



MARLING
SCHOOL

HEADTEACHER RECRUITMENT

SEPTEMBER 2021



CANDIDATE
INFORMATION PACK



MARLING SCHOOL

WELCOME LETTER FROM THE CHAIR OF THE SCHOOL DEVELOPMENT BOARD

Dear Candidate,

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

We are very proud of our school, its students, and staff, and the warm and vibrant atmosphere that exists at Marling. Our students are our greatest ambassadors; they are friendly, confident and motivated and are happy to share their learning and experiences with visitors to the school. Our wonderful team of staff are skilful, dedicated and highly motivated. They are supported by an experienced and active School Development Board of governors who take a full part in school life; supporting and challenging at every opportunity.

Marling School was founded in 1887 and has a mix of old and more modern buildings situated in a beautiful setting a few minutes' walk from the centre of Stroud. We are based on a wide campus with access to plenty of open space including sports facilities and pitches.

The staff and governors have worked extremely hard since our last Ofsted inspection to continue to improve and strengthen the school; and we strive to be outstanding every day. We have continued to evolve as a school as you will read later in this pack, including moving to a coeducational sixth form in 2019.

As a founder member of the Cotswold Beacon Academy Trust 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.

The vacancy for Headteacher arises because Dr Stuart Wilson, Executive Headteacher of Marling School and CEO of Cotswold Beacon Academy Trust, is continuing to grow and develop the trust and the next phase to develop capacity at the school is to appoint a substantive Headteacher. Stuart will continue to support the new Headteacher through his executive role.

We are seeking to appoint a new Headteacher to take the school on into the next phase of its development; a Headteacher who is a highly motivated, confident and passionate school leader with the vision, experience, drive and commitment to lead our school. We are 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.

Marling School is truly a very special place, however don't take our word for it. You are welcome to visit for a tour of the school and we would love to show you what we think makes Marling School so special.

I look forward very much to hearing from you.

Yours sincerely

Amanda Arrowsmith, Chair of the School Development Board



MARLING SCHOOL

WELCOME LETTER FROM THE CEO OF COTSWOLD BEACON ACADEMY TRUST

Dear Candidate,

Thank you for your interest in the post of Headteacher at Marling School. Marling School is a founding member of Cotswold Beacon Academy Trust (CBAT) and has a strong commitment to achieving success through partnership and teamwork Berkeley Primary School and Cam Woodfield Junior School are also part of the trust, making CBAT an all through Trust with children and young people from nursery age to Pre University. CBAT was also recently successful in its bid to open a new 11-16 comprehensive school in the south of Gloucester and is working with the DfE and the LA to develop that project. The successful candidate will therefore lead Marling School through its next stage of development within a dynamic and growing multi academy trust. They will be supported by the executive and central team and will have the opportunity to develop professionally and personally within the school and the wider trust.

Our Trust vision is to create a thriving partnership of schools that work together to generate and celebrate success and to create opportunities for our pupils and staff that raise aspirations and inspire excellence. Schools in the Trust are committed to:

- Creating opportunities that raise aspirations and inspire excellence in pupils and staff
- Promoting high levels of personal development and well-being in our pupils
- Forming a distinctive partnership of schools that value their uniqueness and collegiality
- High quality leadership and teaching, with a highly creative curriculum
- Maintaining a relentless focus on high standards and excellent outcomes for our pupils
- Creating opportunities for staff development to enable us to recruit, develop and retain the very best teachers and leaders
- Innovating together for the benefit of our pupils and staff
- Fostering relationships where autonomy and accountability go hand in hand
- Creating a strong, financially resilient organisation that achieves efficiency savings for mutual benefit allowing us to focus resources on teaching and learning.



CBAT schools benefit from partnership working with many other schools across Gloucestershire through the Cotswolds Edge Teaching Alliance (CETA). CETA is a partnership of 5 secondary and 12 primary schools and the Universities of Bristol and Bath Spa, focused on school improvement and recruiting and training the best teachers and leaders. CETA is also a strategic delivery partner in the new Teaching School Hubs at Pates and Balcarras School and will support the provision of training across the whole of Gloucestershire.

The successful candidate will benefit from leading a school within a dynamic and growing multi academy trust that is outward facing and taking an active role in the wider educational landscape. This brings exciting opportunities to work with other schools in and beyond CBAT and to have an impact beyond their own school. Please don't hesitate to contact me if you would like to discuss CBAT in more detail.

Yours sincerely

Dr Stuart Wilson
Chief Executive Officer
Cotswold Beacon Academy Trust
stuart.wilson@cbat.academy



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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.

