

## Join Our Team

**Role** Wellbeing Practitioner

£27,576 - £28,984

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:** 2832

**Job Title:** Wellbeing Practitioner

**Academy Name:** Leeds City Academy

**Grade:** C3 19 – 22. Actual salary: £27,756 - £28,984

**Hours:** 37 hours per week, TTO plus 5 days

**Accountable to:** Assistant Principal/Student Counsellor

## Job Description

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### Role:

The Wellbeing Practitioner will play a key role in enhancing and developing emotional wellbeing and mental health support for children, young people, and their families at Leeds City Academy. Working closely with the School Counsellor and the Arch Leader, the postholder will manage and support an active caseload of students requiring intervention, delivering evidence-based support through both one-to-one and group sessions. The role also includes acting as a Mental Health First Aider, providing immediate support where needed, and contributing to the wider school community by delivering staff training focused on wellbeing and mental health awareness.

*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.*

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### Duties and Responsibilities:

- To develop a service for young people aged 11 to 16 years that offers a range of services to support positive emotional wellbeing. To offer support on a range of need including, but not limited to – anger and managing emotions, anxiety and stress, low self-esteem and confidence, risky behaviour and online safety and healthy relationships.
- To report caseload and take part in reviews to the Arch Leader and the School Counsellor on a weekly basis.
- To lead group sessions under key themes set out by the school based on current need including – healthy relationships, drugs and alcohol, sexual health, transition, mental health, experiences of racism.
- To lead 1-1 well-being intervention session involves a private, supportive conversation focused on identifying personal challenges, promoting self-awareness, and collaboratively developing strategies to enhance mental, emotional, or physical well-being, often through active listening, goal-setting, and practical guidance tailored to the individual's needs.
- Use expert methodology and therapeutic practice to develop strong system of support for caseload.
- Create resources for curriculum and assemblies delivering sessions across the school on key themes.
- Establish therapeutic relationships with students and interact with them according to individual needs.

- To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the Arch Leader and Student Counsellor.
- Keeping caseload notes to be able to discuss during supervision and review meetings.
- Continued CPD to ensure up to date understanding of wellbeing work.
- Mental Health First Aider provides initial support to someone experiencing mental health issues or emotional distress. They listen non-judgmentally, offer reassurance, assess risk, and guide the person toward appropriate professional help. They promote awareness, reduce stigma, and help create a supportive environment, but they do not diagnose or treat conditions.
- Team Teach is a training program that equips staff with positive behavior management and de-escalation strategies to support individuals in distress. It promotes safety, communication, and respect, and includes safe physical intervention techniques when necessary. The aim is to reduce conflict, build trust, and create a supportive environment
- Safeguarding supports students by ensuring their safety, well-being, and protection from harm. It creates a secure environment where they feel valued and heard, enabling them to thrive emotionally, socially, and academically. It also ensures concerns are addressed quickly and support is provided when needed.

#### **Other Duties:**

- To carry out agreed and reasonable supervisory duties as detailed by the leadership team.
  - To participate in meetings with colleagues and parents relative to the post.
  - Carry out any other duties as directed by the Principal.
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#### **Equal Opportunities:**

- Promote equality of opportunity so that all children, young people, and families can access and benefit from our Trust.
  - Support the wellbeing, safety, and success of all students and young people, enabling positive educational and life outcomes.
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#### **Professional Responsibilities**

- Uphold the professional standards expected of all academy staff in all interactions with colleagues, students, parents/carers, and the wider community.
- Act in accordance with the values, aims, and mission of the academy and White Rose Academies Trust.
- Contribute positively to the continuous improvement of the academy and to personal professional development through participation in training, meetings, appraisals, and by sharing ideas for improvement.

- Work collaboratively as a positive and supportive member of the team, recognising when to seek advice, guidance, or support.
- Apply academy and Trust policies and procedures consistently in all aspects of the role.
- Engage in reflective practice and appropriate continuing professional development (CPD) to improve effectiveness and maintain high standards.
- Contribute to the wider life, ethos, and objectives of the academy, including attendance at relevant meetings, training days, and events as required.

