



## **Community Youth Worker Djanogly City Academy Permanent**

**37 hours per week, 52 weeks per year  
Pay Scale 5 - £28,931 - £31,355 FTE**

Tapestry Learning Partnership is seeking a passionate and committed Community Youth Worker to join our dedicated team at the 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. 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 Us?

You'll be joining us at a very exciting time. In January 2026, two strong Trusts, QEGSMAT and Djanogly Learning Trust, came together to form Tapestry Learning Partnership. This new chapter brings incredible opportunities for collaboration and growth.

Tapestry's vision is for every child to succeed and flourish by providing an exceptional educational experience. We believe in the power of education to transform lives and are proud of our strong sense of community, our commitment to inclusion, and our culture of high expectations.

As part of Tapestry Learning Partnership, you'll benefit from:

- A supportive network of like-minded professionals who share a clear vision and values.
- High-quality, ongoing professional development for you and your team.
- A passionate, committed wider team focused on:
  - Achieving the highest academic outcomes for all pupils.
  - Driving social change through education.
  - Providing exceptional pastoral care and enrichment opportunities.
- A caring and inclusive organisation committed to staff wellbeing and maintaining a positive work-life balance.
- Bespoke support from the Trust's central team, tailored to your school's needs.
- Access to a range of employee benefits designed to promote health and wellbeing.

This is a fantastic opportunity to make a lasting impact in a school that is excited about its future.

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](#)

**Closing date for applications:** **28 January 2026 at 10am**

**Interview date:** **TBC**

**Potential Start date:** **ASAP**



## JOB DESCRIPTION

**Post Title:** **Community Youth Worker**

**Reporting to:** **Director of Safeguarding**

**Grade:** **Scale 5**

**Disclosure Level:** **Child Workforce - Enhanced, Children's Barred List**

### **PURPOSE OF THE POST:**

The post-holder is responsible for developing links across the community to support our scholars and families. This will include both services for scholars and services for families, and opportunities to raise aspiration. They will be an advocate for scholars and families and work on building knowledge and skills to help them access the support they need. The focus will depend on need in school at the time and will work across all of the communities who are part of our wider DCA family. They will also work with individual scholars to help them in making better life choices and in building their confidence. There will be a particular focus on supporting scholars who are disadvantaged, but any scholar could be referred for support if they need it. There will be flexibility to the role to enable this support to include wider opportunities outside of school hours, though this would be in discussion with the post-holder. This would include supporting scholars in the holidays if required.

Developing these community and youth relationships is crucial to improve the attendance, behaviour and attainment of scholars and to reduce levels of fixed term suspensions. The post-holder will also be working towards increasing the number of scholars from disadvantaged communities who continue into post-16 education.

### **DUTIES AND RESPONSIBILITIES**

- Work as part of the safeguarding team to ensure the wider well-being and safety of scholars.
- Work with the attendance team to improve the attendance of scholars, with particular focus on the scholars who have been referred to them.
- Work with the inclusion team to add wider support networks for scholars depending on need.
- Audit community links and opportunities and build relationships with services and organisations in line with our safeguarding expectations.
- Work closely with the Achievement Leaders to look at interventions aimed at reducing levels of fixed term suspensions amongst scholars, with a focus on disadvantaged scholars and those with additional needs, especially SEMH.
- Work with departments to improve the attainment of scholars, supporting in finding and organising events to raise aspiration and adding depth to their knowledge and understanding.
- Work directly with referred scholars on building self-esteem and making healthy and safe choices.

- Help raise the expectations of scholars and their families, including, but not limited to those who are disadvantaged.
- Celebrate and promote the communities and cultures represented in the DCA school community.
- Educate colleagues within the school and trust about the lived experiences of children in our community.
- Develop a programme of parental engagement sessions aimed at getting hard to reach parents into school, helping to provide a safe space for them.
- Develop vocational opportunities for scholars.
- Work with primary schools to develop a transition programme for children who are at risk or vulnerable.
- Detail and present outcomes and impacts of initiatives each term to the Senior Leadership Team.

**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;



## **Person Specification**

| <b>Post requirements</b>   | <b>Essential</b> | <b>Desirable</b> | <b>Evidence and Assessment</b> |
|--|------------------|------------------|--------------------------------|
| <b>Qualifications</b>  |                  |                  |                                |
| GCSE English and Maths A - C or equivalent   | ✓                |                  | Application form, certificates |
| Qualification or training in academy attendance interventions  |                  | ✓                | Application form, certificates |
| <b>Knowledge and experience</b>  |                  |                  |                                |
| Experience of leading a school priority  |                  | ✓                | Application form, references   |
| Experience of working on academy attendance issues   |                  | ✓                | Application form, references   |
| Experience of using academy systems, such as Arbor and Microsoft office  |                  | ✓                | Application form, references   |
| Strong understanding and insight of challenges faced by young people and experience of providing support to them both in and outside of education. | ✓                |                  | Application form, references   |
| Experience of working with a range of professionals and teams in order to provide support for individuals.   | ✓                |                  | Application form, references   |
| Experience of working with individuals in a community who are struggling with social choices and experiences.                                      |                  | ✓                | Application form, references   |
| Experience of working in education in a similar role and building positive relationships with scholars and their parents/guardians                 | ✓                |                  | Application form, references   |
|  |                  |                  |                                |

| <b>Personal skills and qualities</b>   |   |  |                              |
|--|---|--|------------------------------|
| Ability to produce work to a high level of accuracy and attention to detail                              | ✓ |  | Application form, references |
| Ability to work well under sustained pressure and within fixed deadlines                                 | ✓ |  | Application form, references |
| Have good organizational and administrative skills   | ✓ |  | Application form, references |
| Effective interpersonal skills with a wide range of people   | ✓ |  | Application form, references |
| Demonstrate an ability to identify, discuss and report safeguarding issues with relevant representatives | ✓ |  | Application form, references |
| Organised and ability to multi-task and prioritise   | ✓ |  | Application form, references |
| Good communicator at all levels  | ✓ |  | Application form, references |
| Team player  | ✓ |  | Application form, references |
| Enthusiastic and positive  | ✓ |  | Application form, references |
| Use of initiative and able to apply common sense to solving problems                                     | ✓ |  | Application form, references |
| Flexible and adaptable approach to work  | ✓ |  | Application form, references |
| Belief in the values and behaviours of TLP   | ✓ |  | Application form, references |
| Evidence of continuing professional development  | ✓ |  | Application form, references |
| Commitment to equal opportunities and diversity in the performance of duties                             | ✓ |  | Application form, references |