THE EDUCATION ALLIANCE



Trustee Applicant Pack
The Education Alliance

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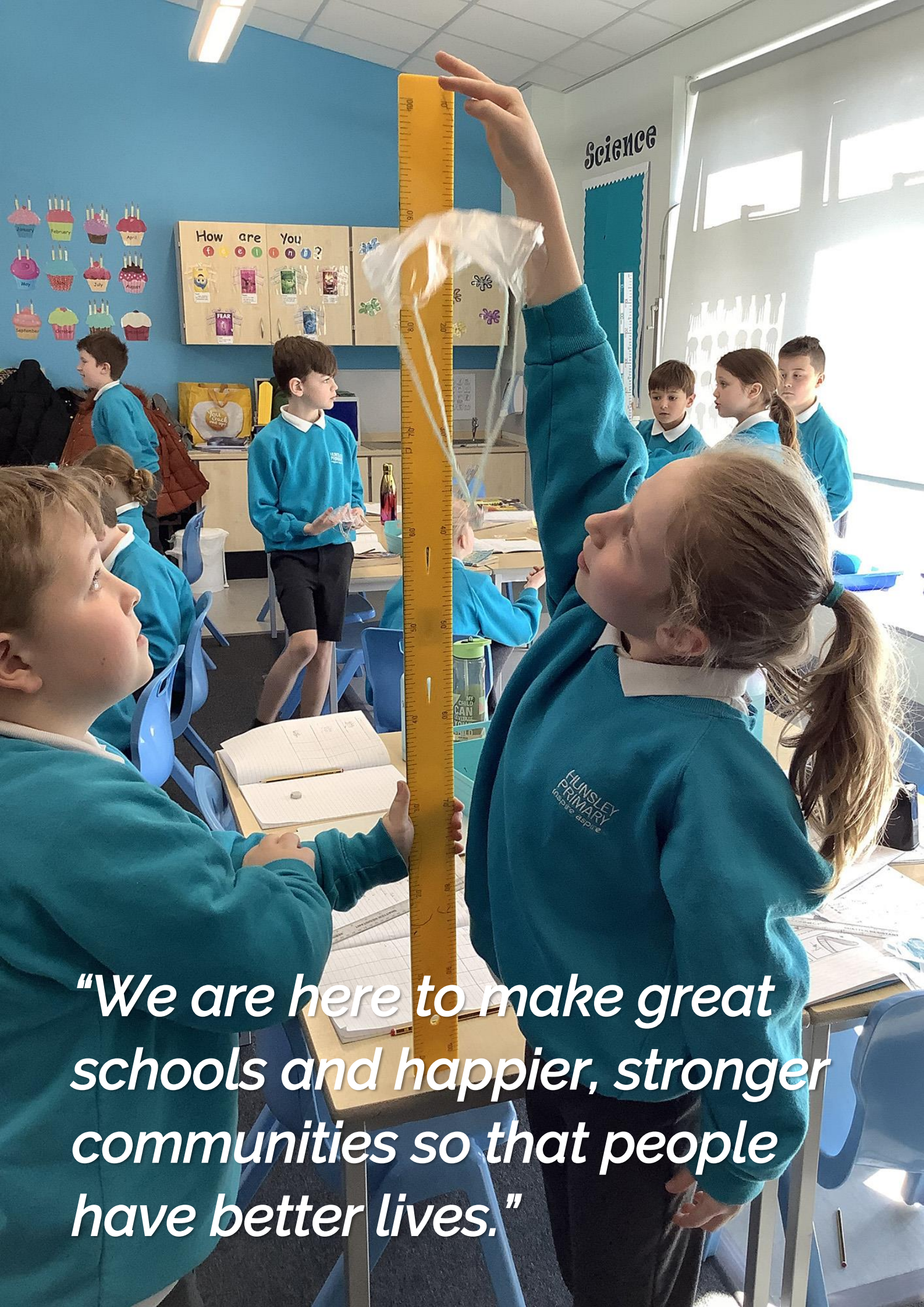
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"We are here to make great schools and happier, stronger communities so that people have better lives."

