



King
Egbert
School



Mercia
Learning Alliance



Mercia
Learning Trust



Director of School Improvement Recruitment Pack

School Information-Job Description-Person Specification

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THE MERCIA LEARNING TRUST

The Mercia Learning Trust, established in January 2014, currently comprises: King Egbert School, Newfield School, Mercia School, Tolley Primary School, Valley Park Community Primary School and The Nether Edge Primary School.

The mission of the Trust is to provide an outstanding education for pupils from 0-19. We are passionate that all our pupils should see their time at school as happy and fulfilling, with their potential developed to the utmost. Our approach is founded on partnership working — binding together our schools, parents and their communities.

At all Mercia Learning Trust schools our pupils will benefit from:

- A fully inclusive approach, maximising the attainment and achievement of every pupil
- A broad and balanced curriculum, with high quality teaching that responds to individual needs
- Promotion of resilience and self-reliance in our learners, thus enabling them to meet the challenges and opportunities of the changing world
- Support to develop and maintain positive well-being in all aspects of life
- High standards of orderly behaviour rooted in strong moral values
- Continual investment in the professional development of all our staff, as the foundation of our offer to pupils

For more information, please visit our website: <http://mercialearningtrust.co.uk>

**Thank you for your interest in Mercia Learning Trust,
Mr Philip Smith, Director of Mercia Learning Trust & Chair of MLT Board**





King
Egbert
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Letter from the Headteacher

Dear Applicant

Director of School Improvement

King Egbert School is seeking an outstanding Director of School Improvement to lead aspects of the school's system leadership responsibilities. The successful applicant will truly aspire to Headship and sees this role as a stepping stone to achieving that.

The school is outstanding (Ofsted 2013) and Progress 8 at +0.52 is 'well above average' and on an upward trend year on year. This is a highly comprehensive school with 20% of students disadvantaged, 30% EAL but also serving a highly affluent suburb. The school leadership is motivated by social mobility and inclusiveness. The school is proud to offer one of Sheffield's Integrated Resources for children on the ASD spectrum. The sixth form is highly regarded for its record, not just of helping students access top Russell Group and Oxbridge Universities but also enabling students to be the first in their families to access Higher Education. This is shown by being the highest achieving sixth form in the city around the most demanding Facilitating A levels, as well as having a rich vocational offer enabling more students to access sixth form and University. The quality of teachers is so high that the school is able to stretch students to reach their potential. In the recent new GCSEs the % grade 9 in maths was 14.8% compared to national 3.5% and in English 10.6% compared to 2.9%.

This has led to the school becoming a National Teaching School - initially in 2014 as the joint Escafeld Alliance with Tapton School and since 2017 as a standalone Mercia Learning Alliance. The Teaching School is intrinsically linked to the system leadership role of the Mercia Learning Trust - the Multi Academy Trust that started at King Egbert School and now comprises 6 schools, including the highly innovative Mercia School, currently under construction. The Trust is led by its CEO, Lesley Bowes, who was the Headteacher of King Egbert School prior to my appointment in January 2017.

The school was recently awarded the World Class Schools Quality Mark - the first school in the region to be nominated for and successfully achieve this accolade. This award enables the school to access a peer group of elite schools nationally.

This role has come about because the system leading work of the school now requires additional leadership capacity to deliver existing commitments to school to school support, deliver planned support funded from the DfE's Strategic School Improvement Fund (SSIF) and to coordinate bids for further school to school support principally in the secondary sector.

In addition the postholder will be an outstanding teacher in their own right and able to lead by the example they set in their own classroom, as our system leadership work is founded on the principle that outstanding current practitioners are at the heart of the support we give other schools. This is where our credibility comes from.

This postholder will work closely with the currently advertised post of Deputy Headteacher (Teaching and Learning) who will be tasked with ensuring King Egbert School itself benefits from its system leading status. This includes projects based on talent management, fast track career development towards leadership and succession planning. There will be a particular partnership between the roles in the field of educational research so best practice can be developed at King Egbert School and then shared with other schools.

