



Hardenhuish School  
A High Performing Academy

## Candidate Information



## Learning Manager

Closing Date: 8.30am 17 April 2024



## Hardenhuish School

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March 2024

Dear Applicant

Thank you for your interest in Hardenhuish School and our vacancy for a **Learning Manager**, starting September 2024 on a permanent contract basis.

This is an exciting opportunity for a colleague with the enthusiasm, vision and drive to take on responsibility for a year group at Hardenhuish School. The successful candidate will be a qualified teacher and have a passion for the holistic development and support of young people, along with strong leadership and management skills. In addition, a good understanding of the role of the Pastoral system in raising attainment and ensuring pupils achieve their levels of progress is essential.

After reading the supporting job description, I hope you pursue an application for this exciting and rewarding role. Please send your completed application and equal opportunities forms to our Recruitment Manager, Becky Dunn at [hr@hardenhuish.wilts.sch.uk](mailto:hr@hardenhuish.wilts.sch.uk).

Hardenhuish School is committed to safeguarding and protecting the welfare of children and young people and, as such, has robust safeguarding policies and procedures. We expect all staff and volunteers to share this commitment and our application pack includes the School's Safeguarding Child Protection Policy with Handbook.

Please note, shortlisted applicants will be expected to respond appropriately to safeguarding questions at interview and the successful candidate will be required to complete an enhanced DBS disclosure.

The closing date for this post is **8.30am on 17 April 2024** and interviews will be held on **25 April 2024**. If you wish to discuss this vacancy or the interview process please contact Becky Dunn, Recruitment Manager via her email address [rad@hardenhuish.wilts.sch](mailto:rad@hardenhuish.wilts.sch). Unfortunately, due to the high response rate that we receive for posts such as these, we will not be offering tours in advance of the process and we are unable to offer feedback on individual applications that are not shortlisted for interview.

Thank you again for your interest in Hardenhuish School and I hope you will pursue your application.

Yours sincerely

*Lisa Percy*

Lisa Percy  
Headteacher



Hardenhuish School is an 11-18 co-educational comprehensive school set in the magnificent parkland of the former Hardenhuish Manor and Chippenham Grammar School. We enjoy an outstanding reputation locally and nationally. At Hardenhuish we put children at the centre of all we do: we believe in a three-way partnership with the school, home and the individual, ensuring that each and every young person is 'inspired to learn and supported to succeed'.



## Learning Manager Profile

### The Learning Manager Team

The Learning Manager team comprises of 5 teachers who each have responsibility for the full learning experience of a year group from Year 7 to Year 11. Each Learning Manager is supported by a full-time non-teaching Pastoral Manager, who they line manage, a team of tutors as well as specialist intervention staff from across the school.

The Learning Managers have a pivotal role, as part of the middle leadership team, in the personal and academic development of the young people in the school. They each foster a team approach with the pastoral managers and tutors, to help our pupils reach their potential as learners by providing exceptional pastoral support to meet individual needs.

Each Learning Manager is responsible for monitoring and supporting the overall progress and development of pupils in their year group and contributes to raising standards and attainment of all pupils, as well as close monitoring of specific groups. To achieve this, they closely collaborate with the Curriculum Leaders and the SEND team, as well as maintaining strong, positive relationships with parents and external agencies when appropriate. The Learning Managers also lead on maintaining high expectations and have overall responsibility for behaviour in their year group.

As part of the essential pastoral support and preparing our young people to become lifelong independent learners, the Learning Managers lead the Successful Lives programme which runs



through tutor time, Successful Lives Days and assemblies. This contributes to the overall personal development of each pupil and covers the five 'Language for Life Themes' (see below) that we believe all young people should be or have mastered by the time they come to the end of their Hardenhuish journey:

**Resilient** learners will try and have a go. Not be phased by failure, willing to take risks, fail and learn from their mistakes rather than giving up.

**Independence** is thinking or acting for oneself and not being influenced or controlled by others in matters of opinion or conduct.

**Metacognition** is the ability to use prior knowledge to plan a strategy for approaching a learning task, take necessary steps to problem solve, reflect on and evaluate results.

