

Recruitment Pack

Applicant information

Deputy Headteacher – Quality of Education



Contents

- Welcome from Headteacher Karen Davey
- About us
- Safeguarding
- Our site
- Benefits of working at The Malling School
- Job description
- Person specification
- The application process
- How to find us



Welcome from Headteacher Karen Davey

Dear Applicant,

Thank you for your interest in joining The Malling School.

It is a real privilege to be Headteacher of a school with such a strong sense of community. We are a caring, ambitious and inclusive school where young people are known as individuals, feel that they belong and are inspired to achieve their very best. Just as importantly, we want The Malling School to be a place where staff feel valued, supported and proud to work.

Our values of Caring, Determined and Reflective define The Malling School Way. They shape the way we work with our students and with one another. We combine high expectations with kindness, strong relationships and a belief that everyone can continue to learn and improve.

We are ambitious for our young people. Academic achievement matters, but our purpose extends beyond examination results. We want every young person to discover their strengths and leave us with the knowledge, skills and character to make informed choices, shape their own future and pursue whatever success means to them. Our commitment to developing the whole child and ensuring that everyone belongs is reflected in our School of Character Kitemark Plus accreditation and Inclusion Quality Mark Flagship School status.

Our staff are central to achieving this. We invest in professional development and believe that improvement comes through coaching, collaboration, reflection and the sharing of excellent practice. We want colleagues to feel confident discussing their practice, learning from one another and continually developing their expertise. Professional learning at The Malling School is purposeful, supportive and rooted in what makes the greatest difference to our young people.

Continuous improvement is part of our culture at The Malling School. We believe that everyone - students, staff and leaders - can continue to learn, develop and get better. As Dylan Wiliam puts it, *"Every teacher needs to improve, not because they are not good enough, but because they can be even better."* We therefore value reflection, curiosity, collaboration and professional learning, creating a culture where colleagues are encouraged to develop their expertise, share ideas and contribute to the continued improvement of our school.

We also believe that excellent teaching is made possible by a calm, purposeful environment. Our students understand that we have high expectations of their behaviour, attitudes and effort, and staff are supported to maintain them consistently. Strong relationships sit alongside clear boundaries, enabling teachers to teach and students to learn.

Staff wellbeing matters to us. When introducing change, we consider both its likely impact on students and its impact on the people responsible for delivering it. We want to use technology and innovation intelligently, reduce unnecessary workload and create sustainable ways of working. Our aim is not to ask people simply to work harder, but to help them work effectively, develop professionally and have the capacity to do their jobs well.

Above all, we want people who share our values: people who care about young people and their colleagues; who are determined to make a difference; and who are reflective enough to keep learning themselves.

If that sounds like the kind of school in which you would thrive, I very much hope you will consider joining us.

Thank you for your interest in The Malling School. I look forward to the opportunity to meet you.

Yours sincerely,



Karen Davey
Headteacher

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 and has excellent facilities.

West Malling is close to the county town of Maidstone and has excellent rail links to London and Ashford.

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 DESCRIPTION

JOB TITLE: Deputy Headteacher – Quality of Education

SALARY: Leadership Scale

ACCOUNTABLE TO: Headteacher

JOB PURPOSE

To work closely with the Headteacher as a senior strategic partner, playing a central role in shaping and delivering the strategic direction of the school and translating its vision and priorities into sustained improvement and impact. As a member of the Senior Leadership Team, the Deputy Headteacher will secure consistently high standards and strong outcomes, maintaining a strategic overview of school improvement and ensuring that curriculum, assessment, data, staffing and digital systems work coherently to support excellent provision for every student. The postholder will deputise for the Headteacher when required.

PRINCIPAL RESPONSIBILITY

To provide strategic leadership of whole-school improvement, standards and self-evaluation; to coordinate the academic improvement cycle across curriculum, assessment and outcomes; and to lead key areas of strategic development including the school's digital strategy, workforce planning, MIS/data infrastructure and strategic curriculum/timetable planning.

RESPONSIBILITIES AS A MEMBER OF THE SENIOR LEADERSHIP TEAM

- Take a corporate view of school improvement, pursuing agreed strategies and actions positively and consistently.
- Lead and manage staff and students in a way that raises aspirations, improves outcomes and supports the vision and priorities of the school.
- Use robust self-evaluation and evidence to identify strengths, risks and priorities for improvement.
- Model the highest standards of professional integrity, communication, organisation and leadership.
- Contribute to the effective day-to-day leadership of the school, maintaining a visible presence and high expectations.
- Report to the Headteacher, SLT and governors as appropriate on areas of responsibility.
- Keep abreast of relevant national developments, including DfE and Ofsted expectations, and ensure implications are understood and acted upon.
- Undertake specific strategic responsibilities reasonably delegated by the Headteacher.

