



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Behaviour Manager

Djanogly City Academy, Nottingham, Nottinghamshire

37 hours per week, 39 weeks per year

Pay Scale 4: £23,855 - £25,407 pro rata (£27,618 - £29,414 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 Office Manager to play a vital role in supporting this vision at Kensington Junior School in Ilkeston, Derbyshire.

About the Role

A Behaviour Manager at Djanogly City Academy builds strong, supportive relationships with students and helps them develop the confidence, routines, and self-discipline needed to succeed. They provide calm, consistent guidance, reinforce the academy's high expectations, and use restorative, student-centred approaches to remove barriers to learning. Working closely with staff, they help create a safe, respectful environment where every student feels known, valued, and able to thrive.

Who We're Looking For

The ideal candidate is calm, consistent, and committed to the academy's belief that every student can succeed. They build strong, respectful relationships and uphold high expectations while using restorative, scholar-centred approaches. They stay composed in challenging moments, work collaboratively with staff, and contribute to a culture where students feel safe, supported, and ready to learn.

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: Behaviour Manager

Reporting to: Assistant Principle

Grade: Scale 4

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

Purpose of the Post

1. Help facilitate the smooth running of the Academy through the supervision and support of students demonstrating challenging behaviour and ensuring that all students are in the right place at the right time throughout the Academy day.
2. Maintain good order around the Academy by encouraging students to arrive promptly to their lessons.
3. Undertake group work with students in order to address challenging behaviour.
4. Undertake lesson support with key students and develop a key worker role with named students.

Key Duties and Responsibilities

1. Assist students with behavioural needs to modify their behaviour in order to re-integrate into mainstream classrooms without adversely affecting the behaviour and progress of other students.
2. Intervene where students are causing major disruption in their lesson to de-escalate and return to lessons where possible.
3. On a rota basis with other Behaviour and Intervention Officers, to supervise students within the isolation/referral unit completing the necessary documentation and directing the students' work for the allocated period of isolation.
4. Ensure the effectiveness of the isolation/referral unit and the management and upkeep of the resources by making students responsible for their use of the area and equipment.
5. Build appropriate relationships with students to support them achieving their full potential.
6. Be vigilant around the Academy monitoring student behaviour and intervening where appropriate and in support of the Academy's anti-bullying policy.
7. Motivate students by providing information, advice and guidance to enable them to make the right choices to manage their own behaviour, learning, punctuality and attendance.
8. Contribute to the preparation and implementation of individual Educational Plans where appropriate.
9. Support student reintegration procedures following external exclusion if appropriate.
10. With Achievement Leaders, support the behaviour and learning of a given caseload of students including those with truancy, attendance and behaviour problems and reintegration needs.
11. Facilitate the successful re-integration of students through encouraging and reasoning with students and by working with relevant parties on planning for individual students' progress and developing a consistency of approach.
12. Liaise with relevant outside agencies such as CAMHS and Counselling services as directed and necessary and act as a student key worker where appropriate.
13. Monitor negative incidents on Kickboard and intervene with students at risk of FTE.
14. Lead core lessons in the Reintegration Unit and tutor key students where necessary in core subjects.
15. Support with the day-to-day running of the Reintegration Unit for vulnerable students.

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			
An educational professional, with an NVQ Level 3 or equivalent in a relevant discipline.	✓		Application form
Experience			
Have relevant experience in a student service environment, ideally within the education sector.	✓		Application form
Demonstrate a proven ability to work to a high level of accuracy with attention to detail at all times.	✓		Application form
Have an ability to motivate and manage young people in challenging circumstances.	✓		Application form
Have the ability to support and motivate staff.	✓		Application form
Willingness to work under reasonable pressure in order to raise student achievement.	✓		Application form
Demonstrate proficiency in use of ICT.	✓		Application form
Demonstrate a confident approach to your work.	✓		Application form
Have an ability to maintain appropriate confidentiality.	✓		Application form
Demonstrate a strong commitment to developing your own skills.	✓		Application form
Organisational Skills			
Demonstrate an ability to organise yourself and others effectively and efficiently.	✓		Application form
Have an ability to work to deadlines.	✓		Application form

Have an ability to prioritise tasks.	✓		Application form, references
Demonstrate an ability to work on your own initiative and with minimal supervision when required.	✓		Application form, references
Demonstrate a problem solving approach to tasks.	✓		Application form, references
Team Work			
Be prepared to work with other staff or alone when required.	✓		Application form, references
Maintain good working relations with others by use of effective interpersonal skills.	✓		Application form, references
Demonstrate honesty and integrity in the performance of your duties.	✓		Application form, references
Maintain a high level of interaction with leaders at all levels.	✓		Application form, references
Demonstrate an ability to adapt to a constantly changing and growing environment.	✓		Application form, references
Other			
Ability to work flexibly and outside of normal school hours.	✓		Application form, references
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
Good interpersonal skills and reliability	✓		Application form, references