of improvement. Since this time the standard of teaching and learning has improved even further as judged by Development Walks and formal observations. Through our tailored CPD programmes we support many teachers on the difficult transition from good to consistent and sustainable outstanding practice. This has increased the quality of learning, which is also reflected in our significantly positive progress measures at both GCSE and A level in 2018 & 2019. 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 day in day out, both inside and outside of the classroom.

In addition, we have embarked on a £30million complete rebuilding programme through a combination of Conditions Improvement Fund and Priority Schools Building Programme 2 grants which will transform facilities when we move into the new school in September 2021. This will provide both staff and students with world class facilities to inspire and support their learning

# HEADTEACHER'S LETTER

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 outstanding practitioners or possess the qualities and desire to become outstanding. We are able to offer personally tailored CPD and development that is nationally recognised as exceptional and was highlighted in the [Investors in People Gold](#) award report of November 2017.

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 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, and encourage them to add to our students' experiences. As a very diverse school we would also 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 exceptional, fostered with care and a 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 of:

## **“Embracing Challenge”**

Our students are constantly challenged and supported to learn from their mistakes to ensure that they fulfil 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.

Yours sincerely



Dr A Gillespie  
Headteacher

# JOB ADVERT



Embracing Challenge

## Burnham Grammar School

"Pupils are confident and proud of their school and are keen and resilient learners." (Ofsted March 2017)

### Teacher of Economics

MPS/UPR + London Fringe

Permanent, Full Time or Part Time possible

(With department leadership opportunity for the right candidate)

**Required for  
September 2021**

**11-18 Mixed Grammar School  
NOR 1075  
(6<sup>th</sup> Form 290)**

"The learning atmosphere is very positive and pupils are confident, self-motivated, keen to learn and not afraid to make mistakes. They exemplify the school's motto of 'embracing challenge' " (Ofsted March 2017)

**Lead school in small MAT**

**2020 A Level:  
92% A\*-C grades  
75% A\*-B grades**

**2020 GCSE:  
98% Grade 5-9  
70% Grade 7-9**

**2 out of 3 students achieved 5  
or more 9-7 grades at GCSE  
over the last 3 years**

#### **We are offering you:**

- Enthusiastic, motivated and intelligent students
- An outstanding culture & ethos where students & staff enjoy & achieve
- A socially and culturally diverse school community
- Exceptionally well –resourced department
- An enthusiastic, supportive and friendly department
- Gold IIP Award & IIP Champion reflects personalised and nationally recognised CPD

#### **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
- The ability to teach A level in this subject
- A passion for this subject
- A track record of securing outstanding student progress

**"The personal and social aspect of the curriculum is particularly strong and helps pupils to stay safe, prepare for examinations and to become responsible citizens of the future" (Ofsted March 2017)**

**Closing date for applications: 10am on Friday 14th May 2021**

**Candidates may be interviewed prior to the closing date**

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

E-mail: [vacancies@burnhamgrammar.org.uk](mailto:vacancies@burnhamgrammar.org.uk)

Website: [www.burnhamgrammar.org.uk](http://www.burnhamgrammar.org.uk)

# JOB DESCRIPTION

**A. Name**

**B. Job Title** - Teacher of Economics

**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.

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# JOB DESCRIPTION

## 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 Academic 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 Academic 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.

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# JOB DESCRIPTION

## 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 holder must use Directed Time and have regard to clause 4(1)(f) of the School Teachers' Conditions of Employment.

The school operates under a "local agreement" for Remodelling of the Workforce. The School Change Team reviews this regularly. Teachers in this school work to the "local agreement" and may make their views known to the School Change Team for its consideration.

# PERSON SPECIFICATION

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		✓
<b>Previous Work Experience</b>		
If not an NQT 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	✓	
<b>Professional Knowledge Skills &amp; Experience</b>		
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	✓	

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# PERSON SPECIFICATION

<b>People Management Skills</b>		
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		✓
<b>Other Personal Qualities</b>		
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	✓	
<b>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.</b>		

# DEPARTMENT INFORMATION

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## **The Business & Economics Department**

### ***Department Ethos***

Our department is driven by a commitment to instilling a climate of purpose by which aspiration and passion are the central attitudes of any task, responsibility or role undertaken. Teachers and students endeavour to fulfil this vision amongst their colleagues and peers ensuring a culture of shared success. We are characterised by a strong sense of collaboration and enthusiasm for our subject areas and our pupils (from a diverse range of backgrounds) are eager to demonstrate this wherever they can.

Our intention is to inspire our students in their work and strive to ensure that our curriculum offers a rich and diverse range of learning experiences, to make the subject come alive. Over the past 5 years the department has developed comprehensive resources, schemes of work and assessment and feedback practices that have played a significant role in evidencing significant added value at GCSE and A Level in external examinations, growth in numbers at KS4 and KS5 and a reputation for high expectations and support for students and staff.

### ***Department Accommodation & Staffing***

The subject has two dedicated classrooms. The department has textbooks for use at all Key Stages, a range of teaching resources that encompass theory, practical and project based learning enabling learners to be sufficiently challenged in the teaching of the new specifications at KS4 and 5.

### ***Curriculum and Resources***

At Key Stage 4 students who choose GCSE Business begin their course in Year 9 following the Edexcel specification. At Key Stage 5 students can choose A Level Business following the Edexcel specification and/or Economics following the Edexcel Economics A specification. There are a wide range of available resources in the department and students have access to online text books.

### ***Extra-Curricular***

We seek to provide extra-curricular opportunities for pupils to engage with the subject: our students have a genuine love for and interest in the subject beyond the classroom and in the last few years have had the opportunity to visit O2 Telefonica offices, participate in national competitions including Coca Cola challenge, Tycoon in Schools alongside visits from external speakers including the Bank of England. We are a long term participant of Young Enterprise with a history of success demonstrating credible and reputable business men and women.

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

<http://www.burnhamgrammar.org.uk/231/vacancies>

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 in 2014 & 2017

People Gold award.

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

*Burnham Grammar School as part of the Beeches Learning Development Trust is committed to safeguarding & promoting the welfare of its students & staff & expects all staff & volunteers to share this commitment.*

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