

## Job Description

### Human Resources Advisor

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'. The school is the lead school for the East London Teaching School Hub.

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 2022, outcomes were outstanding with an Attainment 8 grade of 5.8 in the context of a broad and challenging curriculum. Over 95% of students are entered for the EBacc. The ambition to achieve amongst Mulberry students is replicated at Sixth Form with destinations including Oxford, Cambridge, Edinburgh, St Andrews and the London School of Economics. 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'.



## Intensive support for under-achieving students

Mulberry's Prep' 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 role

We are looking to appoint an experienced and highly efficient and skilled individual for the role of HR Advisor. Under the direction of the Trust's HR Business Partner, the HR Advisor will be responsible for the day to day running of the school's HR function and provide high quality HR support to all stakeholders.

# Job Description

<b>Job Title:</b>	Human Resources Advisor
<b>Reports to:</b>	Trust's Human Resources Business Partner (HRBP)
<b>Contracted hours:</b>	35 hours per week, All Year Round
<b>Salary scale:</b>	NJC Scale PO1, Spine Points 28-31
<b>Duration:</b>	Permanent
<b>Working hours:</b>	8.15am–4.15pm (one hour lunch break)
<b>Liaising with:</b>	All stakeholder - SLT, teaching and non-teaching staff, students, parents/carers, external agencies.

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## Main purpose of the job

The post holder will provide first line HR advice and guidance to Mulberry School for Girls staff and the Trust where required. They will also deliver proactive and comprehensive HR service that involves leading in accordance with the school's staff policies and procedures, relevant standards, compliance, terms and conditions, in liaison with the Trust's HRBP as appropriate. The HR Advisor may be required to deputise for HRBP as directed.

## Duties and responsibilities

### HR Records and Statistics

- Responsibility of the full administration of the HR system.
- Ensuring that the staff records are maintained in an accurate, confidential and accessible manner, i.e. Single Central Record (SCR), personnel files, databases, attendance and leave records at all times.
- All contractual documents are kept up to date and monitoring systems are in place for temporary/fixed term contractual situations.
- Ensuring full monitoring is carried out in accordance with the Equalities Act.
- Responsibility for the provision of staffing statistics as required, e.g. Governance or SLT reporting requirements.
- Maintaining an effective archive of staff leaver records.

### Recruitment and Induction

- Ensuring the whole recruitment function operates efficiently and complies with the school's needs.
- Ensuring all pre-employment clearances, e.g., references, work permits, DBS clearances, Barred List checks, ID, qualification and health clearances, etc. are completed in a timely manner.
- Coordinating and managing all stages of the recruitment process, e.g. job descriptions, person specifications, adverts, closing dates, recruitment campaign planning with relevant senior colleagues, drafting or updating documentation, guidance on candidate assessment and scoring, candidate long listing, shortlisting, invitation to interview and offers/regrets.
- Ensure the production of contracts of employment in line with statutory requirements.

- Support the drafting and preparation of job adverts and recruitment and induction materials/ documentation.
- Ensure all recruiting managers receive appropriate support for short-listing, arranging and conducting interview days as well as developing and administering selection processes.
- Ensure work permits are applied for as appropriate.
- Achieving accredited Safer Recruitment training status and being part of interview panels in the selection of recruits as required.
- Risk assessments with staff (maternity, and other ad hoc risks). Co-coordinating work station and other Health & Safety (H&S) assessments with the H & S Manager or person responsible for it in the school.
- Ensuring all new starters complete relevant training prior to or within a month of joining the school, such as health and safety, prevent, cyber security, etc.
- Support and guide line managers with support staff probationary compliance.

### **Policies and Procedures**

- Contributing to the development of HR policies, assisting with consultation and implementation as necessary.
- Giving advice to managers and other staff on the application of the policies.
- Provide advice and guidance on pay in relation to the pay and terms and conditions for both teaching and support staff.
- Ensure the implementation of all agreed HR policies and procedures within the school.

### **Payroll and Pension**

- Collating preparation and quality checking of information to be submitted on a monthly basis to the payroll provider.
- Liaising with the Payroll Department to ensure all instructions are executed accurately, including the payment of any overtime due.
- Checking the payroll output, ensuring all amendments are executed to facilitate error-free pay days.
- Provide a local point of contact for School staff, to handle pension responsibilities as appropriate and within level of competence.
- Payroll, compiling data for audit and quality checking.

