BURNHAM GRAMMAR SCHOOL





Teacher of English

JOB APPLICATION PACK

Embracing Challenge

CONTENTS

This application pack includes:

- Headteacher's Letter to Candidates
- Job Advert
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- Person Specification
- Department Information

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

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

Please note we do not accept CVs

Closing Date: 10am on Friday 10 December 2021

Interview Date: Wednesday 15 December 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 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. 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 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 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.

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. 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 . 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 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 October 2021 we will move into our brand new school which will provide staff and students with world class facilities to inspire and support their learning and ambitions.

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 exceptional, 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 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

A Gillespie

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

Employee Assist Programme 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

JOB ADVERT

Burnham Grammar School

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

Teacher of English

MPS/UPR + London Fringe

Full Time, Temporary Maternity Cover

We are looking for a committed and enthusiastic teacher to join this very successful department

Required for
April 2021

11-18 Mixed Grammar School
NOR 1075
(6th 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

2021 A Level:
87% A*-C grades
75% A*-B grades
49% A*-A grades

2021 GCSE:
96% Grade 5-9
64% Grade 7-9
40% Grade 8-9

72% of students achieved 5 or more 9-7 grades at GCSE over the last 3 years

We are offering you:

- State of the art facilities in our brand new building
- Clevertouch interactive screens in all classrooms and Chromebooks in use in years 7 and 9
- A diverse community of enthusiastic, motivated and intelligent students
- An outstanding culture and ethos where students and staff enjoy and achieve
- A socially and culturally diverse school community
- Personalised & effective CPD as evidenced by the school's IIP Gold (2014, 2017 and 2021) & Champion status.

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 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 10 December 2021

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.

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

Job Description for Teacher & Form tutor

A. Name

B. Job Title - Teacher of English

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.

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.

