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Our Ref./Ein Cyf. LJ/CP

Your Ref./Eich Cyf.

Contact:/Cysylltwch â: Mrs L Jones



Dear Colleague,

Governors are seeking to appoint an inspirational lead professional to the post of Principal for the creation and leadership of this unique, exciting and innovative development. The establishment of the Abertillery 3-16 Learning Community represents the second phase of Blaenau Gwent's commitment to a transformational policy of all-through education to raise standards, support continuity in pupils' learning and achieve the best possible outcomes for all children and young people.

The Principal will oversee an all-through learning community currently situated across one secondary and four primary phase sites; these currently comprise:

- Abertillery Primary School
- Roseheyworth Millennium Primary School
- Bryngwyn Primary School
- Queen Street Primary School
- Abertillery Comprehensive School

Abertillery currently has a good quality school estate that will be further enhanced with a capital investment of £15m from the Council's 21st Century Schools Programme to build two new primary phase buildings for occupation in September 2016 and September 2017.

Governors are strongly committed to a community ethos, to strengthening links with parents and stakeholders and working in close partnership with the Local Authority, support agencies and the South East Wales Education Achievement Service (EAS).



We welcome correspondence in the medium of Welsh or English. / Croesawn ohebiaith trwy gyfrwng y Gymraeg neu'r Saesneg.

Anvil Court,
Church Street,
Abertillery,
NP13 1DB

Llys yr Einion,
Heol yr Eglwys,
Abertyleri,
NP13 1DB

a better place to live and work
lle gwell i fyw a gweithio

Abertillery is a strong, vibrant and inclusive community in which pupils and their families benefit from access to a widening range of facilities and excellent extra-curricular opportunities. The community area includes a relatively high proportion of pupils entitled to free school meals and the current schools work with a range of partners and agencies on programmes and funded initiatives to raise aspirations and to support and care for those from socially and economically disadvantaged backgrounds. The Learning Community will also cater for a significant proportion of pupils with a range of additional learning needs both in mainstream and in a designated resource base.

The Council and Temporary Governing Body are determined to secure an outstanding leader for this exciting initiative who is able to bring people together, successfully manage change and inspire all staff to achieve the highest standards of education for children and young people in the Abertillery area.

Key priorities for the next 18 months and beyond are to:

- develop a vision, values and culture for the Abertillery 3-16 Learning Community in consultation with governors, staff, parents, the local authority and other key stakeholders based on high expectations and excellence for all;
- develop an appropriate leadership and management structure and staff deployment that balances campus and cross-phase responsibilities and ensures the safe and effective day-to-day operation of the Learning Community;
- secure the commitment of all teaching and non-teaching staff to collaborative working and a shared determination to build on their combined strengths to develop outstanding teaching, learning and support for pupils;
- ensure that arrangements are in place to ensure the safety, safeguarding and wellbeing of all children, young people and staff across the Learning Community, and that all relationships are based on mutual understanding, co-operation and respect;
- build on the inclusive culture that exists across the current schools and ensure equality of opportunity for all and outstanding provision and support for the significant number of pupils with additional learning needs;
- be responsible with governors to ensure that the Learning Community budget in excess of £7m is managed equitably and effectively, and that human and material resources are

- deployed to raise quality and standards and provide value for money
- analyse performance data and other evidence of outcomes to identify immediate priorities and to work closely with governors and the leadership team to improve consistency and maximise performance at all key stages;
 - promote the Learning Community to parents, partner schools and other stakeholders and be responsible for effective communication to raise the organisation's profile and maximise recruitment of pupils from partner schools in the Ebbw Fach area.

Governors welcome applications for this post from suitably qualified and experienced individuals with a passion for learning and an unshakeable conviction that all children have an entitlement to the best possible provision and can achieve the very highest standards.

Shortlisted applicants will have an opportunity to visit the constituent campuses of the Learning Community on 6th January 2016, prior to interviews scheduled for 7th -8th January.

Mike Haines

Chair of Temporary Governing Body

Blaenau Gwent County Borough Council Job Description and Person Specification

POST IDENTIFICATION

Post Title:	Principal of Abertillery 3-16 Learning Community
Grade:	Leadership Points L35 – L41
Directorate:	Education
Division:	Schools
Location:	Abertillery 3-16 Learning Community, Abertillery, Blaenau Gwent
Responsible to:	Governing Body

JOB PURPOSE

To provide vision, direction and leadership in the development of the Abertillery 3-16 Learning Community as a progressive, cross phase school based in Abertillery with a reputation for outstanding quality teaching and learning, innovative practice and an aspiration to become a centre of excellence for all-through learning in Wales.

KEY AREAS

Creating strategic direction

1. Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
2. Works within the school community to translate the vision into agreed objectives and operational plans which will achieve sustained school improvement.

