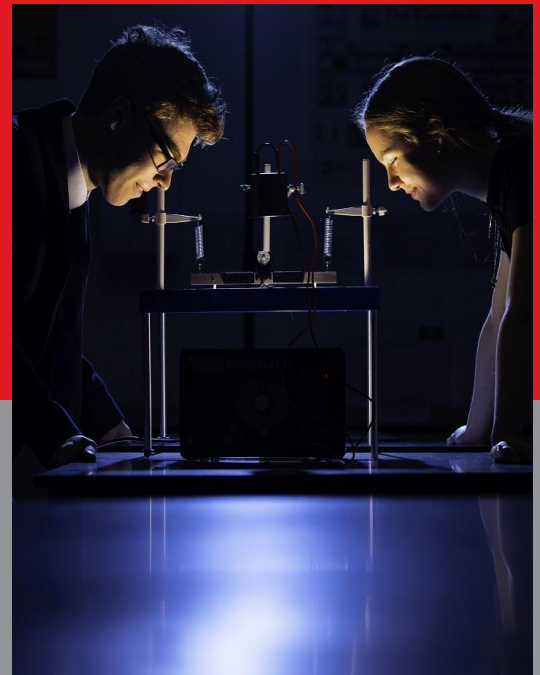




JOIN OUR TEAM

'Staff are immensely proud to work at this school. They feel valued and supported. Staff, parents and pupils typically describe the school as "a wonderful community".'

Ofsted, March 2025 (Outstanding))



Recruitment pack



SUBJECT LEADER OF PRE

POSITION:	Subject Leader of PRE
TYPE:	Teaching
HOURS:	Full time
CONTRACT:	Teaching, permanent
PAY:	MPS / UPS (fringe) plus TLR 2c
START DATE:	September 2026

An exciting opportunity has arisen for an outstanding colleague to lead our PRE Department. The successful candidate will have the experience and vision to motivate our students and to develop the subject within the school. This post would suit someone looking for their first leadership role or a more experienced colleague looking for a new challenge in an outstanding school.

BENEFITS OF WORKING AT CHESHAM GRAMMAR SCHOOL:

Chesham Grammar School is one of the largest employers in the town of Chesham. We know that our staff are our most important resource and we try to do all we can to look after them. Our vision is for everyone at CGS to enjoy, achieve and belong. This applies to staff and students alike. Some of the benefits of working at CGS are:

- A strong commitment to ensuring staff workload is manageable and to staff wellbeing
- Minimum 14% PPA for all teachers (more for TLR holders)
- Engaging, highly motivated and able students
- High staff retention
- Staff social events
- London Fringe Allowance
- Long service awards
- Preferential admission for qualified children of school staff
- Access to the generous Teachers' Pension Scheme (TPS)
- A comprehensive induction programme for new staff
- Strong commitment to ongoing staff CPD, including support for NPQs
- Free on-site parking
- Cycle to work scheme
- Subsidised gym membership at Chesham Leisure Centre (next door to the school)

APPLICATIONS Please complete an application form via the "mynewterm" portal (follow link: <https://mynewterm.com/school/Chesham-Grammar-School/137091>)

CLOSING DATE FOR APPLICATIONS: Monday 11 May 2026, 10am

INTERVIEW DATE: Thursday 14 May 2026

We reserve the right to interview and appoint on application. Early applications are encouraged to avoid disappointment

Red Kite Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same 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

Our commitment to Equality, Diversity and Inclusion

At Chesham Grammar School, our vision is for everyone to enjoy, achieve and belong. Our commitment to equality, diversity and inclusion is one way in which we seek to fulfill this for everyone in our diverse and vibrant school community



CHESHAM GRAMMAR SCHOOL

April 2026

Dear colleague,

Thank you for your interest in Chesham Grammar School and in this teaching post. Whether you are early in your career or bring significant experience to the profession, choosing the right school is an important decision, and I hope this letter gives you a genuine sense of who we are and why so many colleagues find CGS such a rewarding place to work.

Chesham Grammar School is a co-educational, selective school with over 1,320 students on roll, including more than 400 in the Sixth Form. We are a large school, characterised by strong relationships, a clear moral purpose and a warmth that visitors invariably pick up on very quickly.

Our vision is for everyone at CGS to enjoy, achieve and belong, and this applies as much to staff as it does to students. Our core values of aspiration, kindness and respect guide everything we do. They are not simply words on a page; they shape how we lead, how we work together and how we all – staff and students - treat one another day to day. In short, they underpin everything we do.

