



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Mental Health and Wellbeing Coordinator **Djanogly City Academy, Nottingham, Nottinghamshire**

Permanent

37 hours per week, 39 weeks per year

Pay Scale 6: £27,528 - £29,396 pro rata (£31,870 - £34,032 FTE)

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At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes.

[About the Role](#)

The Mental Health and Wellbeing Coordinator plays an important role in supporting scholars' emotional health across the school. They will lead on promoting positive wellbeing, coordinate targeted support for pupils who need additional help, and work alongside staff to embed a whole-school approach to mental health. The role focuses on creating a nurturing environment where scholars feel safe, supported, and able to reach their full potential.

[Who We're Looking For](#)

We are looking for a proactive individual who is passionate about supporting scholar's mental health and wellbeing. The ideal candidate will have strong communication and interpersonal skills, with the ability to build positive relationships with scholars, staff, and families. They will be empathetic, approachable, and able to handle sensitive situations with professionalism and discretion. A good understanding of mental health issues affecting children and young people, along with the ability to work collaboratively as part of a team, is essential.

[About Djanogly City Academy](#)

Djanogly City Academy is a vibrant and inclusive learning community dedicated to inspiring and empowering every scholar it serves. Situated at the heart of Nottingham, the academy welcomes learners from diverse backgrounds, celebrating individuality while fostering a shared passion for curiosity, creativity, and achievement. At Djanogly, every pupil is valued and supported to grow academically and personally.

The academy's ethos is built on high expectations, mutual respect, and a commitment to excellence. Scholars are encouraged to be confident, resilient and compassionate citizens, equipped with the knowledge and skills to thrive in an ever-changing world. Through engaging teaching, enriching

experiences and strong partnerships with families and the wider community, Djanogly City Academy nurtures a culture where scholars are motivated to reach their full potential and make a positive contribution to society.

Our latest Ofsted inspection report recognises our many strengths and the strong progress being made across the school. Djanogly City Academy was judged **Good** across all areas, with its Sixth Form rated **Outstanding**. Some key highlights include:

- Djanogly City Academy is a welcoming and inclusive school that celebrates the diversity of its local community.
- There is a strong, caring ethos. Pupils feel safe and well supported, and the vast majority are happy in school.
- The school has high expectations for all pupils, encouraging them to achieve their best academically and personally.
- Pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language are well supported to access and succeed in the curriculum.
- The curriculum is well planned and increasingly ambitious, ensuring pupils build knowledge and skills effectively over time.
- Pupils are polite, respectful and considerate towards each other and towards adults.
- Strong, trusting relationships between staff and pupils support learning and personal development.
- Pupils benefit from high-quality pastoral care and know that staff are approachable and available if they have concerns.
- Leaders are mindful of staff well-being and workload, creating a supportive working environment.
- Staff are proud to work at Djanogly City Academy and feel valued as part of the school community.

Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work-life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 0115 942 1277.

Further details about our school can be found on our website: [Djanogly City Academy](#)

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

JOB DESCRIPTION

Post Title:	Mental Health and Wellbeing Coordinator
Reporting to:	Assistant Headteacher
Grade:	Scale 6
Disclosure Level:	Child Workforce - Enhanced, Children's Barred List

Purpose of the Post

To support our scholars to achieve by supporting their welfare, wellbeing and mental health.

To strategically co-ordinate the provision for students' mental health and wellbeing needs, and the school's approach to the promotion of positive mental health; working closely with the wider Inclusion Team to ensure that students with mental health needs are identified and that timely interventions implemented, monitored and reviewed.

To liaise directly with students, parents and external agencies to ensure the most appropriate mental health support is in place; this is a critical part of this role.

Key Duties and Responsibilities

Supporting Students:

- Coordinating the school's provision for students' mental health needs, including addressing immediate needs and identifying where students require additional support.
- Working closely with the Heads of Year to identify strategies to support the mental health needs of students.
- Developing and leading student interventions aimed at promoting and improving the wellbeing of all students.
- Overseeing the delivery of student interventions, where these are delivered at school, and the outcomes of these interventions on students' education and wellbeing.
- Leading the identification of at-risk students and pupils exhibiting signs of mental ill health.
- Building working links with a wide range of children and young people's mental health services so that the school can access the most appropriate support for individuals in a timely manner.
- Monitoring and providing support for students identified as 'at risk'.
- Signposting students and parents to national and local mental health services and referring students to NHS services or equivalent where appropriate.
- Working with the pastoral, attendance, SEND and safeguarding teams to establish and follow a clear process if a concern arises. Sharing information about students with mental health needs with other members of staff where appropriate, so that there can be support throughout the school environment.
- Coordinating referrals to external agencies for students requiring additional support relating to mental health.
- Providing drop-in support and mental health first aid for students who are experiencing a mental health crisis.

