

Hollingworth Learning Trust

Summer 2023
Growing Together
Trust Magazine

Issue 1

hltrust.co.uk



Our Trust was founded in April 2020, with the aim to provide the very best education possible for our children, providing high quality learning in a supportive environment.

Hollingworth Learning Trust

Welcome to the first edition of 'Growing Together', the Hollingworth Learning Trust Magazine.

We are really pleased to be bringing together news from our schools, the Trust Central Office and the board, to share with you. It is an important step in our Trust development and communication strategy to bring together our educational community.

Our Trust was established in April 2020. Setting up and establishing the Trust during the pandemic has come with difficulties, in that the additional workload created by the covid years prevented us from moving forwards as quickly as we would have hoped. We are now glad to be moving forwards with the Trust development and establishing our new ways of working – which includes communicating with staff, parents, students and other key stakeholders with updates about how the Trust and schools are doing.

As a Trust, it is great to hear and see the fantastic work that happens within our schools. We enjoy celebrating the many successes. We have put this magazine together by way of update for all stakeholders – we hope you find the information useful.

Welcome from our CEO



Thank you for taking the time to read our first Trust magazine. I hope this gives you a sense of the fantastic things happening in our schools within Hollingworth Learning Trust.

We are wholly focused on making a positive difference to the lives of children, providing opportunity, insisting on high standards and making a long-term commitment to our pupils, families, communities and schools.

We achieve this by acting in a way which is:

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 consistently promote equity, equality and challenge injustice. We always act in the best interests' of our pupils.

Of these, Ambition sets the bar for what we are trying to achieve. It's not personal ambition or ego, it's about ambition for others: Supporting schools, staff and pupils to be the very best that they can. I see this belief in practice every time I visit Newhouse, Hollingworth and also in the work of Trust staff. I would like to take this opportunity to thank everyone within the Trust for their persistent hard work and commitment to the education, care and wellbeing of the pupils in our academies.

Thank you again for taking the time to read our magazine. If you are interested in learning more about our trust please do not hesitate to contact me on 01706 292828.

Best Wishes

Mr Darren Randle
CEO




 Connect with us to find out more
 hltrust.co.uk
 
 HollingworthLearningTrust



A message from our Chair of Trustees

As the Chair of Trustees at Hollingworth Learning Trust, I am pleased to be talking to our stakeholders in this exciting first edition of our magazine. The role of the Chair for the Trust is, in itself, an honour and on behalf of the Board of Trustees, I would like to share with you all how much we like to hear how well both schools are doing together with providing for the checks and balances to help us comply with our legal requirements.



For this initial magazine, I was asked to write a brief note about one of our Trust values; ambition. I am delighted to accept this request and share with you my thoughts and views, although it's not that easy when you try to capture many people's thoughts and anticipate what the horizon looks like in the education sector.

“Be ready to participate, gain knowledge, and have or get the motivation or ambition to succeed; that should be the three parts of the pyramid”. It is ambition that counts; what is that? I hear you ask; you have a role to play in shaping who you want to be, but you need some tools to help you craft your way.

Acting in an ambitious way for our students can involve helping them to set clear and specific goals, creating a plan to achieve them, and consistently working towards them.

To define our ambitions, we should consider our passions, strengths, and values and think about how we want to use them to make a positive impact in our lives and the lives of others. Throughout our life journey to realise ambitions, we can seek educational opportunities, build connections with mentors and peers, and stay focused and motivated. To know when we have achieved our ambitions, we can regularly reflect on our progress, celebrate our accomplishments, and adjust our goals as needed.

Taking all of the above, I realised that when it comes to being succinct in condensing all of this, we have an incredibly talented and ambitious team, teaching, and support staff, bringing our Trust vision to life. It is that which provides me, fellow members, and Trust board members and the governance of each participating school with the confidence in realising a safe environment for our shareholders-the students, to make informed choices as they grow.

Best Wishes

Mr Andrew Moon

Chair of Trustees

Our Vision

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 every child regardless of ability, gender, social background or ethnic origin.



A Focus on being Ambitious

We asked members of the Trust to reflect on what our value of being ambitious means to them and how they support this value in their role.

Jacqui Mellor

Trustee and Chair of the Local Governing Body at Hollingworth Academy



How do the governors support the Trust value of being ambitious?

