



Director of Behaviour, Attendance and Wellbeing

Application Pack Full Time / Permanent

Salary Range L18 – L22

THE MERCIAN TRUST

ALD - ALDRIDGE SCHOOL

GRB - Q3 ACADEMY GREAT BARR

LAN - Q3 ACADEMY LANGLEY

QHS - QUEEN MARY'S HIGH SCHOOL

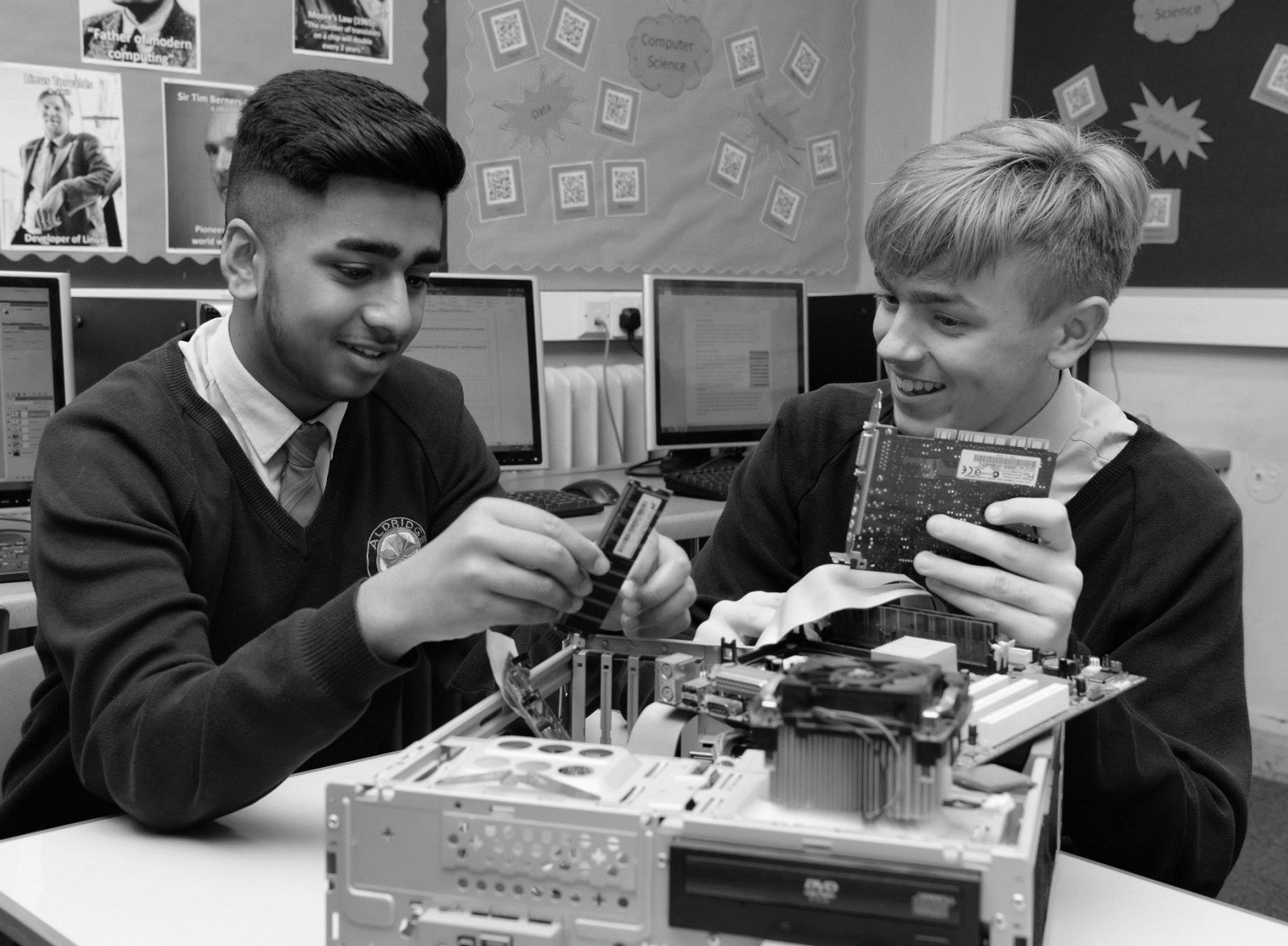
QMG - QUEEN MARY'S GRAMMAR SCHOOL

SOA - SHIRE OAK ACADEMY

TLS - THE LADDER SCHOOL

TPN - Q3 ACADEMY TIPTON

WSS - WALSALL STUDIO SCHOOL





Dan Parkes
Chief Executive

Welcome Letter from the CEO

***Life to the full in pursuit of what is good,
right and true.***

15 March 2023

Dear Applicant,

Vacancy for the role of Director of Behaviour, Attendance & Wellbeing.

