



# HEAD OF LEARNING - ACADEMIES

Responsible to:	Director of Service Industries & Employability	Responsible for	Sport, Business, Public Services, Hair and Beauty, Hospitality	Salary	Grade 5 SCP 29-34 £43,294.00 - £49,584.00 Per Annum	Terms & Conditions	SOTC Academic Management Full time, Permanent
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## Role Summary & Purpose:

The Head of Learning is a pivotal leadership role with both strategic and operational responsibility for the planning, delivery, and quality assurance of curriculum provision across Sport, Business, Public Services, Hair and Beauty, and Hospitality. This includes oversight of both Study Programmes and Adult Learning, ensuring that the curriculum is ambitious, inclusive, and responsive to the needs of learners and employers.

As Head of Learning, you will lead continuous improvement and innovation across the curriculum areas, driving high-quality teaching and learning that delivers learner outcomes significantly above national benchmarks. You will ensure that provision is aligned with sector developments and learner progression pathways, while maintaining a strong focus on quality assurance and compliance.

You will play a vital role in the financial health and sustainability of the College by managing budgets effectively, deploying staff and resources efficiently, and identifying and contributing to growth opportunities. Through inspirational leadership, you will foster a culture of excellence, collaboration, and accountability, ensuring your teams are motivated and supported to deliver impactful and high-performing provision.

## The Person

You may be an experienced curriculum manager or a senior practitioner ready to take the next step in your career. In joining our team the qualities, principles and ethics of an individual are equally important as the skills, knowledge and competencies of management.

The successful candidate will be an inclusive and values-driven leader who models excellent communication, resilience, and a genuine commitment to improving outcomes for all learners. You will thrive in a learner-centred culture and be driven by a desire to create life-changing opportunities for students from a wide range of linguistic, cultural, and educational backgrounds.

## Job Description and Person Specification

Detailed within this document is a key summary of the expectations and responsibilities of the postholder demonstrated through success measures as these relate to the 5 strands of Stoke on Trent College's strategic plan, along with some additional role specific responsibilities. The person specification sets out the essential and desirable criteria for applicants for this important role.

### OUR 5 STRATEGIC PRIORITIES

**1** Excellent & inspiring education and skills training for life and work

**2** Future Ready skills and sectors

**3** Trusted Partnerships with Purpose

**4** Empowering People

**5** Financial Strength and Sustainability

### Key Responsibilities – Head of Learning

#### Curriculum Leadership and Quality

- Lead the development, growth, and delivery of an ambitious and responsive curriculum that aligns with current and future sector needs.
- Ensure clear progression pathways for young people, adults, and apprentices, supporting further learning and career opportunities.
- Drive high-quality, inclusive provision across all learner cohorts, ensuring learner engagement, strong outcomes, and positive progression.
- Contribute to whole-college quality assurance activities, including self-assessment reports, lesson observations, and preparation for external inspections.

#### Strategic Planning and Resource Management

- Lead curriculum planning and resource allocation to ensure delivery models are financially sustainable and aligned with College strategic priorities.
- Ensure the proper implementation of financial and other controls in line with the College's delegation framework and funding agency requirements.

### **External Engagement and Partnerships**

- Build and maintain strong relationships with external stakeholders, including employers, community groups, local authorities, and awarding organisations, to inform curriculum design and enhance learner opportunities.
- Work closely with colleagues across departments and with external partners to support curriculum delivery and enrichment.

### **Team Leadership and Development**

- Inspire and lead staff through effective performance management, team engagement, and creative delivery approaches.
- Ensure fair and efficient deployment of staff in line with College values and policies.
- Engage fully in the College's performance review and appraisal cycle.

### **Compliance, Risk and Performance Monitoring**

- Maintain oversight of departmental compliance with funding rules, audit requirements, safeguarding standards, and College policies.
- Ensure accurate and timely management information is produced, including the monitoring and tracking of learner performance and progress.
- Comply with College risk management policies and procedures relevant to your area of responsibility.

### **Teamwork and Flexibility**

- Work flexibly to meet the needs of the business, including providing cover for colleagues during absence or periods of high demand.
- Collaborate effectively with internal teams and external agencies to support College-wide goals.

### **Communication and Confidentiality**

- Communicate clearly, effectively, and professionally with a wide range of audiences.
- Maintain strict confidentiality at all times in line with College policies and data protection legislation.

### **Personal Development and Performance**

- Demonstrate a commitment to continuous personal and professional development, including staying up to date with relevant legislation and sector developments.
- Prioritise and manage time effectively to meet strategic and operational objectives.
- Support and promote environmental sustainability within your area of responsibility.

### **College Values and Culture**

- Demonstrate and uphold the College's values – Inclusive, Collaborative, Courageous, Ambitious, Nurturing (ICcAN).
- Promote and embed these values in all aspects of work and interactions with others.
- Contribute to creating an inclusive and respectful environment for learning and working.

### **Equality, Diversity, Inclusion, Health and Safety**

- Show a strong commitment to the principles and practice of Equality, Diversity and Inclusion.
- Take reasonable care for the health and safety of yourself and others, complying with all relevant legislation, policies, and procedures.

### **Safeguarding**

- Comply with the College's Safeguarding Policy and the statutory guidance Keeping Children Safe in Education.
- Attend relevant safeguarding training and, where required, chair Stage 3 disciplinary processes.

### **Data Protection**

- Ensure full compliance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018, both during and after employment with the College.

