



Recruitment Pack



Deputy Headteacher L9-L13

£51,402 - £56,721

Commencing January 2022



Contents

Headteacher's Welcome

Introduction to Nether Edge Primary School

Mercia Learning Trust

Covering Letter from the Headteacher

Job Description

Person Specification

The Application Process

Headteacher's Welcome

Thank you for your interest in joining Nether Edge Primary School. This is an excellent opportunity to join a great school and play a key role in shaping the quality of education for our children.

Nether Edge is a happy, thriving and successful community school providing high quality education for every child. We believe they should perform well academically and also develop as young people and future citizens.

Our expectations for every child are high; excellence and enjoyment are at the heart of all we will seek to do. We believe in the potential of every child, providing opportunities and enabling them to thrive in our caring environment.

Our staff team are central to our success. They drive and accelerate the outstanding provision we offer to our community and we want the very best people to join us.

Nether Edge Primary is part of the Mercia Learning Trust, a thriving partnership of six schools (King Ecgbert School 11-18, Mercia School 11-18, Newfield School 11-16, Totley Primary 3-11 and Valley Park Primary 2-11) serving over 4500 children in the south and south west of Sheffield.

If you feel you have the skills, drive and ambition to help support our aims then please do read on...

Michele Nott
Headteacher



'The quality of teaching is outstanding. Teachers set high expectations and plan learning that inspires, challenges and engages pupils so that they make rapid progress'

Our School

Nether Edge is an 3-11 school in South-West Sheffield. The current roll is around 450. The school's catchment area is predominantly Nether Edge and Abbeydale. Our parents and carers have high aspirations and expectations for their children and the school.

We believe that children should come to school and:

- be **Safe**
- be **Happy and Healthy**
- **Achieve Well**
- **Play a Positive Part**
- be **Excited by Learning**

The school is much larger than the average-sized primary school and also has a nursery offering flexible hours of attendance.

We are really proud of the diverse make up of our school; this diversity reflects the wonderful community that we serve. Many of our children come from minority ethnic backgrounds, of which about 60% are of Pakistani heritage. Some of our pupils speak English as an additional language.

The proportion of disabled pupils and those who have special educational needs is above average and the proportion of disadvantaged pupils for whom the pupil premium provides support is just above average. The pupil premium provides additional funding for pupils known to be eligible for free school meals and children that are looked after by the local authority.

The School Day

Our nursery offers morning and afternoon sessions for children, plus full days for children eligible for 30 hours. The school has two classes in every year group from Reception to Year 6. Each are taught by a qualified teacher and supported by an experienced and highly capable team of teaching assistants and HLTAs. Specialist support for SEND pupils is provided by our SENCO and expert team.

The Curriculum

Our curriculum will prepare pupils for the next stage of life and learning. We do this with Reading and Oracy at the core so that children have a passion for language and vocabulary, and quickly secure fluency as a foundation to develop strong literary and communication skills.

Our curriculum is broad and matches the national curriculum offering a full range of core and foundation subjects, under-pinned by an ambitious personal development / extra –curricular offer.

The curriculum is coherently planned and well sequenced, and designed to embed core knowledge and understanding, and matched to the needs of all learners and in all subjects. Our values are shared and promoted at all times, and are carefully woven into a coherent curriculum via personal development, PSHE, RSE and safeguarding.

Our Pupils

Visitors to our school almost always remark on the special feel that our school has; primarily the passion for learning that our pupils have, and the enthusiasm that they and our staff have for our school. Our school has a friendly, welcoming atmosphere and we value positive relationships at all levels. Good behaviour, hard work, pupil participation and a real desire to learn and improve are central to achievement.

Pupils are at the heart of everything that we do. We have high aspirations for all our pupils and our goal is to improve the life chances of every learner, irrespective of their starting point. We take the business of teaching and learning extremely seriously. Pupils are valued as individuals and we are passionately committed to their achievement, personal growth and excellence in everything we do. Pupils are encouraged to thrive in all areas of learning, in the classroom and beyond.

A wide range of clubs and activities take place outside normal lesson times. These include sport, drama, music and outdoor activities. The recent recognition of our school as a Gold Sports Award school recognises the lengths this commitment.

Our Staff

There are currently 61 staff in school. Both teaching and support staff are dedicated and committed to supporting high quality learning outcomes for all.

In addition to the Headteacher, the Senior Leadership Team has a Deputy Headteacher to be appointed and two Assistant Headteachers.

