

The Marlborough C of E School

Application process for the post: Curriculum Leader: Design, Technology and Engineering

Welcome

to the Marlborough C of E School, Woodstock

Dear Candidate,

Thank you for expressing an interest in becoming the Curriculum Leader: Design, Technology and Engineering 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 has the tenacity and drive to lead a successful department, delivering one of the most popular subjects in our school. We are proud of our track record in developing the engineers of the future. The right candidate will have experience delivering the Engineering curriculum at KS4 and KS5. We are looking for someone who feels, as I did when I visited and came for interview twelve years ago, 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. Professional support will be available for the right candidate.

Here at Marlborough, we are proud of our school. The strong sense of community is palpable. We are a school that lives its values in everything we do. Respect, perseverance and ambition are central who we are and how we treat each other.

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 helping to shape considerate, well-rounded, compassionate and articulate human beings.

We are part of a successful and growing multi-academy trust, 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. The Trust has a highly positive impact on our work to make Marlborough an exceptional place to work and learn.

Our recent SIAMs Inspection (November 2024) noted that ***"The school values of respect, perseverance and ambition are the lived expression of the vision***. *They drive the high-quality support pupils receive in their learning. Consequently, adults have high aspirations for what pupils can achieve both academically and through extra-curricular opportunities.* ***Pupils thrive as a result of the support given to them and relish the opportunity for academic success.''*** ***" Pupils are taught what it means to be part of the 'Marlborough Family' and to be respectful and caring."***

''*The wellbeing of both adults and pupils is central to the culture of the Trust and the school.* ***Adults are proud to work at the school and feel the way they are cared for is central to this.*** *Not only does the support for adults impact upon the school community, but the school is a beacon of hope beyond itself. The fundamental principle that if you treat adults well then, they will, in turn, look after children well, is a lived reality.''*

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. Please do not hesitate to get in touch with Lisa Cox, my PA, if you would like an informal conversation about any aspect of this role. I look forward to hearing from you.



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 Curriculum Leader: Design, Technology and Engineering Commencing 1st September 2026

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 rural 11-18 comprehensive and co-educational school which has been part of the **River Learning Trust** 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

Currently, RLT comprises ten secondary schools, twenty 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 Curriculum 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 1080 pupils on roll, including 180 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 210 and Years 7 to 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; Bletchingdon; Combe; Kirtlington; Stonesfield; Tackley; Woodstock; and Yarnton. However, in a typical year, Year 6 pupils transfer from as many as 25 to 30 primary schools.

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 is below national average, it is a key focus for us as a school. The pupils are predominantly from a white British background, with 18% 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; either through involvement in Charities Week, in recent (non-covid) years we raised over £15,000 on the annual School's Fun Run around Blenheim Park through numerous activities organised by the Student Leadership Group: Community and Social Action.



In rehearsal for our most recent school production: *'Cabaret'*

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.



Setting off on our annual Fun Run.

The Marlborough Way: 2026

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 40 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.
- 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.
- 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 evidence-based, researched approach – where we investigate models working in other schools across the Trust, county 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 behaviour system provides daily detentions staffed by the Leadership Team.
- The school has worked tirelessly over the last few years to plan and implement a centrally designed, inclusive and accessible curriculum that supports all teachers.
- 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 'good' and '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 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 never judge lessons. Lesson observations 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. 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 a streamlined 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; Personal Development Leader; Raising Standards Leader; Associate Member of the LT. 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 strong professional networks through RLT schools.
- Wellbeing is a priority with six Mental Health First Aiders; A Wellbeing Champion; and a Wellbeing Network Lead. A Wellbeing Bulletin is distributed one a term and this, along with support from

our Wellbeing Governor and bespoke Wellbeing Policy, encourage a caring and nurturing work place culture.

- 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.
- All new staff have a structured and comprehensive induction programme, organised by the Professional Learning Leader. 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 years to curriculum planning in Curriculum Teams.
- Meetings are planned not to happen in the same week as other commitments such a
  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 a virtual system 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 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 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 now annual summer boat trip.
- 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.