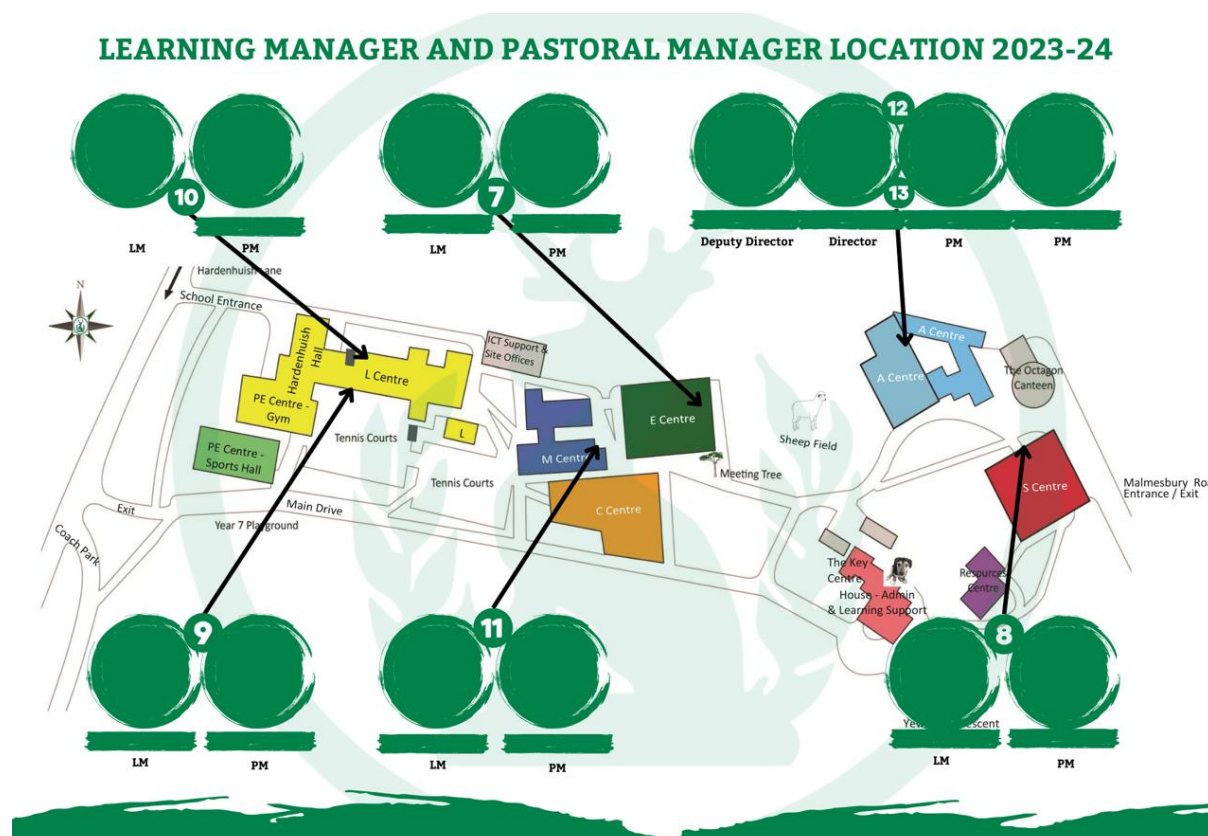


**Successful** learners are motivated to learn, driven by their interests, and determined to succeed.

**Mindset** is a set of beliefs that shape how we make sense of the world and self. It influences how we think, feel, and behave in any given situation.

### Year Teams

Tutor time/assembly is timetabled every morning for 20 mins to start each day and each year group is located in one building each for this session. Each year team (Learning Manager and Pastoral Manager) share an office within the same building to foster the year team ethos of collaborating and supporting each other. See Year Team location map below.



## Teaching

Each Learning Manager is timetabled for 18 lesson x 50 minutes lessons across the week with the remaining times allocated to the Learning Manager role and PPA, as well as wider whole school responsibilities.



## Applications Procedure

If you feel that you would like to join the Learning Manager Team, and that you can offer what we seek, please complete the application form and write a letter (maximum 2 sides of A4) in support of your application. As part of this, please include the following:

1. Your relevant experience and achievements.
2. Your pastoral vision as a Learning Manager.
3. How you would monitor and support the progress of **all** pupils across a year group.

