



# Your Career at Hales Valley Trust

Respect, Resourceful, Resilient

*"Success for All"*



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# Why Join Hales Valley Trust?

## A Trust Where You Are Developed, Supported, Valued and Empowered

At Hales Valley Trust, we believe that when teachers are supported to grow, they thrive, and when teachers thrive, children succeed. Joining our Trust means becoming part of a community where you are developed through high-quality, research-informed professional learning and supported through structured coaching that helps you refine your practice with confidence and clarity. From your very first day, you will experience a strong induction and carefully designed CPD pathways that focus on sustained professional growth rather than one-off sessions or compliance-driven expectations.

Here, you are trusted as a professional and valued as a person. Our People Strategy is both transparent and practical, ensuring that workload, wellbeing and professional autonomy are respected. Through our whole-Trust Being Well approach, which places equal importance on mental health, physical health and wider life opportunities, you will be supported to maintain balance, purpose and confidence in your role. This is a place where colleagues look out for one another and where leaders prioritise cultures of care, clarity and respect.

At Hales Valley, our commitment is simple and shared:  
*Success for All - every child, every teacher, every day.*

If you'd like to see what this looks like in practice, we would love to welcome you into one of our schools. Book a visit, meet our team, and come and see firsthand what makes Hales Valley Trust a place where professionals truly thrive.



# Welcome



**Rebecca Cox**  
Chief Executive Officer  
(CEO)

At Hales Valley, our schools are built on a simple but powerful belief: every child deserves to belong, thrive and achieve. Our values shape the culture of our classrooms, guide our relationships and underpin the opportunities we create for pupils and staff.

We are:

- **Respectful** – creating communities where every voice is valued and every individual is treated with dignity and kindness.
- **Resourceful** – encouraging curiosity, creativity and independent thinking so that pupils and staff approach challenges with confidence.
- **Resilient** – developing perseverance and determination so that setbacks become opportunities for growth and learning.

Together these values drive our commitment to 'Success for All', ensuring that every pupil, regardless of background or circumstance, is supported to achieve their full potential.

## **Why Teach at Hales Valley?**

Teaching at Hales Valley means joining a Trust where people matter, ambition is shared and inclusion is lived every day.

Our schools are places where pupils and staff alike are supported to belong, thrive and achieve. We believe that when individuals feel that they truly belong within a community, they develop the confidence to thrive, and when they thrive, they are able to achieve their full potential.

Our values of *Respectful*, *Resourceful* and *Resilient* underpin everything we do and shape the culture of our schools. These values guide how we learn together, how we support one another and how we prepare pupils for life beyond school.

Across our schools you will find environments where pupils are known, valued and supported, and where staff are trusted and empowered to make a meaningful difference. Great schools are built by great people, and we are committed to creating a culture where teachers feel professionally supported, valued and able to grow.

Our classrooms are vibrant places of curiosity, challenge and encouragement. Pupils are supported to develop academically, socially and emotionally so that they leave our schools confident, capable and ready for the next stage of their lives.

What makes Hales Valley special is our unwavering commitment to *Success for All*. We work relentlessly to remove barriers to learning so that background, circumstance or need never limits opportunity. This ensures that every pupil has the opportunity to feel that they belong, develop resilience and confidence, and achieve ambitious outcomes.

# Teaching at Hales Valley

## Professional Development and Career Pathways

At Hales Valley, we believe that great teaching develops through continuous learning. We invest significantly in professional development so that every member of staff can grow, refine their practice and progress in their career. Our approach to professional learning reflects our commitment to helping both staff and pupils belong, thrive and achieve. When teachers feel supported, valued and confident in their practice, they are able to create the classroom environments where pupils flourish. Our Trust offers a rich programme of professional learning designed to support teachers at every stage of their journey, from early career teachers to experienced practitioners and future leaders.



## Support for early career teachers

Early career teachers benefit from a carefully structured programme of support that enables them to develop confidence, build strong teaching foundations and feel part of the professional community.

This includes:

- expert mentoring and instructional coaching
- dedicated training aligned with the Early Career Framework
- opportunities to observe strong practice across our schools
- time and guidance to develop confidence in planning, teaching and assessment

We ensure that teachers, who are beginning their careers, feel that they belong within our professional community, supported by experienced colleagues who model our values of *respect, resilience and resourcefulness*.

## Developing expertise in teaching & inclusion

Professional development across the Trust is shaped by our commitment to high-quality teaching and inclusive practice, ensuring every pupil has the opportunity to thrive.

Staff regularly engage in training and collaborative learning focused on:

- evidence-informed teaching strategies
- adaptive teaching and inclusive pedagogy
- supporting pupils with SEND and additional needs
- trauma-informed and relational approaches to behaviour
- developing strong curriculum knowledge

Through this shared professional learning, teachers develop the expertise needed to create classrooms where all pupils can belong, thrive and achieve, and where our values of *respect, resilience and resourcefulness* are visible in daily practice.



## Leadership and career progression

We believe in developing leadership from within. Teachers at Hales Valley have opportunities to progress through a range of leadership pathways, enabling them to grow professionally while contributing to the improvement of our schools.

Opportunities include:

- subject leadership
- pastoral and inclusion leadership
- middle and senior leadership roles
- cross-school Trust leadership opportunities
- system leadership (beyond Hales Valley)



Our distributed leadership model ensures that staff feel trusted, empowered and able to influence the direction of their schools while working collectively towards success for all.

## A culture of collaboration

Professional development at Hales Valley is not something done to staff, it is something we build together.

Through collaboration across our schools, teachers benefit from:

- professional learning communities
- opportunities to work alongside specialist colleagues
- shared curriculum development
- coaching and peer support

This collaborative culture enables teachers to thrive professionally, develop their expertise and contribute to the collective success of the Trust.

# Hales Valley Trust Vision & Values

*"Success for All"*

## RESPECT

We are honest, kind to ourselves and to each other.

We listen to and consider each other's points of view.

We look after our environment.

## RESOURCEFUL

We think of new ways of solving problems.

We work well with others.

We aim to be the best we can.

## RESILIENT

We always try our best.

We embrace new challenges and opportunities.

We have a positive attitude.

# Being Well at Hales Valley

## A Trust That Values Its People – Head. Heart. Hands.

At Hales Valley, we are deeply committed to the wellbeing of our entire community. Our Being Well Strategy is built on a holistic model – *Head, Heart and Hands* – ensuring that mental health, physical health and wider life opportunities are understood, prioritised and actively supported across all seven schools. Whether for staff or pupils, we aim to create environments where people feel cared for, valued and equipped to thrive.



### Staff & Workforce Wellbeing

Staff wellbeing is woven into every aspect of our work. Mental health support is embedded across the Trust, with leaders fostering a culture of care and all staff completing accredited Understanding Mental Health training as part of their induction. Pastoral teams receive youth mental health first aider training, and everyone has access to Vivup, our Employee Assistance Programme. Staff voice plays a genuine role in shaping our approach: our annual workload survey informs real decisions, and an open-door culture ensures colleagues feel comfortable speaking to leaders about their wellbeing.