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. Since then, a further ten schools in the region have joined:

2015
- South Hunsley School and Sixth Form College
- Hunsley Primary

February 2016
- Malet Lambert

2017
- Yorkshire Wolds Teacher Training

February 2017
- Driffield School and Sixth Form

April 2019
- The Snaith School

November 2019
- North Cave CE Primary School

October 2022
- Howden Junior School

May 2023
- Wilberfoss CE Primary School

September 2023
- Howden CE Infant School

October 2023
- Naburn CE Primary School

December 2023
- The Hub School

May 2024
- Beverley Minster CE Primary School

In addition to the twelve schools, the trust 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 East Riding and Hull.

Our promise

We recognise that the commitment and care of all staff are fundamental to our pupils' success; therefore, 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, with staff development a critical element of this. 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, recognising there are good times and bad in everyone's life. It is our job 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 Behaviours Charter (centred around 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. At TEAL, however, we start from an assumption of professional trust and the belief that everyone seeks to do a good job. We insist that our leaders do everything they can to guard against this, setting a good example in how they behave and trying 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 day-to-day practices and behaviours.

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). TEAL recognises its 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, applying 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.

Welcome from Karen Dow,

Chair of the Board of Trustees

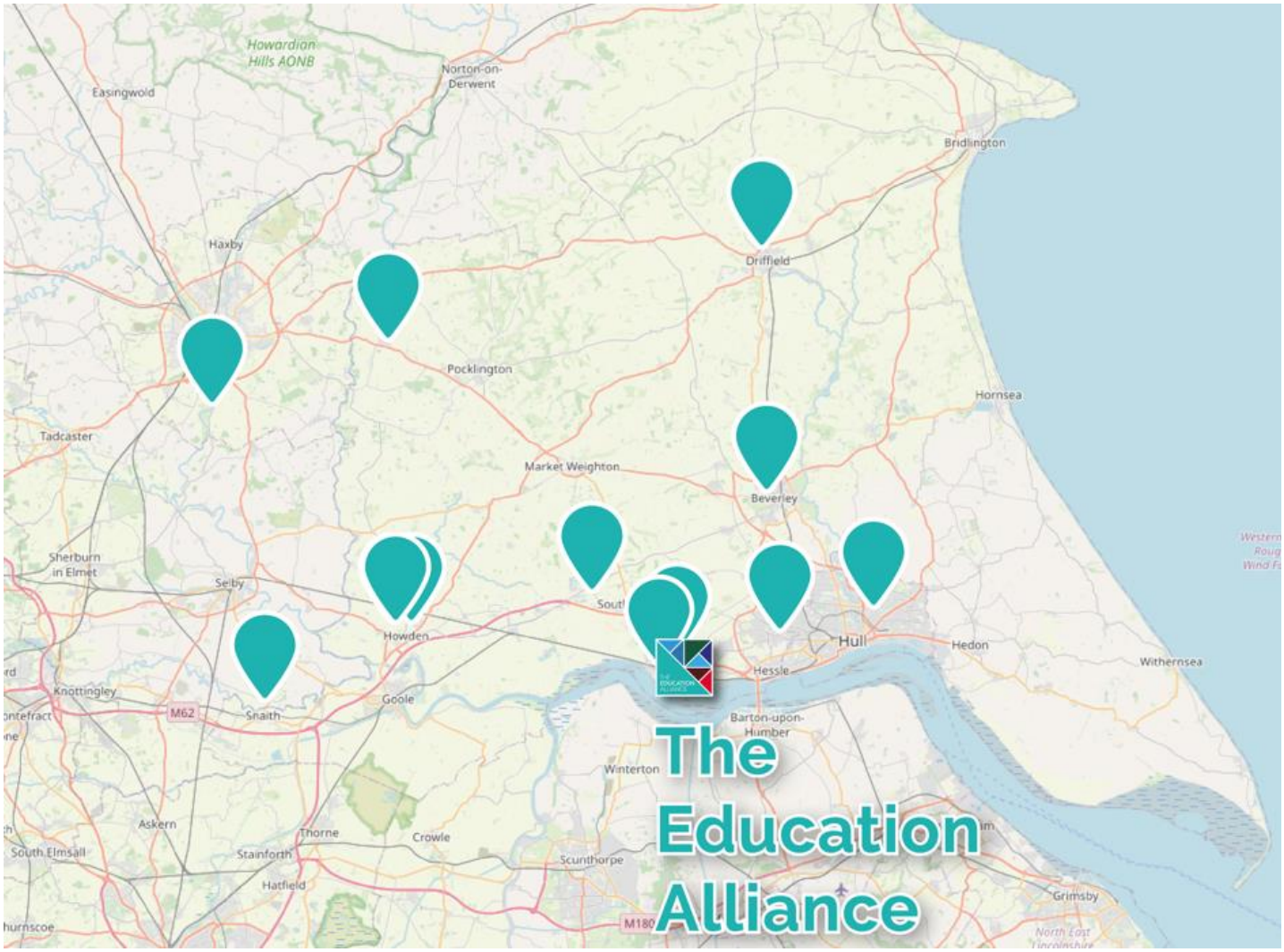


I am delighted you are interested in becoming part of our TEAL family. I have been involved in this trust since the beginning and have been a governor in three of our schools and served as chair of the local governing bodies of both South Hunsley School and Driffield School. I know that you will find it to be a thoroughly enjoyable and rewarding experience.

In our trust we take governance very seriously and we are fortunate in having a highly motivated, skilled and experienced group of people in all of our schools. Our trustees come together to set the strategic direction across our schools, overseeing finances and compliance, and holding our executive leaders to account for educational outcomes. As we embark on an ambitious new trust strategy, we are looking for dynamic, forward-thinking individuals to join our Board and help steer our next chapter.

THE EDUCATION ALLIANCE

Where We Are



