

Dartford Grammar School for Girls



General Information for Candidates 2020-2021



Working together to achieve academic excellence and personal potential

All staff, Trustees and members of the Local Governing Body make the education of the students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All staff, Trustees and members of the Local Governing Body act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers and other members of the community in the best interests of the students.

CONTENTS

	Page
Letter from the Headteacher	4
A selection of quotes from new members of staff	5
A selection of quotes from long-term employees	6
School Vision Statement, Values and Aims	7
School Development Priorities 2015-2021	8
Staff Training and Development	9
Working at Dartford Grammar School for Girls - Teaching Staff	10
Working at Dartford Grammar School for Girls - Support Staff	11
Health and Safety message	12
Confidentiality Statement	12
Benenden Healthcare	12
Staff facilities at Dartford Grammar School for Girls	13
Safeguarding and Child Protection Policy (summary)	14
Useful Information	21
Application and Appointment Process	22

Welcome to Dartford Grammar School for Girls

Dear Candidate

Thank you for your interest in Dartford Grammar School for Girls. I am very pleased to provide you with information about the school.

Dartford Grammar School for Girls is a heavily oversubscribed, selective school with an excellent academic record. Our vision for all members of our school community is **“Working together to achieve academic excellence and personal potential”**. We have very high standards in all areas of school life and expect our students to strive for their own personal excellence in everything they do. As a community our principal values are **Respect, Responsibility, Excellence, Dedication** and **Creativity**. Together we share the same high expectations and ambitious aspirations whilst recognising and celebrating our differences as individuals.

We were delighted that Ofsted judged the school to be Outstanding in all categories in June 2016. Since then, we have been developing further as a centre of excellence for teaching, learning and leadership. As Headteacher, I have very ambitious plans for our school and am fully committed to ensuring that every student has the very best opportunities to succeed.



In June 2017 we became an academy and established our own multi-academy trust, The Areté Trust. We are currently the only school in the Trust but we are very excited by the future opportunities for all members of our community, as we will be the lead school in The Areté Trust.

Specific details relating to this vacancy are available separately. We very much look forward to hearing from you.

Yours faithfully

Sharon Pritchard
Headteacher

A selection of quotes from new members of staff

"The impression I have had in my first few weeks at Dartford Grammar Girls is that of the students. I simply cannot believe how attentive and hard-working they are. The degree of students going above and beyond is simply staggering. The frequent in depth questions they ask show how adept they are at thinking hard! Next would be the staff - Wow! What a fantastic community of people. I joined during a covid lockdown and so were remote learning. I have never felt so supported by such a broad selection of departments, from teacher colleagues of the same/different subject discipline, to department leads, heads of year and SLT. I wasn't just left to work things out on my own through trial and error, rather guided through the paths I need to take to ensure continuity with what the school is doing. Love it already and I've hardly stepped a foot into the school over my first month (due to national covid lockdown)."

"This is a school where the values stated are truly felt throughout."

"This is a school where students are keen to be challenged and motivated to succeed. They truly appreciate the work their teachers do, and this is reflected in the excellent attendance, attitude to learning and results they achieve. "

"As a new member of staff I have been fully welcomed to the school both by teaching and support staff, as well as by students. Dartford Grammar School for Girls is a fantastic school to work in, both on a subject and pastoral level and I feel privileged to be given the opportunity to work with such dedicated and aspirational students."

"I am finding it a privilege to teach students with such bright and enquiring minds. The quality of their written work is often astonishing. Students ask high level questions in lessons which makes teaching them an exciting and intellectually stimulating experience. Furthermore, there is a culture of respect by students towards the teaching staff which makes DGGS a very pleasant school to teach in."

"Polite and hardworking students, friendly and approachable staff and a nice 'community' atmosphere".

A selection of quotes from long-time employees

"I can only describe this school as a very unique place to work. The students come from a range of backgrounds and locations which bring a dynamic spark to teaching. Everyone is committed to bringing out the best in these students and staff work cohesively as a team. Staff are valued, development and career aspirations are supported and importance is given to individual wellbeing. I value greatly the support offered to me; it has helped shape my development and growth as both a teacher and leader.."

