



Job Information Pack

Trust Marketing &
Communication Lead

Full time; Permanent



PASSION &
CREATIVITY



HONESTY
& INTEGRITY





Introduction from Uly Lyons

CEO

If you think you're the finished article, stop reading this now.

As a CEO I know I'm supposed to use this space to give you a pithy, inspirational vision full of 'management speak' clichés about becoming outstanding, being supportive, challenging, how rewarding it will be to work with us etc, etc. I find that type of stuff often comes across as quite removed from the reality of the job advertised, a bit inauthentic and generally quite cringey to read. So, I'll try and avoid that and instead give you a flavour of where we are and what we're trying to achieve. If I did have to sum that up in one sentence, it would be:

We're not the finished article and neither are you, so let's make getting better as enjoyable as possible.

This statement has been shaped by how we came into being as a Multi Academy Trust. It wasn't the traditional model of an 'outstanding school' setting up a MAT and then attempting to replicate its model for success with 'less successful' schools. Rather, it emerged from three sixth form colleges from across the Midlands coming together with a university known for innovation, to collectively create a new model for working together and learning from each other. None of us have all the answers and we all struggle with some of the stuff we try and do. We realised that to make this a success we would need to put our individual and collective egos to one side and focus on being 'deliberately developmental'. This is the one bit of management speak I use unapologetically as it is at the centre of how we try to operate and what we want to become. Being a deliberately developmental organisation (DDO) means having an absolute belief in and commitment to the ongoing development of everyone throughout our colleges, staff, and students. We believe organisational success and personal development are interdependent. That organisations only move forward if their people are supported to develop their technical skills, like enhancing pedagogical understanding, and their personal competencies, like emotional intelligence and social skills. Candour, feedback, and trust need to be ever-present throughout a DDO's culture. This frees up the time that we all spend hiding our imperfections and development needs. It makes sure problems and frustrations are solved quickly, our blind spots are revealed, and we go out of their way to support each other regardless of hierarchy. We aren't there yet. Staff at all levels of colleges can become institutionalised into thinking of success and the routes to it in quite narrow ways, normally based on reductive, external accountability measures. This in turn feeds through to students and it's a challenge to help them realise that the function of education isn't about achieving particular sets of grades, but about becoming equipped with the skills and attributes needed to go and be successful throughout their lives and hopefully change the world for the better. We're all still struggling with this but we are making progress. We've done away with performative annual appraisals looking at arbitrary targets and now have more regular and meaningful check ins to help people focus on their development. We have a big focus on wellbeing for staff and students and ensuring their voice plays an important role in our decision making. We are increasingly looking at peer coaching models and how we can develop self-managing teams that have a high degree of autonomy and pre-approval of their work. We're starting to look at how we can best utilise technology to increase engagement with students and reduce workload for staff, with the goal of working towards a four day week for all full time staff. It is early days for a number of these projects and we will continue to make mistakes and fail at some stuff as we go along. This can be hard at times, but if you're open to that and open to challenging yourself and others then it should be a really enjoyable place to work as well. For more information about the Trust or the university just take a look at our website or contact me directly.

Mission, Vision & Values

Our mission

To inspire young people to gain the skills they need to thrive in an ever changing world as we transform sixth form education.

Our vision

Our students will be recognised locally & nationally for the remarkable impact they have on their communities

Our values

Ambitious – We are curious to create exciting ways to succeed

Involved – We are one community with a shared responsibility

Genuine – We are honest with ourselves and each other

Supportive – We help each other improve with an optimistic and positive outlook

As a staff team we are inclusive, open and actively engaged in our work. We encourage staff to be their whole selves at work in a positive and reflective culture where staff and students are willing to take risks and learn from their mistakes in order to keep improving.

We provide our staff with extensive CPD opportunities to encourage them to be the best they can be and support their wellbeing.





ABOUT BILBOROUGH COLLEGE

Bilborough Sixth Form College came into being in 1975 when it converted from Bilborough Grammar School and the college continues to operate from the same location catering solely for students aged 16-19. The college attracts students from the city of Nottingham and large areas of surrounding Nottinghamshire and south-east Derbyshire as well as the city of Derby. Having moved into its current, purpose-built campus in 2005 all members of the college community benefit from a bright, modern and well-equipped, purpose-built college campus, located close to junction 26 of the M1 Between Nottingham and Derby.



We are proud that in January 2024, Ofsted recognised the College was OUTSTANDING for behaviours and attitudes of students and as 'Good' for Overall Effectiveness. The inspectors recognised that the college is passionate about our vision for students to "be who you are, become who you want to be" and that students benefit from the "the strong culture of mutual respect and tolerance' and 'feel safe in the calm and welcoming environment."



