



**BEXLEY GRAMMAR SCHOOL
HEADTEACHER RECRUITMENT AND INTERVIEW PACK
FOR APPLICANTS**

Please refer to our website – www.bexleygs.co.uk

Index	Page Number
Advertisement	2
Letter from Chair of Trustees to applicants	3
BGS Background Information	4
Job Description	8
Person Specification	12
Application Form	Attached separately



Advertisement

Bexley Grammar School (Bexley Grammar School Academy Trust)

Post Title: Headteacher

Position Status: Permanent

Contractual Hours: Full Time

Salary: Leadership Range [Outer London] | ISR L33-L39 (£95,975-£110,584) *2022 pay award pending

Post Start Date: Monday 17 April 2023

Closing Date: 9.00am Wednesday 16 November 2022

Interviews are expected to be held w/c 28 November 2022

The Trustees of Bexley Grammar School invite applications for the post of Headteacher at our outstanding, selective, co-educational school (NOR: 1,460 with some 440 of these in the thriving Sixth Form).

This rare and exciting leadership opportunity arises due to the retirement of the current post holder. The successful applicant will have the ability to fulfil the requirements of all of the roles conventionally undertaken by a Headteacher of a single academy trust.

Bexley Grammar School is an oversubscribed, high-achieving, coeducational selective school with Academy Status. It has maintained its Ofsted Outstanding judgement for well over a decade and has variously been awarded Specialist College Status in Sciences, Mathematics and Languages. As an IB world school with a thriving Sixth Form and a wealth of extra-curricular activities, this school provides an exciting and enriching educational experience for students and staff.

Further details and an application form are available on the school website www.bexleygs.co.uk.

Prospective applicants are welcome to visit the school by prior arrangement. Please contact Miss Lisa Bottomley by email bottomley.l@bexleygs.co.uk

Visits welcome: 7, 9, 10 November 2022

Bexley Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is considered to be a customer-facing position; as such it falls within scope of the Code of Practice on English language requirement for public sector workers. The school therefore has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

The School adheres to KCSIE 2022 and will conduct on-line and social media searches prior to interview.



Bexley Grammar School
Danson Lane
Welling
DA16 2BL

Chair of Trustees: Mr A J J Woodcock

October 2022

Dear applicant

Thank you for your interest in appointment as Headteacher of Bexley Grammar School.

Accompanying this letter you will find information about our School and about the expectations we, the whole School community, have of the new appointment. I hope the information helps you to understand what we are looking for and the process through which we hope to achieve it, and to assess whether you should take an application forward.

Standing above the detail of the accompanying materials, it is right that I say something more general about the School and its ethos. The successful candidate will be the fortunate inheritor of many years of excellence, industry and service given by successive headteachers and staff. As the saying goes, it will be a series of difficult acts to follow. Our School is a place where everyone is committed to making a positive difference to the lives of all, and especially to ensuring that our students excel in their learning, achieve their full potential, and are put firmly on the path to good citizenship. There is a circularity of high expectation: students' expectations of the School; the School's expectations of students; parents' and carers' expectations of both students and the School. We are committed to selective and state education. We are committed also to the exclusive provision, at the post-GCSE stage, of the International Baccalaureate. The new Headteacher will be expected to share these commitments.

Our intention is to make an appointment which builds on the success of those who have served, and serve, the School so well, and which drives the School through whatever opportunities and challenges are presented to educational provision in the forthcoming years. Our process is intended to ensure that all applicants, whether from within the School or beyond it, are given a full and fair opportunity to show their suitability for appointment.

One final word: I have had the privilege of having two sons educated at Bexley Grammar School. They have both done well, as have their peers who were ready to take advantage of what the School has to offer. I could not have wished for better; I certainly could not have paid for better. We, the Trustees, wish to ensure that we make an appointment which secures such satisfaction for future cohorts of Bexley Grammar School students.

I wish you well in your considerations.

Yours sincerely

A J J Woodcock
Chair of Trustees



Bexley Grammar School Background Information

Introduction

Bexley Grammar School is a co-educational, selective school with Academy status (2011). The school opened in 1955 in pleasant and spacious grounds. It is situated in suburban southeast London within easy access of the capital and the southeast coast. It occupies a corner of Danson Park and is a short walk away from Welling town centre. Its buildings have been extended and added over time as the school expanded and they provide specialist facilities in all areas of the curriculum.

