Melbury College

Teacher of Business Studies

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



Job Description – Teacher of Business Studies (BTEC) – Cross Campus Teaching Post

Location	Cross Campus Teaching
Contract / salary	Inner London Main Pay Scale (M1–M6) for qualified teachers; appropriate unqualified teacher pay scale for unqualified appointments.
Responsible to	Designated senior leader / line manager, with cross-college curriculum oversight
Supervisory responsibility	Direction of allocated classroom support staff

JOB PURPOSE

To plan, deliver and assess an ambitious, engaging and inclusive BTEC Business Studies programme across Melbury College, enabling pupils with diverse needs and educational experiences to gain meaningful qualifications, develop enterprise and employability skills, and progress successfully to their next stage of education, training or employment. To uphold Melbury College's values of Respect, Courage, Determination, Kindness and Purpose through relational, trauma-informed practice.

1. CURRICULUM, TEACHING AND LEARNING

- Design coherent schemes of learning, lesson sequences and resources aligned to the BTEC Business qualification(s) approved by the College, current awarding-body specifications and pupils' starting points.
- Teach business concepts through accessible, relevant examples including enterprise, marketing, finance, customer service, operations and ethical decision-making, as appropriate to the qualification.
- Use high-quality adaptive teaching, explicit vocabulary instruction, literacy and numeracy support, practical projects and appropriate assistive technology to remove barriers to learning.
- Provide ambitious but achievable pathways for pupils with SEND, SEMH needs, emotionally based school non-attendance, medical needs and interrupted prior education.
- Promote pupil voice, independence, confidence, collaborative working and understanding of the world of work; make meaningful links to careers and post-16 destinations.
- Plan effectively across different sites, timetables and attendance patterns, ensuring continuity of learning and appropriate catch-up arrangements.

2. BTEC ASSESSMENT AND QUALITY ASSURANCE

- Plan and administer assessment in accordance with the relevant Pearson BTEC specification, centre policies and awarding-body requirements.
- Prepare pupils for internally assessed assignments and any externally assessed components, where relevant; ensure authenticity, academic integrity and appropriate assessment support.
- Provide timely, accurate assessment decisions and constructive feedback within the rules of the qualification; maintain clear records of progress, evidence and achievement.
- Participate in standardisation, internal verification, sampling, moderation and external quality assurance, working with the designated programme lead, internal verifier and centre quality nominee.
- Identify pupils at risk of non-completion and coordinate timely interventions, reasonable adjustments and access arrangements through approved processes.

3. INCLUSION, RELATIONSHIPS AND SAFEGUARDING

- Create safe, respectful, predictable and nurturing learning environments using Melbury's trauma-informed, relational approach and consistent high expectations.
- Understand individual plans, including EHCP outcomes, risk assessments, health care plans and safeguarding information shared on a need-to-know basis; implement agreed strategies.
- Respond calmly and appropriately to dysregulation, using de-escalation, restorative approaches and Melbury procedures; promote positive attendance, engagement and belonging.
- Fulfil safeguarding responsibilities in line with Keeping Children Safe in Education, Melbury policies and professional standards; report concerns promptly to the designated safeguarding lead.
- Work sensitively with parents/carers and relevant professionals, maintaining confidentiality and professional boundaries.

4. CROSS-CAMPUS COLLABORATION AND PROFESSIONAL RESPONSIBILITIES

- Work closely with the leadership and pastoral teams across Melbury to adapt delivery to each setting while maintaining consistent qualification standards.
- Contribute to curriculum planning, self-evaluation, quality assurance, pupil progress reviews, moderation and College improvement priorities.
- Direct and support teaching assistants and other classroom staff effectively, where assigned.
- Maintain accurate registers, assessment records and reports; attend relevant briefings, meetings, professional development and appraisal activities.
- Use equipment, resources and budgets responsibly; comply with health and safety, data protection, equality and Melbury policies.
- Undertake other reasonable duties consistent with the post and the School Teachers' Pay and Conditions Document where applicable.

Person Specification

ESSENTIAL

- Qualified Teacher Status (QTS) is desirable, not essential. Applications are welcomed from suitably experienced unqualified teachers who demonstrate strong Business Studies subject knowledge, relevant professional or vocational experience, and the ability to deliver effective teaching and assessment.
- Secure knowledge of Business Studies and the ability to teach business concepts accurately and accessibly at secondary level.
- Ability to plan, deliver and assess inclusive, well-structured lessons and adapt teaching to pupils with varied needs and starting points.
- Commitment to safeguarding, equality of opportunity, trauma-informed practice and Melbury's ethos and values.
- Effective classroom relationships, communication, organisation, teamwork and record keeping.
- Willingness and ability to work across all three named campuses.

DESIRABLE

- Experience delivering Pearson BTEC Business or comparable vocational qualifications, including assignment assessment and internal verification processes.
- Experience in alternative provision, PRUs, SEND/SEMH or medical education settings.
- Knowledge of careers education, enterprise projects and progression routes into further education, training or employment.
- Relevant business or industry experience and ability to bring authentic contexts into teaching.

This job description is not exhaustive and may be reviewed in consultation with the postholder to reflect Melbury College needs and the requirements of the role.

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.

Early applications are encouraged, as Melbury College reserves the right to close the vacancy and appoint a suitable candidate at any stage of the recruitment process.

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:

Melbury College – Melrose School and Worsfold House

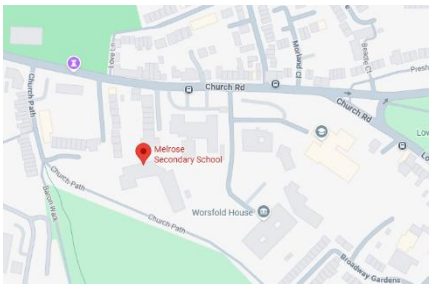
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Melbury College – Whatley Campus

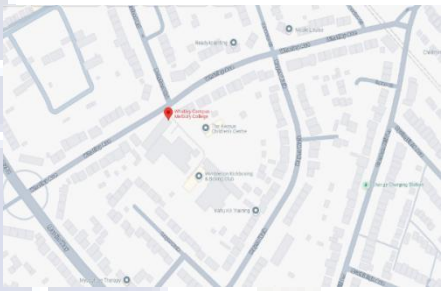
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Melbury College – Canterbury Campus

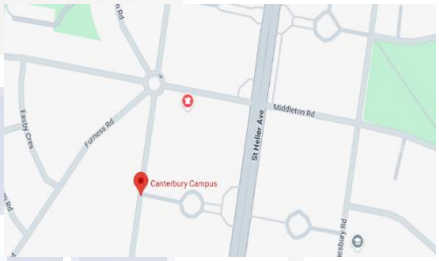
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