



# Job Information Pack

## Full Stack Developer



Passion & Creativity



Honesty & Integrity





## Introduction: 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.

# Full-Stack Product Developer (0.6 FTE, remote-first)

£25,200-£30,000 pro-rata | Remote with Midlands in-person days | Better Futures Multi-Academy Trust

*Most developer roles give you a stack to maintain. This one gives you a product to shape.*

We are Better Futures Multi-Academy Trust, a group of sixth form colleges based in the Midlands. Inside the Trust, we are building two products that we believe can change how leadership development and student feedback work in education — and beyond.

ARC is a 360-degree leadership platform that turns feedback into genuine behavioural change. Swaya is a student feedback app for iOS and Android. Both are live, both have paying clients, and both are at the point where the right developer can help take them from promising to powerful.

We are not a startup in a co-working space. We are a startup inside a well-resourced, stable organisation — which means you get the creative freedom and product ownership of early-stage work, alongside the security, benefits, and backing of a public sector employer. It is an unusual combination, and we think it is a genuinely good one.

## What you will be doing

- Taking ownership of ARC and Swaya — their development, their quality, their roadmap. Working directly with the founders on product direction. Inheriting a solid Rails and React codebase and making it better. Managing iOS and Android app updates. Solving real UX problems. Shipping things that real users notice.
- What we are looking for
- Strong Ruby on Rails experience — production, not just tutorials
- React frontend skills and genuine care for UI/UX quality
- Mobile app experience: iOS and Android (React Native, Flutter, or native)
- Someone who thinks in products, not just tickets
- Comfortable with ambiguity, honest about what they do not know, and quick to learn
- UK-based, with the right to work without sponsorship

## What we offer

- 0.6 FTE to start, with a clear path to full-time as the products grow
- Flexible, remote-first working with occasional in-person days in the Midlands
- Public sector pension and holiday entitlement
- CPD budget and genuine encouragement to develop your skills
- A front-row seat on two products that are going somewhere — and a role in deciding where

## How to apply

We want you to complete our short application form, which asks specific questions about your experience, your current working situation, and your approach to mobile development. It takes about 30 minutes if you do it properly.

Submit your completed application form through TES or send to [Hannah.reeves@bilborough.ac.uk](mailto:Hannah.reeves@bilborough.ac.uk). Applications close 8.30am Monday 13th July 2026.

# 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.



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.

# SWAYA – student voice through co-creation

We believe that feedback is a resource and co-creation leads to better learning for everyone Real-time feedback that improves learning

## What is Swaya?

SWAYA is a student feedback platform built around co-creation. It gives students and teachers regular, meaningful insight into the learning experience, strengthening relationships and improving teaching impact.

## Why it matters

Research (Hattie – Visible Learning) shows that well-designed student feedback:

- Improves teaching decisions and classroom practice
- Highlights what is working and surfaces issues early
- Builds trust, dialogue and shared responsibility for learning

## How it works

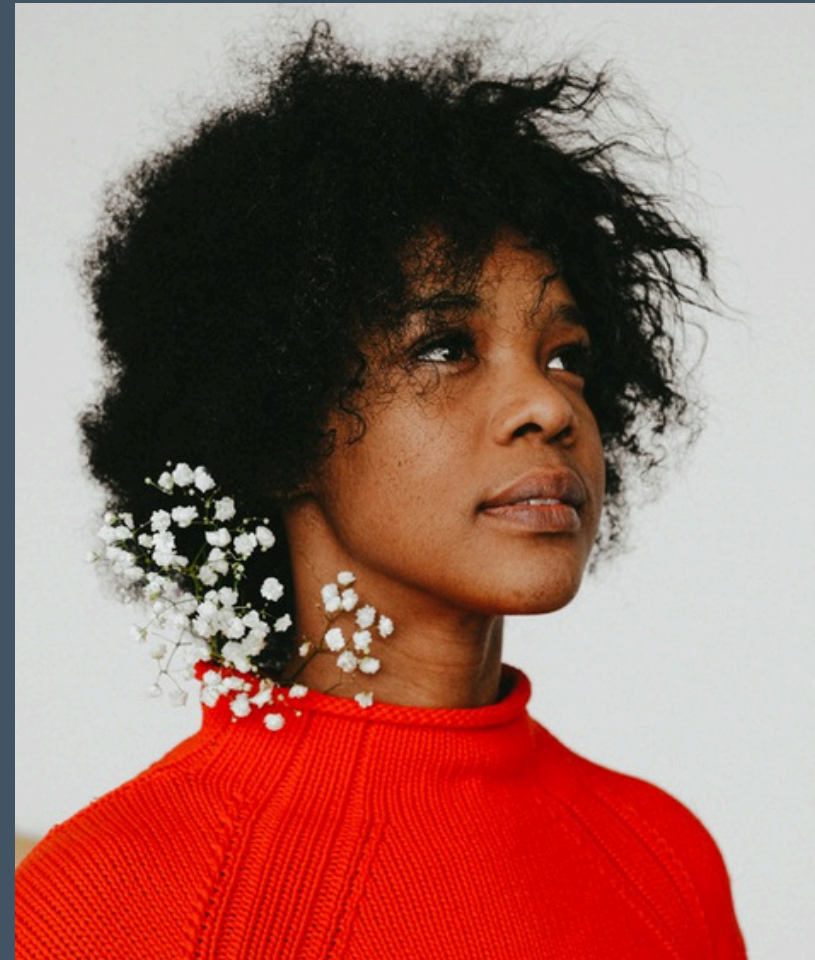
- Short pulse surveys via an app
- Anonymous, real-time data dashboards for staff
- Questions vary across learning, engagement, relationships and support
- Feedback informs reflection, dialogue and next steps

## What it achieves

- More engaged, motivated and confident students
- Stronger student-teacher relationships
- A developmental, supportive approach to improvement
- Evidence-informed CPD and strategic decision-making



# 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.

# Why work for us

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



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.



