



# GORDON'S SCHOOL

MODERN IDEAS - TRADITIONAL VALUES



ASSISTANT HEAD  
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 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 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.

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 the opening of our Sports Hub, including new 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

## ASSISTANT HEAD

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### THE POST

The Governors are seeking to appoint an outstanding and innovative teacher to join the School's Wider Leadership Team from Easter or September 2025.

### THE ROLE

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

1. Safeguard and promote the welfare of children
2. Teach a reduced timetable
3. Undertake line management responsibilities
4. Support and lead on strategic areas of the school curriculum
5. Oversight and deployment of a substantial budget
6. Support the work of the Academic Board to develop outstanding academic provision across all Key Stages
7. Attend all Head of Department meetings lead by the Deputy Head (Curriculum)
8. Support the school's academic mission, ethos and objectives
9. Job descriptions are reviewed annually and the successful candidate will be expected to show flexibility and adaptability to the range of tasks undertaken at the behest of the Senior Leadership Group.

### GORDON'S SCALE SALARY – **we offer a competitive salary**

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:

- Leadership Pay Spine (London Fringe)
- Membership of the Teachers' Pension Scheme (TPS)
- Additional allowances available.

### PERSON SPECIFICATION

The Assistant Head role would ideally suit teachers with experience of leading others, typically in a Head of Department role.

### 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

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## 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
- Tablet PC
- Exceptional students
- Priority entry 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 personal statement section of the form please begin by making clear your reason(s) for wishing to join Gordon's School in this capacity.** Early applications are encouraged as the School reserves the right to interview ahead of the advertised date.

School tours available upon request.

## 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 3rd December**

**Interviews: Tuesday 10th December**

**Start date: Easter 2025 (or September 2025)**

**Address:** Bagshot Road, West End, Surrey, GU24 9PT

**Telephone:** 01276 858084

**E-mail:** [jgeorge@gordons.school](mailto:jgeorge@gordons.school)

**Web site:** [www.gordons.school](http://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 950 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's 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 Leadership Team meet on a weekly basis. The Leadership Team consists of the Head, Deputy Head Pastoral, Deputy Head Curriculum, HR Director, Finance Director, Estates Director and the Development Director.

At Gordon's all students are considered boarders and housed in either a day or residential House. Pastoral work in the school is led by Heads of House who are line managed by the Deputy Head (Pastoral). This work includes supporting the academic progress of students, alongside their personal development and monitoring behaviour.

Academic work in the School is led by Heads of Department who are line managed by the Deputy Head (Curriculum), who is supported by three Heads of Key Stage.

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. 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.

A number of 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.



A photograph of two young students, a girl and a boy, in school uniforms. They are both smiling and looking down at a book held by the girl. The background is blurred, showing other students and a school setting.

“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.



A woman in a patterned dress is seated at a grand piano in a school hall. The piano is open, showing the internal mechanism. In the background, there is a large floral arrangement and a plaque on the wall.

“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 Professional Development Pathway 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 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...”

OFSTED Report

## 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 2023 almost 60% of our Year 13 secured places

at Russell Group universities and for two years we've 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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