

Dartford Grammar School for Girls



Business Operations Manager – July 2021 Information for Candidates



Working together to achieve academic excellence and personal potential

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.

CONTENTS

	Page
Letter from the Headteacher	4
School Vision Statement, Values and Aims	5
School Development Priorities 2015-2021	6
School Development Action Plan 2020-2021 Summary	7
Person Specification	9
Job Description	11
Safeguarding and Child Protection Policy: Summary	15
Staff Training and Development	21
Working at Dartford Grammar School for Girls - Teachers	22
Health and Safety	23
Confidentiality	23
Benenden Healthcare	23
Staff Facilities at Dartford Grammar School for Girls	24
A Selection of Quotes from New Members of Staff	25
A selection of Quotes from Long-term Members of Staff	26
Useful Information	27
Application and Appointment Process	28

Welcome to Dartford Grammar School for Girls

Dear Candidate

Thank you for your interest in the post of Business Operations Manager. I am very pleased to provide you with information about this key post for September 2021.

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 all categories in June 2016, and since then, we have continued to further develop as a centre of excellence for teaching, learning and leadership. As Headteacher, I have very ambitious plans for our school and am fully committed to ensuring that every student has the very best opportunities to succeed.

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.

We are therefore seeking to appoint a dedicated, positive and committed Business Operations Manager (start date to be agreed). The successful applicant will lead and manage the school support functions, including finance, premises, administration, ICT, data returns and health & safety. The Business Operations Manager 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 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 August.

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”**.

VALUES

The principal values of our school community are:

Respect

Responsibility

Excellence

Dedication

Creativity

AIMS

Dartford Grammar School for Girls has provided first rate education for able students since 1904. As we embrace the ever-changing opportunities and challenges of the 21st century, we will continue to uphold the traditions, values and high expectations of an exceptional grammar school within an innovative, creative and progressive framework.

At Dartford Grammar School for Girls, we therefore aim to:

1. Provide students with every opportunity to flourish academically and develop their skills and talents as individuals
2. Be a vibrant, safe and happy school, with a strong sense of community and responsibility to both ourselves and others
3. Challenge and stimulate the minds of our students through excellent teaching, diverse learning opportunities, and a rich, balanced curriculum
4. Offer an extensive extra-curricular programme that enriches and extends the curriculum, encouraging students to explore and develop their personal interests
5. Tailor personalised and specialist support and guidance to meet the needs of learners, helping each student to reach their potential
6. Work in close partnership with parents and members of the wider community to provide the best possible education for our students
7. Develop wide ranging opportunities for student leadership, to enable students to develop the skills, knowledge and qualities they will need to be leaders in the future
8. Support and encourage our students to develop as global citizens and to make a significant contribution to the wider world

School Development Priorities 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 Action Plan 2021-2022 Summary

The key priorities for 2021-2022 have been designed to support our school community with the significant challenges relating to Covid-19, with 18 months of disruption to education

Priority 1: Leadership and Management

- a. Fully re-establish and embed our school values and distinct DGGS in order to promote excellent behaviours and strong moral values across the school
- b. Ensure that the wellbeing of our school community has a high focus in all areas of school life
- c. Further enhance our shared understanding and knowledge of our diverse communities
- d. Review and re-implement systems, procedures, policies and our daily work throughout the year to support our school community in light of changing needs
- e. Identify and address the curriculum needs and gaps in knowledge and understanding of students, in order to enable all students to achieve their academic potential
- f. Continue to implement strategies to recruit and retain the highest quality teaching and support staff, including encouraging a healthy work-life balance
- g. Continue to develop highly effective Raising Aspirations and Pupil Premium strategies to further promote academic excellence and opportunities for all students
- h. Increase income, review and maximise expenditure to ensure financial stability, directing funding to support the particular needs of our school community at the current time and further improve our resources and facilities
- i. Take a lead role in the development of The Areté Trust when suitable opportunities arise

