



# MALET LAMBERT

TRADITIONAL VALUES • CONTEMPORARY ASPIRATIONS • CREATIVE CURIOSITY



**Subject Leader for Business**

**Information Pack**



**Traditional Values, Contemporary Aspirations, Creative Curiosity**

**Where every pupil matters**

**Where every pupil can succeed**

## **General Information about the School**

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Malet Lambert has a long and proud history, dating back to 1932. Once a grammar school, it became a community comprehensive school in 1968 and it continues to be true to the word 'comprehensive' more than 50 years later, with approximately 1668 students on roll.

We are part of The Education Alliance, a growing multi-academy trust, currently consisting South Hunsley School and Sixth Form College, Malet Lambert School, Driffield School and Sixth Form, The Snaith School, Hunsley Primary School, North Cave Church of England Primary School, Howden Junior School, Naburn Church of England Primary School, Howden Church of England Infant School, Wilberfoss Church of England Primary School, The Hub School and Yorkshire Wolds Teacher Training.

We are here to make great schools and happier, stronger communities so that people have better lives. We do this by always doing what is right, trusting each other and standing shoulder to shoulder and doing what we know makes the difference. Doing what is right means always acting with integrity, in the interests of others and being honest, open and transparent.

Malet Lambert is a friendly and supportive school; we put the needs of individual pupils at the heart of everything we do and we pride ourselves on having high aspirations, ensuring our pupils meet their potential by creating a safe, yet vibrant learning environment, which sees first class teaching and learning every single day.

We are very fortunate to have such a caring, skilled and dedicated set of teachers, support staff and governors here at Malet Lambert; ultimate professionals who are dedicated to the pupils.

**Our purpose is to maximise pupils’;**

- Achievement
- Aspiration
- Excitement and enjoyment through positive challenge

## Child Protection and Safety

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Malet Lambert is fully committed to safeguarding and promoting the welfare of our pupils and it expects all staff and volunteers to share this commitment.

Clear procedures are in place and all staff are fully aware of these procedures. Our child protection policy contains the procedures to prevent incidents occurring in order to fully protect our pupils. A copy of this policy is available on the school website or by contacting the school reception.

Any offer of employment is subject to satisfactory disclosure from the Disclosure & Barring Service (DBS).





We are committed to safeguarding and promoting the welfare of children and young people. Ofsted inspectors visited to assess the school following its last inspection in 2023, when it was also rated 'Good'.

Our most recent Ofsted Inspection report states that:

*"The school delivers a curriculum that provides pupils with the best opportunities to improve their life chances. Leaders have taken steps to ensure that most pupils study the English Baccalaureate set of subjects. The Trust supports school leaders to ensure that the curriculum is well planned and fully inclusive."*

*"The school provides a suitable curriculum to support pupils' wider personal development."*

*"Staff are very proud to work at this school. They feel valued and that the school invests in their professional development. Leaders have ensured that, through the Trust's workload charter, staff have a good work-life balance."*

## Our Curriculum

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Our curriculum is delivered in two varied and challenging key stages. Our pupils experience challenging and stimulating lessons and activities along with a wide range of enriching extra-curricular activities.

Our curriculum aims are:

- To equip our pupils with the skills needed for their future and to achieve their full potential
- To deliver an ambitious broad and balanced curriculum reflecting the needs of our pupils
- To raise aspirations, promote resilience and create successful learners
- To promote spiritual, moral, social and cultural development

### Key Stage 3

Pupils will follow a core curriculum comprising:

- Art
- Computing
- Drama
- English
- Design Engineering or 3D Design
- Food Nutrition
- French or Spanish
- Geography
- History
- Mathematics
- Music
- Physical Education & Games
- PSHE, Citizenship & British Values
- Religious Studies
- Science
- Textiles

### Key Stage 4

In Years 10 and 11 pupils follow a specific pathway which is ambitious and challenging.

- PSHE, Citizenship and British Values
- Religious Studies
- English Language and Literature
- Humanities and Languages
- Mathematics
- Physical Education
- Sciences

In addition to this, pupils can choose from a variety of other subjects, leading to a range of GCSE and vocational qualifications, such as, art, photography, engineering design, 3D design, music, drama, creative iMedia, food and nutrition, textiles, health & social care, sociology, business studies, computer science, physical education and ICT.