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".

At Marling School, we are ambitious for our students and they thrive in a vibrant academic environment that provides pace, challenge and support. We place an emphasis on the development of skills alongside knowledge so that our students become active and independent learners prepared for both further education and for their place in an increasingly global society. Our younger students benefit enormously from time spent with our 6th form students and the vast majority continue their studies with us through KS5 and go on to secure the university place of their choice.



Marling School is a popular school. We now admit 150 students to Year 7 (an increase of one form of entry from September 2016) 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 third 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 2021, 50% of A level grades were at A*-A grade and 75% at A*-B, with a pass rate of 99.8%. Many of the students exceeded their predicted grades including 5 students who achieved A* in four subjects and 50 students who achieved 3 A grade passes or better. At GCSE 68% of grades achieved were at 9-7, 86% at grades 9-6, and eight students achieved grade 9 in all of their subjects. In 2019 our Progress 8 score was 0.42 (Sig+) and our Sixth Form progress score was 0.21 (Sig+).



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 SENDCO, also provide excellent



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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. In 2014 the school formed the Cotswolds Edge Teaching Alliance (CETA). CETA is a partnership of 5 secondary and 12 primary schools and the Universities of Bristol and Bath Spa, focused on school improvement and recruiting and training the best teachers and leaders. CETA is also a strategic delivery partner in the new Teaching School Hubs at Pates and Balcarras School

and will support the provision of training across the whole of Gloucestershire providing excellent development opportunities for our staff.

CETA's work on KS2/3 transition was recognised by Ofsted as best practice in the HM Chief Inspectors Annual Report 2016. The school is also a National Support School and an approved DfE sponsor and set up the Cotswold Beacon Academy Trust (a multi-academy trust) which currently includes Marling School, Berkeley Primary School and Cam Woodfield Junior School, and will include a new 11-16 school to be located in south Gloucester. These developments open up tremendous opportunities for the successful applicant to participate in activities across a range of schools.

The official motto of the School is "Abeunt Studia in Mores" which may be freely translated as "Let us go forward through study to character". We also use the phrase "What you learn here will shape your actions in life." The School's second motto, carved over the main entrance, is "Nulli Praeda Sumus" translated as "We are no-one's prey" or "No one shall take advantage of us". We combine the spirit of these two mottos in our vision for the school which is that Marling students should learn to be independent thinkers who take responsibility for their learning and their success, who believe in freedom and equality and join society as men and women of principles taking an interest in the world around them.



We aim to achieve this vision through the following set of mission statements which sit at the core of our commitment as a school. Working together with staff, students, parents, governors and the community, our work is focussed on Raising Aspirations, Inspiring Excellence, Succeeding Together.



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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 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.





MARLING SCHOOL

VISION AND VALUES

RAISING ASPIRATIONS, INSPIRING EXCELLENCE, SUCCEEDING TOGETHER

Together at Marling School, we will:

RAISE ASPIRATIONS

- Be ambitious for our students and encourage them to be adaptable and independent thinkers who take responsibility for their learning and strive to succeed, both now and in the future
- Provide opportunities and experiences that empower each and every one of us to reach our potential

INSPIRE EXCELLENCE

- Keep the pursuit of excellence at the heart of everything we do, demonstrating our commitment to continuous improvement
- Recognise our achievements and celebrate our success at every opportunity

SUCCEED TOGETHER

- Work together as one team to create a vibrant school, where staff and students embrace opportunities to learn and thrive in an environment of tolerance and respect
- Develop partnerships that support learning and the personal and social development of our students and embrace local, national and global opportunities that enrich the school and the wider community

Schools in the Trust are committed to:

- Creating opportunities that raise aspirations and inspire excellence in pupils and staff
- Promoting high levels of personal development and well-being in our pupils
- Forming a distinctive partnership of schools that value their uniqueness and collegiality
- High quality leadership and teaching, with a highly creative curriculum
- Maintaining a relentless focus on high standards and excellent outcomes for our pupils
- Creating opportunities for staff development to enable us to recruit, develop and retain the very best teachers and leaders
- Innovating together for the benefit of our pupils and staff
- Fostering relationships where autonomy and accountability go hand in hand
- Creating a strong, financially resilient organisation that achieves efficiency savings for mutual benefit allowing us to focus resources on teaching and learning.

