

University of Lincoln Academy Trust



UNIVERSITY OF
LINCOLN

ACADEMY TRUST

“Enhancing life choices.
Transforming lives.”



Job Application Pack: Director of Primary

Permanent, Full time

Salary: Leadership L23 – L27, £88,951 - £98,106 per annum

Start date: 1st September 2026

CEO's Welcome

Thank you for your interest in the position of Director of Primary across University of Lincoln Academy Trust (UoLAT). I am delighted that you are considering joining the wider 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 University Academy Holbeach (UAH), a secondary school where the trust offices are also based.

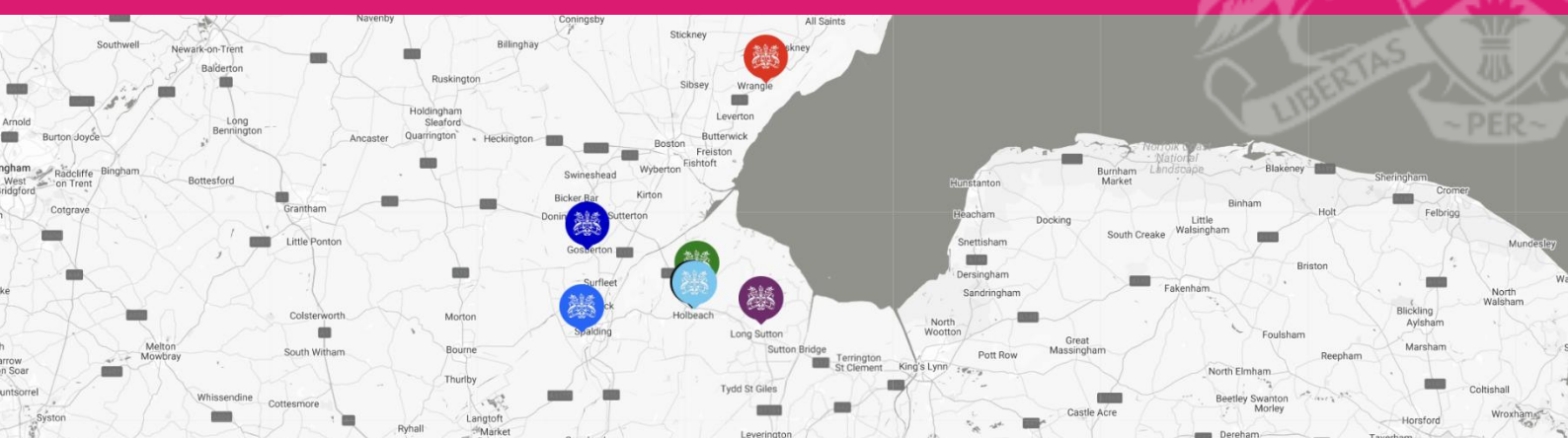
Our schools are clustered in the southeast of Lincolnshire, predominately in the South Holland district of the county. These are rural communities and often hold many challenges for our young people in terms of access to services and opportunities. To some this is a challenge, to us it is our mission: '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. We are looking for someone with a passion for seeing young people happy and successful who will enable them to flourish and who is relentless in that goal.

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



Director of Primary's Welcome

I am extremely proud to share the contents of this application pack for the role of Director of Primary for this Trust. It is a wonderful role and one that is critical in driving our academies on the next stage of their journey and in continuing to provide the very best for the pupils in our care.



I am leaving due to retirement. It is my turn to take up the new role of spending my time more closely around family and the next phase in life. I leave for only positive reasons from a Trust who are committed to their staff teams, academies and pupil and young people who travel through their phases of education.

I have a long and happy relationship with the trust and its schools. Since joining my first school, Holbeach Primary Academy, I have had a number of roles from a trust who have valued my own development. After many successful progressions, I became Head at Holbeach Primary and was there when it joined with University Academy Holbeach (UAH) to help form the academy trust. The two schools are next to each other in terms of geography, and a high proportion of our pupils transition to UAH as the natural feeder and first-choice school.

Holbeach Primary's movement to 'good' is typical of other UoLAT primary schools where our record has been strong. For example, Holbeach Bank had joined as 'inadequate' in a sponsored route and is now significantly larger and moved to 'good' at its first inspection. It is now an academy of first choice for both local families and those moving into the area.

Our family of primary schools currently stands at five in total, though we are open to additional growth to help serve our local community and provide clear progression into our secondary schools. Most recently we have been joined by Monkshouse Primary Academy in Spalding, a consistently successful and oversubscribed school with nursery provision. Wrangle Primary Academy is another recent addition; it is a small community school which is critical to its rural community.

