



The Gryphon School

**HEADTEACHER**

**SAST**  
SCHOOLS ACHIEVING SUCCESS TOGETHER

# Welcome



Dear Applicant,

Thank you for expressing an interest in the post of Headteacher at The Gryphon School. We are all very proud of The Gryphon School and care deeply about who takes on the important role of new headteacher. Accompanying this letter is information about the school which we hope will provide you with a brief insight into the culture and workings of our school.

**This is a permanent, full-time position commencing on 1st September 2024.**

Situated in the heart of Sherborne, the school stands as a beacon of educational excellence, fostering a vibrant community where students embark on a journey of knowledge, self-discovery, and personal growth. The Gryphon School radiates an atmosphere that goes beyond mere classrooms and textbooks, it is a wonderful place to work and has a special atmosphere and feel, with a strong Christian foundation.

The Gryphon School became a founding member of SAST, a multi-academy trust established in June 2017. The Good Schools Guide 2023 concludes that 'A big school with a small school feel is exactly right. No child goes unnoticed, and teachers seem to be genuinely motivated to see pupils progress to the best of their ability. An impressive capacity to cater for extremely different academic needs in a nurturing environment. No wonder it's over-subscribed'. We take considerable pride in our inclusive atmosphere, where diversity is celebrated, and every student is valued. Beyond the classroom, the school offers a myriad of extracurricular activities, providing students with opportunities to excel in sports, arts, and leadership roles. Whether on the playing field, the stage, or in community service initiatives, The Gryphon students are empowered to discover and develop their unique talents.

At the heart of The Gryphon experience is a dedicated and passionate leadership team and support staff, including a full time Chaplain, who inspire and guide students on their educational journey. The school's commitment to academic rigor is complemented by a holistic approach to learning, where students are encouraged to explore their interests, develop critical thinking skills, and embrace a love for lifelong learning. Our Teaching provision is often outstanding across all subjects and key stages, making lessons stimulating and practical with our teachers using their excellent subject knowledge. They make sure students are very clear about what is demanded of them and how to improve. Students are reflective, behave with great courtesy, and are heavily involved in working with staff to improve the school and the welfare of others.

The large and thriving Sixth Form, with its impressive enrolment of 323 students, stands as a testament to the school's ability to provide a comprehensive and enriching educational experience. The outstanding success in university entrance, including prestigious institutions like Oxford, Cambridge, and other Russell Group universities, reflects the school's dedication to preparing students for diverse and impactful academic pursuits. In addition, the school proudly supports students to prepare for training and apprenticeships, with an outstanding careers department to guide students to the next level after school.

The recent accolades from SIAMS and Ofsted further validate The Gryphon School's exceptional standards. The "Excellent" judgment from SIAMS recognises the school's commitment to its Church School status, emphasising the holistic development of students. Ofsted's commendation for the "broad and ambitious" curriculum, high expectations, and extensive extra-curricular opportunities highlights the comprehensive approach to education at The Gryphon. You can read the full report at the link below:

[Ofsted & SIAMS reports: Information - The Gryphon School: Sherborne](#)

Noteworthy achievements in GCSE and A Level results, with our students attaining top grades, showcase the effectiveness of The Gryphon's teaching methodologies and the support provided to each student. The emphasis on personal development, beyond exam results, is a key element of the school's ethos. The "10:10" philosophy reflects a commitment to nurturing well-rounded individuals who not only excel academically but also possess a strong sense of social, moral, and cultural responsibility – “living life in all its fullness”.

In essence, The Gryphon School is a true team, united by a sense of pride in collective achievements and a shared commitment to continuous improvement. The special culture and ethos, coupled with the dedicated work and care of the staff, create an environment where students are empowered to be the best versions of themselves—both personally and academically. The school's ongoing pursuit of excellence in all aspects of school life is a testament to its enduring dedication to shaping our future contributors to society.

The ideal candidate for this role at our school is someone with unwaveringly high expectations, a deep passion for education, and the unique ability to inspire both students and colleagues alike. We seek an individual who not only takes on challenges with enthusiasm but also has the remarkable ability to find joy and humour in the journey of education. As a team player, you will thrive in collaboration, understanding that collective efforts across other schools throughout SAST also contribute to the success of the entire school community. Your inner determination will be a driving force in your continuous personal and professional development, demonstrating a commitment to staying abreast of the latest and most effective ideas in education.

