

### Job Description

<b>Job Title</b>	Learning Manager
<b>Grade</b>	J
<b>Responsible To</b>	Principal / Vice Principal
<b>Staff Managed</b>	None
<b>Job Family</b>	Pastoral Support
<b>Job Purpose</b>	To lead, manage, and support the pastoral and academic development of a designated Year, House or other defined group of students, ensuring high standards of behaviour, attendance, punctuality, and student welfare. The role aims to foster a safe, inclusive, and aspirational environment in line with the school's ethos and Trust values, promoting the personal development and progress of every student.
<b>Job Context</b>	The post-holder is a key member of the pastoral team, working closely with students, parents/carers, tutors, teaching staff, SLT, and external agencies. Operating in a dynamic school environment, the role requires strong leadership, communication, and organisational skills to support the delivery of effective pastoral care and ensure a positive school culture. Flexibility, visibility, and a proactive approach are essential to successfully meet the needs of students and the wider school community.
<b>Accountabilities / Main Responsibilities</b>	
<b>Operational Issues</b>	<ul style="list-style-type: none"> <li>● First response for everyday student problems</li> <li>● Develop and maintain professional relationships with students, providing mentoring support to targeted students</li> <li>● Lead a Year/House/defined group of students providing clear direction and a sense of purpose, leading and developing the aims and ethos of the school</li> <li>● Co-ordinate and lead a team of form tutors and a cohort of students, leading the team with clear aims and direction</li> <li>● Monitor good attendance and punctuality daily and liaise with the attendance team to ensure that attendance and punctuality is at the highest levels</li> <li>● Promote positive behaviour within a defined cohort of students</li> <li>● Maintain high expectations in line with the school code of conduct</li> <li>● Contribute to the quality of whole school pastoral care through membership of the pastoral team</li> <li>● Support the transition process for students, e.g. when moving to/from schools, into further education establishments, or moving into employment</li> <li>● Monitor pupil progress and welfare. Have an overview of the different pastoral needs and support for students within the cohort e.g. Teaching Assistants, Mentors, SENCO, and external agencies, where appropriate</li> <li>● Support the re-integration of pupils excluded from school or following absence</li> <li>● Monitor student behaviour using school MIS and ensure appropriate sanctions are issued</li> <li>● Support the development of intervention strategies</li> <li>● Lead and ensure students attend year group detentions</li> <li>● Ensure consistency when implementing school policies and that high standards are maintained. Report any areas of improvement to SLT/line manager</li> <li>● Have a strong visual presence throughout the Academy at all times, with a particular focus during transition times including break and lunchtimes</li> <li>● Conduct regular walks to check on student engagement/behaviour and positively intervene when appropriate to encourage good learning habits</li> <li>● Support classroom teachers and subject leads with resolving behaviour incidents, where appropriate</li> <li>● Be accessible to students throughout the day, as and when required</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>● Provide advice to pupils relating to their social, health, hygiene and emotional development needs</li> </ul>

