



Governor Applicant Pack

The Snaith School

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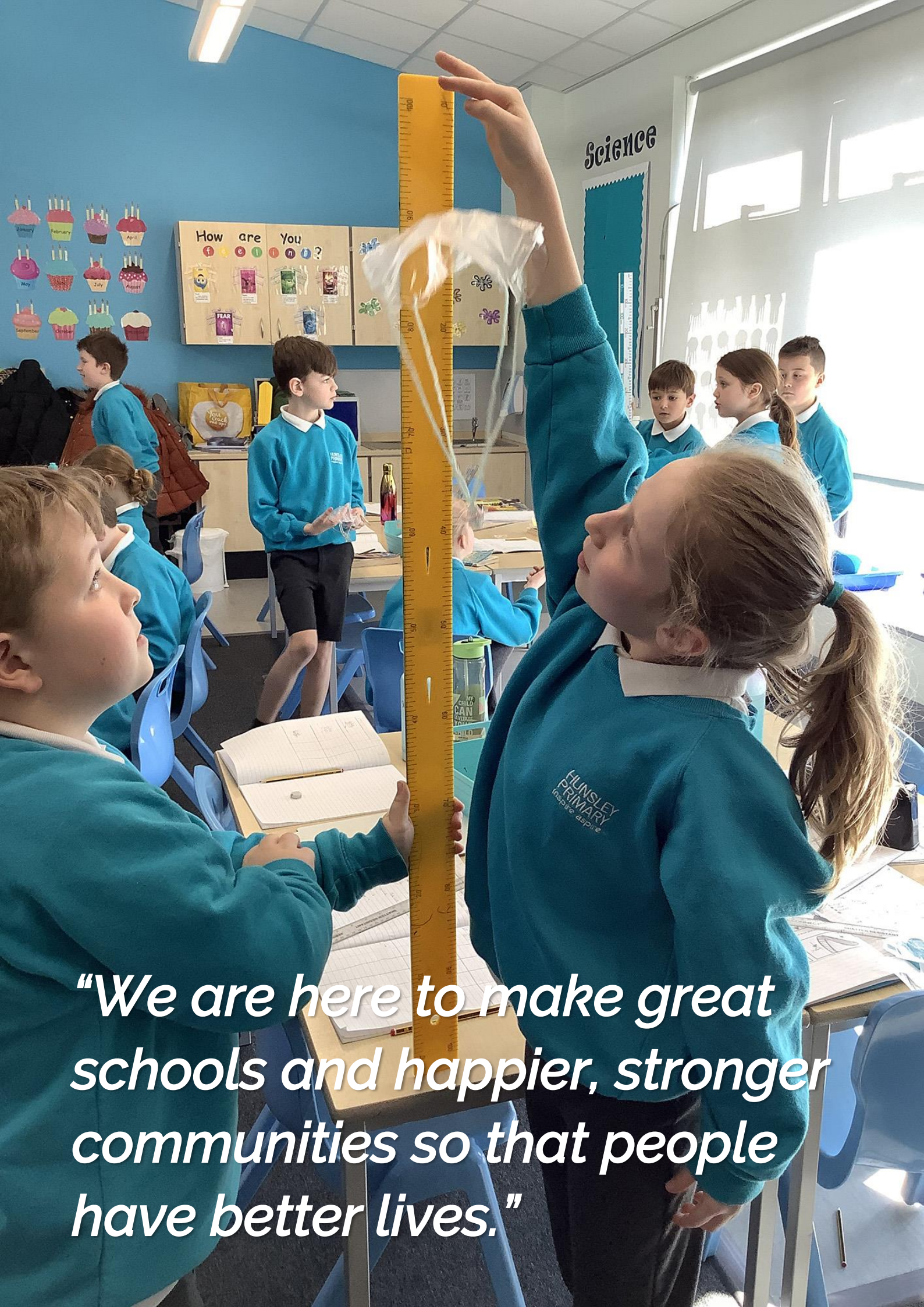
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How are You

f e l i c i t y

"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, another 11-16 school, joined us in April 2019, followed by North Cave C of E Primary School in November 2019. Howden Junior School and Wilberfoss C of E Primary School joined the trust in the 2022-23 academic year, with Howden C of E Infant School joining us soon after in September 2023. Naburn CE Primary School, The Hub School and Beverley Minster C of E Primary School are the most recent schools to join the TEAL family.

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.



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 Drifffield 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. In return you will find that you are highly valued by school leaders and indeed all staff. In addition, governors have regular opportunities for development and training and to meet colleagues from other schools and across the trust. Many governors also regularly get involved in school activities and get to meet our wonderful young people.



