

Job Profile

Role:	Learning and Development Administrator
Reporting to:	Head of Recruitment and Talent Management
Location:	LAT Head Office – Human Administrative service for L&D activity across LAT

Job Purpose

To play a pivotal role in providing an effective and efficient administrative service underpinning the learning and development function for the Trust, ensuring that all staff receive the necessary training and development opportunities for them. This will enable them to perform their role to the best of their abilities and to meet the changing needs of the education sector. Working alongside the Head of Recruitment and Talent Management and L&D Advisor, provide administrative support for the full L&D life cycle at LAT by working directly with the senior leaders, key managers and staff within the business.

Key responsibilities

- Provide administrative support for the practical delivery of training; learning design, e-learning or digital / blended learning.
- To support the (L&D) function to contribute to, and influence, improved performance in the workplace at an individual, team and organisation level.
- To support the team in identifying learning / training needs, designing / sourcing training and learning solutions, delivering and evaluating training, and working with stakeholder / business area managers.
- To understand the learning cycle and working by it.
- Be future focused, understanding the business context / culture and have a good grounding across the whole training and learning cycles.

Core Knowledge, Skills and Behaviours that you'll be working towards

Knowledge	
Technical expertise	<ul style="list-style-type: none"> • Foundation level theories and models that underpin effective adult learning and group behaviour. For example, training/learning cycle, group dynamics, continuing professional development, evaluation. • How different learning delivery channels – face-to-face, blended or digital – contribute to effective learning. • How to measure the impact of a learning intervention on delegates, eg L1/L2 Kirkpatrick, improvement in skills. • The latest learning practice. • How diversity and inclusion influences the planning and delivery of L&D interventions.
Business and Commercial understanding	<ul style="list-style-type: none"> • What their organisation does, its structure, values, external market and sector. • The commercial context and drivers and process behind learning needs and solutions.
L&D function	<ul style="list-style-type: none"> • The various L&D roles that may be required for effective learning and development in an organisation. • Their roles and responsibilities within the L&D structure. • The policies and processes required for effective organisation learning.

Management information and technology	<ul style="list-style-type: none"> ● The role of data to analyse learning needs and ensure effective delivery. ● How internal information systems can support learning. ● How technology supports learning, including understanding of digital platforms / delivery channels as relevant.
Skills	
Identification of training/ learning needs	<ul style="list-style-type: none"> ● Identify and analyse learning needs: establish team and individual capability and learning gaps, in line with organisational performance outcomes and to enable effective evaluation. ● Use sound questioning and active listening skills to understand requirements and establish root causes i.e. establishing that it really is a learning/training need, before developing L&D solutions. ● Consult with stakeholders to draw out relevant information and provide feedback to inform learning and training needs requirements. ● Use effective analytical skills to seek out and analyse information. ● Take ownership through to resolution, escalating complex situations as appropriate.
Training / Learning Design	<ul style="list-style-type: none"> ● Design, construct and structure training / learning resources to meet a variety of needs, which will include: ● Research of delivery options and resources including digital / online / blended solutions (including identifying existing resources) ● Planning programmes / sessions / modules ● Selecting appropriate delivery methods ● Designing creative, engaging, appropriate, and inclusive learning activities (could be e-learning, digital collaboration, group sessions, blended etc.) ● Developing materials and resources to support learning.
Training/ Learning delivery	<ul style="list-style-type: none"> ● Confidently engage all learners in structured learner-centered training, primarily of 'content-driven' training resources. ● Plan, organise and prepare for a training/learning event/intervention in a timely fashion. ● Interact with learners of varying abilities, using a broad range of techniques and carefully planned and executed questioning techniques. ● Facilitate and deliver learning in a face-to-face, blended and digital environment as appropriate. ● Monitor a learner's progress and deliver motivational and developmental feedback. ● Manage participation, attitudes and behaviours to reach learning objectives. ● Use effective coaching skills to enable learners to achieve learning objectives.
Evaluation	<ul style="list-style-type: none"> ● Evaluate the impact of learning solutions - measure and assess development initiatives for effectiveness, business relevance, efficiency, and continually seek ways to improve learning solutions. ● Build evaluation mechanisms for learning outcomes including the use of quantitative and qualitative feedback where appropriate. ● Apply techniques to analyse the impact of training from learners' experience.
Communication and Interpersonal	<ul style="list-style-type: none"> ● Communicate and influence through a range of media e.g. phone, face-to-face, email, online / virtual, adapting their style to their audience. ● Build trust and sound relationships with customers/learners/colleagues. ● Handle conflict and sensitive situations professionally and confidentially.
Teamwork and collaboration	<ul style="list-style-type: none"> ● Consistently support colleagues / collaborate within the team and L&D to achieve results.

	<ul style="list-style-type: none"> ● Build and maintain strong working relationships with others in the L&D team, HR and the wider business as required.
Behaviours	
Constant and Curious Learner	<ul style="list-style-type: none"> ● Proactively look, listen and question to understand and learn. ● An interest in new ideas and techniques, seeking and taking on board feedback, identifying areas for self-development. ● A willingness to explore and take risks to learn something new.
Collaborative Partner	<ul style="list-style-type: none"> ● Consideration of the needs of others alongside the needs of the business. ● They act with integrity and demonstrate organisational values in the way they interact with others. ● They deliver the outcomes of their work through co-design, with a willingness to question and challenge as appropriate.
Passionate and Agile Deliverer	<ul style="list-style-type: none"> ● An energy and enthusiasm for their work, ensuring the focus is always on delivering the best learning outcomes and impacts. ● Responsiveness and flexibility to changing business and learner needs. ● Personal resilience to manage competing priorities. ● Confidence in delivery.

As a Trust we feel it is important to hire with the right attitude which is why we will be looking for someone that is enthusiastic, focused, committed, reliable and resilient to the day to day pressures that a busy People Services function brings. This job description is not exhaustive and the successful candidate must be open-minded to new and changing responsibilities as the Trust continues to grow, with a keenness to be involved in various relevant elements of the business.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document \(Department of Education\)](#).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.