

Melbury College Melrose School

Construction Teaching Assistant

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.

Melrose School – Welcome from our Headteacher

Amanda Addy

Thank you for your interest in working at Melrose School! I am proud to be the Headteacher of Melrose, a Special School for pupils aged 5-16 years, located in Merton. At Melrose, we cater for pupils with social, emotional, mental health needs and many have additional challenges and diagnoses and present with difficulties in social communication and emotional regulation. We pride ourselves on the specialist support and nurturing environment we offer which enables pupils to access tailored support and learning so that each young person is able to engage positively in education and fulfil their potential.



Within our Primary provision, we have four mixed-aged classes. Each class has a teacher and two teaching assistants with class sizes of around six pupils. All pupils access the National Curriculum which is adapted and delivered creatively to support learner engagement. Specialist SALT and OT provision is integrated into the primary curriculum. In Year 7, we run a 'nurture class' which bridges the transition from primary into secondary education. This runs similar to a primary model where pupils are taught for the majority of the school day by one teacher in their classroom with some specialist teaching throughout the week. From Year 8 onwards, pupils work in tutor groups and access specialist teacher across the week, moving around the school. Class sizes in Secondary are around six pupils with a teaching assistant supporting each lesson. At Secondary, pupils access a GCSE pathway which is supported with a vocational offer at Key Stage 4. Across the school we provide 'Social Development Opportunities' which offer structured enrichment activities to develop skills such as teamwork and resilience. The work across our school is underpinned by our trauma-informed practices.

We welcome all prospective candidates for a telephone call or visit where you can find more information about our school.

Melrose School- Nurturing Success

Melrose is a school that creates a safe and caring learning environment where individuality is championed and where children receive high quality educational provision.

We provide a foundation for growth and success through nurture, bespoke learning and personal development opportunities; building confidence and resilience so our pupils are well prepared for the next stages in life and the challenges and opportunities they will face.

Role Description – Construction Teaching Assistant

Line Manager: Headteacher/Finance HR Manager

Main Purpose of the Role

To support the Construction Teacher in delivering high-quality practical and theoretical lessons. The TA will play a vital role in helping students gain technical skills while ensuring a safe, professional workshop environment.

Key Responsibilities and Duties

Teaching and Learning

- Assist in the delivery of hands-on learning in trades such as brickwork, carpentry, and plumbing.
- Differentiate support to meet a range of abilities and learning needs, including SEN learners.
- Prepare students for industry recognised qualifications and assessments (BTEC, CSCS card)
- Prepare the workshop for lessons, maintain equipment, and ensure materials are stored correctly.
- Help gather evidence for student assessments and write observations on progress.
- Work with individuals or small groups—particularly those with SEMH/SEN needs—to help them complete BTEC tasks and portfolios.
- Embed practical, hands-on learning and ensure students can apply theory to real-world construction tasks.
- Promote safe and responsible use of tools, materials, and equipment in line with industry regulations.
- Set clear learning targets and track student progress through practical assessments, portfolios, and workplace-style observation.
- Plan for the progression of students' learning within and between activities.

Wider School Responsibilities

- Contribute to the wider school community through Enrichment activities.
- Follow Melbury College's child protection policies and procedures
- Mark attendance registers accurately and in a timely fashion
- Read and comply with all policy documents
- Organise the classroom environment, including the use and storage of books, equipment, and other teaching materials
- Ensure good timekeeping to prepare students and start lessons on time
- Establish appropriate links with the local community, including industry, to prepare students for the opportunities, responsibilities, and experiences of adult life and learning, and support any current project work
- Safeguard the health and safety of yourself and others in accordance with In Melbury College Health and Safety Policy
- Contribute to meetings, discussions, and management systems necessary to coordinate the work as a whole
- Promote equal opportunities within the setting and seek to ensure the implementation of the school's equal opportunities policy
- Undertake pastoral and administrative duties and general responsibilities as agreed with

the Headteacher

Additional Duties

- Carry out any reasonable subject-related duties assigned
- Attend department meetings and standardisation meetings
- Manage student behaviour in the classroom, establish an orderly working environment, and ensure the safety and good conduct of the students, following the guidance in the Behaviour Policy
- Make themselves familiar with the contents of the Staff Handbook, the school's aims and policies, and endeavour to follow these closely
- Attend staff meetings, parents' evenings, INSET sessions, and similar important functions both in and out of normal school hours
- Notify their Head of School as early as possible if they are going to be absent from school and set appropriate work
- Take part in the appraisal process.

Skills and Competencies

- Strong, up-to-date knowledge of construction trades and industry standards.
- Ability to deliver practical skills training in a workshop environment.
- Effective behaviour management, fostering respect, responsibility, and teamwork.
- Excellent communication and the ability to motivate disengaged learners.
- Commitment to professional development and keeping current with industry changes.

Industry & Employability Links

- Build strong partnerships with local construction companies, training providers, and apprenticeship schemes.
- Organise visits, guest speakers, and employer-led projects to broaden student experience of the industry.
- Develop students' employability skills such as teamwork, communication, problem-solving, and resilience in a workplace setting.

Professional Development

Melrose School is committed to the continuous professional development of its staff. The Construction Teacher will be supported in accessing relevant training and development opportunities to enhance their subject knowledge, pedagogical skills, and understanding of best practices in education. The school encourages and facilitates collaborative working, peer-to-peer learning, and the sharing of expertise across the teaching team.

Safeguarding

- Always ensure a safe workshop environment through regular risk assessments and compliance with H&S legislation.
- Submitting an Enhanced Disclosure and Barring Service (DBS) check
- Completing mandatory child protection training
- Adhering to and implementing the school's safeguarding and child protection policies and procedures
- Reporting any concerns about the safety or wellbeing of a student to the Designated Safeguarding Lead
- Maintaining appropriate boundaries and professional relationships with students
- Fostering a culture of vigilance and a safe environment where students feel listened to and supported
- Delivering First Aid

Construction Teaching Assistant- Personal Specification

SPECIFICATION	ESSENTIAL	DESIRABLE
Education/Training	<ul style="list-style-type: none"> • Related qualification • Evidence of further personal and professional development 	
Knowledge	<ul style="list-style-type: none"> • A secure knowledge and understanding of the concepts and skills essential for success for students in Construction • A secure subject knowledge for teaching Construction at KS3 & KS4 • Evidence of effective teaching experience with pupils with SEMH/ mental health additional needs across Key Stage 3 and 4. • Evidence of the ability to supporting the planning, assessment and delivery of the curriculum and maintain effective record keeping systems. 	
Skills/Attributes	<ul style="list-style-type: none"> • A clear understanding of the factors at classroom level which promote pupils progress and enhance achievement. • The ability to establish a safe and purposeful working atmosphere that supports learning and in which students feel secure and confident. • An enjoyment in working with young people. • A commitment to working collaboratively within the school. • A commitment to raising achievement. • Effective interpersonal and communication skills with professionals, parents and pupils. • A high level of understanding of child protection and safeguarding procedures. 	<p>The ability to promote good literacy and numeracy across the curriculum</p> <p>A commitment to innovative curriculum development</p>
Personal Qualities	<ul style="list-style-type: none"> • An ability and willingness to aim, inspire and motivate all learners, including the most disengaged. • Commitment, enthusiasm and energy. • Commitment to own personal and professional development. • Excellent organisational skills including the ability to meet deadlines. • The ability to be a reflective and evaluative practitioner who is willing to learn and develop. • Evidence of the ability to work effectively as a member of a team. 	

	<ul style="list-style-type: none">• Willingness to contribute to extra-curricular activities.• Ability to work under pressure and determination to succeed.	
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What it's like to work for us

'Working at Melrose comes with its challenges but it is by far the most rewarding job I have ever had! The pupils make exceptional progress and never fail to put a smile on our faces!' Marc, Positive Behaviour Lead



'Working at Melrose school brings me great fulfilment as we really see the progress pupils make and the successes they go to achieve' Ian, Science teacher

"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 Melrose and 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

'Working at Melrose feels like being a part of a family. The relationships between staff and pupils are genuinely strong, creating an environment built on trust, care, and mutual respect. Being part of this community makes my role deeply fulfilling' Chris, HLTA



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
- 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
- Weekly CPD
- Career progression within Melrose Primary and Secondary as we continue to grow, and across Melbury College

How to find us

Melbury College - Melrose School

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Tel: 020 8646 2620

Email: melroseoffice@melbury.merton.sch.uk

