



HEADTEACHER

Information for Candidates

www.gadshill.org



Our Future: Built on our History

Gad's Hill is an independent day school for boys and girls aged three to sixteen years, located near Rochester, Kent. Based within the former home of Charles Dickens, the School is ideally situated with easy access to the M2 motorway and high-speed rail connections to London. The School combines modern facilities with timeless values. The Kindergarten and Junior School occupy purpose-built accommodation opened in 2013. The Senior School occupies Charles Dickens' former home, along with a range of other buildings including accommodation for specialist and practical subjects. At the present time, the School has just under 310 pupils on roll and employs just under 90 staff, around 40 of whom are qualified teachers.

Our Mission

Our mission is to enable our students to enjoy school, to achieve good academic qualifications and to develop those personal attributes and qualities which will guide them on their journey through life.

Our Vision

Our vision is to be the first choice independent school for families in Kent who value a well-rounded education for their children. It is our intention that our pupils leave Gad's as confident, mature, articulate, pleasant and self-reliant young people who are well equipped to enter the world through a university education or career of their choice.

Our Values

We value **excellence, enthusiasm, friendship** and **success**. These attributes underpin all that we do. Our mission, vision and values are shaped by our commitment to educate children holistically, as articulated by our school motto: *"First to thine own self be true"*.

Our Ethos

We believe that children do well when they are happy at school and at Gad's we pride

ourselves on providing a friendly environment, where enthusiasm and hard work are the foundations for achieving success.

There is more to life than exam results alone and while Gad's enjoys the reputation of receiving good GCSE results this is not our sole focus. We want to offer our pupils a foundation in life, working with them to become confident, motivated and articulate young people ready for the next stage in their education and life beyond.

Governance

The School's work is overseen by an experienced, diverse, pro-active Board of Governors which works closely with the Senior Management Team (SMT). The School is a Company Limited by Guarantee and a Registered Charity. There is no endowment. The School is a member of the Independent Schools Association (ISA). Under the School's current Articles of Association, the Headteacher is an ex-officio Governor of the School and, hence, Director of the Company and Trustee of the Charity.

Structure and Nomenclature

The School is structured as follows:

Section	Year Name	NC Year
Kindergarten	KN	Nursery
	KR	Reception
	K1	Year 1
	K2	Year 2
Junior School	J3	Year 3
	J4	Year 4
	J5	Year 5
	Remove	Year 6
Senior School	Shell	Year 7
	Lower 4 th	Year 8
	Upper 4 th	Year 9
	Lower 5 th	Year 10
	Upper 5 th	Year 11

Our Future: Built on our History



Our History

Gad's Hill Place is world-famous as being the former home of author Charles Dickens, who lived here from 1856 until his death in 1870. It is here that he penned his classic novels "*Great Expectations*" and "*A Tale of Two Cities*".

In the 1920s Gad's Hill Place was converted into a school for girls and in September 2001 the school became fully co-educational, admitting boys throughout. Gone, however, are the days when the school could be housed solely in an 18th century country manor house. In recent years the School has developed as Masterplan for the site, against the backdrop of the historic house. After a lengthy process, planning consent was finally secured in July 2010 to develop entirely new accommodation for the whole School.

Phase I (built) is the Kindergarten and Junior School along with a number of whole-school facilities. Phase II (not yet under construction) will be new accommodation for the Senior School.

The Present

Our new building is now the established home of Kindergarten and Junior School, along with a

number of facilities used by pupils of all ages: a music suite, sports hall, assembly hall and catering and dining facilities. These facilities provide future generations of pupils, aspiring sports stars, budding young musicians and actors with the resources that they need to thrive and excel.

A section 106 agreement is in place with the Local Planning Authority (LPA), Gravesham Borough Council. This requires that upon eventual completion of the Masterplan, Gad's Hill Place (Charles Dickens' former home) be demised on a lease to a charitable trust established a few years ago. The trust would then operate Gad's Hill Place as a visitors' centre "*to provide a museum, tours, events, activities, information and services which advance and promote the appreciation and study of the life and works of the famous author, Charles Dickens*". Until such time as the School vacates the building, the Trust hosts monthly, weekend tours of the House.

The Future

It was originally envisaged that the second phase of the project would see the demolition of a mix of buildings erected through the School's history, and the construction of a new Senior School. In recent months, some

Our Future: Built on our History

consideration has been given to working up a more phased approach to delivery of the new Senior School buildings. This work is at an early stage, but may be a way to renew the accommodation for this important part of the School, while incurring more gradual capital expenditure. The new Headteacher will be invited to bring their experience and thoughts to the project at this critical stage, and as the plans progress the Headteacher will be the public face of the Board in terms of moving the project forward: representing the School with the LPA, English Heritage, neighbours, parents and all other interested parties.

Funding

As with Phase I of the project, it is expected that a significant proportion of the funding for new Senior School accommodation will come from new bank borrowings. Governors are very well aware of the importance of balancing development and advancement of the School along with prudent financial management, and their responsibilities as Company Directors and Charity Trustees. There may be some scope for fund-raising, appeals and the like however in the past these have achieved only a modest level of income. Whatever the funding streams, the new Headteacher will need confidently to be the public face of whatever publicity events are necessary, and to support the Bursar and relevant Governors in negotiations with the Bank and other interested parties – not to mention the design and specification of the new buildings!



Kindergarten and Junior School



Kindergarten

We take great care to balance structure with informality and creativity. Our dedicated and enthusiastic staff encourage pupils' curiosity and imagination, capturing their attention to achieve sound communication, language, literacy and mathematical skills. In addition, we aim to develop linguistic skills in a second language.

