



# GORDON'S SCHOOL

MODERN IDEAS - TRADITIONAL VALUES



Director of Sport  
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 1885 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 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.



*“Competitive sport is a key component in building self-esteem, confidence, school ethos and academic excellence.”*

OFSTED Report



# LETTER FROM THE HEAD

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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 all work 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.

## *'Passionate about sport, serious about education'*

Sport 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 the near-completion of our Performing Arts Centre highlights the school's continued commitment to first-class holistic education. If successful you will have a crucial role to play ensuring that competitive sport remains at the heart of school improvement and the calibre of students we develop.

I hope you are inspired to apply.



Andrew Moss  
Head Teacher







# APPOINTMENT: DIRECTOR OF SPORT

## THE POST

We are seeking to appoint a candidate of high calibre to take up post from September 2026 or earlier.

## MAIN ASPECTS OF THE ROLE

The successful applicant, who will be line managed by the Director of Co-Curricular, will:

1. Be a member of the Wider Leadership Group (WLG).
2. Teach a significantly reduced timetable.
3. Attend fortnightly Co-Curricular Board meetings.
4. Line manage the Heads of Sport.
5. Ensure high expectations and an ambitious culture of success for all students is consistent across all sports.
6. In conjunction with the heads of sport, oversee the day-to-day organisation of sport across the school, including the maintenance of sport storage areas and the standard of student attire.
7. Oversee Inter-House sport competitions.
8. Organise, maintain and develop our programme of home/overseas tours, invitationals and festivals.
9. In conjunction with the heads of sport, maintain an extensive programme of competitive fixtures.
10. Quality assure all aspects of sports provision, including the weekly reporting schedule.
11. In conjunction with the Development Director, support the development of our partnership programmes.
12. Oversee the strategic development of Harlequins Partnership Programme (HPP), sports scholars and the scholarship programme.
13. Oversee and contribute to the smooth running of pre-season.
14. Oversee the organisation of the annual Sports Dinner.
15. Assist the Development Director with marketing and promotional activity as required.
16. Any other duties commensurate with the delivery of outstanding provision.

## PERSON SPECIFICATION - A Gordon's Person...

Character matters. The right person for the job will be:

- Affably intense.
- The confident humility to be authentic, agreeable and able to work seamlessly with others.
- Highly organised, resourceful and focused on achieving the School's goals.
- Motivated to work in an academic and active non-selective boarding school, where success stems from 'going the extra mile' for each other, students and parents.
- Supportive of the co-curricular curriculum as a key component in building students' self-esteem, school ethos and academic excellence.
- Experience of Co-Curricular Leadership in an educational setting.
- 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.
- Demonstrate a clear vision for the growth of established and emerging sports, for both Boys and Girls.

## HOURS AND ADDITIONAL DUTIES

- At least one 30-minute duty slot per day on the WLT rota, within above allocation.
- Assist with Sixth Form Enrolment interviews (end of August).
- Deliver 4 Period 7s (2 coaching and 2 observation) and Saturday school leading a team.
- Deliver 2 Period 8s e.g. elite training.



*“This is an exceptionally good school.”*

## OFSTED Report

### SALARY – COMPETITIVE

Gordon's operates an enhanced salary structure, for which we expect staff to contribute to the wider life of the school at all times.

- Leadership Pay Spine
- Gordon Allowance
- Membership of an appropriate pension scheme, including Teachers' Pension Scheme (TPS) for qualified teachers.

#### PLUS

- Attractive and spacious campus, within easy reach of the M3 motorway and London
- Well-resourced facilities
- Complimentary meals
- Access to on-site sport facilities, including fitness suite
- Generous support for professional development
- Outstanding staff: professional, supportive and committed
- Provision of a tablet PC
- The opportunity to play your part to help nurture world class global citizens.
- 3-bed family accommodation is available.

### 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 with your motivation for the role and Gordon's School in particular.

**Please state whether accommodation on site is essential to your application.**

A tour of the school before application is encouraged. Please contact Mrs Jacqui George, Head's PA, to arrange a visit via email: [jgeorge@gordons.school](mailto:jgeorge@gordons.school).

#### Tour dates are:

4.00 pm on Wednesday 25 February  
10.00 am on Saturday 28 February  
11.00 am on Saturday 28 February  
4.00 pm on Wednesday 4 March  
10.00 am on Saturday 7 March

### REFERENCES

You are asked to give the names of two referees, one of whom should be your current Head, if currently working in a school.

**Deadline for applications:** Midnight on Sunday 8 March 2026  
**First Interviews (by phone):** Tuesday 10 March 2026  
**Interviews:** Tuesday 17 March 2026

**Address:** West End, Surrey, GU24 9PT  
**Telephone:** 01276 858084  
**Website:** [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  
**Chairman of Governors:** Mrs Jane Valner  
**Gordon Foundation Chairman:** Lieutenant General Sir Richard Cripwell KBE CB





*“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 1000 students including 280 residential boarders and a thriving sixth form of over 350.

Over-subscribed, Gordon's size ensures that every student is well known and nurtured as an individual. The school has a very strong emphasis on high expectations in all aspects of school life and the school aims to offer more than just outstanding examination results, providing abundant opportunities outside the classroom and exceptional pastoral care.

