



BURY
GRAMMAR SCHOOL

Primary Classroom Teacher

Application Information Pack

45

ACRE CAMPUS



1570
FOUNDED

1300+

HAPPY AND
SUCCESSFUL PUPILS

16

AVERAGE NUMBER IN
A GCSE CLASS

98

% OF OUR PUPILS AND
PARENTS SAY THEY ARE
HAPPY AT BGS

7

THE AVERAGE GCSE
GRADE ACHIEVED BY
A BGS PUPIL

70

SCHOOL TRIPS AVAILABLE
OVER SENIORS AND
SIXTH FORM

75

ACADEMIC COMPETITIONS
FOR PUPILS TO ENTER
NATIONWIDE

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A MESSAGE FROM THE PRINCIPAL



Mrs Jo Anderson
Principal, Bury Grammar School

We believe that Bury Grammar School offers an exceptional education.

And it is the people of Bury Grammar School - our sparky and engaged pupils, our talented and committed staff, our supportive and friendly parents - who make BGS the outstanding place it is. Not only is our School academically outstanding - which for us is a given as a high-performing grammar school - but we also pride ourselves on being second to none in our forward-thinking and modern approach to pastoral care and life.

This is an ambitious school with an uplifting, positive and life affirming ethos. We believe utterly in the transformative power of education, and we always have high aspirations for our young people. It is those high aspirations which have led to Bury Grammar School blossoming, as academic standards strengthen still further year on year, pastoral care skilfully adapts to the needs of 21st century children, our extra-curricular programme balloons and more and more pupils and teachers apply to join us.

Our pupils routinely excel. While we are of course always delighted with stellar examination results which make the headlines, we are even more thrilled for individual pupils who make astonishing progress for them: this is what our inspirational teachers came into teaching for.

Why such success at BGS? Our pupils want to learn and are ambitious while also being resolutely down to earth; our teachers know how to get the best out of young people, know their subject, are generous with their time and are absolute professionals; and our parents work with us positively and collaboratively in a key three way partnership between pupil, home and school. This is a winning combination which we would say is unbeatable.

The leaders of the School very much play a 'hands on' role in School and are fully engaged with pupils and parents. While the Senior Leadership Team have significant responsibilities for whole school strategy, all of us take a pride in continuing to teach and enjoy running extra-curricular activities: in short, our school leaders know our community and have a deep affection for the School.

As Bury Grammar School surpasses its 450th year, we are mindful of the superb education this great school has offered to so many generations of young people over the years and we look forward to the future with great optimism and confidence.

A Bury Grammar education changes lives.

ABOUT BURY GRAMMAR SCHOOL

Bury Grammar School is a forward-thinking, vibrant and modern school. We are proud of our rich heritage and the tradition of academic excellence combined with exceptional pastoral care.

Our aim is to offer an outstanding and unrivalled education in which pupils are inspired to work hard, aim high and achieve. We have a strong commitment to retaining the long-held traditions, values and ethos of Bury Grammar School, while preparing pupils for lives in an ever-changing world. We take enormous pride in our 450+ year history, whilst looking to the future with confidence, openness and optimism. We are proud to be a leading academic school with a big heart.