Our **People Strategy** sets clear expectations for sustainable working practices, ensuring staff feel supported both professionally and personally. Each term includes a designated “no meetings” week, and leaders provide clear deadlines to help colleagues manage workload effectively. PPA is protected, regularly timetabled and may be taken at home by agreement, while scheduled send after 6pm reduces out-of-hours pressure.

In addition to these structures, colleagues benefit from a unique family-friendly offer: staff who work in our Trust are able to choose one of our schools for their child to attend, giving families stability, flexibility and a direct connection between home and school life. We also show appreciation through meaningful actions: long service awards with days in lieu and benefit from free wrap around care (where it is offered), time in lieu for leading after-school clubs, and thoughtful hospitality such as paid dinners during parents’ evenings and refreshments on INSET days. Our flexible working policy and menopause support ensure that all colleagues feel understood and supported at every stage of life.

### Pupil Wellbeing

Pupil wellbeing is central to our *Head, Heart and Hands* model. Through a strong emphasis on mental health and access to learning, schools promote environments where children feel safe, supported and ready to learn. Physical health is championed through high-quality PE and sport, inclusive opportunities for SEND and disadvantaged pupils, and a Trust-wide programme of competitive sport and clubs that encourage active lifestyles.

Beyond physical and mental health, pupils benefit from rich enrichment opportunities that promote personal development, life skills and a love of learning. *Skillsbuilder* is embedded across all schools with trained champions ensuring consistent delivery. Forest and Farm School provision offers weekly outdoor learning led by trained staff, giving pupils hands-on experiences that build confidence and resilience. Every year, children meet a range of professional role models, helping them develop aspirations, understand future career pathways and broaden their sense of possibility.



# Teaching at Hales Valley Trust

A Place to Grow. A Place to Lead. A Place to Belong.

Teaching at Hales Valley Trust means joining a community where your professional growth, wellbeing and expertise genuinely matter. We believe teaching is both a craft and a profession, one that requires reflection, collaboration and continuous investment. That belief sits at the heart of everything we do.

Our vision is simple: *Success for All*. Success for every child. Success for every member of the workforce. Success for every school. Rooted in our shared values of Respect, Resourcefulness and Resilience, we create an environment where professionalism is nurtured, ambitions are supported and every colleague feels empowered to make a difference. At Hales Valley, we develop confident, expert teachers who are supported, valued and trusted to shape education both within our schools and across the wider sector.



Our culture is built on professional trust and a strong sense of collective responsibility. While each school retains its individual identity and community voice, all are united by shared approaches that strengthen teaching and learning. You will find a culture of openness, high expectations balanced with care, and professional dialogue that is grounded in evidence and guided by integrity. Staff voice informs decisions, shapes development priorities and helps us continually refine our practice.

Teachers across our Trust contribute to meaningful, engaging work that extends beyond their own classrooms.

This includes:

- Trust-wide working groups
- curriculum working groups
- strategy working groups linked to our people strategy, well-being strategy and sustainability strategy
- book clubs and reading communities
- structured consultation processes that ensure every colleague has opportunities to influence and innovate.

For example, when our Trust writing curriculum was developed, it was shaped with the expertise of classroom practitioners across all our schools. We believe the strongest teaching comes from empowered professionals, and we create the structures to ensure that expertise informs the way we work.

At Hales Valley, your voice matters. Your development matters. And your impact matters. This is a Trust where teachers can achieve, belong and thrive.

# Professional Development

## Aligned with the Best Available Evidence

At Hales Valley, professional development is designed with purpose, precision and integrity. Leaders across the Trust ensure that every developmental opportunity is rooted in the best available research and evidence, drawing on high-quality research and expert practice from both within and beyond our schools. We view training as a coherent, carefully sequenced learning strategy that is sustained over time and closely aligned to curriculum priorities. Our aim is simple, to continually strengthen classroom practice in ways that have a meaningful impact on pupils' outcomes.

This approach is brought to life through structures that support ongoing growth. Instructional coaching is embedded across our schools, ensuring teachers receive regular, targeted feedback that helps them refine and master their practice.



Teaching WalkThrus underpin a shared language of instructional excellence across the Trust, while Steplab modules, for early career stage teachers, provides evidence-based learning grounded in the science of how pupils learn best. IRIS Connect enables deliberate practice and reflective teaching, allowing colleagues to review, refine and strengthen their approaches. Trust-wide curriculum handbooks codify subject expertise, ensuring clarity, consistency and high-quality guidance for staff at every stage of their career. Our NPQs are fully facilitated, so that learning is not only theoretical but applied directly to each school's context, ensuring genuine school and classroom impact.

At every level, professional development is purposeful, structured and focused on what matters most: improving outcomes for children through excellent teaching.

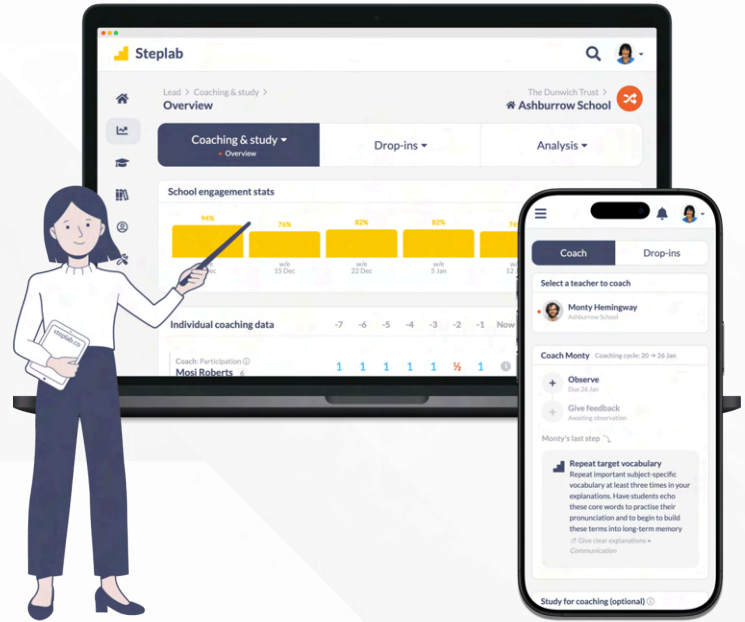


# Early Career Development

## A Structured and Supported Start

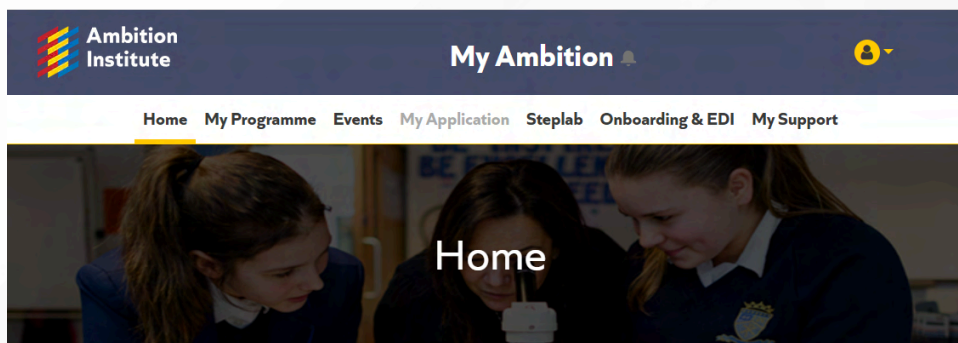


For Early Career Teachers, we provide a highly structured and supportive start through our two-year induction programme grounded in the Early Career Framework. Delivered in partnership with Ambition Institute, this programme gives ECTs a carefully designed curriculum that builds expertise step by step, ensuring their development is steady, manageable and impactful. ECTs benefit from weekly, and later fortnightly, instructional coaching, enabling them to practise, reflect and make sustained improvements. They receive protected time with a 10% timetable reduction in Year 1 and 5% in Year 2, alongside structured self-study modules and Trust-wide conferences and clinics that strengthen subject knowledge, pedagogy and professional confidence.



