



# SETTLE COLLEGE

“Be the best you can be.”

# English Teacher

## Maternity Contract - 1.0 FTE

Required 28th March 2022

## MPS/UPS Payscale

Closing Date 21st January 2022

## Application Pack



For further information please contact: Tel: 01729 822451

Email: [admin@settlecollege.sch.uk](mailto:admin@settlecollege.sch.uk) twitter: [@SettleCollege](https://twitter.com/SettleCollege) [www.settlecollege.org.uk](http://www.settlecollege.org.uk)



# Settle College

Be the best you can be

Settle, North Yorkshire BD24 0AU  
www.settlecollege.org.uk

Headteacher: GARETH WHITAKER  
Deputy Headteacher: GARETH PAISLEY

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January 2022

Dear Candidate, – English Teacher – Maternity Contract

Thank you for your interest in the post of English teacher, Maternity Contract, which offers the successful candidate the opportunity to work in this thriving and successful 11-18 rural school. Settle College is a happy school community where innovation, creativity, enterprise and a sense of fun and enjoyment is encouraged, valued and celebrated. We recognise each student as an individual and every single student brings their own unique personality, skills, talents and interests. Academic success is important but so is our commitment to ensuring that students develop the skills that will prepare them for life-long learning in a rapidly changing world; confident in their ability to meet any challenges ahead and enabling every student to succeed and achieve their full potential.

We are looking for a well-qualified, enthusiastic and hard-working teacher of English, who has a passion for the subject and the ability to contextualise learning, bringing learning to life. The successful candidate will be aspirational in outlook, showing a commitment to raising achievement in English through outstanding teaching and learning. In return we can offer you support from a highly committed and experienced team with a strong and positive ethos, where every student is encouraged to be the best they can be. If appointed, you will have the opportunity to contribute to a professional and hard-working English Department.

What can we offer you?

- ☐ Investment in your professional development.
- ☐ One day off timetable per year for the first 3 years to observe outstanding practice.
- ☐ Access to professional development through the Northern Lights Teaching School Alliance.
- ☐ North Yorkshire County Council's 'Everybody Benefits' package, including salary sacrifice for childcare, or cycle to work.
- ☐ A weekly CPD induction plan to establish you in school.

Applications from experienced qualified teachers are welcome as well as newly qualified teachers. To assist with your application, and give further background information on the post, we have included the following details within this document: Information about the school, department information, aims of the role, person specification and how to apply for the post.

Settle College is committed to safeguarding and promoting the welfare of children and young people, we expect all staff and volunteers to share in this commitment. The successful candidate will be subject to an enhanced DBS check.

This pack contains lots of information about the school and the department. If you would like more information, or to visit, please feel free to contact the school by telephone or by e-mail and we will be more than happy to accommodate your requests. Finally, if you are passionate about working with young people and really believe you can join our team in making a difference, then I warmly invite you to apply. This will enable you to take a look at us in more detail and really experience at first hand the friendly and professional environment we have established

Yours faithfully

Mr Gareth Whitaker

Headteacher

Settle College is a forward thinking and supportive school which understands that our staff are crucial to our future success. We have a strong wellbeing and professional development culture and try to ensure that we balance workloads whilst expecting the best from each and every member of our community.

### 10 Reasons to work for us

1. We have great students.
2. Your career development will be taken seriously.
3. Strong examination results at GCSE and A level.
4. Leaders who walk the talk.
5. Senior Leaders who still teach and understand the demands of the role.
6. Leadership with moral purpose.
7. Support and challenge where we all strive to be the best we can be.
8. Passionate staff who always want the best for our students.
9. An exciting and fast-paced school that is going from strength to strength.
10. All of the Senior Leadership Team have an open-door policy.



### About Settle College

Settle College occupies an enviable site on the banks of the River Ribble in the market town of Settle, with outstanding views of the surrounding area and bordering the Yorkshire Dales National Park. Settle College is a vibrant and exciting community of learners. We have been through enormous and very successful change in recent years. The College is an integral part of the community. There is a strong commitment from our staff to the College's wider role within the community and we always aim to get fully involved in community activities.

