



LEARNING TRUST

Standing Together, Learning Together

Candidate Information Pack

Year Manager

Permanent Contract

Closing Date: Monday 20 October 2025, 9am
Interview date: to be confirmed



Golborne Community
Primary School



SOUTHLANDS
HIGH SCHOOL
Endeavour for Excellence



Standish Community
High School

be Outstanding!



Chief Executive Officer: Neil Moore

It is with great pleasure that I introduce you to the Mosaic Learning Trust and I hope this information will enable you to decide on your suitability to join our journey and become part of our growing team. As a Trust, we are determined to challenge our students inside and outside the classroom to strive for individual excellence and to achieve the highest academic standards. Our Trust is committed to supporting every student so they can develop to their full academic potential whilst experiencing a wide and exciting range of opportunities to equip them with the skillset for a successful future as rounded, mature and confident members of modern society.

I am very proud of the Trust, its students, staff and Trustees. Education at Mosaic provides much more than exam excellence. It aims to develop and nurture our children to take their place as caring and confident young people in the outside world. Our staff have opportunities to engage in high quality Continuous Professional Development and all staff have access to our supportive, well-being packages. We would like to invest in the long-term career of an exceptional candidate and would welcome visits from prospective applicants.

Who we are:

The Mosaic Learning Trust was established in 2017. The ambition for all in the Trust is to serve the educational interests of students in becoming successful learners, confident individuals and responsible citizens, irrespective of background or ability. We have set our Trust on achieving:

- Ambitious expectations with successful outcomes so that no child is left behind in achieving all they can
- Academies committed to excellent teaching and learning with highly performing personnel
- Well led academies across all levels working within well-established staffing structures
- Self-evaluation built around accountability, development and improvement. Each academy will have data astute and responsive management systems
- Academies that offer engaging, relevant and well-considered curricula
- Excellent Trust governance that will ensure we are a Trust that is financially viable and forward thinking
- Academies that provide safe and positive learning environments

At **Standish Community High School**, we are committed to the highest levels of academic achievement, personal growth and lifelong fulfilment. Our motto 'Be Outstanding' captures our determination and belief that all of our students deserve the very best education and opportunities that enable them to flourish and grow in confidence and develop the skills and expertise, to become happy and well-rounded, successful individuals.

Southlands High School believes in being a strong and loyal community in which every student and every member of staff is supported to achieve their very best and reach their fullest potential. Through high quality teaching, strong pastoral systems and a focus on personal development, we seek to prepare each and every student for the bright and optimistic future ahead of them.

At **Golborne Community Primary School**, our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment. Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their full knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life.

What are the Benefits of Working for the Mosaic Learning Trust?

At the Mosaic Learning Trust, we understand that investing in our staff is the best investment for our students and offer a wide range of strategies to help our teachers and support staff to be highly effective in their roles. The Trust offers: -

Salary

We offer competitive salaries for teaching staff in line with the School Teachers Pay and Conditions Document. We also offer competitive salaries to school support staff on an incremental salary scheme, paid according to agreed pay grades using national spinal column points. Support staff receive an increment on 1st April each year, or when they have completed six months of service if appointed between October 1st and March 31st, until they reach the top of the band within their pay scale.

Pension

The Trust offers access to a substantial contributory pension scheme in line with the Teachers Pensions and Local Authorities.

Generous Holidays

Full year support staff have a statutory right to 28 days paid holiday a year including bank holidays, the Trusts' minimum entitlement for support staff is 35 days (including bank holidays) increasing to 40 days (including bank holidays) after 5 years' continuous local government service.

Wellbeing

We are committed to supporting the physical and mental wellbeing of our staff. We offer occupational health services, Schools Advisory Service (SAS) – wellbeing services, an employee assistance program, free flu vaccinations, eye care, discounted local gym memberships and we are a part of the cycle to work scheme.

Trust 'Inset Days'

The Trust offer additional Inset Days to give staff non-contact time for additional training, CPD, preparations, department time, leadership time etc.

Learning and Development

Learning and Development is essential to the success of the Trust and will help us meet our objectives and address the challenges we face over the coming years. This is an on-going process and one which should therefore be continuous throughout the year. There are many opportunities in the course of day-to-day work for learning and development to take place and service-specific training is provided appropriate to the needs of the job.

We also have an e-learning portal, through the National College which provides employees with access to a range of online courses and resources at a time that suits them, designed to help them enhance their professional development and refresh their learning, with new courses being added regularly.



September 2025

Dear Applicant,

Post: Year Manager - Full Time 1.0 FTE, Term Time, Permanent Contract

Many thanks for your interest in the above position. Please find enclosed the following documents:

- ❖ Job Description
- ❖ Person Specification
- ❖ Arranging a Visit/Application Process

Southlands High School are advertising for a permanent full time Year Manager, to commence employment as soon as possible. The successful candidate will take a full and active role in the life of our schools and will join a dedicated, hardworking trust team. This full-time role will be predominately based at Southlands High School, Chorley; however, you will be required to work at any school within the trust.

