

Langley Grammar School



Finance Officer
Full-time
Required ASAP
Application information

Langley Grammar School
Reddington Drive
Langley
Berkshire SL3 7Q

Tel: **01753 598300**

Email: school@lgs.slough.sch.uk

Web: www.lgs.slough.sch.uk

From the Headteacher

September 2026

Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of Finance Officer.

We hope this application information will help you decide whether this would be the appropriate next step for your career.

This is an exciting time to join a very successful school. The recent completion of an £18 million building project has provided the school with exceptional new facilities. Our academic outcomes consistently demonstrate the commitment and ability of our students and we were delighted with their GCSE and A Level results in the 2024 summer examination series. We believe that we provide a supportive, secure, and innovative environment that allows our students to flourish and develop as confident and well-rounded, independent and creative, responsible, and caring young people. The school was last inspected in February 2026 by Ofsted and our excellent report can be found on the Ofsted website [HERE](#).

We have always sought to combine our selective status with a close involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and current designations as the Teaching School Hub for Berkshire and as an Apple Distinguished School have provided opportunities to develop these relationships further and to have a significant impact on the educational provision in the area.

We offer an excellent working environment and additional benefits for staff, and our students are a joy to work with. We constantly review our systems and processes so that all our staff can focus on what matters – providing the best education we can offer our students. Our staff are our greatest asset, and we place staff wellbeing and professional development at the heart of our decision-making. The staff body is friendly and collegiate and colleagues report that they are proud to work at our school. We offer a range of additional benefits to staff. Langley Grammar School is a special place to work.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely



David Harding
Headteacher



The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are 1297 students on roll, of whom 388 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. We aim to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. We place great emphasis on participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from more than 60 different primary schools. The great majority of Year 11 students stay on to the Sixth Form, where we usually also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16-acre site in Langley close to the M4 and M40 and has good rail links into London via the Elizabeth Line. The site has benefitted from substantial developments over the last fifteen years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 220-seat lecture theatre. As part of the Government's Priority Schools Building Programme, our original 1956 school buildings have been replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This £18 million building programme was completed in autumn 2021.

We have a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. We are currently designated as one of the DfE's Teaching School Hubs, serving schools across the six local authority areas in Berkshire. A number of our staff are Lead Practitioners or facilitate on the Teaching School Hub NPQ programmes. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools' network SSAT has designated a number of aspects of our practice as 'transforming' through their Framework for Exceptional Education.

Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process. Around 50% of our students come from the borough of Slough, and in particular the local area of Langley, and reflect the diverse local community. The remainder come from a wider geographical area including west London boroughs and south Buckinghamshire.

Over 90% of our students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well-ordered and respectful community; students are polite, courteous and well-motivated. They are also high achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination outcomes are consistently excellent. Pre-pandemic, A-level and GCSE were consistently high, with students making excellent progress from their already high starting points. In the 2024 public examinations, 85% of A Level entries were graded A*-B with a 3-year ALPS score of 3; At GCSE, 75% of entries were graded 9-7 with an expected Progress 8 score of around 0.7..

Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

There is a very comprehensive and well-regarded programme of professional development. All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere. We have a clear focus on staff wellbeing, which is reflected in our track record of excellent staff retention.



**We have signed up to the
education staff wellbeing charter
because staff wellbeing matters**

Curriculum and student support

All students in Year 7 study English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics.

The great majority of Year 11 students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

We support our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

In addition to supporting strong academic outcomes, we therefore seek to develop our students as young people who are...



Confident and well-rounded...

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



Independent and creative...

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



Responsible and caring...

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

External recognition

The school was last inspected in February 2026 by Ofsted. The inspectors described the school as aspirational and welcoming, and a place where pupils thrive. The report praised the 'caring, mutually respectful relationships between staff and pupils,' that pupils are 'self-motivated, independent and highly articulate' and 'consistently behave in an exemplary manner.' The full report can be found on the Ofsted website [HERE](#).



As a member of the SSAT network, and designated as a Leading Edge school we have used the SSAT Framework for Exceptional Education to inform the development of our practice. We have been judged as having 'transforming practice' in all twelve of the framework strands – one of a small handful of schools to achieve this. .

