Abertillery Learning Community

Job Description

Deputy Headteacher 3-16

JOB TITLE: Deputy Headteacher 3-16

SALARY RANGE: L22-L26

LOCATION: Abertillery Learning Community

REPORTING TO: Headteacher / Governing Body of Abertillery Learning Community

JOB DESCRIPTION: DEPUTY HEADTEACHER (3–16)

This job description complements the standards, values, and dispositions identified in the Professional Standards for Teaching and Leadership. The Deputy Headteacher will align to, demonstrate, and promote the overarching values and dispositions defined within the revised Professional Standards that came into force on 1st September 2026.

The post holder is required to undertake the professional responsibilities of a Deputy Headteacher as specified in the current School Teachers' Pay and Conditions Document (STPCD) and adhere to the Education Workforce Council (EWC) Code of Professional Conduct and Practice.

JOB PURPOSE

Under the direction of the Headteacher, provide a significant contribution to the vision and strategic direction of the school as a 3–16 organisation. Lead the ongoing development and operational effectiveness of all systems, structures, and accountability processes within a 3–16 context in partnership with all stakeholders to enable learners to realize the Four Purposes of the Curriculum for Wales and achieve their full potential.

This will be achieved in accordance with the policies of the governing body and national strategies, including the *Curriculum for Wales Framework*, *ALN Code for Wales*, *Anti-Racist Wales Action Plan*, and national improvement frameworks.

To deputise for the Headteacher as and when required.

KEY RESPONSIBILITIES

1. Pedagogy

- **Four Purposes & Curriculum for Wales**: Be accountable for supporting the pedagogy of others by creating and sustaining conditions that realise the Four Purposes for all 3–16 learners, securing high standards of progress, achievement, and wellbeing.

- **3–16 Curriculum Design & Progression**: Lead the development, delivery, and continuous refinement of an ambitious, inclusive 3–16 curriculum that embeds cross-curricular skills (literacy, numeracy, and digital competence), integral skills, and connection to local context (*Cynefin*).
- **High-Quality Teaching:** Secure high standards of teaching and learning across all key stages by drawing upon evidence-informed practices and supporting teachers to progressively refine their pedagogic approaches.
- **Welsh Language & Cymraeg 2050:** Develop strategies, policies, and practices that promote Welsh language, culture, and heritage (*Cwricwlwm Cymreig*), supporting the school's contribution toward national *Cymraeg 2050* goals and fostering learners' bilingual skills.
- **Inclusion & ALN:** Ensure robust implementation of the Additional Learning Needs (ALN) framework under the *ALN and Education Tribunal (Wales) Act*, establishing inclusive, person-centred strategies that meet individual learning needs and remove barriers to learning.
- **Assessment & Progression:** Implement effective systems to monitor, evaluate, and track learner progression over time, using assessment information to inform teaching, interventions, and continuous school improvement.
- **Equity & Pathways:** Promote equity across all academic, vocational, and experiential learning routes, ensuring parity of esteem across all educational pathways.
- **Learner Voice & Wellbeing:** Foster a whole-school culture centered on learner wellbeing, ensuring children and young people's rights (UNCRC) and views actively shape school life and learning experiences.
- **Evaluation & Reporting:** Collaborate with the Headteacher to produce accurate, transparent evaluations of school performance and progress for parents, governors, Estyn, and regional partners.
- Teaching: Contribute, as appropriate, to teaching within the school.

2. Collaboration

- **Collaborative Culture:** Establish and sustain a climate of mutual trust, professional dialogue, and active collaboration within and beyond the school to develop, share, and refine effective pedagogy.
- **Learning Communities & Networks:** Actively engage with regional consortia/local authority partnerships, the National Academy for Educational Leadership (NAEL), higher education institutions, and other schools to build impactful learning communities.
- **Governance:** Support the Headteacher in providing accurate information and transparent reporting to the Governing Body, enabling governors to fulfill their statutory duties and act as effective critical friends.
- **Family & Community Engagement:** Build positive, open relationships with parents, carers, multi-agency services, and the local community to support learner attendance, wellbeing, and holistic growth.
- Multi-Agency Working: Lead collaborative working with external agencies, local authorities, and health services to ensure seamless support for vulnerable learners and those with ALN.

3. Professional Learning

- **Learning Organization (SLO):** Foster an environment that reflects the principles of a *Schools as Learning Organisations (SLO)* model, where professional learning is prioritized, valued, and directly impacts classroom practice.
- **Professional Growth & PLP:** Drive sustained, equity-focused professional learning for all staff (and self), utilizing the Education Workforce Council's *Professional Learning Passport (PLP)* and the Professional Standards to guide career-long development.
- Leadership Capacity: Identify, nurture, and develop leadership potential at all levels through structured coaching, mentoring, and distributed leadership models.
- **Initial Teacher Education (ITE) & Induction**: Oversee or support school engagement in ITE partnerships and early-career support (Induction/NQTs), contributing to the development of the future education workforce in Wales.

