



The Marlborough C of E School

Recruitment information and details for the application process for

Teacher of English

Welcome

to the Marlborough C of E School, Woodstock

Dear Candidate

Thank you for expressing an interest in becoming the new Teacher of English 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 possible school we can be. We are looking for someone who believes that this is the place for them, that they understand the vision and values of our school and have the drive, determination and passion to achieve this ambition.

Here at Marlborough, we are proud of our school. The strong sense of community is palpable. We have emerged from the global pandemic with renewed confidence as a really unified and successful school. Levels of pupil engagement in our remote learning were incredibly high, whilst our relatively low number of cases, coupled with careful and expert planning, mean that our pupils are in a really good place. The pandemic tested all of our values and how we live them, and we are proud of how we all worked together as a community to support each other. As we begin the next stage of our journey as a school, we are determined to make our school even more ambitious, caring and compassionate than ever before.

We value the fully rounded nature of the education that pupils receive here at Marlborough. 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.

We are part of a successful and growing multi-academy trust, the River Learning Trust (RLT). This provides us with the opportunity to access the best educational support, advice, guidance and challenge within a collaborative context. It also provides excellent opportunities for professional learning and career progression.

Our recent (December 2022) RLT Peer Review noted that *“there is clear evidence that support key elements of the school to be considered exceptional for quality of education, behaviour and attitudes and leadership and management”*.

The report went on to state:

*A strong centrally planned **curriculum** which is both inclusive and ambitious is implemented with high levels of fidelity by expert teachers who are specialists in their subjects, and this enables all students, including those with SEND and who are disadvantaged, to make progress at similar rates to those who are not disadvantaged.*

***Behaviour** was impeccable and no low-level disruption was observed at any point in lessons or outside of them. Students speak of warm and supportive relationships with staff and one another and this was observed consistently. We saw students who uniformly choose to behave, a culture which has moved well beyond compliance. Students are grateful for the opportunities provided by the school and are happy to be here.*

***Leaders** are being successful in building a culture which is grounded in strong values and in realising a vision of commitment to excellence for all. Staff talk well of leaders' concern and careful attention to wellbeing and workload. There is huge loyalty to the school and its leadership from staff*

and students alike. Leaders speak knowledgeably, passionately and with precision about their school – they know it well!

*The Headteacher and senior leaders work in a way which is deliberate and intentional to move forward incrementally every day. What's more they appear to be achieving this in a **culture** which is healthy and sustainable: there was laughter and joy in the school today."*

We have been developing the curriculum in English for a number of years, working alongside experienced colleagues across RLT. The whole school curriculum at Marlborough is based on a number of key principles. We have planned our curriculum to:

- Be rich in carefully specified knowledge;
- Be rich in carefully specified academic language and key vocabulary;
- Be the result of expert sequencing and resourcing;
- Include the expert use of assessment;
- Be efficient and manageable for teachers.

Without doubt, expectations will be high and the job demanding, but you will find in us a community that lives its values 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 professional opportunity could be for you, I would be delighted to read your application and discuss your ideas for the post with you, either before, or during the interview process.



Andrew Hanlon
Principal

Vision and Values

Our Vision and Values

At The Marlborough Church of England School, Woodstock, we are a learning community that is committed to excellence in all we do. We believe in the enrichment of the whole person and that every individual has the right to the best possible education. We are ambitious, rigorous, uncompromising and academically outstanding, and make 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.

As a Church School, we are open to those of all faiths, and those of none. Our vision is rooted in the Biblical narrative expressed in Matthew 5:16, *“let your light shine”*.

Underpinning our vision are three values that we share and live out within our daily lives as a school. These have been agreed in our community and are Respect, Perseverance and Ambition.

- **Respect:** we believe in mutual respect between all members of our community, regardless of background, ability, race, culture, gender or sexuality. We are all members of ‘The Marlborough Family’. We do not tolerate bullying of any kind. We show empathy, compassion and kindness and treat others as we would want to be treated ourselves.
- **Perseverance:** we value working hard and never giving up, especially when we find things challenging. We learn from our mistakes and have the courage to try new things and to take risks. We ask questions and show full commitment to everything we do.
- **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 ourselves and for every member of our community. We are proud to be part of our school.

