



# **Assistant Director of Finance Applicant Pack**

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*"We are here to make great schools and happier, stronger communities so that people have better lives."*

# Welcome letter from Jonny Uttley CEO

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I would like to welcome you to the Education Alliance. Let me tell you a little bit about us.

Our core purpose is to make great schools and happier, stronger communities so that people have better lives. This underpins everything we do. The way we do this is by: always doing what is right; trusting in each other and standing shoulder to shoulder and doing what we know makes the difference.

We know that staff and pupils only thrive in a culture and leaders create a culture in which staff have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable. It is essential that our schools are led in an ethical way that is driven by moral purpose. The Trust is dedicated to developing, growing and retaining talented leaders and staff across the Trust and we invest heavily in staff development.

We start from an assumption of professional trust and the belief that everyone seeks to do a good job. We operate within a spirit of openness and transparency and staff are encouraged to feel confident to raise any concerns or issues they have. All our staff contribute to developing a thriving culture of openness, honesty and kindness, in which we make each other's lives better as well of those of our young people.

Included here are our workload charter and ethical leadership framework which will give you a sense of what this means.

TEAL is a family of schools and each school has retained its own identity but is warm and welcoming. We look forward to hearing from you.

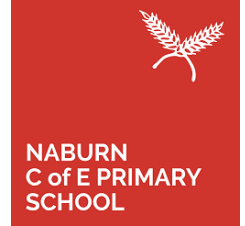
Jonny Uttley  
*CEO, The Education Alliance*



# About The Education Alliance

The Education Alliance Multi-Academy Trust was established in 2015 so that South Hunsley School and Sixth Form College could support the setting up of Hunsley Primary School, the East Riding's first Free School. In February 2016, Malet Lambert School, an 11-16 school in Hull, joined the trust and the following year, Driffield School and Sixth Form joined as a sponsored academy. The Snaith School, an 11-16 school joined us in April 2019 and North Cave CE Primary School in November 2019. Howden Junior School joined us in October 2022 and Wilberfoss CE Primary School in May 2023. Howden CE Infant School joined us in September 2023 and Naburn CE Primary School is the latest school to join in October 2023. The Hub School is currently in the process of converting to academy status and joining the TEAL family of schools.

In addition to the ten schools, TEAL also operates Yorkshire Wolds Teacher Training, the only outstanding SCITT based in East Yorkshire, which is training a new generation of primary and secondary teachers in Hull, East and North Yorkshire.



# Our Promise

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We recognise that the commitment and care shown by all staff are fundamental to the success of our students and we promise our staff that they will be supported, encouraged, respected and provided with an enjoyable and rewarding working environment. The Education Alliance is dedicated to developing, growing and retaining talented leaders and staff across the trust and nothing is more important than staff development. We want our schools to be places where people want to work and choose to stay. For too long in too many English schools, staff have been asked to choose between being seen as good at their job and being a good mum, dad, partner, son, daughter or friend. We say, "no more". While we are far from perfect, we will do everything we can to support our staff to balance the demands of their jobs and those at home, and we recognise that in everyone's life there are good times and bad. It is the job of all of us to support each other through both. In turn, all our schools will have a deep commitment to the entire school system, adding value through collaboration and ensuring that our decisions do not impact negatively on other schools locally or nationally.

