



MARLING
SCHOOL

DEPUTY HEADTEACHER RECRUITMENT

AUTUMN 2023



CANDIDATE
INFORMATION PACK



MARLING SCHOOL

WELCOME LETTER FROM HEADTEACHER

Dear Candidate,

Thank you for your interest in the post of Deputy Headteacher at Marling School. I have put this pack together to give you key information about our school, and to explain what we are looking for in our new Deputy Headteacher.

I am very proud of our school, its students, and staff, and the warm and vibrant atmosphere that exists at Marling. Our students are a joy to work with; they are friendly, honest and motivated. We have a fantastic team of staff who are skilful and dedicated, supported by an active School Development Board of governors.

Founded in 1887, we are proud of our history and traditions but, if you haven't visited our school before, you may not realise what a modern, progressive, inclusive community we are today. We frame our values around the mission statement "Inspiring Excellence, Building Character, Succeeding Together". That applies to staff and students alike and is central to what we do. For all appointments, we seek someone who shares our values and builds excellent relationships with those they work with. We look for a can-do attitude and people who recognise the importance of developing themselves and those around them.

As a founder member of the Cotswold Beacon Academy Trust (CBAT) we aim to provide all our staff with the very best opportunities to develop their careers, and to look both within the trust, and far and wide for the very best educational practises to bring back to our school and its students. We strongly believe that the principles of great teaching and of great leadership in education are the same for all schools and, therefore, encourage applications regardless of the context of a potential candidate's current employer. I am confident Marling would be a great (and enjoyable) place for the right person to develop their skills and that the role is excellent preparation for headship.

The vacancy for Deputy Headteacher has been created by a restructuring of our Senior Team. The current group is composed of a single Deputy and five Assistant Headteachers. Following the departure of one of our Assistant Headteachers (due to promotion) we are introducing a second Deputy Headteacher role to the model. The successful applicant will be responsible for strategic development of Behaviour, Welfare, Personal Development and Inclusion. They will lead others, including the AHT Head of Sixth Form, AHT Behaviour and Welfare, SENCO, Designated Mental Health Lead and Safeguarding team to ensure the highest standards and continuous improvement. Detailed responsibilities of the post will be influenced by the experience, interests and strengths of the successful applicant and may vary over time.

I am excited by the challenge of building on Marling's current strengths. I seek a Deputy Headteacher who is a highly motivated, confident and passionate school leader with the vision, experience and drive to make a significant contribution to the Senior Leadership Team and support the school through the next phase of its development. I am looking for someone who recognises the importance of maintaining the excellent standards the school has already set and who is prepared to meet the challenge of continually improving the school and the experience of our students.

You are welcome to visit for a tour of the school and I would love to show you what I think makes Marling School so special. I look forward very much to hearing from you.

Yours sincerely

Glen Balmer, Headteacher



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ABOUT MARLING SCHOOL

Marling School is a high achieving 11-18 grammar school for boys with a coeducational sixth form founded in 1887 in the south of the Cotswolds.

We are proud of our traditions but are also a progressive, inclusive and modern community. We frame our values around the mission statement “Inspiring Excellence, Building Character, Succeeding Together”.

INSPIRING EXCELLENCE

We are ambitious for our students and staff so that they thrive in a vibrant, inclusive environment that provides pace and challenge. They feel safe and supported to engage with new ideas, to think deeply, to take risks and be aspirational. Inspirational teaching, with broad curricular and extracurricular experiences, foster intellectual curiosity and a passion for learning. We keep the pursuit of excellence at the heart of everything we do, demonstrating our commitment to continuous improvement.

BUILDING CHARACTER

Our traditional school motto, which can be seen on the school crest, is *Abeunt Studia in Mores*, which we translate to mean ‘Let us go forward through study to character’. It dates from the formation of the school in 1887, yet we believe this idea serves us as well now as it did all those years ago. Our aim is for all Marlingtonians to develop a range of positive character values, including the core values of **Kindness**, **Intellectual Curiosity** and **Perseverance**. Marling students learn to be independent thinkers who take responsibility for their learning and their behaviour, who believe in freedom and equality and will join society as citizens of principle taking an interest in the world around them.

SUCCEEDING TOGETHER

We place the wellbeing of our students and staff at the heart of our work and, through the building of positive, mutually respectful relationships create an environment where they can look after themselves and each other. We are immensely proud of, and gain strength from, our community’s diversity and have a deep commitment to ensuring we are an inclusive community for all.

