



# Gordano School

Assistant Headteacher  
(Inclusion: Part Time - 0.6 FTE)  
Start Date: September 2025

Applicant Information

January 2025

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**Dream big  
Do your best  
Give back**

# Welcome from the Headteacher

Dear Applicant

Re: Assistant Headteacher Appointment

Thank you for your interest in the post of Assistant Headteacher at Gordano School. This position has arisen due to the current post holder continuing the role but in a part time capacity.

We are seeking to appoint an exceptional leader to join our team. This post is not only significant for the community of Portishead and the school but a wonderful opportunity to develop further on the strength of our inclusion provision for the young people of Gordano and our staff. You will be joining a pastoral team of exceptional practitioners who devote themselves to the wellbeing and growth of the young people in our care.

We are a thriving, high achieving school in which the challenge is not only to maintain and improve the school's performance but also to ensure that we deliver for every one of our students. Staff, students and parents rightly expect a lot from the leaders in our school and although Gordano is a demanding place to work it is also a hugely enjoyable and rewarding context: we have great common purpose in our commitment to young people and belief in the transformational power of education, but at the heart of our community is kindness and happiness and we want our staff and students to '*dream big, do their best and give back*'.

We now hope to appoint an Assistant Headteacher who can help us continue to make Gordano the best school it can be. There are very many strengths at Gordano that we will all want to maintain but we know too that new leadership will bring important change which is vital as we strive to develop our provision each year.

We enclose additional details which should contain much of the information that you will need. However, as this is an exceptionally important process for the school and a significant decision in your own professional career, please do not hesitate to contact Sarah Vincent, the Headteachers PA at [headteacherpa@gordanoschool.org.uk](mailto:headteacherpa@gordanoschool.org.uk) or call 01275 842606, if we can add to or clarify any of the details that you have been sent. Visits to the school are most welcome, to include a brief tour and a discussion about any questions you would like to raise. Please call or e-mail Sarah who will be happy to make the visit arrangements – dates that have been set aside are Friday 10th January, Monday 13th January and Thursday 16th January 2025 but we will seek to accommodate requests outside of those dates should they not suit.

I hope that you will feel encouraged to submit an application to us and may I thank you in advance for the thought, time and effort that this will inevitably entail.

A handwritten signature in black ink, appearing to read 'Louise Blundell'.

**Louise Blundell**  
Headteacher

# The School

Gordano School is a very large, over-subscribed secondary school with more than 2,100 students on its roll, including almost 365 in the Sixth Form. The school has grown significantly in the last few years to meet the demand for places from the town of Portishead, but we are now entering a period of lower birth rates in the area and therefore a reduction in year groups.

Gordano School is a member of Lighthouse Schools Partnership (Multi-Academy Trust). The Governors are seeking to appoint an outstanding and forward-thinking senior leader to take this high performing school on its next stage of development.

## We are looking for a leader who has:

- a track record of success in raising standards for young people
- the qualities needed to challenge, motivate and support colleagues to achieve the highest standards
- a vision for educating the whole person
- a personal commitment to inclusion and diversity
- the desire to extend the educational opportunities that a large school can provide
- the skills to network and build alliances across educational settings
- a desire to work collaboratively within the Multi Academy Trust

## We can offer you:

- a school that is performing well but one which does not stand still and where we

have a passion for continual growth.

- a talented, committed and well-motivated staff
- a happy, well-behaved, confident and hard-working student body
- a culture where all students feel safe and valued
- a supportive and active Governing Body, together with encouraging and involved parents
- significant opportunities for collaboration and development within the LSP

Furthermore, as Gordano School is part of a larger Trust, there are wider opportunities for the right candidate to collaborate in initiatives over a number of schools.

Gordano School offers an excellent benefits package including contributory pension scheme, a comprehensive employee assistance programme and benefits (offering discounts on shopping), and cycle to work scheme.

Applications should be made via the recruitment online portal which can be accessed through the school website, LSP website and Eteach.

Interviews will be held during the week commencing January 27th 2025.

