



**TAPESTRY  
LEARNING  
PARTNERSHIP**

JOB OPPORTUNITY

## Headteacher

**City of Derby Academy, Sinfin, Derby**

Permanent

1.0FTE

Leadership Pay Range L29 to L35 (£103,030 to £119,350)

### Join us on an exciting journey of transformation and excellence.

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. Now, we are looking for an exceptional Headteacher to lead our diverse, inclusive, and ambitious school community. Serving over 1,000 students and a richly multicultural population with more than 40 home languages, we are a school committed to improving the life chances of every child.

### About the Role

This role is far more than a leadership position; it is an opportunity to shape the future of a vibrant community and make a lasting impact. You will play a pivotal role in embedding our values, aligning our vision with daily practice, and ensuring that the school continues its journey of improvement with ambition, purpose and clarity.

As Headteacher, you will lead with visibility, integrity and strategic focus. You will work with the Trust, staff, students and families to drive improvement, build a culture of excellence and ensure that City of Derby Academy remains a place where every child is supported to thrive.

Your responsibilities will include:

- Leading the school with integrity, ambition and moral purpose
- Setting clear strategic direction and ensuring consistent implementation
- Building a culture where inclusion, aspiration and strong relationships drive success
- Working collaboratively with the Trust and wider partners to strengthen the school's offer
- Ensuring every child benefits from an ambitious curriculum, strong teaching and meaningful enrichment

### Who We're Looking For

We are seeking a Headteacher who:

- Leads with integrity, compassion, and a steadfast commitment to excellence
- Is prepared to embrace the challenges and rewards of leading a diverse, high-profile school

- Sets and sustains high standards every day, ensuring that strong practice becomes the norm
- Is driven by a moral purpose to meet the needs of every child, especially those who are most disadvantaged and those with SEND
- Values and champions personal development, character and wellbeing, recognising their importance alongside academic achievement
- Has the presence, emotional intelligence and skill to unite, motivate and empower staff across a wide-ranging team
- Embraces collaboration with the Trust, families, external partners and wider community
- Brings the clarity, resilience and ambition needed to drive improvement and secure exceptional outcomes for all students

## About City of Derby Academy

City of Derby Academy is a school where every student and every member of staff is encouraged and supported to realise their full potential. Our culture is grounded in high expectations, strong and respectful relationships, and a deep commitment to inclusion.

Serving a wonderfully diverse community with more than 40 home languages, our vision is simple yet profound: to improve the life chances of every child.

We offer an ambitious curriculum, exceptional pastoral support and a wide range of enrichment opportunities, from educational visits and clubs to our thriving Combined Cadet Force.

Students develop academically, personally and socially, gaining the knowledge, skills and character they need for the next stage of their education, employment or training.

City of Derby Academy is a school where:

- Diversity is celebrated, and inclusion underpins everything we do
- Students feel safe, supported and able to thrive
- High expectations drive achievement, ambition and pride
- Relationships are strong, respectful and purposeful
- Staff wellbeing and professional development are valued, and colleagues are proud to work here

City of Derby Academy is a place of possibility; a community united by the belief that every child deserves the very best opportunities, every single day.

## 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 shortlisted applicants are required to declare all unspent cautions or convictions, and any adult cautions or convictions 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 contact Sharon Taylor, Executive P.A, on [s.taylor@tapestrylearningpartnership.org](mailto:s.taylor@tapestrylearningpartnership.org) or 01335 340830, extension 10782.

Further details about our school can be found on our website: <https://www.cityofderbyacademy.org/>

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

<b>Closing date for applications:</b>	Monday 20th April 2026 @ noon
<b>Interview date:</b>	w/c 27th April 2026
<b>Potential Start date:</b>	September 2026

Tapestry Learning Partnership reserves the right to close this vacancy early than the date advertised.

# JOB DESCRIPTION

- Post Title:** Headteacher
- Reporting to:** Director of Education
- Disclosure Level:** Child Workforce - Enhanced, Children's Barred List

## Purpose of the Post

- Provide strategic leadership and vision that ensures the school delivers an exceptional educational experience, where all pupils can flourish and succeed.
- Create and sustain an ambitious, safe, and inclusive culture where teaching, learning, and the personal development of all stakeholders can thrive.
- Lead and inspire staff to achieve excellence through effective management, professional development, and collaborative working.
- Ensure the school meets and exceeds statutory requirements, regulatory standards, and local/national accountability measures.
- Build strong, proactive relationships with students, parents, governors, staff, and the wider community to promote trust, engagement, and shared purpose.