## **Safeguarding, Compliance and Conduct**

- Comply with all academy and Trust policies and procedures, including those relating to safeguarding and child protection, health and safety, security, confidentiality, and data protection, and report any concerns promptly to the appropriate person.
- Take responsibility for safeguarding children and young people and for promoting their welfare, in line with statutory guidance and academy procedures.
- Maintain appropriate professional boundaries and conduct at all times.

Whilst every effort has been made to explain the main duties and responsibilities of the post, not all individual tasks can be identified. The job description may be amended by the Principal or Accounting Officer to reflect or anticipate changes to the role, commensurate with the grade and job title.

The post-holder may be required to undertake additional duties, as reasonably requested, to ensure the effective operation of the academy.

The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and to ensuring that safer recruitment practices are in place.

White Rose Academies Trust values diversity and seeks to create a workforce that reflects the communities it serves. Applications are welcome from all individuals regardless of sex, sexual orientation, race, religion or belief, marital status, age, or disability.

White Rose Academies Trust expects all staff and volunteers to share this commitment. Appointments will be subject to Safer Recruitment procedures, including an enhanced Disclosure and Barring Service (DBS) check. A criminal record will not necessarily prevent employment; this will depend on the nature of the offence and the circumstances.

This role involves contact with children and constitutes regulated activity. It is an offence to apply for this role if you are barred from engaging in regulated activity relating to children.

# Person Specification

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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

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### Qualifications

<b>E</b>	Good level of education and relevant training (5 GCSEs or equivalent including English and Maths).	<b>A</b>
<b>D</b>	Further training or qualification in working with children and young people	<b>A</b>
<b>E</b>	A good level of appropriate ICT skills	<b>A</b>

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### Knowledge and Experience

<b>E</b>	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	<b>A I R</b>
<b>E</b>	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	<b>A I R</b>
<b>E</b>	Ability to form and maintain appropriate relationships and personal boundaries with students	<b>A I R</b>
<b>E</b>	Experience working in a school or education-based setting.	<b>A R</b>
<b>D</b>	Experience of working with pupils within an agreed behaviour management policy	<b>A</b>
<b>D</b>	Experience working with a range of other agencies	<b>A I</b>
<b>D</b>	Experience of running group wellbeing sessions	<b>A I</b>

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### Skills and Competencies

<b>E</b>	Ability to relate well to children and adults	<b>A I R</b>
<b>E</b>	Good written and spoken communication skills	<b>A</b>
<b>E</b>	Good organisational skills	<b>A</b>
<b>E</b>	An understanding of individual learning styles	<b>A I</b>
<b>E</b>	Knowledge and understanding of the factors which influence & impact on young people and the ability to support them in overcoming difficulties	<b>A I</b>

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<b>E</b>	Ability to maintain student records and feedback to relevant staff	<b>A</b>
<b>E</b>	Ability to employ a range of coaching skills including group work	<b>A</b>
<b>Behavioural and Other Characteristics</b>		
<b>E</b>	Committed to continuous improvement	<b>A I</b>
<b>E</b>	Carry out all duties having regard to an employee's responsibility under Health & Safety Policies	<b>A I</b>
<b>E</b>	Willingness to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development	<b>A I</b>
<b>E</b>	Excellent and respectful relationships with all members of staff and students.	<b>A I</b>
<b>E</b>	A strong belief that all students are entitled to a high-quality education, regardless of their circumstances and abilities.	<b>A I</b>
<b>E</b>	Commitment to the principles of the Academy programme.	<b>A I</b>
<b>E</b>	Possess personal integrity, warmth, and a willingness to grow and learn.	<b>A I</b>

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!