In November 2013 Ofsted visited the school and reported the school was ‘Outstanding’ in all areas. They commented that “the high quality of teaching over time is evident in the rapid progress students make in a wide range of subjects, including English and mathematics” and that “the consideration students show their teachers and each other creates a harmonious atmosphere that supports the social and academic progress of all”.

Marling School is a popular school. We admit 150 students to Year 7 and whilst the majority of students are from the local area, some choose to travel from as far away as Swindon to the south and Cheltenham to the north. The Sixth Form is in its sixth year of coeducational recruitment and attracts students from a wide geographical area and numbers have grown steadily with nearly 430 students currently, over a third of which are girls.

Students achieve highly at Marling School. In 2023, 31% of A level grades were at A*-A grade and 61% at A*-B, with a pass rate of 99%. Many of the students exceeded their predicted grades including 12 students who achieved A*/A in



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four subjects and 35 students who achieved 3 A grade passes or better. At GCSE 54% of grades achieved were at 9-7, 79% at grades 9-6. In 2022 our Progress 8 score was 0.40 (Sig+) and we expect the figure this year to be similar with students eligible for Pupil Premium making more progress than the average for the rest of the cohort.

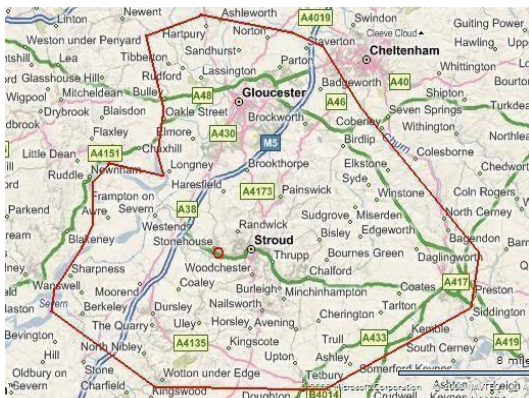


The school is therefore highly regarded in the area for its academic standards. However, at Marling School we know that every individual is unique, and we want every gift, talent and ability to be recognised and developed. Through a balance of curricular and extra-curricular opportunities we empower our students and allow them to explore their interests and develop their full potential. We have a broad and balanced curriculum and offer a vast array of clubs, activities and educational visits from music and sport, science and engineering, to drama and debating.

Like all schools in CBAT, inclusion is very important at Marling, and the school has a highly effective teaching and non-teaching pastoral team including a dedicated sixth form team. A SEND team, led by our SENCO, also provide excellent support for a wide range of additional education needs and our school offers a warm and welcoming environment to all of our staff, students and visitors.

We believe that our students and staff deserve the best facilities. In 2013 we completed the construction of two new science laboratories giving us a total of nine in all. In 2015 we opened our £3.5M West Block with classrooms for mathematics, geography and R.E along with a variety of study spaces and a spacious and modern dining hall. In spring 2017 we opened a new £1M facility for Creative Arts with new art classrooms, a photography studio, an IT suite and a fabulous drama studio, and in autumn 2017 we opened new changing rooms for P.E. Last year we opened a newly refurbished block for Sixth Form students and replaced an old terrapin with a brand new specialist music classroom.

The school is committed to the continuing professional development of staff with a thriving programme of internal and external CPD, supporting school priorities and staff aspirations. Development groups of teaching staff work together on strategies to develop teaching and learning, and INSET is frequently led by our own staff.



Marling School is situated in Stroud, recently named the UK's best place to live in 2021 by the Sunday Times. With its dramatic Cotswolds landscape, unique arts and crafts heritage, fabulous festivals and independent shops, the Stroud District is the least commercialised and unexplored area of the Cotswolds. The award-winning Farmers' Market is weekly (Saturday) and is one of the best in the country. There is a full programme of music and theatre throughout the year making Stroud a hub of cultural



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events. Stroud has an inimitable mix of landscape and industrial heritage; the mills strung along the valleys and the town's landmark buildings inform the creative spirit of the town. Nearby Stratford Park offers a range of indoor and outdoor leisure facilities, a lakeside walk and the Museum in the Park. The town has a state of the art cinema and the Subscription Rooms hosts a variety of live events in a handsome late Regency building. In addition, for those seeking a lively city experience, Stroud is well-placed to reach the larger towns of the county; Gloucester (11 miles), Cheltenham (14 miles), Cirencester (13 miles). Furthermore, the bustling cities of Bristol to the south (30 Miles) and Birmingham to the north (64 Miles) can be reached easily via the M5 and several of our staff are based in Bristol and Worcester.





