



Director of School Improvement

Fixed Term (1 year contract)

Job Pack



Welcome

The Mulberry Schools Trust is a flourishing multi-academy trust set up in 2017 in Tower Hamlets. Our vision is to provide an outstanding education so that our students leave us as highly qualified, confident and articulate young people. Our family of schools include Mulberry School for Girls, Mulberry UTC, Mulberry Academy Shoreditch, Mulberry Stepney Green Maths, Computing and Science College and Mulberry Academy London Dock, which will open in September 2023.

In each of our schools, we have a very clear statement of purpose – ‘outstanding achievement for all’. This vision is underpinned by the desire to do more for high-quality education for all children and young people – and a commitment to schools working together to secure an inclusive, ambitious, collegiate, and imaginative offer for parents and their children in East London.

The values of the Trust align directly with those of Tower Hamlets. 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 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. Visit our website below for more information about our work.

Dr Vanessa Ogden

CEO
Mulberry Schools Trust

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 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.



Job Description

Job Title: Director of School Improvement

Reports to: Director of Performance and Operations

Salary scale: L23 – L27

Work Pattern: As per teachers' pay and conditions

Hours of Work: As per teachers' pay and conditions

Duration: Fixed term (1 year)

About the Role

- The Director of School Improvement is a one year fixed term consultancy role from September 2022 until August 2023 at Mulberry Schools Trust.
- The roles will be based at various Trust sites as required.
- The purpose of the job is to support educational improvement work across the Trust, provide leadership support for Mulberry UTC and provide support for Trust growth projects as required.

Key Accountabilities, Duties and Responsibilities

- This is a strategic role in leading, teaching, raising standards and curriculum
- All staff are expected to have a clear understanding of the aims, objectives and ethos of the Trust, and an awareness of their role in the community.
- It is essential that the academic and pastoral frameworks of the schools are seen as inter-related. The Trust is committed to equality and inclusion and seeks to create a leadership team that reflects the diversity of our city's population.

Teaching

The post holder is a senior educator and, as such, will have a teaching commitment at times which will involve:

- Planning and recording of lessons;
- Maintenance of pupil and class records;
- Completion of pupils' subject reports and profiles;
- Assessment, monitoring and evaluation in line with the school's policy;
- Setting of pupil targets;
- Setting and marking or regular homework;

- The maintenance and care of all resources and stock;
- Attendance at department/faculty meetings.

Leadership

- To participate in the development of Trust policy and the School Improvement Plans and inspection action plans
- To take responsibility for aspects of documentation and statistical data as delegated by the Director of Performance and Operations
- To participate in personal professional development and performance management and of line managed staff and teams.
- To contribute to the identification of training needs and the delivery of INSET activities.
- To attend Governors' and Trust Board meetings as required and all organised meetings within the school cycle.
- To chair meetings, working groups and committees, as appropriate.
- To deal with disciplinary issues and emergencies as they arise.
- To advise, assist and support other members of the Senior Leadership Teams to ensure the smooth running of the school.
- To conduct assemblies and regular supervisory duties as directed
- To participate in the selection and recruitment of staff, as required.
- To participate in programmes to monitor pupil achievement and support teaching and learning.
- To liaise with external agencies and personnel, as appropriate.
- To actively promote equal opportunities and the equalities policies of the Trust in all aspects of work.

Educational Improvement Work

- Leading Trust wide LP, educational improvement programmes, working with Principal at Stepney Green to build, develop and embed subject networks.
- Work with primary Headteachers in developing a teaching and learning network and developing trust wide KS2 to KS3 transition so there is a smooth transition, particularly the 4-19 curriculum.
- Plan and develop a teaching and learning summer conference, working with the Director of ELTSH, for July 2023
- Support curriculum development work in new schools that join the Trust
- Work with the director of performance on peer reviews, rolling out subject peer reviews and designing a process, including reporting, for these programmes.
- Design subject specific CPD across the Trust- from auditing best practice with Principals and SLT- to create a best practice brochure for showcasing the exemplary practice across the Trust.
- Contribute to KPIs specific to teaching and learning standards and analyse teaching and learning data by subject across the Trust.
- Create a 'students as researchers' group- a Trust student teaching and learning council, and train them. One group for KS5, one for KS3/4- and from summer 2023 KS2. This would be tied directly to the Trust strategic plan- and would be focused on school improvement and pedagogy.
- Be involved in the delivery of Trust CPD and the Leadership Academy (with the Executive Principal)

Trust wide Work in Other Areas

- Support Trust leaders in specific areas, to be negotiated, for example primary school recruitment and marketing, or growth projects as they arise.
- Support (with a senior deputy) the development of a Trust network for DSLs, pastoral care and inclusion.

School Based Support Work

- Fulfil teaching responsibilities- six-eight lessons per week- in either HSC, RE or Sociology depending on need at either MSFG, MUTC or both
- Being a physical presence at MUTC, modelling leadership at SLT level, doing morning, break, lunch duty and ELT referral (on site 2-3 days per week)
- Support the acting principal at MUTC in areas of leadership (to be negotiated- but probably working with the AP on teaching and learning but also school wide activities such as recruitment- but not sitting on the SLT team)

Management of People

- This post will not have any direct reports, but will support the work of SLT across schools.

Other Specific Duties

- To continue professional development in role
- To engage actively in the senior staff appraisal review process

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 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 maybe 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 assessment for their area of responsibility.

This job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment after consultation to meet the changing needs of the school.

Person Specification

Qualifications and experience

- Qualified teacher status
- Substantial leadership experience in an inner city school/s whose students are drawn from diverse backgrounds
- Experience of teaching to a high standard in secondary education
- Has a successful record of senior leadership of learning and teaching at Headteacher/Associate Head level
- Previous experience of running complex inner city schools

Knowledge

- A sophisticated 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 Trust's catchment area
- An understanding of appropriate strategies that will contribute to the further raising of pupil attainment, in a Trust 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

Skills

- The ability to manage effectively the process of whole institution change, including monitoring and the setting of targets
- Can demonstrate sophisticated strategic thinking and planning to realise the vision and aims of the Trust
- The ability to process, analyse and use data to inform decisions at whole school level
- Possesses excellent interpersonal, written and oral communication skills
- Has proven ability to raise standards of learning and teaching by working through others

Personal attributes

- Has a commitment to their own continuing professional development
- Presents a positive role model in carrying out their duties and when representing the school
- Can work effectively as part of a team
- Possesses integrity and relate appropriately to inspire commitment, enthusiasm and confidence from staff, pupils, governors, trustees and parents in promoting the values, ethos and standards of the school

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

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.