Mentoring follows a precise identify–learn–improve cycle that ensures every ECT receives tailored support linked directly to their needs and goals. This structured approach helps ECTs build strong habits, deepen their subject knowledge and embed effective teaching practices from the very beginning of their career. Feedback from ECTs across the Trust consistently highlights the value of protected development time, the strength of weekly mentor support and the opportunities for collaboration with peers across Hales Valley. They appreciate the balance we provide between professional challenge and strong support for wellbeing.

Leaders across the Trust are committed to ensuring that those at the start of their teaching journey receive high-quality professional development that sets them up for success. Our approach ensures that ECTs enter the profession with confidence, clarity and the expertise to make a meaningful difference in their classrooms from day one.



# Developing Curriculum Expertise

At Hales Valley Trust, teachers are supported to become confident curriculum specialists who benefit from well-sequenced content, clearly defined end points, and coherent progression models that help pupils build knowledge securely over time. By using shared knowledge organisers and consistent structures, staff can focus their energy on presenting subject matter clearly, modelling concepts effectively, scaffolding learning deliberately, and checking pupils' understanding systematically, rather than recreating curriculum materials. This ensures that teaching is purposeful, precise and designed to help pupils know more and remember more over time.

Professional dialogue is a strong feature of our approach. Regular cross-school moderation strengthens teachers' subject knowledge and supports accurate, consistent understanding of standards, enabling colleagues to identify misconceptions and adapt teaching responsively. Shared review processes support teaching that is underpinned by secure subject knowledge and help ensure classroom practice enables pupils to apply learning fluently and meaningfully. This collaborative approach gives teachers the confidence and clarity to refine and strengthen their practice as part of a supportive professional community.

Our assessment systems are deliberately aligned so that teachers work within a framework that brings clarity rather than complexity, allowing them to understand pupils' next steps and adjust teaching in ways that genuinely support progress. Technology is used with purpose to enhance learning, not complicate it. Tools such as CENTURY AI, Star Reader, Accelerated Reader, Times Tables Rock Stars, Language Angels and The Write Stuff help strengthen retrieval, fluency and vocabulary development. These platforms streamline tasks and elevate the quality of teaching, ensuring teachers' time is spent on responding to pupils' needs rather than managing administrative load.

Our approach to teaching and curriculum reflects the belief that pupils thrive when learning is shaped by evidence-informed practice, strong subject expertise, and instruction that helps every learner access the curriculum successfully, including those with additional needs. Through coaching, high-quality professional development and shared structures, we provide teachers with the knowledge, tools and time needed to deliver exceptional education. At Hales Valley Trust, curriculum expertise is nurtured and strengthened through support, clarity and shared professional wisdom, ensuring every teacher is equipped to help every child succeed.



Renaissance



CENTURY

# Coaching, Supervision & Reflective Practice

## A Culture of Supportive, Developmental Improvement

At Hales Valley, we are committed to creating a culture in which every member of staff feels supported to grow, reflect and continually refine their practice. Our approach to professional development is grounded in the belief that improvement should be developmental rather than judgemental, and this is underpinned by Dylan William's principles of formative, continuous improvement. As he reminds us,

*"...after all, if we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve."*

This belief aligns closely with our own view that coaching helps us see our practice more clearly so we can take deliberate steps to improve it. We aim to provide clarity, ensuring that teachers can focus on what matters most: delivering excellent teaching and supporting pupils to thrive.

Central to this culture is our emphasis on coaching, supervision and reflective practice. Instructional coaching is prioritised, allowing staff to engage in meaningful, ongoing development with real impact. Professional dialogue is a routine part of daily practice across the Trust, supported by opportunities for team teaching and cross-school observation. Tools such as IRIS-supported reflection and Teaching WalkThrus help ensure that improvement remains practical, visible and embedded in the classroom. At Hales Valley, the focus is always on reflection and growth.

As part of our People Strategy, we ensure that every member of staff has access to regular supervision or coaching appropriate to their role. These protected meetings offer space for reflection, development and professional thinking.

We also place high importance on supporting colleagues with safeguarding responsibilities. Designated DSLs receive dedicated supervision, and supervision slots are available for staff across our schools, recognising the emotional and professional demands of this critical work.

Hales Valley is a Trust where people are valued, supported and empowered. Through coaching, clarity and collaborative reflection, we create an environment where staff can develop confidently, deliver high-quality teaching and enjoy long, fulfilling careers within our community.



# Inclusive Practice & Specialist Support

## Expert Guidance, Clear Systems and a Trust-wide Commitment to Inclusion

At Hales Valley, inclusion is the culture that shapes everything we do. Our schools are places where every pupil is seen, heard and valued, and where belonging is the foundation for learning. We believe that when pupils feel that they truly belong, they gain the confidence to thrive, and when they thrive, they are able to achieve. This belief sits at the heart of our work across the Trust: every pupil should belong, thrive and achieve.

### Ofsted-Recognised Inclusive Practice

“There is a clear system in place to identify pupils with SEND. Staff receive training to meet the needs of any pupils requiring additional support. The school effectively collaborates with external professionals to identify the next steps for the most complex pupils. As a result, pupils with SEND achieve and participate well in this inclusive school.”

*Lutley Primary School*

“The school ensures pupils with SEND get effective support and that they are involved in the full life of the school. A very small number of pupils with the most complex SEND benefit from a bespoke provision. This ‘Sunflowers’ provision is highly effective. The school tracks pupils with SEND to ensure that they are making progress.”

*Priory Primary School*

“Pupils with special educational needs and/or disabilities continue to benefit from expert support. Needs are identified accurately and the school’s inclusive ethos means no one is left out. Indeed, staff find ways to show everyone they are special and valued. Whether pupils need help with learning, their feelings or behaviour, this school provides for them. This is a distinctive feature of the school.”

*Woodside Primary School and Nursery*

## Belong

We prioritise creating school communities where every pupil feels they belong. This is visible in the relationships we build, the language we use and the environments we create. Pupils see themselves reflected in the curriculum, displays and wider school life. Diversity is celebrated as a strength, and respect and empathy underpin interactions between pupils and adults. Teachers play a key role in building this sense of belonging by creating classrooms where pupils feel confident to contribute, share their ideas and develop their voice.

## Thrive

When pupils feel secure and valued, they are able to thrive academically, socially and emotionally. Across our schools, staff work to understand pupils’ individual needs and learning profiles so that teaching can be responsive and supportive. Behaviour is understood through a relational and developmental lens, recognising that behaviour communicates need. Staff are supported through training in inclusive and trauma-informed practice so that they can respond with insight, empathy and effective strategies. Our aim is to create environments where pupils develop resilience, confidence and independence, equipping them with the skills for lifelong learning.