The Education Alliance is predominantly based in the East Riding of Yorkshire. Our twelve 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 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 develop my knowledge in the education sector. I love meeting and working with a variety of people and 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, Head of Service Development & Executive Support



"We believe that great schools start with a positive culture in which everyone feels valued and a strong sense of belonging."

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 BEHAVIOURS CHARTER

Our Ethical Behaviours Charter provides all staff with the principles to support each other at every level within TEAL.

TRUST

We do this by:

- Being reliable, consistent, credible, honest, humble, courageous and kind
- Managing emotions and helping others to do the same
- Keeping promises and doing what we say we will
- Having genuine compassion for others

WISDOM

We do this by:

- Developing knowledge and expertise, then sharing that knowledge
- Learning from mistakes and failures and admitting when we are wrong
- Seeing systems and processes as ways to fulfil our purpose, removing or changing them if they don't

KINDNESS

We do this by:

- Being patient, respectful, generous and forgiving
- Acting with compassion and care, listening and seeing the person behind the role
- Focusing on relational practice, building trust and rapport with others by empowering and elevating them

JUSTICE

We do this by:

- Doing what is right, rather than what is popular or easy
- Ensuring we live our sense of purpose and values in how we behave, make decisions and communicate
- Applying rules in a consistent, transparent and fair way, whilst allowing for discretion and common sense
- Valuing difference, building diverse teams
- Encouraging others to behave responsibly and with moral purpose

SERVICE

We do this by:

- Putting ourselves in the service of others
- Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour
- Behaving in a dutiful way, demonstrating humility and self-control
- Removing barriers to enable others to do their jobs well

COURAGE

We do this by:

- Holding ourselves to account when something goes wrong
- Remaining calm, optimistic and positive in the face of adversity and change
- Speaking honestly, openly and with empathy

OPTIMISM

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, cynicism and dishonesty
- Remaining positive and encouraging, helping others to overcome challenges and celebrating their successes

VISION

We do this by:

- Anticipating the future and embracing it
- Thinking strategically, analysing and assessing information to deliver organisational growth
- Reading, researching, networking and sharing learning with others
- Believing in the potential of others, helping them be the best they can be

