

# BEACONSFIELD HIGH SCHOOL



# RECRUITMENT

*Information*



# Head of Department History

Full time, Part  
time or job  
share  
considered

September  
2026

Application  
deadline:  
09:00 on Monday  
23<sup>rd</sup> March

Interviews as  
suitable candidates  
apply

# *Contents*

- Introduction from Tina Bond, Headteacher
- About us
- 2025 Results
- Our vision and values
- Student Leadership
- Letter to Applicants
- Job Description
- Person Specification
- Why work with us?

Thank you for your interest in applying for the position of Head of History.

This booklet will give you an insight into who we are, what makes us tick and why we think we are an exciting and inspiring place to further your career. You will play a key role in our successful, ambitious and Ofsted Outstanding (2024) school.

Our school is a modern, diverse, inclusive and dynamic environment, a centre of excellence in and out of the classroom, and a happy community. At the heart of everything we do is respect – personally, for each other, for the environment and, of course, for learning.

Our community is vibrant, friendly and dynamic and we are proud of the open and supportive relationships between our staff and the students. Despite being a grammar school, we are not an exam factory. Creativity is not squeezed out in the push for the traditional view of academic success and our music, drama, art and design departments are thriving.

We are rightfully proud of the supportive and caring pastoral system that complements the wealth of learning and extra-curricular activities provided by the dedicated staff. Our common goal is to help our students grow and develop into successful young adults, with a pride in their school, and in themselves.

Staff retention is high. People enjoy working here and I have often heard new staff members say how invigorating it is to work in a school where the students want to learn and are hungry for knowledge!

I hope that what you go on to read will inspire you to apply for this position.

Tina Bond  
Headteacher



# About us

Situated in the Chilterns, 20 minutes from central London, Beaconsfield High is a girls' grammar school that has been delivering a highly successful academic culture for more than 50 years. Currently we have 1269 students on roll from Year 7 to Year 13.

We are proud to be a centre of academic excellence – see our latest exam results on page 5 - and we are one of only 45 schools nationwide to be recognised as an **Exceptional School**. An award which exemplifies the excellence and uniqueness of outstanding schools, including the quality and consistency of teaching that Ofsted now expects.

Students are required to achieve the qualifying score in the 11+ examination and live within the designated catchment area in order to join us, and when they do, they come to us from a variety of different backgrounds. As one of only 13 grammar schools in the area, places are in high demand.

Our students are challenged by remarkable teaching standards and benefit from the attention and respect of highly proficient, dedicated and conscientious staff.





Leadership, respect, humility and morality, creativity and physical activity are just some of the additional life skills and behaviours that are taught on a daily basis.

These and many other aspects of school life were recognised in December 2024 when we were inspected by Ofsted and subsequently rated 'Outstanding' in all areas. The report states that pupils *"are very proud of their welcoming and happy school"* and their *"exemplary behaviour contributes to the school's positive culture, as do (pupils') thoughtful and respectful relationships with others."*

Inspectors noted that *"The curriculum is inspiring and academically rigorous"* and *"pupils, including those with special educational needs and/or disabilities (SEND), embrace the school's high expectations and enjoy learning"*. They continued, *"they are very successful in public examinations and extremely well prepared for future learning."*

Our Governing Body have also been awarded the prestigious **Governor Mark**, a national award supported by the Department for Education and a recognised kite mark of good practice. It provides external evaluation of the quality of governance in a school and is an opportunity to demonstrate how a governing body strives for excellence.

# 2025 BHS EXAM RESULTS

49%

9 - 8 grades at GCSE

71%

9 - 7 grades at GCSE

90%

9 - 6 grades at GCSE

100%

9 - 5 grades maths

A\* and A grades at A-Level

48%

A\* - B grades at A-Level

81%

A\* - C grades at A-Level

93%

Students who have accepted Oxbridge places

6

Students studying medicine and dentistry

11

# Our Vision and Values

At Beaconsfield High School, education is about unlocking futures. Our vision is to help every student grow into a young person of character, curious in thought, courageous in action, and confident in themselves.

Our mission, delivering inspirational learning, limitless ambition and empowering support, extends not only to our students but to every member of staff who joins our community. Through a thoughtfully designed curriculum, we combine academic excellence with enrichment and life skills, enabling our learners to discover their passions, achieve their potential and step confidently into the future.

