

# Mulberry

Schools Trust

## Job Pack

### Prep Coordinator

(Permanent)

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 nearly 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 Headteacher 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 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. The school has constructed the 'Mulberry and Bigland Green Centre', an innovative partnership with a local primary school to provide a Children's Centre and adult learning classrooms, as well as a professional-standard theatre for the school and community to use.

## About role

We are looking to appoint an experienced and highly efficient and skilled individual for the role of Prep Coordinator. You will work closely with the Head of Faculty on a process of continuous improvement, ensuring that the school continues to deliver even better outcomes for students.

# Job Description

Job Title: Prep Coordinator

Reports to: Deputy / Assistant Headteacher

Salary scale: TLR2(B) £5,349

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## Main Duties

- To identify key underachieving students, and run Prep, Intervention, and mentoring programs designed to raise the attainment of these students, and to support them in making more rapid progress.
- To supervise daily sessions after school across Key Stage 3-5
- To liaise with subject teachers, leaders, YLCs, the raising standards team, and parents, in monitoring the progress of identified students, and evaluating the impact of intervention measures.
- To publicise and share independent learning resources designed for Prep with the rest of the year group, making use of the school's online learning platform.
- To monitor and report on the use of independent learning, exam preparation, and revision.
- To work with the raising standards team to further promote and embed independent learning amongst all students.
- To support YLCs in undertaking self-evaluation activities focused on raising standards in the year group.
- To monitor pupil attendance together with their progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate intervention and action is taken where necessary
- To ensure the Behaviour Management system, including rewards and sanctions, is implemented consistently so that effective learning can take place
- To be responsible for safeguarding and promoting the welfare of pupils
- To monitor and support the overall progress and development of pupils
- To actively monitor and track pupil progress, and to devise strategies to address underachievement, setting pupils' individual targets
- To lead the planning of intervention strategies and activities to address the needs of pupils within the key stage
- In conjunction with the ICT Coordinator, to foster and oversee the application of ICT in the year, including the development of resources, online assessment, and use of data
- To actively engage in the supervision of the school site to ensure the safety and well-being of all pupils
- To facilitate sessions with students before school and after school as required within the key stage

## Curriculum provision:

- To liaise with relevant members of the SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective prep curriculum programme which complements the School Improvement Plan
- To contribute to the development and delivery of statutory whole school curriculum strands

## Curriculum development:

- To lead prep curriculum development which ensures effective progression across all key stages
- To keep up to date with national developments in the relevant areas, and teaching practice and methodology
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels
- To ensure curriculum developments are in line with national requirements.

## Staff Development:

- To ensure that specialist teachers/Teaching Assistants are able to support targeted pupils effectively
- To promote team work and to motivate prep facilitators to lead small group interventions
- To recruit prep facilitators who will support with the running of weekly prep sessions for all key stages.

## Quality Assurance:

- To establish and maintain the process of setting challenging targets for students and to monitor work towards their achievement
- To review data and create an action plan that addresses any trends in performance.
- To track the individual progress of each child in prep and communicate regularly with all stakeholders including HoFs, HoDs, YLCs and Families.
- To coordinate effective strategies to address underachievement and improve pupil outcomes.
- To track engagement with PREP and report on attendance and pupil outcomes.

## Management Information:

- To ensure the maintenance of accurate and up-to-date information/records
- To make use of analysis and evaluate performance data provided
- To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken
- To produce reports on examination performance, including the use of value-added data
- To provide the Governing Body with relevant information relating to performance and development.