Kindergarten children learn about a variety of cultures from visitors who support classroom topics. They also enjoy a wide range of trips

which enhance the rich curriculum. This approach improves our children's understanding of the world around them and helps to consolidate all that they have learned in the classroom.

The Kindergarten comprises:

- Nursery (KN)
- Reception (KR)
- K1
- K2

Our Foundation Stage provides a stimulating, caring and vibrant environment where children learn important social skills and thrive on the planned learning opportunities, particularly in early reading, writing, mathematics, technology and creativity.

Nursery

Our Nursery welcomes pupils from the term in which they turn three years old. We currently participate in the national Early Years funding programme, offering the universal 15 hours but not the extended 30-hour offering. Perhaps the most important thing for children of this age is adapting from life at home to life at school. We actively foster a strong partnership between the two bedrocks of the children's lives and encourage parents to be closely involved in the education of their children, helping them to learn through what comes naturally to them: playing, exploring, investigating and questioning.

Having its own separate entrance and play area, this part of the School boasts excellent, self-contained facilities for role play, story time, class activities, language and literacy groups,



Kindergarten and Junior School



reading and computer activities and teacher-led tasks. Outdoors there is a secure, fully enclosed area with units for art and wet activity and, of course, play!

Reception

From Nursery, Reception is a natural progression, combining a warm, welcoming atmosphere with a bright, spacious and stimulating environment, which provides a wide variety of learning areas. The children are well-motivated learners, who continue to work within the seven areas of learning from the Foundation Stage curriculum, with an increased focus on the teaching of reading, writing and numeracy.

Each child enters Reception with his or her individual temperament, family structure, cultural heritage, language and learning ability. We value and respect each child's unique sense of self. We believe children thrive when they are given abundant opportunities to play in a creative, supportive environment and this is what we work to provide.

Each half term our learning focuses on one or two different topics through which we incorporate a range of adult-led, child-led and child-initiated learning and play.

An online learning journal is compiled for each individual child. This includes a range of evidence collected from school and home through the use of "Tapestry" software. This learning journal will map the progress children make through The Foundation Stage.

K1 and K2

Year K1 onwards is about exciting, stimulating fun and opportunities coupled with sound basic learning in the crucial reading, writing and maths areas. We take great care to balance informality and structure with creativity and sensitivity. We cover all the bases ensuring the basic skills are there to enable a pupil to go on to develop and achieve to the best of their individual ability. We keep our class sizes small to ensure every child is nurtured and supported.

In Maths and English we follow the National Curriculum and we also promote reading and writing skills by following the "Read Write Inc." scheme. The learning experiences in K1 are enhanced by various visits and activity days throughout the year.

There are also many after-school activities for the children to enjoy such as DT club, Art club, Science club, Yummy Scrummy Club and various sports clubs.

Year K2 pupils learn using a topic-based approach. Each topic lasts for one half-term and covers one of the main National Curriculum areas of Science, Geography or History.

Each topic has a related role-play area, which all the children enjoy using. Throughout the year, K2 take part in a number of productions, in collaboration with the other Kindergarten classes. We also enjoy a variety of trips and visits, including Gad's Hill Farm, the Gravesend Gurdwara, and the Orchard Theatre in Dartford. We work hard, learn lots and have a great deal of fun!

Kindergarten and Junior School



Links are made to Art, Design and Technology, Spiritual, Moral, Social and Cultural (SMSC) Development, Computing and Literacy. Children get to visit our own “Forest School” weekly. We place great emphasis on learning outside the classroom.



The Junior School offers an excellent all-round education, balancing academic success with exceptional pastoral care and a wide range of activities. With classes restricted to a maximum of 20 children whenever possible, our teachers have more time to forge constructive relationships with their pupils. This, and our children’s undaunted love of adventure, helps to reinforce academic development.

Unlike most other primary and prep school children, Gad’s pupils enjoy the facilities shared with our adjoining Senior School. This means that Physical Education, Music and Drama lessons are always fun as the children make full use of our on-site theatre, extensive gymnasium, playing fields, jungle gym, assault course, and AstroTurf. The close relationship with our Senior School means that our Juniors also benefit from being taught by dedicated subject specialists for sports, swimming, music, drama, DT, Spanish, art and science.

Junior School

Our Junior School pupils are happy, bright and confident children. Children at this age learn best by “doing”, as they have a natural desire to explore, investigate and challenge themselves.



The Junior School Curriculum



We offer a rich and varied curriculum which meets both the National Curriculum and Independent Schools Curriculum requirements. We pride ourselves on teaching consistently outstanding lessons, which aim for academic excellence at all times.

We believe that children excel academically when they are inspired to learn. The curriculum is delivered through a range of exciting and engaging topics and built upon a progressive ladder of skills.

English

We hold that English is of particular importance as it permeates all the other curriculum areas. The subject is taught by class teachers but planning meetings ensure full integration into all the other subjects we offer.

Children are given numerous opportunities throughout each day to practise their speaking and listening skills by engaging in guided conversation on specific topics or circle time. Reading is equally valued: from an early age, our pupils take books home to share with adults. As they become more proficient, they extend their reading matter to a wider choice of fiction and non-fiction books which they choose from our well-sourced school library. Every pupil has an “*Accelerated Reader*” log-in; Accelerated Reader is given a very high profile throughout the Junior School. Class activities are supplemented with visiting authors, World Book Day and so on. All children are members of the Higham village library.

