



Assistant Principal Applicant Pack

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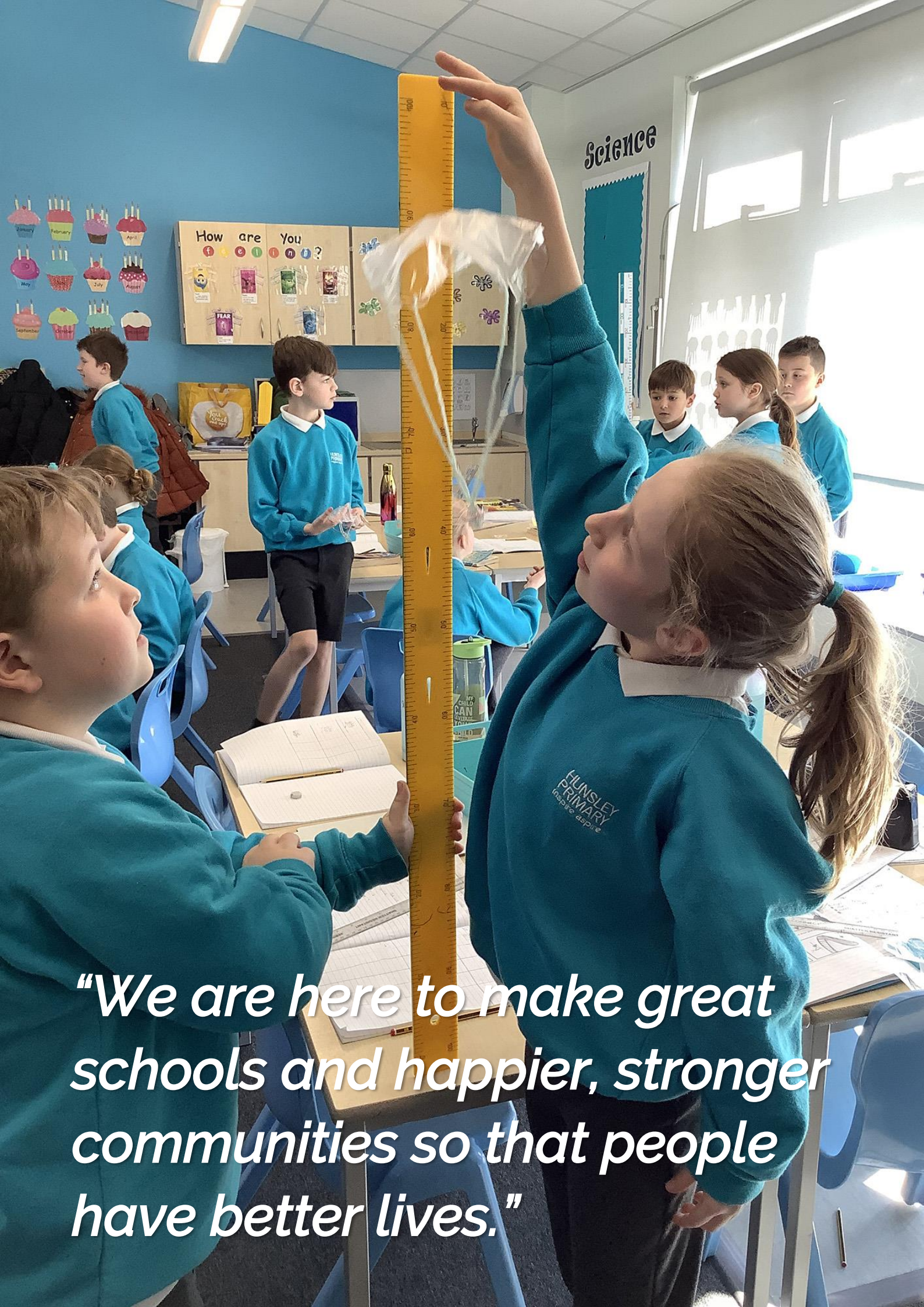
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"We are here to make great schools and happier, stronger communities so that people have better lives."

Welcome letter from Jonny Uttley CEO

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 as 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. The latest school to join the trust in October 2022 is Howden Junior School and Wilberfoss CE Primary School and Howden Infants School are currently in the process of converting to academy status and joining the TEAL family of schools.

