



LET
EDUCATION
TRUST
AMBITIOUS | INCLUSIVE | RESILIENT



THE HOLLINS

ASSISTANT HEADTEACHER TEACHING AND LEARNING

RECRUITMENT PACK



WELCOME FROM THE CEO

Dear Applicant,

Thank you for showing an interest in the post of Assistant Headteacher at The Hollins. The LET Education Trust is a cross-phase multi-academy trust based in Lancashire with both primary and secondary schools as members.

We believe that every child deserves the best education and we create opportunities and experiences for all of them to reach their potential. Building 'cultural capital' is vital for our pupils and this occurs from reception up to year 11 through trips, activities, projects, events and residential, both at home and abroad. We are ambitious for our pupils, meaning we are always striving for excellence and supporting career aspirations through a culture of constant improvement.

Each of our schools is different and this is something we value and celebrate. The uniqueness of each school is supported by strong central services and a school-centred and approachable central team. Most colleagues work in one school but some work across a range of schools where their skills and abilities are needed.

Collaboration is key for LET schools and at the forefront of this is staff development. Joint INSET days with keynote speakers, middle and senior leader training and subject links occur across and between schools and phases. To ensure consistency of approach and sharing of good practice we have termly meetings for our safeguarding leads and our SENCOs, sharing this information is proving invaluable. All working groups to find the best ways to reduce workload for teaching and support staff are also in place for both primary and secondary phases. School to school liaison around transition is vitally important in ensuring our pupils arrive at secondary school with the necessary skills and helps to ensure a smooth start to year 7.

One of the strengths of the LET Education Trust is school improvement, with a range of high-quality SLEs able to provide support where it is needed, both within and beyond the Trust. We play a part in Initial Teacher Training as part of our remit through the Embrace SCITT. We have successfully trained primary and secondary teachers over the last 10 years with a large number employed locally and within the LET Education Trust.

If you have the highest standards of professional endeavour, integrity and ethics and would like to be part of our growing MAT, I look forward to receiving your application. You can find out more about our Trust at www.let-edu.org

I wish you all the very best with your application.



Steve Campbell

CEO

LET Education Trust

WELCOME FROM THE HEADTEACHER

Dear Applicant,

Thank you for your interest in the position of Assistant Headteacher (Teaching and Learning) at The Hollins.

We are a fully comprehensive school and serve a differing catchment area across Accrington and the surrounding area. Over 62% of our pupils come from E/E* areas of overall multiple deprivation, and prior attainment of our pupils is just below average. However, we achieve many great things with our pupils due to our committed, well-trained staff always going the extra mile to care for our pupils' welfare, character development and achievements. We are dedicated to improving the chances of all our young people, including our most vulnerable, pupil premium pupils, and learners with SEND and, as such, strive to offer as many opportunities for our pupils as possible, both within and outside of the classroom. We ensure that our staff engage in continual professional learning throughout their time with us, regardless of the level of experience, as we are committed to ensuring we can always be better.

The existing leadership team comprises of the headteacher, a deputy headteacher, 4 assistant headteachers, and an associate assistant headteacher (SENCo). This post has arisen due to a current assistant headteacher moving on to another school for a different challenge. Our team consists of very experienced staff who have been a part of this senior leadership team for a number of years and, therefore, this post provides an extremely rare opportunity to join this established team. Since academising in March 2022 and becoming part of the LET Education Trust, the school has been on a journey to explicitly raise standards and, as a result, has made great strides towards achieving a calm, safe and dignified culture whilst retaining our warm and welcoming climate. This drive will continue with our typical passion and commitment, and therefore the successful applicant will be a part of changing children's lives for the better and helping turn them into extraordinary individuals.

It is vitally important that any applicant feels that they can work within our team, with our children and within our expectations so I therefore extend a warm invitation for any interested individual to come and visit us prior to making an application.

We are looking for an exceptional individual to come and work in our amazing school, our pupils deserve nothing less.

We look forward to receiving your completed application form together with a letter of application.

Yours faithfully,
Mrs H Dougan
Acting Headteacher, The Hollins

SAFEGUARDING AT THE HOLLINS

LET Education Trust has a commitment to safeguarding and promoting the welfare of children. This role is not exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. All shortlisted candidates will be subject to online checks-they will also be asked to complete a criminal records self-disclosure form and successful candidates will be subject to Disclosure and Barring Service (DBS) checks along with other relevant employment checks. This role has been identified as public facing in accordance with Part 7 of the Immigration Act, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required.

