



THE SNAITH
SCHOOL



Applicant Information Pack



THE
EDUCATION
ALLIANCE

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Introduction from the Headteacher

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

Having served as a teacher at the school for over 25 years, I know what a truly special place our school is. I feel immensely proud to be the Headteacher leading our fantastic school through the next stage of its exciting journey. I have a strong connection with the school, its community and the children who we serve.

The Snaith School has the perfect comprehensive mix of pupils; they are a pleasure to teach and are our greatest asset. Our aim is for children to enjoy school, be happy, confident and successful so they are able to fulfil their dreams and aspirations. We ensure that all pupils receive the best support, care, guidance and encouragement needed to thrive.

We are ambitious for every child and extremely passionate about maximising life chances. We want all our pupils to leave us with the best possible outcomes, a wide range of memorable experiences, an abundance of positive memories and lifelong friendships.

We will do our utmost to help all children succeed. We prioritise the highest standards of behaviour and respect, insisting on excellent manners, courtesy and uniform. We are proud of our reputation for academic success, traditional values and excellent pastoral care. We encourage all pupils to work hard, believe in themselves and always aim high.

I have no doubt that The Snaith School will be an outstanding school, but this is not the driver for myself, our governors or staff. We want to provide a great education for every young person in our local area and this is our motivation. I have extremely high expectation of myself, staff and pupils. However, staff well-being is of utmost importance to us and everything we do is underpinned by our 'Workload Charter'.

The Snaith School offers a great opportunity for colleagues who are passionate about making a difference in an improving school and a supportive organisation, our Snaith School family.

This is undoubtedly an exciting time to join The Snaith 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,

Heather Yates
Headteacher



About The Education Alliance

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



What do our Headteachers say about TEAL?

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**

Reducing the replication of effort sounds convincing but at TEAL it is underpinned by robust policies and processes that make a real difference to staff's work/life balance. We work collaboratively at every level, challenging and supporting each other for the benefit of our pupils. The accountability is high but we operate in a culture of low threat and professional trust meaning I am motivated, challenged and supported to succeed. I enjoy coming to work. – **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**

As a new headteacher, being part of TEAL is invaluable. I am part of a wider team of headteachers who I am able to share ideas with, seek advice from and, ultimately, this helps to improve the experiences for all our young people. The advantage of working as a group of schools is that we can share ideas and resources which reduce workload and make people's lives easier. This reduces the duplication of effort across TEAL and helps us take full advantage of the expertise we have in all of our schools. A wide range of similar groups work together regularly, including: whole school curriculum leaders, pastoral leaders and SENDCOs. Whatever your role in TEAL, the opportunity to work with other people across our schools helps us to secure the best experience for our pupils, whilst keeping workload as manageable as possible. – **Vicky Loftus**

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](#)

"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 and Sixth Form](#)



"The provider's relentless focus on continual improvement is compelling. Leaders listen carefully to the views of trainees and use this to continually refine the programme. Tutors work with groups of trainees to elicit feedback and maintain the highest quality of provision."

Ofsted, 2024, [YWTT](#)



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.

About The Snaith School

The Snaith School is proud of its reputation for academic success, traditional values and strong pastoral care. Rooted in our local community, we are a school of 840 pupils, educating pupils from Snaith and a number of surrounding villages. We are small enough to feel like a family and we pride ourselves on knowing and appreciating our pupils as individuals. However, we are also large enough to offer a wide and exciting curriculum in both Key Stage 3 and Key Stage 4, run numerous sports teams and invite the community in to school to enjoy productions and concerts.



“Snaith is a school that does not stand still.”

Ofsted 2022

“A place where pupils are proud to attend.”

Ofsted 2022

Pastoral Care

The Snaith School has a strong community ethos which is embedded within our pastoral support system. We have a number of staff members who have Mental Health First Aider Qualifications.



Be Well Programme

The Be Well programme is a unique resource to TEAL, to increase mental health provision for children, our families and staff through a range of activities including:

- A qualified MIND practitioner
- The Listen Loud mentoring and support programme
- An Emotional Literacy Support Assistant (ELSA)
- A dedicated Social Prescriber

These services are delivered with care, confidentiality and a focus on supporting each child's individual needs.

