



Director of Secondary Education

Recruitment Pack



SHIRELAND
COLLEGIATE ACADEMY TRUST

Welcome

We are a family of primary and secondary academies, sixth forms and nurseries serving children, families and communities across the Black Country. Although each of our academies has its own character and responds to its own community, we are united by a shared belief: **every individual matters**.

Our ambition is to provide an exceptional education for every child. This means securing excellent academic outcomes while also developing the confidence, character, creativity and wider experiences young people need to lead successful and fulfilling lives. Through our Whole Education approach, we want every pupil to aim higher, see further and be concerned for others.

Shireland has always been prepared to think differently about education. We teach the national curriculum in the Shireland way – combining high expectations with connected learning, purposeful innovation and strong relationships. Our Excite, Explore, Excel Learning curriculum in primary academies and Literacy for Life curriculum at Key Stage 3 are distinctive examples of how we make learning engaging, coherent and meaningful.

Technology also forms an important part of our identity. We use it thoughtfully to strengthen teaching, encourage collaboration, provide timely feedback and prepare young people for a rapidly changing world. Innovation at Shireland is never pursued for its own sake; it must improve the quality of education and create better opportunities for pupils.

Our partnerships further enrich what our academies can offer. By working with organisations across music, the arts, technology, sport, science, healthcare, higher education and business, we broaden horizons and connect learning to the world beyond the classroom. These relationships provide experiences that inspire young people and help them imagine what their futures could hold. We believe that academies are strongest when they combine local identity with collective strength. Our schools have the freedom to flourish, but no school stands alone. Leaders are trusted to lead, teachers are empowered to teach, and expertise is shared across the Trust so that colleagues and academies can learn from one another.

Our values guide this work. We are committed to:

- **Leading Learning and Aim Higher** – creating cultures of learning, challenge and ambition;
- **Changing Attitudes and See Further** – believing in every child and expanding their horizons; and
- **Promoting Cohesion and Be Concerned for All** – building inclusive communities based on belonging, responsibility and respect.



My own connection with Shireland began in 2006, at the start of my journey within the academy sector. I am proud to lead a Trust with such strong roots in the Black Country and such an enduring commitment to improving children's lives.

As Chief Executive Officer, my responsibility is to ensure that our shared values are visible in the everyday experience of our pupils, families and colleagues. We will continue to combine ambition with care, innovation with evidence and the individuality of our academies with the power of collaboration.