Our pupils are introduced to various styles of writing to enable them to select the most appropriate genre for any writing task they undertake. Weekly homework, spellings, half-an-hour of reading each night, reading comprehension and whole-class books are all methods employed to improve pupils’ literacy skills even further.

Mathematics

We aim to teach our pupils to make sense of Mathematics so they can use and apply it confidently in their everyday lives. Lessons are taught through a carefully structured scheme that follows the guidelines laid down by the National Curriculum.

The emphasis in the classroom is on variety and stimulating learning through practical activities, problem solving, mathematical investigations, mathematical games and the mastery of mental skills and strategies. In addition to the curriculum, our pupils compete in the annual national Maths Challenge, with the whole school taking part in World Maths Day.

Each class teacher strives to challenge and inspire every pupil through whole class teaching, groups and individual work. Regular homework is designed to reinforce class work, as is the use of mental mathematics games such as “*Mathletics*”.

The Junior School Curriculum



Science

Science makes an increasing contribution to all aspects of life and is a core subject of the National Curriculum. Children are naturally curious and fascinated by everything around them. The study of science helps them answer their “why” questions and make sense of their world.

We base our teaching around an engaging programme of study to meet the needs of all pupils. The children will develop their knowledge and understanding of living things (their environment and processes), materials and their properties and the physical sciences. They will be given the opportunity to develop investigative skills. The scientific method used encourages the development of both thinking and physical skills. This will include exploring, questioning, hypothesising, testing, observing, predicting, and reaching sound conclusions.

The school has a well-equipped, specialist Junior Science laboratory and full use is made of our extensive grounds with its woodland and field.

Humanities

Just when you thought young people were more than capable of holding their own in arguments, we now have an approach that will make them experts!

“*Higher Order Thinking Skills*” are more than just equipping young people with the skills to handle the unreasonable demands of nagging

parents. It provides students with a set of important academic tools that can particularly be applied to the study of Geography, History and English.

We provide as much room as possible for individual thought in the study of Humanities to give pupils a deeper understanding of the world they live in and opening their eyes to the wonders of the natural world.

We aim to teach pupils the methods to distinguish facts from opinions, how to weigh up the strength of somebody else’s case, to recognise other people’s assumptions and to get them to respect each other’s viewpoints.

As well as learning facts and topics, we encourage our pupils to learn how to think, reason and write in a coherent and logical way.

Spanish

Spanish is continued in the Junior School, building on the work in Kindergarten. We believe that pupils make best progress when they learn Spanish through lively but well-structured activities, songs, and games.

Our curriculum provides opportunities for as many authentic language experiences as possible, with an emphasis on developing cultural understanding.

DT, Art and Computing

Junior pupils work on termly project-based activities to acquire a broad range of subject

The Junior School Curriculum



knowledge and draw on cross-curricular experience from other subjects, such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Design and Technology, they will develop an understanding of its impact on daily life and the wider world.

Juniors are challenged with a range of exciting design briefs and projects to test their abilities and stretch their creative designing skills. We aim for each project to allow pupils to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They are challenged to design and make a creative, practical and viable working product.

Junior School Art and Design allows children to develop their imagination and we provide them with the relevant artistic skills to express themselves fully. Pupils begin with basic skills and are gradually introduced to more complex artistic techniques including tonal and colour rendering and sketching from direct observation, so they are able to improve their control of materials and fully communicate their feelings and observations.

The school is very well resourced for Computing. A secure network allows shared learning resources across the school, with internet access and wireless connectivity. Junior pupils have their own usernames and passwords and are provided with an internal

email account. Each classroom has an interactive whiteboard and a computer, with access to a wide variety of cross-curricular software appropriate to their age group. A dedicated Junior ICT suite allows pupils to work individually on a computer.

Once a week pupils from Year J3 to Remove attend ICT lessons with an ICT specialist teacher. The progression and continuity of ICT skills is developed in these lessons, through purposeful cross-curricular activities. Core topics cover desktop publishing, graphics, data handling, modelling, control and safe use of the internet.

Extra-Curricular Clubs

A wide variety of clubs operate across the Junior School including:

- Fencing
- Badminton
- Basketball
- Fashion Design
- Chess
- Dance
- Authors
- Art
- Cheerleading
- Karate
- Science
- Football
- Cadets

The Senior School



At Gad's we have high and exacting standards, underpinned by a commitment to shared traditional values. This leads to a happy, positive environment, where each pupil can flourish, whatever their talents.

We recognise that education is about preparation for life. We treat each child as an individual, stretching the more able and encouraging those who need extra assistance. We consciously give our pupils opportunities to develop skills which will serve them well in later years. While the curriculum focuses on preparation for GCSE success, we aim to provide our senior school pupils with a foundation in life, not just the best exam results.

Our pupils are encouraged to go beyond the curriculum – to develop a love of learning rather than just seeing school as a gateway to higher education. We place great value on our pupils enjoying themselves and regularly involve them in activities they love: performing arts, music, sports, community projects, extra-curricular activities, and overseas trips that broaden their horizons. This helps to create well-rounded, interesting individuals who can display teamwork, resilience, concentration, and confidence in front of an audience. The breadth of what we offer combined with excellent facilities and first-class teaching means that our pupils improve their prowess in subjects that they may need on their path to a rewarding career.

