



# CANDIDATE APPLICATION PACK

Deputy Headteacher (Associate Headteacher)

"EVERYONE EXCELS EVERYDAY"

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This is a truly  
dedicated and nurturing  
school, which only wants  
the very best for their  
pupils' futures.

*Skills for Business  
Awards*

”







## DEAR PROSPECTIVE CANDIDATE,

Thank you for taking the time and interest in the position of Deputy Headteacher (Associate Headteacher) at Hollingworth Academy.

This is a very personal letter about why Hollingworth is a great place to work and the exciting opportunities that exist for the successful candidate. I hope this inspires you to apply!

Hollingworth has seen significant improvements over the last 20 years, from being a poorly performing school in the early 2000s to being judged Outstanding in 2008. We were recognised as a National Teaching School and National Support School in 2016, established our own Multi Academy Trust in 2020. Hollingworth achieved the prestigious World Class Schools Quality Mark in 2022 and most recently in 2024, the academy has proudly been recognised as the 'Most Inspirational School' in Rochdale.

I am excited to see the direction the Senior Leadership Team are taking the academy as we move forward on the next phase of our improvement journey.

I joined Hollingworth as Deputy Headteacher in 2007, and it quickly became clear that this was where I wanted to commit the rest of my career. That decision has been wholly validated through my time as Headteacher and now in my current role as CEO of Hollingworth Learning Trust, following my retirement as Headteacher in 2022.

We are fortunate to have a dedicated and talented team of teaching and support staff, skilled middle leaders, and a strong Senior Leadership Team. Our students are a pleasure to work with, and our Governing Body continues to provide both meaningful support and appropriate challenge.

This is a fantastic opportunity for the right candidate to make a meaningful contribution to that journey and to help shape the future of an academy that is committed to being truly 'World Class'.

If you are interested in being part of this journey and would like to know more about the post or the academy, please do not hesitate to get in touch.

We strongly encourage prospective candidates to visit us during the academy day to experience our 'high expectations' first-hand. To arrange a visit please contact us at:

[applications@hollingworthacademy.co.uk](mailto:applications@hollingworthacademy.co.uk).

Yours faithfully

**Mr Darren Randle**

CEO

*Hollingworth Learning Trust*



# HOLLINGWORTH LEARNING TRUST

Hollingworth  
Learning Trust

## OUR MISSION

The Mission Statement of Hollingworth Learning Trust is the focus of everything we do:

***"We are here to make a positive difference to the lives of our children, providing the very best education in an environment that supports, values, and recognises our people."***

We expect our leaders to relentlessly pursue the means to provide the very best education for our children while supporting colleagues, managing workload and supporting staff wellbeing.

## RATIONALE & CULTURE

Every school we work with is on a journey towards becoming 'World Class'. Our Trust is there to support this.






Our Trust exists to support school improvement and share innovation across all of our schools in order to raise standards, improve provision and unlock potential. The purpose of each school is to improve the life chances of each child regardless of ability, gender, social background or ethnic origin.

Each school in our Trust has a unique context and works to best meet the needs of its pupils and local community. We do not believe in a standard 'one size fits all' approach or the development of 'identikit' schools. The Trust develops a bespoke relationship with each school, dependent on where it lies on its journey towards 'World Class', and supports its development whilst respecting its unique character and context.

One of the schools in our Trust, Hollingworth Academy is a National Support School and was until recently a National Teaching School. These roles have developed significant experience and capacity in system leadership, developing and sharing good practice and providing bespoke support. It has also benefitted by learning from others to refine and improve practice.

As a Teaching School, we developed a network of Subject Leaders in Education and the CEO is a National Leader in Education.

## OUR VALUES

- 
**AMBITIOUS:** We have high expectations for all of our children and staff. They deserve the best we can do.
- 
**POSITIVE:** We believe that people and schools can improve; we always believe this.
- 
**RESILIENT:** We make long term commitments to pupils, families, communities and schools. We never give up.
- 
**REFLECTIVE:** We constantly evaluate what we do in order to improve. We are never complacent.
- 
**PRINCIPLED:** We always promote equity, equality and challenge injustice. We consistently act in the 'best interests' of our pupils.



## DEAR PROSPECTIVE CANDIDATE,

Thank you for your interest in the role of Deputy Headteacher (Associate Headteacher) at Hollingworth Academy.

