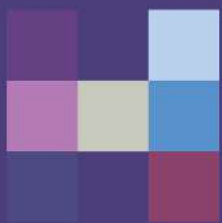




HATHERSHAW COLLEGE



Welcome to The Hathershaw College

The Hathershaw College, based in Oldham, serves more than 1,000 pupils aged 11-16 years across 5 year groups. The Academy proudly serves a large number of disadvantaged pupils, with approximately 53% of the students in the academic year 25/26 being eligible for Free School Meals (FSM) or Pupil Premium (PP) funding. The student population represents the local community, with significant representation from various ethnic groups including Pakistani, White British and Bangladeshi. The Hathershaw College requires leadership that is dedicated to promoting inclusion and celebrating diversity.

We are a founding member of The Pinnacle Learning Trust, established in September 2017, and a key driver in the Trust's mission to improve the lives and chances of young people in the local area. We are an Ofsted recognised 'good' school, committed to high standards, and celebrating the uniqueness of everyone within our community. Our inclusive environment is built upon our core values, the Three Rs: Responsible, Respectful, and Ready to Learn.

The Hathershaw College is built around providing students with exceptional experiences. The foundation of the Hathershaw Experience is a curriculum that provides results, and they are consistently one of the top performing schools in Oldham. But the Hathershaw experience goes far beyond this.

"Pupils are confident that there is always somebody to talk to should they have concerns."

"Leaders are highly ambitious for pupils. They are determined that Hathershaw College will provide pupils with life changing opportunities."

OFSTED 2021

"Pupils feel safe. They are very appreciative of the care and support that they receive from all adults at the school."

1955

*Hathershaw Technical Highschool
opens*

1966

*Hathershaw becomes a comprehensive
school*

1977-78

Hathershaw opens entry to ages 11-18

1970

*Hathershaw is reorganised as an 'upper
school' for pupils aged 14-18, supporting
Greenhill Fitton Hill junior schools*

1978

*Headteacher John Cole credited with
transforming Hathershaw School,
setting it up to a school closer to what
we know today*

1981

*The schools first community sports
hall was built*

2000-2003

*Hathershaw becomes a Technology
College and is admitted to the specialist
schools trust 'Value Added' club*

2011

Gains academy status

2005

*The school expands it's sports facilities and
becomes the first dual specialism school in
England, specialising in sport and
technology*

2017

*Founding member of The Pinnacle
Learning Trust, along with OSFC*



2026

*The school will unveil a brand new 4G pitch
facility, enhancing both student and
community access to high quality outdoor
sports provision (sponsored by The
Football Association)*



CEO's Introduction

Nick Lowry
Chief Executive Officer

Thank you for your interest in the position of Principal at Hathershaw College. I am delighted that you are considering joining the Pinnacle Learning Trust family, and I hope this pack gives you a clear sense of who we are, the values that guide us, and the exciting opportunities ahead.

At Pinnacle Learning Trust, our vision is to transform the life chances of our young people. We are seeking a Principal who is aspirational for students and staff alike; someone who brings both the professional expertise and the moral purpose to drive a culture of excellence.

Hathershaw College is at an important point in its journey. With strong foundations already in place such as a dedicated and experienced staff, supportive families, and a vibrant school community; we are now looking for a Principal who can build on these strengths. We are looking for a leader who can lead with clarity and embodies our Trust values of Belong - Inspire - Challenge and Celebrate.

As well as Hathershaw College, our Trust comprises Oldham Sixth Form College, Werneth Primary School, Broadfield Primary School and Alexandra Park Junior School and we serve almost 5000 young people in total. You will be supported by a strong and effective central services team covering all aspects of finance, HR, estates, marketing, governance and IT services. The Trust is recognised in the Edurio Staff Awards as an employer of choice and has won the Edurio Trust Value Award in 2025, as well as the MAT Excellence Award for Wellbeing Trust of the Year 2025.

If you share our belief that education can transform lives, and you are excited by the opportunity to make a lasting impact on our school and the Oldham community, we would be delighted to receive your application.

Thank you once again for your interest. I wish you the very best as you consider this important and rewarding role.