Each of our Senior school pupils arrive – either progressing from the Junior or another school – as an individual, and the school's heart and soul

goes into developing that individuality together with a sense of social and moral responsibility and a love of learning. By providing new opportunities and challenges throughout their time in the school, we aim to teach our pupils how to learn and to think about the possibilities in their intellectual, physical and social surroundings. Team working, problem-solving, self-expression, confidence in front of an audience – these and other skills needed by the next generation of leaders are embedded in the day's mix of lessons, games and activities.

The focus in the Senior School is very much on preparation for GCSE success so that our pupils can then go on to the Sixth Form or College of their choice, and attain success at 'A' Level. It is our ultimate objective to ensure that all of our students go on to gain a university placement or into a career of their choice. We also aim, through a huge variety of extra-curricular sports, Drama, Music, Combined Cadet Force (CCF) and visits and trips to produce articulate, mature and capable young adults.

Because we are a small school and limit our class sizes to 20 pupils, we are able to give our students much more individual attention. Our tutors know each child well and are able to target specific support when and where it is needed, whether to stretch the more able or to encourage those who need extra assistance.

In Lower 4th all pupils become part of the School's Combined Cadet Force learning much about themselves and well as valuable skills of leadership, teamwork and the opportunity to meet some really exciting challenges head-on!

The Senior School



The school day is a full working day, which balances academic rigour with sporting opportunities and the large variety of clubs and societies available until 5pm. If we did not work until 5pm, there would not be sufficient time for pupils to make full benefit of everything the school has to offer.

Curriculum

From Shell to Upper 5th, our pupils follow a diverse curriculum leading ultimately to GCSE success.

During Key Stage 3 (now condensed to Shell and Lower 4th only) our students follow a broad programme of English, Maths, Science, Computing, Design and Technology, Art, History, Geography, Spanish, Music, Drama, and SMSC. All senior school students also enjoy five sports lessons per week. Shell have weekly swimming lessons and our Lower 4th have weekly CCF lessons.

During those important Key Stage 4 years (Upper 4th, Lower 5th and Upper 5th), we provide a splendid GCSE programme, with breadth of choice, catering for pupils of all abilities. All students study our core subjects of English, Maths and Science. They add to this a choice of further subjects including Drama, Music, Design and Technology, Food and Nutrition, French or Spanish, Art, PE and BTEC in Teamwork and Personal Development (CCF).

With a commitment to academic excellence at its heart, the Gad's curriculum also delivers a vibrant and inspiring extra-curricular programme.

The GCSE years are a challenge for all pupils and our ethos at the school is to support them in their learning, but also to challenge and push them to achieve their best. We support this through regular teaching and learning and a constant dialogue with parents about how their child is progressing. Gad's is a close and supporting community: we work very closely with parents to address fully all learning and pastoral needs.

Form Tutors work closely with the Head of the Senior School, Director of Standards and Development, and the Director of Studies to monitor and review the progress of each pupil under their care. Progress is benchmarked against the Key Stage 3 National Curriculum attainment levels and the Numeracy and Literacy Strategies. Parental reports are made available throughout the year together with parental consultation evenings.

Pupils in all Years are also offered a choice of clubs within the extended working day and will study the core subjects along with their option choices made at the end of Key Stage 3. We pride ourselves as an all-through school and work hard to make the transition between Key Stage 3 and Key Stage 4 as smooth as possible for all students. Small classes allow staff to engage all pupils in a variety of ways.

At Key Stage 4 the school continues to offer SMSC lessons that are supported by the work of the Form Tutor. Each child is encouraged and empowered to participate in the life of the school and to reach their full potential whether on the sporting field, playing an instrument, raising money for charity or enhancing the

The Senior School



school assemblies with topical presentations and dramatizations.

We understand that Upper 5th is a very demanding time for our pupils: big choices need to be made and exams must be thoroughly revised for. We promote the idea of preparing learners for all aspects of life too, and encourage a mature and responsible attitude amongst pupils by assigning prefect duties and choosing deputies and a Head of School.

During the Easter Holidays the school normally provides a series of revision and coursework sessions.

At the end of Upper 5th, pupils leaving us for sixth form colleges or other kinds of further education have our guidance, advice and help in crafting personal statements and choosing subjects that are right for them.

Academic Scholarship Programme for September 2018 Entry

Scholarship Award assessments have been held for internal and external Year 6 pupils entering the Senior School in September 2018. These scholarships seek to retain and recruit the most able learners to the Senior School by offering fee reductions to those who attain the highest academic standards.



Music

Right from the beginning, all of our pupils learn to play a variety of musical instruments and parents have regular opportunities to see their children perform. Our pupils benefit from being taught by dedicated, specialist teachers in purpose-built music classrooms and are also able to take advantage of private tuition from visiting peripatetic teachers. If pupils show vocal or musical talent, they can join one of Gad's thriving choirs, ensembles or bands that perform at our concerts, not only at school but at some of the country's famous venues including the Royal Albert Hall as well as Rochester and Canterbury Cathedrals.

Kindergarten

In Kindergarten, pupils explore the various elements of music and develop their skills in playing, composing and listening to different musical styles. Pupils as young as three years old will have the opportunity to perform in front of parents at the annual Harvest Festival, Nativity, Carol Concert at Rochester Cathedral, Spring Music Festival and Prize Giving.

Junior School

Class activities focus on performance. Pupils have two lessons a week, which include activities such as singing and playing instruments.