In November 2015, Settle College had a full Ofsted inspection. The outcome is that we are judged to be a strong 'good' in all areas. Some key highlights from the report are as follows:

*'The school's approach to keeping students safe is excellent.'*

*'The school's curriculum is aspirational and inclusive. Students enjoy the challenge of academic rigour... students are motivated to achieve well.'*

*'The Governing Body has changed significantly since the last inspection. It is now highly effective.'*

*'The quality of teaching is now good, with some examples of outstanding practice, particularly in the Sixth Form.'*

*'Work is well presented and shows an excellent depth of understanding.'*

*'Students are positive about the school and are keen to learn.'*

*'Students' attainment has risen significantly.'*

*'Students' value the ambitious plan for improvement that has been shared with them. They are excited to play their part in delivering that improvement'*

*'The excellent work of school leaders and governors has brought about significant improvement in examination results. This has been for all groups of students and particularly English and Mathematics.'*

Sixth Form provision came out particularly strong:

*'The Sixth Form is increasingly successful, the unvalidated results are the highest ever for the school and show that students are achieving well beyond national expectations...'*





*'The Sixth Form's success is reflected in its popularity and its excellent retention rates. Students spoke with great conviction about the excellence of the work of leaders, teachers and other professionals in supporting them in their studies....'*

*'Teaching in the Sixth Form has improved significantly and is now good, with much outstanding. Such is its strength, it now represents an example of excellence to the rest of the school.'*

*'A very high proportion of students go on to top universities.'*

*'Outstanding teaching and its impact over time was noted in English, Mathematics, Modern Foreign Languages and Science.'*

You can read the full report on our website: <http://www.settlecollege.org.uk/about/ofsted-reports/>  
In 2015 our Value Added put us in the top 8% of schools in the country. In 2016, our Progress 8 score was +0.55, putting us in the top 5% of schools in the country and third in North Yorkshire. Compared to 'similar' schools (DfE), we are ranked first. In 2017, our progress 8 score was +0.48, putting us in the top 12% of schools nationally for progress, with no better performing similar school within a 75mile radius, which continues into 2018 where our progress 8 score was 0.23 and the DfE again recognised there is no better performing similar school within a 75mile radius. We are a Leading Edge School.

More recently, following a visit to the school in May 2019, OFSTED inspectors have confirmed that the school remains good and commented favourably on many aspects of provision – with particular praise for the Headteacher and his senior leadership team.

The leadership team has maintained the good quality of education in the school since the last inspection. Commenting the school has been led with vision, vigour and a real sense of moral purpose. The report noted that the school's previous inspection in November 2015 identified the need to develop the skills of subject leaders so that they can play a fuller part in improving the quality of the work of the school, and goes on: 'You have addressed this aspect very effectively. Subject leaders are enthusiastic, knowledgeable and skilled'.

There is praise too for the extent and quality of extra-curricular provision, and the strong culture of safeguarding. The report continues: 'The overall quality of teaching is good and improving. Pupils feel safe and enjoy school. Relationships between adults and pupils and among pupils are cordial and open. This means that there is an atmosphere of mutual respect and care in the school (which) has a very positive impact on learning and pupils' progress'.

'The sixth-form provision is effective and well led . . . you and your sixth-form team work imaginatively to make sure that, as far as is possible . . . students follow the course combinations of their choice. Your flexible and targeted approach to curriculum helps facilitate this. Sixth form students are given opportunities to take on responsibilities and further develop their independence. The sixth-form with whom inspectors spoke were fulsome in their praise of their teachers and the time and effort staff put in to support, care for and challenge them'.

Our core aim is to provide the best possible educational provision for the young people of North Craven, preparing them for life-long learning in a rapidly changing world, and enabling them to fulfil their potential and strive to be their best. Our development & improvement planning continues to focus on the following key themes:

- Securing outstanding outcomes for all our students including a commitment to ensuring that students achieve academic success and the skills for life-long learning.
- Working tirelessly to develop a thirst for knowledge and a love of learning in our young people through focusing on the highest standards of classroom practice with high quality learning & teaching at the heart of everything we do.
- High standards of respect, courtesy and behaviour.
- Continuing to develop and evolve our curriculum so that it is innovative and inclusive; meeting the needs of every single young person no matter what their ability or background.