I am pleased that you are considering applying for this leadership position. Hollingworth is a caring and vibrant school community. We are justly proud of the high quality education we provide and the achievements of our wonderful students. We expect everyone in our school community to strive to excel everyday, to be the very best they can be, and embody our core values of respect, responsibility and resilience.

In September 2013 we were granted Academy status. This has not changed the ethos of the school; we are proud to be a comprehensive school serving our local community, providing an excellent education for all of our students.

However, we are not complacent as there are always ways in which we can improve further and the academy has been the recipient of numerous awards in recent years. In 2016 we were designated as a National Teaching School and National Support School, in recognition of our track record of sustained school improvement and in supporting others. One of our main priorities is to ensure that every student has the support they need to be happy, flourish and be successful; to that end we were delighted to be only one of a handful of secondary schools nationally to be recognised as an Inclusion Quality Mark Flagship school in 2018. In 2020; we were identified as a 'Thriving School' in a national research project due to consistently retaining and developing the very best staff, whilst consistently maintaining excellent standards.

In 2022, we were awarded the prestigious World Class Schools Quality Mark, this is a student focused award that demonstrates the best education provision for young people in the UK. Hollingworth is the only mainstream secondary school in the Lancashire and Greater Manchester areas to receive this award and now joins a coveted network of just over 120 schools in the UK.

The successful candidate will be someone who can identify, agree, take forward and monitor, with the whole school community, a vision to continue to improve on our successes.

If you are inspired and excited about this opportunity, please follow the application stages as detailed within the advert. I will look forward to receiving your application and meeting you during the recruitment process.

Yours faithfully



**Mr Robert McGinty**  
*Headteacher*

“

Pupils at this school have strong relationships with each other and with their teachers. This helps pupils to feel happy and safe. Pupils are proud to attend this school.

OFSTED

”



# ACADEMY INFORMATION

Hollingworth Academy is an 11-16 comprehensive school serving a diverse range of local communities, largely drawn from the Pennine townships of Milnrow and Newhey. In addition, the academy attracts students from Smallbridge, Smithy Bridge and Littleborough as well as the Oldham borough of Shaw.

Data shows that 40% of our students live in areas that are in the top quintile nationally for: high index of multiple deprivation; high levels of crime; high levels of unemployment; low levels of income. Nearly 60% of our students live in areas that are in the top quintile for high levels of health deprivation and disability. Despite these challenges, standards of behaviour and uniform are outstanding.

The ability of each cohort on entry broadly reflects the national average. Students attain GCSE results and make progress which consistently significantly exceeds national data.

Students leave Hollingworth exceptionally well prepared for the next stage in their education: The percentage of students who progress to further education or apprenticeships is high.

The academy has been significantly oversubscribed for many years. We remain the most consistently oversubscribed school in the borough. For the 2024 intake there were 313 first choice preferences for 270 places. This popularity, along with an experienced finance department, has allowed us to have robust financial planning – the annual turnover for Hollingworth Academy is £11m. We currently demonstrate a consistent healthy surplus for emergency planning but spend annually on the students in the building for that year. The Trust supports the academy on budget monitoring, budget planning and scenario planning. The academy has a good track record of preparing for future events with a five year budget and being able to direct appropriate staffing and resources through staff turnover. We use key metrics to monitor curriculum and staffing (ICFP).

**The academy is consistently recognised for outstanding outcomes, high quality provision and leadership by undergoing regular external validation:**

Selected as a successful example of sustainability	<i>Teach First: 2018 - 2020</i>
Selected for 'Sustainable Schools' research project	<i>Standards and Staffing for Teach First</i>
The Quality in Careers Standard Award	<i>Inspiring IAG: January 2019</i>
'Speak Up' (National Theatre) Pilot School (1 of 7 nationally)	<i>National Theatre: From 2021</i>
World Class Schools Quality Mark	<i>WCSQM 2022</i>
Most Inspirational School Award	<i>Educate Rochdale Awards 2024</i>

# STUDENT OUTCOMES

As an academy, we work hard to ensure that our students achieve grades that reflect their potential. In 2024 our students excelled, achieving outstanding results across a breadth of subjects.

We are exceptionally proud of our students for placing themselves as the **number one school in Rochdale** for the following:

- Percentage of students with a Grade 4 or higher in both Maths and English.
- Percentage of students who achieved 5 or more qualifications at Grade 4 or higher (including Maths and English).
- Percentage of students who achieve 2 GCSEs at Grade 4 or higher in Science.

