



SCHOOLS IMPROVING SCHOOLS

## EXECUTIVE HEADTEACHER

CANDIDATE INFORMATION PACK



CENTRAL LEARNING  
PARTNERSHIP TRUST



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## DEAR APPLICANT

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Dear Applicant

Thank you for your interest in the position of Executive Headteacher, leading the Secondary School Hub within Central Learning Partnership Trust.

At present I have the dual responsibility of this role and Chief Executive for the Trust and so it is now timely for a passionate leader to take this area of responsibility with a sole focus on our secondary developments. We are seeking to appoint an exceptional, resilient and dynamic individual with visionary leadership skills, who can naturally inspire others.

The successful leader will have a proven track record of strategic leadership at Headteacher level and have delivered sustainable school improvement. You must be collaborative, adaptable, and able to balance hands-on leadership with clear strategic direction. With a focus on delivering excellence, you will ensure effective leadership is in place to guarantee the continuation of the high standards and aspirations, we presently deliver in all our settings.

You will be joining a highly innovative and ambitious multi academy trust where your professional development will be a key priority, and you will be supported by a highly experienced network of senior leaders and professionals.

This is a very exciting time at CLPT and we look forward to receiving your application.

Yours faithfully



Mrs Georgetta Holloway OBE  
Chief Executive





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## ABOUT US

Central Learning Partnership Trust is underpinned by a moral purpose: to change lives for the better. We are committed to improving the life chances of our young people, to optimise their feeling of self-worth, to develop their resilience and in turn their capacity to embrace the challenges that lie ahead. Above all else, we encourage pupils to be ambitious for themselves, their families and their communities.

Success is the birth-right of every individual, and schools must be relentless in their drive to ensure that this is delivered. We are determined to challenge the premise that education alone cannot break the cycle of deprivation – of low aspirations and resultant low outcomes. We want to eradicate the poverty of expectation and instil in every member of our school communities a personal resolve and drive to succeed – a ‘Yes We Can’ mentality.

### OUR AIM

As a Trust our main priority is to raise the attainment of young people. A significant number of pupils, of both primary and secondary age, are attending schools judged other than ‘good’ or ‘outstanding’. This fundamental failure to equalise opportunity has an adverse effect upon the life chances of these young people well beyond their school years. We are committed to addressing this inequality; believing that all schools and in turn their outcomes can improve incrementally, continually building on the improvements of the previous year.

We aim to ensure that each Academy within the Trust:

- adds value to the results of their students
- is capable of the highest judgements from Ofsted within 4 years of becoming an academy partner within Central Learning Partnership Trust
- is oversubscribed or on a significant upward trend
- works closely with other CLPT academies to create a sustainable model of education for all students
- fosters an inclusive culture where permanent exclusions are rare and every student leaving the school has a plan for the next stage of their learning/career
- is recognised nationally as organisation of high quality, producing outstanding results within a culture of innovation and achievement
- continues to develop their own unique characteristics and ethos; maintaining individual identities within their respective communities
- produces high quality committed professional and future leaders for CLPT academies, through a wide range of training programmes and experiences, including nationally recognised professional development opportunities.



## CENTRAL SIXTH

SIXTH FORM



### CLPT SECONDARY HUB

The secondary hub of schools within CLPT is Wolverhampton based – Heath Park, Moseley Park and Coppice. All located within 3 miles of each other. In the initial stages of forming the Trust in 2010, we established a formal learning partnership with Moseley Park. In June 2018, Coppice joined the Trust.

### CENTRAL SIXTH

The creation of a learning partnership between the three schools had a positive impact on curriculum opportunities including a joint sixth form, called 'Central Sixth'. The offer of a collective provision enables a wider breadth of courses, all of which are of the highest standard and economically viable. Professional development opportunities are available to support staff and create professional partnerships and networks within and across the curriculum.



## COPPICE

Our motto is 'Foundations for Excellence'. We pride ourselves on providing an educational journey that is challenging, rewarding and enjoyable. Education is a partnership between students, parents and teachers, which produces positive results when we work together.

Coppice School has a strong tradition and ethos embracing the ambition and aspiration translated across all subject areas as we continue to drive the success and achievement of students across all year groups and all subjects.

The developing curriculum must encapsulate twenty first century concepts and provide opportunities for students to develop a set of attributes, skills and attitudes that will enable them to create and thrive on challenge, develop confidence, self-reliance and willingness to embrace change. Our aim is to develop active learners with a capacity to shape their future and the future of our community.

