

Dartford Grammar School for Girls



Finance Director - September 2023 Information for Candidates



All staff, Trustees and members of the Local Governing Body make the education of the students their first concern and are accountable for achieving the highest possible standards in work and conduct. All staff, Trustees and members of the Local Governing Body act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers and other members of the community in the best interests of the students.

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Welcome to Dartford Grammar School for Girls

Dear Candidate

Thank you for your interest in the post of Finance Director. I am very pleased to provide you with information about this key post.

Dartford Grammar School for Girls is a heavily oversubscribed, selective school with an excellent academic record. Our vision for all members of our school community is "Working together to achieve academic excellence and personal potential". We have very high standards in all areas of school life and expect our students to strive for their own personal excellence in everything they do. As a community our principal values are Respect, Responsibility, Excellence, Dedication and Creativity. Together we share the same high expectations and ambitious aspirations whilst recognising and celebrating our differences as individuals.

We were delighted that Ofsted judged the school to be Outstanding in June 2016 and October 2021. However, we are certainly not complacent, and we are committed to continually developing as a centre of excellence for teaching, learning and leadership. As Headteacher, I have very ambitious plans for our school and I am determined that we provide an exceptional, world-class learning environment for all members of our community.

In June 2017 we became an academy and established our own multi-academy trust, The Areté Trust. We are currently the only school in the Trust, but we are very excited by the future opportunities for all members of our community, as we will be the lead school in The Areté Trust. The school is therefore at a particularly exciting stage of its development as we hope to grow the Trust in the near future.



We are now seeking to appoint a dedicated, positive and committed Finance Director (start date to be agreed). The successful applicant will lead and manage the school finance functions. The Finance Director will also take on the role of Chief Financial Officer for the Trust and play an important part in both the strategic direction and the day to day operation of the school.

If you would like to apply for this post, please complete an application form and write a statement of no more than two sides of A4 (minimum font size 12). This should outline how your knowledge, skills and experiences meet the requirements of the person specification and job description, with evidence of the positive impact that you have had in your most recent post(s), and what you could offer our school. Applications should arrive no later than 9am on Tuesday, 10th October 2023.

I very much look forward to hearing from you.

Yours faithfully

Sharon Pritchard
Headteacher

School Vision Statement, Values and Aims

At Dartford Grammar School for Girls, our vision for the whole school community is “**Working together to achieve academic excellence and personal potential**”.

VISION STATEMENT

The vision of The Areté Trust is **Excellence** and **Virtue**. The Trust’s name is from the Greek word *arête* meaning “excellence of any kind” and also signifying “moral virtue”.

We believe that all young people have the potential to succeed and make a positive and lasting contribution to society. We believe in the power of **Working Together**.

VALUES

The principal values of our Trust are:

- **Honesty**
- **Respect**
- **Courage**
- **Kindness**
- **Determination**

AIMS

The Areté Trust exists to **provide opportunities and maximise life chances** for all children and young people, **regardless of their background**.

We therefore aim to:

- Promote and instil a sense of social responsibility and have a lasting positive impact on the communities with which we work
- Work together to achieve the highest standards and continual improvement and development of all schools in the Trust

We aim to do this through:

1. **Driven, determined and courageous leadership** at all levels based on clear vision and precise strategy, relentlessly implemented with strong accountability
2. **Traditional values** and **high expectations** of conduct and standards of work
3. An **academic curriculum** with an emphasis on literacy and numeracy, to prepare young people with the knowledge and skills essential for lifelong success
4. Our distinctive, innovative and high-challenge approach to Teaching & Learning: our **High Impact Teaching Strategies**
5. An emphasis on **growth and development** to ensure exceptional

School Development Plan 2021-2026

To be a centre of excellence for teaching, learning and leadership

To raise aspirations and maximise life chances for all students, from all backgrounds

