



Trust Curriculum & Pedagogy Lead Candidate Pack



Welcome from our Chief Executive Officer

Dear Applicant,

I am thrilled that you are interested in becoming a member of our Trust family and in exploring meaningful ways to live our Trust vision, values, and our core messages: Achieve More, Challenge Thinking, and Shape Futures. Within our Trust, inclusion, high standards, and agency sit at the heart of all we do and how we behave.

As CEO, I recognise that the role of Trust Curriculum & Pedagogy Lead is pivotal in shaping the educational experience across our academies. This position plays a central part in ensuring that our curriculum is ambitious, evidence-informed, and inclusive, and that teaching across the Trust continues to strengthen through high-quality professional development, collaboration, and shared expertise. By championing excellent curriculum design and pedagogical practice, you will help us uphold the highest professional standards while embodying the Trust's values—our behaviours, our culture, and our collective commitment to securing the very best outcomes for every child.

Message from our Trust Board

Thank you for your interest in the Trust Curriculum & Pedagogy Lead post at the University of Chichester Multi-Academy Trust.

Since its inception we have built a strong reputation as a Multi-Academy Trust; providing exceptional support for its children and staff, with system leadership across the region. We are seeking an individual who has the qualities to be an inspiring leader to successfully drive forward the Trust's growth and vision.

Whilst all of our academies are unique, with their own strengths and challenges, you will find across the Trust there is a collective energy for collaboration. We have a strong belief in a shared approach to delivery. Our collaborative approach, co-leadership and collective intelligence have enabled leaders and empowered employees across our academies to share their expertise and work together for the benefit of pupils, employees and the local community. The Trust is further strengthened by our partnership with the University of Chichester, where the Institute of Education brings over 180 years of experience in the training of teachers and is fully engaged in the work of our academies.

I hope this information pack provides an insight into our Trust and its ethos and values, and will inspire you to learn more about the Trust.

If you share our passion and commitment to making a difference in the lives of all children and young people, have the expertise we are seeking, and are enthusiastic about the prospect of leading the Trust on its next journey, we would encourage you to apply.

About the University of Chichester Academy Trust

The University of Chichester Academy Trust ('the Trust') is uniquely placed to make a difference to the local education landscape. Schools who join our Trust do so because they wish to work with like-minded schools who have a shared passion for pupil-centred learning and a desire to work together for the benefit of the wider community that we serve.

The Trust now has 17 academies, 2 Inclusion centres and a School Centred Initial Teacher Training base in its education family, based in Hampshire, Isle of Wight, Portsmouth and West Sussex. Although we share the same vision and values, each of our academies has its own identity, which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and governance, through local governing bodies.

Our Shared Vision

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

Our Shared Mission

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

3 Core Messages – Living Our Values

Achieve More:

Inspire students and staff to reach their full potential by raising aspirations, celebrating diversity, and cultivating leadership and agency at all levels.

Challenge Thinking

Cultivate critical thinking and diverse perspectives, grounded in evidence-informed practices, to drive thoughtful and impactful approaches across our trust.

Shape Futures

Through collective endeavour and collaboration, build a vibrant, inclusive community that transforms life chances, ensuring every young person and adult thrives.

4 Trust Priorities

Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our schools and work closely with our University sponsor.

Strategic Leadership

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

Collective Responsibility

Invest in and support our staff so that they collaborate to strategically raise the standards all young people reach and embed evidence-based practices that have an impact on the learning and identity of all.

Trust Identity

Ensure our Trust identity and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

5 Key Values

Aspirational: Make the effort to reach higher standards and deepen knowledge

Evidence Informed: Encourage curiosity and seek out ways to use and develop the best of what is known

Diversity: Explore different perspectives and value how this enriches our lives

Collaboration: Develop ways to work with others and ensure our collective endeavour can be achieved

Agency: Acknowledge how you are developing and use this to improve different parts of your life

What We Offer You

To your career

- A strong commitment and support for your personal leadership journey
- Opportunities for shared learning and collaboration across the Trust and the wider network
- Extensive professional and personal development opportunities
- To help shape the future of successful and innovative schools.

