

Melbury College Canterbury Campus

Deputy Headteacher

Recruitment Pack





MELBURY COLLEGE

Our Ethos

Building Relationships. | Inspiring Resilience. | Unlocking Potential.



BUILDING RELATIONSHIPS



Knowing our students



Creating trust and belonging



Working collaboratively with families and colleagues



INSPIRING RESILIENCE



Supporting students through challenge



Developing confidence and independence



Celebrating effort, progress and perseverance



UNLOCKING POTENTIAL



Recognising strengths



Removing barriers



Creating opportunities for every student to succeed



Building Relationships. | Inspiring Resilience. | Unlocking Potential.

WELCOME FROM THE EXECUTIVE HEADTEACHER

Carla Chandler

Building Relationships. Inspiring Resilience. Unlocking Potential.



At Melbury College, we believe that every child deserves to feel safe, valued and inspired to succeed. Every young person brings unique strengths, experiences and aspirations, and our role is to provide the specialist education, support and encouragement that enables them to overcome barriers, build confidence and fulfil their potential.

As a partnership of specialist education provisions serving the London Borough of Merton, we support children and young people with Social, Emotional and Mental Health (SEMH) needs, medical needs and those requiring alternative educational pathways. We

are proud to provide personalised, inclusive and ambitious education that places wellbeing, belonging and achievement at the heart of everything we do.

Our vision is to educate the whole child through a personalised, inclusive and trauma-informed approach that promotes wellbeing, belonging and high-quality learning. We recognise that positive relationships provide the foundation for engagement, resilience and success, and we create the conditions in which every young person can feel safe, connect with others, engage in learning and achieve.

Building Relationships

Relationships are at the heart of our ethos. We know that young people learn best when they feel connected, understood and respected. Through trusting, respectful and consistent relationships, we create calm, nurturing and predictable environments where pupils can develop confidence, emotional wellbeing and a genuine sense of belonging.

Our value of **Respect** means valuing every person and celebrating diversity. **Kindness** encourages us to show compassion, empathy and care for others. Together, these values help create a community where everyone feels heard, valued and included.

Inspiring Resilience

Our **trauma-informed approach** reflects our commitment to understanding the whole child. We recognise the impact that life experiences can have on learning, behaviour and emotional wellbeing, and respond with empathy, consistency and high expectations.

Our values of **Courage** and **Determination** encourage young people to embrace challenge, make positive choices, persevere when things become difficult and continue striving towards their goals. We want our pupils to develop the emotional regulation, confidence and learning stamina they need to respond positively to setbacks and grow from their experiences.

