

University Academy Holbeach

UNIVERSITY ACADEMY
HOLBEACH



UNIVERSITY OF
LINCOLN



Job Application Pack: Principal

Permanent, Full time

Salary: Leadership L28 – L32, £100,540 - £110,892 per annum

Start date: 1st September 2026

CEO's Welcome

Thank you for your interest in the position of Principal at University Academy Holbeach (UAH) which was the founding school in our Trust. I am delighted that you are considering joining the University of Lincoln Academy Trust family of schools and I hope that this pack gives you a clear sense of who we are, the values that guide us, and the exciting opportunities ahead.

Our family of schools currently stands at seven: one special school; four primary schools; and two secondary schools. We serve over 3100 pupils and more than 550 staff. We also are unique in that we educate more than 132 apprentices and are our own apprenticeship provider. This provision is also based and operates from UAH.

Our schools are clustered in the southeast of Lincolnshire, predominately in the South Holland district of the county. These are rural communities and often hold many challenges for our young people in terms of access to services and opportunities. To some this is a challenge, to us it is our mission: 'to create life choices' and 'to transform lives'.

To date, the trust has experienced many successes in terms of opportunities, improved outcomes for our young people and success in Ofsted too. However, our trust values of ambition applies to our pupils and staff, and our desire for our pupils to experience success is directly related to the development and professional learning of our staff.

For more information about our trust please visit www.uolat.co.uk . In the section for 'How to Apply' later in the pack there is also further information about visits and making contact. These are warmly welcomed.



Stuart Anderson

Chief Executive Officer



Principal's Welcome

Thank you for your interest in becoming the next Principal at University Academy Holbeach. It is my great pleasure to provide you with an insight into our school and to let you know what makes this such a unique learning setting in South Lincolnshire.

It has been an honour and a privilege to have worked at the school for over 20 years and to have supported our growth from a cohort of less than 500 pupils to a school that serves nearly 1400 young people including over 200 in our Sixth Form. We are also very proud to be able to work with local employers and to support them through our unique apprenticeships programme.

The school is part of a thriving rural community in an area where selection through the 11+ system operates. We serve pupils of all abilities and work hard to meet the needs of all learners through an academic curriculum and a vocational offer at Key Stage 4.

Staff work very hard and are ready and keen to embrace new ideas and strategies to support teaching and learning. Their commitment has been key in our improving trajectory for pupil outcomes at KS4.

Outcomes at KS5 are very good and a result of excellent teacher expertise and first-class facilities supporting students in their A-Levels, T-Levels and vocational and technical qualifications. Our learning environments offer outstanding resources and facilities and can only be fully appreciated by a visit to the school.

Our pupils are very much at the heart of what we do, and enrichment and personal development are key factors in our work supporting all learners and ensuring that they progress onto the most appropriate pathways. Visitors to the school always comment on how welcoming we are. Our pupils are proud of their school, and they feel safe and supported. They are keen to involve themselves in school activities and are confident when engaging in conversations. They will certainly want to find out a lot about you as a new head of school.

I have certainly enjoyed my time at the school having joined as a Modern Languages teacher in 1998. Teaching is still a passion of mine and being in the classroom brings as much joy now as it did when I started 30 years ago. Supporting young people to grow and flourish is what makes the job so special. I have now reached retirement age and am ready to pass the baton of what is a truly exceptional role to the next dedicated, driven and committed leader that the school, staff and all its pupils and learners deserve.



Sheila Paige

Principal, University Academy Holbeach



About University Academy Holbeach (UAH)

Key Context:

Lincolnshire operates a grammar school system; UAH is a non-selective school. This means in practice that around 30% of pupils in the wider locality move to the selective grammar schools in Spalding.

Pupils:	1394	Above average
Sixth form:	233	Close to average
Gender:	49.6% Female 50.4% Male	
FSM6:	32.8%	Close to average
ECHP:	3.8%	Above average
SEND Support:	20.1%	Well above average
EAL:	10.7%	Close to average
Stability	91.3%	Close to average



Ofsted:

UAH receives an inspection for its school but also as an apprenticeship provider.

