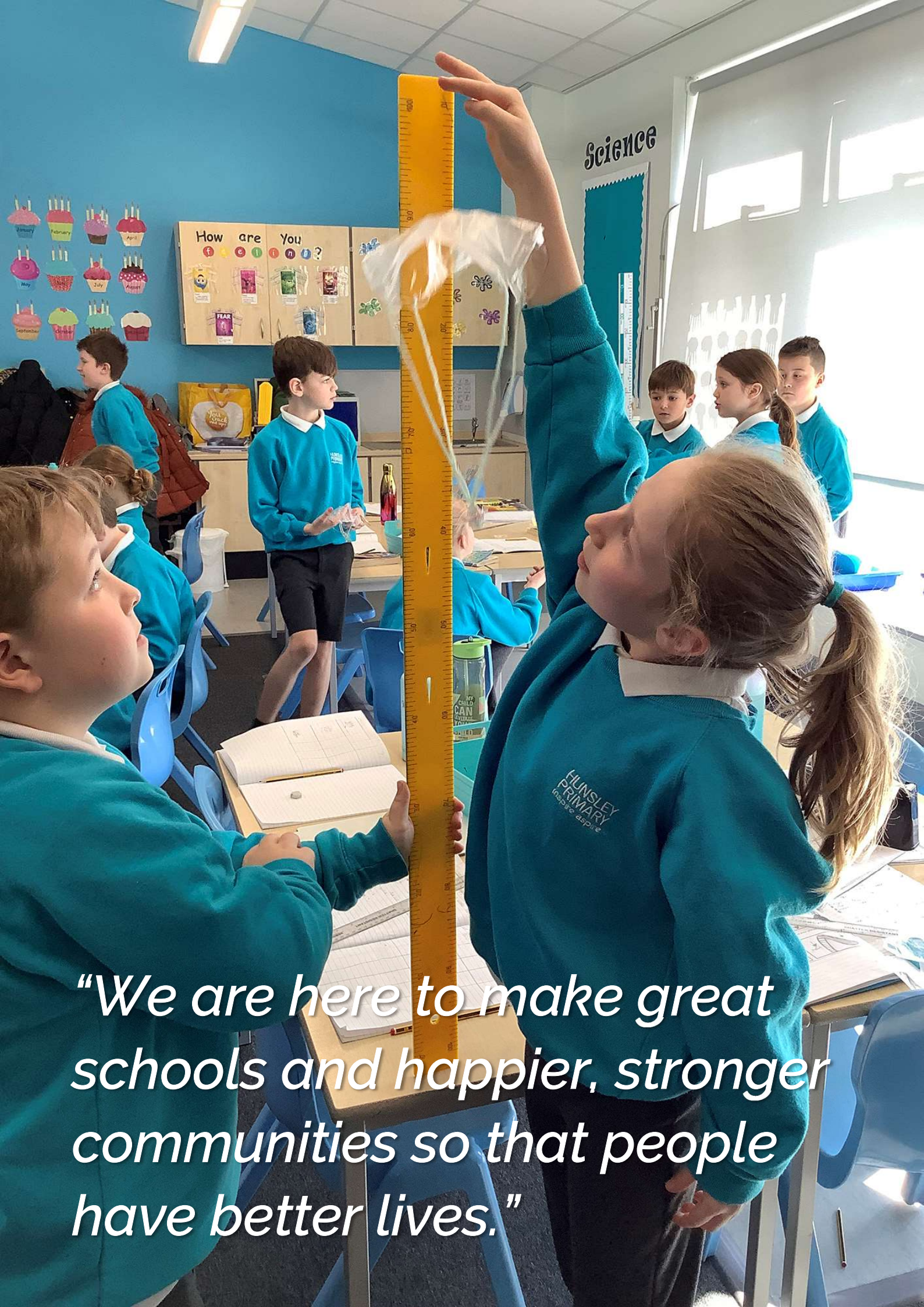




Trust Data and Analytics Manager Applicant Pack

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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

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.

