



Bournemouth & Poole College

Learning Manager of Mathematics

Candidate Information Pack

June 2025

www.fea.co.uk/job/bpc-math/

F E A
FE ASSOCIATES

Welcome

Dear colleague,

Learning Manager of Mathematics

Thank you for your interest in the role of Learning Manager of Mathematics with us here at Bournemouth and Poole College. We are very excited about the future and we very much hope the information we have provided gives you a clear sense of this excellent opportunity to make a significant contribution to the success of our college and its students.

Bournemouth and Poole College is seeking an exceptional Learning Manager to lead and develop our team in mathematics (cross college 16-19, and adult). This role is key to ensuring that our maths provision is of the highest quality, supports excellent learner outcomes and aligns with national and regional priorities in further education.

As the Learning Manager, you will oversee the planning, delivery and continuous improvement of mathematics across a range of programmes including GCSE resits, Functional Skills, adult education and bespoke employer-led provision. You will ensure that teaching, learning and assessment are consistently excellent, that staff are well-supported and developed, and that students are fully engaged and supported in their progression.



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Working closely with curriculum teams, support services and external stakeholders, you will play a central role in implementing our strategy to raise maths achievement, close attainment gaps and expand access to high-quality numeracy education for all students. You will also contribute to the development of innovative and responsive curriculum design, making use of digital tools and evidence informed practice and inclusive pedagogies.

There is a significant opportunity for you to shape how mathematics supports wider college priorities, including employability, progression to higher education and regional skills development. Engagement with local schools, employers, awarding bodies and sector networks will be key in ensuring our provision remains relevant and impactful.

We are committed to creating a more inclusive and diverse STEM workforce, and your leadership will help ensure that our maths provision plays an active role in widening participation and improving life chances through education.

We have appointed FE Associates to support us with this appointment. Interested parties are advised to contact our lead consultant Asma.Ahmad@fea.co.uk for an initial conversation.

If you are an ambitious and committed educational leader with a strong track record in managing high-quality mathematics provision, we look forward to hearing from you.

Kind regards

Phil Sayles
Principal and Chief Executive



Our College

Bournemouth & Poole College is located in an absolutely stunning geographical area, with the most varied coastal environments: harbours, beaches, cliffscapes and, inland, the most beautiful rural areas of Dorset and the New Forest. The area also has brilliant cultural and leisure assets.

Our area also has good connectivity to London, as well as being on the edge of the South West. It has nearby routes to France, the Channel Islands, the Isle of Wight and has an international airport. You honestly could not want or have more.

We have two main campuses close to the centres of Bournemouth and Poole respectively, and a specialist carpentry and composites centre in Poole. You will work across all three. We serve a dynamic conurbation of three towns (Bournemouth, Christchurch and Poole in one local authority area: BCP) plus surrounding areas of Dorset and Hampshire, with some programmes serving national employers and recruiting from the nation.

The population of BCP is circa 400,000, the 11th largest local authority area in the UK. We are lucky to be in an area of high employment rates with significant industry and employment in sectors such as engineering, construction, digital, creative, defence, health, business, property, hospitality and visitor services. People with the right attitudes and skills are in high demand.

While it is a healthy economy, there is some conspicuous poverty and there are areas of deprivation to be served. Thus, our College priority is to train local people to fill the skilled, lucrative roles available.





Our Strategy

We're a further education college, serving 16-18s, apprentices and adults studying up to degree level.

Our students include both high flyers and those who need more support to succeed.

We believe our society and economy need everyone.

And that everyone deserves the opportunity to thrive.

So...we enable all our students to be the best they can be.



Our Strategy

We work in partnership and collaboration to magnify and extend our impact:

- We work in partnership with universities, schools, colleges and training providers to create great opportunities.
- We support our local community, through partnerships, the arts and charitable work, to open doors and make things better.
- We work with partner organisations such as NHS BCP Council, Universities, Dorset Chamber, LEP Colleges BIDS, Cultural Partners, Charities Schools.

College Overview

Bournemouth & Poole College (BPC) is the largest provider of Further Education and Apprenticeships in the area. The College prides itself on offering students a friendly and supportive environment so that they develop the necessary technical and personal skills, knowledge and behaviours to achieve their next steps and realise their long-term career ambitions.