Mr Qamar Riaz

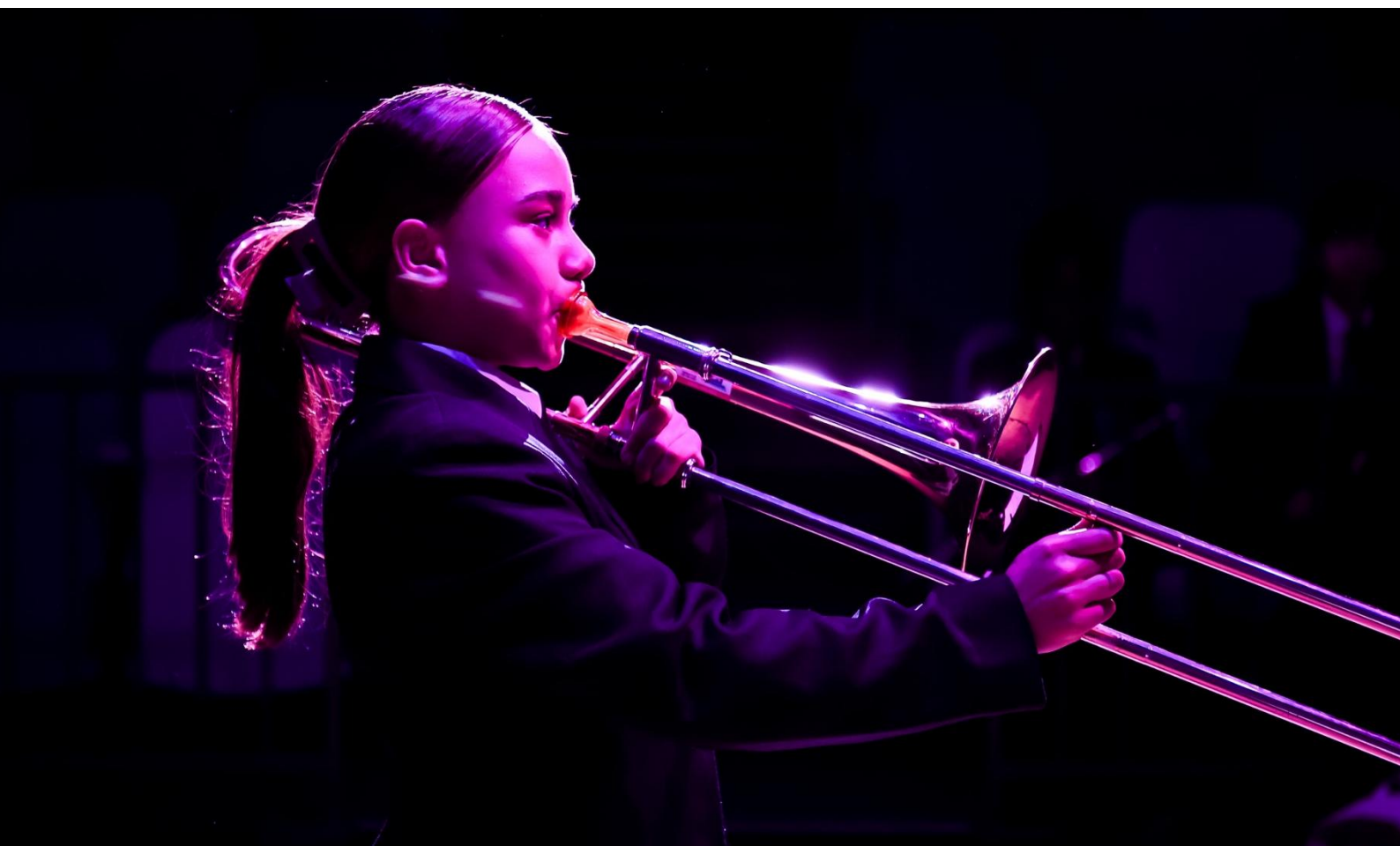
CEO of Shireland Collegiate Academy Trust

Employment details	Information
Location	Trust Central Team, with regular travel across all secondary academies and Trust sites
Salary	Leadership scale: L30–L36
Contract	Full-time, permanent
Responsible to	Chief Executive Officer
Responsible for	Deputy Secondary Director, Principals

We are now seeking an exceptional **Director of Secondary Education** to help lead the next phase of Shireland’s development. This is a significant executive leadership role. The successful candidate will provide strategic and operational leadership across our secondary academies, ensuring that every school is ambitious, inclusive, well-led and improving.

This role will be central to the delivery of our school improvement strategy. It will require a leader who combines educational credibility with strategic clarity; someone who can support and challenge Principals, strengthen subject and senior leadership, use evidence intelligently, and build a culture where excellence, innovation and inclusion are the norm.

At Shireland, we give our academies the freedom to flourish while ensuring that no school stands alone. The Director of Secondary Education will play a pivotal role in making that principle real across the secondary phase.



Core purpose of the role

The Director of Secondary Education will provide strategic leadership for educational excellence, school improvement and standards across all secondary academies within Shireland Collegiate Academy Trust.

The postholder will:

- lead the Trust's secondary school improvement strategy;
- line manage, support and challenge secondary Principals, subject to the Trust's agreed executive structure and Scheme of Delegation;
- secure consistently strong secondary outcomes, including at Key Stage 3, Key Stage 4 and post-16 where applicable;
- strengthen curriculum, teaching, assessment, behaviour, attendance, inclusion and leadership across the secondary phase;
- ensure that secondary academies are well prepared for inspection and external accountability;
- develop leadership capacity and succession across the secondary phase;
- ensure that Trust-wide expectations are implemented with appropriate consistency while respecting each academy's context and identity;
- and contribute as a senior leader to the wider strategic development of the Trust.

