

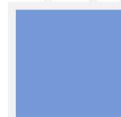
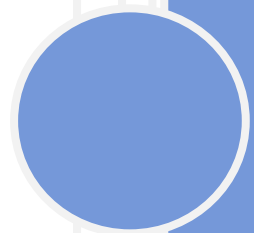


PRINCIPAL CANDIDATE PACK

*"Goldwyn - Making the Difference" Raising standards,
achieving success and securing positive futures for all our
students.*

*Goldwyn School
Godinton Lane
Great Chart
Ashford
Kent
TN23 4BT*

*Tel: 01233 622958
Website: www.goldwyn.kent.sch.uk*



Welcome from the Chair of Governors

Thank you for your interest in the position of Principal at Goldwyn School.

This information pack has been compiled to give you key information about our school and the role for which you are applying.

We are seeking to appoint an outstanding and inspirational Principal, who will continue to develop our school - rated Outstanding by Ofsted in December 2017. We have an embedded culture of high expectations for our students and staff and an ethos of continuous improvement.

Our school serves a community of students drawn from across Kent and has a strong culture of working with mainstream schools in our local area to support inclusion. We know that no outstanding school is the finished article and there are always improvements to be made and the last two years have been difficult for all schools.

Our new Principal will join a school with excellent foundations and ambitious plans for the future.

The Governing Body is enthusiastic, dedicated, skilled and committed to supporting the school. We will work with you to ensure our school continues to provide our students and their families with opportunities to thrive in an ambitious, nurturing and safe environment.

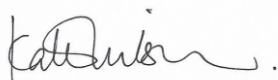
Our new Principal will be well-supported by governors who fully recognise the demands of Headship and are fully committed to ensuring that you receive the support you need for your professional development and well-being.

The Goldwyn team is multi-skilled and enormously committed to improving the life chances of our students, meeting their individual needs, and working in partnership with parents and carers. We are proud of our 'Goldwyn family'.

Our new Principal will be supported by a hardworking, committed and highly skilled staff team.

If you are an experienced leader who is wholeheartedly committed to delivering a high-quality inclusive education, and has the skills, experience, and knowledge required to lead and manage our school whilst sharing our values, ethos, and vision we would like to invite you to apply for this post.

Please do take advantage of the opportunity to visit the school and I look forward to receiving your application for the role of Principal.



Kate Wilson
Chair of Governors

About our School

Goldwyn is a pioneering school that provides an exciting, high achieving and creative curriculum for students who have social, emotional and health needs. Every child at Goldwyn is unique and it is our mission to design a learning pathway that reflects high aspirations as well as encouraging their inherent talents through music, art, languages, technology, science, sport, vocational education and much more. The Goldwyn leaders and all our staff are inspirational and committed to providing a happy, secure and stimulating school in which students enjoy their learning. We provide an education which develops the whole child academically, socially and emotionally. We focus our energies on ensuring that all children aim for excellence in their work and are able to achieve the very best that they can.

Goldwyn School is a KCC Foundation Special School for children and young people with an EHCP for SEMH needs from age 11 to 18. Students who are admitted to the school have complex and wide ranging difficulties and come from a wide range of socio-economic backgrounds and a wide geographical area.

Goldwyn School is an Outstanding School for students with SEMH needs, and consists of:

- **Goldwyn Ashford** in Great Chart, Ashford (TN23 3BT)
- **Goldwyn Folkestone** in Parkfield Road, Folkestone (CT19 5BY)
- **Goldwyn Plus** in Beaver Lane, Ashford (TN23 5NX) (our alternative curriculum programme)
- **Goldwyn Sixth Form** in Norfolk Drive, Ashford (TN23 4FB)

Our Mission

Goldwyn School endeavours to create a challenging and inspiring learning environment, where staff work together to encourage all students to reach their full potential.

We celebrate the success of our students and encourage their individual talents and skills. We aim to maximise their access to, and engagement with, social and educational settings and provide choices and opportunities which are appropriate to their present and future needs and aspirations.

Goldwyn School works towards providing learning opportunities where students experience:

- A sense of personal security
- Enjoyment of learning
- Respect and being valued
- Supportive relationships
- Sharing their lives with positive adult role models
- Clear, firm boundaries
- Successful achievement boosting their self-esteem
- Opportunities to obtain academic and/or vocational qualifications
- Chance to flourish and exercise personal responsibility

Through developing personal resilience and providing students with the motivation to succeed, Goldwyn School encourages students to be the best that they can be!

