

Recruitment Pack

Applicant information

Assistant Headteacher



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Welcome from Headteacher John Vennart

Dear applicant,

Thank you for expressing an interest in a position at The Malling School. I hope this letter, along with the other documentation you find in the application pack and on our website, will encourage you to make an application.

It is a real privilege to be the Headteacher of The Malling School. Students, parents and staff are extremely proud of our school and the work that we do. The Malling School is a happy and caring place for young people to learn. We have fantastic facilities and an extremely talented team who are fully committed to our students. All our staff have the highest aspirations for our students and encourage them to have the confidence to believe in themselves.

We are fully committed to developing our staff at The Malling School. We have a very open and supportive strategy to improve teaching and learning. All teaching staff have regular developmental learning walks every term. Strengths and areas to develop are discussed in termly one to one meetings with line managers. We have no formal observations or grading of lessons and invest our training time into the long-term progress of all our teachers. Our strategy to improve outcomes for our students is not through short term unsustainable Y11 intervention but through continuing to improve our daily practice in every classroom for every year group. We aim to make every lesson count by challenging our students, planning carefully for misconceptions and teaching to the top.

We have a strong behaviour for learning policy at our school. All staff receive regular informal behaviour for learning training to ensure we are consistent in our application of the policy. Students are very clear around our high expectations of behaviour and attitude in every classroom. The key to the success of the policy is the proactive targeting of poor work ethic and low-level disruption by every teacher. Students that slow down the pace of learning are transferred by our senior leaders. All transfers from lessons are monitored and escalating sanctions and support are put in place for students that receive repeated transfers. We have an excellent behaviour hub that has been created to ensure that consistent support and sanctions are applied across all houses.

The leadership team ensures that all our improvement strategies are clearly communicated to staff, effectively piloted, evaluated and well thought through. Our key principle when introducing any new initiative is to ensure that there is no unnecessary workload and that it has a high impact on student progress. Staff and student well-being are extremely important to us at The Malling School and are a major part of our School Improvement Plan.

Our key work over the next two years is to improve outcomes of our students continuing to ensure that our school is a happy and caring place for young people to learn.

Please take some time to look at our website and get a feel for the kind of school we are, as we believe that fitting in with our philosophy is essential for you to be happy working at our school.

Thank you for taking an interest in our school and I hope that I have the opportunity to meet you soon.

Yours sincerely



John Vennart
Headteacher

The Malling School

About us

The Malling School

We are a mixed 11-19 co-educational High School of 1,000 pupils serving the historic market town of West Malling and surrounding villages. The school is set in pleasant rural surroundings and has its own lake and extensive grounds. It was completely re-built in September 2007 and therefore has outstanding facilities.

West Malling is close to the county town of Maidstone and has excellent rail links to London and Ashford International (for the Continent).

This is an exciting time to be joining the staff of The Malling School.

Our school is increasingly becoming the first-choice school for parents. As a result, we are currently oversubscribed. We have robust behavioural systems and Developmental Learning Walks, rather than formal observations. All of which allow a teacher to flourish and do what they do best – teach!

We provide a very supportive environment in which staff can further develop their skills and we ensure every new member of staff has access to a trained coach. With close teams of teachers and non-teachers working together we take a collaborative approach to school improvement and have a shared aim of providing the very best education for our pupils.

We offer an extensive and individualised training programme tailored around training needs identified by our staff. We encourage staff to take calculated risks in striving to be the very best and will never stifle innovation. Our philosophy is one where leaders are trusted to lead and teachers trusted to teach.



Extract from our Safeguarding and Child Protection Policy

Introduction

The Malling School (TMS) recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is everybody's responsibility and everyone has a role to play. All members of our community (staff, volunteers, governors, leaders, parents/carers, wider family networks, and pupils) have an important role in safeguarding children and all have an essential role to play in making our community safe and secure.

TMS believes that the best interests of children always come first. All children (defined in law and in this policy as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

Staff working with children at TMS will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

This policy applies where there are any child protection concerns regarding children who attend TMS but may also apply to other children connected to the school for example, siblings, or younger members of staff (under 18s) or children on student/work placements.

TMS recognises the importance of providing an ethos and environment within School that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

TMS recognises the importance of adopting a trauma informed approach to safeguarding; we understand there is a need to consider the root cause of children's behaviour and consider any underlying trauma.

Our core safeguarding principles are:

Prevention: positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.

