Mulberry
Schools Trust

Job Pack

GEOGRAPHY TEACHER

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

Mulberry School for Girls is part of the Mulberry Schools Trust which is a charitable company limited by guarantee registered in England and Wales (Company No. 10035860).
Company's registered office: Mulberry Schools Trust, Richard Street, Commercial Road, London E1 2JP

WELCOME

Founded in 2017, we are a flourishing multi-academy trust of primary and secondary schools in London and East Sussex. We believe in outstanding achievement for all, and our aim is to develop creativity, leadership and a life-long love of learning in all of our students.

Our Trust is deeply rooted in the local communities we serve and outward facing in our ambitions. We are committed to achieving excellence for every child and young person, and to making a lasting, positive difference to the education system as a whole. Our schools provide both an exceptional education and life-enriching opportunities beyond the classroom, so that every young person leaves confident, highly qualified and ready to thrive. In this way, we help ensure students go on to lead happy, fulfilled lives, making a positive contribution to their communities, to society and to the wider world.

We are extremely proud of our dedicated staff, governors and trustees who work tirelessly to create inclusive, ambitious and nurturing school communities. Alongside our schools, our Mulberry Changemaker programmes open up new pathways for students and families. Meanwhile, the East London Teaching School Hub and Mulberry College of Teaching provide excellent teacher training and professional development.
I warmly invite you to explore our website to find out more about our work, our people and our vision.

Ms Alice Ward
Interim 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.

Ms Fatima El-Meeyuf
Principal, Mulberry School for Girls

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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:

01 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.

02 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.

03 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.

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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:

01 **Engenders high levels of academic and technical ambition**

02 **Provides rich personal development**

03 **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.

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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.

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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.

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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

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Mulberry Production Arts Academy

MULBERRY PRODUCTION ARTS ACADEMY

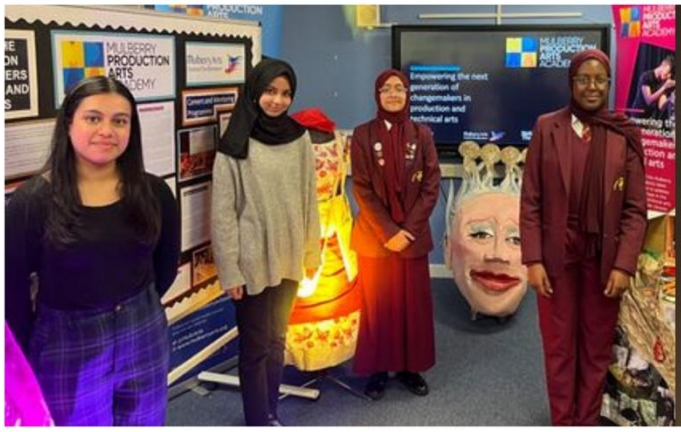
In September 2022 the Trust launched a ground-breaking specialised technical and production arts programme that equips young people from across the Trust with the necessary skills and connections to take up their rightful place within the global cultural and creative landscape; enabling more young people form 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, student's 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.**



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About Role

As a mainscale teacher, you will provide excellent teaching of the subject and be a role model to students. You will be a qualified teacher and be fully up to date with curriculum developments. You will work closely with the Head of department on a process of continuous improvement, ensuring that the school continues to deliver even better outcomes for students.

The department has a strong track record for developing staff, their teaching, and achieving outstanding outcomes in a supportive environment. There are also significant opportunities for progression and permanent leadership positions within the school. This is an exciting opportunity to join a team which aims to inspire, motivate and challenge every student at all levels

Job Description

Job Title: Main Scale Teacher

Reports to: Head of Faculty

Salary scale: Main Scale / UPS

Key Accountabilities, Duties and Responsibilities

All teachers will be responsible to the Head of the named Department and to the Head of the school for ensuring the general good order and discipline of the school, and the implementation of all policies. All staff are expected to have a clear understanding of the aims, objectives and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks in the school are seen as inter-related. The post holder is expected to be sensitive to the expectations of the local community

