



# GORDON'S SCHOOL

MODERN IDEAS - TRADITIONAL VALUES



Teacher of Physics  
**CANDIDATE BOOKLET**



# INTRODUCTION

The history of this school has endowed it with a tremendous sense of tradition which has shaped the current ethos and values, contributing to a school of which the staff, governors and students are very proud. Gordon's was founded in 1886 by public subscription, at the express wish of Queen Victoria, as the National Memorial to General Charles Gordon, who was killed at Khartoum in January 1885. Since its foundation the School has been privileged to have the reigning Monarch as its Patron.

Located in 50 acres of wooded parkland near Woking, Surrey, it was originally a boys' home, then a boys' boarding school. Gordon's is an 11-18 co-educational, non-selective state

school catering for full, weekly and day boarders. A school of 800 students means that every single boy and girl can truly be known and treated as an individual, with their talents recognised and nurtured; this is considered a real strength of the school.

Gordon's is officially listed as one of Britain's outstanding schools by Her Majesty's Chief Inspector, the last six Ofsted inspections have rated the school outstanding in all categories. However, the school does not rest on its laurels and seeks to be increasingly progressive in maintaining its exceptional standards in a fast-changing educational landscape.



*"The outstanding work of the school is built upon a culture of high expectations and care for the individual."*

# LETTER FROM THE HEAD

Thank you for your interest in the role being advertised at Gordon's School. I hope this pack gives you a taste of "life at Gordon's" to help you decide if this role is the right opportunity for you.

Our vision is to be a remarkable school, renowned as England's finest non-selective school. We do not wish to be the biggest, just the best, providing an unrivalled preparation for life. This means equipping each student morally, socially, emotionally, and intellectually to obtain not just their best possible examination results, but also the skills, values and confidence to be happy and successful to make a positive contribution to the wider world.

Good staff are vital to a successful school and Gordon's is fortunate to have a great team. An enduring priority is to recruit, train, reward and retain this team in order to continue to provide every one of our students with the highest standards of pastoral care, the best possible range of high quality extra-curricular opportunities and the very best teaching and curriculum in a modern, open-minded environment.

Founded on hard work and good behaviour, our inclusive ethos is based on a strident belief that we are all equally different and we strive to ensure that "no-one is left behind" in any area of their lives: their academic progress, opportunities to embrace new experiences or their personal growth.

This is an exciting time in the development of the School and follows the publication of the Plan for Gordon's: a 20 year mission to create:

"A family of Gordon Foundation schools, admired as amongst the world's finest for unrivalled non-selective education."

We are excited by the prospect of recruiting a committed professional to join the next phase of our development and you will have a crucial role to play ensuring that teaching and learning excellence remains at the heart of school improvement.

I hope the information provided in the pack gives you a clear feel of what to expect at Gordon's and helps prepare you for the application process. Please feel free to contact me directly if you have any further questions.



Andrew Moss  
Head Teacher





# APPOINTMENT

## TEACHER OF PHYSICS

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### THE POST

The Governors are seeking to appoint a candidate of high calibre to take up post in Easter or September 2017.

### THE ROLE

In addition to the general duties of a teacher at Gordon's, the successful applicant, who will be line managed by the Head of Department, will be expected to:

1. safeguard and promote the welfare of children;
2. lead a tutor group;
3. teach from years 7 to 13, as required;
4. teach a standard timetable allocation
5. ensure that your teaching room is well-maintained and displays are current and in good condition;
6. effectively assess, record, monitor and report on students' work and progress;
7. play an active role in the extra-curricular life of the Department, including contributing to off-timetable workshops, competitions, trips, open days and so on;
8. make a positive contribution to the efficient running of the Department, marking examinations, attending departmental meetings, and undertaking administrative and other tasks as delegated by the Heads of Department;
9. enhance the quality of teaching and learning in the Department and wider school through sharing resources and good practice, lesson observation, collaborative teaching, mentoring and active participation in continuing professional development;
10. support the school's ethos and objectives: including attending the three annual major events – Annual Parade and Prize Giving, the Memorial Weekend and GSA 'Fun' Day.

