

## Job Pack

### Head of Support for Learning Faculty and SENDCo

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

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 Bank of America Merrill Lynch, London Stock Exchange, National Theatre, the BFI and the Donmar warehouse.

We are also part of the innovative Mulberry STEM Academy, a partnership with Mercedes-Benz Grand Prix Ltd. The Mulberry STEM Academy is a Saturday/holiday provision that provides a place of learning, inspiration and innovation for young people interested in STEM (science, technology, engineering and maths).

We look forward to welcoming you soon.

**Alice Ward**  
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 1600 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 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'.



## 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 is carrying out work to further develop its Virtual Learning Environment (VLE) this year which provides 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. In February 2013 the Mulberry & Bigland Green Centre opened which houses a Children's Centre (run by LBTH) and adult learning classrooms, as well as a professional-standard theatre for the school and community to use.



## Mulberry Arts - Building confidence and creativity through the Arts

Mulberry Arts  
Creative Changemakers



Mulberry's pioneering work in the Arts has a hugely positive impact on the whole school community. We have a specialist team dedicated to developing and promoting the students' skills in the Arts, including through 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 School for Girls became the first state school to be awarded a *Fringe First Award* at the Edinburgh Festival Fringe for their performance of *The Unravelling*, the final instalment of a trilogy of plays written by playwright Fin Kennedy. More recently, students and the local community have benefitted from the residency of the *Donmar* at the Mulberry & Bigland Green Centre when Phyllida Lloyd brought her all-female production of *Henry IV*. In 2022 students returned to the Edinburgh Festival Fringe with their performance of *Tomorrow, and Tomorrow, and Tomorrow*. For the first time Mulberry also took the alumni company who performed *Running with Ghosts* co-written by Fin Kennedy.



The Mulberry Schools Trust owns and manages three professionally equipped performance spaces. A 150 seat theatre in the Mulberry & Bigland Green Centre (adjacent to Mulberry School for Girls) which opened in February 2013, and a 250 seat theatre, modelled on the National Theatre's Dorfman, and flexible studio space at Mulberry UTC which opened in 2017. Development of the venues took place with theatre consultants *Theatre Plan* and *Charcoalblue* with installations by *Audio Light Systems* and *Hawthorn*. All venues were designed to support the learning journey of the students as they develop their production arts skills by including features such as a tension wire bridge, bridges and moveable bars.

In 2022, the running and management of the three performance venues and the delivery of arts projects which fall outside of the core curriculum was brought under the umbrella of *Mulberry Arts*. [www.mulberryarts.org](http://www.mulberryarts.org)

## Mulberry Production Arts Academy

In September 2022 the trust will be launching a ground-breaking specialised technical and production arts programme that equips young people from across the trust with the necessary skills and connections to take up their rightful place within the global cultural and creative landscape; enabling more young people from underrepresented group to access rewarding careers in the this sector.

The *Mulberry Production Arts Academy*, is a partnership initiative with a leading arts organisation and higher education establishment (the names have not been disclosed as arrangements with these organisations are currently being finalised). The academy is a supplementary school within Mulberry Schools Trust, offering training in the field of production and technical arts, and providing a specialist pipeline for students to develop career aspirations in this industry. This specialist pipeline runs alongside the mainstream academic and vocational school curriculum and in conjunction with *Mulberry Stem Academy*. The programme will mirror the vision, ethos and values of the *Motley Theatre Design Course*, initiated by Margaret Harris MBE in 1966.

The programme will operate a pilot year with thirty Trust students, aged 14-17. The timeline of learning for the proposed programme will follow a three term structure. An initial launch day will be held with students, practitioners, staff and management. Classes will run in MST facilities across three terms; on Saturdays in term time, with additional training days and placements during half term holiday periods. Students will be allocated an industry mentor for the life of the programme and beyond.

