# Job Profile

Job Title: Academy Learning Business Partner

Directorate: People and Performance

Reports To: Learning Performance and Improvement Lead

Matrix Reporting To:

Disclosure Check Level: None

Date created/last reviewed: March 2025

## Overall Role Purpose

The Academy Learning Business Partner helps people with sight loss to live the life they choose by partnering with Operations to ensure the effective delivery of learning pathways that are fit for purpose for all technical roles. This includes learners requiring a bespoke learning programme or ongoing CPD. Through effective partnering, they ensure the Academy delivers learning pathways that are highly effective in the short, medium and long term and consider new staff and ongoing CPD. As part of the Academy team they will support succession planning for the technical workforce.This is a national role with a degree of travel across all our Operational sites.

## Key Responsibilities

* Work as part of a national Academy learning team to enable effective technical learning that grows and sustains our technical workforce always with a focus on maximising return on investment, being adaptable and flexible to enable the team to deliver key priorities on time as needed.
* Accountable for supporting the Core Team in the development of learner pathways which are informed by the requirements of the Competency Framework, data and continual improvements identified. Responsible for the communication and understanding of these pathways with stakeholders to ensure smooth implementation and ongoing support especially with regard to CPD promoting staff retention.
* Works with subject matter experts (SME’s) in Operations to support the ongoing development, review and sign off for CPD as required to meet service goals and objectives and build the teams baseline capability.
* Responsible for supporting the Academy Learning Performance Improvement Lead and Academy Quality Learning Lead in development and continuous improvement of the learner pathways. The Academy Learning Business Partner will gather data to drive improvement of key performance indicators such as reduced time to competency, reduced attrition, improved effectiveness in role, reduced cost per competency and maximising return on investment.
* In partnership with the Academy GDS Content Specialist - implement a prioritised learning plan within Operations to ensure the organisation can meet its service goals both in the short, medium, and long term. Identifying opportunities to reduce development costs by identifying multi use content opportunities. Planning in prioritised work with other enabling departments such as L&D, Digital Learning and training standardisation.
* Deep understanding of the GDS operating model, including dog supply to ensure that GDS learning programmes align and are effective, always aiming to simplify effective outcomes, improve learner content and remove duplication.
* Partners with GDS Leaders to ensure best practice of training dogs and clients is deeply understood by both Academy and operations teams, interprets this information and works with SMEs so that the Academy can make ongoing learning improvements to the pathways/framework of technical learning.
* Works closely with the Learning Performance and Improvement Lead to ensure continuous improvements are made as required with a focus on a digital first learning model supported by on the ground coaches and SME’s, to maximise efficiencies, effectiveness and time to competency.
* Acts as the Academy lead on the sourcing, management and stakeholder engagement for suppliers, external training standards and governing bodies for Guide Dogs technical learning programmes.
* Will work as part of a wider Academy Learning team and be adaptable and flexible to enable the team to deliver key priorities on time as needed.

## Breadth/Scope of Accountability

### People Accountability

Number of Direct Reports:0

Number of Indirect Reports0:

Number of Volunteers Supervised:0

### Financial Accountability

Annual Income Accountability:0

Assets Managed:0

Budget Accountability:0

# Application of this Job Profile

All employees are required to carry out other such duties as may reasonably be required to fulfil their role and support functional and organisational objectives.

All employees must also:

* Comply with all organisational policies
* Promote the vision and values of the organisation
* Engage in continuous personal development

This job profile is accurate as at the date shown above. It does not form part of contractual terms and may be varied to reflect or anticipate changes to the role.

# Working at Guide Dogs

As well as other services to enhance the lives of people who are blind and partially sighted, we breed and train guide dogs. Staff and volunteers in all our locations support this work. Therefore, all employees must be comfortable working in environments where dogs may be present.

Guide Dogs is a volunteer-involving organisation and as such all staff are required to support volunteers in their roles. This may or may not mean the direct supervision of volunteers but will require all staff to play a supporting role. From time to time you may be asked to support / volunteer your time at Guide Dogs events that take place outside of normal working hours. All employees will be expected to advocate for Guide Dogs at all times and be a fundraiser.

