



The Marlborough C of E School

Recruitment information and details of  
application process for

**DEPUTY HEADTEACHER**

# Welcome

## to the Marlborough C of E School, Woodstock

Dear Candidate

Thank you for expressing an interest in becoming the new Deputy Headteacher at The Marlborough School. This is a fantastic opportunity for the right person to have a significant impact on our school as we continue our journey towards becoming the best school we can possibly be. We are looking for someone who feels, as I did when I visited and came for interview five years ago, that this is the place for them, that they understand the school and its potential, and have the drive, determination and passion to go through all it takes to make this possible. The post is open to any candidate from either a pastoral or curriculum background. What we are looking for is the potential to be an outstanding leader.

Here at Marlborough, we are proud of the uniqueness of our school. The strong sense of community is palpable, and the Ormerod Resource Base “has a profoundly positive impact on the way in which students gain a sense of what it means to be inclusive” (Ofsted). It is also a visible sign of how we ‘live our values’ on a daily basis, showing respect, care, compassion and equality through our actions.

Our Electives Programme also shows how we genuinely value the fully-rounded nature of the education our young people receive here at The Marlborough School. We are a school that demands high academic standards and challenges our young people to do their best, but we balance this with ensuring we are producing considerate, well-rounded, compassionate and articulate human beings.

The vision is taking shape and our progress has been acknowledged by our SIAMs Inspection which judged the school to be ‘good with outstanding features’ and our Ofsted Inspection in February 2018, when we were judged ‘good’ in all major categories. We are heavily over-subscribed and the school is at the heart of the local community.

In April 2018 we fulfilled a strategic decision to join a successful multi-academy trust, the River Learning Trust (RLT). The opportunity to access the best educational support, advice, guidance and challenge within a collaborative context is having a positive impact on our work as a school and supporting our ambition of becoming an outstanding place to work and learn.

The role you will be taking up, if successful, is a crucial one in achieving this vision. This is a fantastic opportunity for the right person to develop a distinct culture around teaching and learning in the classroom.

You will be joining a professional, purposeful and highly skilled Leadership Team and will play a key role in the life of the school. It is a rare opportunity to take ownership of teaching and learning and CPD across an already thriving school.

Without doubt, expectations will be high and the job demanding, but you will find in us a community that genuinely cares about each other and takes well-being seriously. I would urge you to visit our school, to meet our staff and young people and judge for yourself ‘The Marlborough Way’.

If you think this could be for you, I would be delighted to read your application and discuss your ideas with you during the interview process.

Andrew Hanlon

Principal



# Vision and Values

## Our Vision

At The Marlborough Church of England School, Woodstock, we are committed to the enrichment of the whole person and believe that every individual has the right to the best possible education. In line with the aims of the Oxford Diocesan Board, we:

- Recognise the uniqueness of every individual;
- Provide a safe, happy and healthy environment;
- Seek to develop our social, moral, spiritual and cultural understanding of the world;
- Enable all our students to achieve the best possible outcomes.

We are a genuine learning community that is committed to achieving excellence in all we do. We believe in the capacity and potential of every child. We strive to find the balance between being ambitious, rigorous, uncompromising and academically outstanding, with making sure our young people are nurtured, cherished and cared for. Our school cannot simply be measured by outcomes alone, but by the people it helps to shape.

## Our Values

Underpinning our vision is a set of values that we share and live out within our daily lives as a school. These have been agreed in our community and are:

- 1. Respect** – We believe in mutual respect between all members of our community. We value strong, positive relationships between students and teachers and students and students. We do not tolerate bullying of any kind. We treat others as we would want to be treated ourselves.
- 2. Equality** – We are a truly unique community which includes everyone in the Ormerod Resource Base. Everyone is valued as an individual in their own right. We show empathy, compassion and kindness towards others. We value friendship. We encourage everyone to find themselves and to be themselves. Everyone here is treated equally and fairly.
- 3. Ambition** – We aim to be the best we can be. We strive for academic excellence. We aim to find everyone's talent; to nurture it and develop it. We want the best possible futures and opportunities for all our young people.
- 4. Honesty** – We believe in always telling the truth and taking responsibility for our actions. Integrity is at the heart of our relationships. We trust each other and behave in a way that allows others to trust us.
- 5. Perseverance** – We value working hard and never giving up, especially when we find things challenging. We learn from our failures and have the courage to try new things and to take risks. We ask questions and show full commitment to everything we do.
- 6. Community** – We are proud to be part of our school. We enjoy our Electives Programme and take an active part in the wider community. We work closely with our Primary Schools and local churches. We are committed to raising money for our chosen charities. We recognise our role as part of a national and international community.

