

Job Pack

Assistant 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

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 April 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. 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'.





Building confidence and creativity through the Arts

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 development of students' skills in the Arts, including 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's students were the first state school to be awarded a Fringe First at the Edinburgh Festival

for their performance of 'The Unravelling', the final instalment of a trilogy of plays written by playwright in residence Fin Kennedy. More recently, students and the local community have benefitted from the residency of the Donmar Warehouse at the Mulberry and Bigland Green Centre in December 2014, and in 2018 students returned to the Edinburgh Festival with their performance of 'Cry God for Harry, England and St George!'.

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 will be developing its Virtual Learning Environment (VLE) this year and this should provide further 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'.



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

Mulberry 50
School for Girls

Mulberry UTC
Where learning works

Mulberry
Academy Shoreditch

Mulberry
Stepney Green Maths,
Computing and Science College

Mulberry
Wood Wharf Primary

Mulberry
Academy Woodside

Mulberry
Canon Barnett Primary

Mulberry
Academy London Dock

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

This is an excellent opportunity to work under the direction of the SENDCO with a leadership responsibility for the professional teaching assistant team, with specific responsibility for operations, appraisal and staff training. Leading a team of teaching assistants to reduce, remove or overcome all barriers for pupils with SEND. You will work in a vibrant department where the sharing of ideas and resources is encouraged.

The ethos at Mulberry is a key strength of the school and we are seeking to recruit a passionate and creative person who will be instrumental in making our ambitious vision a reality.

Job Description

Job Title:	Assistant SENDCO
Reports to:	Head of Support for Learning Faculty and SENDCo
Salary Scale:	SO1 23-25 (pro-rotta for TTO)
Duration:	Permanent
Working Pattern:	Term Time Only, 37.5 hours p/w
Working Hours:	8:00am to 4:30pm

Key Accountabilities, Duties and Responsibilities

To work under the direction of the SENDCO with a leadership responsibility for the professional teaching assistant team, with specific responsibility for operations, appraisal and staff training. Leading a team of teaching assistants to reduce, remove or overcome all barriers for pupils with SEND.

Key leadership responsibilities:

- Support the SENDCO to lead and co-ordinate a programme of training for Teaching Assistants that develops skills and sets expectations for how to support children with SEND to make progress in line with school and national expectations.
- Co-ordinate the timetabling of SEND Teaching Assistants with responsibility for personal care, including the management of break and lunch supervision and intimate care plans and medical care plans for pupils with medical and physical needs.
- Liaise with the SENDCO and Director of Inclusion about Health, Safety and barriers created by impairments for pupils. Create and/or quality assure personal plans related to these matters.
- Line manage the HLTA team to ensure that all areas of responsibility are delivered to a high standard, including cover for staff absence, borough SEND transport, exam support, administering requirements of care plans, co-ordination of care for children with sensory and physical impairments, evacuation and risk assessment planning and communicating the work of the HLTA and TA team to the wider school.
- Work with the SENDCO to track the impact of staff absence in the teaching assistant team and ensure that any changes to timetables that result from staff absence continue to provide an outstanding quality of education for pupils with SEND.
- Co-ordinate home/school liaison for all pupils on the SEND register who require enhanced communication with regards to school operations.
- Lead annual reviews for an allocated cohort of children on the SEND register overseen by the SENDCO.
- Quality assures the Teaching Assistant provision through managing the appraisal process for teaching assistants in partnership with the SENDCO.
- Support the SENDCO in provision mapping for pupils with Education, Health and Care Plans by mapping TA support for all children on the SEND register.

- Ensure Risk Assessments and Health and Safety practices comply with school policies, national and statutory requirements and are continually updated and that all staff are informed, both within the school and for trips and visits.
- To train and lead teaching assistants in using Teams and various subject online platforms to support pupils with engagement with the wider curriculum.
- Work with the SENDCO to plan, co-ordinate and quality assure an intervention programme for pupils with SEND.

As a Higher-Level Teaching Assistant, you will:

- Support students to make accelerated progress in their lessons through dynamic classroom support strategies.
- Be responsible for the line management of Teaching Assistants.
- Liaise with external agencies.
- Lead small group activities and lessons for pupils on the SEND register with support from teaching staff and the SENDCO.
- Communicate with parents and contribute to annual reviews.
- Communicate with teaching staff about pupils on the SEND register
- Write individual student SEND records by suggesting bespoke strategies, that you have trialled in the classroom, that would benefit the learner in other classrooms to foster independence.
- Provide personalised support that meets the needs of students with SEND. Some of these needs will be medical and/or personal, in addition to their learning needs.
- Liaise with classroom teachers to plan for progress for the students you support.
- Ensure all SEND policy requirements are met for learners in your care.

Teaching Assistant Duties:

1. To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher/SENDCO.
2. To support the organisation of the learning environment, including the production, maintenance and storage of resources.
3. To meet regularly with the Class Teacher/SENDCO to discuss student's progress and to plan and review support.
4. To attend formal meetings to discuss student's progress with parents and other professionals as part of the relevant staff group.
5. Make appropriate arrangements for pupils with specific special educational needs and disabilities.
6. To support the school's aims and ethos.
7. To familiarise with, actively support, and comply with all the school's policies and procedures e.g.
 - a. Health and Safety
 - b. Equal Opportunities
 - c. Child Protection/Safeguarding
 - d. Behaviour

8. To undertake supervision of students during break time, lunch time and any other time during working hours, as directed by the SENDCO.
9. To undertake care tasks related to student's physical welfare in accordance with LEA guidance and procedures.
10. To accompany students and teachers on educational visits and trips during contracted hours.
11. To provide care with regard to the physical welfare of children/students.
12. To administer medicine to pupils with medical needs in accordance with medical advice and training.
13. To actively participate in the school's performance management scheme, as specified in school policy, meeting regularly with the postholder's line manager, in accordance with the scheme, ensuring that performance standards/targets are set and met within the agreed time scale.
14. To undertake other relevant and appropriate training during contracted hours, as identified with the line manager at a Performance Management Review.
15. To undertake other similar duties commensurate with the grade provided such duties are within the competence of the postholder.

This job description is correct in October 2024 and may alter over time as the needs of the Trust change. It has been compiled to allow the job to be evaluated using the GLEA Job Evaluation scheme, adopted by the Trust.

Person Specification

Qualifications and experience

- English and Maths GCSE at grade C or above (or the equivalent level).
- An undergraduate degree is desirable.
- Experience as an HLTA in schools where students are drawn from diverse backgrounds.
- Experience of working with young people to support their development.
- An NVQ Level 3 Teaching Assistant qualification (or equivalent) is desirable.
- Manual handling training and first aid training is desirable.

Knowledge

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

Skills

- Very competent literacy skills both in spoken and written English.

Personal attributes

- An infectious enthusiasm for SEND and a relentless drive for excellence.
- A sophisticated understanding of diversity and inclusion and a commitment to providing outstanding education regardless of disadvantage.
- Has a commitment to his/her own continuing professional development.
- Presents as a positive role model in carrying out duties and when representing the school.
- Can work effectively as part of a team and lead teams.
- Is able to work under pressure and meet deadlines.
- Values the education of young women.

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.

Closing Date: 9am, Monday 11th November 2024

Start Date: TBC

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

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.