

SETTLE COLLEGE
Founded 1907



Application Pack Exam Invigilator

www.settlecollege.org.uk



Exam Invigilator Application Pack

- Relief Contract during Exam Seasons
- Term-time only
- Grade CD—SP 3
- 11.79 per hour

Benefits:

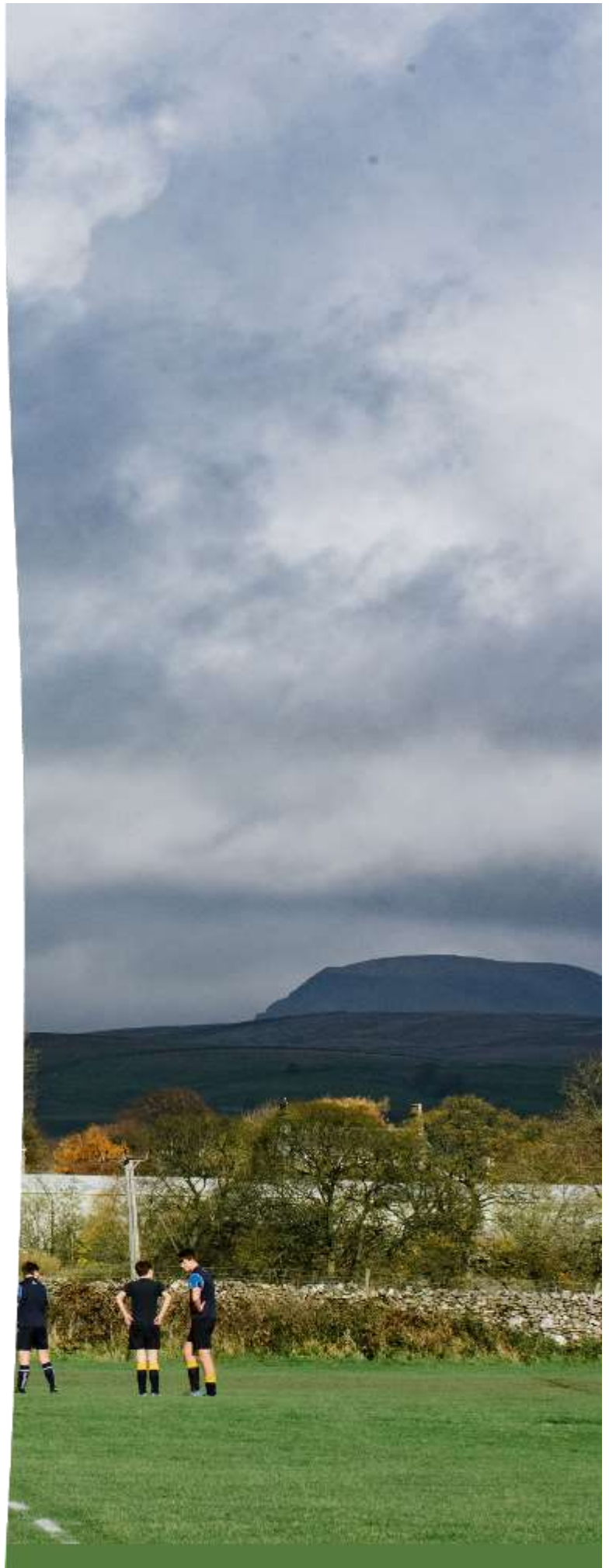
- Pension scheme,
- Cycle to Work scheme,
- Well-being Programme and free on-site parking

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www.settlecollege.org.uk



Dear Candidate,

Thank you for your interest in the post of Exam Invigilator which offers the successful candidate the opportunity to work in this thriving and successful 11-18 rural school. We find ourselves in a time where we have all gone through change and appeared at the other side more invigorated, resilient and determined. We are 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.



We are looking to add to our pool of Exam Invigilators. Experience is not required as full training will be provided. Applicants will need to be flexible, have effective communication skills and be confident and reassuring presence to candidates in exam rooms. The main duties are to conduct exams in accordance with the instructions set out by the Joint Council for Qualifications and the awarding bodies. Successful applicants will play a key role in the integrity of the exams process. We require invigilators for a series of mocks and exams throughout the year and although these dates can vary, they are usually; 1 week in November for re-takes and 3 weeks in January for mock examinations. There are 6 weeks in May and June for the main examination series and mocks in early July.