If you are someone who embraces challenges with a positive spirit, values teamwork, and possesses a genuine passion for education, we invite you to join us in leading a school that not only meets high expectations but exceeds them. Your ability to inspire, coupled with your commitment to personal and collective growth, will undoubtedly contribute to the continued success and positive atmosphere of our educational community. We look forward to welcoming an enthusiastic and forward-thinking leader who will play a key role in shaping the future of our school.

Prospective applicants are warmly encouraged to visit The Gryphon School in advance of submitting an application, or please feel free to contact our recruitment team for further information.

Very best wishes,



**David Middleton**  
Chair of Trustees, SAST



**Brian Hooper**  
Interim CEO, SAST

The Gryphon School is part of SAST, a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with sixth form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury.

## **Our Schools:**

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

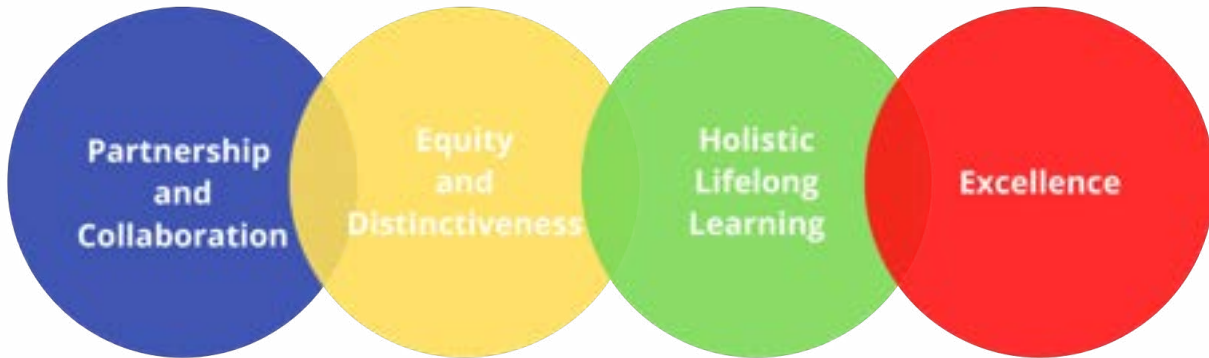
SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

## **The SAST vision:**

Delivering educational excellence through  
aspiration and collaboration.



# Our Values



## **Partnership and Collaboration**

Our schools support each other, by sharing expertise and resources, to ensure improvement.

## **Equity and Distinctiveness**

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

## **Holistic Lifelong Learning**

We promote the personal development of every child and a love of lifelong learning for our students and staff.

## **Excellence**

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed

## **How we work:**

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

## **Partnerships:**

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

Find out more: [www.sast.org.uk](http://www.sast.org.uk)

## **SAST Benefits:**

As part of the Sherborne Area Schools Trust, we can offer you a range of benefits including:

- High-quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders for support and collaboration
- Access to the Teacher Pension Scheme
- Talking Heads Supervision support for senior leadership
- On-site nursery provision at some of our schools
- Cycle to work scheme and Lifestyle benefits platform





## Advert & Application Process

We look forward to receiving your application by **9am, Monday 15th April 2024**

If invited for interview, these will be held on **Tuesday 23rd & Wednesday 24th April 2024**

**Salary:** Leadership Pay Scale: L28 - L34 (starting point negotiable subject to skills, experience etc.)

**Contract:** Full-Time, Permanent, Headteacher Terms and Conditions

Applications are invited for the post of Headteacher at The Gryphon School. This is a fantastic opportunity to join and lead a vibrant school community with a very dedicated and hardworking staff team, excellent facilities and wonderful students.

The school is part of SAST, which is a multi-academy trust, with 18 schools (5 secondaries and 13 primaries) across Dorset and South Somerset. As a Trust we have more than 5,700 students and over 850 members of staff. At the heart of the trust is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. We believe in preserving Schools in their local community.

The Gryphon School is one of our leading secondary schools, serving students from across the local area. It has an excellent reputation, and strives to continuously improve the education it delivers.

We are looking for an outstanding individual who:

- Provides inspirational, strategic and professional leadership and management
- Is an excellent senior leader and teacher
- Has a passion for education
- Is able to inspire and motivate our learners and staff
- Has high expectations to enable students to be the best that they can be
- Is able to promote high standards of behaviour, mutual respect and care for all
- Is a team player with the desire to learn and lead
- Is sympathetic to our Christian values
- Is committed to partnership, collaboration and sharing, an essential component of being part of a Trust

We can provide you with:

- Supportive, experienced school team of staff
- The chance to make a difference and contribute to the school's future development
- High quality CPD and networking opportunities
- The opportunity to work within SAST, a forward-thinking and growing multi-academy trust who support the school with central services teams including School Improvement, HR, IT, Estates, Finance and Marketing.
- Support and collaboration with other schools across the Trust.