The role is both **strategic and practical**. It requires a leader who can shape Trust-wide direction and also work alongside Principals and senior teams to diagnose issues, solve problems and secure measurable improvement.

Strategic context

The Trust is entering an important new phase of development. The Trust has strong foundations, a respected legacy, distinctive curriculum approaches and a capable central team. The next stage requires further codification of the Trust's school improvement model so that practice is coherent, scalable and sustainable.

The Director of Secondary Education will therefore help build a secondary improvement system based on:

One Trust. Clear standards. Strong schools. Improvement together.

This will include:

- a clear definition of quality across secondary education;
- strong phase leadership;
- intelligent use of data and evidence;
- consistent quality assurance;
- differentiated support for academies;
- subject-specific improvement capacity;
- professional learning and leadership development;
- and a culture of collaboration, trust, accountability and early intervention.

Key responsibilities

Strategic leadership of secondary education

The Director of Secondary Education will:

- lead the development, implementation and evaluation of the Trust's secondary education strategy;
- translate the Trust's mission, values and school improvement strategy into clear secondary priorities, plans and routines;
- provide strategic advice to the CEO, Executive Team, Trust Board and relevant committees on secondary standards, school improvement, risk and performance;
- ensure that secondary education across the Trust is aligned with the Trust's values: **Leading Learning; Aim Higher, Changing Attitudes; See Further, and Promoting Cohesion; Be Concerned for All;**
- lead the implementation of a secondary **Shireland Quality Framework**, ensuring clarity about what strong practice looks like in curriculum, teaching, assessment, behaviour, attendance, leadership, inclusion and personal development;
- identify emerging risks and opportunities across the secondary phase and ensure timely executive action;
- contribute to wider Trust strategy, including growth, due diligence, staffing, finance, digital innovation, estates, inclusion and civic partnerships;
- ensure that secondary improvement priorities are coherent with Trust-wide strategies for SEND, attendance, behaviour, safeguarding, professional development, technology and finance;
- keep abreast of national policy, accountability changes, curriculum developments and inspection expectations, translating these into proportionate Trust action;
- represent the Trust externally in relation to secondary education, standards, partnerships and sector improvement.

Line management, support and challenge of secondary Principals

The Director of Secondary Education will:

- line manage secondary Principals where confirmed by the Trust's Scheme of Delegation and executive structure;
- line manage the Deputy Director and work in partnership to agree deployment of support and capacity across the Trust;
- establish a clear annual performance and improvement cycle with each secondary Principal;
- provide high-quality professional challenge and support, ensuring that Principals know their schools accurately and act early on emerging risks;
- hold Principals to account for educational outcomes, safeguarding culture, attendance, behaviour, inclusion, curriculum quality, leadership capacity and implementation of agreed improvement priorities;
- ensure that every secondary academy has a coherent, evidence-informed academy improvement plan aligned with Trust priorities and local context;



- conduct regular performance and improvement conversations, using data, quality assurance evidence, student voice, staff voice and leadership evaluation;
- support Principals to build strong senior and middle leadership teams;
- ensure that underperformance is addressed with clarity, pace and professional integrity;
- foster a culture of “no surprises”, where risks are surfaced early and support is deployed before issues escalate;
- promote a leadership culture that balances autonomy, accountability, collaboration and shared responsibility for all students across the Trust.

Secondary school improvement

The Director of Secondary Education will:

- lead the secondary school improvement model across all the Trust’s secondary academies;
- ensure that academies are accurately placed within the Trust’s improvement journey:
Stabilise → Strengthen → Improve → Sustain & Lead
- ensure that support intensity is differentiated according to need:
Universal → Focused → Intensive → Recovery
- lead academy baseline reviews, Quality Summits, performance reviews and targeted support planning;
- identify the highest-leverage improvement priorities for each academy and ensure that plans focus on the right problems;
- ensure that support is evidence-informed, proportionate and designed to build capacity rather than dependency;
- broker school-to-school support and identify “Bright Spots” of strong secondary practice that can be shared across the Trust;
- lead targeted intervention where standards, leadership, behaviour, attendance or safeguarding are not secure;
- ensure that improvement plans include clear milestones, implementation indicators, impact measures and review points;
- report regularly to the CEO and Executive Team on progress, risk, support deployment and impact.

