



Governor Applicant Pack Malet Lambert

Contents

Welcome letter from Jonny Uttley, CEO..... 4

About the Education Alliance..... 5

Welcome from Jaime Pearce, Chair of the Local Governing Body..... 6

Welcome from Patrick Sprakes, Headteacher 7

Role Requirements 8

Our Promise 9

Where we are 10

What do TEAL Governors say?..... 13

 Ian Stewart, Chair of Howden C of E Infant School 13

 Greig Tulloch, Drifffield School & Sixth Form..... 13

 Gillian Chatham, Howden Junior School..... 13

 Jonathan Baker, Beverley Minster C of E Primary School..... 13

What do TEAL Headteachers say?..... 14

What do our staff say about TEAL? 16

What does Ofsted say about TEAL? 17

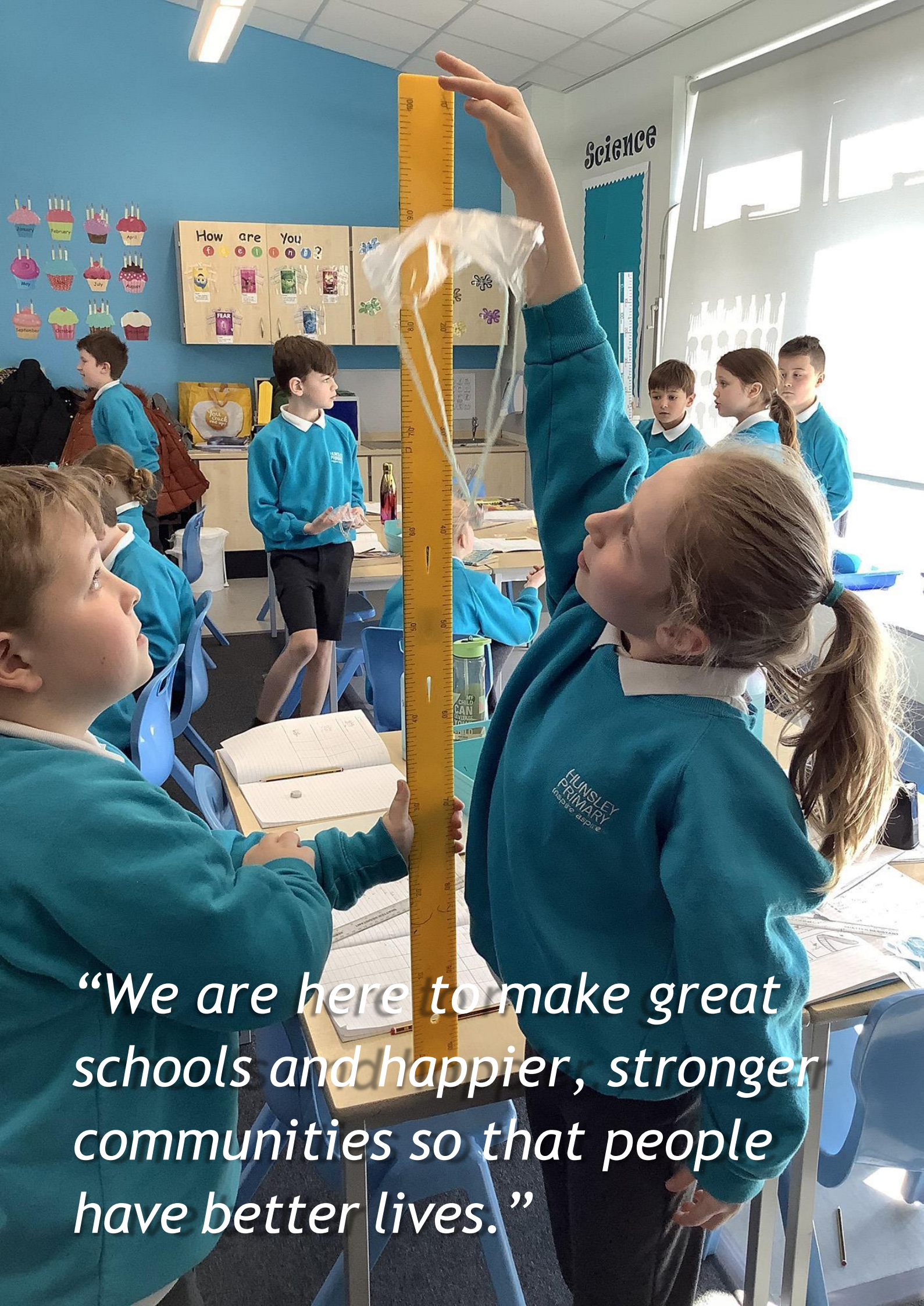
CPD..... 21

Be Well 21

Our Estates..... 22

Sustainability..... 22

The Recruitment Process 24



“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 Jaime Pearce, Chair of the Local Governing Body

My name is Jaime Pearce and I am Chair of Governors at Malet Lambert. I have worked in education in Hull since 1999 where I started as class teacher at an East Hull school and now continue to work in East Hull as Head of School. I have been part of the governing body at Malet Lambert for six years now and began as a parent governor.

Being the Chair of Governors at Malet Lambert is an incredibly rewarding role, as it allows me to make a meaningful impact on the education and development of young people across the city of Hull. I enjoy working closely with school leaders, teachers, and fellow governors to shape the strategic direction of the school, ensuring that every pupil receives the best possible education.

Supporting the Headteacher and Leadership Team with the key decisions that they make enchain teaching quality, pupil well-being, and overall school performance is both challenging and fulfilling.

Building strong relationships and fostering collaboration is essential in creating a school environment where everyone feels valued and supported. I take great pride in advocating for the school's needs.

The role also allows me to continuously learn and grow, as education is always evolving, and governance presents new challenges and opportunities. Being part of the governing body when Malet Lambert went through their last OFSTED visit was especially rewarding as it gave me great pleasure in listening to the positive feedback they were given from the Inspectors and all the hard work that we had heard about in meetings and had seen in visits had paid off for all the staff and pupils of the school.

I look forward to meeting you.



Welcome from Patrick Sprakes, Headteacher

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' many 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.

Malet Lambert Year 11 cohorts have achieved some excellent examination results over the 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, whilst encouraging respect for everyone. Our pastoral systems have been developed over the last few years and as a result are very strong.

Thank you for looking us up. Feel free to get in touch if you have any questions or would like to come and visit us.

Wishing you all the best,

Patrick Sprakes
Headteacher



MALET
LAMBERT

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). 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.

