

Job Description

Leading Practitioner for Science

Chemistry or Physics Specialism

(Trust-wide)

Mulberry School for Girls

(Part of the Mulberry Schools Trust)



Welcome

Founded by Mulberry School for Girls on 1st May 2017, our Multi Academy Trust (MAT) is a flourishing collaboration of schools and partners with a focus on delivering high quality provision for local families in Tower Hamlets and East London.

We have a clear vision that all students who attend one of our schools 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 & 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

The Mulberry Schools Trust's corporate and arts partners, such as Mercedes-Benz Grand Prix Ltd., Bank of America Merrill Lynch, the British Film Institute, the National Theatre, the London Stock Exchange Group, the Donmar Warehouse, the Southbank Centre, Barts NHS Trust and others, will all contribute extensively and be central to the wider extra-curricular experiences that the Trust is able to offer to achieve its aims.



About Mulberry School for Girls

Mulberry School for Girls is an 11-18 comprehensive community school with over 1400 students, close to Whitechapel and Shadwell in the London borough of Tower Hamlets. A successful and popular school in the local area, Mulberry's accolades include Leading Edge, Training School, Arts School, International School and Healthy Schools' status. The school is fully inclusive in all year groups, including the Sixth Form, and in July 2013 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. The average progress 8 score over the past 4 years is 0.75. In summer 2019, students at Mulberry achieved strong levels of success at GCSE, with 67% of students achieving five passes at GCSE at 9-4. In summer 2020, 84% of student achieved 9-4 including English and maths. The ambition to achieve amongst Mulberry students was replicated at 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

As Headteacher Dr. Vanessa Ogden explains, 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. Jill Tuffee, Associate Headteacher, argues this helps the school to recruit and retain talented teachers, since 'they can see that we will give them opportunities to learn and to progress





Building confidence and creativity through the Arts

Mulberry's pioneering work in the Arts has a hugely positive impact on the whole school community. We have a specialist team dedicated to developing and promoting the development of students' skills in the Arts, including our own theatre and dance companies. All students are involved in arts activities, with every student at KS4 taking at least one Arts subject. In 2009, Mulberry's students were the first state school to be awarded a Fringe First at the

Edinburgh Festival for their performance of 'The Unravelling', the final instalment of a trilogy of plays written by playwright in residence Fin Kennedy. More recently, students and the local community have benefitted from the residency of the Donmar Warehouse at the Mulberry and Bigland Green Centre in December 2014, and in 2018 students returned to the Edinburgh Festival with their performance of 'Cry God for Harry, England and St George!'.

Effective use of ICT

All classrooms are equipped with interactive whiteboards 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. Mulberry will be developing its Virtual Learning Environment (VLE) this year and this should provide further exciting opportunities to use technology to enhance the student learning experience.

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. As the Associate Headteacher explains, '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 and the excellent achievement in GCSE English in 2018 demonstrates the impact of this work'.

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 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 Southbank's 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. The school has constructed the 'Mulberry and Bigland Green Centre', an innovative partnership with a local primary school to provide a Children's Centre and adult learning classrooms, as well as a professional-standard theatre for the school and community to use.

The Science Team

The Science team at Mulberry School for Girls is a large team of practitioners who work collaboratively together as part of a very high performing team. Science is a very popular option in the school.

We offer triple Sciences at GCSE, and take up at A level is high with around 35 students doing each Sciences. We are firmly committed to promoting science education and love of science. We have also launched our STEM Academy, in partnership with Mercedes Grand Prix LTD, details at <http://www.mulberryschooltrust.org/stemacademy/>. The STEM Academy is designed to encourage young people into STEM careers, particularly engineering.

Job Description

Job Title: Trust-wide Leading Practitioner in Science (based at Mulberry School for Girls) – Physics or Chemistry

Reports to: Director of Performance (Trust)/ Deputy Headteacher (MSfG)

Salary scale: Lead Practitioner scale L12 – L16

Duration: Permanent

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 of the school are seen as inter-related.

The primary outcomes for a Leading Practitioner are outcome based:

1. To strategically lead and implement improvements in the quality of teaching and learning and evaluate their impact on raising standards of pupil/student attainment and progress at an individual, faculty, whole school and Trust wide level
2. To model and exemplify consistently outstanding practice and pupil progress in order to develop and enhance the teaching practice of others

In this role you will be required:

- To work closely with the HOF in leading the development of teaching and learning within the science department (and beyond), securing outstanding, creative and enriching learning opportunities and levels of progress for all students.
- To be an inclusive leader who actively promotes equal opportunities and the equalities policies of the school.
- To focus on raising standards across a key stage as directed by the senior line manager
- To strategically lead and deliver high quality NQT induction programmes at Mulberry
- To contribute to the development of research-informed practice as part of the work of Mulberry College of Teaching and Leadership (MCTL)
- To contribute to leadership and development within the teaching school hub
- To work on Trust wide initiatives to support high quality teaching and outstanding achievement for all, across the family of schools within the Trust- including:
 - » Development of peer reviews (with director of education and director of performance) and leading these at subject level

- » Creating a subject network meeting for science teachers and leaders across the Trust to share best practice and develop collaboration and system leadership.
- » Working with principals on any bespoke support programmes required in the subject area.
- » To support curriculum planning and development work for new schools joining the Trust, and in particular Mulberry London Dock.
- » To be responsible for a whole Trust wide project/initiative focused on pedagogy and to be negotiated with the CEO and reviewed annually.
- » To contribute to the pedagogical development of digital learning and remote learning through membership of the digital learning group, and through dissemination of best practice.
- » To undertake an appropriate programme of teaching and pastoral duties in accordance with the duties of a standard scale teacher, commensurate with the grade of this post.