"Having worked at DGGGS for more than 20 years, I am happy to say that it has become my second home. I have always felt supported, have made great friends for life, have travelled the world, have seen many of our students succeed in their 'after school' life."

"The professional and caring culture at DGGGS is what keeps me here. I've made many long standing friendships and the pupils are delightful; they are hard working, ambitious and friendly. I really can't imagine teaching at another school. So much has changed in the 17 years I have been here, but my enjoyment of the job has not."

"The main reason why I have remained at DGGGS for such a long time is the students. I find the students so willing to learn and keen to absorb as much subject knowledge as they can. In addition, the majority of the students are keen to push themselves to be the very best that they can be, sometimes hanging off every word in case they miss something. The students are polite to staff and seem to be kind to each other. As a result, I, as a teacher, work in a calm and cooperative working environment every day. Another reason for remaining at DGGGS for so long is the staff. My colleagues are a hardworking and friendly group of people to work alongside. Moreover, the senior leadership team has always been completely supportive and willing to listen so that I feel valued as a member of the school community".

"I have felt very-well supported at DGGGS. The students make teaching a pleasure, and colleagues quickly became friends. I have been able to grow and develop in my professional capacity here, and feel like our contributions are valued and recognised."

"I have worked at Dartford Grammar School for Girls for over 20 years and I honestly would not want to work anywhere else. The students are fantastic and staff so very supportive and dedicated to their role. Teaching here is thoroughly rewarding and enivahle."

"I have found DGGGS to be an incredibly supportive and nurturing place to work where I am given the professional freedom to teach my subject in the way that best suits the remarkable students who attend the school. Their insightfulness and curiosity makes teaching them a real privilege and joy. It is a school that genuinely has the best interests of the students and staff at its very core and as such is constantly striving to develop in light of this."

"I love the fact that students are extremely responsive to anything you do for them. They challenge you intellectually in lessons and are always keen to learn from you. There is a fantastic atmosphere in the staffroom and you really feel like you are part of a very strong team. The support staff are incredible and will help you with anything you need, going well beyond expectations."

"I enjoy my time working at DGGGS, the staff are friendly and approachable. The students are a delight to be around, they are polite and well behaved. It's a very safe environment to work in and I am very happy here."

Working together to achieve academic excellence and personal potential

School Vision Statement, Values and Aims

At Dartford Grammar School for Girls, our vision for the whole school community is **“Working together to achieve academic excellence and personal potential”**.

VALUES

The principal values of our school community are:

Respect

Responsibility

Excellence

Dedication

Creativity

AIMS

Dartford Grammar School for Girls has provided first rate education for able students since 1904. As we embrace the ever changing opportunities and challenges of the 21st century, we will continue to uphold the traditions, values and high expectations of an exceptional grammar school within an innovative, creative and progressive framework.

At Dartford Grammar School for Girls we therefore aim to:

1. Provide students with every opportunity to flourish academically and develop their skills and talents as individuals
2. Be a vibrant, safe and happy school, with a strong sense of community and responsibility to both ourselves and others
3. Challenge and stimulate the minds of our students through excellent teaching, diverse learning opportunities, and a rich, balanced curriculum
4. Offer an extensive extra-curricular programme that enriches and extends the curriculum, encouraging students to explore and develop their personal interests
5. Tailor personalised and specialist support and guidance to meet the needs of learners, helping each student to reach their potential
6. Work in close partnership with parents and members of the wider community to provide the best possible education for our students
7. Develop wide ranging opportunities for student leadership, to enable students to develop the skills, knowledge and qualities they will need to be leaders in the future
8. Support and encourage our students to develop as global citizens and to make a significant contribution to the wider world

School Development Priorities 2015-2021

“To be a centre of excellence for teaching, learning and leadership”