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| 3. Embodies the vision and values through daily practice and continual advocacy. |
| 4. Motivates and works with others to create an effective school climate and shared culture. |
| 5. Employs creativity, innovation and new technologies to achieve excellence. |
| 6. Ensures that strategic planning takes account of the diversity, values, experience and context of the school and the community at large. |
| 7. Develops the school based on a commitment to continuous improvement and sustainable development. |

Leading learning and teaching

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| 8. Ensures a consistent and continual school-wide focus on learners' achievement. |
| 9. Ensures that both school and classroom climates promote effective learning and teaching for all. |
| 10. Promotes the equity of academic, vocational and experiential learning routes. |
| 11. Places learning at the centre of strategic planning and resource management. |
| 12. Develops policies and practices to secure social inclusion for all learners to ensure their individual learning needs are met. |
| 13. Promotes and puts in place policies designed to enable learners to develop independence and to acquire thinking and learning skills. |

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| 14. Establishes creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school. |
| 15. Establishes and maintains an ethos of challenge and support where all learners can achieve success and become engaged in their own learning. |
| 16. Implements strategies that secure high standards of behaviour and attendance. |
| 17. Organises and implements the curriculum so that it meets the requirements of the national curriculum in Wales. |
| 18. Implements strategies to secure effective assessment procedures, including assessment for |

learning.
19. Develops policies and procedures that promote learners' understanding of the bilingual context of Wales and will develop their bilingual skills as appropriate.
20. Takes a strategic role in the development of new technologies to enhance and extend the learning experiences of learners and the teaching capabilities of teachers.
21. Monitors and evaluates the curriculum and its assessment and identifies and acts on areas for improvement.
22. Maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents.
23. Implements strategies to ensure that learners' additional learning needs are met.

** Contribute, as appropriate, to the teaching in the school.*

Developing and working with others

24. Treats people fairly, equitably and with dignity and respect to create and maintain a positive school climate.
25. Shares and distributes leadership.
26. Develops, empowers and sustains effective teams.
27. Creates an environment in which others can grow professionally.
28. Develops and nurtures leadership potential in others to build the leadership capacity of the school.
29. Builds a collaborative learning culture within the school and actively engages with other educational establishments to build effective learning communities.
30. Ensures that the school contributes, where appropriate, to the training of future teachers and other adults who work with learners.
31. Develops and maintains effective strategies and procedures for staff induction, early and continuous professional development and performance review.
32. Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, providing clear delegation of tasks and devolution of responsibilities.
33. Acknowledges and celebrates the responsibilities and achievements of individuals and teams.
34. Regularly reviews and reflects on his or her own practice, sets personal targets and takes responsibility for personal development.

35. Has regard for own workload and that of others to secure a satisfactory work/life balance.
36. Establishes effective arrangements for the co-ordination of provision for key stages for 3-16 Learning Community.

Managing the school

37. Ensures that the professional duties and conditions of employment as set out in statutory requirements, including those for the headteacher, are fulfilled.
38. Produces and implements clear, evidence-based improvement plans and polices for the development of the school and its facilities.
39. Ensures that policies and practices take account of national and local circumstances, policies and initiatives including bilingualism and the Welsh dimension.
40. Builds, remodels and maintains organisational structures and systems which distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis.
41. Monitors, evaluates and reviews the effects of school policies, priorities and targets in practice.
42. Acts upon the outcomes of school self-evaluation and external inspection by Estyn to drive school improvement.
43. Uses information and data from within and outside the school to inform management and organisational development.
44. Makes effective use of the support and challenge provided by the LA and other relevant bodies.
45. Manages the school's financial and human resources effectively and efficiently to achieve the school's education priorities and goals.
46. Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.
47. Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
48. Develops and enhances the learning environment to better meet the needs of learners.
49. Monitors, evaluates and reviews the range, quality and use of all available resources to improve the quality of education for all learners and to secure positive behaviour.

Securing accountability

50. Ensure individual staff accountability is clearly defined, understood and agreed and is subject to rigorous internal and external review and self-evaluation.
51. Works with the governing body so that it is able to meet its responsibilities for securing effective learning and teaching and improved standards of achievement.
52. Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including parents and governors.
53. Uses data and benchmarks to monitor progress in every child's learning and to focus teaching.
54. Sets stretching targets for the whole school community based on consistently high expectations.
55. Develops and maintains a climate of high expectations for self and others and takes appropriate action when performance is unsatisfactory.

Strengthening the community focus

56. Establishes and builds partnerships with other schools to share best practice and support school improvement.
57. Builds a school climate and learning culture which takes account of the richness and diversity of the school's community including Welsh Language and culture.
58. Ensures that the school plays a productive role as a member of its local, national and global communities.
59. Creates and promotes positive strategies for developing good race relations and dealing with racial harassment.
60. Promotes appropriate attitudes towards disability and additional learning needs that promote equality and inclusion.
61. Ensures that the school plays a central role in the community.
62. Develops citizenship in learners so that they make a positive contribution to local and wider communities.
63. Collaborates with other agencies, including the LA, in providing for wellbeing of learners and their families.