Safeguarding

The Snaith School is committed to safeguarding and promoting the welfare of children and young people. Our recent Ofsted inspection stated "Leaders ensure a strong culture of stafeguarding. Staff receive annual training and frequesnt safeguarding updates, including identifying any emerging risks locally and nationally. As a result, staff are clear about the dangers that pupils face and how to report any concerns to the Designated Safeguarding Leader (DSL).

All staff receive training on appointment and regular updates. DBS clearance is required prior to any appointment being made. The School's Child Protection and Safeguarding Policy can be accessed on our school website [Policies & Privacy Notices | The Snaith School](#), and the Education Alliance Child Protection Policy can be access on the TEAL website [Trust Policies – The Education Alliance](#).



Our Ethos

We are the heart of our community, opening doors to great opportunities and happy successful lives.

We do this by:

- Working hard and trusting each other to do what is right.
- Being kind, helpful and considerate and seeing the best in everyone.
- Having the highest expectation of ourselves and others.

The Snaith School is a friendly and supportive school. Our aim is for our pupils to enjoy school, be happy, confident and successful so they are able to fulfil their dreams and aspirations. We offer our pupils the personalised support, care, guidance and encouragement needed to thrive. Our fantastic team of hardworking and caring staff are fundamental to this success. We firmly believe that relationships built upon trust are at the heart of everything. We invest heavily in professional development to enable our staff to flourish, continually develop and access in house career opportunities.

We have a long-standing tradition of being an inclusive school. We do our utmost to ensure that our pupils and staff enjoy learning, experience success and develop to their full potential. We encourage all our pupils to work hard, believe in themselves and always aim high.

We have a strong community ethos which is embedded in our pastoral system. The pastoral support offered to pupils is recognised as a strength of the school. We are committed to developing the whole child. Examination results and what pupils learn are incredibly important, but it is also essential that our children are happy, know how to keep themselves physically and mentally healthy, and that they are successfully prepared for life beyond school.

Over recent years, we have made a significant investment in our buildings to ensure we can deliver a first class learning experience which will equip our pupils with the skills required for work in the 21st Century. We have well equipped refurbished computer rooms and WiFi access across the site. We have fantastic state of the art purpose designed science laboratories with industry standard specialist science equipment. We have recently refurbished all of our pupil toilets across the site and our Drama Studio.

2022 saw us having our brand new 3G pitch installed and our school offers some of the best sporting facilities in the local area, alongside our Grahame Simm Sports Hall.





The Snaith School is proud to offer an ambitious curriculum that develops the powerful knowledge and skills our pupils need in order to lead successful lives and make a positive contribution to their communities. Our school delivers a curriculum that has at its heart the intention to support pupils to be their 'best self' by removing barriers and ensuring social equality. This is underpinned by a culture that places high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. We are also committed to fostering a culture of reading within school. The Snaith School ensures all pupils have access to the same opportunities regardless of need.

Benefits

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 to our contracted employees which include:

- Free Flu vaccinations held on site each year.
- Free tea and coffee in all staff rooms every day.
- Charging stations for electric vehicles and free parking on site.
- Refund of the cost of an Annual NHS Prescription Prepayment Certificate.
- Hot and cold snacks and meals available from our canteens and complimentary meals on training days and for after school events.
- Regular staff surveys and opportunities to engage in focus groups, enabling you 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.
- 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.
- 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.
- Automatic membership of the Local Government Pension Scheme or the Teachers' Pension Scheme.
- Recognition of continuous service if you join us from another school, academy or local government employer.
- Corporate membership to the East Riding Leisure gyms, saving over 25% on membership costs.
- 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

We are proud of our school and welcome the opportunity to show prospective staff our site.

For more information about the school and everything we have to offer, please visit thesnaithschool.org.uk and theeducationalliance.org.uk. Should you have any questions about this exciting opportunity, please contact Louise Brodigan, HR & Office Manager on 01405 860327 or email HR@thesnaithschool.org.uk.

Applications are welcome via our Reach portal, or emailed to HR@thesnaithschool.org.uk



The Snaith School

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