To be part of something bigger

- A system leader on the local and regional stage
- A strong and supportive governing body
- The opportunity to be part of the Academy Leadership Teams, where they are passionate and committed to a shared set of values to make a difference as we drive improvement in a changing world
- A collaborative Trust which inspires innovation and a network of professionals who, through can influence and shape the strategy of the whole organisation.

To make a difference

- To be part of a team that makes a real difference to the life chances of our children and young people
- Contributing to the creation of a culture and environment in which staff feel valued, are inspired and work in buildings which promote and enhance the progress and learning of our young people.

Other staff benefits

- Teachers' Pension Scheme
- The mental health and wellbeing of staff is of key importance and in addition to professional support we provide an extensive employee assistance provision, including 24/7 telephone helpline and counselling
- Lifestyle health and wellbeing programme
- Access to an extensive personal development programme
- Access to the University's vast Library resources and to the National College resource
- Employee Discounts platform, saving £££'s on a range of goods and services
- Cycle to Work Scheme
- Eyecare Voucher Scheme
- Eligibility to join TOTUM (NUS Extra)
- Security of knowing you are joining an organisation whose sponsor has been promoting education for almost 180 years.

Reporting to

Deputy Chief Executive Officer (DCEO)

Salary

Competitive

Core Purpose

This role represents a major new opportunity within the organisation, combining influential trust-wide leadership with hands on impact in individual academies. It is a pivotal systems leadership position with real scope to shape practice, drive innovation, and lead meaningful change.

The core purpose of the role is to secure excellence in curriculum and teaching across the Trust from ages 2–16.

The post holder will lead the Trust's strategy to ensure every pupil receives high-quality, inclusive, evidence-informed learning. Working in partnership with Trust and Academy Leaders, they will champion the design and delivery of an ambitious curriculum that raises achievement, particularly in core subjects and strengthens professional practice through high-quality CPD.

Through expert guidance, strong relationships, and clear strategic direction, the role will support academies to sustain high standards and deliver impactful, long-term improvement.

The Trust Curriculum & Pedagogy Lead will report to the DCEO and be accountable for the overall quality of curriculum and teaching across all academies, providing strategic leadership, professional challenge, and targeted support while preserving each academy's distinctive identity.

Primary Curriculum Strategy

- Develop and effectively implement a trust-wide primary core curriculum strategy.
- Ensure that a highly effective and well sequenced curriculum meets the needs of all learners, with a strong focus on those from disadvantaged backgrounds and those with SEND.
- Work in partnership with the Education Team and academy-based leaders to support academies in the implementation of an ambitious and inclusive core curriculum.
- Ensure that the curriculum leads to strong outcomes for all pupils regardless of SEND/disadvantage.
- Establish a trust-wide pedagogical framework which includes AFL, ensuring that teaching strategies reflect the best available evidence and support all learners effectively.



- Lead on the improvement of teaching and learning for all pupils across our Trust.
- Lead the design and delivery of high-quality CPD programmes that strengthen teacher expertise and subject leadership.
- Build excellent relationships with leaders in each academy founded on a strong contextual understanding.
- Draw on skills and expertise within the partnerships to impact change.
- Develop networks within partnership and across the trust for collaboration/best practice sharing/development.
- Stay abreast of research and development in curriculum and pedagogy; sharing approaches that may be beneficial to all academies.
- Signposting where good practice exists in Trust academies and from wider research and sector innovation, facilitating peer-to-peer learning across the Trust.
- Prepare reports for Trust Board and committees, ensuring trustees have clear evidence of educational outcomes and academy improvement progress.
- Work in partnership with the DCEO to contribute to the Trust risk register ensuring educational risks are identified and monitored.