Our students achieve outstanding academic results. The school has retained the characteristics of having Science, Mathematics and Language College status and these influences are felt throughout the school. The school takes pride in its broad and ambitious curriculum and it was a natural step, driven particularly by our Language College status, to move to a fully International Baccalaureate in the Sixth form which we achieved with the year 12 entry in 2017. Bexley Grammar School is therefore the only school with a fully IB sixth form in southeast London and it has strong links with other prestigious IB schools in Kent. The school is also a founding member of the [Prince's Teaching Institute](#) and several departments benefit from links with other schools that this membership generates. (Our 2022 award included the PTI mark for 6 (English, Geography, History, Modern Languages, Music and Science) out of the 8 subjects the PTI offers.) The school also works collaboratively with four other local schools as part of an umbrella trust, the [Penhill Academies Trust](#). Each academy within the Trust is unique and retains its own individual identity, autonomy and Trust Board.

Vision and Aims

Our vision is of a school that gives students the confidence to succeed in whatever they aspire to do in their lives. We want all students to reach their full academic potential in line with the [Learner Profile](#) of the IB and with our ethos, expressed in the three words: Intellect, Empathy and Courage.

- *Intellect* - Students are excited by the world around them and curious to know more. They engage critically with information and grapple intellectually with global and more personal issues.
- *Empathy* - Students appreciate and value other people and acquire the skills needed to communicate ideas and information. They understand and appreciate their own culture and are open to the values and traditions of others. They act to make a positive difference to the lives of others.
- *Courage* - Students are open to new situations and experiences and have the independence of spirit to explore new ideas. They act with integrity and honesty and take responsibility for their own actions. They give thoughtful consideration to their own strengths and limitations and act to support their own development.

It can be helpful to picture our ethos in terms of a sports team or a music band or the cast and crew of a play:

- *Intellect* - learning to play, developing skills, tactical knowledge
- *Empathy* - working together, sensitive to the team around you
- *Courage* - to practice, to persevere, to perform - resilience



Everyone who visits our school notices the warmth of the relationships between students and staff. The sixth form is the powerhouse of the school and drives a vibrant community which enjoys a remarkable array of extracurricular activities, many of them rooted in our vibrant and competitive house system. Our school motto translates as “to strive for excellence” and we also use the slogan ‘developing compassionate leaders’ which links the empathy of our ethos with the impressive leadership of our student body, particularly in the sixth form. They have, for example, worked closely with senior management in response to the Black Lives Matter protests in the summer of 2020 and the issues of sexual harassment raised in the spring of 2021.

Ofsted

The school was last inspected by Ofsted in November 2007. The report judged the school to be Outstanding, and noted that:

- What makes Bexley Grammar School outstanding is an unrelenting drive to ensure that all students achieve their very best, both academically and personally;
- Management of its work as a specialist college is excellent and fosters the School's vision of always seeking to raise students' expectations and achievements;
- The School's supportive ethos motivates students to perform to the best of their ability and makes them 'thirsty to learn'. As a result, they show high levels of interest in everything going on in school;
- Classroom relationships are very positive and students feel that teachers 'will always go the extra mile' to help them. Teachers are passionate and knowledgeable about their subjects;
- A particularly strong feature of the School is its outstandingly rich curriculum that raises students' aspirations and stretches their imaginations;
- This is a very caring school. Parents, carers, students and staff are rightly proud of this aspect of the work of the School. Behaviour and attitudes are exemplary, both inside the classroom and around the School;
- Leadership and management are outstanding at all levels and high-quality teamwork is a particularly strong feature.

In an Interim Assessment carried out in April 2011, Ofsted indicated that the School's outstanding performance had been sustained. As an Outstanding school, it was exempt from inspection for many years but with exemption for such schools now removed, we are looking forward to a visit from inspectors in order to demonstrate that it should retain that judgement. The statements above still describe the school accurately and we are also proud to have gained the [Wellbeing Award for Schools](#) in January 2020 in recognition of the impact of our ethos on wellbeing for both students and staff.