Guide Dogs is committed to safeguarding and promoting the welfare of all children, young people and vulnerable adults with whom we work. We expect all of our employees and volunteers to demonstrate this commitment.

Guide Dogs will require proof of identity and the right to work in the UK.

# Person Specification

#### Essential

* Certificate level in Learning and Development, Adult Learning or equivalent work experience

#### Desirable

* Knowledge of the application of change management methodology.

## Job-Related Experience

#### Essential

* Proven experience of leading and developing multi-interfacing and extensive learner pathways in a broader framework.
* Demonstratable up to date understanding of current practice/thinking, in adult learning models and frameworks in Learning and staff Development.
* Proven ability to work collaboratively and in consultation with a range of stakeholders.
* Experience of using relevant technologies to deliver learning.
* Able to manage and prioritise multiple workstreams in an agile and effective way
* Proven ability to develop learning to meet effective job-based outcomes.
* Proven ability to develop and deliver learning to accredited and quality standards.
* Experience of the adult learning model 70/20/10

#### Desirable

* Experience of supporting managers in the application of development plans and performance improvement process.

## Knowledge

#### Essential

* Proven experience of developing holistic learning experiences.
* Experience and understanding of Learning Experience technologies.

#### Desirable

* Knowledge of Guide Dog Service roles, skills and competencies required for the technical workforce
* Agile planning and project management knowledge
* Continuous Improvement knowledge
* Knowledge of International Guide Dog Federation (IGDF) quality framework and standards
* Awareness of how Artificial Intelligence might influence learning design

## Skills and Competencies

#### Essential

* Highly effective organisational skills, able to work to deadlines.
* Strong interpersonal and consultancy skills with the ability to collaborate and inform colleagues and managers.
* Strong presentation skills, and good problem-solving skills.
* Demonstratable experience in the design and delivery of learning pathways and frameworks
* Experience in Competency Frameworks.
* Experience and knowledge of Microsoft specifically in Excel

## Behaviours

Our behaviours capture the essence of what it is to be Guide Dogs people, whether staff or volunteer. They describe the experience we expect everyone – the people we support, donors, partners, our volunteers and staff – to have while working with us. Guide Dogs people are:

* **Person-centred** - We are a group of people working to help each person affected by sight loss. We listen, and recognise that every individual is different in where they’ve come from and where they’re going. We are open, empathetic and inclusive. We place the person at the centre of every decision.
* **Expert** - We are specialists in what we do. We are committed to excellence and will never stop innovating. We respect our history, but seek out ways to adapt and improve, and are always willing to learn.
* **Optimistic** - We are relentless in our belief that people with vision impairment can lead the life they choose. We are passionate about helping each person, committed to challenging barriers, and proud of who we are and what we achieve.

So, we: -

* **Partner** - We only change lives when we collaborate. We build valued relationships with donors. We work together with our service users and colleagues, volunteers and partners – and our dogs, of course – to deliver great outcomes. We support and develop each other.
* **Lead-by-example** - We can all be a guide. We take the lead and then hand it over, empowering people to make progress independently. We gain trust by having faith in others, and influence by example. We do what we say we will.
* **Engage** - We cannot change lives if we look on from the side-lines. We get involved, take ownership, and feel responsible for all we do, think and say. We celebrate wins big and small, and we hold ourselves and each other to account.

We use competency-based questioning within our recruitment processes to assess the extent to which candidates demonstrate these behaviours – in ways appropriate to this role – in how they are at work and generally as people.

## Safeguarding

If the role does or may involve working with children, young people or vulnerable adults, or supervising those that do, we’ll also be assessing ‘safeguarding competencies’ as part of the process. These are:

* Appropriate motivation to work with vulnerable groups;
* Emotional awareness;
* Working within professional boundaries and self-awareness; and
* Ability to safeguard and promote the welfare of children, young people and adults and protect from harm.

## Mobility

A flexible approach with a willingness to work outside of core hours and away from home when required.

**Job Group (internal use only)**

This role has been evaluated as a Specialist Professional, please follow this link [salary band](https://guidedogs.sharepoint.com/:w:/g/ETDrr9U4YzdHsA3S7CHSc9EBZy3LbOI0ioxx7UHaXzT37w?e=bYCJCd) to view the salary band.