

Role: Learning & Development Partner

Directorate: People

Salary Band: Career Grade Band 7-8

Post reference: CEO53

Job Evaluation Date: September 2026

Role statement of purpose: To provide an evidence-led Learning and Development partnering service as part of TfGM's Learning & Development Centre of Excellence, translating organisational, directorate and workforce priorities into accessible, inclusive and effective learning, capability and development solutions. The role will diagnose learning needs, shape and manage demand, design, commission, deliver and evaluate learning interventions, and use insight to improve organisational capability, performance and colleague experience. Working closely with the Organisational Development team, HR Business Partnering team and other People specialists, the role will maintain clear professional boundaries and hand-offs: focusing on learning and capability solutions, supporting talent and succession activity where it connects to development, and contributing to culture change through effective development activities.

Reports to: Learning, Development, and Talent Manager

	Key Role Outputs (KROs) <i>these set out what must be achieved for the post holder to be successful in the role</i>	Key Actions Band 7 <i>These set out how the KROs will be achieved – the activities required.</i>	Key Actions Band 8
1.	A credible, high-performing Learning & Development Centre of Excellence	• Provide a responsive L&D partnering service across allocated areas, working within agreed priorities, standards and governance. • Build effective relationships with managers, HR Business Partners, OD colleagues and other specialists to provide a joined-up service. • Translate defined business and People Plan priorities into clear learning activity, milestones and measures. • Share knowledge, resources and delivery capacity across the L&D team and escalate significant risks or competing priorities. • Deliver high-quality workshops that support the development of TfGM's managers and aspiring managers.	• Provide a credible consultancy service to Heads of Service and senior managers, independently shaping more complex or cross-organisational L&D commissions. • Translate TfGM strategy, the Business Plan and People Plan into coherent capability priorities, portfolios and delivery plans. • Constructively challenge assumptions, clarify accountability and resolve complex commissioning, prioritisation and hand-off issues across People teams. • Lead professional standards, quality assurance, knowledge sharing and improvement activity across defined areas of the L&D Centre of Excellence. • Actively design and deliver high-quality workshops and programmes of development activity that increase organisational capability
2.	Learning needs, capability priorities and demand are diagnosed and managed effectively	• Undertake structured learning needs analysis with allocated areas using workforce information, performance evidence, feedback and stakeholder insight.	• Lead complex or organisation-wide capability diagnosis, combining quantitative and qualitative evidence to identify root

		• Distinguish learning needs from issues requiring management action, process change, OD, employee-relations or other specialist support. • Consolidate and prioritise demand against agreed criteria, available capacity, budget and organisational requirements. • Produce clear learning briefs setting out the need, audience, outcomes, delivery options, timescales and evaluation approach.	causes, strategic risks and priorities. • Advise senior stakeholders on whether learning is the appropriate response and recommend alternative or complementary interventions where required. • Develop evidence-based demand profiles, options and recommendations to support portfolio, investment and resource decisions. • Identify systemic capability themes and work with OD, HR Business Partnering and other specialists to agree ownership, dependencies and coordinated responses. • Identify success measures and ensure that these are effectively evaluated, and that learning points are adapted widely across TfGM learning activities
3.	Accessible, inclusive and evidence-based learning solutions are designed and commissioned	• Design or adapt blended learning solutions using clear objectives, appropriate methods and accessible materials. • Select proportionate delivery routes, including facilitated learning, digital learning, webinars, resources, peer learning, coaching or external provision. • Engage subject-matter experts and stakeholders to validate content, accuracy, accessibility and practical relevance. • Prepare specifications and support procurement or commissioning activity in line with TfGM requirements.	• Lead the design and commissioning of complex, high-profile or organisation-wide learning solutions and pathways. • Apply independent professional judgement to select delivery models that balance learning impact, accessibility, operational feasibility, risk and value for money. • Set design standards and quality-assure significant programmes, supplier proposals and learning products before implementation. • Influence senior sponsors and multidisciplinary contributors to resolve conflicting requirements and maintain alignment to intended organisational outcomes.
4.	High-quality learning is delivered and embedded in day-to-day practice	• Facilitate and deliver engaging learning for colleagues and managers, adapting style to audience and context. • Coordinate delivery plans, communications, scheduling, resources and stakeholder contributions for assigned programmes. • Support managers and participants to translate learning into practical actions, development plans and workplace application. • Monitor participation, feedback and emerging issues and take timely action within agreed authority.	• Lead delivery of complex leadership, management, professional or organisation-wide programmes involving senior stakeholders and multiple delivery partners. • Facilitate challenging or sensitive learning conversations with credibility, constructive challenge and sound judgement. • Create transfer and sustainment arrangements with sponsors and managers so learning is reinforced through leadership practice, performance and operating routines. • Resolve material delivery issues, risks and dependencies and adapt delivery where evidence indicates

