

Job Pack

Finance Manager

Mulberry School for Girls
(Part of the Mulberry Schools Trust)



Welcome

Founded by Mulberry School for Girls in 2017, the Mulberry Schools Trust is a flourishing collaboration of schools and partners with a focus on delivering a high-quality education provision for local families in Tower Hamlets and East London.

We have a clear vision that all students who attend one of our eight schools will leave us as highly qualified, confident and articulate young people with a wealth of experience. Our aim is to develop creativity, leadership and a life-long love of learning. This will enable our students to lead enriched, happy and fulfilled lives, making a contribution to their own community, to British society and to global well-being.

I enjoy seeing all of our dedicated and innovative staff teams work with each successive cohort of students to shape the culture and ethos of their schools so that each individual feels empowered and has the opportunity to contribute.

Dr Vanessa Ogden
Chief Executive Officer, Mulberry Schools Trust

Mulberry School for Girls is a high achieving, oversubscribed and successful girls' comprehensive school for pupils aged 11 to 18. Our aim is to ensure that all our pupils leave the school as highly qualified, confident and articulate young women with a wealth of experience in the wider world. We expect all our pupils to achieve outstanding outcomes academically, but we also believe strongly in developing a life-long 'love of learning'.



Our school is a place where girls' talents and abilities are nurtured in a safe, creative space and where they can develop their ambitions, creativity, leadership and the power for self-determination. We believe these things will enable our pupils to lead enriched, happy and fulfilled lives, making a contribution to their own community, to British society and to global well-being.

There is an outstanding enrichment programme which includes Model United Nations Global Classrooms, women's education conferences, youth conferences and the Girl Guides, the Duke of Edinburgh's Award, sport clubs, residential visits and over 50 weekly lunch-time and afterschool clubs. Our curriculum is enriched through extensive links with a range of organisations including Woman of the World Foundation, Four Corners, Magic Me, London Stock Exchange, the BFI, and the Donmar.

We are also part of the Mulberry Changemaker programmes including the innovative Mulberry STEM Academy, a partnership with Mercedes-Benz Grand Prix Ltd and the Mulberry Production Arts Academy, a partnership with the National Theatre, the Royal Central School of Speech and Drama and TAIT. Mulberry School for Girls is also home to the East London Teaching School Hub and the Mulberry College of Education, providing new teachers with training, support, and mentoring.

We look forward to welcoming you soon.

Alice Ward
Headteacher, Mulberry School for Girls

Our Vision

Our vision is to be a key provider for quality education so that all of our students leave us as highly qualified, confident and articulate young people with a wealth of experience.

This vision is under-pinned by moral purpose – a desire to do more to improve the quality of education for all children and young people – and a commitment to schools working together to secure an inclusive, ambitious, collegiate and high-quality offer.

A Mulberry education is premised on three under-pinning principles:

1. Access to education and the chance to be educated is a human right in a civilised world.

We believe that every young person should receive the same opportunities and quality of education, regardless of their natural ability or where they come from. Our Trust was formed to enable our partners to deliver the best possible educational outcomes for their young people and the communities they serve through sharing expertise and promoting outstanding practices.

2. Education should provide rich intellectual and personal development for individuals and communities of people.

An education offered by the Trust is concerned with the spiritual, moral, social, cultural and physical development of people so they have self-determination and can create for themselves fulfilled, happy lives. It is also concerned with equipping people for employment, making a contribution to the economy as well as enabling them to sustain themselves financially.

3. Education is a public good.

To have universal school education brings economic and social benefits to the whole of society; it creates greater peace, prosperity and economic and social well-being. The Mulberry Schools Trust is outward facing and contributes to education beyond the doors of its own schools.

These principles shape the aims of the Trust's education: the curriculum that is delivered, the personal development that is offered and the wider opportunities that are provided across the system.

Our Aims

Our aim is to develop creativity, leadership and a life-long love of learning in our students which will enable them to lead enriched, happy and fulfilled lives, making a contribution to their own community, to British society and to global well-being.

Every student will receive an education that:

1. Engenders high levels of academic and technical ambition
2. Provides rich personal development
3. Enables the development of students' high aspirations and self-determination

Bringing Down Barriers to Success

Our shared background in providing for disadvantaged communities has inspired the Trust to build up a broad network of partnerships to aid and develop student experience, opportunity, drive and success. It is our belief that there should be no barriers to each child's future and that society should, and can, be a level playing field. Aspiring for this to be reality we promise to:

- Emphasise high quality subject teaching that is reinforced by excellent support for learning and intervention.
- Deliver inclusion services that assist personal development.
- Provide excellent pastoral care so no student goes unsupported.
- Continually develop strong leadership and have high levels of expertise in education, supplemented by knowledgeable, committed and challenging governance.

