



THE MERCIAN TRUST



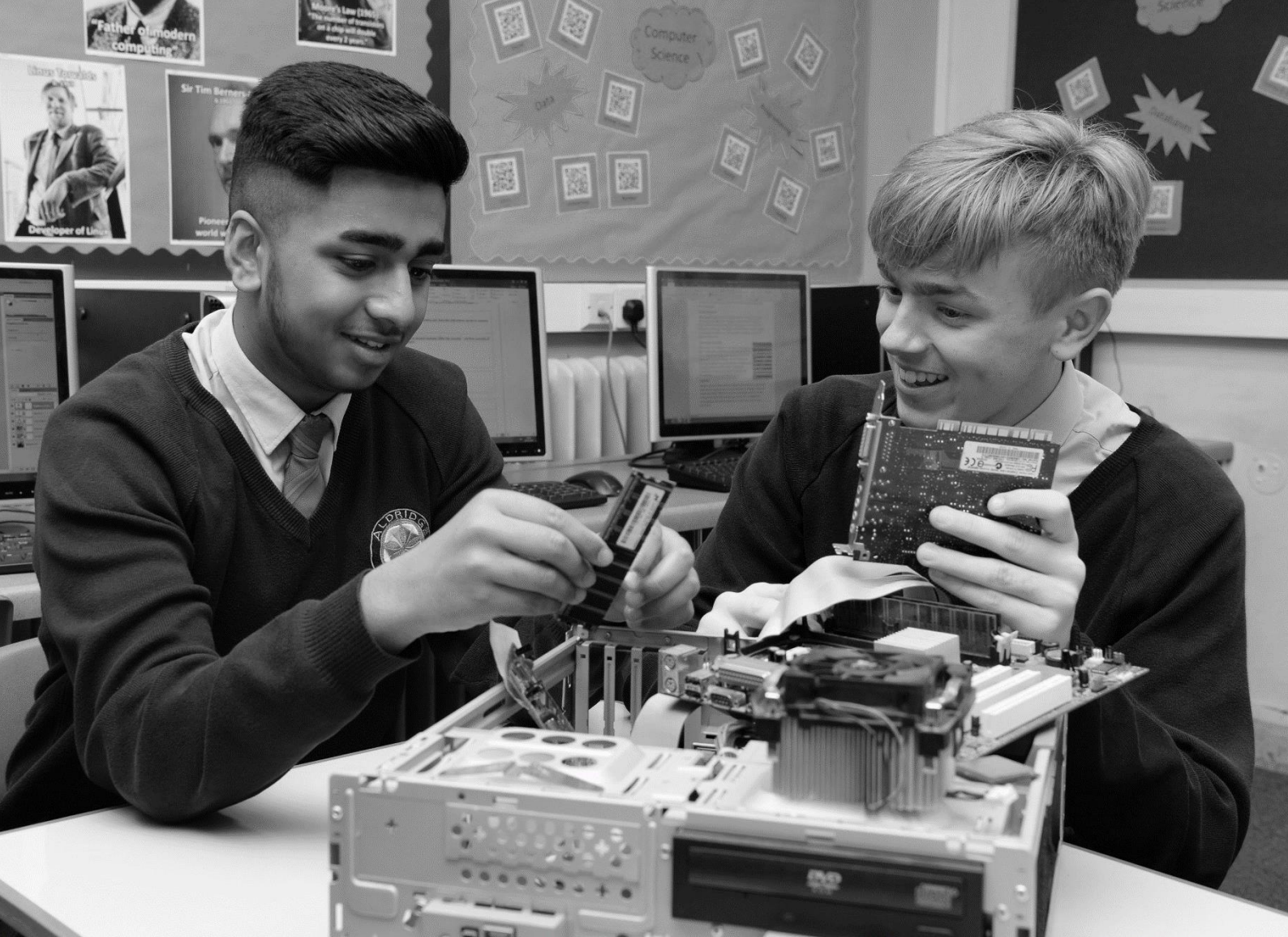
Director of Teacher Development

Application Pack

Leadership Range L18-L22

THE MERCIAN TRUST

ALDRIDGE SCHOOL
QUEEN MARY'S GRAMMAR SCHOOL
QUEEN MARY'S HIGH SCHOOL
SHIRE OAK ACADEMY
THE LADDER SCHOOL
WALSALL STUDIO SCHOOL





Welcome Letter from CEO

January 2022

Dear Applicant

Vacancy for the Role of Director of Teacher Development

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

This is an exciting time in the development of our Trust. We are in the final stages of a Trust merger and are delighted to be working with colleagues at Q3 Academies Trust. This merger is the reason for our expansion of our School Improvement team.

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

The 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 empowering social mobility, being fully committed to social inclusion and delivering social justice amongst our student community.

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 Koo.L@the.merciantrust.org.

I look forward to receiving your application.

Yours faithfully



Dan Parkes
CEO of the Mercian Trust



Dan Parkes
Chief Executive Officer



About The Mercian Trust

The Mercian Trust in Walsall is a six school Multi Academy Trust that is currently seeking a Director of Teacher Development to support the Executive Team and Trust Board across the 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 **live life to the full**.