We can be flexible with how often and how many sessions you are involved with, but ideally our invigilators would be available for all of these exam windows

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





Community at the heart

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 looking across to Attermire and bordering the Yorkshire Dales National Park.

Settle College is a vibrant and exciting community of learners, forward thinking and driven for a small rural secondary school, that 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. From local church events like Armistice Day, working with local charities and businesses like the Millennium Trust to the Settle Flowerpot Festival, we immerse our students in their local environment.



Core Aims

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 paced 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 progress and achievement for all our students including a commitment to developing resilience in our learners, alongside other vital skills for lifelong learning.
- Promoting respect and courtesy that creates a happy school culture and learning climate.
- Providing high quality learning and teaching, through a rich, exciting curriculum.
- To ensure we create independent, confident, and self-directed learners that communicate well in life.
- Building a strong partnership between families, students and staff at the centre of all we do.





Who and where we are:

Site and Buildings

In recent years we have undertaken large-scale improvements to the College site. Half the school was completely re-furnished as we became an 11 – 18 school, including corridors, many classrooms, outdoor social spaces, a new PE suite and changing rooms and an outdoor amphitheatre. We have a fantastic library, conference room and four state of the art Science laboratories. Our IT infrastructure is subject to a continuing improvement programme, with new hardware, teaching and presentation media and recently upgraded wi-fi.

The college buildings sit within extensive grassed grounds beside the River Ribble, surrounded by spectacular Dales scenery. We have excellent playing fields, tennis courts and an outdoor all-weather pitch. Settle Swimming Pool shares our site.

We have takeaway dining facilities, a comfortable staff room with hot drinks provided, and extensive staff parking. The market town of Settle has all local amenities, bus services and a railway station.

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, with students coming from a wide variety of backgrounds.

**“THE VIEW FROM
THE STAFF ROOM
WINDOW FILLS ME
WITH JOY.”**

**“THERE IS SUCH A
FRIENDLY
ATMOSPHERE AT
SETTLE COLLEGE.”**

REASONS TO WORK FOR US



10 REASONS TO WORK FOR US

1. Our students are unique, enquiring and vibrant.
2. Students thrive through the ethos of a small school, where they value that they are respected and nurtured as an individual.
3. At all ages, our students have a sense of pride and relish the opportunity to represent and lead within the school.
4. The school community is committed to placing the students first to allow everyone to achieve their best.
5. An entire staff and governing body with a passionate commitment to our school.
6. Our Senior Leadership Team continue to teach and, as such, have realistic experiences of school life on every level.
7. All the Senior Leadership Team have a genuine open-door policy, where everyone's opinion matters.
8. We have high levels of staff retention, with many staff working here for at least ten years, demonstrating career fulfilment.
9. We are invested in the career progression of our staff.
10. We are proud to be at the heart of the local community in which many of our staff live.



CPD

At Settle College, we understand the value of a high-quality professional development programme. We offer a range of activities as part of our weekly CPD meetings for teaching staff, as well as opportunities for external CPD in line with staffs' and the school's improvement priorities. The key features of our CPD schedule are:

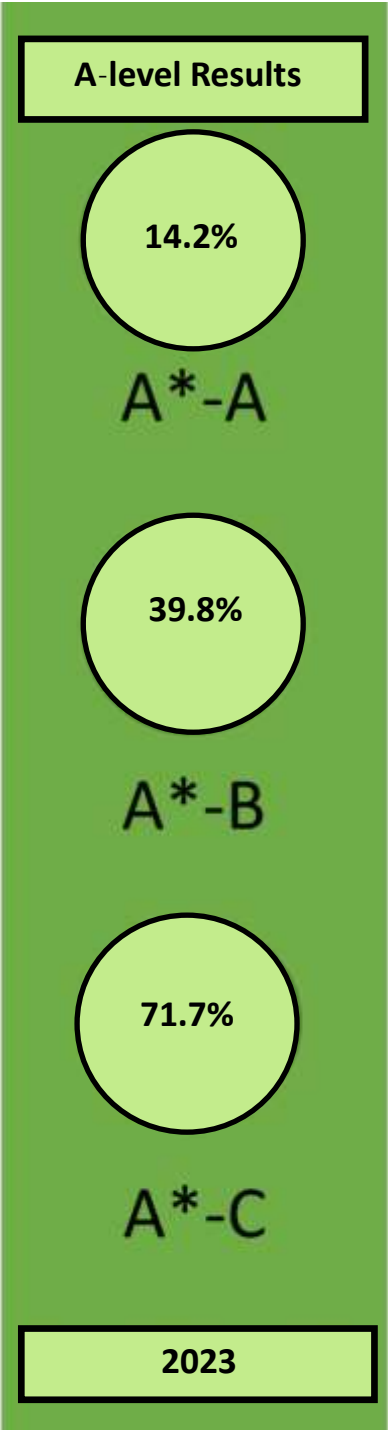
- Opportunities to share good practice for teaching and learning across all teaching staff and within departments.
- Meetings focusing on our school improvement priorities, giving staff time to embed the strategies and systems within their subject area.
- Updates regarding special educational needs, with discussions surrounding support for individual students.
- Following an increase in external CPD during lockdown, we allow time for staff to continue to complete independent training on an area of particular interest to them. This includes activities such as online courses, webinars and wider reading.
- Sessions that focus on supporting both staff and student wellbeing.
- The opportunity for all staff to apply for external CPD that relates to their role in school or to support career development, for example through NPQs.



Outcomes Data

The table below outlines the key outcomes for Key Stage 4. The figures for 2023 are still the provisional figures released by the DfE in the October release. In 2022, the nationally published figure did not include the results that our students achieved whilst in year 10 as part of our stage-not-age curriculum model, which we continued with despite this compromise for the league tables as it was the right thing for our students to maintain the breadth of our curriculum offer. The results for 2020 and 2021 are omitted due to the disruption of the COVID-19 pandemic. During this time, our students showed great resilience to continue with their studies and to achieve results of which they can be exceptionally proud and that reflect the hard work that they have put in to achieving these qualifications.

GCSE DATA	
2023 P8 (provisional)	-0.09
2022 P8 (all results include)	-0.25
2017-19 P8 (average)	+0.25
2023 A8 (provisional)	44.10
2023 EBacc entry	51.5%
2023 EBacc APS (provisional)	3.93
2023 4+ basics	60%



Exam Invigilator

May 2019, our latest Ofsted inspection judged that the school continues to be good, with the leadership team maintaining the 'good quality of education in the school since the last inspection'. The full report notes many positive aspects of the school and is available on the school website ([2019 Ofsted Inspection](#))

Our school ethos was demonstrated throughout the visit, where inspectors noted that '**pupils enjoy school**', creating an '**atmosphere of mutual respect and care in the school**' that '**has a very positive impact on learning and pupils' progress**'.

The sixth-form provision was described as '**effective and well led**', where the students spoken to were 'fulsome in their praise of their teachers and the time and effort staff put in to support, care for and challenge them'.

The report recognised that '**pupils study a broad and interesting curriculum**', with a programme devised to develop pupils' knowledge, skills and understanding across a wide range of subjects. There is praise too for the '**wide range of extra-curricular activities and trips**' that are open to all.

Ofsted

Feedback from teaching staff to the inspectors explained that they '**value the training that they are given to improve their skills**'.

The wider leadership in school was also recognised as a strength, where '**subject leaders are enthusiastic, knowledgeable and skilled**'.

The governing body '**know the school very well**' and are '**clear about its place in the local community**'.

There was particular praise for the headteacher, who has '**led the school with vision, vigour and a real sense of moral purpose**'.



We believe pastoral care is a significant aspect of any staff's role in our school. Whether it is a Form Tutor taking care of their tutor group in the morning or a class teacher noticing a young person is out of sorts, we expect all our colleagues to take their duty of care seriously.

Settle College is an inclusive school. For children and young people with complex, and additional needs, the level of care and education must go above and beyond. We have an excellent team that work with our most vulnerable students. All students that are at Settle College learn and develop to thrive.

Each year group has a Learning manager and they are supported by an experienced Head of Year who are busy, supportive and good humoured. The pastoral team always keep a child's wellbeing at the centre of their decision making.