The aim of governing bodies is all about ensuring that the school is ambitious. Our role is to challenge the school leaders, ensuring that:

- Challenging targets are set
- We know why the targets have been set
- We know what will be done to achieve them
- We receive the results and can set new targets or challenges as a result

We have parents, staff and local people on the board and we are all determined that the school continuously improves.

We have clear targets, we know where the school is strong, where it should improve and know what is being done to achieve them. We visit the school regularly so we can see how it works in person. I'm pleased that this was noted in the recent Ofsted inspection report.

Our role is not to be involved in any day-to-day operations, but to gain an overall view of the school. We receive reports from the Head at each meeting and other leaders bring us regular reports on progress e.g., results, pupil outcomes, attendance and behaviour.

I'm sure that I can speak for the governors when I say that we are really proud to be on the governing body and that we will always ensure that the challenge remains fierce, so that all our pupils can succeed.

A little bit about me

I've lived in Milnrow for over 30 years. I am the Chair of the Governing Board at Hollingworth Academy and have been since 2020. I have been a governor since 2011 and feel that I've gained a thorough understanding of the school. I think it's useful to have a mix of both new and longer-serving governors, so that we can retain a strong board.

I was firstly elected as a parent governor. I've experienced the move into the current building, the change to an Academy, two new Headteachers, the introduction of Hollingworth Academy, the multi-academy Trust and an Ofsted inspection.

For a few years I was also a member of the Corporation (the governing body) at Hopwood Hall College which helped me learn about a different area of education.

My governing experience is strengthened by my job – I work in planning and operations at Manchester Metropolitan University and work with the primary and secondary teacher training department. I have worked in initial teacher training for over 20 years, all of which helps me understand the secondary school and wider government education context.

If you are interested in becoming a governor, I'm happy to discuss the role. We have governors with a wide range of backgrounds and experience.

Jamie Hawkrigg

Trust Chief Operating Officer



At Hollingworth Learning Trust Central Service Team our ambition is to provide a “World Class Service” to our schools, utilising the knowledge and experience within the team to provide high level support and guidance, whilst allowing schools to operate day to day, with autonomy.

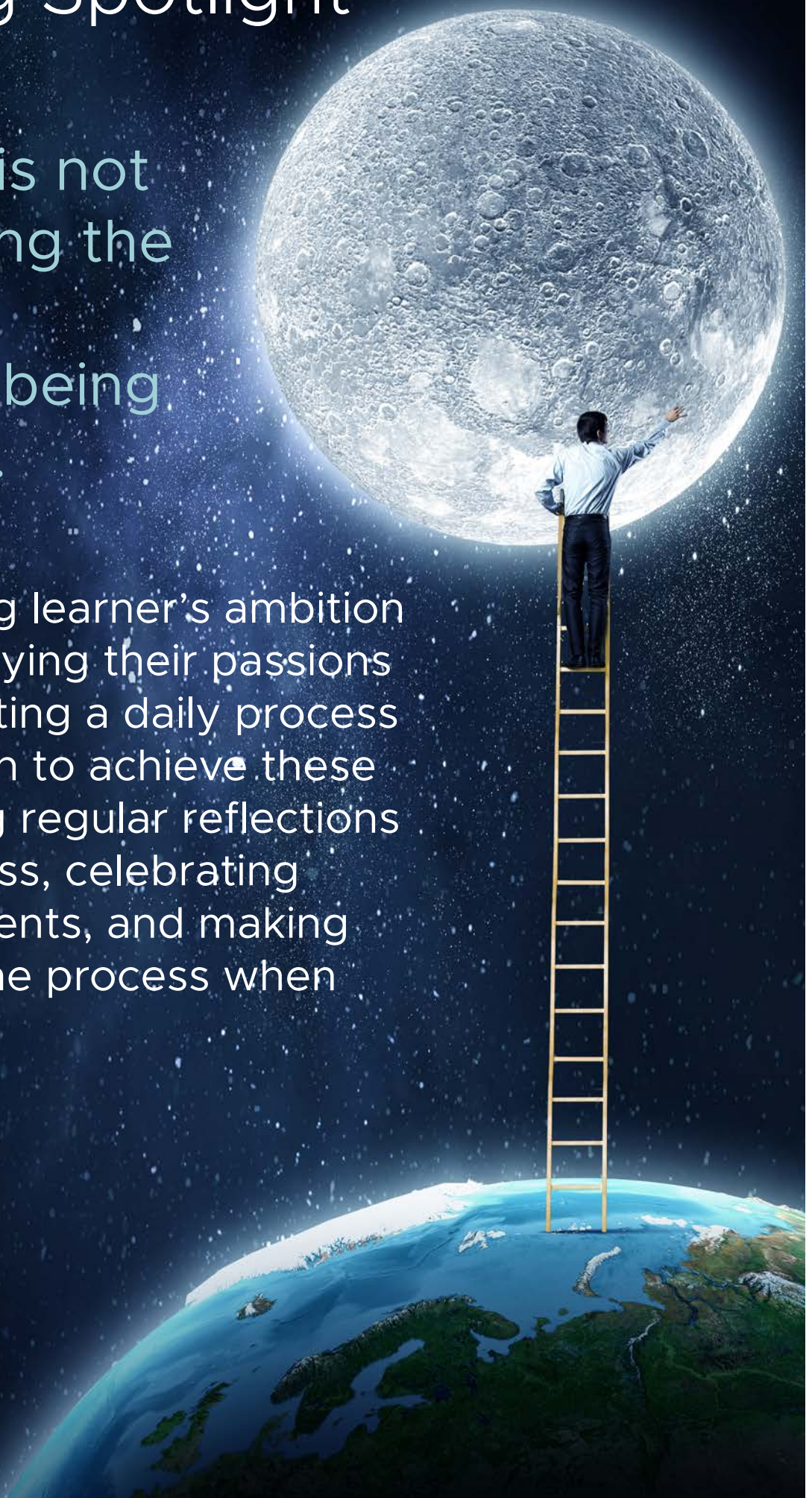
We aspire to provide high quality support, advice and guidance on school improvement, compliance, Human Resources, buildings, financial returns, payroll and ICT strategies, allowing school staff to focus on providing outstanding teaching and learning within a safe and secure environment.