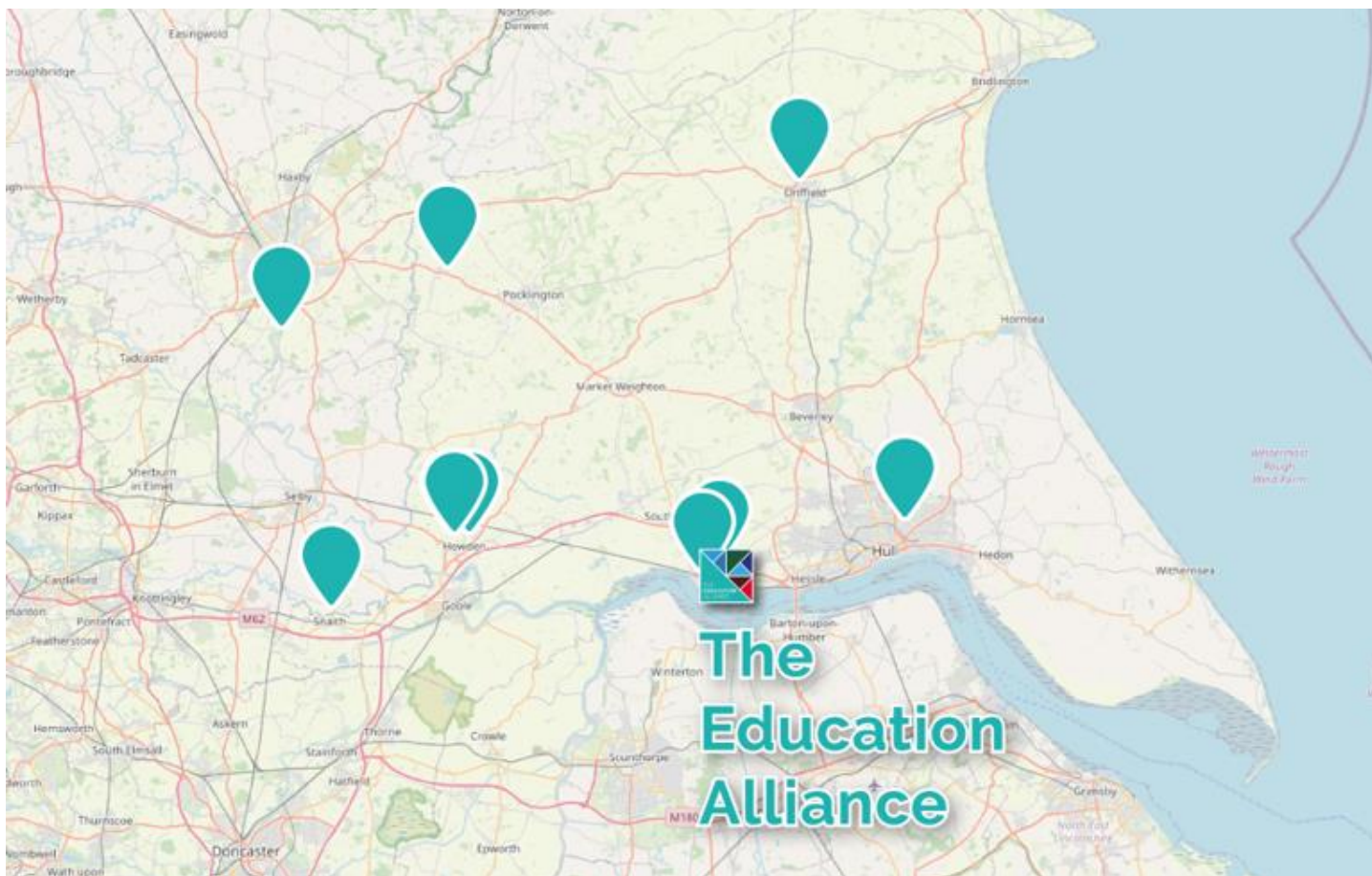
We invest heavily in creating a positive culture that is underpinned by our Ethical Leadership Charter Competencies and Behaviours (Trust, Optimism, Kindness, Courage, Service, Wisdom, Justice and Vision) and our Workload Charter. The culture of the trust and our schools is critical in ensuring we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable.

It is essential that our schools are led in an ethical way that is driven by moral purpose. Many of the difficulties that staff experience in schools come from a high stakes accountability system that can drive leaders to behave in ways that increase stress and anxiety for staff. We insist that our leaders do everything they can to guard against this, that they set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation. To support this we offer training and development for our managers and leaders to ensure they are able to translate the vision and values into behaviours which are built on the principles of dignity, respect, professionalism and integrity.

We start from an assumption of professional trust and the belief that everyone seeks to do a good job. We ask all leaders to set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation.

Recruitment and retention in schools is becoming increasingly challenging. Evidence shows that workload is cited as the main reason teachers leave the profession. Workload can include various aspects of teachers' working lives, including marking, planning, preparation, monitoring, evaluation and data collection. The trust recognises it has a duty of care towards its staff and is committed to working with its recognised trade unions to clarify workload expectations, supporting staff to achieve a healthy work-home balance. This commitment is genuine and sincere and it applies to everyone in the trust. Leaders are expected to demonstrate this commitment and to be mindful of what is reasonable for colleagues at all levels of the organisation.

# Where We Are



The Education Alliance is predominantly based in the East Riding of Yorkshire. Our ten schools have a spread across the locality with Malet Lambert School based in Hull and Naburn CE Primary School based in York. Being in such close proximity to each other ensures that we can share expertise and resources effectively.