This role is principally funded through the business plan for the Mercia Learning Alliance, not the core budget of King Egbert school and, as with all appointments, will be employed by the Mercia Learning Trust.

The postholder will need a bold vision based around an understanding of the self-improving system and the role of system leading schools within that. They will need to be ambitious, creative and not put off by being asked to achieve significant impact in short timescales with limited funds. They will have to manage what at times can be a significant bureaucratic burden associated with drawing down grant funding and justifying the spending of public money.

The postholder will need financial acumen and the ability to uncover funding opportunities, writing successful bids for school to school support and research funds to ensure the longer term viability of the business plan their post is funded by. The postholder will also work in very close partnership with Matthew Knox who is Executive Headteacher at Nether Edge Primary School, a National Leader of Education and the Primary Director for the Mercia Learning Alliance, who leads a team of Primary system leaders who deliver a significant part of the system leading work we carry out.

The postholder will need excellent interpersonal and networking skills to strengthen existing strategic partnerships with local teaching schools, HEIs and other educational institutions. The postholder needs to position themselves to be able to shape emerging policy at a local and national level and horizon scan opportunities so we can prepare to capitalise on them. They will need to be able to lead meetings skilfully to build trust and commitment, for example with schools who need to access support or partners who could add capacity to the delivery of support - brokering and managing relationships will be fundamental to building momentum and reputation.

Despite the role being at Trust level and very much outward facing from King Egbert School, the postholder will have a small teaching load and will be based at King Egbert School. The postholder would be a member of the core Senior Leadership Team at King Egbert School with enough wider leadership duties to ensure the postholder can still develop professionally towards Headship, but has the time to commit to successfully delivering the responsibilities of this role.

The senior team at King Egbert School is made up of the soon to be appointed Deputy Headteacher (Teaching and Learning) who will work alongside a second Deputy Headteacher, Paul Bristow, who has oversight of curriculum, timetable, data and climate for learning. In addition a team of five Assistant Headteachers and the Directors of Maths and English complete an expert wider Senior Leadership Team.

The postholder will aspire to Headship within the next two years and already demonstrate strengths across many of the Headteacher standards. They will be willing to focus on their own professional development to further secure excellence around those standards.

Potential applicants are most welcome to visit the school and meet with me, prior to making an application

Paul Haigh
Headteacher
King Egbert School

Advert

Director of School Improvement

L17-21

£58,389 to £64,417

Commencement Date: September 2018

The Governors of King Egbert School are seeking to appoint a Director of School Improvement to commence September 2018. The role is a crucial post in this outstanding, system leading school at the heart of the Mercia Learning Trust. The postholder will lead aspects of the school's system leadership responsibilities delivering existing commitments to school to school support, planned support funded from the DfE's Strategic School Improvement Fund (SSIF) and coordinating bids for further school to school support, principally in the secondary sector. King Egbert School is a high achieving and truly comprehensive school in the South West of Sheffield close to the border with the Peak District National Park. Housed in superb buildings built in 2003 in the village of Dore, the school sits on the edge of Sheffield but draws 1300 children aged 11-18 from a diverse and large catchment. King Egbert School has a reputation for innovation and sustained success, demonstrated by its designation as a National Teaching School and having recently become the first school in the region to be awarded the World Class Schools Quality Mark – one of only 60 schools nationally.

This is an exciting time to join the Mercia Learning Trust, with the Trust recently becoming sponsor of the new Mercia School, currently under construction in Sheffield.

Reporting directly to the Headteacher, you will be a highly skilled and talented individual with a thirst to learn and who aspires to Headship. You will be capable of standing in for the Headteacher in his absence and share his vision for a constantly improving, self-reflective, system leading school that seeks to play an important role in the local and national educational scene.