Our Facilities

Our school building is a wonderful Victorian building that is well-maintained and cared for. Made up of two large buildings, connected by a link bridge, our school surrounds a playground with designated football spaces, woodland area, Astro-turfed 'chill out' area, climbing wall and large sand pit.

Every classroom has an interactive white board and visualiser and are arranged in a consistent way to support learning. There is a large outdoor area for our reception children, which includes a covered outdoor learning space and further woodland area. A smaller outdoor area provides many learning opportunities for our nursery children. Two halls provide ample indoor space for sport, assemblies and after school clubs.

School provides a breakfast club, after school club and a community play group.

Over the last three years the Trust has invested over £400k on building / site improvement so that the quality of the learning environment is good and improves each year.

Community

Governors and parents play an active role within the school. Our families are hugely supportive of the school. The school's reputation is very positive within the community and beyond and this is reflected in the number of families applying for entry to the school.



Ofsted Said

'Pupils' behaviour is outstanding. They are polite, interested and curious about the world around them. Pupils quickly develop key values such as respect, tolerance and resilience'



What can we offer you?

- An outstanding school with dedicated staff, including Specialist Leaders of Education and a National Leader of Education working across the trust.
- Work in a highly skilled and experienced leadership team, all of whom are committed to achieve the ambition goals for the school.
- Work with a dedicated and skilled teaching and support team.
- Fantastic children who are courteous, polite and always ready for learning.
- Exceptional partnership opportunities to work across the trust.



The Mercia Learning Trust is a highly successful partnership of 3 primary and 3 secondary schools located in the south west of Sheffield. We are proud that overall effectiveness, outcomes and improvement trends are amongst the strongest on any trust in the country.

Our Trust is based on a deep and shared moral purpose. We believe an exceptional education can realise the potential of every pupil, whatever their background, and truly transform lives...

Working as individual schools, and in deep partnership, our singular intention is to ensure every pupil, whatever their background, will attend an exceptional school. We believe pupils should enjoy school, feel safe and fully supported, be inspired to learn, develop character and aspiration, and realise their full potential. We are so committed to pupil success and well-being that we choose to think of every pupil we serve as if they were our own, and to measure our actions and impact against this.

The Trust was originally founded around King Egbert Secondary School. However, very quickly a multi-academy partnership formed with two feeder schools (Nether Edge Primary and Totley Primary). This was followed by further growth with a local secondary (Newfield School) and primary (Valley Park Primary). In 2018 the Trust opened a brand new secondary school (Mercia School) to meet the need for local population expansion. Currently we educate approximately 4500 students from ages 2-18+, although this will increase to around 5000 as our current schools grow in the next few years.

Our Trust has a mature definition of partnership which we call aligned autonomy. We share the same mission, values and moral purpose, have an increasing amount of common best practice (often backed by research), and benefit from our combined resources and reputation. Nevertheless, we understand that schools are unique and are best led by leaders and staff who feel fully accountable and are able to individually innovate in the light of their context. This balance between difference, sharing and commonality is what drives improvement and lies at the heart of our trust.

Alongside our pupils, our staff are our greatest asset. As such we are deeply committed to recruiting, developing, retaining and caring for our exceptionally talented and committed staff teams. This commitment is enshrined in the Mercia Pledge which is designed to ensure our staff get the very best professional experience and support on offer anywhere. The Mercia Learning Alliance sits at the centre of this strategy, alongside that to recruit new teachers into the profession, and support system leadership across the sector.

In a short period, our Trust has achieved a great deal. However, we are ambitious and forward-thinking, and fully committed to maintaining and improving student experience and outcomes, and further improving our trust.

We also believe we are well-placed to engage in careful and sustainable growth in the light of our Trust mission and priorities.

Chris French
CEO



Trust Moral Purpose

We share the same moral purpose. We believe an exceptional education can realise the potential of every pupil, whatever their background, and truly transform lives... The statement, "Realising Potential. Transforming Lives.", summarises this commitment.

Mission

Working as individual schools, and in partnership, our singular intention is to ensure every pupil, whatever their background, will attend an exceptional school. We believe pupils should enjoy school, feel safe and fully supported, be inspired to learn, develop character and aspiration, and realise their full potential. We are so committed to pupil success and well-being that we choose to think of every pupil we serve as if they are our own, and to measure our actions and impact against this.

Staff Principles

Six principles, shown in the MERCIA acrostic, underpin everything we do as staff in our trust.