*The Lighthouse Schools Partnership - Gordano School is committed to safeguarding and promoting the welfare of children and young people and expects all in its community to share this commitment. Suitability to work with children and young people will form part of the selection process. As part of shortlisting an online search will be carried out. All appointments will be subject to vetting, including an enhanced DBS check.*

*A copy of the Safeguarding & Child Protection Policy, Disclosure Policy and Recruitment Policy can be found on the Lighthouse Schools Partnership website.*



# Advert

Assistant Headteacher

Salary Range L12-16, Part time - 0.6 FTE



**Closing Date:**

Monday 20th January 2025 at 11.59pm

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**Interview Date:**

Week commencing January 27th 2025

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**Address:**

Gordano School, St Marys Road,  
Portishead, Bristol ,BS20 7QR

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**Tel:**

01275 842606

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## Application Process:

### How to apply:

Applications should be made to the Headteacher via the recruitment online portal which can be accessed via the school website, LSP website and Eteach. Your fully completed application form (please do not include a curriculum vitae) should include details of all educational qualifications including grades obtained.

In addition to the application form , a formal letter of application should be included (maximum 2,000 words) addressing the following issues:

- Examples of your work which provide evidence of your leadership skills and that demonstrate how you would work effectively in this post;
- The values and philosophy which underpin your commitment to education.

The written application will be scored against the selection criteria in deciding whether to shortlist applicants.

Referees: Please ensure that you enclose the names and contact details of TWO referees (address, telephone or email) to support your application. One of the referees should be your current or most recent Headteacher. References will be used to support the selection process and will therefore be obtained prior to interview.

Additional details are available from our website: [www.gordanoschool.org.uk](http://www.gordanoschool.org.uk) or Sarah Vincent, Head's PA [headteacherpa@gordanoschool.org.uk](mailto:headteacherpa@gordanoschool.org.uk) or call 01275 842606.

### **Closing date for applications no later than Monday 20th January 2025 at 11.59pm**

- It will not be possible to give debriefs to applicants who are not invited for interview. Verbal feedback will be offered to all candidates who are interviewed.

# Introduction

We are proud of our school, our students and our staff and everyday we want our students to have a happy experience, both in their learning but also in all the other opportunities they pick up on their journey through our school.

Gordano is successful, friendly and inclusive. We pride ourselves on the warmth of our school community, the richness of our educational offer and the very high quality of the staff who work here. In the paragraphs that follow, we have tried to highlight some of the key features of our community and to describe what makes this school such a rewarding place to work.

## The Town

Portishead (population 26,000), situated on the Bristol Channel, has retained its character and its individuality despite continued growth and its proximity to the M5. Bristol is nine miles away and offers a full range of cultural, academic and sporting activities. There are many attractive places to live within easy reach. Property prices cover a wide range, but there is enough choice to suit most needs. Staff travel comfortably to the School from as far away as South Wales, Taunton, Bath and Cheltenham.

## The School

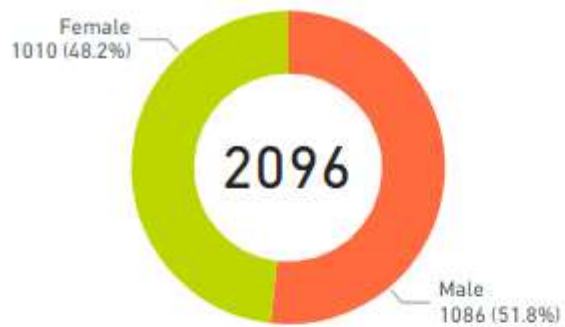
The School, which is the sole secondary school serving the community, traces its roots back to the Portishead Congregational School in the 1870s. In 1956 it moved to its current site and in 1964 became a Comprehensive School. In 2007, the School became a Foundation School and converted to Academy status in July 2011. We see ourselves as a community comprehensive school in nature, if not in name, and we will always work closely with other local schools, the Local Authority and the RSC's office. In 2016 we joined with other local providers to form The Lighthouse Schools Partnership ([www.lsp.org.uk](http://www.lsp.org.uk)).

Gordano is an 11-18 co-educational comprehensive school. There are 2,119 students on roll (PAN 336) but with breaches in the higher years and a shrinking demographic in Portishead over the years ahead. We have 361 students in the Sixth Form; most study AS/A2 courses but there are also good vocational options. The school is 11 form entry with pupils placed in all-ability tutor groups.