*This is not intended as an exhaustive list of duties or a restrictive definition of the post but rather, should be read as a guide to the main priorities and typical areas of activity of the post-holder. These activities are subject to amendment over time as priorities and requirements evolve and as such it may be amended at any time by the Executive Board following discussion with the post holder. This Job Description and Person Specification is accurate as at July 2025. In consultation with the postholder, the College reserves the right to update, amend or vary its content, to reflect changes to, or modernisation of, the role.*

1. Qualifications & Training				
Essential		Desirable		How Measured
1.1	Teaching qualification – PGCE or equivalent	1.3	Ideally educated to degree level in addition to PGCE or equivalent	Application form
1.2	Evidence of continuing professional development	1.4	Management qualification	Interview
				Certificates
2. Experience				
Essential		Desirable		How Measured
2.1	Teaching experience in a relevant curriculum area, including effective course coordination	2.7	Proven track record of effective staff performance management and the development of high performing teams	Application form
2.2	Some experience of leading an area of curriculum and/or team	2.8	Effectively planning and managing budgets	Interview
2.3	Proven experience of managing improvements in teaching and learning and maintaining good practice, including the use of ILT and technology in teaching and learning			References
2.4	Evidence of innovative and creative curriculum and programme development linked to industry and sector requirements (where appropriate) or other relevant requirements to meet learners' needs			
2.5	Evidence of delivering high quality support that enables students to thrive			
2.6	Evidence of effectively improving and managing quality including contributing to quality assurance systems			
3. Special Knowledge/Skills/Abilities				
Essential		Desirable		How Measured
3.1	Ability to form impartial and balanced judgements, recommendations and decisions through the analysis, interpretation and challenge of statistical and other data and information	3.10	Strong people management ability and skills, e.g., coaching/mentoring, performance management, training and development, behaviour and conduct etc	Application form
3.2	Understanding of recruitment, retention, achievement and success data and its implications	3.11	Evidence of resource management e.g., staffing, budgets, materials, resources	Interview
3.3	Understanding of the Inspection process and Education Inspection Framework	3.12	Understanding of relevant funding methodologies	Performance of task/activity/presentation at interview
3.4	Ability to communicate effectively and engage with others at all levels of the organisation to build productive working relationships, through strong negotiation and interpersonal skills and personal credibility.	3.13	Experience of carrying out lesson visits to evaluate and drive improvements to standards of teaching, learning and assessment	
3.5	Ability to motivate, inspire confidence and commitment, and lead individual team members to achieve high standards of performance	3.14	Evidence of planning, designing and developing provision to ensure growth	
3.6	Understanding of the need to set and monitor challenging targets			
3.7	Proficient use of a range of IT applications. Windows			

	based software, and Pro Suite databases including ProAchieve, ProSolution and ProMonitor			
3.8	Knowledge and experience of internal/external verification process			
3.9	Ability to proactively promote and ensure equality and diversity issues are embedded within a culture			
4. Disposition/Attitude				
Essential		Desirable		How Measured
4.1	Ability to engage and empathise with a wide range of people from diverse backgrounds			Application form
4.2	Resilient, determined and self-motivated to sustain the focus on achieving key goals and targets in a challenging yet professionally rewarding environment			Interview
4.3	Commitment to continuous improvement and development in a culture of consistently high expectations			References
4.4	Undisputed personal integrity and a personal style that demonstrates authority and commitment and inspires trust and confidence			
5. Suitability to work with Children, Young People and Vulnerable Adults				
Essential		Desirable		How Measured
5.1	Sound understanding of the requirements relating to the safeguarding and Prevent			Interview
5.2	Motivation to work with children, young people and vulnerable adults			References
5.3	Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults			DBS Certificate
5.4	Emotional resilience with challenging behaviours			

## **MANAGEMENT TERMS & CONDITIONS**

### **Conditions of Appointment**

All appointments are offered subject to a probationary period of up to twelve months, during which time, performance will be assessed. In addition, all appointments are subject to:

- *verification of relevant qualifications*
- *receipt of references considered suitable by the College*

- *a satisfactory enhanced Disclosure check*
- *verification of eligibility to work in the UK*

**Pension Arrangements**

All staff have the opportunity to participate in a relevant pension scheme provided by the College, i.e., TPS or LGPS.

**Working Hours**

You will be expected to work such hours as are reasonably necessary for the proper performance of your duties and responsibilities. The normal working week will be 37 hours timetabled attendance for pay purposes.

**Maternity, Paternity & Adoption**

The College operates a range of Family Friendly policies, including Maternity, Paternity and Adoption schemes, which provide for statutory and enhanced benefits.

**Sick Pay**

The College has a scheme of sickness benefits, which are over and above the statutory sickness entitlements.

**Training and Development**

The College is committed to the professional and personal development of all our employees. Individual Training and Development plans are formulated via the staff performance review system.

**Holidays**

Management staff are entitled to 39 days plus 8 bank holidays (47 days in total). There are a number of directed leave days each academic year and these are set out in the College Calendar. Typically these directed leave days will be during Christmas, Easter and in the summer period where the College will close its sites in the interests of efficiency.

**Staff Parking**

Free and generous parking space is available on site subject to availability at peak times.

**Salary Payments**

Salary is paid by direct credit transfer to your bank or building society account in 12 equal parts. Payment is made on the 27th day of each month or the next working day thereafter.

**Notice Period**

The amount of notice you are required to give to terminate your employment, is 3 months.

**Location of Work**

Your principal place of work will be at the site given in the Job Description for the post. However, you may be required to work on either temporary or indefinite basis, at any premises at which the College may from time to time provide services.

**Equality of Opportunity**

We are committed to the principle of equal opportunity. We will ensure that no employee, applicant for employment or student receives less favourable treatment on any grounds, which cannot be seen to be justified in relation to employment, education and training.