The school's last inspection was in November 2024. A copy of the report can be read [here](#). The outcomes for this were:

Quality of education:	Requires Improvement
Behaviour and attitudes:	Good
Personal development:	Good
Leadership and management:	Requires Improvement
Sixth form provision:	Good

The apprenticeship programme was inspected in July 2023. It was awarded and overall 'good' judgment. A copy of the report can be found [here](#).

Quality of education:	Good
Behaviour and attitudes:	Good
Personal development:	Good
Leadership and management:	Good
Apprenticeships:	Good



Outcomes:

As a 'secondary modern' school, the absence of progress 8 data means that some data may look low externally. Historical Progress 8 scores have been at or close to national. Whilst we are clear that this is not validated, internal P8 in 2025 suggested +0.13.

Results, however, in 2024 were lower than normal. The school received its inspection following these and the quality of education was not 'good' for the first time in the school's history. The school have not been complacent in this and last year attainment overall and across areas rose back to the levels of 2023 when the school was 'good'. The school expects that this improvement will be sustained and improve further again in 2026. To illustrate this, last year 4+ and 5+EM were the highest in the last 3 years.

Likewise, KS5 results also improved significantly last year. The school has a very unique and special P16 offer. Results across the A 'Level, Applied General and T' Level were strong. The sixth form is a strength of the school.

Attendance:

In 2023/24, attendance was 89%. This rose significantly last year in 2024/25 by 1.6% to 91% narrowing further the gap to national.

Currently attendance has improved again. We expect that the school will achieve 92% this academic year. Persistent absence is still too high. This has fallen by 4% but there remains more to do.

Behaviour:

Suspension rates are in line with national data. P.Ex rates are lower.

Staffing:

The school is fully staffed in all areas but recruiting into some areas in a more rural area can be challenging. Retention rates for staff are higher than national average, i.e. turnover is lower.

Finance:

The school undertook some changes last academic year to ensure its finances remain balanced going forward. The school produced a balanced budget last year and is on track to do so going forward.

Estate:

The school has some exceptional facilities. The school's main building was in the last part of the BSF programme in 2014 and is fit for purpose and well maintained, costing £10m at the time.

In addition, the school has a suite of vocational facilities that are amongst the best in the country and akin to a sixth-form college setting for a suite of areas. This also includes a new T' Level and construction building in the last three years to improve further the classroom and specialist teaching spaces, e.g. for Health and the nursing elements of that course, costing more than £3m.

The school is set to expand again in September 2026 and has received permission to increase its PAN from the DfE by a further 30 pupils in Year 7 for the next 5 years (150 pupils in total). This will take to the school to a PAN of 270 pupils. To facilitate this, the school will add an additional teaching block from the former University building next door.



The Trust:

The Trust is sponsored by the University of Lincoln. The university are passionate about supporting both the pupils and also the local area. The university operate some courses related to food and manufacturing in the local area and have some building/campus arrangements a short distance from the school. The university also help to deliver a strong and enriched careers programme at UAH to help ensure the NEET figures remain excellent at the academy and that the mission to enhance life choices is delivered.

Schools with University of Lincoln Academy Trust have high levels of autonomy compared to other trusts. The trust does not believe in a GAG pooling and instead charges a top slice. At under 3% this is one of the lowest in the country and well below the national average for a trust of this size. However, there is still support, the successful applicant will be supported and coached by the new CEO who has had two secondary headships as well as experience as an Ofsted inspector.

In addition, the trust has established estates, governance and finance support, and enhanced IT and HR support will be in place during this year for the new post holder. This will ensure that they are free to drive the improvements in school that are needed.

Two of the trust's primary schools, Holbeach Primary Academy and Holbeach Bank Academy, are direct feeders for the school. Holbeach Primary is next door to the school and relationships with both schools are strong and well established.