SUPPORT FOR OUR STAFF

Looking after our mental health

We have staff who are trained mental health first aiders who are ready, willing and able to support staff. You can also have look at the wellbeing charter which you can find on the LET Education Trust's website vacancy page.

Quality staff professional development

We value staff development above all else and this engenders a sense of confidence and motivation for staff. We treat our staff like the professionals they are by engaging in the disciplined Inquiry approach to appraisal and development, which gives staff the responsibility to consider their own individual needs in order to continue to develop and improve.

Measure and respond to staff voice

Our questionnaires allow staff the opportunity to let us know how they are coping with the demands of work, along with how they are coping generally. However, leadership doors are always open for continual conversations around this.

Quality behaviour systems in place

Our behaviour system is designed to support both pupils and staff to ensure consistency and support at all times. Our school believes that the certainty of a sanction and subsequent restorative conversations are extremely Important for the smooth running of the school.

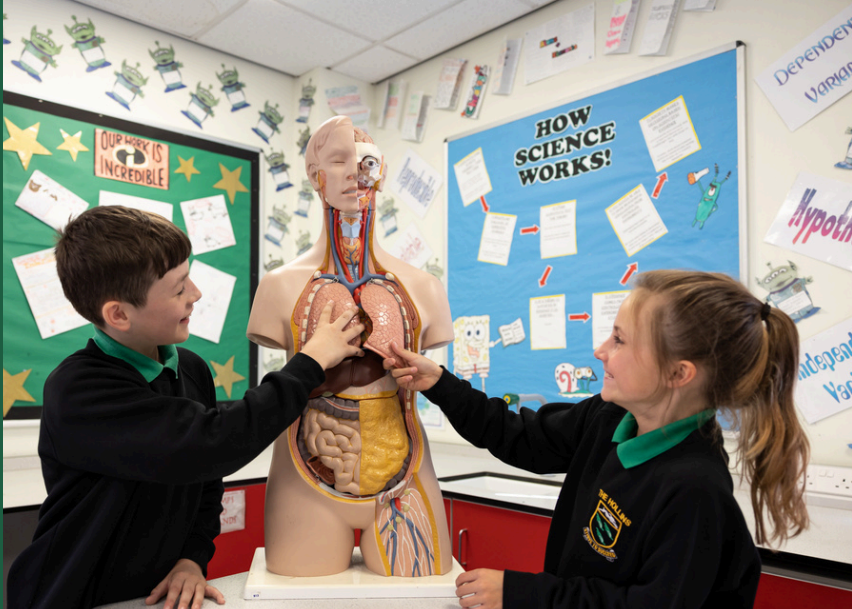
Driving down unnecessary workload

We strive to ensure that we support the DfE workload reduction with suggestions like ensuring that our calendar reflects generous department an CPD opportunities, not submitting regular lessons plans, no expectations that all staff will mark in a specified manner, and only collecting data that is purposeful and used multiple times.

The Hollins, part of the LET Education Trust are seeking to appoint a talented, highly motivated and outstanding Assistant Headteacher to join our existing leadership team. The successful candidate should be experienced, well-qualified, with the vision and energy to inspire and motivate young people. We value pupils and staff alike, and look forward to welcoming a new addition to our team of dedicated staff.

We rolled out the Embedding Formative Assessment (EFA) in September. All teachers are involved, and are adapting their practice with regard to formative assessment. The successful candidate will take the role of Assistant Headteacher leading on this and overseeing all teaching staff as they work towards improving their formative assessment and knowledge of how pupils can build on what they already know.

The school uses Steplab and a process of informal lesson visits which provide immediate feedback to colleagues.



TERMS OF CONTRACT

- Job Title: Assistant Headteacher (Teaching and Learning)
- Location: The Hollins, Hollins Lane, Accrington, Lancashire, BB5 2QY
- Grade: L14 to L18
- Annual salary £71,330 to £78,702
- Contract type: permanent
- Start date: Monday 13 April 2026

HOW TO APPLY

Applications should be submitted using the forms available on our website with a supporting letter of no more than two pages of A4. The supporting letter should be clear, concise, accurately written and presented in an organised way, it should show how your experience to date has prepared you for this role. Your letter and complete application form should be returned no later than the specified closing date and returned to recruitment@thehollins.com

- Closing date: Monday 19 January 2026, 12 noon
- There will be a two day interview process during the w/c Monday 2 February 2026 (dates to be confirmed).

VISITS TO THE SCHOOL

School visits are scheduled for Wednesday 14 January and Friday 16 January at 2:00 pm. If you wish to visit before applying, please email recruitment@thehollins.com to confirm your attendance.