Our most recent Ofsted inspection in March 2025 once again judged the school to be Outstanding in all areas. Inspectors quickly identified how happy the school is, commenting not only on the high standards, strong relationships and quality of pastoral care, but also on how proud staff and students are to belong to CGS, describing it as a “wonderful community”. While we were delighted with the outcome, it remains our firm belief that outstanding does not mean perfect. We are reflective, forward-thinking and continually seeking ways to make CGS an even better place to study and to work.

Pastoral care is a clear strength of the school. Our vertical tutoring system, organised through a well established House structure, ensures that students are well known and well supported. This fosters the building of strong relationships as well as a real sense of belonging and pride.

Our students are engaged, articulate and genuinely enjoyable to teach. Both *Ofsted* and the *Good Schools Guide* highlight the positive rapport between staff and students and the calm, purposeful atmosphere in classrooms, where high standards are combined with warmth, humour and a genuine enjoyment of learning. We are unapologetically ambitious – for outcomes, for character and for life chances – while recognising that sustained excellence depends on staff feeling valued, trusted and supported.



Annmarie McNaney
Headteacher

Our staff are our greatest strength. We invest in professional development, collaboration and coaching, and are deliberate in creating an environment where colleagues can do their very best work without losing sight of why they came into education. Workload is taken seriously, wellbeing is more than a slogan, and professional dialogue is honest, respectful and focused on impact. Overall, Chesham Grammar School is a vibrant, rewarding and fulfilling place to work – one where people feel valued, trusted and proud to belong.

When making appointments, I am first and foremost seeking colleagues who share the values and ethos of the school. Experience, qualifications and potential matter, but so too does alignment with the way in which we do things here.

For those early in their career, we take our responsibility to support and develop new teachers very seriously, offering a comprehensive induction programme, structured Early Career Teacher support, high-quality mentoring and strong in-house professional development through the Astra Teaching School Hub. We recognise that learning to teach well takes time, guidance and space to reflect, and we place real emphasis on workload, wellbeing and sustainable professional practice.

For more experienced colleagues, CGS offers an intellectually stimulating and professionally rewarding environment where expertise is valued and shared. Professional development is purposeful and largely delivered in-house, with opportunities for leadership development, coaching and support for NPQs, and a culture of collaboration and mutual respect.

I hope this letter has given you a clear sense of our ethos, culture and the opportunities available at CGS. Should you decide to apply and be invited to interview, I would very much welcome the opportunity to meet you.

Yours sincerely,



Annmarie McNaney
Headteacher

CGS FACTS

1947

School Founded

186

Teaching days per year

1332

Number of students

408

Number of sixth form students

57%

2025 A level A- A grades*

85%

2025 A level A- B grades*

44%

2025 GCSE 8-9 grades

67%

2025 GCSE 7-9 grades



Annual Celebration of Sport Award

19

RESIDENTIAL TRIPS

11

DIFFERENT COUNTRIES

36

Number of staff who have worked at Chesham Grammar School for over 10 years.





SUBJECT LEADER OF PRE

RESPONSIBLE TO:	Assistant Headteacher
GRADE:	MPS / UPS (fringe) plus TLR 2c
HOURS:	Full time
CONTRACT TYPE:	Teaching, permanent
START DATE:	September 2026

OVERVIEW

Teachers at Chesham Grammar School are effective professionals who are thorough in their curricular knowledge and take responsibility for their professional development. The teacher's role is to promote the academic and personal development of all students.

KEY ELEMENT OF THE ROLE

- To be accountable for the professional leadership, management and development of PRE
- To ensure there is a coherent, appropriately sequenced curriculum in place which reflects the whole-school curriculum intent
- To secure high quality teaching, effective use of resources and high standards of learning and achievement for all students
- To develop and enhance the teaching practice of others
- To monitor and support student learning and progress
- To effectively manage and deploy resources in the delivery of PRE
- To promote positive values and attitudes
- To demonstrate professional values and practice

TEACHING

- Ensure that lessons which incorporate an appropriate range and depth of subject knowledge are planned and taught within PRE
- Ensure that lessons within PRE have clear objectives and well-pitched tasks which provide pace and challenge using a variety of learning strategies including ICT
- Lead the department in tailoring teaching and learning strategies for individual students accordingly
- Ensure that a variety of assessment, marking and feedback strategies are used within PRE to inform planning, develop learning and evaluate students' progress
- Lead the department in providing constructive feedback to help students reflect upon and improve their work
- Ensure the highest possible standards of student behaviour
- Responsible for the department development plan
- Responsible for the efficient and effective deployment of members of the support staff where appropriate.