We encourage applicants to apply through [MyNewTerm](#).

We are looking to appoint enthusiastic, self-motivated, and highly organised individual to contribute to the outstanding support, care, and guidance that the school offers its students. Applications are sought from individuals with energy, commitment, and a determination to succeed.

We would be delighted to arrange a school visit or a call to discuss the position in more detail during or after school hours.

Applications will be considered as soon as they are received, and the closing date Monday 20 October 2025, 9am. Interview date is to be confirmed. Any offer of employment is subject to a satisfactory enhanced criminal record check with barred list check through the Disclosure and Barring Service (DBS), medical clearance, references, and verification of qualifications satisfactory to the Trust.

Yours faithfully,



Miss R Atherton
Trust H.R. Manager

General Information for Applicants



Southlands High School is an improving school. Our motto '**Endeavour for Excellence**' demonstrates that we expect all stakeholders, staff and students to drive for the highest standards in everything they do. Southlands High School is striving to be 'Better' than ever before as a successful and inclusive school that works in close partnership with families and the community to achieve the best for our young people.

In December 2017, we were designated as a converter academy within the Mosaic Academy Trust with Standish High School and Golborne Primary School and look forward to going from strength to strength in our partnership. The Mosaic Academy Trust as an organisation seeks to value each and every member of the community and to become a family of schools that will welcome other schools and be a Trust whose chief aim is to become stronger as a whole than by the sum of its parts. We seek for our students to be **Successful Learners, Confident Individuals and Responsible Citizens**. The Trust has a Trade Union Recognition Agreement in place.

From our most recent inspection, in February 2024, the report highlights that we are highly ambitious for our pupils to achieve. We strive to meet the needs of the individual child so that they feel safe, secure and happy and enjoy their time at Southlands. We also aim to provide the highest standards of teaching and learning so that students are able to progress and fulfil their potential. We believe that every child should be given opportunities to develop their leadership skills as part of their growth and development in order to prepare them for adult life. Many of our students go on to be very successful in all aspects of life with a number attending some of the leading universities in the country. We are committed in our drive for academic excellence whilst offering a wide range of extra-curricular activities and opportunities so that our students can achieve educational success and develop fully as individuals.

We recognize that all students have the right to the highest quality education that will equip them with the qualifications they need to progress to college, university or their chosen career. Every decision we take to create our successful school comes from a firmly held staff belief that we can always strive to be 'better' than before.

The school was inspected in February 2024 and although our overall judgement remains as requires improvement we were graded as good for both behavior and attitudes and leadership and management. The report acknowledges that pupils are increasingly benefiting from the improvements that the school has made to the quality of education that they receive and highlights many of the positive changes that have taken place in the school. Our school priorities for 2025-26 clearly continue with our culture for improvement: improving student outcomes and the development of teaching, learning and assessment.

There are 833 young people on roll with the likelihood of growing close to 1000 in the coming years. The intake profile in both socio-economic and academic terms is that of a fairly typical comprehensive school.

At Southlands we are very proud of our caring school community and place great emphasis on high standards of behaviour and respect for all through our Southlands Standard.

Hopefully, this has inspired you to take a serious look at Southlands.

I look forward to receiving your application form.

Paul Bousfield
Headteacher

Job Description

Post Title:	Year Manager
Status:	Permanent Contract
Job Overview:	Work with school staff, parents and relevant external agencies regarding student progress, behaviour and attendance.
Reporting to	Key Stage Leader
Liaising with:	Headteacher, Deputy Headteachers, Assistant Headteachers, Pastoral Team, Teachers, students and parents/carers
Working time:	37 hours Term time plus 1 week
Salary /Grade:	Trust Grade 7, SCP 20 - 25 pa / pro rata £32,597 to £36,363 pa / pro rata
Disclosure Level	Enhanced
Conditions of Employment	No holidays are permitted during the 190-day teaching year.
Main Duties / Job Outline	<p>General</p> <ul style="list-style-type: none"> • Adhere to all school policies and procedures, particularly those in relation to equality of opportunity, health and safety, data protection and safeguarding. • Attend meetings, conferences and home visits as appropriate. • Maintain and record all relevant student information, ensuring that appropriate data protection procedures are followed. • Work with school staff, parents and relevant external agencies regarding student progress, behaviour and attendance. • Support students and parents during transition periods. • Promote the school's vision and ethos, encouraging the inclusion and acceptance of all students. • Ensure that appropriate policies and procedures are implemented to allow effective learning to take place, including child protection procedures and behaviour management processes. • Attend relevant training and undertake appropriate CPD activities, ensuring that staff members are kept up-to-date with relevant news and techniques within the sector. • Assist in the organisation of year group events such as progress evenings. • Provide day to day support to a specific year group. • Act as a role model for students, setting high expectations and acting in a professional manner. <p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> • Drive the Attendance, Attitude, Behaviour and Culture to be one of high expectations and success within a year group. • Demonstrate a commitment to safeguarding and promoting the welfare of students, ensuring that student wellbeing is the focus of all actions undertaken in the role. • Work with staff members and parents in order to remove practical, social and emotional barriers to learning.