You will be outstanding teacher in your own right and able to lead by the example you set in your own classroom, as our system leadership work is founded on the principle that outstanding current practitioners are at the heart of the support we give other schools.

As Director for School Improvement, you must absolutely believe that every child is entitled to a first-class education, no matter their background or ability and be motivated by delivering social mobility to some of the most vulnerable children in our community.

We hope that our recruitment pack and website provides you with plenty of information about us. However, should you require any additional information, or would like an informal discussion/visit, please contact us on 0114 235 3855 or email officemanager@ecgbert.sheffield.sch.uk

To apply, please complete the application form included within this application pack and provide a covering letter.

The Mercia Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all of our staff and volunteers to share this commitment. We require the successful applicant to undertake an enhanced criminal records check via the Disclosure and Barring Service.

Closing date for applications is: 2 February 2018 (noon)

Interviews are scheduled for: week commencing 12 February 2018

JOB DESCRIPTION

Post Title: Director of School Improvement

Scale: L17 - 21

Responsible to: Headteacher

PURPOSE OF THE POST:

- To deliver the vision for King Egbert School without fear or favour
- To deliver existing SSIF school to school support projects
- To bid for further SSIF school to school support projects working in partnership with the Director of Teaching School (Primary)
- Seek out and deliver school to school support work including the designation and deployment of system leaders from within the Mercia Learning Alliance (SLEs LLEs and NLGs)
- To be responsible for bidding for school based research project funding from organisations such as EEF and then project manage the delivery of research projects on behalf of funders including taking responsibility for the financial reporting on the use of grants as well as the delivery of the research

EMPLOYMENT DUTIES:

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the National College for Teaching and Leadership.

AREAS OF RESPONSIBILITY:

Strategic Planning

- To work courageously with the Leadership Team to deliver the vision for the school
- Link closely to the strategic development of Mercia Learning Trust and its emerging needs
- Have oversight of the strategic direction of secondary ITT and link closely to the primary ITT work of the Mercia Learning Alliance. Ensure sufficient talent joins the school, Trust and alliance as Newly Qualified Teachers.
- Have the expertise and presence to impact on development of local and national educational policy and then put Mercia Learning Alliance in a position to help deliver those policies in the local area

Quality Assurance

- To work with the Senior Leadership Team to monitor and evaluate data and reporting processes
- Ensure that the school benefits from being a National Teaching School, part of a Multi Academy Trust and a member of the World Class Schools Quality Mark community

Management of Information

- Uncover additional sources of income for the system to support the business plan for the Mercia Learning Alliance demonstrating creative and innovative ideas based on sound business principles
- Have financial acumen and be numerate so able to work in close partnership with the Finance Director of Mercia Learning Trust to develop sustainable business plans for the system leading work
- Monitor that business plans are on track to meet forecasts, spot in advance where this might not be the case and develop suitable mitigation plans and report accordingly to the Mercia Learning Alliance Governance Group
- Be able to realistically assess, manage and mitigate risk
- Have a sound grasp of educational research, be able to turn researching findings into CPD packages that school will want to access

Staffing

- To act as a positive role model for all stakeholders
- Lead on talent management - identify and fast track develop the most talented teachers toward leadership with a bespoke CPD offer and coaching of managed career paths
- Line manage the team recruiting to the secondary course/ collaborate with the primary team to generate a high profile for the cross phase ITT work with economies of scale across the two courses

Communication:

- Be proactive with professional networking to grow the reputation of the Mercia Learning Alliance, forge partnerships for joint ventures and ensure other organisations are well aware of our strengths and capabilities

Publicity and Liaison:

- Lead on the marketing and profile of the Mercia Learning Alliance including web based and social media strategy

Teaching

- Be an outstanding teacher and lead by example in your own classroom; be willing to showcase and enhance an open door policy across the school
- To teach your subject specialism with passion and a reflective attitude
- To inspire other teachers to deliver excellent lessons

Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example
- To attend school functions throughout the year

Other Specific Duties

- To take part in personal professional development
- To engage actively in the performance review process
- To undertake any other duty as specified by the Standard Teachers' Pay and Conditions Document not mentioned in the above

The specific responsibilities of the post will be determined according to the expertise and experience of the successful candidate.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in the job description.