We are guided by our cultural pillars: Spur each other on, Choose respect, Be open to the new, and Back yourself. These values shape how we teach, learn and work together, creating an environment where both students and staff can thrive.

By joining us, you will be part of a school that aspires to the very best, for our learners, for our community, and for you as a professional



BEACONSFIELD HIGH SCHOOL

*Limitless ambition*

## *Our Vision*

To help develop girls of character – curious in thought, courageous in action and confident in themselves.

## *Our mission*

Inspirational learning. Limitless ambition. Empowering support.

## *cultural pillars*

Spur each other on



Choose respect



Be open to the new



Back yourself





# Student Leadership

What makes our school outstanding is not just our incredible academic achievements but our focus on growth and wellbeing. There is something for everyone through our wide range of co-curricular activities including sports, music ensembles and societies. Whether you're an athlete, musician, scientist or just want to expand your social circle, there is always a place to pursue your passions.

Every day, students are encouraged to think critically and embrace mistakes as these are the perfect stepping stones towards success. Our approachable and empathetic teachers always provide engaging, uplifting lessons that allow us to develop skills such as risk-taking and problem-solving which are vital for life beyond BHS.

Beaconsfield High School fosters a hard-working, inspiring, and enriching ethos that encourages every student to step out of their comfort zone and exceed their own expectations. I feel incredibly privileged to be Head Girl of an uplifting community that allows every student to feel valued.

Millie  
Head Girl



February 2026

Dear Applicant

Thank you so much for showing interest in our school and the Head of History Department post. We are extremely proud of our school, our students and our staff. We are excited about our intention to appoint a new, dynamic and inspirational member of the Humanities team and look forward to hearing how your skills, attributes and experience can match our needs.

Beaconsfield High School is a happy and high-achieving grammar school in the delightful town of Beaconsfield. The school is oversubscribed, our students do incredibly well academically at both GCSE and A-Level, and make good progress each year that they are with us. We are currently ranked 57th in The Times' best secondary and grammar schools nationally. In December of 2024, Ofsted designated the school as 'outstanding' in all areas. The vast majority of our students go on to higher education, but we pride ourselves on high calibre careers education and support our students on increasingly diverse pathways.

In school our outstanding practice is seen in our innovative approach to performance management, which operates in accordance with the ethos of our school: professional trust; it is a process focused on development, not judgments. We are a school dedicated to innovation and research-informed practice; we have expert teachers excited by their professional development and this makes the school an inspirational place to work. Year on year in our staff surveys, 100% of our staff tell us they are proud to work here. As a result, our young people benefit from staff who are energised and creative and inspire them to reach their potential; our Progress 8 in 2024/2025 at GCSE was 1.03.

We have spent much time and thought over the last few years on our flexible working offer for staff. This is an ongoing process, and we are excited by potential future opportunities. Already we are very accommodating to part time work, give enhanced PPA (15%), and allow PPA to be taken off-site. We also have flexible meeting time and employ cover supervisors, and over-staff in order to limit cover requirements for teachers. We have sensible and evidence-based feedback processes to make marking manageable for teachers. Our staff leave of absence policy is applied generously, and formal and informal flexible working requests are considered. Being an Academy, we are also able to ensure that school holidays are generous.

### **Humanities Faculty Information:**

The History department is currently staffed by a team of five specialist teachers with an excellent track record of examination success and strong option numbers. Lessons are taught in modern accommodation in specialist rooms with access to technology to support progressive learning and teaching. The department sits within the Humanities faculty, which is a very friendly and collaborative faculty, where colleagues work closely together to support each other in the development of resources and schemes of work. We use innovative learning and teaching methods to keep our students focused and motivated. Lessons are interactive and carefully planned with a commitment to high standards of academic achievement and a genuine passion for the subject. The

commitment and ability of students at the school enables us to take risks with our teaching, and this creativity is central to the continued success of the department. The Faculty has an office in which each member of staff has their own desk and which provides an excellent working atmosphere and aids collaboration.

At A-Level, we follow the Edexcel specification. There are currently two classes of students in Year 12 and three in Year 13. At GCSE, we follow the Eduqas specification and currently have four classes in both Year 10 and Year 11. We have achieved consistently high results at both key stages in recent years with many students going on to study History and related degrees at university.