Main Responsibilities:

Teaching and Pastoral Responsibilities. As outlined in the School Teachers' Pay + Conditions document, you will have a teaching commitment throughout the school. This will involve, amongst other responsibilities:

- Planning and delivering lessons;
- Maintenance of pupil and class records;
- Completion of pupils' subject reports and profiles;
- Assessment, monitoring and evaluation in line with school policy;
- Setting of pupil targets;
- Attendance at departmental meetings;
- Contribution to the provision of teaching materials within the department;
- Setting and marking of regular homework;
- Running extra-curricular programmes of learning and other enrichment activities;
- The maintenance and care of all stock and resources.

In addition to a teaching commitment, all teachers are expected to undertake pastoral responsibilities. In this capacity you will be either a Form Tutor or an attached member of staff.

As a teacher at Mulberry, you will also be required to undertake the following additional responsibilities.

School leadership

- To contribute to the well-being and development of the school by the supervision of pupils and to model good behaviour to pupils.

Curriculum content

- To assist with curriculum planning, incorporating the whole-school policies; contributing relevant units or components to other Department / Faculty syllabuses as may be required; implementing the homework policy and ensuring that work is effectively monitored.

Membership of a team of teachers and contribution to it by:

- Assisting in the development of departmental initiatives and attending departmental / faculty meeting.
- Assisting in the preparation of support materials and schemes of work, including monitoring and evaluating their effectiveness;
- Keeping up to date with recent curriculum developments;
- Participating in the provision of in-service training;
- Developing her/his own skills through in-service training for colleagues when appropriate and participating in the teacher appraisal programme;
- Liaising with specific departments and teams, as can reasonably be directed;
- Contributing to committees + working parties, as necessary.

Administration

- Maintain assessment records according to school policy and within current legislation;
- Assist in providing information to parents and colleagues about the work of the department/faculty, and the progress of pupils. This may include material for the school prospectus, option booklet, staff and departmental handbook

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher, commensurate with the grade of this post.

Additional duties

- To play a full part in the life of the school community, to support the aims and ethos of the school, and to encourage and ensure staff and pupils/students to follow this example
- To ensure the faculty contributes to our extensive enrichment / intervention programme
- To attend all Parents' Meetings relevant to the teaching of the faculty

Other specific duties

- To continue professional development
- To engage actively in the appraisal review process
- To lead on a specific area of responsibility to support the aims of the Faculty

Equality, Diversity and Inclusion

- Adhere to the Trust's policies and ensure anti-discriminatory practice in all aspects of the role.
- Leadership responsibility for ensuring compliance with equality legislation.

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;

Person Specification

The applicant will have an understanding of the importance of their teaching role as well as their wider responsibility to the progress of the whole school.

The post holder will:

- Have relevant qualifications and experience including QTS
- Demonstrate they have an overview of the needs of the whole school as well as their curriculum area/s
- Be aware of current relevant legislation and educational developments
- Have an understanding of the curriculum and factors contributing to the learning experience of pupils
- Demonstrate a positive approach to change
- Have relevant skills and qualities, and a flexible approach to the demands of the post
- Be able to work under pressure and meet deadlines
- Be able to work as part of a team, valuing the contribution of other members
- Demonstrate commitment to all school policies
- Have an understanding of the needs of pupils with Special Educational Needs and be able to respond to those needs.

Personal Attributes

- Values the education of young women.
- Presents a positive role model in carrying out duties and when representing the school.
- Demonstrate excellent analytical, interpersonal and organisational skills to the high professional standard required to work effectively with colleagues, leadership teams and other schools
- Be able to work as a team, valuing the contribution of other members whilst holding people to account
- Have experience of working sensitively with colleagues to improve their quality of teaching with positive outcomes
- Be able to interpret theory into practice appreciating how different contexts influence decisions made
- Be a good listener who exemplifies to others how to be an effective reflective practitioner and life-long learner
- Possess excellent communication skills both verbal and written

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

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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:	**15th May 2026**
Interview Date:	**TBC**
Start Date:	**September 2026**

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.