In addition to the seven 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

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.

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.

How else we support our schools

Our Improvement Strategy

The success of our schools going forward depends on our ability to ensure we have a **good teacher in every classroom**, delivering an excellent curriculum, supported by **effective systems for behaviour and support**.

The huge benefits of working as part of our trust are the capacity we can bring **collectively** for high quality teacher development and curriculum development within our healthy, thriving culture, underpinned by ethical leadership.

We are advocates of collaborative working; our structures and calendars are designed to ensure that we deliberately create opportunities to learn from each other, reducing the duplication of effort. Schools that join TEAL both contribute and benefit from this deeper partnership and our Quality Improvement Framework ensures that staff across all our schools continually help to shape our collective future.

SCHOOL IMPROVEMENT AT SCALE BLUEPRINT



Our Purpose: We are here to make great schools and happier, stronger communities so that people have better lives.

Our Improvement Strategy: The success of our schools going forward depends on our ability to ensure we have a **good teacher in every classroom**, delivering an **excellent curriculum**, supported by **effective systems for behaviour and support**. The huge benefits of working as part of our trust are the capacity we can bring collectively for high quality teacher development and curriculum development within our healthy, thriving culture, underpinned by ethical leadership.

Our Culture: 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. 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.

School Improvement at Scale: We ensure our school improvement strategy is systematically implemented through a five-stage cycle, covering each of our four priority areas below:

