

Join Our Team

Role

Learning Support
and Care Assistant

£20,568 to £21,915

Leeds City Academy





Principal's Welcome

We are delighted that you are considering joining Leeds City Academy.

We are at an exciting stage in our journey. As one of the most rapidly improving schools in West Yorkshire, we are driven by a clear moral purpose: to secure the very best for every student – academically and through exceptional personal development. Our 'In Partnership' ethos is the foundation of our success. It shapes how we lead, how we teach and how we work together. We are proud of the culture we have built – ambitious, inclusive and rooted in high expectations for all.

In December 2024, Ofsted recognised the strength of our academy:

"Pupils thrive at this happy and inclusive school. They know that the school dedicates itself to helping them to become the best that they can be."

Inspectors also noted:

"Pupils rise to the very high expectations the school has for them. Their behaviour is impressive. They conduct themselves very well in lessons."

These outcomes reflect the commitment and expertise of our staff. We invest in our people, champion professional growth and value collaboration at every level.

If you are passionate about transforming life chances, thrive in a values-driven culture and want to make a genuine difference, we would be delighted to hear from you.



Richard Chattoe *Principal*
Leeds City Academy



About Leeds City Academy

We are a vibrant and ambitious secondary school, proud to be part of the White Rose Academies Trust. We serve a richly diverse community and are committed to delivering a high-quality education alongside outstanding personal development.

In recent years, the academy has undergone significant transformation, driven by strong leadership, clear systems and consistently high expectations. Today, our culture is calm, purposeful and aspirational.

Our community reflects the diversity of modern Leeds. The scale of this diversity, including the number of students on roll, languages spoken, nationalities represented and the proportion of students with English as an additional language, is illustrated below. We see this as a strength that enriches learning and broadens horizons.

At the heart of the academy is our 'In Partnership' culture. It underpins our relationships with students, families and colleagues and ensures that collaboration, respect and ambition remain central to all that we do.

Leeds City Academy is a school where staff are supported to develop, students are encouraged to excel and high standards are the norm. We are proud of how far we have come and ambitious about where we are going next.



LCA in
Numbers

Proud to be
Diverse

1000

Students
educated every
day at Leeds City
Academy.

110

Languages
spoken by our
diverse student
body.

74%

Of students are EAL
(speak English
as an additional
language).

66

Ethnicities
embraced and
celebrated at our
academy.

47

Nationalities
contribute to our
rich and diverse
cohort.

Job Description and Person Specification

Post Reference: 2773

Job Title: Learning Support and Care Assistant

Academy Name: Leeds City Academy

Grade: B3 (Actual Salary £20,568 to £21,915)

Hours: 33.5 hours per week, term time only plus 5 days

Accountable to: Assistant Principal

Job Description

Role:

You will work in partnership with teachers and other professionals to support teaching and learning by delivering targeted work, care, and support programmes. This role is designed to enable all students, across the full range of abilities, to access learning effectively both within and beyond the classroom.

You will provide support to the Special Educational Needs and Disabilities (SEND) department, assisting in the management and development of students through a range of teaching and learning activities. These activities will contribute to the delivery of a suitably differentiated, appropriately challenging, and creative curriculum that meets the individual needs of students while ensuring compliance with statutory requirements.

You will be responsible for supporting and accelerating student progress by enabling consistent access to the curriculum through planned and regular intervention and support. The post holder may also be required, from time to time, to undertake additional duties that are commensurate with the grade and level of responsibility associated with this role.

NB: All post-holders at the White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with the White Rose Academies Trust.

Duties and Responsibilities:

- To supervise and support students by:
 - a) ensuring access to the curriculum
 - b) encouraging participation in learning activities
 - c) ensuring understanding of learning objectives and instructions
- Assist in maintaining the behaviour of students throughout school and be expected to use common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual students, groups of students and whole classes, the safety, mobility (if required), hygiene and wellbeing of the students, making decisions within established working practices and procedures
- Provide personal assistance for pupils with additional needs carrying out activities inclusive of therapy, physio, intimate care (inclusive of toileting, dressing and mobility support), school visits and treatments in school and keeping records of this.
- Support with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes including gathering/reporting information to/from

parents/carers as required including the safety and wellbeing of the students, therapy and medical intervention needs of the student and first aid.

- Provide clerical/administrative support- photocopying, typing, filing etc.
- Establish good relationships with students, acting as a role model, responding appropriately to individual needs while promoting the inclusion and acceptance of all students aligned to the school ethos and values.
- Deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Set high expectations, supporting differences, and ensuring all students have equal access to opportunities to learn and develop whilst responding appropriately.
- Support the administration of routine tests, invigilate exams and undertake routine marking of students' work.
- Supervise and support students consistently at all times including those with special needs, recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Promote and reinforce the inclusion, acceptance and integration of all students, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging students to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.
- Be aware of student progress, monitor/record student responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and students.
- Promote positive values, attitudes and good student behaviour and encourage students to take responsibility for their own actions whilst supporting the teacher in managing this.
- Deal promptly with conflict and incidents and reporting challenging behaviour where appropriate in line with established policy.
- Gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Support students to achieve learning goals e.g. literacy and numeracy in respect of local and national learning strategies.
- Support students in the use of ICT in learning activities as directed by the teacher and develop students' competence and independence in its use.
- Participate in own performance development, identify and address any training needs/other learning activities.

- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and students on visits, trips and out of school activities, taking responsibility for a group under the supervision of the teacher.
- Assist in the supervision of students on work experience, trainees and voluntary helpers.

Carer Responsibilities:

- Take responsibility for students with additional intimate and personal care needs within the academy.
 - Attend to **pupil's needs including helping** with social, welfare, care and health matters, including supporting with toileting, dressing, mobility, feeding, etc.
 - Conduct the principles of correct manual handling and apply them to personal care tasks.
 - Maintain records related to personal care.
 - Be proactive and **work in cooperation with other key workers** involved in supporting the pupils' educational and health care needs.
 - Work closely with both, parent/carers and professionals to share information and provide continuity of care.
 - Provide cover for absent colleagues working with vulnerable young people.
-

Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
 - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
-

Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.

- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
- Be aware of and comply with the academy policies and procedures e.g., safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding and promoting the values, standards, and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through the White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.

Person Specification

It is essential that the candidate should be able to demonstrate the criteria for the post within the context of the specific duties and responsibilities of the role: Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements. Candidates are not required to meet all the desirable requirements, however these may be used to distinguish between acceptable candidates.

You should be able to demonstrate that you meet the following criteria which are all essential:

E = Essential D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

P = Presentation

I = Interview

R = References

Qualifications

| | | |
|---|---|-----|
| E | GCSE level of education grade 'C' or '4' or equivalent (to include English and Maths) | A C |
| D | Relevant qualification or experience | A C |
| E | A good level of appropriate ICT skills | A I |

Knowledge and Experience

| | | |
|---|---|-------|
| E | Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application | A I R |
| E | Knowledge, understanding and commitment to safeguarding and promoting the welfare of students | A I R |
| E | Ability to form and maintain appropriate relationships and personal boundaries with students | A I R |
| D | Evidence of at least 1 years' experience working with young people | A I |
| E | Be able to work with students on a 1:1 or small group basis | A I R |
| E | Be able to differentiate class work, activities and create appropriate resources for students | A I R |
| E | Have a professional attitude and ability to forge positive relationships with students, parents and staff. | A I R |

Skills and Competencies

| | | |
|---|---|-----|
| E | Have good all round ICT skills | A |
| E | Exhibit resilience and reliability, alongside a positive that supports effective working relationships. | R |
| E | Have good working knowledge of assessment for learning approaches and their classroom application | R |
| E | Possess strong interpersonal skills and be able to work effectively as part of a team | I |
| E | To promote equality, diversity and inclusion and demonstrate this within the role | I |
| E | To be jointly responsible for promoting and safeguarding the welfare of students | I R |
| E | Have the ability to form and maintain appropriate relationships and personal boundaries with students. | A I |

Behavioural and Other Characteristics

| | | |
|---|--|-----|
| E | Committed to continuous improvement | A I |
| E | Carry out all duties having regard to an employee's responsibility under Health & Safety Policies | A I |
| E | Willingness to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development | A I |
| E | Be respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability | A I |
| E | Be committed to raising standards of achievement through high quality classroom practice | I |
| E | Take a key role in contributing to extra-curricular activities | A I |
| E | Be committed to the principles of the Academy programme | I |
| E | Possess personal integrity, warmth and a willingness to grow and learn | I |
| E | Be committed to the education of the 'whole child,' i.e. social, emotional and citizenship development. | I |

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.

Application process

1

Complete Application Form
Click Apply Now and complete the form via Every, including your full employment history.

2

Application Reviewed
Your application will be reviewed against the person specification and role criteria.

3

Shortlisting
The panel confirms shortlisted applicants.

4

Interview invitation
Shortlisted candidates will receive details of the interview process and day.

8

DBS Application
Complete your DBS application and pre-employment health questionnaire via our 3rd party providers.

7

Next Steps from HR
HR will contact you about pre-employment checks and any missing documents or history queries.

6

Appointment **Confirmed**
You'll be contacted after interview. If successful, confirm acceptance for your HR offer.

5

Interviews
Attend the interview with three original IDs and your listed qualifications, with your completed self-disclosure form.

9

Employment Checks
HR complete all remaining pre-employment checks including overseas and employment gap history.

10

Checks Reviewed
Once complete, checks are reviewed against our statutory and legal obligations.

11

Start Date Agreed
Your line manager will agree a start date with you. HR will then issue your contract.

12

Welcome to the Team!





2004
Teaching
Assistant

2010
Year Manager

2016
Associate
Assistant
Principal

2019
Assistant
Principal

2025
Senior Assistant
Principal



"I am incredibly proud to work in education and to be part of a team that truly believes in every student's potential. I am passionate about showing young people that resilience and determination can open every door."