			that intended outcomes are not being achieved.
5.	Leadership, management and strategic learning priorities build organisational capability	• Deliver defined elements of leadership and management development and other strategic learning priorities. • Work with managers and People colleagues to identify capability gaps and target practical development support. • Develop briefings, workshops, resources and self-service materials that improve manager confidence and consistency. • Support mandatory, legislative, compliance and safety-related learning activity within agreed roles, standards and escalation routes.	• Lead significant leadership, management or strategic capability portfolios, ensuring alignment with TfGM behaviours, performance expectations and organisational priorities. • Coach and constructively challenge senior managers and sponsors on capability, learning culture and leadership practice. • Use organisational insight and evaluation evidence to recommend changes to programme scope, standards, content or delivery approach. • Provide senior L&D input to strategic and mandatory learning governance, escalating material compliance, capacity, quality or organisational risks. • Identify opportunities to develop TfGM's e-Learning proposition, working closely with stakeholders across the People team and supporting the L&OD Advisors with content creation and testing.
6.	Talent, succession and career development actions translate into meaningful development	• Support talent reviews and succession activity by providing development options, learning pathways, resources and accurate follow-through. • Help individuals and managers translate agreed talent or capability actions into proportionate development plans. • Coordinate with OD, HR Business Partnering, Talent Acquisition and Inclusion and Early Careers colleagues where development needs cross team boundaries. • Maintain appropriate records and monitor completion and feedback for assigned development actions. • Support delivery of development activities for High Performance/High Potential colleagues in conjunction with the Learning, Development & Talent Manager	• Lead the learning and capability contribution to more complex talent, succession and career-pathway activity. • Analyse talent and succession outputs to identify shared development needs, pipeline risks and opportunities for targeted organisational capability building. • Advise senior stakeholders on development options and priorities, ensuring decisions are inclusive, evidence-led and connected to workforce and performance requirements. • Evaluate the impact of development actions and recommend improvements to frameworks, pathways, commissioning and follow-through. • Support individual and collective development activities of High Performance/High Potential colleagues in conjunction with the Learning, Development & Talent Manager
7.	Learning impact, insight, systems and reporting support sound decisions	• Define learning objectives, baselines and evaluation measures for assigned interventions. • Use learning-system information, attendance, completion, feedback	• Develop robust evaluation approaches for complex programmes, linking learning measures to capability, behaviour, performance and organisational outcomes where practicable.

		and outcome evidence to monitor reach, quality and effectiveness. • Work with L&OD Advisors and People data colleagues to maintain accurate records and produce clear reports. • Identify gaps in participation, quality, accessibility or application and support improvement actions.	• Interpret and combine learning data, workforce insight and qualitative evidence to produce clear recommendations for senior leaders and governance forums. • Lead improvements to learning data definitions, dashboards, reporting cycles, system use and management information. • Use evidence to stop, redesign, scale or reprioritise activity and demonstrate learning reach, impact and value for money.
8.	Resources, suppliers and continuous improvement deliver quality and value	• Manage assigned budgets, purchase activity, suppliers or contracts within delegated limits and TfGM procedures. • Monitor delivery, quality, spend, risks and actions for assigned external provision and escalate material issues. • Contribute to improvements in learning processes, templates, systems, hand-offs and customer experience. • Maintain professional knowledge and support wider People projects and service resilience as required. • Evaluate delivery methodologies, ensuring that best value approaches are identified and implemented.	• Manage supplier relationships or learning portfolios within budget envelope, exercising commercial judgement and assuring quality, performance and value for money. • Develop business cases, options and recommendations for investment, procurement, renewal, self-delivery, or termination of learning provision. • Lead end-to-end continuous improvement across commissioning, design, delivery, evaluation, systems or service hand-offs. • Represent L&D on relevant working groups and governance forums and role-model professional standards, collaboration, inclusion and evidence-based practice. • Proactively identify opportunities for delivering improved value against budget – including self-delivery, train-the-trainer, and closed cohorts.
9.	Support TfGM engagement activity	• Support with the analysis of colleague engagement surveys, providing information and coaching to management and leadership • Facilitate high-quality workshops that help to understand engagement challenges • Translate engagement challenges into learning and development requirements	• Proactively support engagement survey analysis, ensuring that senior leadership have good knowledge and understanding of their areas of success and challenge • Design and deliver high-quality engagement workshops that identify areas of best practice and areas of challenge • Ensure a collaborative approach is taken with Strategic HR Partners and Senior OD Partners that results in a comprehensive and intelligent support services to TfGM leadership and management.

