



The Marlborough C of E School

Recruitment information and details of
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 an English Teacher at The Marlborough School. We are looking for someone who feels, as I did when I visited and came for interview, that this is the place for them, that they understand the school and its potential, and has the drive, determination and passion to make a real difference to the lives of the young people in our care.

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 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.

Our recent SIAMs report (January 2017) judged the school to be "outstanding at meeting the needs of all learners". The report also states that "the pupils are excellent ambassadors for the school, demonstrating its values consistently through their courtesy and eagerness to learn". It talks of a "team" of staff working "relentlessly" to ensure the best outcomes and progress for our pupils, especially the most vulnerable: "strategies for Pupil Premium pupils, known as

Marlborough Scholarship Students, are helping these pupils to flourish. The vision and ethos has helped to create resilient and self-aware pupils with strong aspirations both for themselves and for their peers".

The vision is taking shape. Our Sixth Form continues to flourish despite the national pressures; our students are taking a greater role than ever before in shaping the future of their own school; and we are now consistently over-subscribed, with more parents and students than ever before wishing to join in Year 7. It is an exciting and stimulating place to be.

I would urge you to visit our school, to meet our staff and young people and see our facilities. You will be most welcome.

If you have any questions or queries, please do not hesitate to get in touch. I look forward to reading your application.



Mr A Hanlon
Principal



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.

Andrew Hanlon

Principal

General Information

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

Commencing 1st September 2018

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 and in our school prospectus.



The Marlborough C of E School is a rural 11-18 comprehensive and co-educational school which converted to an academy on 1st October 2012. There are currently 1050 pupils on roll, including 192 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 and, 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 11% from other ethnic backgrounds.

The Area

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.



We are particularly proud of our association with the **Ormerod Resource Base** which reflects our very strong inclusive ethos. The 25 pupils associated with the Base are on The Marlborough C of E School roll. Staff for the Base are employed by SENSS at Oxfordshire County Council. The team of specialist Teaching Assistants and one teacher is led by the Resource Base Manager.

Another unique 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 7–11.

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 £9,000), on the annual School's Fun Run around Blenheim Park or the myriad Marlborough School Association (MSA/PTA) activities.

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.



The Department

THE ENGLISH DEPARTMENT

The English Department is located in an attractive single storey building with spacious classrooms, E1 – E6, and has a designated Department office. There are currently 12 members in the English Department team under the leadership of the Head of Department, Kim Mathiesen. It is a successful and vibrant Department with students achieving excellent outcomes, which is reflected by English being a popular subject to study at both GCSE and A Level.

KEY STAGE 3 (YEARS 7, 8, 9)

In Years 7, 8 and 9, students explore a wide range of engaging fiction and non-fiction texts across the 19th, 20th and 21st centuries, with a focus on developing and extending reading, writing and speaking and listening skills. We are passionate about independent learning, and our systems ensure that students have a strong sense of their strengths and weakness as an English student. We want students to feel empowered to improve their skills and progress as they move through the school on their learning journey. We teach a spiral curriculum, whereby key skills are consistently re-visited over the years, but students are asked to apply them with increasing confidence, insight and sophistication to increasingly more challenging range of texts.

KEY STAGE 4 (YEARS 10, 11)

English Language and English Literature are compulsory subjects at Key Stage 4, and, as we believe that literature texts can be enjoyed and appreciated by all students, our aim is enter every student for two GCSEs. You will be aware that there has been significant national curriculum change in English over the past two years. This means that there are no longer any tiers of entry, there is no longer any coursework or controlled assessment in the subject at KS4, and all assessment is done by four examinations at the end of Year 11.

CURRICULUM

In Years 10 and 11, students are working towards the following qualifications:

- English Language (GCSE) Specification: AQA GCSE in English Language (8700)
- English Literature (GCSE) Specification: AQA GCSE in English Literature (8702) Throughout the course, we integrate English Language and English Literature to provide a richer experience where the skills of one qualification can be used to enrich work in the other. In Year 10, we cover:
 - English Literature Paper 1 19th century novel: 'Dr. Jekyll and Mr. Hyde'
 - English Literature Paper 2 20th century play: 'DNA'
 - English Language Paper 2 skills: writers' viewpoints and perspectives in non-fiction texts
 - English Literature Paper 2 poetry: power and conflict cluster

In Year 11, we cover:

- English Literature Paper 2 poetry: power and conflict cluster and unseen poetry
- English Language Paper 1 skills: explorations in creative reading and writing
- English Literature Paper 1: Shakespeare (either 'Romeo and Juliet' or 'The Tempest')
- Revision and revision skills

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 broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- 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.

RESPONSIBILITIES

- Plan, deliver and evaluate consistently high quality lessons that engage all students and help them to make progress in their understanding of 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 both summative 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.
- Provide extra-curricular opportunities that are an essential part of subject provision such as drama and musical productions and PE fixtures.
- 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 dress, punctuality and attendance.
- To participate in the School's arrangements for appraisal, professional development, meetings cycle, quality assurance and internal verification.
- To effectively manage financial and physical resources within the curriculum area to support the designated curriculum portfolio.
- 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).

Job Description

continued

Responsible to: Head of Department

Line managed by: Head of Department

Salary : Main Scale/Threshold (TLR available)

Start Date : 1st September 2018

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 |
| High quality teaching to students of all abilities | √ | | AP,OB & RF |
| Excellent skills in managing student behaviour | √ | | AP,OB & RF |
| Demonstrable experience of improving student outcomes | √ | | AP, IN & RF |
| Experience as a Form Tutor and/or Pastoral Work | | √ | AP&IN |
| Willingness to support Extra Curricular Activities | √ | | AP&IN |
| Skills | | | |
| Excellent communication and organisational skills | √ | | AP, IN & RF |
| Ability to promote the school's aims positively | √ | | 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 |
| Ability to create a happy, challenging and effective learning environment | √ | | AP&IN |

Person Specification

continued

| | | | |
|--|---|--|-------------|
| Knowledge and Understanding | | | |
| The theory and practice of providing effectively for the individual needs of all children eg classroom organisation and learning strategies, behaviour management. | √ | | AP&IN |
| Effective teaching and learning styles | √ | | AP, IN & RF |
| Developing differentiated schemes of learning | √ | | AP&IN |
| Monitoring, assessment, recording and reporting of pupils' progress | √ | | AP&IN |
| Statutory National Curriculum requirements at the appropriate key stage, GCSE and A level syllabus requirements | √ | | 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 | | | |
| Desire to make a real difference to the outcomes of all our students | √ | | AP, IN & RF |
| Ability and willingness to work to get the best from all students | √ | | AP, IN & RF |
| Commitment, enthusiasm and energy | √ | | AP, IN & RF |
| Willingness to be involved in the wider life of the school community | √ | | AP, IN & RF |
| Emotional intelligence and empathy | √ | | AP&IN |
| Set a personal example which embodies ambition, independence and creativity | √ | | AP, IN & RF |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people | √ | | AP, IN & RF |
| AP = Application Form, IN = Interview, CT = Certificates, OB = Observation and RF = References | | | |

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