



# HEADTEACHER RECRUITMENT

## *Candidate Application Pack*



PART OF THE HOLLINGWORTH LEARNING TRUST FAMILY.

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## DEAR PROSPECTIVE CANDIDATE,

Thank you for taking the time to express an interest in the position of Headteacher at Hollingworth Academy.

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

Hollingworth has been on an upward curve of improvement over the last 20 years, from a poorly performing school in the early 2000's to being deemed an outstanding school in 2008; being recognised as a National Teaching School and National Support School in 2016 and then establishing our own Multi Academy Trust in 2020. As always in education, there is still much to be done and I am excited to see where the next Headteacher leads the school.

When I arrived as Deputy Headteacher in 2007 it did not take long for me to realise that I wanted to commit the rest of my career to Hollingworth. This decision has been completely validated over the past 14 years and, in particular, during 11 years of Headship. We have great teaching and support staff; skilled middle leaders and a strong Senior Leadership Team. The pupils are a pleasure to work with and I have benefitted from working with a strong governing body which provides significant support and appropriate challenge.

Hearing this, you may legitimately ask why I am stepping down as Headteacher. My current post is that of Headteacher of Hollingworth Academy and CEO of our MAT, Hollingworth Learning Trust. Since 2018 we have been supporting Siddal Moor, which was an underperforming local secondary school. In 2020, Siddal Moor became Newhouse Academy and joined our MAT. We have made a long term commitment to work in partnership with the school to make a generational transformation to the quality of education offered in Heywood. Balancing the demands of both of these roles is challenging. From September 2022 I will retire as Head of Hollingworth Academy. I am delighted that Trustees have agreed that I continue as CEO of the Trust, which will become a flexible, part-time position. I am really looking forward to having more time to devote to developing the Trust and supporting the new Headteacher of Hollingworth Academy.

I believe that this is a great time for Hollingworth to benefit from the fresh impetus and ideas of a new Headteacher. If you would like to know more about the post or the school please do not hesitate to contact me, I will be delighted to talk to you and to arrange a visit. To arrange this please contact Mrs M Smith at: [msmith@hollingworthacademy.co.uk](mailto:msmith@hollingworthacademy.co.uk)

Yours faithfully

*Darren Randle*  
Headteacher & CEO





HOLLINGWORTH ACADEMY HAS EXCELLED WITH PROVIDING PUPILS WITH APPRENTICESHIP, BUSINESS AND EMPLOYABILITY OPPORTUNITIES. PAST PUPILS HAVE EVEN BECOME AMBASSADORS TO HELP CURRENT PUPILS THROUGH THEIR EDUCATION. THIS IS A TRULY DEDICATED AND NURTURING SCHOOL, WHICH ONLY WANTS THE VERY BEST FOR THEIR PUPILS' FUTURES.



*Greater Manchester Chamber of Commerce "The Skills Brief"*

## DEAR PROSPECTIVE CANDIDATE,

Thank you for your interest in the role of Headteacher at Hollingworth Academy.

We are pleased that you are considering applying to become the next leader of our vibrant and well placed school which provides an outstanding education to pupils in Rochdale and the surrounding areas.

Hollingworth Academy is part of the Hollingworth Learning Trust family. Hollingworth Learning Trust exists to support school improvement and share innovation in order to raise standards, improve provision and unlock potential. Each school that falls under its umbrella is enabled, supported and challenged by the Trust.

Our long serving and extremely effective Headteacher is further expanding his commitment to Hollingworth Learning Trust, by increasing his strategic lead and developing the vision of the Trust in expanding the role of the Chief Executive Officer.

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

At Hollingworth Academy we support all of our pupils to excel every day and continue to reduce the gap between our pupil groups, ensuring successful outcomes for all as they leave Hollingworth.

And finally, the successful candidate will be someone who will lead, motivate and develop our staff, encouraging successful leadership for the future. We are proud of the fact that Hollingworth Academy has developed staff who have become successful leaders of other schools.

Should your application be successful, you will be committed to, and supported by, a strong and robust central trust team, governors, and Trustees. You will also have an opportunity to work with Trust Headteachers and have an impact on how the Trust develops with the central team, over the coming years as it looks to grow and mature.

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



Andrew Moon

Chair of Trustees  
Hollingworth Learning Trust



Jacqui Mellor

Chair of Governors  
Hollingworth Academy





# HOLLINGWORTH LEARNING TRUST

## OUR MISSION

We are here to make a positive difference to the lives of our children. We are not here to make the inevitable happen.

## 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 support its development while 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 Headteacher and 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.

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 school attracts pupils from Smallbridge, Smithy Bridge and Littleborough as well as the Oldham borough of Shaw.