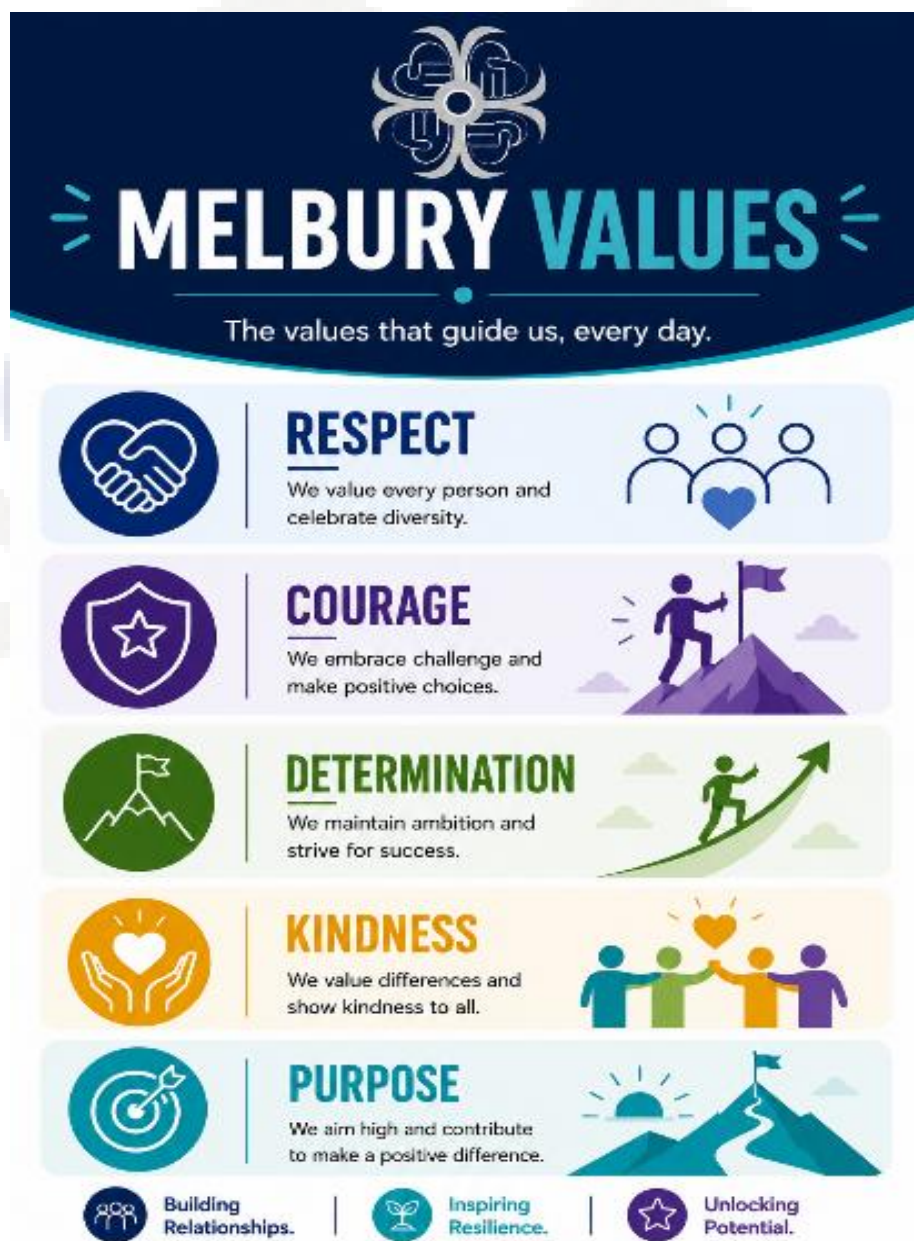
Unlocking Potential

We are ambitious for every learner. Through a broad, balanced and engaging curriculum, we develop knowledge alongside confidence, independence, character and life skills. We maintain high expectations while providing personalised pathways and specialist support that remove barriers to learning and enable every young person to succeed.

Our value of **Purpose** encourages pupils to aim high, take responsibility and recognise the positive difference they can make. We want every young person to leave Melbury with a sense of direction, possibility and belief in what they can achieve.

Our values of **Respect, Courage, Determination, Kindness and Purpose** are more than words on a page. They shape our culture, guide our decisions and influence every interaction across our college community. They provide a shared language for how we learn, lead and work together, helping us to create a community where young people are encouraged to grow, achieve and aspire.

We know that the greatest impact is achieved through partnership. By working closely with families, schools, health professionals and the wider community, we provide the holistic support that each young person needs to flourish. Together, we help our pupils develop the knowledge, skills, confidence and character they need to thrive in education, employment and life.



Canterbury Campus – Welcome from our Headteacher

Neil Morris

Canterbury Campus is a KS3 and KS4 Pupil Referral Unit providing high-quality education and support for secondary aged pupils who have been permanently excluded, are on respite from their home schools, are new to the borough, or are without a school place in Year 11.

We cater for both boys and girls, offering a nurturing and structured environment where students are taught in small groups and follow a broad curriculum, including a wide range of GCSE subjects in Years 10 and 11.

Many of our pupils have Social, Emotional and Mental Health needs or associated learning difficulties, and we work closely with a range of professionals—including our Safer Schools Officer, Speech and Language Therapist, Educational Psychologist and CAMHS worker, to ensure each student receives tailored support.

Every pupil has an Individual Learning Plan that promotes both academic progress and social development, with the aim of reintegrating students into mainstream education or supporting successful transition to Sixth Form or college at the end of Year 11.