	<ul style="list-style-type: none"> <li>● Act as the first point of contact for parents and students when personal matters affect learning</li> <li>● Establish and maintain positive and professional relationships with parents/carers and students, establishing effective home/school links to support student progress</li> <li>● Provide a link for parents, teachers, SENCO, tutors, mentors, SLT and external agencies</li> <li>● Ensure regular liaison with parents/carers through email, telephone or meetings</li> <li>● Ensure effective communication of all pastoral information and events including ensuring all events, visitors or trips (and all classes and teachers affected) are included in briefing notes</li> </ul>
<b>Partnership or Corporate Working</b>	<ul style="list-style-type: none"> <li>● Work with external agencies to support students and their families seek the help that they require</li> <li>● Contribute to the development of school policies linked to safeguarding and child protection, progress, achievement, attendance, behaviour and rewards within a defined cohort of students</li> <li>● Provide reports for individual students for inclusion and safeguarding teams when required</li> <li>● Contribute to the wider life of the Trust and the school community</li> <li>● Work effectively in partnership with external agencies including health services, organising drop-ins and presentations to Year/House/other defined groups and whole school as required</li> <li>● Help organise, and attend, parents' evenings for designated year team(s) and support the running of open evenings, induction days and events for students and parents / carers</li> <li>● Liaise with parents to agree action plans detailing attendance targets, monitoring arrangements and actions to be taken if targets are not met</li> </ul>
<b>Resource Management</b>	<ul style="list-style-type: none"> <li>● Organise, co-ordinate and run termly celebration of achievement assemblies - including the administration and collection of information from subject teachers, the buying and distribution of certificates and prizes; and organising assembly input</li> <li>● Support teaching and administration staff to input pastoral information into end of year reports using information recorded in SIMS, including information on attendance, punctuality and detentions</li> <li>● Provide form tutors with materials to deliver high quality activities</li> </ul>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>● Be a positive role model to students, parents/carers and colleagues</li> <li>● Support the professional development of those relating to your team and the delivery of the morning registration/tutor programme including, where required, working alongside form tutors to model effective delivery</li> <li>● Participate in whole school training and relevant CPD provided by external agencies or the school; and share good practice</li> <li>● Ensure that new members of staff linked to the Year/House team are inducted effectively and mentored, supported and monitored effectively</li> <li>● Contribute to coaching, mentoring and sharing good practice within the Year/House group, throughout the school, across the Trust, and with partner schools</li> <li>● Build capacity and nurture leadership capabilities within students</li> <li>● Champion the Trust's values of Kindness, Respect and Teamwork</li> <li>● Promote the Trust's vision of 'life in all its fullness - a place to thrive'</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>● To be committed to safeguarding and to promote the welfare of children, young people and adults, raising concerns as appropriate</li> <li>● Maintain confidentiality as appropriate</li> <li>● Log any safeguarding concerns on CPOMS</li> <li>● Have an awareness and knowledge, where appropriate, of the most recent safeguarding legislation</li> </ul>
<b>Systems and Information</b>	<ul style="list-style-type: none"> <li>● Maintain and monitor student records/files and ensure they are kept up-to-date</li> <li>● Record minutes of all meetings (tutor briefings, parent meetings, external agency meetings) and ensure copies are filed within the student files</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide weekly report to SLT/line manager on; behaviour, attendance, punctuality, detentions, and form time monitoring</li> <li>● Maintain an up-to-date risk register of high risk students in the designated Year/House group</li> <li>● Record progress of students through good record keeping and information gathering from staff</li> <li>● Keep in contact with parents of students in the Year/House group and, in particular, with those needing more careful monitoring relating to attendance and punctuality, behaviour, bullying or medical needs - ensuring positive family support and involvement</li> <li>● Keep records using SIMS of all bullying incidents and actions taken</li> <li>● Where children have medical needs, ensure this is recorded on SIMS and ensure appropriate information is shared with the Year/House team, teachers, and SLT as required</li> </ul>
<b>Planning and Organising</b>	<ul style="list-style-type: none"> <li>● Plan and implement relevant weekly tutor activities inline with the school focus and ensure that form tutors are carrying out daily checks e.g. equipment/uniform checks</li> <li>● Co-ordinate parents' evenings, ensuring good attendance and engagement</li> <li>● Contribute to the management of school events; open evenings, transition events, school trips, extra-curricular activities and social events</li> <li>● Organise year presentations during assembly time</li> <li>● Plan, run and keep minutes of regular Year/House team meetings</li> <li>● Meet with each student in the Year/House group once each term to discuss progress, identify any concerns and address queries to ensure personalised support</li> <li>● Provide regular class and Year/House group attendance and punctuality reports</li> <li>● Arrange and promote activities within the Year/House group</li> <li>● Support the delivery of enrichment activities and trips including accompanying and supervising of students as needed</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> <li>● Know about data protection issues in the context of your role</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>● To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>● We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li> <li>● Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li> <li>● Develop your own understanding of equality issues.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>● Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances.</li> <li>● Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager.</li> <li>● Permanent &amp; significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>● The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>● The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> <li>● Understand your own role and its limits, and the importance of providing care or support.</li> </ul>