Data shows that 40% of our pupils 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 pupils 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. Pupils attain GCSE results and make progress which consistently significantly exceeds national data.

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

The school has been significantly oversubscribed for many years. We remain the most consistently oversubscribed school in the borough. For the 2021 intake there were 321 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 £9m. We currently demonstrate a consistent healthy surplus for emergency planning but spend annually on the pupils in the building for that year. The Trust supports the school on budget monitoring, budget planning and scenario planning. The school 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 school has been through a major ICT refresh over the last three years and continues to move over to a cloud based solution on its major services, which develops our ICT strategy of Anytime, Anywhere, Anydevice learning.

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

School of the Year 2014	(Skills for Business Awards: June 2014)
Investors in People	(IIP: January 2015)
Pupil Premium Award 2015	(DFE: April 2015)
Educational Outcomes Award 2015	(SSAT: May 2015)
Inclusion Quality Mark: Centre of Excellence	(IQM: May 2015)
Educational Outcomes Awards 2016 (Attainment)	(SSAT: May 2016)
Educational Outcomes Awards 2016 (Progress)	(SSAT: May 2016)
Investors in People (Silver)	(IIP ; February 2018)
Educational Outcome Award 2017	(SSAT: March 2018)
Inclusion Quality Mark: Flagship School	(IQM: April 2018)
Selected as a successful example of sustainability	(Teach First: 2018 – 2020)
Selected for 'Sustainable Schools' research project	(Standards & Staffing for Teach First)
The Quality in Careers Standard Award	(Inspiring IAG: January 2019)
'Speak Up' (National Theatre) Pilot School (One of 7 nationally)	(National Theatre: From 2021)

“THESE RESULTS ARE TESTAMENT TO THE COMMITMENT AND HARD WORK OF STUDENTS, TEACHERS AND LEADERSHIP TEAM AT HOLLINGWORTH ACADEMY, AND SHOW WHAT CAN BE ACHIEVED WHEN SKILLED TEACHERS HAVE HIGH EXPECTATIONS AND AMBITION FOR EVERY YOUNG PERSON.”

Sue Williamson, Chief Executive of SSAT

The consistently high quality of education results in consistently strong outcomes for pupils. Pupils' attainment and progress are typically assessed as being 'significantly positive' in relation to national data and never less than being 'in-line' with national averages.

## Progress 8 of all pupils (2017-2021)

2017	2018	2019	2020*	2021*
0.36	0.42	-0.03	0.31	0.35

## Progress 8 of disadvantaged pupils (2017-2021)

2017	2018	2019	2020*	2021*
0.21	0.16	-0.29	-0.16	-0.07

## Percentage of pupil achieving 4+ (EM) (2017-2021)

2017	2018	2019	2020	2021
75%	81%	75%	80%	83%

## Percentage of pupil achieving 5+ (EM) (2017-2021)

2017	2018	2019	2020	2021
52%	62%	51%	62%	63%

## P8 / VA by Subject & Grouping (2017 – 2021)

AREA	2017	2018	2019	2020	2021
ENGLISH	0.2	0.3	-0.02	0.15	0.29
MATHEMATICS	0.58	0.64	0.34	0.72	0.55
EBACC	0.41	0.47	0.08	0.52	0.28
OPEN	0.29	0.29	-0.42	-0.12	0.30
Science VA	0.504	0.589	0.279	0.735	0.404
MFL VA	0.235	0.861	0.923	1.485	1.198
Humanities VA	0.321	0.479	-0.049	0.508	0.454

\* calculated in SISRA using 2019 algorithm.



“

YOU ARE ONE OF THE MOST IMPROVED SCHOOLS IN THE COUNTRY IN TERMS OF THE ATTAINMENT AND VALUE ADDED PROGRESS OF YOUR DISADVANTAGED PUPILS SINCE 2011. IT IS CLEAR THAT YOU AND YOUR STAFF HAVE PROVIDED YOUR DISADVANTAGED PUPILS WITH A GOOD START IN LIFE AND PREPARED THEM WELL FOR THEIR FUTURES.

”

Rt Hon David Laws,  
Minister of State for Schools



## SCHOOL INFORMATION

### OUR VISION FOR 'WORLD CLASS' SCHOOLING

Our vision for 'World Class' schooling and curriculum intent is designed to enable all pupils to:

- Make outstanding progress in their learning, regardless of ability, gender, social background or ethnic origin.
- Be engaged in a curriculum suffused with memorable experiences and rich in opportunities for learning.
- Learn, with teachers, in an environment which is mutually respectful and promotes a shared enjoyment of learning.
- Develop social attitudes and behaviours founded upon the values of respect, responsibility and resilience.
- Develop transferable skills and attitudes necessary to thrive as an active citizen in the 21st century.