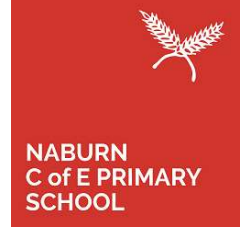
Jonny Uttley
CEO, The Education Alliance



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

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.

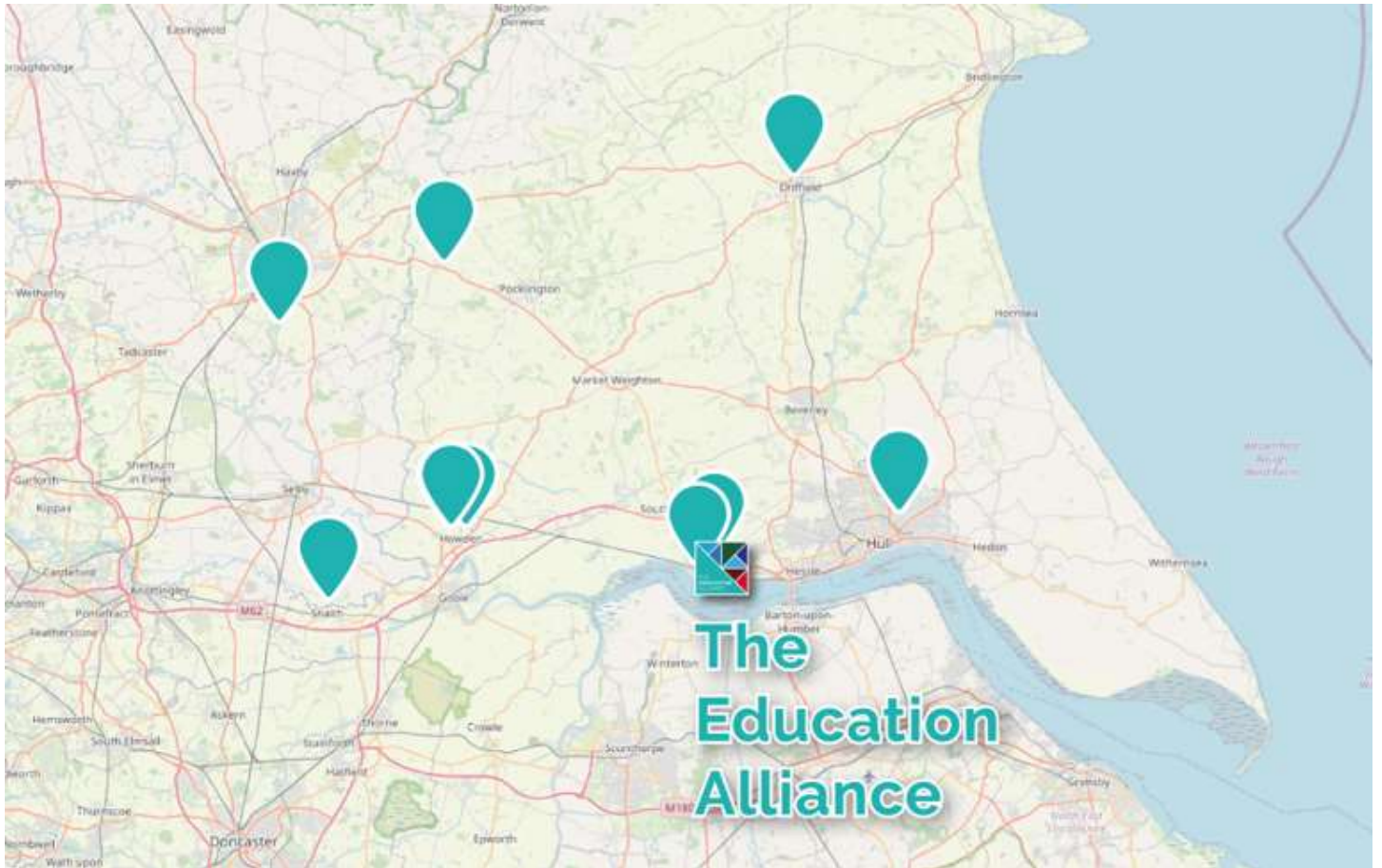
We invest heavily in creating a positive culture that is underpinned by our Ethical Leadership Charter Competencies and Behaviours (Trust, Optimism, Kindness, Courage, Service, Wisdom, Justice and Vision) and our Workload Charter. The culture of the trust and our schools is critical in ensuring we have 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**