Climate for learning	Culture of reflection	Effective learning behaviours	Effective teaching approaches
 TRANSFORMING PRACTICE IN Climate for learning SSAT Framework for Exceptional Education Reaccredited July 2023	 TRANSFORMING PRACTICE IN Culture of reflection The Framework for Exceptional Education Awarded April 2022	 TRANSFORMING PRACTICE IN Effective learning behaviours SSAT Framework for Exceptional Education Reaccredited June 2023	 TRANSFORMING PRACTICE IN Variety of teaching approaches The Framework for Exceptional Education Reaccredited May 2021
Engagement with key stakeholders & partners	Engaging with evidence and research	Principled assessment	Principled curriculum design
 TRANSFORMING PRACTICE IN Engagement with key stakeholders The Framework for Exceptional Education Awarded June 2023	 TRANSFORMING PRACTICE IN Engaging with evidence and research The Framework for Exceptional Education Awarded July 2022	 TRANSFORMING PRACTICE IN Principled assessment The Framework for Exceptional Education Reaccredited June 2025	 TRANSFORMING PRACTICE IN Principled curriculum design SSAT Framework for Exceptional Education Reaccredited June 2025
Leadership through moral purpose	Professional learning	Quality assurance	Wellbeing
 TRANSFORMING PRACTICE IN Leadership through moral purpose SSAT Framework for Exceptional Education Reaccredited June 2025	 TRANSFORMING PRACTICE IN Professional learning SSAT Framework for Exceptional Education Reaccredited July 2023	 TRANSFORMING PRACTICE IN Quality assurance The Framework for Exceptional Education Reaccredited July 2021	 TRANSFORMING PRACTICE IN Wellbeing The Framework for Exceptional Education Awarded July 2022

Our role as a centre of excellence for the professional development of teachers has been recognised by our designation as one of the **DfE's Teaching School Hubs**. As **TSH Berkshire** we are responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.



Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools



Distinguished School



Regional Training Centre

We also have a commitment to an international outlook and to developing arts subjects in school.



Background to the vacancy

Details of vacancy – Finance Officer

We are offering an exciting opportunity for an enthusiastic and well-organised Finance Officer to join the highly successful Finance Team at our school. This vacancy has arisen following the promotion of the current postholder.

The successful candidate will support the effective day-to-day operation of the school's financial processes, ensuring that all transactions and records are accurate, timely and compliant with the school's financial procedures. The role will involve a range of duties, including processing invoices and payments, managing purchase orders, reconciling accounts, responding to financial queries, and supporting budget monitoring.

The ideal candidate will have strong numerical and administrative skills, excellent attention to detail and the ability to work accurately while managing competing priorities. Previous experience in a finance role is desirable, although training will be provided for a candidate with the right skills and aptitude. Experience of working within a school or education setting may be advantageous.

Job description – Finance Officer

Job Title	Finance Officer
Line Management	The Finance Officer reports to the Finance Manager. The postholder has no line management responsibilities.
Hours of work	37 hours per week, Monday to Friday. Working pattern to be agreed: term time plus additional weeks or all year round. Daily working hours will be agreed with the successful candidate.

Purpose of Role:

The Finance Officer supports the accurate, efficient and timely administration of the school's finances. Reporting to the Finance Manager, the postholder is responsible for day-to-day financial processing, bookkeeping and reconciliations across school private funds, educational visits, ParentPay and TSH Berkshire, alongside support for the academy's public funds.

The role provides a professional and helpful finance service to staff, students, parents and external organisations, ensuring that transactions are properly recorded, supported and processed in accordance with the school's financial procedures and delegated authorities.

The Finance Officer works within agreed controls and deadlines. The Finance Manager retains oversight of the finance function, financial reporting and internal controls.

Key responsibilities include:

School Private Funds & Banking

- Maintain accurate and up-to-date financial records for the Development Fund, Drama Fund, School Fund and other private funds, as required.
- Receive, check and record monies received directly or through authorised staff and students, ensuring income is safeguarded and banked promptly.
- Record income and expenditure on the school's financial systems and prepare payments with appropriate supporting documentation and authorisation.
- Complete monthly bank reconciliations, investigate discrepancies and submit reconciliations to the Finance Manager for independent review.
- Produce regular fund statements as required.
- Deal promptly and professionally with correspondence relating to private funds.

