Melbury College Whatley Campus

Science Technician

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." Casey, pupil

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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

Role Description – Science Technician

The Science Technician will work under the direction of the Science Teacher and Senior Leadership Team to support the delivery of high-quality Science education for pupils at Whatley Campus.

The postholder will help create a safe, calm and engaging learning environment, support pupils with SEMH needs, prepare resources for practical work, and contribute to the wider life of the school.

Professional Development:

- Engage in relevant training, including behaviour support, trauma-informed practice, and safe handling of Science equipment.
- Participate in Performance Management and supervision processes.
- Maintain an up-to-date understanding of school policies and procedures.
- Model professional conduct, emotional regulation and positive communication for pupils.

Supporting Teaching and Learning

The Science Technician will:

- Support the Science Teacher in delivering Science across the curriculum, including GCSE and Functional Skills pathways.
- Prepare, organise and set up equipment for practical lessons, ensuring safe and efficient use of resources.
- Provide in-class support to individuals and small groups, helping pupils access learning at their own pace.
- Use trauma-informed and restorative approaches to support emotional regulation and de-escalate behaviour.
- Help pupils understand instructions, complete tasks and develop confidence in both practical and theoretical Science work.
- Support the teacher in maintaining a calm, structured and purposeful classroom environment.
- Assist with classroom organisation, including displays, tidiness and preparation of learning materials.
- Contribute to the wider curriculum and Social Development Opportunities offered at Whatley Campus.

Monitoring and Supporting Pupil Progress

- Observe and report on pupils' engagement, behaviour and wellbeing to the Science Teacher and relevant staff.
- Support the implementation of individual targets, including those outlined in EHCPs.
- Assist with record-keeping, including behaviour logs, incident reports and support plans.
- Contribute to discussions about pupil progress and strategies to support learning.

Resources and Environment

- Support the safe use, storage and organisation of Science equipment, chemicals and materials.
- Follow all Health and Safety procedures, including CLEAPSS guidance and risk assessments.
- Ensure the Science Lab and prep areas remain clean, safe and well-organised.
- Report any damaged or missing equipment promptly.
- Assist in preparing and maintaining resources for lessons and practical activities.

Communication and Collaboration

- Work collaboratively with teachers, therapists, pastoral staff and the SENCo.
- Maintain professional communication with colleagues and contribute to team meetings when required.
- Build positive relationships with pupils, modelling respect, patience and consistency.
- Support communication with parents/carers when requested by the teacher or SLT.

Staff Absence

- Provide continuity for pupils during staff absence by supporting the class with pre-prepared work, as directed by SLT.
- Maintain calm routines and consistent expectations.

Additional Responsibilities

- Undertake any additional duties reasonably requested by the Head of School that support pupils' needs or contribute to professional development.
- Maintain confidentiality in all school-related matters.

Safeguarding

The postholder must:

- Be fully aware of responsibilities under the Children Act 2004, WORKING TOGETHER TO SAFEGUARD CHILDREN, and KEEPING CHILDREN SAFE IN EDUCATION.
- Understand safeguarding principles as they apply to vulnerable young people and adults.
- Report any concerns immediately to the Designated Safeguarding Lead.
- Uphold the school's commitment to safeguarding and promoting the welfare of children.
- Undergo an enhanced DBS check and Prevent Duty checks.

PERSON SPECIFICATION

Qualifications/Training

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 administration experience	Essential
Experience of using SIMS	Desirable
Experience of using programs/resources re: students with learning difficulties e.g. colourful semantics, communication inprint, etc.	Desirable
Experience of delivering SaLT and OT interventions	Desirable

Skills

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 3rd 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

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

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Experience

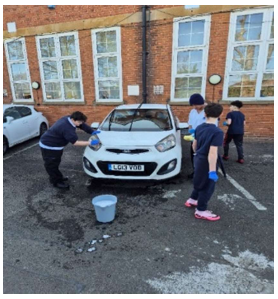
Experience of managing 3rd parties, external organisations and parents/carers and working in a school environment	Desirable
Experience supporting Science lessons or practical activities	Desirable
Previous experience working in a school environment	Essential
Previous experience working with children/young people with SEN	Essential

Attitude / approach

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

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 I like about school is that they listen to my opinions and put them into action." Steph, pupil

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.

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"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

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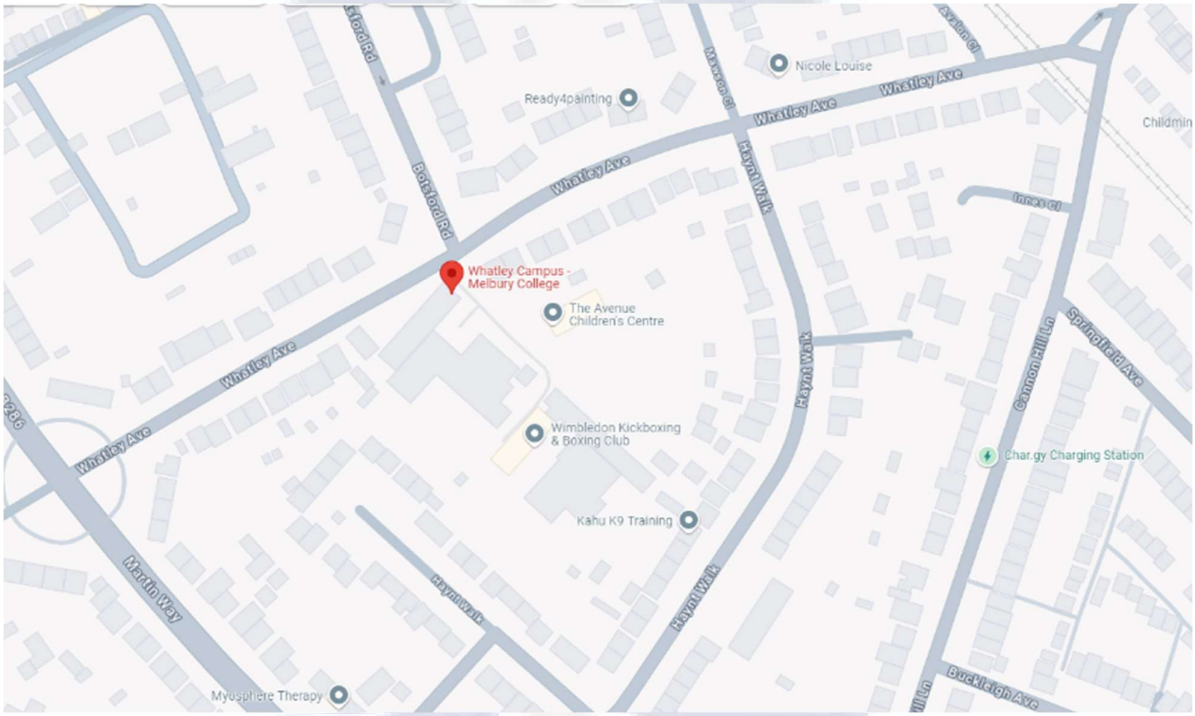
Message from our Chair of Governors

"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

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