Lead Practitioner

- To model and exemplify consistently outstanding practice and pupil progress in order to develop and enhance the teaching practice of others as directed
- To make a significant contribution to leading the strategic planning, delivery and impact evaluation of teaching and learning projects, professional learning and the work of the Teaching School Hub as directed by DHT i/c of Teaching and Learning and professional learning/Director of Education so that school improvement targets are met
- To work effectively with a diverse range of teachers to secure school developments in pedagogy and practice, including the mentoring and professional development of initial teacher trainees and NQTs as directed, and to ensure effective induction of new staff in line with school procedures
- To be accountable for improving the performance of teachers to whom you are allocated for support and professional development
- To undertake Appraisal review(s) and to act as Team Leader for a group of staff within the designated faculty
- To lead on an area of the faculty improvement plan, as delegated by the Head of Faculty, to include agreed aims, objectives and strategic plans for the faculty which have coherence and relevance to the needs of pupils/students and the aims, objectives and strategic plans and priorities of the school
- To lead and be accountable for, the development of appropriate syllabuses, resources, schemes of work, marking and assessment policies, and teaching and learning strategies within the faculty in liaison with the HOF and on a whole school level in liaison with your senior line manager
- To actively monitor and respond to curriculum developments, teaching practice and methodology at national, regional and local levels and to ensure relevant colleagues are informed and trained appropriately
- To ensure the development of (subject) is in line with national developments.
- To act as a consultant leader to other schools as appropriate and to provide professional support to them as required under the direction of the Headteacher of Mulberry School for Girls
- To provide regular impact evaluation reports in line with school self-evaluation procedures

- To consistently meet the criteria outlined in the person specification.

People

- The post holder will line manage areas of the curriculum at school and Trust level as delegated by the Director of Performance.
- The post holder will be comfortable liaising with Headteachers, SLT, other Heads of Faculty/Department, Coordinators of Learning, relevant staff with whole school responsibilities, relevant non-teaching support staff, LEA staff, representatives of external bodies and parents, Trust executive services team.

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

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow the MST child protection procedures.

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.

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

You will have detailed understanding and experience of how to achieve the main outcomes of the Leading Practitioner post as evidenced by how you meet the person specification.

Strategic Leadership

- Demonstrate a detailed understanding of how to strategically lead on developing whole school and faculty level policy and practice and how to promote collective responsibility for their implementation in their own and others' practice
- Have experience of successfully planning, implementing and evaluating whole school action-research projects in teaching and learning with evidence of a positive impact on raising standards
- Be aware of current relevant legislation, educational research and innovative curricular practices to inform appropriate strategic improvements and classroom practice at a whole school, subject and individual level and evaluate their effectiveness/appropriateness for a specific school context
- Have extensive subject specialist knowledge, as well as a sophisticated, critical understanding of pedagogy and how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning, which has resulted in at least three year's evidence of excellent pupil attainment and progress for all learners
- Have experience of improving assessment practice in the workplace by participating in school self-evaluation processes, including effective analysis of statistical information, to evaluate the effectiveness of teaching and learning across the school as well as providing learners, colleagues and parents accurate and constructive feedback that promotes pupil progress
- Have experience of monitoring and tracking performance, including the use of baseline data to inform progress, with an ability to hold people to account
- Participate in the schools' Appraisal arrangements
- Demonstrate a commitment to all school and MAT policies.
- Have the capacity and desire to develop skills and experience in the leadership of learning and teaching at a whole school level

- Contribute to the work of the senior leadership team in leading and managing the operational and strategic processes of the school including carrying out supervisory duties in accordance with published schedules

Trust Leading Practitioner

- An ability to work across schools, advising, consulting, reviewing and reporting, devising solutions to problems and contributing to subject growth and development across the Trust.
- Ability to lead and manage a Trust wide initiatives
- Have an understanding of the benefits of working in a multi academy Trust- through collaboration, sharing best practice and developing social and professional capital.
- Be able to work with different stakeholders at different levels – including middle leaders and teachers at different schools, Trust wide leaders, and Headteachers/Principals.
- Understand the role of teaching hubs and ways in which this role can contribute to the hub

Excellent Classroom Practitioner

- Be a science educator with a physics or chemistry specialism
- Have excelled in the classroom as a teacher, as a result of being adept at planning flexible, creative, inclusive learning sequences, evidenced through lesson observations, planning and results that show excellent progress and attainment and consistently outstanding teaching over time
- Have extensive knowledge and experience of curriculum design and assessment requirements in their subject area and how best to structure personalised teaching and learning to enable excellent outcomes for all pupils in an inclusive setting.
- Have a sustained track record of successful performance as a teacher at UPS

Leader of Professional Learning

- Have experience of planning collaboratively with colleagues in order to promote effective practice with evidence of a positive impact on raising standards
- Have experience of strategically leading on whole school and faculty level continuous professional development, including leading INSETs, coaching and mentoring, demonstrating effective and innovative practice and providing expert advice and feedback
- Lead on the improvement of teaching skills and demonstrated excellence in teaching
- Make well founded appraisals of situations upon which you are asked to advise and devise and implement effective strategies to meet the learning needs of colleagues and pupils
- Have experience of mentoring initial teacher trainees and newly qualified teachers and contributing to the strategic planning and delivery of their professional studies programmes
- Evidence of producing high-quality materials for teaching which offer easily accessible exemplar materials to other teachers
- Have experience of offering school to school support with evidence of positive outcomes

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.

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 CV's 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: Friday 23rd April 2021

Interview Date: The interviews will be a remote process and will take place w/c 26th April 2021

Start Date: September 2021

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.

