

Job Description

Head of Faculty in Science

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 nearly 1500 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 studying each Science at A level. 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.mulberryschoolstrust.org/stemacademy/>. The STEM Academy is designed to encourage young people into STEM careers, particularly engineering.

Job Description

Job Title: Head of Faculty in Science

Reports to: SLT

Salary scale: Main scale – UPS + TLR1B – £10,546 (current rate)

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.

Purpose

- To raise standards of pupil / student attainment and achievement within the whole curriculum area and to monitor and support pupil/student progress
- To be accountable for pupil/student progress and development within the curriculum area
- To develop and enhance the teaching practice of others
- To take responsibility for a key stage
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils / students studying in the faculty, in accordance with the aims and priorities of the school and the curricular policies determined by the Governing Body and Headteacher
- To be accountable for leading, managing and developing the curriculum/subject area
- To effectively manage and deploy teaching and support staff, and financial and physical resources within the faculty to support the designated curriculum

Strategic planning / operational

- To implement all school policies, procedures and relevant practices within the curriculum area, in particular those relating to Health & Safety of staff, pupils/students and visitors
- To ensure that Risk Assessments and Health & Safety practices throughout the faculty comply with national requirements and are continually updated
- To lead the development of appropriate syllabuses, resources, schemes of work, marking and assessment policies, and teaching and learning strategies within the faculty
- The day-to-day leadership, management, control and operation of course provision within the faculty, including effective deployment of staff and physical resources
- To actively monitor and track pupil/student progress and devise strategies to address underachievement, setting pupils/students individual targets

- To work with colleagues to formulate 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 manage the business planning function of the faculty and to ensure that the planning activities of the faculty reflect the needs of pupils/students within the subject area, School and Faculty Improvement Plans and the aims and objectives of the school
- To oversee and manage all staff to ensure the work of the faculty fully reflects the school's ethos and aims
- In conjunction with the ICT Coordinator, to foster and oversee the application of ICT in the faculty, including the development of resources, online assessment and use of data.

Curriculum provision and development

- To liaise with relevant members of the SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan and the outcomes of the Curriculum Working Group
- To be accountable for the development and delivery of (subject/s).
- To lead curriculum development for the whole faculty
- To keep up to date with national developments in the curriculum area, and teaching practice and methodology
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels
- To liaise with the Assistant Head/Examinations Officer to maintain accreditation with relevant examination and validating bodies
- To be responsible for the development of Key Skills in Science
- To ensure the development of Science is in line with national developments.

Staffing and Staff development

- 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 be responsible for the efficient and effective deployment of the faculty's technician/support staff
- To ensure that specialist teachers/Teaching Assistants are able to support targeted pupils effectively within the faculty
- To undertake Performance Management review(s) and to act as Team Leader for a group of staff within the designated faculty
- To make appropriate arrangements for classes when teaching staff are absent, ensuring relevant work is provided for pupils/students by the faculty, and liaising with the SLT member responsible for cover to secure appropriate staff for lessons
- To participate in all aspects of the interview process for faculty posts and to ensure effective induction of new staff in line with school procedures
- To promote team work and to motivate staff to ensure effective working relations

- To participate in the school's ITT, Training School and Specialist School programmes, as required
- To be responsible for the day-to-day management of staff within the faculty, following the Mulberry Schools Trust personnel procedures

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 faculty 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 the faculty's teaching commitment is effectively and efficiently timetabled and roomed within the constraints of the school accommodation

Quality Assurance and Management Information

- To implement school quality assurance procedures and to ensure adherence to those within the faculty
- To ensure the effective operation of quality control systems
- To establish and maintain the process of setting challenging targets for the faculty and to work towards their achievement
- To establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles in all subject areas within the faculty
- To contribute to the school procedures for lesson observation
- To monitor and evaluate the curriculum area/faculty in line with agreed school procedures including evaluation against standards and performance criteria
- To implement modification and improvement where required
- To ensure the faculty's quality assurance procedures meet the requirements of Self Evaluation and the Improvement Plan.
- To ensure the maintenance of accurate and up-to-date information concerning the faculty and management information system
- 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 faculty
- To produce reports on examination performance, including the use of value-added data and progress date.
- In conjunction with the relevant member of the SLT, to manage the faculty's collection of data
- To provide the Governing Body with relevant information relating to the faculty's performance and development.

Marketing and Communication

- To contribute to the school collaboration and marketing activities
- To lead the development of effective subject links with partner schools and the community, attending where necessary events at partner schools, and the effective promotion of subjects at Open Days/Evenings and other events
- To actively promote the development of effective subject links with external agencies
- To ensure that all members of the faculty are familiar with its aims and objectives
- To ensure effective communication and consultation, as appropriate, with the parents of pupils/students
- To liaise with partner schools, further and higher education institutions, examination boards, awarding bodies and other relevant external organisations
- To represent the faculty's views and interests, as relevant

Pastoral

- All MSfG staff are responsible for safeguarding and promoting the welfare of pupils including by: monitoring and supporting attendance, the overall progress and development of pupils/students within the faculty, setting individual targets and monitoring/taking action as necessary. You will be expected to:
- Be responsible for safeguarding and promoting the welfare of pupils
- Monitor and support the overall progress and development of pupils/students within the faculty
- Monitor pupil/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 action is taken where necessary
- Act as a Form Tutor and to carry out the duties associated with that role
- To contribute to PSHCE, citizenship, work related and enterprise education according to school policy
- Ensure the Behaviour Management system, including rewards and sanctions, is implemented consistently in the faculty so that effective learning can take place.

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 undertake any other duties as specified by the STPCB not mentioned in the above
- To lead on a specific area of responsibility to support the aims of the Faculty

People

- The post holder will line manage areas of the curriculum at school level as delegated by the senior manager.
- The post holder will line manage the members of staff in the science department
- 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

Qualifications and Experience

- Qualified teacher status and evidence of further professional development
- Experience in schools where students are drawn from diverse backgrounds
- Experience of teaching to a high standard in secondary education
- Experience of subject leadership in a post of responsibility

Knowledge

- An understanding of current national policies, curriculum developments and the statutory and legal framework within your subject area
- An understanding of appropriate strategies that will contribute to the further raising of pupil attainment, in a school with a high proportion of pupils for whom English is an additional language
- An understanding of the issues of inclusive education
- An understanding of the relevant management issues including leadership of teams of people
- An understanding of the use of ICT to support learning and teaching
- Knowledge of up to date matters of curriculum development

Skills

- The ability to manage budgets and resources effectively
- Demonstrate strategic thinking and planning to realise the vision and aims of a department / key stage area
- The ability to process, analyse and use data to inform decisions and raise standards of teaching and learning
- The capacity to develop good pedagogy and practice in learning and teaching
- The ability to contribute to the professional development of others
- Proven capacity to lead others in whole team improvement projects

Personal Attributes

- Values the education of young women.
- Presents a positive role model in carrying out duties and when representing the school.
- Can work effectively as part of a team
- Is able to work under pressure and meet deadlines
- Possess integrity and relates appropriately to inspire commitment, enthusiasm and confidence from staff, pupils, governors and parents in promoting the values, ethos and standards of the school

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: Thursday 29th April 2021

Interview Date: The interviews will be a remote process and will take place w/c 4th May 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.