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PASTORAL PROVISION

At Marling School, students' safety and wellbeing are paramount. Over recent years we have made significant investment in our pastoral team to ensure that students who need additional help are identified early. That team includes Form Tutors, Heads of Year, Pastoral Support Workers, Attendance Officers, non-teaching Deputy DSL, Designated Mental Health Lead and School Counsellor. Together with the wider staff, family members and outside agencies, they work to ensure comprehensive support is put in place for all students that need it.

Our expectations of our students' conduct are very high. We expect all failures to meet those expectations to be picked up consistently and fairly and promote excellence by:

- The building and maintaining of positive, mutually respectful relationships between staff and students is central to our maintaining high behaviour standards and ensuring students feel safe and happy.
- Creating a positive environment by recognising and celebrating the achievements of our students and rewarding excellence.
- Our behaviour system that empowers and supports staff at all levels to take responsibility for behaviour of students.
- Accepting that students will make mistakes, but also that they must take responsibility to learn from them. Behaviour systems focus on restorative processes to teach students how to reflect and positively act on behaviours at every stage.

Rates of suspension are very low and there has not been a permanent exclusion from Marling School for several years. Our levels of student attendance and persistent absence are among the best in the county, our data placing us in the top 10% nationally for all schools and in the top 25% for similar schools.

CURRICULUM

Marling School fully recognises the importance of a strong curriculum model that is designed to give all students the knowledge and cultural capital they need to succeed in life. We believe that, at the core of any outstanding curriculum model, is the appropriate balance of breadth and depth of learning for all students, and the whole school curriculum model has been designed with this in mind.

In Year 8, students make informed decisions around which foreign language(s) and practical subjects to study in greater depth prior to GCSE, and a curriculum model that starts all students on a route to 9.5 GCSEs is currently maintained in KS4. As part of the GCSE options process students can opt for 4 from a range of 19 subjects to study alongside the compulsory curriculum. The model is also constructed so that all students can access the full range of English Baccalaureate subjects should they wish to do so.

The focus on breadth and depth continues into Sixth Form, where all students studying 3 A Levels also opt for what is defined to be a 'breadth option' to study alongside their A-Level choices. Sixth Form students currently select from a



range of 29 A Levels and 8 examined or non-examined breadth options including for example creative writing, classics, sports leadership and Gold Duke of Edinburgh.

Within individual subject areas curriculum models are constructed according to the following key principles:

- Programmes of study are ambitious in that they provide all students with appropriate levels of challenge, as well as opportunities to secure and deepen knowledge, understanding and skills as appropriate.
- Programmes of study have been constructed with the core knowledge and skills, or fundamental constructs, which will need to have been developed at their heart. Aligned to this there will also be a coherent assessment model that allows students and teachers to identify and support individual progress towards the identified outcomes.
- Programmes of study are planned and sequenced to ensure that new learning builds and develops on prior knowledge and skills, thus allowing students to make sustained progress towards the identified end points.
- Programmes of study will identify connections, both within a given subject and across different subject areas where appropriate, that need to be explicitly highlighted to students in order for them to link existing knowledge or skills to new learning.
- Teaching and learning strategies will be employed that facilitate long term retention of knowledge, thus allowing students to utilise prior knowledge by applying it as a skill to support new learning

A PSHE programme from Year 7 to Year 13 helps our students develop as healthy and responsible individuals and members of families and communities, and their education is enriched with a vast array of extracurricular and super-curricular activities including educational trips and visits, visiting speakers, clubs and societies and house events and competitions.

In the Sixth Form our students complete a Diamond Programme to enable them to develop a range of skills that prepare them for their next step after leaving Sixth Form, whether that is a university degree; Music, Drama or Art College; an apprenticeship or employment. For those seeking a place at the most competitive university courses, Marling Sixth Form has developed a dedicated Scholars' Programme, which is open to all students.