### The Curriculum

The Key Stage 3 curriculum is designed to map a relatively traditional curriculum against a skills-based entitlement to ensure that all students are equipped to succeed in level 2 qualifications and beyond.

In 2010, we introduced a 'stage not age' curriculum for Years 10 and 11. All students take two years to complete their English Language, English Literature, Mathematics, Science and RS GCSEs, while undertaking two level two options courses in each of Years 10 and 11. This continues to be a strength of the school as it allows us to maintain a broad range of option qualifications despite the small size of our school.

The Sixth Form offers a mix of 'A' Level and Vocational courses as well as Extended Project Qualification.

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### Site and Buildings

We have undertaken, because of our enlargement, a large-scale refurbishment of the College site.

We have a fantastic library, conference room and four state of the art Science laboratories.

Half the school has been completely re-furnished including corridors as we became an 11 – 18 school, many classrooms, outdoor social spaces, a new PE suite and changing rooms and an outdoor amphitheatre.

We have excellent playing fields and a newly resurfaced outdoor all-weather pitch (Winter 2019). Settle Swimming Pool shares our site.

### The Catchment Area

Our students come from a catchment area of 250 square miles of beautiful, largely rural countryside. Many of our students travel considerable distances to school. Our students come from a wide variety of backgrounds.

### The Northern Lights Teaching Schools Alliance

Our work with the Northern Lights Alliance is a very exciting opportunity which allows us to enhance opportunities for both staff and students.

In April 2012, we became part of the Northern Lights Teaching Schools Alliance. As a strategic partner in one of the largest alliances in the North of England we work closely with our lead school, Skipton Girls' High School. On average, we train around 4 – 5 trainee teachers each year.

We have three SLE's (Specialist Leaders of Education) in Mathematics, English and SEND.

### Conclusion

Settle College is a professional learning community where everyone wants to improve and is expected to improve, where both staff and students constantly strive to improve as a learning organisation. We expect all staff to support our ethos, which promotes high achievement, high standards and high aspirations. We believe it is the professional responsibility of all staff to genuinely care for all students and bring the best out of them. In return the Governors believe that Settle College offers excellent opportunities for both established colleagues and Newly Qualified Teachers to develop their careers in an exciting and supportive environment, where outstanding practice is encouraged and rewarded.

## Our Strategic Vision



# SETTLE COLLEGE

Be the best you can be.

*Being the best you can be is the inspiring vision at the heart of Settle College.*

Become a centre of excellence through collaboration.

Continue to establish a strong partnership between families, students and staff.

Evolve and develop a rich and exciting curriculum that meets the needs of every learner.

Support staff development within a culture of mutual trust and support.

Provide high quality learning and teaching.

Challenge students with high quality meaningful feedback and dialogue.

Challenge ourselves to go beyond our best.

Develop staff and student leadership.

Promote respectful, courteous behaviour that creates a happy school culture and learning climate.

Secure outstanding progress and achievement for all.

Develop resilience in our learners alongside other vital skills for life-long learning.

Create independent, confident and self-directed learners.

Develop the skills for effective communication for life.



## **Meet the Team and Department Information**

As a core department, we value the importance of teamwork. We support each other, working collaboratively across all key stages, sharing schemes of learning and resources to maximise opportunities for creativity and team-teaching. Together, we ensure the highest standards of behaviour and learning in the classroom.

Melanie Booth:	Subject Leader English and Literacy
Emma Scriven:	Acting Subject Leader English Department
Alice Ellwood:	Teacher of English
Gail Hargreaves:	Teacher of English
Nancy Jones:	Teacher of English and Head of Year 9
Victoria Lewis:	Teacher of English
Linda Nash:	Librarian

### **Introduction**

Our department has an experienced team of dedicated and enthusiastic English teachers (all specialists). We are passionate about English and pride ourselves on creating an exciting, challenging and supportive environment, which will allow students to thrive and make good progress.

### **Examination Results**

Our results have improved rapidly at GCSE and A-level, and we have a growing number of students progressing on to study English and English literature in the Sixth Form and at university.

### **GCSE Results**

We have a truly comprehensive intake but despite this the English results are positive. Our 9-4 (formerly A\*-C) results have improved annually since 2018, with 83% of the cohort achieving 9-4 in 2021.