4. Innovation

- **Evidence-Informed Practice:** Coordinate and lead innovative practices grounded in educational research, enquiry, and robust evidence, aligned with national reform priorities.
- **Enquiry & Action Research:** Promote classroom-based enquiry and professional action research to test, refine, and evaluate new pedagogic approaches across the 3–16 continuum.
- **Evaluating Impact:** Develop systems to critically evaluate the impact of innovative strategies on learner progress, wellbeing, and equity before scaling practices school-wide.

5. Leadership

- **Shared Vision:** Work alongside the Headteacher and school community to communicate and realise a compelling 3–16 vision that reflects the diversity, values, and aspirations of the school and wider community.
- **Anti-Racism & Diversity**: Actively lead the strategic development of the school as an anti-racist organisation, ensuring policies, curriculum content, culture, and practices align with the *Anti-Racist Wales Action Plan* and actively dismantle racial inequality and discrimination.
- **Compliance & Safeguarding**: Ensure full compliance with all statutory guidelines, internal policies, child protection/safeguarding procedures (*Keeping Learners Safe*), health and safety, and data protection requirements.
- **Distributed Leadership:** Empower teams through clear delegation, reflective practice, and a culture of mutual accountability and psychological safety.

6. Managing the School

- **School Improvement Planning:** Support the Headteacher in leading self-evaluation processes and creating evidence-based *School Development / Improvement Plans* that deliver measurable outcomes.
- **Resource & Financial Management**: Support the efficient and ethical management of human, physical, and financial resources (including targeted grants such as the Pupil Development Grant) to maximize educational impact and secure value for money.
- **Environment & Operations:** Ensure a safe, modern, and stimulating physical learning environment that supports multi-stage 3–16 learning needs and adheres strictly to health and safety standards.
- **Behaviour & School Ethos:** Establish and maintain positive, consistent strategies that promote high standards of behavior, attendance, emotional regulation, and mutual respect in a safe, structured environment.

Person Specification

Deputy Headteacher 3-16

S = Shortlisting criteria

Please note, shortlisting criteria may also be tested at assessment stage

	ESSENTIAL	DESIRABLE
QUALIFICATION	Qualified teacher status (S) Degree (S) Current EWC registration (S)	Further qualifications and/or professional studies relevant to the age-range. (S) NPQH (S)
KNOWLEDGE and EXPERIENCE	Recent experience as a Senior Leader (assistant headteacher, head of school, deputy headteacher, headteacher) (S) * Proven experience of successful leadership and change management (S) Knowledge and understanding of the current Welsh Educational context and the National Mission (S) Knowledge of best practice and procedures for safeguarding children and young people (S/I) Proven experience of monitoring, evaluating and reviewing performance in order to raise achievement for all groups of pupils. (S/I) Up-to-date knowledge and understanding of what constitutes excellent teaching and learning and how to implement it (S/I) Knowledge of effective strategies and procedures relating to professional learning and performance review. (I)	Experience of health and safety management (S) Experience of building relationships and working effectively with governors (S)

	ESSENTIAL	DESIRABLE
	Experience of building effective relationships with a range of school stakeholders, including parents and the wider community (S) A sound knowledge of secondary pedagogy, KS4 qualifications reform, accountability measures, and/or a sound knowledge of pedagogy and assessment at all progression steps across the primary phase (S)	
SKILLS	Ability to articulate and communicate a clear vision of high quality educational provision for the school (S) Ability to lead, manage and motivate staff and pupils to achieve high standards (S/I) Successful experience of providing for pupils with additional learning needs. (S/I) Ability to build a strong network of collaborative relationships and partnerships with other schools, education professions and appropriate external organisations (S) Ability to communicate and develop links effectively, both orally and in writing with a range of audiences. (S) High level of personal skill in using and applying information and communication technology (ICT) (S) Good organisational abilities and ability to delegate. (I)	

	ESSENTIAL	DESIRABLE
PERSONAL ATTRIBUTES	The ability to be resilient under pressure and remain positive and enthusiastic. (I) A commitment to continuous professional learning for both self and others (I) A commitment to promote the wellbeing of all members of the school community (I) A commitment to the promotion of the Welsh language and culture (I) Ability to demonstrate sound and balanced judgement, decisiveness and flexibility (I) Integrity, loyalty and sensitivity (I)	
OTHER REQUIREMENTS	This post is exempt from the Rehabilitation of Offenders Act (1974) and a comprehensive screening process will be undertaken on all applicants. This will include an enhanced with barred list check with the Disclosure and Barring Service. (DBS) Understand and demonstrate a willingness to promote positively the equal opportunities policy of The Council	