MELBURY COLLEGE JOB DESCRIPTION

Job Role: Deputy Headteacher – Canterbury Campus (PRU)

Responsible for: Curriculum, Teaching and Achievement

Scale: Leadership L11 – L15 £78,820 to £85,790 (Inner London)

1.0 FTE

Responsible to: **Headteacher**

JOB PURPOSE: Support the Headteacher with regard to leadership for the school, which secures its success and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning, care and achievement in accordance with statutory requirements.

ROLE: The Deputy Headteacher is responsible for providing leadership and direction for the continuing improvement of the school. They will contribute to developing the overall provision for pupils within Canterbury Campus. The Assistant Headteacher will be responsible for leading the Curriculum, Teaching and Achievement across the school. They will lead on improving outcomes for all students by removing barriers to progress.

Line Management:

Main Responsibilities Main Responsibilities

- Lead and manage the work of the school in relation to Curriculum, Teaching and Achievement including ensuring all statutory obligations are met.
- Lead, monitor, calendar, evaluate and review classroom practice including learning walks, focus of the fortnight, work scrutiny, observations and promote improvement strategies.
- Monitor and evaluate the impact of the different support strategies on individual student outcomes, and collecting and interpreting behaviour and exclusion data.
- Lead on strategies to support good learning behaviour within Canterbury Campus
- Lead a culture that supports and facilitates pupil enrichment and engagement in, and ownership of their learning.
- Lead target setting, including statutory procedures, monitoring progress, reports and targets for individuals and groups of pupils throughout the school. Management of GL Assessments and NGRT Reading Assessments.
- Link to safeguarding lead regarding any safeguarding concerns and work collaboratively to ensure pupils are safe.
- Lead on the development, implementation, co-ordination and monitoring of Social Development opportunities. Line manage trips and visits co-ordinator. Report on outcomes to SLT and governors.
- Lead on strategies to support pupil voice and well-being.
- Lead on Curriculum planning, timetabling, preparation and delivery of programmes of work ensuring teaching and learning is adapted to suit the needs of students with emotional, behavioural, social and learning difficulties.
- Lead CPD, encourage innovation, the development of independent learning, cross-curricular initiatives and the further use of technologies.
- Lead on Equality, diversity and inclusion ensuring a positive learning environment amongst all staff and students in which they are able to make a positive contribution, learn and thrive in an atmosphere of dignity and respect.
- Promote and generate high levels of enthusiasm for, participation in and commitment to learning amongst all students.
- Ensure classrooms are maintained to a high standard and promote effective learning and high academic achievement.
- Support the pastoral development of pupils by making phone calls and leading meetings with parents

Shaping the Future

- Contribute to and communicate a shared vision, ethos and strategic plan that inspires and motivates all pupils, staff and governors to reflect the needs of the school and part of the Melbury College Community in its wider context.
- Work collaboratively to translate the vision into clear objectives that promote and sustain school improvement.

Leading Learning and Teaching

- Be accountable and develop all aspects of student support across the school.
- Develop the use of online assessments and resources to enhance teaching and learning outcomes and tracking of student achievement in relation to personal development and well-being.
- Work with specific teachers on PSHE, SRE and Citizenship across the school to ensure high quality learning and engagement in lessons, assemblies and tutor activities.
- Develop and implement tutor time activities with Pastoral Lead to ensure impact on pupil wellbeing and outcomes.
- In liaison with the Headteacher and SLT, develop and embed school wide policies and monitor and evaluate implementation.
- Provide information as required on reporting wider student participation and wellbeing to parents and carers.
- Hold and positively encourage high expectations for all pupils.
- Line manage BTEC Home Cooking Skills Internal Verifier Canterbury and Lavender, Kings Trust – Internal Quality Assurer (Canterbury and moderation of other sites - Whatley) qualification
- Support GCSE exams – being present at the beginning of each, supporting exams officer, Working with exams officer on seating plans and invigilation.

