

Melbury College Whatley Campus

SEN Specialist Teacher

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

Our School – Whatley Campus

Whatley Campus is a small, specialist school for students with high-functioning Autism Spectrum Disorder. All students have an EHCP to support their learning and development, and ASD is their primary need

Whatley Campus is a supportive, nurturing environment with small class sizes and a range of enrichment and extra-curricular activities. We cater for students in years 5 to 11 and offer GCSE and equivalent qualifications delivered by highly specialist teachers and support staff. We opened in September 2022 in a newly renovated, state of the art building, which has been especially designed to cater to the needs of students with ASD. Every student has a staff mentor from the outset and access to 1-to-1 mentoring sessions.

Students have a bespoke timetable created to meet their individual learning needs and there is a wide range of therapeutic provision. We support students in every aspect of school life and provide them with opportunities to learn about themselves and the wider world, as well as the requirements of the curriculum. It is our aim that every young person will have the tools they need to become a successful learner and a confident individual ready for the world beyond education.

Our school ethos: Success through learning, nurture and resilience



Role Description – SEN Specialist Teacher

Job Purpose:

The post requires the teacher to plan and deliver suitable education provision for the pupils in Whatley Campus with autism and complex learning needs in our Wandle stream. The teacher will have a key role in co-ordinating the education provision for the pupils, teaching a broad, balanced and adapted curriculum as well as establishing and maintaining partnerships with parent/carers and local services. Ensure high quality education for all its pupils and the highest standards of learning, care and achievement in accordance with statutory requirements.

Main responsibilities:

Teaching and Managing Pupil Learning

- Under the guidance of the AHT, teach the Wandle curriculum across the school and provide specific subject expertise to the development of practice and curriculum policies.
- Under the guidance of AHT, plan and prepare appropriately adapted programmes to meet the needs and aptitudes of each pupil setting suitably challenging targets ensuring educational programmes are tailored to meet their needs as identified in their EHCPs.
- 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 ASD/ SpLD, learning needs and associated 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.
- 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 AHT, ensure that pupils are thoroughly prepared for assessments and examinations and that any work 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 Whatley, where all teaching staff provide a wide range of enrichment activities that motivate and engage our pupils.

Professional Development

- Keep up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with Headteacher
- 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
- Participate in Performance Management arrangements

Monitoring and Assessing Pupil Progress

- Assist in the school's arrangements for the assessment and monitoring of the educational functioning of the pupils and other written reports as required
- Mark and monitor pupils' work providing constructive oral and written feedback, setting targets for pupils' progress.
- In liaison with the AHT, assess how well learning objectives have been achieved and use this assessment for future teaching.
- Maintain full records of attendance, attainment and examinations/assessments for pupils taught, including members of your tutor group.
- Produce and analyse student predictions and results as requested by the AHT/ Headteacher.
- Participate in discussions of pupil targets and progress, and of 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.
- Participate in and lead when appropriate annual reviews.

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 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 Headteacher, 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 Headteacher in the interests of the pupils and of the CPD of the member of staff.

Safeguarding and Promoting the welfare of Children:

- 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.

General Duties

This job description is to be performed in accordance with the provisions of the School Teacher's Pay and Conditions Document and the range of duties set out therein. It is expected that you will

observe the National Teacher Standards (2013) and be responsible to the Executive Headteacher with regards to any professional duties negotiated outside the job description

Duty of Care

Within the school each member of staff has a duty of care to themselves and others. Circumstances may arise where staff are required to physically intervene to ensure the safety of themselves or others. Staff should not intervene where they may put themselves at risk. Education programmes requiring physical intervention are carefully designed by teachers and support staff in collaboration with appropriate professionals in keeping within school and local education authority policy.

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.



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

Person Specification

| SPECIFICATION | ESSENTIAL | DESIRABLE |
|--------------------|---|--|
| Education/Training | <ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of further personal and professional development | |
| Knowledge | <ul style="list-style-type: none"> • A secure knowledge and understanding of the concepts and skills essential for success for students across curriculum • A secure subject knowledge for teaching a range of subjects to students with learning needs • Use of assessment and attainment information to improve practice and raise standards • Evidence of effective teaching experience with pupils with ASD/ SpLD difficulties and learning needs • Evidence of the ability to plan, assess and adapt work, and maintain effective record keeping systems | <ul style="list-style-type: none"> • A good concept of recent curriculum changes |
| Skills/Attributes | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • The ability to promote good literacy and numeracy across the curriculum • A commitment to innovative curriculum development |

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|--------------------|--|--|
| | <ul style="list-style-type: none"> • 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 | |
| Personal Qualities | <ul style="list-style-type: none"> • 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

"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, pupil

How to find us

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