6 YEAR OBJECTIVES

1. DGGS is the first choice girls' grammar school in the area for Year 7 entry
2. DGGS is the leading A level provider in the area
3. All achievement measures at GCSE and A level indicate excellent student progress
4. Teaching and learning are at the heart of all our work
5. There are significant areas of expertise in which to “lead the field”
6. DGGS is a leader of collaborative partnerships with other school(s) in the local area
7. DGGS undertakes important work with and support of, other secondary schools and primary schools, including schools experiencing challenges
8. DGGS has a lead role in teacher training and staff development within the local and wider community
9. DGGS continues to be financially secure
10. DGGS has improved facilities, including the Learning Resources Area, Science labs, Music area, Art rooms

Staff Training and Development

We take staff training and professional development very seriously. The school runs a bespoke and dynamic programme of Continuing Professional Development based on current research. Alongside compulsory whole-staff training and subject specific sessions, there is an additional opt-in series of CPD sessions which focus on different aspects of teaching and learning, leadership and management and strategies to support specific groups of students. This opt-in series caters for staff at different stages in their career, and is regularly reviewed and adapted.



We are keen to actively support both teaching and support staff to further progress their career, if they would like to. This includes identifying training and development opportunities through our Appraisal process, and mentoring to prepare colleagues for promotion, including within the school.

We have links with many Initial Teacher Training agencies and have an excellent induction programme for NQTs and those in their early career.



The school will ensure that an appropriate induction programme is available to all new staff and this will be developed following a discussion between the individual and their line manager.

"I thoroughly enjoy teaching at DGGS. The students are eager to learn, very responsive to work with and the parents/carers are very supportive. The staff team are excellent and there is a real buzz about the school. There is brilliant support for career progression within the school. I started at the school as an NQT and have experienced different roles since being at the school, including Deputy Head of Key Stage, Joint Head of Department and I am currently enjoying the challenging role of Head of Year. I would very much recommend working at DGGS".



Working together to achieve academic excellence and personal potential

Working at Dartford Grammar School for Girls – Teaching Staff

The Areté Trust Board of Trustees, the Headteacher and the DGGS Governors are committed to recruiting and retaining the highest quality teachers and support staff, and promoting a fair workload to support a healthy work-life balance.

Teachers working at DGGS can therefore expect the following:

1. Commitment to adhering to the School teachers' pay and conditions document and Burgundy Book.
2. Financial support towards Benenden healthcare
3. A supportive and collaborative environment, with opportunities for colleagues to work together to provide feedback and ideas to support team and whole school development
4. Access to high quality professional development, with financial support available to fund personal professional development, e.g. a Masters
5. No graded lesson observations
6. Use of “no marking” feedback approaches encouraged, e.g. comparative judgement and whole class feedback
7. Curriculum Area marking policies clarify what will and will not, be marked
8. The Senior Leadership Team will regularly review deadlines and timings of meetings, and seek to reduce all admin/paperwork to the minimum
9. The Senior Leadership Team will undertake a workload impact assessment for all policy and procedure changes
10. All teachers will have the opportunity to apply for the equivalent of 1 day of “home-working” during the academic year (6.25 hours)*. In addition, in 2020-2021 teachers can leave school at the start of period 5 if they are not teaching and not needed in school – this must be agreed on the day by the Headteacher
11. Emails will not be sent between 5:30pm and 7:30am on weekdays (and no emails at weekends)
12. A time survey will be conducted annually to monitor teacher workload



**no impact on lessons, pro-rata for part-time colleagues. One registration period per year may be included, if required, providing that it can be covered and activities are set for the form group.*

Working at Dartford Grammar School for Girls – Support Staff

The Areté Trust Board of Trustees, the Headteacher and the DGGs Governors are committed to recruiting and retaining the highest quality teachers and support staff, and promoting a fair workload to support a healthy work-life balance.