The closing date for this post is 8.30am on Wednesday 17 April and interviews will be held on Thursday 25 April 2024. If you wish to discuss this vacancy or the interview process please contact Becky Dunn, Recruitment Manager, via her email address [rad@hardenhuish.wilts.sch](mailto:rad@hardenhuish.wilts.sch).



## Hardenhuish School

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### Job Description

Introduction	
Post title	Learning Manager
Start date	September 2024
Working time	195 days per year, full-time
DBS disclosure	Enhanced level
Safeguarding children, young people and vulnerable adults	
Hardenhuish School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	
Post Purpose	<p>To monitor and support the overall progress and development of pupils/students.</p> <p>To facilitate and encourage the learning experience which provides pupils/students with the opportunity to achieve their individual potential.</p> <p>To contribute to raising standards of pupil/student achievement and attainment, including closing the gap for Special Interest Groups (SPIGs).</p> <p>To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</p> <p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils/students in the tutor programme.</p>
Why this post is important	<p>You have a key role in the development of the young people in this school. By fostering a team approach with tutors and pastoral managers you help your pupils/students reach their full potential as learners, by intervention which meets the individual's needs. By providing those young people with opportunities for personal, spiritual and academic growth you contribute to the development of pupils/students who can make a valuable contribution to the wider community.</p>
Line Manager	Leadership Team (LT) Line Manager
Liaising with	The Leadership Team, Curriculum Leaders, other Learning Managers, Pastoral Managers, teaching/support staff, external agencies, parents.
Responsible for	<p>The provision of the full learning experience and support for pupils/students within their year group. The leadership, development and pastoral welfare of their team members.</p> <p>Line management of the year group pastoral manager.</p>

## Main Duties in addition to those of a teacher

Leadership	
Your responsibilities include...	Where practice is excellent you might...
Implementing the school vision in the year group.	Ensure 'inspired to learn, supported to succeed' is the cornerstone of the year group.
Actively monitoring and following up pupil/student progress. Maximising use of analysis and evaluating performance data to identify and take action on issues arising from data within the year group.	Examine all data critically to challenge the year group and to follow up on issues with pupils/students and their parents.
Implementing school policies and procedures e.g. equalities, health and safety etc.	Contribute to the induction of new staff in relation to the implementation of school policies.
Working with colleagues to formulate aims, objectives and strategic plans for the year group which have coherence and relevance to the needs of pupils/students and to the aims, objectives and strategic plans of the school in their DEF/DDP (Departmental Evaluation Form/Departmental Development Plan)	Use team analysis to enable all colleagues to develop a critical voice which views the year experience from the pupils'/students' and parents' viewpoint as well as from teachers and the school.
Using observation and other data to establish annual priorities within the year group, with regard to the school priorities, to include in the DEF/DDP.	Examine all data critically to look for areas to further develop alongside school priorities.
Leading appraisal.	Train colleagues to become better appraisers and appraisees.
Liaising with the LT to ensure year group priorities complement the School Development Plan (SDP).	Be a role model of excellent practice and act as a coach to develop others.
Being accountable for the achievement, attainment, behaviour and attendance of the year group.	
Leading CPD to develop the tutoring role.	Plan effective CPD which targets the needs of colleagues within and at times beyond your team.
Keeping up to date with national developments that affect the year group.	Be an examiner or member of a subject panel or association.
Monitoring actively and responding to curriculum developments and initiatives at both local and national level.	Have your eye on the horizon to understand the wider context of education to ensure that provision is at the forefront of practice.

Working with the LT to ensure that staff development needs are identified and met.	Develop a culture of openness and support for colleagues so that they identify their own needs and are able to offer support in the development of others.
Participating in the interview process for new posts within the year group(s) and ensuring effective induction with the LT.	Draw up a person specification based on the team's needs through use of psychological analysis tools such as Belbin or Myers-Briggs.
Ensuring that all members of the tutor team are familiar with the SDP and the year group DEF/DDP.	Use meeting time to ensure team members have ownership of the DEF/DDP and take responsibility for achieving team goals.
Representing the year group(s)'s views and interests.	Contribute positively to the Learning Managers' pod and other wider school groups (e.g. the Alternative Provision Group), including taking the lead where appropriate.
Ensuring that the Positive Behaviour Policy is implemented within the year group.	Foster the team's understanding and ownership of the school ethos. Implement intervention where appropriate in the year group.
Using work scrutiny as a monitoring tool to ensure that <a href="#">www/ebi/mri</a> is being used effectively by teaching staff.	Be a 'teaching and learning champion' using evidence from work scrutiny to help teaching colleagues provide more effective feedback.