Thank you for your interest in our Director role within The Mercian Trust.

This is an exciting time in our development following the recent Trust merger that established us as one of the largest regional Trusts in the West Midlands. We are growing in size and influence, and we are committed to driving social mobility for all our students in the communities we serve through increasing opportunities and improving outcomes. We have stated our commitment to becoming an employer of choice, for leaders, teachers, student support staff and our business professional services staff in whichever school or central team they work.

We are looking for passionate school leaders who are enthusiastic **to share** their experience and expertise with other colleagues for the benefits of all our students.

Our Trust is dedicated to equipping our students to live life to the full by realising their potential, thriving in the world of work and by making a positive contribution to the local, national and international community. We aim to achieve this by driving social mobility, being fully committed to social inclusion and delivering social justice amongst our student community.

For us, *how* people do things is as important as *what* they do. Living (and working) in pursuit of what is **good, right and true** means leading with integrity, honesty and positivity, it means leading in professionalism, teamwork and a pioneering spirit and it means others recognising your leadership input for its accuracy, precision and sincerity. If you know you have the experience and expertise we are looking for, and you think we would be a 'good fit' for you (as much as your character would be a good fit for us) then we would love to hear from you.

Informal Conversations

For further details regarding this post, we strongly encourage you to speak to our Executive Director for Education, please contact Lin Koo, Executive PA to the CEO on 01922 211388 or email Lin.Koo@merciantrust.org.uk.

Yours faithfully

Dan Parkes
CEO Mercian Trust

The Mercian Trust

The Mercian Trust is one of the largest regional Trusts in the West Midlands with 9 schools and more than 9,600 students. We are making strategic investments of time, focus, and resources into our people and organisational culture – and we are prioritising the development of leaders at all levels.

We are looking to appoint a Director of Behaviour, Attendance and Wellbeing to expand our central team in order to meet the needs of our students in our schools.

About The Mercian Trust

The Mercian Trust was incorporated in January 2018 and currently governs nine secondary schools, comprising selective grammar schools, large comprehensive schools, an alternative provision free school and a 14-19 specialist studio school.

In 2021, the Regional Schools Commissioner approved the merger between The Mercian Trust and Q3 Academies Trust. The formal merger transfer was completed on 1st May 2022 when all nine academies of the two Trusts became part of the same family of schools governed by The Mercian Trust which currently has over 9,600 students on roll.

- Aldridge School (11-18)
- Q3 Academy Great Barr (11-18)
- Q3 Academy Langley (11-16)
- Queen Mary's High School (11-18, selective)
- Queen Mary's Grammar School (11-18, selective)
- Shire Oak Academy (11-18)
- The Ladder School (Alternative Provision)
- Q3 Academy Tipton (11-18)
- Walsall Studio School (14-19)

The Members of The Mercian Trust include The Vine Trust and the Queen Mary's Foundation. Both are charitable organisations focussed on improving the futures of local young people.

Plans for the future

We are currently at the midpoint of our 5-year strategic plan with the following 5 areas:

- 1. Leading students on a transformational journey**
empowering social mobility and delivering social justice.
 - a. Develop and deliver an ambitious, relevant and responsive curriculum inside and outside the classroom (academic, vocational, enrichment and cultural)
 - b. Enhance aspirational, inspirational, evidence based teaching and experiential learning
 - c. Support Students' physical safety, mental wellbeing and character development including student leadership in the community
- 2. Establishing systems and structures** to enable successful schools
 - a. Develop effective MAT central teams and systems (finance/HR/Estates and more) to support schools with clear SLAs that demonstrate commitment and drive improvement
 - b. Recruit, develop and maintain effective leadership and governance at all levels while succession planning for the future
 - c. Strengthen leaders' commitment to the students and staff in more than one school through collaboration and system leadership
- 3. Driving the digital transformation**
 - a. Upskill teachers to become experts in remote/hybrid education (personalising high-quality content and interaction with students)
 - b. Reduce staff workload and discover new efficiencies through collaboration, automated operations (AI/IoT), innovation and influence beyond one school
 - c. Optimise evidence-based decision making through data analytics
- 4. Becoming an employer of choice**
 - a. Further develop a well-trained, professionally skilled and motivated workforce (through opportunities and CPD

beyond one school)

