



Mercia Learning Trust

**Central Team
Recruitment Information**



Mercia
Learning Trust

OUR CRITICAL QUESTIONS

OUR
CRITICAL
QUESTIONS



WHY DO WE EXIST?

To empower everyone
in our communities,
especially the most
disadvantaged, to succeed.

 Mercia
Learning Trust

 Mercia
Learning Trust

We are kind
Showing care and supporting each other.

We have integrity
Doing the right thing and always putting children first.

We work with diligence
Overcoming obstacles and having no excuses.



HOW DO WE BEHAVE?

OUR
CRITICAL
QUESTIONS

OUR
CRITICAL
QUESTIONS



WHAT DO WE DO?

We run schools that focus
on academic excellence,
cultural capital and the
development of character.

 Mercia
Learning Trust

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Learning Trust

A culture of excellence
High standards shaped by clarity, not control.

Academic focus
Empowering all children through an exceptional curriculum.

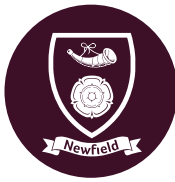
Purposeful collaboration
Relationships built on trust, reducing sub-optimisation
and driving collective success.



HOW WILL WE SUCCEED?

OUR
CRITICAL
QUESTIONS

OUR SCHOOLS



LOCATION





Mr Neil Miley
Chief Executive Officer

Mercia Learning Trust is a great trust with a clear mission, robust schools and effective central functions. We have a strong identity, a positive culture, and an effective model of operation.

Our scale and location enable us to function as a close-knit network and family of schools and professionals. While we are pleased with our current position, our trustees are ambitious for further development and improvement.

Our trust is focused on creating organisational health. This is rooted in ensuring there is clarity for all staff on our purpose. We achieve this through answering a series of simple questions that define our mission and how we will work together to achieve our mission.

The first question we answer is 'Why do we exist?'

Our answer to this question is simple, yet profound:



'To empower everyone in our communities, especially the most disadvantaged, to succeed.'

We know that education is the key to a better future for everyone in our communities. It opens doors to employment, improves health and gives young people a sense of purpose.

But for many pupils, there are barriers in their way. Our job, alongside families, is to remove those barriers and provide the support, challenge and guidance children need to achieve.

If we get it right for our pupils, we help to improve our local and national community for everyone.

The second question we answer, is 'How do we behave?'. This question defines the values we expect everyone in our community to display. These are:

Kindness - showing care and supporting one another

Integrity - doing the right thing and always putting children first

Diligence - overcoming obstacles and having no excuses

These three core values should permeate everything we do. They represent three key areas: how we behave and work with each other – we are kind; our moral compass – we show integrity; and our approach to our work – we are diligent.

We are proud that our schools are inclusive, warm, and welcoming places where all pupils feel happy and safe.

"our schools are inclusive, warm, and welcoming places"

They are schools where exceptional behaviour and kindness are the norm, and where pupils are diligent and succeed. They are also schools where staff are focused on the most vulnerable pupils, ensuring they are empowered to be successful.

The third question we answer is ‘What do we do?’. This might sound like a straightforward question, but it is important we are clear on our approach.

Academic Excellence - equipping every pupil with the knowledge and skills they need to succeed.

Cultural Capital - broadening horizons and providing experiences that enrich and inspire.

Character Development - developing resilience, empathy, integrity and other critical character traits, to prepare pupils for life beyond school.



Through these key areas, we make sure all children have the opportunity to lead successful and happy lives.

Our fourth question is ‘How will we succeed?’. This question defines the areas we all focus on, as a team, to make sure all our schools are successful.

"a culture of purposeful collaboration"

Firstly, we want a **culture of excellence – high standards, shaped by clarity, not control.**

To achieve this, our trust operates within a model we call ‘Aligned Autonomy’. This model recognises each school has its own context and community. We want schools to innovate and drive success for their pupils, but to also share what they develop with other schools. This helps to reduce workload and to improve the education of all our pupils.

Secondly, **we promote a culture of purposeful collaboration.**

We recognise our leaders and staff often face similar challenges, and we ask them to work together to find common and scalable solutions. However, we also don’t want to add unnecessary burden and workload, so only collaborate when the purpose is clear.

Finally, we want all our schools to have a **strong academic focus**, which means empowering all children through an exceptional curriculum.

"empowering all children through an exceptional curriculum"

Our academic focus is the cornerstone of our mission. By delivering an exceptional curriculum, we provide every child with the knowledge, skills, character development and cultural capital they need to succeed. This focus is about creating a love of learning that lasts a lifetime.



To achieve our mission, we employ a diverse and exceptional staff across the full range of teaching, non-teaching, and leadership roles.

We are acutely aware that our staff are our greatest asset. We cannot prosper as schools or a trust, and fulfil our mission for children, unless we can recruit, develop, promote, and retain the very best people.

We also understand the importance of attracting new entrants into teaching.



Therefore, we are a substantial provider of Initial Teacher Training and provide fantastic support for early career teachers.

We understand that working within schools is rewarding and fast moving, but also demanding.

We promote ethical leadership to ensure strong support and professional development, coupled with a commitment to wellbeing and maintaining a healthy work-life balance.

"our staff are our greatest asset"

Working for our trust also offers the opportunity to reside in the vibrant city of Sheffield, renowned for its sports, leisure, and cultural activities. Sheffield boasts more parks, open spaces, and trees than any other city in the UK. Additionally, the picturesque Peak District National Park borders the west of the city.