About the Role

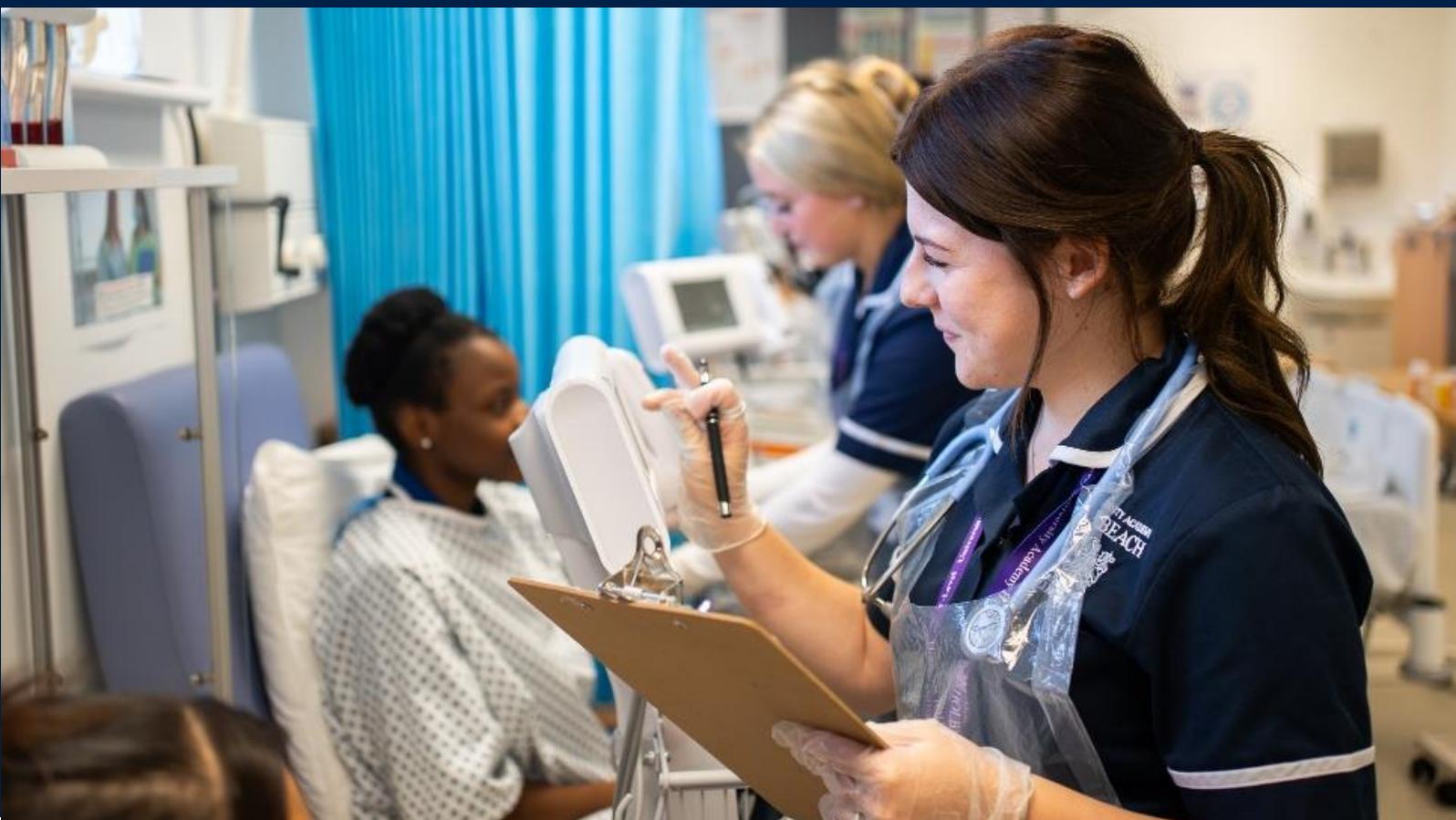
We believe that this is a unique opportunity to serve a local community who value and hold the secondary school in high regard for the work that it does. The work of the school is critical to helping lift aspirations in the local area and has strong relationships with an array of local employers.

The school has a strong vocational element to its KS4 and Sixth form offer that allows pupils to access courses in areas such as Beauty, Sport, Digital Media, Hairdressing, Motor Vehicle, Carpentry, Pipework, Brickwork, Electrical Installation, CISCO, Joinery and Art. There are also T' Levels in Digital Support & Security, Education & Early Years, Health, Management and Administration, and Science. There is also a suite of A' Levels too.

