

Melbury College Canterbury Campus

English 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



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.



English Teacher – Job Description

MPS/UPS (Inner London)

1.0 FTE

Particular Duties:

A teacher is responsible for:

Professional Development

- keep up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with Head of English/Head of School
- evaluate their own teaching critically and use this to improve their effectiveness
- build up a thorough understanding of their professional responsibilities in relation to school policies and practices
- set a good example to the pupils they teach in their presentation and their personal conduct
- participating in Performance Management arrangements

Teaching and Managing Pupil Learning

- Meet pupils' entitlement for the National Curriculum by teaching English across Key Stages 3 and 4.
- Under the guidance of the Head of English, lead on the English curriculum across the school and provide specific subject expertise to the development of practice and curriculum policies.
- Under the guidance of Head of English, plan and prepare appropriately differentiated programs to meet the needs and aptitudes of each pupil setting suitably challenging targets ensuring educational programs are tailored to meet their needs as identified in their EHCPs/IEP's.
- identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Be aware of and sensitive to the particular complexities pertaining to the education of pupils with SEMH.
- set appropriate and demanding expectations for pupils' learning and motivation.
- set clear targets for pupils' learning, building on prior attainment and considering each pupil as an individual and taking into account their emotional and social needs
- ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Organise and maintain the school's teaching rooms to ensure that the organisation and display of pupils' work is designed to promote the learning and reflect their achievements.
- set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships, acting to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.
- In consultation with the Head of English, ensure that pupils are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria
- liaise effectively with support staff
- act as form tutor, providing pastoral support and having oversight of a small group of pupils

- contribute to the wider curriculum on offer at Melrose School, where all teaching staff provide a wide range of Social Development Opportunities that motivate and engage our pupils

Monitoring and Assessing Pupil Progress

- Assist in the schools arrangements for the assessment and monitoring of the educational functioning of the pupils and other written reports as required
- mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- In liaison with the Head of English, assess how well learning objectives have been achieved and use this assessment for future teaching.
- maintain full records of attendance, homework, National Curriculum Attainments, and examinations for pupils taught, including members of your tutor group
- produce and analyse teaching group examination predictions and results as requested by the Head of English/Head of Melrose
- participate in discussions of pupil targets and progress and of the development of strategies to meet school targets
- oversee the pastoral needs of all pupils taught and passing on any concerns to the appropriate member of staff
- mentor and negotiate individual targets for pupils

Resources within the School

- select and make good use of learning resources to enable teaching objectives to be met
- ensure that stock and equipment is well cared for and economically used
- ensure that the English classroom presents a stimulating and tidy environment
- implement the school Health and Safety Policy
- ensure that Health and Safety policies and practices, including Risk Assessments, throughout your lessons are in-line with national requirements.

Communication with Parents

- attend any appropriate meetings with parents
- provide informative reports to parents
- raise, in consultation with the Head of School, particular concerns regarding pupils with parents

Internal Communication

- provide information required by Senior Leadership Team and SENCO
- actively participate in school meetings

Staff Absence

- ensure that appropriate work has been set and that the resources required are available

Additional Specific Responsibilities

- as negotiated with the Head of School in the interests of the pupils and of the CPD of the member of staff

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the school at the reasonable discretion of the Head of School/ Executive Headteacher
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

- 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 and young people as this applies to the worker's role within the organisation.
- To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role. To ensure that the line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.
- We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

English Teacher – Person Specification

Specification	Essential	Desirable
Education and Training	• Qualified Teacher Status • Evidence of further personal and professional development	
Knowledge	• A secure knowledge and understanding of the concepts and skills essential for success for students in English • A secure subject knowledge for teaching English at KS3 & KS4 • Use of assessment and attainment information to improve practice and raise standards • Evidence of effective English 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	• The ability to promote good literacy across the curriculum

	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	• 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.	

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 person's 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

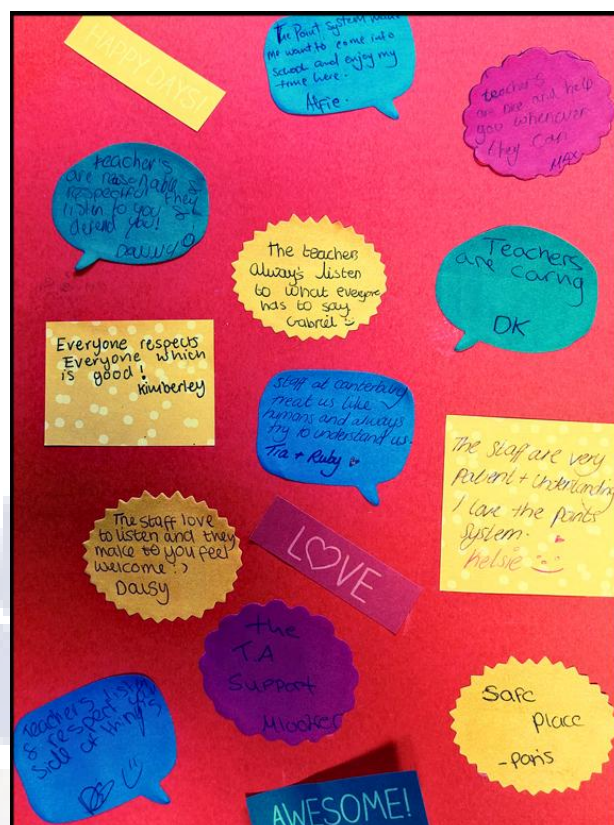
"Working as Melbury College's Safeguarding Lead means being at the centre of safeguarding for some of the borough's most vulnerable and resilient young people. I work closely with staff, external professionals, and families to ensure concerns are identified early, acted on quickly, and recorded with 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 high light 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

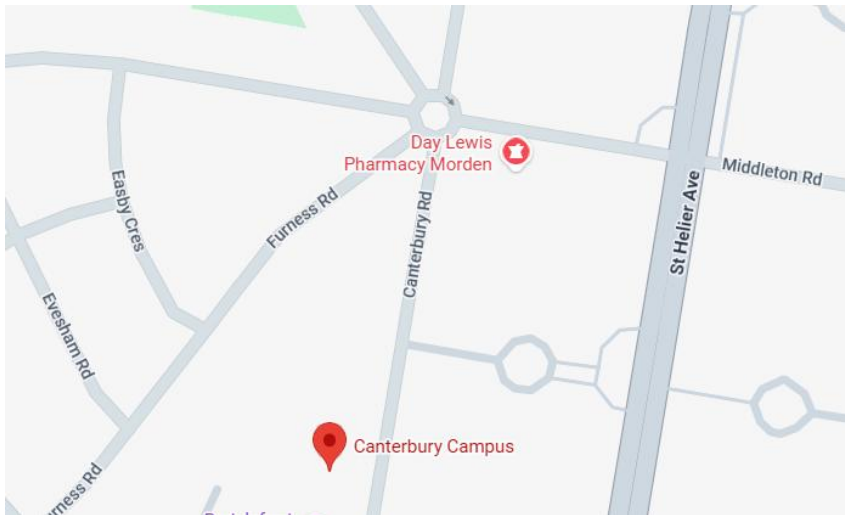
“Being the chair of governors can be an extremely rewarding opportunity! It enables me to play a pivotal role in shaping the educational environment, supporting staff and students, and making a positive impact on the community. By working collaboratively with the governing body, to shape policies and 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.