Key Priorities

Goldwyn is at a stage in its development where the new Principal will have the opportunity to lead the continuous development of priorities from a strong and secure base.

Key strategic priorities for the new Principal include:

Further developing a school unified by its commitment to inclusive education

Goldwyn serves a diverse community of students. We operate over 4 sites in Ashford and Folkestone which we offer curriculum pathways tailored to meet specific needs. Staff teams working at each site and pathway bring specialist skills and experience. In recent years we have been focused on ensuring that this commitment to a tailored approach sits within a clearly defined and visible unifying ethos and principles that are common across the whole school.

Realising the Intention of our new Sixth Form

Goldwyn became the first Kent SEMH Special School with a 6th form in December 2020, building on an established post-16 vocational and combined studies offer delivered previously as a Specialist Provision Institution (SPI). We are committed to ensuring effective transition to post-16 learning, training and employment and believe that our role is both to offer post-16 pathways *and* to work pro-actively in partnership with mainstream schools and colleges to secure effective transition for our SEMH students. We are in the early stages of developing an innovative Goldwyn 16+ Inclusion Pathway that would see co-delivery of support for students, families and professional development for staff in mainstream post-16 provision.

Developing our Leaders and Managers

In recent years we have been transitioning to a new leadership and management structure to support our commitment to diversity within a unified school. As a result we now have in place a consolidated and expanded Strategic Leadership Team, greater consistency across all sites of senior staff teams, teaching and learning teams, inclusion teams and stronger collaborative cross-centre working. The new Principal will ensure that the opportunities that this change presents for driving further improvement across the school are maximised and that we are building capacity within our leaders and managers at all levels.

Leading 'Covid Recovery'

The school, its students and staff, have been highly resilient during the disruption caused by the pandemic. Established strengths of the school have served us well, for example, strong relationships with parents and carers and experience of supporting students with anxiety and school phobia. We have also developed new skills, including the delivery of remote and blended learning, and staff have accessed training to help support students. For our particular community our priorities are to rebuild learning behaviour and resilience, address emotional needs and facilitate social communication recovery alongside identifying and targeting gaps in learning and providing appropriate learning support.

Goldwyn School Vulnerability Data

	G Ashford		G Folkestone		G Plus		Sixth Form		Whole School	
On Roll:	73		52		38		30		193	
	No:	%	No:	%	No:	%	No:	%	No:	%
Pupil Premium	34	47	31	60	20	53	NA	NA	85	44
BEM	6	8	2	4	4	11	1	3	13	7
SEMH priority EHCP	36	49	48	92	29	76	18	60	132	69
ASD	54	74	24	46	12	32	18	60	108	56
ADHD	43	59	24	46	10	26	15	50	92	48
PTSD/Early Trauma	21	29	25	48	9	24	8	27	63	33
Global Learning Delay	3	4	0	0	2	5	1	3	6	3
Dyslexia	3	4	9	17	4	11	3	10	19	10
CAHMS/Therapy Services (Tier 1,2,3,4)	63	86	44	85	27	71	22	73	156	81
Poor Health/Mental Ill Health & Anxiety	57	78	18	35	25	66	28	93	128	67
Currently on medication	36	49	27	52	13	34	17	57	93	48
LAC	2	3	1	2	2	5	0	0	5	3
EX-LAC, (Pupil Premium)	7	10	3	6	1	3	0	0	11	6
Adopted (Pupil Premium)	9	12	3	6	0	0	0	0	12	6
FSM/ FSM6	27	37	27	52	17	45	17	57	88	46
Significant change/ family breakdown	34	47	35	67	20	53	21	70	110	57
CP/CHiN/CAF Historically	15	21	29	56	24	63	25	83	93	48
Non Transitional	16	22	25	48	38	100	26	87	105	53
Previously out of school or Part Time	18	25	30	58	29	76	26	87	103	54
Previous SALTS	15	21	11	21	15	39	24	80	65	34
Low Literacy Levels Word Reading (2+ yrs below Chrono)	16	22	6	12	13	34	25	83	60	31