As we grow as a Trust, our ambition is to continue to support our schools and encourage them to maintain their school's autonomy to deliver their curriculum and not create identikit schools across the borough.

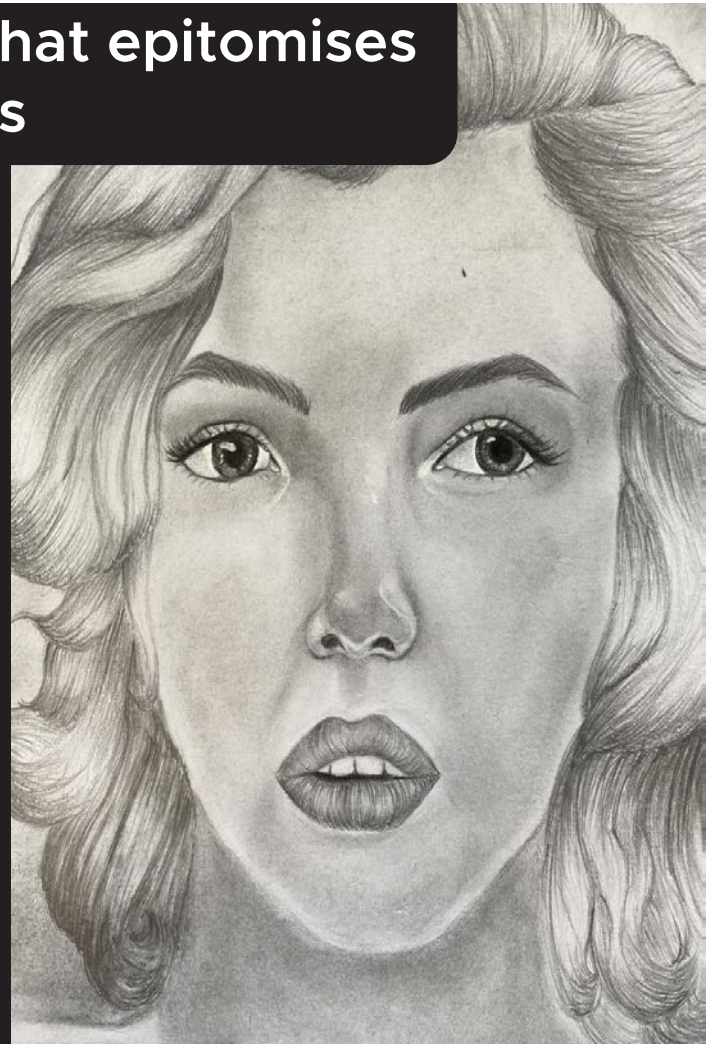
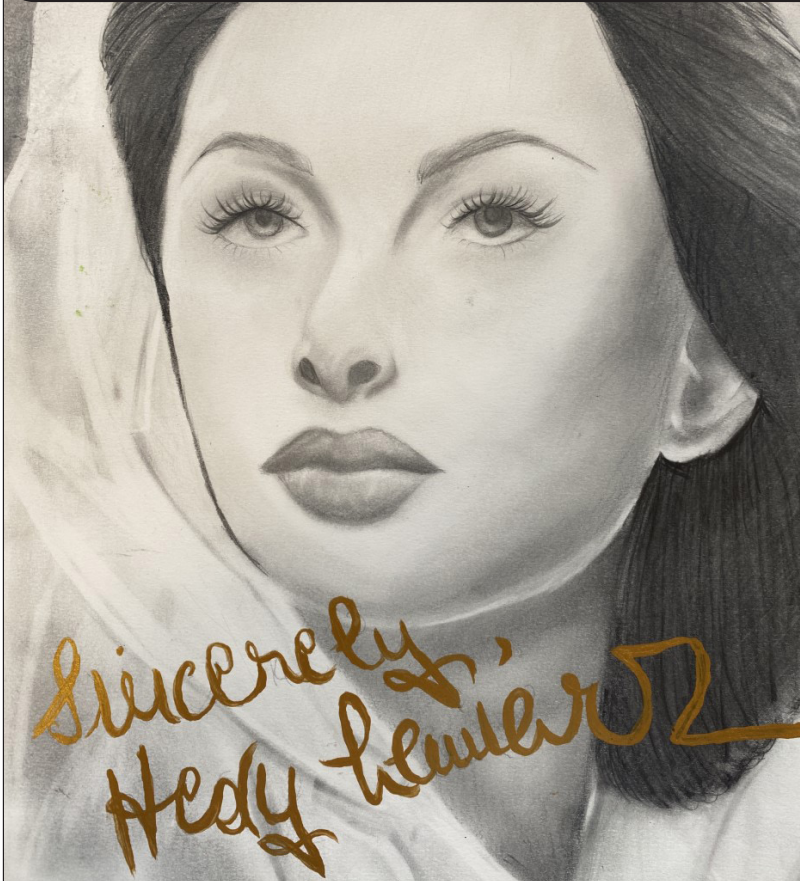
Learning Spotlight

Ambition is not about being the best – it's about being your best.

For our young learner's ambition means identifying their passions or goals, starting a daily process through which to achieve these goals, making regular reflections about progress, celebrating accomplishments, and making changes to the process when necessary.



Examples of student work that epitomises the value of being ambitious



Anna-Liese B - Year 11, Newhouse Academy





Chloe S - Year 11, Newhouse Academy

Our commitment to meaningful professional development

Team ambition across our Trust

Over this academic year Newhouse and Hollingworth Early Career Teachers (ECTs) have been collaborating on their teaching journeys.

As a Trust, we have set up an ECT network, with a vision for our teachers to create partnerships across the school. The aim is to develop these partnerships and carry them forward, continuing to collaborate beyond the ECT programme and career progression.

The programme has been designed to cover a range of areas such as wellbeing, behaviour, curriculum and lesson planning. Colleagues have had the opportunity to visit another school, see how other departments operate, swap lesson resources and experiences, and improve their practice.

Each session gives an insight into possible career paths. Annemarie Eves (Assistant Headteacher), Kate Able (Recently qualified teacher), Alex Burnham (Headteacher) and Cole Drews (KS3 Pastoral manager) have all shared their career journeys, demonstrating the different paths that have been taken to achieve career progression.

The first session, 'getting to know you', staff met each other for the first time, had a tour of Hollingworth, enjoyed some pizza and looked at their wellbeing. They completed a questionnaire to identify where they could make improvements to make sure they looked after themselves.

Newhouse hosted the second session, 'swap and share', a speed dating scenario in which colleagues brought their favourite high ability resource. They shared a resource to help incorporate literacy into lessons, a differentiated resource and their favourite resource. These were then collated and sent to all of the ECTs so that they had a copy to refer back to.

The third session was tailored to meet individual needs. Colleagues opted into topics where they would benefit from help and advice. Staff from Newhouse and Hollingworth ran sessions on differentiation, behaviour and subject specific areas.