Priority 2: Quality of Education

- a. Re-implement coherent and consistent classroom routines for both behaviour and learning, creating a climate of high expectations and standards for all
- b. Following the disruption to learning, review and redesign where needed, a coherent, sequenced and challenging academic curriculum, reflecting the diverse community
- c. Through our ambitious curriculum, highly effective teaching and supportive environment, inspire a love of learning and ensure “challenge for all” in every lesson through refreshed High Impact Teaching Strategies
- d. Enhance and deepen responsive teaching and summative methods for assessment in the classroom, dealing with misconceptions, sticking points and gaps in relation to subject specific content
- e. Review and develop assessment, reporting, data analysis and tracking at all levels to enable excellent student achievement in all Key Stages

- f. Re-establish clear monitoring and evaluation of teaching and learning across the school
- g. Relaunch programme to support the importance and enjoyment of reading
- h. Ensure very high levels of achievement at A Level
- i. Ensure very high levels of achievement at GCSE

Priority 3: Behaviour and Attitudes

- a. Re-establish positive and consistent classroom learning routines across the school
- b. As students move again around the school both between lessons and during free time, re-establish positive and consistent behaviour expectations and approaches to support a cohesive community
- c. Explicitly teach, notice and reward positive learning and social behaviours
- d. Further develop and share effective study routines and approaches both in school and at home

Priority 4: Personal Development and Wellbeing

- a. Relaunch our whole school wellbeing strategy to encourage and support ongoing positive emotional and physical health, and to take into consideration recent experiences
- b. Fully launch our Diversity programme, to help develop a better understanding of all members of our school and celebrate the rich, diverse community we have at DGGS
- c. Continue to develop the personal development curriculum with more opportunities for reflection, discussion and broader understanding of recent events and their impact
- d. Create more opportunities for students to enjoy curriculum enhancement activities, to become role models and integrate positively with other year groups and to give back to the school community as the school returns to normal operation
- e. Further prepare students for future success at each stage of their education, including through the development of career-based opportunities and the Gatsby benchmarks

Priority 5: Sixth Form

- a. Promote and continue to be the leading A Level provider in the local and wider areas
- b. Support and develop the whole student through wider opportunities and raising aspiration strategies so that they are able to secure post-18 progression on their chosen career path
- c. Develop a love of learning through the promotion of healthy working habits, honing high impact learning strategies so that all students leave with excellent independent learning skills
- d. Promote opportunities for Sixth Form students to be effective and inspirational role models to younger students and give back to the school community

Person Specification

Education & Qualifications	<ul style="list-style-type: none"> • Educated to degree-level or equivalent • A finance, accounting or business management qualification, or evidence of extensive experience • Evidence of continuing professional development
Experience	<ul style="list-style-type: none"> • Experience of managing facilities and premises, including projects and lettings • Experience of developing and managing financial plans • Experience of successfully managing significant budgets, budgetary control processes and resources • Experience of financial management systems and procedures • Experience of managing procurement contracts for services and service level agreements • Experience of managing risk assessments and health & safety legislation • Experience of successful change management • Leadership experience in a school or education environment desirable, but not essential
Professional Knowledge and understanding	<ul style="list-style-type: none"> • Knowledge of current priorities and developments in education and their impact on schools • Understanding of statutory safeguarding requirements including child protection • Understanding of the whole spectrum of educational need and ability to apply this to the school's work to support students and personalise their learning • Knowledge of new technologies, their use and impact • Knowledge and understanding of strategies for ensuring inclusion, diversity and access • Ability to contribute to the School and Trust Development Plans • Understanding of the need for confidentiality and data protection • Ability to formulate ideas and solutions and present them clearly to the Headteacher, the Trust Board and Local Governing Body • 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 • Ability to write bids for funding and generate income for the school