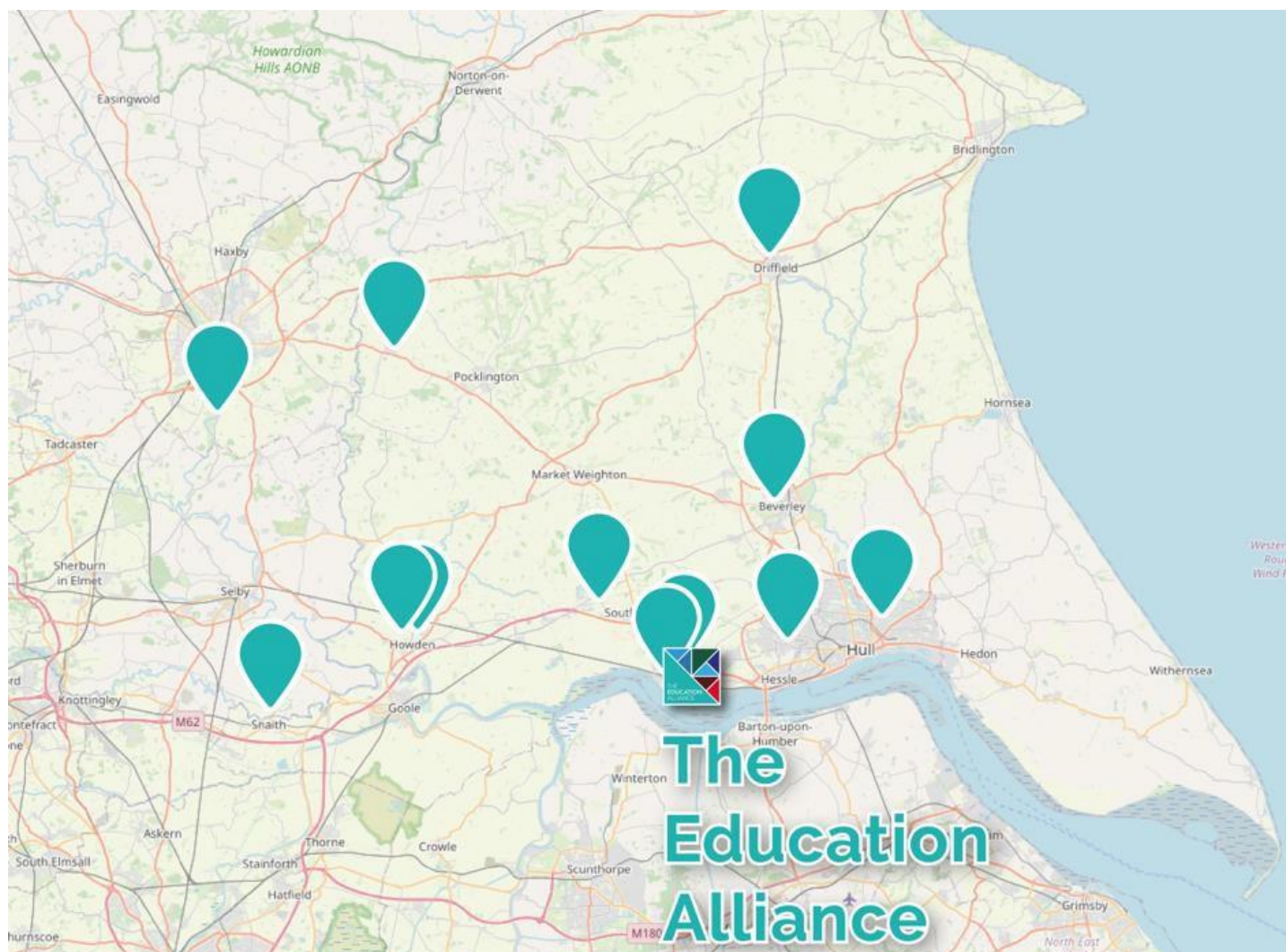
We invest heavily in creating a positive culture that is underpinned by our Ethical Leadership Charter Competencies and Behaviours (Trust, Optimism, Kindness, Courage, Service, Wisdom, Justice and Vision) and our Workload Charter. The culture of the trust and our schools is critical in ensuring we have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

"I" There is no central trust-wide or school-wide approach.

"I" There is no centrally prescribed frequency of written feedback.

"I" Each subject may have a different approach developed by our subject experts.

"I" We mark less in terms of the number of pieces of work but with greater impact.

"I" 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 judgment.



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 judgment 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 'mocksted' 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 TEAL Governors say?

Ian Stewart, Chair of Howden C of E Infant School

I have always been interested in education and know the value that schools add to young people's lives. I became a governor because I wanted to learn more about education and play a role in society's aim to provide the best education it can for children and young adults.

I have met some inspirational people and learnt many life skills whilst I have been a governor. Being a school governor has been a rewarding experience.

Greig Tulloch, Drifffield School & Sixth Form

The possibility of using my business and life experiences to give something back to the community through helping the school which gave my daughter a marvellous education is what makes me want to be a Governor.

Gillian Chatham, Howden Junior School

The role of school governor gives me opportunity to contribute and support the strategic direction of the school, which has a direct impact on its performance and ultimately the success stories of its children. Attending the end of year assemblies and presenting awards to children for their achievements is a true privilege.

As a school governor and a 'critical friend', I have access to data and information about all aspects of the school and through the platform I have in my governor role I challenge and contribute to decision-making which steers the school in its mission towards outstanding education for its children.