Educational Visits, Trips & ParentPay

- Liaise with the Educational Visits Coordinator and relevant administrative staff to ensure trip income is accurately recorded, allocated and reconciled.
- Monitor income and expenditure against agreed trip budgets and payment schedules.
- Reconcile financial support contributions towards educational visits, including contributions for students eligible for free school meals, where applicable.
- Prepare payments to tour operators and approved suppliers.
- Maintain financial records for each visit and reconcile final income and expenditure, identifying any remaining balances for an authorised decision.
- Set up departmental payment items in ParentPay in the absence of the Administration Officer.
- Monitor and reconcile ParentPay receipts against the school's financial records, process authorised refunds and resolve payment queries from parents and staff.

Gift Aid, Donations & Student Activities

- Maintain accurate records of donors and donations.
- Ensure appropriate Gift Aid declarations and supporting documentation are retained.
- Prepare and submit Gift Aid claims to HM Revenue & Customs.

Academy Finance & Purchase Ledger Support

- Assist the Finance Manager with purchase ledger processing for public funds, recording invoices accurately and within agreed timescales.
- Check invoices against purchase orders and supporting documentation, confirming appropriate coding and authorisation before payment.
- Investigate invoice discrepancies, liaise with suppliers and staff, and follow up missing information or approvals.
- Assist with credit card reconciliations, ensuring receipts and supporting records are complete and discrepancies are resolved or escalated.
- Provide financial and administrative support to the Free School Meals Administrator when required.

TSH Berkshire Financial Administration

- Undertake day-to-day bookkeeping and financial administration for TSH Berkshire under the oversight of the Finance Manager.
- Raise purchase orders as required, prepare and issue invoices, and accurately record income and expenditure.
- Monitor receipts and outstanding invoices, follow up queries and escalate overdue amounts to the Finance Manager and relevant TSH staff.
- Prepare and process authorised payments, bank cheques and maintain accurate banking records in accordance with agreed procedures.
- Reconcile income, expenditure and relevant bank balances, and provide supporting schedules for review and financial reporting.

Month-End, Year-End & Financial Controls

- Complete allocated reconciliations and supporting schedules to the Finance Manager's month-end and year-end timetable.
- Provide accurate records, explanations and audit evidence to support reporting, external audit and internal scrutiny.
- Follow the school's financial procedures and delegated authorities, maintaining clear audit trails and keeping payment preparation separate from independent authorisation and release.

Systems, Records & Service Improvement

- Use the school's accounting and payment systems accurately, including AccountsIQ and ParentPay, and maintain reliable electronic records.
- Handle financial and personal information securely and confidentially, following the school's data protection, access and retention procedures.
- Identify practical improvements to financial administration and support changes agreed with the Finance Manager.

General Duties

- Comply with school policies, including safeguarding, child protection, health and safety, equality and staff conduct requirements.
- Participate in relevant training and the school's professional progress review processes, maintaining the skills and knowledge required for the role.

- Contribute to a positive, collaborative working environment across the finance and wider support staff teams.
- Undertake other reasonable duties, commensurate with the role, as directed by the Finance Manager, Business Manager or Headteacher, to support the effective operation and administration of the school.

This is not an exhaustive list of activities related to the job and is intended as a main summary of tasks only. The job description may be reviewed in consultation with the postholder to reflect the school's needs.