Compulsory Outputs (COs) <i>these set out what must be achieved for the post holder to be successful in the role</i>		Key Actions <i>These set out how the COs will be achieved – the activities required.</i>
C1	Ensure you comply with all applicable organisational legislation and policy:	• Data Protection legislation. • TfGM Safety Management System, including applicable management responsibilities. • Bus Operator contractual-management requirements where applicable. • Dignity at Work policy. • Information assurance and security requirements. • Risk management requirements. • TfGM policies and procedures. • Equality and diversity legislation. • TfGM Vision and Values. • Act in accordance with TfGM's behaviours and competencies. • Maintain the confidentiality, security and integrity of sensitive employee-relations information.
C2	Any other reasonable duties as required from time to time	• Support wider People team with projects and programmes as required by TfGM appropriate to the scope and Band of the role.

Key Interdependencies	
Key Contacts	• Talent, Learning and Development Manager • Head of Organisational Development & Culture and Senior Organisational Development Partners • Strategic People Partners and People Partners • L&OD Advisors and Early Careers Lead • Talent Acquisition and Inclusion colleagues • Senior Engagement Partner and Internal Communications colleagues • Employee Relations and Policy colleagues • People Shared Services and Information team • TfGM Directors, Heads of Service, senior leaders, managers, subject-matter experts and learners • Information Systems, Finance, Commercial, Procurement, Risk, Assurance, Legal and Health & Safety colleagues • Group, GMCA and relevant partner-organisation stakeholders • External learning, digital, coaching, facilitation and consultancy providers
Direct reports	None
Budgetary responsibility	None Responsibility for effective use of resources and any expenditure specifically delegated by the Head of OD & Culture
Location	TfGM, 2 Piccadilly Place, Piccadilly, Manchester, M1 3BG

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	Beth Wilson September 2026				

Learning & Development Partner		
E	Essential Experience, Knowledge and Skills:	
	Band 7	Band 8
E1	Previous experience in a learning and development, capability, training or closely related role within a complex organisation.	Significant experience in a learning and development or capability role, independently advising and influencing senior managers within a complex organisation.
E2	Experience of undertaking learning needs analysis and translating defined needs into practical learning outcomes and plans.	Experience of leading complex capability diagnosis, distinguishing learning needs from wider organisational issues and presenting evidence-based recommendations.
E3	Experience of designing blended learning solutions using clear objectives, appropriate methods and accessible materials.	Experience of leading the design and quality assurance of complex, strategic or organisation-wide learning programmes and pathways.
E4	Experience of facilitating and delivering engaging learning for managers or colleagues and adapting delivery to different audiences.	Highly developed facilitation and delivery skills, including leading challenging or sensitive sessions with senior or diverse stakeholder groups.
E5	Experience of coordinating learning programmes or projects, including plans, stakeholders, risks, resources and delivery activity.	Experience of leading significant cross-functional learning or capability programmes with clear governance, outcomes, risks, dependencies and evaluation.
E6	Experience of using learning data, feedback and evaluation evidence to monitor delivery and identify improvements.	Experience of developing robust evaluation approaches and combining quantitative and qualitative evidence to assess impact and inform senior decisions.
E7	Ability to build effective relationships with managers, subject-matter experts, People colleagues and delivery partners.	Ability to influence, coach and constructively challenge senior managers, sponsors and professional specialists and manage competing priorities.
E8	Experience of commissioning or working with external learning providers and supporting budget, procurement or contract activity.	Experience of managing significant suppliers, delegated budgets or commercial decisions and demonstrating quality, impact and value for money.
E9	Experience of working collaboratively across People specialisms and maintaining clear ownership, hand-offs and escalation routes.	Experience of leading multidisciplinary collaboration, resolving complex interfaces and aligning learning activity with OD, HR Business Partnering and wider People priorities.
E10	Good written and verbal communication skills, including clear briefs, learning materials, reports and stakeholder updates.	Excellent written and verbal communication skills, including concise business cases, options, recommendations and governance reports for senior audiences.
E11	Knowledge of inclusive learning design, accessibility and fair participation in development activity.	Strong applied knowledge of inclusive learning strategy, accessibility, learning culture and methods for addressing systemic barriers to development.
E12	Ability to prioritise own workload and deliver defined portfolios or workstreams within agreed frameworks.	Ability to manage competing strategic and operational priorities independently, exercise sound judgement and maintain delivery through ambiguity and change.
Desirable Knowledge, Experience and Skills		
Desirable Experience:		
D	Band 7	Band 8
D1	Experience within a public-sector, transport, safety-critical, regulated or unionised environment.	Significant experience within a public-sector, transport, safety-critical, regulated or unionised environment.
D2	Experience of leadership or management development, digital learning, talent development or career pathways.	Experience of leading substantial leadership, management, digital-learning, talent-development or career-pathway portfolios.

