

# SETTLE COLLEGE

Founded 1907



## Application Pack

# General Teaching Assistant

[www.settlecollege.org.uk](http://www.settlecollege.org.uk)





# General Teaching Assistant Application Pack

## **Position to start**

October 2024 Fixed  
Term until August 2025

## **Salary**

£12 per hour. Full time and  
part time hours available.

The FTE Grade 4 salary  
is £23,150.16

## **Benefits:**

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

01729 822451

[admin@settlecollege.n-yorks.sch.uk](mailto:admin@settlecollege.n-yorks.sch.uk)

@SettleCollege

[www.settlecollege.org.uk](http://www.settlecollege.org.uk)



Dear Candidate,

Thank you for your interest in the post of General Teaching Assistant which offers the successful candidate the opportunity to work in this thriving and successful 11-18 rural school. 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 for an enthusiastic and hard-working General Teaching Assistant who has a passion to support to support our students and who can inspire them within the school environment. We want our students to be the best they can be and it is this same mantra we set for our staff. If appointed, you will have the opportunity to contribute to a professional and hard-working SEND Department. Staff are encouraged to be involved in the many wonderful trips, fixtures, concerts and plays. We recognise that over a third of our staff work flexibly, fitting in families, lifestyles, other commitments, and we want to recruit the best there is by ensuring we can be as flexible with you as you wish. The health and wellbeing of our community is of the utmost importance to us and we offer superb pastoral care for pupils and hold regular updates and sessions for staff to support wellbeing.

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

Handwritten signature of Gareth Whitaker in black ink on a white background.

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. 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	-0.10
2022 P8 (all results include)	-0.25
2017-19 P8 (average)	+0.25
2023 A8	44.10
2023 EBacc entry	51.5%
2023 EBacc APS	3.93
2023 4+ basics	60%

## A-level Results

14.2%

A\*-A

39.8%

A\*-B

71.7%

A\*-C

2023





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 Head of Year and a Learning Manager they are supported with an experienced pastoral team 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 prioritise 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.



# The SEND Department

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.

By working for NYC Settle College, you not only have access to an excellent Local Government Pension Scheme, but also the "Everybody Benefits" Scheme, including Cycle to Work Scheme, Green Car lease offers and many other shopping and leisure discount opportunities, and access to our independent employee assistance helpline "Health Assured".



Person	Role
Rachel Grimshaw	SENCo
Sophie Bonner	HLTA
Kate Buckley	HLTA
Emily Preston	GTA
Anthony Bilton	GTA
Cameron Maclachlan	HLTA
Emily Holgate	GTA
Jules Gott	GTA
Paula Wilson	GTA
Gemma Hickling	GTA
Fraser Hayton	GTA
Lonika Williams	GTA
Linda Nash	HLTA

# Job Role

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups.

## **JOB CONTEXT**

This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

An ability to fulfil all spoken aspects of the role with confidence through the medium of English

## **ACCOUNTABILITIES / MAIN RESPONSIBILITIES**

### **Supporting Learning & Development**

- Support pre planned by the classroom teacher and manage pupil behaviour within an agreed system of supervision.
- 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 and work independently.
- Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies
- Support pupils in their social and emotional wellbeing and develop and implement related social, health and physical programmes.
- 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



# Job Role

## **Sharing Information**

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

## **Safeguarding and Promoting the Welfare of Children/Young People**

- Assist pupils with 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 that you are responsible for and come into contact with, reporting 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 to advance pupils' learning and use common ICT tools for own and pupils' learning.
- Supervise and provide access arrangements for pupils sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulations.
- Participate in appraisal, training and other learning activities.

## **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.

## **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.

## **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 value.

# Job Role

## **Flexibility**

- North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures.

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

# Application Process

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

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.

Formal interviews will take place at Settle College – following this all candidates will be contacted, both successful and unsuccessful.

Interviews will be held  
**w/c 30th September**

Please telephone 01729 822451  
until the closing date

Please email completed applications to the  
Headteacher, Mr Gareth Whitaker:  
[admin@settlecollege.n-yorks.sch.uk](mailto:admin@settlecollege.n-yorks.sch.uk)

**by 9.00 a.m. on 27th September 2024**

Applications by post are also accepted by  
the stated deadline.

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



## Settle College - Recruitment and Selection

Settle College is committed to safeguarding and promoting the welfare of children, young people and adults. We have a robust child protection policy [here](#) and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff and volunteers to share this commitment.

This post is subject to satisfactory references and enhanced Disclosure and Barring Service criminal records check for work with children. An online search may be undertaken for shortlisted candidates as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.

Settle College is committed to meeting the needs of our diverse community and aim to have a workforce reflecting this diversity.