What also makes the school unusual is it is apprenticeship provision. Currently there are 132 apprentices at UAH who are employed in a wide range of local business, from plumbing to administration. UOLAT also directly employ apprentice teaching assistants across our family of schools.

There are lots of great staff to support the journey for improvement but we not naïve and know that there is an improvement journey that is still not complete to raise standards of attendance and outcomes further. The successful candidate will bring a strong understanding of assurance mechanisms and a desire to help accelerate outcomes further by supporting staff development across all levels. This is what our staff and our pupils deserve.

The new building from September will also add further capacity for increased pupil numbers and growth of a further 150 pupils over the next five-years and is a further opportunity for the school which will support development of facilities, especially in science and also the arts where it will bring a performance and practice space.



How to Apply

If you wish to know more about this exciting opportunity, need further information or would like to arrange an informal discussion or visit please contact Lauren Conboy (PA to Principal) using lauren.conboy@uolat.co.uk who will arrange this with our CEO Stuart Anderson.

Closing Date / Shortlisting: Monday 16th March 2026 (8am)

Apply on MyNewTerm and complete all sections in full.



Interviews:

Thursday 19th and Friday 20th March 2026

References will be obtained after shortlisting and prior to interview. Please ensure that contact details are accurate.



UNIVERSITY OF
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ACADEMY TRUST

Principal

Job Description

Ambition | Inclusion | Integrity

Job Title: Principal
Salary: Leadership: L28 = £100,540 to
Leadership: L32 = £110,892
Start Date: 1st September 2026
Reports to: Chief Executive Officer (CEO)



Full Time, Permanent. Flexible working available.

Job Purpose & Key Responsibilities

The Principal is responsible for delivering the school's vision, strategy, and leadership, in line with the eight standards of Headship as detailed in the Headteacher Standards.

This is an important role for an inspirational individual who is already a strategic, innovative and confident leader with a flexible and calm approach. They will be able to demonstrate a strong track record of high academic standards. They will have a track record of addressing performance, driving change and raising standards. They will need the tenacity and integrity to deliver in challenging circumstances and the ability to communicate a vision that inspires and motivates staff and pupils. Previous experience of delivering school improvement will be essential.

Specific areas of responsibility and key tasks

School Culture

- **Vision and Ethos:** Establish and sustain the school's ethos and strategic direction in partnership with the Trust, Local Governing Body and the wider school community.
- **High Expectations:** Uphold ambitious educational standards that prepare pupils from all backgrounds for their next phase of education and life. Ensure a culture of high staff expectation.
- **Positive Environment:** Promote positive and respectful relationships across the school community, ensuring a safe, orderly, and inclusive environment where pupils experience a positive and enriching school life. Promote and support the well-being of pupils and staff.
- **Professionalism:** Ensure a culture of high staff professionalism, morale, and continuous improvement.

Teaching	<ul style="list-style-type: none"> • Quality of Teaching: Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective pedagogy and how pupils learn. • Subject Expertise: Ensure teaching is underpinned by high levels of subject expertise and approaches that respect the distinct nature of subject disciplines. • Assessment: Ensure effective use of formative assessment to monitor pupil progress and inform teaching practice
Leadership	<ul style="list-style-type: none"> • Clarity and communication: Provide exceptional leadership to all teaching and support staff through outstanding communication and timely, insightful, decision making. Develop highly effective delegated leadership throughout the school • Accountability & Quality Assurance: Hold SLT and TLR holders to account through clearly defined roles and responsibilities, challenging targets and objectives Make use of effective and proportional processes of evaluation to identify and analyse problems and barriers which limit school effectiveness • Strategy: Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely and appropriately sequenced. Carefully monitor and evaluate the effectiveness of school improvement strategies. Prepare and lead strategies to maximise success in Ofsted inspections. Ensure positive relationships with other schools, especially in the secondary phase.
Curriculum & Assessment	<ul style="list-style-type: none"> • Curriculum Entitlement: Ensure a broad, structured, and coherent curriculum entitlement that sets out the knowledge, skills, and values to be taught in line with the latest accountability measures. • Curricular Leadership: Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise. • Reading and Phonics: Oversee the provision of evidence-informed approaches to reading. • Assessment: Ensure the use of valid, reliable, and proportionate approaches when assessing pupils' knowledge and understanding.
Behaviour	<ul style="list-style-type: none"> • High Expectations: Establish and sustain high expectations of behaviour for all pupils, built upon positive relationships, clear rules, and consistent routines. • Policy Implementation: Ensure high standards of pupil behaviour and conduct are upheld in accordance with the school's behaviour policy. • Role Modelling: Ensure that all adults within the school model and teach the behaviour of a person of strong character.