Nick Lowry

Chief Executive Officer

The Pinnacle Learning Trust





Our Mission, Vision & Values

Our Mission

The College's mission is encapsulated in our motto 'Together We Succeed'. At The Hathershaw College we are committed to three core principles:

- To maximise the life chances of all students within our care
- To recognise the potential of every individual to achieve excellence
- To value and celebrate the diversity of our community

Our Vision

Our Vision sets a highly ambitious agenda, specifically designed to address local challenges within our community. At The Hathershaw College we aim to:

- Ensure Outstanding Progress: irrespective of their starting points, effectively closing the attainment gap and lifting those facing disadvantage from educational and social poverty
- Cultivate High Expectations: In a borough of high deprivation, unemployment and levels of progression to higher education that are below the national average
- Deliver an Ambitious Curriculum: that offers breadth and depth, balancing academic and vocational subjects to accelerate progress for an intake that is often significantly lower than the national average
- Mitigate Literacy Barriers: improve reading proficiency to counter low literacy levels on entry and support the high proportion of EAL students
- Prioritise Wellbeing: by ensuring students stay physically and mentally healthy in a community where 1 in 10 children and young people are affected by mental health problems
- Deliver a curriculum rich in spiritual, moral, social and cultural experiences, celebrating the diversity of our multi-cultural school community and promoting British values
- Create Lifelong Learners: develop students into confident, resilient and adaptable lifelong learners who are equipped for employment and progression in a 21st Century global economy

Together We Succeed

Our Values

Our values are embodied in The Three R's, a clear set of expectations that creates a culture where students thrive. These values uphold the fundamental British Values of tolerance, mutual respect, the rule of law and freedom. It is about students becoming well-rounded and happy individuals, allowing them to have a positive impact on the community in which they live. It is about pride in our school and the partnership between students, staff, parents and the community to achieve their best.

Responsible

Taking ownership of one's learning and behaviour, adhering to school pride and procedure.

Respectful

Showing consideration and tolerance for others through language and conduct.

Ready to Learn

Demonstrating consistency, punctuality and preparedness for all lessons.



About The Role

Key Responsibilities & Accountabilities

The Principal is responsible for delivering the school's vision, strategy, and leadership, in line with the eight standards of Headship as detailed in the Headteacher Standards.

1. School Culture

- **Vision and Ethos:** Establish and sustain the school's ethos and strategic direction in partnership with the Trust, Local Governing Body and the wider school community.
- **High Expectations:** Uphold ambitious educational standards that prepare students from all backgrounds for their next phase of education and life.
- **Positive Environment:** Promote positive and respectful relationships across the school community, ensuring a safe, orderly, and inclusive environment where students experience a positive and enriching school life.
- **Professionalism:** Ensure a culture of high staff professionalism, morale, and continuous improvement.

2. Teaching

- **Quality of Teaching:** Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective pedagogy and how students learn.
- **Subject Expertise:** Ensure teaching is underpinned by high levels of subject expertise and approaches that respect the distinct nature of subject disciplines.
- **Assessment:** Ensure effective use of formative assessment to monitor student progress and inform teaching practice.

3. Curriculum and Assessment

- **Curriculum Entitlement:** Ensure a broad, structured, and coherent curriculum entitlement that sets out the knowledge, skills, and values to be taught in line with the latest accountability measures.
- **Curricular Leadership:** Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise.
- **Reading and Phonics:** Oversee the provision of evidence-informed approaches to reading.
- **Assessment:** Ensure the use of valid, reliable, and proportionate approaches when assessing students' knowledge and understanding.

4. Behaviour

- **High Expectations:** Establish and sustain high expectations of behaviour for all students, built upon positive relationships, clear rules, and consistent routines.
- **Policy Implementation:** Ensure high standards of student behaviour and conduct are upheld in accordance with the school's behaviour policy.
- **Role Modelling:** Ensure that all adults within the school model and teach the behaviour of a person of strong character.

5. Additional and Special Educational Needs and Disabilities (SEND)

- **Ambitious Expectations:** Ensure the school holds ambitious expectations for all students with SEND and those with other additional needs.
- **Access and Support:** Establish and sustain the culture and practices that enable all students to access the curriculum and learn effectively, providing appropriate support and adaptations.
- **Partnership:** Ensure effective partnership working with parents, carers, and professionals to identify needs and provide targeted support.
- **SEND Unit:** Have direct oversight of the Hearing Impaired SEND Unit ensuring students make strong progress.