Examination Results

Examination results KS4		2017	2018	2019	2020	2021
Number of students	Goldwyn All	31	38	38	40	53
	Ashford	11	14	15	14	16
	Folkestone	7	3	4	4	19
	Plus	13	21	19	22	18
Total number of passes (L1 & 2)	Goldwyn School	159	226	264	300	327
	Ashford	120	153	154	168	169
	Folkestone	23	13	25	22	75
	Plus	16	62	85	110	88
Average no. of passes (L1 & 2)	Goldwyn School	5	6	7	7.5	6
	Ashford	11	11	10	12	10.5
	Folkestone	3.5	4*	6	5.5	4
	Plus	1.5	3*	5	5	4.5
No. of 9 to 4 & equivalent passes	Goldwyn School	10	32	41	90	91
	Ashford	6	31	27	67	46
	Folkestone	2	1	1	4	19
	Plus	2	0	13	19	26
% achieving 5+ (9 to 4) (inc.Eng & ma)equivalent passes	Goldwyn School	0%	2.50%	2.50%	12.50%	5.50%
	Ashford	0%	7%	7%	36%	18%
	Folkestone	0%	0	0	0	0%
	Plus	0%	0	0	0	0%
% achieving 5+ (9 to 4) equivalent passes	Goldwyn School	0%	2.50%	2.50%	12.50%	5.50%
	Ashford	0%	7%	7%	36%	18%
	Folkestone	0%	0	0	0	0
	Plus	0%	0	0	0	0
% achieving 5+ (9 to 1) equivalent passes	Goldwyn School	42%	48%	68%	75%	64%
	Ashford	100%	100%	87%	93%	88%
	Folkestone	29%	33%	100%	75%	42%
	Plus	0%	29%	47%	64%	67%
% Achieving 4 and above in English (equiv)	Goldwyn School	3%	20%	24%	33%	32%
	Ashford	0%	50%	33%	57%	38%
	Folkestone	14%	33%	0%	25%	21%
	Plus	0%	0	21%	18%	44%
% Achieving 4 and above in maths (equiv)	Goldwyn School	13%	5% (8%)Nov	13%	68%	36%
	Ashford	9%	14% (21%) Nov	7%	64%	44%
	Folkestone	14%	0	0	25%	10%
	Plus	15%	0	21%	23%	55%
% achieving 1+ (9 to 1) equivalent passes	Goldwyn School	74%	83%	92%	93%	91%
	Ashford	100%	100%	93%	100%	94%
	Folkestone	100%	100%	100%	100%	84%
	Plus	38%	71%	89%	86%	94%

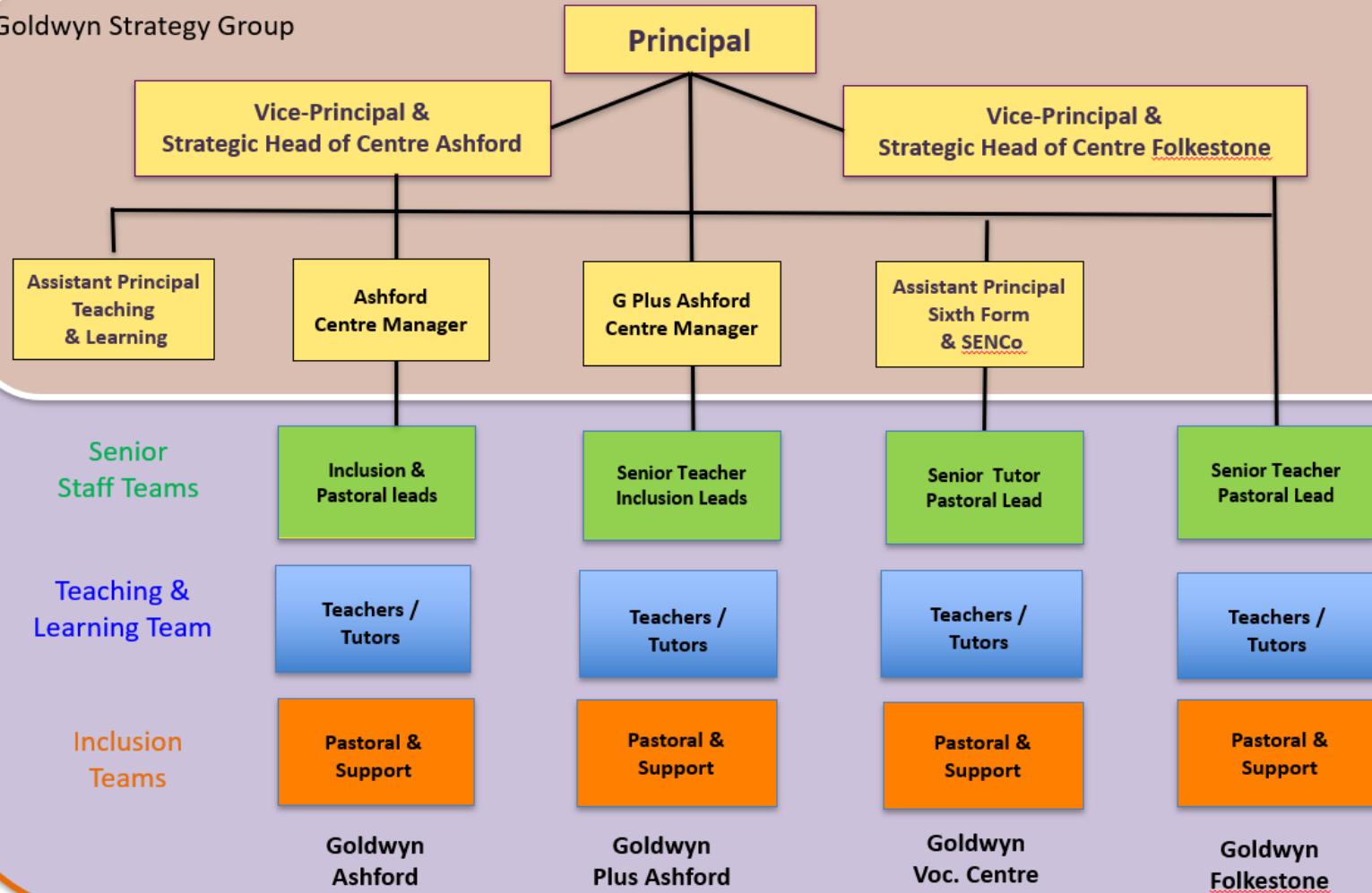
Analysis of Destinations of 2021 Leavers