	Ethical and effective leadership	A good teacher in every classroom	An excellent curriculum	Effective systems for behaviour, safeguarding and student support
Communication Consistently sharing our core purpose and celebrating the benefits of working together at all levels	<ul style="list-style-type: none"> CEO briefings share TEAL's core values with all our staff, ensuring clarity of our core purpose Weekly headteacher meetings (cross phase and phase-specific) to discuss priorities, receive training and share problems/solutions 	<ul style="list-style-type: none"> TEAL Annual Conference brings us together to revisit our core purpose and develop as teachers Through QI, all teachers are involved in the development of our key processes (e.g. The Teaching Charter and our Professional Quality Improvement Framework) 	<ul style="list-style-type: none"> Weekly Curriculum and Classrooms bulletin share key priorities with senior leaders across the trust Weekly Curriculum Leaders' Meetings (CLMs) support strong relationships across schools ½ Termly TEAL Leaders Update goes to senior and subject leaders, celebrating impact of their work 	<ul style="list-style-type: none"> Mental health is high profile across all areas of TEAL. The trust commissions (at no cost to our schools) a unique Be Well programme, providing (amongst other things) dedicated support from HEY Mind, access to SMASH and ELSA, and training for all staff
Ambition Setting challenging targets, and clearly articulated and demanding expectations for ourselves and others	<ul style="list-style-type: none"> The Workload Charter and Ethical Leadership Charter set a high bar for all our leaders We insist that all leaders set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation 	<ul style="list-style-type: none"> The professional commitment of all our teachers is to become the best teacher they can be Our Teaching Charter exemplifies what great teaching looks like in our trust and underpins our commitment to high quality, collective teacher development 	<ul style="list-style-type: none"> The Curriculum Blueprint outlines ambitious principles for all schools so that pupils access the powerful knowledge and skills to which they are entitled All schools use FFT 20 benchmark targets 	<ul style="list-style-type: none"> All staff and children access first class support from our unique Be Well programme Our Behaviour Blueprint outlines how every school should operate, underpinning the trust's commitment to helping all staff and young people thrive
Alignment and Collaborative Convergence Systematically sharing what works best and reducing the duplication of effort	<ul style="list-style-type: none"> All leaders know and understand what it means to lead in a trust and for the benefit of all schools TEAL annual calendar is aligned across all areas of school life (e.g. data collections and QA cycles; parents' evenings; SLT, Subject Leader and Teacher Development Meetings) 	<ul style="list-style-type: none"> Teaching Charter jointly established across all schools, subjects and phases TEAL Subject Leaders facilitate collaboration to identify and align priorities and share the planning of a programme of high quality CPD 	<ul style="list-style-type: none"> Weekly CLMs allow deputies to explore and share best thinking, offering challenge and support Subject Leader meetings are aligned (including 3 full days out of school) to collaboratively design and sequence their subject curricula with TEAL Subject Leaders 	<ul style="list-style-type: none"> Our Safeguarding, Be Well, SEND and Behaviour TEAL Area Leaders meet regularly with their counterparts in school, focussing on the national and local agenda, and the challenges and opportunities these present
Quality Improvement A cycle of evaluation, diagnosis, prioritisation and implementation, maximising the chance of improvement	<ul style="list-style-type: none"> All leaders are trained on our evidence informed Quality Improvement Framework Weekly CSIs and half termly KPIs systematically track performance through our QA calendar Workforce feedback via Teacher Tapp surveys provide feedback against national benchmarks TEAL Dashboard collates trends overtime, flagging concerns and reporting to Trust Board Weekly Headteacher/EP 1-1s focus on implementation and evaluate impact Termly SEF and SIP meetings with CEO/EP are supplemented by external improvement partner visits 	<ul style="list-style-type: none"> All teachers have dedicated time to engage with our PQI Framework as part of their professional commitment and through this they: <ul style="list-style-type: none"> Use evidence informed approaches to diagnose a domain specific focus Work collaboratively to develop that area through the PQI cycle Teacher entitlement of 20 hours of high-quality, subject/phase specific CPD. This is aligned in our annual calendar to facilitate greater collaboration Leaders use evidence of what works, abandoning fads to ensure impact and support workload 	<ul style="list-style-type: none"> TEAL School Improvement Review (TSIR) Framework and peer reviews provide additional external challenge and support for schools to identify strengths and diagnose future priorities Following each TSIR, specific support is brokered from expert practitioners working across all our schools to provide additional capacity to improve at pace TEAL Subject Leaders continue to facilitate collaboration and evaluation, further improving subject curricula 	<ul style="list-style-type: none"> Weekly CSI and half termly KPIs track key behaviour and attendance data at a school level Teacher Tapp surveys, and regular student, parent and staff surveys provide feedback TEAL School Improvement Review (TSIR) Framework and peer reviews provide additional external challenge and support for schools to identify strengths and diagnose future priorities Following each TSIR, specific support is brokered from expert practitioners working across all our schools to provide additional capacity to improve at pace
Sustaining Capacity Spotting and developing talent, embedding what works, and abandoning what doesn't	<ul style="list-style-type: none"> Professional Development Reflection: a structured self-reflection against our Ethical Leadership Framework Competencies and Behaviours to develop bespoke professional learning TEAL Talent Strategy for succession planning 	<ul style="list-style-type: none"> Our SCITT (YWTT) contributes significantly to the supply of high-quality entrants to the profession Our bespoke TEAL Early Career Programme ensures that Induction Tutors and mentors receive in-depth training on their role Our culture helps ensure that we retain our staff 	<ul style="list-style-type: none"> Subject experts regularly present to the CLMs, receiving coaching and mentoring to further develop and challenge their thinking Our Talent Strategy ensure that future leaders access the right NPQs and internal CPD, with the majority of posts filled internally 	<ul style="list-style-type: none"> Strategic succession planning means that potential leaders access the right qualifications (e.g NPQs / NASENCO / Mental Health / DSL) and internal training required

