



THE MERCIAN TRUST

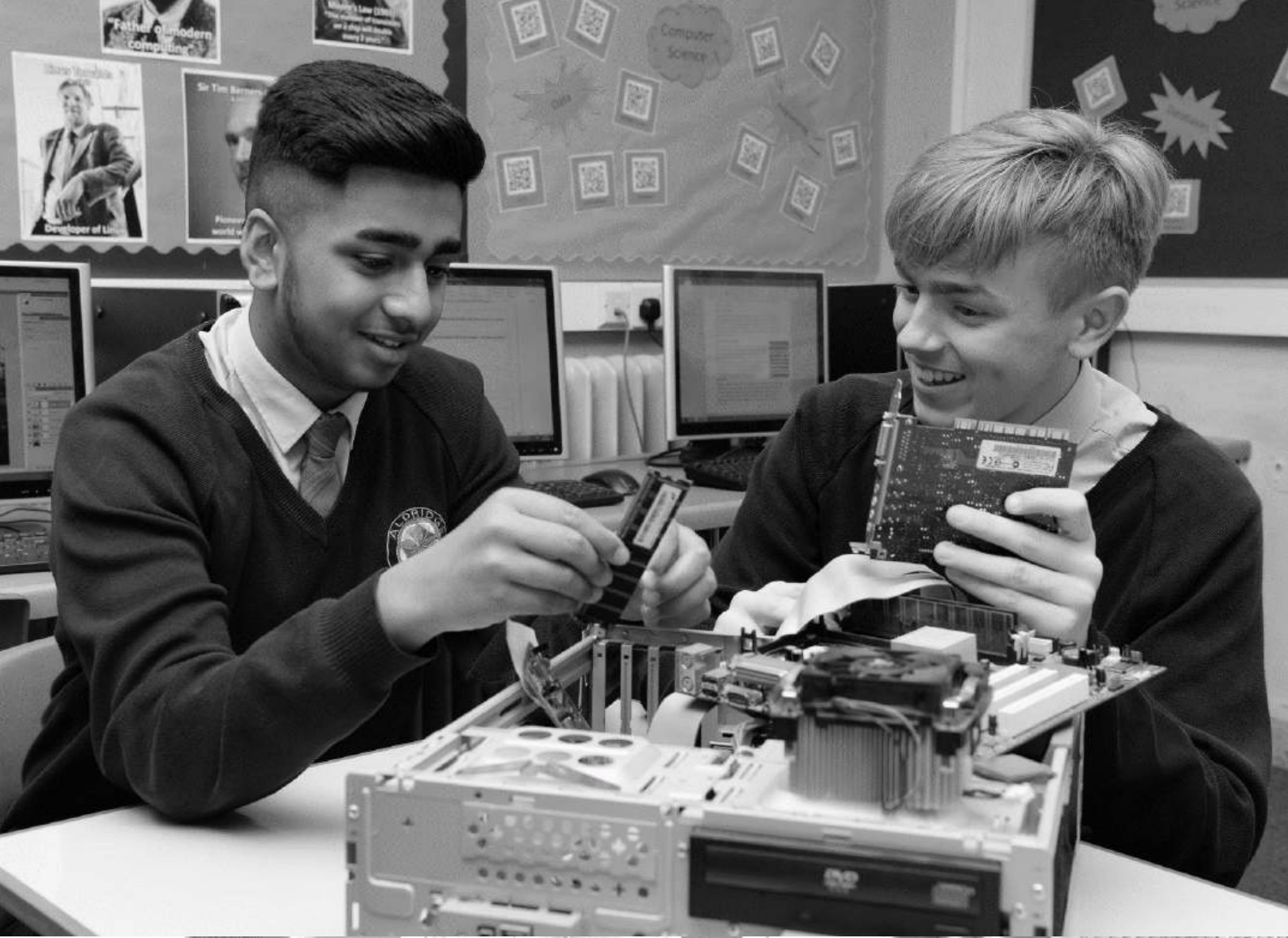
# Speech and Language Therapist Application Pack