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JOB DESCRIPTION

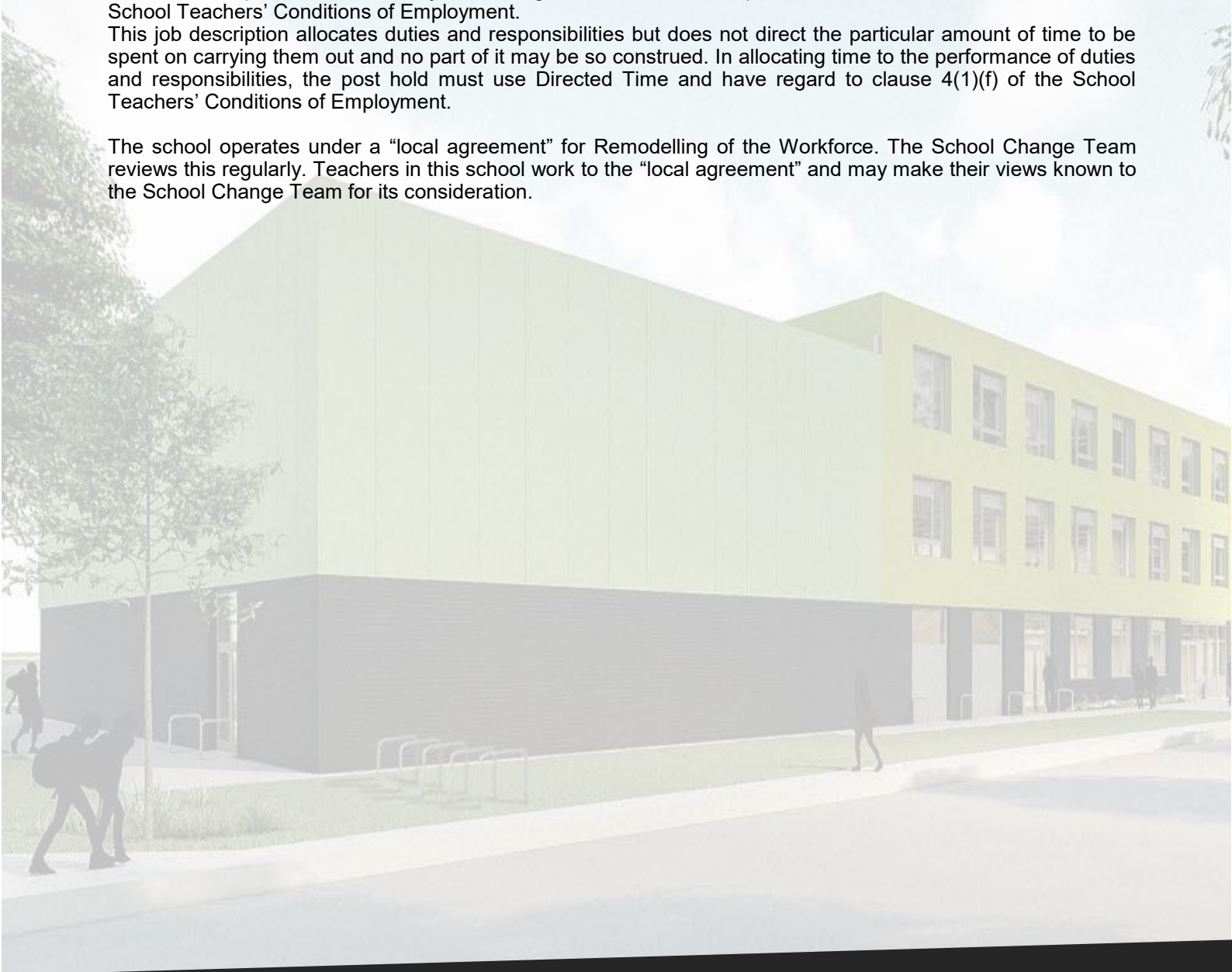
7. General duties

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 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.