Person Specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Characteristic	Essential	Desirable
Qualifications and experience		
A good standard of education, specifically in English & Mathematics.	✓	
Appropriate accountancy qualifications (AAT) and membership of a recognised professional body (or willingness to work towards a recognised qualification).		✓
Experience working with administrative and financial systems, ideally within a school or educational environment.		✓
Confident in using Microsoft Office and particularly Excel, including formulas, sorting, filtering and producing financial spreadsheets.	✓	
Understanding of relevant financial legislation, policies, and procedures, particularly affecting Academies, and the ability to apply this understanding to real situations.	✓	
Experience in working to a monthly financial timetable.		✓
Knowledge and understanding of the education sector, preferably in an Academy.		✓
Knowledge and skills		
Demonstrate accuracy and attention to detail when handling financial information.	✓	
Confident in using Microsoft Office and particularly Excel, including formulas, sorting, filtering and producing financial spreadsheets.	✓	
Ability to adapt and change, demonstrating flexibility in role.	✓	
Ability to check financial data, identify discrepancies and take appropriate action to resolve them.	✓	
Ability to use Financial Management software (LGS uses Accounts IQ).		✓
Ability to work independently, use initiative and contribute effectively as part of a team.	✓	
Ability to organise competing tasks and meet routine and ad hoc deadlines.	✓	
Ability to communicate financial information clearly and professionally, both verbally and in writing, to colleagues, suppliers and other stakeholders.	✓	
Knowledge of financial procedures and reporting requirements within a school or academy environment.	✓	
Understanding of UK GDPR and the need to handle personal and financial information securely.	✓	
Personal Attributes		
Builds professional and cooperative working relationships with colleagues and stakeholders.	✓	
Maintains confidentiality and acts with honesty and integrity.	✓	
Willingness to undertake training and maintain up-to-date knowledge relevant to this role.	✓	
Adapts constructively to changes in systems, procedures and priorities.	✓	

Staff benefits

	Healthcare and mental health - Up to £25 for an annual flu vaccination - Eye care vouchers to cover some/all of the costs of eye tests and spectacles - Free confidential and independent counselling helpline
	Connection and community - An active staff association that organise social events and gifts - Regular social opportunities to connect with colleagues beyond their immediate teams
	Fitness - Free access to a small onsite gym available outside of working hours - On-site yoga / HIIT exercise classes offered where possible and subject to demand
	Timetabling and cover - Maximum teacher contact time set at 42 hours per/ fortnight - Additional protected PPA period for form tutors - We employ Cover Supervisors to reduce the amount of cover by teachers
	Planning, marking, assessment, and reporting - Specific staff support for administration planning of educational visits and other activities - Teachers encouraged to set homework when it is meaningful, not to a rigid timetable - Feedback policy designed to make marking and feedback demands on staff manageable - Reporting requirements reviewed regularly and streamlined where possible
	Communications and technology - All teachers provided with two devices – an iPad and a laptop school@lgs.slough.sch.uk email filters enquiries to minimise excessive external emails - Communication streamlined through the use of weekly bulletin and staff briefing - ClassCharts and School Cloud used to help teachers work more efficiently and flexibly - iPads are used to support efficient communication between staff and students
	Calendar planning - Parents' evenings end at 6.30pm to reduce late evening working - Occasional CPD 'twilight' sessions run from 2.00pm to 4.30pm - Deadlines and events scheduled to spread workload where possible - Programme of after school meetings is relatively light compared to many schools - Off-site INSET day in December allows flexibility over when to complete CPD tasks - Term dates are carefully set to maximise the number of weekends in school holidays
	Flexible working and leave of absence - Staff leave of absence policy is applied generously - Informal and formal requests for flexible working considered - Teachers with no afternoon lessons or other commitments are free to sign out and work at home
	Professional development - Extensive in-house CPD programme and opportunities for external training. - Funding to support teaching and support staff working towards relevant professional qualifications.
	Other benefits - Cycle to work scheme, ample on-site parking, electric car charging points - Free tea and coffee, free coffee machine, discounted breakfasts for staff - Admissions policy favours prioritises access to children of permanent school staff - Attractive campus with modern facilities and buildings across the whole site

Application process

How to apply

Where possible we would prefer candidates to complete the **Langley Grammar School application form**. This should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

Letters of application should be addressed to:

**Mr D Harding, Headteacher,
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS**

Completed applications should be returned directly to Mrs Dionne Cheyne, Headteacher's PA at the address above or via the e-mail address vacancies@lgs.slough.sch.uk

If you are submitting an online application through the Times Educational Supplement or another similar application platform, please ensure that your personal statement follows the guidance for letters of application above.

Application forms or online applications must be completed in full. **CVs on their own are not accepted.**

Deadlines for application: **Midday on Friday 9 October, with interviews scheduled shortly thereafter.**

References

Please note that in line with safer recruitment practices for schools, we will take up references **at the point of shortlisting** for interviews. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at the interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Potential applicants should be aware that it is a criminal offence to apply for a role if barred from engaging in regulated activity relevant to children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. Shortlisted applicants will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of interview. Referees will be asked whether applicants have been subject to any safeguarding concerns. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly by applying conditions or requirements, which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.