*Our curriculum philosophy is underpinned by the principles of 'Excellence, Equity, Engagement and Enterprise'.*

### EXCELLENCE

At Hollingworth we aspire for excellence in all that we do. This is reflected in the challenging targets we set ourselves, our commitment to becoming a 'World Class' school and in our ethos 'Everyone Excels Everyday'.

### EQUITY

We are absolutely committed to achieving social justice for our pupils. Our aim is to ensure that all school processes and actions result in all pupils having access to an outstanding experience of education while making 'World Class' progress, regardless of ability, gender, social background or ethnic origin.

### ENGAGEMENT

Our aim is to develop a culture in which pupils, staff, governors and other stakeholders actively participate in the life of the school, build a positive attitude to, and intrinsic value in learning and education.

### ENTERPRISE

Enterprise is concerned with building capacity – for the learner, the teacher, the leader and the school. This will enable us:

- To improve the quality of teaching.
- To develop the learning capacity of pupils.
- To improve the impact of leadership and management.

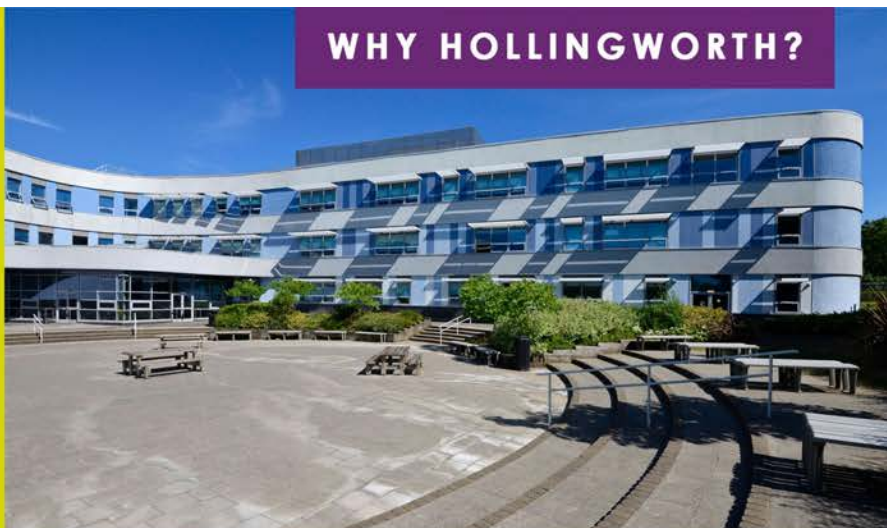


“

TEACHING IS VERY WELL MATCHED TO PUPILS' ABILITIES, EMPLOYING A WIDE RANGE OF ACTIVITIES FOR ALL LEARNING STYLES AND ENGAGE PUPILS FULLY. ”

Ofsted

## WHY HOLLINGWORTH?



## WHY HOLLINGWORTH?

Thank you for your interest in working at Hollingworth Academy; we are a vibrant and caring school in Milnrow, Rochdale.

The calm environment here enables teachers to teach, support staff to support and pupils to learn successfully. We are justly proud of the high quality education we provide. We have high expectations and insist on high standards: We expect all of our pupils to work with a fantastic attitude to learning and to behave in a way that shows respect to themselves and others. We have over 1340 pupils and approximately 200 staff.

We recruit the very best people and it is important for us to retain talent. Staff are provided with opportunities to develop both personally and professionally; we have a CPD budget that caters for staff development.

In September 2011, we were delighted to move into our brand new building, which was the result of 25 million pounds worth of investment. Our facilities were further enhanced in 2016 with a major extension to our building which included: independent study areas; a bakery; construction zone; hair and beauty salon; IT classrooms; and an inclusion centre. We have a state of the art building and resources, enabling us to provide an excellent working environment for both staff and pupils. As an academy, we subscribe to all local and national terms and conditions for employment for all staff.

### OUR BENEFITS AND WELLBEING PACKAGE INCLUDES:

- We have a Chef and team of catering staff who source fresh, local ingredients and they prepare restaurant quality meals each day – a sample of our menu is available on our website.
- A BUPA 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 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 up to six free counselling / talking therapy sessions per incident.
- Free flu jabs for all employees.
- A gym suite that staff are able to use before and after school.
- Free use of facilities (MUGA Pitch, Theatre, etc.)
- Coaching and mentoring.
- Occupational Health.
- Cycle to Work Scheme.
- Staff social events.
- Free lunches for staff supervising pupils on the Duty Rota.