5 YEAR OBJECTIVES

1. DGGS is the first choice girls' grammar school in the area for Year 7 entry
2. DGGS is the leading A Level provider in the area
3. All achievement measures at GCSE and A level indicate excellent student progress
4. DGGS is a working and learning environment that excites, challenges, motivates and supports us all
5. Teaching and learning are at the heart of all our work
6. DGGS is a culturally rich and diverse community which respects, understands and celebrates our differences within an ethos of shared values
7. There are significant areas of expertise in which to "lead the field"
8. DGGS is a leader of collaborative partnerships with other school(s) in the local area and undertakes important work with and support of, other secondary schools and primary schools, including schools experiencing challenges
9. DGGS has a lead role in teacher training and staff development within the local and wider community
10. DGGS continues to be financially secure and improves facilities and resources to support the provision of outstanding education

School Development Plan 2023-2024: Key Priorities

The key priorities for 2023-2024 have been designed to support our school community in providing the very best educational experience for all students, taking into consideration the significant challenges relating to Covid-19

Priority 1: Leadership and Management

- a. Promote excellent behaviours, strong moral values and a supportive, collaborative and cohesive environment throughout our school community by ensuring that our distinct ethos and school values are at the heart of everything we do
- b. Ensure that the wellbeing of our school community continues to have a high focus in all areas of school life
- c. Continue to review strategies to develop, retain and recruit the highest quality teaching and support staff
- d. Prioritise high-challenge teaching and learning throughout the school, including through a renewed focus on our High Impact Teaching Strategies (HITS) and the further development of our Raising Aspirations Strategies
- e. Further extend our shared understanding and knowledge to celebrate our rich, diverse communities
- f. Embed and further develop highly effective Pupil Premium (and 16-19 Bursary Student) strategies to promote challenge and academic excellence and raise aspirations
- g. Ensure financial stability and the highly effective use of resources, strategically directing funding to support the particular needs and development of our school community
- h. Take a lead role in the development of The Areté Trust when suitable opportunities arise

Priority 2: Quality of Education

- a. Create an excellent learning environment through consistently high expectations for behaviour and learning
- b. Ensure a clear focus on academic rigour through our challenging curriculum in all Key Stages
- c. Further embed High Impact Teaching Strategies (HITS) and Thinking Hard devices in all lessons
- d. Continue to develop students' knowledge, understanding and use of academic language
- e. Continue to develop a collaborative and supportive approach to staff development including through sharing best practice and a bespoke CPD programme
- f. Review and develop the use of data and its analysis to enable excellent student achievement
- g. Design and implement a new whole-school system to identify, monitor and support students who are (at risk of) underachieving
- h. Further review monitoring and evaluation processes across the school
- i. Ensure very high levels of achievement at A Level
- j. Ensure very high levels of achievement at GCSE

Priority 3: Behaviour and Attitudes

- a. Role model and explicitly communicate consistently high expectations to ensure positive classroom learning, routines and respectful and appropriate behaviour
- b. Further role model and prioritise excellent behaviour around the school both between lessons and during free time
- c. Continue to actively teach, model, notice and reward positive learning and social behaviours to increase student responsibility, appreciation and cohesion
- d. Review and develop subject-specific and generic study strategies to support students' independent learning and revision approaches
- e. Continue to develop students' understanding of appropriate language, behaviour and responses to support them in making good decisions and promoting tolerance

Priority 4: Personal Development and Wellbeing

- a. Continue to prioritise our whole school wellbeing strategy to encourage and support ongoing positive emotional and physical health
- b. Review and develop the personal development curriculum with frequent opportunities for reflection, discussion and broader understanding of the world around us
- c. Continue to develop our Diversity Programme, in order to share knowledge and understanding of global communities
- d. Offer further opportunities for students to thrive through the wider curriculum, including curriculum enhancement, extra-curricular activities, trips and competitions
- e. Continue to broaden the career-based opportunities at each stage of their education, for students to prepare for future success, in line with the Gatsby benchmarks
- f. Further extend student leadership roles and responsibilities at all levels, to enable students to be role models and integrate positively with their own and other year groups and to give back to the community