- Raise any concerns regarding students' learning and the support they receive with the relevant Subject Leader
- Liaise with the Learner Experience Team to ensure welfare support is sought for those who need it.
- Follow up concerns and provide individual support for students.
- Communicate in line with protocols with parents building positive working relationships
- Work with the Key Stage Lead to plan and implement any specific arrangements for individual students, such as intervention programmes, ensuring that relevant staff members are aware of any measures in place.
- Discuss individual students' needs with relevant members of staff, parents and external agencies, where appropriate.
- Monitor and assess the implementation of interventions and support programmes, reviewing these and making informed changes where necessary.
- Maintain accurate records relating to student progress in the ABCs
- Promote independence, recognising and rewarding achievement of self-reliance.
- Lead a Year Group via a morning meeting daily

Supporting Staff

- Act as a point of contact for staff members regarding students and provide necessary support
- Work with the Key Stage Lead and Senior Leadership Team (SLT) and other staff members to ensure continuity of Pastoral care throughout the school.
- Liaise with staff members to ensure the wellbeing of students and their full participation in school life.
- Make necessary staff members aware of individual students' specific needs.

Academic Support

- Facilitate the induction of new students
- Liaise with staff members to ensure that students are appropriately prepared for, and supported during, key transition periods.
- Mentor underachieving students, liaising with teaching staff and support staff to ensure continuity of learning.
- Ensure students who may receive a sanction are issued work to do during this time
- Monitor and evaluate the transition process for students, making recommendations to the Key Stage Lead where appropriate.
- Recognise students via the school's recognition protocols

Attendance and Exclusions

- Encourage high attendance and punctuality at school.
- Monitor and review student attendance, monitoring, identifying and dealing with students whose attendance causes concern with the Year Group Attendance Improvement Officer.
- Maintain an up-to-date record of absence, speaking with parents and looking for solutions to any barriers to attendance which may be present.
- Liaise with parents of absent students, ensuring that appropriate interventions are being implemented at school and at home.
- Liaise with parents regarding suspensions.
- Maintain the student behaviour database, ensuring that all information is up-to-date and accurate.
- Produce reports regarding student ABCs for the Key Stage Lead
- Facilitate the reintegration of students who have been suspended, ensuring that they are appropriately supported and necessary interventions are implemented.

Communication

	<ul style="list-style-type: none"> • Establish positive, productive and constructive relationships with students, parents and colleagues to assist home-school communication and facilitate the support provided. • Develop innovative methods of engaging with parents and families, encouraging increased parental participation in students' education. • Liaise with external agencies, such as Children's Services, where appropriate. • Participate in internal and multi-agency exchange of information and best practice, ensuring that data protection and child protection policies are adhered to. • Liaise with other members of the Learner Experience team to ensure the students who need it get the right support at the right time by the right people. • Assist in the development of positive relationships with other schools, liaising with students' previous or forthcoming schools in order to ensure a positive transition. • Meet with staff members, students, parents and external agencies in order to identify individual concerns and develop informed plans of action. <p>Staffing / Staff Development</p> <ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To engage in the appraisal process. • To ensure the effective/efficient use of classroom support • To work as a member of a designated team and to contribute positively to effective working relations within the school. <p>Quality Assurance</p> <ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the year group and key stage. To seek/implement modification and improvement where required. • To regularly reflect and evaluate methods of working and programmes of study. • To take part, as may be required, in the review, development and management of activities relating to the organisation and pastoral functions of the school. <p>Management Information</p> <ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for management information systems, registers, etc. <p>Communications and Liaison</p> <ul style="list-style-type: none"> • Contribute to the planning and delivery of school liaison activities. <p>Management of Resources</p> <ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students <p>Marketing and Liaison</p> <ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools.
Health and Safety Training	<ul style="list-style-type: none"> • To undertake Health and Safety Training on areas within the designated work area • During fire evacuations follow procedures explained in the Fire Safety and Evacuation Procedures Policy • To act as First Aider.