We are looking forward to the last session of the year which will celebrate the achievements of the ECTs and mentors.



Networking events across the Trust allow ECTs to meet up, share resources and experiences and develop good practice together.

Helen Whittle
Hollingworth Academy ECT Induction Tutor
Dean Whittle
Newhouse Academy Assistant Headteacher

Our commitment to staff wellbeing



Dannielle Beaumont

Trust HR Manager

Within the central team, we have a Trust Improvement Plan – employee wellbeing sits at the heart of that (along with other key areas) – here is an extract I would like to share with you...

“ At Hollingworth Learning Trust, employee health and wellbeing means providing the environment, culture, management structure, job design, resources and support to enable employees to; flourish both personally and professionally; be resilient and adaptable to workplace challenges; have a healthy work-life balance; put their family life first whilst fulfilling work commitments and responsibilities; learn and develop; have excellent job satisfaction; and enjoy a healthy happy life.

We believe that when choosing a workplace, employees should feel that their work enhances their wellbeing. We are fully committed to the best terms and conditions for our staff, regularly reviewing policy and practice, to ensure our staff enjoy their role – and in turn, our children have the best possible education and school experience. ”

So, the big question – how do we get there?

There are lots of positive things happening at both Trust level, and locally within our schools. To achieve this vision we plan changes carefully; we listen; we consider the impact; and make changes where required.

Employee surveys and working parties are both ways in which our schools currently seek feedback from staff. As a Trust future plans include, gathering more feedback from our staff through Trust wide surveys, and addressing ‘hot topics’ from a well-being perspective that are important to colleagues across the Trust.

Connect the Classroom

Connect the Classroom is an investment funding programme run by the Department for Education (DfE). The current programme offers eligible schools, an upgraded wireless networking solution to improve their IT infrastructure. This will provide infrastructure equipment and set up to help schools meet the latest Wi-Fi 6 standards.

Hollingworth Learning Trust have been working with ICT partners to bid for funding across 4 sites and we are pleased to say all sites have been approved, tenders are now being submitted and we are waiting for DfE approval to start work.

Once completed all schools will have benefitted from a significant investment in their networks and wireless access systems providing 100% coverage at Wifi6 standards. Coupled with the investment the schools have made on their internet connections and new high-speed firewalls the ICT offering in schools will exceed any expected requirements for years to come.

Managed ICT Services

Hollingworth Learning Trust offer bespoke managed ICT services to schools outside of the Trust, but in the Rochdale area. Packages are based around the specific needs of a school and can include:

- Internet connectivity and firewall services (including safeguarding notification from £1500pa)
- Website design and management
- Network and infrastructure support
- On site technician service
- Security and Data Protection Audit
- Financial ICT Audit (see where ICT savings can be made within your current infrastructure)
- Backup services
- Connect the Classroom support
- Phone systems
- Office online support and Cloud Migration
- Google Classroom Management Tools

The Trust has built a strong ICT Team which has supported our schools with developing safe, secure and reliable systems. We have been working with Primary schools outside of our Trust, to share good practice. We have received the following comments from the new School's SLT:

“Their support has been transformative.”

“In the short time they have been with us they have transformed the IT support at the school. Staff cannot speak highly enough of them.”

“All ICT Trust Staff demonstrate the upmost courtesy, respect and patience at all times. No request is too trivial and no question is made to feel silly or stupid. They respond to questions and concerns immediately with rapid resolutions.”

“They have suggested how improvements to the infrastructure and systems could be made for the future.”

“Based on a Trust Security Audit, we are working towards our School being secure as possible and effective systems in place. I have been particularly impressed how they have managed to do this whilst looking for areas to reduce or limit costs. An example being that our internet access costs have been reduced, thanks to them, by nearly fifty percent.”

“It is clear that whilst their technical knowledge and skills are without question, they understand and care deeply that the service they provide benefits the children at the school. Recently, they went out of their way to ensure that a cared for pupil, had the best technology available to help monitor their condition and provide alerts when their health may be impacted.”

Jamie Ward

Trust ICT Manager



Sustainability

As a multi-academy Trust, we have a duty to ensure our estates are following government guidance in relation to working towards becoming carbon net zero by 2030. Not only do we have a legal duty, but as educators, we have a moral duty to work with our students and communities to promote sustainable living.

Our school estates are actively working towards reducing our carbon footprint by utilising new technologies and changing operations on site, which will have a positive impact on our environment.