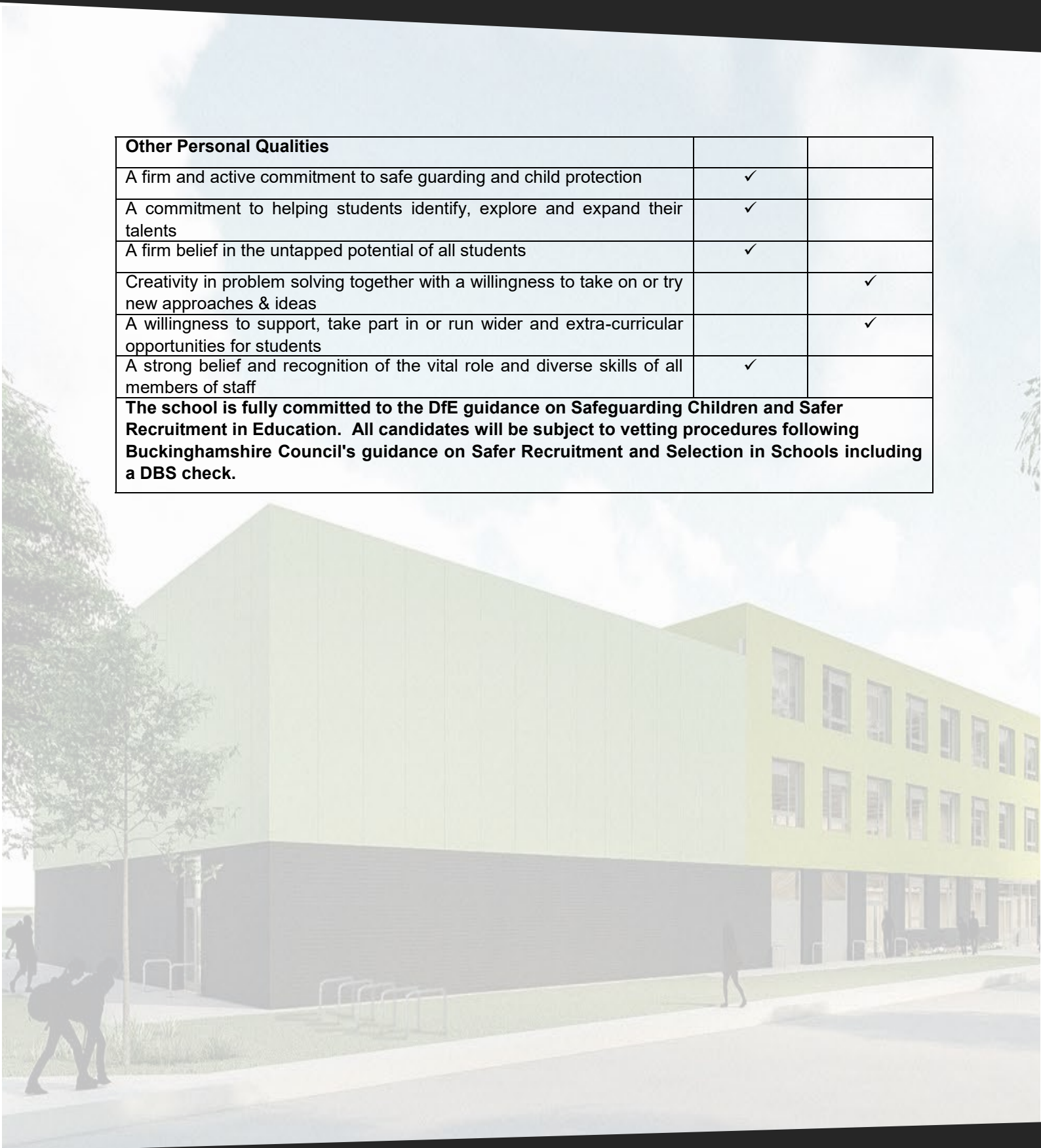
PERSON SPECIFICATION

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	✓	
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 a 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		✓

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PERSON SPECIFICATION

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.		



DEPARTMENT INFORMATION

BURNHAM GRAMMAR SCHOOL: The English Department

At BGS we pride ourselves in the personalised nature of our teaching. The English and Media department is no different, everyone brings their own enthusiasm and skill set to make a heady mixture of academic rigor and heartfelt care for the students; we really are more than the sum of our parts!

There are eight dedicated members of the English and Media Department staff, all of whom are subject specialists with wide ranging experience. We are very lucky to have such enthusiastic and committed teachers, who provide innovative teaching methods to all age groups. The English and Media Department work very closely with the Drama Department, this allows us to bring lots of performance skills to the classroom to enhance our teaching and build confidence in our students.

The mission of Burnham Grammar School's English and Media Department is to enable students to become better readers, writers, speakers and listeners today, and for the rest of their lives. Obviously, the main aim is to achieve the highest possible standards for all of our pupils culminating in excellence in results. But alongside that has to be an enjoyment of learning and expression of opinion. Therefore, we strive to ensure that our curriculum is rich, diversified through topic and delivered with a range of learning experiences both inside and outside of the classroom.

We regularly run writing competitions, attend visits to the theatre in and out of London, and give students a number of opportunities to become more involved in the literary life of the school. We run a Media club, School Newsletter and a book group, both virtually and in person. We take our A level students to academic lectures, and study days; alongside the History Department we visit the battlefields of the Somme with Year 8 students. There are exciting plans for a joint visit with the ADT and Music departments to Venice in the next two years. In addition, we have had talks from visiting authors, and a visit from Ash Dickson, a performance poet who did workshops with KS3 and 4 and a tutorial with Y12. The English and Media department work closely together with Drama and Music to produce school shows, last year we were involved in the production of *We Will Rock You* for schools. Past shows include and home-grown Alice in Wonderland, Private Peaceful (with authentic uniforms and equipment!) and Treasure Island. Drama and English and Media departments also contribute to many smaller performances throughout the year including *Made in BGS,* a summer showcase of creativity in the school that includes Art installations, Media production, Poetry displays and Drama vignettes.