Curriculum, teaching and assessment

The Director of Secondary Education will:

- secure a high-quality, ambitious and inclusive curriculum across Key Stages 3, 4 and, where applicable, post-16;
- ensure that secondary curriculum design is coherent, well sequenced and enables students to build knowledge, skills, confidence and character over time;
- protect and strengthen the Trust’s distinctive curriculum approaches, including the Trust’s technology-rich provision and key stage 3 curriculum innovation;
- provide strategic leadership for Literacy for Life and wider key stage 3 provision, ensuring that curriculum ambition, subject knowledge, transition and student learning are secure;



- ensure that subject leadership is strong across the secondary phase, with clear expectations for curriculum intent, implementation and impact;
- establish or strengthen Trust-wide secondary subject networks, especially in English, mathematics, science, humanities, languages, technology, creative subjects and vocational/specialist provision;
- ensure that assessment practices are reliable, purposeful, manageable and used to improve learning rather than generate unnecessary workload;
- lead Trust-wide work on secondary literacy, reading, disciplinary vocabulary, writing and numeracy across the curriculum;
- promote evidence-informed pedagogy, including explicit instruction, questioning, retrieval, adaptive teaching, modelling, feedback and deliberate practice;
- ensure that curriculum and teaching are inclusive by design, particularly for disadvantaged students, students with SEND, students with low prior attainment and those at risk of disengagement.

Standards, outcomes and performance

The Director of Secondary Education will:

- lead the Trust's strategy to secure strong secondary attainment and progress;
- monitor and improve outcomes across:
 - Progress 8;
 - Attainment 8;
 - English and mathematics 4+ and 5+;
 - EBacc entry and attainment;
 - subject performance;
 - disadvantaged students;
 - SEND students;
 - high prior attainers;
 - boys/girls and other relevant groups;
 - post-16 outcomes where applicable;
 - destinations, including NEET reduction.
- ensure that each academy has a robust raising achievement strategy;
- lead secondary data reviews, ensuring that analysis is accurate, timely and focused on action;
- work with data and insight colleagues to develop secondary dashboards and exception reporting;
- identify variation between schools, subjects and student groups, and ensure that support is targeted accordingly;
- ensure that performance targets are ambitious, credible and aligned with Trust strategy;
- support Principals and senior leaders to translate performance information into clear actions;
- ensure that intervention strategies are evaluated for impact and adapted where necessary;
- provide clear reports to the CEO, Executive Team, Trust Board and relevant committees.



Behaviour, attendance, culture and personal development

The Director of Secondary Education will:

- lead the Trust's secondary approach to behaviour, attendance, culture and student engagement;
- ensure that every secondary academy has a calm, safe, purposeful and inclusive learning environment;
- work with Principals to strengthen behaviour routines, culture, pastoral systems and student belonging;
- monitor attendance, persistent absence and severe absence across the secondary phase, ensuring early intervention and effective support;
- ensure that strategies for attendance and behaviour are particularly effective for disadvantaged students, students with SEND, children known to social care and students at risk of exclusion;
- oversee secondary suspension, exclusion, alternative provision and reintegration strategies, ensuring that decisions are fair, lawful, inclusive and educationally effective;
- support the development of secondary personal development, careers, enrichment, leadership and cultural capital provision;
- ensure that students' voices and experiences inform school improvement.
- work with central and academy leaders to strengthen parental engagement and community confidence;
- ensure that high expectations and care are held together across all secondary academies.