CBAT values:

- The diversity of schools within our Trust, each of which is unique and adds value to the partnership
- Honesty to critically evaluate leadership and teaching
- Responsibility and accountability to ensure that leaders have high aspirations for all pupils
- The openness and transparency to share strengths and opportunities for improvement
- A commitment to being professionally generous in all aspects of our work as we strive for excellence in teaching, learning and leadership across the Trust
- Equality of opportunity for all young people and the staff who work in our schools
- Our commitment to work together to support and challenge one another
- Effective governance that provides support and challenge to the schools in our Trust



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OUR 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>



MARLING SCHOOL

HEADTEACHER – ADVERT (SALARY DETAILS: L29-34 TO START JANUARY 2022)

The Trustees of the Cotswold Beacon Academy Trust (CBAT) wish to appoint an excellent teacher, and ambitious and inspirational leader to the post of Headteacher at Marling School who will build on the existing strengths of the school and ensure success at every level.

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, and leads the Cotswold Edge Teaching Alliance, training new teachers and delivering CPD and leadership development. Marling School is a vibrant and exciting teaching and learning environment which places staff wellbeing and development at the centre of its work. Our staff are proud and happy to work here and the reasons for that include:

- 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 a founding member of Cotswold Beacon Academy Trust (CBAT) and has a strong commitment to achieving success through partnership and teamwork. Berkeley Primary School and Cam Woodfield Junior School are also part of the trust, making CBAT an all through Trust with children and young people from nursery age to pre university. CBAT was also recently successful in its bid to open a new 11-16 comprehensive school in the south of Gloucester and is working with the DfE and the LA to develop that project. The successful candidate will therefore lead Marling School through its next stage of development within a dynamic and growing multi academy trust. They will be supported by the executive and central team and will have the opportunity to develop professionally and personally within the school and the wider trust.

The successful applicant will:

- be a successful leader, as a current Deputy or Headteacher, with the ability to inspire a talented and motivated staff team
- have a caring, visible and approachable attitude to staff, students and parents
- have the resilience, energy and vision to build on the school's current success
- be an excellent secondary practitioner with a passion for excellence in teaching and learning, who will keep our student's learning and outcomes at the heart of every decision
- have a sound awareness of current and future educational developments
- have a commitment to partnership working within and beyond CBAT



MARLING SCHOOL

CBAT 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.

If you would like to visit the school prior to completing an application or request an informal conversation with Stuart Wilson CEO/ Executive Headteacher, please contact Sharon Walker (HR Assistant) on HR@cbat.academy.

CLOSING DATE - NOON: 08 / 10 / 2021

SHORTLISTING: 11 / 10 / 2021

INVITATION TO INTERVIEW SENT BY: 13 / 10 / 2021

INTERVIEWS: 20 & 21 / 10 / 2021

WEBSITES:

www.marling.school

www.marlingsixthform.org

www.cbat.academy



MARLING SCHOOL

APPLICATION PROCESS

VISITS TO THE SCHOOL:

We welcome visits to our school and have made arrangements for these to take place during school day on Thursday 23rd September and Tuesday 28th September. Please contact Sharon Walker (HR Assistant) on HR@cbat.academy if you would like to visit.

APPLICATION FORM:

All applicants must complete the CBAT Headteacher 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 Friday 8th October 2021. Completed applications should be returned to Sharon Walker (HR Assistant), Email: HR@cbat.academy or post to: Sharon Walker, Marling School, Cainscross Road, Stroud, GL5 4HE.

SHORTLISTING:

Shortlisting will be completed on Monday 11th October 2021. Invitations to interview will be emailed by Wednesday 13th October. If you have not heard from us by Thursday 14th 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 20th and 21st October 2021 with a view to the post commencing 1st January 2022.

Guidance notes on completing the supporting statement.

A shortlist will be drawn up on the basis of the application form and supporting statement only. Candidates should explain how their skills and experience match the demands of the post. You should pay particular attention to the Person Specification and Job Description 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 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).



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HEADTEACHER – JOB DESCRIPTION

Job Title	Headteacher		
Responsible to:	The School Development Board of Marling School The Trustees of Cotswold Beacon Academy Trust		
Salary Range:	L29 to L34 £83,971 to £94,914	Post	Permanent and Full Time

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We follow safer recruitment procedures.

JOB DESCRIPTION

CORE PURPOSE OF THE ROLE

- To provide vision, dynamic and professional leadership for Marling School building on success and improvement to date to ensure high quality and enriching education for all its students.
- To inspire, challenge, motivate and empower all members of the school community to contribute and carry the vision forward.
- To manage the school’s resources effectively and creatively and cultivate a safe environment that secures and promotes the highest achievement of both students and staff.
- To promote the school in the wider community, building strong partnerships with parents and carers to support students’ achievement and personal development

ACCOUNTABILITIES

- Carrying out duties in line with the conditions of employment as set out in your CBAT contract, the current Teachers’ Pay and Conditions document, the National Standards of Excellence for Headteachers and the policies and procedures of CBAT and the school.