HOLLINGWORTH ACADEMY IS A WELCOMING AND POSITIVE COMMUNITY OFFERING EXCELLENT RESOURCES AND OUTSTANDING FACILITIES FOR BOTH STAFF AND PUPILS. HOLLINGWORTH IS A VERY SUPPORTIVE WORKPLACE AND INVESTS A LOT IN ITS PUPILS AND STAFF.



*Ms Susan Collinge - Compliance Manager*

We are committed to improving the working lives of our staff and aim to continue to develop our wellbeing initiatives through staff feedback.

During the pandemic we set up a 'Staff Working Party'. This group is made up of representatives from trade unions, teaching and support staff. The group focus on communicating changes and raising matters such as workload or health and safety. Staff bring ideas to the meetings and, where we can make changes, we do. The feedback from this group is that staff feel listened to and the meetings have a positive impact.

We also have a Wellbeing Committee, who organise wellbeing and social activities.

We believe that the application and interview stage is a two-way information gathering process; we hope that the details provided give you an insight into what working life at Hollingworth Academy is like.

## Meet some of our staff...

### MR KEVIN CLARK HEAD OF MATHEMATICS



I joined our high achieving Mathematics Department nine years ago as an NQT. Through the support and encouragement of my peers following my second year, I was given an Assistant Head of Department position in charge of developing innovation within the department. The following year I was given further responsibilities and put in charge of Year 8 and 9 Maths, a role which I really enjoyed. This opportunity gave me the experience of being Second in Mathematics with responsibility for Year 10 and 11. For the past four years I have been Head of the Mathematics Department.

Hollingworth is the perfect fit for me as I am always eager to further myself and the school has given me the opportunities to do so. In turn, I make sure that everyone in the department has the opportunity to further themselves through developing the curriculum, mentoring staff and providing enrichment opportunities for our pupils.

I initially trained in London before moving back to the North West and, as clichéd as it sounds, I enjoy every day at Hollingworth and feel very fortunate to work with such an enthusiastic and entertaining group of pupils and staff. The high standards expected at Hollingworth are shared by pupils and staff alike and provide a safe learning environment for everyone. The level of respect pupils show towards each other and the teachers is something we, as a school, pride ourselves on.



### **MRS JANE BROWN** **INCLUSION MANAGER & DESIGNATED SAFEGUARDING LEAD**

I began my career at Hollingworth in September 2005 as an Assistant Head of Year. I worked alongside an experienced Head of Year for four months and was then given the opportunity to take on a Head of Year role. Hollingworth continued to invest and support my professional development and I was promoted to Senior Head of Year in 2009. My role developed further after attending training for Child Protection and this enabled me to apply for the position of Inclusion Manager in September 2012. From here I became the Designated Safeguarding Lead in July 2016.



Hollingworth is a fantastic place to work and I feel valued, as Hollingworth has continuously supported me in my career development. Opportunities for professional development are offered to both teaching and support staff; at Hollingworth you are part of a team and supported in all aspects of working life.

### **MS SUSAN COLLINGE** **COMPLIANCE MANAGER**



Hollingworth Academy is a welcoming and positive community offering excellent resources and outstanding facilities for both staff and pupils. Hollingworth is a very supportive workplace and invests a lot in its pupils and staff. At Hollingworth, both teaching and support staff are encouraged and there is the opportunity for all staff to develop. Working in a support staff role, I have received the support to further my skills which have included completing my Masters and IOSH Certificate. I have also witnessed the development of many other support staff that have advanced within the school or taken promotions at other schools.

Working for the team here I am positively challenged on a daily basis, I enjoy the constant changes and development of my role. My role changed in April 2020 when we became a Multi Academy Trust and I am now working across the MAT in the role of Compliance Manager. Working within a nurturing workplace I have been able to learn and gain more confidence in my own abilities both now and for the future.

### **MISS SARAH BURKE** **TEACHER OF RE / HEAD OF KS4 PSHCE**

Before my teacher training, I was fortunate to take part in some observations at Hollingworth Academy and instantly felt like I had made the right career path. Fortunately, during the next year, whilst finishing my training I spotted a maternity post in the RE department and jumped at the chance; I thought even if it's only for a year it will be an amazing experience and it would work in my favour that I have worked in an outstanding school.



I started here as an NQT and was lucky enough to be made a permanent member of staff in the high achieving RE Department. Not only was I made permanent but also in my second year, I was appointed Head of KS4 PSHCRE. This opportunity was fantastic for me as I have a passion about the topics we teach and knew I could excel in helping the personal development of our pupils through a well balanced curriculum. The support I receive from the staff is fantastic and I feel very fortunate to work at Hollingworth with enthusiastic and encouraging people.