At our school, there is so much positive energy, achievement and 'buzz'. Our staff give generously of their time to enable the students to have wonderful and enriching experiences, such as languages trips, history trips, ski trips, sports tours, music tours, Duke of Edinburgh expeditions, to mention but a few. Sporting achievements are outstanding, with national medals being won by several of our teams; hundreds of our students take part in the Duke of Edinburgh scheme and many students take part in debating competitions, mock trials, young enterprise competitions, drama productions, music concerts ... the list is endless.

We believe that students should feel cared for, and we work very hard to support their wellbeing through a strong pastoral care framework, and our life skills ethos, called 'Getting Life-Ready'. We recognise that happy and confident young people are far more successful in all that they do. There is something for everyone at our school and the ethos and atmosphere is one of acceptance and mutual respect.

We have a rolling programme of building development and maintenance, to ensure excellent facilities for all. We have invested over £3,500,000 in refurbishing some of the older parts of the school to include a new staffroom, drama studio and cafeteria.

As part of your application, please write a letter (no more than to two sides, font 11) explaining how your skills, creativity and passion for effective leadership and teaching in History would best meet the requirements of the job description and personal specification.

The closing date is Monday 23<sup>rd</sup> March 2026 at 9am. Interviews will take place as and when suitable candidates apply.

If you would like to visit our school before the deadline, please contact Sarah Rivers, HR and Recruitment Officer, via [recruitment@beaconsfieldhigh.school](mailto:recruitment@beaconsfieldhigh.school) . Please do not worry if you are unable to visit as this will not form part of the recruitment process.

This is an inspiring place to work. We will provide you with a vibrant, exciting opportunity to develop your teaching skills in a school dedicated to excellence.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Tina Bond', written in a cursive style.

Tina Bond  
Headteacher

# Head of Department - History Job Description



<b>Job title</b>	<b>Head of History</b>
<b>Salary range</b>	Main/Upper Pay Scale (Inclusive of Fringe Allowance) TLR 2.2
<b>Line management</b>	The Head of History a) is directly responsible to the Head of Faculty for Humanities b) line manages a team of History teachers

## Purpose of the role

- Ensure a safe environment that protects and cares for the students and staff.
- Be learning-centred and proactively focus on the development, inspiration and sharing of best and emerging practice in teaching and learning across the Department with a particular focus on developing and supporting progress and uptake in the subject area.
- Coach, model and share best practice within the Department and, where appropriate, the faculty in order to promote the best possible progress as a reflection of each young person reaching their full potential.
- Actively monitor tracking of student progress to ensure consistency within the department of marking, assessment and feedback and ensure timely intervention.
- Share knowledge and practical strategies that advise, guide and support colleagues in order to promote active and inclusive learning in the subject curriculum at all levels in all classes.
- Ensure high quality displays and extend the programme of enrichment at all curriculum stages in the subject area.
- Proactively make links with appropriate external bodies and other institutes to promote and encourage the take-up of the subject in the Sixth Form and beyond.
- Proactively work with the Leadership Team, to promote and achieve the shared vision for the operational and strategic development of Beaconsfield High School to ensure a happy, high achieving community for all students.
- Regularly contribute to the development of teaching and learning in order to develop and inspire staff as appropriate.
- Ensure all systems and processes linked to examinations and specifications are adhered to.
- Ensure to Health and Safety needs and protocols are kept up to date and managed /maintained.

## Operational Responsibilities

**Leading teaching and learning** – this will involve helping to inspire and improve the quality of teaching and learning in the subject area which will be reflected in students’ progress and achievement. This will involve introducing and embedding new practice, improving established practice and evaluating the effectiveness of learning outcomes. An exciting and successful learning culture will enable students to become effective, enthusiastic, independent learners, committed to life-long learning and will promote excellence, equality and high expectations for all students.

In addition to the responsibilities of a classroom teacher, the Head of History will:

- Be an excellent teacher and role model for both staff and students in terms of being self- reflective of personal practice and demonstrating a desire to improve, innovate and learn;
- Monitor, evaluate, support and develop the quality of teaching across the subjects in the curriculum area;
- Monitor, evaluate and help raise standards of achievement and student progress against agreed objectives across the subjects within the curriculum area, and work with teachers to organise appropriate intervention and support;