SPECIFIC RESPONSIBILITIES

1. Whole-School Improvement, Standards & Self-Evaluation

- Maintain an accurate whole-school view of standards, performance and areas requiring improvement, drawing together evidence from teaching, curriculum, assessment, outcomes, attendance, behaviour, inclusion and wider provision.
- Coordinate implementation, monitoring and evaluation of the School Development Plan with the Headteacher and relevant senior leaders.

- Lead and coordinate whole-school self-evaluation, ensuring leaders have a clear, evidence-informed understanding of the quality of provision and its impact.
- Identify emerging whole-school risks, trends and priorities and ensure timely action, support and challenge.
- Coordinate whole-school readiness for external review and inspection, while ensuring this work strengthens everyday practice rather than becoming an isolated activity.
- Lead strategic improvement projects delegated by the Headteacher and evaluate their impact.

2. Strategic Oversight of Curriculum, Assessment & Outcomes

- Provide strategic oversight of the academic improvement cycle, ensuring curriculum, teaching, assessment, intervention and outcomes operate as a coherent system.
- Work closely with the senior leaders responsible for teaching and learning, curriculum, assessment, inclusion and Sixth Form to ensure priorities are aligned and duplication is avoided.
- Use performance information intelligently to identify strengths, gaps and variation between subjects and student groups, ensuring appropriate support and challenge is in place.
- Ensure leaders use assessment and wider evidence to adapt provision, intervene early and improve outcomes for students.
- Support and challenge curriculum and subject leaders to sustain ambitious expectations and continuous improvement.

3. Digital Strategy, AI & Transformation

- Lead the development, implementation and evaluation of the whole-school Digital Strategy, with the oversight of the Headteacher.
- Ensure technology and AI are used purposefully to improve learning, reduce unnecessary workload, strengthen operational effectiveness and prepare students for their future.
- Coordinate digital development across teaching, curriculum, assessment, inclusion, safeguarding and operations, working with relevant SLT members, the Business Manager, Network Manager and ICT team.
- Promote responsible, safe and ethical use of AI and digital technology and ensure staff and students develop appropriate digital confidence and capability.
- Evaluate the impact and value of digital initiatives and ensure implementation is sustainable, secure and aligned with school priorities.

4. Workforce Planning, Recruitment & Deployment

- Support strategic workforce planning so that staffing structures and deployment support the curriculum, school priorities and financial sustainability.
- Lead and coordinate teaching-staff recruitment strategy and selection processes, working closely with the Headteacher, HR, Business Manager and relevant leaders.
- Identify future staffing needs, capacity risks and succession requirements early and support appropriate planning.
- Oversee the effective deployment of teaching staff and contribute to decisions about staffing structures and curriculum capacity.
- Use relevant workforce information to inform strategic decisions about recruitment, retention and deployment.

5. MIS, Data & Organisational Intelligence

- Line manage and develop the MIS/data team, ensuring clear priorities, high standards of service and accurate, timely information.
- Ensure school information systems provide reliable, accessible and useful information to leaders and staff.

- Maintain strategic oversight of data quality, integrity and reporting infrastructure, reducing unnecessary duplication and improving accessibility.
- Develop management information and dashboards that enable SLT, curriculum leaders and pastoral leaders to identify patterns, priorities and students requiring support.
- Work closely with the senior leader responsible for assessment so that assessment strategy and information infrastructure are clearly aligned.
- Coordinate with pastoral, inclusion, Sixth Form and operational leaders so that relevant information supports timely and effective decision-making.

6. Curriculum Model, Timetable & Strategic Resourcing

- Provide strategic oversight of the whole-school curriculum model and timetable, ensuring they support an ambitious, coherent and sustainable curriculum.
- Bring together curriculum need, staffing capacity, student choice, timetable constraints and financial implications when advising the Headteacher and SLT.
- Lead or oversee the annual timetable construction process and ensure appropriate systems, capacity and contingency arrangements are in place.
- Work closely with curriculum, Sixth Form, finance and staffing leaders to ensure the curriculum offer remains appropriate to students and the school's context.
- Evaluate the effectiveness of curriculum and staffing structures and recommend changes where these would improve provision or sustainability.

7. Delegated Professional & Organisational Responsibilities

- Undertake or oversee sensitive and complex professional matters as appropriate and when delegated by the Headteacher, ensuring they are handled fairly, consistently and in line with relevant school policies and procedures.
- Apply sound professional judgement, discretion, confidentiality and procedural fairness when dealing with sensitive matters.
- Identify relevant learning from delegated casework and ensure this informs improvements to systems, communication, policy or practice where appropriate.
- Work appropriately with the Headteacher, HR, governors and external advisers where specialist advice or escalation is required.