We are also blessed to have Gosberton House Academy as part of the trust. This is a special school with a particular focus on autism. Like all our schools, it epitomises our commitment to inclusion and it retained its standards in its last inspection in June as an 'outstanding' special school.

You will find a range of talented staff across our primaries and a willingness to share and collaborate. I will miss where I have spent a considerable part of my career but know the right committed person will continue our work and bring many new skills and opportunities. The recently appointed CEO is a committed professional who has quickly gained knowledge of the academies in the trust and has further enhanced the latter part of my career as a sincere and driven leader.

Sue Boor
Director of Primary

About Our Schools



GOSBERTON HOUSE ACADEMY

Principal: Katharine Saywell
NoR: 100
Ofsted: 'Outstanding' (June 2025)

GHA joined the trust in 2016 as an academy convertor school. It is approximately 13 miles from Holbeach and is a specialist academy for pre-school and primary aged pupils with social communication, autism and/or additional needs.

The academy holds the National Autistic Society's 'Advanced' Status, one of the first in the country to have received this highest grade. It also holds the Lincolnshire County Council's contract for social communication/autism outreach – The Working Together Team. The school has recently updated its estate with a £4m extension and additional four classrooms plus sensory space added in October of this academic year. More work is planned to develop it further again.



Principal: Nicola Kenyon
NoR: 315
Ofsted: 'Good' (May 2023)



HOLBEACH PRIMARY ACADEMY



The academy is popular and well regarded by the local community, where it is over-subscribed.

The academy, like all of our schools, has a reputation for its inclusive nature. The academy joined the trust in 2014, going on to improve from its Requires improvement judgement to have consecutive inspections at 'good' since joining.



WRANGLE PRIMARY ACADEMY

Principal: Tiffany Hebron
NoR: 60
Ofsted: Not yet inspected.
(‘Good’ at time of joining)

Wrangle primary Academy is based between Skegness and Boston.

First established in 1895 and with additional buildings and a swimming pool added more recently. It is situated within Wrangle Village with many pupils eligible for pupil premium. The school joined the trust in March 2024 as an academy convertor and is at the heart of its community.



Principal: Kerryann Cunningham
NoR: 91
Ofsted: ‘Good’ (October 2022)



HOLBEACH BANK ACADEMY

Holbeach Bank joined as a sponsored academy, attaining ‘good’ in all areas for the first time in its history since joining the trust. It is now increasingly popular for parents with numbers rising each year and does wonderful work with its families.

It is a small rural school, originally dating back to 1877 where pupils are well known and cared for. The academy shares many leaders and governance with Holbeach Primary Academy. Like HPA, it is a direct feeder school for UAH, joining the trust in 2018.





MONKSHOUSE PRIMARY ACADEMY

Principal: Andy Clarke
NoR: 450
Ofsted: Not yet inspected.
(‘Good’ at time of joining)

The academy is a two-form entry primary school, with a nursery that joined the trust in January 2024.

The Academy is very highly regarded by parents and the town of Spalding where it is situated. It is popular and over-subscribed with consistently strong outcomes.



Principal: Liam Davé
NoR: 745
Secondary Academy



UNIVERSITY ACADEMY LONG SUTTON

University Academy Long Sutton joined the trust in 2019 as a sponsored academy.

The school is currently undergoing a £30m programme to rebuild the entire school and deliver state of the art facilities. This is due to open in June 2026 to compliment its leisure facilities which includes a gym and floodlit, full-size astroturf.





UNIVERSITY ACADEMY HOLBEACH

Principal: Sheila Paige

NoR: 1400

Secondary Academy

University Academy Holbeach is an 11 – 19 academy located in the market town of Holbeach.

The school is popular and well regarded by the local community, seeing it grow considerably over time and with a further pupil increase planned for September 2026 from 240 PAN to 270. The school has a thriving sixth form which offers A, and T' Levels as well as an impressive vocational offer.

The school's estate is vast and further building work is about to begin again to aid expansion with another new building.



You can find information about the trust on our website here: www.uolat.co.uk

You can also explore each school within our family of schools here: www.uolat.co.uk/family-of-schools



About 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 on the edge of Holbeach. The university also help to deliver a strong and enriched careers programme with a number of schools and support to add expertise and many local and trust boards.

Schools within 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% currently 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 experience of two large headships and a number of executive roles in a larger trust previously, as well as experience as an Ofsted inspector across all phases.