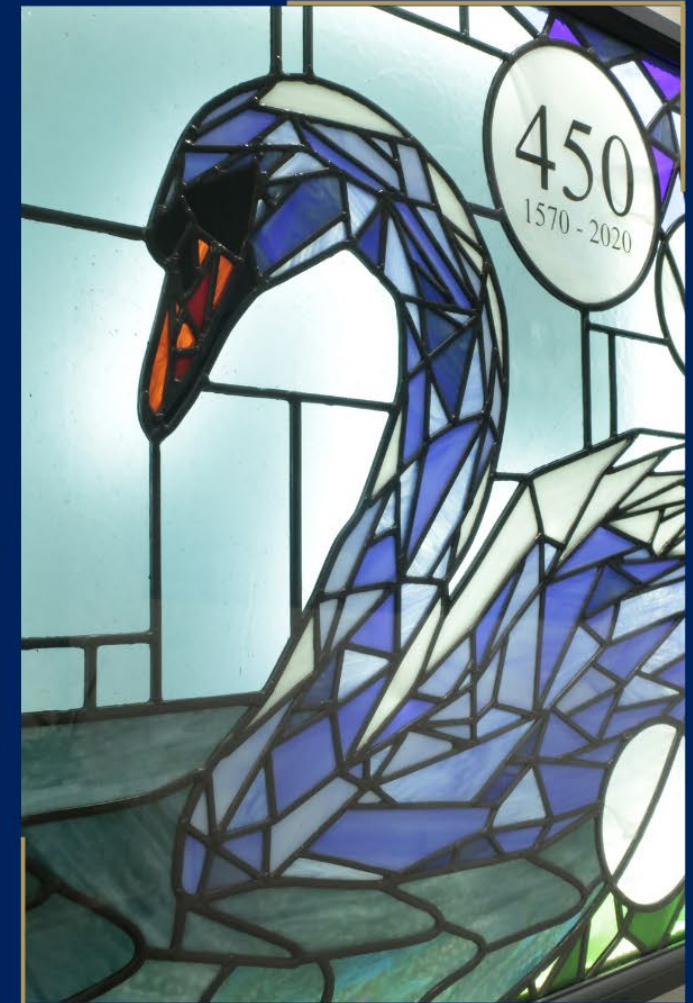
The diversity of our community is something of which we are proud. Our pupils and staff come from different backgrounds, speak many different languages and have different perspectives of life: we strongly believe this greatly enriches our school. Teachers come to us from both the state and independent sectors and both thrive at BGS.

Bury Grammar School is a dynamic and exciting place to work and employs over 240 staff across a wide variety of roles. Every member of staff employed by Bury Grammar School has an impact on our pupils and we aim to recruit the highest calibre of professionals who are passionate about our School Aims: Scholarship, Character, Partnership and Enrichment.

We foster strong leadership and management by empowering and involving staff in strategy and decisions. We have an established Continued Professional Development Programme that provides our staff with every opportunity to continue their own learning journey. We recognise that delivering continuous improvement is key to the success of every individual and to Bury Grammar School as a whole and we value all our staff and believe that attracting and retaining the very best people is fundamental to allowing us to continue to develop. In short, we aim to be both an excellent school and an excellent employer.

Most unusually in the independent sector, our pupil roll is growing: our Primary Division is flourishing and both Senior Schools recently moved from three to five form entry. Our excellent results are improving still further, the School's reputation is thriving and in 2020 the School celebrated its 450th birthday.

This is the perfect moment to join Bury Grammar School.



“A positive and uplifting environment.”

The Good Schools Guide

BENEFITS OF WORKING FOR BGS



Pension scheme

BGS offers a generous employer pension contribution.



Lunch allowance

Hot or cold lunches provided in our canteen.



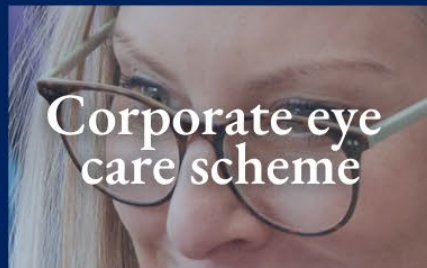
Fee remission

Up to 50% school fee remission for permanent members of staff.



Cycle scheme

Tax savings of at least 25% on bikes and accessories.



Corporate eye care scheme

Specsavers eye tests and contribution towards glasses.



Counselling service

Free, 24-hour, confidential counselling service available.



Free onsite parking

Free onsite parking across the whole campus.



Free online training courses

Over 200 online TES training courses.



Free use of gym & pool facilities

Use of onsite gym and pool facilities at selected times.



Progression & Development

Opportunities for continuous professional development.



