



TRUST CHARTERS

The Workload Charter

Behaviour Blueprint

The Teaching Charter

Ethical Leadership Charter

Curriculum Blueprint

Wellbeing & Mental Health Service



We Value Our Employees

"We are here to make great schools and happier, stronger communities so that people have better lives."

We recognise that the commitment and care shown by all our people are fundamental to the success of our young people and we promise our staff that they will be supported, encouraged, respected and provided with an enjoyable and rewarding working environment.

Our culture is one of professional trust, respect, honesty and high aspiration. Staff and young people inspire each other and they work and study in an environment, which enables everyone to flourish and perform at their best.

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.

THE TEACHING CHARTER



The purpose of The Education Alliance is to make great schools and happier, stronger communities so that people have better lives.

We ask all teachers to make a professional commitment to become the best teachers they can be, using evidence and our own experience of what works in our context.

Our Teaching Charter exemplifies what great teaching looks like in our trust. It underpins the trust's commitment to high-quality, collective teacher development, reducing the replication of effort and helping all teachers to thrive.

CURRICULUM

This strand covers the rationale of curriculum intent and design.

- ▶ We plan and deliver an ambitious and inclusive curriculum that promotes progression for all our pupils/students.
- ▶ We plan a socially conscious curriculum that equips our pupils/students with the powerful knowledge that they need to be educated citizens in our evolving world.
- ▶ We create an engaging curriculum that supports the development of confident and happy pupils/students who love learning.
- ▶ We effectively sequence content, within and between lessons, to promote a progression of knowledge over time and ensure knowledge is embedded into pupil/students' long-term memory.
- ▶ We carefully plan high-quality lessons, utilising our domain-specific knowledge, that leads to our pupils/students developing mastery across a broad range of subjects.
- ▶ We embrace the individuality of each subject, developing meaningful links within and between multiple disciplines.

INSTRUCTION

This strand covers how the curriculum is implemented within the classroom.

- ▶ We use our knowledge of our pupils/students to scaffold our teaching, enabling all groups to thrive.
- ▶ We shape effective explanations that enable all students/pupils to access higher-level concepts.
- ▶ We use our understanding of metacognition to model new processes and ideas to our pupils/students.
- ▶ We identify any gaps in knowledge and adapt our teaching to address these.
- ▶ We skilfully use questioning to provoke discussion, challenge thinking and encourage reflection and debate.
- ▶ We explicitly teach literacy in all subject areas by teaching pupils/students what reading, writing and oracy look like in each discipline.

ASSESSMENT

This strand encompasses the assessment and feedback strategies that underpin great teaching.

- ▶ We use a range of strategies to check pupils/students' understanding of key concepts, including effective questioning.
- ▶ We use assessment strategies to identify any misconceptions and address these effectively.
- ▶ We use our assessment of pupil/students' knowledge to inform what and how we teach, both within and between lessons.
- ▶ We choose relevant pieces of work to assess to ensure our feedback to pupils/students is meaningful, motivational and is part of a continuous process of improvement.
- ▶ We teach pupils/students how to make effective use of feedback to improve their work and attitudes towards learning.
- ▶ We make expert choices about the design and use of formative and summative assessment, so that they always match their purpose.

BEHAVIOUR

This strand encompasses the behaviours we would wish to see within the classroom.

- ▶ We develop and nurture positive relationships across all areas of our schools, promoting mutual respect within our school community.
- ▶ We foster an inclusive culture which promotes equality and values diversity, ensuring the rights and dignity of all are respected.
- ▶ We explicitly teach good behaviours and consistently model high expectations in all areas of our schools.
- ▶ We develop and skilfully employ a range of classroom management strategies that promote good behaviour, including targeted approaches that meet the needs of individuals.
- ▶ We are consistent in our use of agreed behaviour systems, rewarding the behaviour we expect, to build and maintain our social norms.
- ▶ We promote a safe culture in our classrooms where pupils/students are encouraged to work hard, confidently share their thoughts and take risks in their learning.

PROFESSIONAL COMMITMENT

This strand covers the professional behaviours we would wish all teachers to exhibit as part of their professional obligation to become the best teacher they can be.

- ▶ We engage with research, valuing learning for ourselves as much as for our pupils/students.
- ▶ We accept that some of the things we try will not work, having the courage and wisdom to abandon what isn't effective.
- ▶ We regularly reflect on our own practice, taking responsibility for our own CPD, developing our own subject knowledge and engaging with training opportunities.
- ▶ We have extensive and expert knowledge of the subjects we teach and address any gaps in our subject knowledge so that students/pupils are not disadvantaged.
- ▶ We model optimistic and aspirational behaviours for both colleagues and pupils/students, both in and out of the classroom.
- ▶ We contribute to collaborative approaches to reduce duplication of effort whilst sharing expertise across our schools.

CURRICULUM BLUEPRINT



All of our pupils/students will have access to a curriculum that develops the powerful knowledge and skills to which they are all entitled in order to lead successful lives and make a positive contribution to their communities.