In addition, the trust has established estates, governance and finance support; enhanced and centralised IT and HR support will be in place during this year ready for the new post holder in September. This will ensure that they are free to drive the improvements in schools. The trust is unusual in its apprenticeship provision. Currently there are 132 apprentices at UAH who are employed in a wide range of local businesses, from plumbing to administration. UOLAT also directly employs apprentice teaching assistants across our family of schools.

Two of the trust's primary schools, Holbeach Primary Academy and Holbeach Bank Academy, are direct feeders for one of the trust's secondary schools, UAH. 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 our schools and our trust in high regard for the work that it does. The work of our schools is critical to helping lift aspirations in the local area but by also creating opportunities for our young people to flourish. Above all you will be committed to our three values of Ambition, Inclusion and Integrity, demonstrating these in your work throughout. As the Director of Primary, you will also be part of the UoLAT Executive Team for the trust and will play a critical part in the strategic direction of the trust and all of its schools, helping to drive change and have genuine influence at scale.

There are lots of great staff to support the journey for improvement. 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 successful candidate will be able to lead teams and develop wider relationships too. We hope that we will be able to grow in the primary sector as we move forward. This person will play a critical part in that development, by demonstrating that our schools are doing well and that we have developed the capacity of our teams, and their skills, to help support others in a meaningful way as part of that system leadership.

There is also great variety to the type of school within this position. Each school is unique, though all of course play important roles in their communities. This role will offer the successful candidate the opportunity to work across schools, school types and phases to deliver improvement. You will also experience support and a warm welcome from staff who share our ambition for all pupils to be successful. You will help identify further talent and strength in schools and harness this to help others grow and improve from it.



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 Sue Tully (PA to Director of Primary) using sue.tully@uolat.co.uk who will arrange this with our CEO Stuart Anderson.

Dates available to visit the Trust / Trust schools: (mornings)

- Wednesday 11th /12 /24 February 2026
- Thursday 12th February 2026
- Tuesday 24th February 2026
- Monday 2nd March 2026



Closing Date:

Friday 6th March 2026 (9am)

Apply on MyNewTerm and complete all sections in full.

Interviews:

Thursday 12th and Friday 13th March 2026

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



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Director of Primary

Job Description

Ambition | Inclusion | Integrity

Job Title: Director of Primary

Salary: Leadership: L23 = £88,951 to
Leadership: L27 = £98,106

Start Date: 1st September 2026

Reports to: Chief Executive Officer (CEO)



Full Time, Permanent. Flexible working available.

Job Purpose & Key Responsibilities

The Director of Primary is responsible for delivering the Trust's vision, strategy, and leadership. The group of Primaries work closely with the secondary schools in the Trust particularly around transition and the curriculum offer.

This is an important role for a dedicated primary focused 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 leadership in all areas. 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 but exciting circumstances and the ability to communicate a vision that inspires and motivates leaders, staff and pupils. They will be committed to working the Primary Academies together to gain the very best for all the Primary pupils in the Trust. Previous experience of delivering school improvement will be essential.

Specific areas of responsibility and key tasks

Culture

- **Vision and Ethos:** Establish and sustain the Trust's ethos and strategic direction in partnership with the Trust, Local Governing Body and the wider school community.
Work with the CEO, Principals and other key stakeholders to create a coherent local vision for our academies, that is informed by local context, ensuring it is clearly articulated, shared, understood and acted upon by all colleagues.
- **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. Motivate, lead and continue to develop an experienced and skilled team of Primary Principals and inspire and develop senior and middle leaders within our academies, ensuring you build leadership capacity in every academy.

	<ul style="list-style-type: none"> • Positive Environment: Promote positive and respectful relationships across the school communities, 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.
Leading Teaching	<ul style="list-style-type: none"> • Quality of Teaching: In conjunction with leaders and teams, 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: Lead the Trust's data and quality assurance activities for Primary academies to ensure that we have live, accurate and forensic data on academy performance, ensuring that all DfE, Ofsted and Trust requirements are met. 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 inspiring, motivating and supporting them to be excellent leaders and practitioners of their academies who work collaboratively as high performing teams with outstanding communication and timely, insightful, decision making. Develop highly effective delegated leadership throughout the schools. • Accountability & Quality Assurance: Hold leaders at all levels 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 To deputise for the CEO as directed at events and meetings. • Strategy: Robust diagnosis to enable a deep understanding of where Primary schools are in their school improvement journey to drive focused school improvement. 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 but critically for continuous improvement. Ensure positive relationships with other schools, especially in the secondary phase.
Strategic	<ul style="list-style-type: none"> • Collaboration: Work with the CEO, Principals and other key stakeholders to create a coherent local vision for our academies, that is informed by local context, ensuring it is clearly articulated, shared, understood and acted upon by all colleagues. • Strategy Building: Assist in the development of strategies for the generation of additional revenue and resources. • Excellence: Support in actively promoting our academies as centres of excellence for education and families in their local communities. • Partnership: Develop and maintain effective partnership working with a range of key stakeholders ensuring that the UoLAT is represented and