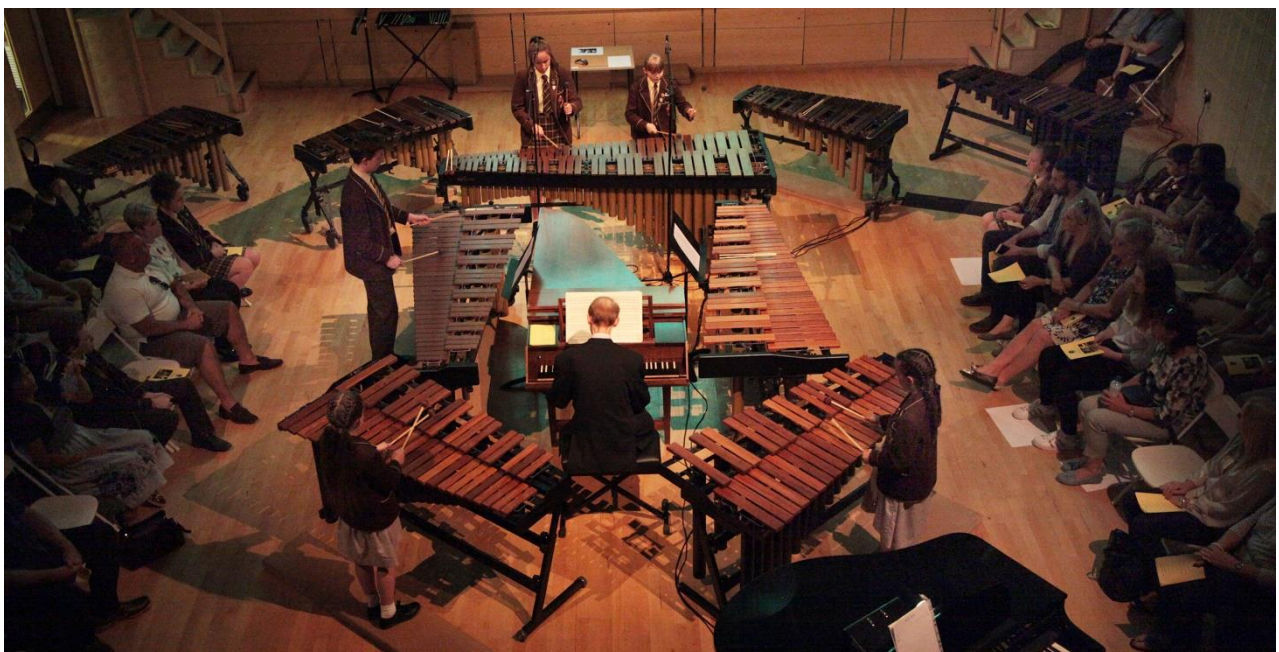
There are many opportunities to perform, in class, assembly and in one of our many concerts. There are also a wide range of extra-curricular activities including Junior Ensemble and Junior Choir. These activities are supported or led by the team of visiting peripatetic teachers who teach: piano, guitar and singing.

Music is always active and very practical with enjoyment of the subject being a primary objective. Lively and busy is the musical life of a child at Gad's Hill School!

Senior School

In the Senior School, music lessons are for all pupils in Shell and Lower 4th. At Key Stage 4, Music enjoys an enviable record of success: summer 2017 GCSE results were 'A' grades for each of the five pupils entered.

We are also proud to hold an evening of music where soloists of the highest standard in the school and all the ensemble groups are invited to perform to the delight of family and friends.



Performing Arts

Performing Arts play an important part of both class time and extra-curricular time at Gad's and are key to developing confidence and self-esteem. It is by preparing performances that many learn the value of team work and commitment.

We are keen to enrich the lives of our pupils by allowing them to explore their talents and to develop positive working relationships with others. We encourage all pupils to think independently and creatively, while understanding that success comes with hard work.

The discipline of Drama is taught across the Key Stages and our many performances showcase the high standard of our students.

Kindergarten

As early as Kindergarten, children have the opportunity to perform on the stage. Children take part in termly productions including the Harvest festival, Christmas Carol Service at Rochester Cathedral, Spring Festival and an annual Nativity.

Many of the school productions take place in our new school hall which is equipped with the appropriate staging, lighting and sound equipment. We also make use of the facilities at the Historic Dockyard Church in Chatham and The Woodville Halls, Gravesend for any large-scale productions.

Dance at Gad's takes place mainly after school: all children have the opportunity to enjoy a range of dance technique classes from Ballet to Contemporary Dance and choreography.

Junior School

Drama is an integral and enjoyable part of the curriculum and pupils have weekly Drama lessons with a specialist teacher. From Year 3 they take part in a range of activities where they learn different drama skills and techniques. Drama has strong cross-curricular links with English, History and Geography and

where possible, the Drama that the children experience relates to work that they are covering in class.

Visiting workshops come in to school for most year groups and the children get the opportunity to work with experienced actors and perform in front of an audience.

All pupils take part with energy and enthusiasm in school productions and in the Spring term they get to present the annual school production to proud parents and family.

Senior School

Senior pupils enjoy weekly drama lessons teaching the skills of voice work, performance skills, costume, stage management, production and interpretation of script. Pupils may opt to take a GCSE in drama and recently LAMDA lessons have been added to the School's extensive range of activities and additional classes offered.

In recent years our children have performed in *"Oliver!"*, *"The Wizard of Oz"*, *"Beauty and the Beast"*, *"Godspell"*, *"Bugsy Malone"*, *"Cinderella"* and *"Joseph"*.



Sport



Our pupils learn to keep fit and play competitive sports, from their time in Kindergarten right up until they leave school. Sport is an important part of life at Gad's as it teaches discipline, teamwork and is fun!