The study of English at Burnham Grammar School provides the gateway to future success; it is a subject which fosters creativity and debate and leads to excellence in communication of ideas. Wider reading is essential, both to the enrich vocabulary and extend experience. Therefore, in key stage 3, the study of English literature provides a rich assortment of novels, plays and poetry.

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DEPARTMENT INFORMATION

Whist the broad range of writing activities and clear marking develops students sophisticated literacy skills debate and discussion in the classroom develops key presentational and discursive skills, helpful to RS and History as well and confidence building. At BGS, we firmly believe that success at the higher levels is underpinned by a breadth and depth of knowledge and practice at key stage 3, our sharp focus on both literature and language reflects this. Students in year 7 and 8 also have one hour a fortnight of guided reading and targeted Literacy work, this is deliberately designed to build on the excellent practice developed at primary school. IN Year 8, in the Dragon's Den unit, students learn key Media communication skills that will support their KS4 learning in Business, RS and Computing.

This focus further developed during GCSE, where students study for discreet qualifications in English Language and English Literature (EDEXCEL 1-9). There is no longer any coursework at GCSE level but students work toward a stand-alone Diploma in spoken communication, giving them a potential total of three qualifications. This is examined in the Summer of Year 10. With the renewed emphasis on skills, rather than rote learning, we firmly believe that the structure and pace of the curriculum is vital to success. The range of skills required by the new examination is wide and varied, however our curriculum is designed to begin development of these in Year 7, so by the time students get to Year 9, and formally begin their GCSE study, they are already well prepared to meet the challenges offered. You can see from the curriculum outline just how topics build year upon year to present students with the best opportunity for success.

At A Level students Study EDEXCEL English Literature and AQA Media studies. Both of these subjects have a high level of theoretical knowledge required and we are very lucky to have examiners on staff to help us ensure the curriculum is well balanced and delivered in an engaging but thorough manner. A Level English Literature is a popular choice at BGS, and we have spent time carefully developing our course to provide the most exciting and challenging opportunities for our sixth form cohort. Students currently work towards Edexcel A-Level qualification in English Literature in year 12 and 13. We have chosen a two-year linear A Level course, with a 20% coursework element; this means that there is one examination of three papers at the end of Year 13. The subject is highly valued by universities because of its emphasis on independent learning, sophisticated writing and close analysis. Media studies is growing in popularity, it allows students who enjoy the discursive side of English to use those skills in the multimedia environment on the 2020s. We have a 100% A* to C pass rate with over 50% achieving an A-A*. this does not mean the course is not demanding, there are a lot of different media skills to master, many of our Media students go on to successfully study Media Law and Regulation as well as and ICT and Communication at university, a skill that will really provide useful in the decades to come!

