



MERRILL ACADEMY HEADTEACHER APPOINTMENT SEPTEMBER 2019

Applicant Information Pack

Merrill Academy, Brackens Lane, Alvaston, Derby DE24 0AN

Contents

WELCOME LETTER.....	3
ABOUT MERRILL ACADEMY	4
OFSTED REPORT – April 2018.....	6
ADVERT.....	7
JOB DESCRIPTION.....	8
PERSON SPECIFICATION.....	10
APPLICATION PROCESS.....	12
IMAGES.....	13

WELCOME LETTER

Thank you for the interest you have shown in applying for the post of Headteacher at Merrill Academy. This Information Pack has been put together to give you an overview of the school and the selection process, which we hope will prove useful as you make your application.

The new Headteacher will be joining Merrill Academy at a genuinely exciting time for the school. After many years of being judged to be Inadequate, under one framework or another, Special Measures were lifted last year following an inspection which confirmed that real, sustained progress had been made at the school. It is difficult to convey quite how significant a lift this gave to the staff, students and wider community. Many challenges remain, and no one is satisfied with Requires Improvement, but there is now a direction of travel and a real, shared determination to continue to move things forward.

Merrill Academy serves an extremely diverse local community. With only 753 students currently on roll it remains well under its capacity of 1200, but next year's Year 7 will be third consecutive large intake as local demographics and a much improved reputation both contribute to steady growth. More than 60% of students are supported by the Pupil Premium and the proportion of students from minority ethnic backgrounds is higher than that found nationally, with a high proportion of students who speak English as an additional language. The school is at the heart of this culturally diverse community, providing a constant presence in the lives of many of its students and their families.

The post of Headteacher at Merrill Academy is both a challenging and extremely rewarding one, and the new appointee can rely upon plenty of support. The staff of the school are a dedicated team, committed to ensuring that each student aspires and achieves as highly as possible, both academically and in their wider personal development. Merrill joined The Northworthy Trust in January 2018. Although the Trust is relatively small in terms of number of schools, with 500 employees and over 3100 students there is a substantial body of expertise and experience to be drawn upon. Collaboration between the three schools is increasingly close, and Merrill is by no means the "junior partner" – the Trust recognises its many strengths and both of Merrill's partner schools have benefitted from its membership of the Trust since it joined. All three Headteachers are members of the Trust's Executive Team and play a full part in strategic decision-making at Trust level. There is also close collaborative working at subject level, and between senior leaders with responsibilities for areas including safeguarding, behaviour, standards, CEIAG and most importantly learning and teaching.

Merrill Academy is supported by an enthusiastic and skilled Local Governing Board which is well connected with the local area and enjoys playing an active part in school life, and by a Northworthy Trustee Board whose experienced members are committed to their mission of school improvement and to fostering an ethos of collaboration and inclusivity.

We look forward to receiving your application.



Tim Gallimore
Chair of Trustee Board
The Northworthy Trust



Joe Russo, Merrill Academy
Chair of Local Governing Body
Merrill Academy



Neil Calvert
CEO
The Northworthy Trust

ABOUT MERRILL ACADEMY

Merrill Academy is a secondary school with a sixth form for students aged 11–19 years, located in Alvaston, Derby. In September 2006, the school opened a new building which was PFI funded and cost approximately £15m to build. The academy was previously sponsored by the Derby College Education Trust between January 2013 and December 2017. As of January 2018, the academy transferred to The Northworthy Trust, a multi-academy trust of three secondary schools.

Curriculum

The Academy provides education in the following subject areas for its students:

Maths	English Language	English Literature	Biology	Chemistry
Physics	Science	Media Studies	French	Art and Design
History	Geography	Religious Education	Business Studies	ICT
Music	Design Technology	Food Technology	Resistant Materials	

In addition, the following vocational courses are offered:

- Child care - Learning and Development,
- Countryside and Environmental Studies,
- Public Services, and,
- Health and Social Care.

Behaviour

At Merrill Academy we follow the principles of the Pivotal Education philosophy.