Equal opportunity, full participation, and fair play are emphasised through both team games and individual pursuits, helping children to develop a competitive spirit which is so important in the post-school world.

The indoor and outdoor facilities allow us to offer a really broad range of sports to our pupils and we regularly participate in and enjoy considerable success at local, county and regional fixtures and tournaments. Pupils are encouraged to make full use of the extensive grounds and sports facilities during breaks.

Specialist teachers teach Physical Education throughout the school. Our facilities include an all-weather court, 'jungle gym', a sports field, a sports hall and small gymnasium. Swimming is taught from at a local leisure centre. A balanced PE programme develops the skills to play games such as rounders, cricket, football and rugby. Athletics, fencing and swimming are also important parts of the curriculum and there are many after-school clubs available too.

Kindergarten

In Kindergarten, sport is about learning what your body is capable of – improving hand/eye co-ordination, spatial awareness and balance, among other skills. The aim of Kindergarten sports is to grow a passion for exercise at an early age that we hope children will maintain throughout their lives.

Junior School

Pupils in Years J3 to Remove have two eighty-minute PE lessons and an eighty-minute swimming lesson each week.

At this point in the School, sport is about extending a pupil's passion for exercise – something we hope they will maintain throughout their lives. Pupils participate in all manner of physical and sporting activities, ranging from simple playground games to fixtures against other schools. Pupils have the opportunity to be healthy, active and competitive. Within lessons, skills are taught that can be used in team games such as football, netball, tag rugby and hockey.

Girls' games include:

- Autumn Term: hockey and cross-country
- Spring Term: netball
- Summer Term: athletics and rounders

Sport



Boys' games include:

- Autumn Term: rugby and cross-country
- Spring Term: hockey
- Summer Term: athletics and cricket

We also teach fencing, rotating with swimming lessons as required.

Senior School

Outdoor activities are a big part of life at Gad's Hill School, but we strike a balance between working hard and playing hard, so that pupils can enjoy all the opportunities available.

With a variety of activities on offer, we are confident we provide something for everyone. As well as the traditional rugby, football and cricket for boys and hockey and netball for girls, we offer swimming, fencing, cross-country, handball, badminton and much more.

We value sport, not only for the overall health benefits and well-being of our pupils, but also for the enormous benefits it brings in terms of motivation, humility, team work, interpersonal skills and confidence.

Our outstanding facilities and dedicated coaching mean that we are able to help pupils to achieve the highest standards.

Our pupils are involved at International, National and Regional level as rugby and hockey players, and athletes.

The Combined Cadet Force and the Duke of Edinburgh Award programme allow pupils further opportunities for archery, rock climbing, mountain biking, abseiling and sailing.



Academic Profile

As a largely non-selective school, we have a wide range of academic abilities throughout the whole school, yet pride ourselves on achieving GCSE results above the national average. In 2017, 80% of grades received were passes, compared with 66% nationally. In English and Mathematics, 74% of students achieved a grade 4 and above in both, with 51% achieving a grade 5 and above. 69% of students achieved five or more pass rate GCSEs, with some students achieving up to ten. We achieved a positive value-added score helped by our small classes and additional academic support for students. As well as GCSEs, our students are successful in the BTEC qualification studied through CCF, as well as a selection of other qualifications they achieve via this route such as First Aid and Duke of Edinburgh awards. CCF has been our most popular choice at Key Stage Four for several years and is being phased in as a core subject.

In the Junior school, the academic ability of several of our students enables them to succeed at the Kent or Medway 11+ examinations and this year we have also begun our own academic scholarship programme for entry into the Senior school. Several students in our Junior school choose not to take the 11+ examinations and move straight into the Senior school at Gad's.

At the end of Key Stage Four, our students move onto a variety of places for their continued compulsory education including local grammar schools, comprehensives and academies, colleges and apprenticeship schemes. Many then continue their studies at universities.



Academic Profile

Departmental GCSE Results 2017

GCSE		Grade												
Subject	No of pupils	9	8	7	6	5	4	3-			Gad's % 4+ pass rate	National average % 4+ pass rate	Difference Gad's v National average	
English	38			3	6	13	9	7			82%	65%	+17%	
English Literature	31			6	4	9	6	6			81%	72%	+9%	
Mathematics	38		1	7	12	8	8	2			95%	69%	+26%	
Subject	No of pupils		A*	A	B	C		D	E	F-	Gad's %A*-C pass rate	National average %A*-C pass rate	Difference Gad's v National average	
Science	38			2	12	13		7	4		71%	48%	+23%	
Additional Science	28			4	11	10		2	1		89%	56%	+33%	
Statistics	3				3						100%	71%	+29%	
PE	8			1	1	6					100%	69%	+31%	
Music	5			5							100%	75%	+25%	
Spanish	1		1								100%	71%	+29%	
French	17			2	5	6		4			76%	70%	+6%	
Geography	16			2	6	6		2			88%	65%	+23%	
History	18			3	4	7		3	1		78%	65%	+13%	
ICT	14		1	4	5	2			1	1	86%	67%	+19%	
Design & Technology	18		2	3	3	8		2			89%	61%	+28%	
Art	4			2				2			50%	76%	-26%	
Drama	18				1	2		5	7	3	17%	74%	-57%	
BTEC		Pass	Fail											
Music		1									100%			
Teamwork and Personal Development (with CCF)		31									100%			

Seven subjects performed better than last year. All subjects, except Art and Drama, performed better than the national average for other schools. The percentage of students who achieved five A*-C (9-4) grades, including English and Maths, is 64%. At Gad's, 80% of the grades achieved were passes, compared with 66% nationally.