### DR RICHARD MACKEY TEACHER OF SCIENCE & NEU WORKPLACE REPRESENTATIVE

I joined the Science Department at Hollingworth Academy three years ago, after working in two other local secondary schools and was immediately struck by the warmth and friendliness of staff and pupils alike.

Hollingworth prides itself in equity for all pupils; and staff all work hard towards ensuring that regardless of background, pupils are given the opportunity to flourish. The school has clear standards and high expectations from its pupils, leading to a culture of mutual respect within the school. Because of this, Hollingworth is a pleasant place to work.

As in all departments in school, the Science Department has a culture where staff are always friendly and supportive towards each other. Departments are well resourced, with a dedicated and helpful support team, including full-time Heads of Year.

As a workplace representative for the NEU, staff feel that they are part of a team, that they are listened to, and are able to contribute to the decision making processes within the school. This makes for a low staff turnover.

There are many opportunities for professional development at Hollingworth; for example, in teacher training, pastoral responsibilities, and curriculum development.

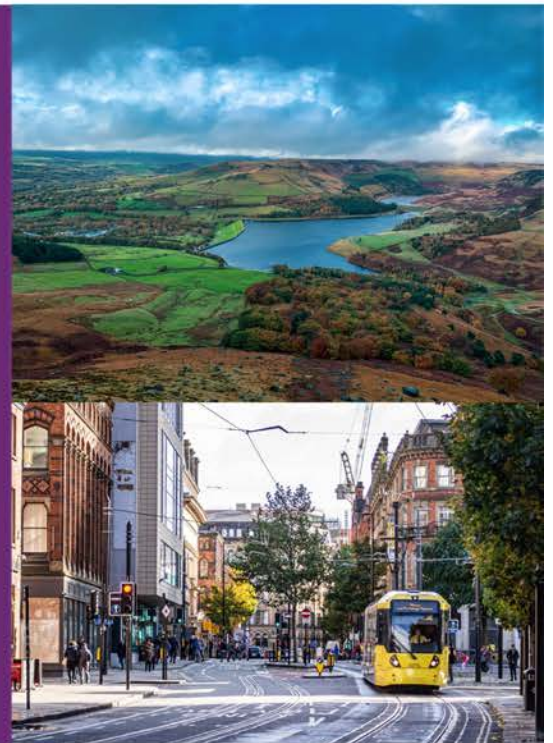


## WORKING AND LIVING IN MILNROW

Milnrow is a suburban village within the Borough of Rochdale, in Greater Manchester. Located in the foothills of the Pennines it is close to areas of outstanding natural beauty such as:

- Saddleworth Moor and surrounding villages.
- Hollingworth Lake.
- Blackstone Edge.
- Piethorne Reservoir.

Close to two thriving city centres Manchester and Leeds which are both under an hour away, Milnrow also has excellent transport links. The village is located minutes away from Junction 21 off the M62 and has Metro links to Oldham, Rochdale, and Manchester, connecting to a wider network covering the Greater Manchester area.





### BACKGROUND AND VISION

Our aim is to ensure that everyone excels everyday. This ethos is built on our core values of **RESPECT**, **RESPONSIBILITY** and **RESILIENCE** and these values are at the heart of everything we do.

We believe that all of our pupils deserve an education that expands their life choices and enables social equity and mobility. We work hard to ensure that all of our pupils achieve their potential and truly believe in 'excellence for all'.

### PURPOSE OF THE JOB

Our new 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. They will be absolutely committed to ensuring that all pupils benefit from, a high-quality education, school experience and to achieve their full potential. They will be accountable and take responsibility for the performance of Hollingworth Academy. The Headteacher will also be dedicated to ensuring the best working conditions for all staff; balancing staff wellbeing, workload and duty of care to all within the school community.

The Headteacher will work with the CEO, governors, staff and the school community to organise its resources to ensure that appropriate professional and curricular practices are achieved, and excellence is maintained across the school.

The Headteacher will:

- Lead and sustain the school's ethos and strategic direction together with the CEO and governing board and through consultation with the school community.
- Establish and oversee systems, processes and policies so that the school can operate effectively.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure these school improvement strategies are effectively implemented.
- Monitor progress towards achieving the school's aims and objectives.
- Allocate financial resources appropriately, efficiently and effectively.