- Support, facilitate and monitor the progress of subject development plans to ensure they make a significant contribution to the School Improvement Plan;
- Implement common and consistent standards of practice across the subjects within the curriculum area in line with whole-school principles;
- To provide regular feedback to teachers in a way which recognises good practice within your department and supports their career progress against clearly defined performance management objectives to make a tangible impact on student learning;
- Support and assist teachers in sharing effective practice and developing positive and professional working practices within their subjects;
- Support the development of student voice and leadership roles;
- Review and report regularly on the standards of leadership, teaching and learning in the designated subjects consistent with the school's self-evaluation procedures through departmental SEF updates with TLR holders
- Contribute to the strategic development of the school through the work within faculties and communicate the views of the subject areas to the Leadership Team in a timely and regular way;
- Set and secure high standards of behaviour consistent with the school's ethos and behaviour management strategy;
- Ensure learning experiences of students are linked and integrated with the wider community and foster a positive culture and curriculum that takes account of the richness and diversity of the school's community;
- Organise and conduct meetings where appropriate with parents, carers and other professionals to ensure positive outcomes for all parties;
- Participate as required in the selection and appointment of teaching and support staff;
- Working with teachers to promote key activities related to professional, personnel/HR issues and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability etc. as required.
- To administer or oversee administration of all NEA and exam submissions / entries
- Carry out any other duties which may reasonably be required by the Head Teacher.

**Shaping the future** – this will involve forward thinking about the leadership of the subject area in both an operational and strategic way to ensure progress for the department and all those within it.

- Proactively communicate the school's vision and support the aims and School Improvement Plan to motivate and inspire all stakeholders within a broad and balanced curriculum;
- Take a leading role in departmental self-evaluation and policy implementation;
- Lead by example to motivate and work with others;
- Ensure the department moves forward for the benefit of all students and staff;
- Help promote a culture of inclusion within the department so that views of all are heard.

#### **Safeguarding and Promoting the Welfare of Children and Young People**

- Ensure a safe and supportive school culture that promotes the wellbeing of staff and students
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Promote a culture of inclusion within the school so that views are valued and considered
- Compliance with GDPR Legislation

#### **Health and Safety requirements**

- To ensure compliance with working practices within the department to ensure that all Health and Safety procedures are being adhered to; awareness of site specific risks, also how to deal with emergencies and reporting of accidents and/or incidents.
- To complete all training procedures relating to Health and Safety.
- To ensure any third parties / visitors to the department are aware of on-site procedures and site specific risks.

- To consider all duties under health and safety law when planning departmental trips outside of school, both in UK and abroad. Also to ensure that all staff are aware of the requirement for written consent being obtained for all activities that need a higher level of risk management or take place outside school hours.

**Developing Self and Others** - this will involve contributing to the building of a professional learning community which enables others, particularly in the subject area, to achieve by developing a positive ethos that celebrates the achievement of all and fosters a culture of continuous improvement.

- Build a collaborative learning culture within the department that makes use of coaching, mentoring and induction of teachers, including trainees and ECTs;
- Be an excellent role model for both staff and students in terms of being self-reflective of personal practice and demonstrating a desire to improve, innovate and learn;
- Actively work with members of the department to develop their understanding of how data can support progress and how knowledge of all student groupings is necessary to close gaps and build challenge;
- Develop, model and disseminate changing curriculum guidance and practice in the development of excellent learning materials at all levels.

**Managing the Organisation** - this will involve leading on the provision of effective organisation and management of the subject area, and in collaboration with colleagues, seeking ways to improve the department based on rigorous self-evaluation.

- Be a proactive and effective member of the subject area;
- Control of the department budget so that it is spent in line with learning priorities and the principles of best value;
- Take part, as and when required, in reviews of department systems and standards;
- Ensure effective dissemination of relevant information and positive internal communication;
- Adhere to the agreed approaches to standards of behaviour, attendance and punctuality within the department and school as a whole;
- To carry out the general and specific professional duties as set out in the current School
- Undertake any professional duties as reasonably delegated by the Head Teacher.

**Securing Accountability** - this will involve working with a wide range of groups, particularly students, parents, carers and colleagues (but perhaps agencies and Governors) to help share an understanding that all are accountable for ensuring students (or themselves) enjoy and achieve and actively participate in a high-quality education.

- Contribute and develop effective working relationships within the subject team;
- Work with others in evaluating student (all groups) and department performance;
- Contribute to the identification of priorities for continuous improvement and raising standards;
- Contribute to an ethos across the department and school that enables everyone to work collaboratively, share knowledge and understanding, celebrate successes and accept responsibility for outcomes;
- Promote and protect the health and safety and welfare of the students and staff.

**Strengthening Community** - this will involve working collaboratively for the well-being of all students with an understanding that school improvement and community development are interdependent.