# Achieve

We hold high expectations for every pupil and believe that all pupils can achieve when barriers to learning are removed. Adaptive teaching, targeted support and carefully planned curriculum pathways ensure that pupils are able to access learning and make strong progress. Inclusion at Hales Valley is about enabling pupils to succeed across all areas of school life, academically, socially and personally. Success for us is not defined only by outcomes, but also by confidence, participation, friendships and opportunity.

## Specialist Provision and Expert Support

A key strength of our Trust is the integration of specialist expertise within our mainstream schools. Across the Trust, we host local authority SEND bases and a Pupil Learning Centre, ensuring specialist support and resources are embedded within our communities. This means teachers benefit from working alongside experienced professionals who support pupils with a range of needs. Teachers have access to:

- specialist SEND expertise and strong inclusion leadership
- multi-agency support including speech and language therapy, educational psychology and mental health services
- targeted interventions and personalised learning approaches
- clear systems for identifying and removing barriers to learning early

This network of support ensures that teachers can focus on delivering high-quality teaching, while knowing that specialist guidance is always available.

## Investing in inclusive expertise

We invest significantly in professional development so that all staff feel confident supporting diverse needs. Training across the Trust focuses on:

- adaptive and inclusive teaching
- trauma-informed practice
- communication and language development
- restorative and relational behaviour approaches
- removing barriers to learning

Our aim is simple: every adult in our schools feels confident and capable in helping every pupil belong, thrive and achieve.

## A community built on belonging

Working at Hales Valley means joining a Trust where relationships matter. We work closely with families, communities and external partners to ensure that pupils are supported both in school and beyond it. You will find schools where:

- staff collaborate and support one another
- families are valued partners in pupils' learning
- leadership prioritises wellbeing, belonging and opportunity
- pupils are confident, respectful and proud of who they are

Inclusion at Hales Valley is not just about meeting needs, it is about creating a community where every pupil and every member of staff belongs, thrives and achieves.

# Talent Development and Leadership Pathways

## A Trust That Values Its People – Growing the Next Generation of Leaders

At Hales Valley, leadership development is a strategic, proactive approach to identifying emerging talent, ensuring that colleagues at every stage of their career feel recognised, supported and encouraged to grow. Succession planning is intentional and forward-looking, with leaders mapping leadership capacity across schools to ensure stability, opportunity and excellence for the future.

Professional development is closely matched to both career stage and individual aspiration. Through professional development conversations, coaching and regular dialogue, staff are supported to explore their strengths and ambitions. Emerging leaders are offered opportunities aligned with Trust priorities, enabling them to build experience in a purposeful, supported way. Appropriate professional development is also encouraged, funded and embedded in practice, so colleagues can apply new learning directly within their roles. This is set out in a professional development pathway.



## Growing Talent With Purpose Across Hales Valley



Leaders take a strategic, proactive approach to identifying talent, ensuring that staff who aspire to leadership, or who demonstrate early leadership behaviours, are nurtured and prepared for their next step. To support this, we gather rich insight through an annual aspirations survey which invites colleagues to indicate their interest in progression, new responsibilities or opportunities beyond their current role or school.

Leaders actively talent-spot individuals who show leadership potential, matching them carefully to opportunities that will stretch, challenge and develop their skills. Secondments across the Trust provide valuable experience, helping us retain talented staff while building leadership capacity across schools. Coaching and supervision structures further strengthen leadership behaviours and confidence, while NPQ pathways are supported and designed to translate learning into meaningful Trust-wide impact through implementation projects and professional networks.

Middle leadership development receives particular attention within our strategy. Colleagues access training in subject and phase leadership, moderation leadership and curriculum design, and benefit from cross-Trust networks that enable them to learn from practice across different school contexts. This prepares leaders to drive improvement with clarity and confidence. Succession planning is equally proactive: leadership capacity is built deliberately and thoughtfully so the Trust remains stable, forward-looking and prepared for future growth.

# Leadership Aspirations



Aspiring middle leaders are supported through structured experiences that help them understand the realities of leadership before stepping into formal roles. This includes opportunities for leadership shadowing, coaching conversations focused on leadership competencies, leading improvement projects and participating in Trust-wide working groups. They also gain exposure to moderation and quality assurance processes, ensuring they are genuinely prepared.

Developing middle and senior leaders benefit from tailored professional learning. Middle leaders receive support in curriculum design and implementation, assessment and moderation leadership, team leadership, coaching and strategic school improvement. Senior leaders extend their skills further through cross-school experience, system-level improvement work, strategic mentoring and Trust-wide leadership responsibilities.

As a result, many of our leaders have progressed internally. Promotion from within is not accidental; it is part of our long-term strategy. Strong leadership pipelines ensure continuity, stability and shared values across the Trust, while giving staff confidence that they can build long, fulfilling careers at Hales Valley.

## Opportunities Beyond Your Classroom

At Hales Valley, being part of a Trust means your career is not limited to a single school. We provide rich opportunities for colleagues to broaden their professional experience, contribute to wider improvement work and grow into roles that extend well beyond their own classrooms. This wider landscape of collaboration is one of the great strengths of working within a multi-school community.

Colleagues have regular opportunities to observe practice across other settings, enabling them to learn from diverse contexts and bring back ideas that strengthen their own teaching. Working beyond a single school is valued and encouraged, whether through contributing to Trust-wide working groups, curriculum development projects or leading initiatives that benefit multiple schools. These opportunities build confidence, deepen expertise and help staff understand the broader picture of effective school improvement.

Leadership and professional development are enhanced through facilitating training for others, engaging in curriculum innovation and sharing best practice across schools. Staff often support system-wide improvement work, helping the Trust contribute positively to the wider education community. This outward-facing mindset is central to who we are: we believe strongly in the importance of collaboration and partnership.

We are proud to be a Trust that looks outward, shares its strengths, and invests in the growth of its people. Here, your work extends far beyond your classroom, and your impact does too.

# Educating for the Future, Acting in the Present

## A Trust Committed to Sustainability, Responsibility and System Leadership

At Hales Valley, we are committed not only to delivering excellent education today, but also to acting responsibly for the future. As part of our contribution to the wider education system, we take seriously our role in responding to sustainability and climate change. Our Sustainability Strategy sets out a clear, ambitious approach built around four key areas: Climate Education, Green Skills and Careers, Education, Estate and Digital Infrastructure, and our wider Operations and Supply Chains.

In practice, this means that sustainability is woven throughout our curriculum and daily school life. Curriculum reviews are planned to ensure climate education and opportunities for pupils to connect with nature are fully embedded across subjects. Every school has an eco-council, and each is progressing on its Eco-Schools “Green Flag” journey, strengthening pupil voice and environmental responsibility. Forest School provision operates across the Trust, and our Farm School principles help children learn about growing produce, seasonality and sustainable living through hands-on experiences.



We also take an active, practical approach to reducing our environmental footprint. Digital platforms are increasingly used to cut unnecessary printing and workload, reducing the use of “paper on paper.” Low-carbon planning guides IT replacement cycles, with old equipment recycled responsibly and energy-efficient options, such as LED lighting and low-carbon boilers, considered as part of our estate work. These actions are complemented by community-facing initiatives, including anti-idling work and tree-planting projects designed to improve local air quality and engage families in sustainability efforts.