“I was attracted to the role as I knew it would give me the opportunity to work with a variety of colleagues across a diverse group of schools, and also develop my knowledge and skills in education. I love meeting and working with lots of different people and I think this really helps build positive relations professionally but also personally. TEAL stands out to me from anywhere else I have worked, a few reasons being that I have a strong network around me with colleagues who are highly supportive and approachable, each day brings a new challenge and something different to the table, the working environment is always fun but professional when it needs to be, and most of all, I feel valued and appreciated as an employee” – **Victoria Dent – Executive Assistant**

# THE WORKLOAD CHARTER



## OUR PROMISE

For too long in too many English schools, staff have been asked to choose between being seen as good at their job and being a good mum, dad, partner, son, daughter or friend. We say, "no more".

While we are far from perfect, we will do everything we can to support our staff to balance the demands of their jobs and those at home, and we recognise that in everyone's life there are good times and bad. It is the job of all of us to support each other through both.



## CULTURE

The culture of the trust and our schools is critical in ensuring we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable.

We start from an assumption of professional trust and the belief that everyone seeks to do a good job. We ask all leaders to set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation.



## WORKLOAD

The trust supports the principle of 1265 hours for teaching staff, and where a colleague is not required to attend a particular directed event, for a reason such as not teaching a particular year group, they should not be given directed work.



## LESSON PLANNING

Staff are not expected to submit daily or weekly plans. IT systems will be aligned to establish systems and processes that minimise the replication of effort across different schools.



## MARKING AND FEEDBACK

- ▼ There is no central trust-wide or school-wide approach.
- ▼ There is no centrally prescribed frequency of written feedback.
- ▼ Each subject may have a different approach developed by our subject experts.
- ▼ We mark less in terms of the number of pieces of work but with greater impact.
- ▼ We should not use acknowledgement marking.



## DATA COLLECTION

The trust continues to explore greater use of technology to reduce aspects of teacher workload involved in data collection.

Currently, schools collect student performance data only twice a year to ensure they can monitor progress without over-burdening staff. Teachers are only asked to input data that requires their professional judgement.



## EMAILS

There is no expectation that staff respond to emails outside normal working hours. We want all staff to be able to achieve a healthy work-home balance and we trust the professional judgement of our staff to make decisions about when they work outside school hours.

We ask all staff, including leaders, to refrain where possible, from sending group emails and to think carefully before using the "reply all" function.



## WORKING PRACTICES

Where new initiatives are introduced, they should be based on evidence that they are likely to improve student outcomes and serious consideration must be given to what we are going to stop doing to 'make space' for what is new.



## INSPECTION

The trust does not conduct 'mocksteds' that require teachers to provide lesson plans or that involve processes outside the normal quality assurance and performance development policies.



# ETHICAL LEADERSHIP CHARTER

## COMPETENCIES AND BEHAVIOURS



Our Ethical Leadership Charter provides our leaders with the principles to support them with ethical behaviours.

### TRUST

*Leaders are trustworthy and reliable. We do this by...*

- ▾ Being reliable, consistent, credible, honest, humble, courageous and kind.
- ▾ Managing emotions and helping others to manage their emotions.
- ▾ Keeping promises and doing what you say you will do.
- ▾ Having a genuine interest in others.

### OPTIMISM

*Leaders are positive and encouraging. We do this by...*

- ▾ Believing in our own ability, and the ability of others, to do what is right to change the world for the better.
- ▾ Calling out negativity and cynicism.
- ▾ Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.

### KINDNESS

*Leaders demonstrate respect, generosity of spirit, understanding and good temper. We do this by...*

- ▾ Being kind, humble and authentic.
- ▾ Leading with compassion and care, listening and seeing beyond the job role to the person.
- ▾ Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.

### COURAGE

*Leaders work courageously in the best interests of children and young people. We do this by...*

- ▾ Looking in the mirror when something goes wrong.
- ▾ Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.
- ▾ Give the whole truth, the back-story and the why.

### SERVICE

*Leaders are conscientious and dutiful. We do this by...*

- ▾ Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour.
- ▾ Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.
- ▾ Removing barriers and blockers to enable others to do their jobs well.
- ▾ Leaving our egos at the door and putting ourselves in the service of others.
- ▾ Channel ambition into our schools, not ourselves, and developing our successors.

### WISDOM

*Leaders use experience, knowledge and insight. We do this by...*

- ▾ Developing knowledge and real expertise, then sharing knowledge.
- ▾ Learning from mistakes and failures and admitting when we are wrong.
- ▾ Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish.
- ▾ Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.

### JUSTICE

*Leaders are fair and work for the good of all children. We do this by...*

- ▾ Doing what is right, rather than what is popular or easy.
- ▾ Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.
- ▾ Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.
- ▾ Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.

### VISION

*Leaders have a clear sense of purpose and focus their attention, strategic direction, and resources on achieving their dream. We do this by...*

- ▾ Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.
- ▾ Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.
- ▾ Believing in the potential of others; helping them be the best they can be.
- ▾ Quickly taking in new information and translating that into recommendations, decisions, plans and projects.