Inclusion, SEND and disadvantage

The Director of Secondary Education will:

- champion inclusion, equity and high expectations across all secondary academies;
- work closely with the Director of SEND and Inclusion to ensure that secondary schools provide strong universal provision, targeted support and specialist intervention where required;
- ensure that disadvantaged students, students with SEND and other vulnerable groups experience ambitious curricula, strong teaching, high attendance, positive behaviour and strong outcomes;
- lead secondary strategies to reduce attainment, progress, attendance and behaviour gaps;
- ensure that Pupil Premium, recovery, tutoring and other targeted funding streams are deployed effectively and evaluated for impact;
- support Principals in strengthening SEND leadership, adaptive teaching and inclusive culture;
- monitor the quality and impact of alternative provision, managed moves, reintegration and inclusion pathways;
- ensure that exclusion is used lawfully, proportionately and only when appropriate;
- promote inclusive mainstream practice as the first response to student need;
- ensure that secondary leaders understand and address the lived experience of students and families in the communities the Trust serves.

Quality assurance, inspection and external accountability

The Director of Secondary Education will:

- lead secondary quality assurance across the Trust;
- design and implement a coherent annual secondary QA cycle, including:
 - academy reviews;
 - subject reviews;
 - safeguarding assurance;
 - SEND/inclusion reviews;
 - behaviour and attendance reviews;
 - Year 11 and post-16 reviews;
 - curriculum deep dives;
 - leadership reviews;
 - peer reviews;
 - external validation where required.
- ensure that QA is developmental, evaluative and focused on improving student experience;
- ensure that Principals receive clear, evidence-informed feedback and that follow-up actions are tracked;
- lead secondary Ofsted readiness and support academies before, during and after inspection;
- ensure that leaders understand current inspection expectations without allowing inspection to become the sole driver of improvement;
- provide assurance to the CEO, Board and committees about the quality of secondary education;
- ensure that self-evaluation is accurate, concise and evidence-rich;
- ensure that school improvement and QA processes identify risk early;
- use QA findings to shape professional development, deployment and strategic priorities.

Leadership development, talent and succession

The Director of Secondary Education will:

- build leadership capacity across the secondary phase;
- coach, mentor and develop secondary Principals and senior leaders;
- identify future Principals, Vice Principals, Assistant Principals and subject leaders;
- work with HR and professional development colleagues to design secondary leadership pathways;
- ensure that leadership development is linked to the Trust's improvement priorities;
- support the development of strong middle leadership, especially subject leadership;
- use school-to-school deployment, secondments and shadowing to build system leadership capacity;
- ensure that successful secondary leaders contribute to improvement beyond their own academy;
- support succession planning for key secondary roles;
- promote a culture of professional learning, collaboration, candour and accountability.



Resource, finance and operational alignment

The Director of Secondary Education will:

- work with the CFO/COO and Principals to ensure that secondary resources are aligned with educational priorities;
- contribute to Integrated Curriculum Financial Planning across secondary academies;
- ensure that staffing structures are educationally effective, financially sustainable and aligned with curriculum need;
- support Principals to manage curriculum-led financial planning, class size, option viability, post-16 viability and workforce efficiency;
- ensure that investment in school improvement, CPD, curriculum, SEND, digital infrastructure and staffing is evaluated for impact;
- work with HR colleagues on recruitment, retention, absence, wellbeing and workforce planning;
- work with digital and strategy leads to strengthen the Trust's technology-rich provision;
- ensure that operational barriers to school improvement are identified and escalated;
- contribute to due diligence for any future secondary academies joining the Trust;
- ensure that resource decisions are guided by educational impact and equity.

Safeguarding and statutory compliance

The Director of Secondary Education will:

- place safeguarding and student welfare at the centre of all secondary improvement work;
- ensure that secondary academies maintain a strong safeguarding culture;
- work with safeguarding leads to ensure statutory compliance, effective systems and robust leadership oversight;
- ensure that safeguarding practice is tested through QA, audit, data and professional dialogue;
- escalate safeguarding concerns promptly to the CEO and appropriate senior leaders;
- ensure that behaviour, attendance, SEND, alternative provision and safeguarding systems are joined up;
- promote safe, inclusive and respectful school cultures;
- ensure compliance with relevant Trust policies, statutory guidance and regulatory requirements;
- model the highest standards of professional conduct;
- undertake any other reasonable duties commensurate with the level of the role.