Wellbeing benefits

Friendly staff rooms and a warm and supportive leadership team.



Refreshments provided in all staff rooms

Tea, coffee and biscuits provided in all staff rooms.

UNIQUE STRUCTURE

Our pupils have the opportunity attend a school which offers continuity and high standards from the age of 3 all the way through to 18.

Common threads of high standards, quality and care run throughout while the nature of pupils' experiences evolves and widens as they grow.

Parents cite the security of knowing what BGS stands for as a real plus. While we are a large school which means many expert teachers, numerous extra-curricular activities and a phenomenal campus, each child is part of a much smaller community, and each is well-known. Our Primary Division, Senior School and Sixth Form all provide the perfect 'home base' for our pupils and all are characterised by a love of learning and individual care.



OUR PEOPLE

As an employer we are focused on creating an outstanding work place for all our staff so that we can attract, retain and engage talented individuals, who have a desire to transform the lives of others.

We pride ourselves on the best support and care for our Academic, Support and Finance staff as we believe firmly that a school is only as strong as those working within it.

We expect a great deal from all our highly qualified and committed academic staff and, in return, ensure that they have a rewarding and fulfilling career at BGS.

Our talented support teams facilitate excellence across all aspects of the School. The Catering team serve up to 1500 meals each day, while the Estates Team look after over 45 acres of land including extensive playing fields and first-rate sport facilities.

From Accounts and Admissions, through to the Clifford Billing Sports Centre and Arts Centres, the support departments at BGS are specialist, diverse and crucial to the School's success, making up and crucial part of our workforce.

LEADERSHIP

What makes Bury Grammar School so successful? From a leadership perspective, it is our collaborative ethos, the absolute commitment of every leader to the whole school and not just their 'own' area, a willingness to work together and be generous with ideas and time, and an unwavering focus on what is best for the pupils.

We also enjoy each other's company and take a pride in each other's achievements. All new members to the team must actively support this collaborative ethos if they and the School are to succeed; and of course this approach makes life as a BGS senior leader all the more rewarding.

There is an exceptionally and committed Senior Leadership Team who are passionate about BGS and are fortunate to lead an outstanding team of teachers and support staff.



OUR ENVIRONMENT

Bury Grammar School dates back to 1570 and the current campus was established in 1903. Our 45-acre campus offers a sense of grandeur and tradition along with leading-edge architecture and facilities for all our pupils.

We have the facilities to offer extensive sporting and enrichment activities to all our pupils, both indoor and outdoor, with a swimming pool, 3G pitch, outdoor games areas, tennis courts, netball pitches, sprint track, 4 large sports halls, a dance studio, fully equipped gym, a Forest School, athletics field, 2 rugby and 5 football pitches and 2 cricket squares.

Our estate provides an exceptional learning environment for all academic subjects with 17 A Level equipped science labs, art studios designed to allow the flow of natural light to optimise creativity, drama and music studios with light and dark learning areas and 4 large school halls to showcase performances, plus 4 beautiful libraries designed for peaceful independent and group learning.



Reporting directly to the Head of Infants or Head of Juniors, the following duties shall be deemed to be included in the professional responsibilities which you may be required to perform:

Teaching

- Planning and preparing courses and lessons.
- Teaching, according to the pupils' educational needs, the pupils assigned, the setting and marking of work (including examinations) to be carried out by the pupils in School and elsewhere.
- Assessing, recording, and reporting on the development, progress, and attainment of pupils.
- providing additional support as may be needed to best meet the educational needs of pupils.

Supporting learning

- Promoting the general progress and well-being of individual pupils and of any class or group or pupils assigned.
- Providing guidance and advice to pupils on educational and social matters; making relevant records and reports.
- Being a Form Tutor, if required, and carrying out the duties expected to fully meet the requirements of such a role.
- Making records and reports on the personal and social needs of pupils.
- Communicating and consulting with the parents of pupils.
- Communicating and co-operating with persons or bodies outside the School.
- Participating in meetings arranged for any of the purposes described above.
- Accompanying pupils on trips away from the School.
- Contributing to the extra-curricular life of the School.
- Attending School functions.
- Participating in assemblies.
- Contributing to the maintenance of a stimulating working environment in School.
- Upholding the ethos and high standards of the School and abiding by the rules laid down by the School from time to time.