Selective admission

Following a series of tests set by CEM and overseen by the Local Authority and the four local grammar schools, 'selective' education in the London Borough of Bexley is offered to the top 30% (approximately) of Bexley pupils transferring to secondary school at age 11+; similar opportunities are available to pupils from outside the borough who reach the same standard. The school's annual Year 7 intake comes from about 40 primary schools. There are also specific requirements for entry to the sixth form for both internal and external students; about 75% of our year 11 take up their BGS place in the sixth form and are joined by approximately 70 students from other schools. The current school roll is 1,460 with some 440 students in the sixth form.

**Leadership**

The Senior Leadership Team comprises the Headteacher, two Deputy Headteachers and five Assistant Headteachers. The two Deputies each lead a 'Learning Team' consisting of Assistant Heads, Heads of Department, Directors of Studies, Subject Leaders, Heads of House and key Support Staff. Members of the Senior Leadership Team experience job rotation with the intention being to enhance professional expertise through first-hand experience of, and involvement in, as many aspects of school leadership over time as possible. They line-manage departments through Heads of Departments; pastoral year teams through Directors of Studies; and also take responsibility for a range of specific areas of the school's leadership and operation such as DSL, staffing, oversight of the curriculum and timetable, and so on.

Further information

Please explore our website for further information about the character and operation of our school. The following links include parent and student feedback - the ultimate measure of the success of a school.

Particularly relevant sections include:

- [School Prospectus](#) (separate main school and sixth form)
- [Short introductory video](#) (made in school and featuring some student viewpoints)
- [Introductory video](#) to our virtual Sixth Form open experience
- [DFE Performance tables](#)
- [Curriculum Overview](#)
- [The IB at Bexley Grammar School](#)
- Browse our [weekly newsletters](#)
- [House system](#)
- [Parent Views](#)



Your Application

To apply for this vacancy please download and complete the application form paying particular attention to indicate how you satisfy the criteria set out in the Person Specification.

Applications should be submitted via email to bottomley.l@bexleygs.co.uk

Alternatively, paper applications should be sent to the school c/o Lisa Bottomley. CVs will not be accepted.

References will be requested prior to interview for applicants shortlisted for interview/assessment. An example of the reference pro-forma is available to view in the pack.

Applicants invited to interview stage will be required to complete a Self-Disclosure form in line with [Keeping Children Safe in Education](#) (KCSIE). An Enhanced DBS certificate will be required on provisional offer, including a check of the Children's Barred List. Further vetting checks in line with the requirements of KCSIE, will be completed following a provisional offer of appointment.

Bexley Grammar School is committed to equality and diversity in employment practice and service delivery and expects employees to comply with our values of promoting equality and diversity, treating colleagues and service users with dignity and respect at all times. This commitment must be evidenced in practice. Any behaviour that falls below these standards is unacceptable to the School and potentially constitutes misconduct.

Please note that your application form will be photocopied for distribution to the Trustees selection Panel. Please use black ink if submitting handwritten forms.

1. Complete the application form ensuring that all boxes are filled.
2. In support of your application, please write a letter of application addressing the Person Specification using no more than 4 sides of A4 and font size 12.
This needs to be addressed to the Chair of Trustees, Mr A J J Woodcock.
You should take each of the essential and desirable criteria and say why and how you meet these, giving relevant examples.

The application form and supporting statements should be marked Private and Confidential and sent by email to bottomley.l@bexleygs.co.uk

or by post to:

Miss Lisa Bottomley
For the attention of Mr A J J Woodcock
Chair of Trustees
Bexley Grammar School
Danson Lane
Welling
Kent DA16 2BL

The closing date for applications is **9am on Wednesday 16 November 2022**. All applications will be acknowledged by email.

Should you have any questions, or need any further information, please contact Miss Lisa Bottomley, PA to the Headteacher, on 0208 298 2304 or by email:
bottomley.l@bexleygs.co.uk

**BEXLEY GRAMMAR SCHOOL – HEADTEACHER JOB DESCRIPTION**

Post title:	Headteacher		
Pay range:	Salary range:	L33 – L39 including OLW	
Responsible to:	Bexley Grammar School Academy Trust (Bexley Grammar School)		

The duties outlined in this job description may be modified by the Trust Board, with your agreement, to reflect or anticipate changes in the job commensurate with the salary.