Protection: following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

Support: adopt a child centred approach and provide support for all pupils, parents/carers and staff, and where appropriate, implement specific interventions for those who may be at risk of harm.

Collaboration: with both parents where possible, and other agencies to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governor and are consistent with those outlined in Keeping Children Safe in Education (KCSiE)

Job Description

Job Title: Assistant Headteacher

Grade: L10 – L14

Responsible to: Deputy Headteacher

Purpose of the Job:

To work as a member of the Senior Leadership Team to raise standards, improve pupil outcomes, and increase aspirations across the school, with a particular focus on curriculum, assessment, and outcomes.

Key Responsibilities:

Leadership and Management

- Collaborate with the Headteacher and other members of the leadership team to drive school improvement.
- Contribute to the school's overall strategic direction and decision-making.
- Lead and manage specific school projects as required.
- Line manage and support subject leaders to ensure high-quality teaching and learning across the school.
- Take responsibility for the performance and line management of staff.
- Lead the process of appointing new staff to curriculum areas.

Teaching and Learning Support

- Support Heads of Department (HODs) in developing and refining their curriculum.
- Contribute to curriculum reviews and follow-up actions.
- Support the implementation of effective assessment practices across the school.
- Monitor teaching and learning standards across the school.
- Support in the line management of a department, ensuring robust quality assurance of action plans and areas for development.
- Provide additional support to subjects requiring intensive intervention to improve outcomes.

Data Management and Raising Standards

- Oversee student performance data to track progress and identify trends at Key Stages 3 & 4.
- Use data analysis to inform teaching strategies and intervention planning.
- Ensure an 'upstream' approach to addressing underachievement before it becomes entrenched.
- Identify underperforming students and implement targeted interventions.
- Lead initiatives to support disadvantaged students in collaboration with Pastoral Leaders (PLs) and other associated staff.

- **Additional Duties**

- Have a high profile around the school
- Ensure the school website, social media, and other communications provide accurate and up-to-date information to stakeholders and the wider public in the areas of responsibility
- Undertake an appropriate amount of teaching and cover
- Participate in duties before and after school, lunch and break
- Follow and promote all practices and procedures aimed at ensuring child and staff safety
- Conduct High-Frequency (HF) Coaching and support plans for staff as needed.
- Perform Learning Walks & Coaching Observations to enhance teaching practices.
- Support Minor Investigations related to student behaviour and staff concerns.
- Provide administrative and operational support, including student reflections, parent meetings, homework compliance, and exam supervision.
- Maintain a visible presence around school corridors.
- Address staff, parent, and student issues as they arise.

Professional Standards

- Model high personal and professional standards expected of staff.
- Be an excellent communicator with a high degree of emotional intelligence.
- Promote the aims of the school by attending and participating in school events and functions.
- Reflect on own practice as well as the practices of the school with the aim of improving all that we do
- Read and adhere to the various policies of the school as expressed in the Staff and Department Handbooks and Policies
- Take responsibility for own professional development as identified with the Headteacher.
- Meet the Teacher Standards (September 2012).
- Actively promote the school's ethos through actions and words.

Safeguarding and Health & Safety

- Follow and promote all practices and procedures aimed at ensuring child and staff safety.
- Comply with the school's policies on Equal Opportunities and Health and Safety.
- Prioritise safeguarding and promoting the welfare of children and young people, following the school's child protection procedures.

Safeguarding

The Malling School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by The Malling School. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead.

This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions document and reflects the policies agreed by the Governors. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time. This job description will be reviewed regularly and is an integral part of the appraisal and line management process.

Person Specification

Person Specification

Job Title: Assistant Headteacher

Grade: L10 – L14

Responsible to: Headteacher

Key Requirements:

Essential:

- Strong leadership and management skills, with experience in developing teams to improve teaching and learning outcomes
- Excellent communication and interpersonal skills, with the ability to establish positive relationships with staff, students, and parents
- Proven ability to maintain high aspirations and challenge underperformance, while motivating and inspiring staff and students
- Strong organisational and planning skills, with the ability to prioritise and manage multiple projects effectively
- Ability to work collaboratively as part of a Senior Leadership Team and adapt to changing roles and circumstances
- Successful teaching experience in at least one secondary school and recent, relevant professional development
- Experience in quality assurance processes and supporting departments to improve outcomes
- Demonstrated ability to contribute to school improvement initiatives

Desirable:

- Understanding of current developments in curriculum design, assessment strategies, and data-driven decision making in education
- Expertise in leading curriculum development and implementing effective assessment practices
- Ability to analyse and interpret student performance data to drive school improvement initiatives
- Experience in developing and implementing school-wide assessment policies
- Proven track record of closing attainment gaps and supporting disadvantaged students
- Familiarity with coaching and mentoring techniques to support staff development

Qualifications:

Essential:

- Qualified Teacher Status
- Degree or equivalent

Desirable:

- National Professional Qualification for Senior Leadership (NPQSL) or equivalent leadership qualification
- Evidence of continuous professional development in curriculum and assessment

Personal Qualities:

- Visionary and strategic thinker with a focus on improving student outcomes
- Resilient and adaptable, with the ability to work effectively under pressure
- Committed to promoting inclusion and diversity within the school community
- Enthusiastic and passionate about education and student success



Benefits of working at The Malling School

Beautiful location

We are situated in the village of East Malling which is easily accessible by road and rail. The closest train station is East Malling with services to Ashford and London. Walking to school from the station takes 18 minutes. The school has free on-site staff parking, we also have a beautiful lake that can be accessed by staff at lunchtimes or for meetings in the summer months.

Other benefits

- Local government and Teachers Pension scheme
- Kent Rewards Gateway access to discounts nationally and in the local area
- Employee Assistance Programme
- Ongoing commitment to Continuous Professional Development (CPD)
- Alongside our high-quality CPD program, every teacher benefits from a dedicated, trained coach who provides tailored feedback and one-to-one coaching. This bespoke support ensures our teachers make continuous improvements to their classroom practice, empowering them to deliver exceptional teaching and achieve outstanding outcomes for our students. Join us and experience a school where professional development is at the heart of everything we do.
- Free tea and coffee at breaktimes
- Use of school gym

Staff Wellbeing Statement of Intent – 2024

Improved wellbeing for our staff is a key aim for The Malling School (TMS). Our staff are a precious resource, valuing them and their wellbeing is at the heart of our principles. As a school we have committed to the DfE Wellbeing Charter and use this to guide the wellbeing practices in our school.

Our staff benefit from an ongoing wellbeing strategy which focusses on :

- Workload
- Mental health
- Job Satisfaction
- Culture and Attitudes

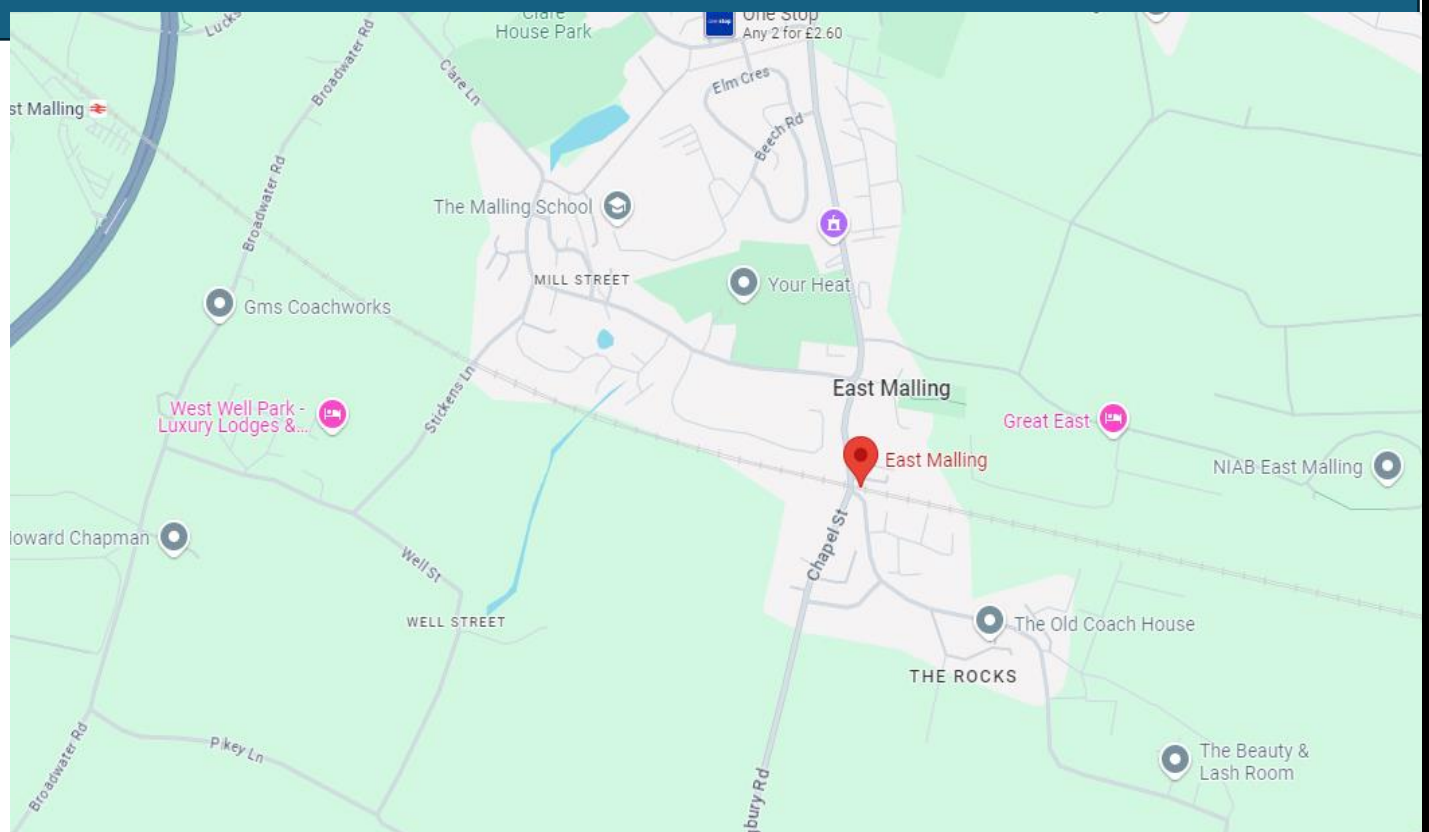
Workload : Is considered in every decision making process. We do not 'grade' teachers and lessons, instead recognize good practice and positively support colleagues to progress and improve. We have a workload charter which details our guiding principles.

