

Melbury College Whatley Campus

Assistant Headteacher

Recruitment Pack



Welcome from the Executive Headteacher

Carla Chandler



Melbury College; a partnership of Merton's specialist education support schools and services supporting primary and secondary pupils with complex behaviour needs, Social, Emotional and Mental Health issues (SEMH), ASD, Speech and Language needs and medical issues. Sites include Melrose School: Primary and Secondary, Canterbury Campus PRU, Lavender Campus (Medical/Mental Health needs), Cobham Court and Whatley Campus.

Melbury College comprises of two DfE registered schools, which are inspected separately. Melrose School, **URN: 102697, DfE number: 315/7003** comprises of Melrose Primary and Secondary, Whatley Campus and Cobham/ Worsfold House Bespoke. Canterbury Campus, **URN: 133754, DfE number: 315/1100** comprises of Canterbury Campus PRU and Lavender Campus.

Melbury College aims to educate the 'whole child' through a personalised approach to learning. Pupils are supported, challenged, stretched and inspired in a wide range of learning opportunities through our broad, balanced and engaging curriculum.

We will transform the lives of young people by providing bespoke and specialist education of the highest standard.

Our vision is to ensure that students who for one reason or another are finding it difficult to attend or make progress in the borough's mainstream schools, are provided with an individualised curriculum that meets their needs and aspirations and the support that they and their family might need to help them to succeed.

"I love coming to school because my friends and teachers are accepting of everyone." Casey, pupil

Whatley Campus – Welcome from our Headteacher, Sam Hitchen

Whatley Campus is a specialist school for students with autism aged 9–16. Our primary aim is to provide a safe, nurturing and structured environment where every student is supported to thrive and reach their full potential.

We offer a bespoke education tailored to each student's individual strengths and needs within a calm and supportive setting. Our therapeutic and academic curriculum is rooted in neurodiversity-affirming practice, valuing every student's individuality while helping them develop the skills they need for life beyond school. We support young people to grow in confidence, independence and resilience as they prepare for adulthood, including developing an understanding of future career pathways, gaining practical life skills and accessing opportunities that help them build experience of the wider world.

All students benefit from small class sizes and a high adult-to-student ratio. Our highly trained teachers and teaching assistants work alongside on-site therapeutic professionals as part of a dedicated and nurturing staff team.

We provide a range of curriculum pathways, ensuring that student wellbeing, engagement and progress remain at the heart of everything we do.

We are extremely proud of our students, our staff and our wider school community, and we warmly invite you to visit Whatley Campus to experience our school for yourself.

Our school ethos: Success through learning, nurture and resilience



Role Description – Assistant Headteacher

Job Purpose

To work as a member of the Senior Leadership Team, supporting the Headteacher in providing strategic leadership and management of the school. The Assistant Headteacher will play a key role in driving school improvement, raising standards of teaching and learning, promoting high levels of pupil achievement, and ensuring the highest standards of safeguarding and inclusion.

The post holder will contribute to the vision, values and strategic direction of the school and will actively support the creation of a positive, inclusive and aspirational culture for pupils, staff and the wider school community.

Key Responsibilities

Leadership and Management

- Support the Headteacher in the strategic leadership and management of the school.
- Contribute to the development, implementation and evaluation of the School Improvement Plan.
- Lead and manage agreed areas of whole-school responsibility.
- Promote the school's vision, values and ethos.
- Deputise for the Headteacher when required.
- Lead change and improvement initiatives across the school.
- Support the development and implementation of policies and procedures.

Teaching and Learning

- Promote and secure high-quality teaching, learning and assessment across the school.
- Monitor the quality of teaching through lesson observations, learning walks and work scrutiny.
- Support staff in improving classroom practice through coaching and mentoring.
- Ensure curriculum delivery meets the needs of all pupils.
- Drive continuous improvement in pupil outcomes and standards.
- Lead professional development activities that improve teaching effectiveness.

Pupil Achievement and Progress

- Monitor pupil achievement, attendance and behaviour.
- Analyse performance data to identify strengths, trends and areas for development.
- Ensure effective intervention strategies are implemented to support pupils at risk of underachieving.
- Promote high expectations and aspirations for all pupils.
- Support the development of strategies that improve outcomes for disadvantaged and vulnerable learners.

Safeguarding and Wellbeing

- Promote a culture where safeguarding is everyone's responsibility.
- Support the implementation of safeguarding policies and procedures.
- Ensure pupil welfare, wellbeing and safety remain central to all decision-making.
- Work with external agencies where appropriate to support pupils and families.
- Promote positive behaviour, attendance and engagement.

Staff Leadership and Development

- Line manage identified staff and teams.
- Support performance management and appraisal processes.
- Contribute to staff recruitment, induction and retention.
- Foster a culture of collaboration, professional learning and continuous improvement.
- Support staff wellbeing and promote a positive working environment.

Community and Partnerships

- Develop effective relationships with parents, carers, governors and external partners.
- Represent the school in meetings and events as required.
- Promote positive communication and engagement with the wider school community.
- Work collaboratively with external agencies to improve outcomes for pupils.

General Professional Duties

The Assistant Headteacher will:

- Fulfil all duties and responsibilities in accordance with the School Teachers' Pay and Conditions Document.
- Comply with all school policies and procedures.
- Maintain confidentiality and professionalism at all times.
- Promote equality, diversity and inclusion.
- Undertake any other reasonable duties commensurate with the grade and responsibilities of the post.



"What I like about school is that they listen to my opinions and put them into action." Steeph. pupil

Person Specification

Qualifications and Training

- Degree Level Qualification with Qualified Teacher Status (QTS)
- Proven commitment to professional development
- Leadership qualification (desirable)

Experience

- Successful experience of leading and teaching across a broad age and ability range in a special school and/or mainstream school
- To have experience in leading and managing teaching and learning
- Successful experience of supporting high quality teaching and learning
- Proven track record of supporting school improvement and raising standards
- Successful experience of leading and motivating staff through collaboration and distributed leadership

Knowledge and Understanding

- To have extensive knowledge and understanding of ASD and social communication issues and well as speech and language difficulties
- Understanding of Performance Management and the Appraisal Procedures for teachers
- In depth knowledge and understanding of curriculum requirements for primary aged pupils
- Knowledge of school evaluation and the impact of the Ofsted framework on special schools
- Understanding of the effective use of assessment, recording, tracking and target setting
- Up to date knowledge and understanding of the changing educational context and statutory requirements in relation to special schools and young people with SEN
- Understanding of the importance of effective partnership working and close links with parents and outside agencies

Skills

Proven ability to:

- Engage, manage and successfully motivate vulnerable young people with a variety of SEND
- Use restorative practices and effective behaviour management skills
- Successfully manage and report on pupil attendance

- Manage change proactively to enhance and raise standards
- Lead staff at senior management level and write reports which evidence impact and progress
- Demonstrate high quality organisational skills and the ability to meet deadlines
- Listen and communicate effectively with adults and young people
- Manage young people's emotional needs effectively and compassionately and handle sensitive issues with respect and care

Safeguarding and promoting the welfare of children

To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults

Proven ability to manage risk and ensure children are safeguarded both on and off site.

What it's like to work for us



"I enjoy working at Whatley Campus because of the amazing support from the staff and the strong sense of teamwork we share. Every day brings new opportunities to learn, grow, and improve both professionally and personally. I particularly enjoy working with the children—supporting them through new challenges, encouraging their development, and celebrating their achievements. It's incredibly rewarding to be part of their learning journey and to know that I'm making a positive difference in their lives. The environment is both dynamic and nurturing, and it motivates me to bring my best self to work each day." " John – Teaching Assistant at Whatley Campus

"I enjoy the cut and thrust of working to achieve the best possible outcomes for our young people. They are expressive, creative and diverse individuals who inspire me." Ros – strategic lead for quality of education



"I have been a Head of Department at Whatley Campus for two years and I am so happy that I made the move from mainstream to this wonderful school. All of the staff have a 'can do' attitude that comes from their wellbeing and workload being constantly considered and looked after. The young people in our care really benefit from, not only the great teaching, but also the excellent support that TA's and HLTA's give them to enable them to thrive. In many cases, our students have been unable to access learning at other schools but they have flourished here due to our personalised approach to learning. Whatley Campus really is an excellent school." Gemma Massey – Head of English at Whatley Campus

"Working for Melbury College can have its challenges but is extremely rewarding. I have a great team around me." Dean – Estates and Facilities Manager.



Ofsted – July 2024

“This is a school where positive working relationships between staff, pupils and their families is championed.”

“Many pupils who attend this school have had a negative experience of education before they joined here. The curriculum has been designed to help pupils re-engage with learning, as well as achieve the qualifications they need for their next stage of education, training or employment.”

For more on our recent Ofsted please visit <https://reports.ofsted.gov.uk/provider/25/102697>

Message from our Chair of Governors

“Being the chair of governors can be an extremely rewarding opportunity! It enables me to play a pivotal role in shaping the educational environment, supporting staff and students, and making a positive impact on the community. By working collaboratively with the governing body, to shape policies and initiatives ensures that the next generation receive high-quality learning experiences.”

James Holmes

What we offer:

- A wonderfully supportive family of teaching, support, therapy and admin staff
- No more than 10 students in a class
- Young people who want to be in school and enjoy their time with us
- Supportive parents
- A huge building, redesigned and fully renovated to our specific requirements
- Bespoke SEN facilities and resources
- On-site parking and secure cycle storage
- On-site gym (after school hours)
- A comprehensive induction programme for all new staff
- An extensive staff wellbeing programme
- A train station 5 minutes' walk away (Wimbledon Chase)
- Weekly CPD
- Career progression within Whatley as we continue to grow, and across Melbury College



“It’s great and a lovely school. My favourite lesson is food technology. The adults are amazing!”
Ethan, pupil

How to find us

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