8. Line Management & Leadership Development

- Line manage designated senior and middle leaders as determined by the Headteacher.
- Provide effective support, challenge and development through regular line-management meetings, clear actions and evaluation of impact.
- Line manage designated subject areas where required, supporting improvements in outcomes and leadership capacity without losing the whole-school strategic focus of the role.
- Ensure leaders within the portfolio have clarity about their responsibilities, intended outcomes and contribution to the School Development Plan.

PROFESSIONAL EXPECTATIONS

- Be an excellent communicator with a high degree of emotional intelligence and establish positive relationships with staff, students, parents/carers and external partners.
- Maintain high expectations and challenge underperformance constructively.
- Promote the school's ethos, values and priorities through actions and words.
- Take responsibility for own professional development and reflect on personal and school practice with the aim of continuous improvement.

- Participate in school events, duties, meetings and other leadership activities as required.
- Undertake an appropriate teaching commitment and model effective classroom practice.
- Meet the Teachers' Standards and all professional expectations applicable to the role.

HEALTH & SAFETY

To promote and comply with the school's policies and procedures relating to equality, health and safety, and the safe delivery of services and treatment of others.

SAFEGUARDING

The Malling School is committed to safeguarding and promoting the welfare of children and young people. All staff must give the highest priority to safeguarding, follow the school's child protection procedures and act immediately on any safeguarding or child protection concern in accordance with school policy.

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 Governors. Duties, responsibilities and accountabilities are indicative and may vary over time. The job description will be reviewed regularly and forms an integral part of appraisal and line management.

Signed _____ Date _____

Postholder

Signed _____ Date _____

Headteacher

Person Specification

DEPUTY HEADTEACHER – QUALITY OF EDUCATION

The person specification is related to the requirements of the post as determined by the job description. Shortlisting will be based on how well candidates meet and demonstrate these requirements through the application and selection process.

ABILITIES

- Provide credible, strategic whole-school leadership, work effectively as a senior partner to the Headteacher and contribute confidently to the strategic direction of the school.
- Maintain a clear whole-school view while enabling and developing other leaders to own their areas of responsibility.
- Analyse complex qualitative and quantitative information, identify priorities and translate evidence into effective action.
- Understand current developments in curriculum, teaching, assessment, school improvement and accountability.
- Lead self-evaluation and improvement planning with clarity, rigour and appropriate challenge.
- Think strategically about digital technology and AI and lead sustainable organisational change.
- Anticipate and solve problems, identify opportunities and manage competing priorities effectively.
- Lead workforce planning, recruitment and deployment strategically.
- Understand how effective MIS, data systems and management information support school improvement and decision-making.
- Lead or oversee timetable and curriculum-model development, balancing educational ambition with staffing and resource constraints.
- Exercise sound professional judgement, discretion and procedural fairness when leading or supporting sensitive and complex matters.
- Motivate, inspire, support and challenge leaders, staff and students.
- Communicate with clarity and credibility to staff, students, parents/carers, governors and external stakeholders.
- Establish positive professional relationships and secure confidence through integrity, consistency and effective leadership.
- Adapt to changing circumstances, remain solution-focused and sustain high expectations.

QUALIFICATIONS

- Qualified Teacher Status.
- Degree or equivalent.
- Relevant senior leadership qualification, for example NPQSL/NPQH, or equivalent professional development is desirable.

EXPERIENCE

- Substantial and successful experience at senior leadership level in a secondary school.
- A proven track record of successfully leading significant whole-school improvement which has resulted in demonstrable and sustained impact on standards, provision and/or student outcomes.

- A proven track record of using assessment, performance and wider school information intelligently to identify priorities, drive improvement and evaluate impact.
- Experience of leading or contributing significantly to curriculum planning, staffing and/or whole-school timetable development.
- Successful experience of leading and developing senior and/or middle leaders through effective line management, support and challenge.
- Experience of recruitment, staffing and/or strategic workforce planning.
- Experience of using digital technology and information systems effectively for teaching, leadership and management; experience of leading digital change is desirable.
- Evidence of successfully leading significant organisational, strategic or cultural change and embedding improvement over time.
- Experience of managing sensitive or complex professional matters and difficult conversations with sound judgement and discretion is desirable.
- Successful teaching experience in at least one secondary school.
- Recent and relevant professional development.