Support staff working at DGGs can therefore expect the following:

1. Commitment to adhering to the Local Government National Agreement on Pay and Conditions of Service (Blue Book).
2. Financial support towards Benenden healthcare
3. A supportive and collaborative environment, with opportunities for colleagues to work together to provide feedback and ideas to support team and whole school development
4. Access to high quality professional development, with financial support available to fund personal professional development, e.g. a Masters
5. The Senior Leadership Team will undertake a workload impact assessment for all policy and procedure changes
6. All support staff will have the opportunity to access either the flexitime system or an ad hoc time off in lieu (TOIL) procedure
7. Emails will not be sent outside core working hours
8. A time survey will be conducted annually to monitor support staff workload



Health and Safety message

Dartford Grammar School for Girls ensures that we adhere to all health and safety guidance to protect colleagues, students and visitors to the school. New procedures and processes have been introduced to provide a covid-secure workplace, including enhanced cleaning, social distancing and the wearing of face coverings in line with guidelines. We continue to adopt all new regulations as advised by the government and Public Health England.

Confidentiality Statement

At Dartford Grammar School for Girls, respect for employees' confidentiality has a very high priority within the school. It is of great importance that all staff are treated with the utmost respect and courtesy and can, at all times, be sure confidentiality is embedded in how we function.

Benenden Healthcare

The school has partnered with Benenden Healthcare to provide a low cost alternative to private medical insurance for employees at Dartford Grammar School for Girls at a subsidised rate. The normal cost direct from Benenden is £11.50 per month (£11.90 from 1st April 2021). If you join through the school then we will pay £5 per month, with the remainder deducted from your payslip before other deductions are made, making it tax efficient. Employees can join and leave the scheme with one month's notice.

Staff facilities at Dartford Grammar School for Girls



When the school is operating normally, available staff facilities include access to our indoor swimming pool and Fitness Suite located in our state-of-the-art Sports Hall. Requests for specific clubs are encouraged.

Staff have access to a shower room should they wish to use it for, example when cycling to work or making use of any of the available sports facilities.

In addition to the school canteen, staff can use of the Sixth Form Café area where a variety of snacks and coffees can be purchased.



Working together to achieve academic excellence and personal potential

SAFEGUARDING AND CHILD PROTECTION POLICY SUMMARY

Designated Safeguarding Leads (DSLs): Sharon Pritchard, Anne Mason and Rebekah Kidd.

Named Safeguarding Governor: Janice Brooke

Contact Details for Kent Children's Safeguarding Team: 03000 411111

SAFEGUARDING AND CHILD PROTECTION POLICY SUMMARY

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

(Working Together to Safeguard Children 2018)

Child Protection Procedures

Any observation, information or issue which has implications for Child Protection should be discussed with a DSL. All staff have a statutory responsibility to report all allegations of child abuse and to alert others where appropriate if they suspect that child abuse may have occurred. It is negligent for a member of staff not to report a concern of a child protection nature and could result in subsequent disciplinary action.

The DSL will follow the County Guidelines on child abuse. Where appropriate, a referral or consultation will be made to Social Services and/or the KCC Children's Safeguard Team. It is vital that detailed notes are kept of all forms of communication, including telephone calls and conversations.

Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. (definitions are found in Appendix 1 of this document).

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical, sexual or emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability, homophobic or transphobic abuse
- gender-based violence, or violence against women and girls
- radicalisation or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- peer on peer abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- any other issues that pose a risk to children, young people and vulnerable adults

(Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted: Updated September 2019))

Upskirting has been added to KCSIE 2019 since it was made a criminal offence (page 89) and 'Honour-based' violence includes FGM and forced marriages

(Keeping Children Safe in Education September 2020)

Signs and symptoms of possible child abuse

Staff should be vigilant to any sign of unusual or distressed behaviour. The following may be indications of child abuse:

- changes or regression in mood or behaviour, particularly where the student withdraws into herself/himself;
- nervousness/watchfulness;
- sudden under-achievement/lack of concentration;

- inappropriate relationships with peers and/or adults;
- attention-seeking behaviour;
- persistent tiredness;
- running away/stealing/lying.