# What do our Headteachers say about TEAL?

Being a member of the Education Alliance is like being part of a large supportive family with a shared commitment to each other, our students, and the communities we serve. The strap line which describes why we exist 'We are here to make great schools and happier, stronger communities so that people have better lives' is no gimmick, it's based on reality and our daily experience. We share our thinking, our workload, our challenges, and our successes. As an experienced school leader, I can confidently say that the level of support, professional development and school growth provided by TEAL is unique. – **Richard Williman**

Our school joined the Education Alliance in November 2019 and since then we have benefited immensely from working within the Trust. The support has been invaluable on many different levels. Our staff really appreciate working collaboratively with other colleagues within the Trust to develop our curriculum and share training. We have also really valued the support we have received in other areas, such as finance, HR, catering, and premises. We are excited to be part of the Trust moving forward as we continue to enhance the opportunities for our children. – **Richard Winks**

Joining The Education Alliance was definitely the right decision for The Snaith School and me personally. The alignment of values and commitment to ethical leadership were key factors in our decision alongside the practical steps the trust has taken to reduce workload. Reducing the replication of effort sounds convincing but at TEAL it is underpinned by robust policies and processes that make a real difference to staff's work/life balance. We work collaboratively at every level, challenging and supporting each other for the benefit of our pupils. The accountability is high, but we operate in a culture of low threat and professional trust meaning I am motivated, challenged and supported to succeed. I enjoy coming to work. – **Michaela Blackledge**

Some say that Headship can be a 'lonely place', at times. Not in The Education Alliance! Malet Lambert was lucky to be one of the first schools to join TEAL. The support we receive as a school from the trust team has been crucial in our development. Much of the 'heavy lifting' is taken away from schools, which means my leadership team and I can focus more on the day to day running of the school, whilst working alongside trust colleagues strategically. The trust has assisted us in the development of the school, whether it be our curriculum offer, value for money procurement or sustainability, just as a few of many examples. The skillset in the trust team is strong and varied. The size of the trust also allows a very personal offer, where everyone knows everyone else and you very much feel like a valued school rather than just a number. Malet Lambert is a very proud member of TEAL, as am I as a Headteacher. – **Patrick Sprakes**

As headteacher of Hunsley Primary, I have always felt the strength of collaboration and shared moral purpose across the trust's schools to be a powerful support in all aspects of my role. Schools and their leaders will always face both opportunities and challenges - often in equal measure - and it is inspiring to know that no leader in the trust works alone. Instead, we work positively and creatively across a wide team to share one another's successes and to offer thoughtful solutions to questions, inspired by the same values. As a group of headteachers, our collective understanding and experience mean that we draw on each other readily, in a proper spirit of support and mutual respect. – **Lucy Hudson**

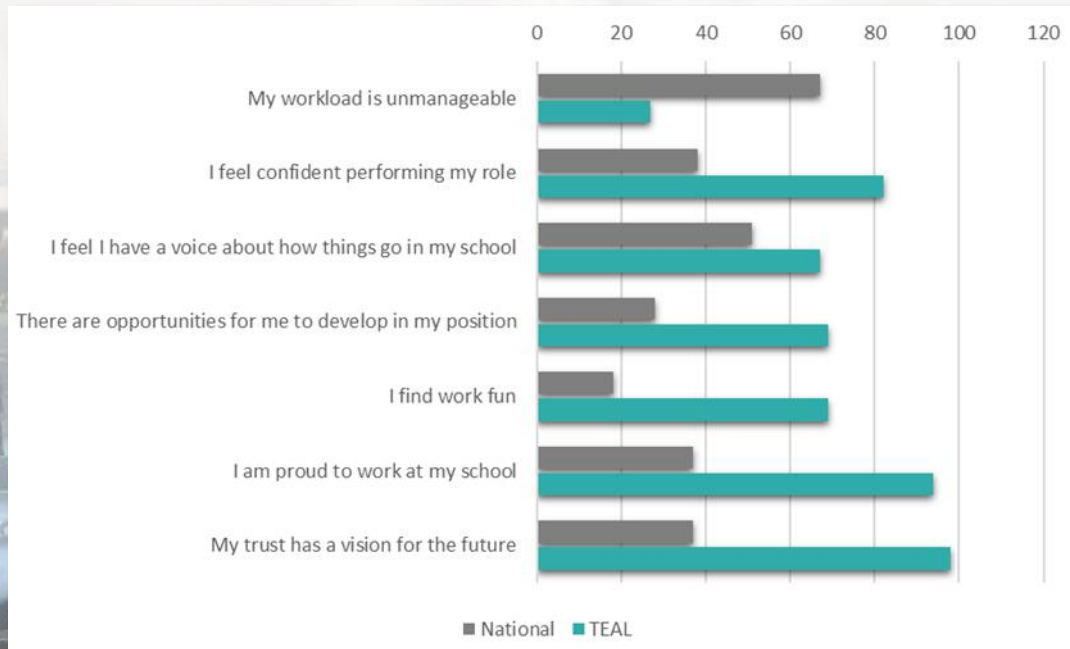
As a new headteacher, being part of TEAL is invaluable. I am part of a wider team of headteachers who I am able to share ideas with, seek advice from and, ultimately, this helps to improve the experiences for all our young people. The advantage of working as a group of schools is that we can share ideas and resources which reduce workload and make people's lives easier. This reduces the duplication of effort across TEAL and helps us take full advantage of the expertise we have in all of our schools. A wide range of similar groups work together regularly, including whole school curriculum leaders, pastoral leaders and SENDCOs. Whatever your role in TEAL, the opportunity to work with other people across our schools helps us to secure the best experience for our students, whilst keeping workload as manageable as possible. – **Vicky Loftus**