Key performance indicators

The postholder's impact will be assessed through a balanced set of indicators, including:

Educational outcomes

- Improved Progress 8 across secondary academies.
- Improved Attainment 8.
- Improved English and mathematics 4+ and 5+ outcomes.
- Improved outcomes in key subjects.
- Improved post-16 outcomes and destinations where applicable.
- Reduction in NEET risk.

Equity

- Narrowed gaps for disadvantaged students.
- Improved outcomes for students with SEND.
- Improved attendance and behaviour for vulnerable groups.
- Stronger access to ambitious curriculum pathways.

Quality of education

- Stronger curriculum quality.
- Improved consistency of teaching and assessment.
- Stronger subject leadership.
- Improved quality assurance evidence.
- Effective implementation of Literacy for Life and wider key stage 3 provision.



Attendance, behaviour and culture

- Improved overall attendance.
- Reduced persistent and severe absence.
- Reduced suspensions and permanent exclusions where appropriate.
- Improved behaviour culture and student belonging.
- Stronger alternative provision oversight and reintegration.

Leadership and capacity

- Improved Principal and senior leadership performance.
- Stronger middle leadership.
- Clear succession plans for secondary leadership roles.
- Increased school-to-school support and system leadership.
- Effective secondary subject networks.

Assurance and accountability

- Accurate academy self-evaluation.
- Effective inspection readiness.
- Strong Ofsted outcomes.
- Clear reporting to CEO, Executive Team and Board.
- Early identification and management of risk.





Special Conditions of Employment

Rehabilitation of Offenders Act

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this post is subject to an enhanced DBS disclosure which confirms the appointee is not on the Children's Barred list being obtained. If you are shortlisted you will be asked to disclose any convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) – a failure to do so is likely to result in dismissal should it later be discovered. Any information given will be treated entirely as confidential and will be considered only in relation to this application.

Any arrests, convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the principal by the postholder. Failure by the postholder to do so, or the obtaining by the postholder of a relevant conviction caution or reprimand, may be managed in accordance with Trust Disciplinary Procedure.

Equality and Diversity

Shireland Collegiate Academy Trust is committed to developing, maintaining and supporting a culture of equality and diversity across all aspects of the Trust's work. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

Training and Development

The Trust has a shared responsibility with the postholder for identifying and satisfying training and development needs. The postholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

Mobility

The postholder may also be required to work at other establishments of the Shireland Collegiate Academy Trust, whether current or future, either on a temporary or permanent basis, as the Trust may reasonably require for the proper performance and exercise of your duties. There is an expectation of reasonable travel in connection with job role.

Amendments

This job description may be subject to review and / or amendment at any time to reflect the requirements of the role. Amendments will be made in consultation with any existing postholder and will be commensurate with the grade for the job. The postholder is expected to comply with any reasonable management requests.