General Information

The Marlborough C of E School invites applications for the post of Teacher of English

Commencing 1st January 2024

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:

<https://www.marlborough.oxon.sch.uk/>

The Marlborough C of E School is a semi-rural 11-18 comprehensive and co-educational school which has been part of the **River Learning Trust (RLT)** since 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). You will be joining a professional and supportive team that values well-being and staff development. The RLT Staff Charter can be found here:

<https://riverlearningtrust.org/wp-content/uploads/2018/04/RLT-staff-charter-Apr18.pdf>

Currently, RLT comprises eight secondary schools, seventeen 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. As a Senior Leader in an 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 1053 pupils on roll, including 156 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.

Due to the demands for places and the popularity of the school, the school will be increasing its intake in the next couple of years. To accommodate these additional pupils, plans have been approved for a new £4m **expansion project** to begin in the next 12 months.

We are 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. 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. Pupils with SEND are particularly important to us and their needs lie at the heart of our school and our curriculum. Our pupils are predominantly from a white British background, with 16% from other ethnic backgrounds.

A feature of the school is our **Electives Programme** which runs on Wednesday afternoons. The timetable is adapted 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. In recent (non-covid) years we raised over £11,000 through numerous activities organised by the Student Leadership Group: Community and Social Action including the annual school's Fun Run around beautiful Blenheim Park.



In rehearsal for our most recent school production: 'The Lion, the Witch and the Wardrobe'

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.

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.



Charities Week fundraising presentation to one of our chosen charities.



Charities Week - setting off on our annual Fun Run.

The Marlborough Way: 2023

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

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; Perseverance; and Ambition.
- 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 detailed 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. Staff are trusted and treated with compassion and empathy.
- 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, 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, and we have allowed for autonomy and flexibility in different Departments – recognising Curriculum Leaders as the experts in their areas.
- 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. These have been reviewed and redesigned in January 2023.
- 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 whole staff consultations.
- Any significant changes in school culture and practice are only ever as a result of an evidence-based, researched approach – where we investigate models working in other schools across the Trust and across the country, read the latest research and identify best practice.
- 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 centralised detentions staffed by the Leadership Team.
- There is no overly complex, prescriptive approach to lesson planning – all discussions are based around agreed features collated into the clear and simple 'Teaching and Learning Framework'.
- There is clarity about what we all mean by excellent teaching and learning – The 'Teaching and Learning Framework' 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 visits 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 never judge lessons. Lesson visits are about identifying areas of strength and areas for development and providing a framework for productive professional dialogue.
- We have ended the false premise of performance-related pay for teachers. All staff have the opportunity to develop and present their own evidence of professional practice. We assume that every member of staff will get a pay rise every year where applicable. Our Appraisal system is not an expensive, computer-based system that acts as a barrier to dialogue, but 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 our appraisal process.

- We have a strong track record of attracting and developing 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 for numerous colleagues to visit other schools to share best practice. We have strong professional networks across all RLT schools.
- All Department areas have their own fully equipped office spaces where they are able to both work and socialise with colleagues in their teams. We have invested significantly in high quality work spaces for all staff in recent years. These are some of the best staff facilities of any secondary school.
- 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 Curriculum 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'. We have now moved to use 'School Cloud' for all Parents' Evenings.
- 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, Satchel One for homework and Class Charts for rewards and behaviour.
 - Significant changes to how we communicate key messages have taken place. All whole staff briefings are now specific and recorded so that part-time staff are able to get all the information; other briefings 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 one set of key messages every week.
- The school provides free breakfasts and lunch on INSET Days - of a very high quality! We also provide the choice of a free hot or cold meal before all Parents' Evenings.
- We have a strong sense that school takes wellbeing of staff seriously in school. The large Wellbeing Team puts on different events on a regular basis, including Pilates sessions and a flourishing Marlborough School Book Club.
- The school has invested in training for members of staff to become qualified as mental health first aiders. We currently have six both teachers and non-teachers.
- 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 similar numbers attended the Christmas event (usually held in Oxford).
- 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 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.