### KEY DUTIES AND RESPONSIBILITIES

#### CULTURE AND BEHAVIOUR

- Lead a culture of constant improvement and be an inspirational leader, committed to the highest achievement in all areas of the school's work.
- Lead and develop a highly effective school environment and culture which supports excellence and equity at all levels.
- Uphold the highest educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Promote and ensure high standards of behaviour from pupils, built on high expectations, rules and routines that are understood by staff, pupils and parents and clearly modelled by all adults in the school.
- Promote a culture and practices that enables all pupils to access the curriculum.

## TEACHING, CURRICULUM AND ASSESSMENT

- Be committed to the wellbeing, development and learning of all pupils and ensure that this is at the heart of all strategic planning and resource management.
- Be committed to sustaining and developing comprehensive education. Ensure that all practice supports and sustains this.
- Ensure an ambitious focus on pupil achievement **with pupils' achieving excellent** outcomes.
- Have ambitious expectations for all pupils with SEND and ensure the school works effectively with all stakeholders to identify additional needs and provide support and adaptation where appropriate.
- Ensure the teaching of a broad, well sequenced and coherent curriculum, which anticipates and is inclusive of the needs of all pupils.
- Sustain the improvement of high quality evidence based teaching across all subjects and phases. Ensure that teaching is underpinned by strong subject expertise.
- **Ensure valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum and use of assessment to inform strategy and improve learning.**
- Nurture and develop curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Protect and enhance teacher led and classroom based practices and **culture which support the school's** strategic aims.
- Ensure creative and responsive approaches to learning and teaching with an appreciation of the impact of technology on the curriculum and pupil learning.

## LEADERSHIP AND MANAGEMENT

- Provide motivational and inspirational leadership at all levels of the organisation.
- Lead and develop high performing teams of staff who work collaboratively to ensure that pupils are engaged in an excellent education.
- Lead and develop school improvement practices including, but not limited to, the School Improvement Plan, self-evaluation planning, staff recruitment, retention, and development planning.
- Recruit, retain, motivate, **and deploy staff at all levels and manage their work to support the school's** strategic aims and ethos.
- Manage the school environment to sustain pupil and staff wellbeing and meet public standards of health and safety, and environmental protection.
- **Manage the school's human, financial, physical resources and assets efficiently, particularly in a time of austerity.**
- **As part of duty of care, lead and manage the school's child protection and safeguarding policy and strategy; ensuring staff and pupils' safety and welfare through effective approaches to safeguarding.**
- Ensure effective communication across the school, the Trust, and wider community including liaising with all stakeholders and local and national media.
- Sustain and lead an organisational structure which supports the aims and ethos of the school through management systems, structures and processes which meet statutory requirements and facilitate continuous improvement.
- Ensure that there are clear quality assurance systems embedded across the school that drive consistency and improvement in performance.
- Ensure the effective capture of all data to meet statutory and legislative standards.
- To manage major school development projects.



## STAFF DEVELOPMENT AND PERSONNEL MANAGEMENT

- Establish and lead a culture of high challenge and support for staff, grounded in positive staff wellbeing and a reduction of unnecessary workload.
- Ensure staff have access to appropriate, high standard professional development opportunities.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet needs.
- Ensure that staff understand their professional responsibilities and are held to account.
- Develop and maintain a culture of high expectations for self and others, and take appropriate action where performance is unsatisfactory.
- **Manage own and colleagues'** workloads to ensure a good work-life balance.
- Treat staff fairly and with dignity, kindness and respect to create a positive and professional culture.
- Build effective teams and develop and maintain effective procedures for induction, staff development, performance review and professional development.

## HOLLINGWORTH ACADEMY AND OUR COMMUNITY

- Maintain and develop effective partnerships with parents and carers of pupils and other agencies to support and improve their achievements and personal development.
- Sustain a school culture and curricular provision which takes account of a rich and diverse school community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovation.
- Develop and maintain effective relationships with the Regional School Commissioner (RSC) and Department for Education (DfE), Education Funding Agency (EFA), Ofsted, Local Authority, Rochdale **Pioneer's Trust**, Trustees and Local Governing Body to ensure the success of the school.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
- Maintain an outward facing role with the local community on behalf of the school to further its external relationships, future growth, and development.
- Contribute to the development of Hollingworth Learning Trust.

## GOVERNANCE, ACCOUNTABILITY AND WORKING IN PARTNERSHIP

- Work in partnership with the CEO to ensure that Hollingworth Academy improvement planning is fully **aligned and in tune with Hollingworth Learning Trust's** strategic plan.
- Work with the Governors and Trustees to enable them to carry out their responsibilities and ensure that the school fulfils its aims, maintains its ethos, and meets its statutory responsibilities.
- Present and maintain a coherent, understandable, and comprehensive account of the school aims, ethos and achievements to governors and Trustees, parents and carers, public authorities, and the wider community.
- Support the Chair of Governors in their strategic role of leading and supporting the Local Governing Body.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Ensure that responsibilities at all levels of the school community are clearly defined, understood and accepted, and that they are subject to rigorous review and evaluated against measurable objectives.
- Ensure that the school meets all legislative and statutory requirements, including Governance, Health and Safety, Safeguarding, SEND Code of Practice, those required by Companies House, the Charity Commissioners, Data Protection and Master and Supplementary Funding agreements.