The college is over-subscribed and has been effective in increasing student numbers, with a steady growth in students over the past few years. We currently have almost 2200 funded students enrolled on 16-18 Study Programmes involving A Levels or BTECs or a combination of the two. The College has a minimum entry requirement of 5 GCSE passes at Grade 4 and above, usually including maths and English. Beyond that subject entry requirements are set out to ensure that students enrol for courses on which they have the best chance of success. We also provide a very effective resit programme for the small minority of students who have not yet achieved a grade 4 or above in GCSE maths or English Language. We are large enough to have the flexibility to meet almost every sensible subject combination. This is coupled with excellent careers advice from our in-house team, helping students take the best possible route to achieve their ambitions.

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BILBOROUGH
SIXTH FORM COLLEGE



ABOUT GATEWAY

Gateway College was opened in 1928 as a boys' grammar/technical school and became a Sixth Form College in 1976 as part of the reorganisation of secondary education in the City of Leicester.

Today the College is a mixed open access college hosting 1,300 full time students, mostly aged 16-19, and with an annual turnover of £6.5 million.

The College moved from Leicester city centre to a new 12 acre purpose built site in Hamilton, situated 3 miles to the north east of the city, on the borders of Leicestershire in August 2009. In April 2020 Gateway became one of three founding members of the Better Futures Multi-Academy Trust (BFMAT) in association with Coventry University.



At Gateway College we pride ourselves on the special care and attention we pay to meeting the needs of each individual student, negotiating a learning programme tailored to meet their needs within an orderly and supportive environment.



The College delivers a mix of outstanding A-levels, vocational qualifications from entry level to level 3, a GCSE Maths and English programme as well as T Level qualifications. Gateway has been awarded a 'Good' grade 2 by Ofsted in March 2025. The College has also been awarded the Gold Mental Health Award for Schools, a Silver Artsmark Award and a Merit for the Eco Schools Green Flag Award.

Gateway College is a disability confident committed employer.





ABOUT KING EDWARD VI

The college has a long history in the town of Nuneaton, tracing back to the establishment of an education provision in 1552. For much of its recent life, the college was a boys Grammar School, with the existing grade II listed 'R Building' being built in 1880. The town retains a fondness for the college and still commonly refers to it as 'KEGS'.

Since re-designating as a Sixth Form College over 45 years ago, the core purpose of the college has remained the same: to meet the needs of young people from across Nuneaton and areas beyond.

We are the only Sixth Form College in Coventry and Warwickshire and currently have approximately 1500 students and over 170 staff.



In November 2017 the College was inspected by Ofsted and was judged as continuing to be 'Good'. In January 2019 the college became the founding member of Better Futures Multi Academy Trust (BFMAT), an SFC focussed Trust sponsored by Coventry University.

KING
EDWARD VI
COLLEGE | **KEG**



We offer over 40 different level 3 subject courses and have a well populated Foundation Programme for those needing to increase their GCSE grade profile. The college believes in developing the whole individual, so invests heavily in a diverse range of enrichment courses, as well as trip, guest speakers and more. In addition to our 16-19 work, we are slowly increasing the number of higher-level courses, with Media, Fine Art and Business currently on offer.

Better Futures Multi Academy Trust



What do we Believe?

Education should be focused on developing people with a love of learning and an insatiable curiosity

We focus on taking students on that journey from being school children to being young adults ready to change the world for the better.

We are relentlessly optimistic about the capacity of our staff to lead students on that journey.

Whether 16 or 60, we believe that all people can still grow and develop.

People can only really thrive when they bring their whole selves to work/college.

We thrive when we feel trusted and have enough autonomy over our work to be able to focus on getting better at it.

Mistakes and failures can be some of our most useful learning opportunities and should be celebrated as such.

A focus on the wellbeing and happiness of our students and staff are not optional extras.



Our Strategic Commitments

Our strategic commitments bring together our mission, vision and values. They help us measure our progress toward achieving our vision as set out in our strategic aims and objectives and encourage the application of our values.



These strategic commitments are:



(Student Development) To increase the leadership and influence of our students, ensuring they thrive, have fun, & are ready to change the world for the better

(Staff Development) Our people are at the heart of everything we do, we all focus on personal ongoing development and seek to thrive in all we do

(Resources & Services) Continue to secure financial strength so we can facilitate the ongoing development of our students & staff in a well-resourced & serviced environment

The BFMAT Attributes

GET THINGS DONE

I prioritise and manage my commitments to deliver on time.
I make well informed decisions, showing initiative, imagination, and an ability to inspire others.
I use my knowledge and skills to make a positive impact.