### GORDON'S SCALE SALARY – up to £47,680

Gordon's operates an enhanced salary structure, for which we expect staff to contribute to the wider life of the school at all times. Salary includes:

- Gordon Allowance, including London Fringe payment
- Boarding Allowance
- Key Stage coordinator TLR 2a

### APPLICANTS WILL BE EXCELLENT TEACHERS:

- Enthusiastic, with presence
- Highly organised
- Have strong academic qualifications and subject knowledge
- Be passionate about supporting the school's boarding school ethos

### KEY ATTRIBUTES, MOTIVATION AND ATTITUDE

The right person for the job will:

- Have 'affable intensity': a sense of humour, but retain sharp intensity for what needs to be done and ability to 'get on with it'
- Want to continually improve and strive to ensure the department is the highest achieving department in the school
- Understand that teaching is first and foremost about service and 'going the extra mile' for the students

*“This is an exceptionally good school.”*

## OFSTED Report

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### WE OFFER:

- Attractive and spacious campus, within easy reach of the M3 motorway and London
- Well-resourced facilities, including a new 6th form centre
- Complimentary meals
- A shorter academic year than most state schools
- Free access to the on-site fitness centre and swimming pool
- Generous support for professional development
- Outstanding staff: professional, supportive and committed
- Exceptional students
- Accommodation for staff undertaking residential boarding house duties.

### APPLICATION PROCESS

Having read the materials provided I do hope you will wish to make an application, and you should do so by completing the application form in full, and accompanying it with a covering letter. In your letter, please make clear how you consider your qualities and experience would fit you for the post as described, and express your vision of how the role will contribute to the future development of the school. *Please state in your covering letter if you wish to apply for the Head of KS4 Science role as well as Teacher of Physics.*

### REFERENCES

You are asked to give the names of two referees, one of whom should be your current Head Teacher.

Deadline for applications: Monday 5th December at 4pm

Interviews: Thursday 8th December  
Start date: Easter or September 2017

Address: West End, Woking, Surrey, GU24 9PT  
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E-mail: [jferguson@gordons.surrey.sch.uk](mailto:jferguson@gordons.surrey.sch.uk)  
Web site: [www.gordons.surrey.sch.uk](http://www.gordons.surrey.sch.uk)

Gordon's is an 11-18 co-educational, non-selective state boarding and day school with Academy status. It was established as the National Memorial to General Gordon of Khartoum and is supported by the Gordon Foundation, an independent charitable trust.

Head Teacher: Mr Andrew Moss  
Chairman of Governors: Mr Richard Whittington  
Gordon Foundation Chairman: General Sir Peter Wall

*“There is no compromise on standards”*

OFSTED Report



## LIFE AT GORDON'S

Set in a beautiful 50 acre Surrey site, the School enjoys excellent facilities and an aspirational learning environment. Gordon's is recognised by HM Chief Inspector of Schools as one of Britain's finest non-selective schools, with circa 750 pupils including 200 residential boarders and a thriving sixth form.

Massively over-subscribed, Gordon's size ensures that every pupil is well known and nurtured as an individual. The school has a very strong emphasis on academic standards, self-discipline and traditional values and aims to offer more than just outstanding examination results, providing abundant opportunities outside the classroom and exceptional pastoral care.

At a boarding school all teaching staff are expected to contribute to the extra curricular life of the school. There are over 40 extra-curricular opportunities for students

after school, known as Period Seven including: competitive sporting fixtures, CCF, Duke of Edinburgh Award Scheme and a raft of other options from scuba-diving to Mandarin.

Music and drama are a strength providing frequent concerts, productions and performances. Marching practice takes place most Fridays after school in preparation for school parades, of which there are eight a year. Gordon's Pipes and Drums have received acclaim far beyond Surrey and Gordon's is the only school in Britain to stop the traffic in London for our annual Whitehall Parade in memory of General Gordon!

There is an exciting calendar of school trips which support the curriculum and develop young people including, in 2014: Ten Tors, a hockey tour to Cheltenham, rugby tour to Portugal and Gold Duke of Edinburgh expeditions to Borneo, India (Himalayas), Norway, Kenya and Bavaria.



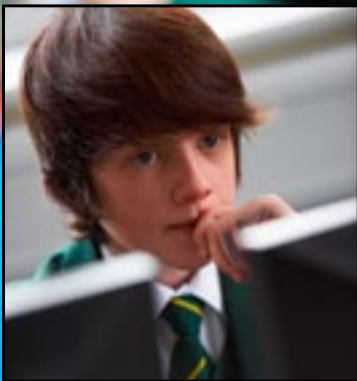
# HOW IS THE SCHOOL ORGANISED?