<p>Additional and Special Educational Needs and Disabilities (SEND)</p>	<ul style="list-style-type: none"> • Ambitious Expectations: Ensure the school holds ambitious expectations for all pupils with SEND and those with other additional needs. • Access and Support: Establish and sustain the culture and practices that enable all pupils to access the curriculum and learn effectively, providing appropriate support and adaptations. • Partnership: Ensure effective partnership working with parents, carers, and professionals to identify needs and provide targeted support. • SEND Unit: Have direct oversight of the Hearing Impaired SEND Unit ensuring pupils make strong progress
<p>Professional Development</p>	<ul style="list-style-type: none"> • Staff Development: Ensure that all staff receive effective, evidence-informed professional development and constructive feedback, and that they are encouraged to engage critically with educational research. • Talent and Capacity: Identify emerging talent, coaching and mentoring current and aspiring leaders to build leadership capacity and support succession planning. • Workload: Ensure staff are deployed and managed well, with due attention paid to staff workload and well-being. • Research: Ensure all colleagues have access to relevant research into effective practice.
<p>Organisational Management</p>	<ul style="list-style-type: none"> • Safeguarding: Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, child protection, and health and safety, as part of the duty of care. • Financial Resources: Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds (curriculum-led financial planning). • Systems and Processes: Establish and oversee robust systems, processes, and policies that enable the school to operate effectively and efficiently, meeting all statutory duties. • Alignment with Trust Policy and Processes: The Principal must ensure that whole Trust policies are followed and implemented.
<p>Continuous School Improvement</p>	<ul style="list-style-type: none"> • Evaluation and Analysis: Make use of effective and proportional processes of evaluation to identify and analyse problems and barriers limiting school effectiveness. • Improvement Strategy: Develop and ensure the careful and effective implementation of evidence-informed improvement strategies and well-targeted plans, leading to sustained school improvement over time.
<p>Working in Partnership</p>	<ul style="list-style-type: none"> • Community Relations: Forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community. Liaise with the press and media, as appropriate. • Collaboration: Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support to improve educational outcomes across the system. • Trust Executive Team: The Principal will be a member of the Trust Executive Team and will take a full part in meetings and the collective decision making.

<p>Governance and Accountability</p>	<ul style="list-style-type: none"> • Accountability: Understand and welcome the role of effective governance, upholding the obligation to give account and accept responsibility to the Governing Board/Trust and the wider community. • Regulatory Framework: Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties. • Staff Accountability: Ensure that staff know and understand their professional responsibilities and are held to account for their performance and conduct.
<p>Requirements for all Colleagues</p>	<ul style="list-style-type: none"> • To promote and uphold the Academy's Mission Statement, values and strategic objectives. • To comply with the Academy's policies and procedures, including those relating to health and safety, safeguarding, welfare and security. • To work positively with colleagues, pupils, parents and other partners, regardless of their gender, ethnicity, sexuality, age or disability. • To attend briefings and staff meetings as required. • To participate in the Academy's Performance Management Review scheme and undertake professional development and training as required. • To be a positive role model and to take responsibility for promoting good standards of behaviour and conduct. • To undertake other duties that are in accordance with the purpose and grade of the post as agreed with the Chief Executive Officer.
<p>Ethics and Professional Conduct</p>	<p>The Principal is expected to demonstrate consistently high standards of principled and professional conduct, upholding the Seven Principles of Public Life (Nolan Principles): selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.</p> <p>The Principal must:</p> <ul style="list-style-type: none"> • Serve in the best interests of the school's pupils. • Build relationships rooted in mutual respect, observing proper professional boundaries. • Uphold fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect, and tolerance of those with different faiths and beliefs. • Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.