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DEPARTMENT INFORMATION

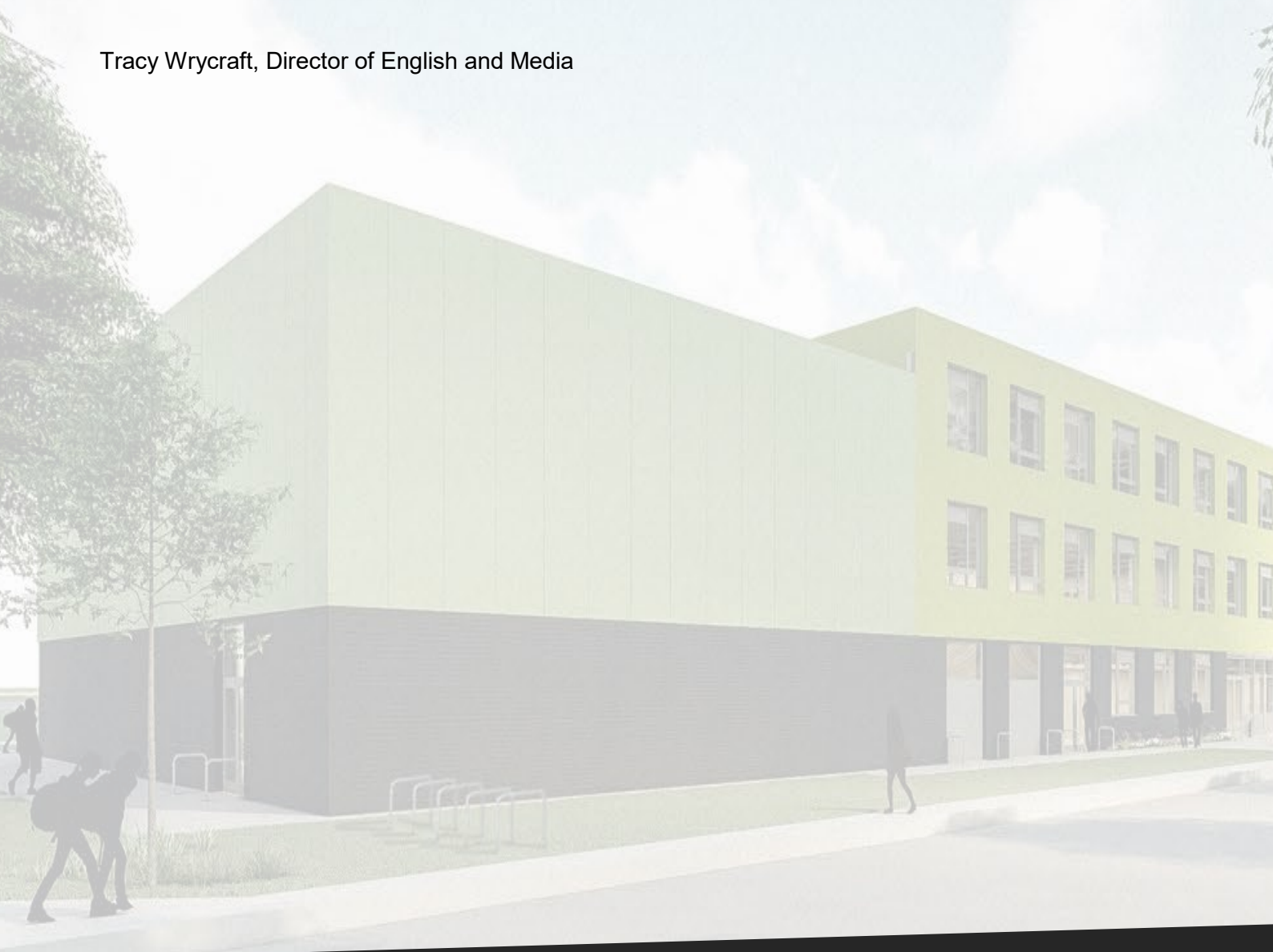
At BGS we do not stream or set students in English classes. We believe that working alongside others of all different ability levels mirrors life and challenges all; with inspiring thought processes coming from varied levels of understanding and academic approaches, a mixed class ensures everybody is

encouraged to stretch themselves further. To extend this we offer support through small group tutoring and high-level extension through our Aspire group, so that everyone meets their potential and has the tools for success. As all our English staff are subject specialists they are skilled in differentiating even the simplest task so that all students learn in the way that suits them best and make sustained

progress.

As you can see the English and Media Department cares deeply about our students, not only seeing them as individuals with their own voice, but also supporting them through the way the curriculum is structured to provide challenge for students at all levels. We feel passionately about our subject, and those that study it so if I were to put it simply, we strive to make each year, topic and lesson count.

Tracy Wrycraft, Director of English and Media



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 :

https://www.burnhamgrammar.org.uk/231/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.

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.

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

Please find below the link to our policies page on our website where you will find our Child Protection policy.

https://www.burnhamgrammar.org.uk/203/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

Investors in People Gold Award in 2014, 2017 and 2021

People Gold award.

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

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BEECHES LEARNING AND DEVELOPMENT TRUST