**Full Time / Part Time considered  
Permanent Position**

**Salary commensurate with experience and expertise**

THE MERCIAN TRUST

- ALD - ALDRIDGE SCHOOL
- GRB - Q3 ACADEMY GREAT BARR
- LAN - Q3 ACADEMY LANGLEY
- NLS - NEW LEAF SCHOOL
- OAK - OAKWOOD SCHOOL
- QHS - QUEEN MARY'S HIGH SCHOOL
- QMG - QUEEN MARY'S GRAMMAR SCHOOL
- RUS - RUSHALL PRIMARY SCHOOL
- SOA - SHIRE OAK ACADEMY
- TLS - THE LADDER SCHOOL
- TPN - Q3 ACADEMY TIPTON
- WSS - WALSALL STUDIO SCHOOL



# STRATEGIC PLAN 2025-2030

The Mercian Trust’s Strategic Plan for 2025–2030 marks an important transition from our pioneering chapter to a confident, maturing stage of development. Rooted in our commitment to social mobility and social justice, the strategic plan sets out a bold and innovative vision for the next five years—one that builds on our distinctive identity and shared values across a diverse family of schools.

Our strategy is anchored in three long-term priorities: purpose, people, and place. We aim to increase opportunities and improve outcomes for all students, recruit and retain exceptional staff, and deepen our engagement with communities and external partners. This is underpinned by a culture of inclusive leadership, continuous improvement, and purposeful innovation—ensuring every school flourishes and every learner experiences “life to the full.” As we move forward, we are thinking in decades, not just academic years, and we are excited for innovative and aspirational leaders to join us in shaping the future of education across Walsall, Sandwell and the Black Country.



Who we are is not changing...



## Solidifying Our Identity

	<b>Our Mantra</b>	<b>Life to the full</b> in pursuit of what is <b>good, right, and true.</b>
	<b>Our Mission</b>	Our <b>social mobility</b> and <b>social justice</b> mission to <b>increase opportunities</b> and <b>improve outcomes.</b>
	<b>Our ambition for students</b>	Children and young people who <b>fulfil their potential</b> , go on to <b>thrive in the world of work</b> and <b>make a positive contribution</b> to the local, national, and international community.

All Trusts' long-term 'expectation'



# Strengthening Our Foundations

	<p><b>Continuously Improving</b></p>	<p>Ensure continuously improving <b>schools, leaders, teachers, and student-facing support staff</b>. Ensuring continuously improving <b>professional services</b> to and for schools, <b>business support staff, and systems</b>.</p>
	<p><b>Sustainable and resilient</b></p>	<p>Build <b>capacity and resilience</b> within <b>sustainable operating models</b> for all our schools, services and partnerships. Maximise <b>use of digital, data and AI</b> to <b>strengthen professional practice</b> and <b>reduce administrative workload</b>.</p>
	<p><b>A Participant and Contributor</b></p>	<p>Take responsibility for <b>contributing to system and sector improvement</b> in our local communities.</p>

Our long-term strategy  
(not just the next 5 years)



# Securing Our Anchors

	<p><b>Equitable Education</b></p>	<p>Expertly preparing <b>each student</b> for life and work regardless of social, economic, or personal circumstances. Developing <b>transferable knowledge, understanding, skills, and character</b> in children and young people to enable each to succeed in school, outside of school, and beyond school.</p>
	<p><b>Distinctive Schools</b></p>	<p>Developing and sustaining a <b>diverse family of schools</b> that meet the needs, aptitudes and aspirations of <b>all children and young people</b>. <b>Leveraging our distinctive nature and USPs</b> so that pupils, parents and communities choose our schools.</p>
	<p><b>Leading Improvement &amp; Innovation</b></p>	<p>Strengthening our <b>capacity</b> to be <b>flexible and agile</b> as we <b>pioneer with purpose</b> and <b>innovate pragmatically</b> for the benefit of children and young people in our region.</p>

How we will be recognised by 2030...



# Seeing Our Vivid Vision 2030



## Purpose

Increasing Opportunities and Improving Outcomes for students

We will be recognised as a trust of **exceptional schools** of all phases, key stages, and settings by providing a **home for everyone** – the right school place and provision for every child and young person so that they **succeed in school** and move into **sustained, ambitious destinations**.



