

Teacher of Religious Studies JOB PACK





Welcome from the Principal

Thank you for your interest in joining our brilliant new school, Mulberry Academy London Dock, part of the Mulberry Schools Trust.

We're looking forward to growing our team, as we begin our second year in September 2025. We're building a vibrant and ambitious school community in the heart of Wapping, just along from Tower Bridge and the City of London. We are looking for dynamic and committed staff who will inspire and enthuse all members of our school community, championing children and their families in all that they do.

This is a unique opportunity for passionate educators and practitioners who are excited by the prospect of joining a school at the beginning of its journey and growing with the organisation. Our values of Diligence, Open-Mindedness, Citizenship and Kindness drive our work every day, and we are relentless in ensuring the high-quality education all our students truly deserve. With endless opportunities to collaborate with colleagues within the Mulberry Schools Trust and the local community, we offer exceptional support to students and families in Wapping, as well as the surrounding areas, ensuring they have the best chance at success.

Driven by a strong sense of moral purpose, you will believe passionately in the importance of the individual. Relentless in your approach, you will have a boundless energy to strive for only the very best for staff and students alike. Reflective in all aspects of your work, you will be a highly knowledgeable and skilled practitioner whose pedagogy and practice ensures academic excellence. You will be a class teacher who is motivated by the possibilities and opportunities an incredible education can bring about, and value kindness in everything you do.

We look forward to receiving your application.

Chris Harvey
Principal



About Mulberry Academy London Dock

Mulberry Academy London Dock opened in September 2024 with our first cohort of Year 7 students. **Our aim is to ensure outstanding achievement for all, enabling our young people to lead successful and fulfilling lives, making a positive contribution to their own community and beyond.**

A flagship school, our first-class facilities rival anything that can be found elsewhere in London, situated in the newly established London Dock development. With unparalleled specialist learning and technical spaces, multi-level social areas filled with lush planting, the building has also been constructed to achieve Passivhaus Certification, which means there is excellent indoor air quality with the benefit of extremely low energy consumption. All parts of our building are wheelchair accessible, with disabled toilets and lifts, allowing access to all floors.

Our values-led ethos promotes community cohesion, inclusion, and a rich social mix in which all children can thrive, regardless of background. We recognise the importance of high-quality subject teaching supported by high-quality support for learning and intervention.

Our child-centred inclusive approach

We are a fully inclusive school. We strive to ensure every young person is well supported, guided and achieves their very best. Students with SEND are supported through adapted teaching in mainstream lessons, in class support with subject specialists and teaching assistants, as well as in small group teaching and 1:1 interventions. We recognise the importance of the team around each child, working collectively to meet the needs of individual students.

We believe that incredible pastoral care is the backbone of high achievement. We nurture and care for all our young people so they flourish and become healthy, responsible adults, and have already established a strong ethos and sense of community with our founding students and their families.

We have the highest expectations of students' behaviour and develop our young people to be passionate about their learning, respectful towards others, innovative, creative, and determined to work for excellence in everything they do.





Our curriculum

We're inspired by the rich history of the area. From the stories of migration that have travelled through the former London Docks and shaped our community, through to the pioneering ambition and innovation in the foundations of our school running through Brunel's subaqueous tunnel. Our curriculum provides an education of possibilities, broad, balanced and rich for all students. It's a chance for us to think imaginatively about what a great curriculum can look like.

We're going beyond the parameters of the National Curriculum, with an approach that is representative and inclusive of the lives and experiences of our students. Our curriculum is ambitious, rigorous and knowledge rich, shaping diligent and well-informed students. It's important that our children recognise their rightful place as global citizens.

We recognise that opportunities beyond the classroom are just as important as the learning that takes place in lessons. We offer students the chance to develop a sense of self as a young person, to decide their place in the world and to articulate their power to achieve. We enrich our students' lives through our exciting Wonder 7 after school programme, and leadership opportunities such as the Duke of Edinburgh's Award and Model UN, sports – competitive and recreational, residential and overseas trips, outdoor education and our Mulberry STEM Academy, in partnership with Mercedes-Benz Grand Prix Ltd, and Mulberry Production Arts Academy in partnership with the National Theatre and the Royal Central School of Speech and Drama.





Mulberry Schools Trust

In joining Mulberry Academy London Dock, you become part of the Mulberry family of schools, which provide exceptional achievement for all, in an environment that is inclusive, caring and ambitious with high standards in everything they do.

The Mulberry Schools Trust was founded by Mulberry School for Girls in 2017. Our Multi Academy Trust is a growing and flourishing collaboration of schools and partners with a focus on delivering high quality provision for local families in London and systemwide.

Our family of established schools include Mulberry School for Girls, Mulberry UTC, Mulberry Academy Shoreditch, Mulberry Stepney Green Maths, Computing and Science College, Mulberry Wood Wharf Primary, Mulberry Academy Woodside, Mulberry Canon Barnett Primary and now, Mulberry Academy London Dock. We also work by invitation with other schools in the education system, building improvement.