6. Professional Development

- **Staff Development:** Ensure that all staff receive effective, evidence-informed professional development and constructive feedback, and that they are encouraged to engage critically with educational research.
- **Talent and Capacity:** Identify emerging talent, coaching and mentoring current and aspiring leaders to build leadership capacity and support succession planning.
- **Workload:** Ensure staff are deployed and managed well, with due attention paid to staff workload and well-being.
- **Research:** Ensure all colleagues have access to relevant research into effective practice and the school takes full advantage of the Trust's Research School.

7. Organisational Management

- **Safeguarding:** Ensure the protection and safety of students and staff through effective approaches to safeguarding, child protection, and health and safety, as part of the duty of care.
- **Financial Resources:** Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds (curriculum-led financial planning).
- **Systems and Processes:** Establish and oversee robust systems, processes, and policies that enable the school to operate effectively and efficiently, meeting all statutory duties.
- **Alignment with Trust Policy and Processes:** The Principal must ensure that whole Trust policies are followed and implemented.

8. Continuous School Improvement

- **Evaluation and Analysis:** Make use of effective and proportional processes of evaluation to identify and analyse problems and barriers limiting school effectiveness.
- **Improvement Strategy:** Develop and ensure the careful and effective implementation of evidence-informed improvement strategies and well-targeted plans, leading to sustained school improvement over time.

9. Working in Partnership

- **Community Relations:** Forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community.
- **Collaboration:** Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support to improve educational outcomes across the system.
- **Trust Executive Team:** The Principal will be a member of the Trust Executive Team and will take a full part in TET meetings and the collective decision making.

10. Governance and Accountability

- **Accountability:** Understand and welcome the role of effective governance, upholding the obligation to give account and accept responsibility to the Governing Board/Trust and the wider community.
- **Regulatory Framework:** Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- **Staff Accountability:** Ensure that staff know and understand their professional responsibilities and are held to account for their performance and conduct.

11. Requirements for all Colleagues

- To promote and uphold the Academy's Mission Statement, values and strategic objectives.
- To comply with the Academy's policies and procedures, including those relating to
- health and safety, safeguarding, welfare and security.
- To work positively with colleagues, students, parents and other partners, regardless of their gender, ethnicity, sexuality, age or disability.
- To attend briefings and staff meetings as required.
- To participate in the Academy's Performance Management Review scheme and undertake professional development and training as required.
- To be a positive role model and to take responsibility for promoting good standards of behaviour and conduct.
- To undertake other duties that are in accordance with the purpose and grade of the post as agreed with the Chief Executive Officer.

Ethics and Professional Conduct

The Principal is expected to demonstrate consistently high standards of principled and professional conduct, upholding the Seven Principles of Public Life (Nolan Principles): selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.

The Principal must:

- **Serve** in the best interests of the school's students.
- **Build relationships** rooted in mutual respect, observing proper professional boundaries.
- **Uphold fundamental British values**, including democracy, the rule of law, individual liberty, and mutual respect, and tolerance of those with different faiths and beliefs.
- **Know, understand, and act** within the statutory frameworks which set out their professional duties and responsibilities.

Person

Evidence Key
Application Form & Supporting Letter - A
Selection Process - S
Reference - R

Specification

Professional Qualifications and Experience

Criteria	Essential (E) Desirable (D)	Suggested Evidence
Proven success in a senior leadership role within a secondary educational setting	E	A
Significant successful experience of leading and motivating a team to improve standards and outcomes	E	A/S
Qualified Teacher Status (QTS)	E	A
Substantial and successful experience as a teacher in secondary education	E	A + S
Experience of working in more than one school at a senior level	D	A
Experience of teaching across all the secondary phases	D	A
Achieved or working towards NPQH or equivalent	D	A
Educated to good degree level (2:2 or above) or equivalent	E	A
Active participation in and commitment to ongoing professional development	E	A
Commitment to safeguarding and promoting the welfare of all students and staff	E	A/S/R
Understanding of school funding; effective management of a school budget and efficient deployment of resources	E	A/S
A positive approach to, and proven success in managing change	E	A/S
Successful experience of implementing and overseeing school improvement initiatives leading to improved pupil attainment	E	A/S
Experience or awareness of working in diverse communities	D	A/S
Experience of working with a Governing Body	E	A/S
Experience of working in a Multi-Academy Trust context	D	A/S

