Melbury College Canterbury Campus

Teacher of Food Technology

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

Ofsted Good School 2024

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.

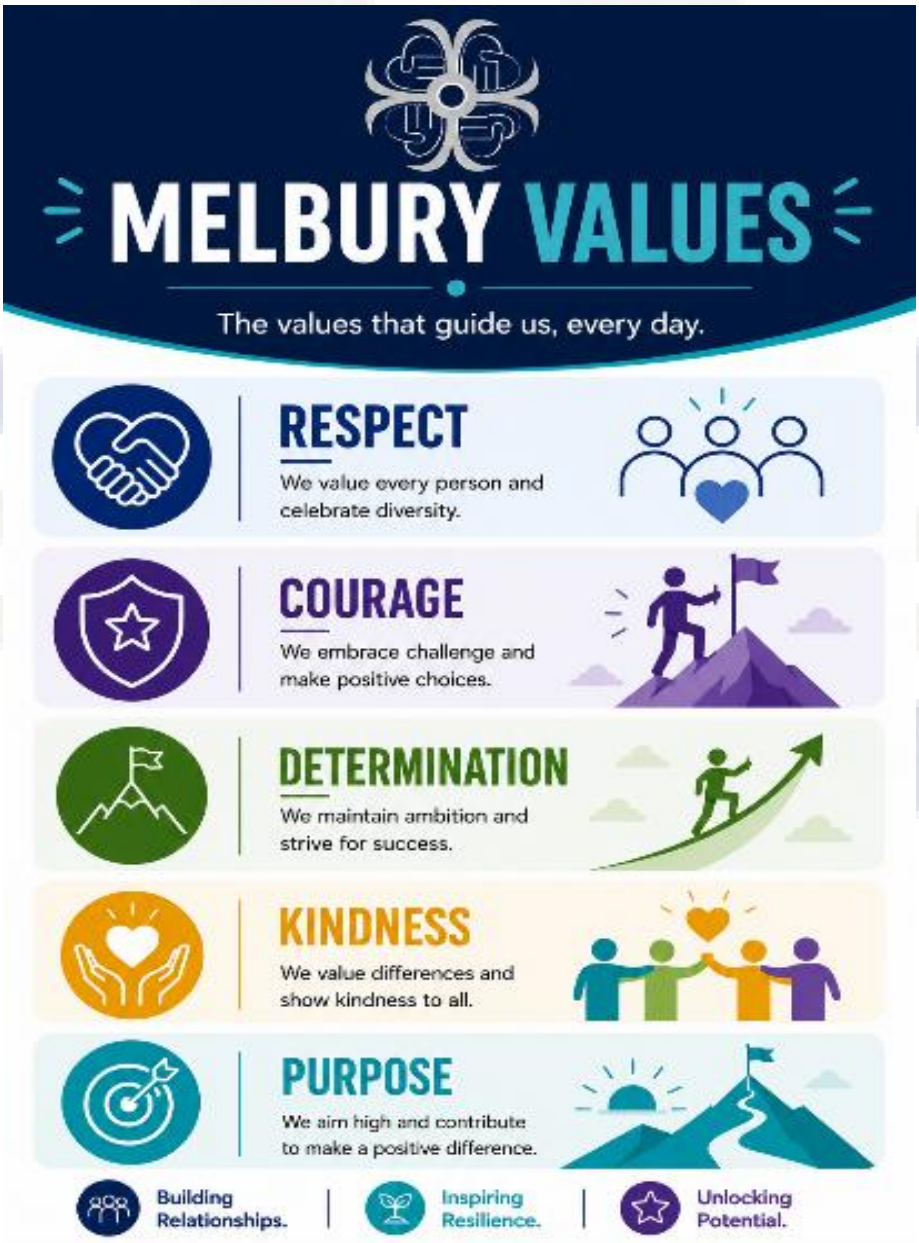
Unlocking Potential

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.