Sixth Form

Settle College Sixth Form provides students with many advantages. From the small class sizes where everyone is known to the many opportunities where they can develop their interpersonal and leadership skills. Being a 11-18 school, students will have the chance to be a role model and support our younger pupils, perfect for those wanting to work in education. They could become a Well-being Ambassador, House Leader, Reading Buddy, Sports Captain, Peer Mentor amongst many other roles that can help them with their career plan.

We run trips to Iceland as part of the geography A Level course. Berlin is also a popular trip to support the history curriculum as well as the many art, music, and drama trips that we offer. These are open to students not studying these subjects as they enhance their cultural experiences. Sport is also popular with rugby, football and netball teams.

Our provision in careers education is getting stronger with a dedicated Careers Support Worker who is introducing our students to the many apprenticeship and employment opportunities in the local area.

Most students apply to university, and we have had great success in supporting them to achieve a place at Russell group universities. Indeed, despite being small we have seen students in the past 5 years achieve a place at Oxbridge going on in some cases to achieve a first-class degree.



Our vision and Curriculum offer

At Settle College, our goal is simple: we want every student to be the best they can be. We achieve this by offering a diverse and exciting curriculum tailored to our community. Our dedicated teachers ensure outstanding progress and achievement while fostering confidence, independence, and resilience through our Settle College Diploma. We prioritize the well-being and development of both students and staff. Our aim is to empower students to overcome challenges, acquire lifelong learning skills, and reach their dreams, making Settle College a vital part of our community.

Key Stage 3

Students complete key stage 3 from years 7 to 9 to allow them to study a wide range of subjects in sufficient depth to really understand the very nature of each subject. In each of these year groups, students' study: English, maths, science, geography, history, religious studies, MFL (French and Spanish), PE, DT (to include a range of disciplines, including product design, engineering and catering), computing, drama, art and music, as well as PSHCE, which is delivered to tutor groups.

Key Stage 4

At key stage 4, students continue with English, maths, science (either separate or combined), PE, PSHCE and religious studies. To maintain a broad curriculum with many options subjects offered at key stage 4, we operate a 'stage not age' options process, where students complete these GCSEs in one year, in classes with both year 10 and 11 students. Whilst some subjects only run every other year, all students are given the opportunity to select the four subjects of their choice within the options route to which they are directed. The first route requires students to select at least one language and one humanity to complete the traditional EBacc, with two free option choices. The second route requires students to select at least one language or humanities subjects, with the other three options choices completely open. However, we do recognise that not all of our students will be best suited to these routes and so, as a school that knows its students as individuals, we are able to provide personalised advice for every one of our students during the option selection process.

The option subjects currently offered at key stage 4 are: art & design, computing, creative iMedia, drama, engineering, enterprise & marketing, food preparation & nutrition, French, geography, history, hospitality & catering, music, PE, photography, product design, Spanish and sport science. These subjects ensure a breadth of curriculum choices to allow all students to thrive, irrespective of their strengths and interests, and to allow them to select the required courses for progression towards their future aspirations.

Key Stage 5

Our curriculum offer at key stage 5 is currently: art & design, biology, business, chemistry, drama & theatre, engineering, English language, English literature, French, Geography, History, IT, maths, music, PE, photography, physics, product design, psychology, Spanish and Sport, as well as offering the extended project qualification to all students. As with key stage 4, the curriculum offer is designed to cover a diverse range of subjects to cater for students' interests and future goals whilst recognising that, as a small sixth form, we cannot offer every possible subject choice. In some subject areas, for example PE, the A-level or vocational course is chosen on a year-by-year basis to best suit the cohort. To maintain this range of courses, when appropriate, both year 12 and 13 students are taught together or different courses are run within the same class, with some courses run in collaboration with our neighbouring school.

Examination Department

The department is responsible for ensuring the smooth running of the exams cycle throughout the academic year. We have an established team of experienced invigilators, who support ourselves and each other throughout this process. Post holders will need to be flexible, and conscientious with a desire to work with children and young people and as part of a wider team



Person	Role
Mrs Sue Kilbourne	Exam and Cover Officer



Exam Invigilator

Job Role

Aims and job description

The successful candidate will oversee and supervise examinations. They will ensure that guidelines and regulations for the integrity and security of the examination papers and procedures are followed during examination sessions.