Staff must read and understand Part One and Appendix A of Keeping Children Safe in Education September 2020

Staff should be vigilant for:

- any injuries not consistent with the explanation given for them;
- any injuries which have not received medical attention;
- instances where injured children are kept away from school without reasonable information;
- reluctance to change for P.E., Drama or Dance;
- any signs of neglect;
- any allegations made by a child concerning sexual abuse;
- age-inappropriate sexual behaviour.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

If you have good reason to suspect abuse is taking place, you should:

- NOT make any attempt at cross-questioning the student, or where physical abuse is concerned, undress him/her;
- not make notes, using the Safeguarding Incident/Concern form. This must be given to the DSL;
- records must be completed urgently and signed and dated;
- discuss the matter immediately with the DSL (or the Headteacher).

If a student tells you she/he has been abused, you should:

- listen to what she/he has to say. Do NOT promise confidentiality - what she/he is telling you must be passed on;
- guard against any visible sign of distress or repugnance if the disclosure is a shock to you;
- adopt a supportive and listening role and talk quietly with the student in a quiet interruption-free place;
- guard against any cross-questioning or, where physical abuse is concerned, asking her/him to undress;
- offer reassurance (remember she/he may fear the implications of "telling" or may be under threats of reprisals);

- explain the follow up procedure – what happens next;
- make notes, using the student's exact words, using the school Safeguarding Incident/Concern form;
- records must be completed as soon as possible after the incident/event and must be signed and dated. The form must be given to the DSL;
- discuss the matter immediately with the DSL (or the Headteacher).

Female Genital Mutilation mandatory reporting duty for teachers

Whilst **all staff** should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **See Annex A** for further details.

(Keeping Children Safe in Education September 2020)

It is essential that the DSL is informed immediately so that the safety of the student can be considered and safeguards put in place to ensure their safety is not compromised.

Action Summary

- LISTEN to what the student has to say
- REPORT all suspicions IMMEDIATELY to the DSL (or the Headteacher)
- RECORD in detail the circumstances and the action taken
- REMEMBER speed is essential

REMEMBER child abuse occurs in families from all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable. Those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

Other Safeguarding Issues – (see Part 1 of Keeping Children Safe in Education 2020)

- School staff should receive training on Child Exploitation, Radicalisation, Extremism, Forced Marriages and Female Genital Mutilation. They should also be aware of the PREVENT Agenda

- The DSLs and all staff should know how to recognise students at risk of the named issues. They should understand the signs and symptoms including the risks associated with technology and students being taken on extended holidays
- Students should receive information on these risks via assemblies, registration discussions, Religious Education and PSHE. They should know who they can talk to and have a designated safe area in school

Online Safety

The use of new technologies presents particular challenges and risks to children both inside and outside of school. Dartford Grammar School for Girls will ensure a comprehensive curriculum to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People (2019 updated April 2020)** and the **KSCB document : Safer Professional Practice with Technology (September 2016)**

Please also refer to the school's **E-Safety policy**

Confidentiality

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DSL can seek advice from the Children's Safeguard Team on the number outlined at the start of this document.

All staff should remain aware that they cannot promise children confidentiality, and that if children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next. Further advice on dealing with disclosures can be found in the document **Child Protection - Dealing with Disclosures in School (KELSI)**

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

Safe Working Practice

Staff are required to work within clear Guidelines on Safe Working Practice and the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others (see Behaviour Policy) and such events should be recorded and signed by a witness.

Allegations against members of staff and volunteers

If allegations are made against a member of staff immediate consultation is required with the KCC Area Children's Officer (Child Protection). This consultation must take place prior to any form of investigation being undertaken by the school. The school will work with outside agencies, including the Police, Social Services and School's Personnel Service, as required.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

Please read and refer to the full policy in the Staff handbook 2020-2021

DEFINITIONS OF ABUSE

Physical Abuse

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to the child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children and may include interactions beyond the child's developmental ability, overprotection, limitation of exploration or learning or prevention of normal social interaction. Seeing or hearing ill-treatment of another, serious bullying (including Cyberbullying) causing children to frequently feel frightened or in danger, or exploitation and corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it may occur alone.