Partnerships with Impact

We take great pride in our extensive network of partners, covering all key areas; education, business, community and culture. Each of our partnerships contribute to and enrich our curriculum offer for students and form an integral part of our unique and inspiring learning environment.

These strong collaborative partnerships enrich our curriculum offer and provide students with unique opportunities which support and enhance their learning including trips, motivational speakers, visits and mentoring. Above all, the partnership activities broaden our students' horizons, taking their learning beyond the classroom and providing a unique insight.



About Mulberry School for Girls

Mulberry School for Girls is a successful and oversubscribed 11-19 comprehensive school with over 1600 students, close to Whitechapel and Shadwell in the London borough of Tower Hamlets. The school is fully inclusive in all year groups, including the Sixth Form, and in July 2024 Ofsted graded the school 'Outstanding'.

Performance at GCSE is significantly above national average in terms of progress and attainment and this has been the case for a number of years. Following the 2024 exams, the school achieved a progress 8 score of 0.61, well above average. In summer 2024, students at Mulberry achieved strong levels of success at GCSE, with 77% of student achieving 9-4 in English and maths. The ambition to achieve amongst Mulberry students extends into Sixth Form with destinations including Oxford, Cambridge, Edinburgh, St Andrews and the London School of Economics as well as record number of students going on to study Medicine. Despite being located in one of the country's most deprived areas, students at Mulberry now achieve well above national standards in all areas, proving that schools can overcome the attainment gap.

A relentless focus on high quality Teaching and Learning

The key to excellent outcomes lies in the classroom, students achieve well because teachers deliver lessons which excite and engage learners, and which challenge students at all levels of ability. In addition, the school's research-led approach gives teachers the opportunity to try out new approaches in the classroom. Members of staff are able to access a range of high-quality professional development, which ensures that they are consistently refining their practice in order to secure the very best outcomes for students. Many have postgraduate qualifications, and young teachers are encouraged to take on leadership opportunities. This helps the school to recruit and retain talented teachers and other staff members.



Effective use of ICT

All classrooms are equipped with interactive display screen and teachers make full use of this equipment to enhance participation and engagement in lessons. Laptops and iPads are used as learning aids, for example by allowing visually impaired students to enlarge diagrams or text. Microsoft Teams is used across the Trust to support students with their learning and enable cross-Trust communications.

Intensive support for under-achieving students

Mulberry's 'Star Academy' programme provides mentoring and support for under-achieving students in Year 11. As well as individual mentoring in school time, students attend special sessions on Saturdays and in holiday time to boost their confidence. This is further supported by the work of progress tutors, who are members of staff who are attached to particular year groups, and who are responsible for analysing and evaluating students' progress and coordinating after school prep sessions. These sessions provide students with a quiet space to complete homework or further extension activities and therefore help to maximise progress.

Rigorous tracking and monitoring of progress

As part of the school's focus on raising standards, members of the Senior Leadership Team meet regularly with subject leaders to discuss students' progress. The approach is supportive, with departments encouraged to put forward ideas for raising attainment. In preparation for these meetings, subject leaders analyse current progress data, review the quality of pupils' work, visit lessons and consult with pupils to provide a full picture of how individual pupils are doing and what more we can do to ensure every child reaches her full potential. These meetings are part of a school-evaluation cycle every half term where all teachers are engaged in reflecting on how best to respond to the individual needs of their pupils. A particular focus in recent years has been developing students' academic writing skills.



Developing young women as global leaders

All students are encouraged to take on leadership responsibilities, and to see themselves as leaders in their community and the wider world. Mulberry's work with local businesses provides role models for students, and partnerships with independent schools help to break down barriers. There are many conferences for young women which the school organises for girls across the country in state schools and around the world, and Mulberry is the only school in the country to have a Women's Education Office which constantly promotes gender equality and organises a multitude of opportunities for students to take public platforms and have their voices heard. This includes Model United Nations with UNA-USA, engagement with all kinds of scholarship programmes such as the US Embassy's Civil Rights Programme and the Women of the World Festival. In June 2016 due to the school's long-standing commitment to women's education and community empowerment the First Lady of the United States, Michelle Obama visited Mulberry to launch her Let Girls Learn campaign.