Assessments and Reports

Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Appraisal

Participating in any arrangements that may be made for teacher appraisal.

Review: further training and development

- Reviewing from time-to-time methods of teaching and programmes of work.
- Participating in arrangements for professional development.

Contributing to academic provision

Advising and co-operating with the Principal/Deputy Principal, Head of Infants & Juniors and other teachers on the preparation and development of courses of study, schemes of work, teaching materials, teaching programmes, methods of teaching and assessment or pastoral arrangements.

Syllabus

Teachers are responsible for ensuring that they deliver the correct curriculum and subject content offered at BGS in accordance with School policy. Teachers should be aware of any subject area developments outside the School and where appropriate bring them to the attention of colleagues.

Discipline, health and safety

Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are on the School premises and when they are engaged in authorised school activities elsewhere.

Staff Meetings

Participating in meetings at the School which relate to the curriculum for the school or the administration or organisation of curriculum for the school or the administration or organisation of the School, including pastoral arrangements.

Administration

- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the School and the ordering and allocation of equipment and materials.
- Registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school session or lunch times, evenings, weekends or cover for absent colleagues.

Duties

Undertaking supervisory duties as assigned according to the custom of the School.

Timetable

The School may alter the weekly timetable from time to time depending on amongst other things the School roll.

Other Duties

Other duties as may be assigned from time to time by the Head of Infants or Head of Juniors.

Reporting directly to the Head of Infants or Head of Juniors, the following duties shall be deemed to be included in the professional responsibilities which you may be required to perform:

ALL TEACHING STAFF ARE EXPECTED TO UNDERTAKE THE ROLE OF CLASS TEACHER:

The Class Teacher is the first point of contact for parents and staff when concerns arise about a pupil and is expected to provide an exceptional level of pastoral care and promote a sense of pride in the school by all pupils.

General Responsibilities of a Class Teacher

- To be committed to the safeguarding and pastoral development of pupils.
- To implement policies relating to the pastoral welfare of the pupils, in particular the safeguarding and Anti-bullying policies and know the role which the Class Teacher plays in such policies.
- To welcome, settle and integrate pupils into the form.
- To ensure that the pupils are aware of the high standards of behaviour, commitment and dress which are expected of them and to motivate and encourage them to achieve those standards.
- To monitor the welfare, behaviour, dress, punctuality and attendance of each pupil in the form and to respond promptly to poor behaviour and to failures to comply with the school's dress regulations.
- To take an active interest in each pupil's life at BGS – academic work, extra-curricular involvement and social integration. In addition, he/she should be aware of the pupil's interests and activities outside of school which may make a significant contribution to the pupil's development.
- To work closely with subject teachers in the guidance of each pupil as required.
- To support colleagues in dealing with any disciplinary issues which arise and specifically to monitor behaviour systems and ensure that follow up actions are recorded.
- To maintain accurate and up to date records relevant to the responsibilities of the role.

- To ensure that each pupil is conversant with the School's Behaviour Policy and with its Fire and Safety procedures.
- To be available for consultation by parents. Class Teachers are the first port of call for parents wishing to discuss minor welfare or academic issues.
- Issues which cannot be resolved by the Class Teacher should be referred to the Head of Infants or Head of Juniors whom the Class Teacher should always feel ready to approach for advice and support. In any case the Class Teacher should keep the Head of Infants/Juniors informed of issues relating to the class and of parental contact.
- To be up to date in the latest developments in pastoral care of pupils.
- To encourage pupils to participate in extra-curricular activities and opportunities which promote leadership and initiative.