This job description is not a comprehensive definition of the post; duties may vary within this framework in line with its general character and level of responsibility entailed. It should be read in conjunction the School Teachers' Pay and Conditions Document 2022.

Overview

- The role is to lead the School through the undoubted complexities of the forthcoming years and encompasses the full range of activities from educational excellence through leadership and management of external affairs.
- The Headteacher is responsible for the organisation, management and general conduct of the School. The Headteacher has primary responsibility for ensuring the achievement of the highest possible educational standards in the School and for providing an environment in which each student has the opportunity to develop his or her talents and interests to the full.
- These responsibilities will be discharged in accordance with the aims, objectives and policies of the Trust Board, the Academy's Articles of Association and Funding Agreement with the DfE and the conditions of employment in the current School Teacher's Pay and Conditions Document and will include those responsibilities delegated to the Headteacher by the Trust Board.

Responsibilities and Duties**Shaping the future - strategic direction and development**

- Working with Trustees, establish a strong vision, ethos and identity that unites the school community, ensuring that this is clearly articulated, shared, understood and effectively acted upon.
- In association with Trustees and leaders, translate the vision into agreed objectives and operational plans which will build on the school's many successes and promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Work with all stakeholders to create a shared culture and positive, collegial climate for all. Ensure that strategic planning takes account of the diversity, values and experience of the school and wider community.
- Work with school leaders, staff and Trustees to rigorously evaluate progress towards agreed objectives, targets and outcomes.



- Develop school policies and procedures that reflect the school's strategic direction

School self-evaluation

- Developing a culture of self-evaluation at all levels throughout the School, regularly updating the Trust Board on School progress.

Curriculum

- Proposing, organising and implementing an appropriate curriculum for the School, having regard to the needs, experience, interests, aptitudes and stage of development of the students, the resources available to the School and duties under relevant Acts.

Standards of teaching and learning

- Evaluating the standards of teaching and learning in the School and determining how they might be improved.
- Ensuring that proper standards of professional performance are established, maintained and, where possible, improved.

Student progress

- Ensuring that the progress of students of the School is monitored, analysed and recorded and that assessment data is used proactively to guide the teachers' activity and students' learning.
- Building the confidence of all students to ensure they achieve both academically and socially, so that every learner enjoys opportunities to excel, regardless of their particular needs or starting point.

Pastoral care

- Determining and ensuring implementation of a policy for the inclusive pastoral care and well-being of all students, reflecting the School's position with regard to a zero tolerance of bullying.
- Implementing robust safeguarding practices and ensuring effective links with external agencies related to students' welfare.
- Ensuring the health and safety of students, staff and visitors.

Student behaviour

- Promoting high levels of self-discipline among the students, thereby encouraging excellent behaviour and maintenance of a strong and secure learning environment.
- Ensuring good order and discipline at all times whether on the School's premises or elsewhere.

Working in partnership

- Enabling students' views to contribute to decision making.
- Making arrangements for parents / carers to have access to regularly updated information about the School curriculum, the progress of their children and other matters affecting the School, and consulting them appropriately about proposed changes.
- Maintaining relationships with organisations representing teachers and other staff of the School.
- Advising and assisting the Trust Board of the School in the exercise of their functions, including attending meetings of the Trust Board and providing written reports to them in connection with the discharge of Headteacher functions as they may properly require.
- Promoting effective relationships with persons and bodies outside the School, and in particular with:
 - local primary, secondary and special schools;



- relevant Higher and Further Education establishments;
- representatives of the local community, including both the voluntary and business sectors.
- Providing for liaison and co-operation with the DfE and ESFA, making such reports to them as they may properly require, either on a regular basis or from time to time.

Appointment of staff

- Deciding the strategic shape of the staffing establishment of the School, leading the selection and appointment of the teaching and support staff, with the involvement of the Trust Board, where agreed.