Alicia Manners *Senior Assistant Principal:
Behaviour & Attitudes*

Staff Benefits



Flexible Working

We offer flexible arrangements including term-time only, part-time, and job share opportunities.



Employee CycleScheme

Purchase a bike and accessories through our salary sacrifice scheme for a healthier, greener commute.



Annual leave entitlement

On top of 25 days annual leave, plus bank holidays. Support staff receive an extra 5 days after 5 years' service.



Supporting staff discounts

We support all education staff in accessing Discounts for Teachers, Teacher Perks and Blue Light Card.



Pay awards

Benefit from nationally agreed terms, including STPCD or NJC Green Book, as well as the Real Living Wage.



Eye test vouchers

Free eye tests and up to £69 towards glasses are provided for Display Screen Equipment (DSE) users.



Employee pension scheme

Staff are automatically enrolled in either the Teachers' Pension Scheme or LGPS.



Free flu jabs

To keep our staff safe and protected we offer free flu jab vouchers to all employees across the trust.



Real Living Wage

The trust is proud to confirm that we pay all staff in line with the real living wage £13.45ph.



Car Parking

We ensure all colleagues benefit from free on-site parking at all four of our academy sites.



Employee TechScheme

Salary sacrifice is available to purchase the latest tech after probation.



Family Friendly Policies

We support work/life balance with family-focused policies, including emergency and special leave.



Staff Wellbeing



Employee Assistance Programme
All staff and families can access Health Assured's confidential wellbeing support service with app access.



Mental Health First Aiders
Whether you just need someone to talk to, or you're facing emotional challenges, our MHFAs are on hand.



Headspace
Free access to Headspace to support mental health with meditation and mindfulness tools.



Dedicated Wellbeing Reps
Reps are here to listen to colleague feedback and organise wellbeing initiatives tailored to each academy.



Wellbeing Wednesdays
No more hump day slumps with our midweek breakfast for all staff, served from 7:45am in our refurbished canteen.



Colleague Recognition Schemes
We have a variety of schemes that allows our staff to be recognised and thanked for their hard work.





My WRAT Journey



- 2020
Teacher of English
- 2021
Assistant Director of English
- 2023
Director of English
- 2025
Associate Assistant Principal

"It's energising working with colleagues who genuinely care about what they do for the communities we serve. The career development I have had as part of the WRAT has been amazing. I really enjoy seeing how my ideas are heard, valued and are making a difference for my colleagues and the young people we teach."

Vicki Thomas *Director of English & Associate Assistant Principal*

What our people say...

"My experience at Leeds City Academy has been a very good one and I have felt really supported from when I started here by a very good pastoral team, I feel like I have thrived since year 7 and I am proud to be part of a very diverse cohort of students."

Dante *Year 9*



"I joined the Trust as a Project Officer, but once I got to know the students, I wanted a role working closely with them and the pastoral team. LCA and the Trust supported me every step of the way, and I now love my role as Safeguarding Officer and non-teaching governor."

Phoebe Horsman *Safeguarding Officer*

"I initially joined through an external organisation on a temporary basis. From day one, I felt part of the team, so when the opportunity came up to interview for a permanent role, I didn't hesitate."

Anthony Taylor *Student Support Worker*



Proud to be part of the White Rose's Academies Trust



Alder Tree Academy Primary

Alder Tree Primary is a unique inner-city school in Leeds with 420 pupils. We help every child reach their potential through engaging lessons and strong pastoral support and are proud to be nationally recognised for supporting disadvantaged pupils.

Ofsted "The school values epitomise the school's determination that every pupil will reach their full potential."

Our core values are: Believe, Belong, Become



Leeds City Academy Secondary

A vibrant inner-city school in Woodhouse with over 1,000 students from diverse backgrounds. A recent £8.5 million investment has enhanced facilities, supporting growth and improvement, while students and staff work proudly together to achieve even more.

Ofsted "Pupils thrive at this happy and inclusive school"

Vision Statement: Working In Partnership

Our core values are: Aspirational, Caring, Professional, Respectful, Resilient and Tolerant



Leeds East Academy Secondary

Leeds East Academy is a vibrant, diverse school in Seacroft, housed in a £14 million building. With the ambition of 'Everyone Exceptional', we support students to excel academically and personally, while fostering high standards and strong support for all staff.

Ofsted "The school nurtures pupils so they have the self-belief and resilience to succeed"

Vision Statement: Every Child Can

Our core values are: Resilience, Integrity, Trust, Ambition



Leeds West Academy Secondary

Known for its welcoming atmosphere and Performing Arts specialism, Leeds West Academy unites and inspires our community through education and opportunity. With a broad, ambitious curriculum and strong pastoral support, every student can reach their full potential, while staff are supported to thrive in a nurturing, high-standard environment.

Ofsted "A happy and inclusive school"

Vision Statement: Evolving Excellence

Our core values are: Care, Commitment, Community





