



SETTLE COLLEGE

“Be the best you can be.”

Subject Leader of Maths

Established Contract

Closing Date 26th January 2022

Required after 25th April 2022
or 1st September 2022
for the right Candidate
MPS/UPS - £25,714-£41,604
TLR Payment of £8,291.00

Benefits:

Pension scheme,
Cycle to Work scheme,
Wellbeing Programme
and free on-site parking



Teacher Application Pack

For further information please contact: Tel: 01729 822451

Email: admin@settlecollege.n-yorks.sch.uk twitter: @SettleCollege



SETTLE COLLEGE

“Be the best you can be.”

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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

January 2022

Dear Candidate,

Thank you for your interest in the post of Subject Leader of Mathematics, 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 Assistant Headteacher, 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 Mathematics 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 Mathematics Department. Your support and leadership will make a real difference to further develop the 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. To assist with your application, and give further background information on the post, we have included the following details within this document: Details of the leadership package, information about the school, department information, aims of the role, person specification and how to apply for the post.

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

Leadership Package

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.

We can offer:

- ☐ Professional Bursary of up to £1500 to support your relocation -
- ☐ Northern Lights Teaching School Alliance Leadership Programmes are available annually.
- ☐ Dedicated Leadership Mentor to support your aspirations within the next 3-5 years.
- ☐ All our staff enjoy tailored Continuing Professional Development (CPD) pathways.
- ☐ Opportunity to contribute to the whole-school strategy for Teaching and Learning.

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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 across school.
4. Leaders who walk the talk.
5. Senior Leaders who 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 May 2019, Settle College had a section 8 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:

Since your appointment as headteacher in November 2018, you have led the school with vision, vigour and a real sense of moral purpose. Pupils study a broad and interesting curriculum. You have devised a programme, particularly in key stage 4, that develops pupils' knowledge, skills and understanding across a wide range of subjects.

Subject leaders are enthusiastic, knowledgeable and skilled. They work together and with their teams to share good practice and they are both strategic in their planning and accurate in their analysis of how effective their teams are.

Teachers encourage pupils to develop and deepen their knowledge, skills and understanding through debt, and often demanding and searching, questioning.

Teachers are knowledgeable and skilled. They know their pupils. They monitor their progress carefully. This includes those who are most able, disadvantaged and those with SEND



You can read the full report on our website: <http://www.settlecollege.org.uk/about/ofsted-reports/>

In 2017 and 2018, our progress 8 scores were +0.49, and +0.16 respectively (with the latter figure excluding our legacy GCSE qualifications). In both of these years, there was no better performing similar school within a 75 mile radius. Although we experienced a dip to +0.13 in 2019, we were still placed in the second quintile nationally for progress and just 2 similar schools in a 75 mile radius were better performing than Settle College.

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.

We run a 'stage not age' curriculum for Years 10 and 11. All students take four GCSE options through years 10 and 11 in mixed aged classes. 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 one SLE (Specialist Leaders of Education) in English.

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.

Mario Hulzebus	Teacher of Mathematics
Joe Lord:	Teacher of Mathematics
Heather Emsley:	Teacher of Mathematics
Sam Boatright	Teacher of Mathematics
Roxana Popa:	Teacher of Mathematics

Introduction

Our department has an experienced team of dedicated and enthusiastic mathematicians (all specialists). We are passionate about Mathematics 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 Mathematics and (sometimes) Further Mathematics in the Sixth Form and at university.

GCSE Results

We have a truly comprehensive intake but despite this the Mathematics results compete with the best. Our 9-4 (formerly A*-C) was above 80% in 2015-2017 and although there was a dip in in this figure in 2018 due to the characteristics of the cohort, our P8 figure was still positive and in the second quintile nationally. Prior to 2018, Mathematics progress had been in the top quintile. The 2019 results were back on track (with all value-added measures positive) for CAG's in 2020 and TAG's in 2021 in the Maths department have continued to show this positive outcome.

A-Level Results

Despite our small sixth form intake, Mathematics continues to be one of the most popular A level subjects, our A2 results have been consistently impressive. Our A*-C figure has been well over 70% over the last 5 years with a 90% figure in 2018. This included a double A* (Mathematics and Further Mathematics). With continued strong performances at both the CAG's of 2020 and TAG's of 2021.

Students and Curriculum

Mathematics groups are set by ability throughout Key Stages 3 and 4. GCSE students study towards the OCR J560 qualification.

Key Stage 3

In Years 7, 8 and 9 students follow the Key Stage 3 Curriculum. We have our own scheme of work, with a wealth of electronic resources for use on an interactive whiteboard, plus printed materials. Half term assessments are conducted at three tiers of entry and weekly home learning sheets also adopt a three-tier approach. In addition we use and have access to textbooks, again in three tiers.

Students are issued with trackers to record assessment results and, separately, to record home learning results. End of year examinations complete Year 7, 8 and 9. Student feedback has been positive and progress across Key Stage 3 has been good.

Key Stage 4

Students currently have 7 hours per fortnight in Years 10 and 11. We adopt a 'modular' approach to the delivery of GCSE Mathematics, in order to make use of GCSE past papers for tests. This has aided

our measurement of progress and tracking processes. We ensure thorough coverage allowing revision of modules in year 11, after which the focus switches to completing and reviewing past papers.

We undertake regular assessment; formal (mock) examinations take place at least twice per year. All modular topics are accompanied by topic reviews and specially developed home learning resources at Higher and Foundation tiers. These have been designed in-house and refined (using GCSE style questions) over the last few years and form an invaluable learning resource. Students review these and build a portfolio of topic reviews, accompanied by trackers.