## My WRAT Journey



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

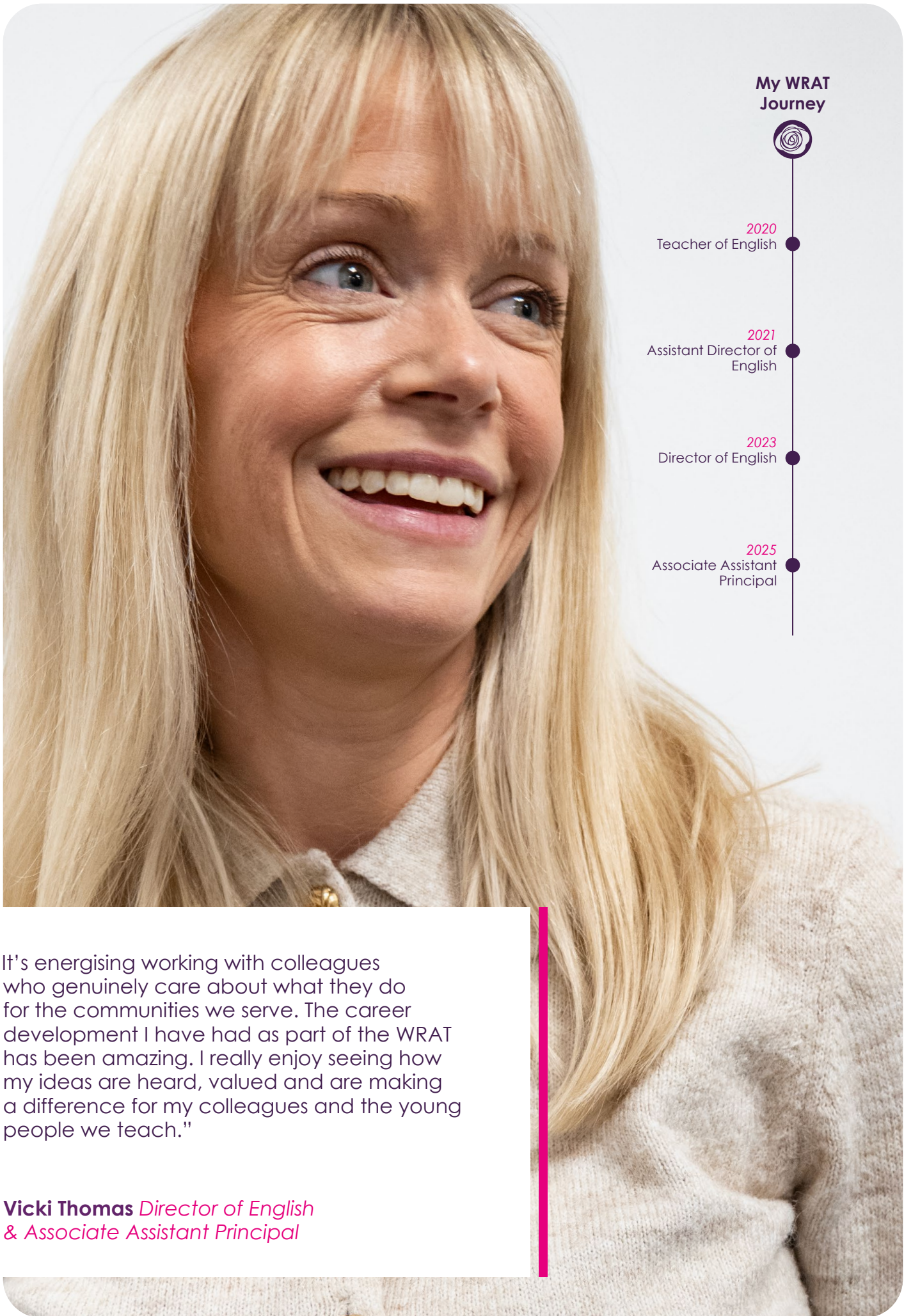
No more hump day slumps with our midweek breakfast for all staff, served from 7:45am in our refurbished canteen.



## 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**