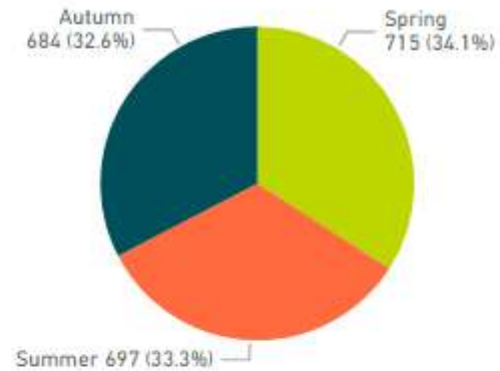


# Introduction to the school

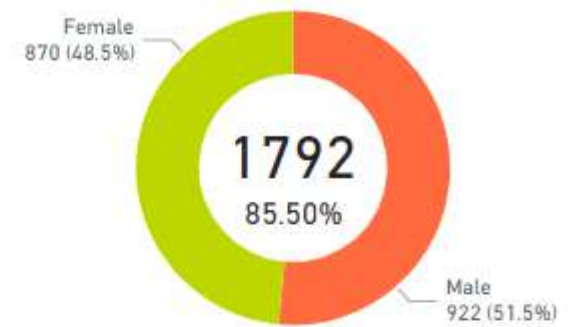
### Total Number of Pupils



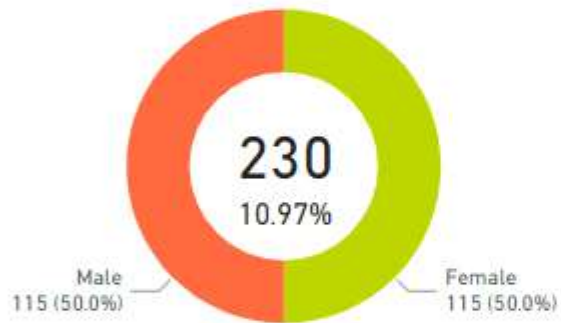
### Term of Birth



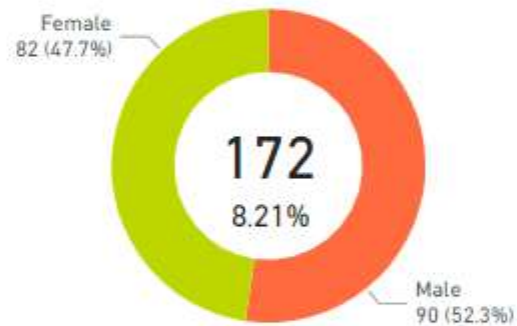
### White British



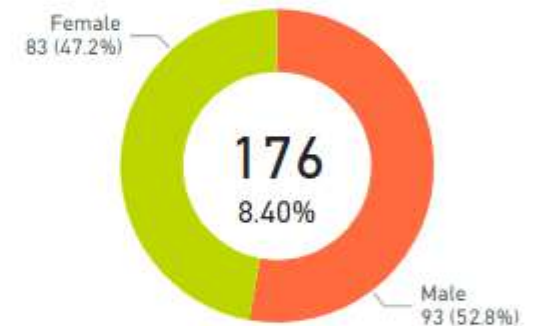
### Pupil Premium



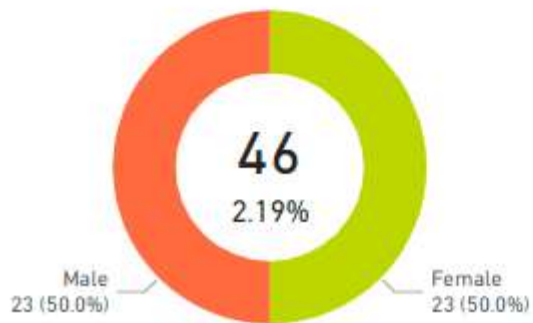
### Free School Meal



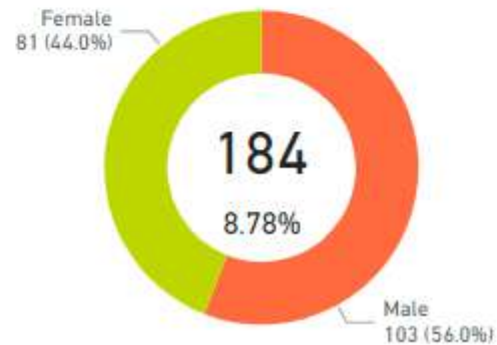
### Free School Meal (last 6 years)