Our schools will deliver a curriculum that has at its heart the intention to support pupils/students to be the best they can possibly be by removing barriers and ensuring social justice.

Ambition

Our pupils/students, irrespective of their starting points and backgrounds, have a right to the same knowledge and experiences. Every child will have doors to their future opened by ensuring that they are prepared for the next stage of their lives with appropriate knowledge, skills and experience.

Balance

Our pupils/students will receive a curriculum that places equal importance on knowledge, intellect and creativity alongside moral, spiritual, emotional and physical development. School curricula will deliver breadth across the key stages to deepen pupils/students' experiences and understanding of the world around them.

Coherence

Curricula will be designed with clear and logical sequencing to secure knowledge at each stage. Subjects will be true to their discipline whilst forging powerful links between different subjects, as well as to pupils/students' own life experiences.

- ▼ School curricula will be inclusive, aspirational and never narrow the entitlement to knowledge especially for our most vulnerable pupils/students.
- ▼ Departments across the trust will have access to high quality domain specific CPD and curriculum alignment facilitated through a trust subject lead.
- ▼ All schools will have a specific focus on the importance of improving the literacy for all our pupils/students in both the spoken and written language of each subject to better develop and close gaps in pupils/student's cultural capital.
- ▼ Assessment in subjects will be meaningful and driven by the curriculum to sustain exceptional outcomes for all of our pupils/students.
- ▼ Feedback to pupils/students will be meaningful, motivating and linked to the delivery of the curriculum and designated end points appropriate to age and experiences as well as being manageable for staff.
- ▼ Reviews will take place regularly to ensure relevance and coherence of the curriculum in line with the designated trust and school priorities
- ▼ Trust school curricula will be appropriately aligned to ensure schools can develop the knowledge and skills required within a school-specific context whilst being mindful of duplication of effort and workload.
- ▼ End-points and starting points will be clearly defined and appropriate, providing a map through each subject for all year groups and key stages.
- ▼ Curricula will be sequenced using evidence-based research on how children learn and how to transfer key knowledge to long-term memory.
- ▼ Trust and schools will provide evidence-based and relevant CPD to support the design and implementation of the curriculum at both whole-school and subject-specific level.
- ▼ Schools will deliver a balanced curriculum that places equal importance on every aspect of a child's education, ensuring the development of key qualities.
- ▼ Schools will promote the integration of the curriculum between subjects to better establish links and commonality in language to support and develop pupils/students.
- ▼ Subjects will provide a relevant curriculum that allows pupils/students to make informed choices about their next steps.

BEHAVIOUR BLUEPRINT



The purpose of The Education Alliance is to make great schools and happier, stronger communities so that people have better lives.

We know that good teaching cannot happen without good behaviour and that our schools must feel safe and orderly.

Our **Behaviour Principles** outline how every school should operate and they underpin the trust's commitment to helping all staff and young people to thrive.

- ▶ Our behaviour policies are clear and concise.
- ▶ We take account of the 6 recommendations in the EEF Behaviour report in our behaviour policies and processes.
- ▶ Conversations about behaviour are the norm and are as valid and important as conversations about curriculum and pedagogy.
- ▶ We agree that good behaviour comes from a collective approach and not from a group of isolated teachers working hard in their own classroom silos.
- ▶ We are clear that leaders are there to remove barriers.
- ▶ A positive culture is established and maintained through explicit teaching and modelling of expected behaviours and challenging where things are not right.
- ▶ Leaders do the heavy lifting by centralising as much as possible so teachers can teach.
- ▶ Teachers do not supervise their own detentions, set work for specific detentions and are not required to chase non-attendance.
- ▶ We recognise the complexity of balancing consistency and an individual child's needs and we work continually to check the balance is right. At least one review per term focuses on where balance sits between consistency and individual need.

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

- ▮ 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.



KEY PARTNERS

MIND and CAMHS

- ▼ Each school in the trust to be part of The MIND Whole School Approach / Headstart.
- ▼ Trust mental health and well-being steering group.



INFORMATION

- ▼ Universal training for all staff on recognising signs and support.
- ▼ Online information portal for students, parents and staff.
- ▼ Teaching sessions for students.



PREVENTION

- ▼ Resilience and well-being training for students.
- ▼ Resilience and well-being training for staff.
- ▼ Develop well-being culture across the trust.
- ▼ Family links worker/programme for primary.
- ▼ ELSA Programme at primary.



TRIAGE

- ▼ Specialist training for schools.
- ▼ Mental Health First Aider Training. Ratio of 1 First Aider per 50 students.
- ▼ Specialist CAMHS practitioners working across trust schools.



SUPPORT

- ▼ Facilitated group support sessions from CAMHS practitioners.
- ▼ De-brief process for more serious cases.
- ▼ Supervision for key staff from CAMHS practitioners.
- ▼ Full time SMASH professional in each secondary school.
- ▼ SPILL App to provide access to online therapy for key staff.
- ▼ Peer support training for our students.

“The best investment
you can ever make
is in your own health.”