Priority 5: Sixth Form

- a. Promote and continue to be the leading A Level provider in the local and wider areas
- b. Develop student independent learning skills, proactivity and sense of responsibility for their own academic achievement and personal development
- c. Implement a robust system to support the highest expectations of students academically, and as role models within our school community
- d. Continue to enhance and encourage engagement with the wider opportunities and raising aspirations programmes to support student development and personal post-18 progression
- e. Encourage students to engage with, support and lead whole school student initiatives, including House events, curriculum enhancement, our Diversity Programme and sporting opportunities

Person Specification

| | |
|---|--|
| Education & Qualifications | <ul style="list-style-type: none"> • (Part) qualified accountant, ACCA, ACA,CIMA or equivalent, or with AAT qualification and relevant experience • Evidence of continuing relevant professional development |
| Experience & Knowledge | <ul style="list-style-type: none"> • Experience in the financial sector at senior level • Experience of developing and managing financial plans • Experience of successfully managing significant budgets, budgetary control processes and resources • Knowledge and experience of financial management systems and procedures • Knowledge of accounting systems in relation to business • Knowledge and experience of managing procurement contracts for services and service level agreements • Experience of successful change management • Experience in a financial management role in a school/academy or education environment desirable, but not essential • Experience of producing annual financial statements for Companies House • The need to be strategic and forward thinking in ensuring the financial stability of the Trust and the schools within the Trust |
| Professional Knowledge and Understanding | <ul style="list-style-type: none"> • Knowledge of current statutory compliance regulations • Ability to engage outside expertise and resources to enhance effectiveness • Ability to deliver value for money initiatives • Ability to understand national and regional educational services and deliver appropriate strategies • Understanding the need for confidentiality and data protection • Ability to formulate ideas and solutions and present them clearly to the Headteacher, Senior Leadership Team, the Trust Board and Local Governing Body • Ability to use a range of ICT packages • Ability to apply successfully the principles and practice of quality assurance systems, including school review, self-evaluation and performance management • Ability to demonstrate vision, creativity and initiative |
| Leadership and Management | <ul style="list-style-type: none"> • Ability to contribute to the Trust/School Development Plan • Ability to promote an open, transparent and equitable culture |

| | |
|---------------------------|---|
| | <ul style="list-style-type: none"> • Ability to delegate, meet deadlines, prioritise, plan and organise • Ability to promote the relationship between continuing professional development and sustained school improvement • Commitment to individual, team and whole school accountability • Ability to lead, inspire and be part of a range of teams • Excellent interpersonal and communication skills to inspire and motivate students and staff • Ability to effectively manage and monitor people, policies and plans |
| Personal Qualities | <p>The ability to:</p> <ul style="list-style-type: none"> • Respect the value and dignity of each individual member of the school community • Build and maintain quality relationships through interpersonal skills and effective communication • Demonstrate personal and professional integrity • Think strategically, analytically and creatively and demonstrate initiative in solving problems • Be aware of own strengths and areas for development. Listen to and reflect upon feedback and act appropriately • Analyse and interpret information in order to make informed decisions and exercise good judgment • Continually question and challenge how we can improve • Demonstrate a capacity for sustained effective work and good humour under pressure • Demonstrate commitment to inclusion and the right of every student to achieve the best they can • Demonstrate energy, enthusiasm, flexibility and resilience |

Job Description

PAY RANGE: KENT RANGE 11 (£43,216 - £49,323)

(KENT RANGE 12 (£49,522 - £57,712) CONSIDERED FOR AN OUTSTANDING APPLICANT)

RESPONSIBLE TO: HEADTEACHER

Main purpose of the job:

As the Trust's Chief Financial Officer, to be responsible for the robust management of the Trust's/school's finances, ensuring that resources are deployed effectively and efficiently to support the Trust's/school's aims and the long term sustainability of the budget

Key Responsibilities and Duties:

- As a member of the Extended Senior Leadership Team, play an important part in both the strategic direction and in the day to day operation of the school
- Provide support to the Headteacher, Board of Trustees and Local Governing Body on all financial matters
- Ensure an effective link between the Trust/School financial plan and the Trust's/School's Development Plans, working with the Headteacher and Senior Leadership Team
- Actively support the aims and ethos of the school and demonstrate continual positive commitment to the adherence to, and application of, school policies
- Represent the Trust/school at meetings in and out of school

Specific Areas of Responsibility and Accountability:

Budget Preparation and Monitoring

- Plan and manage the annual school budget in order to meet strategic priorities
- Monitor the budget, producing monthly, comprehensive management reports for the Headteacher and Trustees/Governors, to ensure the efficient and effective control of income and expenditure, complying with the Trust's financial regulations and public procurement regulations at all times
- Develop 3-5 year financial plans, taking into account DfE guidelines/funding and identifying additional sources of funding
- Monitor individual budget categories and prepare regular management accounts for budget holders to assist staff monitoring delegated budgets
- Use financial management information, especially benchmarking tools, to analyse trends and identify opportunities for greater efficiency

- Monitor the voluntary fund, producing monthly reports for the Headteacher and Trustees/Governors
- Undertake financial analysis on current and future variations in income, expenditure and trends to inform school-wide decision-making

Resources

- Work with the Headteacher and Trustees/Governors to establish priorities for expenditure, monitor the effectiveness of spending and usage of resources to ensure value for money
- Maximise the use of financial resources and generate sources of income for the school
- Work with the Headteacher to identify projects which would be suitable for funding/grant submissions
- Work with the Operations Director to develop and implement a School Asset Management Plan
- Work with the Operations Director to manage all capital/building projects ensuring best value is achieved

Operational Management

- Lead and manage the Finance Office to run the day to day financial operation of the Trust/school
- Prepare, implement and reconcile all financial transactions relating to the Trust's/school's income and expenditure, to ensure compliance with legal requirements
- Manage the school's financial management system and budget monitoring system ensuring that future systems developments are considered and timely information is provided to the Board of Trustees and the Local Governing Body
- Advise and support members of staff on the completion of finance documentation, including purchase orders and expense claims
- Liaise with the Trust/School's bankers to ensure cost effective bank accounts are in place and reviewed regularly
- Ensure accurate records are kept of all financial transactions that meet statutory retention guidelines
- Oversee the operation of the Trust's/school/s cashless payment system
- Administer the Sixth Form Bursary provision
- Develop and enhance existing workflows to continually improve the level of service delivered to all stakeholders

Payroll

- Ensure a comprehensive payroll service for staff, including the operation of the various pension schemes and other deductions

Policies

- Construct, implement and review annually the Trust's/school's agreed policies and procedures on finance and charging, including the Trust's/school's Finance Policy and Procedures
- Ensure that all staff adhere to the processes laid out in the Finance Policy and Procedures

Lettings

- Work with the Operations Director to support the management of external lettings
- Manage and monitor lettings charging and billing

Returns and Auditing

- Prepare the annual accounts, DfE returns and other financial statements in accordance with Companies House, DfE, ESFA, the Charities Commission and HMRC, within statutory deadlines
- Ensure that appropriate risk management processes are in place and monitoring is reported to the Board of Trustees
- Liaise with the external auditors and facilitate all audit requirements
- Co-ordinate visits by the Responsible Officer and report findings/outcomes to the Trust Board

Contracts

- Work with the Operations Director to support the negotiation, management and monitoring of contracts, tenders and agreements for the provision of support services, including catering and cleaning, ensuring “best value” at all times

Other Responsibilities and Duties:

- Work with the Headteacher and Senior Leadership Team to develop and promote effective working relations and links between Support Staff and Teaching Staff
- Undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Headteacher

Staff Training and Development

We take staff training and professional development very seriously. The school runs a bespoke and dynamic programme of Continuing Professional Development based on current research. Alongside compulsory whole-staff training and subject specific sessions, there is an additional opt-in series of CPD sessions which focus on different aspects of teaching and learning, leadership and management and strategies to support specific groups of students. This opt-in series caters for staff at different stages in their career and is regularly reviewed and adapted.



