

Melbury College Whatley Campus

SENCo

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.

"I love coming to school because my friends and teachers are accepting of everyone." Casev.

Whatley Campus – Welcome from our Headteacher, Sam Hitchen

Whatley Campus is a specialist school for students with autism aged 9-16. Our primary aim is to provide a safe, nurturing and structured environment where every student is supported to thrive and reach their full potential.



We offer a bespoke education tailored to each student's individual strengths and needs within a calm and supportive setting. Our therapeutic and academic curriculum is rooted in neurodiversity-affirming practice, valuing every student's individuality while helping them develop the skills they need for life beyond school. We support young people to grow in confidence, independence and resilience as they prepare for adulthood, including developing an understanding of future career pathways, gaining practical life skills and accessing opportunities that help them build experience of the wider world.

All students benefit from small class sizes and a high adult-to-student ratio. Our highly trained teachers and teaching assistants work alongside on-site therapeutic professionals as part of a dedicated and nurturing staff team.

We provide a range of curriculum pathways, ensuring that student wellbeing, engagement and progress remain at the heart of everything we do.

We are extremely proud of our students, our staff and our wider school community, and we warmly invite you to visit Whatley Campus to experience our school for yourself.

Our school ethos: Success through learning, nurture and resilience



MELBURY COLLEGE JOB DESCRIPTION

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Job Role: Teaching Assistant

Annual Salary: FTE £29,436, actual (pro rata) £25,598

(39 weeks a year – 35 hours per week)

Whatley Campus



Job Title: **Teaching Assistant**

Responsible to: **Headteacher, Whatley Campus**

Responsible For:

- Work as a Teaching Assistant supporting learning and behaviour in lessons and unstructured times, fulfilling all duties as required by SLT
- Enable access to learning for pupils
- Assist the teacher in the preparation of resources and the management of pupils and the classroom
- Supervise external/internal examinations
- Work with pupils 1-1 or in small groups with regard to SEN needs, behaviour and learning
- To keep abreast of and share up-to-date theoretical knowledge and application in SEN to ensure pupils' specific needs are met

Line Management: n/a

Generic Duties and Responsibilities

Support for Pupils

- Contribute to the social, emotional and intellectual well-being of the students.
- Work with individual students on a small group or one-to-one basis.
- Establish professional and productive working relationships with teachers, support staff, outside professionals, parents/carers and pupils, acting as a good role model.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Be aware of and contribute to individual learning support plans, behaviour plans, monitoring systems, individualised strategies used with a pupil, etc.
- Use effective and appropriate language and communication skills and experience to support pupils in the classroom, promoting pupils' communication skills in everyday situations.
- Challenge and motivate pupils in an atmosphere in which they gain self-confidence, enjoyment, independence and motivation to learn.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc., under the guidance of the teacher.
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.

Support for the Teacher

- Create and maintain a purposeful, orderly and productive learning environment in accordance with lesson plans, and assist with the display of pupils work.
- Support pupils' access to learning by using appropriate strategies and creating resources.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested (e.g. observation or behaviour charts for each lesson, progress sheets etc).
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents through the use of appropriate strategies, school policies and encouraging pupils to take responsibility for their own behaviour.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.

- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.

Support for the Curriculum

- Work alongside teaching staff to plan, prepare, support, deliver and evaluate programmes of learning, to promote achievement.
- Support and implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses/needs.
- Participate in school systems to monitor and enhance the quality of teaching and learning.
- Provide advice and guidance as required.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the School

- Support pupils to make appropriate use of unstructured times. This may include, in consultation with the Senior Leadership Team, planning and setting up of structured games and/or encouraging participation/socialisation with others.
- To supervise students during the working day including breaks, lunch-time, on off-site visits, on entering and leaving the premises at the beginning and end of each session, and inclusion in the duty rota.
- Undertake 1:1 and small group supervision of pupils, including break and lunch times as required.
- Attend and participate in staff meetings, INSET sessions and other meetings as required.
- Use own initiative regarding issues which raise immediate cause for concern. Areas causing concern will be discussed with relevant staff and/or at the team meeting.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Work closely with parents/carers, informing and updating them on the work and progress of the child, in liaison with the teacher.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- To understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people.
- To also be fully aware of the principles of safeguarding as they apply to children.
- Ensure that the designated safeguarding lead is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.
- Ensure that your line manager is made aware and kept informed of any other concerns relating to work.
- Undertake any other such duties as the Headteacher may reasonably direct from time to time.