Since joining TEAL officially in October 2022, the benefits to the school have been felt throughout the school. Whether it is the support of the Central Team in taking away some of the 'heavy lifting' around finance, HR, estates, kitchen services, IT or on the ground support/development through weekly on-site visits, as a Headteacher, it feels easier to navigate my day to day duties whilst being able to focus on delivering the best possible provision to our pupils. As a headteacher, one of the barriers to my role was previously having to wait for support or a response to a request - this isn't the case since joining TEAL. Support is forthcoming and quickly available. – **Lee Hill**

# What do our staff say about TEAL?

At our TEAL Annual Teaching and Learning Conference, we asked staff for feedback on questions which had previously been shared by TES:

## Slido Workload Survey



*"My role allows me to work across TEAL, supporting all of our schools alongside collaborating on projects with a variety of stakeholders. Projects can start from the due diligence stage and it is great to have the opportunity to work with incoming schools from an early stage. No two days are the same and I continue to learn and gain experience from every new school that joins the TEAL family."*

**–Francesca Roper, Director of Trust Development and Compliance**

# What does Ofsted say about TEAL?

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*“Staff work very effectively with others in The Education Alliance (TEAL) trust to enhance the experience and opportunities that all pupils have at The Snaith School.”*

*Ofsted, May 2022, [The Snaith School](#)*

*“The headteacher is supported by a highly effective trust. The chief executive officers and the local governing board have an in-depth knowledge of the quality of teaching at the school. The trust provides the bedrock from which the school has been built. As the school has grown and new classes have joined, the trust has given guidance and additional leadership and teaching capacity to ensure that the school goes from strength to strength.”*

*Ofsted, 2018, [Hunsley Primary](#)*



*“Leaders are clear that they want to develop the next generation of great teachers, ethical school leaders and advocates for the teaching profession.”*

*Ofsted, 2019, [YWTT](#)*





## CPD

At TEAL we are committed to professional development and we have a number of our team who have already completed or working towards a professional qualification such as an apprenticeship from level 2 up to level 7.

## Be Well

The Be Well programme delivers a whole school approach to supporting mental health and wellbeing for pupils, parents/carers and staff. TEAL invests £250,000 a year from its TEAL Social Value company to provide the following services to schools:

- High quality staff training and support.
- A commitment to ensuring we have trained Youth Mental Health First Aiders at a ratio of 50:1 within our schools.
- Listening service for children, parents and staff as a drop-in service, in person or virtually.
- A range of workshops for young people of all ages and parents.
- Access to a high quality training programme for young people who wish to become Well-being Ambassadors.