SCHOOL IMPROVEMENT AT SCALE FRAMEWORK

THE EDUCATION ALLIANCE

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

Our school improvement strategy: We are deeply committed to whole school inclusion, which we define as: **all staff supporting the learning, wellbeing and safety needs of all children, so that they belong, achieve and thrive.** Therefore, the success of our schools going forward depends on our ability to: ensure we have **a good teacher in every classroom**; **deliver an ambitious, inclusive curriculum**; and **create a culture of wider personal excellence**. We build these upon **effective systems for behaviour, safeguarding and care.**

Our culture: We invest heavily in creating a positive culture that is underpinned by our **Ethical Behaviours Charter**, **Inclusion Charter** and our **Workload Charter**. We start from an assumption of professional trust and the belief that everyone seeks to do a good job.

School Improvement at Scale: A fundamental benefit of working as part of our trust is the **capacity we can bring collectively** to share the best of our thinking, whilst **reducing the duplication of effort**. We ensure our school improvement strategy is systematically implemented through a five-stage cycle, where we work as partners in trust-wide networks ('done with, not to'), covering each of our priority areas below:

	Ethical and inclusive leadership	A good teacher in every classroom	An ambitious, inclusive curriculum	A culture of wider personal excellence	Effective systems for behaviour, safeguarding and care
Communication Consistently sharing our core purpose and celebrating the benefits of working together at all levels	Termly publications share TEAL's core values with all our staff, ensuring clarity of our core purpose Regular headteacher meetings (cross phase and phase-specific) to discuss priorities, receive training and share problems/solutions	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. **Teaching Blueprint**, **Inclusion Blueprint** and **Teacher Development Framework**)	Weekly bulletins share the priorities with senior leaders across the trust An agreed **TEAL Annual Calendar** of key meetings for school leaders supports strong, collaborative subject networks	A regular bulletin from the TEAL Area Lead shares key priorities and resources Senior leaders across schools are involved in delivering our shared ambition for all our young people (including our **Personal Excellence Blueprint**) and meet regularly in supportive professional networks	Mental health has a 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 **Listen Loud**, ELSA, SaLT, and training for all staff
Ambition Setting challenging targets, and clearly articulated and demanding expectations for ourselves and others	The **Workload Charter**, **Ethical Behaviours Charter** and **Inclusion 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 stress and anxiety in the organisation	Our professional commitment is to become the best teachers we can be Our **Teaching Blueprint** exemplifies what great teaching looks like in our trust and underpins our commitment to high-quality, collective teacher development	The **Curriculum** and **Inclusion Blueprints** outlines ambitious and inclusive principles for all schools so that all pupils gain the powerful knowledge and skills to which they are entitled, and access the appropriate support that they may need	The **Personal Excellence** and **Inclusion Blueprints** outline how all pupils will benefit from a coherently-planned curriculum, that builds ambition, belonging, character and knowledge, providing remarkable opportunities and experiences that help pupils to have **better lives**	Staff, children, and their families access first class support from our distinctive **TEAL Community** offer and **Be Well** programme Our **Behaviour** and **Inclusion Blueprints** outline how every school should operate, underpinning the trust's commitment to helping all staff and all young people thrive
Alignment and Collaborative Convergence Systematically sharing what works best and reducing the duplication of effort	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)	**Teaching Blueprint** jointly established across all schools, subjects and phases **Primary Subject Leads** (PSLs) and **Secondary Subject Leads** (SSLs) and **TEAL Area Leads** facilitate collaboration to identify and align priorities and share the planning of high quality CPD	Calendared opportunities for school leaders to come together and explore best thinking, offering challenge and support Meetings are aligned (including time together out of school) to enable collaborative design and sequencing of subject curricula, supported by **PSLs**, **SSLs** and **Area Leads**	**Personal Excellence** and **Inclusion Blueprints** jointly established across all phases The **Area Lead**, **Enrichment and Engagement PSL**, and **PSHE SSL** lead coherently planned opportunities for collaboration, identifying and sharing the best of what we do to empower 'horizontal' improvement	Our **SEND**, **Safeguarding**, and **Be Well** lead meet regularly with their counterparts in school, focussing on the national and local agenda. They plan and work collaboratively on impactful strategies that address the challenges and opportunities presented
Quality Improvement A cycle of evaluation, diagnosis, prioritisation and implementation, maximising the chance of improvement	All leaders are trained on our evidence-informed **Quality Improvement (QI) Framework** Weekly CSIs and half termly KPIs track performance through our QA calendar Workforce feedback via regular surveys, and measured against national benchmarks **Our KPIs** and **Lost Learning** data flag trends over time for leaders and trustees Headteacher 1-1s focus on implementation and evaluate impact of SIP An annual SEF and SIP meeting agrees key reviews, supplemented by an external IP	All teachers have dedicated time to engage with **PQI** as part of their professional commitment Teachers access 20 hours of high-quality, phase or domain specific CPD, aligned in our annual calendar to facilitate collaboration Leaders use evidence of what works, abandoning fads to ensure impact and reduce workload Leaders use **TEAL School Improvement Reviews (TSIRs)** to triangulate work in schools and provide focus on consistent elements and next steps	**TSIRs**, IP visits and peer reviews provide additional 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 SLT**, **PSLs** and **SSLs** continue to facilitate collaboration and evaluation, further improving subject curricula	**TSIR**, IP visits and peer reviews, supplemented by stakeholder surveys, provide additional external challenge and support for schools to adapt and develop provision Emerging school need, coupled with local and national priorities, are tackled collegiately through subject networks and our quality-improvement planning processes	Regular information sharing allows leaders to track key inclusion, attendance and safeguarding data at school and trust level Pupil, parent and staff surveys provide feedback to further diagnose priorities **TSIRs** and peer reviews provide additional external challenge and support for schools to identify strengths and next steps 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	**Professional Development Reflection**: a structured self-reflection against our Teaching Charter and Ethical Leadership Framework to develop bespoke professional learning We identify and invest in our emerging leaders as part of succession planning	**YWTT** contributes 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 We deliberately work hard to maintain a thriving culture to ensure we retain our staff	Subject experts regularly present to school leaders, receiving coaching and mentoring to further develop and challenge their thinking We ensure that future leaders access the right NPQs (and other CPD) alongside units of our **TEAL Leadership Programme**, with the majority of posts filled internally	We engage with external organisations, and national experts and opportunities, to ensure all our leaders are exposed to the best thinking so that our capacity is focussed on 'best bets', de-implementing things that are less effective	Strategic succession planning means that potential leaders access the right qualifications (e.g NPQs / Mental Health / DSL) and internal training as required