### **A-Level Results**

Despite our small sixth form intake, we continue to offer both English Literature and English Language A-levels. English Literature is consistently one of the highest achieving A-levels at Settle College, with the ALPS score typically being between one and three, showing that progress is consistently in the top 25% of schools nationally. Whilst English Language is a more recent addition to our sixth form curriculum, it too has achieved ALPS scores of a two for the last two years where formal exams were completed.

### **Students and Curriculum**

English groups are mixed ability in Key Stage 3, with classes being set by ability in Key Stage 4. Students follow the AQA qualification for GCSE English language and GCSE English literature.

### **Key Stage 3**

In Years 7, 8 and 9 students follow the Key Stage 3 Curriculum. We have designed own schemes of work, with a wealth of electronic resources for use on an interactive whiteboard, plus printed materials.

Pupils are assessed in reading and writing every half term, and home learning tasks are set weekly.

Students are issued with trackers to record assessment results. Student feedback has been positive and progress across Key Stage 3 has been good.

### **Key Stage 4**

We currently follow the AQA specification for GCSE English language and GCSE English literature. Students start GCSE English in Year 10, building on the work completed in year 9. The students have 7 hours per fortnight in Years 10 and 11.

We focus on the acquisition of skills, and developing technical accuracy, and make use of past papers in lesson and for mock examinations. This has aided our measurement of progress and tracking processes. We re-visit and extend work in year 11, after which the main focus switches to completing and reviewing past papers.

All units are accompanied by half-termly assessments and specially developed home learning resources. We also make use of home learning aids such as Seneca and GCSE Pod.

#### Key Stage 5

At Key Stage 5, we offer A-Level English language and A-Level English literature. Uptake of these subjects has been good. We currently follow the AQA specification.

#### Extra-Curricular Activities

As a department, we organise workshops, guest speakers and trips to extend students' learning beyond the classroom and enhance their cultural capital. We also enjoy participating in World Book Day to encourage students to celebrate their love of reading.

#### Facilities

The department is housed on the top corridor of the College. This contains five teaching rooms all of which have an IAWB and a standard whiteboard.

We never rest on our laurels; we strive to inspire students, and to improve their enjoyment and achievement within English lessons.



## **Aims and job description**

To secure high quality teaching, effective use of resources, and improved standards of learning and achievement for all students you teach. Developing a culture of high expectations for all. The post holder is responsible in the first instance to the subject leader(s) of English or in the case of an NQT to the NQT co-ordinator/mentor.

## **Learning & Teaching**

- Planning and preparing courses and lessons in line with the Learning & Teaching Policy:-
  - with differentiation according to age and ability and, where appropriate, special educational need
  - in line with the school's policies on Literacy and Numeracy and PSE;
- Assessing, recording and reporting on the development, progress and attainment of students (including monitoring student progress against academic potential and appropriate targets) having due regard for the Marking and Assessment for Learning policy;
- To deliver engaging and motivating lessons to students across all key Stages;
- Implementing the school's policy for Behaviour for Learning, rewards and sanctions;
- Acting as a Form Tutor or being attached to a year group (see generic Form Tutor job description below) and playing a part in ensuring the successful development of the college's tutoring programme;
- Participating in the development and delivery of the Personal Development programme;
- Contributing to students' Spiritual, Moral, Social and Cultural development in line with College policy;
- Communicating and consulting with parents as required;
- Awareness of potential of each student, monitoring progress against potential and taking action to enable students achieve that potential;
- To deliver teaching over time that is never less than at least consistently good;
- To work as a team supporting the department to spread and share good practice.

## **Personal and Professional Development**

- To be involved in annual appraisal arrangements as determined by the current school teachers' pay and conditions document and College policy;
- To undertake an annual identification of professional development and training requirements with a line manager as part of the appraisal process;
- To engage in regular review of learning and teaching and of programmes of work;
- To take an active role in the development of subject schemes and teaching materials under the guidance of the line manager;
- To engage in the quality assurance processes within the department;
- Acting as a role model in terms of attitude, dress (including adhering to the College dress code for teaching & non-teaching staff) and interaction with others;
- Make a positive contribution to the wider life and ethos of the school.