The College's Core Skills and Characters are:

- Curiosity
- Communication
- Collaboration
- Resilience
- Empathy
- Dedication to Learning
- Problem-Solving



Department Overview

The Directorate of Foundation Studies is a directorate which comprises the following curriculum areas:

- Foundation Studies (Discreet High Needs and Progression Programmes)
- English
- Mathematics

The English and Mathematics curriculum areas service all directorates with the provision of English and maths for study programmes, as well as delivering bespoke classes for adults. The College offers GCSE or Functional Skills as appropriate.



Job Description

Job title: Learning Manager of Mathematics

Reports to: Director of Learning

Salary: £44,219 - £46,700 per annum

Purpose of the Role

The Learning Manager of Mathematics will be responsible for leading and managing the delivery of high-quality maths provision, including GCSE, Functional Skills and other maths courses as applicable across the College.

The Learning Manager will support the Director of Foundation Studies in developing and implementing a cross-college strategy to develop students' maths skills to enable their progression in education, work and life.

The Learning Manager of Mathematics will be responsible for leading and managing the maths curriculum team.

The Learning Manager role is key to the quality of the student experience and integral to the achievement of study programmes. The Learning Manager will work with other cross-college departments, particularly the Quality Team, to deliver high-quality teaching, emanating in student success, satisfaction and positive progression.



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Purpose of the Role cont'd

Learning Managers play a key role in embedding the benefits of employer and stakeholder partnerships into the College. They will build relationships with external organisations and individuals to support the delivery, relevance and development of their curriculum and create great student experiences.

Learning Managers will be responsive to local needs and opportunities, including those also identified by their Director, the Business Development Team or the Executive Team, in line with College strategy and external market information. This is all about ensuring that we meet local and regional training needs and support our local economy to grow.

Key Accountabilities & Duties

- Be a subject specialist.
- Lead the implementation and delivery of high-quality maths education, outstanding student experience and strong student success.
- Understand the curriculum and its purposes and ensure it develops students' core skills and character as well as maths capability.
- Drive excellence in teaching, learning and assessment across all maths courses.
- Use external networking opportunities to champion best practices and harness innovation.
- Embed digital and blended learning strategies to enhance student engagement.
- Ensure the curriculum is in alignment with national standards, awarding body requirements and College objectives.
- Support cross-curriculum area maths initiatives.
- Act as lead internal verifier as required.
- Line manage the mathematics teaching team and provide cover support as required.
- Ensure the team participates in key development opportunities.



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Key Accountabilities & Duties cont'd

- Carry out PDRs with the team, setting SMART objectives that will lead to improved performance and job satisfaction.
- Foster a positive, collaborative team culture, encouraging reflective practice and continuous improvement.
- Liaise with curriculum, student experience and support teams, and other cross-college teams to ensure effective strategies are in place to maximise student engagement and retention; signposting for additional support where required.
- Champion positive student behaviour and take action where students' behaviour is not meeting expectations, closely liaising with curriculum teams and using College systems effectively to ensure communication between all parties is clear.
- Promote an inclusive learning environment, ensuring support for vulnerable, at-risk or disadvantaged learners, including students with High Needs.
- Analyse relevant data and reports to monitor attendance, retention and progress to identify areas that require additional support.
- Implement quality assurance processes, including learning walks and gathering student feedback.
- Support the management of the budget and play a key part in the curriculum and resource planning processes.
- Be able to work collaboratively with colleagues and in line with the College's Leadership Charter.
- Undertake 216 hours of teaching per year.



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Equal Opportunities

The College will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to eliminating unlawful or unfair discrimination based on sex, age, marital status, colour, race, nationality or other ethnic or national origin, disability, sexuality, trade union membership or activity and religious background. The College will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The College aims to provide an open, welcoming and safe environment for all its students, employees and visitors.

Safeguarding

- The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment.
- Successful external applicants will be required to undertake appropriate safeguarding checks as well as provide proof of their right to live and work in the UK.
- Successful candidates will be required to provide proof of their qualifications.