Be Well

The Be Well programme is a unique resource commissioned by The Education Alliance, to increase mental health provision for children, staff and parents across schools in our Trust. The programme is made possible through close partnerships with several organisations and is made possible with the support of Pagabo.

The Be Well Programme consists of three elements:

- **Mind** – The Whole School Approach for all children, parents and staff
- **Listen LOUD** – Let's Open Up Discussions, providing a young person the opportunities to build confidence, develop communication skills and celebrate individual achievement
- **ELSA** – Emotional literacy support for primary aged children

TEAL invests £250,000 a year from its TEAL Social Value company to provide the following to schools:

- Funding for HEY Mind to provide dedicated time for a Mind professional to work within our primary and secondary schools to implement a range of interventions and training from their menu. This includes: a drop in facility for pupils and staff; support and training for staff (e.g. Youth Mental Health First Aiders and how to have a conversation about mental health); pupil resilience intervention training; pupil Well-Being Ambassador training, and more intensive support through the Big Umbrella programme.
- A commitment to training Youth Mental Health First Aiders at a ratio of 50:1 within our schools.
- A listening service for pupils, parents/carers and staff (as a drop-in service, in person or virtually).
- A high-quality training programme for young people who wish to become Well-Being Ambassadors.
- In our primary schools, additional ELSA staffing to increase mental health and wellbeing support for pupils, parents/carers and our staff in a responsive and proactive way.