As an active boarding school all teaching staff are expected to be sympathetic to the healthy tensions posed by an enviable co-curricular programme and strong House system where every student is considered a boarder and is member of a physical House.

The school's activity programme is known as Period Seven and includes 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 concert band to drama productions.

Marching is a unique feature of the school and practice takes place most Fridays after school in preparation for school parades, of which there are eight a year, including our annual Whitehall Parade in memory of General Gordon when we are the only school in England to stop the London traffic! The Gordon's Pipes and Drums are an important part of our marching tradition and have received acclaim far beyond Surrey, competing annually in the International Scottish Schools' Piping Championships.

There is an exciting calendar of school trips which support the curriculum and develop young people including: Ten Tors, UK and overseas Gold Duke of Edinburgh expeditions, overseas music tours, and sports tours across golf, rugby, football, hockey and netball.



# THE SPORTS DEPARTMENT

The Sports Department is led by the Director of Sport and an Assistant Director of Sport. There is a head of sport for each sport, four additional full-time coaches and approximately 20 part-time sports coaches who are used on games afternoons and during after-school activities. The four members of academic PE department, also, coach on games afternoons and during after-school activities.

Gordon's is an academic and active boarding school and all students are expected to participate in activities beyond the classroom. The thriving co-curricular programme, called Period 7, principally runs from 4-5pm each day and has over 150 options. In addition the vast majority of students engage in the physical activity programme on Saturday mornings, which includes a competitive fixture list against local independent schools. We believe that the sport is a key component in building students' self-esteem, school ethos and academic excellence.

The Director of Sport works alongside the Director Creative Arts, Director of Academic Enrichment and outdoor education team to deliver the co-curricular programme. Each are line managed by the Director of Co-Curricular. The pastoral work of the school is led by Heads of House who are line managed by the Deputy Head Pastoral. Academic life is led by Heads of Department line managed by the Deputy Head Curriculum.



*"The rate of progress has been extraordinary. The commitment and work ethic of the people driving the programmes is remarkable"*

Neil Rollings – Chairman of the Professional Association of Directors of Sport





*“Provision for students is of a higher quality, and is more inclusive than many comparable schools – independent or otherwise”*

External Report

## KEY ELEMENTS OF THE CO-CURRICULUM

The co-curricular vision is to open minds, develop leadership and service, foster well-being and strive for excellence.

Gordon's runs a wide and inclusive co-curricular programme, known as 'Period 7' or 'Period 8'. Activities run from either 4-5pm or 5-6pm Monday to Thursday, with drill practice taking place on Friday afternoons. "Period 7 is never cancelled"!

Saturday morning and some afternoons are dedicated to physical activity with the vast majority of students taking part in fixtures. There is a team ethos, whereby even students not playing for a sports team are encouraged to join other teams. These include: our charity team, meet and greet team, volunteering team, MUN team and creative arts teams.

Students in Years 7 to 9 have a number of compulsory activities such as: public speaking, dance and pipes and drums to expose them to new and challenging experiences. In the Sixth Form all Year 12 to 13 students are required to engage in the co-curricular programme.

New opportunities are always being explored, recent additions include rock climbing, sewing and play writing. There is also a growing culture of student-led societies, which include a culture society, school magazine group and LINK.

Much of the co-curriculum is delivered by external coaches and, similar to the curriculum, Period 7 sessions are monitored to ensure standards are high and a generous CPD is in place to enable staff to upskill and develop themselves.





*“Students’ behaviour both with-  
in lessons and at other times is  
impeccable”*

OFSTED Report

## APPROACH TO COACHING & LEARNING

Competing with many of the leading independent schools in the south of England is a challenge we enjoy. However, to do so successfully ‘we need to make coaching our transfer window’.

Curriculum teaching in the school is a key strength, therefore the co-curricular model adopts the A.C.E. lesson model for co-curricular sessions. Whilst we do not believe there is any one way to coach good and outstanding sessions, we do believe that all sessions should have clear assessment for learning, challenge and engagement (ACE).

Whilst a school of traditional values, we also embrace modern ideas and our approach to coaching can also be creative, with

ballet, CCF team building and mindfulness amongst the toolkit coaches have deployed. We are all continuously learning, and staff are encouraged to try out new ideas, share practice and invest in their own professional development.

Whilst a number of teachers contribute to the co-curricular programme most staff are external coaches. Therefore, recruiting and retaining the high-quality coaches and supporting them in the Gordon’s way is a priority.

Also, crucial are our captains as leaders on and off the pitch and for our senior students, to be not just as role-models but peer-coaches both in training sessions and informally in the day and residential boarding Houses.



*“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 training & 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 few years to update our provision, upgrading wireless access across the school and providing staff and students with tablet devices. The sports department own a number of VEO cameras and video analysis is widely used.







*“The quality of provision and care for boarders has an exceptional impact on the quality of their lives...”*

OFSTED Report

## EXPANSIVE CURRICULUM

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

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 a Gordon's education is inspiring, and transformational 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 confident humility, the varied experiences enjoyed and the rich stories to tell of friendship, adventure, success and failure that land 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



*#bleedgreen*

*#bettermebetterworld*