STRATEGIC DIRECTION AND SHAPING THE FUTURE

- Work with the School Development Board and the Trust, to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local, national and international context
- Work with the School Development Board and other key stakeholders to ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement
- Demonstrate the vision and values in everyday work and practice
- Motivate and work with others to create a shared culture and positive environment
- Ensure creativity, innovation and the use of appropriate new techniques and technologies to achieve learning excellence
- Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large



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- Lead in formulating, implementing, monitoring, evaluating and reviewing policy and practice together with the School Development Board
- Maintain a keen awareness of developments in education, teaching, and learning to ensure that the school is able to meet current and future requirements and resources are secured

LEADING, LEARNING AND TEACHING

- Ensure a consistent and continuous school-wide focus on student's achievement, using data and benchmarks to monitor the progress of every student's learning
- Ensure that the curriculum is regularly reviewed, evaluated and updated, taking account of local and national initiatives, policies and statutes
- Ensure that learning is at the centre of strategic planning and resource management
- Establish creative, responsive and effective approaches to learning and teaching
- Ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning
- Demonstrates and articulate high expectations and set challenging targets for the whole school community
- Implement strategies which secure high standards of behaviour and attendance
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Develop middle and senior leaders to support school improvement and develop a sustainable school
- Challenge underperformance at all levels and ensures effective corrective action and follow up is undertaken in line with current policy
- Take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of students
- Communicate and work closely with families directly and via the staff team to ensure that learning is supported at home

DEVELOPING SELF AND WORKING WITH OTHERS

- Regularly review own practice, set personal targets, and take responsibility for own personal development by participating positively in the arrangements made for the appraisal of Headteacher performance.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrates the achievements of individuals and teams
- Develop and maintain a culture of high expectation for self and for others and take appropriate action when performance is unsatisfactory
- Build a collaborative learning culture within the school and actively engage with other schools in the Trust and beyond to build effective learning communities
- Manages workload and that of others to allow an appropriate work/life balance
- Review annually the professional development of all staff at the school and report progress, actions, and recommendations to the School Development Board



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MANAGING THE ORGANISATION

- Work with the Trust and governors to maintain an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Produce and implement clear, impact-focussed, evidence-based improvement plans and policies for the development of the school and its facilities
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruit, retain and deploy staff appropriately and manages their workload to achieve the vision and goals of the school
- Work with the Trust and governors to ensure that the school operates efficient and effective financial and administrative procedures, setting appropriate priorities for expenditure, allocating funds and ensuring effective financial control, in accordance with the requirements laid down by the Trust
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money

SECURING ACCOUNTABILITY

- Fulfil commitments arising from contractual accountability to the Trust
- Develop a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the School Development Board (providing information, objective advice and support) to enable it to meet its responsibilities
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including Trustees, Governors, parents and carers

STRENGTHENING COMMUNITY

- Build a school culture and curriculum that takes account of the richness and diversity of the school community
- Ensure learning experiences for students are linked into and integrated with the wider community and that there are a range of community-based learning experiences
- Actively engage with Trust, with other schools within and beyond the Trust, and with educational partnerships to support joint learning, share best practice, and extend available resources and training
- Create and promote positive strategies to promote single equality and challenge any prejudice
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich its value to the wider community



MARLING SCHOOL

SAFEGUARDING

- Responsible for promoting the welfare of all children and young people
- Keep up to date with all areas of Safeguarding responsibilities across the school
- Co-operate and work with relevant agencies to protect children and young people
- Create an organisational culture which prioritises and monitors the safeguarding of children and young people
- Ensure all paperwork is kept up to date and secure

This job description may be amended at any time after discussion with the School Development Board and Trust



HEADTEACHER STANDARDS (2020)

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools.

The Headteacher Standards (2020) are set out in two sections:

1. Ethics and professional conduct, which lie at the core of the standards
2. Headteachers standards which cover the interlinked domains of the Headteacher role including culture and ethos, curriculum and teaching and organisational effectiveness

SECTION 1: ETHICS AND PROFESSIONAL CONDUCT

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of Headteachers. It consists of statements that define the behaviour and attitudes which should be expected of Headteachers.

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders: selflessness; integrity; objectivity; accountability; openness; honesty; leadership.