	<ul style="list-style-type: none"> • Ability to use a range of ICT packages
Leadership and Management	<ul style="list-style-type: none"> • Ability to monitor, evaluate and review performance, celebrate excellence and challenge poor performance • Ability to promote an open, transparent and equitable culture • Ability to delegate, meet deadlines, prioritise, plan and organise • Ability to apply successfully the principles and practice of quality assurance systems, including self-evaluation and performance management/appraisal • Ability to promote the relationship between continuing professional development and sustained individual, team and whole school improvement • Commitment to individual, team and whole school accountability for learning outcomes • Ability to lead, inspire and be part of a range of teams • Experience of working effectively with parents/carers and others (for example external partners, other agencies and schools) to support the learning of students • Ability to demonstrate vision, creativity and initiative • Excellent interpersonal and communication skills to inspire and motivate students and staff • Ability to effectively manage and monitor people, policies and plans
Personal Skills and Attributes	<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 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 the learning outcomes for all students • 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 12 (£46,734 - £54,463*)
(*a higher salary considered for an exceptional candidate)

RESPONSIBLE TO: Headteacher

Main purpose of the job:

- To assist and support the Headteacher in providing professional leadership and management for Dartford Grammar School for Girls as part of The Areté Trust
- To lead and manage the school's support functions, namely premises, administration, IT, data returns and health & safety
- To work with the Finance Team to support the robust management of the Trust's/school's finances, as the Trust's Chief Financial Officer

Key Responsibilities and Duties:

- Be a lead member of the Senior Leadership Team and play an important part in both the strategic direction and in the day to day operation of the school
- Actively support the aims and ethos of the school/Trust and demonstrate continual positive commitment to the adherence to, and application of, Trust/school policies
- Be a visible presence around the school and model expectations and standards to staff and students
- Provide support to the Headteacher and Board of Trustees/Local Governing Body on strategic financial planning and school support functions and estate/facilities management
- Manage the disciplines of site, health & safety, ICT and whole-school administration
- Support the Finance Manager to submit funding/grant applications to continually improve the learning and working environment for staff and students
- Represent the school at meetings in and out of school

Specific Areas of Responsibility and Accountability:

Estate Management

- Work with the Headteacher and Trustees/Governors to establish priorities for developing the school premises

- Manage the maintenance of the school site and buildings, the preparation of maintenance schedules and the efficient operation of all facilities on the property
- Develop the school site to be more energy efficient, to generate cost savings and improve the environment
- Develop and implement a School Asset Management Plan
- Manage all capital/building projects ensuring best value is achieved
- Manage the letting of the school premises to outside organisations and school staff, and the development of all school facilities for out of school use
- Manage the security of the school site, ensuring that the school meets all safeguarding and health & safety legislation
- Develop and maintain a Business Continuity Plan and be aware of its importance and place within the management procedures of the school
- Implement risk management and loss prevention strategies to reduce insurance costs

Leadership and Management of Support Staff

- Line manage Support Staff where appropriate, namely the finance, administrative, ICT and premises team leaders
- Work with the Headteacher to manage the Performance Management/Appraisal processes for Support Staff
- Work with the Headteacher and Senior Leadership Team to develop and promote effective working relations and links between Support Staff and Teaching Staff

Compliance and Health & Safety

- Formulate, monitor and implement the Trust's/school's health & safety policy to comply with the requirements of the Health and Safety at Work Act and other legislation
- Act as the school's health & safety coordinator and fire officer
- Be responsible for risk management including implementing emergency procedures regarding school closure
- Use risk assessment tools where appropriate to establish hazards within the school and the associated risk involved
- Manage all processes and procedures for external events/activities and trips as the Educational Visits Co-ordinator, working with the Senior Leadership Team
- Ensure the school has adequate insurance cover at all times to include employer's liability, buildings and equipment cover, personal accident, travel insurance and other relevant cover. Handle any claims and seek professional advice as appropriate, working with the Finance Manager
- Ensure that the school has procedures in place to comply with all other statutory and other regulations, including those relating to Data Protection, Freedom of Information, employment and equal opportunities

- Undertake the role of (joint) Data Protection Officer, overseeing the data protection processes for the school/Trust, and monitoring compliance with current data protection law