As a Trust, we are also building staff knowledge and leadership capacity in this area. Engagement in carbon literacy training and wider recognition programmes supports colleagues in developing the expertise they need to lead confidently on environmental education and sustainable practice.

This work enhances pupils’ learning, improves school environments and demonstrates responsible leadership in action. At Hales Valley, we are proud to champion sustainability as part of our commitment to educating for the future while acting decisively in the present.

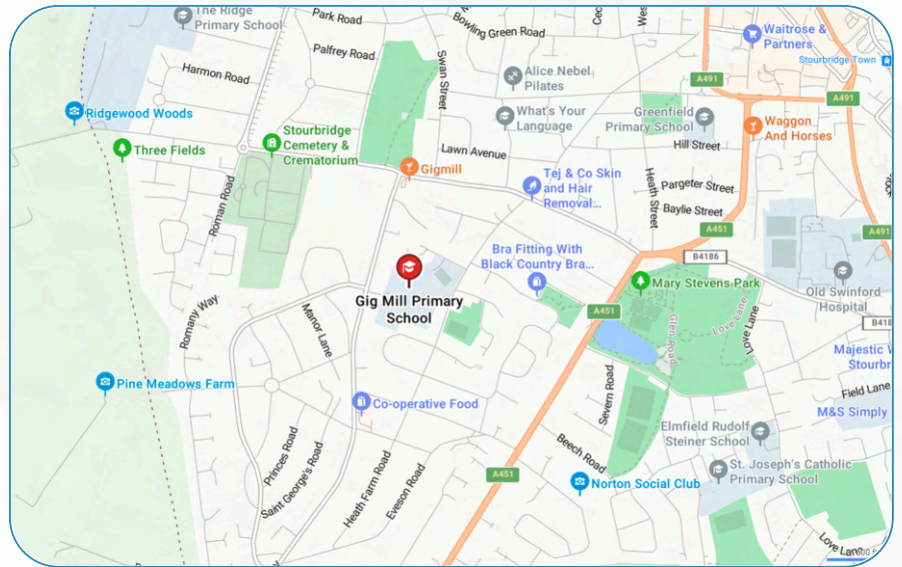
# Hales Valley Schools



## Gig Mill Primary School



Gig Mill Primary School  
The Broadway  
Norton  
Stourbridge  
DY8 3HL



Gig Mill Primary School is a welcoming, ambitious and nurturing community where children feel valued, supported and inspired to achieve their best. The school's ethos, "Together we care, together we succeed," is lived out through strong relationships, high expectations and a focus on wellbeing. In March 2024, the school joined Hales Valley Trust, strengthening collaboration, expertise and opportunities across a wider network committed to excellence.

Set within beautiful grounds enriched with woodland areas and wildlife spaces, Gig Mill offers an inspiring environment where children can explore, think deeply and grow with confidence. Classrooms are bright and engaging, supporting curious and independent learning. The curriculum is ambitious, balancing strong foundations in English and Maths with enriching experiences that broaden children's understanding of the world and fuel a lifelong love of learning.

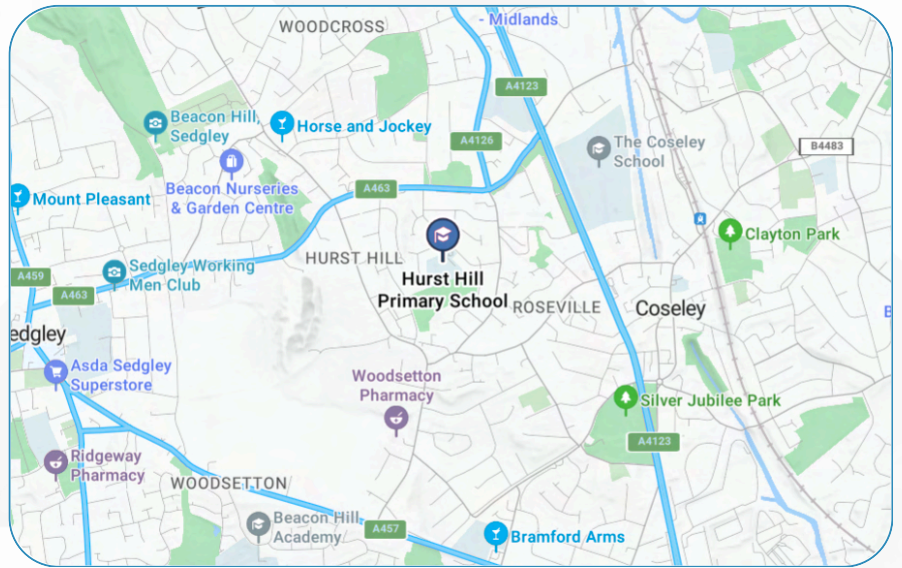
A key feature of the school is its on-site swimming pool, which offers high-quality swimming provision as part of the curriculum and supports wider physical development and confidence in the water. Gig Mill also hosts a specialist Autism Spectrum Disorder (ASD) Resource Base, providing tailored support, sensory-friendly spaces and a nurturing environment for pupils who benefit from a more therapeutic setting while still engaging with mainstream learning.

The school's Early Years provision is another strength, with a well-resourced on-site Nursery that gives children an exceptional start. Experienced practitioners work closely with families to build confidence, joy and curiosity from the very beginning, supported by spacious indoor areas and a rich outdoor environment. Together, these features create a school where children thrive and staff feel proud to belong - a community grounded in care, opportunity and a shared belief in every child's potential.

# Hurst Hill Primary School



Hurst Hill Primary School  
Paul Street  
Coseley  
Bilston  
WV14 9AJ



Hurst Hill Primary School, located in the heart of Coseley, is a small, welcoming and community-centred school that has served local families since opening in November 1986. With a pre-school and classes across Key Stage 1 and 2, the school is known for its light, bright building and the friendly atmosphere that visitors consistently comment on. Many parents once attended Hurst Hill themselves, creating a strong sense of belonging and continuity as their children now follow in their footsteps.

Deeply rooted in its community, Hurst Hill prides itself on being a place where generations feel connected and supported. The dedicated staff team work tirelessly to deliver an exciting, engaging and stimulating curriculum that helps every child achieve their full potential. Staff uphold high expectations and encourage pupils to do the same, fostering a culture of ambition and mutual respect.

Creating a safe, nurturing and positive environment is central to life at Hurst Hill. The school is committed to ensuring pupils feel secure, happy and confident coming to school each day. This supportive atmosphere helps children develop resilience, self-respect and pride in their achievements. Visitors often describe Hurst Hill as calm, respectful and productive, with strong relationships contributing to a place where children thrive both personally and academically.