# General Information

## **The Marlborough C of E School invites applications for the post of Deputy Headteacher:**

### **Commencing 1st September 2019**

The information contained in this document is to assist you in assimilating a profile of the school and complements the information you will find on our website [www.marlborough.oxon.sch.uk](http://www.marlborough.oxon.sch.uk) and in our school prospectus.

The Marlborough C of E School is a rural 11-18 comprehensive and co-educational school which joined the River Learning Trust on 1<sup>st</sup> April 2018. **River Learning Trust** is a multi-academy trust that is committed to working together to achieve excellence in education. RLT is responsible for a number of schools and is also a school-centred initial teacher training provider (SCITT).

Currently, RLT comprises five secondary schools, a secondary school in Oxford set to open in September 2019, twelve primary schools and the SCITT. All in RLT are united by their commitment to the principles of the Trust and a common belief in the benefits of everything that is gained by working together. Further details about the Trust can be found on the RLT website: [www.riverlearningtrust.org](http://www.riverlearningtrust.org)

As Deputy Headteacher in a RLT school you will benefit from the support, opportunities and leadership development provided by the Trust central team and colleagues in other schools.

At Marlborough there are currently 1020 pupils on roll, including 140 pupils in the Sixth Form and 25 pupils in our SENSS Resource base. We are delighted to work in partnership with the Ormerod Special Educational Needs Resource Base which enables pupils with a broad range of physical and learning disabilities to benefit from learning alongside their peers in a secondary school. As a Church of England school, Christian values underpin our ethos.

The school is popular and is over-subscribed. Our admission number is 180 and Years 7-11 are organised into six mixed ability tutor groups. Approximately 75% of our pupils travel to school by bus or car from our nine Partnership primary school locations and beyond. Our Partnership (catchment area) primary schools are located in: Bladon; Bletchington; Combe; Kirtlington; Stonesfield; Tackley; Woodstock; Wootton and Yarnton however, in a typical year, Year 6 pupils transfer from as many as 25 to 30 primary schools.

We feel privileged to be located in **Woodstock** and enjoy excellent links and relationships with our local community, businesses and churches. The area from which pupils are drawn has a broad socio-economic mix, with a majority living in rural locations. House prices are high and there is evidence of increasing financial pressure on families. Although our number of Pupil Premium Students (known in our school as Marlborough School Scholarship Students) is below national average, it is a key focus for us as a school. The pupils are predominantly from a white British background with 7% from other ethnic backgrounds.

A feature of the school is our **Electives Programme** which runs on Wednesday afternoons. Normal timetable is suspended to facilitate a diverse programme of activities and opportunities, both on and off-site, for pupils in Years 7–10.

We are also proud of our work in the **community and our support of charities**. Fundraising involves everyone at some point over the year; either through involvement in Charities Week, (this year we raised over £10,500), on the annual School's Fun Run around Blenheim Park or the myriad Marlborough School Association (MSA/PTA) activities.



In rehearsal for the school production of 'The Lion, the Witch and the Wardrobe' February 2019

Another important part of our culture is the weekly **Whole School Assembly** that takes place on Wednesday mornings. This is a chance to share important messages, celebrate success, enjoy music and performance and also provides opportunities to reflect and come together as a whole community.

The school is committed to maintaining its strong community links, an aspect of which is reflected in its support of the **Community Learning Programme** for adults. This is a unique feature in the County, in that it is managed by the school, is self-financing and offers a wide range of after hours activities for adults. There is some day time provision, which is accommodated in a specially designated area of the school.