Combined Cadet Force (CCF)

Show us a child who wouldn't want the opportunity to fly in a helicopter, ride in a fast assault boat, abseil down a cliff, or go white-water canoeing. These are just some of the things that members of our CCF do when they are out on exercise. The CCF empowers our pupils to meet and overcome the challenges of a changing society through dynamic military-themed and community based activities. The CCF provides a sense of discipline, service to others and develops qualities of endurance, resourcefulness, self-reliance, leadership and responsibility, all of which helps to prepare our young people for the transition to adulthood.

From Lower 4th onwards all students have the opportunity to join the Combined Cadet Force. It is very popular among students as it allows them to develop teamwork skills through taking part in a wide range of activities, including annual camps and adventure training expeditions. In addition to the Cadet experience pupils also study towards two accredited qualifications and Duke of Edinburgh, all of which will be of real value to them as they enter college or university or step into the world of work.

BTEC: Teamwork and Personal Development

Membership of the Combined Cadet Force movement has helped our young people to acquire a diverse range of practical skills, given them opportunities to develop self-discipline and shown them how to work independently, as part of a team or, indeed, to lead others.

Gad's is adding to this list of attributes by offering cadets the chance to earn independently recognised qualifications.

The public services are always a popular career choice for many people and roles within the services can vary from administrative positions to active operational roles, and managerial jobs. There are many skills needed to be a successful member of a public service and this

is reflected in a BTEC in Teamwork and Personal Development.

Institute of Leadership and Management Level 2 Award in Leadership and Team Skills

This course gives practising or potential team leaders the foundation for their formal development by developing a wide range of team leading skills and assisting participants in gaining the knowledge required by a team leader.



Duke of Edinburgh

At the Bronze Award level the participants are required to commit to six months' volunteering, a physical activity and a skill. They are also required to undertake a further three months in one of these activities. In addition they will plan, train and complete a two day, one night expedition. The Silver Award is offered to the Upper 5th. Participants are also required to commit to six months' volunteering, physical and skills sections of the award with a three day, two night expedition for which they have planned and trained.

The scheme is led by Major Mark Lamb and the success of the Award at the school is down to enthusiasm and motivation of both the pupils and staff who take part and run it each year. The Award at Gad's is an important part of personal development and provides sound evidence of perseverance, reliability and team work. It is invaluable for students when completing their Personal Statements for University places or applying for internships or career opportunities.

Headteacher: The Post

The Purpose of the Role

The Headteacher is responsible to the Governing Body for the leadership, management, efficient and effective operation of the whole school together with its future development.

Under the School's current Articles of Association, the Headteacher is an ex-officio Governor of the School and, hence, Director of the Company and Trustee of the Charity.

Key Accountabilities

- To keep abreast of all developments in safeguarding, education, social and welfare issues, including the National Curriculum, particularly as it pertains to the independent sector. To ensure the development, organisation and delivery of an enriched, appropriate and agreed curriculum and timetable.
- To review regularly the curriculum and teaching practice in school. To ensure the provision of a balanced and broad extra-curricular programme.
- To formalise and implement an Improvement Plan with strategic aims and objectives, with the support of the Senior Management Team, to ensure future development of the school and continued success at Inspection.
- To act as the school's Lead DSL, co-ordinating the work of the other DSLs, and to ensure that the school is able to safeguard and promote the welfare of pupils, complying fully with DfE and KCC guidance, liaising with relevant individuals, professionals and agencies as required. To ensure that all staff are trained in the school safeguarding procedures.
- To attend and to report at meetings of the Governors. To be responsible to the Governors for making full and effective use of the school's plant and facilities. To update the school's development plan and to help the Governors initiate and formulate new policies. To ensure good staff/Governor communications.
- To ensure that all necessary policies are suitable, in place, implemented and updated when necessary. To ensure there is a supportive pastoral system and policy for all pupils. To be fully responsible for all pupil discipline. To take some school assemblies every week in term time and to ensure that daily assemblies are taken effectively by staff and/or pupils.
- To interview and appoint new teaching, ancillary and administrative staff (with the exception of the Bursar) in consultation with the Governors. To be responsible for the deployment, management and discipline of all staff.
- To provide leadership and encourage staff development.
- To organise in-service training, internally and externally (within budget allowed). To communicate effectively with all staff. To ensure the maintenance and improvement of the quality of staff effectiveness through monitoring and review of the quality of teaching, work review and planning. To formulate staff salary policy in conjunction with the Governors. To give staff careers advice and support, and to provide references for staff.
- To interview and advise prospective parents and their children. To communicate regularly with all parents and/or guardians, particularly by means of termly and half-termly letters. According to legislation in force at the relevant time, to act "*in loco parentis*" for all pupils during school hours in term time. To see present parents on request by appointment, or without appointment in the case of a crisis. To co-operate with and attend meetings of "*The Friends*", Gad's Hill parents' association by mutual agreement.
- To recruit and select suitable pupils including Scholars and to implement the school's policy on Scholarships and

Headteacher: The Post

Bursaries. To prepare pupils for higher education and careers. To keep records and provide references for pupils past and present. To be available for pupils when required. To involve pupils in the running of the school.

