

Mulberry
Schools Trust

Job Pack

Year Learning Coordinator (Support Staff)

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



Mulberry
Schools Foundation



Mulberry Arts
Creative Changemakers



GLOBAL
Girl
LEADING



Connecting
teaching and
social mobility
schools

Teach
First



WOMEN
OF THE
FUTURE
Ambassadors
Programme



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



Mulberry
Schools Foundation



Mulberry Arts
Creative Changemakers



GLOBAL
Girl
LEADING



Teach
First

Global
Classrooms
Learn. Live. Lead.

WOMEN
OF THE
FUTURE
Ambassadors
Programme

T S B



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.



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.



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.



Job Description

Job Title:	Year Learning Co-ordinator (Support Staff)
Reports to:	Deputy / Assistant Head
Salary scale:	NJC PO3, Spine Points 33-36
Working Pattern:	TTO + 2 Weeks
Responsible for:	Year Tutors and attached tutors, relevant administrative support personnel

Key Accountabilities, Duties and Responsibilities

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:

- To be a highly visible, accessible and positive role model for all students and colleagues. This will include duties before, during and after school, during breaks and lunchtimes, in order to ensure the safety and well-being of all students (appropriate non-contact time is given).
- To raise standards of student attainment and achievement within the relevant year and to monitor and support student progress.
- To be accountable for student progress and development within the year.
- To coordinate the work of the year team within the area of social inclusion so that all students can make full use of educational opportunities.
- To be accountable for leading, managing and developing the year group and staff team
- To effectively manage and deploy human, financial and physical resources to support the designated year and key stage.
- To liaise with, and report to, parents regarding student progress
- To manage all aspects of Social Inclusion within the year cohort, including Child Protection matters.

Strategic planning and Operation

- To implement all school policies, procedures and relevant practices, in particular those relating to Health & Safety of staff, students and visitors.
- To ensure that Risk Assessments and Health & Safety practices comply with national requirements and are continually updated.
- To lead the development of appropriate initiatives, curriculum experiences, learning opportunities and resources within the year team which ensure student progress over the key stage.
- The day-to-day leadership, management, control and operation of the tutor team, including effective deployment of physical resources.

- To actively monitor and track student progress, including attendance, punctuality and extended leave, and to devise strategies to address underachievement, setting students individual targets.
- To work with colleagues to formulate aims, objectives and strategic plans for the year team which have coherence and relevance to the needs of students and contribute to the aims, objectives and strategic plans and priorities of the school.
- To lead the planning of intervention strategies and activities to address the needs of students within the year area.
- To oversee and manage all staff to ensure the work of the year fully reflects the school's ethos and aims.
- In conjunction with the ICT Coordinator, to foster and oversee the application of ICT in the year, including the development of resources, online assessment and use of data
- Organising year assemblies to address statutory requirements.
- To actively engage in the supervision of the school site to ensure the safety and well-being of all students.

Curriculum development

- To lead curriculum development for the year group which ensures effective progression across all key stages, including 14-19 opportunities.
- To keep up to date with national developments in the relevant areas and methodology.
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels.
- To ensure curriculum developments are in line with national requirements.

Staffing

- To work with the Deputy Head – CPD to ensure that staff development needs are identified and that appropriate programmes of support are designed to meet such needs.
- To ensure that specialist teachers/Teaching Assistants are able to support targeted students effectively within the year group.
- To undertake Performance Management review(s) and to act as Team Leader for a group of staff within the year.
- To make appropriate arrangements for tutor groups when teaching staff are absent, ensuring relevant work is provided for students during form period, and liaising with the SLT member responsible for cover to secure appropriate staff, if necessary.
- To ensure effective induction of new staff and trainee teachers in line with school procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's Training School and Specialist School programmes, as required.
- To be responsible for the day-to-day management of staff within the year team, as relates to their role as Form Tutor.

Quality Assurance

- To implement school quality assurance procedures, including the monitoring of homework and work sampling, and to ensure adherence to these within the year group.
- To establish and maintain the process of setting challenging targets for the year group and to monitor work towards their achievement.
- To establish common standards of practice within the year team and develop the effectiveness of learning styles in tutorial/form period times.
- To contribute to the school procedures for lesson observation, formally monitoring and supporting the development of Form Tutors.
- To monitor and evaluate the year area in line with agreed school procedures including evaluation against standards and performance criteria.
- To implement modification and improvement where required.
- To ensure the year's quality assurance procedures meet the requirements of Self Evaluation and the Improvement Plan.

Management Information

- To ensure the maintenance of accurate and up-to-date information/records concerning the year.
- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for the year and SLT.
- To produce reports on examination performance, including the use of value-added data.
- In conjunction with the relevant member of the SLT, to manage the year's collection of data.
- To provide the Governing Body with relevant information relating to the year's performance and development.

Communications

- To ensure that all members of the year team are familiar with its aims and objectives.
- To ensure effective communication and consultation, as appropriate, with the parents of students.
- To liaise with partner schools and other relevant external organisations.
- To represent the professional views and interests of the year group, as relevant.
- To give professional advice to the SLT, as required.
- To oversee student profiles, records and reviews.

Marketing and Liaison

- To contribute to the school collaboration and marketing activities.
- To contribute to the development of effective pastoral links with partner schools and the community, attending where necessary relevant events.
- To actively promote the development of effective links with external agencies.

Curriculum provision

- To contribute to the development and delivery of statutory whole school curriculum strands.

Management of resources

- To manage the available resource of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the delegated budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To work with the Deputy Head responsible for timetabling to ensure that year tutors are effectively roomed within the constraints of the school accommodation.

Pastoral

- To be responsible for safeguarding and promoting the welfare of students.
- To monitor and support the overall progress and development of students within the year.
- To monitor student attendance together with their progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate intervention and action is taken where necessary.
- To contribute to PSHE, citizenship, work related and enterprise education according to school policy.
- To ensure the Behaviour Management system, including rewards and sanctions, is implemented consistently in the year group so that effective learning can take place.
- To manage all aspects of Social Inclusion within the year cohort, including SIPs referrals, working with additional agencies and school support services e.g., Counsellor, Learning Mentors, and providing advice and guidance to students.

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 students to follow this example.
- To ensure the year team contributes to the enrichment/ Out of Hours and G&T programmes and the activities of the School Council.
- To provide First Aid assistance to students/staff/others following completion of accredited training and will be included in the First Aid rota.
- To provide assistance as a Fire Warden, training will be provided.

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.

This job description is correct at the date of publication and may alter over time as the needs of the Trust change. The job description will be discussed as part of the Trust's appraisal policy and may be amended after discussion with the post holder. It has been compiled to allow the job to be assessed against the Trust Pay Policy and evaluated alongside the GLEA Job Evaluation scheme, adopted by the Trust.

Person Specification

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

The post holder will:

- Have experience in a post of responsibility for pastoral support/leadership
- Demonstrate a clear understanding of relevant management issues, including managing and leading a team of people.
- Have held responsibility for managing a budget and/or resources.
- Demonstrate that they have an overview of the needs of the whole school.
- Be aware of current relevant legislation and educational developments.
- Have an overview of the curriculum and factors contributing to the learning experience of students.
- Demonstrate the ability to innovate and manage change positively.
- Be able to work under pressure and meet deadlines.
- Understand the importance of confidentiality.
- Be able to work as part of a team, valuing the contribution of other members.
- Advise and inform the Head, as appropriate.

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
- 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.

I can confirm that I have read and accept my job description.	
Full Name:	
Signed:	
Date:	

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: 19th June 2026

Interview Date: Week commencing 22nd June 2026

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.