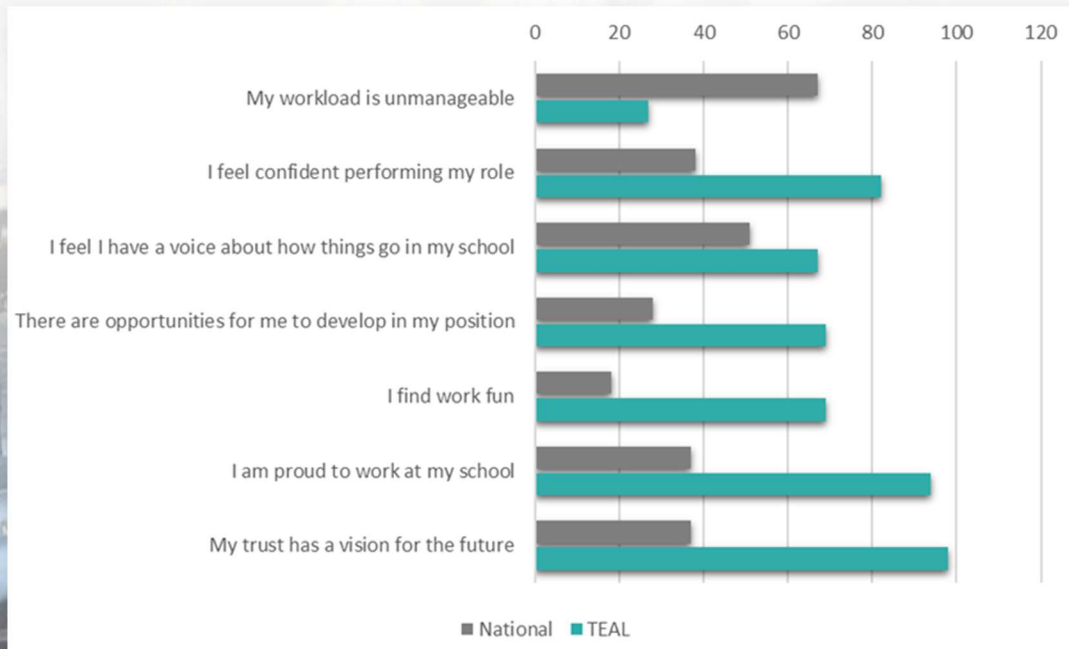
As a new headteacher, being part of TEAL is invaluable. I am part of a wider team of headteachers who I am able to share ideas with, seek advice from and, ultimately, this helps to improve the experiences for all our young people. The advantage of working as a group of schools is that we can share ideas 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?



“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.