Reducing our overall consumption is not our only target, as we believe the best way to have a bigger impact is to educate staff and students along the way. If we can provide knowledge to more people on energy saving techniques, they can make the necessary changes at home and with family and friends which will ultimately have a much larger impact on the community and environment – especially in this current climate with high energy bills.

Energy Saving

As part of our sustainability plans, we are looking to reduce consumption across all our estates. We will achieve this by actively monitoring consumption, looking for trends and addressing any areas where consumption looks to be too high. We will implement systems to help with energy monitoring, and the data will be interrogated on a regular basis to ensure our targets are met.

Some energy stats relating to schools:

- On average, 70% of the CO2 emissions created by a school is a result of gas consumption.
- School estates are only open to students approximately 15% of the year.
- Reducing the heating temperature by 1 degrees C can save up to 10% on heating costs annually.
- Reducing heating times by 1 hour per day can also save 10% on heating costs annually.



Carbon Net Zero Targets

Newhouse Academy are privileged to be involved in the governments new school re-building program. When the project is delivered there will be a completely new school block which will be carbon net zero on completion. This means the building will not have any gas services provided, heating and hot water will be produced using air source heat pumps and electricity will be offset by using a vast array of solar panels. This project will help reduce our overall consumptions and will leapfrog Newhouse Academy to be one of the top energy efficient schools in the borough.

Along with the new build project, a new system for monitoring and measuring consumption at Newhouse Academy is in the process of being implemented. This data will also be available for staff and students to use in lessons and can be displayed around the school as a reminder that we all have an impact on consumption. It will provide data to show how energy is being used and all the ways in which improvements can be made. This information will also be used to compare consumption with other local schools of a similar size.

Another area we're addressing is the conversion to LED lighting. As the government is placing a ban on the sale of fluorescent lamps through the course of 2023, we needed to put a plan in place for upgrading lighting systems. With a government grant, we have managed to procure LED lamps to convert the school block that will remain as part of the new school program. This conversion will take place over a number of months to reduce the amount of waste produced by throwing away good lamps. We feel this will have a huge impact on consumption and really reduce DEC rating, catapulting the academy even closer to the carbon net zero targets.

[Latest DfE Energy School Survey Spring 2022](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1105525/DfE_energy_survey_spring_2022.pdf)

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Hollingworth Academy

“As Headteacher, I have a passion for inspiring learning and a vision to deliver ‘a world-class’ education to all pupils, so that they make outstanding progress and get the chances in life they deserve.

We act in an ambitious way for our young people as they deserve the best possible experiences and life opportunities. With this in mind we are constantly looking for new ways to innovate both within and outside of the classroom.

This year has been busy, to say the least. It began with us being judged to be a good school by Ofsted following our inspection at the end of 2022. Overall, the outcome and report from Ofsted was very pleasing and did not tell us anything we were not already aware of. Many highlights were noted in the report, our high expectations, culture of respect, responsibility and resilience and strong relationships pupils have with their teachers shone through.

We have made strong progress with attendance, one of our key priorities this academic year, and have celebrated many pupil achievements both in and out of the classroom.

We were recently awarded the prestigious World Class Schools Quality Mark. This is a huge accolade and one we are very proud of. Having World Class status is not only an incredible achievement for the school, but a fantastic achievement for the whole community. Hollingworth Academy is the only mainstream secondary school in the Lancashire and Greater Manchester areas to be awarded the World Class Schools Quality Mark and now joins a coveted network of just over 120 schools in the UK. More about this on the following page.

We continue to work hard as the end of another academic year approaches and look forward to more exciting times ahead. ”

Mr Robert McGinty

Headteacher - Hollingworth Academy



EXCELLENCE

EQUITY

ENGAGEMENT

ENTERPRISE

World Class Students Make
World Class Schools

Hollingworth Academy is officially awarded World Class Schools Quality Mark and is the only mainstream secondary school in Greater Manchester and Lancashire to have achieved world class status.

“ We are hugely proud of this achievement and what it says about our amazing pupils, 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. ”

Robert McGinty *Headteacher*

This accreditation is not a conventional quality mark or assessment process. It assesses the pupils, not the school, against a framework of skills, competencies and characteristics that young people need to flourish in an emerging global economy.