Centre	No. of Students Leaving	Mainstream FE Colleges	Mainstream Schools with 6 th Form	Independent Providers	Goldwyn 6 th Form	Employment or Apprenticeship	NEET
Plus	18	9	0	2	4 - Voc 1 - CS	2	0
Folkstone	19	10	0	0	5 - Voc 2 - CS	1	1
Ashford	16	11	0	2	2 - CS	1	0
All Year 11 Leavers	53	30	0	4	9 - Voc 5 - CS	4	1

Centre	No. of Students Leaving	Mainstream FE Colleges	Mainstream Schools with 6 th Form	Independent Providers	Goldwyn 6 th Form	Employment or Apprenticeship	NEET
All 6 th Form	20	8	0	2	11	9	1

Goldwyn School Inclusive Pathway Provision

Goldwyn Strategy Group



Student Picture of Need

Due to the nature of our provision, with each child having an EHCP, Goldwyn considers all its students to be vulnerable and at considerable disadvantage due to their complex SEMH needs often coupled with co-morbid diagnosis of ASD, ADHD, ODD, anxiety and PTSD. In addition, the journey to Goldwyn and then throughout their adolescence, is commonly peppered with challenges such as family breakdown, loss, financial hardship and social issues within the community.

Goldwyn school aims to deliver an outstanding education to all its students. We recognise the complex SEMH needs and significant challenges that our students face and we adapt our provision to meet these needs, ensuring all students are able to access the education, social and emotional support they should have in order to be happy, achieve academic success and transition to destinations of their choice when they leave Goldwyn. The vast majority of our Year 11 leavers successfully transition to mainstream colleges or apprenticeships.

In order to enable students to achieve the best outcomes possible, we recognise each of our students is unique and a highly personalised approach to learning is embedded within our curriculum delivery models. When individual students find they need additional support, our pathway model enables students to work within a framework that meets their needs. In addition, Goldwyn has developed a rich and stimulating curriculum that offers in excess of 24 accredited qualifications and bespoke curriculum and therapeutic programmes aimed at developing the whole person and engaging students in their educational journey, sometimes for the first time.

Many of the students at Goldwyn have in the past received, or are currently receiving, support from CAMHS, Early Help, or Children's Social Care. Often students face long waits for support from CAMHS and very often these time limited interventions are either insufficient or often inaccessible due to their complexity of need. Highly skilled and trained staff at Goldwyn support students with Social Emotional and Mental Health needs, students who have had Adverse Childhood Experiences and Students with a diagnosis of ASC, AHDD, OCD.