We have established links with world-renowned organisations such as the Mulberry STEM Academy in partnership with Mercedes-Benz Grand Prix Ltd, Global Girl Leading, Model United Nations, Edinburgh Festival Fringe, the English National Opera, Mulberry Youth Conferences, the Women of the World Festival – and many others offering an extensive enrichment programme that will ensure all our students flourish. Our charity, the Mulberry Schools Foundation, is the charitable arm of the Mulberry Schools Trust, established in 2019. The Foundation is extending opportunities to all and working towards a world where equity and social justice are universal.

Our aim is to provide all our students with the best education regardless of their starting point. We provide a service to our families and we hold true to the fundamental principles of equal opportunity and inclusion for all.

We have stayed true to our ethos and principles since our founding moment. We base our policies on fairness, transparency and inclusion, whilst taking into consideration the ever-changing world our students are growing up in.





Our Trust 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.

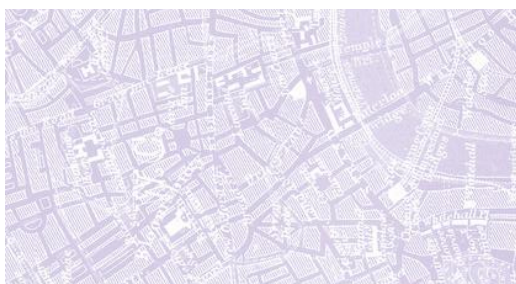
2. Education should provide rich intellectual and personal development for individuals and communities of people.

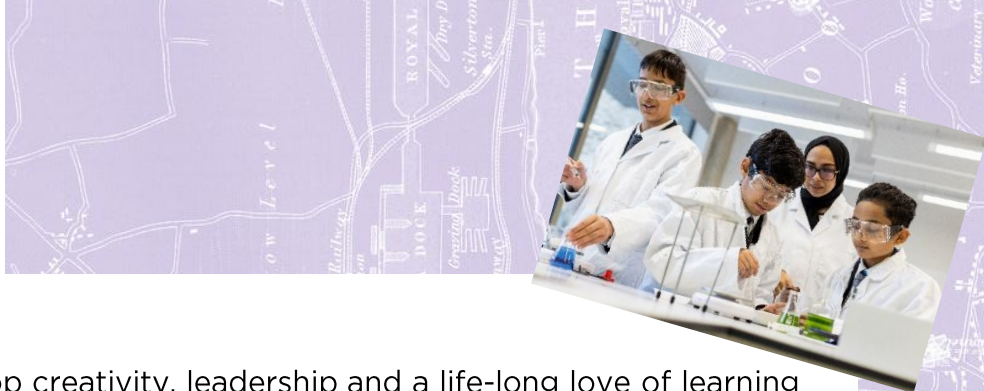
An education offered by the Trust is concerned with the spiritual, moral, social, cultural and physical development of people so they have self-determination and can create for themselves fulfilled, happy lives. It is also concerned with equipping people for employment, contributing to the economy as 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 Trust 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, contributing 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, the British Film Institute, the National Theatre, the Southbank Centre, Barts NHS Trust and others, all contribute extensively and are central to the wider extra-curricular experiences that the Trust is able to offer to achieve its aims.



Job Description

Post Title: Classroom Teacher

Reports to: Principal (or as directed by the Principal – Head of Department/Faculty)

Salary scale: Main scale – Upper Pay Scale (inner London)

Duration: Permanent

Start Date: September 2025

Key Accountabilities, Duties and Responsibilities

All teachers will be responsible to the Head of the named Department and to the Principal for ensuring the general good order and discipline of the school, and the implementation of all policies. All staff are expected to have a clear understanding of the aims, objectives and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks in the school are seen as inter-related. The post holder is expected to be sensitive to the expectations of the local community

Main Responsibilities:

Teaching and Pastoral Responsibilities. As outlined in the School Teachers' Pay + Conditions document, you will have a teaching commitment throughout the school. This will involve, amongst other responsibilities:

- planning and delivering lessons;
- maintenance of pupil and class records;
- completion of pupils' subject reports and profiles;
- assessment, monitoring and evaluation in line with school policy;
- setting of pupil targets;
- attendance at departmental meetings;
- contribution to the provision of teaching materials within the department;
- setting and marking of regular homework;
- running extra-curricular programmes of learning and other enrichment activities;
- the maintenance and care of all stock and resources.

In addition to a teaching commitment, all teachers are expected to undertake pastoral responsibilities. In this capacity you will be either a Form Tutor or an attached member of staff.

As a teacher at Mulberry, you will also be required to undertake the following additional responsibilities.

School leadership

- To contribute to the well-being and development of the school by the supervision of pupils and to model good behaviour to pupils.

Curriculum content

- To assist with curriculum planning, incorporating the whole-school policies; contributing relevant units or components to other Department / Faculty syllabuses as may be required; implementing the homework policy and ensuring that work is effectively monitored.