Our mission is **increasing opportunities** and **improving outcomes** to enable our students to:

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

Our values are:

- Excellence and Rigour
- Challenge and Support
- Safety and Wellbeing
- Acceptance and Applause

Mission Statement:

https://www.themerciantrust.org/#our_mission

About The Mercian Trust

The Mercian Trust was incorporated in January 2018 and governs six secondary schools, including selective grammar schools, large comprehensives, an alternative provision free school and a studio school. Four of the Trust's schools are located in central Walsall: Queen Mary's High School, Queen Mary's Grammar School, Walsall Studio School and The Ladder School. The remaining two schools: Aldridge School, and Shire Oak Academy are in the Aldridge Central and Aldridge North districts respectively. [We are in the final stages of a Trust merger with Q3 Academies Trust in Sandwell which will see another 3 large secondary schools join our Trust].

The members of The Mercian Trust include The Vine Trust and the Queen Mary's Foundation. Both are charitable organisations focussed on improving prospects for young people in Walsall and the surrounding areas.

The current Ofsted ratings of our schools are:

Queen Mary's Grammar School - Outstanding	Queen Mary's High School – Outstanding
Aldridge School - Good	Walsall Studio School – Good
Shire Oak Academy – Requires Improvement*	The Ladder School – Not yet inspected

The Trust's schools serve their local communities and the wider conurbation, with their pupil cohort reflecting this. 16% of pupils are eligible for FSM (ranging from less than 10% in one school and more than 50% in another). 39% of pupils are from Black, Asian or other minority groups with students from Indian, Pakistani and Bangladeshi communities forming the majority of students in two schools.






Around 10% of pupils have special educational needs or disabilities.

The Mercian Trust employs 616 staff across its schools, to serve a pupil count of approx. 5,400.

THE MERCIAN TRUST

STRATEGIC PLAN (2020 – 2025) AT A GLANCE


Values	Excellence and Rigour	Challenge and Support	Safety and Wellbeing	Acceptance and Applause
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Characteristics and Behaviours	 Purpose-driven	 Partnership working	 Professionalism	 Positivity	 Pioneering spirit
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Vision	We exist to equip our students to live life to the full
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Mission	<i>Increasing opportunities and improving outcomes</i> to enable our students to • realise their potential • thrive in the world of work • make a positive contribution to the local, national and international community.
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 ONE	Leading students on a transformational journey empowering social mobility and delivering 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 student leadership in the community	AIMS/LGBs AIMS/LGBs AIMS/LGBs
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 TWO	Establishing systems and structures to enable successful schools 2.1 Develop effective MAT CENTRAL TEAMS and systems (finance/HR/Estates and more) 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	BAR FULL BOARD AIMS/LGBs
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 THREE	Driving the digital transformation of teaching, learning and leadership practice 3.1 Upskill teachers to become experts in REMOTE / HYBRID EDUCATION (personalising high-quality content and interaction with students) 3.2 Reduce STAFF WORKLOAD and discover NEW EFFICIENCIES through collaboration, automated operations (AI/IoT), innovation and influence beyond one school 3.3 Optimise evidence-based decision making through DATA ANALYTICS	AIMS/LGBs FULL BOARD BAR
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 FOUR	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 in all schools	AIMS/LGBs FULL BOARD FULL BOARD
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 FIVE	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 judgments 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	AIMS/LGBs BAR BAR
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COVID-19	Our 3-stage response to the global pandemic (Rescue – Relief – Recovery) places greater significance on 1.3 (including support for mental health), 3.1 (Remote Education) and 4.1 (staff training and CPD).
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Job Description – Director of Teacher Development

Full Time - Permanent

Vision

- You will lead on our strategy for teacher and leadership development and training.
- You will promote the best of current education thinking and research to ensure that the highest standards in teacher and leader development is an entitlement for our staff and as a result so is exceptional education for all of our students.
- Contribute collaboratively to the Trust teacher development strategy and prioritise its implementation.

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.
- 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 curriculum, teaching and learning (including assessments).
- Build external networks and partnerships, forging links and adding significant value.
- Develop and maintain effective relationships with key partners/stakeholders, for example: ECF Lead Supplier partners, NPQ Lead Supplier partners.
- 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 teacher development and direct school improvement support.

Teacher Development:

- Lead all aspects of professional development for teaching staff so that every member of staff can access excellent development pathways for teachers and leaders, supporting expert leadership, retention and talent management.
- Take a lead role in the development of MAT strategic leadership groups and subject learning communities, contributing to their success and building capacity through these structures.
- Ensure that teaching 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 Middle Leaders or Developing Teachers as required.
- Line management of a team of Trust Lead Professionals to support the development of subject CPD across the Trust.
- Co-ordinate and support local (school based) and Trust-wide CPD training across the Trust where appropriate including a bank of high-quality on-line materials and regular publications for both internal and external audiences.

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 teaching and curriculum standards through high impact strategies, systems and support.
- Where requested, contribute to ensuring that teaching 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 and undertake 'Deep Dives', (including reviewing curriculum plans, completing observations of teaching and learning, reviewing students work and listening to student voice).
- 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 Teacher Development

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 Teacher Development.
Responsible to	Executive Director for Education.
Contract and Salary	Leadership Range L18 – L22. Full time, permanent.
Closing Date	12 noon on Wednesday 9 th February 2022.
Interview Dates	Wednesday 16 th and Thursday 17 th February 2022.
Start Date	TBC.
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.
How to apply	<p>Please check that you meet the person specification before applying for this post.</p> <p>Complete the Online Application Form (TES Jobs).</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.