Developing Self and others

- Provide clear leadership, guidance and support, within the agreed framework for identified teaching staff.
- Performance manage staff and line manage areas as required and using the process to develop their personal and professional effectiveness including CPD opportunities, return to work, support plans
- Support the Headteacher to update the SEF and the relevant sections of the School Development Improvement Plan.
- Set high expectations for all and address underperformance under the guidance of the Headteacher.
- Act as a role model for the highest professional standards.
- Ensure both self and others achieve an appropriate work/life balance.
- Acquire leadership competencies and undertake a planned progression to secure high level leadership.
- Produce absence spreadsheets and oversee agency staff timesheets with HR

Leading and Managing the Organisation

- Work collaboratively to create an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Work with SLT on Attendance and Punctuality school-wide and work alongside the Safeguarding Officer and Attendance Officer to ensure attendance is closely monitored, reviewed and interventions put into place for PAs. Report on attendance to governors termly.
- Take collective responsibility so that the schools resources are organised and managed to provide an efficient, effective and safe learning environment.
- Identify appropriate resources and activities for improving the learning and behaviour of students and monitor the impact of these resources.
- Supervision of students at any point during the working day including breaks, lunch time, off site visits and activities, on entering and leaving the premises at the beginning and end of each sessions and included in the duty rota.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities within the overall continuum of provision.
- Ensure all policies and practices are followed in relation to the vision, Safeguarding, Health and Safety and Attendance.
- Communication to parents. Including Year 11 exam/study leave letters.
- Oversee Points reward system with tutors and Finance department.

- Support/ Oversee with Cover arrangements.

Securing accountability

- With the Executive Headteacher and Headteacher share the responsibility for the development of a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Contribute to, develop and present an accurate account of the school's performance to a range of audiences including governors, parents and carers, Children and Young People's Service and OFSTED.

Strengthening Community

- Provide support to parents/carers through a range of agencies and partners.
- Co-operate and work with relevant agencies and partners to ensure the well-being of children.
- Ensure learning experiences for pupils are linked and integrated with the wider community, local, national and global.

Safeguarding and Promoting the Welfare of Children

- Ensure a safe and supportive school culture.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.
- Adhere to policies and practices that minimise opportunities for abuse and ensure its prompt reporting.
- Undertake the professional duties of the Headteacher in their absence

GENERAL DETAILS

This job description is to be performed in accordance with the provisions of the School Teacher's Pay and Conditions Document and the range of duties set out therein. It is expected that you will observe the National Teacher Standards (2013) and be responsible to the Executive Headteacher with regards to any professional duties negotiated outside the job description.

REVIEW

This job description does not define all the duties and responsibilities commensurate with the post. As such, it will be reviewed at the end of the academic year or earlier if necessary and may be amended at any time after consultation with you.

DUTY OF CARE

Within the School each member of staff has a duty of care to themselves and others. Circumstances may arise where staff are required to physically intervene to ensure the safety of themselves or others. Staff should not intervene where they may put themselves at risk. Education programmes requiring physical intervention are carefully designed by teachers and support staff in collaboration with appropriate professionals in keeping within school and local education authority policy.

The post is subject to enhanced disclosure from the Disclosure and Barring Service.

Person Specification

Qualifications/Training

Qualified Teacher Status	Essential
Proven commitment to professional development	Essential
Leadership qualification	Desirable

Experience

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

Knowledge and Understanding

To have extensive knowledge and understanding of Social, Emotional and Mental Health needs	Essential
Understanding of Performance Management and the Appraisal Procedures for teachers	Essential
In depth knowledge and understanding of curriculum requirements for secondary aged pupils	Essential
Knowledge of school evaluation and the impact of the Ofsted framework on special schools	Essential
Understanding of the effective use of assessment, recording, tracking and target setting	Essential
Up to date knowledge and understanding of the changing educational context and statutory requirements in relation to schools and young people with challenging behaviours	Essential
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 challenging behaviours
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



"Canterbury Campus is an interesting place to work, something new is always happening. It is a nurturing environment for young people who have struggled in mainstream" Laura, Exams & Office Manager

"Working at Canterbury Campus is an amazing place to work. I find it rewarding to work as part of a team that makes a difference to a young persons future" Jackie, Lead Teaching Assistant



"Working at Canterbury Campus is both rewarding and inspiring. Staff are part of a supportive and collaborative team that is committed to making a difference to the lives of young people. There is a strong culture of mutual respect, professional development, and innovation, where colleagues are encouraged to share ideas and build positive relationships with students and each other. The dedication and passion of the staff create a welcoming environment where everyone feels valued and supported" Andre, Assistant Headteacher