# Student Led Learning

## What is Student Led Learning?

Student-Led Learning (SLL), sometimes referred to as Heutagogy, builds on established approaches such as pedagogy and andragogy.

It does not replace effective teaching, but develops students who take increasing ownership of how and why they learn.



## Why It Matters

### For students

- Increased motivation, autonomy and self-belief
- Stronger problem-solving, adaptability and perseverance
- Development of lifelong learning habits

### For teachers

- Reduced reliance on 'spoon-feeding'
- More engaged, independent learners
- A sustainable approach that supports workload and professional satisfaction

## The 5 Core Principles of SLL:

### Choice

Students are given meaningful choices

### Effective Learners

We explicitly teach learning skills – decision-making, motivation, regulation – alongside subject knowledge.

### Application

Students apply knowledge to new, unfamiliar contexts and make connections across subjects.

### Reflection

Learners identify how learning has (or hasn't) occurred and adapt accordingly.

### Co-creation

We work together to shape learning, using feedback as a resource to drive



Developing independent, capable and motivated learners

# About the role

Location: Remote with occasional in-person days in the Midlands (1–2 per month)  
Salary: £42,000–£50,000 depending on experience (pro-rata £25,200–£30,000 for 0.6)

We are looking for a versatile, organised and proactive Full-Stack Product Developer to support Better Futures Multi-Academy Trust's software development.

We are looking to appoint a developer who will take ownership of two key digital products: the ARC Leadership 360 SaaS platform and the Swaya Student Feedback App (iOS, Android, and web). The role will also provide occasional support for the Trust's Virtual Learning Environment (Moodle).

We are open to talk to suitable candidates about ways of working such as remote and flexitime. The role will begin at 0.6 PT but has the potential to rise to a 1.0 FT based on future client demand.

## **Benefits**

- Pension contribution
- Holiday entitlement
- CPD & training budget
- Flexible working
- Creative, supportive, hardworking colleagues.

# Job Description

## Product Developer

Arc and Swaya both use a Rails API backend with React frontend. The role blends hands-on development, product improvement, and technical stewardship as we scale to both internal and external clients.

You will manage ongoing platform updates, implement new features, ensure security best practice, and handle deployment pipelines and GitHub source control. With increasing commercial growth, you'll also support client onboarding and the transition towards a multi-tenant, externally-facing product ecosystem.

This role suits someone who enjoys variety, cares deeply about UI/UX quality, and wants to help shape a growing suite of education and leadership products.

### Key Responsibilities

- Maintain and enhance the ARC and Swaya platforms
- Manage app updates and improvements for iOS and Android (working with existing frameworks or build pipelines as required).
- Oversee platform security, patching, uptime monitoring, and backup processes.
- Manage GitHub repositories, version control, and release processes.
- Implement UX/UI improvements based on product direction.
- Support internal stakeholders with technical issues or product requests.
- Contribute to onboarding workflows for new external clients (setup, configuration, data handling).
- Liaise with third-party development partners when needed.
- Support broader digital initiatives such as AI agent prototypes, public-facing websites (Wordpress ), and content optimisation—where aligned with main responsibilities.
- Ensure clean documentation, code quality, and maintainability across all platforms.

# Person Specification

## Essential Mindsets & Interpersonal skills

- Emotional intelligence and skilled at communicating
- Openness and optimism around innovation and possibilities, whilst being ok to confront the brutal facts and delivering candour.
- A strong desire to learn
- A strong belief that design matters
- Ok with ambiguity and adaptation.
- Resilient and a good sense of humour.

## Essential Skills: Technical

- Strong experience with Ruby on Rails (API building, database management, background jobs, deployment).
- Full-stack experience with modern frontend frameworks (e.g., React, Vue, Stimulus, or similar).
- Experience working with mobile apps (native or hybrid; e.g., React Native, Flutter, or native pipelines).
- Solid understanding of security best practices, authentication, and data protection.
- Strong knowledge of Git/GitHub, branching strategies, and release management.
- Excellent attention to detail and appreciation of UX/UI quality.
- Comfortable working across multiple systems and product domains.
- Ability to communicate clearly with non-technical stakeholders.

## Desirable Technical Skills

- Experience maintaining production SaaS platforms.
- Understanding of multi-tenant architectures or external client onboarding.
- Familiarity with AI integrations or automation workflows.
- Experience managing CMS platforms (WordPress) and related hosting/security.
- DevOps exposure: CI/CD pipelines, cloud hosting (Azure, AWS, DigitalOcean).
- Experience in education, leadership development, or B2B SaaS.

# Final Considerations

This is an exciting moment to join the BfMAT team as we prepare products for both educational and non-educational markets. The role offers freedom, creativity, and support via collaboration. It also offers the opportunity to develop your skills while playing a key role in shaping two products from early concept to real-world impact and having the chance to be part of the success that follows.



# 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 ([https://www.tes.com/jobs/vacancy/schrole\\_1352f185-76d2-4acc-9c28-2008fe766cd6](https://www.tes.com/jobs/vacancy/schrole_1352f185-76d2-4acc-9c28-2008fe766cd6)) 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. We would also like you to provide links to your portfolio.

If you need more information please email [hannah.reeves@bilborough.ac.uk](mailto:hannah.reeves@bilborough.ac.uk)