

# Melbury College Whatley Campus

Headteacher

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 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 – Headteacher

## **Job Purpose:**

To ensure that young people who are in Whatley have access to high quality, age appropriate education. The Headteacher's core purpose is to provide professional leadership and management for Whatley. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

Manage the day to day running of Whatley and support the Executive Headteacher of Melbury College with regard to leadership for the school which secures its success and continuous improvement. Ensure high quality education for all its pupils and the highest standards of learning, care and achievement in accordance with statutory requirements.

## **The Role:**

The Headteacher working with the Strategic Leadership team and Governors is responsible for providing leadership and direction for the continuing improvement of the school. They will contribute to developing the overall provision for pupils within Whatley.

The Head will provide effective organisation and management of the school and seek ways to improve outcomes and performance based on rigorous self-evaluation. This includes ensuring a safe learning environment, which sets the safety of young people and the whole school community at the heart of its working practices.

## **Main responsibilities:**

- Lead and manage the overall work of the school by providing vision, leadership and direction
- Work effectively with the Executive Headteacher and the Governing Body to secure and sustain outstanding teaching and learning across the school
- Work collaboratively with the SENCo ensure any barriers to progress are identified and addressed either through formal or informal processes.
- Lead and oversee the planning, preparation and delivery of programmes of work ensuring teaching and learning is adapted to suit the needs of all students, including those with Social communication disorders and speech and language difficulties..
- Promote excellence, equality and high expectations for all young people
- Evaluate performance and identify priorities for continuous improvement
- Be accountable for deploying resources to achieve the school's aims
- Carry out day-to-day management, organisation and administration
- Secure the commitment of the wider community
- Create a safe and productive learning environment which is engaging and fulfilling for all young people
- Lead staff as a unified team
- Provide leadership and direction to enable staff to provide targeted and appropriate intervention to raise standards for all pupils
- Advise the Senior Leadership Team on all matters associated with attendance, admissions and placement planning and provide regular updates on this to the Executive Headteacher and Governors
- Encourage innovation, the development of independent learning, cross-curricular initiatives and the further use of technologies.

- Take a lead role in maintaining a positive learning environment amongst all staff and students in which students are able to make a positive contribution, learn and thrive in an atmosphere of dignity and respect.
- Promote and generate high levels of enthusiasm for, participation in and commitment to learning amongst all students.

### **Shaping the future:**

- Contribute to and communicate a shared vision, ethos and strategic plan that inspires and motivates all pupils, staff and governors to reflect the needs of the school and part of the Melbury College Community in its wider context
- Work collaboratively to translate the vision into clear objectives that promote and sustain school improvement

### **Leading and Learning and Teaching:**

- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Establish and sustain high-quality, expert teaching across all subjects and phases
- Ensure a broad, structured and coherent curriculum entitlement which matches the needs of all pupils, sets out the knowledge, skills and values that will be taught
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
- Create the annual whole school lesson timetable, ensuring statutory responsibilities are met and pupils have access to a suitable broad and balanced curriculum offer.
- Organise and disseminate the daily operational arrangements including daily cover timetable, staff break duties and effective deployment of support staff
- Develop and embed required school wide policies and monitor and evaluate effectiveness
- Ensure moderation procedures are robust and consistent across the school/ college.
- Work alongside the SENCo to:
  - Process all pupils referrals
  - Oversee the development of learning support plans
  - Monitor and evaluate provision and Individual Education Programmes (IEP's) for all students
  - Co-ordinate outside agencies in providing personalised packages of support, information advice, guidance and learning
  - Liaise directly with the Alt Ed Service, referring pupils, monitoring, evaluating and reviewing their progress
- Hold and positively encourage high expectations for all pupils.
- Establish a culture that supports and facilitates pupil enrichment and engagement in, and ownership of their learning.
- Lead on positive strategies to secure high standards of pupil attainment
- Jointly monitor, evaluate and review classroom practice including learning walks, book looks and work scrutiny and promote improvement strategies
- Support staff to keep up-to-date with changes/ advice in government guidance, Ofsted framework relating to curriculum and teaching.

