

SETTLE COLLEGE
Founded 1907



Application Pack

HLTA

Intervention

www.settlecollege.org.uk



HLTA

Intervention

Fixed Term Time Application Pack

Fixed Term Contract

1st Sept 2023—31st Aug 2024

Grade F - TTO Contract

£23,194 to £24,948 FTE

27 hours per week to be agreed

Closing Date 9.00 a.m. 7 July

*(Actual Salary between 27 hours
£14,672.53 to £15,782.11)*

Benefits:

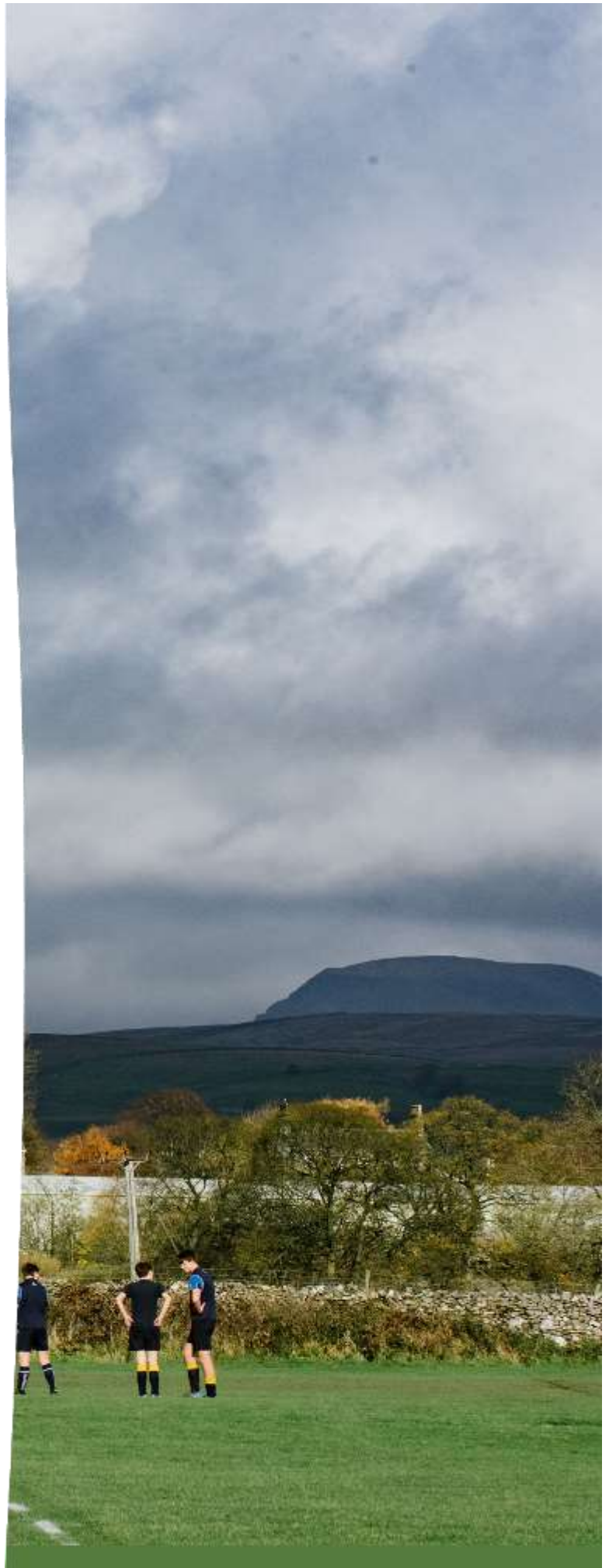
- Pension scheme,
- Cycle to Work scheme,
- Well-being Programme and free on-site parking

01729 822451

admin@settlecollege.n-yorks.sch.uk

@SettleCollege

www.settlecollege.org.uk



Dear Candidate,

Thank you for your interest in the post of HLTA, 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 for a well-qualified, enthusiastic and hard-working HLTA who has a passion to support the Headteacher and their SLT 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 SEN 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

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 Northern Lights Teaching Schools Alliance

Settle College has a partnership with the Northern Lights Teaching Schools Alliance. As headteacher of Settle College, I sit on the strategic board for the teaching school and we have a number of trainee students each year through the SCITT.

HLTA Intervention

**“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

Over 2020 - 2021, students have had significant disruption to their education as result of COVID-19. Despite this, our students have shown great resilience to continue with their studies and to achieve examination results of which they can be exceptionally proud and reflect the hard work that they have put in to achieving these qualifications. In 2022, outcomes as a stage not age provider did not count for league tables, they did however for students and it is this moral compass we follow for what is right and best for our students.