- **Moral Purpose** - We exist to inspire pupils to realise their full potential and to lead happy, healthy and fulfilled lives.
- **Expectations** - We have exceptionally high expectations of everyone and pursue excellence.
- **Relentless focus on learning** - Helping every pupil learn successfully is the most important thing we do. We prioritise our time, energy and resources to ensure our curriculum and the environment for learning is exceptional.
- **Culture** - We demand consistency, kindness, tolerance and respect in all relationships; and that every member of staff goes above and beyond to achieve pupil success.
- **Impressive staff** - We are committed to recruiting, developing and retaining them, and helping them secure a healthy work-life balance.
- **Alignment** - We believe partnership brings profound benefit to each school, and that we are stronger together.

Pupil Values

We want every pupil to realise their potential and to lead a happy, healthy and fulfilled life.

We expect a great deal from every pupil and these expectations are expressed in our six trust values:

- **Ambition** – we expect pupils to want to be the best they can be, to aspire to achieve success at school and in later life.
- **Strength** – we expect pupils to develop strength of character, determination and resilience to overcome the inevitable barriers to success that all people face.
- **Passion** – we expect pupils to become inquisitive and develop a thirst for knowledge and learning.
- **Independence** – we expect pupils to be organised, prepared and to develop personal responsibility.
- **Respect** – we expect pupils to show good manners, kindness, tolerance and exemplary behaviour at all times.
- **Endeavour** – we expect pupils to work hard, to fully engage and enjoy all aspects of school life: and preserve a healthy balance that maintains their wellbeing.

The Mercia Pledge

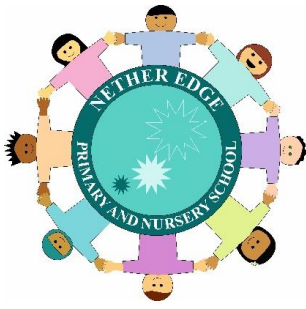
Alongside our pupils, our staff are our greatest asset. We recognise that our success, and that of every pupil, is inextricably linked to our ability to attract, recruit, develop, retain and care for our staff. Whilst we demand absolute commitment to our moral purpose, mission and staff principles; the Mercia Pledge is our commitment to *all* staff.

Teaching staff can expect:

1. An outstanding primary and secondary Initial Teacher Training offer through the Mercia Learning Alliance
2. High-quality NQT and RQT induction and support
3. Effective annual appraisal and career conversations
4. Support to improve via targeted CPD and movement through a formal CPD career development pathway
5. To be included in strategic succession planning to develop and retain them
6. A commitment to reduce staff workload and increase staff wellbeing

Support staff can expect:

1. High-quality induction into a new role
2. Effective annual appraisal and career conversations
3. Support to improve via targeted CPD
4. To be included in strategic succession planning to develop and retain them
5. A commitment to reduce staff workload and increase staff wellbeing



Nether Edge Primary and Nursery School

Glen Road

Sheffield

S7 1RB

**Advert
Deputy Headteacher**

ISR 9-13

Commencing January 2022

Headteacher: Mrs Michele Nott
Chair of Governors: Mr Ashfaq Khan

Dear Colleague

Thank you for your interest in our Deputy Headteacher role at Nether Edge Primary School.

Nether Edge Primary School is looking for a skilled, inspirational, resilient, and ambitious Deputy Headteacher who shares our values and has the right vision and ethos to help lead our team.

They will work in partnership with the Headteacher, the senior team and staff to drive school improvement, promote the school vision, maintain its culture and help achieve excellent outcomes for all children. As such we are looking for someone dynamic and creative, someone who has confidence, a strong vision, a passion for cutting edge curriculum innovation which puts children's learning and character development at the heart, and who has the ability to inspire and lead others.

You will be a leader who uses coaching as their philosophy for developing people and a leader who can support the school strategically. You will provide the strategic leadership for the Quality of Education including teaching, learning, assessment, the curriculum and outcomes and ensure the needs of our most vulnerable (including SEND) are always considered.

You will be an outstanding classroom practitioner who is committed to teaching excellence and inspiring others. You will motivate others and lead by example, contributing positively to secure ongoing success at Nether Edge Primary School.

In addition, there will be opportunities to work collaboratively with colleagues across Mercia Learning Trust to support school improvement.

If you think this is a role in which you will thrive and impact school-wide, we would welcome an application from you.

I look forward to meeting you.