We are a truly comprehensive school and cater effectively for all abilities, including the most able. The offer of the Excellence Academy allows the most able learners to be further challenged and to challenge themselves not only through the knowledge they acquire but more importantly through the means by which they acquire that knowledge. The Excellence Academy provides the ideal experience for progression through secondary education to the most prestigious and competitive universities.

## HEATH PARK

We are Heath Park - an inner city, ethnically diverse, success story. We are recognised as one of the most successful secondary schools in the country. However successful we are, we are relentless in our drive for continuous improvement. Central to this is our development of partnerships. Collaborative working with feeder primaries, secondaries, business and community groups and most importantly, parents. It provides opportunities to re-affirm our core aim: to provide a quality experience in which we are able to focus on our mission, 'every pupil always in focus'.

We are clear at Heath Park about our priorities. Firstly, that children should be happy. Secondly, that the school should offer a wide range of learning activities and opportunities in and out of the classroom. Thirdly, that all children are encouraged to achieve their full potential whatever their abilities. Only if the first two are promoted can this third and most important aim be fully realised.

Heath Park is one of the highest achieving, open-access comprehensives in the country. We have received both local and national recognition for our achievements and the level of success overall is outstanding. The number of students transferring directly to university increases every year with many students accepting places at the most prestigious universities nationally, including Oxford and Cambridge.







## MOSELEY PARK

The successes of Moseley Park are testimony to the tangible benefits innovative ways of working can bring for young people. We are a highly effective school and have high achieving students - Progress 8 measures, when previously available, showed Moseley Park to be one of the top performing schools in all of the four Black Country local authorities. More recent attainment measures also demonstrate both sustained and further improvements in key areas.

Whilst academic achievements are an important part of life at Moseley Park, students enjoy a diverse range of additional opportunities. A hugely popular extra-curricular sport programme, music, arts and drama, complement a wide range of trips and visits. Opportunities for student leadership emphasise the value of taking part as a member of the school community.

Moseley Park has established itself as a highly successful school in which students of all abilities can thrive. The curriculum prepares students for a successful school career and in turn for taking a pro-active role in the rapidly changing society in which they live. The ever-increasing diversity of our school population brings so many unique learning opportunities to our door and is something which we embrace wholeheartedly, celebrate and build upon.



## EXECUTIVE HEADTEACHER (SECONDARY)

**REQUIRED TO START: SEPTEMBER 2026**

**SALARY: GROUP 8 Salary**

Central Learning Partnership Trust is a highly successful, cross phase, multi academy trust. We are underpinned by a moral purpose: to change lives for the better. We are committed to improving the life chances of our young people, to optimise their feeling of self-worth, to develop their resilience and in turn their capacity to embrace the challenges that lie ahead. Above all else, we encourage pupils to be ambitious for themselves, their families and their communities.

CLPT has 16 schools, located in three different geographical regions:

- Rotherham - we currently have three primary schools
- Wolverhampton – two primary schools, three secondary schools and three special schools, including Wolverhampton Vocational and Training Centre, a special provision for Post 16 students
- Worcestershire – five special schools, including SEMH and Alternative Provisions.

Our track record in school improvement is based on the creation of two and three academy School Improvement Partnerships led by highly effective Executive Headteachers, with each partnership school having their own Head of School or Headteacher and leadership structures. We aim to grow our own future senior leaders to facilitate seamless succession planning.

We are looking to appoint an Executive Headteacher who will take the strategic lead across our secondary hub of three schools: Heath Park, Moseley Park and Coppice. The current postholder has been appointed as Chief Executive for CLPT and so we are now seeking a passionate leader with a proven track record of strategic leadership at Headteacher level, with demonstrable experience of delivering sustainable school improvement.

We are looking for an Executive Headteacher who:

- is collaborative, adaptable, and able to balance hands-on leadership with clear strategic direction
- is a highly effective, innovative and successful leader with drive, ambition and the skills to inspire the very highest expectations for all
- has strong interpersonal skills, is approachable and a good listener
- is committed to the success and development of both students and staff
- is committed to working collaboratively across the Trust

In return we can offer:

- a friendly, caring and supportive employer who prioritises your wellbeing
- support from a highly experienced network of senior leaders and professionals
- an exciting opportunity to be part of the growth and development of the Trust
- an employer with a passion for education; encouraging staff and students alike to 'take risks', to develop new ideas and to innovate.







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Candidates are strongly encouraged to contact our Chief Executive, Georgetta Holloway OBE, for an informal conversation about the role. Please contact Jane Elwell ([jane.elwell@clpt.co.uk](mailto:jane.elwell@clpt.co.uk)) to arrange an appointment.

Potential candidates are also welcome to visit our schools. This is a great opportunity to explore our facilities, meet our dedicated staff and get a feel for the vibrant community we have built at CLPT. We look forward to welcoming you and answering any questions you may have.

