



Learning Manager Job Description

Post Title: Learning Manager

Reporting to: Learning Manager and Senior Leadership Team

Salary: 42,000

Contract: Full-Time, Permanent

Start Date: September 2026

School: Phoenix Bay, Plymouth, (site to be confirmed)

The Role

As a Learning Manager, you will lead and manage the pastoral and academic development of students within our school community while prioritising building strong, supportive relationships. You will inspire and guide a team of Lead Learners, ensuring that each student receives the support they need to achieve their full academic and personal potential.

This role requires a relational approach to leadership and student support. Building trust and positive relationships with students, staff, and families will be at the heart of your work, ensuring that each student's social and emotional needs are met with empathy, respect, and understanding.

Key Responsibilities

Staff Leadership:

- Lead, coach, and empower a team of Lead Learners to deliver exceptional pastoral support and academic guidance.
- Ensure Lead Learner sessions and Keyworker times are structured, purposeful, and contribute meaningfully to students' personal development.
- Foster a relational approach within the team, ensuring that all staff have the tools and support to build strong, trusting relationships with students.

Student Progress:

- Oversee student review processes to ensure every student is supported and challenged appropriately.
- Coordinate the reporting process to parents and carers, ensuring precise and timely communication.
- Monitor the academic progress of individuals and groups, intervening where necessary to offer tailored support.
- Monitor trends in attendance, punctuality, and engagement, intervening when necessary.
- Maintain accurate student behaviour and achievements records, always taking a relational approach to addressing challenges.

- Work closely with parents, carers, external agencies, and specialist providers to ensure high standards of student conduct and welfare and build strong partnerships with all parties involved.

Student Wellbeing and Support:

- Provide a safe, approachable environment where students feel confident to seek advice and discuss personal matters.
- Take proactive steps to prevent bullying and support students affected by bullying, promoting a positive, relational culture within the school.
- Advocate for all students' personal development and holistic growth, ensuring no one is left behind, and that each student feels valued and understood.

What We Offer

- A vibrant, specialist learning community firmly committed to nurturing, inclusion, and aspiration.
- Excellent opportunities for professional growth and leadership development.
- A collaborative, supportive staff culture where innovation and passion are celebrated.

Safeguarding Statement

Phoenix Bay School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. An enhanced DBS check and satisfactory references are a requirement for this post.

How to Apply

To apply, please send your completed application form to J.Sloane@phoenixbay.co.uk.

For more information about our school, visit our website, www.Phoenixbay.co.uk

Join us at Phoenix Bay School, where we're dedicated to being *More than just a school*.

Person Specification

These qualities will be assessed from the application form submitted and responses made at interview

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Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none">▪ Degree or equivalent qualification in a relevant field▪ Qualified Teacher Status (QTS) or experience in a leadership/management role within an educational setting.▪ Safeguarding training (or willingness to undertake relevant training).	<ul style="list-style-type: none">▪ Further qualifications or training in SEMH, therapeutic education, or relational practice.
Experience	<ul style="list-style-type: none">▪ Proven experience leading a team or managing staff within an educational experience, working with SEMH students or those with complex educational and emotional needs.▪ Experience in developing and delivering pastoral care to ensure that students' social, emotional, and academic needs are met.▪ A commitment to and understanding of trauma-informed and person-centred practices in education.▪ Proven experience in monitoring and assessing student progress and implementing interventions to support their development.▪ Experience in safeguarding practices and in creating a safe, supportive learning environment.▪ Strong communication skills, building and maintaining positive relationships with students, staff, and external agencies.	<ul style="list-style-type: none">▪ Experience in leading a pastoral house system or similar roles within a school setting.▪ Knowledge of EHCP (Education, Health, and Care Plans) processes and working with SEND students.▪ Experience delivering assemblies or leading house activities to promote student engagement and wellbeing.▪ Experience working within a specialist, trauma-informed, or therapeutic setting.

Knowledge and Skills	<ul style="list-style-type: none"> ▪ A deep understanding of SEMH and the challenges faced by students with complex emotional and behavioural needs. ▪ Ability to develop and implement relational, person-centred approaches to support student learning and wellbeing. ▪ Strong understanding of safeguarding policies and the ability to promote a culture of safeguarding and student protection. ▪ Leadership and coaching skills, with the ability to motivate and inspire a team of Lead Learners and staff. ▪ Ability to manage and monitor attendance, behaviour, and student welfare, intervening where necessary to support students' holistic development. ▪ Strong organisational and administrative skills, managing records, reporting progress, and liaising with stakeholders effectively. ▪ Conflict resolution and problem-solving skills, with a calm, solutions-focused approach to challenges. 	<ul style="list-style-type: none"> ▪ Knowledge and experience in restorative practices or other relational-based strategies for conflict resolution and building positive relationships. ▪ Familiarity with data analysis, tracking, and reporting student progress, attendance, and behaviour. ▪ Understanding of behaviour management strategies and how to create a positive learning environment
Personal Attributes	<ul style="list-style-type: none"> ▪ Empathy and a deep commitment to supporting students through relational and trauma-informed approaches. ▪ Resilient, solutions-focused, and able to remain calm under pressure. ▪ High levels of emotional intelligence, with the ability to build trust and rapport with students, staff, and families. ▪ A flexible, proactive approach, able to adapt to the needs of individual students and the school community. ▪ Strong commitment to professional development, with a 	<ul style="list-style-type: none"> ▪ A passion for creating a nurturing, high-expectations environment where all students can thrive. ▪ Creativity and the ability to introduce innovative ideas to support student development. ▪ Strong advocacy skills, with the ability to represent and champion the needs of students across the school and to external agencies.

Other Requirements	<ul style="list-style-type: none"> ▪ desire to continually improve personal and team performance. Demonstrates a commitment to safeguarding, ensuring the safety and well-being of all students. ▪ Willingness to participate in further training and development to enhance leadership skills, knowledge of SEMH, and relational practices. ▪ A commitment to working within the school's values and ethos of nurturing and empowering students to reach their potential. 	<ul style="list-style-type: none"> ▪ A desire to be part of a growth-oriented team that continually strives for excellence in education and student outcomes.
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