



## Learning Manager KS3/4 Job Description

**Post Title:** Learning Manager KS3/4  
**Reporting to:** Senior Leadership Team  
**Salary:** Competitive, dependent on experience  
**Contract:** Full-Time, Permanent  
**Start Date:** September  
**School:** Phoenix Bay Park  
**Location:** Pounds house

### About Phoenix Bay

Phoenix Bay is opening a new school in Plymouth. We work with children who need education to feel safe, relational and meaningful before it can be academic. Our approach is trauma-informed, restorative and rooted in high expectations, consistency and care.

This is a unique opportunity to join a school at an early stage and help shape its culture, curriculum and daily practice from the ground up.

### Job Purpose

The Learning Manager (KS3/KS4) is a dual teaching and pastoral leadership role.

The postholder will teach within KS3 and/or KS4 while holding strategic responsibility for the pastoral care, behaviour, wellbeing, attendance and engagement of a year group. The role is central to supporting young people through adolescence, helping them regulate, re-engage with learning and prepare for qualifications, transitions and adulthood.

### Key Responsibilities

#### Teaching & Learning (KS3 / KS4)

- Teach a timetable within KS3 and/or KS4, delivering high-quality, inclusive and engaging lessons
- Create a calm, structured and predictable classroom environment that supports emotional regulation
- Plan and adapt lessons to meet a wide range of needs, including SEMH and additional learning needs
- Use assessment to monitor progress and inform next steps, particularly for students at risk of underachievement
- Maintain high expectations for behaviour, effort and achievement
- Work closely with support staff to maximise access to learning

## **Pastoral Leadership & Behaviour**

- Hold overall pastoral responsibility for a KS3 or KS4 year group
- Act as a consistent and trusted adult for students, modelling calm, respectful and regulated behaviour
- Lead the implementation of trauma-informed and restorative practice across the year group
- Respond to behavioural incidents and pastoral concerns in line with school policy
- Support students to develop self-regulation, resilience, responsibility and positive identity

## **Attendance, Engagement & Reintegration**

- Monitor attendance, punctuality and engagement across the year group
- Log attendance accurately and follow up promptly on unexplained absences or non-attendance
- Contact parents/carers where students do not attend, in line with safeguarding expectations
- Identify barriers to attendance and work with families and staff to address these
- Support reintegration plans for students returning from absence, exclusion or disrupted education
- Contribute to attendance action plans and Early Help processes where required

## **Academic Progress, KS4 Outcomes & Transitions**

- Monitor academic progress across the year group, with a strong focus on KS4 readiness and outcomes
- Identify students at risk of disengagement or underachievement and coordinate targeted interventions
- Work closely with subject teachers, SENDCo and pastoral staff to ensure support is joined-up
- Support transition points, including KS2–3, KS3–4 and post-16 pathways

## **Working with Parents, Carers & External Agencies**

- Build strong, professional and trusting relationships with parents and carers
- Act as a key point of contact for families regarding behaviour, wellbeing, attendance and progress
- Lead and contribute to meetings with parents, carers and external professionals
- Liaise with agencies such as Early Help, social care, youth services, health and alternative providers

## **Safeguarding & Record Keeping**

- Maintain accurate, confidential records relating to behaviour, attendance and interventions

- Work closely with the Designated Safeguarding Lead to safeguard students
- Act in accordance with statutory guidance, including *Keeping Children Safe in Education*
- Escalate concerns appropriately and promptly

## **Leadership & Wider School Contribution**

- Lead year group meetings, briefings or assemblies
- Contribute to PSHE, SMSC, careers and personal development provision
- Support the development of school systems, routines and culture as a founding staff member
- Model Phoenix Bay's values, expectations and relational approach at all times

## **What We Can Offer You**

- The opportunity to be part of a new and growing school community, with genuine influence over how the school develops and evolves
- A strong, happy and experienced staff team
- Access to high-quality CPD and training, including but not limited to:
  - Trauma-Informed Practice
  - Safeguarding (Level 3)
  - Prevent Training
  - Emotion Literacy
  - Understanding Adverse Childhood Experiences (ACEs)
  - Total Communication

## **Person Specification**

### **Essential**

- Qualified Teacher Status (or equivalent)
- Experience teaching within KS3 and/or KS4
- Strong classroom practice with clear behaviour management and high expectations
- Experience in a pastoral, behaviour or student support role
- Strong understanding of adolescent development and barriers to learning
- Ability to build strong relationships with young people and families
- Clear commitment to safeguarding, inclusion and trauma-informed practice

### **Desirable**

- Experience working in alternative provision, SEMH or specialist settings
- Experience leading on behaviour, attendance or reintegration
- Experience supporting KS4 pathways, qualifications or post-16 transition
- Training in restorative practice, mental health or youth work

## **Safeguarding Statement**

Phoenix Bay is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment. This role is subject to an enhanced DBS check and satisfactory references.

## **How to Apply**

To apply, please send your completed application form to **hello@phoenixbay.co.uk**.

For more information, visit **www.phoenixbay.co.uk**.

*Join Phoenix Bay School — where we are more than just a school.*