Our attainment data shows no significant variation between vulnerable groups, however, for all the reasons mentioned of the main areas that students needs impact on can be their attendance in school and engagement in class. At Goldwyn we recognise that students will make erratic gains in their progress and we have finely tuned systems in place to monitor this and address concerns with targeted support, including remote learning, pastoral care and home tuition.

This wide and flexible support is delivered through in-house provision of counselling, social skills programmes and outdoor therapy as well as 1 to 1 engagement and learning opportunities sourced externally from trusted experts.

Individualised progress monitoring assesses all aspects of students' development, subject achievement, engagement, attendance, safeguarding concerns and wider skills and interests are discussed by the hub/tutor teams, with interventions and strategies being put in place for each child.

Goldwyn School utilises this pupil premium and recovery funding to timetable a wide range of specialist interventions, utilising school staff with enhanced skills and levels of training and buying into selected provisions delivered by experienced providers we work with. By increasing students' engagement, building strong supportive relationships with children and their families, providing SEMH support, modifying and adapting the curriculum approach, we successfully remove barriers to accessing education and deliver the best possible outcomes for our students.

Goldwyn Inclusive Pathway Provision

Ashford

Goldwyn School

SEMH / ASD
 KS3 & 4 (11-16 yrs)
 Student/Staff ratio 7:2
 Average to high ability
 Predominantly Level 2 inc
 GCSE qualifications
 Full-time classroom based
 Broad 'Mainstream' National Curriculum
70 Students

Goldwyn Plus

KS3-4 (11-16yrs)
 SEMH/ASD/SLD
 Post HNES/
 Phobic/vulnerable/
 Complex students
 Modified NC
 EL – L2 qualifications Inc GCSE
 Flexible Timetables
 Vocational courses
 Individual tuition
 Home tuition
40 Students

Sixth Form

KS5 (19-19 yrs)
 SEMH/ASD/SLD
 Mechanics
 Body Repairs
 Construction
 Multi-skills
 EL – L2
 English EL - L2
 Maths EL - L2
 Employability Skills
24 Students

STLS Outreach & Inclusion

Specialist Teaching & Learning Service
 School to School support
 LIFT

Folkestone

KS3-4 (11-16yrs)
 Severe & Complex SEMH
 Nurture Group
 Full-time classroom based Tailored National Curriculum
 Practical / Vocational Courses
 GCSE Core & L1
45 Students

KS3-4 (11-16yrs) ASD/post HNES Girls
 Modified National Curriculum
 Bespoke Timetables
12 Students

COMBINED STUDIES
 KS5 (16-19 yrs) SEMH/ASD
 English & Maths EL - L2
 Vocational Qualifications
 ASDAN
 Employability Skills
 Independent Living Skills
12 Students

Job Advert - Principal

Start Date: September 2022
Salary Range: Group 7 (L28 to L34)

Due to the retirement of our current Principal, the Governors of Goldwyn School are seeking to appoint an exceptional, motivated and inspirational Principal who is passionate about the education of students who have Special Educational Needs.

We are an Outstanding and unique secondary (11-18) SEMH special school in Kent, operating over 4 sites in Ashford and Folkestone, with each site running its own distinctive educational pathway. We are a highly regarded and successful school which has expanded its provision to meet the needs of our increasingly complex and vulnerable students.

We work closely with parents, carers and other agencies to give every student high quality education and care. Goldwyn has experienced and specialist staff who are dedicated to meeting the educational needs of all students.

It is desirable for applicants to have leadership expertise in the education of students who have Special Educational Needs and are committed to providing the best quality education and having high aspirations for their futures.

Goldwyn School is committed to the highest standards in safeguarding procedures and promoting the welfare of every student and we expect all our staff to share this commitment.

References may be taken up before interview and the successful applicant will undertake an enhanced DBS check.

Job Description - Principal

The Principal will lead on establishing and driving the ethos, vision and values of the school, ensuring they equally reflect those of Goldwyn.

The Principal will work with staff, governors, parents/carers, and wider good practice to build on the strong foundations that are in place in order to maintain and further improve all aspects of the school's standards and quality.

Ensuring equality, safety and respect is central to the aims and ethos of the school and these will be reflected in all aspects of the Principal's work.