## **Discipline, Health and Safety**

- Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
- To uphold and promote the College's child protection and safeguarding policies and procedures;
- To promote the safety and well-being of students;
- To support the College uniform policy and ensure students are correctly dressed at all times;
- To take the electronic register in a timely manner each lesson.

## **Meetings and Directed Time**

- To participate in all directed time activities as identified by the calendar and the duty rota.

## **Additional duties specific to the role**

- To take on a departmental responsibility (to be negotiated) to contribute to maintenance and development of department systems.

## **Specific Form Tutor Responsibilities**

### **Care Guidance and Support**

- To be the primary point of contact between parents and the College;
- To take a keen interest in the academic and personal development and well being of students within the form;
- To support the College policy on uniform and to ensure students are correctly dressed at all times;
- To liaise as necessary with Learning Managers, the Pastoral Team, Subject Leaders and parents;
- To take part in the monitoring process for students causing concern in line with the Behaviour for Learning Policy;
- To deliver the taught element of the tutorial programme;
- To act as a role model and mentor;
- To produce reports on students' progress as part of the College reporting system;
- To monitor and sign student planners supporting their use by students as a organisational tool;
- To be aware of the targets and special needs of students within the form and to play a part in helping them to meet those targets;
- To provide support for the students' House activities.

## **Personal Qualities**

This job description is current, but following consultation with you, may be changed by the Headteacher and Governors to reflect or anticipate changes in the post which are commensurate with the salary and job title.

<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>
Teaching and Learning		
<ul style="list-style-type: none"> <li>• Good Awareness of current educational developments.</li> <li>• Clear understanding of current issues related to the subject.</li> <li>• Ability to plan and implement lessons effectively across all key stages.</li> <li>• An understanding and commitment to the ethos of the College.</li> <li>• Evidence of high level classroom skills.</li> <li>• Committed to the principles of inclusion.</li> <li>• Be able to instil the love of learning</li> </ul>	✓ ✓ ✓  ✓ ✓ ✓ ✓	
Skills, Qualifications and Training		
<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Courses of further study relevant to the post</li> <li>• Qualification in the relevant subject</li> <li>• Evidence of active involvement in professional development</li> <li>• Excellent organisational skills</li> <li>• Excellent ICT skills</li> <li>• Effective communicator</li> <li>• Effective time management</li> </ul>	✓  ✓  ✓ ✓ ✓ ✓	✓  ✓
Attributes		
<ul style="list-style-type: none"> <li>• Excellent record of attendance</li> <li>• Ability to work well in a team</li> <li>• A sense of humour</li> <li>• Ability to think originally and creatively</li> <li>• Positive attitude and love of learning</li> <li>• Energetic and enthusiastic</li> <li>• Warmth and sensitivity</li> <li>• Excellent rapport with students</li> <li>• Commitment to the college and the students we serve</li> <li>• Strategic thinker</li> <li>• Ambition to seek further promotion</li> <li>• Ensure a sensible work life balance</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓  ✓	✓ ✓

## **How to apply and Selection process**

Candidates should submit the following:

1. Completed Application Form
2. Personal letter of application, which indicates your experience and impact to date and what you can offer Settle College of no more than two sides of A4.

We regret we cannot accept CVs. The forms are available in electronic format and can be downloaded from our website: <http://www.settlecollege.org.uk/vacancies/>

Please email completed applications to the Headteacher, Mr Gareth Whitaker: [admin@settlecollege.n-yorks.sch.uk](mailto:admin@settlecollege.n-yorks.sch.uk) by 12:00 noon on Friday 21<sup>st</sup> January 2022. Applications by post are also accepted by the stated deadline.

## **Selection Process**

Interviews will be held on W/c 24<sup>th</sup> January 2022. You will be required to:

- ☐ Deliver a lesson
- ☐ Meet with our students
- ☐ Attend a formal interview

Until Thursday 20 <sup>th</sup> January 2022	Potential candidates have the opportunity to visit the College in action. Please contact Mrs. Kelleth to arrange a suitable appointment.
12:00 noon on Friday 21 <sup>st</sup> January 2022.	Deadline for applications. All shortlisted candidates will be contacted by telephone in the first instance and a letter.
W/c 24 <sup>th</sup> January 2022	Formal interviews will take place at Settle College – following this all candidates will be contacted, both successful and unsuccessful.