### **Developing Self and others:**

- Disseminate leading practice relating to high quality teaching and learning into the school within an agreed framework.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Provide clear leadership, guidance and support, within the agreed framework for identified teaching staff
- Ensure effective curricular leadership
- Performance manage staff and line manage areas as required using the process to develop their personal and professional effectiveness.
- Support the Executive Headteacher to compile and review the annual overall SEF and the School Development and Improvement Plan.
- Set high expectations for all and address underperformance.
- Act as a role model for the highest professional standards.
- Ensure both self and others achieve an appropriate work/life balance.
- Acquire leadership competencies and undertake a planned progression to secure high level leadership

### **Leading and Managing the Organisation:**

- Work collaboratively to create an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Take collective responsibility so that the school's resources are organised and managed to provide an efficient, effective and safe learning environment
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities within the overall continuum of provision
- Lead on whole school examinations, overseeing the role of the Examinations Officer, ensuring all statutory requirements are met and pupils are entered for appropriate yet challenging accreditations. Manage invigilation arrangements, timetabling and be present for results day.
- Develop and lead on whole staff CPD, plan the weekly training sessions and monitor/ evaluate impact.
- Ensure classrooms are maintained to a high standard and promote effective learning and high academic achievement.
- Supervise students at any point during the working day including breaks, lunch time, off site visits, on entering and leaving the premises, at the beginning and end of each session and included in the duty rota.
- Lead the school in raising standards and school improvement
- Establish, maintain and sustain appropriate structures and systems
- Prepare plans, reports and policies for consideration by the Governing Body
- Ensure robust performance management procedures are implemented
- Prioritise, plan and organise both self and others
- Ensure the collection of a rich set of data to review and understand the strengths and weaknesses of the school
- Make professional decisions based on informed judgements
- Promote a caring, safe and protective environment

### **Securing accountability:**

- With the Executive Headteacher, share the responsibility for the development of a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure that the whole school is engaged in systematic and rigorous self evaluation of its work
- Provide relevant information to the Governing Body to enable it to carry out its statutory duties in providing challenge and support
- Combine the outcome of regular school self-review with external evaluations in order to develop improvement planning
- Communicate effectively with children, parents and carers on their progress and well-being
- Ensure the school is well prepared and able to respond positively to external inspection and review e.g. by Ofsted and the Local Authority;
- With the School Finance/ HR Manager and Estates and Facilities Manager share the responsibility for ensuring that safeguarding, finances, health and safety, personnel and other relevant activities all conform to the required legal standards
- Contribute to, develop and present an accurate account of the school's performance to a range of audiences including governors, parents and carers, Children and Young People's Service and Ofsted

### **Strengthening community:**

- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Co-operate and work with relevant agencies and partners to ensure the well-being of children.
- Ensure learning experiences for pupils are linked and integrated with the wider community, local, national and global.

### **Safeguarding and Promoting the welfare of Children:**

- Work closely with the DSL to safeguard all staff and pupils in the school and support the work of the Melbury Safeguarding Officer
- Ensure a safe and supportive school culture.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.
- Contribute to and develop policies and practices that minimise opportunities for abuse and ensure its prompt reporting.
- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils

### **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

## Review

This job description does NOT define all the duties and responsibilities commensurate with the post. As such, it will be reviewed at the end of the academic year or earlier if necessary and may be amended at any time after consultation with you.

## 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.

The post is subject to enhanced disclosure from the Disclosure and Barring Service



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

# Person Specification

## Qualifications & Training

Degree Level Qualification
Commitment to professional development
Leadership qualification

## Experience

Successful experience of leading and teaching across a broad age and ability range in mainstream, special school or ASD provision
To have a high level of experience in leading and managing behaviour
Successful experience of promoting high quality teaching and learning
Proven track record of leading school improvement and raising standards
Successful experience of leading and motivating staff through collaboration and distributed leadership

## Knowledge and Understanding

To have extensive knowledge and understanding of ASD and Social Communication difficulties, as well as Speech and Language difficulties
Understanding of Performance Management and the Appraisal Procedures for teachers
In depth knowledge and understanding of curriculum requirements for secondary aged pupils
Knowledge of school evaluation and the impact of the Ofsted framework on special schools
Understanding of the effective use of assessment, recording, tracking and target setting
Up to date knowledge and understanding of the changing educational context and statutory requirements in relation to special schools and young people with ASD/ social communication difficulties
Understanding of the importance of effective partnership working and close links with parents and outside agencies

## Skills

Proven ability to:

Engage, manage and successfully motivate vulnerable young people with a variety of challenging behaviours
Use restorative practices and effective behaviour management skills
Successfully manage the delivery of education
Manage change proactively to enhance and raise standards

Lead a team at senior management level and write reports which evidence impact and progress

Demonstrate high quality organisational skills and the ability to meet deadlines

Listen and communicate effectively with adults and young people

Manage young people's emotional needs effectively and compassionately and handle sensitive issues with respect and care

### **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 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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