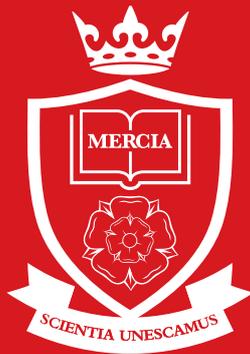




# Mercia School

Recruitment Information



**Scientia Unescamus**  
Let us be United by Knowledge

Proud to be part of Mercia Learning Trust



**Mercia**  
Learning Trust



**WE OFFER AN**

**EDUCATION THAT IS**

**TRADITIONAL AND**

**ACADEMICALLY RIGOROUS**



**Mr Joshua Fisher**  
**Headteacher**

**Scientia Unescamus**  
Let us be United by Knowledge



Mercia School (11-18+) opened in September 2018 and has grown incrementally each year, we are now full in all years (7-13). Our results at all phases have been exceptional every year, placing amongst the top schools nationally.



We are a traditional school, and aspects of our approach and practice are like other highly effective schools across the country. We have a strong reputation for educational excellence and have been the most oversubscribed school in the city for the last four years. In February 2023 Ofsted inspected the school and graded all aspects of provision and overall effectiveness to be outstanding.

Our aim is to provide all pupils, no matter what their background or starting point, with a rich, coherent,

and demanding education, facilitated by a longer school day.



This ultimately equips and inspires them to progress to university or a high-quality alternative. We care about every pupil and want the absolute best for them.

Our school is a warm and welcoming place where all pupils feel happy and safe and can flourish. Staff are free to



teach without distraction and deliver exceptional lessons, and leaders focus persistently on what matters. We wish to recruit, develop, and retain the best staff, and we have a strong commitment to reducing the workload for teachers.

We believe in the following:

- All pupils deserve an exceptional education.
- Extremely high and explicit expectations of everyone.
- Consistency and predictability.
- A longer school day, family lunch and silent corridors.
- Exemplary pupil conduct and behaviour.
- Ambitious, carefully considered, skilfully sequenced knowledge-rich curriculum, expertly delivered by teachers to all pupils.
- A coherent and fully accessible enrichment offer for all pupils.
- The development of character so that pupils are kind and work hard every day.
- Exceptional pupil outcomes and the development of pupils as rounded and ambitious citizens.
- Education as the vehicle to drive social mobility.
- Exceptional professional support and development of staff, and a culture of continuous improvement.



**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.



# OUR CRITICAL QUESTIONS

OUR  
CRITICAL  
QUESTIONS



## WHY DO WE EXIST?

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



### 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.



### 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.



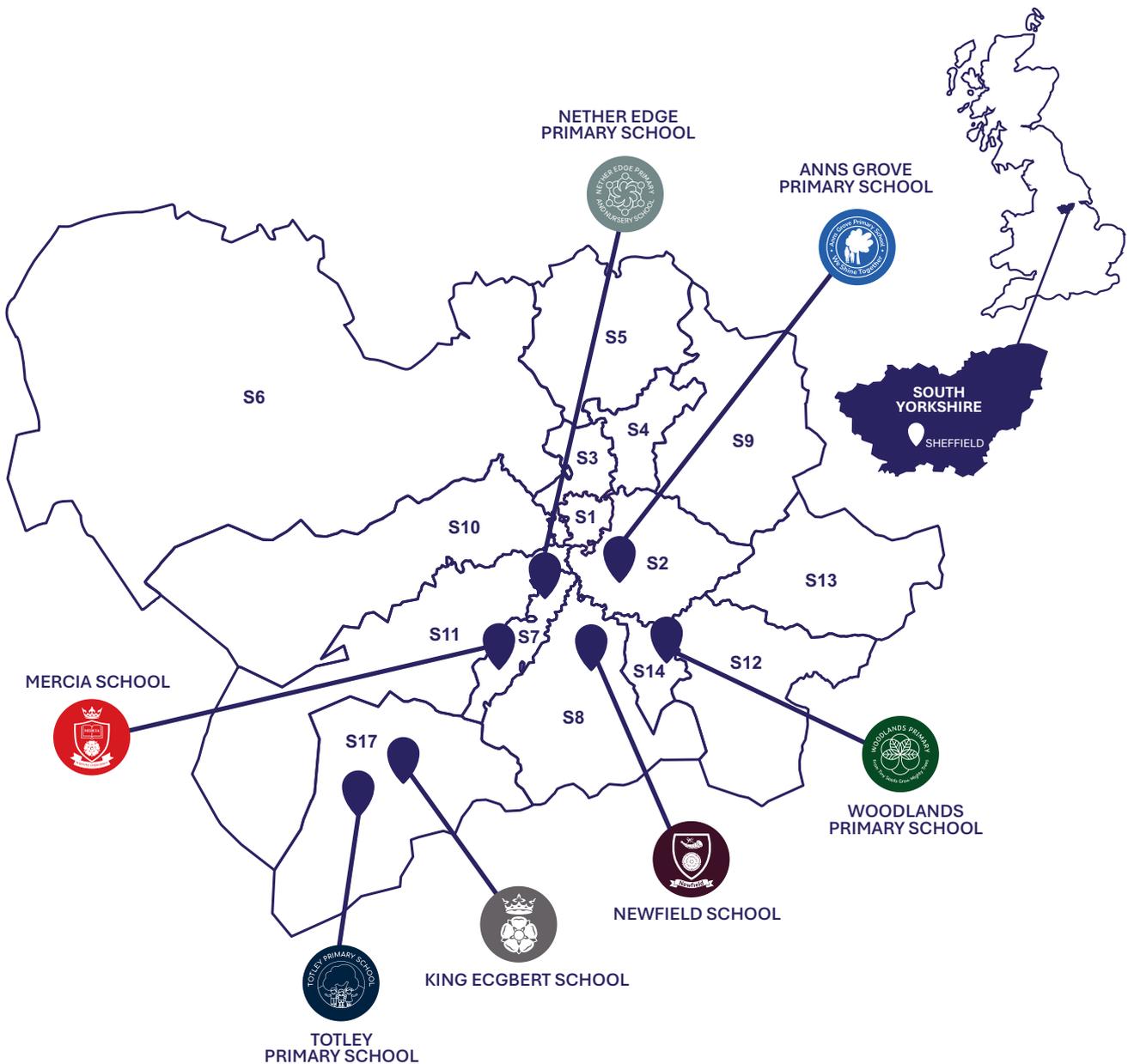
## HOW WILL WE SUCCEED?