Membership of a team of teachers and contribution to it by:

- Assisting in the development of departmental initiatives and attending departmental / faculty meeting.
- Assisting in the preparation of support materials and schemes of work, including monitoring and evaluating their effectiveness;
- Keeping up to date with recent curriculum developments;
- Participating in the provision of in-service training;
- Developing her/his own skills through in-service training for colleagues when appropriate and participating in the teacher appraisal programme;
- Liaising with specific departments and teams, as can reasonably be directed;
- Contributing to committees + working parties, as necessary.

Administration

- Maintain assessment records according to school policy and within current legislation;
- Assist in providing information to parents and colleagues about the work of the department/faculty, and the progress of pupils. This may include material for the school prospectus, option booklet, staff and departmental handbook

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher, commensurate with the grade of this post.

Additional duties

- To play a full part in the life of the school community, to support the aims and ethos of the school, and to encourage and ensure staff and pupils/students to follow this example
- To ensure the faculty contributes to our extensive enrichment / intervention programme
- To attend all Parents' Meetings relevant to the teaching of the faculty

Other specific duties

- To continue professional development
- To engage actively in the appraisal review process
- To lead on a specific area of responsibility to support the aims of the Faculty

Equality, Diversity and Inclusion

- Adhere to the Trust's policies and ensure anti-discriminatory practice in all aspects of the role.
- 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.

In addition to this, 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

Post title: Classroom Teacher

The applicant will understand the importance of their teaching role as well as their wider responsibility to the progress of the whole school.

Qualifications and experience

- Qualified teacher Status and have relevant qualifications and experience in their subject area
- Demonstrate they have an overview of the needs of the whole school as well as their curriculum area/s
- Be aware of current relevant legislation and educational developments
- Understand the curriculum and factors contributing to the learning experience of pupils
- Demonstrate a positive approach to change
- Have relevant skills and qualities, and a flexible approach to the demands of the post
- Be able to work under pressure and meet deadlines
- Be able to work as part of a team, valuing the contribution of other members
- Demonstrate commitment to all school policies
- Understand the needs of pupils with Special Educational Needs and be able to respond to those needs.

Knowledge

- An understanding of current national policies, curriculum developments and the statutory and legal framework within which a school operates.
- An appreciation of the challenges and social context of the school's catchment area, in particular the issues facing young people of BAME background.
- 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 and proven experience in the effective development of practices to support this concept.
- An understanding of how to lead a team of diverse people with understanding of issues of Equality, Diversity and Inclusion.
- Understanding and implementing the requirements of whole school strategy in high quality learning and teaching.
- Experience of leading staff in the improvement of learning and teaching.
- Knowledge of developments in the safeguarding and pastoral care of pupils.
- Understanding and implementing all aspects of strategic planning.
- Ability to manage budgets and resources successfully.
- Experience of school self-evaluation and development planning procedures.
- Ability to monitor performance (student, curricular, faculty, pastoral).

Skills

- The ability to effectively manage the process of change, including monitoring and the setting of targets.
- Demonstrate strategic thinking and planning to realise the vision and aims of the school.
- The ability to process, analyse and use data to inform decisions.
- Possess good interpersonal, written, and oral communication skills.
- Has high disciplinary standards and can manage difficult behaviour.

Personal attributes

- Presents a positive role model in carrying out duties and when representing the school.
- Can work effectively as part of a team.
- A commitment to, and understanding of, the wider aspects of student development, including English as an additional language and inclusion.
- Possesses integrity and relate appropriately to inspire commitment, enthusiasm and confidence from staff, pupils, governors, and parents in promoting the values, ethos and standards of the school.
- A willingness to initiate and participate in both cross curricular and extra-curricular activities, as well as demonstrating successful involvement in all aspects of school life.
- Clarity of thought and vision with proven ability to finish a task.
- Desire to develop professionally beyond this post.
- A strong role model for staff and students including having excellent attendance and punctuality.
- Flexible, able to work under pressure and meet deadlines.

Candidates should demonstrate how they meet these selection criteria in their application form, their supporting statement and the selection interview, including supporting tasks.

We are committed to being an equal opportunities employer and actively encourage people from a wide variety of backgrounds, experience and skills to join us and influence and develop our working practice. We particularly encourage applications from Black and global majority people, and candidates who are disabled. All disabled candidates and who demonstrate that they meet the essential criteria will be invited for an interview, in line with the Equality Act 2010.

Successful candidate appointment will be subject to conditional satisfactory checks such as an Enhanced DBS.

This job description and person specification is correct at the date of publication and may alter over time as the needs of the Trust change. The job description will be discussed as part of the Trust's appraisal policy and may be amended after discussion with the post holder.



How can I apply?

We have an online application form on the TES website, and also request that you complete a covering letter explaining why you are the perfect person for this rare and exciting opportunity.

We welcome applicants to inform us if you need any particular adjustments, arrangements or access needs as part of the recruitment process. We are also able to provide large font print job pack, BSL accessible format or an audio version of our job pack. We will also welcome in accommodating alternative application methods should they be requested.

If you have any questions about the role or the process, please get in touch with Samera Khokhar, Executive Support and HR Officer skhokhar@mulberryschoolstrust.org

Interview Date: The one-day interview process will take place on a date to be determined.

Post Start Date: September 2025

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 a satisfactory 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.

We will seek references on all 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.