Finance and Resource Management

- Line manage the Finance Manager to ensure the robust management of the Trust's/school's finances, that resources are deployed effectively and efficiently to support the Trust's/school's aims and long term sustainability
- Support the Finance Manager to apply for appropriate grant funding especially in relation to improvements to the school site, technology or school improvement
- Develop opportunities for financial savings and income generation, including through external contacts with business partners

Administration and Management Information Systems

- Manage the administrative services of the school to ensure appropriate administrative, clerical and secretarial service is provided to the school, including the main office, and reception
- Ensure an appropriate reprographics service is available in school, which includes good value for money hire/purchase arrangements when needed
- Oversee the management of effective information management systems (SIMS) that meet the school's needs
- Obtain the necessary licenses and permissions, and ensure their relevance and timeliness
- Be responsible for the Census, working with the Admissions and Data Manager, to ensure accurate returns are completed and deadlines are met
- Have overall responsibility for school publicity and marketing, including the website, to ensure that the school actively promotes and celebrates our successes

Information Communication Systems

- Lead the development and support the implementation of the Trust's/school's ICT strategy and service provision
- Manage and lead the ICT team to ensure effective ICT technical support for staff and students
- Develop Trust/school policies and procedures for the use of ICT within the school environment
- Work with the Network Manager to design and implement changes to the school's ICT software and hardware to support the Trust's/school's continual development
- Work with the Network Manager to ensure that Trust/school ICT systems are secure, with appropriate filtering and back-up systems in place

- Procure ICT equipment on behalf of the school in line with agreed budgets, with expenditure outside of this to be agreed by the Finance Manager
- Have overall responsibility for networked services across the Trust/school, such as cashless catering

Contracts

- Negotiate, manage and monitor contracts, tenders and agreements for the provision of support services, including catering and cleaning, ensuring “best value” at all times, working with the Finance Manager

Other Responsibilities and Duties:

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

Safeguarding and Child Protection Policy: Summary

SAFEGUARDING AND CHILD PROTECTION POLICY SUMMARY

Designated Safeguarding Leads (DSLs): Sharon Pritchard, Anne Mason and Rebekah Kidd.

Named Safeguarding Governor: Janice Brooke

Contact Details for Kent Children's Safeguarding Team: 03000 411111

SAFEGUARDING AND CHILD PROTECTION POLICY SUMMARY

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.

(Working Together to Safeguard Children 2018)

Child Protection Procedures

Any observation, information or issue which has implications for Child Protection should be discussed with a DSL. All staff have a statutory responsibility to report all allegations of child abuse and to alert others where appropriate if they suspect that child abuse may have occurred. It is negligent for a member of staff not to report a concern of a child protection nature and could result in subsequent disciplinary action.

The DSL will follow the County Guidelines on child abuse. Where appropriate, a referral or consultation will be made to Social Services and/or the KCC Children's Safeguard Team. It is vital that detailed notes are kept of all forms of communication, including telephone calls and conversations.

Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. (definitions are found in Appendix 1 of this document).

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical, sexual or emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability, homophobic or transphobic abuse
- gender-based violence, or violence against women and girls
- radicalisation or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- peer on peer abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- any other issues that pose a risk to children, young people and vulnerable adults

(Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted: Updated September 2019))

Up skirting has been added to KCSIE 2019 since it was made a criminal offence (page 89) and 'Honour-based' violence includes FGM and forced marriages

(Keeping Children Safe in Education September 2020)

Signs and symptoms of possible child abuse

Staff should be vigilant to any sign of unusual or distressed behaviour. The following may be indications of child abuse:

- changes or regression in mood or behaviour, particularly where the student withdraws into herself/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.

Staff must read and understand Part One and Appendix A of Keeping Children Safe in Education September 2020

Staff should be vigilant for:

- 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;
- any allegations made by a child concerning sexual abuse;
- 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 him/her;
- not make notes, using the Safeguarding Incident/Concern form. This must be given to the DSL;
- records must be completed urgently and signed and dated;
- discuss the matter immediately with the DSL (or the Headteacher).