**Woodstock** is a market town located in the heart of the Cotswolds within easy reach of the centre of Oxford and with easy access to London via the M40 and the Midlands via M42/A44. There is a good rail link from Oxford (the new station at Oxford Parkway is only a 5 minute drive from school), Long Hanborough and Charlbury stations. The surrounding villages are located in beautiful, open countryside within thriving communities. There are plenty of sporting facilities in the area and varied amenities for families.



World Challenge expedition to India, 2018



Charities Week fundraising presentation to one of our chosen charities. January 2019



Charities Week - setting off on our annual Fun Run.

# The Marlborough Way: 2019

## Building a culture of well-being and resilience for all our staff and students.

The way we organise and create the culture of our school at Marlborough, and the way we treat all our staff, is of great importance. This version of values-led leadership is specific to our own context and is an intrinsic part of creating a special and unique community. This is how we do things here; this is **'The Marlborough Way'**.

- Our culture is based on the idea of 'live your values'. These are agreed, publicly displayed and inform every decision we take. They are: Respect; Equality; Ambition; Honesty; Perseverance; Community.
- We recognise that all staff have lives and commitments outside of school. We have the most flexible and considerate staffing arrangements in the county, if not the country. All part-time staff (over 30 in number) are allowed flexible working, and timetables are shaped around the needs of both the school and the recognition of colleagues' familial commitments. All teachers, where possible, teach below their maximum allocation. There is a smaller ratio of contact time here than nearly all other schools. This has been retained following the re-modelling of the school day.
- All compassionate leave requests are granted without explanation or justification. If you feel it is important enough to ask, we will support it. Funerals, and leave for illness (personal or family) are granted without question.
- We have a strong track record of supporting staff on long-term sick leave. We work with colleagues to provide a staged return to work at their own pace and all staff are treated as individual cases.
- We have supportive, yet ambitious and challenging governance, which understands that teachers and people are our most important resource – and always puts the needs of the children and the school above personal interest.
- Marking, assessment and feedback practices are developed around agreed principles, but have allowed for autonomy and flexibility in different Department areas – recognising subject leaders as the experts.
- Careful consideration has been given to all whole school assessment and reporting systems. Some written reports have been removed and all other reports are kept to a minimum, whilst providing all stakeholders with genuinely useful information about student progress.
- There is genuine consultation on the annual Assessment and Reporting Calendar as well as other key areas of school life – at Classroom Staff Meetings, through staff working groups, on-line surveys and email consultations.
- Any significant changes in school culture and practice are only ever as a result of evidence-based, researched approach – where we investigate models working in other schools across the county and across the country, read the latest research and identify best practice.
- There is no overly complex, prescriptive approach to lesson planning – all discussions are based around agreed features collated into the 'Marlborough 10' key ingredients.
- There is clarity about what we all mean by 'good' and 'excellent' teaching and learning – The 'Marlborough 10' is based on research in our own school and reflects the best practice that has been shared by our teachers.
- Work scrutiny, learning walks and lesson observations are driven by middle leaders. They are offered support to complete and implement these and we strive to find the balance between autonomy and accountability.
- We have stopped judging lessons. Lesson observations are now about identifying areas of strength and areas for development and providing a framework for productive professional dialogue.
- We will end the false premise of performance-related pay for teachers. All staff will have the opportunity to develop and present their own evidence of professional practice. We will assume that every member of staff will get a pay rise every year. We have replaced the expensive, computer-based system that acted as a barrier to dialogue, with a much more stream-lined, simplified system that encourages quality discussion.
- The only exceptions to this will be inadequate performance that will be identified much earlier in the process – therefore, we have a 'no surprises' approach to a streamlined appraisal process.