The Senior Leadership Team (Head, Bursar and two Deputies) meet on a weekly basis. The Leadership Team consists of the Head, Deputy Head Pastoral, Deputy Head Curriculum, Assistant Bursar and four Assistant Heads.

Pastoral work in the school is led by Heads of House who have a reduced teaching load and are line managed by the Deputy Head (Pastoral). This work includes the academic progress of groups of students alongside Form Tutors, their personal development and monitoring behaviour and rewards. Academic work in the School is led by Heads of Department who are line managed by the Deputy Head (Curriculum) and the Head.

The school has a strong and experienced governing body which is very supportive of the work of the School and enjoys excellent relationships with the staff. It brings strong expertise to several key areas of the school's work.





## WHAT ARE THE KEY ELEMENTS OF THE CURRICULUM?

Gordon's runs an academically rigorous programme with few vocational subjects. Lessons run Monday-Friday only, with Saturday mornings reserved for sporting fixtures and other extra-curricular activities.

Students in Key Stage 3 follow a broad curriculum including food technology, ICT, graphics, resistant materials, RE, English, maths, science, history, music, geography, art, drama, PE and three modern foreign languages.

At Key Stage 4 students currently follow a core curriculum of a modern foreign language, English, maths, science, PE and three options subjects.

A number of additional subjects are offered at Key Stage 5, including economics, computer science, media studies and psychology.



*“Students’ behaviour both within lessons and at other times is impeccable”*

OFSTED Report

## HOW DO WE APPROACH LEARNING AND TEACHING?

Learning and teaching in the school is a key strength. This is illustrated in the last Ofsted Report and our own internal database of lesson observations.

Recruiting the highest quality staff has been a key element in this success. Learning and teaching is led ably by the Curriculum Deputy and Heads of Department who seek to ensure that it always remains at the centre of what we do.

Subject leadership is at the heart of future success and in this vein Gordon’s is proud to have seven departments (English, mathematics, science, history, geography, music and MFL) as members of the Prince’s Teaching Institute.

A significant part of the successful candidate’s role will be ensuring that future learning and teaching is informed by the latest educational research and theories, looking to further develop our practice by nurturing assessment for learning, independence and thinking skills, enhanced by the vibrant use of appropriate e-learning opportunities.

We are keen to foster a culture of sharing best practice as well as challenging and supporting those who need to improve further, where INSET is provided and delivered internally, encouraging collaboration across the curriculum.

*“This is a school that many teachers would give their right arm to work in.”*

Quote by an Ofsted Inspector

## WHAT ARE THE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR STAFF?

Opportunities for staff development are broad and varied. Action research is encouraged and the school is keen to ensure that professional development makes a tangible contribution to creating an evidence-led profession. All staff have access to the school's Professional Development Pathway programme, which includes access to the Institute of Leadership & Management awards scheme. Staff are encouraged to work hard but to also have a life!

## TECHNOLOGY AND LEARNING

Modern ideas, traditional values: we do not seek to be cutting-edge but we have spent substantial sums in the last two years to update our infrastructure, installing wireless across the school, improving our use of mobile technology and developing a useful intranet. Our key principle is that technology should serve teaching and learning, not drive it.





The background image shows two young women in school uniforms (green blazers, white shirts, and dark skirts) walking through a brick archway. They are both smiling and holding folders. The archway is made of red and dark blue bricks. In the background, there is a red brick building with a white-framed window and a white door. A green tree is visible behind the building.

## PAST PERFORMANCE

The School is committed to providing an academic education that allows each student to achieve his or her full potential. A measure of our success is our consistently impressive public examination results. Of course, and despite what may sometimes be suggested by the modern culture of league tables, public examinations are far from being the only ingredient of a good education. Nor do academic qualifications on their own guarantee success or happiness. However, it is undeniably true that young people are given a far better chance in life if they do perform to the best of their abilities in their examinations.

We are consistently in the top 10% of schools nationally for student progress and each year we are named in the Daily Telegraph Top 30 comprehensive schools at GCSE and in the

Sunday Times top 200 state schools at A Level.

We want to remain one of the country's top performing schools for both attainment and progress but at the same time, we aim to ensure that all our teaching is engaging and inspiring, with lessons designed as a genuinely educational experience rather than simply a tool for examination preparation.

We also recognise the importance of character and all-round achievement and we are proud of calibre of young person the school helps develop. Qualifications get people to interview but it's our personality, our confidence, the varied experiences we have had and the rich stories we can tell of friendship, adventure, success and failure that land the job.



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