GORDON'S SCHOOL

MODERN IDEAS - TRADITIONAL VALUES

Associate Assistant Head - SENDCo

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 to 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 His 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."

OFSTED Report

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.

General Gordon was a national hero and an exemplary public servant and our vision is for the National Memorial to General Gordon to be more than a school. Gordon's should be a symbol of what can be achieved by a community where everyone works hard to be the best they can be, a community united in making an outstanding contribution to the lives of others, through its educational leadership and through the lives our students go on to lead.

A non-selective boarding school we recognise that a good education is about providing students of all abilities with the character, capabilities and confidence to discover and develop their talents and interests to the highest possible standard and be empowered to make their mark in the world.

'More than the best possible examination results, a thorough preparation for life'

The co-curriculum is at the heart of our expansive educational ethos. At Gordon's we understand that examination results, whilst hugely important, will only get our students so far in life. It is the skills they develop, the experiences they have and the stories they can tell from beyond the classroom that will carry them furthest in the real world. A broad and balanced co-curriculum complements academic and pastoral excellence, but also has an important role to play developing character – the mental resilience and moral fibre increasingly needed in today's society.

'Better people, better teams'

Character matters. The successful candidate will support and develop our culture of 'excellence through effort' and 'we before me'. A school founded on service we want to develop an environment where all seek to give more than they receive. We are also an understated school, and the successful candidate will champion confident humility and encourage our students to let their achievements speak for themselves.

This is an exciting time in the development of the school, underpinned by our 'Better Me, Better World' mission, academic and pastoral outcomes are as strong as ever, and co-curricular provision, enhanced by the completion of our Sports Hub, including new sports hall and our WynterBee Theatre highlights the school's continued commitment to first-class holistic education.

Gordon's does not suit everyone. Contrary to increasing societal trends, I believe young people need to learn how to overcome life's obstacles, to 'bounce and not break' in the face of the inevitable adversities of life and to take pride in working hard for themselves and others.

I hope you are inspired to apply.

Andrew Moss
Head Teacher

APPOINTMENT

ASSOCIATE ASSISTANT HEAD - SENDCO

THE POST

The Governors are seeking to appoint a candidate of high calibre to take up post from September 2025.

MAIN ASPECTS OF THE ROLE

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

1. be a qualified SENDCo;
2. lead the Learning Support Department, including line managing the Deputy SENDCo;
3. safeguard and promote the welfare of children;
4. have highly effective communication skills for dealing with students, parents, teachers, support staff and colleagues from outside agencies;
5. co-ordinate the development of school-based strategies for the identification and assessment of students with SEN within the framework of the Code of Practice for SEN;
6. effectively record and monitor students' work and progress, including maintaining, disseminating and promoting the Learning Support Register;
7. make a positive contribution to the efficient running of the Department, attending pupils' annual review meetings, completing relevant paperwork and specialist reports, attending departmental meetings and undertaking administrative and other delagated tasks;
8. enhance the quality of teaching and learning in the Department and wider School through CPD, sharing resources and good practice, lesson observation, collaborative teaching, mentoring and active participation in continuing professional development;
9. to be responsible for finance and resource matters relating to the Department, to include staffing, capitation, stock control, ordering and accounts in accordance with the schools policy for finance and resources.

GORDON'S SCALE SALARY **– competitive salary**

Salary includes:

- London Fringe payment
- Additional Allowance
- TPS

KEY QUALITIES & MOTIVATION

The right person for the job will be:

- An affable team player, showing confident humility at all times.
- Reliable, doing what they say, when they say.
- Highly organised with good attention to detail.
- Keen to continuously improve, open to new ideas and different viewpoints.
- Robust, learning from mistakes and setbacks, and able to cope with adveristy and stresses of an academic and active school.

The right person for the job will want to work in:

- A school that believes in 'tough love', where students are encouraged to 'bounce and not break', where we don't seek to take away life's obstacles, but aim to equip students to overcome adversity themselves.
- An academically non-selective school.
- An active boarding school where 'busy people achieve more' and co-curricular engagement is seen as a key component in building academic excellence alongside skills for life.
- A meritocratic setting where hard work is more important than talent.
- A service-focused school with a belief in 'we before me', where we go the extra mile for the students and colleagues.