We welcome applications from those who subscribe to our mission and values, and in turn we commit to being a trust where staff can prosper, flourish and build their career.



SURVEY RESULTS



"In our school everyone genuinely cares for one another. Our school is very much at the heart of our community, and I feel the benefits of that every day."



"I value the supportive behaviour policy which minimises disruption and maximises learning."



"I work with a great team of people who go above and beyond to provide the best educational experience for pupils who attend our school."



"I really appreciate the community of pupils that attend our school. They make me feel valued and respected, and I feel privileged to be able to have a positive impact on their learning."



JOB SATISFACTION AMONG OUR STAFF IS

14% HIGHER THAN THE NATIONAL AVERAGE.



PUPIL BEHAVIOUR IS RATED

21% BETTER THAN THE NATIONAL AVERAGE.



13% MORE STAFF THAN THE NATIONAL AVERAGE WOULD

RECOMMEND OUR TRUST AS A GREAT PLACE TO WORK.

Based on results of 76% of our trust surveyed by Edurio in 2025, which is 13% higher than the average response rate.
Edurio benchmark results against nearly 70000 other staff nationally.



**JOB SATISFACTION
AMONG OUR STAFF IS
14% HIGHER THAN THE
NATIONAL AVERAGE**



**WE EXIST TO
EMPOWER EVERYONE
IN OUR COMMUNITIES,
ESPECIALLY THE MOST
DISADVANTAGED,
TO SUCCEED.**

BENEFITS OF WORKING FOR MERCIA LEARNING TRUST



MISSION

Shared mission and values.



WELLBEING & WORKLOAD

We value our staff and support them to be happy in their careers. We actively aim to reduce workload. Our staff have access to occupational health, counselling, and physiotherapy.



ETHICAL LEADERSHIP

We are kind – showing care and supporting each other. We have integrity – doing the right thing and always putting children first. We work with diligence - overcoming obstacles and having no excuses.



GREAT SCHOOLS

Our schools excel and continuously improve, with sector-leading expertise and diverse catchments. This provides staff with valuable insights across a range of age groups and educational approaches.



COACHING

We are proud to be a trust promoting the use of coaching to support everyone's development.



IT

Up to date IT equipment, with dedicated support through our centralised team.



INDUCTION

Comprehensive support via a mentor to ensure all new staff (incl. ECTs) can flourish in their role.



EMPLOYEE BENEFITS

Cycle to work scheme, reduced Westfield Health rates, Specsavers eye care scheme, childcare vouchers scheme, free optional annual flu vaccination.



CPD & CAREER PROGRESSION

Exceptional CPD from within your school from our trust and outside, including an annual trust conference. There are accelerated progression opportunities within our trust.



FINANCIAL WELLBEING

Access to a secure and flexible Teacher's or Local Government pension scheme.



PARTNERSHIP WORKING

Numerous opportunities to collaborate with colleagues from across our trust on a range of projects.



ENHANCED LEAVE OF ABSENCE

Greater flexibility and support for life's unexpected events, with leave options including carers, dependants, career breaks, and life events. Enhanced family leave benefits provide full contractual pay for paternity, neonatal, fertility, and pregnancy loss leave.



STAFF TESTIMONIALS

**WHAT IS IT LIKE TO
WORK FOR
OUR TRUST?**

**I FEEL LIKE I MATTER TO
MY SCHOOL AND OUR TRUST.**

**MERCIA LEARNING TRUST SEES
ITS STAFF AS ITS GREATEST
ASSET, WHICH MAKES ME FEEL**

HUGELY APPRECIATED.

**THE SECURITY I FEEL IN
MY ROLE IS PRICELESS.**

**NIKKI CROOKES, TEACHING ASSISTANT,
TOTLEY PRIMARY SCHOOL**



“The leadership team are so supportive and are always happy to provide guidance and assistance. Behaviour systems that are in place just allow you to teach and focus on what is happening in the classroom.”

Amy Hardie, Assistant Headteacher,
King Egbert School



“The ability to tap into a wealth of exceptional talent and expertise across primary and secondary settings has sharpened our practice in so many ways. At the same time, the mantra of ‘aligned autonomy’ allows each school to flourish and display its own character.”

Ben Paxman, Headteacher,
Totley Primary School



“What attracted me to Mercia Learning Trust was the forward thinking approach to education and CPD, and our trust’s willingness to embrace the best new strategies, techniques and educational research to better meet our pupils’ needs.”

Josh Bennett, Teacher,
Nether Edge Primary School



“I decided to work for Mercia Learning Trust because it considers students, as well as staff, as its greatest assets. I get a sense of satisfaction that what I do is recognised and valued by my employer. Our trust aims to secure staff and student wellbeing as a top priority.”

Sharjeel Jalal, Teacher,
King Egbert School



“What attracted me to joining our trust was the large and diverse community where there is equal representation.”

Emma Dibie, Teaching Assistant,
Nether Edge Primary School



“Mercia Learning Trust is committed to bringing out the best in everyone, through giving us the tools to build our skills, expertise and knowledge. It is such a supportive network, and we have really valuable opportunities to collaborate with practitioners in other settings across our trust.”

Joe Tremble, Teacher,
Woodlands Primary School