Management	
Your responsibilities include...	Where practice is excellent you might...
Managing day to day issues as they arise within the year group(s).	Be proactive in planning the experiences and assemblies for your year group(s).
Being responsible for the efficient and effective team working of your year group pastoral manager.	Make the support staff feel part of the team and genuine contributors to the success of the team, including liaising with the SENCO regarding Teaching Assistant (TA) deployment and the Exams/Assessment Team.
Ensuring that appropriate resources are available for tutor time and tutor period. Including cover experiences and liaising with the cover teacher/supervisor where necessary.	Work with the tutor team to ensure there is a challenging and worthwhile focus to the tutor's work with their group.  Work with the team to ensure there is a bank of appropriate but easy to use cover experiences.
Holding regular meetings within directed time.	Design agendas to cover the whole annual cycle but with flexibility to respond to urgent issues.
Being responsible for the day to day management of staff and acting as a positive role model.	Uphold professional standards in all that you do and say.
Ensuring that year group targets are met.	By monitoring targets, enable intervention with pupils and parents before any targets are missed.
Contributing to lesson observations.	Lead CPD on how and what can be learnt from observations.



Ensuring that all educational visits are well managed and organised with due regard to H&S and follow school procedures.	Plan a coherent programme of extracurricular opportunities in the year group.
Ensuring the maintenance of accurate and up to date information about the year group.	Develop a web presence which is kept up to date.
Ensuring effective communication/consultation with parents/pupils and students.	Respond, even if only as a holding exercise, within one day, and complete within a week.
Ensuring appropriate behaviour at lunchtime by being on duty.	Develop a presence in your area of the school to give pupils/students confidence that they will be safe at lunchtime.

Year Group(s)	
Your responsibilities include...	Where practice is excellent you might...
Tutoring, getting to know the pupils/students in your year group with a holistic overview.	Know pupils/students in your year group(s) really well, by being friendly and professional. Support colleagues in developing their style of tutoring.
Promoting the progress and well-being of individual pupils/students in the year group.  Lead assembly and lead on preparing tutor period activities.	Develop a coherent programme of assemblies. Develop a coherent programme of tutor period activities.
Liaising with the Pastoral Team and other colleagues over issues with individuals and within the year group.	Lead Team Around the Child/Early Support Assessments/Personal Education Plan meetings of pupils/students in your year group(s).
Registering pupils/students and encouraging their attendance and participation in school life.	Support Attendance Officer in monitoring attendance of year group.
Communicating with parents after liaising with the appropriate staff.	Support new colleagues by encouraging contact with parents. Lead and organise Parent Information Advice and Guidance meetings.
Preparing for and meeting with parents and pupils/students in your year group on Tutor Check-in evenings.	Act as the lynch pin in three way communication between parents, pupils and the school.
Managing curriculum decision making for pupils/students within the year group, liaising with parents and teachers.	Guide and shape the appropriate curriculum decisions for pupils/students within the year group(s), liaising with parents and teachers.
Writing the annual report for pupils in your year group.	Collect relevant personal information about pupils/students in your year group in a systematic way to write individual, informed reports of high quality to facilitate pupils'/students' improvement.