“ The governors are so pleased to learn that the success of Hollingworth Academy has been recognised in this way. Everyone works so hard to continually improve the experience and outcomes for all pupils. I'd like to offer my congratulations and thanks to the pupils, staff and everyone involved in the process. ”

Jacqui Mellor *Chair of Governors*

“ It is of vital importance that as a borough we work in partnership to realise positive outcomes for the residents of the area. The pupils at Hollingworth Academy are working hard to get the best academic outcomes and we as a development agency are working hard with Bury, Oldham and the GMCA to develop key schemes so that these young people are able to put their knowledge and skills into practise. ”

Paul Ormerod *Chair of the Rochdale Development Agency*



Academic Engagement Partnership

Rochdale
Development
Agency



PEMBROKE
COLLEGE OXFORD



Hollingworth Academy has recently partnered with Rochdale Development Agency and Pembroke College, Oxford to provide a programme of academic engagement for the most able pupils across Rochdale, Heywood and Middleton.

The partnership will initially offer a pilot programme of academic enrichment that will support pupils from a range of schools across the borough to enhance future possibilities for their education and career. These events are hosted at Hollingworth Academy and are coordinated by Chris Dobbs who runs Pembroke Youth Scholars, part of the OxNet organisation and is a very experienced teacher who is committed to challenging education inequality.

Pupils in the pilot programme will be engaged in seminars, lectures, study skills activities, summer schools, and university-style learning. The aim is to inspire young people to reach their full academic potential and, in turn, through developing these skills and knowledge, support companies to be more innovative and productive. This is especially important for the developments taking place in Rochdale, most notably Atom Valley.

The Headteacher of Hollingworth Academy, Robert McGinty said “We are incredibly proud to be part of this initiative. It is a privilege to be collaborating with Pembroke College and OxNet and one that the children of Rochdale will benefit from immensely.”

Councillor John Blundell, portfolio holder for economy and regeneration, said “If we are to realise the true benefits and value which developments such as Atom Valley can bring to the Borough, then it is absolutely essential that we give young people the best chance to develop their full potential and the skills needed to support ventures such as this. The partnership with Pembroke College will give all parties the best possible chance to meet the challenges ahead.”

Pembroke’s outreach work is carried out under the OxNet banner, which has an extensive network of link schools and sixth form colleges. Sir Ernest Ryder, Master of Pembroke, said: “I am confident that our programme in Rochdale will be a great success. Everyone involved has the determination and enthusiasm necessary to give those in schools and colleges across the Borough of Rochdale a fabulous opportunity. I look forward to a very successful and innovative future.”



Newhouse Academy

“ Within our academy, the ambition for my staff and our young people is having the desire to improve, in order to achieve personal success. This is not a single goal with a clear ending, it is a growth mindset that affects all aspects of learning.

As educators, we remind our students that they are masters of their own destiny; being determined to succeed will improve their academic performance. We must create an environment that allows students this opportunity to develop their drive and ambition.

Our academy is committed to providing opportunities for all students. The ‘Our People’ agenda continues to embed itself in the academy’s culture to ensure both our students and staff are supported to deliver the highest standards. With the support of families and the hard work of staff, levels of attendance remain consistently above the national average weekly. We are very proud of students modelling our academy values and this has resulted in many receiving Aspiration, Integrity and Respect awards.

We recently launched a new student charter, developed and voted upon by our young people. It describes the way in which our learning community should treat others and work together in partnership, and is underpinned by the ‘Our People’ agenda.

The work on our school building programme is underway and we look forward to an exciting future with state-of-the-art facilities that will benefit our community for many years to come. There is more information on our academy new build and refurbishment on the following page.

Newhouse Academy became the first secondary school in the country to take part in the Next Generation Aviation programme this year. The programme, delivered by Resilient Pilot, offers students immersive scenario-based workshops and a mentoring programme with the aim of inspiring our Next Generation Aviators.

With so many exciting projects and opportunities underway we can’t wait to continue to work together to deliver the very best education for our students. ”

Mr Alex Burnham

Headteacher - Newhouse Academy



Aspiration



Integrity



Respect

Newhouse Academy is one of 50 schools to be included in the first phase of the Department for Education's School Rebuilding Programme.

The programme aims to replace aging school sites, transforming educational facilities, and help schools move towards their carbon net zero goals by implementing new technologies to reduce their energy consumption.

Morgan Sindall Construction is replacing outdated facilities at Newhouse Academy with a new, two-storey, 16,100 sq m building with lobby and toilet facilities, along with associated plant and landscaping works.