Canterbury Campus – Welcome from our Headteacher

Neil Morris



Canterbury Campus is a KS3 and KS4 Pupil Referral Unit providing high-quality education and support for secondary aged pupils who have been permanently excluded, are on respite from their home schools, are new to the borough, or are without a school place in Year 11.

We cater for both boys and girls, offering a nurturing and structured environment where students are taught in small groups and follow a broad curriculum, including a wide range of GCSE subjects in Years 10 and 11.

Many of our pupils have Social, Emotional and Mental Health needs or associated learning difficulties, and we work closely with a range of professionals—including our Safer Schools Officer, Speech and Language Therapist, Educational Psychologist and CAMHS worker, to ensure each student receives tailored support.

Every pupil has an Individual Learning Plan that promotes both academic progress and social development, with the aim of reintegrating students into mainstream education or supporting successful transition to Sixth Form or college at the end of Year 11.





Job Description – Teacher of Food Technology

Location: Canterbury Campus

Salary: Main Pay Scale (Inner London), M1–M6, or appropriate unqualified teacher pay scale

Responsible to: Headteacher, Canterbury Campus

Supervisory responsibility: Day to day direction of teaching assistants and other classroom support staff, as allocated

JOB PURPOSE

To deliver an ambitious, accessible and engaging Food Technology curriculum for pupils at Canterbury Campus, supporting their re-engagement with education, personal development and successful next steps. The postholder will create a safe, nurturing and purposeful practical learning environment, applying trauma-informed and relational approaches while maintaining high expectations for learning, conduct and achievement.

The postholder will fulfil the professional duties of a teacher in accordance with the applicable School Teachers' Pay and Conditions Document, Teachers' Standards and Melbury College policies.

TEACHING, CURRICULUM AND ASSESSMENT

- Plan, teach and evaluate well-sequenced Food Technology lessons, informed by pupils' starting points, curriculum aims and appropriate qualifications or accreditation routes.
- Develop pupils' knowledge and skills in nutrition, healthy eating, food preparation, cooking techniques, hygiene, budgeting and informed food choices.
- Use adaptive teaching, clear routines, scaffolding and appropriate practical demonstrations to meet diverse needs, including SEND, SEMH, literacy and numeracy barriers and interrupted schooling.
- Assess pupils' progress accurately, maintain records, provide constructive feedback and report achievements to leaders, pupils and families as required.
- Prepare pupils for relevant assessments, practical evidence requirements and qualifications where these form part of the agreed curriculum.
- Contribute to medium-term planning, curriculum review, moderation and quality assurance across Canterbury and, where appropriate, Melbury College.

INCLUSION, RELATIONSHIPS AND PUPIL DEVELOPMENT

- Build trusting, professional relationships and create a predictable, respectful and inclusive classroom culture aligned with Melbury's ethos and five values.
- Apply trauma-informed practice, co-regulation, de-escalation and restorative approaches consistently with school policies, recognising the impact of adverse experiences and barriers to attendance and engagement.
- Promote confidence, independence, teamwork, resilience and practical life skills through meaningful food-related activities.
- Support pupils' aspirations and preparation for adulthood, including links to hospitality, catering, further education, training and employment where appropriate.
- Work collaboratively with tutors, pastoral staff, SEND professionals, families and external agencies to support attendance, engagement, reintegration and positive outcomes.

FOOD SAFETY, RESOURCES AND PRACTICAL LEARNING

- Maintain high standards of food hygiene, safe food handling, cleaning, storage, temperature control and kitchen organisation in line with school procedures and applicable food safety requirements.
- Complete and follow suitable risk assessments for equipment, ingredients and practical activities; teach and enforce safe use of knives, heat sources, electrical equipment and other kitchen tools.
- Identify and manage dietary requirements, food allergies and cross-contact risks, following agreed individual pupil plans and school procedures.
- Ensure pupils are appropriately supervised in practical sessions and that equipment is checked, defects reported and incidents recorded promptly.
- Plan, order, store and use ingredients and resources efficiently within agreed budgets, promoting sustainability and reducing waste.