If a student tells you she/he has been abused, you should:

- listen to what she/he has to say. Do NOT promise confidentiality - what she/he is telling you must be passed on;
- guard against any visible sign of distress or 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 her/him to undress;

- offer reassurance (remember she/he 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 student's exact words, using the school Safeguarding Incident/Concern form;
- records must be completed as soon as possible after the incident/event and must be signed and dated. The form must be given to the DSL;
- discuss the matter immediately with the DSL (or the Headteacher).

Female Genital Mutilation mandatory reporting duty for teachers

Whilst **all staff** should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. **See Annex A** for further details.

(Keeping Children Safe in Education September 2020)

It is essential that the DSL is informed immediately so that the safety of the student can be considered and safeguards put in place to ensure their safety is not compromised.

Action Summary

- LISTEN to what the student has to say
- REPORT all suspicions IMMEDIATELY to the DSL (or the Headteacher)
- RECORD in detail the circumstances and the action taken
- REMEMBER speed is essential

REMEMBER child abuse occurs in families from all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable. Those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

Other Safeguarding Issues – (see Part 1 of Keeping Children Safe in Education 2020)

- School staff should receive training on Child Exploitation, Radicalisation, Extremism, Forced Marriages and Female Genital Mutilation. They should also be aware of the PREVENT Agenda

- The DSLs and all staff should know how to recognise students at risk of the named issues. They should understand the signs and symptoms including the risks associated with technology and students being taken on extended holidays
- Students should receive information on these risks via assemblies, registration discussions, Religious Education and PSHE. They should know who they can talk to and have a designated safe area in school

Online Safety

The use of new technologies presents particular challenges and risks to children both inside and outside of school. Dartford Grammar School for Girls will ensure a comprehensive curriculum to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults Who Work with Children and Young People (2019 updated April 2020)** and the **KSCB document: Safer Professional Practice with Technology (September 2016)**

Please also refer to the school's **E-Safety policy**

Confidentiality

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DSL can seek advice from the Children's Safeguard Team on the number outlined at the start of this document.

All staff should remain aware that they cannot promise children confidentiality, and that if children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next. Further advice on dealing with disclosures can be found in the document **Child Protection - Dealing with Disclosures in School (KELSI)**

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

Safe Working Practice

Staff are required to work within clear Guidelines on Safe Working Practice and the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others (see Behaviour Policy) and such events should be recorded and signed by a witness.

Allegations against members of staff and volunteers

If allegations are made against a member of staff immediate consultation is required with the KCC Area Children's Officer (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.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

Please read and refer to the full policy in the Staff handbook 2020-2021

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 NQTs and those in their early career.

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 – Teaching 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.

Teachers working at DGGS can therefore expect the following:

1. Commitment to adhering to the School teachers' pay and conditions document and Burgundy 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. No graded lesson observations
6. Use of “no marking” feedback approaches encouraged, e.g. comparative judgement and whole class feedback
7. Curriculum Area marking policies clarify what will and will not, be marked
8. The Senior Leadership Team will regularly review deadlines and timings of meetings, and seek to reduce all admin/paperwork to the minimum
9. The Senior Leadership Team will undertake a workload impact assessment for all policy and procedure changes
10. All teachers will have the opportunity to apply for the equivalent of 1 day of “home-working” during the academic year (6.25 hours)*. In addition, in 2020-2021 teachers can leave school at the start of period 5 if they are not teaching and not needed in school – this must be agreed on the day by the Headteacher
11. Emails will not be sent between 5:30pm and 7:30am on weekdays (and no emails at weekends)
12. A time survey will be conducted annually to monitor teacher workload



**no impact on lessons, pro-rata for part-time colleagues. One registration period per year may be included, if required, providing that it can be covered and activities are set for the form group.*

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. New procedures and processes have been introduced to provide a Covid-secure workplace, including enhanced cleaning, social distancing and the wearing of face coverings in line with guidelines. We continue to adopt all new regulations as advised by the government and Public Health England.