Mental Health : From an annual mental health survey we can collect feedback, positive and negative which is used to evaluate current support measures and introduce new ones when identified.

Job Satisfaction : Using induction, annual appraisal, CPD and internal opportunities for achievement and progress we manage to retain a high percentage of staff and add to job satisfaction. Salaries are matched to performance and job descriptions are reviewed annually and re-evaluated as appropriate.

Culture and Attitudes : The Malling School way is well established in our school and embraced by staff as well as students. The key concepts of being caring, determined and reflective ensures that all staff are treated with respect, consideration and care.

How to find us



Address

The Malling School
Beech Road
East Malling
West Malling
Kent, ME19 6DH

Telephone: 01732 840 995

Email: office@themallingschool.kent.sch.uk

Closest train station: East Malling 18 mins walk

Visitor parking on site

Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

All completed application forms must be submitted as directed in the job advertisement or sent either electronically to HR@themallingschool.kent.sch.uk or by post to the following address:

The Malling School
HR Team
Beech Road
East Malling
Kent
ME19 6DH

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form. The school reserves the right to close any advert earlier than the published closing date and early application is therefore recommended.

After the shortlisting process has been completed candidates who have been selected for interview will be informed and provided with full details of the interview programme. If you have not heard from us within four weeks of the closing date for this post, you have on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Photo ID, such as passport or driving licence
- Evidence of current name and address
- As appropriate any documents evidencing any name changes
- Certificates of educational or professional qualifications as necessary and relevant to the role.

Conditional Offer

Any offer of employment will be conditional upon the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Satisfactory online check in line within safer recruitment guidelines
- Satisfactory pre-employment health assessment
- Satisfactory completion of six-month probation period (where relevant)

- Satisfactory checks, as may be required in accordance with statutory guidance, if you have worked or been resident overseas in the previous five years.
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment. (please note this provision applies to any post requiring an individual to undertake teaching work such as unqualified teacher, Teaching Assistant or HLTA).

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

Retention of information

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice for job applicants

Under data protection law, individuals have a right to be informed about how the school uses any personal data we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data. This privacy notice explains how we collect, store and use personal data about individuals applying for jobs at our school. We, The Malling School, are the 'data controller' for the purposes of data protection law. Successful candidates should refer to our privacy notice for the school workforce for information about how their personal data is collected, stored and used. Our workforce privacy notice is available from the school website or by email the school office; office@themallingschool.kent.sch.uk.