Leadership and management of staff

- Acting as a role model for all School staff and sharing with them the strategic vision for the School.
- Deploying and managing all teaching and support staff of the School and allocating particular duties to them in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities.
- Maintaining a reasonable balance for each teacher between work carried out in School and work carried out elsewhere.
- Considering in particular, in relation to such allocation of duties, how far the duties of the Headteacher should be delegated to any deputy or assistant.
- Ensuring adequate and equitable arrangements for covering the responsibilities of absent staff.
- Ensuring that teachers at the School receive the information and training they need in order to carry out their professional duties effectively.

Appraisal and review of performance, induction, training, and development of staff

- Managing the system for assuring the quality of work of all staff.
- Reporting to the Trust Board on the professional development of all staff at the School.
- Advising the Trust Board on the adoption of effective procedures to deal with under-performing staff and keeping the Trust Board informed of the general operation of such procedures.
- Providing information about the work and performance of the staff employed at the School where this is relevant to their future employment.
- Ensuring that all staff in the School have access to advice, training and developmental opportunities appropriate to their needs, in accordance with School policies.
- Ensuring that newly-qualified teachers and those returning to teaching after a break in service have access to adequate support in their first year or resumed service.
- Being responsible for the supervision and training of teachers during their induction periods in accordance with the Induction Regulations, and making a recommendation at the end of such induction periods.

Resource management

- Allocating, controlling and accounting for the financial and material resources of the School.
- Making arrangements for the security and effective supervision of the School buildings and their contents and of the School grounds and reporting to the Trust Board.
- Drawing up proposals for the maintenance, renewal or replacement of buildings and their contents.
- Advising the Trust Board on the formulation and adoption of their pay policy.



Teaching

- Participating, to such extent as may be appropriate having regard to leadership and other functions and duties, in the teaching of students at the School, including the provision of cover for absent teachers where necessary.

Absence

- Arranging for a deputy or the next senior post holder to assume responsibility for the discharge of the Headteacher's functions when absent from the School.

Academy Responsibilities

- Responsibility for all financial and administrative aspects of the School. As Accounting Officer for the Bexley Grammar School Academy Trust, the Headteacher is responsible to the Trust Board for:
 - ensuring regularity and propriety;
 - prudent and economical administration;
 - ensuring that Bexley Grammar School Academy Trust is fulfilling its financial responsibilities under Company Law and complying with the requirements of the Charity Commission/Funding Agreement;
 - avoidance of waste and extravagance;
 - securing value for money in operating the School;
 - efficient and effective use of available assets and resources;
 - the day to day organisation, staffing and management of the School.
- A duty to take appropriate action if the Trust Board, or the Chair, is contemplating a course of action which he or she considers would infringe the requirements of propriety or regularity (including the provisions of the Funding Agreement, the School's Improvement Plan, or other documents setting out the financial duties of the Trust Board or of any other rules governing the conduct of the Body), or would not represent prudent or economical administration, or the efficient or effective discharge of the Trust Board's functions.
- Prepare reports for the Trust Board and Trustees in line with the expectations of the Academies' Handbook.
- Ensuring that, in conjunction with the School's finance team, the School adheres to the requirements of the Academies' Handbook and the Funding Agreement with the Secretary of State.
- Monitor and manage the School's financial resources, regularly updating the Academy Trust and Trust Board.
- Ensure support to the Trustees in the fulfilment of their responsibility for Risk Management to ensure compliance with requirements.

This job description is based on the National Standards for Headteachers (DfE 2022 - [Headteachers' standards 2020 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-standards-for-headteachers))

The Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and Education and Employment legislation.

The Headteacher is accountable to the Trustees for the standards achieved and the conduct, management and administration of the School subject to any policies which the Department for Education and the Trustees may make.

This job description is subject to annual review.

