

Melbury College

Head of English

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



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



HEAD OF ENGLISH- MELBURY COLLEGE

POST DETAILS

Job title	Head of English
Salary	MPS/UPS (Inner London) + TLR 2.1 + SEN 1 (subject to pay review)
Contract	1.0 FTE
Reports to	Strategic Lead for the Quality of Education
Scope	Secondary English across Canterbury, Lavender, Melrose, Whatley and Worsfold House/Bespoke

PURPOSE OF THE POST

Provide strategic leadership, direction and oversight of secondary English across Melbury College, ensuring that pupils in all settings access an ambitious, coherent, inclusive and appropriately personalised curriculum. Lead curriculum development, assessment, subject quality assurance and professional learning in partnership with Headteachers and staff. Secure high expectations, strong literacy development and meaningful progress from pupils' individual starting points, including preparation for accreditation, transition and next steps.

1. LEADERSHIP WITHIN THE MELBURY ETHOS

- **Building Relationships:** establish a collaborative subject culture based on Respect and Kindness; build positive relationships with pupils, families and colleagues and promote belonging.
- **Inspiring Resilience:** model trauma-informed, regulation-aware and adaptive teaching that develops Courage, Determination, confidence and academic stamina alongside consistent high expectations.
- **Unlocking Potential:** champion Purpose, ambition and equitable access to challenging English learning, qualifications and pathways for every pupil.

2. STRATEGIC CURRICULUM LEADERSHIP

- Develop and regularly review a coherent, well-sequenced secondary English curriculum framework across Melbury provisions, with appropriate adaptations for different pathways, ages, needs and lengths of placement.
- Ensure curriculum plans specify intended knowledge, language and skills progression, including reading, writing, spoken language, literature and vocabulary.
- Work flexibly across Melbury College campuses, maintaining a visible professional presence and supporting the development of consistent, high-quality English provision across all settings.
- Work with Strategic Lead for Quality of Education and Senior leaders to align subject planning with statutory requirements where applicable, examination specifications and the distinct remit of each provision.
- Collaborate with primary colleagues to support progression and transition, without holding overall responsibility for primary English.

3. TEACHING, INCLUSION AND ENGAGEMENT

- Undertake an agreed teaching timetable within Melbury College, modelling consistently high-quality English teaching and maintaining direct engagement with classroom practice.
- Model effective subject teaching that uses clear explanations, purposeful practice, checks for understanding, feedback and appropriate challenge.
- Support staff to adapt teaching for SEND, SEMH, autism, medical needs, interrupted education and pupils with significant literacy gaps, including appropriate EHCP provision and reasonable adjustments.
- Promote predictable routines, positive relationships, co-regulation and safe learning environments consistent with Melbury behaviour and safeguarding policies.
- Work with colleagues to improve attendance-related engagement, participation and re-engagement with learning, recognising each pupil's circumstances.

4. LITERACY, ASSESSMENT AND OUTCOMES

- Provide subject leadership for secondary literacy, including reading fluency and comprehension, spelling, vocabulary, writing and oracy; coordinate with relevant reading and intervention leads.
- Promote proportionate diagnostic and formative assessment, accurate identification of gaps and responsive teaching and intervention.
- Agree common assessment principles and moderation approaches while allowing flexibility for different cohorts, entry points and programmes.
- Analyse outcomes and progress from individual starting points; evaluate interventions and report strengths, priorities and improvement actions to campus and college leaders.
- Oversee appropriate preparation for GCSE, Functional Skills, Entry Level and other suitable English accreditation, including examination-board requirements and access arrangements in partnership with relevant staff.

5. QUALITY ASSURANCE AND PROFESSIONAL DEVELOPMENT

- Work under the direction of the Strategic Lead for Quality of Education, collaborating with Headteachers to secure improvements in English teaching and outcomes, while respecting established campus management and accountability arrangements.
- Work with Strategic Lead for Quality of Education and Headteachers to agree a proportionate cycle of subject review, including curriculum discussions, lesson visits where appropriate, pupil voice, work scrutiny and outcomes analysis.
- Use evidence to identify improvement priorities, support action planning and evaluate the impact of changes without creating unnecessary workload.
- Lead subject networks, collaborative planning, standardisation, moderation and sharing of effective practice across sites.
- Coach and support English colleagues and contribute to professional development, induction and recruitment where requested, within agreed management arrangements.

6. COLLABORATION, SAFEGUARDING AND PROFESSIONAL DUTIES

- Communicate effectively with Headteachers, SENCOs, designated safeguarding leads, examinations staff, families and external partners as appropriate.
- Follow current Keeping Children Safe in Education guidance, college safeguarding and child-protection procedures, the staff code of conduct and reporting arrangements; promptly report concerns to the appropriate designated safeguarding lead.
- Fulfil the Teachers' Standards, including Part Two on personal and professional conduct, and duties under the applicable School Teachers' Pay and Conditions Document.
- Ensure responsible use of resources, confidentiality, information security, health and safety and compliance with relevant college policies.
- Undertake reasonable duties consistent with the post, subject to appropriate consultation and contractual provisions.

ACCOUNTABILITY AND REVIEW

Success will be evaluated through the quality and accessibility of curriculum provision, staff development, assessment reliability, pupil engagement and learning, and appropriate outcomes across diverse settings. Measures should recognise cohort size, mobility, pupil starting points and differing provision models. The job description will be reviewed annually in consultation with the postholder.