Working in partnership with the local community

Mulberry works closely with local families, running ICT, ESOL and a range of other classes for parents in school every week. Benefits include renewed confidence for parents in their ability to support students with their homework and increased engagement of families in all areas of school life. In February 2013 the Mulberry & Bigland Green Centre opened which houses a Children's Centre (run by LBTH) and adult learning classrooms, as well as a professional-standard theatre for the school and community to use.



Mulberry Arts

Building confidence and creativity through the Arts

Mulberry Arts
Creative Changemakers



Mulberry's pioneering work in the Arts has a hugely positive impact on the whole school community. Alongside the arts teachers we have a specialist team dedicated to developing and promoting the students' skills in the Arts,

through a variety of extracurricular projects and within our own theatre, music and dance companies. All students are involved in arts activities, with every student at KS4 taking at least one creative subject. In 2009, Mulberry School for Girls became the first state school to be awarded a *Fringe First Award* at the Edinburgh Festival Fringe for their performance of *The Unravelling*, the final instalment of a trilogy of plays written by playwright Fin Kennedy. More recently, students and the local community have benefitted from the residency of the *Donmar* at the Mulberry & Bigland Green Centre when Phyllida Lloyd brought her all-female production of *Henry IV*. In 2022 students returned to the Edinburgh Festival Fringe with a performance of *Tomorrow, and Tomorrow, and Tomorrow*. For the first time Mulberry also took the alumni company who performed *Running with Ghosts* co-written by Fin Kennedy.

The Mulberry Schools Trust owns and manages three professionally equipped performance spaces. A 150 seat theatre in the Mulberry & Bigland Green Centre (adjacent to Mulberry School for Girls) which opened in February 2013, and a 250 seat theatre, modelled on the National Theatre's Dorfman, and flexible studio space at Mulberry UTC which opened in 2017. Development of the venues took place with theatre consultants *Theatre Plan* and *Charcoalblue* with installations by *Audio Light Systems* and *Hawthorn*. All venues were designed to support the learning journey of the students as they develop their production arts skills by including features such as a tension wire grid, bridges and moveable bars.



In 2022, the running and management of the venues and the delivery of arts projects which fall outside of the core curriculum was brought under the umbrella of *Mulberry Arts*. www.mulberryarts.org

Mulberry Production Arts Academy

In September 2022 the Trust launched a ground-breaking specialised technical and production arts programme that equips young people from across the Trust with the necessary skills and connections to take up their rightful place within the global cultural and creative landscape; enabling more young people from underrepresented group to access rewarding careers in this sector.



The *Mulberry Production Arts Academy (MPAA)*, is a partnership initiative with the Royal Central School of Speech and Drama, the National Theatre and TAIT with support from the Backstage Trust. As one of the Trust-wide Mulberry Changemaker Programmers, the academy offers a unique training opportunity in the field of production and technical arts, and provides a platform for students to develop career aspirations in the theatre and live events industry. This specialist pipeline runs alongside the mainstream academic and vocational school curriculum and in conjunction with *Mulberry STEM Academy*. The programme mirrors the vision, ethos and values of the *Motley Theatre Design Course*, initiated by Margaret Harris MBE in 1966 which has recently been relaunched as the *Genesis Theatre Design Course* now based at Mulberry UTC.

Under the umbrella of MPAA there are two distinct strands of work. The first is a 1-year academy programme on which each year there are 25 students from across the Trust enrolled. As part of the academy, students participate in three programmes: curriculum programme (Saturday workshops covering a broad range of production arts skills), mentoring programme, and work immersion programme. The second strand is an enrichment programme which will see production arts workshops delivered to KS2 and KS3 students across the Trust and at our partner schools.

All students enrolled in the academy will gain:

- extensive training and experience in practical production and design;
- an understanding of the principles of production and technical design;
- an industry mentor to support their development at every stage of the programme;
- the opportunity to deploy the practical and technical skills they have learnt in a professional setting;
- a network of practitioners and peers;
- a clear vision and pathway into the industry.

About role

We seek a Finance Manager committed to providing and leading high standards within the Finance team. To be accountable to the Financial Controller and to have overall responsibility for the management of Trust wide finance, currently Mulberry School for Girls and Mulberry University Technology College. With the ability to communicate to staff and other stakeholders effectively and professionally. A passion and desire to improve standards is also essential.