You are warmly encouraged to get in touch prior to application to discuss the position. Steve Smith, Director of Education is available to have an informal discussion with interested applicants about the role. Please contact him by email on [Steve.Smith@sast.org.uk](mailto:Steve.Smith@sast.org.uk). You are also most welcome to visit the school.

For a recruitment pack and online application form, please visit the trust website: [www.sast.org.uk](http://www.sast.org.uk)

You are asked to provide the following:

- A completed application form.
- A letter of application of no more than 2 sides of A4 explaining your vision for the school and how your skills and experience would enable you to fulfil the role of Headteacher at The Gryphon School Completed applications should be returned by email to [recruitment@sast.org.uk](mailto:recruitment@sast.org.uk)

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*SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.*

*The Gryphon School, part of SAST, has an absolute commitment to safeguarding and promoting the welfare of children. The Trust and School follows the national and Somerset policies and procedures for child protection and security and the interview will include questions about safeguarding children. Current and/or previous employers will be contacted for references as part of the verification process pre-appointment checks if the applicant is short listed. The successful applicant will be required to undertake an enhanced disclosure check with the Disclosure and Barring Service.*

*SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.*

*This role is UK- based and your right to work will need to be established as part of the appointment process.*



# Job Description

**Post: Headteacher**

**Scale: Leadership Range: L28 - L34**

**Core Purpose:**

**The Headteacher will:**

- Support and promote the vision, values, aims and development strategy of the Trust.
- Manage the day-to-day operations of the school including the leadership of all pupils and staff.
- To ensure the distinct school culture and ethos, including the Christian ethos of Church of England schools, is maintained and enriched.
- To be accountable for school performance, standards, achievement and improvement.
- To be responsible for the quality of teaching, learning, assessment and the curriculum.
- To work closely with academy committee members, parents, the local community and other partners to promote the high-quality education.
- To manage the school budget and facilities in line with the Academies Trust Handbook and the Trust Financial Scheme of Delegation.
- To be a member of the SAST Headteacher Group who will focus on quality, consistency, coherence, collaboration and improvement including contributing to Trust policies, evaluation and action plans.
- To keep the Education Director fully informed of any critical need, if it affects the smooth operation of the school and the educational experience of the pupils.
- To be responsible for safeguarding and promoting the welfare of children and young people as required under all statutory guidance.

**Qualities and Knowledge:**

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the Trust and school's vision and support the strategic leadership, empowering all pupils and staff to excel.

# Key Responsibilities:

## Students and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Help identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

## Systems and Processes

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Implement rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Actively support the local academy committee to understand its role and deliver its functions effectively.
- Exercise curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

## The Self-Improving School System

- Ensure an outward-facing school which collaborates with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Help shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

This list is not exhaustive but indicates main areas of responsibility and activity

# Person Specification

	Essential	Desirable
<b>Qualifications and Professional Development</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status supported by a degree or relevant qualification</li> <li>• Evidence of recent professional development (relevant to senior management activity)</li> </ul>	<ul style="list-style-type: none"> <li>• Other relevant professional qualifications e.g. NPQH</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience or potential of a senior leadership role in a secondary school</li> <li>• Learning across the 11-18 school age-range</li> <li>• Supporting and enhancing the Christian distinctiveness of a school</li> </ul>	<ul style="list-style-type: none"> <li>• Working within a Multi Academy Trust</li> <li>• Knowledge of rural secondary school issues</li> <li>• Working in more than one school</li> <li>• A member of the Church of England or other mainstream Christian church</li> </ul>
<b>Qualities and Skills</b>	<ul style="list-style-type: none"> <li>• Personal optimism and positivity</li> <li>• Encourages and values creativity</li> <li>• An effective communicator at all levels</li> <li>• Able to build and maintain effective teams</li> <li>• Respects the views of all stakeholders</li> <li>• Emotionally resilient and literate</li> <li>• Experience of analysis of performance data</li> <li>• Promote the spiritual, social, moral and cultural development of pupils</li> <li>• Commitment to inclusive practice and equal opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils and to challenge poor performance where appropriate</li> <li>• Demonstrable ICT skills along with an understanding of the use of new and emerging technologies to support learning and teaching</li> <li>• Support the Church of England status of the Trust.</li> </ul>