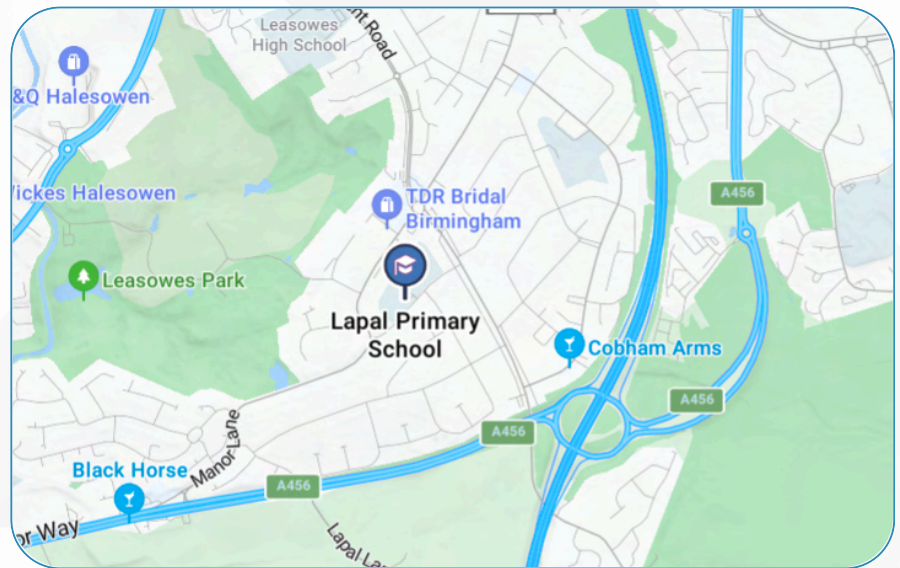
The school's Early Years provision, including its pre-school, offers children a warm and enriching start to their education. With experienced staff, well-equipped indoor and outdoor spaces and a commitment to supporting all learners, Hurst Hill ensures that even its youngest pupils feel welcomed, included and able to grow with confidence. Together, these strengths make Hurst Hill Primary School a proud, community-driven environment where children are encouraged to believe in themselves, embrace learning and develop strong foundations for future success.

# Lapal Primary School



**Lapal**  
Primary School

Lapal Primary School  
Priory Road  
Halesowen  
B62 0BZ



Lapal Primary School is a vibrant and welcoming school in Halesowen. The original 1937 building now houses KS2 pupils, while KS1 children learn in the newer section opened in 2006. The school is set within superb grounds featuring a large field, wildlife areas, a trim trail and a pond, creating an inspiring outdoor environment that enriches children's learning and wellbeing.

At the heart of Lapal's ethos is the belief that children flourish when they feel safe, happy and excited to come to school. Staff work hard to nurture personal and social development, fostering mutual respect, high expectations and strong relationships. These values support the school's excellent academic standards and its commitment to encouraging every pupil to achieve their personal best.

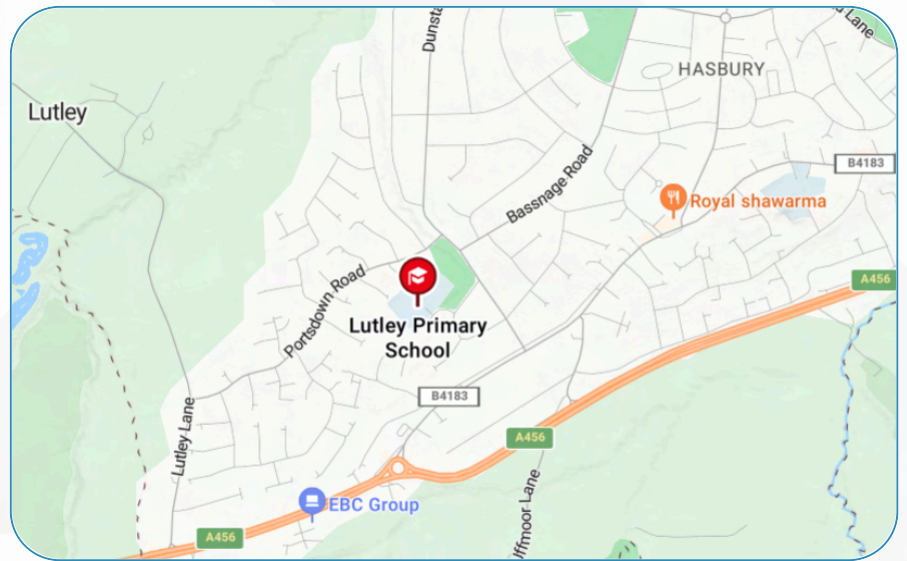
Lapal is proud of its dedicated and wholehearted team, who are committed to achieving the best outcomes for all pupils. Staff embrace their responsibility to provide high-quality teaching and a positive, supportive learning environment. As part of Hales Valley Trust, Lapal benefits from a strong culture of collaboration and shared expertise across schools, enriching opportunities for both pupils and staff.

The school's mission statement, "Learning Together, Successful Forever," reflects its aspiration for every child to become a confident, capable and compassionate learner. Families visiting Lapal consistently comment on its warm, secure and hardworking atmosphere, and staff take pride in welcoming parents into a community where children are encouraged to thrive academically, socially and emotionally, laying the foundations for lifelong success.

# Lutley Primary School



Lutley Primary School  
Brookwillow Road  
Halesowen  
B63 1BU



Lutley Primary School is often described as unique, families say there is something truly special about the atmosphere and experience the school offers. Lutley benefits from a highly experienced and dedicated team who work tirelessly to support pupils academically, socially and emotionally. This strong staffing structure ensures that every child receives high-quality guidance and personalised support throughout their school journey.

The school's values of *'Learning, Caring, Aiming High, Together'* shape everything it does. These values are reflected in its bespoke challenge curriculum, designed to develop deep thinkers who make meaningful links across their learning. Children are encouraged to take on leadership roles and are offered a wide range of opportunities to develop confidence, responsibility and independence as they move through the school. This approach contributes to Lutley's strong academic performance and commitment to ensuring that every child achieves their very best.

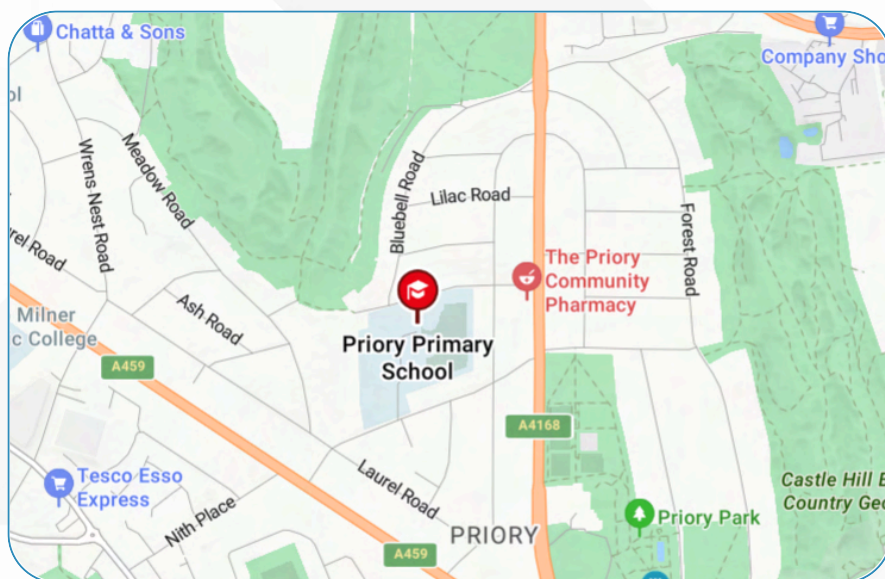
Lutley's strength extends firmly into its wider community. As part of Hales Valley Trust, the school plays a central role in supporting and shaping educational practice across partner schools. This collaborative work helps maintain consistently high expectations and contributes to excellent outcomes for pupils. By continually reflecting on its practice and drawing on the latest educational research, Lutley remains committed to excellence and ongoing improvement.