Staff are proud to work at the school. In the most recent RLT staff survey completed across all RLT schools in July 2022, the findings were that *“for the questions around: enjoying work; recommending the employer; being able to manage workload; and being respected at work, Marlborough was the highest scoring secondary school”*.



Job Description

Job Purpose:

- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment and progress.
- To promote and safeguard the safety and well-being of all students and young people.
- To implement and deliver an appropriately ambitious, accessible and inclusive curriculum for all students.
- To monitor and support the overall progress and development of students as a teacher and Form Tutor where appropriate.
- To share and support the school's responsibility to provide and monitor opportunities for the personal and academic development of children and young people.

Areas of responsibility:

- Plan, deliver and evaluate consistently high-quality lessons that engage all students and help them to make progress in their understanding in your subject.
- Plan well-structured lessons that meet the needs of all pupils through effective structuring of tasks so they provide challenge or support as appropriate.
- Ensure that pupils' progress is regularly and accurately assessed and that feedback to pupils is used 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.
- Keep subject knowledge up-to-date.
- Contribute to the development of schemes of work and department resources.
- Contribute to preparing for changes to GCSE, A level syllabuses.
- Contribute to the implementation of new courses within the subject area.
- Attend Department and Year Team meetings as part of directed time.

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 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: Curriculum Leader: English

Start Date: 1st January 2024

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.

Person Specification

	Essential	Desirable	Evidence
Qualifications			
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&CT
Experience			
Ability to use IT effectively	√		AP&IN
Use data to improve pupil performance	√		AP, IN & RF
High quality teaching to students of all abilities	√		AP,OB & RF
Excellent skills in managing student behaviour	√		AP,OB & RF
Demonstratable experience of improving student outcomes	√		AP&IN
Experience as a Form Tutor and/or Pastoral Work		√	AP&IN
Willingness to support Extra Curricular Activities	√		AP&IN
Skills			
Ability to promote the school's vision and values positively	√		AP&IN
Excellent communication and organisational skills	√		AP, IN & RF
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
Ability to create a happy, challenging and effective learning environment	√		AP&IN
Knowledge and Understanding			
The theory and practice of providing effectively for the individual needs of all children e.g. classroom organisation and learning strategies, behaviour management.	√		AP&IN
Effective teaching and learning styles	√		AP, IN & RF
Monitoring, assessment, recording and reporting of pupils' progress	√		AP&IN
Statutory National Curriculum requirements at the appropriate key stage, GCSE and A level	√		AP&IN
Responsibilities with relation to safeguarding pupils and related policies	√		AP&IN

The positive links necessary within school and with all its stakeholders	√		AP&IN
Personal Qualities			
Set a personal example which embodies ambition and perseverance	√		AP, IN & RF
Ability to form and maintain relationships based on mutual respect with children and young people	√		AP, IN & RF
A sense of humour and perspective	√		AP, IN & RF
Desire to make a real difference to the experience and outcomes of all our students	√		AP, IN & RF
Willingness to be involved in the wider life of the school community	√		AP&IN
Commitment, enthusiasm and energy	√		AP, IN & RF
Empathy, compassion and kindness	√		AP, IN & RF
AP = Application Form, IN = Interview, CT = Certificates, OB = Observation and RF = References			

Application:

Please apply for this post by submitting an application via TES/ MyNewTerm.

School Contact

Prospective candidates are warmly invited to visit the school prior to applying for the post. If you have further queries or would like to arrange a visit, please contact Lisa Cox, HR Manager and PA to the Principal on 01993 811431 ext. 273 or email:

cox1@themarlboroughschool.org

Closing date for applications: Friday 13th October at 3pm

Interview Date: to be confirmed.



The Marlborough C of E School

Shipton Road, Woodstock, Oxon OX20 1LP

T: 01993 811431

E: admin@themarboroughschool.org

Please refer to our website for further details about our school: www.marlborough.oxon.sch.uk