The Principal will fully understand the current legal requirements, local and national policies and guidance on safeguarding and the promotion of the wellbeing of children and young people, and will ensure that all requirements are met in full.

Roles and Responsibilities	
Strategic Direction and School Improvement	<p>1.1 Drawing on experience and best practice, work together with the Governing Body and the Goldwyn Strategy Board to build a strong strategic direction and on-going school development plan.</p> <p>1.2 Maintain and further develop the school's ethos and provide educational vision and direction for the school which secures:</p> <ul style="list-style-type: none"> • Effective teaching • Successful learning and outstanding pupil achievement • Sustainable high standards in meeting the needs of SEMH students to achieve successful outcomes and prepare them for their future. <p>1.3 Implement the school's development plan, including school improvement, business and finance:</p> <ul style="list-style-type: none"> • Identify priorities and targets that supports high standards enabling students to make progress and maximise achievement • Supports continuous improvement in teachers' effectiveness and secures continuing school improvement • Is underpinned by sound financial planning and business processes and systems. <p>1.4 Ensure all those involved in the school are committed to its aims, are motivated to achieve them and involved in setting and meeting the long, medium and short term objectives and targets which will secure the educational success of the school.</p> <p>1.5 Ensure the management, finances, organisation and administration of the school support its vision and aims.</p> <p>1.6 Ensure policies and practices take account of national, local and school data and inspection and research findings and reflect best practice.</p> <p>1.7 Monitor, evaluate and review the effects of the school's policies, priorities and targets and take action as necessary.</p> <p>1.8 Ensure that the school plays an active role in the development of SEMH provision within Kent and KSENT.</p>
Teaching and Learning	<p>2.1 Work with the Governing Body and the GSB to sustain effective teaching and learning throughout the school.</p>

	<p>2.3 Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning.</p> <p>2.4 Work with the Governing Body and Senior Management Team to determine, organise and implement the curriculum and its assessment; routinely monitoring and evaluating in order to identify and share good practice and act on areas for improvement.</p> <p>2.5 Ensure effective teaching is evidenced across the full curriculum with a comprehensive programme of monitoring in place.</p> <p>2.6 Monitor and evaluate the quality of teaching and standards of learning and achievement of ALL pupils across Goldwyn, in order to set and meet challenging, realistic targets for achievement.</p> <p>2.7 Develop and maintain effective links with the wider educational and local community(s).</p> <p>2.8 Maintain and further develop the school’s effective partnership with parents/carers and external agencies to support and improve student’s achievement and personal development.</p>
Leadership	<p>3.1 Maximise the contribution of staff to improving the quality of education provided and standards achieved and ensure effective working relationships are in place throughout the school.</p> <p>3.2 Plan, allocate, support and evaluate the work of teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.</p> <p>3.3 Implement and sustain effective systems for management of staff performance, incorporating appraisal and targets, ensuring targets relate to student achievement in its broadest sense.</p> <p>3.4 Motivate and enable all staff to develop expertise in their respective roles through high-quality continuous professional development.</p> <p>3.5 Identify and nurture talent to enable effective leadership development and succession planning.</p> <p>3.6 Sustain motivation of self and other staff.</p> <p>3.7 Ensure professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those for the Principal.</p> <p>3.8 Lead by example, demonstrate and ensure the continuous commitment by all staff to help keep the children and young people in the care of the school safe.</p>
Resource Management	<p>4.1 Work with the Governing Body and GSB to recruit staff of the highest quality, complying at all times with best and safer recruitment practice.</p> <p>4.2 Work with the Senior Management Team to deploy all staff effectively in order to ensure the highest quality of education provided.</p>