Person Specification

Assessment key

A = Application

I = Interview

P = Presentation/task

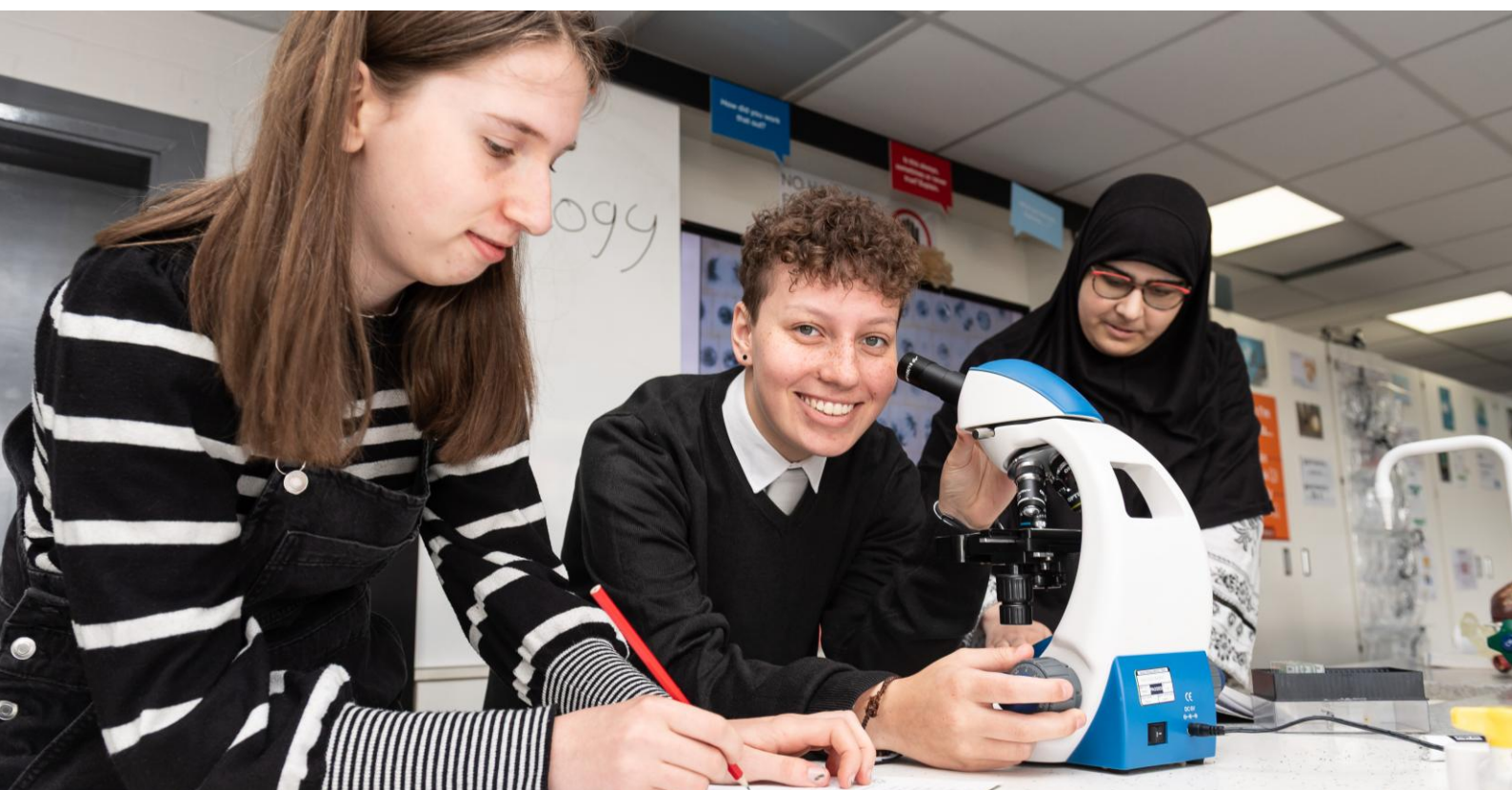
R = References

Criteria	Essential / Desirable	Assessment
Qualifications		
Qualified Teacher Status	Essential	A
Degree or equivalent qualification	Essential	A
Evidence of significant recent professional development	Essential	A/I
NPQH, NPQEL or equivalent executive leadership development	Desirable	A
Relevant postgraduate qualification or evidence of research-informed leadership	Desirable	A
Experience		
Successful secondary senior leadership experience with sustained impact	Essential	A/I/R
Successful experience as a secondary Headteacher/Principal, or equivalent MAT system-level secondary leader	Essential	A/I/R
Proven track record of improving outcomes at Key Stage 4	Essential	A/I/P
Experience of improving disadvantaged and SEND outcomes	Essential	A/I/P
Experience of leading school improvement across more than one school	Essential	A/I
Experience of line managing, coaching and holding senior leaders to account	Essential	A/I/R
Experience of leading curriculum, teaching, assessment and standards improvement	Essential	A/I/P
Experience of leading behaviour, attendance and culture improvement	Essential	A/I
Experience of preparing for and leading through Ofsted inspection	Essential	A/I
Experience of working with governance, trustees or Board committees	Desirable	A/I
Experience of post-16 leadership or UTC/specialist provision	Desirable	A/I



