

Resilient organisations start with strong succession plans

Jonny Uttley, CEO

The Education Alliance



The multi-academy trust CEO



NEWS

Gavin Williamson destroyed by school boss in furious Twitter rant

Jonny Uttley hit back at the education secretary's comments about school discipline

SHARE      

BY LISA BAXTER
15:52, 8 APR 2021 | UPDATED 15:55, 8 APR 2021

See news near you In    YourArea

Enter your postcode



The Education Alliance

- Based in East Yorkshire, Hull and York
- 4 Secondary Schools
- 7 Primary Schools
- Alternative Provision School
- SCITT
- 7,000 + young people



Past, present, future



TEAL 1.0

Supporting schools in difficulty and in challenging circumstances



TEAL 2.0

Creating the conditions in which schools thrive



TEAL 3.0

And...being at the forefront of making the school system better, healthier and more sustainable



Our purpose

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

The way we do this is by:

- Always doing what is right
- Trusting in each other and standing shoulder to shoulder
- Doing what we know makes the difference



The difference teachers make

The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, **for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.**

The Sutton Trust, 2011



Our Trust Improvement Strategy

*The success of our schools going forward depends on our ability to ensure we have **a good teacher in every classroom**, delivering an excellent curriculum, supported by effective systems for behaviour and care.*



2018: Building TEAL 2.0



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

The way we do this is by:

Always doing what is right

Trusting in each other and standing shoulder to shoulder

Doing what we know makes the difference

Centralisation versus Autonomy



Collaborative convergence



Collaborative convergence: How every school contributes to a great trust

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 their own experience of what works in their schools. It expresses the trust's commitment to high quality, collective teacher development, raising the profession's status and helping all teachers to thrive.

CURRICULUM

This strand covers the outside of curriculum intent and design.

- We will plan and deliver an ambitious and relevant curriculum that promotes progress for all our pupils.
- We will ensure that our curriculum is designed to be challenging and that it meets the needs of all our pupils.
- We will ensure that our curriculum is designed to be relevant to the world that our pupils live in.
- We will ensure that our curriculum is designed to be engaging and that it meets the needs of all our pupils.

INSTRUCTION

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

- We will ensure that our teaching is evidence-based and that it meets the needs of all our pupils.
- We will ensure that our teaching is designed to be challenging and that it meets the needs of all our pupils.
- We will ensure that our teaching is designed to be relevant to the world that our pupils live in.
- We will ensure that our teaching is designed to be engaging and that it meets the needs of all our pupils.

ASSESSMENT

This strand covers the assessment and feedback that supports learning.

- We will ensure that our assessment is evidence-based and that it meets the needs of all our pupils.
- We will ensure that our assessment is designed to be challenging and that it meets the needs of all our pupils.
- We will ensure that our assessment is designed to be relevant to the world that our pupils live in.
- We will ensure that our assessment is designed to be engaging and that it meets the needs of all our pupils.

BEHAVIOUR

This strand covers the behaviour that supports learning.

- We will ensure that our behaviour policies are clear and concise.
- We will ensure that our behaviour policies are based on evidence and that they meet the needs of all our pupils.
- We will ensure that our behaviour policies are designed to be challenging and that they meet the needs of all our pupils.
- We will ensure that our behaviour policies are designed to be relevant to the world that our pupils live in.
- We will ensure that our behaviour policies are designed to be engaging and that they meet the needs of all our pupils.

PROFESSIONAL COMMITMENT

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

- We will ensure that our professional behaviours are clear and concise.
- We will ensure that our professional behaviours are based on evidence and that they meet the needs of all our pupils.
- We will ensure that our professional behaviours are designed to be challenging and that they meet the needs of all our pupils.
- We will ensure that our professional behaviours are designed to be relevant to the world that our pupils live in.
- We will ensure that our professional behaviours are designed to be engaging and that they meet the needs of all our pupils.

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 classrooms.
- 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 consistency and an individual child's needs and required to chase non-attendance.
- 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.

We are not perfect but...

KPIs

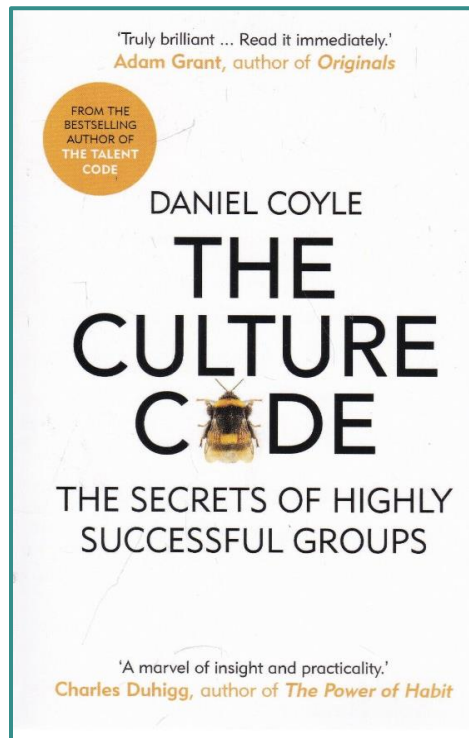
- “I can achieve a good work, home balance”
- *All staff up from 59% to 76%*
- *Teachers up from 36% to 72%*
- All staff satisfaction = **85%** (National = 55%)