Academy Improvement

- Academy Improvement Lead for allocated academies.
- Line manager for allocated headteachers.
- Support headteachers and school leaders in preparation for Ofsted inspections.
- Work with academy leaders to provide an agreed challenge to raise standards or sustain high standards and expectations within the allocated academies.
- Quality assure SEF and Journey to Excellence plans.
- Support academy leaders to develop their knowledge and skills in relation inclusive and ambitious curricular design and delivery.
- Provide advice, guidance and support to school leaders in respect of all aspects of the curriculum and pedagogy.
- Contribute to evidence-based training and development for staff within individual academies.
- Ensure that academy improvement strategies support staff wellbeing and effective use of time.

Expectations

- Champion the vision, values, mission and principles of our Multi Academy Trust and exemplify these through visible and authentic leadership.
- Maintain the highest standards of safeguarding practice across the Trust.
- Champion equity, diversity, inclusion and belonging (EDI) across the Trust, ensuring our values are lived experiences for every child, family and staff.
- Be an excellent role model to all teachers and leaders across our academies.
- Model and promote healthy working practices across the Trust.
- Develop strong external relationships and networks.
- Provide leadership and high-quality support to develop the skills and knowledge of school leaders and education team colleagues.
- Be professionally curious, seeking out best practice from within and beyond the Trust.
- Demonstrate proactive habits around personal self-study and development.
- Be flexible and organised to meet the changing demands of the role across the Trust.
- Model strong communication skills and approach all aspects of your work with a positive and enthusiastic attitude.
- Operate flexibly within the dual reporting/accountability structure. This means that the post holder may be expected to carry out work that is not specified in the job profile, but which is within the remit of the duties and responsibilities.

Other duties:

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you, including to understand and actively embrace the Trust's distinctive sensibility, the qualities, values and characteristics expected of everyone working for our Trust.

The list of duties in this job profile should not be regarded as exclusive or exhaustive and require a flexible approach to work. Please note that, in consultation with you, the Trust reserves the right to update your job profile to reflect changes in, or to, your post. All staff have a role in supporting the Trust's People Strategy.

Inclusivity:

The Trust believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. The Trust is committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Trust has a number of policies that you should ensure you are familiar with and compliant to. All policies are available on the Trust's portal. Any breaches may lead to termination of employment.

Health and Safety:

Take responsibility for ensuring that workplace responsibilities within the Trust are carried out with full regard to, and in support of, the Trust's Health and Safety policies. This will include ensuring Health and Safety priorities reflect a post-COVID-19 period. This might include acting as Health and Safety Co-ordinator, Fire Warden, Risk Assessor, First Aider or other Health and Safety Representative.

Sustainability and Environment:

The Trust is fully committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The Trust will continuously seek to improve its environmental performance and will comply, as a minimum, with all relevant environmental legislation, regulations and codes of practice. All staff are required to support the aims of the Trust's Environmental & Sustainable Development Strategy.

Data Protection:

You will be responsible for ensuring that workplace responsibilities, within the Section, are carried out in compliance with the requirements of the Data Protection legislation and the Employment Practices Data Protection Code 2002, especially concerning confidentiality, treatment of personal information and records management.

Right to Work:

The current British UK Visa and Immigration Law states that the Trust cannot employ a person who does not have a current Right to Work and live in the UK.

Safer Recruitment:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

Disclosure Service Certification from the Disclosure and Barring Service:

This role does require you to hold an enhanced Disclosure Service certification from the Disclosure and Barring Service (DBS). The Trust is a registered body with the Disclosure Service, reference number 20537300005. New members of staff will be required to apply for Disclosure Service certification as part of the Trust's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs or from the Trust's Human Resources Department.

