



Learning Manager

37 hours and Permanent

SO1: £26,999-£28,785

SO1: £22,836-£24,346 TTO+2days

As soon as possible



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roydsschool



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Headteacher's Welcome

Our staff team is our greatest asset; I am incredibly proud of them and the impact that they have on our students. Everyone at Royds is a leader and a learner and we value everyone equally, regardless of the role

I would like to thank you for taking the time to read our application pack, we appreciate that applying for jobs is a time-consuming process. Please get in touch if you have any questions.



Recruitment Timeline

Closing Date:

23/01/19





Learning Manager Job Description

Post Title:	Learning Manager
Grade:	SO1: £26,999-£28,785 for full time SO1: £22,836-£24,346 TTO+2days
Conditions:	Term time only and permanent. Two additional INSET days or equivalent must be worked during the academic year. 37 hours per week which will be 08.00-16.00 hours (15.30 on a Friday) unless otherwise agreed with the Headteacher.
Accountable to:	Responsible to the Headteacher or nominated member of the Senior Leadership Team.

Purpose of the Job

- Work with the Pastoral Leader (members of teaching staff) to promote personal development and positive attitudes to learning within the allocated year group.
- Proactively manage student behaviour and attendance.
- Work with students, their families, agencies and school staff to achieve the best academic and pastoral outcomes for students.

Values

Our job descriptions and recruitment are structured around the school values. We expect everyone in our school to be a leader and a learner; Royds staff must be life long learners who want to lead and learn and model this for our young people. Our values are integral to day to day life in our school, but also at the heart of our school improvement. We therefore seek individuals who constantly strive to demonstrate the following values:

- Aspiration: Dream Big
- Resilience: Bounce-back-ability
- Respect: Communicate with Kindness
- Initiative: Problem Solving
- Reflection: Never Stop Learning

Responsibilities/Key Duties

Behaviour Management

- Follow the Stages of Behaviour system and support staff in doing the same.
- Respond to calls on the internal radio system for support in lessons.
- Analyse data relating to the allocated year group and identify key areas where support and intervention is needed to prevent incidents and improve behaviour for learning.
- Utilise the school information systems in order to track and intervene with students who are disruptive, internal truants or students who are consistently late for lessons.
- Investigate any behaviour incidents or incidents of bullying with students in a thorough and professional way, passing on information and taking action for the effective resolution of problems and issues.
- Receive and supervise students excluded from, or otherwise not working to a normal timetable.
- Support the development and implementation of Individual Education / Behavioural / Support / Mentoring plans and behaviour management strategies.
- Provide feedback to students in relation to progress, achievement, behaviour and attendance.
- Facilitate restorative sessions with students.
- Work with identified students on a short-term but intensive one-to-one basis to improve their behaviour. Liaise with their families as appropriate.
- Be a highly visible presence around school and be part of a team for detentions, duties and, when required, Isolation.
- Monitor CCTV or surveillance equipment where appropriate.

Pastoral Care

- Provide levels of individual pastoral support to students including those with special needs.
- Work with students and their families to establish what their barriers to education are and provide advice to assist in their social care, health and hygiene development.
- Provide information and advice to enable students to make choices about their own learning / behaviour / attendance.
- Challenge and motivate students, promoting and reinforcing self-esteem.
- Work with students to promote positive relationships, resolve friendship issues and incidents of bullying in a positive manner.
- Identify trends of behaviour or welfare issues in the allocated year group and working with the Pastoral Leader, proactively facilitate / arrange interventions to address them.
- Be attentive to students' mental health needs and provide first line support for those with low to moderate needs, including cases of superficial self-harm.

- Participate in the comprehensive assessment of students to determine those in need of particular help.
- Develop one to one mentoring arrangements with students and provide support for distressed students.
- Promote the speedy and effective transfer of students across phases and the integration of those who have been absent.
- Be aware and support differences and ensure all students have equal access to opportunities to learn and develop.
- Provide objective and accurate feedback and reports to other staff on student's achievement, progress and other matters as requested.
- As required, carry out risk assessments or make other forms of adjustment to enable students to access education.
- Assist students in gaining the skills required to increase their chances of successful transition from higher education to employment, for example interview and application skills, as required by allocated year group.
- Meet the specific needs of year group related activities e.g. Year 7 transition, option choices or Year 11 college application.
- Be aware of, and appreciate, a range of activities, courses, organisations and individuals available to provide support for students to broaden and enrich their learning.

Attendance

- Establish constructive relationships with parents and carers including the exchanging of information and facilitating their support for their child's attendance.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Provide appropriate clerical / administration support e.g. phones calls; dealing with correspondence and the compilation of data / information on attendance and exclusions.
- Attending School Attendance Panel / formal Attendance Panel meetings as required
- Support the Attendance Leader in identifying and working with students requiring intervention in the allocated year group.
- Supporting the Family Support Worker in undertaking home visits and collecting students from home to attend the school.

Personal and professional conduct.