The TEAL Family of Schools

7,241 children on roll across 12 schools

1,114 members of Team TEAL

What do TEAL Headteachers Say?

Being new to headship, the amount of support, reassurance, and encouragement I have been given in my first year has been fantastic. This support is readily available from the wider trust team and our team of headteachers whenever I need advice. Being part of a group of schools means that you are never alone; there is always someone on hand to offer guidance. There is a vast amount of collaboration, creativity and sharing of ideas and resources. There are absolutely no egos, or competition: everyone works together with the ultimate aim of increasing life chances for our pupils (and by our pupils, I mean TEAL pupils). The expertise shared across TEAL takes place at all levels, making everyone's lives easier, reducing the duplication of effort and therefore lessening the workload of everyone. At the same time, this expertise ensures that everyone can further develop and become better at what they do, whatever their role in school. I can honestly say I would not be a headteacher anywhere else other than TEAL.

Heather Yates

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 TEAL 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 TEAL as we continue to enhance the opportunities for our children.

Richard Winks

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 central 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. 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

South Hunsley School was the founding school of TEAL and from those early days, the trust has grown in size and reputation. Leading ethically, collaborating at all levels, committing to professional development and reducing workload are just a few of the reasons why I chose to apply for a second headship within the trust. Despite some of the challenges we face in schools, I enjoy my job enormously. What can be more rewarding than seeing young people happy and successful? The accountability is high, but we work in a culture of low threat and professional trust, resulting in me feeling highly motivated, challenged and supported to do the best job I can for the benefit of the staff, young people and wider community that we serve.

Michaela Blackledge

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 pupils, whilst keeping workload as manageable as possible.