Knowledge & Skills

Criteria	Essential (E) Desirable (D)	Suggested Evidence
Excellent leader with a proven track record in terms of excellent pupil progress and achievement	E	A/S
Ability to inspire, motivate, support and challenge staff, students, parents and other key partners	E	S

Can evidence strategic leadership	E	A/S
Exhibits current knowledge and understanding of educational policy and practice, including evidence informed teaching and learning practices	E	S
Promotes equality and inclusive practices	E	A/S
Demonstrates analytical understanding and uses quality assurance processes and data effectively to drive continuous school improvement	E	A/S
Understands the relationship between managing performance, CPD and sustained school improvement	E	A/S
Effective team work within a school, and ability to build networks and work with a range of partners, including parents and the local community	E	A/S
Able to establish and sustain effective organisational structures, systems, policy and practice, including safeguarding	E	S
Able to think creatively to anticipate and solve problems and demonstrate balanced and fair judgement	E	S
Able to consult and negotiate to achieve the best possible outcomes for students and their families	E	S
Able to build and sustain effective relationships with all stakeholders that will enhance the education of all students at The Hathershaw College	E	A/S
Able to work in partnership and accept appropriate support from all stakeholders at The Hathershaw College	E	A/S
Confident and inspirational leader with the ability to motivate and influence others	E	A/S

Personal Qualities & Attributes

Criteria	Essential (E) Desirable (D)	Suggested Evidence
Actively demonstrates a passion for the value of education	E	A/S
Demonstrates honesty and integrity	E	A/S
Self-motivated, enthusiastic and energetic	E	S
Excellent communication and interpersonal skills	E	A/S
Resilient	E	A/S
Ability to develop and maintain effective working relationships, including working as part of a team	E	A/S
Excellent organisational skills	E	A/S
Prioritises, meets deadlines and performs effectively under pressure	E	A/S
Demonstrates initiative and problem-solving skills	E	A/S
Flexible and positive approach to new challenges and opportunities	E	A/S
Commitment to consistently high standards of principled and professional conduct, including demonstrating the behaviours and principles outlined in the Headteachers' standards	E	A/S/R
Excellent attendance & punctuality record	E	A/R
An enhanced DBS disclosure is required and section 128 check	E	S

Wellbeing & Benefits

We recognise that leading an academy is a demanding and hugely rewarding role. The Pinnacle Learning Trust are proud to have been named 'Wellbeing Trust of the Year' at the MAT Excellence Awards 2025. The award recognises that the trust has a genuine and impactful commitment to wellbeing for young people and staff in all phases and across all of our academies. As Principal, you will not just benefit from this culture, you will shape it and model it for the entire school community. You will also benefit from:

- Executive support - e.g., external coaching/ support
- Committed and outstanding SLT and staff
- Regular 1:1 meetings with the Chief Executive Officer and our Governors
- Peer network support
- Strong partnerships with the local community
- An opportunity to shape your own personal and professional development
- The opportunity to work with enthusiastic students
- On site free car parking facilities (subject to availability)

The benefits listed here represent only a selection of what we offer. Our Principals have access to a comprehensive package of Trust-wide support and opportunities. Further information can be found in our Join Our Trust booklet.



How To Apply

Thank you for your interest in The Hathershaw College. We really look forward to receiving your application.

All applicants are requested to submit an application form and provide a supporting statement via MyNewTerm. Applicants must:

- Complete all sections of the MyNewTerm application form in full
- Use the supporting statement to show us how your knowledge, skills and experiences align with the person specification

MyNewTerm be accessed through our website <http://www.pinnaclelearningtrust.org.uk/vacancies/>

The Application Deadline Is 16th January 2026 at 12pm

References will be obtained after shortlisting and prior to the interview where it has been indicated that it is acceptable to do so. Please ensure that the contact details provided on your application form are correct.

Shortlisting will take place on 19 and 20 January 2026.

Interviews will take place on 28 and 29 January 2026.

We would encourage potential candidates to discuss their application with our Chief Executive Officer, Nick Lowry, and visit the school prior to their application. To arrange a confidential conversation or a visit to the school please email Danielle.Hunt@pinnaclelt.ac.uk.

Commitment to Safeguarding

As part of our safeguarding commitment and promoting the welfare of children, any offers of employment will be subject to satisfactory DBS checks as part of the pre-employment procedures on all potential new employees. The Pinnacle Learning Trust is an Equal Opportunities Employer and welcomes applications from underrepresented groups and ethnic minorities.