As well as locally, our students have achieved significantly above the national average in all key areas:

- Percentage of students with a grade 4 or higher both GCSE English and Maths: 73% which is significantly above the national average (67%).
- Percentage of students with a grade 4 or higher in GCSE English: 82% which is significantly above the national average (76%).
- Percentage of students with a grade 4 or higher in GCSE Maths: 75% which is significantly above the national average (72%).
- Percentage of students with a grade 4 or higher in 5 or more qualifications, including Maths and English: 66% which is significantly above the national average (61%).
- Percentage of students with 2 GCSEs at a grade 4 or higher in Science: 69% which is significantly above the national average (65%).

KEY PERFORMANCE DATA	2019	2022	2023	2024
Progress 8	-0.03	0.07	0.05	-0.02
Attainment 8	49.2	48.5	45.2	45.9
% of 5% in English & Maths GCSE	51%	56%	47%	48%
% Ebacc at 5/C or above	8%	16%	7%	6%
Ebacc Average Point Score	4.11	4.05	3.62	3.9

## OUR VISION

Hollingworth Academy has a simple vision;

### 'Everyone Excels Everyday'.

The vision we have for our academy is that we excel in providing a World Class education where all students make outstanding progress which:

- Fosters proactive engagement with memorable experiences.
- Nurtures them to develop social attitudes and behaviours founded upon the values of respect, responsibility, and resilience.
- Enables them to be thriving, positive and influential members of any inclusive, successful community.



“

We are extremely proud of our students and their achievements. Indeed, visitors frequently comment that they are confident, respectful, thoughtful and articulate young people.





World Class Schools

A World Class School is one where parents/carers know their children will reach their full potential, are prepared to excel in higher education or become the brightest employees.

We are hugely proud of this achievement and what it says about our amazing students, their aspirations, their creativity, work ethic, sense of community and pride in their academy. We are delighted that we have been officially recognised as World Class. With this award, parents/carers can be confident that they are sending their children to one of the best schools in the country, where their children will develop skills and experiences beyond the classroom to set them up for a successful life. Having World Class status is not only an incredible achievement for the academy, but a fantastic achievement for the whole community.

## OUR ETHOS

At Hollingworth, our ethos is summarised through our mantra: **'Everyone Excels Everyday'**. We foster a culture of high achievement for all, believing that with the right support and high expectations, every student and staff member can succeed. Academic success opens doors, and we're committed to helping all students thrive, regardless of their starting point.

Our dedicated staff are committed to providing the highest standard of education, guided by our core values of:

### Respect, Responsibility, and Resilience.

These values shape our culture and are embedded in every student's experience.

We uphold traditional standards of behaviour and appearance, with clear expectations that promote responsibility and mutual respect. Our uniform reflects pride in our community and supports a positive learning environment where every student can flourish.

“ Leaders have developed an appropriate and effective personal, social, health, cultural and economic education curriculum. This prepares pupils well for life in modern Britain. ”

OFSTED



# WHY HOLLINGWORTH?

Thank you for your interest in Hollingworth Academy, a vibrant and caring school in Milnrow, Rochdale. Our calm environment allows teachers to teach, support staff to support, and students to thrive. With over 1350 students and around 200 staff, we are proud of the high quality education we provide and maintain high standards of learning and behaviour.

We recruit the very best people and it is important to us to retain talent. Hollingworth is committed to staff wellbeing; we prioritise health, safety, and tackling workplace stress. Below are the key wellbeing initiatives we have in place to support our employees.

## OUR BENEFITS AND WELLBEING PACKAGE INCLUDES:

- A health cash plan for employees, which includes cash back on certain medical treatments. This is also an information hub for all things relating to health and wellbeing.
- A team of catering staff who source fresh, local ingredients and they prepare restaurant quality meals each day.
- A generous discretionary leave policy, helping staff to balance their family life with work commitments.
- An Employee Assistance Programme, which offers a confidential 24/7 advice line and free counselling / talking therapy sessions.
- Free flu jabs for all employees.
- A gym suite that staff are able to use before and after school, with optional personal training sessions available.
- Coaching and mentoring.
- Occupational health support.
- Cycle to Work Scheme.
- Staff social events.
- Free lunches for staff supervising children on the lunch Duty Rota.
- Online learning platforms to reduce workload.
- Strong presence of dedicated non-teaching pastoral and senior staff, who provide essential support for behaviour management, allowing teachers to focus fully on teaching.
- Shared planning.

