



GORDON'S SCHOOL

MODERN IDEAS - TRADITIONAL VALUES



GRADUATE PASTORAL TUTOR 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 now an 11-18 co-educational, non-selective state

boarding school catering for full, weekly and day boarders. A school of 750 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.



LETTER FROM THE HEAD

Thank you for your interest in the Graduate Pastoral Tutor positions 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.

Gordon's seeks to be the best non-selective school in England, amongst the finest schools in the world and to provide a thorough preparation for life that gives young people the character, confidence and capability to be the best they can be and to make a positive contribution to the communities in which they choose to live and work.

We do not wish to be the biggest, just the best, measuring our success across a wide range of achievements and by the calibre of people Gordon's students become.

Our strapline of modern ideas and traditional values reflects our desire to continuously improve but also our pride in our heritage. Founded on self-discipline and humility, our ethos is based on a simple belief that we are all equally different and we should earn our success through hard-work. Therefore, the qualities that characterise our community echo traditional British values, promoted daily through five key character strengths of courtesy, integrity, diligence, enthusiasm and resilience.

The 'Gordon's Way' describes the manner in which we achieve our success, in line with these character qualities that we wish to role model: going the extra mile for students; leaving no-one behind; no islands; not waiting to be told; and finding ways to solve problems as part of an exacting can-do, no-excuse culture.

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 our 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.

This is an exciting time in the development of the School. Please feel free to contact me directly if you have any further questions.

Andrew Moss
Head Teacher



APPOINTMENT

GRADUATE PASTORAL TUTORS (1 YEAR CONTRACT)

THE POST

From September 2017, this academic, vibrant and inspirational school is seeking a Graduate Pastoral Tutor for one of our boys' Residential Boarding Houses particularly those that have a strong sporting ability.

SALARY

£12,000 + accommodation + meals

THE ROLE

We have an exciting opportunity for a graduates to live and work in one of our four Residential Boarding Houses in one of the leading state schools in the country.

You will be required to play a full part in the life of the House and will also be attached to the PE Department.

This post will ideally suit a graduate with good Bachelor's or a post-graduate degree, who seeks experience in an educational environment, and who may wish to pursue a career in education or embark in further academic research. An increasingly research-engaged school, the position could lead to further opportunities for academic research or teacher-training through our partner-schools in the Salesian Teaching School Alliance. Please visit <http://www.salesiansa.com/> for further information about these future opportunities.

For further details and an application form please visit our website: www.gordons.surrey.sch.uk/vacancies.

“This is an exceptionally good school.”
OFSTED Report

REFERENCES

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

Deadline for applications: Friday 2 June 2017

Interviews: w/c 12 June 2017

Start date: 1 September 2017

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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 2015: a music tour to Holland, a hockey tour to France, rugby tour to Portugal, netball tour to Holland, Ten Tors, and Gold Duke of Edinburgh expeditions to Snowdonia, Equador, India (Himalayas), Norway and Morocco.

HOW IS THE SCHOOL ORGANISED?

The Senior Leadership Team (Head, Bursar and two Deputies) meet on a weekly basis. The Wider Leadership Team consists of the Head, Deputy Head Pastoral, Deputy Head Curriculum, Assistant Bursar, Head of Finance, Head of Property Services 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 House 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 supportive and experienced governing body and a separate board of trustees; both enjoy excellent relationships with the staff.

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

OFSTED Report



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, media studies, psychology and the Extended Project Qualification (EPQ).

LAMDA and ABRSM music exams are available to all years

“Pupils work hard and participate in all the school has to offer”

OFSTED Report

HOW DO WE APPROACH LEARNING?

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 as members of the Prince’s Teaching Institute.

A Gordon’s education is about the widest recognition of achievement and expanding young people’s self-

confidence. Becoming involved in appropriately diverse and challenging activities inside and outside the classroom is important in young people’s ability to cope better with life. Helping student understand that success is not solely defined by academic results and that intelligence is wider than academic ability, that intelligences are learnable and not fixed makes a massive difference to how young people respond to the challenges life will present.

At Gordon’s the curriculum and pastoral care are indivisible, each supports the other. Just as a broad and balanced curriculum is more than examination specifications, so exceptional pastoral care supports each child to achieve as well within the classroom as outside it.

“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.

Staff are encouraged to work hard but also to have a life!

TECHNOLOGY AND LEARNING

Our strapline of ‘modern ideas and traditional values’ reflects our pride in our heritage and our disinclination to be at the vanguard of fads and fashions whilst accepting that change and challenge are constant. We have spent substantial sums in the last three years to update our infrastructure, with wireless technology across the site. This investment will continue over the coming years.



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 20 schools in England for GCSE and A Level. In 2015 we were named in the Real Schools Guide as the best state school in Surrey for achievement, teaching, and behaviour. In 2015, nine of ten students achieved five or more GCSE grades A* to C,

including maths and English, and three-quarters of all grades at A-Level were A*, A or B.

We plan to remain academically outstanding 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.

The Houses system is at the heart of our success and we also place great value on the support our young people receive to achieve their goals. Few schools in England can rival our results, nor match our extra-curricular opportunities and exceptional pastoral care.

We are all part of ensuring it stays that way!



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