We are keen to actively support both teaching and support staff to further progress their career, if they would like to. This includes identifying training and development opportunities through our Appraisal process, and mentoring to prepare colleagues for promotion, including within the school.

We have links with many Initial Teacher Training agencies and have an excellent induction programme for Early Career Teachers.

The school will ensure that an appropriate induction programme is available to all new staff, and this will be developed following a discussion between the individual and their line manager.

"I thoroughly enjoy teaching at DGGS. The students are eager to learn, very responsive to work with and the parents/carers are very supportive. The staff team are excellent and there is a real buzz about the school. There is brilliant support for career progression within the school. I started at the school as an NQT and have experienced different roles since being at the school, including Deputy Head of Key Stage, Joint Head of Department and I am currently enjoying the challenging role of Head of Year. I would very much recommend working at DGGS".



Working at Dartford Grammar School for Girls – Support Staff

The Areté Trust Board of Trustees, the Headteacher and the DGGS Governors are committed to recruiting and retaining the highest quality teachers and support staff, and promoting a fair workload to support a healthy work-life balance.

Support staff working at DGGS can therefore expect the following:

1. Commitment to adhering to the Local Government National Agreement on Pay and Conditions of Service (Blue Book)
2. Financial support towards Benenden healthcare
3. A supportive and collaborative environment, with opportunities for colleagues to work together to provide feedback and ideas to support team and whole school development
4. Access to high quality professional development, with financial support available to fund personal professional development, e.g. a Masters
5. Emails will not be sent outside core working hours

A time survey will be conducted annually to monitor support staff workload

Health and Safety message

Dartford Grammar School for Girls ensures that we adhere to all health and safety guidance to protect colleagues, students and visitors to the school.

Confidentiality Statement

At Dartford Grammar School for Girls, respect for employees' confidentiality has a very high priority within the school. It is of great importance that all staff are treated with the utmost respect and courtesy and can, at all times, be sure confidentiality is embedded in how we function.

Benenden Healthcare

The school has partnered with Benenden Healthcare to provide a low-cost alternative to private medical insurance for employees at Dartford Grammar School for Girls at a subsidised rate. The normal cost direct from Benenden is £12.90 per month. If you join through the school then we will pay £6.90 per month (from April 2023), with the remainder deducted from your payslip before other deductions are made, making it tax efficient. Employees can join and leave the scheme with one month's notice.

Staff facilities at Dartford Grammar School for Girls



In addition to the staff room and quiet work area, the following facilities can be used by all staff when available:

Fitness Suite

We will be refurbishing our Fitness Suite. The Sports Hall is available Friday after school for sports such as volleyball, badminton and football and the tennis/netball courts are also available. Please contact the PE department for further information.



Swimming Pool

Staff have access to the school's swimming pool.

Shower room

Staff have access to a shower room should they wish to use it for, example when cycling to work or making use of any of the available sports facilities; this is located in the Finance block.



Café

In addition to the school canteen, staff can make use of the café located in the Sixth Form Centre, where a variety of hot and cold drinks and food can be purchased.

Designated Safeguarding Leads (DSLs) are

Anne Mason, Sharon Pritchard, Rebekah Kidd and Sarah Longley

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Staff are given a copy of the relevant section from "Keeping Children Safe in Education" September 2023

Working Together to Safeguard Children March 2018 (Updated July 2023)

Any incident that has implications for Safeguarding or Child Protection should be discussed with the DSL. It is negligent for a member of staff not to report a concern and could result in disciplinary action taken subsequently. The school will follow the procedures laid down in the Kent and Medway Safeguarding Children Procedures (www.kscb.org.uk).