Jonathan Baker, Beverley Minster C of E Primary School

As Vicar of Beverley Minster, I naturally take a close interest in the life of Beverley Minster CE Primary School. Church and School have allied interests in equipping young people not only with skills for today's world but with wisdom to live well. As a Foundation Governor I can help the school to shape its broader vision and to be a representative of the wider community.

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

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

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

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. The value the Trust places on people, their wellbeing and happiness is a constant thread which is 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 the Trust could 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

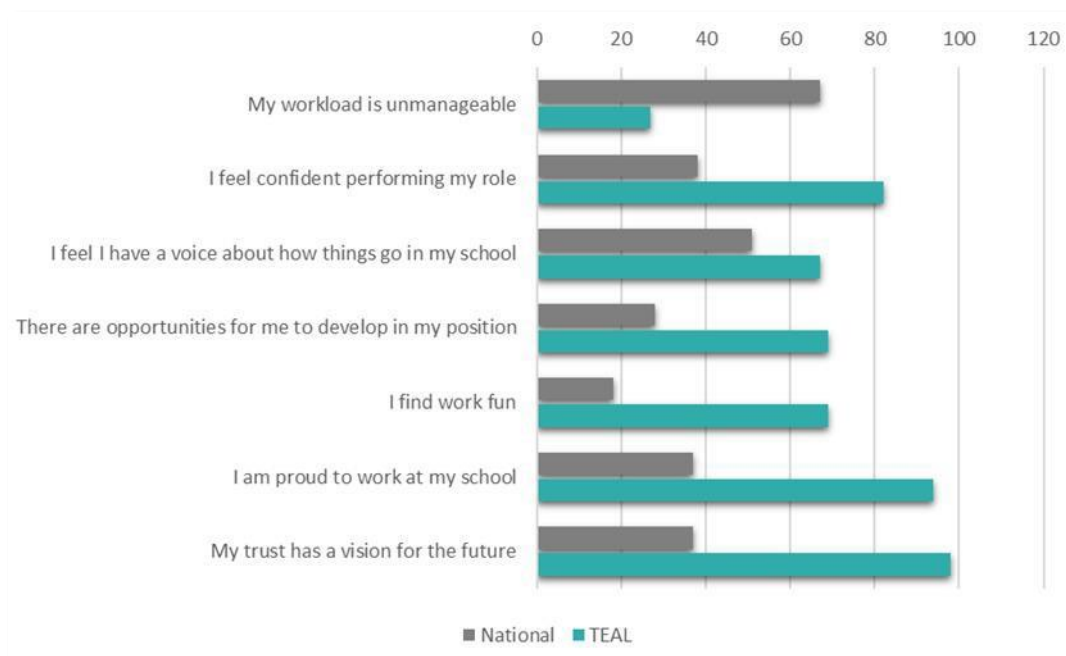
We joined TEAL in May 2024 and have continued to receive excellent support and positivity. As a Head Teacher, it is very difficult to keep plates spinning, and to know that there is always someone there to help when you need it can be all you need. The services TEAL offer are extremely professional and 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

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](#)

“Trust leaders and governors are key in driving the school forward. The governors are well informed and hold the headteacher and leaders to account. The support from the trust has been instrumental in the rapid improvement of the school. The school is quickly gaining the confidence of its community. Staff feel valued and supported and proud to be working in this school.”

Ofsted, 2020, [Drifffield School & Sixth Form](#)



“Leaders prioritise staff well-being. The trust has established a workload and ethical leadership charter. Staff report that this has had notable impact. Staff feel well supported and enjoy working at the school. Staff are supported to develop their expertise through a range of tailored training opportunities. Trustees and governors have a good understanding of the school and hold leaders to account effectively” Ofsted, 2024, [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, 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.

The Recruitment Process

If you are interested in becoming a school governor and would like more details or an application form, please contact Mollie Poskitt, HR Officer via Mollie.Poskitt@maletlambert.hull.sch.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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theeducationalliance.org.uk