



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Class Teacher

Djanogly City Academy, Nottingham, Nottinghamshire

Fixed-Term January 2027 - January 2028

32.5 hours per week

MPS/UPS - £32,916 - £51,048 FTE

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 a passionate and committed Teacher to play a vital role in supporting this vision at Djanogly City Academy.

About the Role

As a Teacher at Djanogly City Academy, you will plan and deliver engaging, high-quality lessons that support Scholars' academic progress and personal development. You will create an inclusive and positive learning environment, assess and monitor pupil progress, and contribute to the wider life of the academy while upholding high standards of teaching, behaviour and safeguarding.

Who We're Looking For

We are looking for a committed and enthusiastic teacher with strong subject knowledge and a passion for inspiring young people. The successful candidate will have high expectations of all scholars, excellent classroom management skills and a commitment to inclusive practice, safeguarding and continuous professional development.

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. 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?

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 9322920.

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: Teacher of Humanities
Reporting to: Head of Faculty
Grade: MPS/UPS
Disclosure Level: Child Workforce - Enhanced, Children's Barred List

Purpose of the Post

Teachers make the education of their scholars their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their scholars.

Key Duties and Responsibilities

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge students
 - establish a safe and stimulating environment for students, rooted in mutual respect
 - set goals that stretch and challenge students of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
2. Promote good progress and outcomes by students
 - be accountable for student's attainment, progress and outcomes
 - be aware of student's capabilities and their prior knowledge, and plan teaching to build on these
 - guide students to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how students learn and how this impacts on teaching
 - encourage students to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain student's interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English across the whole curriculum
 - when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well-structured lessons
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. Adapt teaching to respond to the strengths and needs of all students
 - know when and how to differentiate appropriately, using approaches which enable students to be taught effectively

- have a secure understanding of how a range of factors can inhibit student's ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support student's education at different stages of development
 - have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. Make accurate and productive use of assessment
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure student's progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the academy's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to student's needs in order to involve and motivate them
 - maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
8. Fulfil wider professional responsibilities
- make a positive contribution to the wider life and ethos of the academy
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - deploy support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to student's achievements and well-being.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the academy, by:
- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard student's well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- ensuring that personal beliefs are not expressed in ways which exploit students vulnerability or might lead them to break the law.
- 2. Teachers must have proper and professional regard for the ethos, policies and practices of the academy and maintain high standards in their own attendance and punctuality.
- 3. Teacher must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

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



Post requirements	Essential	Desirable	Evidence and Assessment
Qualifications			
Qualified Teacher Status - Degree or equivalent.	✓		Application form

Good Honours degree (First or Second Class).	✓		Application form
Higher professional qualification.		✓	Application form
Experience			
Relevant teaching experience or teaching practice in the subject.	✓		Application form, references
Experience of working directly with children who have additional needs	✓		Application form, references
Experience of teaching a wide range of abilities.	✓		Application form, references
This role would be suitable for an NQT or an experienced teacher.	✓		Application form, references
Experience of pastoral/tutor role.		✓	Application form, references
SEND specific training		✓	Application form, references
Skills			
Excellent teaching skills, including effective communication skills, ability to motivate students and the capacity to create good learning environments.	✓		Application form
A clear understanding of the characteristics of high-quality teaching and learning and achievement for all scholars.	✓		Application form
Knowledge of current issues and recent developments in the curriculum area.	✓		Application form, references
Capacity to use ICT as integral part of teaching.	✓		Application form, references
Knowledge and understanding of the value-added agenda, including levels of progress.	✓		Application form, references
Ability to lead initiatives, support the process of change and work effectively in a team.	✓		Application form, references
Secure commitment to a clear aim and direction for the subject.	✓		Application form, references

Understanding of equal opportunities issues and their application to work.	✓		Application form, references
Understanding of needs of scholars with SEN.		✓	Application form, references
Awareness of factors affecting language and learning across the curriculum.		✓	Application form, references
Knowledge/involvement/experience of working with scholars with a range of additional needs.		✓	Application form, references
Personal Qualities – Other			
Enthusiasm for the subject.	✓		Application form, references
Ability to use own initiative.	✓		Application form, references
A commitment to the vision of the school.	✓		Application form, references
A commitment to inclusive education.	✓		Application form, references
Ability to form good working relationships with scholars and staff.	✓		Application form, references
High standards and expectations	✓		Application form, references
Ability to use pupil assessment data to raise achievement.	✓		Application form, references
Outstanding communication skills.	✓		Application form, references
Reliability and integrity.	✓		Application form, references
A commitment to safeguarding and promoting of welfare of children issues.	✓		Application form, references
A willingness to contribute top extra-curricular activities.	✓		Application form, references
A vision for the development of the department.		✓	Application form, interview

A commitment to personal and professional development.		✓	Application form, interview
Personal Qualities			
Belief in the values and behaviours of TLP	✓		Application form, references
Commitment to equal opportunities and diversity in the performance of duties	✓		Application form, references
Evidence of continuing professional development	✓		Application form, references