Key Stage 5

At Key Stage 5, we offer A-Level Mathematics and Further Mathematics (with sufficient demand). Uptake of Mathematics 'A' level has been generally high and ranks amongst the most popular subjects in the sixth form. We follow the AQA specification.

Extra-Curricular Activities

We have a growing number of students who are showing an interest in Mathematics or Engineering as a career and are currently looking into developing our cross-curricular STEM provision and offering opportunities for students to achieve Crest Awards.

We enter a number of students annually to the UK Mathematics Challenge (Junior, Intermediate and Senior), which has proved popular and successful. In addition, we also send students to the (AMSP) 'Mathsfeast' at Lancaster University when possible. Students are very well supported by the whole Mathematics team, as they have ample opportunity to receive support both during and beyond the school day. Our 'open door' policy has helped develop a culture of seeking assistance and an appreciation of how this can facilitate progress.

We undertake a variety of 'mentoring' and 'intervention' strategies, currently mostly supported by one dedicated member of staff, but also by SLT and SL intervention.

Facilities

The department is housed in its own dedicated block. This contains 4 teaching rooms all of which have an up to date IAWB ('television screen') and a standard whiteboard.

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

Aims and job description

To provide professional leadership and management of the mathematics department, to secure high quality teaching, effective use of resources, and improved standards of learning and achievement for all students. Developing a culture of high expectations for all. The post holder is responsible in the first instance to the Headteacher

Teaching and Student Learning

The Subject Leader of Mathematics will:

- Be able to teach across the full range of age and abilities; this may be developed?
- Act as a role model, leading and supporting subject staff through own high-quality teaching.
- Set expectations and targets for staff and students in relation to standards of achievement and the quality of teaching including the use of college and departmental policies and procedures for assessment and learning.
- Have the ability to use internal and external data to support, monitor and improve aspects of college life.
- Engage all subject staff in the creation, consistent implementation and improvement of schemes of learning which incorporate key school learning strategies.
- Ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum.
- Work with SLT to review teaching and learning, monitoring the progress of all students including those requiring additional support or challenge to ensure students are engaged in their learning and achieve success - working within the new OFSTED framework.
- Take responsibility for leading key curriculum areas ensuring the curriculum is complementary and coordinated.
- Developing and working to ensure students have access to extracurricular and enrichment opportunities.

Assessment and Self-Evaluation

The Subject Leader of Mathematics will:

- Raise standards of progress and attainment within the subject of Mathematics
- Establish and implement clear policies and practices for assessing, recording and reporting on student's achievement and to assist students in setting targets for further improvement.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement an effective intervention plan.

Relationship with Parents and the Wider Community

The Subject Leader of Mathematics will:

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about the curriculum, targets, progress and attainment.
- Communicate effectively, both orally and in writing, with parents and Governors.
- Develop links with feeder Primary schools, other 16+ centres and local employees.
- Liaise with other schools, professional organisations to investigate and share good practice.

Managing Staff and Own Performance

The Subject Leader of Mathematics will:

- Prioritise and manage their own time effectively.
- Take responsibility for their own professional development.
- Promote teamwork and be able to motivate staff whilst developing innovative teaching methods.
- Lead meetings of teachers within the curriculum area as required
- Ensure all members of the department are familiar with its aims and objectives.
- Ensure all matters concerned with the timetable, curriculum, students groupings, examinations and related matters are shared with the members of the Mathematics department.

- Regularly observe and provide feedback for subject colleagues in a way, which recognises good practice and supports their progress against appraisal objectives resulting in a tangible impact on student learning.
- Manage the work of any Teaching Assistants and clerical staff who may be allocated to support the subject.
- Establish clear expectations and constructive relationships among staff including team working and mutual support: devolving responsibilities, delegating tasks and developing accountability. If it is felt that duties are not being effectively carried out, it will be the subject leader's responsibility to instigate measures for support and training and report findings to the Headteacher.
- Ensuring all subject staff understand and are actively implementing the key aspects of our whole college improvement priorities ensuring we strive to be 'outstanding and beyond'

Managing Resources

The Subject Leader of Mathematics will:

- Organise and co-ordinate the deployment of learning resources, including ICT, monitoring their effectiveness. Ensuring that new technologies are used effectively and ensuring all members of the department are confident in the use of interactive technology.
- Manage the budget allocated to the Mathematics department ensuring all resources are used effectively and economically.
- Ensure the subject rooms present a stimulating environment.

Strategic Leadership

The Subject Leader of Mathematics will:

- Create a development plan which contributes positively to the whole school development plan and which actively involves all subject teachers in its design and execution.
- Contribute to the development of whole school strategic planning and policies, for example, through membership of School Improvement Groups and attendance at Middle Leadership Team meetings.
- Contribute to the selection of appointment and professional development of teaching and non-teaching staff within the subject area.
- Represent or arrange subject representation at all appropriate meetings in college and with other agencies, reporting any matters arising from such meetings to the SLT.
- Ensure that all subject policies are amended and updated in line with College requirements.
- Ensure Health and Safety policies and practices, including risk assessments are in line with national requirements.
- Whilst every effort has been made to explain the accountabilities and responsibilities for this post, each individual task may not be identified.

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

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 12:00 noon on 26th January 2022. Applications by post are also accepted by the stated deadline.

Selection Process

Interviews will be held w/c 31st January 2022. You will be required to:

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

26 th January 2022 – until the closing date for applications	Potential candidates have the opportunity to visit the College in action. Please contact Mrs Kellett to arrange a suitable appointment.
26 th January 2022 at 12:00 noon	Deadline for applications. All shortlisted candidates will be contacted by telephone in the first instance and a letter.
w/c 31 st 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 bind overs.
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 bind overs, 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.