Academic Monitoring

- To actively support pupils who may have SEND, be AGT or who have EAL.
- To monitor each pupil's academic work in partnership with the Head of Infants/Juniors and the Academic Team.
- To discuss interim assessments and reports with each pupil, encouraging challenging but realistic target-setting and promote the values of self-review and reflection in the pursuit of academic excellence and personal development.
- To ensure that other subject teachers are aware of welfare issues which may affect the academic performance of particular pupils.
- To respond to concerns from colleagues about a pupil's academic work.
- To complete school reports in accordance with school policy.
- To prepare for pupil progress meetings with the Head and parents.

Registration and Attendance

- To be punctual at least, and early at best, at Registration each morning and afternoon and to insist on the pupils' punctuality.
- To complete the electronic register in accordance with School policy.
- To follow up on all unexplained absences to enable them to be correctly coded and to check patterns of absence.
- To refer attendance concerns to the Head of Infants/Juniors and the Assistant Head Pastoral.

Form Room

- To ensure that the Classroom is kept tidy and in good order and that the pupils treat the furniture and other facilities with care.
- To maintain Classroom displays and noticeboards providing relevant and up to date information and that it is in good order.

General Duties

- Work flexibly to meet the School's requirements including on occasion working in other departments as directed by your line manager. This requirement is likely to be particularly relevant during holiday periods as well at key events in the School calendar where you may be expected to work evenings or weekends.
- Comply with all School policies and procedures. Within these boundaries, staff are expected to use initiative to resolve problems and address issues.
- Be committed to safeguarding and promoting the welfare of children at all times.
- Ensure the quality standards and performance measures applying to your area of work are met and facilitate continuous improvements in all aspects of the post.

Reporting directly to the Head of Infants or Head of Juniors, the following duties shall be deemed to be included in the professional responsibilities which you may be required to perform:

General Duties (continued):

- Maintain a safe environment by working within Health & Safety guidelines and being aware of your responsibilities for health and safety.
- Value diversity and promote equal opportunities.
- Comply with GDPR and data protection legislation and relevant policies and procedures where applicable.
- Participate in appraisal activities as required. Undertake further training as needed to ensure up to date knowledge and implementation of best practice.
- All Bury Grammar School's employees are expected to act as ambassadors for the School and promote the organisation and its services positively as well as behave in a manner consistent with the School's Values at all times.
- Undertake any other duties and tasks appropriate to the grade and character of work as may reasonably be required.



	Essential	Desirable	Method of assessment
Qualifications	<ul style="list-style-type: none"> • Good honours degree • Qualified Teacher Status (Primary) • Evidence of CPD 	<ul style="list-style-type: none"> • Relevant post graduate qualifications 	<ul style="list-style-type: none"> • Certificates and application form.
Experience	<ul style="list-style-type: none"> • Initial teacher training experience teaching in Reception, KS1 or KS2 • Teaching within the UK education system 		<ul style="list-style-type: none"> • Certificates and application form.
Abilities	<ul style="list-style-type: none"> • Being able to work and engage with parents • Able to use ICT to enhance learning • Able to organise an imaginative and stimulating classroom environment • Willing to co-ordinate a subject area • An understanding of assessment for learning • An understanding of the impact of quality feedback • A willingness to undergo appraisal and continual professional development • Willingness to contribute to extra-curricular activities including taking part in trips • Desire and ability to work as part of a team • Commitment to equality, diversity and inclusion • Safeguarding requirements and the contents of Keeping Children Safe in Education Part 1 • An interest and understanding of pastoral care 		<ul style="list-style-type: none"> • Application form, references and interview.

HOW TO APPLY

Application

Application is by submission of the School Application Form and a covering letter.

Please address your letter to the Principal (no more than two sides), refer to the criteria set out in the Person Specification and outline your vision for the role, using Microsoft Word format.

The Application Form and further details of this post can be found via our school website.