<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• A proven inspirational leader who can articulate a strategic vision of excellence</li> <li>• Evidence of successfully implementing strategies for planning, monitoring and evaluating school improvement</li> <li>• Leading performance management and development of staff</li> <li>• Knowledge of current legislation and developments in education</li> <li>• Ability to identify challenges and generate solutions</li> <li>• Commitment to a collaborative management style</li> <li>• Possess an attention to detail and quality provision</li> </ul>
<b>Learning and Teaching</b>	<ul style="list-style-type: none"> <li>• Outstanding teacher and coach</li> <li>• Committed to a broad and balanced curriculum with a diverse range of experiences and opportunities for children</li> <li>• Promotion of a love learning</li> <li>• Experience of assessment strategies that enhance children's learning</li> <li>• Understand and support the Christian ethos and champion its role in delivery of the school curriculum</li> <li>• Confident application of school ICT systems and e-learning to support learning and progress</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Being outward looking, committed to sharing, partnership and collaboration</li> <li>• Evidence of promotion of the school to a wider community</li> <li>• Effective partnerships with local parish and the community</li> <li>• Maintaining an excellent working relationship with the governing body and wider parent body</li> <li>• Maintaining a positive working relationship with relevant authorities</li> <li>• Collaboration with other local schools to improve pupils' outcomes</li> <li>• Effective management of own workload and support for all staff so that they can achieve an appropriate work-life balance</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of children and young people</li> <li>• Commitment to the protection and safeguarding of children and young people</li> <li>• Co-operation and engagement with the relevant safeguarding agencies</li> </ul>



# The Gryphon Ethos



The Gryphon School's core values encapsulate a holistic and student-centred approach to education. Each value contributes to a positive and enriching learning environment. Here's an overview of the key values:

**Students Come First:** Placing students at the forefront reflects a commitment to prioritising their needs, well-being, and educational experiences. This value ensures that decisions and actions align with the best interests of the students.

**Enjoyment, Hard Work, and Going the Extra Mile:** The combination of enjoyment and hard work emphasises a balanced approach to learning. Encouraging students to go the extra mile cultivates a mindset of dedication and continuous improvement.

**Friendliness and Strong Sense of Community:** Creating a friendly and community-oriented atmosphere contributes to a positive school culture. The sense of community encourages collaboration, support, and a shared commitment to common goals.

**Support and Care for Everyone:** Prioritising support and care underscores the school's commitment to the well-being of every individual in the school community, including students, staff, parents and carers.

**Integrity, Manners, and Honesty:** Upholding values of integrity, good manners, and honesty contributes to the development of character and ethical behaviour. This encourages a culture of trust and respect within the school community.

**Inquisitiveness Through Opportunities and Experiences:** Encouraging inquisitiveness through a breadth of opportunities and experiences promotes a love for learning. It provides students with a well-rounded education that goes beyond the classroom.

**Engaging, Calm, and Purposeful Learning Environment:** Creating an engaging, calm, and purposeful learning environment ensures that students can focus on their studies while feeling motivated and supported in their educational journey.

**Leadership, Aspiration, and Ambition:** Instilling values of leadership, aspiration, and ambition empowers students to set and achieve high goals. This prepares them not only academically but also for future leadership roles. Our strong Senior Leadership team supports academic staff, the pastoral teams and other staff to make students have the best possible experiences, with the best possible life outcomes at school.

**Pride, Quality, and Excellence – The Details Matter:** Focusing on pride, quality, and excellence reflects a commitment to maintaining high standards in every aspect of the school's operations. Attention to detail reinforces a culture of excellence.

These values collectively contribute to The Gryphon School's ethos, creating an environment where students can flourish academically, socially, and personally. The emphasis on holistic development, positive relationships, and high standards reflects a comprehensive approach to education.



# Christian Values



## The Gryphon School

**"I have come that they might have life, and have it to the full" Jesus (John 10:10)**

The Gryphon School has a strong set of Christian values embedded throughout the school's curriculum, with a commitment to an inclusive and diverse ethos. The recognition of excellence in the recent SIAMS inspection further validates the school's dedication to spirituality and the holistic development of its students. Here are the core values that align with inclusivity, reflect diversity, and guide the teaching and learning of Christian values at The Gryphon:

**Inclusivity:** The emphasis on inclusivity reflects a commitment to creating a welcoming and accepting environment for all students, regardless of their backgrounds or beliefs. This core value ensures that every individual feels valued and respected within the school community.