If allegations are made against a member of staff immediate consultation is required with the KCC Area Children's Adviser (Child Protection). This consultation must take place prior to any form of investigation being undertaken by the school. The school will work with outside agencies, including the Police, Social Services and School's Personnel Service, as required.

Categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse : (definitions are found in Appendix 1 of the full policy).

- **Physical, Emotional, Neglect and/or Sexual**

Staff should be vigilant for:

- any sign of unusual or distressed behaviour
- changes or regression in mood or behaviour, particularly where the student withdraws into himself
- nervousness/watchfulness

- sudden under-achievement/lack of concentration
- inappropriate relationships with peers and/or adults
- attention-seeking behaviour
- persistent tiredness
- running away/stealing/lying
- any injuries not consistent with the explanation given for them
- any injuries which have not received medical attention
- instances where injured children are kept away from school without reasonable information
- reluctance to change for P.E., Drama or Dance
- any signs of neglect
- age-inappropriate sexual behaviour

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

If you have good reason to suspect abuse is taking place, you should:

- NOT make any attempt at cross-questioning the student, or where physical abuse is concerned, undress them
- make notes (using the student's own words) using the school Safeguarding Incident/Concern form.
- discuss the matter immediately with the DSL (or the Headteacher)
- the Safeguarding Incident/Concern Form should be completed electronically, password protected and saved by the author. The form should then be sent to the DSL and the password should be sent in the next email. Once the DSL has acknowledged receipt, the original author should delete the email and original, completed safeguarding form

If a student tells you they have been abused, you should:

- listen to what they have to say. Do NOT promise confidentiality - what they are telling you must be passed on;
- guard against any visible sign of distress/repugnance if the disclosure is a shock to you;
- adopt a supportive and listening role and talk quietly with the student in a quiet interruption-free place;
- guard against any cross-questioning or, where physical abuse is concerned, asking them to undress;
- offer reassurance (remember they may fear the implications of "telling" or may be under threats of reprisals);
- explain the follow up procedure – what happens next
- make notes using the students exact words and phrases, using the school Safeguarding Incident/Concern form. This must be sent to the DSL (see above).
- Discuss the matter immediately with the DSL (or the Headteacher).

The DSL will follow the County Guidelines on child abuse. Where appropriate, a referral or consultation will be made to the KCC Education Safeguarding Unit. It is vital that detailed notes are kept of all communication, including telephone calls and conversations.

Action Summary

- LISTEN to what the student has to say;
- REPORT all suspicions IMMEDIATELY to the Designated Safeguarding Lead (or the Headteacher);
- RECORD in detail the circumstances and the action taken;
- REMEMBER speed is essential;
- REMEMBER child abuse occurs in families from all classes, cultures, and religions.

Staff training

- All staff will receive training on Safeguarding and Child Protection annually as part of the ongoing school CPD programme. This will be delivered by the DSL. A register of staff attending will be made and all staff will receive a certificate of attendance. This training is compulsory for all staff.
- The Designated Safeguarding Leads will receive updated Safeguarding and Child Protection training every year if virtual or two years.
- New staff will receive initial training on school safeguarding procedures as part of their Induction.
- It is a requirement for all staff to read and understand the relevant sections from “Keeping Children Safe in Education” 2023. A paper copy will be provided for all staff

Role of the Governing Body

The Safeguarding and Child Protection Governor is Janice Brooke. She will play a part in evaluating the full policy on an annual basis.