## Key Duties and Responsibilities

### Main Duties

#### 1, School Culture

- Establish and sustain the school's ethos and strategic direction in partnership with the Trust, and through consultation with local governors and the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

#### 2, Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

#### 3, Curriculum and Assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.

- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

#### 4, Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

#### 5, Additional and Special Educational Needs and Disabilities (SEND)

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain a culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

#### 6, Professional Development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

#### 7, Organisational Management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding and health and safety, as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

#### 8, Continuous School Improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

## 9, Working in Partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local and wider community.
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

## 10, Governance and Accountability

- Understand and welcome effective governance, upholding the obligation to give account and accept responsibility.
- Establish and sustain professional working relationship with those responsible for governance.
- Ensure staff know and understand their professional responsibilities and are held to account effectively
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

### 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.

## Headteacher

Tapestry Learning Partnership is seeking a passionate & dynamic leader with the following attributes:

- Strong, quantified record of achievement within secondary education
- Significant leadership and management experience with a participative and inclusive style
- Student-centred, with a strong drive to improve the life-chances and educational outcomes of young people
- Significant experience in raising (or maintaining) high academic achievement and attainment with a commitment to equality, diversity and inclusivity
- Highly developed interpersonal skills with an ability to engage effectively with a wide range of stakeholders
- Evidence of sound commercial acumen and the ability to seek out opportunities and manage projects

Post requirements	Essential	Desirable	Evidence and Assessment
<b>Qualifications</b>			
Degree or equivalent	✓		Application form, certificates
UK Recognised Teaching Qualification and QTS	✓		Application form, certificates
Postgraduate qualification	✓		Application form, certificates
Possession of NPQH	✓		Application form, certificates
<b>Knowledge and experience</b>			
At least 3 years successful, quantified, senior management & leadership experience in a school	✓		Application form, personal statement, current school/college results, references, assessment process
Understanding of current developments in the educational sector	✓		Application form, personal statement, current school/college results, references, assessment process
Direct experience of strategic planning and managing budgets	✓		Application form, personal statement, current school/college results, references, assessment process
Experience of developing successful relationships with external organisations	✓		Application form, personal statement, current school/college results, references, assessment process
Experienced in successfully representing and promoting an institution to a variety of external groups and committees	✓		Application form, personal statement, current school/college results, references, assessment process

Experienced in developing good relationships with Governors, the wider stakeholder community and external media	✓		Application form, personal statement, current school/college results, references, assessment process
Experienced in successfully managing the external inspection process. Committed to continuous personal development	✓		Application form, personal statement, current school/college results, references, assessment process
<b>Personal skills and qualities</b>			
Inspirational people leadership and teambuilding skills, combined with sound judgement & effective problem-solving at a whole-school level	✓		Application form, personal statement, current school/college results, references, assessment process
Drive and determination to ensure the implementation of strategic plans and priorities	✓		Application form, personal statement, current school/college results, references, assessment process
Ability to present persuasively, effectively, compellingly, inclusively and motivationally to a variety of audiences	✓		Application form, personal statement, current school/college results, references, assessment process
An open, but creative, inspirational and decisive management style	✓		Application form, personal statement, current school/college results, references, assessment process
Ability to develop effective social and work networks, with a wide-ranging remit	✓		Application form, personal statement, current school/college results, references, assessment process
Ability to effectively delegate, prioritise, organise and manage the performance of others, including tackling underperformance & rewarding merit	✓		Application form, personal statement, current school/college results, references, assessment process
A clear and compelling moral purpose and the ability to communicate this to all stakeholders	✓		Application form, personal statement, current school/college results, references, assessment process
<b>Specific skills</b>			
Ability to translate skills, experience and knowledge to the specific context of Chellaston Academy		✓	Application form, personal statement, current school/college results, references, assessment process

Curriculum design		✓	Application form, personal statement, current school/college results, references, assessment process
Outstanding teaching and learning	✓		Application form, personal statement, current school/college results, references, assessment process
Highly effective data systems	✓		Application form, personal statement, current school/college results, references, assessment process
Maximising pupil progress	✓		Application form, personal statement, current school/college results, references, assessment process
Pastoral care, guidance and support	✓		Application form, personal statement, current school/college results, references, assessment process
Developing leadership in others	✓		Application form, personal statement, current school/college results, references, assessment process
Working across phases and in partnership with other schools		✓	Application form, personal statement, current school/college results, references, assessment process
Stakeholder involvement and engagement		✓	Application form, personal statement, current school/college results, references, assessment process
<b>Work related requirements</b>			
Clear enhanced DBS check	✓		DBS check Application papers
Full, unrestricted UK driving licence (a limited number of penalty points is acceptable provided the ability to drive is not restricted)	✓		Sight of original, current, driving licence