## CONTROL OF RESOURCES

## HEALTH AND SAFETY

The postholder is responsible for their own health and safety and welfare and that of others within their care, in accordance with the school'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

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

## GENERAL RESPONSIBILITIES

- To perform their duties in accordance with the school's Equal Opportunities Policy.
- To comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection; reporting all concerns to an appropriate person.
- To be aware of, support and ensure equal opportunities for all.
- To attend meetings within the Trust and external events as required.
- To participate in training and other learning activities and performance development as required.
- To always maintain confidentiality in all areas of work and to prevent disclosure of confidential and sensitive information.
- Work 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 Officer immediately.
- To carry out their duties with due regard to current and future school/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 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.



# Headteacher

All staff employed within our Trust are required to uphold the values and should be able to demonstrate that they are; ambitious, positive, resilient, reflective and principled.

Candidates should use this person specification to help them consider if they meet the essential, and where possible, desirable criteria for the post. Candidates should then make reference to this in their application form and letter of application.

The key for our method of assessment is:

APPLICATION FORM = A

CERTIFICATES = C

REFERENCES = R

INTERVIEW PROCESS = I

MORAL PURPOSE AND AUTHENTICITY	METHOD OF ASSESSMENT			
ESSENTIAL	A	C	R	I
Relentlessly committed to improving the experience and quality of school life and outcomes for all pupils.	✓			✓
Ability to be a consistent role model of outstanding professional behaviour.			✓	✓
Absolute commitment to leading, promoting and embodying school ethos.	✓		✓	✓
Ability to lead and articulate a clear moral imperative for education, teaching and educational leadership.	✓		✓	✓
A strong commitment to inclusion, improving social mobility and overcoming barriers to learning and achievement.	✓			✓
Commitment to safeguarding and promoting the welfare of children and young people.	✓		✓	✓
DESIRABLE	A	C	R	I
n/a				

PROFESSIONAL QUALIFICATIONS / TRAINING	METHOD OF ASSESSMENT			
ESSENTIAL	A	C	R	I
Qualified Teacher Status.		✓		
Degree.		✓		
National Professional Qualification for Headship (NPQH).		✓		
Evidence of extensive commitment to own professional development.	✓	✓		
DESIRABLE	A	C	R	I
Related Masters Degree or other relevant post-graduate qualification.		✓		
Safer Recruitment in Education.		✓		

SKILLS, ABILITIES AND EXPERIENCE	METHOD OF ASSESSMENT			
ESSENTIAL	A	C	R	I
Demonstrable and extensive experience of thinking, planning and leading strategically.	✓			✓
Experience, deep 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.	✓		✓	✓
Experience of being an outstanding practitioner in the classroom.			✓	✓
Demonstrable experience of successfully leading and improving other people.	✓		✓	✓
Data analysis skills, and the ability to use data to set targets and identify weaknesses.				✓
DESIRABLE	A	C	R	I
Significant experience as a Senior Leader in more than one school.	✓			

KNOWLEDGE AND UNDERSTANDING	METHOD OF ASSESSMENT			
ESSENTIAL	A	C	R	I
Understanding of what constitutes a high-quality curriculum; how this is informed by research and the ability to model and lead this and support others to improve.	✓			✓
Understanding of what constitutes quality first teaching and assessment; how this is informed by research and the ability to model and lead this and support others to improve.	✓			✓
Understanding of what constitutes high quality pastoral care and inclusive practice; how this is informed by research and the ability to model and lead this and support others to improve.	✓			✓
Understanding and application of key principles and practices of safeguarding.				✓
Strong understanding of the latest Ofsted framework. An in depth command of the framework, appraising quality of education.				✓
Understanding of school finances and financial management.				✓
DESIRABLE	A	C	R	I
n/a				



CAPACITY TO LEAD, MOTIVATE AND INSPIRE	METHOD OF ASSESSMENT			
ESSENTIAL	A	C	R	I
Ability to develop a clear vision for school improvement.				✓
Ability to maintain and project hope, optimism and energy at all times.				✓
Experience of leading diverse teams in whole school improvement work.	✓			✓
Ability to hold colleagues to account for their performance.	✓			✓
Proven ability to lead colleagues effectively to improve the school.			✓	✓
Ability to relate positively to and inspire pupils.				✓
The ability to project presence and authority with pupils.				✓
Understanding, experience and application of using a range of leadership styles appropriately.			✓	✓
Understanding, experience and application of effective strategies for the implementation of school improvement measures.	✓			✓
DESIRABLE	A	C	R	I
n/a				