## Teacher Job Description (the numbers refer to the Teaching Standards)

Operational/Strategic Planning	
Your responsibilities include...	Where practice is excellent you might...
Planning and preparing courses and lessons. (4)	Share generic lesson planning strategies with colleagues in your area and other curriculum areas.
Assisting in the development of appropriate syllabuses/specifications, resources, schemes of work, and teaching strategies within the curriculum area. (2, 4, 5)	Take responsibility for developing a fully resourced, differentiated scheme of work which can be used by the other members of your team. Plan for the effective use of support staff including Teaching Assistants (TAs).
Contributing to the curriculum area's development plan and its implementation. (8)	Attend exam board INSET and develop curriculum provision for your subject based on the training received. Take responsibility for the planning, implementation, review and refinement of one aspect of your Curriculum DEF/DDP. Participate in cross curricular area working party to develop practice. Develop a process to elicit feedback from pupils/students and implement changes to the curriculum based on the results.
Contributing to the whole school's planning activities. (8)	Lead training in meetings or with colleagues in other curriculum areas, explaining how you make use of data to inform your planning.
Taking responsibility for the identification of Special Interest Group (SPIG) pupils/students and monitor their progress. (5)	Support learners identified as being in SPIGs, e.g. share materials which focus on challenging Able, Gifted and Talented pupils/students by developing higher order thinking skills and which support pupils/students with Special Educational Needs by 'scaffolding' their learning in order to raise achievement. Create and share specific opportunities for pupils/students to understand and develop multiple intelligences. Create and resource a strategy for a Key Stage which develops the pupils'/students' 'language for learning' to learn' skills in your curriculum area.

Assessment	
Your responsibilities include...	Where practice is excellent you might...
Assessing pupils'/students' work as required by internal procedures and external bodies. Providing written and verbal feedback to pupils/students which offers clear paths for improvement and provides high expectations and a sense of self-worth for those you teach. (6)	Develop a system of Assessment For Learning for your subject and share it with your colleagues.
Developing pupils'/students' ability to self and peer assess. (6)	Develop systems which empower pupils/students to assess their own work and set themselves meaningful learning targets.
Recording and reporting on the attendance, progress, development and attainment of pupils/students and keeping clear accessible records in line with school practice. (6)	Create a resource which can be used by colleagues in your curriculum area to improve the quality of their record keeping.
Providing high quality written and verbal assessments, references and reports relating to individuals and groups of pupils/students. (6)	Lead training at curriculum area and school level to improve the quality of reporting. Create a comment bank of key phrases and terminology for your curriculum area for use by new and non-specialist teaching staff.

Teaching	
Your responsibilities include...	Where practice is excellent you might...
Teaching pupils/students according to their educational needs, including the marking and setting of pupil/student work. (5)	Support colleagues in differentiating materials.
Assessing the progress, development and attainment of pupils/students and keeping records. (6)	Lead colleagues in the development of tracking learner progress.
Providing, or contributing to, oral and written assessments, progress checks, reports and references relating to individual and groups of pupils/students. (6)	Support new colleagues at parents' evenings and/or lead training on writing and completing reports.
Undertaking a designated programme of teaching. (1, 4, 5)	Observe others and contribute to the coaching of colleagues in improving their teaching.
Ensuring high quality learning experiences for pupils/students, which meet internal and external quality standards. (1, 2, 3, 4, 5)	Take responsibility for one of these strands within your subject area and develop a range of resources and model lesson plans which embed these initiatives and the school's ethos.
Preparing and up-dating subject materials. (3, 4, 5)	Update and revise materials to ensure relevance to young people.
Using a variety of delivery methods, which will stimulate learning. (1)	Develop a bank of model lesson plans which demonstrates how the school's values can be integrated into your subject area.

Maintaining discipline in accordance with the school policy and encouraging punctuality, behaviour, standards of work and homework. (1, 7)	Offer to support new or inexperienced staff with classroom management either by acting as receiving teacher or peer observing them with a focus on discipline. Review the quality of homework within your curriculum area and work with your team to improve it.
Undertaking assessment of pupils/students as requested by external examination bodies and school procedures. (6)	Lead colleagues in their understanding of external examinations and ensure that experience and good practice are shared.
Marking, grading and giving written/verbal and diagnostic feedback as required in accordance with school practice. (6)	Collate and manage the collection of data within the curriculum area to monitor progress.