	promoted at the highest level nationally and that we help shape national strategy.
Curriculum & Assessment	<ul style="list-style-type: none"> • Curriculum Entitlement: Lead effective implementation, development and refinement of our Primary curriculum to 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.
Additional and Special Educational Needs and Disabilities (SEND)	<ul style="list-style-type: none"> • Ambitious Expectations: Ensure the primary leaders hold 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 Provision: Close working between the Primaries and the Primary Specialist Provision to provide shared expertise ensuring pupils receive appropriate resources and provision.
Professional Development	<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 and nurture and 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. Lead by example in maintaining up-to-date knowledge of latest educational expectations.
Organisational Management	<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).

	<ul style="list-style-type: none"> • 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 Director of Primary must ensure that Trust policies are followed and implemented.
Continuous School Improvement	<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.
Working in Partnership	<ul style="list-style-type: none"> • Community Relations: Promote collaboration with external stakeholders and academies, schools and trusts beyond our own trust. 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 Director of Primary will be a member of the Trust Executive Team and will play a critical part in the strategic direction of the Trust and all of its primary schools, leading improvement which is grounded in research, practice informed and flexible to drive Primary academies forward.
Governance and Accountability	<ul style="list-style-type: none"> • Accountability: Support the CEO in the leadership 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 Primary academies effectively and efficiently operate within the required regulatory frameworks and meet all statutory duties. • Staff Accountability: Ensure that staff know and understand their professional responsibilities and are held to account for their performance and conduct by the Primary Principals.
Requirements for all Colleagues	<ul style="list-style-type: none"> • To promote and uphold the Trust's Mission Statement, values and strategic objectives. • To comply with the Trust'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 meetings as required. • To participate in the Trust'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.

Ethics and Professional Conduct

The Director of Primary 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.

The Director of Primary must:

- Serve in the best interests of the Trust'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.



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Director of Primary

Person Specification

Ambition | Inclusion | Integrity



Director of Primary 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	
Ofsted Inspector or willingness to train		Y
b) Experience	Essential	Desirable
Successful implementation of complex school improvement strategies	Y	
Curriculum development, including approaches to content, sequencing, teaching, learning and assessment	Y	
Successful system-leadership in schools or other education setting (Headship with significant experience of system work, Executive Head, or MAT, or Diocese or LA experience)	Y	
Experience of successful system collaboration and leadership	Y	
Coaching, mentoring and leadership development	Y	

Creating positive relationships and harnessing networks to implement lasting collaborative change	Y	
Design and delivery of training for school leaders and Governors on a variety of topics	Y	
Enabling and facilitating schools to manage change for education improvement, building capacity and raising standards	Y	
Experience of teaching across all the primary phases		Y
Understanding of school funding; effective management of a school budget and efficient deployment of resources	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	
Best evidence and research findings on high quality curriculum and all aspects of assessment	Y	
School leadership, culture and change processes	Y	
Understanding of the Ofsted Process and best practice in governance	Y	
Ability to inspire, motivate, support and challenge staff, pupils, parents and other key partners	Y	
A strategic thinker and influencer, with the ability to innovate and use initiative	Y	
Promotes equality and inclusive practices	Y	
Demonstrates analytical understanding and uses quality assurance processes and data effectively to drive continuous school improvement	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 build and sustain effective relationships with all stakeholders that will enhance the education of all pupils	Y	
Excellent influencing skills, able to communicate sensitively and robustly with HR issues to ensure the best outcome for young people.	Y	
Excellent personal and time-management capabilities	Y	

d) Personal Attributes	Essential	Desirable
Actively demonstrates a passion for the value of education and is aligned to the values of our trust	Y	
Have a positive, enthusiastic outlook with the energy, drive, enthusiasm, resilience and determination to succeed		
Demonstrates honesty and integrity. Works to the Nolan Principles of Public Life.	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	
Prioritises, meets deadlines and performs effectively under pressure	Y	
Flexible and positive approach to new challenges and opportunities and be an avid learner	Y	
Commitment to consistently high standards of principled and professional conduct, demonstrating these through behaviours and principles	Y	
Ability to self-evaluate and reflect	Y	
Be conscientious with a strong eye for detail	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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