

**Post Reference:** 2644

**Job Title:** Wellbeing Practitioner

**Grade:** C3 (Actual salary £26,720 to £28,086)

**Hours:** 37 hours per week Term Time Only plus 5 days

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

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# JOB DESCRIPTION

## Role:

In this role you will:

- Contribute to increasing and improving emotional wellbeing and mental health provision for Children, Young People, and their families at Leeds City Academy
- Support the school Counsellor and the Arch Leader with a caseload of students who require support with an active caseload of children
- Deliver evidence-based intervention in group and 1-1 settings.
- Be a Mental Health First Aider
- Deliver staff training on Wellbeing support

***All post-holders at 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 White Rose Academies Trust.***

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## General 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

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self-esteem and confidence, risky behaviour and online safety and healthy relationships.

- Report caseload and take part in reviews to the Arch Leader and the School Counsellor on a weekly basis
- 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.
- 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.
- 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.
- Keep accurate caseload notes to be able to discuss during supervision and review meetings
- Maintain CPD to ensure up to date understanding of wellbeing work.
- Undertake Mental Health First Aid course to be able to provide initial support to someone experiencing mental health issues or emotional distress. Listen non-judgmentally, offer reassurance, assess risk, and guide the person toward appropriate professional help. Promote awareness, reduce stigma, and help create a supportive environment, but do not diagnose or treat conditions.
- Undertake Team Teach training program that equips staff with positive behavior management and de-escalation strategies to support individuals in distress. Promote safety, communication, and respect, and implement safe physical intervention techniques when necessary. Reduce conflict, build trust, and create a supportive environment
- Safeguard students by ensuring their safety, well-being, and protection from harm.
- Create a secure environment where students feel valued and heard, enabling them to thrive emotionally, socially, and academically and also ensure 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:**

- 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.
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### **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.

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- 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 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.

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# PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criterion is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

**You should be able to demonstrate the following criteria:**

E = Essential

D = Desirable

**Measured by:**

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

<b>Qualifications</b>		
<b>E</b>	Good level of education and relevant training (5 GCSEs or equivalent including English and Maths)	<b>A C</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>
<b>Knowledge and Experience</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>
<b>Skills, Attributes, and Abilities</b>		
<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>
<b>E</b>	Ability to maintain student records and feedback to relevant staff	<b>A</b>

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<b>E</b>	Ability to employ a range of coaching skills including group work	<b>A</b>
<b>E</b>	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	<b>A R</b>
<b>E</b>	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	<b>A R</b>

**Behavioural and other characteristics**

<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>
<b>E</b>	Enhanced DBS Check	<b>I</b>

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