Please complete all sections of our application form, then submit your application and letter via the HR Pro link, **by 9.00am, Tuesday 22nd April 2025.**

Please do not submit your CV, even to supplement your application, as this will not be considered.

Interview

Interviews are likely to be held w/c Monday 28th April 2025 or as soon as possible thereafter.

Employment

Please give us details of your complete work history since leaving school/tertiary education, including current and past employers, job title, dates employed, and salary and explain any breaks in employment. You should clearly demonstrate how your experience, knowledge, skills and abilities match those required in this role, as detailed in the Person Specification, and provide examples.

All shortlisting decisions are based on the Essential Criteria in the Person Specification and only candidates who are the closest match to the identified criteria will be invited for interview.

References

Please provide details of two referees who can comment on your suitability to do this job. At least one reference must be from your current or latest employer and your references must cover your last three years of employment. Bury Grammar School reserves the right to contact your current or latest employer following the interview and prior to offering a contract of employment. In providing the names of referees, you are agreeing that Bury Grammar School may ask their opinions on your character in relation to this application. These opinions, given in trust, will remain confidential.

General

By signing and returning our Application Form you consent to Bury Grammar School using and keeping information about you, provided by you, or by third parties such as referees, relating to your application or future employment. If you are unsuccessful then your information will be retained for six months from the closing date. If you are successful, then your information will be transferred to your personnel file.

Keeping your information secure

Personal and Monitoring information is treated as strictly confidential and will be dealt with in accordance with the General Data Protection Regulation and our Data Protection Policy.



GUIDANCE NOTES FOR APPLICANTS

Safer Recruitment

Bury Grammar School is committed to safer recruitment and safeguarding pupils. Any appointment will be subject to successful DBS clearance, satisfactory reference and confirmation of medical fitness for the post. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

Please see the safeguarding responsibilities of the post listed within the job description and person specification. The post is exempt from the Rehabilitation of Offenders Act 1974 and the School is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are "spent" unless they are "protected" under the DBS filtering rules) in order to assess their suitability to work with children.

Evidence of permission to work in the UK

Prior to being permitted to commence employment with Bury Grammar School, you will be required to produce documentary evidence of your right to work in the United Kingdom. You could provide, for example, either a British passport or a passport or a National Identity Card from an EEA Country or Switzerland; alternatively, a document showing your permanent UK National Insurance Number and your full UK Birth Certificate. A full list of acceptable documentary evidence is available on request. Original documents must be provided at interview stage. For further information, please refer to the Home Office website ww.bia.homeoffice.gov.uk.

Rehabilitation of Offenders/Disclosure and Barring Service

A criminal conviction will not necessarily be a bar to your employment. Bury Grammar School complies with the Disclosure and Barring Service's Code of Practice and will consider the suitability of all applicants on merit and ability. The Rehabilitation of Offenders Act 1974 entitles people who have been convicted of a criminal offence carrying a sentence of up to 30 months' imprisonment and who have completed the appropriate period of rehabilitation to regard their conviction as "spent". "Spent convictions" can then be regarded as never having occurred. The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, however, exempts certain types of employment such as working in a school from the provisions of the Act. In addition, the Police Act 1997 required Police checks for all posts that come into contact with under 18s and vulnerable adults on a regular basis. Appointment to this post will require the post-holder to undergo checks by the Disclosure and Barring Service before commencing any duties which could bring them into contact with children. Any information disclosed will be kept in strict confidence and used only in consideration of your suitability for the job for which you are applying. If you fail to disclose relevant information requested at any stage of the recruitment process, then your employment could be subject to withdrawal of contract, dismissal or disciplinary action in accordance with Bury Grammar Schools' policies.

Bury Grammar School welcomes diversity and is inclusive of all cultures, ensuring all are respected and valued for who they are as an individual, and as a group.



BURY

GRAMMAR SCHOOL

WWW.BURYGRAMMAR.COM

Tenterden St, Bury, BL9 0HN

0161 696 8600

