



# Applicant Pack

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# About The Hub

The Hub School is a school which offers a full-time education for young people who require an alternative setting to that of a mainstream school. The school has two distinct elements: A specialist setting for students with an Education, Health & Care Plan (EHCP) with a primary need of Social, Emotional & Mental Health Needs, alongside a Pupil Referral Unit to support mainstream schools for young people who are finding it difficult to achieve success in a mainstream school environment.

We have two sites, one at Anlaby (for 70 students) and one at Welton (for 20 students). We also use a number of alternative educational providers around East Riding and Hull, who specialise in a vocational curriculum pathway.

We provide our students with an alternative educational experience that offers them a nurturing, safe and supportive environment, with a diverse, qualified and experienced staff team and highly personalised learning. We support our students to accelerate their academic, social and emotional skills development and ultimately enable them to re-engage with learning within a mainstream setting. Our curriculum creates valuable opportunities to nurture our students' resilience, self-confidence, self-esteem and self-belief.

At the Hub School we recognise that each student has their own strengths and talents, and we aim to provide a personalised approach to learning wherever possible. We understand that some young people find aspects of mainstream education challenging and that some barriers to learning cannot be addressed without specialised support.

We hope to provide the structure and support needed to allow each student to be successful and realise their full potential. Through a broad curriculum, highly skilled staff and child-centred values, we provide a positive learning environment which promotes independence and achievement.



# Introduction from the Headteacher

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Thank you for your interest in working at The Hub School. I hope that, after reading the information provided, you will feel not only encouraged to apply, but excited by the difference you can make and the opportunities that the school has to offer.

I have been a Senior Leader since 2012, working in North Lincolnshire at the highest-performing school within the authority before moving to the East Riding in 2016 as an Assistant Headteacher. This role supported my passion for Inclusion and gave me an opportunity to follow my core belief that education can, and should be, truly inclusive for all.

I became Headteacher at The Hub School in April 2019. The staff and governance of the school have worked extremely hard over the last few years to change the culture of the school to what you would see today: a positive and welcoming school environment, where we recognise and celebrate differences, have high expectations and ambitions for our students and do everything we can to ensure our students thrive and develop as people, as well as learners.

At The Hub School we are passionate about improving the life chances of our young people and we want all of our students to leave us with the best possible outcomes, memorable experiences and life skills. I feel extremely privileged to be the Headteacher of this wonderful school and be able to lead the school through the next stage of its exciting journey. The Hub School offers a great opportunity for colleagues who are passionate about making a difference in a unique school, within a supportive Trust.

We pride ourselves on a staff culture of support and togetherness. We actively recognise supporting staff workload and wellbeing and encourage a healthy work-life balance. Relationships are at the heart of everything we do. The job satisfaction of making a positive difference to some of the most vulnerable students in the East Riding, and truly effecting change, should be the key motivating factor for wanting to join our fantastic group of staff.

This is undoubtedly an exciting time to join The Hub School and the Education Alliance. We very much look forward to hearing from you and thank you for your interest in our school.

Best wishes

Paul Grimes

*Executive Headteacher, The Hub School*

# 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.

# Employee 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:

- ▶ Access to the TeamTEAL benefits platform in partnership with Vivup, giving access to a car salary sacrifice scheme, a cycle to work scheme, access to Wagestream and other lifestyle benefits which will allow staff to save money.
- ▶ Free Flu vaccinations held on site each year.
- ▶ Refund of the cost of an Annual NHS Prescription Prepayment Certificate.
- ▶ Regular staff surveys and opportunities to engage in focus groups encouraging staff to be involved in shaping the future of the school and the trust.
- ▶ In school individual support from Mind as part of the school's Whole School Approach to Mental Health and Well Being.
- ▶ An induction programme and continued investment in training and development, with access to coaching and mentoring, career and professional development.
- ▶ Family friendly policies and opportunities for flexible working, with a trust commitment to continually look to ways to improve the work-life balance for our staff.
- ▶ Free parking and good transport links.
- ▶ Automatic membership of the Local Government Pension Scheme and the Teachers' Pension Scheme.
- ▶ Recognition of continuous service if you join us from another school, academy or local government employer.
- ▶ Free tea and coffee in all of our staffrooms.
- ▶ Corporate membership to the East Riding Leisure gyms, saving over 25% on membership costs and onsite gym at South Hunsley School and Sixth Form College, at only £12.50 per month.
- ▶ Employee Assistance Scheme available 24/7 via telephone or on-line portal, providing advice on assistance on a wide range of practical issues ranging from legal information and consumer issues to specialist counselling. This now includes a GP appointment service which allows staff and their immediate families to access a GP appointment within 24 hours.

