GORDON'S SCHOOL

MODERN IDEAS - TRADITIONAL VALUES



Teacher of English

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 school of our size allows 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 individal."

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LETTER FROM THE HEAD



Thank you for your interest in working 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.

Situated in 50-acres of beautiful grounds with generous facilities, Gordon's seeks to provide a world-class education: a thorough preparation for life that ensures all students learn how to be the best they can be. We do not wish to be the biggest, just amongst the best, measuring our success across a wide range of achievements and by the calibre of people Gordon's students become. This means that the manner in which we achieve matters and we pride ourselves on understated excellence and encourage our students to let their achievements speak for themselves.

Gordon's distinctive ethos is founded on a boarding house system, unique ceremonial heritage, and an all-round, academically-rigorous curriculum; an expansive education, where house and classroom are indivisible and the goals for learning and achievement reach far beyond examination success. Our strapline of modern ideas and traditional values reflects our ethos and our desire to hold firm our heritage but continuously improve.

Gordon's is a unique non-selective boarding school that recognises that a good education is not just about outstanding examination results but a thorough preparation for life; it is about providing opportunities and experiences for all young people at Gordon's to find their talents and interests, develop good character, achieve and become accomplished across a range of disciplines and ultimately develop the confidence to go and make their mark in the world.

This is an exciting time in the development of the School. Academic and pastoral outcomes are as strong as ever, and co-curricular provision, spearheaded by the Good to Great programme and plans for a long-awaited sports hall and second all-weather pitch highlights the school's continued commitment to all-round world-class provision.

Please feel free to contact the school directly if you have any further questions.



Andrew Moss
Head Teacher

APPOINTMENT
TEACHER OF ENGLISH

THE POST

The Governors are seeking to appoint a candidate of high calibre to take up post from September 2018.

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 English, 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. ensure that your teaching room is well-maintained and displays are current and in good condition;
5. effectively assess, record, monitor and report on students' work and progress;
6. 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;
7. 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 Head of Department;
8. 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;
9. support the school's ethos and objectives.

GORDON'S SCALE SALARY **– £26,732 - £44,661**

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
- Possible Boarding Allowance
- Possible TLR Allowance

KEY ATTRIBUTES, MOTIVATION AND ATTITUDE

The right person for the job will:

- Be affably intense
  - A team player: agreeable and able to work seamlessly with others and towards the school's aims
  - Highly organised, resourceful and determined to succeed
- Be motivated to work in a boarding school.
- Understand that teaching is first and foremost about service and be motivated to work in a non-selective school where we 'go the extra mile' for the students and parents.

"*This is an exceptionally good school.*"

OFSTED Report

WE OFFER:

- Attractive and spacious campus, within easy reach of the M3 motorway and London
- Well-resourced facilities
- Complimentary lunch
- A shorter academic year than most 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
- Subsidised accommodation

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.

REFERENCES

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

Deadline for applications: 4pm on Tuesday 8th May 2018

Interviews: w/c 14th May 2018
Start date: September 2018

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Gordon's is an 11-18 co-educational, non-selective 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"

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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 840 students including 240 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 Model United Nations to Mandarin lessons and from debating to fencing.

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: Ten Tors, a cycling tour to Lanzarote, music tour to Holland, rugby and hockey tours to Germany and both UK and overseas Gold Duke of Edinburgh expeditions.

SCHOOL ORGANISATION

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, Head of Finance, Head of Property Service and five 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).

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.











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.

Assessments take place every three weeks and we believe in reporting home little but often.

"Students' behaviour both within lessons and at other times is impeccable"

OFSTED Report



APPROACH TO 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 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 eight departments (English, mathematics, science, history, geography, music, art and MFL) as members of the Prince's Teaching Institute.

We do not believe there is any one way to teach good and outstanding lessons, but 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.

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

Quote by an Ofsted Inspector

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 tangble contribution to creating an evidence-led profession. All staff have access to the school's Professional Development Pathway programme, which includes access to the Instititute of Leadership & Management (ILM) 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 quality of provision and care for boarders has an exceptional impact on the quality of their lives…"

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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 listed amongst the top comprehensive schools in England for GCSE and A Level results. In 2017 almost 60% of our Year 13 secured places at Russell Group univsersities and for two years of the last three years we have been named 'the best state school in Surrey' by the Real Schools Guide.

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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