Families who join Lutley become part of a warm, ambitious and supportive community that values both high achievement and personal growth. The school's culture of aspiration, care and shared success ensures children leave not only with strong academic foundations, but with the character, skills and confidence to thrive in their future learning. Lutley stands out as a school committed to offering rich opportunities, strong community connections and an educational experience that prepares children for lifelong success.

# Priory Primary School



Priory Primary School,  
Limes Road,  
Dudley  
DY1 4AQ



Priory Primary School is a large, vibrant and energetic primary school located just a short distance from Dudley town centre. The school has a long history of supporting generations of families within its community since first opening in 1930. Alongside its main provision, Priory is fortunate to offer both a school nursery and Time for Twos, ensuring children can begin their educational journey in a nurturing and well-supported environment from an early age.

As a proud member of the Hales Valley Multi-Academy Trust, Priory is united with partner schools in striving for Success for All. This commitment is reflected in the school's dedication to continuous improvement and to delivering an ambitious, well-planned curriculum. Staff work collectively to secure strong academic and personal outcomes, ensuring that every child receives high-quality teaching and has access to a broad range of enrichment opportunities that help deepen learning and broaden experiences.

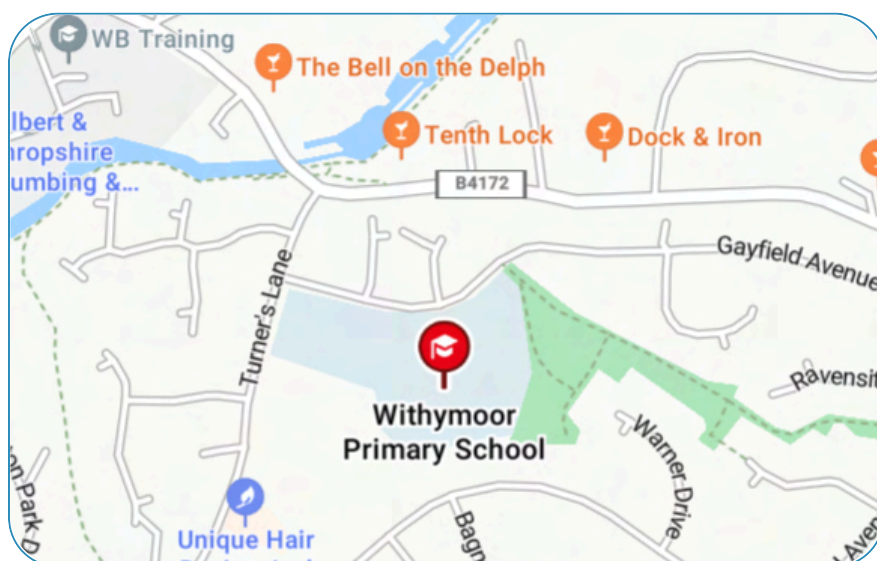
Priory is known for being a warm, welcoming and friendly school where staff create a positive ethos for pupils and families alike. The school places great importance on safeguarding, providing children with the secure foundations they need to learn, thrive and feel confident. Through a curriculum that is carefully sequenced and enriched with purposeful activities, pupils develop both the knowledge and character needed to succeed during their time at Priory and beyond.

At the heart of the school's culture are the clear and consistent principles: Be Ready, Be Respectful, Be Safe. These expectations shape pupils' behaviour, relationships and attitudes to learning every day. As a result, children at Priory demonstrate confidence, resilience and pride in their achievements, supported by staff who work hard to foster positive relationships and ensure each child feels valued. Together, the Priory community continues to build a school where every pupil is supported to grow, achieve and shine.

# Withymoor Primary School



Withymoor Primary School  
Gayfield Avenue  
Brierley Hill  
Dudley  
DY5 2BH



Withymoor Primary School is a warm, inclusive primary school serving children from Nursery to Year 6. The school welcomes children aged 3 and 4 into its nursery provision and is firmly rooted in a commitment to strong relationships, shared values and high expectations. Withymoor prides itself on being a community where children feel safe, supported and inspired, enabling them to achieve their very best academically, socially and emotionally.

At the heart of the school's ethos is the motto Learning Together, Aiming for Excellence, a message that guides daily life at Withymoor. Learning Together reflects the school's belief in partnership: children, staff, parents and trust leaders collaborate to build a positive and nurturing environment where learning is valued and celebrated. Aiming for Excellence shapes the school's ambitious approach to teaching and learning, recognising each child's unique strengths and ensuring all pupils are supported to thrive through a rich and balanced curriculum.

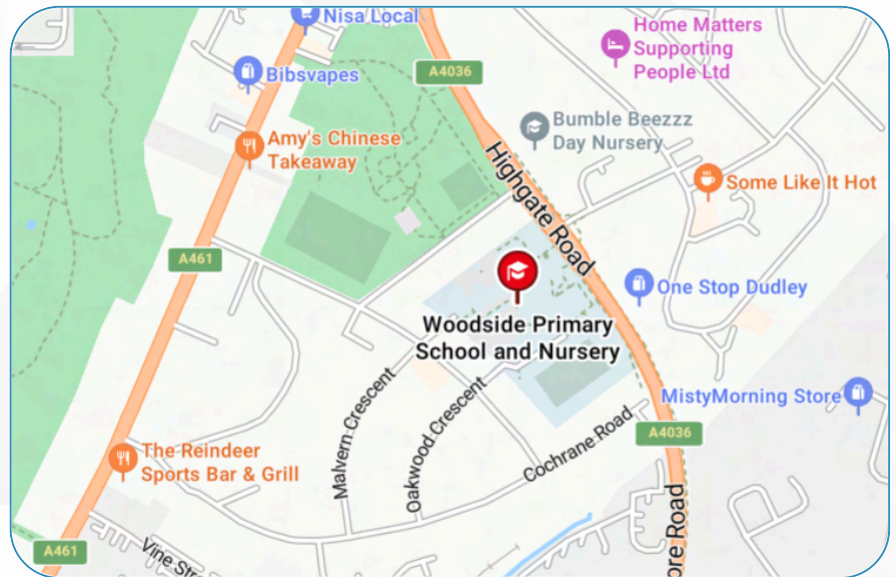
Withymoor benefits from being part of Hales Valley Trust, a partnership that enhances the school's ability to maintain high expectations, strengthen outcomes and provide high-quality provision for every learner. Staff, trust advocates, parents and carers work together with shared ambitions for pupils' attainment, behaviour and wellbeing. The school's inclusive ethos and commitment to safeguarding further ensure that children develop with confidence and feel a strong sense of belonging within the school community.

The school's extensive outdoor environment plays a central role in its offer, giving pupils access to three playgrounds, a large school field and dedicated outdoor areas for Nursery and Reception. These spaces enrich children's learning, promote physical development and enhance wellbeing, offering opportunities to explore, play and connect with the natural world. Withymoor's warm community, strong values and commitment to excellence come together to create a place where every child can enjoy learning and succeed.