### **Employee Relations**

- First line advice for managers on employee relations matters and the application of legal and policy frameworks within the context of relevant agreements and individual contracts of employment and terms and conditions.
- Support managers in dealing with specific HR cases, e.g. disciplinary and grievance matters, etc.
- Administration of individual cases and School initiatives in relation to staff capability, performance, attendance management, etc.
- Support the HRBP with complex cases as required and under their direction act as note taker, appointing investigators, advising investigators and setting up hearings.

### **Attendance Management**

- Under the direction of the HRBP take a lead on providing advice and guidance all attendance cases including
  - Providing monthly reports to Headteacher/managers relating to punctuality and sickness absence of staff and ensuring all staff who have hit the agreed sickness triggers are regularly identified and processed in line with the Trust Attendance Management Procedure.

- Coaching and supporting managers to undertake all levels of sickness reviews in accordance with Trust procedures.
- Liaising with Occupational Health and undertaking all referrals, ensuring managers are notified of and given relevant advice on all referral outcomes.
- Attending and advising at all relevant informal and formal sickness review meetings and ensuring appropriate records are kept.
- Liaising with the Trade Unions and other stakeholders as required.

### **Monitoring and Reporting**

- To produce regular activity reports and ad hoc reports as required.
- Analysis of key performance indicators across a range of functional areas, e.g. recruitment, staff development, staff attendance, employee relations, employee appointments, contractual information, flexible working requests, parent leave details, etc.
- Monitoring and providing recruitment data, such as turnover and retention rates

### **Project Management**

- To undertake ad hoc projects as required and subject to the needs of the HR department, SLT, School and Trust.

### **Staff appraisal and development**

- Administration of appraisal processes for teaching and support staff.
- Ensure effective arrangements exist for induction, probation and exit interviews (and conducting the exit interviews where appropriate).

### **To play a central role in the HR Department**

- To advise the SLT and other senior colleagues and staff members on matters relating to HR.
- To assist with Trust wide support as and when directed.

### **General**

- To attend School's team briefings, HR department meetings, line management meetings and other relevant internal and external meetings and forums as appropriate.
- To undertake appropriate development and training and keep abreast of relevant HR legislation and policies and procedures.
- Ensure all duties and responsibilities are discharged in accordance with the school's policies and procedures.
- To comply with the School's Equality, Safeguarding, Confidentiality Security and other policies, assisting with their development and promotion within the school's, reporting all concerns to the Headteacher and HRBP.

## **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 Trust 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.

The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post.

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

# Person Specification

MINIMUM REQUIREMENTS	ESSENTIAL/ DESIRABLE
<b>Education and Qualifications</b>	
CIPD Qualified, or actively working towards this, or relevant HR experience.	Essential
<b>Experience</b>	
Experience of working in a school setting.	Desirable
Experience of handling employee relations and attendance management issues.	Essential
Previous experience of advising on staff policies and procedures.	Essential
Experience of administering payroll administration, whilst working with an external payroll provider.	Essential
Previous responsibility for the issue of timely contractual documentation.	Essential
<b>Knowledge, Skills and Understanding</b>	
An understanding of the necessity to maintain strict confidentiality.	Essential
Working knowledge of Microsoft Office, including Word, Excel, Outlook and PowerPoint.	Essential
Familiarity with legislation across a range of HR functions.	Essential
Persuasion, negotiation and influencing skills.	Essential
Ability to develop a basic understanding of pension responsibilities that sit with HR.	Desirable
Research and analytical skills.	Desirable
Ability and willingness to take minutes of meetings, i.e. formal meetings such as hearings and appeal panels.	Essential
<b>Engaging with Others</b>	
Excellent interpersonal and communication skills (both oral and written).	Essential
Ability to communicate effectively with individuals and groups of senior staff, teachers, other members of staff and, as appropriate, students, parents and other professionals.	Essential
Ability to work collaboratively as part of a team.	Essential
<b>Valuing Diversity</b>	
Experience of working in a multicultural environment	Essential
<b>Learning Effectively</b>	
Willing to undertake continuous professional development	Essential
<b>Other</b>	
Flexible in relation to approach to work and working hours, as required.	Essential

A mature and sensitive approach.	Essential
Willingness to operate autonomously and make decisions as appropriate.	Essential

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](mailto:hr@mulberryschoolforgirls.org).

**Closing Date:** 4pm, Friday 31<sup>st</sup> May 2024

**Interview Date:** TBC

**Start Date:** Immediately

**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.