UNIVERSITY OF
LINCOLN

ACADEMY TRUST

Principal

Person Specification

Ambition | Inclusion | Integrity



Principal Person Specification



a) Training and qualifications	Essential	Desirable
Qualified Teacher Status (QTS).	Y	
A good honours Degree at 2:1 or above.	Y	
A relevant Higher Degree		Y
Achieved or working towards NPQH or equivalent.		Y
Commitment to safeguarding and promoting the welfare of all students and staff	Y	
Evidence of commitment to continuing professional and personal development of self (at Head or Dep. Head level in preparation for Headship) and of others	Y	
b) Experience	Essential	Desirable
Substantial and successful experience as a teacher in secondary education	Y	
Proven success in a senior leadership role (Headteacher or Dep. Headteacher) within a secondary educational setting	Y	
Significant successful experience of leading and motivating a team to improve standards and outcomes	Y	
Experience of working in more than one school at a senior level		Y
Experience of teaching across all the secondary phases		Y
Understanding of school funding; effective management of a school budget and efficient deployment of resources	Y	
A positive approach to, and proven success in managing change	Y	

Successful experience of implementing and overseeing school improvement initiatives leading to improved pupil attainment	Y	
Experience of working with a Governing Body	Y	
Experience of working in a Multi-Academy Trust context		Y
c) Professional Knowledge and Skills	Essential	Desirable
Excellent leader with a proven track record in terms of excellent pupil progress and achievement	Y	
Understanding of the Ofsted Process	Y	
Ability to inspire, motivate, support and challenge staff, students, parents and other key partners	Y	
A strategic thinker and influencer, with the ability to innovate and use initiative	Y	
Exhibits current knowledge and understanding of educational policy and practice, including evidence-informed teaching and learning practices	Y	
Promotes equality and inclusive practices	Y	
Demonstrates analytical understanding and uses quality assurance processes and data effectively to drive continuous school improvement	Y	
Understands the relationship between managing performance, CPD and sustained school improvement	Y	
Effective team work within a school, and ability to build networks and work with a range of partners, including parents and the local community	Y	
Able to establish and sustain effective organisational structures, systems, policy and practice, including safeguarding	Y	
Able to think creatively to anticipate and solve problems and demonstrate balanced and fair judgment	Y	
Able to consult and negotiate to achieve the best possible outcomes for students and their families	Y	
Able to build and sustain effective relationships with all stakeholders that will enhance the education of all students	Y	
Able to work in partnership and accept appropriate support from all stakeholders	Y	
Excellent influencing skills, able to communicate sensitively and robustly with HR issues to ensure the best outcome for young people.	Y	

Excellent relationship management skills with the ability to work collaboratively in partnership with all stakeholders/partners	Y	
Team player, understanding the need to work with all levels of influence and seniority	Y	
Excellent personal and team time-management capabilities	Y	
Proven ability to successfully lead a team and line manage staff as well as influence and lead those not line managed by you directly	Y	
d) Personal Attributes	Essential	Desirable
Actively demonstrates a passion for the value of education	Y	
Demonstrates honesty and integrity. Works to the Nolan Principles of Public Life.	Y	
Self-motivated, enthusiastic, optimistic and energetic	Y	
Display outstanding communication and interpersonal skills with the ability to build rapport with a range of audiences, including all stakeholders and external agencies.	Y	
Resilient / Emotional resilience	Y	
Ability to develop and maintain effective working relationships, including working as part of a team	Y	
Prioritises, meets deadlines and performs effectively under pressure	Y	
Flexible and positive approach to new challenges and opportunities	Y	
Commitment to consistently high standards of principled and professional conduct, including demonstrating the behaviours and principles outlined in the Headteachers' standards	Y	
Ability to self-evaluate and reflect	Y	
Attention to detail and high standards of work	Y	
Ability to be respectful and promote equality of opportunity, inclusion and diversity at all times.	Y	
e) Safeguarding	Essential	Desirable
Knowledge of the statutory requirements of KCSIE together with experience of Child Protection, Safer Recruitment and Safeguarding procedures.	Y	

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

We will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed and would not in itself justify a reconsideration of the grading of the post.



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