- Since 2015, we have looked to attract and develop strong and ambitious colleagues through extended opportunities for whole school responsibilities. These have included: most able provision; Oxbridge preparation leader; Duke of Edinburgh Leader; SMSC Co-ordinator; Associate Member of the LT; SIAMs Leader. We have created new roles for non-teachers to take responsibility for student well-being, behaviour and attendance.
- The school is committed to giving all staff time to develop professionally – this has meant time off for numerous colleagues to visit other schools to share best practice. We have already begun to build professional networks through RLT schools and anticipate further opportunities in the near future.
- The school has invested significant amounts of time and money in the Myriad project, working closely with Oxford University. This ground-breaking programme has seen 12 members of staff trained in 'mindfulness' techniques, with 4 further staff having intensive training to become mindfulness experts. These staff are delivering the OU mindfulness programme to all new students from September 2018.
- The new 'Pastoral Centre' has improved working condition and environment for both Pastoral Middle Leaders as well as providing a safe and secure area for some of our most vulnerable students.
- All department areas have their own fully equipped office spaces where they are able to both work and socialise with colleagues in their teams. A number of departments have seen improvements made to these areas in the past couple of years.
- All new staff have a structured and comprehensive induction programme, organised by the Professional Tutor. Sessions are led and delivered by Senior and Middle leaders. Responses from new teachers to evaluative questionnaires on their induction programme are overwhelmingly positive.
- Systems and processes are set up to minimise admin time to allow all meetings and INSET days to be focussed on teaching and learning and have a direct impact on what happens in our classrooms. We have given significant time in recent months to curriculum planning in departmental teams.
- Meetings are planned not to happen in the same week as other commitments such as parents' evenings. All meetings run to time and there is no expectation to stay late in school or to be seen 'looking busy'.
- Student behaviour is taken seriously and we act to protect teachers and other staff from abuse and bullying. The 'Ready to Learn' behaviour system provides daily detentions staffed by the Leadership Team.
- The school has turned around an in-year financial deficit of nearly half a million pounds. This is in the context of a freeze in real term funding for all schools. This has been achieved with no teacher redundancies whatsoever.
- We have invested in time-saving ICT programmes to make workload easier and routine jobs quicker – including CPOMs for recording safeguarding concerns and Mint Class for producing seating plans.
- Significant changes to how we communicate key messages have taken place in the last three years: all whole staff briefings are now specific and recorded so that part-time staff are able to get all the information; other briefings have been changed to allow Departmental and Year teams the opportunity to meet during the week. The staff bulletin is carefully edited every week to be relevant and informative. The Principal delivers two different messages every week – one at Thursday briefing, the other in the school bulletin.
- The school provides free breakfasts and lunch on INSET - of a very high quality! We also provide the choice of a free hot or cold meal before all parents' evenings.
- We make it clear that any activities designed to boost staff morale are entirely voluntary. There is no obligation for anyone to take part. The emphasis for this year's nurture activities was about 'doing something' for others – rather than buying something. Secret Santa remains popular along with the now annual summer and Christmas events – nearly 100 staff attended the summer boat trip and over 80 attended the Christmas event this year in Oxford.
- The school provides a 50% discount on all courses run by the on-site Community Education provision. These include yoga (a class specifically timed to enable staff to attend), painting and crafts.
- High quality ICT Technical support means that all ICT systems are clear and user-friendly. Non-judgmental, professional, rapid support is available at all times.
- Support staff in all areas of school are friendly, efficient and supportive. They have a voice in how systems operate and invest a significant amount of time communicating and building excellent relationships with students and parents.
- Experienced, professional, humane HR support is available from our highly trained staff. We provide non-judgemental advice on areas such as pensions and sickness leave, as well as signposting support agencies such as occupational Health and Counselling services. Non-teaching staff are allowed their autonomy and operate within the same values system as the teaching staff.







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# Marlborough School Development Plan

## Key Priorities 2018 - 2019

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### **The three Key Priorities for the next stage of our school's development are:**

- Compliance to Engagement
- Challenge for All
- Sixth Form

#### **Compliance to Engagement**

Improve in-class behaviour to ensure all students, particularly MSS, move from compliance to engagement and from engagement to autonomy.

#### **Challenge for All**

Publish clear and coherent curriculum maps across all Departments that underpin a consistent, high quality experience in the classroom where every student, including MSS and the more able, are challenged and supported to make outstanding progress.

Ensure the priority culture for MSS students is embedded in all school systems and in each lesson, enabling MSS students to make the best possible progress through high quality learning experiences.

Ensure the needs of the more able students are being met, enabling them to make the best possible progress through high quality learning experiences.

#### **Sixth Form**

Promote and sustain an outstanding Sixth Form.