PERSON SPECIFICATION

Area	Essential	Desirable
Qualifications and professional practice	• Qualified Teacher Status; • Secure English subject and pedagogical knowledge at secondary level; • Commitment to the Teachers' Standards and continuing professional development.	• Relevant further study or subject leadership qualification.
Curriculum and teaching	• Strong record of effective secondary English teaching; • Ability to plan and evaluate a coherent, ambitious, sequenced curriculum; • Knowledge of GCSE and appropriate alternative accreditation.	• Experience of multiple qualification pathways and cross-site curriculum development.
Inclusion and specialist education	• Ability to adapt English teaching for pupils with SEND and SEMH and significant barriers to engagement; • Understanding of EHCPs, reasonable adjustments and trauma-informed practice.	• Experience in PRU, medical, specialist or bespoke provision.
Literacy and assessment	• Strong understanding of reading, writing, vocabulary and oracy; • Ability to use assessment to identify gaps, support progress and evaluate interventions.	• Experience of diagnostic literacy assessment, reading interventions or moderation across settings.
Leadership and improvement	• Evidence of leading or influencing improvement in teaching or curriculum; • Ability to coach colleagues, collaborate across teams, evaluate impact and communicate priorities clearly.	• Formal subject/department management or multi-site leadership experience.
Safeguarding, ethos and conduct	• Strong safeguarding understanding; • Commitment to equality, inclusion, Melbury's ethos and the values of Respect, Courage, Determination, Kindness and Purpose; • Effective communication and professional integrity.	• Experience working with multidisciplinary partners and families.

Safeguarding, Safer Recruitment and equal opportunities

Melbury College is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. The successful candidate will be subject to appropriate safer recruitment checks, including an enhanced Disclosure and Barring Service (DBS) check with children's barred list information, verification of qualifications and employment history, and other pre-employment checks in accordance with *Keeping Children Safe in Education*.

Melbury College is an equal opportunities employer. We are committed to promoting equality, celebrating diversity and creating an inclusive environment where all pupils and staff feel respected, valued and supported. We welcome applications from candidates of all backgrounds and are committed to fair and inclusive recruitment practices.

An Exciting Opportunity to Make Your Mark

This is no ordinary Head of English role. At Melbury College, you will have the unique opportunity to shape and lead English education across five diverse specialist settings, working with talented colleagues to develop ambitious, creative and inclusive learning experiences for young people with a wide range of needs.

We are looking for an inspirational educator who is excited by the opportunity to innovate, influence practice and make a lasting difference. You will have the scope to bring fresh ideas, develop your leadership skills and play a key role in shaping the future of English across Melbury College.

If you are passionate about English, ambitious for every learner and ready for a new challenge, we would love to hear from you.

Why join Melbury College?

At Melbury College, no two days are the same, and every day brings the opportunity to make a real difference. We are a vibrant, ambitious and supportive community where staff are encouraged to be creative, develop professionally and help transform the educational experiences of young people.

When you join Melbury, you can look forward to:

- **A role that truly makes a difference** – the opportunity to inspire, reconnect and unlock the potential of young people who need exceptional educators to believe in them.
- **An incredible team around you** – work alongside passionate, talented and dedicated colleagues who support one another, celebrate successes and share a genuine commitment to our pupils.
- **Small classes, big impact** – with typically 8–10 pupils per class, you'll have the time and opportunity to build meaningful relationships, personalise learning and see the difference you make.
- **The freedom to be creative** – work in an environment that values innovation, fresh ideas and imaginative approaches to teaching and learning.
- **Opportunities to grow and thrive** – benefit from weekly professional development, a comprehensive induction programme and exciting opportunities for career progression across our specialist settings.
- **A culture where staff matter** – be part of a welcoming, inclusive workplace that values your contribution, supports your wellbeing and recognises the challenges and rewards of working in specialist education.
- **A chance to shape something bigger** – contribute to the continued development of Melbury College, sharing expertise and helping to shape outstanding educational opportunities across our campuses.
- **Practical benefits too** – including on-site parking, secure cycle storage and an established staff wellbeing programme.

At Melbury College, we don't just support young people to reach their potential – we believe in unlocking the potential of our staff too.

What it's like to work for us



"Melbury College is an interesting place to work, something new is always happening. It is a nurturing environment for children and young people who have struggled in mainstream education." Laura, Exams & Office Manager of Melbury College

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



"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



"SLT and staff at Lavender Campus are incredibly supportive, and the young people who attend here are truly amazing. I find my role extremely rewarding because I get to witness our pupils overcome challenges they once believed were impossible. Being part of their journey, watching their confidence grow and seeing them achieve things they never thought they could, is one of the most inspiring parts of working here." Greg, Key Worker

"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 enjoy working at our alternative provision as I have the opportunity to support the young people. The team around us ensures that we provide the best possible outcomes for each individual" Amanda – Key Worker

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

Ofsted

Canterbury Campus & Lavender Campus – 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>

Melrose School & Whatley Campus – 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>

How to find us:

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Melbury College – Whatley Campus

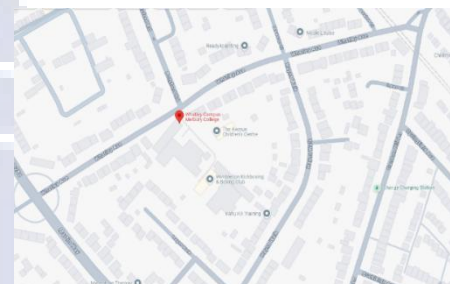
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Melbury College – Canterbury Campus

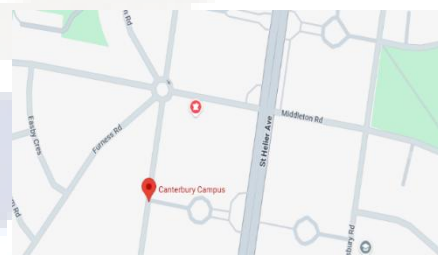
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