



Job Pack

Lead Practitioner – Maths (School-Based)

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



Welcome

Founded by Mulberry School for Girls in 2017, the Mulberry Schools Trust is a flourishing collaboration of schools and partners with a focus on delivering a high-quality education provision for local families in Tower Hamlets and East London.

We have a clear vision that all students who attend one of our eight schools will 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 lunchtime 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.

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

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.



Effective use of ICT

All classrooms are equipped with interactive display screen 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. Microsoft Teams is used across the Trust to support students with their learning and enable cross-Trust communications.

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. 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.



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 around the world, 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 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. Alongside the arts teachers we have a specialist team dedicated to developing and promoting the students' skills in the Arts, through a variety of extracurricular projects and within our own theatre, music and dance companies. All students are involved in arts activities, with every student at KS4 taking at least one creative 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 a 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 grid, bridges and moveable bars.



In 2022, the running and management of the 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

Mulberry Production Arts Academy

In September 2022 the Trust launched 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 groups to access rewarding careers in this sector.



**MULBERRY
PRODUCTION
ARTS
ACADEMY**

The *Mulberry Production Arts Academy (MPAA)* is a partnership initiative with the Royal Central School of Speech and Drama, the National Theatre and TAIT with support from the Backstage Trust. As one of the Trust-wide Mulberry Changemaker Programmers, the academy offers a unique training opportunity in the field of production and technical arts and provides a platform for students to develop career aspirations in the theatre and live events industry. This specialist pipeline runs alongside the mainstream academic and vocational school curriculum and in conjunction with *Mulberry STEM Academy*. The programme mirrors the vision, ethos and values of the *Motley Theatre Design Course*, initiated by Margaret Harris MBE in 1966 which has recently been relaunched as the *Genesis Theatre Design Course* now based at Mulberry UTC.

Under the umbrella of MPAA there are two distinct strands of work. The first is a 1-year academy programme on which each year there are 25 students from across the Trust enrolled. As part of the academy, students participate in three programmes: curriculum programme (Saturday workshops covering a broad range of production arts skills), mentoring programme, and work immersion programme. The second strand is an enrichment programme which will see production arts workshops delivered to KS2 and KS3 students across the Trust and at our partner schools.

All students enrolled in the academy 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 role

This is an excellent opportunity for an exceptional practitioner to support your own and one other faculty, as deployed by the head of faculty/department, in relation (but not limited) to: curriculum development, monitoring the quality of teaching and learning, department CPD, transitions and data analysis. 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 environment where the sharing of ideas and resources is encouraged. The post would suit an experienced teacher who either has previous leadership experience or is ambitious about taking this next step.

Job Description

Job Title: Leading Practitioner - Maths

Reports to: Senior Leadership Team

Responsible for: Middle leaders to whom you are allocated
Subject teaching staff to whom you are allocated
Relevant non-teaching support staff to whom you are allocated Trainees/ECTs to whom you are allocated

Salary scale: Leading Practitioner Scale LP9 – LP13

Purpose of Role

As a Leading Practitioner, you will:

- Support your own and one other faculty, as deployed by the head of faculty/department, in relation (but not limited) to: curriculum development, monitoring the quality of teaching and learning, department CPD, transitions and data analysis
- Lead your faculty/department intervention plan and program including monitoring and evaluating the quality and impact and being accountable for this
- Mentoring all trainee teachers in the faculty/department.
- Provide coaching as delegated/requested, particularly if the faculty or department has no trainee teachers
- Be the lead for parent communication for your own and your attached second department, ensuring that expectations around phone calls by teachers are met
- Weekly lesson visits in both your own and second department, and across the whole school
- Standard fortnightly reporting on impact of your leadership, particularly in relation to lesson visits, intervention and parent communication, and, as and when relevant, curriculum development, transition, data analysis and outcomes
- Reporting to governors once a term

Key Accountabilities, Duties and Responsibilities

- 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 Alliance as directed by DHT i/c of Teaching and Learning and professional learning 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 ECTs 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.
- To ensure that training programmes for ECTs are planned, delivered and reviewed to ensure high quality professional learning for all ECTs so that all Teachers' Standards are securely met
- To co-ordinate and develop a team of highly skilled and confident subject mentors for ECTs to ensure subject mentoring is of an exceptional quality and that subject mentors receive appropriate professional learning opportunities
- To monitor and evaluate the progress of ECTs, ensuring that termly reports are written and appropriate support plans are put in place so that the quality of teaching and learning is always improving
- To contribute to the further development of research-informed practice through utilizing and contributing to the UCL IOE Research and Development Network, which may include sourcing potential funding streams and bid writing to secure revenue to enable targets to be met.
- To undertake an appropriate program of teaching and pastoral duties in accordance with the duties of a standard-scale teacher, commensurate with the grade of this post.
- To carry out at least two lunchtime and/or after-school interventions a week.
- 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.

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.

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/School change.

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 personalised 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.

Excellent Classroom Practitioner

- 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.
- To have a strong subject knowledge and experience in KS4 and KS5 with proven outcomes.
- 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 early career 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.

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

How can I apply?

You will need to complete the application form on the online TES application form which includes your letter of application explaining why you are the right candidate for this role. Please be aware that we don't accept any CVs.

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: 30th January 2026 @ 9am

Interview Date: 9th February 2026

Start Date: Summer 2026

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

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.