Tutor	
Your responsibilities include...	Where practice is excellent you might...
Tutoring, getting to know your tutees with a holistic overview. (8)	Know your tutees really well, by being friendly and professional. Support new colleagues in developing their style of tutoring.
Promoting the progress and well-being of individual pupils/students and the tutor group. (6, 8)	Lead assembly and contribute to the writing of tutor period activities.
Liaising with the Learning Manager, Pastoral Team and other colleagues over issues with individuals and within the wider tutor group. (8)	Contribute to Early Support Assessment/Team Around the Child/Personal Education Plan meetings of pupils/students in tutor group.
Registering pupils/students and encouraging their attendance and participation in school life. (7, 8)	Support Attendance Officer in monitoring attendance of tutor group.
Communicating with parents after liaising with the appropriate staff. (8)	Support new colleagues by encouraging contact with parents. Contribute to Parent Forums.
Preparing for and meeting with parents and tutees on Personalising Learning Day (PLD). (8)	Act as the lynch pin in three way communication between parents, pupils and the school.
Writing the annual report for tutees. (8)	Collect relevant personal information about tutees in a systematic way to write individual, informed reports of high quality to facilitate pupils'/students' improvement.

Development	
Your responsibilities include...	Where practice is excellent you might...
Taking responsibility for your professional development by engaging actively in the appraisal process. Reviewing your progress from the previous year and setting meaningful targets with clear outcomes which benefit pupils/students and meet your own professional development needs. (8)	Set yourself challenging targets with ambitious outcomes which impact on the pupils/students you teach and on the pupils/students taught by other members of your curriculum team. Develop your skills by volunteering to take responsibility for an aspect of school life which falls outside your current remit.
Assisting in the process of curriculum development to ensure continued relevance of provision to meet pupils'/students' needs and syllabus requirements. (5)	Assist your Curriculum Leader or Second in the process of curriculum area monitoring to gauge pupil/student views on your subject. Offer to take responsibility for the



Taking an active role in the shaping, implementation and review of the curriculum area DEF/DDP. (5, 8)	implementation, review and refining of one aspect of the Curriculum DEF/DDP.
Making a contribution to whole school INSET and planning activities. Contributing to cross-curricular and school wide developments and initiatives. (8)	Lead a whole school INSET on an area of particular strength. Work with teachers from other schools to share good practice and implement what you have learnt. Lead on Successful Lives Days. Lead an Activities Day experience. Identify a gap in the provision of extra-curricular activities and organise an activity to fill the opening.

Communication	
Your responsibilities include...	Where practice is excellent you might...
Communicating effectively with parents. (8)	Compile individual pupil/student action plans for parents/carers at PPCEs/PSCEs.
Following agreed policies for communications in the school. (8)	Contribute to the evaluation and development of communication systems within the school.
Playing a full part in Open Evenings, Parents' Evenings and PLDs. (8)	Model expectations to newer members of staff.

Other Specific Duties	
Your responsibilities include...	Where practice is excellent you might...
Promoting school policies. (1-8)	Support new colleagues in developing their understanding of school policies.
Complying with the school's Health and Safety Policy. (1, 7, 8)	Take responsibility for one aspect of Health and Safety: for example the risk assessment and attendant paperwork for a field trip in your subject area.
Undertaking any other duty as specified by School Teachers' Pay and Conditions Document not mentioned in the above. (1-8)	
Complying with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. (1-8)	

Improving Standards	
Your responsibilities include...	Where practice is excellent you might...
Evaluating your teaching to ensure that you meet the agreed Teachers' Standards in respect of preparation, delivery and assessment. Modifying and improving your practice where appropriate. (1-8)	Peer coach a colleague in your department, focussing on developing standards. Work with your Curriculum Leader or Second to develop clear curriculum area criteria for preparation, delivery and assessment.
Contributing to the process of monitoring and evaluating your curriculum area in line with agreed standards and	Develop model lesson plans, resources and schemes of work to exemplify the agreed standards within your curriculum area and share them with colleagues.

performance criteria, including methods of teaching and schemes of work. (1 – 8)	
Participating in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. (1- 8)	Take an active role in establishing clusters of colleagues in curriculum and pastoral roles to review the functions and organisation of these parts of the school.

### What sort of support can you expect?

The LT Line Manager will give you clear guidance through an initial weekly cycle of meetings. They should also be able to suggest colleagues to peer coach from amongst the current LM team.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your LT line manager.

### Signatures

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed.....  
(Teacher)

Dated .....

Signed.....  
(Headteacher)

Dated .....