Further Information

- This job Description and Person Specification are current as of March 2025. In consultation with the successful candidate, it is liable to variation to reflect changes in the job. Any queries relating to the Job Description and/or Person Specification should be discussed with the Line Manager.
- A copy of this Job Description and Person Specification is held with the College's People Team.



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Person Specification

Qualifications

Essential

- Degree-level qualification in Mathematics or a related subject.
- Level 2 English qualification.
- Teaching Qualification.

Desirable

- Relevant vocational assessor and verifier awards or willingness to work towards.
- Level 3 leadership and management qualification.

Experience

Essential

- Curriculum leadership in a further education or other similar educational establishment, e.g., school.
- Minimum of 3 years' experience in teaching maths GCSE and/or Functional Skills qualifications.
- Proven experience in curriculum development, strategic planning, quality improvement, and assessment design.
- Experience in performance management of staff.
- Work across curriculum teams or disciplines.

Desirable

- Develop successful external partnerships with the ability to engage and work effectively with a range of stakeholders.



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Experience cont'd

Desirable

- Experience in teaching students with High Needs, SEND and use of inclusive teaching strategies.
- Experience in blended learning and EdTech integration.
- Experience in curriculum planning, including timetabling and utilisation of resources.
- Become familiar with funding models and performance measures in FE education.
- Experience in managing budgets.

Knowledge

Essential

- Deep understanding of GCSE maths, Functional Skills in maths and adult numeracy qualifications.
- Knowledge of curriculum design, assessment methods and progression pathways.
- Become familiar with exam board specifications and assessment criteria.
- Understanding of different teaching methodologies to engage students with varying levels of ability.
- Experience in supporting colleges to embed maths development within vocational and academic subjects.
- An understanding of issues that may impact student engagement with education and their learning.
- A broad understanding of national education policy, which reflects opportunities and challenges within the current post-16, adult, higher apprenticeship landscape.
- Knowledge of using Microsoft Office applications.



Knowledge cont'd

Desirable

- Worked with student databases, i.e., ProMonitor/ProSolution.
- Understanding of KCSIE and safeguarding children and vulnerable adults.
- Knowledge of SEND practices that support students.
- Use of RARPA.

Skills

Essential

- Strong leadership skills, with high ambitions for students, staff and self.
- Excellent communication skills, including written and verbal.
- Ability to build effective relationships with internal and external stakeholders.
- Ability to motivate and lead a team.
- Ability to support and mentor staff.
- Able to use management information systems.

Desirable

- Able to use a range of educational software.
- Trained in positive behaviour management techniques.

Other Requirements

Essential

- Attendance at College events, i.e., open evenings, including outside of normal working hours.

Desirable

- Must be able to travel between sites.



Key Dates and the Recruitment Process

Closing date: 9am on Thursday 17 July 2025

Interview date: To be confirmed

We have retained FE Associates to support us in finding an outstanding individual to inspire excellent practice across our organisation. The application process is outlined below.



Initial Discussion and Recorded First-Stage Teams Interviews

Prior to submitting an application, interested parties are advised to arrange an initial conversation with our FE Associates lead consultant, by emailing Asma.Ahmad@fea.co.uk, to discuss the role before the closing date.

Once it is agreed for you to proceed with an application, the lead consultant will schedule a first-stage interview via Teams with you which will take place before the closing date and will be recorded. Once this interview has been scheduled, you should submit your application.

Shortlisting and Invitation to Interview

After the closing time/date, our lead consultant will send all applications and recorded first-stage discussions to the college for shortlisting. Once the shortlist has been agreed, candidates will be notified by the lead consultant and shortlisted candidates will be invited to a formal interview/selection process with the college.

Safer Recruitment and Due Diligence Checks

Applicants are advised that, as part of the statutory guidance on Keeping Children Safe in Education, colleges/training providers are advised to make arrangements for an online search as part of due diligence on shortlisted candidates. The searches are aimed to assist in identifying things said or done that may harm the organisation's reputation or make the candidate unsuitable to work with children, young people and vulnerable adults. Where a cause of concern arises from the online search, a risk assessment will determine whether the concern is of such a nature that it is appropriate to exclude a candidate from the process or whether a clarification discussion, before or during an interview, is needed.