Please note that references may be requested prior to interview for those who are shortlisted.

We look forward to hearing from you.

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## **Settle College Safer Recruitment Policy**

### **Objectives**

To set out the minimum requirements of Settle College's recruitment process in order to maintain a safe and supportive environment for all of our students, staff and others within our school community. This policy aims to:

- attract the best possible applications to vacancies;
- deter, identify and reject prospective applicants who are unsuitable to work with young people.

### **Implementation**

All recruitment procedures involve the following:

- At least one member of the interview panel will have received and passed the accredited on-line training in safe recruitment procedures. All interviews will be conducted by a minimum of two people and a member of the Senior Leadership Team will always be present.
- A Governor will be present on the interview panel for most posts but especially TLR and SLT posts.
- Adverts for all posts will clearly state '*Settle College is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share in this commitment. The successful candidate will be subject to an enhanced DBS check*'.
- Applicants will be supplied with, as a minimum, the job description, person specification, application form and information about the post, information about the school and an introductory letter from Principal.
- Shortlisting of candidates will be against the person specification and when shortlisting particular attention will be paid to unexplained gaps in employment, repeated changes of employment and any discrepancies. Incomplete application forms will not be accepted.
- References will be sought directly from the referee. References or testimonials provided by the candidate directly will not be accepted. Referees will be asked specific questions relating to the candidate's suitability to work with children and young people, any disciplinary warnings relating to the safeguarding of children and young people and the candidate's suitability for the post.
- All appointments for teaching posts will involve students. The candidates will be asked to teach a lesson, students will show the candidates around and where possible there will also be a student interview panel.
- Selection techniques will be determined by the nature and duties of the vacant post.
- Interviews will always be face-to-face and candidates will always be required to explain any gaps in employment, to declare any information that is likely to appear on a DBS disclosure, and to demonstrate their capacity to safeguard and protect the welfare of children and young people. If a staff member is subsequently found to have an issue identified by the DBS check and has failed to reveal this information at interview this could lead to the withdrawal of the offer of employment.
- All candidates will be asked to bring original documentation confirming any educational and professional qualifications relevant to the post. Successful candidates are required to provide proof of identity, a complete DBS application and receive satisfactory clearance, and to provide proof of eligibility to live and work in the UK. All offers of employment are subject to two satisfactory references and an enhanced DBS check.
- All details are included on the Single Central Record which is kept updated by the Business Manager.
- All staff who are new to the school will receive induction training that will include training in child protection, safeguarding and guidance on safe working practices.



- Settle College will only use supply agencies operating a Safer Recruitment Policy and who supply written confirmation that all relevant checks have been satisfactorily completed. When recruiting supply teachers an identity check will be carried out on arrival.
- Existing staff will undergo a DBS check every 5 years.

**Child protection**  
**Information/instructions for job applicants**

*Settle College is committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them:*

1. All applicants are requested to provide in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.
2. Applicants are advised that references should be from "suitable" referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate.
3. All reference requests will specifically ask for information about the candidate's suitability to work with children and young people and will request details of: any disciplinary procedures and the outcome of these; any allegations or concerns relating to Child Protection and/or the welfare of children and young people; details of any criminal convictions, cautions or bindovers.
4. At interview, candidates will be asked about any allegations or concerns raised against them and the outcome of these, including the details of both current and expired disciplinary sanctions. Interviewees are required to bring to interview original documents relating to identity and qualifications.
5. All appointments will be subject to a satisfactory, enhanced level DBS check, a minimum of two satisfactory references and medical clearance. **This post is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974** therefore all convictions, cautions and bindovers, including those regarded as "spent" must be declared. Any pending prosecutions, current court proceedings and police enquiries relating to you, also must be disclosed. If you have any of these, you must provide details in a sealed envelope, marked confidential, attached to your application form. Applicants are required to declare if they have been referred to or included on List 99 or PoCA List, barring or restricting work with young people or vulnerable adults. For new employees to North Yorkshire County Council, the appointment will be subject to satisfactory completion of a six month probationary period (Applies to school support staff posts).
6. On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Board's, Local Authority's and School's Child Protection and Safeguarding Policies and Practice Guidance and information on expected safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures.