

## Join Our Team

**Role** Year Manager

£30,512 to £32,221

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:** 2788

**Job Title:** Year Manager

**Academy Name:** Leeds City Academy

**Grade:** SO1 (Actual Salary £30,512 to £32,221)

**Hours:** 37 hours per week, term time only plus 10 days

**Accountable to:** Year Manager Leader

## Job Description

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### Role:

In this role you will contribute to the key objective of the Academy Strategic Plan, 'Raising standards of achievement', working under the direction of the Year Manager Leader to ensure that the pastoral care, personal development and safeguarding of students across the Academy is of the highest standard.

You will address attendance issues; seek help for students in need by liaising with colleagues, parents and external agencies and work closely with all stakeholders to ensure that "No child is left behind". In addition, the Year Manager will be instrumental in dealing with disciplinary matters and the application of the Leeds City Academy way.

*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:

- Work closely with Senior Leaders, Year Manager Leader, Student Performance Leader, Student Support Worker, middle leaders, and wider pastoral and student support team to ensure maximum support for students at risk of disengagement and to facilitate early intervention
- Use whole academy student tracking information to have an oversight of the academic, behavioural and attendance information of all students, plan for future interventions and set measurable improvement targets. Where necessary, prepare and present reports for regarding individual, year group, key group, or whole cohort progress.
- Help uphold the academy's principle of 'respect for all' by managing emotions and modelling good behaviour.
- Recognise students' positive contributions within the academy and ensure that their achievements are acknowledged.
- Regularly engage with colleagues, parents, and carers to ensure a coordinated, partnership focused approach to dealing with individual students, year group and whole cohort issues.

- Maintain the professionalism expected of a School Leader in all dealings with colleagues, students, parents, and other professionals by being a consistent, positive role model.
- Maintain accurate records for all significant interactions, interventions or contact with individual students, their parents/carers, colleagues, and any external agencies using academy agreed systems.
- Be responsible for the implementation of positive disciplinary measures within the year groups.
- Contribute to the wider safeguarding team.
- Assist in managing the Rewards and Sanctions arrangements.
- Develop relationships with students needing particular support in order that attendance, academic and behaviour progress targets are met.
- Share and support the corporate responsibility for the efficient running of ARCH, Reflective Learning Centre, LINK, detentions, and any other pastoral duties including transition and break/lunch duties.
- In conjunction with the academy Attendance Team, monitor and respond to poor attendance, truancy and absconding across all year groups.
- Develop relationships with parents and plan interventions to engage with academy attendance expectations. This might include home visits to establish and maintain relationships with parents.
- Help facilitate the smooth admission and departure of students to or from the academy. This includes the re-integration of students back into mainstream lessons following prolonged periods of absence or internal/external suspension.
- Assist Directors/Subject Leaders, teachers, form tutors and all other colleagues who require further action/consequences to support academy Positive Behaviour initiatives.
- Attend and contribute to the organisation and smooth running of academy events such as open evenings, parents' evenings and award events.
- Attend academy meetings and training as directed.
- As necessary, conduct door knock visits where students are poor attenders.
- Support and enforce the academy uniform policy.
- Contribute to and assist with the behaviour modification programme of students at the academy.
- Assist the Senior Leadership Team with the organisation and quality assurance of break / lunch dismissals, assemblies, and academic lectures.
- Track and monitor the progress and attendance of SEND, EAL and Disadvantaged students to ensure the gap is closed with other students.
- Support the administration and conduct of year group examinations, both internal and external.

- Assist during Fire Drills/Fire Emergencies and with other duties designed to keep students safe.
- Attend appropriate courses for personal professional development.
- Support with the On-Call and academy operational rota, visiting lessons where requests for support have been actioned.

### **Specific Support for children and families:**

- Assist families with ensuring that their children benefit from the appropriate educational opportunities available to them by applying or participating in a variety of casework techniques including initiating or contributing to:
  - Early Help Assessment
  - Multi-agency Panels - in relation to attendance and any other educational issues: solution focussed casework; group work
  - Individual and family support work
  - Parenting skills development
  - Signposting to other services / agencies
  - Mediation to remove barriers to learning
- Use counselling skills (where appropriately qualified)
- Ensure that parents are aware of their responsibilities in relation to suspension from the academy
- Use reintegration strategies for all children out of school

### **Partnership working:**

- Work In Partnership with the Safer Schools Police Officer and Attendance Officers to undertake truancy sweeps / child employment sweeps.
- Attend and send written reports to Initial Child Protection conferences, reviews and core group meetings for children.
- Keep accurate up to date records of casework on the database.
- Make full use of electronic recording as required by the local education authority, reporting in line with local and regional requirements.
- Ensure the Children Missing Education procedure is followed by the academy.
- Working within the White Rose Academies Trust, undertake reporting and liaise with other offices to share good practice.

### **Personal and professional attributes:**

- Ensure personal safety and security.
- Evaluate and develop own contribution to the service.
- Be available for and make use of regular supervision.
- Attend, lead, and contribute to training and development opportunities as appropriate.

- Contribute to the development of the academy attendance strategy.
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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

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

<b>E</b>	GCSE level of education C or equivalent (to include English and maths)	<b>A C</b>
<b>E</b>	Further training or qualification in working with children and young people	<b>A C</b>

### 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>	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>	To demonstrate a high standard of organisation to lead and improve the support for students	<b>AI</b>
<b>E</b>	Possess good knowledge of strategies of improving the climate for learning, including anti-bullying and anti-racist strategies	<b>A I</b>
<b>E</b>	To have a good understanding of how to maintain effective links with external agencies such as Social Care, Looked after Children 'team', Neighbourhood Police Team, Family Resource Worker in order to support students and their families	<b>A I R</b>
<b>E</b>	Have experience of liaising with teachers about the well-being of students	<b>A I R</b>
<b>E</b>	Have excellent knowledge of strategies to improve attendance and tackle poor attendance	<b>A I R</b>

D	Experience of taking assemblies	A I
E	To have excellent knowledge of how to use IT management systems to record and extract student information and prepare written evidence	AI
D	Evidence of running extra-curricular activities	A
E	Experience of developing positive relationships when dealing with parents	A I R
E	Hold relevant first aid certificate or a willingness to undertake first aid training	A I R
D	Be responsible for promoting and safeguarding the welfare of children and young people	A I R
D	Experience of leading a team	A I R
E	Knowledge and understanding of health and safety guidance	A I R

### **Skills, Attributes, and Abilities**

E	Demonstrate high levels of professionalism	I R
E	Have high expectations, set and deliver high standards and command credibility through expertise	A I R
E	Support the line manager and suggest interventions to improve student attendance and wellbeing	I R
E	Know when to consult, make decisions and defer to others	I R
E	Be able to meet deadlines	A I R
E	Be able to prioritise, plan and organise activities	A I R
E	Be able to form good relationships with all stakeholders	A T I R
E	Be able to carry out administrative responsibilities including analysing and measuring the impact of your own work	A T I
E	Enjoy seeing young people learn in a positive climate and be committed to ensuring all are supported in making progress	A I R
E	Be committed to engaging learning and ensure that they are safe	A I R
E	Be reliable and punctual.	A I R
E	Have personal impact/presence underpinned by high expectations of achievement and behaviour	A I R
E	Be an innovative manager, able to solve problems and convert them into success	A I R
E	Be committed, resilient, robust, and resourceful and have a reflective, focussed and determined disposition	A I R
E	Posses energy and enthusiasm, particularly when facing difficult and challenging situations	A I R

## Behavioural and Other Characteristics

<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>

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**