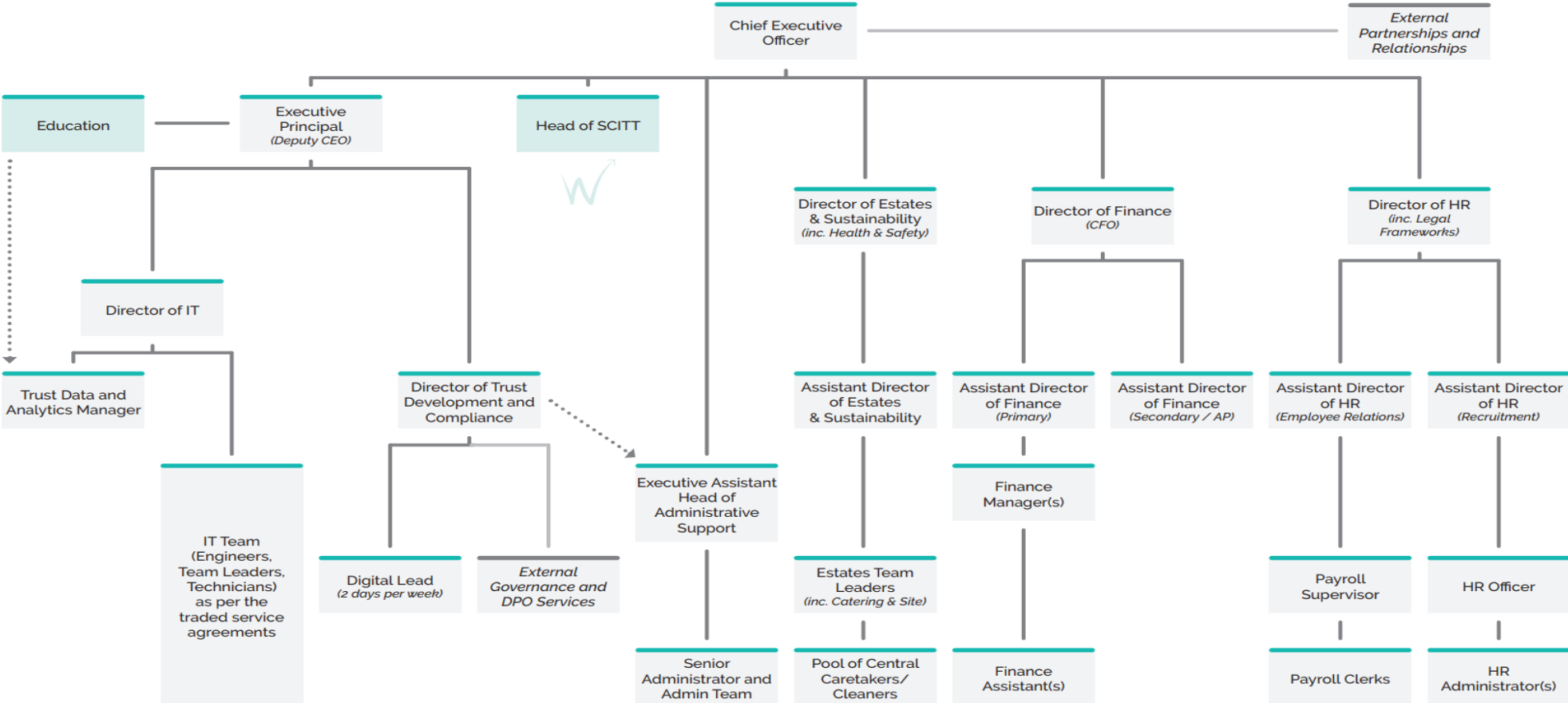


**100%** of pupils attend a school judged to be **Good or better** (inspected as part of TEAL)

**6825** Children on roll across **10** schools

**951** members of Team TEAL

# Our Structure



# Our Estates

The TEAL family of schools will comprise of 11 schools from November 2023. Our schools are all incredibly different ranging from listing building facades to brand new DfE purpose built Free Schools.

We have a careful and considered 5 year estates strategy and over recent years, we have made a significant investment in our school buildings to ensure we can deliver a first class learning experience which will equip our students with the skills required for work in the 21<sup>st</sup> Century. Our estates plan is the key driver for the allocation of our School Conditions Allocation funding from the DfE.

We have well equipped computer rooms and Wi-Fi access across all schools and all of our sites have fantastic green spaces and sports facilities.



“Having previously worked for large private businesses, I was excited to start in a brand-new sector. I knew it would be a fantastic learning opportunity to work amongst a variety of colleagues and schools, building my skillset and knowledge in a new area. Working for TEAL has given me a fantastic work life balance, as I am able to work predominantly term time only, allowing me to spend more time with my young family, which is priceless. I have built many positive relationships, and thoroughly enjoy coming to work everyday!”

– Lisa Cunningham – Assistant Director of Finance

# Sustainability

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TEAL is committed to reduce our impact on the environment and we have a comprehensive sustainability strategy which is led by the Central Services Team who link with our curriculum delivery teams, ensuring that our young people understand the impact of sustainability and what changes are needed to reduce this.