"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 meals
- A shorter academic year than most schools
- Free access to the on-site fitness centre
- Generous support for professional development
- Outstanding staff: professional, supportive and committed
- Laptop
- Exceptional students
- Priority admissions for staff children

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. In the space provided on the form please also make clear how you consider your qualities and experience would fit you for the post as described. **Please begin with your reason for wishing to join Gordon's School.**

Early applications are encouraged as the School reserves the right to interview ahead of the advertised date.

REFERENCES

You are asked to give the names of two referees, one of whom should be your current Head Teacher. If you are a newly qualified teacher one referee must be your college tutor.

Deadline for applications:	**Midnight on Tuesday 13th May**
Interviews:	Wednesday 21st May
Start date:	September 2025

Address:	Bagshot Road, West End, Surrey, GU24 9PT
Telephone:	01276 858084
E-mail:	jgeorge@gordons.school
Web site:	www.gordons.school

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
Chair of Governors:	Mrs Jane Valner
Gordon Foundation Chairman:	Lieutenant General Richard Cripwell

"*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 980 students including 280 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 co-curricular life of the school. There are over 140 co-curricular opportunities for students after school, known as Period Seven including: competitive sporting fixtures, CCF, Duke of Edinburgh's Award Scheme and a raft of other options from Model United Nations to Mandarin lessons and from debating to rock climbing.

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 six 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, foreign exchanges, sports and music tours and both UK and overseas Gold Duke of Edinburgh's Award expeditions.

SCHOOL ORGANISATION

The Senior Leadership Group consists of the Head, Deputy Head Pastoral, Deputy Head Curriculum, HR DIrector, Development Director, Finance Director, Estates Director and the Co-Curricular Director.

Pastoral work in the school is led by Heads of House some of whom have teaching roles. The management of the House System is overseen by the Deputy Head Pastoral. As well as supporting students personal development and behaviour, Houses work closely with Heads of Key Stage on academic matters The 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 curriculum with a small number of vocational subjects. The school operates a two-week timetable with lessons on a Monday to Friday.

Saturday mornings are devoted to sport and other co-curricular activities and colleagues can engage with this programme if they wish to, but it is not compulsory. Students in Key Stage 3 follow a broad and balanced curriculum with a choice of three modern foreign languages.

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

Several additional subjects are offered at Key Stage 5, including economics, media studies, psychology and sociology.

Regular assessments inform learning, and the school believes in a 'little but often' approach to reporting home.

"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.

Recruiting the highest quality staff has been a key element in this success. Learning and teaching is led ably by the Assistant Head Staff Development alongside the 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 Gordon's is proud to be the only school in the country to have nine departments (English, mathematics, science, history, geography, music, art, MFL and DT) as members of the Prince's Teaching Institute.

We do not believe there is any one way to teach good and outstanding lessons. as long as students are engaged, challenged and know how to improve.

We are fortunate to have a team of specialist staff. However, staff are first and foremost teachers of children rather than subjects. We are also a school built on hard work and good relationships and we believe that happy children learn best.

We aim to foster a culture of sharing best practice and the school is part of a partnership of four local schools. The Arete Partnership was established to promote collaboration and innovation between the schools.

"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 tangible contribution to creating an evidence-led profession. All staff have access to the school's generous CPD programme, which includes access to the Institute 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 recent years to update our infrastructure. All staff and students have a tablet or laptop PC and we are working towards becoming a Microsoft Showcase School. However, our key principle is that technology should serve teaching and learning, not drive it, which is why you find all students still using exercise books in all subjects.

"The quality of provision and care for boarders has an exceptional impact on the quality of their lives…"

OFSTED Report

PAST PERFORMANCE

The School is committed to providing a holistic 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 in the top 10% of schools nationally for progress and consistently listed amongst the top comprehensive schools in England for GCSE and A Level results.

Typically, 60% of our Year 13s secured places at Russell Group universities

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 the calibre of young person the school helps develop. Qualifications get people to interview but it is character and the stories they can tell, the experiences they have had and the skills they have developed outside the classroom that will get young people the job!

"A man simple and heroic; loving righteousness and hating iniquity; born to be a soldier and a ruler, he gave his heart to the young, the poor and the outcast; accepting the hardest duties and refusing wealth and honours and counting life as nothing if by any means he might lessen the miseries of mankind."

ANNUAL MEMORIAL COMMEMORATION OF GENERAL GORDON CB

T: 01276 858084
E: info@gordons.school

Gordon's School
West End
Surrey
GU24 9PT