- b. Deliver consistent, harmonised pay and conditions of service as one employer committed to fairness across uniquely diverse schools
- c. Introduce staff rewards and recognition and increase retention and internal progression (promotion within the trust) for staff in all schools

5. Growing the Trust in size and influence

- a. Demonstrate Trust capacity through improvements in existing schools (performance tables) and through securing good and better Ofsted judgements that are recognised by parents, external stakeholders, future partners and the DfE
- b. Increase student numbers from c5k to c10k through increasing PAN, recruitment/retention in post 16 and through additional schools joining the Trust
- c. Realise expansion projects and building programmes

Areas of focus for the Trust board at the moment include:

- 1. **Successful Growth** – The Trust is consolidating a period of successful growth in size and influence including, new schools (and new school buildings) and increases in PAN and sixth form numbers. Ensuring this growth enables us to develop and refine our structures, systems and staff to be even more successful for our schools and the communities we serve. We are well-positioned to make a significant contribution to a Trust-led education sector.
- 2. **Equality, Diversity and Inclusion (EDI)** - The Trust is passionate about its commitment to social mobility, social justice and inclusion in three significant areas.
 - a. **Students** - Closing the gaps in opportunity, attainment and progress for disadvantaged students, students with SEND, vulnerable students and others with protected characteristics that may mean they are more likely to face discrimination and

prejudice.

- b. **Staff** – Developing and nurturing opportunities for staff (including leadership development) particularly for those who are more likely to face discrimination and prejudice.
- c. **Governance** - Increasing numbers of non-executive leaders and governors from underrepresented groups.

- 3. **Digital Transformation** - Delivering the digital transformation of how we teach, learn, lead and operate. The Trust is establishing a single consolidated digital ecosystem / infrastructure that facilitates 'economies of scale' and 'network effect' of being part of one charitable trust.

Trust ethos & values

Our name is rooted in history and expresses a geographical identity and ambition. The ancient kingdom of Mercia encompassed much of what we now recognise as the West Midlands – and crucially for us it included what we now call the Black Country. It was in Mercia that St Chad established an association of small monasteries which fostered unity through bonds of kinship.

Now, a thousand years later, we look to demonstrate the same spirit in our approach. We are a family of schools committed to each other – diverse in nature, proud custodians of our history and success, but together, one charitable trust with a common purpose.

Our Trust exists to equip our students to:

- Realise their potential
- Thrive in the world of work
- Make a positive contribution to the local, national and international community.

Our mission is **increasing opportunities** and **improving outcomes**. Our mantra is ***Life to the full*** in pursuit of what is ***good, right and true***.






OUR STRATEGIC PLAN

2020-2025 (Mid-Point 2022/23)


COMMON PURPOSE (OUR MISSION)	Increasing Opportunities, Improving Outcomes.
LIFE TO THE FULL (OUR VISION)	Equipping our students to (1) realise their potential (2) thrive in the world of work (3) make a positive contribution to the local, national and international community.
GOOD RIGHT & TRUE (OUR APPROACH)	Good: Honesty, integrity, and positivity in our approach to people and tasks. Right: Professionalism, teamwork, and a pioneering spirit (innovation). True: Accuracy, precision and sincerity in our work.

OUR PRIORITY THEMES




Transformation: Social Mobility, Social Justice.

- 1.1 Develop and deliver an ambitious, relevant and responsive **CURRICULUM** inside and outside the classroom (academic, vocational, enrichment and cultural).
- 1.2 Enhance aspirational, inspirational, evidence-based **TEACHING** and experiential **LEARNING**.
- 1.3 Support students' physical **SAFETY**, mental **WELLBEING** and **CHARACTER** development including through student leadership in the community.




System and Structures: Enabling Successful Schools.

- 2.1 Develop effective **MAT CENTRAL TEAMS**, structures and systems to support schools with clear SLAs that demonstrate commitment and drive improvement.
- 2.2 Recruit, develop and maintain effective **LEADERSHIP AND GOVERNANCE** at all levels while succession planning for the future.
- 2.3 Strengthen leaders' commitment to the students and staff in more than one school through **COLLABORATION** and **SYSTEM LEADERSHIP**.



Digital Transformation: Teaching, Learning and Leadership Practice.

- 3.1 Upskill teachers to become experts in **DIGITAL TOOLS** and **PLATFORMS** (personalising high-quality content and interaction with students).
- 3.2 Reduce **STAFF WORKLOAD** and discover **NEW EFFICIENCIES** through collaboration, automation (AI/IoT), innovation and influence beyond one school.
- 3.3 Optimise evidence-based decision making through **DATA ANALYTICS**.