Job Description

JOB DESCRIPTION: Curriculum Leader: Design, Technology and Engineering

JOB PURPOSE

- To undertake leadership responsibility for the strategic development of the Design, Technology and Engineering Department.
- To ensure provision of an appropriately broad, balanced, challenging and differentiated curriculum for pupils studying Design, Technology and Engineering which aligns with the academic vision and values of the school.
- To promote and develop outstanding teaching and learning in Design, Technology and Engineering.
- To take a lead role in raising attainment at GCSE and A Level.
- To ensure that all pupils have the opportunity to participate in a range of extra-curricular activities relating to Design, Technology and Engineering.
- To develop and secure excellent practice in relation to marking, assessment and feedback in Design, Technology and Engineering.

AREAS OF RESPONSIBILITIES

- To actively plan and oversee the intent of the Design, Technology and Engineering curriculum, promote and lead on high quality implementation of the planned curriculum and ensure high quality and relevant ways of assessing the impact of said curriculum.
- To ensure the best possible progress and outcomes for students studying Design, Technology and Engineering at GCSE and A Level.
- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in Design, Technology and Engineering.
- As line manager to be responsible for the performance management of teachers as identified in the whole school Annual Review Policy document and to ensure that performance objectives reflect personal, subject and whole school development needs.
- To take a lead role in monitoring and developing the quality of teaching and learning in the Department.
- Undertake lesson observations, learning walks, work scrutiny, student voice exercises and so on as part of the agreed Department and whole-school monitoring.
- To ensure that the Department has effective systems for monitoring individual learner progress, including SEND, Disadvantaged and PP students, towards attainment targets and provides clear feedback and guidance to learners on current performance and how to improve.
- Ensure that the GCSE and A Level syllabus and any other courses are suitably covered.
- Ensure that the Department implements all school policies and procedures including Equal Opportunities, Inclusion, Health and Safety – particularly with respect to health and safety inspections, marking and assessment, bullying, behaviour and discipline.
- Maintain and monitor risk assessments to ensure the health and safety of the department and workshop.
- To keep up to date with national developments in the teaching of Design, Technology and Engineering with the support of specialist teachers.
- Take responsibility for own and others' professional development so as to ensure best practice in classroom teaching and learning.
- Keep subject knowledge up to date
- Lead the development of schemes of work, Department resources, course changes and delegate as appropriate.

- Ensure the effective deployment of learning resources by subject teachers to enhance learning.
- Manage the subject budget allocation to enhance learning opportunities.

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).

Line- managed by: Deputy Principal

Line-manages: Curriculum Leader: Food Technology and Textiles; Curriculum Leader: Product Design; D&T Technician

Salary: Mainscale/UPS

TLR weighting: TLR 1 (1) £10,174

Exam Specification: WJEC Equqas Vocational Award in Engineering/WJEC Eduqas A level in Design and Technology

Start Date: 1st September 2026

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

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

THE MARLBOROUGH C of E SCHOOL

PERSONAL SPECIFICATION: CURRICULUM LEADER: DESIGN and TECHNOLOGY

	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 CPLD		√	AP&CT
Subject Specialism	√		
Experience			
Demonstrable experience of improving student outcomes	√		AP&IN
High quality teaching to students of all abilities	√		AP,OB & RF
Excellent skills in managing student behaviour	√		AP,OB & RF
Use data to improve pupil performance	√		AP, IN & 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
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
Detailed and highly intentional curriculum planning	√		AP, IN & RF
Monitoring, assessment, recording and reporting of pupils' progress	√		AP&IN
Statutory National Curriculum requirements at the appropriate key stage 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			

Application:

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

School Contact

Prospective candidates are warmly invited to visit the school prior to applying for the post. We would be delighted to meet you and show you around our fantastic school.

If you have further queries or would like to arrange a visit, please contact Lisa Cox, PA to the Principal, on 01993 811431 ext 273 or email: coxl@themarlboroughschool.org

Closing date for applications: 18th Match at 3pm

Interview Date: interviews to be held in the week beginning 23rd March 2026



The Marlborough C of E School

Shipton Road, Woodstock, Oxon OX20 1LP

T: 01993 811431 **E: admin@themarlboroughschool.org**

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