The new building will incorporate a four-court sports hall, PE store, activity studio, drama studio, main hall, changing rooms, construction and design technology workshops, a dining hall, fitness studio, music rooms, science labs, graphics room, food technology room, and related spaces.

The new dining hall will enable a better 'sit-down' experience for everyone. A state-of-the-art kitchen will be equipped to produce quality food for students who wish to enjoy a plate service and also cater to the quick grab option with a sandwich bar. A new external dining HUB with seating under a canopy will allow students to relax and enjoy alfresco dining.

The main hall will also undergo changes. The new space will be re-imagined with bleacher seating to create a theatre like atmosphere, along with LED stage lighting and a new sound system. All this will create the perfect atmosphere for any future performances and state-of-the-art facilities for students studying subjects of the arts.

The rear of the existing main school building dates from the 1960s and will be demolished, with the water tank and substation block being refurbished. The front of the main school building that was rebuilt around 10 years ago is retained.

The new building will be net zero carbon in operation. Throughout its delivery of the project, Morgan Sindall will deploy its Intelligent Solutions approach, which brings together digital and platform design capabilities with modern construction methods and innovative carbon reduction tools to create unique, sustainable and inspiring places for its customers.

We are delighted to be part of this programme and believe staff, students and our community will benefit immensely from the updated facilities. We cannot wait to share the end result!

Dave Clarkson *Trust Facilities Manager*



**MORGAN
SINDALL**
CONSTRUCTION



Morgan Sindall Construction

“Hi I’m Justin and I’ll be managing the construction of the new school. I have over 30 years’ experience in the industry and started my career as a bricklayer before moving up the career ladder to project management.

I’ve delivered a wide range of educational projects, including schools, colleges and universities – I’m really passionate about engaging with students and getting them involved with the build.

As such, my team will be delivering a range of programmes with the school that will bring to life the different elements that go into designing, constructing and managing a school project such as this. We hope the insights we share will spark the students’ curiosity about the construction industry, and perhaps inform their career choices that can be nurtured at this new facility.” Justin Kay *Senior Project Manager*



Department
for Transport



Newhouse Academy became the first secondary school in the country to take part in the Next Generation Aviation Programme.

Newhouse Academy had the pleasure of welcoming CEO and Founder of Resilient Pilot and A380 pilot Stuart Beech, Director and mentor Captain Claire Durston and Director Sam Sloan in person to launch the programme with the first immersive, scenario based workshop. Students were introduced to many aviation careers from air traffic controllers, engineers and security, to baggage handlers, pilots, cabin crew and more.

Resilient Pilot aims to inspire the Next Generation Aviators, maintaining continuous engagement through-out secondary school by way of virtual workshops and scenario based development.

At Newhouse Academy, quality careers education is embedded in the curriculum, and central to supporting the core value of aspiration. The aviation industry offers many varied career pathways. Raising awareness of these opportunities, through the Resilient Pilot scheme could

open many new doors, and inspire our young people to seek a future in aviation.

We want our young people to have high expectations of themselves and recognise that they could have amazing careers. This programme aligns with the academy’s ambitious curriculum to prepare students for 21st century careers.

Long-term, the programme aims to reach 50,000 students, while encouraging 10% of them to embark upon the NextGen five-year continuous programme.



CEO of Resilient Pilot Stuart Beech,
Director Sam Sloan and Director and mentor
Captain Claire Durston.

Meet the Team:

Below are photos of our central services team who are based at our Trust Head Office in Rochdale. To contact the Trust call 01706 292828 or email info@hltrust.co.uk.



Darren Randle
Chief Executive Officer



Jamie Hawkrigg
Chief Operating Officer



Julie Cragg
Trust Finance Manager



Suze Collinge
Trust Compliance Manager



Dannielle Beaumont
Trust HR Manager



Katie Appleby
Trust HR Officer



David Cairns
Trust Schools Service Manager



Claire Towers
Trust PR Manager



Dave Clarkson
Trust Facilities Manager

Jamie Ward : *Trust ICT Manager*
Dan Hitchings : *Trust Senior IT Technician*

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Hollingworth Learning Trust

#growingtogether

to provide the very best education possible for our children

Connect with us to find out more:  hltrust.co.uk

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Hollingworth Learning Trust is a charitable company limited by and registered in England and Wales with company number 8314692

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