Further details of the curriculum can be found on our website at: <https://www.marling.gloucs.sch.uk/teaching-and-learning#key-stage-subjects> and <https://www.marlingsixthform.org/curriculum>



DEPUTY HEADTEACHER- ADVERT (SALARY DETAILS: L17-21 TO START JANUARY 2024)

The governors of Marling School wish to appoint an excellent teacher and ambitious and inspirational leader to the post of Deputy Headteacher.

The successful applicant will have a proven track record of high performance in leadership and teaching and be expected to make a significant contribution to the senior leadership team and the future development of the school.

The Deputy Headteacher will be responsible for strategic development of Behaviour, Welfare and Personal Development and Inclusion. They will lead others, including the AHT Head of Sixth Form, AHT Behaviour and Welfare, SENCO, Designated Mental Health Lead and Safeguarding team to ensure the highest standards and continuous improvement. Detailed responsibilities of the post will be influenced by the experience, interests and strengths of the successful applicant and may vary over time.

Marling School is an 11-18 grammar school for boys with a coeducational sixth form; there are 1200 students on roll coming from Stroud and its surrounding villages, and from further afield, to access this popular and successful school. The school is graded 'Outstanding' in all categories.

At Marling, we expect high standards, encourage diverse ideas, and require respect and kindness from all stakeholders. Our school vision, 'Inspiring Excellence, Building Character and Succeeding together' applies to staff and students alike and is central to what we do.

Subsequently, we seek to appoint colleagues with a shared mindset: we value individuals who work hard and recognise the importance of developing their professional learning because "Every Teacher needs to improve, not because they are not good enough, but because they can be even better". Furthermore, the ability to work positively with others, being prompt and proactive and having a sense of humour and can-do attitude are vital to us. In return, we can offer you the following:

- A highly committed and supportive staff team with an appetite for creativity and continuous improvement
- Motivated and engaged students that are proud of their school
- A lesson observation process that is developmental and not judgemental
- Assessment policies that promote more feedback and less marking
- A culture of continuing professional development tailored to each staff member's needs
- Excellent facilities including over £6M of new buildings.

Marling School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointed person will be required to undergo an enhanced DBS check.

CLOSING DATE: NOON 26/09/2023

INVITATION TO INTERVIEW SENT BY: 29/09/2023



WEBSITES: www.marling.school, www.marlingsixthform.org, www.cbatacademy

APPLICATION PROCESS

VISITS TO THE SCHOOL:

We welcome visits to our school and have made arrangements for these to take place on several dates between Wednesday 13th September and Friday 22nd September. Please contact Laura King (Heads PA) on lj@marling.school if you would like to visit or to request an informal conversation by telephone with Glen Balmer, Headteacher.

APPLICATION FORM:

All applicants must complete the CBAT Teaching Staff Application Form. CVs will not be accepted. Please enclose with the form, a supporting statement (see below).

CLOSING DATE:

Closing date for all applications is noon on Tuesday 26th September 2023. Completed applications should be returned to Sonia Brinkworth (HR Assistant), Email: HR@cbatacademy or post to: Sonia Brinkworth, Marling School, Cainscross Road, Stroud, GL5 4HE.

SHORTLISTING:

Shortlisting will be completed in time for invitations to interview will be emailed by Friday 29th September 2023. If you have not heard from us by Monday 2nd October, please assume that on this occasion your application has not been successful.

INTERVIEW PROCESS:

The interview process will cover two days and there may be points at which further shortlisting and a reduction in the candidate field may take place. Interviews for shortlisted candidates will be held on Monday 9th and Tuesday 10th October 2023 with a view to the post commencing 1st January 2024.

Guidance notes on completing the supporting statement.

A shortlist will be drawn up on the basis of the application form and supporting statement only. You should explain how your skills and experience match the demands of the post. You should pay particular attention to the Person Specification giving examples of recent experience and evidence of impact, including outcomes linked to school improvement and student outcomes. Please also add a concluding section outlining how you believe that your educational philosophy and experience has prepared you for the role of Deputy Headteacher at Marling School.

Safeguarding

The School Development Board is committed to safeguarding and promoting the welfare of children and young people. Headteachers must ensure that the highest priority is given to following the Guidance and Regulations to safeguard children and young people. The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).