Sexual Abuse

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

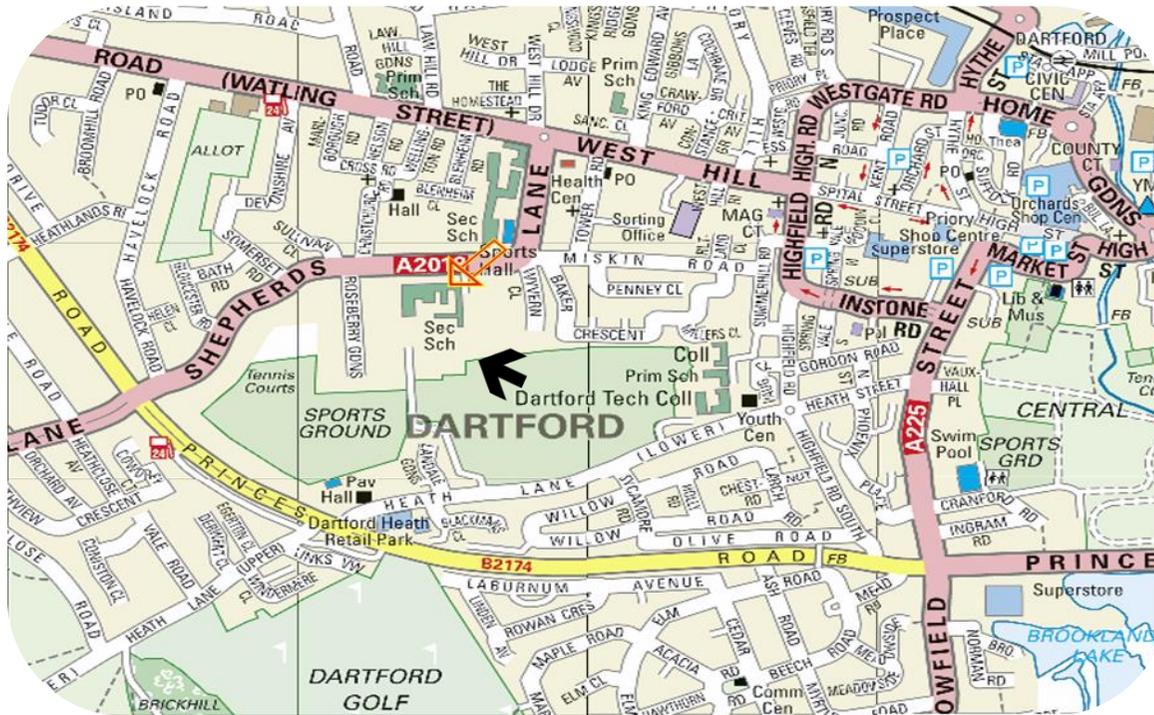
Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may occur in pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to provide adequate food, shelter and clothing (including exclusion from home or abandonment), failing to protect a child from physical or emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Useful Information

Location

The school is located close to the A2 and is positioned between two local railway stations – Crayford and Dartford. It is within easy access of Dartford town centre and Bluewater shopping centre. Travelling on foot would take 25-30 minutes from Crayford railway station and 20-25 minutes from Dartford railway station. Travelling by car from the Dartford Crossing would take approximately 10 minutes and 5 minutes from the A2 Dartford Heath junction (with no traffic).



Dartford Grammar School for Girls is easily accessible by public transport, for updates on train and bus services, please use the links below:

- [National Rail Service Updates](#)
- [Arriva Bus Service Updates](#)
- For all other bus services and live travel news [please click here](#)

Application and Appointment Process

Please complete an application form (CVs are not accepted).

The school ensures that training is provided for all those involved in the recruitment and selection of staff and that it is appropriate to their role.

Applications should be sent by post, addressed to Sharon Pritchard, Headteacher, or emailed to Lorraine Dance, Headteacher's PA / HR Manager (LAD@dartfordgrammargirls.org.uk).

Prospective applicants are very welcome to visit the school. If you would like to arrange a visit, please contact Lorraine Dance at LAD@dartfordgrammargirls.org.uk or by telephone on extension 237.



Working together to achieve academic excellence and personal potential