ACT WITH INTEGRITY

I take responsibility for my actions and recognise the impact on others and the environment.
I take pride in my work and my achievements, leading by example.
I can be myself, while celebrating our differences and the things that bring us together.

ADAPT MY APPROACH

I embrace an ever-changing world, responding with flexibility and optimism.
I remain open-minded to new ideas and perspectives from others.
I understand my strengths and weaknesses to collaborate, change and develop.

THINK CREATIVELY

I am confident in using my imagination to help find solutions.
I embrace an entrepreneurial mindset to have a positive impact on my career and community.
I am constantly developing, demonstrating curiosity and a desire to know more.

COMMUNICATE EFFECTIVELY

I work well with others, building relationships based on empathy, trust and mutual respect.
I successfully engage different audiences, appreciating diversity of background, culture and thought.
I listen carefully to others, showing interest and asking questions to better understand their perspective.

REMAIN POSITIVE

I am resilient and view failures as opportunities to learn and improve.
I take care of myself and those around me.
I make opportunities to have fun.

Staff Wellbeing

We place considerable emphasis on ensuring the wellbeing of our staff. As well as a team of supportive managers who work with staff to identify and implement strategies to support staff and reduce workload, the Trust also has a staff-led wellbeing group who devise and implement a range of activities to support wellbeing and social interactions

Staff also have access to free counselling sessions with a qualified counsellor if required.



CPD

We provide our staff with extensive CPD opportunities to encourage them to be the best they can be and support their wellbeing. This includes cross MAT CPD days bringing together all staff from across the Trust.



Staff have access to a range of perks from flu jabs, cycle to work scheme, eye care contributions, blue light card, discounts for teachers, and use of gym facilities



Why work for us

Working in a sixth form college offers many of the benefits of both the secondary school sector and the Further Education (FE) sector. Better Futures MAT is an exciting, inclusive, dynamic and hugely rewarding place to work.

Job Advert

Trust Marketing & Communications Lead

We are seeking a curious and strategic Marketing & Communications Lead to develop and implement a comprehensive marketing strategy across the Trust, enhancing visibility, identity, and community engagement.

This role offers a creative and strategic professional the chance to oversee an expanding marketing function and contribute meaningfully to improving educational decisions and outcomes for young people.

About the Role...As the Marketing & Communications Lead, you will:

Lead and develop the marketing and communications function across all BFMAT colleges.

Design, deliver, and evaluate Trust wide and college specific marketing strategies.

Strengthen and evolve the distinct identities of each college while aligning them to the Trust's overall vision and values.

Oversee campaigns, digital content, brand management, and external communications across multiple channels.

Use insight, data, and feedback to inform decision making and continuously improve impact.

Collaborate with senior leaders, staff teams, students, and external partners to ensure a consistent and high quality approach to marketing and communications.

About You...We are looking for someone who can demonstrate:

- Demonstrate alignment with our trust's leadership behaviours and attributes, consistently embodying these values in your approach to marketing and communications.
- Proven experience in marketing, communications, or brand development.
- The ability to lead, coach, and develop a team creating an environment that encourages creativity, collaboration, and continuous improvement.
- Strong digital, analytical, and project management skills.
- A strategic mindset with the confidence to innovate and drive change.

Location: Hybrid with travel across all three Trust sites

Closing date: Monday 27th July 2026

Interviews: Wednesday 5th August 2026

Job Description

Trust Marketing and Communication Lead

Reports to: Trust Business Manager

Lead: Marketing Team across the Trust

Pay: (Scale 25-28) 43,143 – 46,326

Primary Purpose: To lead on the development, coordination, and delivery of our marketing strategy for the trust, ensuring it aligns with organisational aims and the distinctive identities of each college. Work collaboratively with internal and external stakeholders to review progress, share insights, and collectively refine marketing initiatives for maximum impact across all channels.