Yours faithfully
Michele Nott
Headteacher



Post Title:	Deputy Headteacher – Quality of Education *This post is a designated customer facing role under the fluency duty and requires a specified level of spoken English in the person specification
Salary Range:	ISR 9-13
Responsible to:	Headteacher
Responsible for:	Quality of Education

The post holder must at all times carry out his/her responsibilities within the spirit of Mercia Learning Trust and School policies and within the legislative framework applicable to academies.

There is an expectation from the Governing Body & Trust that the Deputy Headteacher both achieves and exceeds the Professional Standards required of Upper Pay Range teachers and aspires towards the Headteacher National Standards.

PURPOSE OF THE POST

The Deputy Headteacher, under the direction of the Headteacher, will take a major role in:

LEADING THE QUALITY OF EDUCATION

Ensure the quality of education for all children as exceptional via:

- Ensuring the creation of an outstanding curriculum based on the principles within the Trust curriculum Framework
- Ensuring consistent high quality delivery of the curriculum by teachers each day
- Leading coaching, mentoring, CPD, and support to staff to help them improve their practice overtime
- Leading regular evaluation of the impact of the curriculum via lesson observations work scrutiny and pupil interviews
- Systematically tracking pupil attainment and progress
- Ensuring the points above are always framed against the needs of the most vulnerable (including SEND)

GENERAL DUTIES

- Support evaluation of the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all and developing policies and practices.
- Formulating the aims and objectives of the school

- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Provide vision, leadership and direction for the school whilst monitoring progress towards the achievement of the school's aims and objectives
- Play a lead role in establishing a culture that promotes excellence, equality and high expectations for all students.
- If the Headteacher is absent, the Deputy Headteacher will deputise, as directed, by the CEO/Governing Board and will also be expected to fulfil the professional responsibilities of a Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

KEY RESPONSIBILITIES

Qualities and knowledge

Under the direction of the Headteacher:

- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all students
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs

Students and staff

Under the direction of the Headteacher:

- Demand ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- To act as a positive role model for all stakeholders
- To ensure that all systems are in place to ensure students' learning and success
- Identify emerging talents, coaching current and aspiring leaders
- To drive student outcomes, exerting necessary challenge
- Hold all staff to account for their professional conduct and practice
- To lead and undertake Performance Management Reviews and to act as a reviewer for a group of staff within designated areas

Systems and processes

Under the direction of the Headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose

- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the governing board as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

THE SELF-IMPROVING SCHOOL SYSTEM

Under the direction of the Headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all students
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education
- Help all staff to understand and fulfil their statutory responsibilities through observation, feedback, support and modelling
- Line manage and act as Performance Management reviewer for staff identified by the Headteacher

MANAGEMENT OF RESOURCES

- To assist the Headteacher in managing the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures including the deployment of budgets, requisitioning, organising and maintaining equipment and stock and ensuring appropriate records are kept
- To work with the Headteacher and Leadership Team on the development of the school site and resources
- To evaluate the departmental budgets and to make suggestions for changes when necessary

ACCOUNTABILITY

- Attend Senior Leadership Team Meetings and termly meetings of the Full Governing Body when required to provide information and advice regarding specific areas of responsibility
- Support in the development of and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflect on personal contribution to school achievements and take account of feedback from others
- Fulfil all commitments arising from contractual accountability

SAFEGUARDING

Ensure all aspects of safeguarding are at least strongly good. Specifically:

- With the DSL, ensure all policy is compliant and being put into practice across the school
- Ensure safeguarding is integral to the curriculum & personal development offer
- Engage with outside agencies and stakeholders as required
- Monitor the wellbeing and safety of students and as a result ensure action is timely and appropriate
- Provide reports as required to a variety of stakeholders

- To plan and deliver training on these policies to all staff in school as required by the school improvement plan

CURRICULUM

Lead the formulation and analysis of the curriculum including:

- To ensure the curriculum is constructed in the light of the Trust curriculum framework.
- To continually monitor the curriculum to ensure it is relevant to students' needs, meets appropriate national accreditation and delivers outstanding progress and attainment
- To continually monitor the curriculum to ensure it is relevant to students' needs, meets appropriate national accreditation and delivers outstanding progress and attainment
- To make recommendations to SLT and Governors on the development of the curriculum including an analysis of required resources and staffing
- Keeping abreast of national curriculum and qualifications developments and requirements
- To lead the effective implementation of the curriculum via consistently high quality teaching by staff.
- Be coach and mentor for others with the ability to model and exemplify good practice and act as consultant for other teachers
- Provide regular, diagnostic feedback for colleagues in a way that recognises good practice and challenges where necessary in a way that results in a tangible impact on students' learning
- Lead on the development of policies and practices across the school that promotes inclusion and high achievement through effective and differentiated teaching, learning and assessment
- Secure and sustain effective teaching and learning throughout the school through structured monitoring, evaluation and review processes
- To ensure that the construction of the timetable and its communication to all relevant individuals is managed efficiently and on time
- Support to the School Improvement Process specifically the writing and delivery of relevant sections of the School Improvement Plan
- Hold Middle Leaders to account for progress and achievement of all students