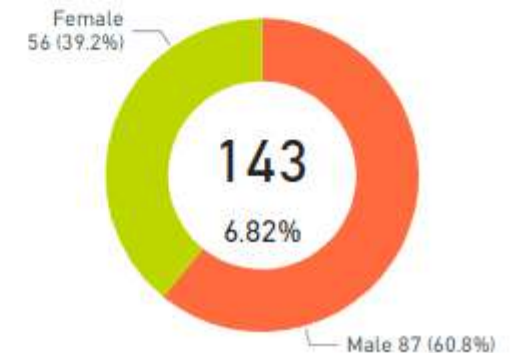
### SEN - E - Education, health and care plan



### SEN - K - SEN Support



### SEN - N - No special educational need





# Introduction to the school

## The Trust

Gordano is one of 30 schools in the Lighthouse Schools Partnership. There are three other large secondary schools and the relationships between the schools are strong. The vast majority of Gordano's intake transfer from LSP primary schools. The Trust's latest Strategic Plan is available on the [LSP website](#). The Trustees are eager to see the secondary schools continue to develop a deeper collaboration in future years and leaders across the schools are exploring areas that will increase capacity without unnecessarily constraining the freedom of each school. The Trust Offices are based at Gordano School.

## Accommodation

The school expanded from a relatively small secondary school whose original buildings still provide the core. All of the original 1956 buildings remain but have now been augmented by many new facilities. A new Dining Hall and Modern Languages Faculty accommodation (with IT suite and Sixth Form Study Area) was added in 2018.

Apart from the main classroom areas, there is a wide range of purpose-built facilities, including a Science Block, Drama Studio, Music Rooms, an Art Suite, Library, Design and Technology area, Business Studies suite, ICT rooms, two Sports Halls, Gymnasium and all-weather "Astroturf" pitch. All Faculties/Departments have their own teaching areas with offices and resource bases.

There are six House areas and a dedicated Year 7 area, each with a common room. The Sixth Form is separate and has good facilities. These include a Study Centre, a Common Room and Lecture Hall. Spacious games fields adjoin the site, heavily used by students and the wider community. Our Community Trust (at arms' length and a not-for-profit-company) manages our leisure facilities.

## Pastoral Organisation

The House system is a cornerstone of the Gordano tradition. Students in Years 7-11 are organised into six Houses. Until May in Year 7, our new year 7 students remain in a separate year group then transfer to the Houses as Year 11 leave. Each House has its own identity and tradition, and they work very closely together. The Sixth Form (Years 12/13) is organised separately. Each House and the Sixth Form have their own elected Pupil/Student Councils and a thriving student leadership programme.

All teaching staff are attached to a house and participate in its activities and administration. There is a well-established pastoral programme that is delivered by tutors. Great importance is attached to the tutor's role, with responsibility for the personal, social and academic development of children in the tutor group.

There is also a strong Personal, Social and Health Education leader with specialist teachers (Ethics) delivering the PSHE curriculum. British Values and SMSC is delivered through PSHE, the Tutor Programme and the House system.

The school has a clear policy on behaviour with very high expectations for all. Students and adults are expected to be polite, courteous and tolerant and Kindness is a key value across our school. Bullying in any form is challenged vigorously.



## The Student Support Centre

The Student Centre provides a central contact point for students to access a plethora of support services, and is a gateway to our Inclusion Hub. We established it as part of our commitment towards including every single child in integrated support from all the professionals engaged in supporting young people work. The wider inclusion team is comprised of a Safeguarding Officer, Education Welfare Officer, Inclusion Mentor, Behavioural Support Worker, Attendance Officers, School Counsellors, Careers Advisors, and Student Receptionist, who is also our First Aider.

## Inclusion Hub

Our Inclusion Hub is based at the heart of the school and provides a safe and calm environment for our most vulnerable young people. Based in our Hub are the SEND team (Student Support), non-teaching Assistant Heads of House and Year 7, School Chaplain, School Nurse, Counsellors, Alternative Curriculum Team and Pastoral Admin support.