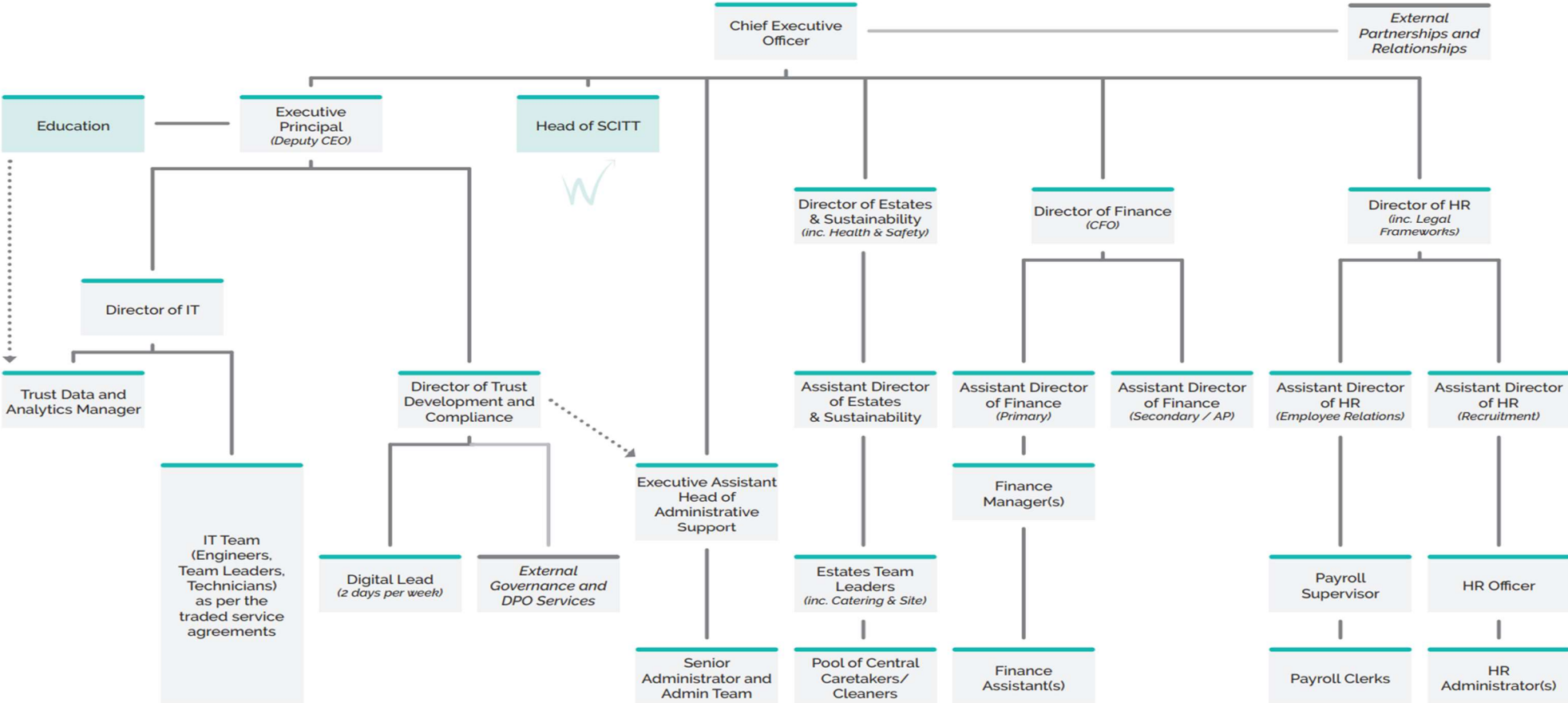


100% of pupils attend a school judged to be Good or better (inspected as part of TEAL)

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 21st 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



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.

IT Network



Over the last few years we have been working hard to align our IT networks where appropriate, including a single email system and in the process of moving our document storage online, allowing for sharing and collaborating across our schools.

We are at the beginning stage of implementing a new central cloud hosted MIS solution for all our schools, this will involve moving our sites from current on premise solutions like sims, and other cloud hosted platforms like RM Integris and Scholarpack into a central Arbor MIS with MAT dashboard.