DATA AND ASSESSMENT

Leadership of student tracking, data analysis and reporting, including:

- The management of a clear, robust tracking system at all levels, from the individual student to the whole school ensuring that all students make outstanding progress at well above national averages
- To ensure that the school's target setting is suitably ambitious and clearly understood by all Stakeholders
- Provide accessible and useful information/dashboards for teachers /subject leaders/senior leaders/governors and the Trust as appropriate
- Through training and other forms of communication, develop the system so that all teachers fully understand it and are able to use data formatively to improve the quality of their teaching and students' learning
- To ensure that parents and students understand this system, so that parents can support students in their learning and students are able to know and express what they need to do in order to make progress
- A detailed understanding of national inspection frameworks in relation to progress and attainment
- A detailed understanding of national performance measures and how curriculum and assessment impact on these outcomes
- To work closely with the Senior Leadership Team to ensure that the data and assessment systems are compatible with and support our broader aims across the school

- To develop the MIS system as required, ensuring it is accurate, up to date, simple to use and easy to understand (SIMS/SISRA)
- To establish and maintain a positive culture for continuous improvement

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher – see attached addendum.

WORKING ENVIRONMENT AND CONDITIONS OF THE POST

- The post may be required to travel and work within any school in the Mercia Learning Trust.

GENERAL DUTIES

- To contribute to whole school events as and when required.
- To ensure accurate records are securely maintained and held in accordance with General Data Protection Regulations (GDPR)/Data Protection Act 2018.
- Be aware of and support diversity, ensuring equal opportunities for all.
- Develop professional, constructive relationships with other agencies, schools and professionals.
- Participate in meetings, training and performance development as necessary.
- Recognise own strengths and areas of expertise using these to advise and support others.
- Be willing to undertake training and professional development as required of the post.
- Any other duties and responsibilities appropriate to the grade and role.

PROMOTION OF TRUST VALUES

- To contribute to the overall development of Mercia Learning Trust to ensure the Trust operates on the basis of shared and collective responsibility.
- To contribute to the overall ethos, work and aims of Mercia Learning Trust.
- To support and contribute to the Trust's commitment to safeguarding all students. All schools in the Mercia Learning Trust are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees are expected to share this commitment.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To be aware of and comply with the codes of conduct, regulations and policies of the School and its commitment to equal opportunities.
- All the above duties and responsibilities to be carried out in accordance with policies adopted by the School Governing Body and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety

A great deal of the information and work dealt with is, of necessity, confidential, and it is important that none of this information is disclosed to any unauthorised person, and that is dealt with discreetly and with integrity.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher/CEO to reflect or anticipate changes in the post commensurate with the grade or job title.

Issue Date: Sept 2021



Post Title:	Deputy Headteacher – Quality of Education *This post is a designated customer facing role under the fluency duty and requires a specified level of spoken English in the person specification
Salary Range:	ISR 9-13
Responsible to:	Headteacher
Responsible for:	Quality of Education

QUALIFICATIONS

<ul style="list-style-type: none"> ▪ QTS (Qualified Teacher Status) ▪ Evidence of regular and appropriate professional development ▪ Evidence of recent management development ▪ Evidence of recent senior management experience demonstrating a substantial contribution to developing or leading: <ul style="list-style-type: none"> - School ethos - The curriculum - Raising standards - Personal development - Behaviour and / or attendance - SEND and strategies for the most vulnerable - CPD - Specific school improvement initiatives 	Application form
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EXPERIENCE