Other Specific Duties	<ul style="list-style-type: none"> • To carry out the duties in the most effective, efficient and economic manner available • To continue personal development in the relevant area • To support the development and promotion of an image that is consistent with the aims of the school • Be aware of and comply with policies and procedures relating to child protection, security, confidentiality and data protection, reporting all concerns to an appropriate person • Commitment and support to ensure equal opportunities for all • Contribute to the overall ethos / work / aims of the school • Appreciate and support the role of other professionals • Attend and participate in relevant meetings / activities as may be reasonably directed by the headteacher
School Ethos	<ul style="list-style-type: none"> • Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example • Promote actively the school's corporate policies • Comply with the school's health and safety policy and undertake risk assessments as appropriate

Signatures

The school will endeavor 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
Year Manager

Signed
Headteacher

Dated
Year Manager

Dated
Headteacher

Safeguarding of Children and Young People

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified. Employees are expected to comply with any reasonable request from the Headteacher / SLT link to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but in consultation with you it is liable to variation by Management to reflect or anticipate change in, or to, the job commensurate with the grade and job title.

Date: September 2025

Person Specification

Requirements	Essential / Desirable
Experience	
Recent experience of developing and delivering individual and group-based support to pupils.	E
Recent experience of working with pupils with behavioural issues.	E
Recent experience of supporting pupils' SEMH needs.	E
Experience of implementing and using behaviour management strategies.	E
Experience of creating individual intervention programmes for pupils.	D
Experience of handling child protection and welfare cases.	D
Training & Qualifications	
Hold GCSEs or equivalent qualification in at least English and Mathematics	E
Undertaken behaviour management and safeguarding training	D
Educated to degree level in a relevant subject.	D
Member of DBS Update List	D
Recent participation in relevant professional development	E
Knowledge & Understanding	
Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post	
Secure knowledge of safeguarding policies and procedures and it's promotion as a responsibility of every staff member.	E
<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Knowledge of statutory requirements regarding the education sector and pupil wellbeing. • Knowledge of legislation regarding pupil attendance, safeguarding and data protection. • Knowledge of common pastoral issues and how to respond to the different situations which may arise. • Knowledge of local and national support services that are available to pupils and schools. • Proven awareness and respect for the highly sensitive status of information and its confidentiality. • Excellent written and verbal communication skills. • An ability to motivate colleagues. • Knowledge of child protection and safeguarding procedures. • Knowledge of intervention strategies, including those in relation to behaviour and attendance. • A good understanding of child development, learning processes and barriers to learning. 	E
<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Work as part of a team, as well as independently. • Adapt activities to ensure they are inclusive. • Effectively delegate tasks and responsibilities. • Manage projects and lead a year group. • Collate and summarise information and data. • Be proactive in the protection of children in reference to safeguarding procedures and protocols. 	E

<ul style="list-style-type: none"> Effectively liaise with external agencies. Develop and implement effective support strategies. Identify triggers of poor behaviour and barriers to learning. Assess pupils and their families, and identify their needs to ensure effective support is provided. Maintain accurate and up-to-date records. 	
Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills and abilities required	
Ability to deliver polite, courteous and efficient service	E
Excellent communication skills to deal with staff, students and visitors regularly	E
Ability to use initiative to respond to and resolve problems	E
Ability to work effectively as part of a team and individually	E
Ability to respond to and resolve routine problems	E
Ability to work in accordance with the schools health and safety policies	E
Maintain confidentiality where appropriate	E
Adaptable, flexible, diplomatic, tactful and committed to success	E
Willingness to work occasional unsocial hours	E
Be aware of best practice with regard to working with young people	E
Ability to keep calm and focused in pressurised situations	E
Ability to work efficiently, organised and pays attention to detail	E
Professional appearance and manner, with the ability to promote a positive ethos in school	E
Personal Qualities	
Tact and a sense of humour	E
A personal and friendly nature	E
Honesty and Integrity	E
Application	
Accurate completion of school application form	E
Supporting statement which addresses person specification	E
High standards in spelling and writing	E
Legal Issues	
Legally entitled to work in the UK	E
Enhanced DBS Clearance	E
Valid UK Driving Licence, access to a vehicle with business insurance	D

Arranging a visit:

Candidates wishing to visit the school or arrange a telephone discussion can contact Caroline Mears, mearsc@southlands.lancs.sch.uk, who will arrange a suitable time.

Application process:

To apply, please use MyNewTerm.

Closing date: Monday 20 October 2025, 9am
Short listing: to be confirmed
Interview date: to be confirmed

In line with Safer Recruitment guidelines, we will be taking up references in advance of the interviews and taking them into account throughout the interview process.

Southlands High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures ([link to policies](#)). Enhanced checks through the Disclosure and Barring Service (DBS) will be required for this post.

The post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulation and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations and is also subject to medical clearance.

More information about the school can be found on the website www.southlands.lancs.sch.uk.

When completing your application, please ensure that all sections are completed, gaps in employment history are accounted for and details of awarding bodies are included. You should refer to the job description and person specification to guide your application. Your supporting statement should be no more than 2000 words. Please note that late applications and CV's will not be considered.