#### KEY DATES

**Application Deadline:** 6 March 2026

**Start date:** September 2026

**Preset Visit Dates:** 25, 27 February and 2 March 9.30am - 11.30am - by appointment

#### IMPORTANT LINKS

**Coppice:** [www.coppiceschool.net](http://www.coppiceschool.net)

**Heath Park:** [www.heathpark.net](http://www.heathpark.net)

**Moseley Park:** [www.moseleypark.org](http://www.moseleypark.org)

**Central Sixth:** [www.heathpark.net/sixth-form/central-sixth](http://www.heathpark.net/sixth-form/central-sixth)

**Central Learning Partnership Trust:** [www.clpt.co.uk](http://www.clpt.co.uk)

#### CONTACT INFORMATION

**Tel:** 01902 556360

**Email:** [jane.elwell@clpt.co.uk](mailto:jane.elwell@clpt.co.uk)

To apply for this vacancy, please complete the application through the My New Term platform, accessible via the Trust's website: [www.clpt.co.uk](http://www.clpt.co.uk)



# JOB DESCRIPTION

**POST TITLE:** Executive Headteacher

**CONDITIONS OF EMPLOYMENT:** Refer to School Teachers' Pay and Conditions Document

**DISCLOSURE LEVEL:** Enhanced

**LOCATION:** Wolverhampton

**RESPONSIBLE TO:** Chief Executive Officer

**RESPONSIBLE FOR:** The provision of a full learning experience and support for students for all schools in the Trust.

**PURPOSE/CORE BUSINESS:** Directly responsible to the Chief Executive for the leadership and management of the operational, day to day running of the school in line with the strategic aims of the school and the vision of the Trust. To undertake duties and responsibilities as set out in the School Teachers Pay and Conditions of Service

## JOB PURPOSE

To undertake the following duties in addition to the Conditions of Employment for Headteachers laid down in Part 9 of the School Teachers' Pay and Conditions Document 2008 (section 2, paragraphs 57 to 64):

To be ultimately responsible for the safeguarding and welfare of all students and staff within the schools leading.

To provide overall strategic professional leadership and management and, with others, lead, develop and support the strategic direction, vision, values and priorities of the partnership schools across the school improvement hub. This will promote a secure foundation from which to achieve high standards in all areas of the schools' work. To hold overall accountability for the direction, standards achieved and quality of provision in order to:

- with Governors (individual and collective), provide the leadership and management which enables the partnership to give every pupil high quality education, and which promotes the highest possible standards of achievement and well being
- be accountable, as the leading professional in all schools in the partnership, the Trust Board and the Local Executive Governing Body; providing vision, leadership and direction of travel and ensure they are managed and organised to meet their aims and targets
- secure the long-term success of the schools within the partnership by maximising potential through the skills and resources held within the schools



- build system-wide leadership capacity at all levels through actively developing strategic governance, staffing structures and roles and responsibilities
- where appropriate, have regard and respect for the differing nature of schools within a partnership and uphold and support the distinctiveness of those schools
- work towards all schools in the partnership achieving outcomes which place them in the top 10% of similar schools. (EEF and ASP)
- work towards achieving and sustaining Ofsted “Outstanding” status for all schools in the partnership.

## **MAIN (CORE) DUTIES & ACCOUNTABILITIES**

### **SHAPING THE FUTURE OF THE PARTNERSHIP**

- Working with trustees and governors to create a shared strategic vision and strategic plan in each school and to work with each school community to translate that vision into agreed objectives and operational plans including core educational values, which will promote and sustain school improvement. The strategic planning process is critical to sustain school improvement and ensuring that each school moves forward for the benefit of its pupils.
- Motivate and inspire others to create a shared learning culture and positive climate through distribution of leadership through teams and individual's
- Lead collaboration with other schools locally, regionally, nationally and in virtual reality to share expertise and bring positive benefits to both Trust and other schools
- Use the partnership structure to maximize and deploy both resources and expertise to raise achievement across the partnership

### **LEADING TEACHING AND LEARNING/OUTCOMES AND STANDARDS**

- Have a central responsibility for raising the quality of teaching and learning and for pupils' achievement
- The Executive Headteacher will lead their schools in promoting positive attitudes to learning amongst pupils and staff. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning
- Be a leader of learning and create a collaborative learning culture across the school improvement hub
- Understand the key drivers of school improvement and secure their application across the hub
- Work with Heads of School and Headteachers collectively and individually to develop and implement strategies for each setting, at different points in their improvement journeys
- Ensure a continuous and consistent partnership-wide focus on pupils' achievement, using data and benchmarks to monitor progress
- Establish creative, responsive and effective approaches to learning and teaching
- Set high expectations and challenging targets for each school community and evaluate the effectiveness of learning outcomes