DEPUTY HEADTEACHER - PERSON SPECIFICATION

Criteria

Qualifications and experience

*Qualification evidence will be requested at arrival if you successfully called for interview

(E) Essential (D) Desirable

Method of Assessment A – Application, C – Certificate, I – Interview, R – References

1	Graduate with Qualified Teacher Status	(E)	A/C
2	Evidence of Continuous Professional Development relevant to the post	(E)	A
3	Successful experience of middle leadership	(E)	A
4	Relevant experience in more than one school and across Key Stages 3, 4 and 5	(D)	A
5	Track record of outstanding teaching	(E)	R
6	Direct experience of safeguarding and promoting the welfare and wellbeing of students	(E)	A/I
7	Direct experience of raising standards of student behaviour	(E)	A/I

8	Track record of raising standards in learning and teaching and improving outcomes	(D)	A/I
9	Development of effective and sustainable relationships, respect and credibility working with key stakeholders including staff, students, families, Governors, other schools, the wider community and other external partners and organisations	(E)	A/I
10	Experience of effective management of people and financial resources	(E)	A/I

QUALITIES AND KNOWLEDGE

11	Having vision and ambition with the ability to think and work strategically. Able to build and communicate a coherent vision of excellence and equality, empowering all students and staff to contribute and excel.	(E)	I
12	Recent evidence of significant and impactful involvement in whole school improvement initiatives	(E)	A/I
13	Ability to demonstrate a secure understanding of the relationship between self-evaluation, performance appraisal, Continuing Professional Development and sustained school improvement.	(E)	A/I
14	Knowledge and understanding of and ability to respond to current educational policies and practices including statutory requirements and the legal framework in which schools operate. Knowledge of national trends that could impact upon the school.	(E)	A/I
15	The ability to think creatively and imaginatively to anticipate and solve problems and identify opportunities and then to make decisions based on analysis, interpretation and understanding of relevant data and information.	(E)	A/I
16	Demonstrate the use of data analysis for evaluation of the school performance, statutory reporting and to support accountability through performance appraisal.	(E)	A/I
17	Experience of working with outside agencies to ensure student safety and wellbeing.	(D)	A/I

18	Knowledge and understanding of best practice in ensuring high levels of attendance and low levels of persistent absence.	(D)	A/I
19	Knowledge and understanding of processes and best practice in promoting excellent mental and physical health for students.	(D)	A/I
20	Understanding of the DfE Exclusions guidance and experience of applying it to suspensions and permanent exclusions.	(D)	A/I
21	Knowledge of SEN legislation, processes and best practice.	(D)	A/I
22	Knowledge and understanding of the OFSTED framework and the ability to make informed use of inspection and research findings.	(E)	A/I
23	Knowledge and understanding of DfE guidance and law around Relationships and Sex Education. Experience of ensuring its effective delivery.	(D)	A/I
24	Knowledge and understanding of DfE guidance around CIAG and the Gatsby framework.	(D)	A/I
25	The ability to deal sensitively with all stakeholders in a wide range of situations and resolve conflicts with empathy.	(E)	R/I
26	Commitment to collaborative working both internally, through the Trust, and with other schools to improve outcomes.	(D)	I
27	An understanding of the role of the school within a multi academy trust and how wider accountability frameworks operate.	(D)	I

STUDENTS AND STAFF

28	A practitioner and role model with a clear understanding of good and outstanding learning, teaching and assessment. Track record of the professional development of teams and staff to raise the quality of teaching to improve outcomes.	(D)	A/I
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29	Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor performance	(E)	I
30	Commitment to and ability to implement an ethos of the highest standards of student behaviour, standards and welfare.	(E)	I
31	Ability to implement strategies to celebrate diversity and to ensure inclusion, access and equality of opportunity so that all students achieve their full potential.	(D)	I

PERSONAL QUALITIES

32	Passionate about education, inclusion and success for all. Leading by example with enthusiasm, sensitivity and integrity to inspire, motivate and generate trust in others and the ability to build and develop teams across schools.	(E)	A/I
33	Excellent communication (oral and written) and interpersonal skills across a range of audiences and individuals with the ability negotiate and consult effectively.	(E)	A/I
34	Have personal impact and presence conveying authority, confidence, approachability, warmth and humour.	(E)	I
35	Ambitious, driven and resilient with the ability to generate commitment and develop strong teams to manage change effectively.	(E)	I
36	An outward facing leader with the character to challenge the status quo and seek innovative solutions.	(E)	A/I