## People

Recruiting, retaining and developing staff and volunteers

We will be recognised for our **purpose-driven people**; an **employer of exceptional staff** supported by dedicated volunteers. Our team **embraces change**, invests in **professional growth** and masters the use of **digital technologies and AI** for the benefit of children and young people.



## Place

The communities we serve through our work and our partnerships

We will be recognised for **leading collaboratively in our region** – deeply rooted in the towns of the Black Country. We will be known for our **reciprocal, meaningful partnerships** with parents, alumni, employers, charities and other schools and school trusts **working together** to support children and young people.





# OUR TRUST BLUEPRINT FOR LEADERSHIP AND CULTURE

**OUR PURPOSE** Increasing opportunities, improving outcomes.

**OUR MANTRA** Life to the full in pursuit of what is good right and true

## OUR PRINCIPLES

[P1]  
**Social Mobility  
and Social Justice**

[P2]  
**Belonging and  
Inclusion**

[P3]  
**Innovation and  
Improvement**

[P4]  
**Safeguarding and  
Wellbeing**

## OUR VALUES (WHO WE ARE)

[V1]  
**We Care**

We are:  
Kind  
Compassionate

We are uncompromising  
in our pursuit of:  
Excellence  
Rigour

[V2]  
**We are Courageous**

We are:  
Ambitious for all our  
students and staff

We are:  
Agile, flexible and bold  
in our decision-making  
(including taking the  
'difficult decisions')

[V3]  
**We are Candid**

We are people of:  
Honesty  
Sincerity

We welcome:  
Clarity  
Feedback  
Critique

[V4]  
**We are Accountable**

We model:  
Leadership  
Integrity

We demonstrate:  
Objectivity  
Openness

## OUR PROFESSIONAL BEHAVIOURS

**In our work:**

We work with accuracy and precision; we are inquisitive and professional  
We demonstrate positivity, resilience and determination.

**In our relationships:**

We uphold and embrace fairness, equitability and teamwork.  
We collaborate respectfully, and demonstrate commitment to each other.

**In our development:**

We engage with quality educational research.  
We develop ourselves and others through tailored professional learning.

**In our approach:**

We are outward looking with a pioneering spirit.  
We navigate change with a commitment to serve our local communities.

# The Mercian Trust

The Mercian Trust is one of the largest and leading regional Trusts in the West Midlands with 12 schools and over 10,000 students. We are making strategic investments of time, focus, and resources into realising our Vivid Vision for 2030, alongside the development of our strategic foundations and anchors. This is all set alongside our identity and mission to increase opportunities and improve outcomes for children and young people. Our Vivid Vision for Purpose, People and Place outlines our ambitious plans for our students, our staff and our local communities.

The Mercian Trust was incorporated in January 2018 and currently governs nine secondary schools, comprising selective grammar schools, large comprehensive schools, an alternative provision free school and a 14-19 specialist studio school. In 2021, the Regional Schools Commissioner approved the merger between The Mercian Trust and Q3 Academies Trust. The formal merger transfer was completed on 1st May 2022 when all nine academies of the two Trusts became part of the same family of schools governed by The Mercian Trust. In summer 2025, our first Primary School and our first Special School joined our Trust, along with a Pupil Referral Unit bringing our family of schools to twelve.

- Aldridge School (11-18)
- Q3 Academy Great Barr (11-18)
- Q3 Academy Langley (11-16)
- New Leaf School (Pupil Referral Unit)
- Oakwood School (Special School)
- Queen Mary's High School (11-18, selective)
- Queen Mary's Grammar School (11-18, selective)
- Rushall School (Primary School)
- Shire Oak Academy (11-18)
- The Ladder School (Alternative Provision)
- Q3 Academy Tipton (11-18)
- Walsall Studio School (14-19)

The Members of The Mercian Trust include The Vine Trust and the Queen Mary's Foundation. Both are charitable organisations focussed on improving the futures of local young people.