The main areas of responsibility will be financial management of Mulberry School for Girls and Mulberry UTC. We are looking for a talented, experienced and enthusiastic professional to play a key role in the financial management of the schools and to be an active member of the school's back-office support team. The ideal candidate will be someone who has:

- Significant finance experience, ideally working in an educational context but not essential
- A relevant accounting qualification or working towards a qualification
- A high level of drive and motivation
- Excellent attention to detail and able to work with a high level of accuracy
- Experience of using Sage 200 for Education or other similar school finance package is essential.

The ethos at Mulberry is a key strength of the school and we are seeking to recruit a passionate and creative person who will be instrumental in making our ambitious vision a reality.

Job Description

Job Title:	Finance Manager
Salary Scale:	NJC PO6, Points 41-44
Duration:	Permanent
Working Pattern:	Full-Time, All Year Round. Occasional evening and weekend work
Reports to:	MST Financial Controller
Responsible for:	Senior Finance Officer – MSfG Finance Officer – MSfG Finance and Data Officer – MUTC No line management, but close supervision of the work of the Teaching Hub finance staff
Site:	Currently MSfG and MUTC

Job Purpose:

Supporting the Chief Financial Officer and Financial Controller in leading the financial planning and financial management of the schools. The post holder will be responsible for the effective deployment and monitoring of the financial and physical resources of Mulberry School for Girls (this includes the East London Teaching School Hub based at the school) and Mulberry College of Teaching.

- This role will provide the post holder with the opportunity to work closely with the Senior Leadership Teams within the schools and shape the financial strategy for the future.
- The post holder will be accountable for financial management within schools and key to providing quality advice and support to school leaders.
- To attend full Local Governing Body meetings in an advisory capacity when necessary.

Key Accountability, Duties and Responsibilities:

Financial Management

- Preparation and development of monthly management accounts and reporting, budget holder reporting and overall reporting on the financial state of the accounts to the Chief Executive Officer, Chief Financial Officer and Governors.
- Supporting the Chief Financial Officer and Trust Financial Controller with the preparation of the Trust's annual budgets including, as required, attending budget setting and review meetings with Headteachers, Trustees and key finance staff in academies in the trust who access, along with assisting in the production of Board financial reports.
- Responsibility for the management of the relevant school accounting function, ensuring their efficient operation according to agreed procedures, maintaining those procedures.

- Support the Chief Financial Officer and Financial Controller in the preparation of financial and statistical returns for the DFE and the ESFA within the statutory / regulatory deadlines.
- As directed by the Chief Financial Officer and/or Financial Controller, liaise with both internal and external auditors regarding periodic and annual audits, the accounts and other financial returns. To include the preparation and maintenance of supporting schedules for financial returns.
- Providing guidance, training and support to all school staff on financial matters.
- On occasions, deputise for the Trust Financial Controller at internal / external meetings.

Financial Control

- Ensuring compliance with the trust's financial regulations and procedures. These are in accordance with the ESFA's Academy Trust Handbook.
- Ensuring all financial reconciliations are undertaken in a timely manner, in accordance with the agreed annual finance planning timetable.
- Ensuring that resources for all activities are effectively provided and deployed appropriately. Maintain accurate financial information and ensure that procedures for managing and monitoring funding from external bodies are followed.
- Regular monitoring of monthly and annual salaries for all staff across the school, including additional payments; advising staff members and governors accordingly of any discrepancies and rectifying these promptly.
- Responsibility for the security of all moneys handled in the schools, ensuring that accurate records are kept.
- Responsibility for dealing with the school rating assessments and VAT liabilities and advising on the financial implications of academy status with respect to the current and any future tax legislation.
- Managing income generation, including the letting of the schools' facilities, establishing contracts with local and national business, charitable organisations and grant making bodies.
- Ensure that all financial transactions are processed timely and accurately via the Trust's financial system.
- Ensuring full awareness of changes in financial regulations and undertaking any necessary training to ensure that the best financial practices are followed, and compliance maintained.

Strategic Development

- Supporting the Chief Financial Officer and Financial Controller in preparing appraisals for particular projects and for the development of a business plan and long-term financial strategy for the future development of the schools.
- Preparation and writing funding bids for relevant schools as required.
- Contributing towards the improvement and development of harmonised financial procedures and ensuring full compliance across the schools.
- Close working with leaders in other support service areas (HR, Premises, Admin) to ensure a co-ordinated approach and understanding of school wide developments across all support services.

Contract management

- Monitor contract renewals, extensions, or terminations. Initiate and manage the renewal or termination process, as appropriate.
- Demonstrate best value and value for money practices in procurement for goods and services.
- Continuously improve contract management processes and procedures and associated reporting.