The Snaith School

Heather Yates, Headteacher

Heather served as a teacher at the school for 23 years, establishing strong relationships with families and the local community which The Snaith School serves. Heather has been a senior leader for over 16 years, taking on a variety of differing roles including the Quality of Teaching and Pastoral Care. Being Deputy Headteacher for 13 years, Heather is well-placed to take The Snaith School on the next part of its journey.

Heather is a qualified teacher of Religious Studies and is still just as enthusiastic about teaching the subject now as she was as an NQT. She is passionate about ensuring that every child enjoys school, is happy, confident and successful so they are able to thrive. She is an experienced and skilled leader of pastoral care, leading with compassion and care, demonstrating her commitment to inclusive education, removing barriers and providing a culture of support.



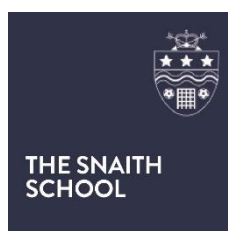
Heather believes that examination results and what students learn is incredibly important, but it is also important that students know how to keep themselves physically and mentally healthy and that they are successfully prepared for life beyond school. She believes that relationships built upon trust are the heart of everything as is a non-negotiable moral code.

About the School

The Snaith School is an 11-16 school that provides education to approximately 900 students living in and around Snaith, East Riding of Yorkshire. The school joined the trust in April 2019.

The popular school is over-subscribed as the school of parental choice in the local area, with strong and established links with the local community.

The Snaith School was judged to be 'Good' by Ofsted in June 2022.



Role Requirements

We understand that time is precious and therefore we carefully schedule our meetings to try and ensure that the meeting frequency is not overbearing. Each Local Governing Body meets four times a year and meetings take place early evening, at the school (attendance via Teams can be arranged if there are occasions when getting to the meeting would be difficult).

As Chair, you will ensure effective functioning of the LGB and give clear leadership and direction, keeping it focused on its core functions. You will also assist the Headteacher with the preparation of meeting agendas.

Once you are appointed to the LGB, your skills and expertise would be considered, and you will then be assigned an area of the school for you to link with. There are additional opportunities for governors to monitor their link activity directly through school visits and these are arranged directly with the school at suitably convenient times.

It is anticipated that roles would begin once the recruitment process has been completed and appointments agreed. All applications will be reviewed by the Headteacher and the Chair of the Local Governing Body, and appointments are then considered by the Trust Board and where applicable, ratified the next Trust Board Meeting.

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.

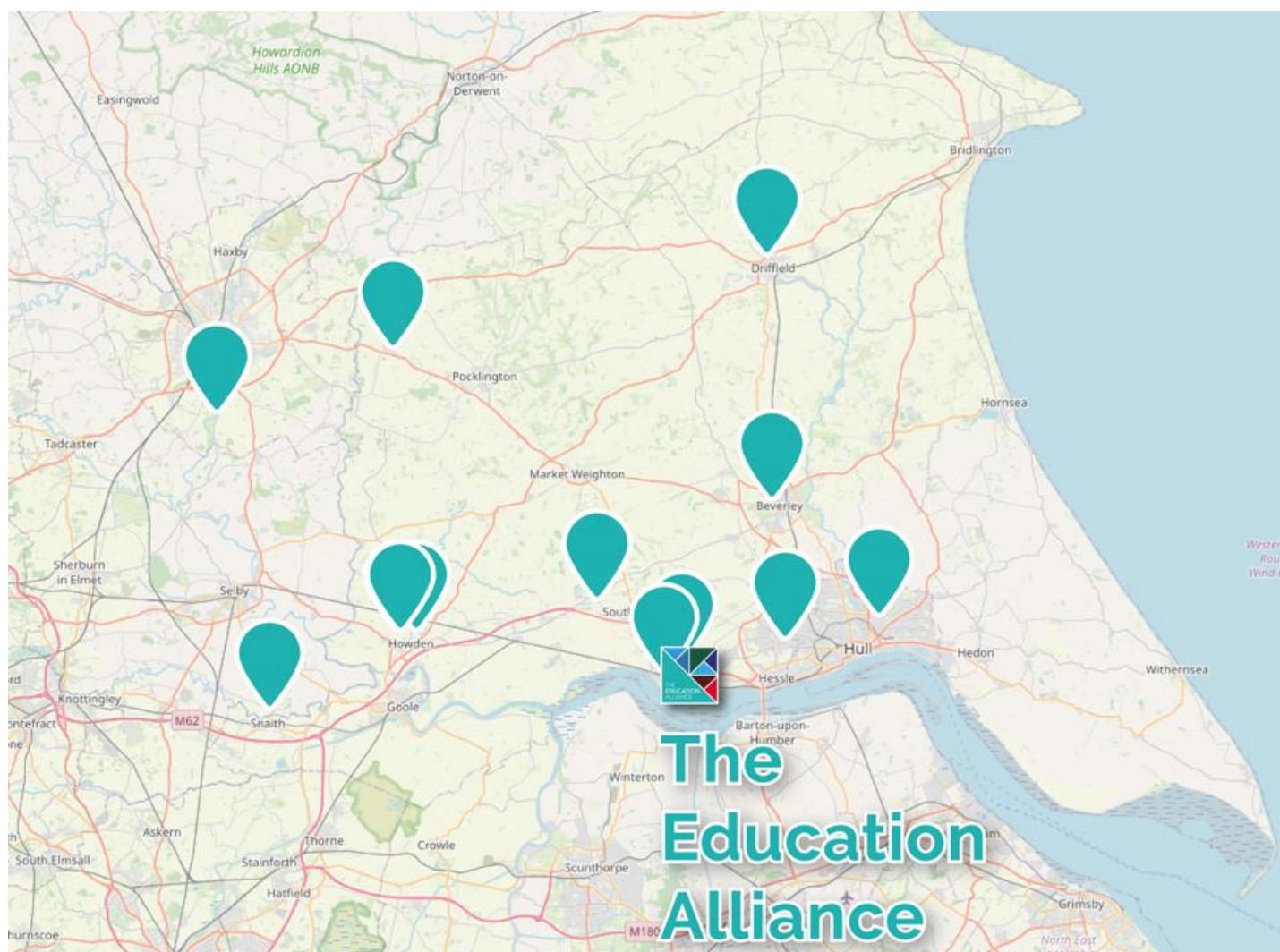
We invest heavily in creating a positive culture that is underpinned by our Ethical Leadership Charter Competencies and Behaviours (Trust, Optimism, Kindness, Courage, Service, Wisdom, Justice and Vision) and our Workload Charter. The culture of the trust and our schools is critical in ensuring we have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