## Trust ethos & values

Our name is rooted in history and expresses a geographical identity and ambition. The ancient kingdom of Mercia encompassed much of what we now recognise as the West Midlands – and crucially for us it included what we now call the Black Country. It was in Mercia that St Chad established an association of small monasteries which fostered unity through bonds of kinship. Now, a thousand years later, we look to demonstrate the same spirit in our approach. We are a family of schools committed to each other – diverse in nature, proud custodians of our history and success, but together, one charitable trust with a common purpose.

Our Trust exists to equip our students to:

- Realise their potential
- Thrive in the world of work
- Make a positive contribution to the local, national and international community.

Our mission is **increasing opportunities** and **improving outcomes**. Our mantra is *Life to the full* in pursuit of what is **good, right and true**.



# Job Description: Speech and Language Therapist

Job Title	Speech and Language and Therapist
Location	The Mercian Trust Schools
Working hours	Full time 37.5 hours per week. Part-time post(s) available
Salary	Negotiable dependent on skills and experience

## Work Environment

- You will join a well-established, supportive multi-disciplinary clinical team, working collaboratively alongside a range of experienced professionals.
- The role benefits from dedicated office accommodation, alongside opportunities to work across our Trust schools, attending meetings at a variety of locations and engaging directly with settings.
- To support flexible and effective working, you will be provided with appropriate digital equipment, including a work laptop.

## Work Dimensions

- Work collaboratively with colleagues in schools and other settings, alongside a wide range of multi-agency clinical professionals and local authority partners.
- Make a direct and meaningful impact through work with children and young people, in close partnership with their families.
- Deliver a varied and rewarding mix of casework, assessment, consultation, and training.
- Benefit from structured clinical supervision to support reflective and confident practice.
- Access ongoing continuing professional development to support career progression and professional growth.
- Professional registration fees paid (HCPC).
- Enjoy access to a wide range of Trust professional staff benefits within a supportive organisation.

## Job Purpose

- Deliver a high-quality, effective speech and language therapy service across a group of Trust schools, working in close partnership with Trust clinicians and external agency colleagues to achieve positive outcomes for children and young people.
- Work collaboratively with the Trust's wellbeing provision leads to support vulnerable children and young people, with a particular focus on those with Speech, Language and Communication Needs.
- Play a key role in supporting the Trust to meet its statutory responsibilities, including contribution to diagnostic assessment pathways.

## Main Duties and Responsibilities

- Manage a defined clinical caseload, providing high-quality speech and language therapy through consultation, assessment, case formulation, and intervention.
- Take professional responsibility for the assessment, diagnosis, planning, delivery, and evaluation of evidence-based intervention programmes, in line with professional standards and Trust policies.
- Contribute to the ongoing development of Speech, Language and Communication provision across the Trust, supporting service improvement and innovation.
- Design clear therapy intervention plans for delivery by Learning Support Assistants/Teaching Assistants, with overall clinical oversight and accountability.
- Provide expert advice, guidance, training, and support to parents/carers and members of the multidisciplinary team to build shared understanding of speech, language, and communication development.
- Maintain accurate clinical records and produce concise written reports, working in close liaison with families, professionals, and relevant partner organisations.

- Work in partnership with children and young people, their parents/carers, and professionals to agree meaningful goals and plan effective interventions.
- Accurately document assessments, diagnoses, intervention plans, clinical notes, key contacts, and summaries in line with professional standards.
- Provide clear verbal feedback and high-quality written records following consultation and assessment.
- Support Trust schools in meeting their statutory responsibilities, including contributing statutory advice and attending Annual Reviews when required.
- Assist schools in monitoring the progress of vulnerable children and young people, particularly those at risk of exclusion and Children Looked After.
- Actively uphold safeguarding responsibilities by reporting any Child Protection or Child in Need concerns in line with Trust safeguarding procedures.
- Design, deliver, and evaluate relevant in-service training for school staff, promoting understanding of Speech and Language Therapy practice and impact.
- Operate within the scope of Speech & Language Therapy practice as set out by the Royal College of Speech & Language Therapists