- Help plan for learning experiences for students that are linked with the wider community;
- Help foster a positive culture and curriculum that takes account of the richness and diversity of the school's community;
- Take part in, sometimes organise and conduct meetings where appropriate with parents, carers and other professionals to ensure positive outcomes for all parties.
- To contribute to the broader life of the school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified

# Head of Department - History

## Person Specification



**Key:**

A: Application form

C: Certificate

I: Interview/ activities

R: Reference and other employment checks

Essential		Desirable	
Qualification/experience requirements	Assessment Method	Qualification/ experience requirements	Assessment Method
<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Evidence of regular and appropriate professional development</li> <li>Experience of working in secondary setting</li> </ul>	<ul style="list-style-type: none"> <li>C</li> <li>A/C</li> <li>A</li> </ul>	<ul style="list-style-type: none"> <li>Middle Leadership training e.g. NPQ</li> </ul>	<ul style="list-style-type: none"> <li>A/I</li> </ul>
<b>Teachers should be able to demonstrate their experience, knowledge and understanding of:</b>			
Leading teaching and learning	Assessment Method	Leading teaching and learning	Assessment Method
<ul style="list-style-type: none"> <li>The ability to showcase best practice in the teaching of History to A Level</li> <li>Outstanding classroom practice</li> <li>Using IT to innovate teaching and learning</li> <li>Awareness of how environment can aid learning</li> <li>Developing personalised approaches to understanding progress</li> <li>Ensuring the very best outcomes for learners</li> <li>Supporting the improvement in the quality of teaching and learning in others</li> <li>Principles of effective teaching and assessment for learning in History for all types of students</li> </ul>	<ul style="list-style-type: none"> <li>A/I/C</li> <li>A/I/R</li> <li>A/I</li> <li>A/I/R</li> <li>A/I</li> <li>A/I/R</li> <li>A/I/R</li> <li>A/I/R/C</li> </ul>		
Shaping the future	Assessment Method	Shaping the future	Assessment Method
<ul style="list-style-type: none"> <li>Contributing to the development of a shared vision</li> <li>How data can inspire and improve learning</li> <li>Leading by examples and motivating others</li> <li>Promote a culture of inclusion</li> <li>Effective management of school resources</li> <li>Raising the profile of Art through the day to day work in the department</li> <li>Participation in the wider life of the school</li> </ul>	<ul style="list-style-type: none"> <li>A/I</li> <li>A/I/R</li> <li>A/I/R</li> <li>A/I/R</li> <li>A/I/R</li> <li>A/I/R</li> <li>A/I/R</li> </ul>	<ul style="list-style-type: none"> <li>Action planning and policy development</li> <li>Leading either teams or subject areas</li> <li>Departmental improvement and self evaluation</li> </ul>	<ul style="list-style-type: none"> <li>A/I/R</li> <li>A/I/R</li> <li>A/I/R</li> </ul>
Safeguarding and promoting the welfare of children and young people	Assessment Method	Safeguarding and promoting the welfare of children and young people	Assessment Method
<ul style="list-style-type: none"> <li>Knowledge of national and local safeguarding guidance</li> </ul>	<ul style="list-style-type: none"> <li>A/I/R</li> </ul>		