- Completing all relevant administration and record keeping relating to mental health needs, providing regular reports to the Assistant Principal (Personal Development and Inclusion).
- Evaluating the school's mental health provision and present outcomes and suggestions for future development.

Support other Staff:

- Giving members of staff the knowledge and skills they need to support students with emerging mental health issues in support of the school's preventative approach to mental health provision. Enabling all staff to:
 - Recognise signs and symptoms of mental health needs in students, and
 - Know what to do should they have a concern
- Supporting staff in contact with students with mental health needs to:
 - Help raise awareness, and
 - Give all staff the confidence to work with these students
- Sharing basic information about students with mental health needs with other members of staff where appropriate, so that they can be supported throughout the school.
- Contributing to strategic planning around improving awareness and our provision for pupils with identified mental health problems. Provide appropriate information and support to the SLT.
- Developing mutually beneficial links between the school and the wider community which support pupils to access the wider world.

Support for Parents and Carers:

- Liaising with parents/carers regarding students' mental health needs, including signposting to outside agencies.
- Ensuring a wide a range of publicity materials relating to students' mental health is made available, including the well-being area of the school website.
- Contributing to information events for parents.
- Monitor, record and evaluate the impact of various interventions for students within the designated group, ensuring use of, and feedback for, the most effective interventions.
- Develop and facilitate, one to one and small group intervention programs to support student emotional and social needs self-regulation improve self-esteem, communications skills to improve behaviour.

Regularly monitor the individual progress behaviour and attendance of all students in the designated group and take or support appropriate intervention to facilitate progress in line with target grades.

The post holder is expected to:

- Maintain strict confidentiality and adhere to data protection legislation and associated Trust policies at all times.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining an awareness of relevant procedures and responsibilities.
- Comply with the Trust's Health and Safety Policy and ensure safe working practices in the performance of all duties.
- Uphold and promote the principles of the Trust's Equal Opportunities Policy in all aspects of the role.
- Adhere to all other relevant Trust and school policies and procedures.
- Undertake any training and professional development necessary to effectively carry out the duties of the post.
- Perform any other reasonable duties commensurate with the level and responsibilities of the role, as required by the Trust.

Post requirements	Essential	Desirable	Evidence and Assessment
Qualifications			
Qualified to NVQ 3 or equivalent with competence in literacy and numeracy	✓		Application form, certificates
Relevant clinical background or qualifications in counselling / psychology / psychiatry or a willingness to undertake relevant training	✓		Application form, certificates
Mental Health First Aid training in Higher Education or similar		✓	Application form, certificates
Experience working with young people		✓	Application form, certificates
CYP-IAPT Qualification (such as EEBP, CWP)		✓	Application form, certificates
Experience			
Experience of working under pressure in a busy environment	✓		Application form, interview, references
Experience of working as part of a team	✓		Application form, interview, references
Experience of dealing with young people in work or home situations	✓		Application form, interview, references
Experience working in a school or similar establishment		✓	Application form, interview, references
Skills			
An understanding of the importance of both physical and emotional health in promoting the wellbeing of an individual	✓		Application form, interview, references
A knowledge of national and local mental health services		✓	Application form, interview, references
Ability to be innovative, develop new strategies and methods of evaluating the impact of these strategies	✓		Application form, interview, references
Ability to establish relationships at all levels, dealing sensitively with people	✓		Application form, interview, references

Ability to collate and analyse relevant data	✓		Application form, interview, references
Exceptional interpersonal and organisational skills	✓		Application form, interview, references
Ability to work unsupervised and on one's own initiative, to be proactive and adapt where necessary	✓		Application form, interview, references
Ability to build and maintain successful relationships with students, treating them consistently, with respect and consideration and demonstrate concern for their development as learners	✓		Application form, interview, references
Able to liaise sensitively with parents/carers recognising their role in the student learning both verbally and written	✓		Application form, interview, references
Ability to demonstrate discretion and confidentiality	✓		Application form, interview, references
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		Application form, interview, references
Able to be flexible and adjust working patterns to demands of the role so that the quality of service is maintained	✓		Application form, interview, references
Understanding of and commitment to the requirements of safeguarding children, young people and vulnerable adults	✓		Application form, interview, references
Personal Qualities			
A willingness to learn new skills and approaches to share the experience with others	✓		Application form, interview, references
The capacity to inspire and motivate others – both adults and students	✓		Application form, interview, references
A desire to work with young people and to support their education and achievements	✓		Application form, interview, references

Enthusiasm, determination and an insistence on high standards, working productively with students, acting as a good role model	✓		Application form, interview, references
Belief in the value of individuals	✓		Application form, interview, references
A sense of humour	✓		Application form, interview, references
A willingness to participate in training and development activities	✓		Application form, interview, references
Belief in the values and behaviours of TLP	✓		Application form, interview, references
Evidence of continuing professional development	✓		Application form, interview, references
Commitment to equal opportunities and diversity in the performance of duties	✓		Application form, interview, references