Person Specification

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated, **or equivalent qualifications and/or experience**.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements

	Essential	Desirable	Evidence
Knowledge and Qualifications: Achieve More			Application
Educated to degree level in relevant field	✓		
Hold Qualified Teacher Status	✓		
Proven track record and accountability for performance of a cohort of pupils	✓		
Excellent recent professional development and evidence of the impact of this CPD on the development of others	✓		
Knowledge of EYFS & National Curriculum coherence/progression	✓		
Knowledge of SEND Code of Practice	✓		
Knowledge of effective professional development approaches	✓		
Knowledge of current educational developments	✓		
Knowledge of data systems for tracking progress and a deep understanding about effective assessment	✓		
Higher level professional qualifications		✓	
Skills: Challenge Thinking and Collaboration			Application Interview/Presentation
Understanding of effective leadership	✓		
Ability to articulate & implement strategy for improved outcomes	✓		
Ability to organise workload & manage time	✓		
Ability to collaborate with Strategic Leads & RDs	✓		
Ability to collaborate with Strategic Leads & RDs	✓		
Possesses a high-level of written & verbal communication	✓		
An ability to challenge and motivate others to create high performing teamwork and a forward thinking organisation committed to improvement where all members are valued	✓		
Ability to lead and manage complex change across a multi-site organisation	✓		
Strong analytical and data interpretation skills to inform decision-making	✓		
Ability to build collaborative relationships with diverse stakeholders	✓		
Experience: Shape Futures and Challenge Thinking			Application Interview References

Demonstrable evidence of accountability for success of an initiative	✓		
Demonstrable evidence of effective leadership of a school development area	✓		
Experience in school development & self-evaluation	✓		
Highly skilled classroom practitioner who can model best practice and inclusive pedagogy	✓		
Experience of developing or co-creating the effective implementation of a curriculum	✓		
Experience of delivering high quality professional development to others	✓		
School improvement experience	✓		
Monitoring, evaluation and review experience	✓		
Experience of successfully leading a team	✓		
Leading change across a MAT or a group of schools		✓	
Personal Attributes			Interview References
A strong commitment to and evidence of alignment with the Trust values and ethos	✓		
Be a team player, collaborative & adaptable to change	✓		
Have a positive, enthusiastic, innovative outlook	✓		
Be self-motivated & highly organised	✓		
Promotes and encourages ideas & innovation	✓		
Able to demonstrate resilience, stamina, reliability and emotional intelligence	✓		
Ability to inspire respect & confidence in colleagues	✓		
Commitment to support the Trust's agenda for safeguarding and equality and diversity	✓		
Flexible, collaborative, and solution-focused approach	✓		
Commitment to inclusive and ambitious education for all pupils	✓		

Application Procedure

To apply for this vacancy, please use the following link to the Trust website:-

<https://accesspeople.accesscloud.com/UniversityChichesterMultiAcademyTrustRecruitment/Custom/Page/d6f3c7bc-7a71-4438-8b50-cb5ba6c361b8>

Application Form Completion

When completing the Application Form and Personal statement, please ensure you demonstrate your understanding of our Trust vision, values and 3 core messages. Pay particular attention to providing compelling examples with evidence of impact, of at least the essential Experiences as outlined within the Person Specification.

You may submit a separate sheet detailing your qualifications and previous employment.

All other information requested should be contained within the application form.

Key Dates

The closing date is on 14 April 2026 at 2359Hrs

The Assessment and Interviews are 20 April 2026

Please note:

The Trust is anticipating a high level of interest in this role and may close the application window early if a suitable candidate is found. You are therefore encouraged to submit an application as soon as possible

Should you have any additional inquiries regarding the recruitment process or other general questions, please do not hesitate to contact the recruitment team at unicatreruitment@chi.ac.uk

Selection Procedure

The shortlist will be completed shortly after the closing date and successful candidates will be invited to attend the Assessment and Interview Day.

We look forward to understanding what you can bring to our organisation at this crucial stage of its development for the sake of our young people and how we can support you to explore and deepen your love of learning and leading.