- To work with the Marketing Committee on the production of new marketing materials, content and opportunities when required. To work with the Marketing Committee, to build up good relationships with other schools including feeder schools. To maintain good relationships with the Local Authority (Kent), Connexions, the Kent Careers Service, and other outside organisations including those within Gravesham Borough Council. To ensure the successful operation of official functions of the school e.g. Prize giving, Parents' Afternoons and Evenings, Open Days, Carol Service etc. To be in attendance and encourage all appropriate staff to attend all school functions, acting as "Master of Ceremonies" as required
- To maintain good relations with members of the Dickens family and with all Dickens associations. To liaise with the Governors, Charles Dickens Centre Trust (Gad's Hill), English Heritage, local planners, the school's architect and others involved with the upkeep of a Grade I listed building.

Please note that this job description is not and cannot be exhaustive. The Headteacher is responsible for the education and welfare of all the pupils, and for overseeing the organisation of the building both as a school and a heritage house, on a daily basis; this involves myriad tasks, some regular, and many unexpected. The Headteacher also determines the ethos of the school. He or she needs, and will receive, help and support both from Governors and from staff, especially SMT.

The job description will need to be reviewed and modified from time-to-time.

The Senior Management Team

The Headteacher chairs and leads the School's Senior Management Team (SMT), the members of which currently are:

- Head of Kindergarten and Juniors (currently on Maternity Leave, being covered by Acting Head of Kindergarten and Acting Head of Juniors);
- Head of Senior School;
- Director of Studies;
- Director of Standards and Development;
- Bursar

In addition to the above, the Headteacher line-manages:

- PA to the Headteacher;
- Business Development Co-ordinator;
- PR and Marketing Manager.



Headteacher: The Person

The successful candidate will be an inspirational leader, with a real gift for leading and motivating others, combined with outstanding strategic and communication skills. The person appointed will be a forward-thinking educationalist, and encouraged to bring the School his/her own ideas for its future direction and successes.

The successful candidate will be:

- An inspirational, authentic leader with a vision and with the skills to communicate and implement it;
- Forward-thinking, nurturing and an exciting leader to work with;
- A “people-person” with strong interpersonal skills, capable of building close working relationships with all members of the School community;
- A teacher with an over-riding passion for the intellectual, pastoral, social and extra-curricular development and well-being of each pupil;
- An advocate for the value of all extra-curricular activities with the desire to create opportunities for all to enjoy and excel;
- A leader with demonstrable interest in the well-being and professional development of all staff and a commitment to enable them to reflect and improve their own and others’ professional practice and performance;
- A person of integrity;
- An experienced educationalist, with a clear educational philosophy which he/she is able to articulate and demonstrate;
- A believer in the need for continuous improvement and evolution, capable of building consensus and leading teams;
- A skilled marketer, capable of identifying and articulating the School’s strengths and making it the first choice for pupils who will benefit from the education it offers;



Headteacher: The Person

- A dynamic and engaging leader with a visible, positive presence about the School. The successful candidate will be a graduate and a qualified, first-rate teacher with a proven leadership record. He or she will probably have had several years' experience as a Head, or as an outstanding Deputy Head, House Master/Mistress or similar;
- Able to work effectively with traditional and emerging media to publicise and market the School.
- Commitment and dedication;
- Resilience, confidence and strength;
- Energy and efficiency;
- Flexibility and tact;
- Warmth and a sense of humour;
- Ability to work under pressure for sustained periods;
- Approachability though firm and fair when necessary.

Skills

- Outstanding communication skills in presentation and public speaking;
- Good listening skills, and able to handle difficult situations sensitively, sympathetically, effectively and diplomatically;
- Thorough understanding of Safeguarding legislation, requirements and Child Protection issues.

Leadership and Management

- Confident and decisive, firm when required, and willing to make difficult decisions;
- Leads by example, sets high professional standard and inspires high expectations;
- Open to different perspectives and listens well;
- Ability to think strategically and see the bigger picture but also has an eye for detail in planning and day-to-day organisation;
- Track record of managing a large team effectively;
- Able to create and secure enthusiasm from colleagues and pupils and earn the confidence of parents and Governors.

Personal Qualities

- Authenticity, gravitas and presence;
- Able to inspire, negotiate and persuade;



Headteacher: The Process and The Package



The Process

For an informal tour of the School and discussion with Mr Craggs, retiring Headmaster, please contact his PA, Mrs Tracy Barker, on 01474 822 366.

Completed application forms are to be received by **email only** to the Bursar and Clerk to the Governing Body, Mr Barry Golding: b.golding@gadshillschool.org. Completed applications must be received by the School no later than **4pm on Wednesday 18 October 2017**. Please note that if you do not receive an acknowledgement of your emailed application by this time **please contact the School as a matter of urgency as you should assume your application has not been received**.

The selection process will involve two levels of interview. **Long-list** interviews will take place at the School on **Wednesday 8 November 2017**. Following this, a small number of candidates will be invited back for **Short-list** interviews on **Wednesday 15 November 2017**. The interview process will include opportunities to meet Governors, members of the Senior Management Team, pupils and other staff from across the School.

The Package

A formal contract will be drawn up on appointment. The main provisions are likely to include:

- A competitive remuneration package with a salary commensurate with the seniority of the post and the experience of the successful candidate;
- Discount on fees for the Headteacher's children to attend as pupils at the School as appropriate;
- Private medical insurance for the Headteacher (subject to Insurers' terms and underwriting provisions);
- Access to the national Teachers' Pension Scheme;
- At the Governors' discretion, assistance with relocation costs may be available.

And Finally...

The Board of Governors thank you for your interest in this exciting opportunity, and look forward to receiving your application.



