



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Achievement Leader

City of Derby Academy, Sinfin, Derby

Permanent

37 hours, 41 weeks

Pay Scale 5 - £26,277 - £28,478 Pro Rata (£28,931-£31,355FTE)

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.

About the Role

As an Achievement Leader, you will play a key role in creating a safe, supportive and inclusive environment where every student can thrive. Working closely with students, families and colleagues, you will provide high-quality pastoral support, promote positive behaviour, attendance and wellbeing, and help identify and remove barriers to learning. This is a rewarding opportunity to make a real difference to the lives of young people every day.

Who We're Looking For

We are looking for a compassionate, resilient and proactive individual who is committed to supporting young people to succeed both academically and personally. You will be an excellent communicator with the ability to build positive relationships with students, parents, colleagues and external agencies, even in challenging situations.

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 call Libby Morrell on 01332 270450 Ext. 12623

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](#)

Closing date for applications: Sunday 6th September 2026

Interview date: w/c 14th September 2026

JOB DESCRIPTION



Post Title: Achievement Leader

Reporting to: Assistant Headteacher

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

Purpose of the Post

- Champion and uphold the academy's vision, values, and ethos.
- Implement pastoral, safeguarding, attendance, and behaviour procedures effectively and proactively.
- Ensure students are safe, feel supported, and receive high-quality pastoral care.
- Build and maintain positive, professional relationships with parents and carers.
- Identify, assess, and respond to students' individual needs to promote their well-being and success.
- Collect and analyse information, lead meetings, and maintain accurate and timely records.

Key Duties and Responsibilities

Main Duties

Pastoral, Safeguarding, and Well-being

- Develop strong, supportive relationships with all students
- Provide appropriate pastoral support that is well-matched to the needs of students, dealing with immediate and underlying issues to prevent problems recurring or escalating
- Ensure students' voices are heard and that they know what support is available
- Ensure students are safe and feel supported
- Administer first aid to students and staff as required
- Remain vigilant for signs of bullying and safeguarding issues
- Implement the school's safeguarding systems confidently and consistently including safe and well checks

Promoting daily good attendance, punctuality, positive behaviours and attitudes to learning

- Ensure the school is a warm, welcoming, inclusive place that students want to attend
- Have high expectations for all students' attendance, punctuality, behaviour, uniform, attitudes and progress
- Actively drive the school's pastoral, attendance, punctuality and behaviour routines and rotas
- Respond to challenging behaviours in a calm and proportionate manner, use de-escalation strategies to help students self-regulate, and apply clearly defined consequences consistently and fairly when needed
- Support the implementation of the schools' rewards systems
- Collect, collate, and share accurate information and evidence relating to investigations, suspensions, readmission and reintegration meetings, risk assessments, managed moves, alternative provision placements and permanent exclusions as required
- Ensure students engage with meaningful reflection and restorative behaviours
- Monitor students' attendance, punctuality, behaviour, uniform and equipment, and intervene as required

Parental engagement and events

- Maintain positive relationships with parents/carers, acting as their main point of contact
- Ensure that issues relating to safeguarding and well-being, attendance, punctuality, behaviour, attitudes and progress are communicated clearly to parents/carers
- Ensure that parent/carer views and knowledge of their child(ren) are included in decision making about support for their child(ren)
- Maintain a good working knowledge of statutory frameworks and guidance to provide accurate advice to parents/carers, and make them fully aware of their legal responsibilities and possible consequences where there are concerns
- Lead meetings and reviews with parents/carers relating to safeguarding, well-being, attendance, behaviour and the support available
- Lead admissions meetings and ensure that new student induction is effective
- Support the delivery of transition processes and community events
- Support with educational trips and visits from external agencies/speakers
- Collate and provide work for absent students where appropriate
- Ensure parent/carer details are accurate on the school's management information system

Identifying, assessing and meeting needs, and reducing barriers to achievement

- Drive the school's work relating to inclusion to ensure that students' needs are being identified, assessed and met by liaising with colleagues and:
- Proactively gathering information to better know and understand their students
- Administering assessments and screening tools
- Creating evidence-based student profiles and support plans
- Delivering interventions based on students' needs
- Attending meetings with pastoral colleagues, SENDCO, Safeguarding Manager, DSL and SLT to discuss and address students' safeguarding, well-being, attendance, punctuality and behaviour
- Preparing information for and engaging with multi-agency meetings as required
- Monitoring and reviewing support and interventions and adapting as necessary

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

Achievement Leader

Post requirements	Essential	Desirable	Evidence and Assessment
Qualifications			
GCSE Maths and English C (or equivalent)	✓		Application form, certificates
First aid trained (or willing to train)	✓		Application form, certificates
DSL trained (or willing to train)	✓		Application form, certificates
Evidence of relevant and ongoing CPD		✓	Application form, certificates
Knowledge and experience			
Experience of working with children and young people and their parents/carers	✓		Application form, Interview
Experience of working within a school's pastoral team		✓	Application form, Interview
Experience of working with disadvantaged and/or vulnerable students		✓	Application form, Interview
Experience of working within a community health or social services role		✓	Application form, Interview
Building positive relationships with children and young people from diverse backgrounds	✓		Application form, Interview
Effective behaviour management	✓		Application form, Interview
KCSIE and safeguarding		✓	Application form, Interview
Current issues and recent developments in education especially relating to inclusion, attendance and behaviour		✓	Application form, Interview
Personal skills and qualities			
Commitment to safeguarding	✓		Application form, Interview, References
Communication (oral & written)	✓		Application form, Interview, References

Emotionally intelligent	✓		Application form, Interview, References
Enthusiastic	✓		Application form, Interview, References
Flexible and Adaptable	✓		Application form, Interview, References
High expectations of all students	✓		Application form, Interview, References
Honesty and integrity	✓		Application form, Interview, References
Organised	✓		Application form, Interview, References
Reflective	✓		Application form, Interview, References
Reliable	✓		Application form, Interview, References
Resilient and calm under pressure	✓		Application form, Interview, References
Self motivated	✓		Application form, Interview, References
Specific skills			
Able to speak school community languages, especially Urdu, Panjabi, Slovak, Romani, Kurdish, Czech		✓	Application form, Interview