**Diversity:** Recognizing and celebrating diversity is a crucial aspect of The Gryphon's ethos. By embracing differences, the school cultivates an enriching and vibrant learning environment that prepares students for a global society.

**Teaching and Learning of Christian Values:** The school's commitment to teaching and learning Christian values signifies a dedication to instilling moral and ethical principles in students. This extends beyond religious education (RE) and collective worship to incorporate these values into various aspects of the curriculum.

**Religious Education (RE):** The inclusion of Religious Education (RE) as a core value underscores the school's commitment to offering students a profound understanding of diverse faiths and belief systems. This educational emphasis promotes respect and tolerance, enabling thoughtful exploration of spiritual and moral dimensions. RE is a popular choice for students at both the GCSE and A-level, reflecting its significance in providing a well-rounded and enriching educational experience.

**Collective Worship:** The commitment to collective worship signifies the importance of coming together as a school community to reflect on shared values, celebrate achievements, and foster a sense of unity. It provides a platform for spiritual development and a collective sense of purpose.

**Extensive PSHE Programme:** The emphasis on an extensive Personal, Social, Health, and Education (PSHE) program underscores the school's commitment to holistic education, covering a broad range of topics, including well-being, relationships, and personal development.



By integrating these core Christian values into the school's ethos, The Gryphon not only creates a nurturing environment for students but also prepares them to be responsible and compassionate individuals in a diverse and interconnected world. The school's unwavering commitment to its Christian values ensures that spirituality and inclusivity are at the heart of the educational experience provided to its students.

The Gryphon School's commitment to being a "10:10" school, inspired by John 10:10, speaks volumes about its dedication to providing a rich and fulfilling experience for both students and staff. The school's mission, rooted in Church foundations, emphasises experiencing life to its fullest—a holistic approach that goes beyond academic achievements.

The presence of a Chaplain, including the Youth For Christ team, at The Gryphon adds a unique dimension to the school's environment. The Chaplain's role in embedding a strong Christian ethos and providing spiritual and pastoral support underscores the school's commitment to nurturing the well-being of both students and staff.

The recent collaboration with the Salisbury Diocesan Board of Education, Church leadership teams, and the local council reflects The Gryphon School's broader engagement in the community. The development of the Sherborne Community Hub is an initiative that showcases a commitment to meeting the diverse needs of the local population.

The focus on Sherborne as a Young Person Friendly town is particularly noteworthy. By incorporating input from young people and local leaders, the school is ensuring that the community hub aligns with the needs and aspirations of its youth. The inclusive approach, including consultations with students from The Gryphon School and Sherborne Abbey Primary School, reflects a commitment to empowering young voices in shaping the community's future.

Through the community hub project, The Gryphon School is not only creating connections between the church and school leaders but also actively working to better understand and address the needs of children and young people in Sherborne. This holistic and community-driven approach aligns with the school's mission of providing an education that encompasses all aspects of life, creating a positive and impactful environment for everyone involved.





# SEN & Nurture Groups

As a large, mixed comprehensive school in North Dorset, we prioritise the diverse needs of our students. Currently, we have approximately 107 students on the Special Educational Needs and Disabilities (SEND) register, with around 46 of them having Education, Health, and Care Plans (EHCPs).

The Learning Support department plays a crucial role in providing targeted interventions. In the past year alone, we conducted over 5000 hours of support, encompassing various activities such as small group spelling sessions, individualised literacy and numeracy support, counselling, and self-esteem groups.

The positive impact of our approach is reflected in the feedback from parents during our Year 7 parents' evening, where many parents expressed that our school has been a "revelation" for their child, and they couldn't envision a better environment for their children's education and development. This affirmation underscores our commitment to providing a supportive and inclusive learning environment for all students, recognising and addressing their unique strengths and challenges.

The Gryphon School's commitment to supporting all students through the implementation of Nurture Groups aligns with an inclusive and individualised approach to education. The success of these groups in achieving the school's intent to leave no one behind reflects a dedication to the well-being and academic progress of every student. Here are some key points highlighting the significance of Nurture Groups in The Gryphon Ethos:

**Inclusivity:** The establishment of Nurture Groups underscores the school's commitment to inclusivity, ensuring that every student, regardless of their learning needs, has the opportunity to succeed. This approach contributes to creating an environment where every individual feels valued and supported.