#### Knowledge, Qualifications, Skills and Behaviours and Experience

Qualifications	Essential	Desirable
A recognised professional degree qualification in Speech and Language Therapy	P	
Postgraduate training relevant to the role		P
Registered member of the Health and Care Professions Council (HCPC)	P	
Membership of SLT Clinical Excellence Network		P
A specialism or interest in children and young person's speech language and communication development.	P	
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>• Knowledge and skill in providing SLT assessment and intervention relevant to the service users.</li> <li>• Knowledge and experience of evidence-based approaches to early intervention for children and young people young people speech, language and communication needs.</li> <li>• An understanding of SEND Code of Practice (2015) and Equality Act (2010) legislation and its implications.</li> <li>• Knowledge and understanding of the application of relevant speech and language diagnostics, theoretical models, and approaches relevant to children and young people.</li> <li>• Demonstrate clear clinical reasoning based on evidenced based practice.</li> </ul>		
<b>Skills and Behaviours</b>		
<ul style="list-style-type: none"> <li>• Excellent inter-personal skills demonstrating capacity to build strong working relationships with others.</li> <li>• Excellent written and verbal communication skills.</li> <li>• A 'can do' problem solving based approach to developing inclusive, enabling learning environments.</li> <li>• Tenacious practice to ensure that the wishes of children and young people are heard and affect decision-making.</li> <li>• Confident, clearly articulated application of speech and language therapy in practice. <ul style="list-style-type: none"> <li>• A proactive approach to continuing professional development and ability to share practice and upskill colleagues.</li> </ul> </li> <li>• Ability to always maintain professionalism, especially in complex/challenging situations</li> <li>• Ability to work autonomously and cooperatively as part of a multidisciplinary team.</li> <li>• Good knowledge of IT skills &amp; technological aids that would benefit children and young people and a willingness to develop IT skills as necessary.</li> </ul>		
<b>Relevant Experience</b>		
<ul style="list-style-type: none"> <li>• Experience of working as a Speech, Language and Communication Needs therapist, preferably within a child and young person setting.</li> <li>• Experience of working in a multi-disciplinary clinical context.</li> <li>• Experience of working on a child Multi Agency Assessment Autism pathway (MAA)</li> </ul>		



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# SAFEGUARDING AND SAFER RECRUITMENT

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- The Mercian Trust is committed to equal opportunities, safeguarding, and promoting the welfare of children and young adults. We expect all staff to share this commitment. As this post involves working in regulated activity unsupervised with children all post-holders are subject to satisfactory pre-employment checks including an online search check, references, Enhanced Disclosure and Barring Service check.
- You are required to uphold all relevant policies in respect of child protection and safeguarding, which are based on KCSIE (2025) and Working Together to Safeguard Children (2018).
- You are required to demonstrate and model the Nolan Principles (The Seven Principles of Public Life): Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership.  
<https://www.gov.uk/government/publications/the-7-principles-of-public-life>
- You should demonstrate your commitment to our equality policy and all our related work to promote diversity, inclusion and belonging.

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## KEY INFORMATION – HOW TO APPLY

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<b>Post</b>	Speech and Language Therapist
<b>Responsible to</b>	Director for SEND
<b>Contract and Salary</b>	Full time or part time considered; Permanent role Competitive Salary commensurate with experience and expertise
<b>Closing Date</b>	Friday 15th May 2026, 9.00am
<b>Interview Dates</b>	Wednesday 25 <sup>th</sup> Mand Thursday 21st May 2026
<b>Start Date</b>	September 2026 though earlier where possible is preferred
<b>Informal Confidential Conversations</b>	To speak to someone about this post, please contact Lin Koo, Executive PA to the CEO on 01922 211388 Ext. 1211 or email <a href="mailto:Lin.Koo@merciantrust.org.uk">Lin.Koo@merciantrust.org.uk</a>
<b>How to apply</b>	Please complete the Online Application Form via our Mercian website.  Please ensure your supporting statement outlines the following: <ul style="list-style-type: none"><li>• How your recent and relevant experience has prepared you to be successful in this post.</li><li>• How the impact you have had in your career to date is an appropriate foundation for you to undertake this role.</li></ul>

Please note – your ability to communicate a wide range of information with appropriate examples and evidence clearly and concisely in your supporting statement will be assessed as part of the shortlisting process.