Fixed Asset Management

- Maintain and update a comprehensive register of fixed assets, including property, equipment, and intangible assets, ensuring accurate records of acquisition, depreciation, and disposal.
- Calculate and record depreciation expenses in line with accounting principles and tax regulations. Maintain schedules for different asset categories.
- Manage the disposal of assets that are no longer needed, ensuring proper documentation and compliance with disposal policies and regulations.
- Assist in internal and external audits related to fixed assets, providing documentation and explanations as required.
- Maintain accurate and organized records of fixed asset transactions, depreciation schedules, and related documentation.

Estate Management

- Work closely with the Director of Estates in Liaise with the schools' FM providers to ensure an effective service is provided aligned to contract delivery.

Management

- Responsibility for the professional development, appraisal and training of all finance staff at MUTC and MSfG - setting targets and reviewing achievement through regular staff appraisal.
- To have overall responsibility for the administration of the schools' meals systems ensuring that proper controls are applied.
- Management of the school minibus and school travel plan.

Health and Safety

- To contribute to the formulation and review of, implement and monitor the Health & Safety policy across each of the schools.,

General

Other Duties - The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the postholder.

Safeguarding

- The post-holder will have due regard for safeguarding and promoting the welfare of children and young people and will follow the child protection and safeguarding procedures adopted by Mulberry Schools Trust. Any safeguarding and child protection issues will be acted upon immediately by informing a Designated Child Protection Lead.
- The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf.

Health and Safety

The Health and Safety at Work Act (1974) places duties on all employees:

- To take reasonable care for their own Health and Safety and that of other persons who may be affected by the individual's acts or omissions at work.
- To co-operate with management to enable them to carry out their duties and comply with all relevant Health and Safety legislation.
- Not intentionally nor recklessly to interfere with or misuse anything provided in the interests of health, safety or welfare.
- To assist management/leaders in preparing, implementing and updating all relevant risk assessments for their area of responsibility.

Safeguarding

- All staff within the Trust have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with the Data Protection Act 2018.

The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post.

This job description is correct at the date of publication and may alter over time as the needs of the School/Trust changes.

Person Specification

Qualifications and experience

- Educated to degree level
- A financial or other appropriate professional qualification
- Leadership and Management of staff across more than one service area
- Management of business functions in an educational context

Knowledge

- Knowledge and experience of accounting procedures to enable the maintenance of school accounts to normal professional standards, including the production of detailed financial reports
- Management of a significant budget.
- Good understanding of schools' finances/budgets
- Understanding of project management
- Strategic and operational project management experience across more than one service area.
- Public sector tendering experience.
- Experience of writing and submitting bids

Personal Qualities

- Strategic thinker, with the capacity to provide high-level input into the key areas of the schools
- Excellent communication, influencing and negotiating skills
- Ability to maintain and develop productive and long-term working relationships with the Local Governing Bodies, Chief Executive Officer, Chief Financial Officer or equivalent, Senior Leadership Team and other colleagues
- Drive, tenacity, energy and with a capacity for hard work
- Enabling style of people leadership & management
- Ability to work effectively in a team
- Proven ability to ensure that targets and deadlines are met in a pressurised work environment
- Willing to work flexibly, attend different Trust sites and work outside normal office hours to attend meetings and achieve deadlines
- The post requires a satisfactory DBS Enhanced Disclosure on appointment

Candidates should demonstrate how they meet these selection criteria in their application form, their supporting statement and the selection interview, including supporting tasks.

Candidates should demonstrate how they meet these selection criteria in their application form, their supporting statement and the selection interview, including supporting tasks.

How can I apply?

You will need to complete the application form on the online TES application form which includes your letter of application explaining why you are the perfect person for this rare and exciting opportunity. Please be aware that we can't accept any CVs for this post.

Please complete your application directly online via TES. If you have any questions about the role or the process, please get in touch with us at hr@mulberryschoolforgirls.org.

Closing Date: 9am, 31st August 2025

Interview Date: TBC

Start Date: TBC

We will shortlist and interview on rolling basis, so early applications encouraged.

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance. We are dedicated to equality and valuing diversity.

Candidates who are selected for interview will be informed following the shortlisting process and full details of the interview will be provided. If you do not hear from us within 14 days of the closing date of the position, unfortunately, you have been unsuccessful on this occasion.

We will seek references on shortlisted candidates and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