Job Description (continued)

Key Responsibilities

- **Trust-Wide Marketing Services:** Deliver marketing support for all our colleges, sharing expertise in content creation, design, campaigns, and media. Ensure services align with our Trust's strategy and are accessible through clear frameworks.
- **Strategic Branding:** Lead a unified brand strategy for our Trust, with consistent guidelines for all colleges. Use data-led storytelling and visuals to build trust reputation and belonging, reviewing impact regularly.
- **Audience Targeting:** Shape tailored communications for our internal and external audiences, adapting messages for maximum engagement and regularly improving approaches based on feedback.
- **Digital Marketing:** Lead improvements to our Trust websites and digital platforms, ensuring accessibility and quality. Run digital campaigns and use analytics to boost visibility and engagement.
- **Stakeholder Engagement:** Support our leaders to run Trust-wide events, using diverse promotional channels to engage key stakeholders and build partnerships with our communities and alumni.
- **Communications Access:** Oversee development of digital tools for our Trust, making communications user-friendly and accessible. Use feedback to guide improvements and ensure transparency.
- **Digital Publication:** Manage our Trust's 'Thrivezine', using it for storytelling, student voice, and engagement. Connect content with digital channels and regularly review reach and impact.
- **Reflection and Insights:** Track and report key metrics for our Trust's communications, regularly sharing findings to support leadership decisions and ongoing improvement.

Job Description (continued)

Leadership Behaviours

- **Visible, Empathetic, and Transparent Leadership:** Leads with openness and empathy, fostering trust, inclusion, and psychological safety across the team.
- **Commitment to a Deliberately Developmental Culture:** Creates an environment where staff can learn, innovate, take risks, and grow as part of a deliberately developmental organisation.
- **Continuous Learning, Coaching, and Meaningful Feedback:** Uses coaching and regular, meaningful feedback to support growth, build capability, and sustain continuous improvement.
- **Authentic Collaboration and Collective Responsibility:** Works collaboratively with colleagues and stakeholders, sharing insights and contributing to shared goals through genuine partnership.
- **Promotion of Inclusion, Wellbeing, and Psychological Safety:** Prioritises wellbeing and inclusion, ensuring all colleagues feel valued, respected, and safe to contribute ideas and express concerns.
- **Personalised Professional Development & Succession Planning:** Provides personalised development opportunities and actively supports succession planning to grow future leaders.
- **Alignment of Work to Student Success and Organisational Purpose:** Ensures all decisions and marketing strategies place student success at the centre while aligning with Trust-wide values and goals.

Person Specification

- Proven experience in a lead marketing role, preferably within education or the public sector.
- Strong leadership, project management, and communication skills.
- Expertise in digital marketing, branding, and stakeholder engagement.
- Analytical mindset with experience using data to drive decision-making.
- Ability to work collaboratively across multiple teams and sites.
- Creative, proactive, and committed to continuous improvement.



Professional Conduct

All staff are expected to:

To uphold the values of Better Futures Multi-Academy Trust and support the college in achieving its mission and strategic commitments.

To adhere to the Trust's Safeguarding Policy and related safeguarding procedures and fulfil their responsibilities as a staff member and pass on concerns to appropriate designated safeguarding leads.

To comply with the Guidance for Safer Working Practice for Adults working with children and young people in education settings ('GSWP')

To act in accordance with provisions of the Trust's Staff Code of Conduct.

To act in accordance with and promote the Trust's Equality, Diversity & Inclusion Policies and to work positively and collaboratively as part of a diverse college community with colleagues, students, parents and other stakeholders.

To operate in accordance with Health and Safety Legislation, which specifies that all employees have a duty to work safely and not to put others at risk.

To abide by the Trust's Data Protection Policy and IT Security Policy

To comply with and follow all other college policies and procedures in force (available on the college intranet) and also with the conditions of service stipulated within the contract of employment.

To accept the shared responsibility with all colleagues for management of student behaviour through collective oversight of the College during the day.

To contribute to team and whole Trust activities and arrangements such team/faculty/wider college meetings and open days/ evenings, parents' evenings and school liaison events.

To attend all professional development relevant to your role and to seek and act on feedback from colleagues, students and other stakeholders as part of own development. To work with an allocated coach to set and achieve personal development goals.

To undertake such other duties as the Trust management shall deem appropriate for the level of responsibility involved.

Safeguarding Children & Young People



Better Futures Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. All staff appointments are subject to the following pre-employment checks:

- Identity checks
- Right to work in the UK
- Previous employment history and exploring gaps in Employment
- Verification of relevant work qualifications
- Medical checks
- References
- ISA Children's List and DBS check (including overseas 'Certificate of Good Conduct' as appropriate).

As part of the shortlisting process, and in advance of an offer to interview, online checks are carried out as part of our due diligence on shortlisted candidates.



How to Apply

To apply for this role please follow the link to the TES to complete an application form. We also request that you submit a supporting statement in which you demonstrate how your skills, abilities and experience make you a suitable candidate for the role.

<https://www.tes.com/jobs>

Details can also be found on Indeed and LinkedIn.

If you need more information please email peopleoperations@gateway.ac.uk.