

**Manchester City Council  
Role Profile**

**Learning Support and Safeguarding Manager  
Management Spine 01-04  
Manchester Adult Education Service,  
Directorate for Strategic Development  
Reports to: Area Adult Education Manager**

**Key Role Descriptors:**

This role provides strategic and operational management for safeguarding and learning support within the service. The role holder will line manage District Programme Leaders and lead on quality improvement and performance within their area.

They will ensure targets for recruitment, attendance, retention, and achievement are met whilst managing resources efficiently. They will also ensure that learners progress to positive destinations on the completion of their programme.

The role holder will develop an offer which delivers significant positive impact for the learners and communities that we serve and leads to positive, measurable outcomes.

**Key Role Accountabilities:**

Provide leadership and management to ensure the effective planning, management and delivery of teams and programmes of work within a designated service area.

Plan and manage a purposeful curriculum offer that will enable learners to develop valuable skills and progress to meaningful destinations.

Lead the section's District Programme Leaders and tutors in the delivering high quality provision which inspires learners to engage and achieve.

Continuously monitor the curriculum area's performance against key indicators for engagement, attendance, achievement and progression, ensuring that these are met.

Provide leadership and coordination of the annual self-assessment processes to ensure that improvement actions are delivered and that changes necessary for improvement are implemented in line with quality standards and service targets.

Ensure improvements in management, teaching, learning and assessment are addressed through the implementation of a robust improvement plan.

Ensure that all recording processes and procedures for planning, development, delivery, support, monitoring, assessment and evaluation meet national quality standards and the requirements of funding bodies.

Develop and maintain relationships with relevant partners, including referral agencies, other providers and employers, which will lead to effective learner engagement and progression to positive destinations.

Lead on the quality of teaching and learning within their curriculum area. Set the lesson observation schedule for the team and monitor progress on all action plans and re-observations.

Carry out an annual quota of OTLs to inform self-assessment development planning and to monitor and report on lesson observation grades and Action Plans across the team.

Contribute to the planning, delivery and quality assurance of staff training and staff development programmes throughout the year in consultation with Organisational Development.

Act as an Approved Internal Moderator for the programmes and maintain an overview of all internal / external moderation and monitoring of External Moderator Action Plans within the team.

Ensure that resources are effectively deployed and managed efficiently; that their teachers deliver their contracted hours and that a sustainable average class size is achieved.

Ensure effective performance management of the team and conduct purposeful and effective About Yous (appraisals), supervisions and team meetings including an effective programme of CPD.

Provide a leading and creative contribution to the e-learning strategy within this programme area.

Maintain personal commitment to continuous self-development and service improvement.

Actively promote equal opportunities throughout MAES and support the delivery of services which are accessible and appropriate to the diverse needs of service users and through personal example, open commitment and clear action, ensure diversity is positively valued and communicated, resulting in equal access and treatment in employment, service delivery and internal/external communications.

**Where the role holder is disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.**

**Role Portfolio:**

This role sits within Manchester Adult Education Service (MAES).

**MAES objectives:**

- To improve the skills and qualifications of adults in Manchester.
- To work with partners to commission and deliver integrated services to support residents into employment.
- To stimulate participation and achievement in community learning and volunteering to improve health, wellbeing and community cohesion.

**The Safeguarding & Learning Support Manager will:**

- Ensure that the learning support offer they plan clearly aligns with strategic priorities for the city and for Greater Manchester.
- Ensure quality and compliance policies and procedures are maintained in line with Ofsted and funding organisations requirements and provide support for external inspections and accreditations
- Support and drive robust and accurate Self-Assessment Reporting and Improvement Planning to move us towards our goal of being an outstanding provider
- Monitor learner progress, achievement and progression in conjunction with learning support to improve outcomes for learners
- Act as the Designated Safeguarding Lead for MAES
- Ensure that Safeguarding concerns are picked up promptly and receive proportionate and timely responses
- Develop MAES' Safeguarding culture, including organising and delivering staff training and learner events to raise awareness of issues and support organisations
- Work with the Learning Technologies team to ensure online safety is promoted across the service and concerns related to filtering and monitoring are picked up appropriately
- Keep records up to date and report back on safeguarding trends to governors. SLT, managers and other staff as appropriate



## Key Competencies and Technical Requirements

### Our Manchester Behaviours

- We are proud and passionate about Manchester
- We take time to listen and understand
- We 'own it' and we're not afraid to try new things
- We work together and trust each other
- We show that we value our differences and treat people fairly

### Generic Skills

- **Planning and organising:** Sets clearly defined objectives, plans activities and projects well in advance and takes account of risks and changing circumstances; identifies and organises resources and manages time effectively monitoring performance against milestones and deadlines.
- **People management:** Ability to exert positive influence over the performance of others, promoting others' self-esteem, inspiring trust and fostering confidence in others' ability to achieve high standards, thereby enhancing a performance orientated culture which supports the delivery of high quality services to the community.
- **Communication skills:** Ability to communicate in an articulate manner, expressing opinions, information and key points of an argument clearly, makes presentations and undertakes public speaking with skill and confidence. Writes convincingly and clearly, succinctly and correctly, avoids the unnecessary use of jargon or complicated language; writes in a well structured and logical way and structures information to meet the needs and understanding of the intended audience.
- **Analytical skills:** Ability to take a large quantity of data from a number of different and sometimes conflicting sources and analyse into trends / results. Ability to identify patterns and trends that may impact on decisions and propose realistic conclusions identifying the risks and any assumptions made.
- **Problem solving and decision making:** Ability to formulate independently a range of options for new or unfamiliar situations and to select the appropriate course of action to produce a logical, practical and acceptable solution. An ability to make independent decisions of a relatively uniform nature. Strong decisions making skills with the ability to resolve complex issues in a pressurised environment
- **Strategic thinking:** Ability to identify best practice, key risks to the delivery of objectives, and analyse trends and patterns to develop ideas for the strategy of the service.
- **ICT skills:** Skills to devise and implement document and record systems, including classification retrieval and retention processes
- **Research and intelligence:** Seeks out rigorous research into new approaches and looks for the potential to develop existing approaches
- **Financial management:** Ability to monitor and maintain expenditure, ensuring that financial targets are met, and being accountable for any areas where budget and expenditure exceed their agreed tolerances.

### Technical requirements (Role Specific)

- The role-holder will have a PGCE/Cert Ed or equivalent teaching qualification and/or a Learning Support qualification
- Knowledge and experience of the use and development of e-learning/ learning technologies
- Knowledge and experience of delivering service improvements through the self-assessment process