## Communications:

- To ensure effective communication and consultation, as appropriate, with the parents of pupils/students
- To liaise with partner schools and other relevant external organisations
- To give professional advice to the SLT, as required

## Marketing & Liaison:

- To contribute to the school collaboration and marketing activities
- To contribute to the development of effective pastoral links with partner schools and the community, attending where necessary relevant events
- To actively promote the development of effective links with external agencies

## Management of Resources:

- To manage the available resource of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the delegated budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

## Pastoral:

- To be responsible for safeguarding and promoting the welfare of pupils
- To monitor and support the overall progress and development of pupils
- To monitor pupil attendance together with their progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate intervention and action is taken where necessary
- To ensure the Behaviour Management system, including rewards and sanctions, is implemented consistently so that effective learning can take place
- To be responsible for safeguarding and promoting the welfare of pupils
- To monitor and support the overall progress and development of pupils
- To monitor pupil attendance together with their progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate intervention and action is taken where necessary
- To ensure the Behaviour Management system, including rewards and sanctions, is implemented consistently so that effective learning can take place.

## 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
- To continue professional development
- To engage actively in the performance review process
- To undertake any other duties as specified by the STPCB not mentioned in the above.

## Equality, Diversity and Inclusion

- Adhere to the Trust's policies and ensure anti-discriminatory practice in all aspects of the role.
- Leadership responsibility for ensuring compliance with equality legislation.

## Safeguarding

- The post-holder will have due regard for safeguarding and promoting the welfare of children and young people and will follow the child protection and safeguarding procedures adopted by Mulberry Schools Trust. Any safeguarding and child protection issues will be acted upon immediately by informing a Designated Child Protection Lead.
- The school as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf.

## Health and Safety

The Health and Safety at Work Act (1974) places duties on all employees:

- To take reasonable care for their own Health and Safety and that of other persons who may be affected by the individual's acts or omissions at work;
- To co-operate with management to enable them to carry out their duties and comply with all relevant Health and Safety legislation;
- Not intentionally nor recklessly to interfere with or misuse anything provided in the interests of health, safety or welfare;
- To implement all school policies, procedures, and relevant practices, in particular those relating to the Health & Safety of staff, pupils/students, and visitors
- To ensure that Risk Assessments and Health & Safety practices comply with national requirements and are continually updated
- To lead the development of appropriate initiatives, curriculum experiences, learning opportunities, and resources that ensure pupil progress over the key stage
- The day-to-day leadership, management, control, and operation of the prep facilitators, including effective deployment of physical resources
- To assist management/leaders in preparing, implementing and updating all relevant risk assessments for their area of responsibility.

*This job description 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.*

# Person Specification

## Qualifications and experience

- Qualified teacher status and evidence of further professional development
- Experience in schools where students are drawn from diverse backgrounds
- Experience of teaching to a high standard in secondary education

## Knowledge

- An understanding of current national policies, curriculum developments and the statutory and legal framework within your subject area
- An understanding of appropriate strategies that will contribute to the further raising of pupil attainment, in a school with a high proportion of pupils for whom English is an additional language
- An understanding of the issues of inclusive education
- An understanding of relevant management issues including leadership of teams of people
- An understanding of the use of ICT to support learning and teaching

## Skills

- The ability to provide academic guidance and assistance for KS3-5 students attending prep sessions in a professional, supportive and efficient manner
- The ability to liaise effectively with Heads of Department and Year Learning Coordinators regarding the Prep Programme.
- The ability to manage budgets and resources effectively
- Demonstrate strategic thinking and planning to realise the vision and aims of the Prep Programme
- The ability to process, analyse and use data to inform decisions and support the progress of students The capacity to develop good pedagogy and practice in learning and teaching
- The ability to contribute to the professional development of others

## Personal attributes

- Has a commitment to his/her own continuing professional development
- Presents a positive role model in carrying out duties and when representing the school
- Can work effectively as part of a team
- Is able to work under pressure and meet deadlines
- Values the education of young women
- Possess integrity and relate appropriately to inspire commitment, enthusiasm and confidence from staff, pupils, governors and parents in promoting the values, ethos and standards of the school

Employee Name: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ 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 perfect person for this rare and exciting opportunity. Please be aware that we can't accept any CVs for this post.

Please complete your application directly online via TES. If you have any questions about the role or the process, please get in touch with us at [hr@mulberryschoolforgirls.org](mailto:hr@mulberryschoolforgirls.org).

**Closing Date:** 9am, Monday 21<sup>st</sup> October 2024

**Start Date:** January 2025

**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.