## Nurture Hub

In September 2024 we opened our new nurture hub in liaison with the Local Authority. This provision supports 2 groups of 10 x year 7 students on their entry to the school. Nurture principles underpin our approach to working effectively with and for our young people.

## Staff

It is the wonderful people at our school that makes Gordano such a happy school community to work at – staff, students, parents and governors. The School wants staff to feel valued, fulfilled, and supported at all levels. The teaching and support staff at Gordano are very committed to the school. There is a strong Heads of Faculty group and a Heads of House team. All staff have the opportunity to be involved in consultations through faculty meetings, tutor meetings and full staff meetings. Regular staff surveys are conducted. As Headteacher, my door is always open. I welcome on-going discussions with the staff body.



# Introduction to the school



# Curriculum

## Rationale

Gordano School believes in a broad and balanced curriculum in order to be able to develop the rich and diverse talent that its pupils bring into the learning environment. By the end of Year 11 the aim is to develop fully rounded individuals that have a positive role to play within our society. Throughout their school career, students also study Personal, Social and Health Education and Citizenship.

## KS3 (Year 7– Year 9)

We have now rolled out our new curriculum to the current Year 7 and 8 who will be following a 3 year KS3 (Current Year 9 onwards study a 3-year KS4)

All students now follow a three year Key Stage 3 which aims to provide them with a meaningful foundation in the following subjects: Art & Design, Design Technology, Drama, English, Humanities (Geography, History and Ethics & Philosophy), Mathematics, a Modern Foreign Language, Music, Physical Education, Science and Information Communication Technology. The Modern Foreign Language will either be French or Spanish and this is allocated on entry into the school, although students are able to express a preference if they have a sound reason for doing so.

Students with special educational needs are encouraged to study all subjects and will receive in-class and one-to-one support from the Learning Support faculty, including some withdrawal for specialist intervention. Students with a particular interest in and/or aptitude for a curriculum area are encouraged to develop their skills further. Through our strong extra-curricular programme. Reading skills and aptitudes are vital for our students as they progress through the school, therefore we have a rigorous programme to ensure that all of our students are confident readers who have a passion for reading.

All students follow a tutorial programme which covers aspects of personal, social, careers and health education, and are encouraged to join in the range of extra-curricular activities that cover most subject areas of the school, including Sport, Drama and Music (including tuition to learn an instrument).

## KS4 (Years (9) 10 and 11)

The current three year Key Stage four has allowed students to study beyond their GCSE/Vocational specifications creating the learning pathways that will take them on to Sixth Form, further education or training. In Year 9 most current students are continuing with a Modern Foreign Language, a Humanity and a creative subject alongside our core curriculum and an option of their choice. However we are now planning for our new KS4 curriculum which launches in September 2026.

Depending on the needs of the student, there is a choice of other qualifications, most of which currently last three years. The qualifications may be GCSEs, Cambridge Nationals or other forms of study which will enable each student to choose a set of options that suits their style of learning and interests. Ethics & Philosophy, Core PE, and work experience remain compulsory elements in the curriculum.

There are a range of curriculum enhancement opportunities offered to students throughout their time at Gordano through field trips, Gordano Extra and extra revision sessions outside of normal school lessons. We strongly encourage students to make the best use of these opportunities. As in the Development Stage, Gordano values sports, music, drama, debating and public speaking alongside a variety of other extra-curricular activities available to students. The school is particularly proud of the very high enrolment and completion rates for Duke of Edinburgh Award and we are the largest provider for DofE in the South West. Children that would benefit from Learning Support or the Aspire Programme will continue to be supported. Additional lessons also continue for those who subscribe.

## Sixth Form Years 12 and 13

The majority of our students start Advanced Level/ Vocational (Level 3) courses in Year 12,

The Sixth Form curriculum, as well as offering formal qualifications, includes the Careers, Volunteering, Extra-curricular (Electives) and tutorial programmes.

We offer a choice of over 30 Advanced Level courses including Cambridge Technicals and Level 3 BTEC Award Programmes. Most students will study three full 'A Level (or equivalent) courses in preparation for entry to university, further training, apprenticeships or employment. Many of our students also choose to study for the Extended Project Qualification.