Experience of due diligence, growth or onboarding new schools into a MAT	Desirable	A/I
Experience as an Ofsted Inspector, reviewer or external improvement adviser	Desirable	A/I
Knowledge		
Deep knowledge of secondary education, curriculum and accountability	Essential	A/I/P
Strong understanding of evidence-informed pedagogy and professional learning	Essential	A/I/P
Strong understanding of assessment, data, target-setting and performance analysis	Essential	A/I/P
Strong knowledge of school improvement methodology and implementation	Essential	A/I
Strong understanding of safeguarding and statutory responsibilities	Essential	A/I
Strong understanding of SEND, inclusion, disadvantage and alternative provision	Essential	A/I
Knowledge of MAT governance, accountability and operating models	Essential	A/I
Knowledge of Integrated Curriculum Financial Planning	Desirable	A/I
Knowledge of digital learning, AI or technology-rich education	Desirable	A/I
Understanding of the Black Country / West Midlands educational context	Desirable	A/I
Skills and abilities		
Ability to set direction and inspire confidence across multiple schools	Essential	I/P
Ability to diagnose school performance accurately and identify root causes	Essential	A/I/P
Ability to support and challenge Principals with professional authority	Essential	I/R
Strong data analysis and interpretation skills	Essential	A/I/P
Ability to translate evidence into clear improvement action	Essential	A/I/P
Ability to lead complex change across different school contexts	Essential	A/I
Excellent communication, writing and presentation skills	Essential	A/I/P
Strong coaching, mentoring and leadership development skills	Essential	A/I
Ability to build trust while addressing underperformance directly	Essential	I/R

Ability to manage competing priorities and maintain strategic focus	Essential	A/I
Ability to work collaboratively with executive and central teams	Essential	I
Ability to represent the Trust credibly with external partners	Essential	I
Personal qualities		
Strong moral purpose and commitment to improving life chances	Essential	A/I
High expectations for all students and adults	Essential	A/I/R
Commitment to inclusion, equity and social mobility	Essential	A/I
Professional courage and willingness to address difficult issues	Essential	I/R
Humility, curiosity and openness to learning	Essential	I
Emotional intelligence and relational credibility	Essential	I/R
Resilience, calmness and sound judgement under pressure	Essential	I/R
Commitment to collaboration and Trust-wide responsibility	Essential	A/I
Alignment with the Trust's values and distinctive ethos	Essential	A/I
Willingness to travel regularly across Trust academies	Essential	A/I
Enhanced Disclosure & Barring Service Check confirming the appointee is not on the Children's Barred list.		
In accordance with Keeping Children Safe in Education an online search will be carried out on all shortlisted applicants.		





Director of Secondary Education

Shireland Collegiate Academy Trust

Leadership scale: L30–L36

Full-time, permanent

Shireland Collegiate Academy Trust is seeking an exceptional Director of Secondary Education to lead school improvement, standards and educational excellence across our secondary academies.

This is a significant executive leadership role at an important moment in the Trust's development. Building on strong foundations, distinctive curriculum approaches, technology-rich education and a deep commitment to inclusion, the successful candidate will help shape the next phase of secondary improvement across the Trust.

You will work closely with the CEO, Executive Team and secondary Principals to secure strong outcomes, ambitious curricula, excellent teaching, high attendance, positive behaviour and inclusive provision. You will lead a coherent secondary improvement model, strengthen subject and senior leadership, use data intelligently, prepare academies for inspection, and ensure that support is deployed where it will make the greatest difference.

We are looking for a credible and values-driven secondary leader with a successful track record of improving schools and outcomes. You will bring strategic insight, educational authority, emotional intelligence and the courage to combine support with challenge.

At Shireland, every individual matters. Our academies have the freedom to flourish, but no school stands alone. If you share our commitment to high standards, innovation, collaboration and improving life chances across the Black Country, we would be delighted to hear from you.

Shireland Collegiate Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects its entire staff to share this commitment. All post-holders will be required to have an Enhanced Disclosure from the Disclosure and Barring Service (DBS), including a Children's Barred List check for posts carrying out a regulated activity.

For an informal discussion please contact our HR Director Melanie Adams
on 0121 281 1630

For application information or to apply, please follow the link below:

<https://careers.shirelandcat.net/Department/Teaching>

Closing date: Wednesday 7 October 2026

Interviews: Thursday 15 October 2026