The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applications or continued employment for an employee who develops a disabling condition.

This job description is current at the date as shown, but in conjunction with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the role which are commensurate with the grade and job title.

ISSUE DATE: January 2018

Person Specification

Minimum Essential Requirements	Method of Assessment
Skills/Knowledge	
Ability to generate, organise and analyse data	A, As
Excellent financial acumen and numeracy	A, I,
Ability to have a positive impact on student outcomes	A, I, R
Ability to implement monitoring and evaluation strategies	A, R
Ability to develop and implement policies	A, I, R
Excellent interpersonal and communication skills	A, I
Good ICT skills	A
Efficient and capable administrative skills	A
Headship potential and aspiration	A, I, As, R
Ability to communicate with all stakeholders, possessing excellent use of the English language, both spoken and written	A, As, R
Experience	
Demonstrate excellence in the classroom in secondary schools	A, I, R
Leadership and management as part of a Senior Leadership Team	A
Writing of bids for large scale projects, uncovering new sources of funding	A, I
Project Management of the delivery of research projects	A,I
A sound grasp of education research	A, I
Successful leadership of whole school developments	A, I, R
Developing staff effectively to improve the quality of education provided	A, R
Evidence of innovation and creativity	A, R
Evidence of effective use of data	A
Evidence of having courageous conversations and challenging mediocracy	A, I, R
Evidence of impact on development of local and national educational policy	A, I
Education/Training/Qualifications	
Graduate status with QTS	A
Evidence of further relevant professional/leadership development	A
Further professional qualifications - desirable	A
Personal Qualities	
A presence which inspires confidence	A, I, R
Creativity and enthusiasm	A, I, R
The ability to motivate others	A, R
Excellent judgement and integrity	A, R
Ability to develop and maintain excellent working relationships with all members of the school community	A, R
High standards and expectations of self and others	A, R
A clear vision for and commitment to comprehensive education	A, As, R
The ability to work well under pressure, to work flexibly, using a variety of leadership styles successfully	A, I, R
Possess high levels of emotional intelligence	A, I, As, R

To be a team player, bringing synergy and energy to the senior team	A, I, As, R
A strong commitment to inclusion, equality, diversity and to overcoming barriers to learning and achievement	A, R
Good health, stamina, resilience and a sense of humour	A, I, R
Work Related Circumstances (including Working Conditions)	
Mercia school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment	

Key: A – Application, I – Interview, As – Assessment, R - References

The Application Process

All details, including the Job Advert, Application Form, Job Description and Person Specification can be found within this pack or on our school website; www.ecgbert.sheffield.sch.uk

We hope that our recruitment pack and website provides you with plenty of information about us. However, should you require any additional information, or would like an informal discussion/visit, please contact us on 0114 235 3855 or email officemanager@ecgbert.sheffield.sch.uk

To apply, please email your completed application along with a covering letter to officemanager@ecgbert.sheffield.sch.uk or send it in the post to:

Francesca Hutton
PA to the Headteacher
King Ecgbert School
Totley Brook Road
Dore
Sheffield
S17 3QU

Please note that we do not accept CVs - applicants must submit an application form.

Please also note that in all cases written references will be taken up and made available to interviewers BEFORE the final selection stage.

All applications that have been submitted electronically will receive an email confirming receipt.

An email and/or letter will be sent to shortlisted candidates with details of the interview process.

If you have not heard from us within 2 weeks of the closing date, please assume that on this occasion, your application has been unsuccessful.

Mercia Learning Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will therefore be required to complete a DBS check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

We are an Equal Opportunities employer.