Students continue to receive learning support as and when appropriate in Sixth Form, and have access to a Learning Mentor and Careers Advisor. All students are supported with university applications and those choosing Oxbridge, Medicine, Veterinary Science or Law, receive specialist advice. Our Careers Advisor also supports employment, apprenticeships and internship applications.

Learning at all key stages is delivered through 'Gordano Learning' a research informed approach that supports professional development in order to improve student learning.



# Curriculum

# Senior Staff & Responsibilities

	Headteacher	Deputy Headteacher (Learning & Standards)	Deputy Headteacher (Pastoral & Behaviour)	Assistant Headteacher (Inclusion)	Assistant Headteacher (Careers, Safeguarding)	Assistant Headteacher (Director of KS4 - Years 10&11)	Assistant Headteacher (Learning and Behaviour)	Assistant Headteacher (Director of KS3 - Year 7-9)	Associate SLT members SENDCo (Head of Student Support) Time table Manager	Finance Director
Initials	LSB	CXT	JPM	CDT (0.6) New role 0.6	JMF	DYB	LQH	AMS	JQC	EYA
Key responsibilities	<ul style="list-style-type: none"> <li>Overall standards</li> <li>OFSTED &amp; School Improvement</li> <li>Role of Gordano in the LSP</li> <li>Strategic vision</li> <li>School Development Plan and SEF</li> <li>Governance</li> <li>Staffing and recruitment</li> <li>Workload</li> <li>Union liaison</li> <li>PEX</li> <li>Student Leadership</li> <li>OFSTED: L&amp;M</li> <li>OFSTED: Personal Development</li> <li>PSHE/ RSE/Citizenship</li> <li>GSCT</li> <li>IT Steering Group</li> <li>Communication and Marketing</li> <li>Calendar</li> <li>H&amp;S Risk Assessment approval</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum</li> <li>Teaching and Learning</li> <li>CPD and Training</li> <li>Appraisal</li> <li>Training Budget</li> <li>Curriculum Postholders</li> <li>Observation</li> <li>Curriculum Development Budget</li> <li>Educational Visits- Curriculum impact / Authorisation</li> <li>Challenge Partners/SIP visits</li> <li>ECT</li> <li>OFSTED: QoE</li> </ul> <p>PR</p> <ul style="list-style-type: none"> <li>Co-Director of 6<sup>th</sup> Form</li> <li>Head of Year 13</li> <li>Year 11 - Post 16 options process (with Post 16 team)</li> </ul> <p>TCH</p> <ul style="list-style-type: none"> <li>Co-Director of 6<sup>th</sup> Form</li> <li>Head of Year 12</li> <li>Careers Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Care</li> <li>Behaviour Policy and Strategy</li> <li>Parent Forum</li> <li>OFSTED: Behaviour &amp; Attitudes</li> <li>Equalities</li> <li>Admissions</li> <li>Readmittance meetings (High level students - Stage 3 and 4)</li> <li>Focus Room</li> <li>Attendance (inc EHE)</li> <li>Lead on behaviour management / CPD and support for staff</li> <li>Uniform</li> <li>Attend LA Panel meetings</li> <li>Strategic oversight of the Nurture hub and principles</li> <li>Aspens with EYA (student facing)</li> </ul>	<ul style="list-style-type: none"> <li>EOTAS</li> <li>Inclusion Team</li> <li>Student Centre</li> <li>EBSA strategy</li> <li>House system/ Tutor Groups</li> <li>Learning Hub</li> <li>Designated Teacher for Looked-after Children</li> <li>Leadership of Disadvantaged Strategy and action plan</li> <li>EAL</li> <li>Part-time timetables</li> <li>QA for alt provision</li> <li>Strategic oversight for individual student Risk