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**

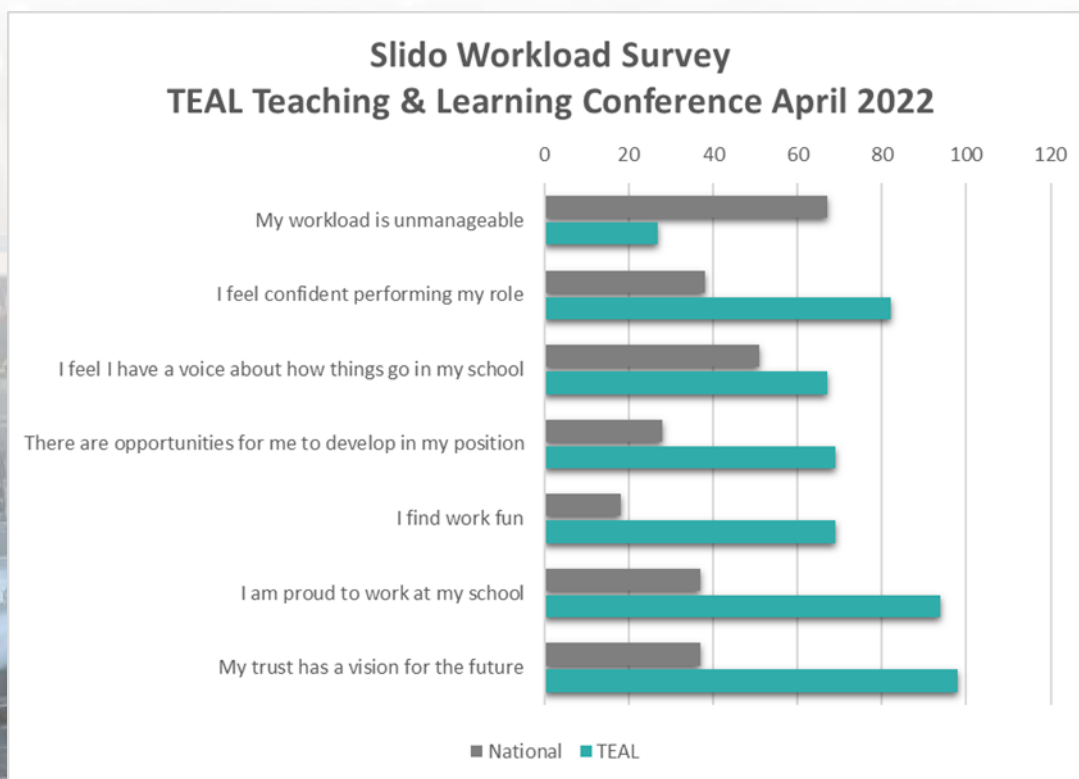
As headteacher of Hunsley Primary, I have always felt the strength of collaboration and shared moral purpose across the trust's schools to be a powerful support in all aspects of my role. Schools and their leaders will always face both opportunities and challenges - often in equal measure - and it is 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 the TEAL Annual Teaching and Learning Conference, we asked staff for feedback on questions which had previously been shared by TES:



"I enjoy the variety of experiences and responsibility my job as an AP provides. I sit on SLT within a large secondary school and work on projects and initiatives within that school whilst also gaining experience of sitting on the Trust SLT. My Trust work involves collaborating with colleagues in primary and secondary schools on reviews and school improvement." – Paul Fortune, Assistant Principal

What does Ofsted say about TEAL?



"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



ECT Programme

At TEAL, we have developed our own Early Career Development Programme. Our ECTs and Mentors feel well supported:

100% of TEAL ECTs feel supported in the management of their workload.

100% of TEAL ECTs agree that they have effective mentoring to support their progress.



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

6299 Children on roll across 7 schools

835 members of Team TEAL

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 21st Century.

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.

We have a detailed 5 year estates plan which looks at the needs of all of our schools and this informs the utilisation of the School Conditions Allocation funding from the DfE.



Assistant Principal Job Description

Reporting To: Executive Principal (EP)

Job Purpose: The post holder will work strategically, actively supporting the vision and values of The Education Alliance, providing support to Trust schools with the aim of raising standards of learning and achievement for all students. As a key member of the TEAL SLT, they will work collaboratively with other senior and middle leaders to deliver strategic priorities through collaboration, maximising economies of scale and reducing the duplication of effort.

Key Responsibilities

General:

1. To live and model the 'Ethical Leadership Qualities, Competencies and Behaviours' in all that you do, and with all our staff.
2. Lead in the formulation of the trust's educational aims, objectives and improvement plans, playing a major role in driving our schools, staff and students towards these goals, and thereby raising standards and improving outcomes.
3. Skilfully, swiftly and accurately analyse data and information, reflecting on research and evidence, triangulating information and developing, implementing, monitoring and evaluating action plans and impact.
4. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, parents, governors, trustees and the wider community.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue CPD.
6. Collaborate with others in influencing strategic and operational change in a systematic, meaningful, effective way.
7. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students and the wider communities you serve.
8. Provide support and challenge to ensure the raising of standards of teaching and learning across the trust, leading by example, and providing coaching, mentoring and high quality training as appropriate.
9. Strive to maximise student progress, including that of our most vulnerable and those educationally disadvantaged, to provide all with the best possible provision.
10. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research and provide guidance on successful implementation to bring about lasting positive change.
11. Effectively lead and manage teams of staff from across the trust as required.
12. Encourage staff to foster a nurturing culture and to take an active part in the safeguarding of students, ensuring it is given the highest priority and is firmly embedded within all our work.
13. Make management and organisational decisions commensurate with the role, referring as appropriate to the Executive Principal.
14. Engage effectively with parents and other members of the community to resolve complaints and develop constructive relationships that support the work of our schools.
15. Have high aspirations, striving to maintain and enhance the reputation of the trust and each of its schools as a safe, innovative and forward-thinking learning environment where children and young people thrive and maximise their potential.
16. Help build leadership capacity, knowledge and skills across our schools, ensuring long term, sustainable improvements are made by using a collaborative, coaching approach with our school leaders.
17. Demonstrate loyalty, professionalism, optimism, high standards of integrity and confidentiality across the trust and the wider community.
18. Form part of both the TEAL and your base school's Leadership Team, attending senior leadership meetings, trust and local governing body meetings and other meetings commensurate with the role.
19. Support our schools operationally, standing shoulder to shoulder with all colleagues, in particular in times of greater need and doing the 'heavy lifting' as much as possible.
20. Undertake any other reasonable tasks or duties assigned by the Executive Principal.

Specific:

The specific duties of Assistant Principal will be reviewed on a regular basis and will change as the aims and objectives of the trust change, and as and when the EP deems it appropriate.

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 EP, appropriate to the remit.
- 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 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

Area	Job Requirement	Essential	Preferred	* How assessed
Qualifications, knowledge and experience	Honours degree.	√		A
	Qualification as a teacher.	√		A
	Evidence of good or outstanding classroom practice.	√		A & I
	A significant track record in implementing strategies and interventions to raise achievement and standards, narrowing gaps and improving outcomes.	√		A & I
	Evidence of competence in ICT skills and the ability to interpret data.	√		A, I & T
	Experience of quality assurance, school improvement planning, and a thorough understanding of change leadership and effective implementation.	√		A & I
	A clear personal interest in their own CPD, discerning consumer of education research, and experience of delivering CPD, coaching and mentoring colleagues with demonstrable impact.	√		A & I
Competencies	Deciding and Initiating Action Makes prompt, clear decisions which may involve tough choices or considered risks; takes responsibility for actions, projects and people; uses initiative, acts with confidence and works under own direction; initiates and generates activity.	√		A & I
	Working with People 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.	√		I
	Persuading and Influencing Makes a strong positive personal impression on others; gains clear agreement and commitment	√		I & T

	from others by persuading, convincing and negotiating; promotes ideas on behalf of self or others and ensures others are acknowledged for their ideas and contributions; manages and diffuses conflict effectively.			
	Adapting and Responding to Change Adapts well to changing circumstances; accepts new ideas and change initiatives; adapts interpersonal style to suite different people or situations; shows respect and sensitivity towards others; values difference; deals with ambiguity, making positive use of the opportunities it presents.	√		I
	Coping with Pressures and Setbacks 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 criticism 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.	√		I
Child Protection	A commitment to safeguarding and promoting the welfare of young people.	√		I
	Enhanced DBS disclosure <i>(to be completed by preferred candidate following interview)</i> .	√		
	Willingness to undertake safeguarding training when required.	√		I

* A = by application, R = by references, I = assessed by Interview, T = task

Benefits

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:

- 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.
- We will shortly be launching 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.
- 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.

The Recruitment Process

If you are interested in this role, please contact Victoria Rae, Executive Assistant to the CEO & Executive Team, via victoria.rae@theeducationalliance.org.uk and we can arrange a chat with our Executive Principal. Applications are to be received no later than 9:00am on Monday 24 April 2023 with interviews taking place w/c 1 May 2023.

The Education Alliance is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.



The Education Alliance

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