D3	Experience of learning systems, reporting dashboards or digital learning-authoring tools.	Experience of improving learning systems, management information, reporting cycles or digital learning capability.
EQ	Essential Qualifications - Technical, Vocational or Educational:	
	Band 7	Band 8
EQ1	Relevant degree, recognised learning and development qualification or equivalent professional experience.	Relevant degree, recognised learning and development qualification or equivalent professional experience.
EQ2	Evidence of continuing professional development in learning and development, facilitation, digital learning, talent development or a related field.	Evidence of continuing professional development and application of current learning and development practice to complex or strategic work.
DQ	Desirable Qualifications:	
	Band 7	Band 8
DQ1	Chartered Institute of Personnel and Development qualification, or equivalent recognised learning and development qualification or membership.	Chartered Member of the Chartered Institute of Personnel and Development, or equivalent recognised professional qualification or membership.
DQ2	Recognised accreditation in facilitation, coaching, instructional design, digital learning, project management or learning evaluation.	Advanced or specialist accreditation in facilitation, coaching, instructional design, digital learning, project or programme management, or learning evaluation.
EA	Essential Attributes:	
	Band 7	Band 8
EA1	A customer-focused and evidence-led approach, understanding stakeholder needs and intended learner outcomes.	A strong customer and outcome focus, balancing stakeholder needs with organisational priorities, evidence, inclusion and value.
EA2	Ability to work collaboratively and manage interdependencies across teams and professional specialisms.	Ability to manage complex interdependencies, resolve unclear ownership and lead delivery through matrix relationships.
EA3	Ability to apply professional judgement fairly and consistently and know when to seek advice or escalate.	Ability to make sound independent judgements where complexity, risk, ambiguity or organisational impact is higher.
EA4	Ability to positively influence stakeholders and support managers and learners to take ownership of development.	Ability to coach, challenge and influence senior stakeholders, gaining commitment to capability and behaviour change.
EA5	Curious and analytical, using evidence and feedback to understand needs and improve solutions.	Strategic and systemic in outlook, connecting learning, capability, performance, talent, culture and organisational outcomes.
EA6	A structured approach to planning, delivering, reviewing and improving work.	A disciplined approach to leading complex portfolios, governance, risk, evaluation and continuous improvement.
EA7	Communicates clearly, inclusively and confidently and adapts style for different audiences.	Communicates with credibility and impact, including when facilitating complexity or providing constructive challenge.
EA8	Flexible, collaborative and prepared to support wider team priorities and fluctuations in workload.	Flexible and resilient, able to lead wider priorities and maintain delivery through changing demands.
EA9	Commitment to accessibility, equality, diversity, inclusion, colleague experience and TfGM's Vision and Values.	Role-models TfGM behaviours, inclusion, professional standards and evidence-based learning practice.
EA10	Integrity and discretion when handling sensitive learner, workforce or organisational information.	High levels of integrity, self-awareness and discretion, with the confidence to handle organisationally sensitive issues appropriately.