- Leavers down by over 25%
- Applications up by over 20%
- ECT retention 2 years = 95% (National = 80%)
- ECT retention 3 years = 96% (National = 75%)

- KS2, KS4, KS5 outcomes 3-year upward trajectory
- Disadvantage gap narrowed significantly
- Strong Ofsted and SIAMS inspections

How have we done this?

Culture, culture, culture



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.

ETHICAL LEADERSHIP CHARTER

COMPETENCIES AND BEHAVIOURS

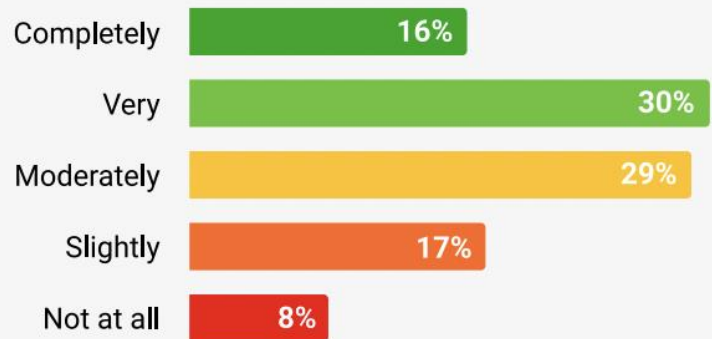
Our Ethical Leadership Charter provides our leaders with the principles to support them with ethical behaviours.

<p> TRUST</p> <p><i>Leaders are trustworthy and reliable. We do this by...</i></p> <ul style="list-style-type: none"> ▼ 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. 	<p> OPTIMISM</p> <p><i>Leaders are positive and encouraging. We do this by...</i></p> <ul style="list-style-type: none"> ▼ 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. 	<p> KINDNESS</p> <p><i>Leaders demonstrate respect, generosity of spirit, understanding and good temper. We do this by...</i></p> <ul style="list-style-type: none"> ▼ 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. 	<p> COURAGE</p> <p><i>Leaders work courageously in the best interests of children and young people. We do this by...</i></p> <ul style="list-style-type: none"> ▼ 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.
<p> SERVICE</p> <p><i>Leaders are conscientious and dutiful. We do this by...</i></p> <ul style="list-style-type: none"> ▼ 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. 	<p> WISDOM</p> <p><i>Leaders use experience, knowledge and insight. We do this by...</i></p> <ul style="list-style-type: none"> ▼ 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. 	<p> JUSTICE</p> <p><i>Leaders are fair and work for the good of all children. We do this by...</i></p> <ul style="list-style-type: none"> ▼ 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. 	<p> VISION</p> <p><i>Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.</i></p> <ul style="list-style-type: none"> ▼ 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.



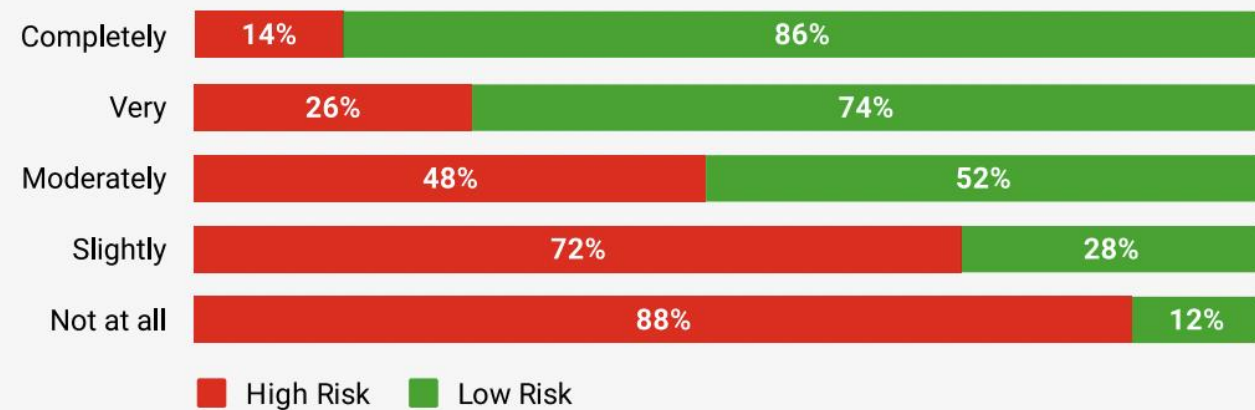
Why does culture matter?