SAFEGUARDING, PROFESSIONAL RESPONSIBILITIES AND WIDER CONTRIBUTION

- Promote and safeguard the welfare of children; follow Keeping Children Safe in Education, Melbury safeguarding and child protection procedures, and report concerns promptly through designated channels.
- Maintain appropriate professional boundaries, confidentiality, accurate records and safe working practices, including online safety and the staff code of conduct.
- Contribute to the wider life of Canterbury Campus, including tutor responsibilities, supervision, meetings, parent/carer communication and reasonable duties appropriate to the post.
- Direct and support classroom staff effectively, ensuring clarity about learning objectives, safety arrangements and individual pupil support.
- Engage positively in appraisal, continuing professional development, safeguarding training, reflective practice and agreed college-wide improvement priorities.
- Undertake other reasonable duties consistent with the level and responsibilities of the role.

Person Specification

ESSENTIAL QUALIFICATIONS AND EXPERIENCE

- Qualified Teacher Status (QTS), or eligibility consistent with the appointment requirements.
- Relevant subject knowledge and ability to teach Food Technology to secondary-age pupils, including KS3 and KS4.
- Experience of planning, teaching and assessing engaging lessons, with a commitment to pupils with diverse learning needs.
- Sound knowledge of food hygiene, safe practical teaching and risk management.

ESSENTIAL SKILLS AND ATTRIBUTES

- Commitment to safeguarding, inclusion, equality of opportunity and high expectations for every pupil.
- Ability to establish positive relationships and use trauma-informed, relational and adaptive teaching approaches.
- Strong communication, organisation, teamwork and classroom management skills.
- Ability to manage resources and practical environments safely and efficiently.
- Willingness to reflect, learn and contribute to Melbury College's ethos and values.

DESIRABLE

- Experience in a PRU, alternative provision, specialist or SEMH setting.
- Experience of delivering vocational qualifications, accredited practical learning or hospitality/catering pathways.
- Relevant food safety certification or willingness to complete appropriate training.

SAFEGUARDING AND EQUAL OPPORTUNITIES

Melbury College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Appointment is subject to appropriate safer recruitment checks, including an enhanced DBS check and other pre-employment checks as applicable. Melbury College is committed to equality of opportunity and welcomes applications from candidates with diverse backgrounds.

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

What it's like to work for us



"Canterbury Campus is an interesting place to work, something new is always happening. It is a nurturing environment for young people who have struggled in mainstream" Laura, Exams & Office Manager

"Working at Canterbury Campus is an amazing place to work. I find it rewarding to work as part of a team that makes a difference to a young persons future" Jackie, Lead Teaching Assistant





"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

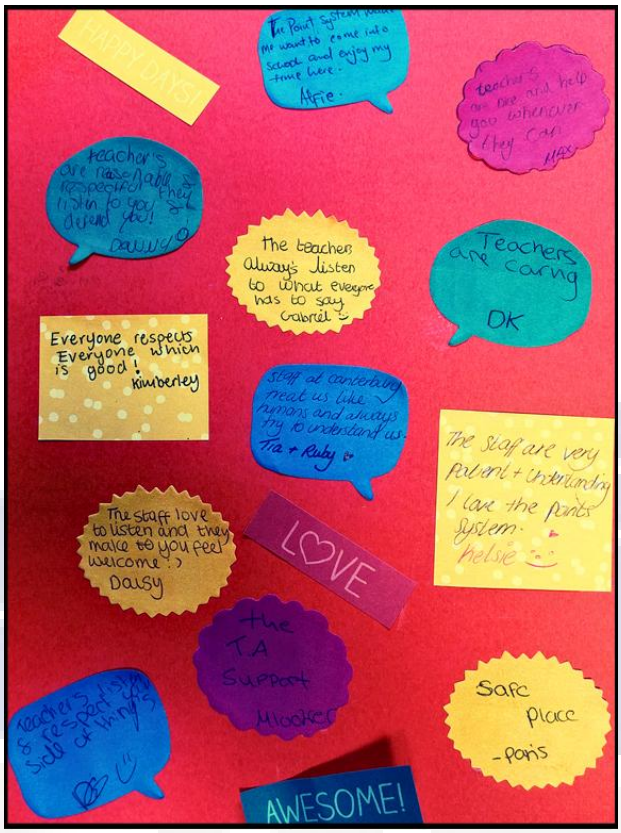
"Working as Melbury College's Safeguarding Lead means being at the centre of safeguarding for some of the borough's most vulnerable and resilient young people. I work closely with staff, external professionals, and families to ensure concerns are identified early, acted on quickly, and recorded with clarity. It's demanding, purposeful work that shapes a culture where students feel understood, supported, and safe." Vicky, Melbury College Safeguarding Lead