PERSON SPECIFICATION

Method of Assessment (S) Shortlisting (I) Interview (E) Exercise

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<p>Qualified teacher status (S)</p> <p>NPQH for new Headteacher (S)</p> <p>Honours degree or equivalent (S)</p> <p>Current EWC registration (S)</p>	<p>Further qualifications and/or professional studies relevant to the age-range. (S)</p> <p>Higher degree or qualification. (S)</p> <p>Able to converse fluently in Welsh</p>
KNOWLEDGE and EXPERIENCE	<p>Significant recent experience in a senior leadership team which includes Headteacher or Deputy Headteacher status. (S & I)</p> <p>Proven success in leadership and in a range of strategic roles including data management, self-evaluation, change management and school improvement. (S & I)</p> <p>Knowledge and understanding of the Welsh Educational context and</p>	<p>Experience of health and safety management. (S & I)</p> <p>Undertaken work with regulatory bodies such as Estyn or OFSTED. (S & I)</p> <p>Proven experience of cross phase working. (S)</p> <p>Experience of successfully working in</p>

	ESSENTIAL	DESIRABLE
	<p>initiatives. (S & I)</p> <p>Knowledge and understanding of cross phase learning supported by proven models of best practice (I).</p> <p>Knowledge of best practice and procedures for safeguarding children and young people. (I)</p> <p>Proven experience of monitoring, evaluating and reviewing performance in order to raise achievement. (I)</p> <p>Up-to-date and in depth knowledge and understanding of what constitutes excellent teaching and learning and how to implement it. (I)</p> <p>Knowledge of effective strategies and procedures relating to continuous professional development and performance review. (I)</p>	<p>an extended or enlarged role (partnership, LEA, links with the community and/or business) that contributed to the community strategy (I).</p>

	ESSENTIAL	DESIRABLE
	<p>Proven experience of managing transformational change including an ability to identify with and engage with all relevant stakeholders. (S & I)</p> <p>Evidence of sound financial management of a large budget including understanding capital build arrangements and maximising opportunities for income generation. (S & I)</p> <p>Experience of effective liaison with governors, parents and the community particularly in the context of significant change. (I)</p> <p>Successful experience of providing for pupils with additional learning needs. (I)</p> <p>Sound understanding of the social and political context in which schools operate. (I)</p>	

	ESSENTIAL	DESIRABLE
SKILLS	<p>Ability to articulate and communicate a clear vision of high quality educational provision for the school. (I)</p> <p>Ability to lead, manage and motivate staff and pupils to achieve high standards in a cross phase environment. (I)</p> <p>Ability to communicate and develop links effectively, both orally and in writing with a range of audiences across multiple sites. (S & I)</p> <p>High level of personal skill in using and applying information and communication technology (ICT) (I)</p> <p>Good organisational abilities and ability to delegate appropriately. (I)</p>	

	ESSENTIAL	DESIRABLE
PERSONAL ATTRIBUTES	<p>To demonstrate an open, honest and inclusive leadership style with a commitment to the empowerment of colleagues to build an ethos of teamwork, whilst retaining the ability to act decisively and to inspire (I).</p> <p>The ability to be resilient under pressure and remain positive and enthusiastic. (I)</p> <p>Ability to demonstrate sound and balanced judgement, decisiveness and flexibility (I)</p> <p>Recognition of the requirement to work unsocial hours as required by the demands of the role (S&I).</p> <p>Integrity, loyalty and sensitivity (I)</p>	
OTHER REQUIREMENTS	<p>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 check with the Disclosure</p>	

	ESSENTIAL	DESIRABLE
	<p>and Barring Service. (DBS)</p> <p>Understand and demonstrate a willingness to promote positively the equal opportunities policy of The Council. (I)</p>	

Abertillery 3-16 Learning Community

Website addresses of existing schools involved in the establishment of the new learning community

Abertillery Comprehensive School <http://www.abertillerycomp.co.uk/>

Abertillery Primary School <http://www.abertilleryprimary.co.uk/>

Bryngwyn Primary School <http://bryngwynprimary.co.uk/>

Queen Street Primary School <http://www.queenstreetprimary.co.uk/>

[Roseheyworth Primary School](#) Presently under development

Latest Published Estyn Reports

Abertillery Comprehensive School <http://www.estyn.gov.wales/provider/6774074>

Abertillery Primary School <http://www.estyn.gov.wales/provider/6772165>

Bryngwyn Primary School <http://www.estyn.gov.wales/provider/6772267>

Queen Street Primary School <http://www.estyn.gov.wales/provider/6772173>

[Roseheyworth Primary School](#) <http://www.estyn.gov.wales/provider/6772308>

Links to background information relevant to the establishment of the 3-16 Learning Community

A Strategic Approach to School Reorganisation

http://democracy.blaenau-gwent.gov.uk/aksblaenau_gwent/users/public/admin/kab12.pl?cmte=CAB&meet=43&arc=71

21st Century Schools – Report on the Feedback Arising from the Formal Consultation Exercise 3-16 Learning Community in the Abertillery Central area

<http://democracy.blaenau->

[gwent.gov.uk/aksblaenau_gwent/users/public/admin/kab12.pl?cmte=CAB&meet=47&arc=71](http://democracy.blaenau-gwent.gov.uk/aksblaenau_gwent/users/public/admin/kab12.pl?cmte=CAB&meet=47&arc=71)