**Individualised Support:** The small teaching groups within the Nurture Groups allow for a more personalised and focused approach to learning. Students who may be struggling in certain areas of the curriculum receive targeted support to catch up, fostering a sense of confidence and competence.

**Curriculum Accessibility:** By providing students with the opportunity to experience their education in a smaller setting, the school ensures that they can access the full curriculum at a pace that is manageable for their individual needs. This approach supports a more tailored and effective learning experience.

**Extended Support Duration:** The flexibility of Nurture Groups allows students to receive support for as long as they need it. This recognizes that each student progresses at their own pace, and the school is committed to providing ongoing assistance until they are ready to transition confidently.

**Holistic Development:** Beyond academic support, Nurture Groups contribute to the holistic development of students. The smaller, more intimate setting fosters a sense of belonging and encourages positive social and emotional growth.

**Catch-Up Opportunities:** The emphasis on helping students catch up on areas of the curriculum they may be struggling with reflects a proactive approach to addressing learning gaps. This ensures that students can build a solid foundation for ongoing academic success.

**Responsive Teaching:** Nurture Groups allow for a more responsive and adaptive teaching approach. Educators can tailor their methods to the specific needs of the students in these groups, creating an environment where learning is engaging and effective.

Overall, the success of The Gryphon School's Nurture Groups is a testament to the school's commitment to providing a supportive and inclusive educational environment. This approach not only addresses academic challenges but also contributes to the overall well-being and success of each student.



# Sixth Form

The Gryphon School Sixth Form is a thriving and inclusive community that welcomes students from various schools across North and West Dorset, South Somerset, and beyond. In Year 12, students embark on a personalised Programme of Study, offering diverse courses and subject options aligned with their passions and career aspirations. The Sixth Form prioritises high-quality teaching, enriching extracurricular experiences, and exceptional pastoral care, contributing to outstanding examination results and promising futures.

Students in the Sixth Form enjoy increased freedom and access to study facilities, including their own common room and café. The school actively encourages work experience, facilitates interactions with representatives from various career sectors and universities, and organises events like careers fairs and guest speaker sessions. Personal Tutors, Heads of Year, and dedicated subject staff provide guidance and support throughout students' studies, establishing an environment that develops essential life skills.

The Sixth Form places emphasis on rounded development, offering a diverse range of activities beyond the curriculum. Students engage in debates, learn life skills such as time management and budgeting, and actively participate in charitable initiatives, supporting both international and local causes. The aim is to ensure that every student not only achieves academic qualifications but also gains valuable life experiences and skills that enhance their CVs and set them apart in their future endeavours.





# Enrichment

The Gryphon School is rightly proud of its extensive enrichment opportunities available to all students from years 7-13, offering a vast array of extracurricular activities, building both personal and skill development. Students can engage in individual and team sports, participate in music and drama groups, and in the sixth form explore diverse activities such as TEFL courses, peer mentoring, Ivy House Leadership, Sherborne Radio, and Eco-club.

Every Wednesday afternoon, students can choose from a wide range of sporting activities, both on-site and off-site, including rugby, football, cricket, hockey, badminton, tennis, basketball, and dodgeball. The school provides opportunities for both recreational participation and competitive sports, with access to a fully equipped gym.

For those with creative talents, there are musical offerings like a choir, big band, and various ensembles. Students are encouraged to participate in music concerts, Battle of the Bands, drama/musical productions, and Dance Live entries, where Sixth Form students take on creative leadership roles. The school enhances the curriculum with visits to theatres, local businesses, geography fieldwork, and international trips.

These diverse extracurricular challenges, combined with the wide range of activities, contribute to the development of transferable skills, preparing students for success beyond their school years. The Gryphon School provides an environment where students can explore their interests, develop new talents, and build the skills necessary for their future endeavours.





# Pastoral Care

The Gryphon School takes pride in its outstanding reputation for pastoral care. Recognising the significance of support during these exciting yet challenging times of students' lives, we have established a system that ensures a safe and enjoyable environment for them to thrive.

Our focus is on nurturing resilience and self-esteem in all students, creating a culture where everyone feels a sense of belonging, is valued, and is heard. The collaborative efforts of pastoral teams, working in conjunction with parents, carers, staff, students, and external agencies, reflect our commitment to enabling students to "live life in all its fullness."



We look forward to receiving your application.