## EXTRA WELLBEING BENEFITS INCLUDES:

- Healthcare products in staff bathrooms.
- Discretionary staff fund (£1 per month) which contributes to various wellbeing initiatives.
- Free staff breakfast once every half term.
- Complimentary meals and refreshments at events.

As part of the Hollingworth Learning Trust, one of our founding principles is 'to always act in the best interest of students'. We believe the best way to achieve this is to look after our colleagues. This means:

- We follow national pay and conditions in the STPCD / Burgundy Book for teaching staff and follow the terms set out in the Green Book for support staff.
- We commit to full union recognition and partnership working practice.
- We listen to our staff and make changes where we can. Staff are provided with opportunities to develop both personally and professionally; the academy has a CPD programme that caters for staff development.
- We commit to developing meaningful staff wellbeing practice.
- We commit to reduction of unnecessary workload (both in terms of practice and culture).
- We commit to meaningful professional development.

## DEPUTY HEADTEACHER (ASSOCIATE HEADTEACHER)

<b>Job Title:</b>	Deputy Headteacher (Associate Headteacher)
<b>Contract Information:</b>	Permanent, full-time
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	Line Management of Senior Assistant Headteachers.  SLT specific areas of responsibility are agreed on an annual basis, in line with the School Improvement Plan and strategic requirements of the academy.
<b>Terms &amp; Conditions:</b>	The current conditions of employment of school teachers as laid down by the Department for Education will apply.
<b>Salary Range:</b>	Salary range of points 25 - 29 on the Leadership Scale. Actual salary range £89,830 - £99,067  Starting scale point is dependent on experience.

### BACKGROUND & VISION:

The vision we have for our academy is that we excel in providing a World Class education where all students make outstanding progress which:

- fosters proactive engagement with memorable experiences;
- nurtures them to develop social attitudes and behaviours founded upon the values of respect, responsibility, and resilience;
- enables them to be thriving, positive and influential members of any inclusive, successful community.

### OUR VALUES:

Our values are at the heart of what we do.

We believe that everyone excels everyday here at Hollingworth Academy. This ethos is built on our core values of **RESPECT**, **RESPONSIBILITY** and **RESILIENCE** and these values are at the heart of everything we do.

In order for every child at Hollingworth to be supported and challenged to make outstanding progress academically we need to build resilience in them to keep moving forward and take responsibility for their learning. We want considerate and confident young adults who are respected within their community, capable of successfully entering further education, employment and training. We will always have the highest expectations for all of our students, as their success is our success.

### OUR TRUST:

The Mission Statement of Hollingworth Learning Trust is the focus of everything we do:

***“We are here to make a positive difference to the lives of our children, providing the very best education in an environment that supports, values, and recognises our people.”***

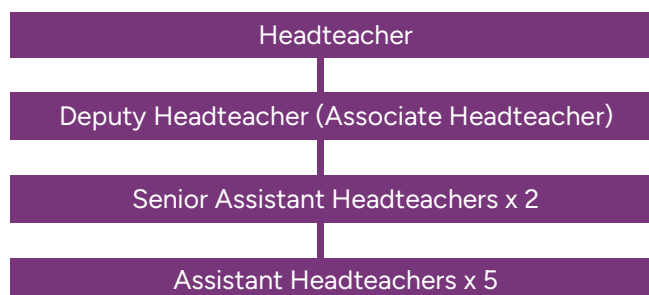
We expect our leaders to relentlessly pursue the means to provide the very best education for our children while supporting colleagues, managing workload and supporting staff wellbeing.



## PURPOSE OF THE JOB:

Our Deputy Headteacher (Associate Headteacher) will be an outstanding strategic leader, who is able to develop, articulate and embody the vision, values and ethos for Hollingworth Academy and Hollingworth Learning Trust. They will also inspire and empower others to share in achieving this.