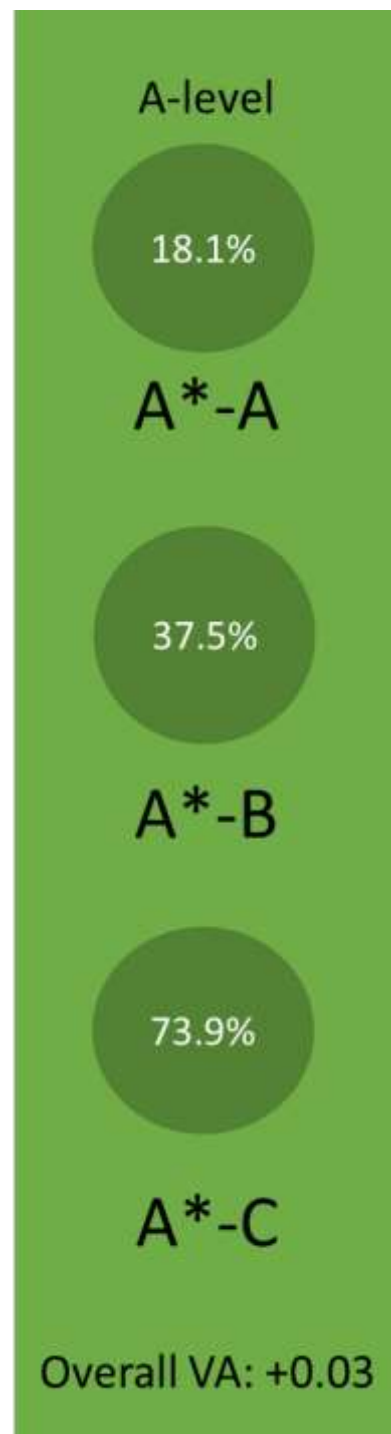
GCSE DATA	
2022 P8:	-0.25
2019 P8:	+0.13
2017-19 P8 (average)	+0.25
2019 Ebacc:	4.01
4+ Basics:	59%
2019 A8:	44.3

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No performance measures are to be published by the DfE for 2020 or 2021, so the results displayed here are from 2019 and then 2022.



HLTA Intervention



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.

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**'.

Ofsted



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 they are supported with an experienced Student Service 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

Everything we do at Settle College is rooted in our vision to support all our students to 'be the best they can be'. Through developing a rich and exciting curriculum that is relevant to our locality and implemented with high quality teaching, we aim to not only secure outstanding progress and achievement for all, but to also develop confidence, independence and resilience in our learners. In this ever-changing world, we need to equip our students with the knowledge and skills that they need to thrive, with the ability to lead and communicate in a thoughtful and respectful way. We must instil in our students that they can do whatever it is they choose and to help them to overcome any barriers in their way. All of this aims to provide them with the vital skills for life-long learning so that their personal progression continues beyond their years at Settle College.

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 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.



Person	Role
Gareth Whitaker	Headteacher
Rachel Grimshaw	SENDCo
Gareth Paisley	Deputy Head



Job Role

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

Activities involve planning, preparing and delivering learning interventions as well as monitoring pupils, assessing, recording and reporting on pupils' achievement, progress and development, under the direction of the class/subject teacher.

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

- Within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust interventions/work plans according to pupil responses/needs.
- Monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Interact with pupils in ways that support the development of their ability to think and learn, and work independently.
- Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence.
- Support pupils in their social and emotional wellbeing, and develop and implement related social, health and physical programmes.
- Take account of the effects of different parenting approaches, background and routines, and be involved in home school liaison.
- Encourage and motivate pupils to promote independence and resilience and increase self-esteem.
- Participate in the development, implementation and monitoring of systems relating to attendance and integration e.g., registration, truancy, pastoral systems etc.
- Accompany or act as a group leader on educational visits, and other activities outside of the classroom, supervising the pupils.

Provide supervision during breaks as required.

- Cover short term teacher absence and communicate with pupils.

Communication

- Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their support for their child's attendance, access and learning and support home to school and community links.
- Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

Sharing Information

- Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence.
- Participate in meetings with other staff, external professionals, and parents, regarding pupils, in a support capacity to the teacher, who will normally lead on such matters.
- 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, 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

- Organise and manage an appropriate learning environment and resources.
- Co-ordinate the activities of students receiving interventions and support through the SEN department at Settle College.
- Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning.
- Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on progress and intervention outcomes, dealing with parents and student enquiries.
- Under the guidance and supervision of a class teacher be responsible for

marking the register or being a form tutor.

- Participate in training and appraisal.

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.
- Ensure services are delivered in accordance with the aims of the equality Policy Statement.
- Develop own and team members understanding of equality issues.

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.

HLTA Intervention Role

- To complement the professional work of the SENDCo.
- Responsible for co-ordinating the provision for all students identified as in need of nurture provision, including those who access the well-being hub.

Major Tasks

- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the nurture room.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

Support for Teacher

- Organise and manage appropriate learning environment and resources.
- Work with teaching staff to provide overlearning opportunities for students.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment including progress towards well-being targets.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.

Support for the Curriculum

- Deliver high quality 1-1 and small group work within the schools alternative provisions and to ensure that work delivered within these settings is of a high standard resulting in progress at least in line with

expectancy.

- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.

Support for the School

- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

Creativity

- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

Supervision Received

- Responsible to the SENDCo to conduct annual supervision and performance management.

Impact

- All students make excellent progress and attainment.
- All students are active protagonists in learning and their unique qualities as learners are known and supported by all members of staff.
- The culture and ethos of the school is reflected in all activities and interactions that involve our staff on and off site.
- Ensuring good behaviour and welfare requirements are maintained at school that keep students safe.

Emotional Context

- To be able to deal with emotionally stressful situations that may arise from working with students, families and colleagues.
- To be aware of personal stress levels and alert senior staff if issues arise.
- To participate in supervision activities to address any emotionally stressful experiences.

- To occasionally deal with emotional/distressing information arising from unforeseen circumstances, i.e. safeguarding disclosures, illness related to children and families, this will then be forwarded to the Designated Safeguarding Lead and Safeguarding Officers.

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.

We are committed to meeting the needs of our diverse community and aim to have a workforce reflecting this diversity. We are also committed to safeguarding and promoting the welfare of children, young people and adults. 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 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.

Please telephone 01729 822451 until the closing date 7th July

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

by 9.00 a.m. on 7th July 2023

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.

**Interviews will be held
on 12th July**



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