	<p>4.3 Set appropriate priorities for expenditure, allocating funds and ensuring effective administration and control in line with the school's policies and Standing Financial Instructions.</p> <p>4.4 Working closely with the School Business Manager and Site Manager, manage and organise accommodation efficiently and effectively to ensure the needs of the curriculum and health and safety regulations are met at all times.</p> <p>4.5 Manage, monitor and review the range, quality, quantity and use of all available resources in order to maximise the quality of education and pupil achievement, ensuring at all times a focus on efficiency and value for money.</p>
Accountability	<p>5.1 Provide information, objective advice and support to the Governing Body in meeting its responsibilities for securing effective teaching and learning, and the highest standards of achievement, efficiency and value for money.</p> <p>5.2 Ensure the school operates as an organisation in which all staff recognise that they are accountable for its success and are clear as to how they contribute to this.</p> <p>5.3 Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including the Governing Body, pupils, parents/carers, the Local Authority, OFSTED and others.</p> <p>5.4 Ensure students and parents/carers are well informed about the curriculum, attainment and progress and about the contribution they make to the school's achievements.</p> <p>5.5 Ensure accurate and up-to-date records are compiled, maintained and audited to satisfy legal, operational and strategic governance requirements including those relating to safeguarding.</p>
Other Duties and Responsibilities	<p>To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with:</p> <ul style="list-style-type: none"> • School policies and guidelines on the curriculum and school organisation • School policies and procedures on other matters • National Professional Standards for Teachers • The Conditions of Service for School Teachers in England and Wales and with any locally agreed conditions of employment • All staff have a responsibility for providing and safeguarding the welfare of children and young person's s/he is responsible for or comes into contact with.
<p>The duties and responsibilities detailed within this job description will be supplemented by the accountabilities, roles and responsibilities as set out within the School Teachers Pay and Conditions Document.</p> <p>As Goldwyn and the nature of SEMH/SEND leadership evolves, it is likely that the postholder's role will evolve to reflect this and this job description will be reviewed annually by the Chair of Governors & Principal to ensure it reflects the changing role.</p>	

Person Specification - Principal

It is expected that the Principal of Goldwyn School will demonstrate a range of qualities, skills and experience as outlined below and have the ability to fulfil the responsibilities detailed in the job description.

The list below distinguishes between essential and desirable characteristics. The appointing panel will want to see evidence of these competencies but understand that candidates will have different mixes of skills and experience and may not have every requirement listed below.

Criteria		Qualities
Qualifications and training	E	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree • Further Professional Qualifications (eg. NPQH) • Considerable CPD relating to SEND including SEMH needs within an educational setting • Evidence of safeguarding and safer recruitment training
	E	
	E	
	E	
	E	
Experience	E	<ul style="list-style-type: none"> • Successful leadership and management experience in a secondary school • Experience of leadership of post-16 provision • Experience of productive collaboration with wider agencies, other schools and partners to develop best practice in inclusion across the local system and to enable successful transitions for young people • Experience of Teaching children with SEMH needs • Involvement in school self-evaluation and school improvement and development planning • Experience of working with governors, external stakeholders and other bodies involved in school performance • Demonstrable experience of building capacity in staff teams, successful staff development and line management
	D	
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Leadership	E E E E E E E E E E	<ul style="list-style-type: none"> • Ability to make and successfully implement evidence-informed decisions and plans • Ability to inspire and support teachers and support staff to ensure highest quality of teaching and learning • Ability to lead curriculum development integrated with resource planning • Ability to provide support and guidance to staff to ensure high quality delivery is maintained • Understanding of school finances and financial management • Effective communication and interpersonal skills • Ability to communicate a vision, promote the right ethos and inspire others • Ability to build effective working relationships with staff • Understanding of the SEND code of practice • Knowledge of working with SEND children and young adults • Proven understanding of children and young people with complex SEMH needs both within the home and educational setting • Ability to develop positive relationships with parents and carers
Personal qualities	E E E E E	<ul style="list-style-type: none"> • Commitment to uphold the 7 principles of public life (the Nolan principles) at all times • Modelling a solution focused approach to all potential challenges • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively and lead by example. • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position

Application Process

We would strongly encourage you to browse our website www.goldwyn.kent.sch.uk as it will also give you a good idea of what our school is like. However, no website can replace the experience of coming into the school and seeing us first-hand. We would warmly welcome you to visit our school under Covid safe guidance prior to shortlisting. We currently require students and staff to wear a mask when moving around the school, so we ask the same of all applicants unless they are exempt. If you would like to schedule an appointment please contact Tina Brobyn, HR Manager - tina.brobyn@goldwyn.kent.sch.uk

The closing date for applications is Wednesday 9 February 2022 at 12 noon. If you have any queries on any aspect of the application process or need additional information please contact Tina Brobyn, HR Manager - tina.brobyn@goldwyn.kent.sch.uk

Interview Dates: 21st and 22nd February 2022

Goldwyn School is committed to the highest standards in safeguarding procedures and promoting the welfare of every student and we expect all our staff to share this commitment.

References may be taken up before interview and the successful applicant will undertake an enhanced DBS check.