Conduct and Participation in a Team

- Follow instructions of teaching staff as to how best support the learning of pupil's in their lesson.
- Remain in communication with teaching staff in schools at all times via phone call and follow up e mail.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- If allocated to support lessons involving visiting members of staff, or which involve physical contact between staff and students, support staff must stay in the room at all times. This is to ensure Health and Safety and Safeguarding risks to staff and pupils are minimised.
- All support staff are allocated to morning break and lunch time duty.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

- To attend team meetings and training sessions as required.
- Be aware of and comply with all school policies and procedures including those relating to child protection, health, safety and security, confidentiality, code of conduct and data protection, reporting all concerns to an appropriate person.
- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions
- Co-operate with the employer on all issues to do with health, safety & welfare.
- Be aware of and support difference and ensure equal opportunities for all.
- Participate in training and other learning activities and performance development as required.
- To carry out any other duties as may reasonably be required by the Headteacher or the Executive Headteacher.

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| | Post Holder: | Date: |
| Signed: | Executive Head Teacher: Carla Chandler | Review Date: |

PERSON SPECIFICATION

Qualifications/Training

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| Good GCSEs/O-levels (Grade A*-C) or equivalent including English and Maths as a minimum | Essential |
| Fully competent in using MS Office, including Word and Excel. Training and experience of office administration, word processing and computer information systems | Essential |
| Previous experience working in an SEN setting | Essential |
| Experience of using SIMS | Desirable |

Skills

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| Work constructively as part of a team, understanding the setting roles and responsibilities and your own position within these | Essential |
| Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation | Essential |
| Excellent interpersonal skills, particularly the ability to relate to vulnerable young people, parents, colleagues and external 3 rd parties | Essential |
| Demonstrate a willingness to take responsibility for continued professional development | Essential |
| Excellent organisational skills / time management / ability to prioritise and organise own workload / able to work to deadlines | Essential |

Knowledge Base

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| Understanding of safeguarding and child protection issues | Essential |
| Excellent literacy and numeracy skills | Essential |

Attitude / approach

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| Honesty and integrity | Essential |
| Professional and approachable attitude | Essential |
| Willingness to learn new skills and attend training | Essential |

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| Self-motivated with a positive 'can do' approach to work | Essential | |
| Reliable | Essential | |
| Well presented | Essential | |
| Flexible over working hours according to the needs of the school | Essential | |
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| Signed: | Post Holder: | Date: |
| Signed: | Executive Head Teacher: Carla Chandler | Review Date: |



What it's like to work for us

"I feel privileged to work at Whatley Campus, which is a specialist school for young people with autism. Each day is unique, and I feel honoured to have a role as Assistant Headteacher for Curriculum and Teaching & Learning, which allows me to support students in discovering what their strengths are and to achieve milestones that they may have previously thought, were impossible for them. Our staff are passionate about ensuring that we create an environment where our students can grow through a nurturing environment. Whatley Campus supports and values both staff and students, and we are continuously striving to offer growth opportunities for our staff through CPD and training packages" Muniza - Assistant Headteacher at Whatley Campus



"I enjoy working at Whatley Campus because of the amazing support from the staff and the strong sense of teamwork we share. Every day brings new opportunities to learn, grow, and improve both professionally and personally. I particularly enjoy working with the children—supporting them through new challenges, encouraging their development, and celebrating their achievements. It's incredibly rewarding to be part of their learning journey and to know that I'm making a positive difference in their lives. The environment is both dynamic and nurturing, and it motivates me to bring my best self to work each day." " John - Teaching Assistant at Whatley Campus

"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 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 at Whatley Campus

"Working for Melbury College can have its challenges but is extremely rewarding. I have a great team around me." Dean - Estates and Facilities Manager.



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
- A huge building, redesigned and fully renovated to our specific requirements
- 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
- A train station 5 minutes’ walk away (Wimbledon Chase)
- Weekly CPD
- Career progression within Whatley as we continue to grow, and across Melbury College

“It’s great and a lovely school. My favourite lesson is food technology. The adults are amazing!” Ethan,



How



to find us

Melbury College - Whatley Campus
Whatley Avenue
Raynes Park
SW20 9NS
Tel: 020 3011 4551
Email: whatleycampus@melbury.merton.sch.uk