The course will combine vocational and traditional teaching methods, including, but not limited to, lectures, group mentoring, practical projects and independent learning. All students enrolled will experience work on a major project. This will be a placement opportunity with one of our nationally renowned delivery partners. Students will acquire further on-the-job learning and have the chance to deploy the practical technical training they have acquired from leading industry professionals. They will also have the chance to make further inroads into the production and design industry through the networks and placements they secure.

All students enrolled in the programme will gain:

- extensive training and experience in practical production and design;
- an understanding of the principles of production and technical design;
- an industry mentor to support their development at every stage of the programme;
- the opportunity to deploy the practical and technical skills they have learnt in a professional setting;
- a network of practitioners and peers;
- a clear vision and pathway into the industry.

## About the team and role

This is an excellent opportunity for an exceptional practitioner to lead our growing and thriving Department. The post would suit an experienced teacher who either has previous leadership experience or is ambitious about taking this next step. As a hardworking, capable practitioner, you are committed to ensuring that students are provided with the knowledge, skills and opportunities that will allow them to be successful in their adult life. You will work in a vibrant department where the sharing of ideas and resources is encouraged.

# Job Description

- Job Title:** Head of Support for Learning Faculty and SENDCo
- Reports to:** Assistant Headteacher
- Liaising with:** Headteacher, SLT, other Coordinators of Learning, Heads of Faculty/Department, relevant staff with whole school responsibilities, relevant non-teaching support staff, LEA staff, representatives of external bodies and parents.
- Salary scale:** TLR 1B
- Duration:** Full-time

## Job Purpose

As Head of Support for Learning/SENDCo you will:

- be accountable for raising standards of pupil/student progress and for development within the faculty area, including enhancing the teaching practice of others within the faculty and across the school,
- lead, manage and develop the curriculum/subject area ensuring 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,
- manage effectively financial and physical resources within the faculty to support the designated curriculum including the deployment of teaching and support staff,
- contribute to the development of a curriculum model that stretches and inspires all students,
- be accountable for coordinating, managing and developing the SEND service ensuring all statutory requirements are met as the school's SEND Coordinator,
- be responsible for the day-to-day operation of SEND provision and provide professional guidance in the area of SEND to secure the highest quality of teaching and learning and the effective use of resources to maximize the achievement of pupils across the school.

You are required to carry out the duties of a schoolteacher as set out in the Schoolteachers' Pay and Conditions Document and such specific additional duties which form part of this job description. All MSfG staff are expected 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 follow this example.

## Key Accountabilities, Duties, and Responsibilities

### Strategic planning/ operational:

You will play a lead role in raising standards of student progress and attainment for all pupils/students by:

- working co-operatively with colleagues to formulate aims, objectives and strategic plans for the faculty which have coherence and relevance to the needs of SEND pupils/students and the aims, objectives and strategic plans and priorities of the school,

- overseeing and managing all staff to ensure the work of the faculty fully reflects the school's ethos and aims,
- actively monitoring and tracking SEND pupil/student progress, including pupils/students who are removed from the SEND register during their time at MSFG, devising strategies to address underachievement, including setting pupils/students individual targets,
- In conjunction with the VLE lead, oversee the development of appropriate online assessments and resources to enhance independent learning and to accelerate and deepen learning and progress,
- Having responsibility for the identification, assessment and review of pupils/students with SEND and evaluating their impact on teaching. Learning and progress,
- Ensuring Risk Assessments and Health and Safety practices comply with national requirements and are continually updated and that all staff are informed,
- Ensuring the integration of EHCP pupils into the mainstream curriculum as much as possible and for ensuring high quality and alternative SEND provision where appropriate
- Establish positive working relationships with relevant outside agencies and liaise with them as appropriate.