- Our staff show their first attention to best conduct
- Our staff demonstrate calm responses to deescalate situations
- We support students through reparation and reflection
- We have clear and consistent routines for staff and students

We regularly reward students for demonstrating behaviour in line with our school values of excellence, determination, empathy and community to reinforce positive behaviours helping students to become well rounded members of society.

We provide intervention for students who repeatedly demonstrate behaviour that is not in line with the academy values through a variety of different means and try our best to communicate effectively with parents/carers regarding their child's behaviour.

Enrichment

The Enrichment programme at Merrill Academy enables our students to develop attributes such as leadership, communication, innovation, confidence and qualifications, which will increase their chances of success in the workplace and beyond.

Students have the opportunity to try out up to six enrichment activities each year giving them the chance to develop skills in a variety of areas.

Sixth form students act as assistants during enrichment, giving them opportunities to develop their work experience, in addition to the external work experience commitments they have made.

The enrichment programme has seen some of our students go on to share their passion and skill sets in the community and beyond.

Success Stories:

Our Melody Makers sang at Wembley arena and our Merrill Interpreters have won several awards and acted as translators in the school.

These are the range of enrichment activities offered at Merrill Academy:

Arts and Crafts	Body Combat	Bracelet Making	Comic Illustrations	Cooking	Dance
Fantastic Beasts	Film Club	Gardening	Glenn's Games	Gymnastics	Hair and Beauty
Key Boards	Melody Makers	Merrill Merchants	Mindfulness and Yoga	Swimming	Table Tennis

Student Achievements

At Merrill Academy we believe strongly in sharing students' achievements and rewarding those students who demonstrate the school values. We believe in showing first attention to best conduct and using praise and positive recognition when communicating with our students. We do this through a variety of methods including;

Awarding Positives	Reward events in school	Celebration Assemblies	Presentation evening awards
Recognition boards in classroom	Headteacher's commendations	Reward trips	Certificates
Bronze, silver, gold and platinum badges to be worn with pride on the school blazer		Mentor group challenges	Tea and cake with the Headteacher
Positive postcards sent home	Showcasing students' achievements and work around the school and on social media		

Positive Points

Excellence Point – one point will be awarded at the end of the lesson if a student makes the correct level of progress in the lesson in relation to their ability/starting point.

Determination Point – one point will be awarded at the end of the lesson if the student demonstrates their best effort throughout the whole lesson.

Community Point – will be awarded if a student makes a positive contribution to the school community.

A community point will also be awarded to a student for making a positive contribution to the classroom community by:

- Entering the room with correct uniform on
- Having all correct equipment
- Completing/attempting Bell Work task
- Sitting in designated seat in seating plan

Badge Awards

Bronze award – presented by the mentor to reward a student for getting over 200 positive points

Silver award – presented by the head of house to reward a student for getting over 500 positive points

Gold award – presented by the headteacher to reward a student for getting over 750 positive points

Platinum award – presented by a school governor to reward a student for getting over 1000 positive points

Merrill Clubs

Science Club – Breakfast club where students can catch up with homework as well as get time for experiments and demonstrations with our head science technician, Mr Bolton.

Breakfast Club – targeted students invited to have access free cereals daily as part of Derby City Breakfast Club scheme

ICT Club - Lunchtime catch up sessions for homework and additional assistance. After school catch up and assistance sessions

Sports – A variety of after school sport based clubs where all students are welcome and games and coaching take place these change throughout year to suit the weather and interest from students etc. These include Badminton, Basketball, Cricket, Trampoline and use of the Fitness suite.

Inter-School Football – Teams from all of our school years play against other schools regularly.

CCF (Combined Cadet Force) – Thursday after school

Film Club – Daily lunch club where students can watch chosen films in a safe and friendly environment.

Computer Games Club – Daily Lunch time

V Rooms – Lunchtime rooms for indoor breaks/poor weather days (Soon to be supplied with board/card games).

Learning Centre – Lunchtime. Offers safe haven for students who struggle interacting with others.

French Club – 1 lunchtime per week

Singing and Piano Club – small group lunchtime sessions

Library – Lunchtime and after school sessions where access to computers and reference materials assist our students with their studies/homework.

