Melbury College
Melrose School

Design Technology Teacher

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

Ofsted Good School 2024

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.

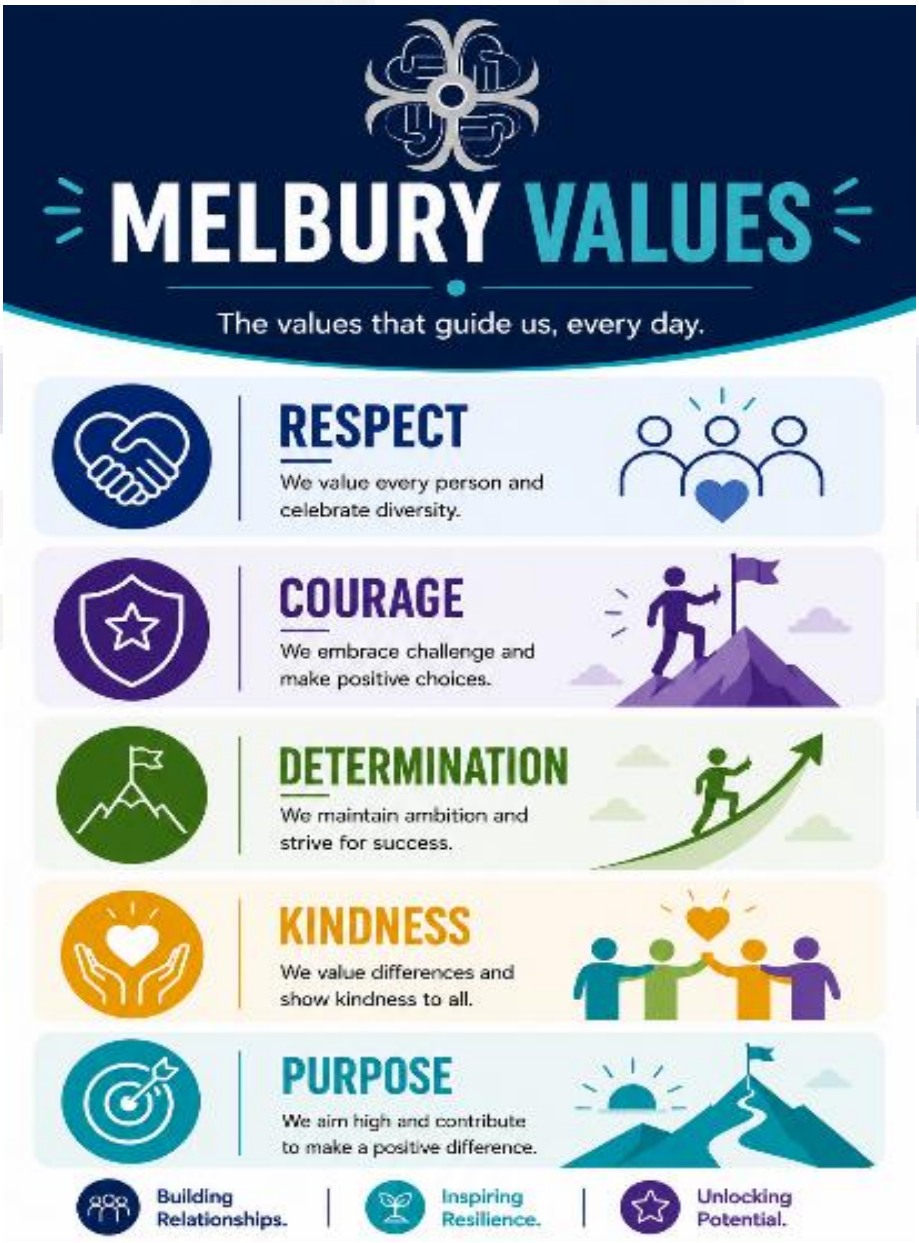
Unlocking Potential

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.



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

Main Purpose of the Role

The Design Technology Teacher will plan and deliver high-quality, practical and theoretical lessons that inspire, motivate, and challenge students at Melrose School and across Melbury College. This role is vital in preparing learners for further training, apprenticeships, and employment within the construction industry. The post holder will model professional standards, embed safe working practices, and ensure students gain both the technical skills and workplace behaviours needed to succeed.

Key Responsibilities and Duties

Teaching and Learning

- Deliver engaging lessons in key construction trades (e.g., brickwork, carpentry, painting & decorating, plumbing, electrics, health & safety) as part of the BTEC program for Key Stage 4
- Plan and deliver a wider DT curriculum across Secondary including other disciplines such as food technology as directed by the Headteacher
- Embed practical, hands-on learning and ensure students can apply theory to real-world construction tasks.
- Prepare students for industry recognised qualifications and assessments (BTEC, CSCS card)
- Differentiate teaching to meet a range of abilities and learning needs, including SEN learners.
- 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 teaching and activity programmes for students according to their educational needs on a weekly and termly basis, in accordance with Melbury College policies, schemes of work, and the agreed demands of the curriculum
- Plan for the progression of students' learning within and between activities.
- Write annual reports and complete termly assessment reports
- Attend Parents' Evenings
- Lead on the expansion of the provision offering paid places to students beyond Melbury College; supporting effective enrolment and engagement on the programme

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
- Supervise the work of Teaching Assistants, including helping them to plan work, gather evidence, and write observations

- 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
- Contribute to the Department's devising and writing of new subject materials when required
- Write schemes of work and develop resources
- 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
- Carry out such duties, including cover for absent colleagues and examination invigilation, as are allocated by their Head of School punctually and efficiently
- 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

The Construction Teacher will be responsible for promoting and safeguarding the welfare of all children and young people they are responsible for or meet. This includes:

- 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

The Construction Teacher will play a crucial role in ensuring the safety and well-being of all students at Melrose School, in line with the school's commitment to providing a nurturing and inclusive education.

Design Technology Teacher – Personal Specification

SPECIFICATION	ESSENTIAL	DESIRABLE
Education/Training	• Related qualification • Evidence of further personal and professional development	• Qualified Teacher Status
Knowledge	• 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 • Use of assessment and attainment information to improve practice and raise standards • Evidence of effective teaching experience with pupils with SEMH/ mental health additional needs across Key Stage 3 and 4. • Evidence of the ability to plan, assess and differentiate work and maintain effective record keeping systems.	A good concept of recent curriculum changes
Skills/Attributes	• The ability to use an imaginative range of teaching strategies to promote high expectations and high levels of challenge in the classroom • A clear understanding of the factors at classroom level which promote pupils progress and enhance achievement. • The ability to plan for progression in learning, using intervention/ differentiation as necessary. • The ability to use assessment for learning to improve teaching and learning as well as to assess and record student progress. • 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.	The ability to promote good literacy across the curriculum A commitment to innovative curriculum development
Personal Qualities	• 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. • Willingness to contribute to extra-curricular activities. • Ability to work under pressure and determination to succeed.	

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

Church Road

Mitcham

CR4 3BE

Tel: 020 8646 2620

Email: melroseoffice@melbury.merton.sch.uk



Transport links:

Tramlink:

- Belgrave Walk
- Phipps Bridge

Bus Links:

- Miles Road / Hall Place / Phipps Bridge stops: The closest access point, served by Route 200 (linking Mitcham and Wimbledon).
- Mitcham / Lower Green & Cricket Green stops: A short walk away, served by Routes 45, 127, 201, 280, S1
- Love Lane / Lewis Road stops: Served by Route 152 (linking Pollards Hill to New Malden via Wimbledon and Colliers Wood).