OUR  
CRITICAL  
QUESTIONS

# OUR SCHOOLS



# LOCATION





# REASONS TO JOIN MERCIA SCHOOL

## 1 OUTSTANDING SCHOOL

Mercia is one of a small number of schools that is graded as outstanding, and one of the best schools in the country. You will have access to sector-leading practice. Outcomes are exceptional.



## 2 TEAM

You will join an ambitious, talented and positive team of leaders and staff.



## 3 SUPPORT

Leaders and teachers have fantastic initial and on-going support to fulfil their roles. Senior leaders work hard to support teachers and ensure their time is protected.



## 4 EXCEPTIONAL BEHAVIOUR

Pupils at Mercia behave impeccably. We believe teachers should be able to teach and pupils should have an appetite to learn. Our centralised and consistent behaviour systems improve wellbeing for all.



## 5 WORKLOAD

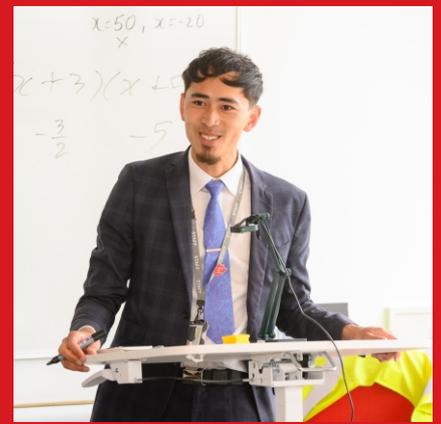
We remove all unnecessary tasks that take time away from supporting pupil learning. We have reduced data and administration tasks. Teachers have lower contact ratios compared to most schools, so they have more time to prepare great lessons. Teacher time is focussed on teaching, supporting pupils and administration in the working day and no work is taken home.

## 6 TIME

We have a longer school day which is designed to support pupils and staff. Within this time all pupils receive great lessons, access a full enrichment programme and undertake homework in assisted 'self-study'.

## 7 PROFESSIONAL DEVELOPMENT

All staff receive an exceptional induction, and consistent on-going support and CPD. You will work alongside exceptional colleagues.



## 8 RETENTION

Retention is high and staff are happy and proud of their school. They have a good work-life balance and have a sense of belonging. We are all driven and motivated by our mission.



# 9 FAMILY DINING

Family dining is special. We all eat together as a family and collectively show gratitude to our community. Teachers are catered for free of charge.



# 10 ENRICHMENT

Teachers teach and lead pupils in their areas of interest or expertise outside of the 'normal' curriculum. Teachers offer sport, STEM, music, drama, the arts and much more. Strong relationships are built and forged in these moments.



Information about what it is like to work at Mercia School can be accessed via [merciaschool.com/work-with-us](https://merciaschool.com/work-with-us)



**STAFF MORALE IS HIGH.**

**THEY ARE PROUD TO WORK**

**AT THE SCHOOL.**

**LEADERS HAVE PRIORITISED**

**PROFESSIONAL DEVELOPMENT**

**TO ENSURE THAT STAFF ARE**

**EXPERTLY TRAINED TO**

**PERFORM THEIR ROLES.**

**OFSTED, FEBRUARY 2023**

# 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.

A woman wearing a black hijab and a maroon top is standing in front of a whiteboard. The whiteboard has several mathematical equations written on it in red and blue ink, including  $2e^x - \frac{2}{e^x} = 3$ ,  $e^x$ ,  $-\frac{2}{y} = -$ ,  $-2 = 3y$ , and  $\ln e^x = \ln 2$ . She is smiling and looking to the right. A staff ID badge is visible on her chest.

**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 Ecgbert 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 Ecgbert School



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

Emma Dible, 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



mercia.school  
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