GCSE Catch up – Every night after school across subject departments.

External Provision Clubs

Derby County Football Club – Coaching 6pm Thursdays (Free)

Razzamatazz Theatre School Derby – <http://derby.razzamataz.co.uk/> (Subscription)

Upbeat Community Dance – x2 nights per week (Subscription)

OFSTED REPORT – April 2018

‘This used to be a deeply inadequate school. While not yet good, it has improved in every aspect since its last full inspection in June 2016.’

‘The devoted, hard-working staff are creating an aspirational ethos through which pupils are becoming proud of their school and themselves’.

‘There is a collective will to improve the life chances of the pupils of Merrill Academy. This is also shared by the newly constituted local governing body’.

‘Leaders have established an aspirational culture, where pupils are beginning to take pride in their school and themselves. The hard work of staff means that this school is no longer providing an inadequate standard of education. Pupils matter to the staff. One pupil summed up the general feeling of many pupils in saying, ‘The staff here care for us like they are our parents.’

‘The school provides opportunities through the curriculum to prepare pupils for life in modern Britain by considering democracy and the rule of law. Pupils are able to offer their views and ideas on certain aspects of school life’.

‘Pupils appreciate their ‘mentor time’ when small numbers of pupils from different year groups come together at the end of the day, which provides opportunities for pupils to develop socially. This contributes to the feeling of a supportive community’.

‘Pupils appreciate the variety of stimulating and engaging activities provided, both through the enrichment aspect of the curriculum and through extra-curricular clubs. There is a wide range of sports on offer, including fishing, archery and trampolining, as well as other pastimes such as knitting and the movie club.’

The school has benefited from its recent membership of the trust. The trust has helped in a variety of aspects, including: helping to establish a new local governing body; developing a more effective approach to assessment at key stage 3; increasing the capacity of the school to improve the quality of teaching; and advising Year 11 pupils on their future options.

‘The pupils who are most vulnerable to exclusion are supported effectively through a programme of teaching that is tailored to their needs. This takes account of challenges that they face as individuals and is successfully preventing some pupils from being excluded’.

‘Students are very positive about the provision in the sixth form and the experiences they have gained from being part of the school’s community. They said that they are proud to be members of the sixth form’.

‘The arrangements for safeguarding are effective’.

A link to the full report can be found here: <https://files.api.ofsted.gov.uk/v1/file/2769913>

HEADTEACHER SEPTEMBER 2019 SCHOOL GROUP 6, ISR L21-L34

The Trust wishes to appoint a Headteacher for Merrill Academy who will deliver on our mission statement to improve outcomes for its students by ensuring that each student experiences:

- rigorous academic challenge;
- aspiration-raising activities, and;
- personalised support, care and guidance.

Merrill Academy serves a disadvantaged yet deserving community. Eligibility for free school meals is high, as are numbers of students whose families are from Eastern Europe. For most families, a great education is the only option that they have for social mobility and a new life. The Headteacher of Merrill Academy is in a very special position to improve outcomes for all learners and to transform their lives and their community by empowering them to make a positive contribution to modern life.

Our students deserve the very best and we are looking for an exceptional school leader who can champion improved outcomes as we build further on recent successes. The school has already shown significant progress since joining The Northworthy Trust in January 2018. Following many years of being judged to be Inadequate by Ofsted, it achieved a 'Requires Improvement' judgement at its inspection in April 2018. There is a shared determination on the part of staff, students and the schools wider community to continue this journey of improvement.

The Trust is seeking to appoint an outstanding practitioner with a clear and compelling vision for secondary education who:

- Will inspire, challenge and drive change.
- Is passionate about student outcomes.
- Has proven experience of rapid school improvement.
- Is highly resilient and able to lead in a fast paced environment.
- Can lead and motivate a staff team.
- Is a highly skilled communicator with strong emotional intelligence.
- Is able to work in a team and engage with colleagues across The Northworthy Trust.