**October 2022****Person Specification****Job Title: Headteacher****Reports to: The Trust Board**

The Headteacher will be required to carry out the duties set out in the School Teachers' Pay and Conditions Document (as amended). The successful candidate will meet all or most of the following criteria:

Education/training/qualifications.	Essential or Desirable	Method of assessment
Honours degree	E	1
Qualified teacher status	E	1
Demonstrable commitment to professional and personal development	E	1,2,3
Successfully undertaken 'safer recruitment' training	D	1
Working towards, or achieved, NPQH	D	1
Experience		
Strong track record as a Headteacher / principal or a senior leader with significant leadership and management responsibility.	E	1,2,3
Has successful experience of teaching in a secondary school.	E	1,3
Been successful in leading improvements in the quality of teaching, learning and provision in a school, including managing change.	E	1,2,3
Been successful in raising standards and closing gaps in pupil attainment.	E	1,2,3
Been successful in contributing to, promoting and maintaining an effective pastoral care system for both staff and pupils.	E	1,2,3
Effectively led a team of senior or middle leaders and distributed responsibility, while holding them to account.	E	1,2,3
Supported the successful development of middle leaders.	D	1,2,3
Helped develop a strong learning environment in a school for both pupils and staff.	E	1,2,3
Successfully managed a budget	E	1,2,3
Worked closely and effectively with parents to engage them in children's learning	E	1,2,3
Worked with the wider community to maximise the opportunities they bring to the school.	D	1,2,3
Worked with other senior leaders beyond their own school to enhance provision for pupils.	E	1,2,3



Knowledge, understanding and skills		
Able to think strategically, building and communicating a coherent vision for the school then inspiring, challenging, motivating and empowering the school community to take the vision forward.	E	1,2
The ability to motivate staff across all experience levels and develop cohesive, high performing teams.	E	1,2,3
Know how to create and embed an inspirational ethos and culture within the school, leading by example.	E	1,2,3
A deep knowledge and understanding of meeting the needs of children aged 11 - 18.	E	1,2,3
Secure knowledge of safeguarding legislation and implementation of systems and practice that ensure pupils' safety, good behaviour and wellbeing.	E	1,2,3
Show commitment to ensuring excellent provision for the academic, spiritual, moral, social and emotional development of all pupils.	E	1,2,3
Be able to engage efficiently and effectively with Trustees, understanding their role and responsibilities, so that school improvement is a priority and underpins their work in the school.	E	1,2,3
A good understudying of recent curricular and educational developments, including national assessments.	E	1,2
Understand how self-evaluation / quality assurance/ improvement planning and the appraisal process are linked and how these are used to address priorities and close gaps in attainment.	E	1,2
Know what outstanding teaching and learning looks like and how this can be achieved.	E	1,2
Able to access, analyse and interpret data and other information.	E	1,2
A thorough understanding of how to track and monitor pupil progress against starting points and age-related expectation.	E	1,2
Be able to develop a culture of professional learning for all staff so that they develop in their role and future leaders are identified and grown.	D	1,2,3
Know how to successfully manage change in key aspects of provision	E	1,2,3
Comprehensive understanding of financial management with a proven ability to optimise the use of resources to support successful learning.	E	1,2,3
Know how to improve the learning environment so that it extends and inspires learning.	D	1,2
Able to work effectively with a range of professionals and the public.	E	1,2,3
Personal attributes and competencies		



Be an excellent communicator, both in writing and verbally, with the ability to adapt communication according to the needs of a situation.	E	1,2,3
To have high levels of interpersonal skills in order to involve pupils, parents/ carers, staff and Trustees to achieve successful outcomes for pupils.	E	1,2,3
Able to foster an open and equitable culture, successfully managing any conflict.	E	1,2,3
Approachable, reliable, with presence and enjoys being highly visible to pupils and parents/carers.	E	2,3
Self-motivated and with good organisational skills and the ability to prioritise workload effectively.	E	2,3
Able to think both analytically and creatively to solve problems and make decisions based on sound judgement.	E	1,2,3
Demonstrates professionalism, loyalty and integrity.	E	2,3
Shows resilience and emotional maturity at all times.	E	2,3
Is committed to developing others to achieve success.	E	2,3

Method of Assessment

1. Assessed from written application.
 2. Assessed from interview/tests.
 3. Assessed from documentary evidence.
- (E= Essential, D=Desirable).



We hope you remain interested in the vacancy of Headteacher at Bexley Grammar School and invite you to complete the application form, which has been attached to the site separately. A sample reference proforma is also available for you to view.

A reminder:

Closing date and time: 9.00am Wednesday 16 November 2022

Please return your application to bottomley_l@bexleygs.co.uk

Thank you for considering this vacancy and hopefully we will be able to meet you soon.

Trust Board, Bexley Grammar School