- Monitor, evaluate and review school practice and promote improvement strategies
- Tackle under-performance at all levels

## **DEVELOPING SELF AND WORKING WITH OTHERS**

- The Executive Headteacher must manage themselves and their relationships well.
- Ensure the development and maintenance of effective strategies and procedures for staff induction, professional development and performance review. Support and challenge all staff to achieve high standards.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Committed to regularly review own practice, set personal targets and take responsibility for own continuing professional development
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities

## **MANAGING THE ORGANISATION**

- Provide effective organisation and management of each school and seek ways of improving organisational structure and functions based on rigorous self-evaluation
- Ensure the ongoing development of an organisational structure reflects the Trust's values and enables effective and efficient operations
- Ensure evidence-based improvement plans and policies promote continuous school improvement
- Know where performance is strong and implement systems for deploying expertise to improve Performance across the hub
- Build capacity across the schools to ensure effective, strategic management of human, financial and physical resources to ensure value for money
- Recruit, retain and deploy staff appropriately and actions to secure improvements.

## **SECURING ACCOUNTABILITY**

- Develop a partnership ethos which enables everyone to work collaboratively
- Ensure individual staff accountabilities are clearly defined, understood, agreed and recorded
- Work with Chair and LEGB to enable them to meet their statutory responsibilities and to ensure that the work of the schools is effectively monitored, evaluated and reviewed
- Ensure every individual child enjoys and benefits from a high-quality education, promoting collective responsibility



## **SECURING FINANCIAL VIABILITY**

Working with Chief Executive and Business Managers to:

- Secure the financial viability of the improvement hub and the individual schools therein
- Be directly responsible and accountable to Trust Board for maintaining an in-year budget surplus in each setting
- work with Heads of School, to develop strategies and systems, which build on the opportunities afforded by economies of scale through the maximizing of the impact of key staff on the greatest number of pupils.
- Review teaching and associate staffing models across the improvement hub to deliver 'best value' outcomes.

## **STRENGTHENING COMMUNITY**

- Commit to engage with the internal and external school communities to secure equity and entitlement
- Create and promote positive strategies for challenging racial and other prejudice and negative behaviour
- Ensure a range of community-based learning experiences
- Collaborate with other agencies to ensure pupil and community needs are met
- Use the partnership to promote community cohesion and the partnership framework to promote extended services and work with other partners.
- Work collaboratively with other schools to widen experiences and share good practice to bring positive benefits to leadership, pupils and staff.

## **AMBASSADOR FOR THE TRUST**

- Promote the Trust's vision, values and achievements
- Engage with RSC office, Local Authorities, other schools and the local community for the benefit of the wider Trust population

## **SAFEGUARDING CHILDREN & SAFER RECRUITMENT**

- To ensure the two schools are committed to safeguarding and promoting the welfare of children as required under the Education Act 2002 making sure all staff and volunteers share this commitment.
- The Executive Headteacher will ensure all policies and procedures are fully implemented and sufficient resources and time is allocated to those designated staff to discharge their responsibilities.

# JOB SPECIFICATION

## LEADERSHIP SKILLS

- An innovative leader, with a clear understanding of education and how this can be transferred into reality.
- An existing Headteacher with a proven track record of managing change quickly and effectively.
- An excellent collaborator with the ability to forge positive relationships in order to promote success.
- An enthusiastic practitioner, committed to ensuring the best possible outcomes for students.
- A personable individual who can build a sustainable workforce of high quality staff and leaders.
- Someone who can set out a clear and shared direction for school improvement.

## COMMUNICATION SKILLS

- A commitment to working positively with all stakeholders and community.
- An outstanding communicator with excellent interpersonal skills.
- Someone who has very strong negotiations skills to the benefit of the Trust.

## EXPERIENCE AND KNOWLEDGE

- The ability to drive change in a positive way for the benefit of the school.
- A clear understanding of educational legislation and developments.

## MANAGEMENT OF FINANCE, PERSONNEL AND RESOURCES

- A proven ability to manage all resources effectively to provide the best possible outcomes for students.
- The ability to motivate and inspire staff to ensure stability and high performance.



THANK YOU FOR ACCESSING THIS  
CANDIDATE INFORMATION PACK

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CONTACT US

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T: 01902 55 6360

E: [enquiries@clpt.co.uk](mailto:enquiries@clpt.co.uk)

W: [www.clpt.co.uk](http://www.clpt.co.uk)



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