As a Trust we can promise strong support and the opportunity to lead some highly committed and motivated staff. The post would suit an ambitious leader looking either to extend their experience of Headship, or to start their first Headship in a rewarding environment and in a highly supportive Trust. The successful candidate will receive support in the form of individual mentoring appropriate to their development needs and will join an Executive Team which is committed to a collegiate approach and works closely with a highly skilled central team providing a wide range of quality support services.

The Northworthy Trust academies work collaboratively in sharing school improvement strategies to improve the life chances of every student. The philosophy of High Performance Learning is at the core of our plans to deliver on the five Northworthy Pledges:

1. To provide a respectful learning environment where all students feel safe, secure and valued.
2. To deliver high quality teaching and a curriculum which develops the values, attitudes and attributes of effective learners, providing them with the qualifications, skills and knowledge they need to thrive in the future.
3. To offer learners an entitlement to personal development experiences, in and out of the classroom, which allow them to develop individually and socially.
4. To respect and celebrate the diversity of local and global communities, ensuring that no individual is discriminated against unfairly.
5. To model outstanding leadership and governance which delivers best value, promotes development and wellbeing and upholds the principles of public life.

JOB DESCRIPTION

DUTIES SPECIFIC TO THIS POST

Job Purpose

To provide professional leadership and management for Merrill Academy, promoting a secure foundation from which to achieve high standards in all areas of the school's work

Legal Requirements

The Headteacher is required to carry out all the statutory duties in the School Teachers' Pay and Conditions Document paragraphs 46.1, 47.1 and 47.2, the contractual framework and the professional responsibilities outlined in sections 48 and 49

VISION AND CORE PURPOSE

- 1) Articulate clear values and moral purpose for the leadership of Merrill Academy , focused on providing a first class education for students
- 2) Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel
- 3) Model positive relationships and attitudes towards students and engage parents, governors and the local community in the constant improvement of all that we do
- 4) Ensure that the education and interests of our students is at the centre of everything we do at Merrill Academy

MEETING OUR OBJECTIVES THROUGH IMPROVING LEARNING AND ACHIEVEMENT IN THE CLASSROOM

- 1) Lead the improvement and development of Merrill Academy on the basis and evidence and knowledge about effective practice; promote a strong culture of continuous professional development for our staff
- 2) Demonstrate political astuteness in promoting the interests of the school in the context of our core objectives, translating opportunities arising from local and national policy into the school's context
- 3) Ensure that Merrill Academy's development is consistent with our core objectives and seeks further to serve our local community
- 4) Demand ambitious standards for all students, overcoming disadvantage and advancing equality; instilling a strong sense of accountability in staff for the impact of their work on student's outcomes
- 5) Maintain and secure good/outstanding teaching for all students through an understanding of the features of successful classroom practice and curriculum design

LEADERSHIP AND MANAGEMENT

- 1) Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other
- 2) Promote the sharing of good practice between teachers and a culture where poor practice and performance is challenged and improved
- 3) Identify emerging talents at all levels in the school, coaching current and aspiring leaders in a climate where excellence is the standard, leading to effective succession planning

- 4) Hold all staff to account for their professional conduct and practice
- 5) Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- 6) Provide a safe, calm, well-ordered environment for all students and staff with a strong focus on safeguarding and exemplary behaviour in school and in wider society
- 7) Maintain rigorous and transparent systems for managing the performance of all staff, addressing under performance, supporting staff to improve and valuing excellent practice
- 8) Welcome strong governance and actively support the governing body to deliver its functions ever more effectively – in particular its function to set school strategy and hold the Headteacher to account for student, staff and financial performance
- 9) Exercise strategic, curriculum led financial planning to ensure the equitable deployment of budgets and resources in the best interests of achievement and the school's sustainability
- 10) Delegate effectively, developing teams of staff with distinct roles and responsibilities who hold each other to account for their decision making

WIDER ENGAGEMENT AND CONTRIBUTION

- 1) Maintain effective relationships with other schools, education providers and services to improve academic and social outcomes for all students
- 2) Use the findings of well evidenced research to contribute to the continual improvement of the school
- 3) Inspire and influence others, within and beyond the school, to believe in the fundamental importance of education in young people's lives