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 the 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 the Trust takes place at all levels, making everyone's lives easier, reducing the duplication of effort and therefore lessening the workload of everyone. Whilst at the same time, ensuring 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 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

We joined TEAL in May 2024 and have continued to receive excellent support and positivity. As a Head Teacher, 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 I can prioritise the most important aspects of my role. There is a definite purpose and clear mission that is enacted by the Trust and the TEAL Head Teachers 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

South Hunsley School was the founding school of The Education Alliance (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

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

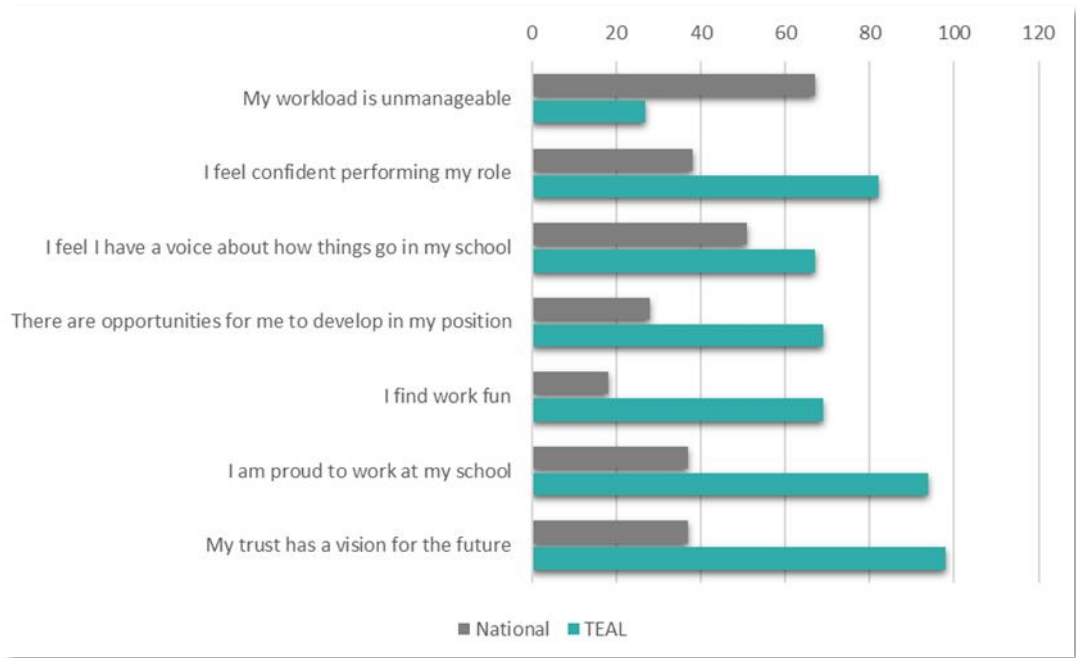
Since joining the Education Alliance in December 2023, I can confidently say it has made our school, and the communities it serves, a much better experience for staff, pupils and their families. We chose to join TEAL as their values around ethical leadership, 'doing the right thing' and servant leadership aligned with ours. They have now become lived experiences for us and the support for myself 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.