Assessments (Trips)</li> </ul>	<ul style="list-style-type: none"> <li>Lead all Safeguarding and Child Protection actions and planning</li> <li>Lead safeguarding training for all staff</li> <li>DSL</li> <li>Mental Health - staff and students</li> <li>Destinations</li> <li>Anti-bullying</li> <li>Careers</li> </ul>	<ul style="list-style-type: none"> <li>Achievement Tracking and whole school Intervention - KS4 raising standards lead (including PP/SEND)</li> <li>Oversee key events for year group (hoodies, prom, leavers day, results day)</li> <li>Regular communication with parents and students</li> <li>Lead in-year admissions</li> <li>Vocational Qualifications</li> <li>Behaviour and attitudes of Year Groups - Lead reintegration meetings for students on Stage 1 and 2</li> <li>Year 9 Guided Choices</li> <li>Exams including year group mocks</li> </ul>	<ul style="list-style-type: none"> <li>Whole school Reading, Literacy Strategy (including Phonics)</li> <li>Homework</li> <li>Lead on quality Assurance and coaching for HOFs/ Head of subjects</li> <li>Vision and Values in the classroom</li> <li>Leadership ITT and in year staff joiners</li> <li>Behaviour trends / planning and rapid intervention including oversight of medical and reset cards</li> <li>Extra-Curricular</li> <li>Support KS4 AHT and DH in delivering an effective Guided Choices program and strategy</li> <li>Activities Week</li> </ul>	<ul style="list-style-type: none"> <li>Achievement Tracking and whole school Intervention (inc SEND/PP)</li> <li>Oversee key events for year group</li> <li>Regular communication with parents and students</li> <li>Lead in-year admissions procedures</li> <li>Key Stage 3 Curriculum &amp; Assessment</li> <li>Year 6 Open Evening &amp; transition arrangements</li> <li>Behaviour and attitudes of Year Groups - Lead reintegration meetings for students on Stage 1 and 2</li> <li>High Expectations of students work in the classroom (Books)</li> </ul>	<ul style="list-style-type: none"> <li>Leadership of SEND strategy and quality of education</li> <li>Whole School SEND interventions and bespoke curriculum</li> <li>Provision Map overview and implementation</li> <li>Top Up funding</li> <li>Financial oversight of provision in liaison with ELA</li> <li>Statutory provision and annual reviews</li> <li>Effective Parent/carer liaison</li> </ul> <p>DWK</p> <ul style="list-style-type: none"> <li>Whole School timetable</li> <li>In-year TT changes (with JXT)</li> <li>Curriculum and facilities planning with LSB 2025-2026</li> </ul>	<ul style="list-style-type: none"> <li>Finances &amp; Operations</li> <li>Budget and financial reporting</li> <li>HR &amp; payroll</li> <li>Lead for support staff</li> <li>Data compliance</li> <li>Contracts &amp; SLAs (Aspens)</li> <li>Gordano School Community Trust (Financial Mgmt)</li> <li>Catering contract</li> <li>Educational Visits - Planning &amp; Co-ordination</li> <li>Learning Environments and Site Development</li> <li>GSCT Operational Management</li> <li>Cover management</li> <li>Health and safety / compliance</li> <li>Liaison with LSP Estates development</li> <li>Communication and Marketing</li> <li>Estates Development plan (with NRH)</li> <li>Lead Portishead Hub Meetings</li> </ul> <p>NRH</p> <ul style="list-style-type: none"> <li>School estate and development</li> <li>Health and Safety</li> <li>Compliance</li> </ul>