# Job Description

## Job Purpose

1. To support the Principal in promoting the vision of the Marlborough C of E School as a learning community that aspires to excellence in all that we do.
2. Continue to help build a genuine culture of learning and ambition for all staff and students.
3. To play a leading role in developing the strategic direction of the school over the coming years.
4. Enable all students, from all backgrounds and of all abilities, to make excellent progress and achieve the best possible outcomes that allow them to access the most relevant education, training or employment.
5. As a line manager, support the role of senior and middle leaders in monitoring, self-evaluation and raising standards within their areas of responsibility.

## Areas of responsibility

1. To promote, sustain and improve the quality of curricula, teaching and learning, and assessment across the school to ensure all pupils make the best progress possible.
2. To develop the professional practice of teachers through effective whole-school, subject-based and individualised CPD that meets the professional needs of teachers and the school.
3. To ensure effective monitoring and evaluation of the quality of teaching and learning through the use of quality assurance systems and processes.
4. To use the best research and evidence to inform and develop high quality curricula and classroom pedagogy across the school.
5. *Other areas of responsibility can be discussed and agreed upon depending on the skills, experience and expertise of the successful candidate.*

## Main Duties

The duties outlined in this Job Description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

- Plan, deliver and evaluate consistently high quality lessons that enable all students to make outstanding progress in their understanding of your subject.
- Ensure that pupils' progress is regularly and accurately assessed and that feedback to pupils is used both summatively and formatively to enhance the attainment and progress of all pupils.
- Ensure that standards of behaviour in classes support effective learning and take action to manage inappropriate behaviour in accordance with the school's Behaviour Management Policy.
- Show commitment and responsibility for own professional development and ensuring best practice in classroom teaching and learning.
- Attend extra-curricular opportunities that are an essential part of school life such as drama and musical productions, Parents' Evenings and Information Evenings.
- Co-chair and help to lead Curriculum Leaders' Meetings.
- To raise even further the expectation for the staff, parents and pupils as to what we can achieve, in terms of the quality of curricula, planning, teaching, learning and assessment. To report to the Leadership Team and Governors on these areas.
- To provide and support the delivery of high quality CPD which models this and to share best practice where this is identified.
- To work alongside The Principal and the Assistant Headteacher on developing and sharpening the whole school focus on curriculum planning and development that is already in motion.
- To provide support for teachers who need help developing their practice – leading the Professional Support Programme.



# Job Description

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continued

- Oversee work of the Professional Tutor and work closely with them on all aspects of ITT.
- Be responsible for the planning and monitoring of the Induction Programme for all new staff and NQTs.
- Take the strategic lead on the whole school Appraisal process for all teachers.
- Lead Classroom Staff Meetings and INSET Days.
- Line-manage key Departments and help with the professional development of Middle Leaders.
- Oversee some pastoral areas – ensure high standards of behaviour in and out of lessons.
- Be responsible for ensuring all our pupils receive high quality, appropriate Information, Advice and Guidance that enables them to move onto suitable, high quality destinations at both 16 and 18.
- Take a strategic lead of our Marlborough School Electives Programme, ensuring we are providing sufficient 'Cultural Capital' for all of our pupils.
- To actively promote the school within the wider community with a wide range of stakeholders.
- Support the safeguarding and well-being of everyone in the community.

## As a Leader in the Marlborough Family

- Articulate and model the school's vision and strategic direction, embedding ambition and driving improvements.
- Support and 'live' the values and ethos of the school.
- Help devise, plan, implement and monitor the School Improvement Plan.
- Deputise for the Principal.
- Lead Year Assemblies and Whole School Assemblies.

- Attend Governors' meetings.
- Be responsible for key policies.
- Be a role model for excellence as a leading classroom practitioner, able to inspire and motivate pupils and other colleagues.
- Play a full and active role in the broader life of the school.
- Be absolutely committed to comprehensive education.
- Join a strong group of Senior and Middle Leaders; fantastic teachers; friendly, supportive staff, amazing pupils – who are all proud to be part of our school.