JOB DESCRIPTION

Job Purpose

The following goals outline the core expectations for this position.

1. To lead on whole school teaching and learning, resulting in improved pupil outcomes.
2. To lead on whole school reading.
3. To lead on staff continued professional development.

Core Tasks

1. Uphold public trust in school leadership and maintain the highest standards of ethics, behaviour and professional conduct.
2. Build positive and respectful relationships across the school community.
3. Lead by example through being an expert and innovative classroom practitioner.
4. Create a culture where pupils are aspirational and experience a positive and enriching school life.
5. Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
6. To further develop the use of homework and the Study Journal.
7. To be responsible for overseeing whole-school reading and its associated strategies.
8. To support staff through appropriate continued professional development which continually improves pedagogy.
9. Ensure positive academic transition on entry to the school, at KS3-4 and post-16.
10. Keep up to date with developments in education and continually review and develop practice at The Hollins to ensure that all pupils are encouraged to achieve their full potential.
11. Seek training and continuing professional development to meet their own needs.
12. Provide information for the governing board / trustee board as appropriate.
13. Work collaboratively and successfully with other schools and organisations.

Equal Opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and Safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This academy is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Duties may be modified or interchanged by the Headteacher to meet evolving requirements, consistent with the grade of the post.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified teacher status. • Good honours degree or equivalent. • A track record of successful teaching with evidence of enhancing pupil achievement in your classes and supporting others to do so. • Good ICT skills. • Evidence of continuing professional development, such as working towards or attainment of NPQSL / NPQLTL. • Recent successful experience at middle leadership level. 	<ul style="list-style-type: none"> • Experience of raising standards through staff CPD. • Involvement in school self-evaluation and development planning. • Experience of working outside your own school and department to raise standards.
Teaching	<ul style="list-style-type: none"> • Evidence of excellent classroom practice. • Good understanding of effective and engaging teaching methods with the ability to engage, enthuse and motivate pupils and staff alike. • Experience of teaching KS3 and KS4. • The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all pupils. • Experience of overseeing schemes of work that ensure pupils are challenged to achieve their potential. • Experience and evidence of improved pupil outcomes. 	<ul style="list-style-type: none"> • An understanding of current educational initiatives, including national priorities and legislation. • Willingness to teach outside of specialism (if required).
Leadership & Management	<ul style="list-style-type: none"> • Strong leadership, management and teaching skills. • An ability to think strategically and plan meticulously. • An ability to challenge, motivate and inspire others linked to pupil outcomes. • Good knowledge of data and an ability to analyse it to inform improvement strategies. • The ability to manage and resolve conflict. • The ability to manage time effectively and prioritise work. 	<ul style="list-style-type: none"> • Experience of managing a budget. • Experience of leading appraisal. • Experience of line-managing colleagues.
Communication	<ul style="list-style-type: none"> • Ability to have difficult conversations with pupils, parents, and colleagues and achieve the desired solution/outcome with dignity. • Ability to communicate effectively with pupils, parents and colleagues showing warmth, empathy, respect for others and professionalism at all times. • Excellent written, ICT and oral communication skills for a variety of audiences. • Excellent interpersonal skills. 	<ul style="list-style-type: none"> • Working across a Trust in collaboration with other schools

PERSON SPECIFICATION CONTINUED

	Essential	Desirable
Professional knowledge & understanding	<ul style="list-style-type: none"> • Effective teaching and learning strategies. • An ability to articulate and share a vision of education including leading change, creativity and innovation. • Knowledge of school improvement strategies for raising achievement and achieving excellence. • The use of a range of evidence, including performance data (school/local/national), to support, monitor, evaluate and improve aspects of school life, including challenging poor performance. • Effective communication and interpersonal skills. • Ability to communicate a vision and inspire others. • Ability to build effective working relationships. 	<ul style="list-style-type: none"> • Knowledge of the work of other agencies and opportunities for collaboration. • Knowledge of local and national policies, priorities and statutory frameworks. • Knowledge of curriculum and assessment, including subjects and cross-curricular aspects. • Knowledge of accountability processes through Ofsted.
Professional attributes	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. • High personal standards and high expectations of themselves and others. • The ability to relate well to all members of the school community. • A sense of humour. • A flexible approach to school life. • A full understanding of the expectations of a busy, hard-working SLT. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position. • A commitment to excellent attendance. • A commitment to health and safety. • A strong belief in the importance of extra-curricular activities and a willingness to be involved. 	

THANK YOU