Becoming an Employer of Choice


- 4.1 Further develop a well-trained, professionally **SKILLED & MOTIVATED** workforce (through opportunities + **CPD** beyond one school).
- 4.2 Deliver consistent, harmonised **PAY** and **CONDITIONS OF SERVICE** as one employer committed to fairness across uniquely diverse schools.
- 4.3 Introduce staff rewards and **RECOGNITION** and increase staff retention and internal **PROGRESSION** (promotion within the Trust) for staff [Note: This links to our EDI commitments].



Growing the Trust (in size and influence)

- 5.1 Demonstrate **TRUST CAPACITY** through improvements in existing schools (performance tables) and through securing **GOOD AND BETTER OFSTED JUDGEMENTS** that are recognised by parents, external stakeholders, future partners, and the DFE.
- 5.2 Increase **STUDENT NUMBERS C.5K -> C.10K** through increasing PAN, recruitment/retention in post-16 and through additional schools joining the Trust.
- 5.3 Realise **EXPANSION** projects and **BUILDING PROGRAMMES**.

OUR TOOLKIT

	Scheme of Delegation	System Leadership	Professionalised Governance
	QA & External Reviews	Integrated Business Planning	Teacher & Leader Development
	Single Digital Platform	Professional Support Services	Therapists / Clinical Team
	External Network Contribution: DFE Advisory Boards, CST, Chartered College, Whole School SEND, LLSE, UoB		



Job Description:

Director of Behaviour, Attendance and Wellbeing

Vision

- You will lead on our Trust strategy for behaviour, attendance and well-being.
- You will promote the best of current sector thinking and research to ensure that the highest expectations are held for student behaviour and attendance. As a result, all of our students will have the opportunity to experience an exceptional education.
- You will promote the best of current thinking and research to ensure that our staff and students understand wellbeing, know how to promote their own wellbeing and how, as school leaders, we can create positive environments in all of our schools.
- Contribute collaboratively to the Trust development strategy and prioritise its implementation, especially in relation to social mobility and vulnerable students.

Leadership and Management

- Support the Executive Director for Education in shaping, securing and translating the Education vision for the Trust into agreed objectives which are acted upon effectively by all.
- Embed our operating model, processes and expectations to ensure consistency.
- Execute exemplary leadership and management skills at all times to establish a highly effective Trust.
- Contribute to the strategic development of the Trust to ensure the Trust continually aspires to the highest standards.
- Motivate and work with others to promote a positive culture that promotes personal excellence, equality and high expectations of all members of the Trust.
- Contribute to the successful development of a Trust Senior Team where leaders can construct strategy and share responsibility.
- Act at all times in accordance with the agreed values and ethos of the Trust.

Knowledge and Understanding

- Hold an excellent understanding of current educational issues and legislation to ensure the Trust is kept at the forefront of national agendas.
- To constantly update your own knowledge and expertise in areas of evidence-based research related to behaviour, attendance and wellbeing.
- Build external networks and partnerships, forging links and adding significant value.
- Develop and maintain effective relationships with key partners/stakeholders, for example: other AP providers.
- Work with MAT central team and school leaders to ensure all pupils can access an ambitious curriculum and excellent education that meets their needs, especially disadvantaged and SEND pupils through good behaviour, attendance and wellbeing.

Student Development:

- Ensure that the trust vision for social mobility permeates all our schools so that students experience an inclusive education.
- Ensure that all school support packages e.g. attendance support or learning outside the classroom are ambitious and address the identified needs of students.



- Ensure that senior leaders across all of our schools collaborate effectively around behaviour and attendance to ensure the best outcomes for all students.
- Ensure that appropriate diagnostic assessments are used to identify students' individual barriers to learning so that sophisticated interventions can be planned in a bespoke way.
- Ensure that effective working relationships are developed with parents that positively impact on student success.
- Track and monitor the impact for individuals who are learning outside of classroom environments.
- Evaluate what interventions work in our Trust so that provision develops over time.

Staff Development:

- Contribute to the professional development of our workplace so that every member of staff can access excellent development pathways that promote retention and talent management.
- Take a lead role in the development of MAT strategic leadership groups and communities, contributing to their success and building capacity through these structures.
- Ensure that staff engage critically in effective self-reflection of their teaching leading to individualised programs for professional development.
- To facilitate professional dialogues and discussions as well as disseminating best practice across the Trust.
- Deliver bespoke training programmes as required across the Trust, for example ECTs or behaviour training for Developing Teachers as required.