PERSONAL QUALITIES AND ATTRIBUTES	METHOD OF ASSESSMENT			
ESSENTIAL	A	C	R	I
Commitment to uphold the seven principles of public life (the <a href="#">Nolan principles</a> ) at all times.	✓			✓
A commitment to achieving the best outcomes for all pupils and promoting the ethos and values of the school.				✓
Commitment to self-development. Be able to demonstrate that they are; ambitious, positive, resilient, reflective and principled.	✓		✓	✓
Excellent, clear and contextually appropriate oral and written communication in a variety of contexts. This includes but is not limited to: children; staff; parents; 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.	✓		✓	✓
Accuracy and attention to detail.	✓			✓
DESIRABLE	A	C	R	I
n/a				

## PERSON SPECIFICATION

SENSE OF PERSPECTIVE	METHOD OF ASSESSMENT			
ESSENTIAL	A	C	R	I
Ability to deal with stressful situations and pressure in a calm manner.				✓
Appropriate personal humility coupled with absolute ambition for our school and our children.				✓
Ability to maintain a healthy perspective in challenging circumstances.				✓
The ability to manage both the reality and perception of yourself, the school and school improvement work.				✓
The ability to manage your own work-life balance in a sustainable manner.				✓
DESIRABLE	A	C	R	I
n/a				

RELATIONSHIPS	METHOD OF ASSESSMENT			
ESSENTIAL	A	C	R	I
Ability to create high quality professional relationships with all stakeholders.				✓
To be emotionally intelligent. This includes personal and social competencies.				✓
To command the respect and confidence of staff, pupils, and the wider community.				✓
Ability to deal sensitively with staff and to challenge, when appropriate, with compassionate rigour.				✓
Ability to have challenging conversations with positive outcomes.				✓
Ability to challenge and support the Chair of Governors / CEO.				✓
Ability to deal positively with all stakeholders.				✓
Ability to build trust and behave with integrity at all times.			✓	✓
DESIRABLE	A	C	R	I
n/a				

INTELLECTUAL SKILLS	METHOD OF ASSESSMENT			
ESSENTIAL	A	C	R	I
Highly organised.				✓
Analytical and evaluative.				✓
Highly literate and numerate.				✓
Ability to identify a range of solutions to a problem.				✓
Creative.				✓
DESIRABLE	A	C	R	I
n/a				





PAY RANGE	Group 7, L30 – L36
CONTRACT	Permanent - STPCD
POST START DATE	September 2022
VISITS TO SCHOOL	To be arranged via the Headteacher's PA, Mrs M Smith <a href="mailto:msmith@hollingworthacademy.co.uk">msmith@hollingworthacademy.co.uk</a> Visits will be by appointment during w/c 4th and 11th October 2021

APPLICATION CLOSING DATE	9.00am on Monday 18 <sup>th</sup> October 2021
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To apply for this position please download the application form and supporting documentation. Completed applications should be sent to [applications@hollingworthacademy.co.uk](mailto:applications@hollingworthacademy.co.uk) by the closing date.

PANEL SHORTLISTING	Monday 18 <sup>th</sup> to Wednesday 20 <sup>th</sup> October 2021
INVITE TO INTERVIEW	Thursday 21 <sup>st</sup> October 2021

INTERVIEW DAYS	
SHORTLISTED APPLICANTS WELCOME MEETING	4pm to 6pm on Tuesday 2 <sup>nd</sup> November 2021
INTERVIEW DAY ONE	Wednesday 3 <sup>rd</sup> November 2021
INTERVIEW DAY TWO	Thursday 4 <sup>th</sup> November 2021

*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, they will also 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.*



Hollingworth Academy  
Cornfield Street  
Milnrow  
Rochdale  
Lancashire  
OL16 3DR

Tel: 01706 292800

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

WEB: [www.hollingworthacademy.co.uk](http://www.hollingworthacademy.co.uk)

Hollingworth Academy is part of the Hollingworth Learning Trust family.  
Hollingworth Learning Trust is a charitable company limited by guarantee  
and registered in England and Wales with company number 8314692.  
The registered office is at Cornfield Street, Milnrow, Rochdale, Lancashire OL16 3DR.



EXCELLENCE

EQUITY

ENGAGEMENT

ENTERPRISE