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 £11.50 per month (£11.90 from 1st April 2021). If you join through the school then we will pay £5 per month, 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



When the school is operating normally, available staff facilities include access to our indoor swimming pool and Fitness Suite located in our state-of-the-art Sports Hall. Requests for specific clubs are encouraged.

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.

In addition to the school canteen, staff can use the Sixth Form Café area where a variety of snacks and coffees can be purchased.



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 DGGGS 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."

"Having worked at DGGGS 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."

"The professional and caring culture at DGGGS is what keeps me here. I've made many long standing friendships and the pupils are delightful; they are hardworking, 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 DGGGS 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 DGGGS 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".

"I have felt very-well supported at DGGGS. 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 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 DGGGS 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."

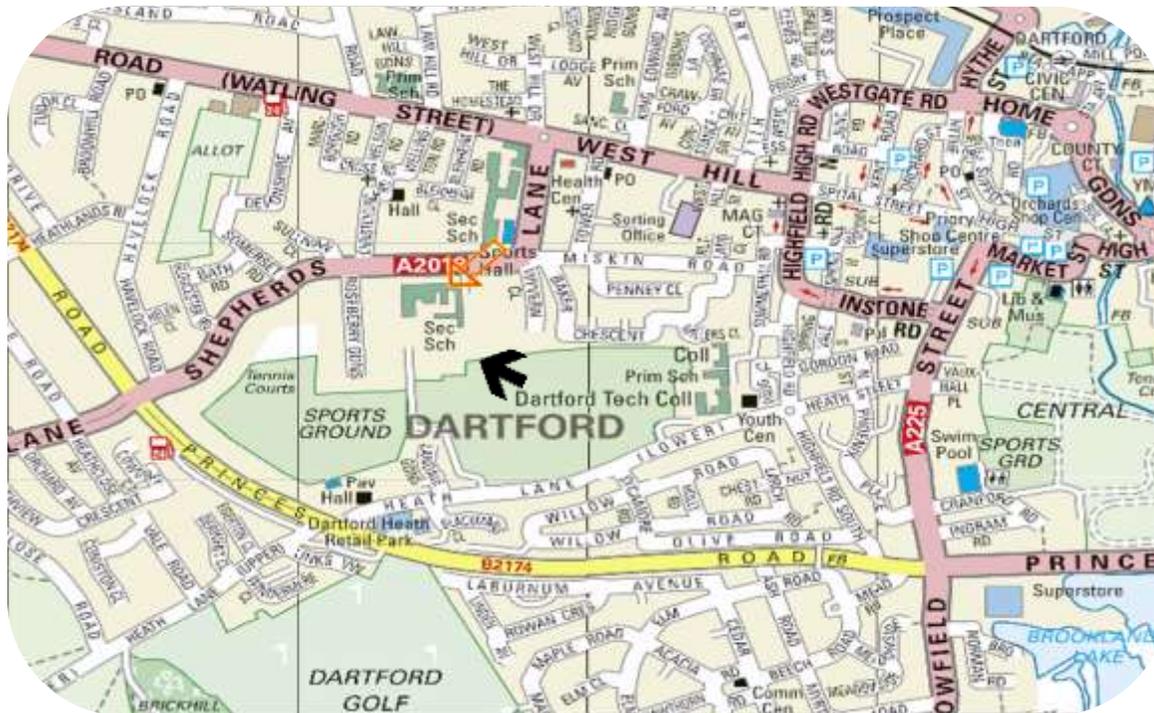
"I love the fact that students are extremely responsive to anything you do for them. They challenge you intellectually in lessons and are always keen to learn from you. There is a fantastic atmosphere in the staffroom and you really feel like you are part of a very strong team. The support staff are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

"I enjoy my time working at DGGGS, 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."

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](#)

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 August.

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).