How appreciated by the leadership do you feel for your work?

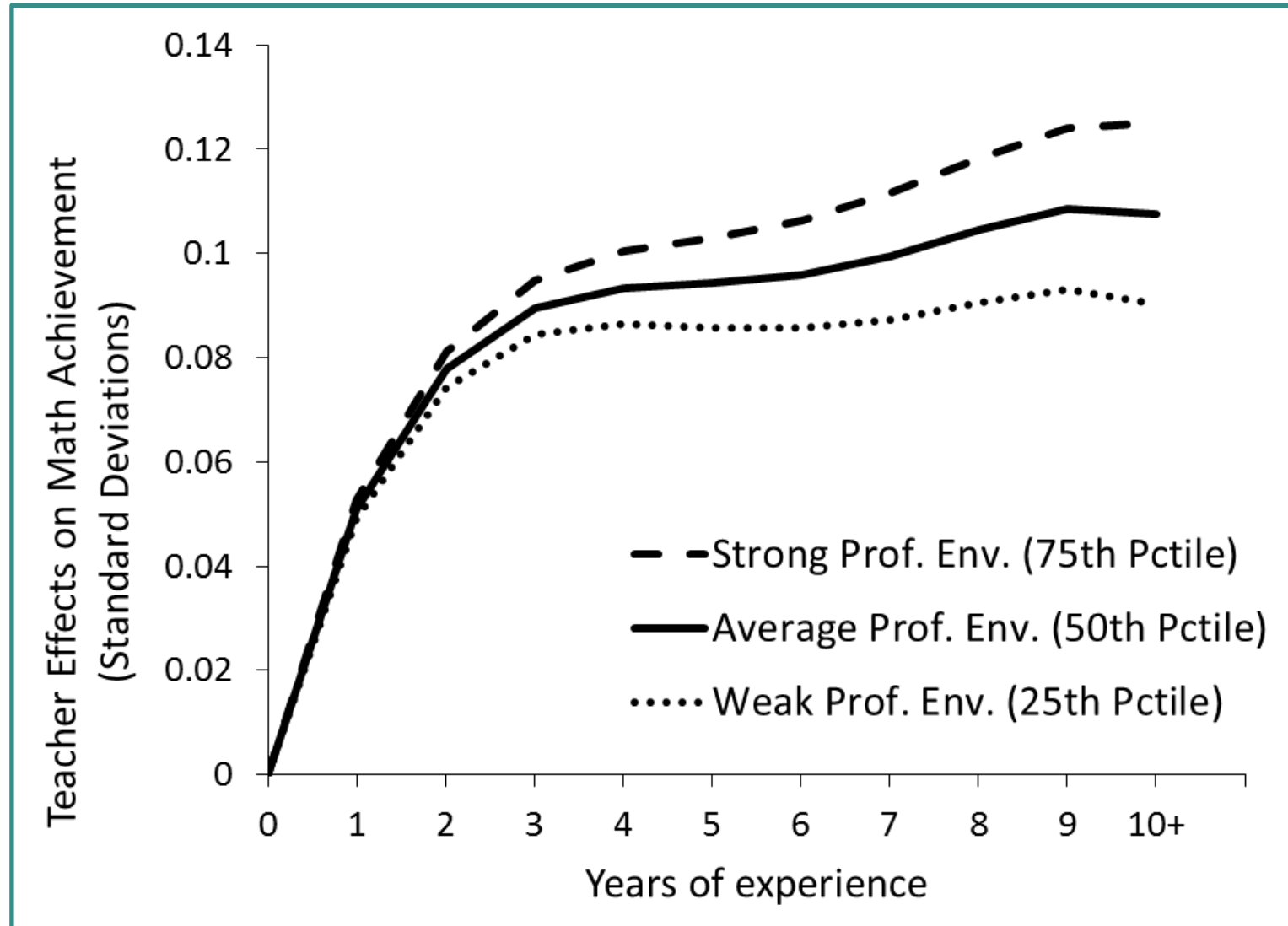


How appreciated by the leadership do you feel for your work?

Relationship between question and risk of resignation



Why does culture matter?



How have we done this?

Make people want to stay

- Old style performance management replaced with single “target” for performance development
- Performance related pay gone
- Endless data collection gone
- Book scrutiny by non-specialists gone
- One-off lesson observation gone
- Graded monitoring and evaluation gone
- Mocksteds gone

How have we done this?

