

Join Our Team

Role Inclusion Leader

Gypsy, Roma & Traveller (GRT)

£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: 2859

Job Title: Gypsy, Roma & Traveller (GRT) Inclusion Leader

Academy Name: Leeds City Academy

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

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

Accountable to: Assistant Principal

Job Description

Role:

At Leeds City Academy, we are deeply committed to nurturing strong, lasting and positive relationships with the diverse communities we serve. As we continue to strengthen our partnership with the Romanian community of Harehills and Chapeltown, we are seeking an inspirational Inclusion Leader to act as a trusted bridge between families, students and the Academy.

As part of the Academy's Student Culture Team, you will play a pivotal role and strategic role in cultivating meaningful, impactful and enduring change within both the local and school GRT community. Working closely with an experienced Vice Principal, our dedicated student support, pastoral team and CATCH, our community charity partners you will champion high aspiration, promote success and ensure that young people from the Romanian community feel valued, supported and empowered to thrive.

Central to the role will be reinforcing the Academy's Positive Behaviour policy and ensuring that all GRT students understand and consistently demonstrate our six 'In Partnership' values. Through compassionate leadership, proactive outreach and unwavering commitment, you will help our students develop the confidence, pride and ambition to realise their full potential—both within the Academy and beyond.

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:

- Conduct, design and implement a robust programme of intervention which is flexible and responsive to the risks identified in the GRT community to ensure pupils can manage those risks effectively and secure positive outcomes in terms of attendance, behaviour and achievement.
- Establish an understanding of the risks present within the local GRT community and use this information to identify key groups of students and/or individuals within the academy who could be vulnerable to the risks presented.

- Create and develop links with parents, community leaders, the police and the local MP to create and establish stronger links with the GRT community and raise the profile of Leeds City Academy within the local area.
- Use imagination and creativity to develop this role so it is at the heart of GRT community transformation which is measurable through a reduction in the crime statistics in the local area, improvement of outcomes for GRT students and increase in the number of GRT students leaving Leeds City Academy to pursue professional careers.
- Develop the reputation of the academy within the GRT and non-GRT community through building relationships with local businesses and community organisations so they are willing to invest in and support the journey to outstanding at Leeds City Academy.
- Create GRT peer mentoring groups, identifying students who will take a leading role in supporting students with community inclusion and integration, liaising with transition, admissions and GRT teams.
- Work with the pastoral leaders, Year Managers, Student Support Workers and Student Performance Leaders to provide appropriate support, including 1:1 sessions and mentoring for GRT students who are disengaged in learning and create a programme that supports with progress, attendance, punctuality, and outcomes.
- Liaise with the Assistant Principal – Personal Development, Behaviour and Welfare (PDBW) regarding student council and ensure that GRT students contribute ideas to build on school community inclusion.
- Support and lead student induction programmes so that GRT students are welcomed, supported and able to start their time at Leeds City Academy with confidence.
- Connect with outside agencies that promote community inclusion and work to create support and intervention packages to secure increased attendance, engage and aspiration.
- Track and monitor impact of programmes to ensure impact is measured and alternatively, any lack of progress and development is addressed promptly.

Specific Responsibilities:

- Strategic oversight of the GRT provision and line management of our GRT Student Support Worker.
- Develop strong relationships with Leeds City Council to further support the Academy in delivering a strong message about the importance of attendance.
- Identify students who are at risk within the GRT community in response to intel and intervene to minimise impact on future outcomes this includes attendance at key times of the academic year and the return to the academy in September.
- Forge strong relationships with community figureheads and hard-to-reach GRT parents.
- Design and implement a bespoke and responsive support programme to support GRT students to secure improvement in their academic progress/attainment, behaviour and attitudes and personal development.

- Seek opportunities for Leeds City Academy GRT students to be involved in positive regular community support work and voluntary services, including the various programmes at CATCH.
- Deliver regular positive news stories for the various social media platforms across the academy, ensuring that the work completed at the Academy and within the community is regularly publicised.
- Ensure that all aspects of the academy website related to GRT student attendance and community transformation are kept regularly updated.
- Support throughout the academy day with wider duties of the Pastoral Team, specifically, supporting with social time duties, transitions and on-call.

Other Duties:

- To carry out morning, break, lunch and after school duties as required 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

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 C or equivalent (to include English and maths)	A
D	Relevant qualification or experience	A
E	A good level of appropriate ICT skills	A

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
E	Fluency in both English and Romanian (written & spoken)	A
E	Demonstrate high standards of organisation that leads to improving the support for students	A I
E	Possess knowledge of strategies to improve the climate for learning, including anti-bullying, anti-racist, and strategies that support protected characteristics	A I
D	Possess good understanding of how to maintain effective links with external agencies such as Social Care, Looked After Children Team, Neighbourhood Police Team and Family Resource Worker to support students and their families	I
E	Possess good knowledge of how to support vulnerable children	A I
E	Demonstrate further professional development through qualifications or training	A

E	Have excellent knowledge of strategies to improve attendance and tackle poor attendance	A I
D	Experience of taking assemblies	A I
E	Have excellent knowledge of how to use IT management systems to record and extract student information, and prepare written evidence	A I
D	Experience of running extra-curricular activities	A I
E	Experience of developing positive relationships when dealing with parents	A I
E	Possess relevant first aid certificate or a willingness to undertake first aid training	A I
E	Be suitable to work in an environment where responsibility will be held for promoting and safeguarding the welfare of children and young people	A I R

Leadership and Management

E	Demonstrates high levels of professionalism	I R
E	Able to set high expectations and delivers exceptional standards and commands credibility through expertise	I
E	In conjunction with line manager can suggest interventions to improve student attendance and wellbeing	I R
E	Knows when to consult, make decisions and defer to others	I R
E	Able to manage own time effectively	R
E	Able to set and achieve challenging professional goals	R
E	Responsible for own professional development	R
E	Able to carry out administration responsibilities including analysing and measuring the impact of own work	A T 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	Enjoy seeing young people learn in a positive climate and be committed to ensuring all are supported in making progress.	A I R
D	Able to lead the development of others	A
E	Be committed to engaging learners and ensuring that they are safe	R
E	Possess a personal impact/presence underpinned by high expectations of achievement and behaviour	I R
E	Ability to be empathetic yet professionally and objectively detached when managing conflict	R

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 My New Term, 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.
- 5 Interviews**
Attend the interview with three original IDs and your listed qualifications, with your completed self-disclosure form.
- 6 Appointment Confirmed**
You'll be contacted after interview. If successful, confirm acceptance for your HR offer.
- 7 Next Steps from HR**
HR will contact you about pre-employment checks and any missing documents or history queries.
- 8 DBS Application**
Complete your DBS application and pre-employment health questionnaire via our 3rd party providers.
- 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.

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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 Academies Trust



Alder Tree Academy Primary

Alder Tree Primary is a unique two form intake inner-city school in Leeds. 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 'Every Child Can', 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**