# Woodside Primary School



Woodside Primary School,  
Highgate Road,  
Dudley  
DY2 0SN



Woodside Primary School is a welcoming, vibrant and inclusive school located in central Dudley. Set on a spacious and well-resourced site, Woodside offers a green field sports area, two playgrounds and woodland spaces that are regularly used for Forest School sessions. These outdoor areas enrich the curriculum and give pupils opportunities to explore, discover and learn beyond the classroom, supporting both wellbeing and a deep connection with nature.

The school places great value on strong relationships with its families and the wider community. A dedicated Community Centre on site serves as a hub for local engagement, enabling regular events, celebrations and opportunities to bring parents, carers and pupils together. Woodside's extensive and inclusive buildings provide an excellent learning environment, ensuring children experience a safe, welcoming and supportive setting where they can confidently play, learn and grow each day.

At the heart of Woodside's approach is a dedicated staff team who work tirelessly to deliver an exciting, engaging and well-structured curriculum. Teachers place a strong emphasis on developing the whole child, supported by robust pastoral systems designed to ensure pupils are "learning ready" every day. This holistic approach nurtures academic success alongside personal growth, emotional resilience and positive attitudes to learning. The school's commitment to fostering harmony throughout its community plays a key role in supporting progress and helping pupils develop into confident, well-rounded individuals.

Woodside's ethos is built on warmth, inclusivity and high expectations. The school believes that a positive, respectful atmosphere enables children to thrive, and this belief is evident in the strong relationships, supportive environment and aspirational culture cultivated across the school. Families joining Woodside become part of a nurturing and forward-thinking community where children are encouraged to aim high, embrace learning and develop the foundations they need for lifelong success.

# Here's what our staff say...



My ten-year career with Hales Valley Trust has been defined by continuous growth, meaningful collaboration, and unwavering support. I began my journey as a teaching assistant, completed my teacher training with the trust and now hold the position of English Leader. At every stage, Hales Valley has encouraged me to develop further and provided the opportunities to make that progression possible.

One of the greatest strengths of the trust is the culture of collaboration. Working closely with teachers and leaders across different schools has broadened my perspective, strengthened my practice, and created a genuine sense of shared purpose. The CPD offer is consistently high quality, thoughtfully designed, and deeply impactful. Through coaching, I have refined my skills and confidence, and I've had the privilege of becoming a coach myself. Supporting others in their professional journeys has been incredibly rewarding and has further strengthened my own leadership.

Hales Valley Trust has shaped my career from its very beginning, and I'm proud to be part of a community that invests so wholeheartedly in its people and their potential.

Ebony Goodman, Lutley Primary School

Working at Hales Valley Trust has particularly supported me in my role as a core subject lead. One of the main benefits is the opportunity to collaborate with other schools within the trust. This has enabled me to receive high-quality CPD from expert teachers and external agencies that I might not otherwise have access to.

It is also valuable to share ideas and resources with teachers across the trust who are teaching the same content. I have a strong network of like-minded teachers that I can reach out to for support if needed. I have also benefited from moderation activities across the trust, which have broadened my knowledge and provided valuable support. This has significantly increased my confidence when delivering lessons and assessing my pupils.

Hannah Bennett, Woodside Primary School

# Here's what our staff say...



Having spent thirteen years within Hales Valley Trust, progressing from an Early Career Teacher to my current role as Assistant Head of School, I have experienced first-hand the Trust's commitment to professional growth and development. Throughout my journey, I have benefitted from a wide range of high-quality CPD opportunities, including subject leader networks, leadership meetings, moderation support, and whole-Trust INSET days. These opportunities have not only strengthened my classroom practice but have also enabled meaningful collaboration with colleagues across the Trust, creating a strong sense of shared purpose and collective expertise.

A defining strength of Hales Valley Trust is its genuine investment in people at all levels. The Trust's mantra of 'Success for all' is not simply aspirational; it is evident in the decisions made and the structures in place to support staff. The coaching model embedded across the Trust exemplifies this, providing bespoke, reflective coaching and targeted CPD tailored to individual needs. As both a practitioner and a leader, this culture of trust, support and continuous improvement has been instrumental in my professional development and a major reason behind my continued service.

Francesco Rizzo, Lapal Primary School.

Since joining Hales Valley Trust, I have benefited from extensive support, collaboration and high-quality professional development. The Trust offers strong support to all staff, beginning early in their careers with ECTs, ensuring a clear and well-supported pathway for professional growth. The support I have received throughout my time in the Trust has enabled me to gain further knowledge, confidence and expertise across my differing roles.

The Trust has been consistently supportive in all areas, and through the School Improvement Team there is always additional guidance and support available. Being part of Hales Valley Trust has meant feeling valued, supported and continually developed within a culture that genuinely invests in its staff and encourages professional ambition.

Becki Weaver, Hurst Hill Primary School

# Here's what our staff say...



During my career, I have benefitted enormously from the high-quality professional development that sits at the heart of Hales Valley. Professional learning consistently provides purposeful CPD that has directly strengthened my classroom practice underpinned by research-informed approaches that have had an impact on teaching and learning.

Coaching has also been a powerful tool in my development; having regular opportunities to reflect on my practice with a skilled coach has enabled me to refine my teaching, challenge my own thinking and strive to become even better. Collaborative experiences such as team-teaching and paired observations have been invaluable. Being able to watch exemplary practice and share professional dialogue has not only deepened my understanding of effective pedagogy but also fostered a strong culture of trust and openness.

The Trust's commitment to staff growth has provided me with a wide range of opportunities to develop as a leader, progressing from various subject lead roles to becoming a senior leader. Working with colleagues across the Trust has broadened my perspective and strengthened my subject leadership. These experiences have reinforced how supportive, ambitious and collaborative the Hales Valley community is and I feel incredibly proud to have grown both personally and professionally within a Trust that invests so deeply in its people.

Beth Round, Lutley Primary School

Having been part of Hales Valley Trust for the entirety of my career, I have experienced first-hand the immense benefits of working within such a supportive and forward-thinking academic trust. From my early days as an Early Career Teacher to my current role as a Key Stage 2 Phase Leader, the Trust has consistently provided high-quality opportunities for growth and development. Access to a wide range of CPD has been instrumental in shaping my teaching practice. The integrated instructional coaching model, underpinned by WalkThrus and IRIS, has enabled me to continually refine and improve my classroom practice with the guidance of skilled and knowledgeable coaches. The ECT programme is also incredibly strong and collaborative, ensuring best practice is modelled, shared and supported across all schools.

Collaboration is truly at the heart of Hales Valley Trust. Staff across all schools meet regularly to drive excellence in teaching and learning, working on shared projects that make a real difference. The Trust also places great value on broadening opportunities for staff, offering high-quality external training such as Power of Coaching and supporting my progression through the NPQ Leading Teacher Development. I have also benefitted from the Trust's secondment opportunities, which allowed me to gain valuable experience across two schools. Being part of Hales Valley Trust has not only accelerated my professional growth but also provided a genuine sense of shared purpose, collective responsibility and continuous improvement for the children we work for.

Josh Brazier, Hurst Hill Primary School