- Liaise with members of the student support team and leadership team in providing and efficient service to the school
- Manage and prioritise your own workload in line with service requirements.
- Share corporate responsibility for the implementation of school policies and practices.

- Be a role model for students through personal presentation and professional conduct. To contribute to the ethos of the school, in all areas of contact and responsibility, in relationships with staff and students.
- Establish effective working relationships with professional colleagues.
- Attend and participate in regular meetings, and in training and other activities as required.
- Attend meetings with line managers as required.
- Demonstrate a commitment to continuous development, identify opportunities for professional development and undertake training opportunities where appropriate.
- Ensure promotion and support of Equal Opportunities and Health and Safety.
- Present a positive personal image, contributing to a welcoming school environment.
- Maintain confidentiality inside and outside the school.
- Any other duties as required by the Headteacher.

Safeguarding

- Ensure appropriate / relevant safeguarding policies and measures for all staff and students are in place and reviewed.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to safeguarding procedures.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.

Relationships

The post-holder will be required to work flexibly to deliver an efficient service. There will be regular contact with students, colleagues, other members of staff, line managers and internal and external customers. We promote diversity and want a workforce which reflects the population of Leeds.

Physical Conditions

The post is currently based at Royds School which has access by stairs and is accessible by disabled persons to the ground floor by a portable ramp on request.

The school operates a non-smoking policy.

Economic Conditions

Grade:	SO1
Annual Leave:	21 days per annum plus 8 statutory holidays pro rata for part time employees. An additional 5 days leave is given after 5 years continuous service
Conditions:	Local Agreement for Superintendents and NJC Conditions apply

Safeguarding

Royds School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclose and Barring Service check and Prohibition List check.

Prospects

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

The school encourages training both in-house and external to meet the needs of the individual and of the school.

Conclusion

The job description is current but recognises that while every effort has been made to explain the main duties and responsibilities, each individual task may not be identified. It is recognised that technological changes and advancements make it impossible. Therefore, in consultation with the post holder, it may be amended to reflect or anticipate the changes in the role.

Job description prepared by:	Kate Davison	07/01/20
Job description reviewed by:	Claire Robbins	07/01/20



Learning Manager: Employee Specification

Post Title: Learning Manager

As outlined above, we operate a values-based recruitment system to find people who will live our school values and align to the holistic #LiveLoveLearn vision. The basic attributes below have been identified as important for the post-holder however once these have been met, the candidate most suited to our school culture will be identified through the application, interview, task and references as appropriate.

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task		Essential	Desirable
	Qualifications			
A	Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C).	X		
A	Attend induction training as appropriate and training relevant to the post, including behaviour management and Child Protection training.	X		
A	Good general education minimum NVQ Level 3/ degree level or an appropriate equivalent standard.		X	
Experience				
A I	Experience of working with young people, preferably in a school setting.	X		
A I	Experience in giving advice on and dealing with welfare issues.		X	
A I	Experience of supporting students with barriers to participating in education.		X	
A I	Experience of working effectively with children, young people and families in challenging circumstances.		X	

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task	Essential	Desirable
Skills			
A I	The ability to write to a good standard of literacy to include excellent report writing skills.	X	
A T I	Ability to work with students and have a real interest in the issues faced by this age group.	X	
A I	Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.	X	
A I	Able to demonstrate sensitivity, diplomacy and tact particularly when dealing with the more sensitive issues	X	
A I	Excellent at working under pressure and able to balance many competing priorities.		X
A I	Have an empathy and understanding of the needs of vulnerable children and their families	X	
Knowledge			
A I	Experience and knowledge of issues affecting students and young people and how to offer supportive assistance.	X	
A T I	Knowledge and effective use of a range of appropriate behaviour management techniques/strategies with children.		X
A I	Experience of the Early Help and its use to support families and students.		X
Personal Attributes			
A I	Genuine enjoyment and enthusiasm for working with children and families in challenging circumstances.	X	
A I	Resilience, flexibility, creativity and “Bouncebackability” when encountering setbacks or challenging situations.	X	
A I	Flexibility and willingness to be adaptable in addition to being accessible, approachable and demonstrating an enthusiastic attitude.	X	
A I	High levels of honesty and integrity and an awareness of the importance of confidentiality	X	
A I	Be a good role model to children and families.	X	

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task	Essential	Desirable
Safeguarding Children			
A I	Ability to maintain appropriate relationships and personal boundaries with children and young people.	X	
A I	Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline.	X	
A I	Understanding of the importance of safeguarding and child protection and its impact on this role.	X	
School Values: All applicants must demonstrate that they embody the following principles:			
A I T	Aspiration: dream big.	X	
A I T	Resilience: be determined.	X	
A I T	Respect: communicate with kindness.	X	
A I T	Initiative: solve problems.	X	
A I T	Reflective: never stop learning.	X	

Royds School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS with barred list check as well as a Prohibition List check.

Job description prepared by:	Kate Davison	07/01/20
Job description reviewed by:	Claire Robbins	07/01/20



Staff Voice

I am proud to be part of a school that lives its values, and develops its students' love of learning.

Royds