KNOWLEDGE & PROFESSIONAL ATTRIBUTES

- A strong understanding of what enables consistently excellent outcomes for students, including those with additional needs or from disadvantaged backgrounds.
- Knowledge of current national educational developments, statutory requirements and inspection expectations.
- High levels of professional integrity, discretion, resilience and emotional intelligence.
- Commitment to inclusion, high expectations and the belief that every student can succeed.
- A reflective, evidence-informed approach and a commitment to continuous improvement.
- Commitment to safeguarding and promoting the welfare of children and young people.



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 – 2025

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

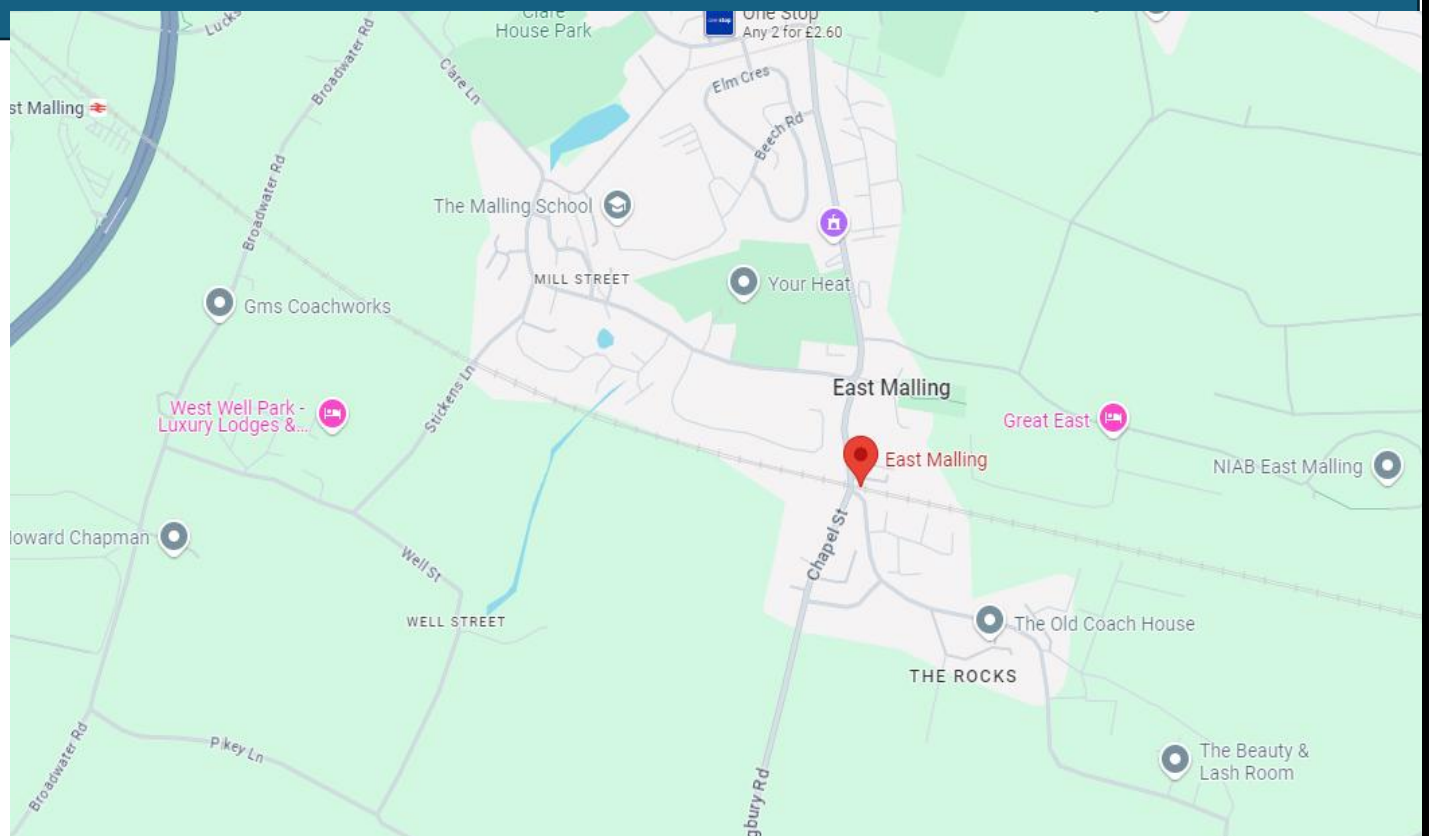
Workload: Is considered in every decision-making process. We do not 'grade' teachers and lessons, instead recognize good practice and positively support colleagues to progress and improve. We have a workload charter which details our guiding principles.

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.

If you have worked or lived overseas in the last five years (including the European Union) please declare this on your application

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.