CPD

- Be responsible for the line management of staff, ensuring that all staff in the department demonstrate an unwavering commitment to continuing professional development, taking part in both the whole-school staff development programme and a personal development programme
- Lead professional development of staff in PRE through example and support including where appropriate, the use of coaching, appropriate training providers and CPD courses.
- Ensure early career and trainee teachers are monitored, supported and trained.

PASTORAL

- To be a form tutor to an assigned group of students, promoting their general progress and wellbeing and encouraging student participation in the extra-curricular activities programme

GENERAL SCHOOL RESPONSIBILITIES

- To demonstrate consistently high expectations of all students and a commitment to raising their achievement
- To promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration
- To communicate promptly and sensitively with parents, carers and other relevant bodies where necessary
- To contribute towards, and value, the work of teams of staff dedicated to advancing student learning and welfare
- To be aware of, and work within, the statutory frameworks relating to teachers' responsibilities and comply with policies & procedures relating to child protection, health, safety, welfare, confidentiality and data protection
- To undertake any other duty as specified by the Headteacher not mentioned above

PERSON SPECIFICATION	Essential	Desirable
EDUCATION AND QUALIFICATIONS		
A good honour degree and qualified teacher status	✓	
Evidence of relevant CPD	✓	
EXPERIENCE		
A proven track record of impact as a teacher and at departmental level	✓	
A thorough knowledge and understanding of current developments in teaching, learning and the curriculum	✓	
Excellent wider subject knowledge	✓	
PERSONAL SKILLS AND QUALITIES		
A demonstrable passion for PRE with an ability to inspire students and staff	✓	
Excellent communication skills and the ability to foster positive relationships	✓	
The ability to think analytically and strategically	✓	
The ability to set high standards	✓	
A strong moral purpose and drive for continuous improvement	✓	
Ability to work under pressure	✓	
Excellent record of attendance and punctuality	✓	
A good sense of humour		✓



ABOUT PRE

The PRE department at CGS is a thriving and successful department, made up of three highly qualified specialist teachers. The department is housed in a dedicated classroom and is very well-resourced with a shared, newly refurbished, office space. Each member of the department has their own desk and working space in the office as well as access to individual and department resource storage spaces. The classrooms are equipped with digital projectors, whiteboards and each member of staff is issued with their own laptop for ease of use in all areas of the school.

Students in Years 7-9 enjoy interactive lessons based upon the department schemes of work, which are developed from the Bucks Locally Agreed Syllabus. These are designed to allow for teachers to develop their own interests and activities in line with the core content to be delivered. Year 7 study: An introduction to World Religions and Worldviews: Christianity, Sanātana Dharma, Islam, Sikhi and Humanism. Year 8 study: The Problem of Evil and Suffering with a focus on Christianity, Buddha Dharma and Humanist perspectives, The Human Condition with reference to Christianity, Sanātana Dharma and Humanist perspectives, and Philosophy, exploring questions of Truth and Reality from Theistic and Humanist perspectives. Year 9 study: Medical Ethics: The Case of the Conjoined Twins, Mary and Jodie, reviewing this complex case from Christian and Humanist perspectives, Environmental Ethics, drawing on Christian and Dharmic perspectives, and Religion and Society, a research project in which students choose a topic to research based on this theme. PRE is a popular option at GCSE and the department currently has Full Course GCSE groups in Years 10 and 11. Religious Studies is a popular choice at A-level with groups following the Edexcel specification.

The department vision is to equip students with a comprehensive appreciation of a range of religious and Humanist perspectives. We aim to develop a breadth and depth of knowledge and understanding through challenging lessons, and to foster a love of the world and an understanding of the importance of their actions as individuals in the global community. Many students continue with this interest studying Philosophy and Religious Studies or related degrees at top universities.

HOW TO APPLY

To apply for this post, please complete an application form in full. Please also submit a letter of application which, in no more than two sides of A4 outlines:

- Your reasons for applying for this post
- How you believe your experience to date has prepared you for this role
- What skills and strengths you believe you will bring to CGS and to the department

Application forms should be completed and submitted via the mynewterm portal - link to home page <https://mynewterm.com/school/Chesham-Grammar-School/137091>

SHORTLISTING

Subject to the number of applications, shortlisting may take place before the deadline for applications has passed. If you have not heard from us within three weeks of the closing date, you can assume that your application is not being progressed on this occasion.

INTERVIEW

Shortlisted candidates will be invited to interview. The Interview will consist of a panel interview (including a member of the senior team), lesson observation/administrative task and tour of the school. Some roles may have a student and staff panel interview and a written task. Selected candidates may be interviewed by the Headteacher or other members of the management team.

