



# GORDON'S SCHOOL

MODERN IDEAS - TRADITIONAL VALUES



ASSISTANT HEAD  
Head of Upper School  
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 45-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 means 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. Underpinned by our 'Better Me, Better World World' mission, academic, pastoral and co-curricular outcomes are as strong as ever, and the recent completion of our Sports Hub, including new sports hall and second all-weather pitch highlights the School's continued commitment to understated excellence.

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



Andrew Moss  
Head Teacher





# APPOINTMENT

## ASSISTANT HEAD - FOR EASTER 2024

---

### THE MAIN PURPOSE OF THE ROLE

To help Gordon's School be amongst the finest schools in the world for the calibre of young people we develop: the progress they make, the lives they go on to lead and the difference they make to the lives of others.

### MAIN RESPONSIBILITIES

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. **As Head of Upper School, be responsible for overall progress and attainment of Key Stage 4 Students**
2. **Be a member of the Wider Leadership Team**
3. **Teach a reduced timetable, all specialisms welcome**
4. **Oversee students' academic monitoring and intervention, including liaising with Houses and parents as required**
5. **Organise Key Stage 4 Study skills and revision**
6. **Oversee Y11 destination data**
7. **Organise and attend GCSE Results Day**
8. **Line manage a number of academic departments**
9. **Be involved in the continued development of teaching and learning, including supporting the quality assurance of classroom practice, marking, planning and reporting**
10. **Attend fortnightly Academic Board meetings and Assistant Head meetings**
11. **Attend Head of Department meetings and present/lead as required**
12. **Provide written reports to governors and attend the Curriculum & Pastoral governor sub-committee as required**
13. **Be a visible presence at Key Stage 4 events, including assemblies**
14. **Support the School's academic mission to provide more than the best possible examination results, but a thorough preparation for life**
15. **Contribute to the wider life of the school, including some day time duties and support prep two evenings a week from 6-7.30pm**
16. **There is additional opportunity for the successful candidate to also line manage the Careers Department.**

### GORDON'S SCALE SALARY – **Competitive Salary**

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

### 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.

Job specific key skills to be assessed at interview:

- Excellent written and oral communication, including public speaking.
- Meticulous organisation skills, facilitated by the effective use of technology.
- Incisive critical and creative thinking skills, resulting in astute decision-making.
- Effective networking skills.

*“This is an exceptionally good school.”*

OFSTED Report

---

## WE OFFER:

- Attractive and spacious campus, within easy reach of the M3 motorway and London
- Free on-site parking
- Well-resourced facilities
- Complimentary meals
- Four weeks shorter academic year than most schools
- Access to the on-site fitness centre
- Adjacent to extensive heathland
- Generous support for professional development
- Outstanding staff: professional, supportive and committed
- Provision of a tablet PC
- The opportunity to play a part nurturing world class global citizens.

## APPLICATION PROCESS

Having read the literature 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 with your reason for wishing to join Gordon's.**

**Tours of the school are available at the following times:**

11.00 am on Saturday 18 November  
3.15 pm on Tuesday 21 November  
4.45 pm on Thursday 23 November  
10.00 am on Saturday 25 November

**Email the Head's PA - Jacqui George - to book a tour - [jgeorge@gordons.school](mailto:jgeorge@gordons.school)**

Unfortunately, due to the normally high number of applicants, it will not be possible to contact unsuccessful applicants. In exceptional circumstances we may interview and appoint before the deadline below, therefore early applications are encouraged.

## 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: 10am on Monday 27 November 2023**

Interviews: Tuesday 5 December 2023  
Start date: April 2024 (September 2024 will be considered)

Address: 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 900 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 many staff 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!

Students enjoy an enviable calendar of school trips which support the curriculum and develop young people including: Ten Tors, overseas and UK MUN conferences, overseas music tours, sports tours for all major sports, plus overseas Gold Duke of Edinburgh expeditions.



# SCHOOL ORGANISATION

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 at a tablet 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 programme, which includes access to the Institute of Leadership & Management (ILM) awards scheme.

## 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 issuing all staff with a tablet PC. 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 non-selective schools in England for GCSE and A Level

results. Typically, 50-60% of our Year 13 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'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.

#bleedgreen



T: 01276 858084  
E: [info@gordons.school](mailto:info@gordons.school)

Gordon's School  
West End  
Surrey  
GU24 9PT