

Mulberry
Schools Trust

Job Pack

Higher Learning Teaching Assistant

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



Mulberry
Schools Foundation



Mulberry Arts
Creative Changemakers



GLOBAL
Girl
LEADING



Connecting
teaching and
learning
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



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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Girl
LEADING



Teach
First

Global
Classrooms
Learn. Live. Lead.

WOMEN
OF THE
FUTURE
Ambassadors
Programme

T S B



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.



About Role

We are seeking to recruit an experience and passionate HLTA to work collaboratively with teaching staff and share in their responsibility for the development and education of all pupils by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes.

We are seeking a dynamic individual, who will continue to inspire and motivate our staff and support and encourage our pupils to make excellent progress, whatever their starting point or situation. The successful candidate will demonstrate vision, resilience and empathy.

Job Description

Post:	Higher Level Teaching Assistant
Accountable to:	SENDCO
Salary:	NJC Scale 6, point 18-20
Hours:	35 hours per week, Term Time Only

Purpose of the Job

As a Higher-Level Teaching Assistant, you will:

1. Undertake a higher-level role utilising relevant expertise to ensure that all students with a Speech, Language and Communication Need (SLCN), Social, Learning and Cognition Needs Emotional and Mental Health Needs and Physical and Sensory Needs are able to access the curriculum.
2. Monitor, record and report on pupil progress, achievement, and development to SENDCO, YLC and other professionals.
3. Promote the inclusion and acceptance of all pupils within the classroom and the school community.
4. Provide personalised support that meets the needs of SEN students at all levels; through dynamic classroom support strategies and outside of the classroom through targeted clubs and interventions.
5. Recognise own strengths and areas of specialist expertise and use these to model, advise and support others.
6. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and SENDCO, to support achievement and progress of pupils.
7. Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning.

Key Accountabilities, Duties, and Responsibilities:

1. Hold a caseload of SEN and manage Education Plans and Annual Reviews.
2. To chair and attend formal meetings, such as Annual Reviews to discuss students' progress with parents and other professionals.
3. To line manage staff in the faculty
4. To work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
5. To plan, deliver and evaluate targeted interventions for students in school in liaison with YLC, SENDCO, Assistant SENDCO, subject teachers and other professionals.
6. To plan, deliver and evaluate lunchtimes and afterschool clubs in liaison with YLC, SENDCO, Assistant SENDCO, subject teachers and other relevant professionals.
7. To support, in collaboration with other professionals, a successful transition to further education settings for EHCP students

8. To support the organisation of the learning environment, including the production, maintenance and storage of resources.
9. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
10. To run small groups for students.
11. To make appropriate arrangements for pupils with specific special educational needs and disabilities.
12. To support the school's aims and ethos.
13. To work collaboratively with colleagues, and carry out your role effectively, knowing when to seek help and advice.
14. To support colleagues to enable day to day running of the SFL department.
15. To familiarize with, actively support, and comply with all the school's policies and procedures e.g.
 - a. Health and Safety
 - b. Equal Opportunities
 - c. Child Protection/Safeguarding
 - d. Behaviour Policy
16. To undertake supervision of students during break time, lunch time and any other time during working hours, as directed by the SENCO.
17. To accompany students and teachers on educational visits and trips during contracted hours.
18. To actively participate in the school's performance management scheme, as specified in school policy, meeting regularly with the postholder's line manager, in accordance with the scheme, ensuring that performance standards/targets are set and met within the agreed time scale.
19. To undertake other relevant and appropriate training, as identified with the line manager at a Performance Management Review.
20. To undertake other similar duties commensurate with the grade provided such duties are within the competence of the postholder.

Equality, Diversity and Inclusion

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

Safeguarding

1. 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.
2. 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:

1. 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;
2. To co-operate with management to enable them to carry out their duties and comply with all relevant Health and Safety legislation;
3. Not intentionally nor recklessly to interfere with or misuse anything provided in the interests of health, safety or welfare;

Data Protection

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

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

- English and Maths GCSE at grade C or above (or the equivalent level).
- Experience in schools where students are drawn from diverse backgrounds.
- Experience of working with young people to support their development.
- Experience working with students with SLCN, SEMH, Sensory Impairment, Learning Difficulties and Physical Disability.
- Experience supporting students with range of abilities.
- Experience preparing and delivering small groups interventions and clubs.
- An NVQ Level 4 Higher Level Teaching Assistant qualification (or equivalent) is desirable.

Knowledge

- An understanding of strategies that support students to learn in the classroom.
- An understanding of strategies to support students reading and numeracy.
- An understanding of the issues of inclusive education
- An understanding of the use of ICT to support learning and teaching

Skills

- Very competent literacy skills both in spoken and written English.
- Excellent computer skills: ability to use a range of computer programs to support students.
- Excellent numeracy skills.

Personal attributes

- An infectious enthusiasm for SEND and a relentless drive for excellence.
- A sophisticated understanding of diversity and inclusion and a commitment to providing outstanding education regardless of disadvantage.
- Has a commitment to his/her own continuing professional development.
- Presents as 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.
- Values the education of young women.

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: 22nd May 2026

Interview Date: TBC

Start Date: ASAP

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.