School Improvement Support (allocated through SERA panel)

- Work collaboratively with Headteachers and members of the School Improvement Team to identify key priorities in existing schools and new schools that join the Trust.
- Improving behaviour, attendance and wellbeing through high impact strategies, systems and support.
- Where requested, contribute to ensuring that staff recruitment processes are rigorous so that all appointments to the Trust are of exceptional quality.
- To analyse the impact of school improvement actions / activities in-year and report to the Trust's SERA panel with recommendations and proposals.
- To coach and mentor staff as agreed with the Executive Director for Education and school Headteacher/ Principal. This may involve team planning and team teaching.
- To contribute the MAT QA processes as requested by the EDE.
- To undertake other senior leadership roles in schools as directed by the EDE where critical intervention may be required to meet short term requirements our Trust.
- To promote and safeguard the welfare of the children and young people that they are responsible for (or come into contact with).

Miscellaneous

- To undertake other senior leadership roles in schools as directed by the CEO where critical intervention may be required to meet short term requirements our Trust.
- To promote and safeguard the welfare of the children and young people that they are responsible for (or come into contact with).
- Any other duties as directed by the Executive Director for Education.



Person Specification:

Director of Behaviour, Attendance and Wellbeing

QUALIFICATIONS	ESSENTIAL	DESIRABLE	EVIDENCE
QTS.	X		Application / Cert
Honours degree or equivalent.	X		Application / Cert
Recent relevant professional development.	X		Application / Cert
Post-graduate leadership & management qualification/ Masters degree.		X	Application / Cert

LEADERSHIP AND MANAGEMENT SKILLS AND ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCE
Experience of senior leadership experience with sustained impact.	X		Interview
Able to see the 'big picture' and translate this into reality.	X		Application / Interview
Able to demonstrate successful change leadership.	X		Application / Interview
Ability to inspire, challenge, motivate and empower teams and individuals to achieve high performance.	X		Interview

SKILLS AND SUCCESSFUL EXPERIENCE WITH IMPACT	ESSENTIAL	DESIRABLE	EVIDENCE
Proven experience of delivering school improvement and improving pupil outcomes.	X		Application / Interview
At least 6 years teaching experience with senior leadership experience.	X		Application / Interview
Leading whole school improvements in a range of areas including curriculum, teaching and assessment practices.	X		Application / Interview
Understanding of, and empathy with, the MAT operating model.	X		Application / Interview
Ability not only to articulate clearly 'what excellence looks like', but the vision and ambition to deliver it.	X		Application / Interview
Detailed understanding of curriculum development, including theory, design and research.	X		Application / Interview
Composing, implementing and evaluating strategic improvement and development plans.	X		Application
Experience of leading CPD training, mentoring, coaching, and performance management.	X		Application / Interview
Work within a Multi Academy Trust or multi-site environment.	X		Application



Person Specification – continued

KNOWLEDGE AND UNDERSTANDING	ESSENTIAL	DESIRABLE	EVIDENCE
Up to date knowledge of pedagogy and leadership models.	X		Application / Interview
Experience of ITE, Teacher and Leadership development.	X		Application / Interview
The ability to understand pupil and school level performance data.	X		Application / Interview
Able to think and plan strategically at scale.	X		Application





Key Information – How to Apply

Post	Director of Behaviour, Attendance and Wellbeing
Responsible to	Executive Director for Education
Contract and Salary	Leadership Scale L18 – L22 Full Time - Permanent
Closing Date	Friday 31st March 2023, 9.00am
Interview Date	W/C 14 th April 2023
Start Date	1 st September 2023
Informal Confidential Conversations	To speak to the Executive Director for Education about this post, please contact Lin Koo, Executive PA to the CEO on 01922 211 388 Ext. 1211 or email Lin.Koo@merciantrust.org.uk
How to apply	<p>Please check you meet the person specification before applying for this post.</p> <p>Download and complete our Application Form (DFE teacher vacancies).</p> <p>Please submit a supporting statement / document no longer than 2 sides of A4 outlining the following:</p> <ul style="list-style-type: none"> • How your recent and relevant experience has prepared you to be successful in this post. • How the impact you have had in your career to date is an appropriate foundation for you to undertake this role. <p>Please note – your ability to communicate a wide range of information with appropriate examples and evidence clearly and concisely in your supporting statement will be assessed as part of the shortlisting process.</p>

The Mercian Trust is committed to equal opportunities, safeguarding and promoting the welfare of children and young adults. We expect all staff to share this commitment. As these posts involve working in regulated activity unsupervised with children all post-holders are subject to a satisfactory pre-employment checks including an Enhanced Disclosure and Barring Service check.