# Job Description

**Job Description:** Assistant Director of Finance

**Reporting To:** Director of Finance and Capital

**Pay Scale:** £46,549 to £49,590

**Hours of Work:** Up to full time

**Job Purpose:**

Working with the Director of Finance and Capital, the post holder will support the development, maintenance and operation of financial procedures for the trust and its schools to ensure that all legal requirements are met. Using a range of expertise and evidence the post holder will work closely with finance colleagues, Headteachers and senior leaders providing support and advice to ensure schools have a consistent approach to financial management

The post holder will be committed to TEAL's vision and values, nurturing talent and supporting people. As a member of the leadership team the post holder must demonstrate loyalty, professionalism and high standards of integrity and confidentiality within the trust and the wider community.

The post holder will be involved in a range of projects and must therefore be able to produce reports and plans with accurate financial implications to present to the Board, Board committees and the Executive Team. The post holder will be creative, investing in developing positive and impactful relationships with others, persuading, influencing, coaching, mentoring and guiding, building knowledge, confidence, competence and skill in leaders and finance colleagues.

- Assisting the Director of Finance and Capital with procurement across the Trust.
- Overseeing and assisting the Finance Managers in the trust's schools including the review of key reconciliations.
- Management of the intercompany balances between the trust and its schools and operations.
- Deputising for the Director of Finance and Capital as required.
- Developing, maintaining and operating financial and administrative procedures for the trust and its schools/operations in order to ensure that all legal and statutory requirements are met.
- Leading income generation, managing contracts and preparing bids as necessary and seeking out new sources of finance.
- Drafting any financial policies, procedures or guidance for the review of the Director of Finance and Capital.

**Financial Planning, Control and Management**

- As directed by the Director of Finance and Capital, be responsible for the financial management of any trust schools or support services including invoice processing, payroll review, key reconciliations, budget to actuals, management accounts & budgeting.
- Preparing the annual budget for any of the trust's schools or support services as part of the five year financial plan.
- Preparing financial reports, estimates and completion of financial returns as required by the Director of Finance and Capital.
- Planning the cash flow of any of the trust's schools and implement creditor and debtor policies and procedures.
- Approving bank payments following all the necessary controls and checks, in line with the Scheme of Delegation.
- Ensure the effective operation of financial control within the trust, and make sure the trust receives value for money in all its expenditures.
- Assisting the Director of Finance and Capital to devise appropriate accounting procedures to control, monitor and disburse the trust's budget, including routine financial arrangements.
- Developing and managing the computer based financial and management accounting systems for the trust's schools and support services to ensure these are accurate and up to date.

**Audit Services**

- Assisting the Director of Finance and Capital to prepare for external and internal audits by liaising with auditors and planning audit arrangements and responding to auditors requests and queries. Implement and advise schools on any audit requirements.

**Financial Due Diligence**

- For any schools looking to join the trust, complete a review of the financial information provided by the school, prepare a 5 Year budget plan and prepare a written report on the school's financial position.

**Buying / Ordering**

- Preparing and implementing finance policies governing the buying and ordering of supplies and services. Monitoring the operation of the policies and preparing reports as required.
- Actively review contracts where value for money can be added by aligning procurement and contracts across the schools.
- Work with the school teams to demonstrate 'bigger picture' purchasing and embed within the school teams to think about purchasing for the trust and not just the school by facilitating the sharing of contracts, knowledge and experience.

**Asset Control**

- Ensuring accurate records are kept of all school assets and calculating and recording depreciation and disposal of all school assets.

**Audit Services**

- Assist the Director of Finance and Capital to liaise with auditors and plan all audit arrangements and respond to requests and queries.
- Implement audit requirements as required.

**Financial Monitoring**

- Preparing monthly budget to actual reports and termly management accounts for the Director of Finance and Capital.
- Preparing key reconciliations or reviewing the key reconciliations completed by the Finance Managers
- Assisting the Director of Finance and Capital to prepare annual statutory financial statements which will be subsequently audited by the trust's auditors.
- Assisting the Director of Finance and Capital to prepare all returns as directed by the ESFA/DFE and have these returns audited where applicable.
- Where required, attending any Governance meetings (Board of Trustees, Local Governing Bodies, Committees) ensuring they have all the necessary information, both in advance papers and at the meeting, to discharge their duties effectively.

**General:**

- Attending such meetings identified by the Director of Finance and Capital and communicating the trust vision effectively at meetings – both internal and external.
- Liaising with all external services and providers in regard to financial processes.

