**Bourne Grammar School**

**Atmosphere**

The best schools do everything well - academic, pastoral, sport, music, drama, Duke of Edinburgh’s Award, trips and visits. By virtue of a committed staff working with willing students and an appreciative Leadership Team, we have all these in abundance and to a high standard.

**Support**

We have no ‘mission statement’ - merely a very short purpose statement: *Best Atmosphere, Best Support, Best Results.* The order is deliberate; we believe that if we get the first two right then, given our able students and a committed staff, good results will follow. The atmosphere is special and is cherished by us all.

I write as a fellow teacher. It is important to me that I *am* a teacher for a significant part of my time. I do not run other schools. I am not always out at meetings and conferences.

I am entirely committed to ensuring that Bourne Grammar offers the best experience to its students and, importantly for those who read this, a pleasant and rewarding

experience to its teaching staff.

**Jonathan Maddox**

**Headteacher**

**Results**

We are a large and busy school, educating the top 25% by academic ability. That means that we do have a range of ability here. Some do very well indeed; practically all achieve at least pass grades in all their GCSE subjects.

The students want to be here and their parents/carers want them to be here. Most of the students, most of the time, want to learn and enjoy lessons which are well- planned, well-taught and are engaging.

We have expanded considerably because of demand for our places. A full, expanded school means that our income allows us to run a financial surplus. There have been no redundancies and departments are well funded. We pay salary increments. Our estate and IT systems are in good order. A new, £4m Science Block enhances an estate which is modern and well maintained. We are *adding* not losing subjects in our large and expanding Sixth Form which will soon have 27 A-level subjects; there is no minimum set-size.

**I didn’t go to a grammar school**

Neither did I. There are only 164 selective schools in the country so it is not surprising that only a handful of our staff were educated at grammar schools. We recruit teachers who were educated and may now work in comprehensive, selective or independent schools.

**I don’t have a degree from a top-class university**

We don’t demand that. Colleagues here come from across the entire range of higher education. What matters to me is that you want to teach here.

**Behaviour?**

Behaviour will be a revelation if you have not worked in a school such as ours. Students want to be here, they want to learn, they do not want to make your life a misery. If you engage well with the students and keep them interested, you can expect calm lessons, which leave you feeling positive, fulfilled and worthwhile. You will not drive home feeling shattered.

**Please get in touch**

We always welcome visits by prospective applicants, although I understand that it isn’t always easy or possible to come here before you apply. In any event, Stella Chamberlain is at the end of the phone, and she responds quickly to email. Please do contact her. She can put you through if you wish to discuss the role.

The best atmosphere, the best support, the best results

**The Spanish Department**

The Spanish Department currently comprises of seven full time teachers as well as a native-speaking Spanish language assistant. All are experienced and well-qualified, dedicated to promoting the highest standards of achievement and attainment among able students.

Spanish is now the compulsory language taught from Year 7 until Year 11, and A-Level numbers are exceptionally high. The most recent student survey highlighted in particular how much students enjoy lessons and the approachability of their teachers.

Spanish is a well-respected subject with a prominent wider school profile. Oversubscribed trips run regularly to Spain and the department has a varied academic and cultural programme of events.

Well-developed and resourced schemes of work are in place at all Key Stages with members of the department being committed to imaginative, high quality teaching. You would be joining a dedicated team sharing a common ethos. We have enjoyed a sustained period of stability in departmental personnel and this has engendered close co-operation, mutual respect, and a very friendly atmosphere, with a focus on collaborative working and reciprocal support.

GCSE results were exceptional in the summer with the department securing 59 A\* grades from the Year 11 cohort.

At KS3, students are taught in mixed ability form groups, with setting introduced from the start of Year 10.

At KS4, all students study for the AQA GCSE.

At KS5, students study for the AQA syllabus.

**The Post**

We seek to appoint an enthusiastic and committed teacher to join this highly successful, cohesive and supportive department. The post is for a September 2018 start.

**Application process**

Arrangements can be made by telephoning Stella Chamberlain on 01778 391648 or emailing [recruitment@bourne-grammar.lincs.sch.uk](mailto:recruitment@bourne-grammar.lincs.sch.uk)

Go to our website for more information about the School: [www.bourne-grammar.lincs.sch.uk](http://www.bourne-grammar.lincs.sch.uk/)

Informal visits are welcome

**Closing date for application is Monday 16 April 2018**