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, Headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

SECTION 2: HEADTEACHER'S STANDARDS

1. SCHOOL CULTURE

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. TEACHING

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. CURRICULUM AND ASSESSMENT

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. BEHAVIOUR

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. PROFESSIONAL DEVELOPMENT

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. ORGANISATIONAL MANAGEMENT

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. CONTINUOUS SCHOOL IMPROVEMENT

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context



MARLING SCHOOL

- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. WORKING IN PARTNERSHIP

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. GOVERNANCE AND ACCOUNTABILITY

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



MARLING SCHOOL

HEADTEACHER – SPECIFICATION

Criteria	(E) Essential (D) Desirable	Method of Assessment A – Application C – Certificate I – Interview R – References
Qualifications and experience		
*Qualification evidence will be requested at arrival if you successfully called for interview		
1 Graduate with Qualified teacher Status	(E)	A/C
2 Further relevant post graduate study or NPQH (Note: From 8th February 2012 the NPQH became optional for an appointment as a Headteacher in a School)	(D)	A/C
3 A desire to pursue the NPQH qualification if not already achieved	(D)	A/I
4 Evidence of Continuous Professional Development relevant to the post	(E)	A
5 Substantial successful leadership experience in a senior role in secondary school(s)	(E)	A
6 Leadership experience of pastoral and curriculum roles	(D)	A
7 Direct experience of: <ul style="list-style-type: none"> ● Safeguarding and promoting the welfare and wellbeing of students ● School strategic development planning and self-evaluation ● Raising standards in learning and teaching and improving outcomes ● Recruiting and developing skilled and effective teams throughout the school ● Effective change management 	(E)	A/R/I
8 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
9 Experience of effective management of people and financial resources	(E)	A/I
10 Experience of managing change successfully, encouraging innovation and empowering others to carry the vision forward	(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 planning and leading whole school improvement initiatives and policies which have a demonstrable impact on students' attainment.	(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	Vision to lead on continuous site development, working with the Trust and Governors to bid for external grants to continue to deliver a modern, fit for purpose and effective environment to support the vision and objectives of the school.	(D)	A/I
16	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
17	Knowledge and understanding of the OFSTED framework and the ability to make informed use of inspection and research findings.	(E)	A/I
18	The ability to deal sensitively with all stakeholders in a wide range of situations and resolve conflicts with empathy.	(E)	R/I

STUDENTS AND STAFF

19	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.	(E)	A/I
20	Commitment to provide a rich and varied curriculum to meet the needs of all students.	(E)	A/I
21	Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor performance across the school.	(E)	I



MARLING SCHOOL

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|----|---|-----|---|
| 22 | Commitment to and ability to implement an ethos of the highest standards of student behaviour, standards and welfare. | (E) | I |
| 23 | 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 |

SYSTEMS AND PROCESS

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|----|---|-----|-----|
| 24 | Demonstrate the use of data analysis for evaluation of the school performance, statutory reporting and to support accountability through performance appraisal. | (E) | A/I |
| 25 | Financial awareness and ability to understand, plan and manage a budget, with experience of making effective use of resources including the Student Premiums. | (D) | A/I |
| 26 | Commitment and proven experience of effectively implementing procedures for safeguarding and promoting welfare of students and staff. | (E) | A/I |
| 27 | Ability to develop and maintain effective relationships with the School Development Board to ensure effective governance and successful implementation of their responsibilities. | (E) | I |
| 28 | Effective people management capabilities including the understanding of the role of appraisal, staff development and school improvement. | (E) | I |

SELF-IMPROVING SCHOOL SYSTEM

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|----|--|-----|-----|
| 29 | An understanding of, and sensitivity to the needs of all members of the school and the wider community. The ability to build trusting relationships and inspire commitment to support the academic, spiritual, moral, social and cultural development of our students. | (E) | A/I |
| 30 | Ability to engage the school community in systematic and rigorous self-evaluation combining the outcomes of this with external evaluations to support continuous development of the school. | (D) | I |
| 31 | Commitment to collaborative working both internally, through the Trust, and with other schools to improve outcomes. The ability to develop opportunities, initiatives and partnerships to derive maximum benefit for the school and its stakeholders. | (D) | I |
| 32 | An understanding of the role of the school within a multi academy trust and how wider accountability frameworks operate. | (D) | I |



MARLING SCHOOL

PERSONAL QUALITIES

33	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
34	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
35	Have personal impact and presence conveying authority, confidence, approachability, warmth and humour.	(E)	I
36	Ambitious, driven and resilient with the ability to generate commitment and develop strong teams to manage change effectively.	(E)	I
37	An outward facing leader with the character to challenge the status quo and seek innovative solutions.	(E)	A/I