**The key competencies and behaviours commensurate with this post are identified overleaf.****General Information:**

- *The job description is not intended to be a complete list of duties and responsibilities but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the Head teacher, appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*
- *To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018*
- *To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records).*

# Person Specification

	JOB REQUIREMENT	Essential	Preferred
Qualifications, knowledge and experience	Accountancy qualification (minimum AAT Level 4, preferred ACA, ACCA, CIMA)	√	
	Up to date working knowledge of Companies Act, Charities SORP, VAT and PAYE/NIC regulations	√	
	Experience of preparation of management accounts, budget to actual reports, key reconciliations, extended trial balances, budget plans.	√	
	Experience of producing reports and information for auditors and dealing with their queries	√	
	High level IT skills in Microsoft Office: Word, Excel, PowerPoint plus e-mail and web	√	
	Experience of analysing, interpreting and utilising financial data to enable evidence based decisions to be made	√	
	Knowledge of payroll and pensions		√
	Proven knowledge and experience of successfully writing business cases, collation and management of tender submissions, evaluation and selection of consultants and contractors and managing procurement of services		√
	Evidence of successfully managing delegated budgets within set resources		√
Personal and interpersonal	<b>Supporting and Co-operating – Working with People</b> Demonstrates an interest in and understanding of others; adapts to the team and builds team spirit; recognises and rewards the contribution of others; listens, consults others and communicates proactively; supports and cares for others; develops and openly communicates self-insight. Ability to coach and mentor others, particularly members of the management and leadership teams. High level of communication skills (written and verbal) with the ability to influence, persuade, negotiate, empathise, resolve and manage conflict, coach and advise staff at all levels.	√	
	<b>Analysing and Interpreting - Applying expertise</b> Applies specialist and detailed expertise; develops job knowledge and expertise through continual professional development; shares expertise and knowledge with others; uses technology to achieve work objectives; demonstrates a good understanding of different organisational departments and functions. Analytical, curious mind with the ability to solve complex issues. Demonstrable attention to detail.	√	
	<b>Adapting and Coping - Coping with Pressures and Setbacks</b> Works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of a work life and a personal life; maintains a positive outlook at work; handles feedback well and learns from it; is mindful of the levels of resilience within the teams they lead and manage and works to enhance those levels of resilience.	√	
	<b>Organising and Executing – Delivering results</b> Focuses on customer needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way; consistently achieves project goals. High level of organisation skills with the ability to prioritise workloads and achieve objectives (volume and quality of work) in a busy, sometimes pressured environment. Excellent time management skills and the ability to manage several different areas of work concurrently.	√	
Child Protection	A commitment to the responsibility of safeguarding and promoting the welfare of young people.	√	
	Enhanced DBS disclosure ( <i>to be completed by preferred candidate following interview</i> ).	√	
	Willingness to undertake safeguarding training when required.	√	

# Benefits

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Here at The Education Alliance we are committed to supporting our entire workforce. Alongside our ethical leadership and workload charter we offer a range of benefits which include:

- Access to the TeamTEAL benefits platform in partnership with Vivup, giving access to a car salary sacrifice scheme, a cycle to work scheme, access to Wagestream and other lifestyle benefits which will allow staff to save money.
- Free Flu vaccinations held on site each year.
- Refund of the cost of an Annual NHS Prescription Prepayment Certificate.
- Regular staff surveys and opportunities to engage in focus groups encouraging staff to be involved in shaping the future of the school and the trust.
- In school individual support from Mind as part of the school's Whole School Approach to Mental Health and Well Being.
- An induction programme and continued investment in training and development, with access to coaching and mentoring, career and professional development.
- Family friendly policies and opportunities for flexible working, with a trust commitment to continually look to ways to improve the work-life balance for our staff.
- Free parking and good transport links.
- Automatic membership of the Local Government Pension Scheme and the Teachers' Pension Scheme.
- Recognition of continuous service if you join us from another school, academy or local government employer.
- Hot and cold snacks and meals available from our canteens and complimentary lunches when on lunch duty and training days.
- Free tea and coffee in all of our staffrooms.
- Corporate membership to the East Riding Leisure gyms, saving over 25% on membership costs and onsite gym at South Hunsley School and Sixth Form College, at only £12.50 per month.
- Employee Assistance Scheme available 24/7 via telephone or on-line portal, providing advice on assistance on a wide range of practical issues ranging from legal information and consumer issues to specialist counselling. This now includes a GP appointment service which allows staff and their immediate families to access a GP appointment within 24 hours.

# The Recruitment Process

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If you are interested in this role, or would like someone to phone you to discuss the role further, please contact our HR team at [HR@theeducationalliance.org.uk](mailto:HR@theeducationalliance.org.uk).

The deadline for your completed application form is **9am on Wednesday 22nd November 2023**. We look forward to receiving your application and will contact you once your application has been reviewed, should you be called for interview.

*The Education Alliance is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service prior to appointment and we undertake an online check, in line with the Keeping Children Safe in Education 2023 guidance.*



**The Education Alliance**

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