### **Curriculum provision and development:**

You will be accountable for the development and delivery of quality first teaching for pupils on the SEND register as well as curriculum development for the whole faculty by:

- liaising with relevant members of the SLT, to ensure the delivery of an appropriate, comprehensive and high quality SEND curriculum programme,
- ensuring the development of appropriate syllabuses, resources, schemes of work, marking and assessment policies, and teaching and learning strategies within the faculty,
- interacting with colleagues across the school to promote a mutual understanding of the school curriculum and its impact on pupils/students with SEND with the aim of improving the attainment and progress of all through effective differentiation,
- providing guidance and support on a choice of appropriate teaching and learning methods to engages, stretch and challenge pupils with SEND,
- keeping up to date with national developments in SEND and inclusive practice, and teaching practice and methodology.

### **Staffing and Staff development**

You will be responsible for the day-to-day effective management and motivation of staff within the faculty, following the school's HR procedures and including:

- undertaking Performance Management review(s),
- acting as Team Leader for a group of staff within the designated faculty,
- identifying and supporting staff development needs across the school,
- ensuring specialist teachers and Teaching Assistants are able to effectively support SEND pupils,
- dealing with staff absence and cover arrangements,
- participating actively in the school's professional learning programmes by sharing good practice relating to SEND through, for example, INSET, coaching and mentoring, development of subject resources and team teaching,
- ensuring all staff recognize and fulfil their statutory responsibilities to pupils with SEND,
- working collaboratively to ensure that the faculty's teaching commitment is effectively and efficiently timetabled and roomed within the constraints of the school accommodation,
- Establish short, medium and long term plans for the development and resourcing of the SEND provision.

## Management of Resources

You will be responsible for managing the allocated resources of space, money and equipment efficiently within the limits, guidelines and procedures laid down, including acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

## Quality Assurance and Management Information

You will be required to implement fully all school quality assurance procedures and ensure adherence to those within the faculty by:

- monitoring and evaluating the curriculum area/ faculty in line with agreed school procedures including evaluation against standards and performance criteria,
- In conjunction with the relevant member of the SLT, managing the faculty's collection of accurate and timely data and producing reports within the quality assurance cycle for the faculty, including those which may be required by the Governing Body,
- establishing and maintaining the process of setting challenging targets for the faculty and working toward s their achievement,
- contributing to the school procedures for lesson observation,
- ensuring the maintenance of accurate and up-to-date information concerning the faculty and the attainment and progress of pupils/students on the SEND register and collect and interpret specialist assessment data,
- identifying and taking appropriate action on issues arising from data, systems and reports,

## Marketing and Communication

You will be expected to ensure that all members of the faculty are familiar with its aims and objectives and you will lead the development of effective subject links with partner schools and the community, by:

- representing the faculty's views and interests, as relevant
- ensuring effective communication and consultation, as appropriate, with parents of pupils/students
- attending where necessary external events and the effectively promoting subjects at Open Days/Evenings etc.
- liaising with partner schools, further and higher education institutions, examination boards, awarding bodies and other relevant external organisations

## 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:

- act as a Form Tutor and to carry out the duties associated with that role,
- contribute to PSHE, citizenship, work related and enterprise education,
- ensure the Behaviour Management system, including rewards and sanctions, is implemented consistently in the faculty so that effective learning can take place.

## 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;
- To assist management/leaders in preparing, implementing and updating all relevant risk assessments for their area of responsibility.

# 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
- Hold a National Award for SEN coordination (NASENCO) or a commitment to complete the training to gain the NASENCO within first three years at Mulberry.

## Knowledge and Expertise

- 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 and Abilities

- 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

- Has a commitment to his/her own continuing professional development
- 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
- Values the education of young women
- 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

This job description is correct at the date of publication and may alter over time as the service 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

## 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](mailto:hr@mulberryschoolforgirls.org).

**Closing Date:** 9am, Tuesday 10<sup>th</sup> October 2023

**Interview Date:** Week commencing Monday, 16<sup>th</sup> October 2023

**Start Date:** January 2024

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.

Applications are evaluated as they come in and if your application is considered, you will be contacted before the closing date.

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.