## In our school we hold 3 core values



### For our students we aim to:

- Develop self-esteem and raise aspirations
- Promote an independent learning capacity and the motivation to use that capacity
- Provide a rich and stimulating learning environment and a curriculum that meets the needs of all our learners
- Provide the highest possible level of pastoral care
- We offer a wide range of experiences beyond the formal curriculum
- Celebrate excellence and achievement
- Communicate regularly with their parents and with students themselves about academic attainment and the next steps for challenge and further progress
- Prepare them for the opportunities and responsibilities of adult life and local and global citizenship
- Work with their parents to share the responsibility of developing happy, confident young people who will leave school with qualifications and a purpose in life



# Statement of Values & Aims

# Our values and aims are delivered through our School Vision

<p><b>1: Gordano Learning</b></p> <ul style="list-style-type: none"> <li>• Evidence-informed</li> <li>• Accessible For All</li> <li>• Promoting Literacy: Reading © and Writing as 'gateways to success'</li> </ul>	<p><b>2: Academic Curriculum</b></p> <ul style="list-style-type: none"> <li>• Built on prior experience</li> <li>• Broad, balanced, ambitious</li> <li>• Personalised as appropriate</li> </ul>	<p><b>4: Inclusion</b></p> <ul style="list-style-type: none"> <li>• 'An expert in your students'</li> <li>• Shared information and systems</li> <li>• Tiered support ('graduated response')</li> </ul>	<p><b>6. Climate for Learning</b></p> <ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• 'Visible Consistency'</li> <li>• Partnership with families</li> </ul>
<p><b>3. Professional Development</b></p> <ul style="list-style-type: none"> <li>• Joined up - Teaching &amp; Learning, CPD, Appraisal</li> <li>• Developmental lesson observation</li> <li>• Personal professional development at all levels</li> </ul>	<p><b>"To provide a rich and rewarding learning journey, empowering all students to be positively engaged and contribute to their communities"</b></p> <div data-bbox="891 619 1288 981" data-label="Diagram"> </div> <p><b>Our 'Big 5':</b></p> <ul style="list-style-type: none"> <li>• <b>Care</b> - we know and care for students as individuals</li> <li>• <b>Equity</b> - we seek the same opportunities in life for all students</li> <li>• <b>Consistency</b> - we maintain high expectations &amp; support for all</li> <li>• <b>Partnership</b> - we work together, in school and at home / with families</li> <li>• <b>Communication</b> - we inform and listen</li> </ul>		<p><b>8. Safeguarding &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Welfare—Safe and Secure</li> <li>• Physical Wellbeing—physical health, healthy lifestyles</li> <li>• Emotional Wellbeing—positive Mental Health</li> </ul>
<p><b>5. Monitoring, Tracking, Intervention</b></p> <ul style="list-style-type: none"> <li>• Coherent model of Assess, Plan, Do, Review (APDR)</li> <li>• Consistent Quality Assurance &amp; Self- Evaluation</li> <li>• Defined responsibilities</li> </ul>			<p><b>7. Pastoral Provision</b></p> <ul style="list-style-type: none"> <li>• Tutor at the centre</li> <li>• Joined-Up support</li> <li>• House Identity</li> <li>• Charity and Kindness</li> </ul>



# Equality & Diversity

Gordano School recognises and values the diversity of its workforce and is committed to creating a working environment where everyone is respected and where all current and potential staff are afforded dignity and equality of opportunity.

We recognise that false assumptions, prejudice and stereotyping can lead to discrimination. That is why Gordano School is committed to actively promoting equality and combating prejudice, discrimination and harassment through the use of policies, procedures and education.

**Our E&D Mission Statement is:** To eliminate discrimination and achieve equality in the workplace and in service delivery.

**Work-Life Balance Statement:** Gordano School recognises that in today's society people want a workplace that is flexible, and understands individuals' outside commitments. Our approach to work-life balance is based upon this principle and we seek to provide appropriate ways of achieving this.

## Personal Data Statement

Personal data is sensitive and will be treated with the utmost confidentiality, in line with the requirements of the Data Protection legislation. The information will only be used for general statistical and monitoring purposes. It will be separated from the application form and will not be given to the selection panel.

## Reasonable Adjustments / Alternative Formats

At any stage of the recruitment and selection process, should you require any information in alternative formats or reasonable adjustments to participate, please do not hesitate to contact a member of the HR team on 01275 842606. As an employer, we have a general duty to ensure, so far as is reasonably possible, the health, safety and welfare of our employees (in accordance with the Health and Safety at Work Act 1974). This responsibility means we must pay particular attention to many things, including:

- Providing safe plant and equipment
- Providing safe systems of work
- Ensuring a safe place of work with safe access and exits that pose no risks to health
- Providing information, training and supervision to promote safety at work
- Providing accessible welfare facilities
- Providing, where necessary, personal protective equipment (PPE) to protect staff while carrying out work

We also carry out regular risk assessments in line with the Management of Health and Safety at Work regulations 1999. The Health and Safety team enable the School to fulfil our statutory obligation and also provides professional advice to Headteachers and Managers.

## 2024 Results

Published performance data is available on the DfE website:

[Gordano School - GOV.UK - Find and compare schools in England \(compare-school-performance.service.gov.uk\)](https://www.gov.uk/find-and-compare-schools-in-england)



**Performance  
Statistics**





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