TO BE RESPONSIBLE FOR AND COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE AND FOR ENSURING THAT THEY ARE PROTECTED FROM HARM

PERSON SPECIFICATION

A – Application form C- Certificates L – Letter R – References P – Selection process

Criteria	Essential	Desirable	Sources of evidence
Education, qualifications and professional development			
Honours degree	✓		A, C
Qualified teacher status	✓		A, C
Evidence of continuous professional development	✓		A, C
Higher degree		✓	A, C
Evidence of post-graduate study or research		✓	A, C
Ofsted training		✓	A, C
NPQH		✓	A, C
Experience of success in:			
Effective leadership in a secondary school	✓		A, L,R,P
Working in a number of roles at senior leadership level as Assistant Head, Deputy Head or Headteacher	✓		A, L,R,P
Delivering a vision through strategy and action	✓		A, L,R,P
Creating and developing policy	✓		A, L,R,P
Promoting outstanding teaching and learning and the highest levels of achievement	✓		A, L,R,P
Monitoring and evaluating teaching and learning to ensure that standards are consistently high	✓		A, L,R,P
Leading and developing the curriculum	✓		A, L,R,P
Project management to plan and implement change		✓	A, L,R,P
The effective management of people and resources, including budgetary responsibility	✓		A, L,R,P
Motivating, integrating and directing the school community	✓		A, L,R,P
Pastoral leadership		✓	A, L,R,P
Developing and maintaining strong relationships with the governing body, students, parents/carers and stakeholders		✓	A, L,R,P
A leadership role in more than one secondary school		✓	A, L,R,P
Encouraging and developing links with the wider community		✓	A, L,R,P
Professional skills and knowledge			
Knowledge of the key legal issues relating to the leadership and management of a school	✓		L,R,P
Knowledge of national trends that could impact upon the school	✓		L,R,P
Knowledge of models of teaching and learning	✓		L,R,P
Understanding of attendance and behaviour management	✓		L,R,P

Financial awareness and the ability to understand, plan and manage the budget	✓		L,R,P
Ability to analyse and interpret complex information and explain key elements in simple terms	✓		L,R,P
Ability to lead and communicate a shared vision for the school	✓		L,R,P
Ability to think strategically and to plan and implement change as necessary	✓		L,R,P
Ability to inspire, challenge and motivate others	✓		L,R,P
Ability to recognise and deal effectively with poor performance	✓		L,R,P
Ability to model the values and vision of the school and lead by example	✓		L,R,P
Excellent communication skills	✓		L,R,P
A commitment to the promotion of the school's ethos with reference to inclusion and diversity	✓		L,R,P
Ability to build effective working relationships and networks both within and outside school	✓		L,R,P
Ability to demonstrate political insight and anticipate trends	✓		L,R,P
Ability to promote and market the school		✓	L,R,P
Personal qualities and attributes			
Energetic, enthusiastic and self- motivated	✓		
Emotionally intelligent and child centred	✓		
Resilient, tenacious and decisive with sound judgement	✓		
Reflective, supportive and pragmatic	✓		
Inspiring, confident and committed	✓		

NOTES

- 1) The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of Employment.
- 2) This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it shall be construed. In allocating time to the performance of duties, the post holder must have regard to the School Teachers' Pay and Conditions Document.
- 3) The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once per two years and may be subject to modification or amendment at any time after consultation with the post holder.

APPLICATION PROCESS

A fully completed application form, including personal statement and a covering letter of introduction, should be submitted by the closing date. Applications should be submitted to HR@northworthytrust.org.uk or posted to:

HR Team,
Northworthy Trust,
The Long Eaton School,
Thoresby Road,
Long Eaton,
NG10 3NP

An open day at Merrill Academy will be held for potential candidates to visit the school Thursday 28 February 2019. If you wish to visit on this day, please contact Claire Witt in the HR Team on 0115 9732438 ext 340 or via email to HR@northworthytrust.org.uk to book your visit.

The closing date for applications is Sunday 3 March 2019. The shortlisting process is scheduled to begin on Thursday 7 March 2019 with the selection process being held during Tuesday 26 March and Wednesday 27 March 2019.

IMAGES