Make people want to stay

- We invite you to take PPA off-site
- We insist you go to your child's nativity and sports day
- We improved special leave
- We have a women's health and menopause policy
- Improved maternity pay and entitlement
- We pay for all staff prescription charges
- We advertise **all jobs** up to full-time
- Later start for early leadership team meetings and fewer late meetings
- We provide a parcel delivery and pick up service
- We refurbished all staffrooms and staff toilets

How have we done this?

Are you a round peg in a round hole?

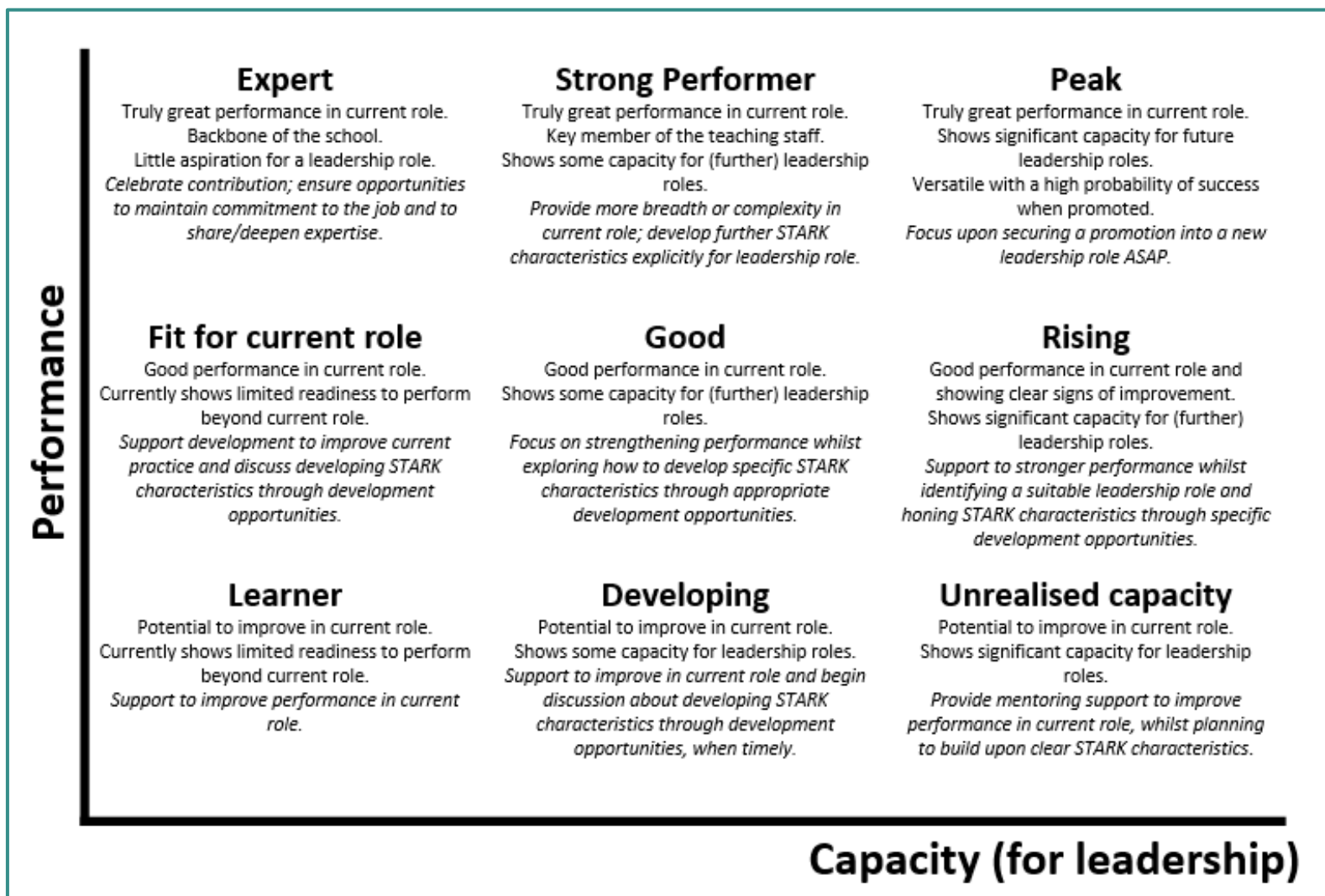
Are you doing your life's best work?

CEO as Chief Talent Scout

Have a robust, transparent succession planning process



A robust, transparent succession planning process



Lessons from Timpson's

- *Leadership potential*
- *Industry knowledge*
- *Adaptability*
- *Mentoring skills*
- *Commitment*

Lessons from Timpson's

- *Meetings every 3 months to identify and nurture two “potential superstars” for each role*
- *When external searches are required it is seen as failure for not cultivating internal talent*



Great staff are our best school improvement strategy

The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, **for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.**

The Sutton Trust, 2011