### Person Specification

<b>Job Title</b>	Learning Manager	
<b>Grade</b>	J	
<b>Responsible To</b>	Principal / Vice Principal	
<b>Staff Managed</b>	None	
<b>Job Family</b>	Pastoral Support	
<b>Essential</b>	<b>Desirable</b> (if not attained, development may be provided for successful candidate)	
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>● Up to date knowledge of current safeguarding policy and procedures</li> <li>● Strong understanding of effective pastoral systems and strategies to support the personal, emotional, and academic development of students</li> <li>● Knowledge of behaviour management techniques</li> <li>● Knowledge of the different transition periods of a student and how to offer support</li> <li>● Understanding of the potential barriers to learning and attending school faced by children and young people and how they can be overcome</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge of SEN Code of Practice</li> <li>● Knowledge of National Curriculum Frameworks</li> <li>● Knowledge of equality legislation and inclusive practices that support all students, including those from diverse backgrounds or with additional needs</li> <li>● Understanding of how to plan and support the delivery of high-quality tutor time activities aligned with whole-school priorities (e.g. PSHE)</li> </ul>	
<b>Experience</b>		
<ul style="list-style-type: none"> <li>● Significant experience supporting the personal development, welfare and academic progress of students</li> <li>● Experience in using data to monitor and improve student outcomes, including attendance and punctuality, with interventions where necessary</li> <li>● Experience in engaging families to support student progress and behaviour, including organising and leading meetings or events</li> <li>● Evidence of planning, organisation, implementation, assessment and record keeping</li> <li>● Proven experience in leading or supporting a year group, house system or similar pastoral structure within a school</li> <li>● Experience in using MIS (e.g. SIMS) for behaviour tracking, attendance, reporting, and maintaining up-to-date student records</li> <li>● Demonstrable experience handling safeguarding concerns, with a knowledge of safeguarding protocols and procedures</li> </ul>	<ul style="list-style-type: none"> <li>● Co-ordinating an aspect of pastoral management</li> <li>● Experience in implementing behaviour policies, resolving incidents, and promoting positive behaviour through restorative or structured strategies</li> <li>● Experience of inclusive classroom practice</li> <li>● Experience of multi-agency working and working with external agencies (e.g. social care, CAMHS, police)</li> <li>● Experience of counselling or mentoring young people</li> <li>● Experience planning and delivering school events such as parents' evenings, assemblies, or celebration activities</li> <li>● Experience in co-ordinating or mentoring staff, such as form tutors, including running briefings, sharing good practice, and supporting CPD</li> <li>● Experience in a Trust or Multi-Academy setting</li> </ul>	
<b>Occupational Skills</b>		
<ul style="list-style-type: none"> <li>● Ability to maintain positive relationships with students, parents/carers and colleagues</li> <li>● Ability to speak in front of large groups of students and groups of staff</li> <li>● Ability to work effectively and sensitively with a range of groups and individuals</li> <li>● Strong organisational skills to manage competing demands, prioritise workload, and meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>● Skills in coaching or mentoring staff or students to support development, improve practice or build leadership capacity</li> <li>● Ability to organise and manage school events such as assemblies, parents' evenings, transition days, and rewards celebrations</li> <li>● Ability to interpret attendance, behaviour, and progress data to identify trends and inform targeted interventions</li> </ul>	

<ul style="list-style-type: none"> <li>● Ability to work unsupervised, use own initiative and make appropriate decisions</li> <li>● Ability to address sensitive matters with a caring approach and appropriate confidentiality</li> <li>● Strong verbal and written communication skills</li> </ul>	<ul style="list-style-type: none"> <li>● Proficiency in resolving behavioural incidents calmly and effectively, using a range of strategies to de-escalate situations</li> </ul>
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>● Relevant level 3 or higher qualification</li> <li>● GCSE including Maths and English at Grade 5/C or above</li> <li>● Evidence of Continuous Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>● Relevant mental health training</li> <li>● Safeguarding training/qualification</li> <li>● Appropriate first aid training (<i>dependant on the school's needs</i>)</li> </ul>
<b>Other Requirements</b>	
<ul style="list-style-type: none"> <li>● Enhanced DBS clearance</li> <li>● To be committed to the school's policies and ethos</li> <li>● Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>● Emotional resilience in working with challenging behaviours and attitudes</li> </ul>	