<ul style="list-style-type: none"> <li>Ensuring a safe and supportive school culture</li> <li>Experience of being a pastoral tutor</li> </ul>	<ul style="list-style-type: none"> <li>A/I/R</li> <li>A/I/R</li> </ul>		
<b>Developing self and others</b>	<b>Assessment Method</b>	<b>Developing self and others</b>	<b>Assessment Method</b>
<ul style="list-style-type: none"> <li>Building collaborative, positive and forward-thinking culture across the department</li> <li>Working to develop the skills of colleagues</li> <li>Reflective practice ensuring a culture of continuous improvement</li> <li>Coaching and mentoring skills</li> <li>Taking part and have an interest in CPD</li> </ul>	<ul style="list-style-type: none"> <li>A/I/R</li> <li>A/I/R</li> <li>A/I</li> <li>A/I/R</li> <li>A/I/R</li> </ul>	<ul style="list-style-type: none"> <li>Effective use of appraisal</li> <li>Induction and support of new staff</li> </ul>	<ul style="list-style-type: none"> <li>A/I</li> <li>A/I/R</li> </ul>
<b>Managing the organisation</b>	<b>Assessment Method</b>	<b>Managing the organisation</b>	<b>Assessment Method</b>
<ul style="list-style-type: none"> <li>Ability to work with and analyse data</li> <li>Working well in teams to promote change and increase confidence in areas for development</li> <li>Demonstrating excellent communication and presentation skills</li> <li>Supporting, motivating and inspiring colleagues and leading by example</li> <li>Managing own workload whilst supporting the wider needs of the department</li> <li>Developing the skills of consistency when working with all stakeholders in all areas</li> <li>Ability comply with all requirements associated with examinations and specifications</li> </ul>	<ul style="list-style-type: none"> <li>I/R</li> <li>A/I/R</li> <li>A/I</li> <li>A/I/R</li> <li>A/I</li> <li>A/I</li> <li>A/I</li> </ul>	<ul style="list-style-type: none"> <li>Working with external bodies</li> <li>Managing challenge effectively</li> </ul>	<ul style="list-style-type: none"> <li>A/I</li> <li>I</li> </ul>
<b>Securing accountability</b>	<b>Assessment Method</b>	<b>Managing the organisation</b>	<b>Assessment Method</b>
<ul style="list-style-type: none"> <li>Contributing to an effective team where everyone feels valued</li> <li>Analysing and presenting information to secure future improvements</li> <li>Efficiency and reliability</li> <li>Active support of the ethos and aims of the school</li> </ul>	<ul style="list-style-type: none"> <li>A/I/R</li> <li>A/I</li> <li>A/I/R</li> <li>A/I</li> </ul>	<ul style="list-style-type: none"> <li>Working with others to evaluate student performance</li> </ul>	<ul style="list-style-type: none"> <li>I</li> </ul>
<b>Strengthening community</b>	<b>Assessment Method</b>	<b>Strengthening community</b>	<b>Assessment Method</b>
<ul style="list-style-type: none"> <li>Fostering a positive culture for improvement</li> <li>Establishing links for extending learning with the wider community</li> <li>Effective communication with parents and other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>A/I</li> <li>A/I</li> <li>A/I</li> </ul>		

As per part 7 of the Immigration Act 2016, “the ability to converse with ease with members of the public and provide advice in accurate spoken English” is an essential requirement for this role.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

# Why work with us?

Beaconsfield High is a great place to work. Not only do we offer all the things you would expect, like excellent opportunities for career development, a great support network, a team of people dedicated to staff well-being and numerous staff training opportunities, we also offer those little extras that make life that much more enjoyable.

- **Flexible working**
- **15% PPA (Teaching Staff)**
- **Offsite PPA**
- Generous Teachers pension contribution (**28.6%**)
- Generous Support Staff pension contribution (**22.1%**)
- **Christmas and end of year socials**
- **Good Eggs / Christmas Stars** – staff nominated rewards for those colleagues who have gone above and beyond.
- **Government approved non-inset Academy Days** - non-working days in addition to inset days, equating to 3 additional days of holiday.
- Attend your child's primary school sports day/class nativity.
- **HIIT Classes**
- **Wisdom (Health Assured) membership**
- **Travel to exciting places** - we offer a number of very exciting student trips both national and international, which staff are encouraged to join.

For more details please view our Becky High Work With Us booklet in the Policies and Documents section on this portal.



*Pupils are very proud of their welcoming and happy school. Staff 'dare' them 'to be remarkable'. Pupils understand that this does not just apply to academic results. Indeed, it is more about their character and becoming a rounded individual. Consequently, they participate enthusiastically in the many extra-curricular activities on offer. They are keen to contribute to the school community and so take on responsibilities willingly.*

### **2024 Ofsted**

*There are endless opportunities here, the sky really is the limit!*

### **Student**

*Not only do staff strive to get the best out of my daughter academically, her happiness and mental well-being is of equal importance. We are so proud to be part of the Becky High community.*

### **Parent**

*The accreditation process has shown not only that Beaconsfield High School is an 'Exceptional School', but that it is also highly ambitious, forward looking and puts the attainment and wellbeing of students at the heart of all it does. The findings of the review demonstrate that it is held in high regard by all its stakeholders and the students themselves are its best ambassadors.*

### **Best Practice Network**





[beaconsfieldhigh.school](https://www.beaconsfieldhigh.school)

01494 673043

[recruitment@beaconsfieldhigh.school](mailto:recruitment@beaconsfieldhigh.school)