Job Description

Job Description: Trust Data and Analytics Manager	Reporting To: Vice Principal and/or Directors as appropriate
Pay Scale: £46,549 - £49,590 (pay award pending)	Hours of Work: Up to full time
Job Purpose: To take a lead role in the development and maintenance of the trust MIS and all other trust information and data systems, providing practical and strategic support to school data managers in their roles. To analyse a range of data and present it in an accurate and simple manner to a range of stakeholders. To reduce workload and support schools by centralising and automating tasks where appropriate.	
Key Responsibilities:	
<ul style="list-style-type: none">• Oversee, maintain and develop an efficient and effective MIS and all other trust information and data systems• Interrogate and analyse a range of data (for example, pupil achievement, attendance, stakeholder surveys, workforce, HR and other KPIs) and produce clear, concise and accurate insight reports to summarise and present data and conclusions in the most appropriate format for users• Provide high level support and guidance to schools with regard to internal and external examination rules and processes (including NEA, exam concessions, invigilation)• Provide practical support to schools on all aspects of data, particularly our primary schools, centralising and performing tasks for them where appropriate• Identify, collect and securely migrate data to and from a range of systems• Apply tools and techniques for data analysis and data visualisation, including the use of information tools, for example Microsoft Power BI and Zoho Analytics• Alongside TEAL senior leaders, provide support and guidance to schools with regard to KS3 and KS4 options processes and timetable construction and maintenance• Keep informed and abreast of developments in data management, attending and disseminating training where appropriate.• Work with the Vice Principal to design and develop centralised templates and strategies (e.g. assessment marksheets and report templates)• Deliver training to staff where appropriate• Reduce staff workload by centralising and automating the production of key information, utilising programs such as Power BI.• Support schools to ensure data is accurate, such as students eligible for the pupil premium grant, pupil indicators in MIS, and school census, taking a practical lead on this in our primary schools• Regularly visit school data managers and facilitate collaboration	
Specific:	
The post holder will be expected to attend meetings as required by the trust which will require the ability to be flexible outside their substantive hours. The post holder will be expected to work within the trust and schools' policies and procedures and uphold the organisation's vision. Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.	
The key competencies and behaviours commensurate with this post are identified overleaf.	
General Information:	
<ul style="list-style-type: none">• <i>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.</i>• <i>The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.</i>• <i>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.</i>• <i>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.</i>• <i>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.</i>• <i>To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018</i>• <i>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.</i>	

Person Specification

	JOB REQUIREMENT	Essential	Preferred	*How assessed
Qualifications, knowledge and experience	Degree or equivalent level qualification in relevant subject or substantial experience in a similar post/field	√		A
	Substantial relevant experience in the use of complex computerised systems and ability to interpret data and apply high level data analysis and statistics skills	√		A & I
	Experience of managing, leading and developing teams		√	A & I
	Significant experience of data management across a MAT or group of schools	√		A
	High level of knowledge of JCQ and other external examination processes		√	A & I
	Full driving licence and ability to travel to trust schools and beyond	√		A
	Ability to communicate effectively in a variety of written, verbal and diagrammatic formats with a wide range of people – individuals, organisations and agencies	√		A & I
	Ability to work independently interpreting and applying relevant guidance, policies and procedures	√		A & I
Personal and interpersonal	Interacting and Presenting - Presenting and Communicating Information Speaks clearly and fluently. Expresses Opinions, information and key points of an argument clearly. Makes presentations and undertakes public speaking with skill and confidence. Responds quickly to the needs of an audience and to their reactions and feedback. Projects credibility.	√		A & I
	Organising and Executing - Planning and Organising Sets clearly defined objectives. Plans activities and projects well in advance and takes account of possible changing circumstances. Manages time effectively. Identifies and organises resources needed to accomplish tasks. Monitors performance against deadlines and milestones.	√		A & I
	Creating and Conceptualising – Learning and Researching Rapidly learns new tasks and quickly commits information to memory. Gathers comprehensive information to support decision making. Demonstrates a rapid understanding of newly presented information. Encourages an organisational learning approach (i.e. learns from successes and failures and seeks staff and customer feedback). Manages knowledge (collects, catalogues and disseminates knowledge of use to the organisation).	√		I
	Supporting and Co-operating – 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
	Adapting and Coping – Adapting and responding to change. Adapts to changing circumstances. Accepts new ideas and change initiatives. Adapts interpersonal style to suit different people or situations. Shows respect and sensitivity towards cultural and religious difference. Deals with ambiguity, making positive use of the opportunities it presents.	√		I
	Adapting and Coping - 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 feedback well and learns from it.	√		I
Child Protection	A commitment to the responsibility of safeguarding and promoting the welfare of young people.	√		A & I
	Enhanced DBS disclosure (<i>to be completed by preferred candidate following interview</i>).	√		
	Willingness to undertake safeguarding training when required.	√		I

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:

- Dedicated development time to support you in your role and to allow you to gain additional qualified certifications. For example, Microsoft's certification in PowerBI (Exam PL-300: Microsoft Power BI Data Analyst).
- 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

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.

The deadline for your completed application forms is **9am on Monday 13th 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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North Ferriby

HU14 3HS



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theeducationalliance.org.uk