## ORGANISATIONAL CHART:



## KEY DUTIES AND RESPONSIBILITIES:

- To work in partnership with the Headteacher to support, develop (and challenge) the Senior Leadership Team and other staff members to create a world class culture and learning environment where everyone excels everyday.
- To develop the capacity and impact of leadership at all levels at the academy.
- To work in close collaboration with the Headteacher and to deputise in their absence as required.
- To be a dynamic and supportive member of the leadership team, playing a key role in the ongoing development of the academy as an innovative, high performing and emotionally intelligent organisation for the 21st century.
- To line manage and provide leadership for the Senior Assistant Headteacher (Quality of Education) and Senior Assistant Headteacher (Personal Development, Behaviour & Welfare).
- To effectively manage an agenda of change and development to maintain outstanding standards in all areas of academy life.
- To work closely with the Headteacher and the Senior Leadership Team to ensure key progress indicators for impact, improvement and development are achieved.
- Work with the Senior Leadership Team to sustain high quality, effective teaching through structured monitoring, evaluation and review processes including liaison with the academy governors, inspectors, advisors and consultants.
- Work with the Headteacher to lead and continuously develop the curriculum to best reflect the academy's curricular aims and to meet the needs of all students.
- To take a leading role in managing student behaviour across the academy taking responsibility for promoting and safeguarding the welfare of students and supporting the DSL in conducting their duties.
- To work with the Pastoral and SEND teams to ensure that the curriculum effectively supports all students with SEND to thrive academically.

## HEALTH & SAFETY:

The postholder is responsible for their own health, safety and welfare and that of others within their care, in accordance with the academy's policy and the Health and Safety at Work Act, 1974.

## TRAINING AND DEVELOPMENT:

The postholder will be responsible for assisting in the identification of and undertaking their own training and development requirements, in accordance with the performance management framework.

## EQUIPMENT/MATERIALS:

- To be responsible for the safe use and maintenance of equipment/materials used by the postholder.
- To adhere to rules and regulations relating to the use of ICT, Email and internet/intranet access.
- The operation of general office equipment, ICT systems and the orderly storage of stationery and office supplies.

## GENERAL RESPONSIBILITIES:

- The postholder must perform their duties in accordance with the academy's Equal Opportunities Policy; be aware of, support and ensure equal opportunities for all; and have due regard to the Public Sector Equality Duty.
- To comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

## GENERAL RESPONSIBILITIES:

- The postholder must perform their duties in accordance with the academy's Equal Opportunities Policy; be aware of, support and ensure equal opportunities for all; and have due regard to the Public Sector Equality Duty.
- To comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To contribute to the academy ethos, values, aims and development/improvement plan.
- To attend meetings within the Trust, at its academies and external events, as required.
- To participate in training and other learning activities and performance development as required.
- To maintain confidentiality always in respect of academy-related matters and to prevent disclosure of confidential and sensitive information.
- To work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018.
- To understand and comply with the statutory guidance regarding safeguarding of children, ensuring the safeguarding and promotion of children's welfare at all times, reporting any concerns to the Designated Safeguarding Lead immediately.
- To carry out their duties with due regard to current and future academy/Trust policies, procedures and relevant legislation. These will be drawn to the postholder's attention during the recruitment process, induction, staff code of conduct, ongoing performance development and through Trust communications.

Hollingworth Academy expects employees to work flexibly within the framework of the duties and responsibilities above. This means that the postholder may be expected to carry out work that is not specified in the job profile but which is commensurate with the grade of the role within the remit of the duties and responsibilities.

**This job description will be reviewed to reflect the plans, growth and development of the academy.**



## DEPUTY HEADTEACHER (ASSOCIATE HEADTEACHER)

## NOTE TO CANDIDATE:

- The **Essential Criteria** are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.
- The **Desirable Criteria** are used to help decide between candidates who meet **ALL** the 'Essential Criteria'.
- The **How Identified** column shows how the academy will obtain the necessary information about you.
- If you feel you meet the 'Essential Criteria' or 'Desirable Criteria', you **MUST** include enough information to show how you meet this criteria in your application. You should include examples from your paid or voluntary work.

## QUALIFICATIONS AND TRAINING

ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Degree.</li> <li>• Evidence of recent relevant professional development.</li> </ul>	Application form and interview.	<ul style="list-style-type: none"> <li>• Related Master's degree or other relevant post-graduate qualification.</li> <li>• National Professional Qualification for Headship (NPQH).</li> <li>• Safer recruitment in Education.</li> </ul>	Application form and interview.