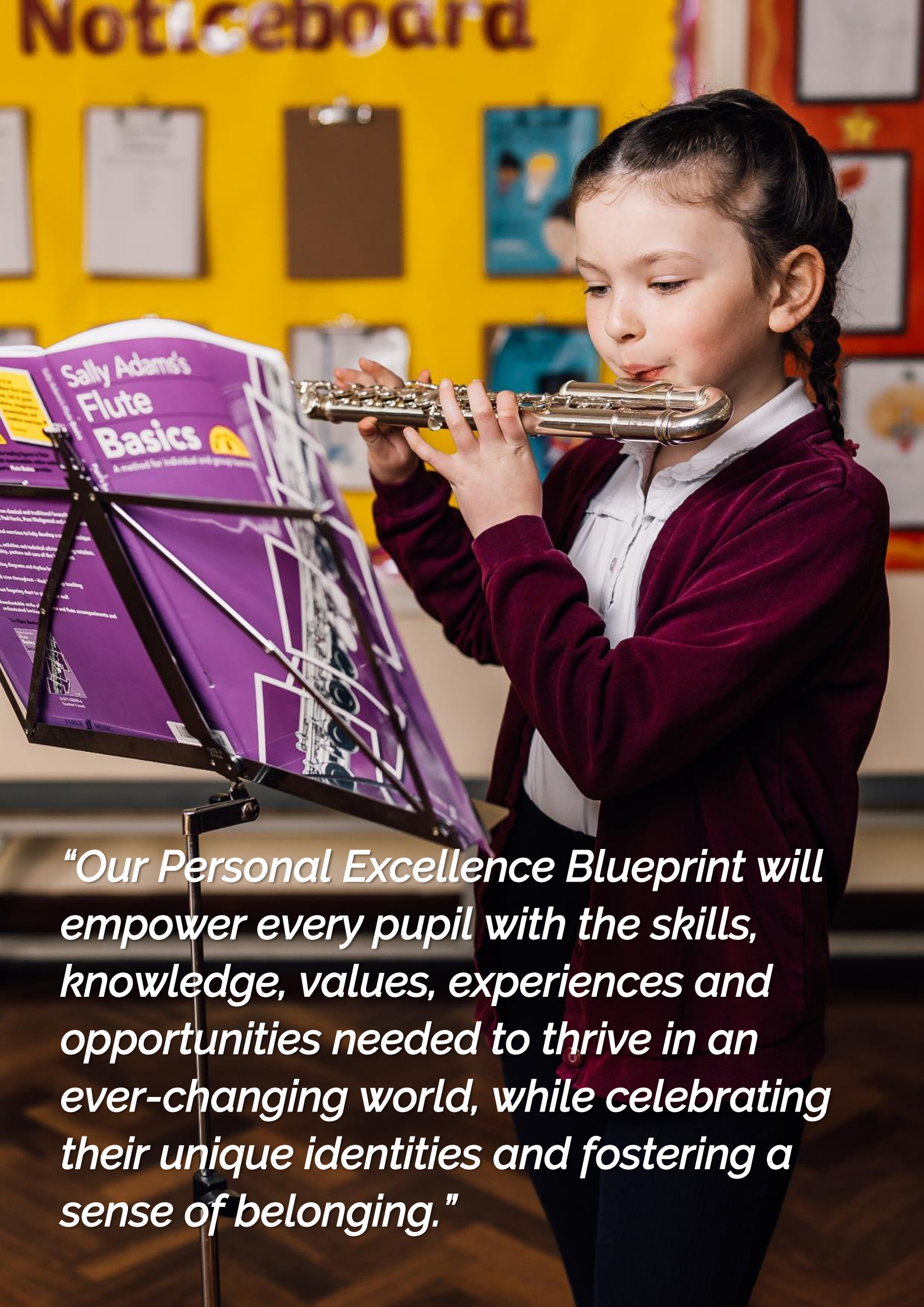
Vicky Loftus

Since joining the Education Alliance in December 2023, I can confidently say it has made our school, and the communities it serves, a much better experience for staff, pupils and their families. We chose to join TEAL as their values around ethical leadership, 'doing the right thing' and servant leadership aligned with ours. They have now become lived experiences for us and the support for me as Executive Headteacher and the staff team across the school is significantly positive. Senior leaders have fantastic opportunities to collaborate, work strategically and share experiences. The value TEAL places on people, their wellbeing and happiness is a constant thread, woven into everyday working life. This, alongside the young people we work with, is always the 'driver' of decisions and changes. As a leader, I feel the opportunity to reach out for advice or support is the most powerful resource TEAL have offered. This allows me to focus on the things that will make the biggest difference to the school and the pupils in it.

Paul Grimes

We joined TEAL in May 2024 and have continued to receive excellent support and positivity. As a headteacher, it is very difficult to keep plates spinning, and to know that there is always someone there to help when you need it can be all you need. The services TEAL offer are extremely professional and a vital support with the very difficult 'heavy lifting' that is inevitable in such a diverse role. The range of people that we can seek support from, combined with the depth of knowledge and experience behind that, means that I can prioritise the most important aspects of my role. There is a definite purpose and clear mission enacted by TEAL; as headteachers, we work closely together to improve outcomes for children and the communities we serve. Having recently exited the maintained system (where it can be difficult to work so closely together with other schools), I can see how powerful this united approach will be in fulfilling our core purpose. I am looking forward to seeing how our journey progresses.

Luke Fletcher



"Our Personal Excellence Blueprint will empower every pupil with the skills, knowledge, values, experiences and opportunities needed to thrive in an ever-changing world, while celebrating their unique identities and fostering a sense of belonging."

What do our staff say about TEAL?

We regularly gather staff voice, including considering workload and well-being. This includes annual review against the questions used by the TES Wellbeing Report.





"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 Compliance, Growth and Governance

Our Estates

The TEAL family of schools comprises of 12 over 13 sites. 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 our sites have fantastic green spaces and sports facilities.



The Recruitment Process

If you are interested in becoming a trustee and would like more details or an application form, please contact Lisa Bell via admin@theeducationalliance.org.uk.

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
East Dale Road
Melton
North Ferriby
HU14 3HS

01482 636720

theeducationalliance.org.uk