<p>A Deputy Headteacher should be able to demonstrate their ability in:</p> <ul style="list-style-type: none"> ▪ Collaborative and flexible leadership in close partnership covering <ul style="list-style-type: none"> - Planning, development and monitoring whole school provision - Planning strategically and operationally ▪ Effective management, decision making and organisational skills, including: <ul style="list-style-type: none"> - Communication skills (oral and written) - Consultation and negotiation skills - Ability to delegate - Ability to motivate staff and pupils 	Application Form, Reference, Assessment, Interview
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<ul style="list-style-type: none"> ▪ Interpersonal skills which demonstrate an ability to develop and maintain good relationships with all members of the school community and partners ▪ Active and effective internal school liaison work, including the promotion and development of team working ▪ To plan and make decisions that take full account of equal opportunities ▪ Performance review: a sharp focus on school self-evaluation, with particular regard to assessment and pupil progress 	
KNOWLEDGE, EXPERIENCE AND UNDERSTANDING <i>* The ability to converse at ease with members of the public and students and provide advice in accurate spoken English is essential to the role</i>	
A Deputy Headteacher should be able to demonstrate their knowledge, experience and understanding of:	
Shaping the future <ul style="list-style-type: none"> • Local, national and global trends in education • Communication strategies both within and beyond the school • New technologies, their use and impact 	Application Form, Reference, Assessment, Interview
Leading the Quality of Education Ensure the quality of education for all children is exceptional via: <ul style="list-style-type: none"> • Ensuring the creation of an outstanding curriculum based on the principles within the Trust curriculum Framework • Ensuring consistent high quality delivery of the curriculum by teachers each day • Leading coaching, mentoring, CPD, and support to staff to help them improve their practice overtime • Leading regular evaluation of the impact of the curriculum via lesson observations work scrutiny and pupil interviews • Systematically tracking pupil attainment and progress • Ensuring points above are always framed against the needs of the most vulnerable (including SEND) 	Application Form, Reference, Assessment, Interview
Developing self and others Strategies to promote self and team development	Application Form, Reference, Assessment, Interview
Managing the organisation <ul style="list-style-type: none"> • Equal opportunities policy in service delivery and employment • Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation 	Application Form, Reference, Assessment, Interview
Securing accountability <ul style="list-style-type: none"> • Relevant education legislation • Principles and practice of quality assurance systems, including school review, self- evaluation and performance management, and how they need to change in the light of the 'new' curriculum strategy. • Data collection and analysis tools 	Application Form, Reference, Assessment, Interview

<ul style="list-style-type: none"> • Performance monitoring and evaluation techniques • Statutory educational frameworks, including governance • Public service policy and accountability frameworks, including self-evaluation and multi-agency working 	
Strengthening community <ul style="list-style-type: none"> • Current issues and future trends that impact on the school community • Strategies to encourage parents and carers to support their children's learning • Experience of working with other professionals 	Application Form, Reference, Assessment, Interview
Safeguarding and promoting the welfare of children Awareness, understanding and successful experience of: <ul style="list-style-type: none"> • Addressing Keeping children safe in Education agenda and possessing up to date knowledge and understanding of national and local safeguarding guidance. • Developing and ensuring a safe and supportive school culture. • Developing and introducing policies and practices that minimise opportunities for abuse or ensure its prompt reporting. 	Application Form, Reference, Assessment, Interview
PERSONAL QUALITIES	
A commitment to getting the best outcomes for all students and promoting the ethos and values of the school Ability to work under pressure and prioritise effectively Commitment to maintaining confidentiality at all times	

Safeguarding

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 Trust pays full regard to 'Keeping Children Safe in Education' guidance and we ensure that all appropriate measures are applied in relation to everyone who works for the Trust.

Safer recruitment practice includes scrutinising applicants, verifying identity, verifying qualifications, obtaining professional references, checking previous employment and ensuring that the successful candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking criminal convictions.

If you are shortlisted, your suitability to work with children will be explored and this will include disclosing convictions. The information you disclose may be discussed with you during the interview.

The successful candidate will be required to complete an enhanced DBS check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

The Application Process

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 about the post, please contact the school on 0114 255 0926

To apply, please email your completed application to recruitment@merciatrust.co.uk or send it in the post to:

HR Team
Mercia Learning Trust
79 Glen Road
Sheffield
S7 1RB

Closing Date: Sunday 26th September 2021

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

Please note that we do not accept CV's or Council Application Forms - applicants must submit a Trust Application Form.

Please also note that in all cases written references will be taken up BEFORE the final selection stage.

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.

Some of our vacancies are designated customer facing roles under the fluency duty and require a specified level of spoken English. Where this is the case, it will be clearly stated in the advert and person specification.

If you have any further queries on any aspect of the application process, please contact The HR team, by emailing recruitment@merciatrust.co.uk