## Other Duties

- To be familiar with and adhere to all school policies.
- To fulfil your duties and responsibilities regarding **safeguarding pupils** and health and safety.
- To support the aims and ethos of the school and promote good relationships with students, colleagues and parents.
- To set a good example in terms of dress, punctuality and attendance.
- To participate in the School's arrangements for appraisal, professional development, meetings cycle, quality assurance and internal verification.
- Under the reasonable direction of the Principal carry out the professional duties of a School teacher as set out in the current School Teachers' pay and Conditions Document (STPCD).

Line- managed by: The Principal

Directly Line-manage: To be confirmed once the successful candidate has been appointed

Leadership Scale : L20 – L24

Start Date : 1st September 2019

# Person Specification

DEPUTY HEADTEACHER		Essential	Desirable	Evidence
<b>Qualifications</b>	Educated to Degree Level or Equivalent	√		AP&CT
	Qualified Teacher Status	√		AP&CT
	Enhanced DBS, Clearance for Prohibition Check + Right to Work in the UK	√		DBS
	Recent and relevant CPD		√	AP&CT
	Subject Specialism	√		AP
<b>Experience</b>	Significant leadership experience in a secondary school	√		AP&IN
	High quality teaching to students of all abilities	√		AP&IN
	Demonstrable experience of improving student outcomes	√		AP,OB & RF
	Experience of leading and managing change in a school setting		√	AP,IN & RF
	Excellent skills in managing student behaviour	√		AP,OB & RF
	Leading and managing high performing teams	√		AP, IN & RF
	Successful experience of leading a whole school development priority	√		AP&IN
	Strong commitment to the broader life of the school	√		AP&IN
<b>Skills</b>	Excellent communication and organisational skills	√		AP, IN & RF
	Ability to work hard under pressure while maintaining a positive, professional attitude	√		AP&IN
	Ability to organise and prioritise workload and work on own initiative	√		AP&IN
	Good interpersonal skills and the ability to work collaboratively	√		AP, IN & RF
	Commitment to personal career development	√		AP&IN
	A passion for education and a desire to make a genuine difference	√		AP&IN
	A sense of humour and perspective	√		AP&IN
	Strong attention to detail and rigour	√		AP&IN & RF
	Commitment to hard work and perseverance	√		AP&IN & RF
<b>Knowledge and Understanding</b>	Systems that support others to achieve outstanding teaching and learning	√		AP&IN
	Understanding of how to work with, motivate and develop other staff	√		AP&IN
	Understanding and experience of self-review systems as a tool for school improvement	√		AP&IN
	An ability to manage the performance of others and get the best out of those you manage.	√		AP&IN

AP = Application Form, IN = Interview, CT = Certificates, OB = Observation and RF = References



# Application Process

## Application:

1. Submit a covering letter in no more than two sides of A4, answering the following question:

***How would you lead in assessing and improving the quality of teaching and learning in your first year in post?  
What would teaching and learning look like in school in three years time?***

2. Also submit a completed application form which is available on the school's website:

**NB:** Only applications completed on the school's application form will be accepted.

3. Send your covering letter and completed application form to: [recruitment@marlborough.oxon.sch.uk](mailto:recruitment@marlborough.oxon.sch.uk)

**Closing date for applications: Tuesday 23rd April at 9.00am**

**Interview Dates: Thursday 25th and Friday 26th April 2019**

Shortlisting will take place during the day on 23rd April. We will contact candidates that evening who we would like to invite for interview.

## School Contact:

Prospective candidates are warmly invited to visit the school prior to applying for the post. To arrange a visit or if you have further queries please contact Carol Crow, HR and Pupil Services Manager

email: [c.crow@marlborough.oxon.sch.uk](mailto:c.crow@marlborough.oxon.sch.uk) (available until Friday 5th April 2019)

\*School is closed for the Easter break from Monday 8th to Monday 22nd April inclusive.

## Safeguarding Statement

All employees working with children and young people have a responsibility for safeguarding and promoting their welfare. All employees have to complete the enhanced DBS check.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All aspects of the person specification will be tested at some part of the recruitment process. Should the applicant be shortlisted any relevant issues arising from references will be taken up at interview.





## The Marlborough C of E School

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Please refer to our website for further details about our school: [www.marlborough.oxon.sch.uk](http://www.marlborough.oxon.sch.uk)