## SKILLS AND EXPERIENCE

ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
<ul style="list-style-type: none"> <li>• Significant experience as an effective Deputy Headteacher or in a role of equivalent seniority.</li> <li>• Demonstrable experience of thinking, planning and leading strategically.</li> <li>• Experience, knowledge and sustained proven track record in leading, planning and evaluating the impact of a wide range of school improvement measures as a senior leader: Achieving this in a sustainable manner which assesses impact on staff workload and wellbeing and strategically manages demands over time.</li> <li>• Experience of being an outstanding practitioner in the classroom and achieving consistently good outcomes for children.</li> <li>• Data analysis skills and the ability to use data to set targets and identify weaknesses, with proven experience of using data analysis which leads to improved outcomes for young people.</li> </ul>	Application form, references and interview		Application form, references and interview.

## SKILLS AND EXPERIENCE CONTINUED

ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
<ul style="list-style-type: none"> <li>Excellent, clear and contextually appropriate oral and written communication in a variety of contexts. This includes, but is not limited to: children; staff; parents/carers; governors and trustees; consultants and other professionals; Ofsted; members of the local community; officers of the local authority; local political, religious and social leaders; DfE.</li> <li>Proven ability to lead colleagues effectively to improve the academy.</li> <li>Proven ability to develop the leadership of others.</li> <li>Evidence of effective appointment and people management.</li> </ul>	Application form, references and interview		Application form, references and interview

## KNOWLEDGE AND UNDERSTANDING

ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
<ul style="list-style-type: none"> <li>Understanding of what constitutes high quality assessment; how this is informed by research and the ability to model and lead this to support others to improve.</li> <li>Understanding of what constitutes high quality intervention and support; how this is informed by research and the ability to model and lead this to support others to improve.</li> <li>Understanding of what constitutes a high-quality curriculum.</li> <li>Understanding of what constitutes Quality First teaching and assessment.</li> <li>Understanding of what constitutes high quality pastoral care and inclusive practice.</li> <li>An understanding of the challenges of the current educational landscape.</li> <li>Understanding and application of key principles and practices of safeguarding.</li> <li>Strong understanding of the latest Ofsted framework. An in-depth command of the framework appraising quality of education.</li> <li>Understanding of effective budget planning and resource deployment.</li> </ul>	Application form and interview.		



## PROFESSIONAL VALUES AND PRACTICE

ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
<ul style="list-style-type: none"> <li>• Commitment to uphold the seven principles of public life (the Nolan Principles) at all times.</li> <li>• A commitment to achieving the best outcomes for all students and promoting the ethos and values of the academy.</li> <li>• Commitment to self-development. Be able to demonstrate that they are:               <ul style="list-style-type: none"> <li>◊ Ambitious</li> <li>◊ Positive</li> <li>◊ Resilient</li> <li>◊ Reflective</li> <li>◊ Principled</li> </ul> </li> <li>• Relentlessly committed to improving the experience and quality of academy life and outcomes for all students in tandem with the wellbeing and workload of staff.</li> <li>• Ability to be a consistent role model of outstanding professional behaviour.</li> <li>• Ability to lead and articulate a clear moral imperative for education, teaching and educational leadership.</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Experience of leading diverse teams in whole academy improvement work.</li> <li>• Ability to build trust and behave with integrity at all times.</li> <li>• Ability to deal sensitively with staff and to challenge, when appropriate, with compassionate rigour.</li> </ul>	Application form, references and interview.		

## SPECIAL WORKING CONDITIONS

ESSENTIAL CRITERIA	HOW IDENTIFIED	DESIRABLE CRITERIA	HOW IDENTIFIED
<ul style="list-style-type: none"> <li>• Ability to attend occasional meetings out of academy hours.</li> </ul>	Application form and interview.		

**Information for all applicants / postholders:**

**Hollingworth Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment.**

**The successful candidate will have to meet the person specification and will be required to apply for an enhanced DBS disclosure and all other pre-employment checks outlined in Keeping Children Safe in Education.**

**We particularly welcome applicants from under-represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.**

**We follow a strict pre-employment process in line with Safer Recruitment / Keeping Children Safe in Education. All appointments are subject to satisfactory pre-employment checks.**



Hollingworth Academy  
Cornfield Street  
Milnrow  
Rochdale  
OL16 3DR

**Email:** [info@hollingworthacademy.co.uk](mailto:info@hollingworthacademy.co.uk)

**Tel:** 01706 292800



Hollingworth Academy



HollingworthAc



hollingworth\_ac