



SETTLE COLLEGE

“Be the best you can be.”

Learning Support Assistant

Established Variable Contract (18.50 - 30.83 hours)

Term Time only during the hours of

8:40am to 15:20pm with 1/2 hour break Mon to Fri

Grade C SCP 2-4

£18198 - £18933 (FTE)

Actual salary will be determined by
hours undertaken

Closing Date 31st January 2022

Required as soon as possible

Application Pack



For further information please contact: Tel: 01729 822451

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



SETTLE COLLEGE

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Settle College

Be the best you can be

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

Headteacher: GARETH WHITAKER
Deputy Headteacher: GARETH PAISLEY

Telephone: (01729) 822451
Email: admin@settlecollege.n-yorks.sch.uk

13th January 2022

Dear Applicant,

Learning Support Assistants – To start as soon as possible

Thank you for your interest in the post of LSA, 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 enthusiastic, conscientious and hard-working full time LSAs who have the skills required to work in key stage 3 and 4. They will be able to differentiate work from all core subjects; including Maths and Science. They will need to be friendly, efficient and have excellent communication skills. No day is ever the same and the role requires a calm and consistent personality to support all the children in our care. The successful candidate will be expected to work within confidential parameters, offering a consistently high standard of work at all times. In return we can offer you support from a highly committed and experienced Support Team.

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.

We look forward to receiving your completed application form, which must be accompanied by a supporting letter of no more than one side of A4 showing how your current or recent experience relates to the areas of responsibility within the Job Description and Person Specification.

Please send the completed application form and letter of application to the Headteacher, Mr Gareth Whitaker, admin@settlecollege.n-yorks.sch.uk as soon as possible and to arrive no later than 09:00am Monday 31st January 2022.

Thank you for your interest in the post; we look forward to receiving your application form.

Yours faithfully

Gareth Whitaker
Headteacher

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 9 to 11. All students take three years to complete their English, Mathematics and Science GCSE while undertaking one or two optional level two courses in each of Years 9, 10 and 11. This continues to be a strength of the school and despite the league tables not recognising results in the 2018 exams, taken by students when they were formerly in Year 10, we continued to deliver the stage not age curriculum as it was and still is best for the students.

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

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-furbished 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

All teachers at Settle College are teachers of SEN, we all work together to improve and coordinate the education of all our students supporting true inclusion. The SEND department are not simply here to help our students survive education but we play an intrinsic role in supporting them to thrive.

Our department:

SEN Manager:	Rachel Grimshaw
Assistant SENCo:	Sarah Buckley HLTA
SEND Governor:	
Teaching assistants:	Antony Bilton, Kate Buckley, Teresa Bullock, Jules Gott, Emily Holgate, Roxana Popa, Sophie Bonner, Paula Wilson, Fraser Hayton, Tom Parkinson.

We are a progressive SEND department expanding to meet the higher needs of the students that are entering our school. We are creating a modern and dynamic environment to support the physical, social and emotional needs of the students that come within our care. We acknowledge the additional needs and requirements of our students and work tirelessly to ensure that our pupils receive the help that they require.

Each student is treated as an individual and his or her needs are assessed and supported on an individual basis. We expand and diversify to celebrate the individuality of our students and we are proud of the emotional and social support that we offer. The Hub is the centre of the SEND department at Settle College; this is where we offer intervention strategies, support, resources and sanctuary. It is our space within the greater Settle College community, and offers respite from the rest of the world for our students.

Our department is growing to incorporate a more diverse area of need within our school including a nurture group, intimate care options and intervention management.

As a team, we are focused in our approach and consider carefully the future of the department. This is to enable the continuation of exam and developmental success.

The range of interventions and therapies offered will reflect the needs of our students and will include SEMH, literacy, numeracy and motor skills work. All members of the team are expected to take part in interventions for which they will be given training and support.

Aims and job description

Responsible to:	Head Teacher / Senior Learning Support Assistant / Higher Level Teaching Assistant/ SENCO
Grade:	C, job family 7
Job purpose:	To work with teachers to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff, and may be responsible for some learning activities within the overall teaching plan. May work in the classroom or appropriate location within the school, with access to support and guidance as required.

Supporting Learning & Development

- Support pre planned learning/behaviour activities as directed by the teacher
- Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students
- Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning
- Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies
- Support pupils in their social and emotional wellbeing, in implementing related programmes, including social, health and physical needs
- Assist in escorting and supervising pupils on educational visits and out of school activities
- Undertake break supervision as required

Communication

- Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/guardians and with other agencies/professionals
- Communicate effectively with all pupils, families, guardians and other agencies / professionals

Sharing information

- Share information confidentially about pupils with teachers and other professional as required
- Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality
- Participate in staff meetings

Safeguarding and Promoting the Welfare of Children/Young People

- Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence
- Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate

Administration/Other

- Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work
- Support the use of ICT and adhere to relevant policies
- Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations
- Participate in appraisal, training and other learning activities

Health & Safety

- Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure
- Work with colleagues and others to maintain health, safety and welfare within the working environment

Data Protection

- To comply with the County Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality

Equalities

- Promote inclusion and acceptance of all pupils
- Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values

Customer Service

- The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment
- The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values

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.

Personal Qualities	Essential	Desirable
Knowledge and experience		
<ul style="list-style-type: none"> An awareness of child/young person's development and learning An understanding that children/young people have differing needs Good understanding of child development and learning processes Knowledge of Behaviour management techniques Knowledge of Child protection and health & Safety policies and procedures. Knowledge of inclusive practice Experience appropriate to working with children in a learning environment 	✓ ✓ ✓	 ✓ ✓ ✓ ✓
Qualifications, Skills and Training		
<ul style="list-style-type: none"> Relevant NVQ Level 2 qualification or equivalent in English and Maths Relevant NVQ Level 3 Appropriate first aid training (dependent on the schools need) Good Written and verbal communication Able to communicate clearly and effectively and build relationships with a range of staff, children, young people, their families and carers. Good reading, writing and numeracy skills ICT skills 	✓ ✓ ✓ ✓	 ✓ ✓ ✓
Personal Qualities		
<ul style="list-style-type: none"> Demonstrate interpersonal skills Ability to work successfully in a team Confidentiality Flexibility Creativity 	✓ ✓ ✓ ✓	 ✓
Other Requirements		
<ul style="list-style-type: none"> Enhanced DBS Clearance To be committed to the school's policies and ethos To be committed to Continuing Professional Development Motivation to work with children and young people Ability to form and maintain appropriate relationships and personal boundaries with children and young people Emotional resilience in working with challenging behaviours and attitudes Ability to use authority and maintaining discipline An empathy for equality & diversity 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

- The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post

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 by 09:00 am on 31st January 2022. Applications by post are also accepted by the stated deadline.

Selection Process

Interview dates will be confirmed at a later stage

☐ Attend a formal interview

31 st January 2022 @ 09:00am	Deadline for applications. All shortlisted candidates will be contacted by telephone in the first instance and a letter.
To be confirmed	Formal interviews and tasks 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.

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.