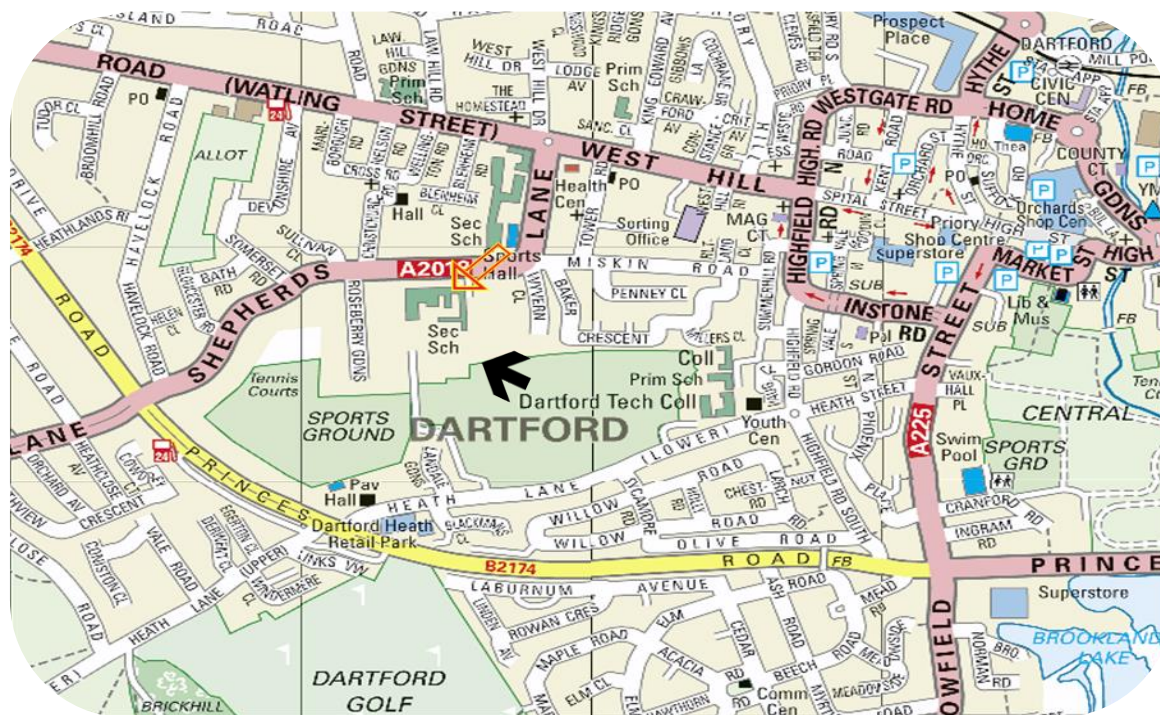
In the absence of the availability of the DSL to discuss an immediate and urgent concern, advice should be sought direct from the Children’s Safeguards Team by an alternative senior member of staff.

Please read and refer to the full policy in the Staff Handbook 2023-2024

Useful Information

Location

The school is located close to the A2 and is positioned between two local railway stations – Crayford and Dartford. It is within easy access of Dartford town centre and Bluewater shopping centre. Travelling on foot would take 25-30 minutes from Crayford railway station and 20-25 minutes from Dartford railway station. Travelling by car from the Dartford Crossing would take approximately 10 minutes and 5 minutes from the A2 Dartford Heath junction (with no traffic).



Dartford Grammar School for Girls is easily accessible by public transport, for updates on train and bus services, please use the links below:

- [National Rail Service Updates](#)
- [Arriva Bus Service Updates](#)
- For all other bus services and live travel news [please click here](#)

A selection of quotes from new members of staff

"The impression I have had in my first few weeks at Dartford Grammar Girls is that of the students. I simply cannot believe how attentive and hard-working they are. The degree of students going above and beyond is simply staggering. The frequent in depth questions they ask show how adept they are at thinking hard! Next would be the staff - Wow! What a fantastic community of people. I joined during a covid lockdown and so were remote learning. I have never felt so supported by such a broad selection of departments, from teacher colleagues of the same/different subject discipline, to department leads, heads of year and SLT. I wasn't just left to work things out on my own through trial and error, rather guided through the paths I need to take to ensure continuity with what the school is doing. Love it already and I've hardly stepped a foot into the school over my first month (due to national covid lockdown)."

"This is a school where the values stated are truly felt throughout."

"This is a school where students are keen to be challenged and motivated to succeed. They truly appreciate the work their teachers do, and this is reflected in the excellent attendance, attitude to learning and results they achieve. "

"As a new member of staff I have been fully welcomed to the school both by teaching and support staff, as well as by students. Dartford Grammar School for Girls is a fantastic school to work in, both on a subject and pastoral level and I feel privileged to be given the opportunity to work with such dedicated and aspirational students."

"I am finding it a privilege to teach students with such bright and enquiring minds. The quality of their written work is often astonishing. Students ask high level questions in lessons which makes teaching them an exciting and intellectually stimulating experience. Furthermore, there is a culture of respect by students towards the teaching staff which makes DGGS a very pleasant school to teach in."

"Polite and hardworking students, friendly and approachable staff and a nice 'community' atmosphere".

A selection of quotes from long-time employees

"I can only describe this school as a very unique place to work. The students come from a range of backgrounds and locations which bring a dynamic spark to teaching. Everyone is committed to bringing out the best in these students and staff work cohesively as a team. Staff are valued, development and career aspirations are supported and importance is given to individual wellbeing. I value greatly the support offered to me; it has helped shape my development and growth as both a teacher and leader."

"I have felt very-well supported at DGGs. The students make teaching a pleasure, and colleagues quickly became friends. I have been able to grow and develop in my professional capacity here, and feel like our contributions are valued and recognised."

"I enjoy my time working at DGGs, the staff are friendly and approachable. The students are a delight to be around, they are polite and well behaved. It's a very safe environment to work in and I am very happy here."

"Having worked at DGGs for more than 20 years, I am happy to say that it has become my second home. I have always felt supported, have made great friends for life, have travelled the world, have seen many of our students succeed in their 'after school' life."

"I have worked at Dartford Grammar School for Girls for over 20 years and I honestly would not want to work anywhere else. The students are fantastic and staff so very supportive and dedicated to their role. Teaching here is thoroughly rewarding and enjoyable."

"I have found DGGs to be an incredibly supportive and nurturing place to work where I am given the professional freedom to teach my subject in the way that best suits the remarkable students who attend the school. Their insightfulness and curiosity makes teaching them a real privilege and joy. It is a school that genuinely has the best interests of the students and staff at its very core and as such is constantly striving to develop in light of this."

"I love the fact that students are extremely responsive to anything you do for them. They challenge you intellectually in lessons and are always keen to learn from you. There is a fantastic atmosphere in the staffroom and you really feel like you are part of a very strong team. The support staff are incredible and will help you with anything you need, going well beyond expectations."

"The professional and caring culture at DGGs is what keeps me here. I've made many long standing friendships and the pupils are delightful; they are hard working, ambitious and friendly. I really can't imagine teaching at another school. So much has changed in the 17 years I have been here, but my enjoyment of the job has not."

"The main reason why I have remained at DGGs for such a long time is the students. I find the students so willing to learn and keen to absorb as much subject knowledge as they can. In addition, the majority of the students are keen to push themselves to be the very best that they can be, sometimes hanging off every word in case they miss something. The students are polite to staff and seem to be kind to each other. As a result, I, as a teacher, work in a calm and cooperative working environment every day. Another reason for remaining at DGGs for so long is the staff. My colleagues are a hardworking and friendly group of people to work alongside. Moreover, the senior leadership team has always been completely supportive and willing to listen so that I feel valued as a member of the school community"

Application and Appointment Process

Please complete an application form (CVs are not accepted) and write a statement of no more than two sides of A4 (minimum font size 12). This should outline how your knowledge, skills and experiences meet the requirements of the person specification and job description, with evidence of the positive impact that you have had in your most recent post(s) and what you could offer our school.

Applications should arrive no later than 9am on Tuesday, 10th October 2023.

The school ensures that training is provided for all those involved in the recruitment and selection of staff and that it is appropriate to their role.

Applications should be sent by email to Lorraine Dance, Headteacher's PA / HR Manager (LAD@dartfordgrammargirls.org.uk).