"A wonderful and supporting school where every student is valued, respected and encouraged to reach their full potential. It's a truly caring and inclusive environment" Ana, Science Teacher

"Canterbury Campus is a genuinely positive environment to work in. Staff are always on hand to support and consistently do their best for pupils. Lunchtime is a highlight of my day, as it gives me the chance to catch up with pupils, play football with them, and make sure they are genuinely happy and settled." Philip, Teaching Assistant.

Our Pupils Voice on what it is like to attend Canterbury Campus



Ofsted – 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

Message from our Chair of Governors

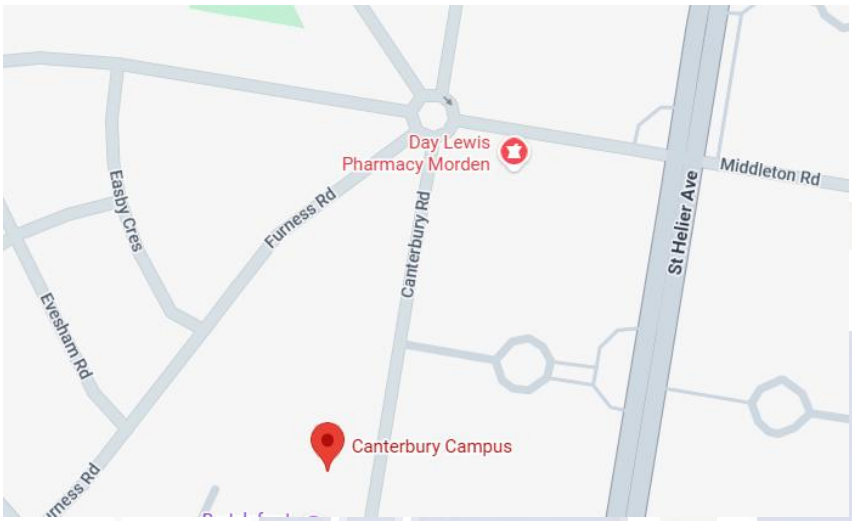
"Being the chair of governors can be an extremely rewarding opportunity! It enables me to play a pivotal role in shaping the educational environment, supporting staff and students, and making a positive impact on the community. By working collaboratively with the governing body, to shape policies and initiatives ensures that the next generation receive high-quality learning experiences." James Holmes

What we offer:

- A wonderfully supportive family of teaching, support and admin staff
- Small class sizes with no more than 8 students in a class
- Young people who want to be in school and enjoy their time with us
- A rewarding environment where learning is personalised to the students to support positive outcomes
- On-site parking and secure cycle storage
- A comprehensive induction programme for all new staff
- An extensive staff wellbeing programme
- A train station 5 minutes' walk away Morden
- Weekly CPD
- Career progression across Melbury College



How to find us:



Melbury College – Canterbury Campus

Canterbury Road

Morden

SM4 6PT

Email: canterburyoffice@melbury.merton.sch.uk

Tel: 020 841 2005

Transport links:

Train Station:

- **St Helier**: 8 min walk

Bus routes:

- **157:** Runs between Morden and Crystal Palace.
- **164:** Runs between Wimbledon and Sutton Station.
- **470:** Runs towards Colliers Wood and Sutton.
- **80:** Runs between Hackbridge and Belmont.