The post holder is responsible in the first instance to the Exams Officer.

Accountabilities/Main Responsibilities

- Record observations in an appropriate manner.
- Know how to obtain support and report concerns.
- Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.
- Understand your own role and its limits, and the importance of providing care or support.
- Understand the importance of sharing information and know how to share information.
- To complete invigilator training on an annual basis.
- To be aware of all guidance in the JCQ (Joint Council for Qualification) I.C.E booklet (Instructions for the Conduct of Examinations).
- To be aware of emergency procedures prior to the examination should an emergency arise during an examination.
- To arrive promptly for scheduled sessions or notify the Examinations Officer if unable to attend. Invigilators should arrive 30 minutes before the start of any examination.
- To assist in the setting out of examination rooms by laying out stationary, equipment and exam papers in accordance with JCQ guidelines.
- To ensure no prohibited items are brought into the examination hall, such as mobile phones, iPod's, electronic communication/storage device, revision notes or other paper-work unless told otherwise by the Examination Officer.
- To assist candidates prior to the start of examination by directing them to their seat
- To ensure all candidates are aware of the pre-exam start information and of any erratum notice that may effect them.

Job Role

- To ensure that no-one (including teachers) remove any examination papers from the examinations rooms before the end of the examination.
- To record an accurate seating plan and attendance register at the start of the exam.
- To ensure candidates obey the regulations of an examination room as laid out in the JCQ examination guidelines.
- To give full attention to the candidates during the examinations. No other work may be done by invigilators in the examination room.
- To supervise any candidate who needs to leave the examination room during the examination and to ensure this is logged on the examination room incidents log sheet.
- To log any incidents of malpractice or suspected malpractice and report such incidents to the Examinations Officer.
- To assist with the collection of answer scripts and other relevant materials before the candidates are dismissed at the end of the examination.
- To ensure there is no talking or disruption for the candidates once an examination has begun.
- To assist in other activities as may reasonably be requested by the centre from time to time including students with access arrangements.

Communication

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

- Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate

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.

will be treated as individuals, with respect for their diversity, culture and values

Flexibility:

- Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. All staff are required to comply with Settle College Policies and Procedures.

The duties may be varied to meet the changing demands of the College, or the professional development of the post holder.

The job description may include all such other duties as the Senior Leadership Team and Governors may reasonably expect from time to time.

Whilst this job description provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the college's policies, procedures and ethos.

The College reserves the right to amend this document as necessary, after consultation with the post holder, in order to reflect changes in organisational requirements and ensure that the future goals of Settle College are successfully achieved.

In relation to Data Protection, information Security and confidentiality, all staff are required to comply with the college's policies and supporting documentation.



Personal Qualities	Essential	Desirable
Criteria		
<ul style="list-style-type: none"> An effective communicator at all levels, good oral and written communication skill Team Player Experience appropriate to working with children in an educational setting Qualification relating to childcare/education Motivation to work with children and young people Understanding the emotional behavioural needs of pupils Behaviour management skills 	✓ ✓ ✓ ✓ ✓	 ✓ ✓
Skills, Qualifications and Training		
<ul style="list-style-type: none"> Appropriate first aid training Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers Good reading, writing and numeracy Skills. 	 ✓	✓ ✓
Attributes		
<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 	✓ ✓ ✓ ✓ ✓	

Application Process

Potential candidates have the opportunity to visit the College in action. Please contact Mrs Kellett to arrange a suitable appointment.

Please telephone 01729 822451

Candidates should submit the following:

Completed Application Form

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.

Please email completed applications to the Headteacher, Mr Gareth Whitaker:

admin@settlecollege.n-yorks.sch.uk

Applications by post are also accepted.

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.



Hear from our staff and students...

'Settle College, a school I will remember for being one of the most incredibly supportive environments, so much so that my outcomes would not have been where they are without the teachers and staff that supported me'

Former student

"The teachers are second to none and really make the school what it is."

Current student, year 12

"My teachers were my absolute rock in Sixth Form. They recognised my potential and supported me so much, teaching their subjects but also treating me and my peers like young adults."

Former student

"Thank you to all the teachers for being great teachers and thank you to the cleaners who keep our school clean and thank you to the chefs who cook our meals. A big thank you to everyone that is a part of this amazing school."

Current student, year 8