"Working as Melbury College's Safeguarding Lead means being at the centre of safeguarding for some of the borough's most vulnerable and resilient young people. I work closely with staff, external professionals, and families to ensure concerns are identified early, acted on quickly, and recorded with clarity. It's demanding, purposeful work that shapes a culture where students feel understood, supported, and safe." Vicky, Melbury College Safeguarding Lead



"A wonderful and supporting school where every student is valued, respected and encouraged to reach their full potential. It's a truly caring and inclusive environment" Ana, Science Teacher

"Canterbury Campus is a genuinely positive environment to work in. Staff are always on hand to support and consistently do their best for pupils. Lunchtime is a highlight of my day, as it gives me the chance to catch up with pupils, play football with them, and make sure they are genuinely happy and settled." Philip, Teaching Assistant.

Our Pupils Voice on what it is like to attend Canterbury Campus



Ofsted – December 2024

“All staff know the importance of quickly building strong and positive working relationships with the pupils that attend here. They act on this effectively and have high aspirations. Pupils feel safe and trust that the staff team can help them.”

“Pupils are supported to understand their emotions. They are taught strategies to manage and reflect on their behaviour for themselves. As a result, behaviour is mostly calm and orderly.”

Pupils are provided with a range of opportunities and experiences to prepare them for adulthood... As a result, pupils are prepared for their futures.”

For more on our recent Ofsted please visit: <https://reports.ofsted.gov.uk/provider/22/133754>

Message from our Chair of Governors

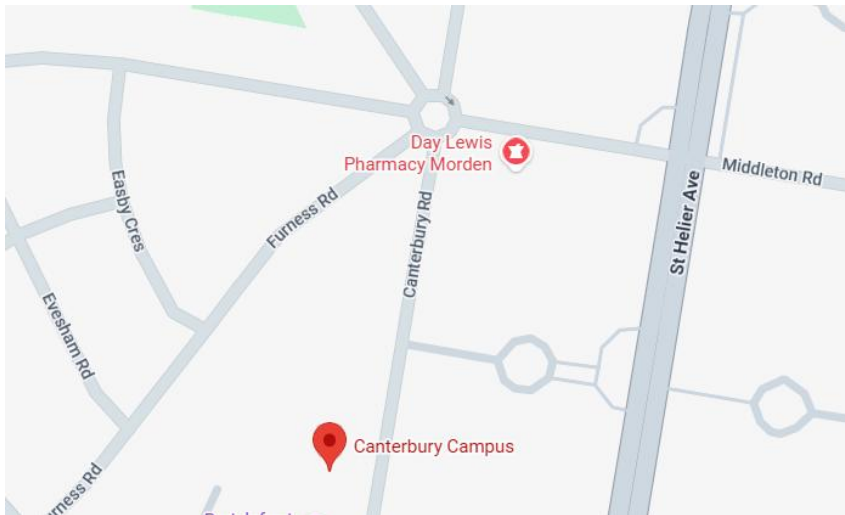
"Being the chair of governors can be an extremely rewarding opportunity! It enables me to play a pivotal role in shaping the educational environment, supporting staff and students, and making a positive impact on the community. By working collaboratively with the governing body, to shape policies and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

What we offer:

- A wonderfully supportive family of teaching, support and admin staff
- Small class sizes with no more than 8 students in a class
- Young people who want to be in school and enjoy their time with us
- A rewarding environment where learning is personalised to the students to support positive outcomes
- On-site parking and secure cycle storage
- A comprehensive induction programme for all new staff
- An extensive staff wellbeing programme
- A train station 5 minutes' walk away Morden
- Weekly CPD
- Career progression across Melbury College



How to find us:



Melbury College – Canterbury Campus

Canterbury Road

Morden

SM4 6PT

Email: canterburyoffice@melbury.merton.sch.uk

Tel: 020 841 2005

Transport links:

Train Station:

- **St Helier:** 8 min walk

Bus routes:

- **157:** Runs between Morden and Crystal Palace.
- **164:** Runs between Wimbledon and Sutton Station.
- **470:** Runs towards Colliers Wood and Sutton.
- **80:** Runs between Hackbridge and Belmont.