Paul Grimes

What do our staff say about TEAL?

We asked staff from across the 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, [Yorkshire Wolds Teacher Training](#)

"Trustees and governors are passionate about the school. They have a forensic understanding of the strengths and areas of development of the school. They carefully consider the well-being and workload of staff. The school is given the resources it needs to help pupils and students to achieve well."

*Ofsted, 2025, **Driffield School & Sixth Form***



"Insightful leadership, including from governors and meticulous evaluation of the school's work makes sure that no stone is left unturned in their successful quest to ensure students in South Hunsley achieve their potential both academically and personally."

Regular, rigorous checking of the work in school ensures leaders, including governors, know what is going well and what needs to be better. Outcomes of the checks are refined into exemplary school improvement plans and decisive action taken when weaknesses emerge."

Governance of the school is exemplary. Governors are very well informed, are fully involved in the monitoring and reviewing the work of the school. They have very robust financial management arrangements and make sure that all statutory requirements are met including those related to safeguarding students. Governors make good use of their wide range of experiences and expertise. They challenge the senior team rigorously because they demand and receive regular, high quality information about the progress of students, including groups they have identified as being at risk of falling behind such as young carers and adopted students."

*Ofsted, 2013, **South Hunsley School & Sixth Form***





"Governors and trustees work effectively to bring about positive change at the school. They understand their areas of responsibility and provide challenge to school leaders."

*Ofsted, 2023, **Malet Lambert***

"Leaders and governors have made rapid and effective improvements to the school. Governors have used their precise planning and regular visits to school to ensure that the school is constantly improving. Leaders and governors have an accurate understanding of the strengths of the school and what needs to improve. There is a culture of vigilance in what staff do. Governors check up on this in their visits and through their meetings."

*Ofsted, 2023, **Naburn C of E Primary School***



"Governors are keen to fulfil their roles well. They are regular visitors to school and monitor the quality of education that pupils receive through meeting with pupils and parents. They are kept informed by detailed reports provided by you, supplemented by termly reports by the local authority. The self-evaluation committee is particularly effective in its work to support continuous improvements in the quality of education provided. Governors ensure that pupil premium funding is used to help disadvantaged pupils make the progress that they should."

*Ofsted, 2016, **North Cave C of E Primary School***

"Governors are determined to rapidly return to outstanding provision and outcomes. They are proactive in seeking support and advice to improve their own practice to support them in checking leaders' work to bring about improvements.

The composition of the governing body has changed substantially in the last year. Governors are determined to ensure that the school offers a high standard of education for all its pupils and know the importance of their role in making sure that this happens. They know that their journey has to be swift, and as one governor put it, 'We feel that we are now on the motorway rather than the side path!'. There is a thorough programme of induction and support for new members of the governing body. Governors actively seek support and advice to enable them to do an even better job. For example, they access guidance and training from the local authority and have planned a review of governance. Governors are clear about the range of aspects of their role and regularly review the spending of the pupil premium, sport funding and funding for pupils who have special educational needs and/or disabilities. They receive training and regular updates for safeguarding, enabling them to make accurate checks on the work of leaders in this area."

Ofsted, 2017, Wilberfoss C of E Primary School



"Governors have taken decisive action to improve the school. This has been successful. Governors know that they have a responsibility to safeguard pupils. They check regularly that safeguarding procedures are effective."

Ofsted, 2021, Howden Junior School

"Governors play an important role in holding leaders to account and challenge staff at senior and middle leadership level. This work means that there is now a coherent and well-sequenced curriculum in place. It is challenging for pupils and offers a broad range of academic subjects alongside lessons on social and emotional development."

*Ofsted, 2022, **The Hub School***



"Governors are highly committed to the school and work with leaders. They recognise that the curriculum is still being adapted to meet the needs of all the pupils in the school. Careful vigilance and an understanding of safeguarding is strong. Governors are particularly proud of the 'family feel' of the school and the close links to the Minster."

*Ofsted, 2021, **Beverley Minster C of E Primary School***



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.

7241 children on roll across **12** schools

1114 members of team TEAL

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 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 every day!"

–Lisa Cunningham, Head 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.

The Recruitment Process

If you are interested in becoming a school governor 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

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