## Inclusion Quality Mark (IQM) Flagship Status

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Malet Lambert was awarded Centre of Excellence for Inclusion by IQM originally in 2015. This was re-affirmed in the November 2023 reassessment. The IQM uses a standard for assessing schools against a nationally recognised framework on inclusion. It recognises and celebrates the inclusion work going on in schools, on both a local and national scale.

In 2018, the school has become a flagship school demonstrating its commitment to sustaining the Inclusion Quality Mark ethos through collaborative activities for our pupils, and is willing to share good practice with other schools.

IQM Assessor commented:

*“The school has great ambition for all pupils. Pupils study a well-designed curriculum, which is designed to give them the best possible life chances in the future. Most pupils make good progress and achieve well. The school is using various strategies to improve the consistency of progress for all pupils.”*

*“Teachers are knowledgeable and enthusiastic about delivering the curriculum. The needs of pupils with Special Educational Needs and Disabilities (SEND) are identified and acted on by all staff.”*

We are proud of our school and welcome the opportunity to show prospective staff who are interested in any current vacancies around the site.

For more information about the school and everything we have to offer, please visit  
[www.maletlambert.co.uk](http://www.maletlambert.co.uk)

# 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.

# Our Trust

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

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

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

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

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

**Jonny Uttley**  
**CEO, The Education Alliance**



# Introduction from the Headteacher

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Malet Lambert has a long and proud history, dating back to 1932. Once a grammar school, it became a community comprehensive school in 1968 and it continues to be true to the word 'comprehensive' some 55 years later.

Having taught in many schools and as a member of the senior leadership team at previous schools too, I am immensely proud to be at the forefront of the everyday running of this ambitious school. I joined Malet Lambert in 2014 as a Deputy Headteacher, before becoming Headteacher in 2016 and, therefore, I now know our pupils, staff and community well.

From our thorough transition process in Year 6 through to the close mentoring and support for our pupils taking public examinations in Year 11, we put the needs of individual pupils at the heart of everything we do. At Malet Lambert, we pride ourselves upon having high aspirations. These will ensure that all of our pupils meet their potential by creating a safe, yet vibrant learning environment, which sees first class teaching and learning every single day.

We are very fortunate to have such a caring, skilled and dedicated set of teachers, support staff and governors here at Malet Lambert; ultimate professionals who are dedicated to the pupils.

Having become part of The Education Alliance (TEAL) in 2016, this has only reinforced the support for our pupils further, by allowing us to work in partnership with other successful schools. 2023 saw us reaffirm a 'Good' Ofsted grading, as well as maintaining our Inclusion Quality Mark Flagship School status.

Malet Lambert year 11 cohorts have achieved some excellent examination results in recent years. We are, of course, proud of this, but for me, it is of greater importance to ensure that our pupils have access to a broad and balanced curriculum recognising each learner's personal, social and cognitive ways of learning, and encouraging respect for everyone. Our pastoral systems have been developed over the last few years and as a result, are very strong.

**Patrick Sprakes**  
**Headteacher, Malet Lambert**



# Benefits

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

- 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 which gives you the opportunity to shape 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
- Team TEAL benefits platform in partnership with Vivup, giving access to a car salary sacrifice scheme, a cycle to work scheme, 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
- Situated on James Reckitt Avenue in the east of the city, its front facade overlooks East Park, with 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 canteen, and free tea, coffee and milk in our staff room
- Free on-site gym
- 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

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We are proud of our school and welcome the opportunity to show prospective staff who are interested in any current vacancies around the site.

For more information about the school and everything we have to offer, please visit [maletlambert.hull.co.uk](http://maletlambert.hull.co.uk) and [theeducationalliance.org.uk](http://theeducationalliance.org.uk). Should you have any questions about this exciting opportunity, please contact Mollie Poskitt, HR Administrator on 01482 374211 or email [Mollie.Poskitt@maletlambert.hull.sch.uk](mailto:Mollie.Poskitt@maletlambert.hull.sch.uk).