

# SETTLE COLLEGE

Founded 1907

**Application Pack**

**Mathematics Teacher**

**1.0 FTE**

*(or we would consider part time for the right candidate)*

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



# Mathematics Teacher Full Time

**Established 1.0 FTE Contract**, although we would consider part time for the right candidate.

**Position to start 1st September 2023**

Pay Scale MPS/UPS  
£28,000 to £43,685

Benefits:

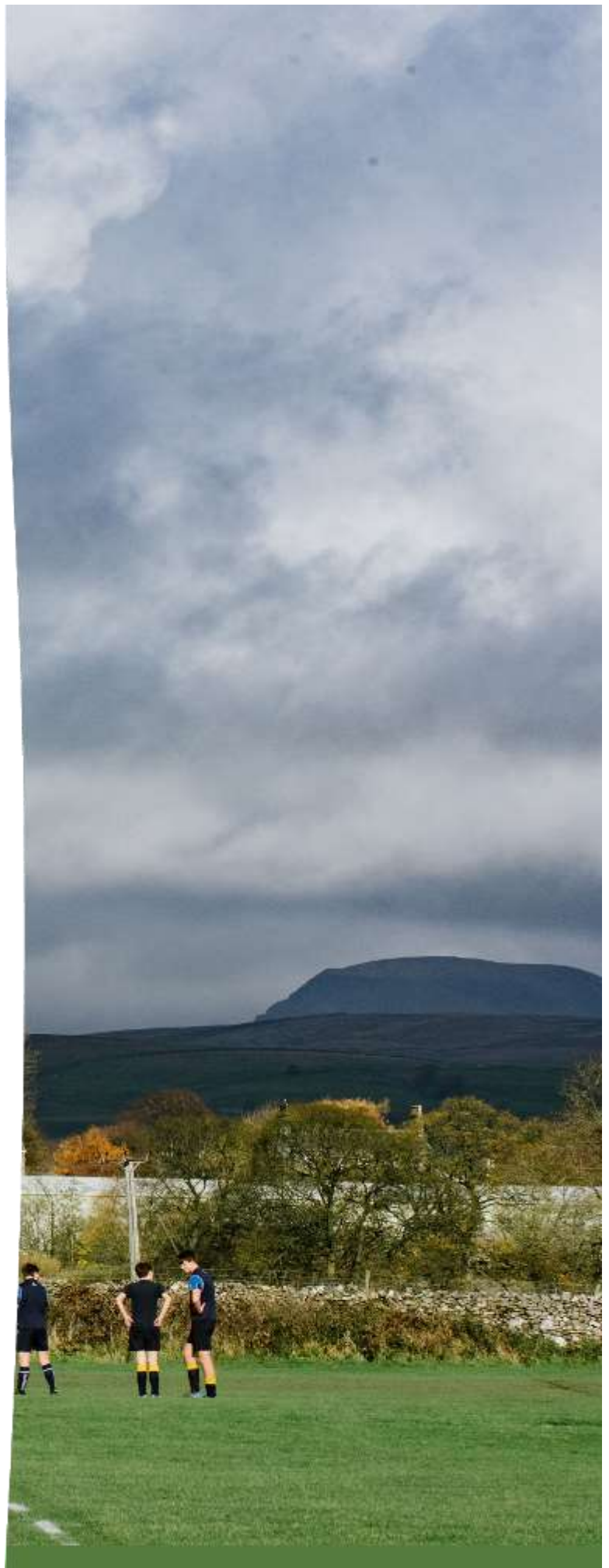
- Pension scheme
- Cycle to Work scheme
- Well-being Programme and free on-site parking

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 Mathematics Teacher, 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 Mathematics Teacher who has a passion to support the Headteacher and the 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 Mathematics 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

A handwritten signature in black ink, appearing to read 'G. Hart'.





## 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 productive 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

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  |

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.

A-level

18.1%

A\*-A

37.5%

A\*-B

73.9%

A\*-C

Overall VA: +0.03

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.



Full time teacher of Maths, Settle College 1.9.23



In 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 an 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 or Peer Mentor, as well as 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 Maths Department

The vision of the Maths department at Settle College is to support our students to develop a deep understanding of mathematical thinking and skills, which they can articulate and apply in a wide range of contexts. We understand the importance of developing our students' maths and numeracy skills to ensure that they can access opportunities in their future and thrive in later life. As a department, we are particularly focused on instilling a positive attitude towards maths in our students, reducing maths anxiety and building confidence and enjoyment in this captivating subject.

Maths groups are set by ability from year 8, with setting within a band mid-way through the Autumn half term for year 7. Students start GCSE in the last term of Year 9, so they have two years to complete the course. GCSE pupils have 7 hours of Maths in year 10, with most students having 8 hours in year 11, spread over a two-week timetable. GCSE students currently study towards the OCR qualification in Maths, whilst we follow the AQA specification at A-level.

Students are well supported by the whole Maths 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.

All four teaching rooms in the department have a smart television, installed with appropriate mathematical software.



| Person        | Role                                    |
|---------------|---|
| Mrs Bristow   | Subject Leader for Maths                |
| Mr Lord       | Second in Department<br>KS3 coordinator |
| Mr Boatwright | Teacher of Maths<br>Head of Year 9      |
| Mr Pettifer   | Teacher of Maths                        |



# Job Role

## **Aims and job description**

To secure high-quality teaching, effective use of resources, and improved standards of learning and achievement for all students you teach. Developing a culture of high expectations for all. The post holder is responsible in the first instance to the subject leader(s) of Maths.

## **Learning and Teaching**

- Planning and preparing courses and lessons in line with the Learning and Teaching Policy:-
  - with differentiation according to age and ability and, where appropriate, special educational need;
  - in line with the school's policies on Literacy and Numeracy and PSHCE.
- Assessing, recording and reporting on the development, progress and attainment of students (including monitoring student progress against academic potential and appropriate targets) having due regard for the Marking and Assessment for Learning policy;
- To deliver engaging and motivating lessons to students across all key stages;
- Implementing the school's policy for Behaviour for Learning, rewards and sanctions;
- Acting as a Form Tutor or being attached to a year group (see generic Form Tutor job description below) and playing a part in ensuring the successful development of the College's tutoring programme;
- Participating in the development and delivery of the Personal Development programme;
- Contributing to students' Spiritual, Moral, Social and Cultural development in line with College policy;
- Communicating and consulting with parents/carers as required;
- Awareness of the potential of each student, monitoring progress against potential and taking action to enable students achieve that potential;
- To deliver teaching over time that is never less than at least consistently good;
- To work as a team, supporting the department to spread and share good practice.

## **Personal and Professional Development**

- To be involved in annual appraisal arrangements as determined by the current school teachers' pay and conditions document and College policy;
- To undertake an annual identification of professional development and training requirements with a line manager as part of the appraisal process;
- To engage in regular review of learning and teaching and of programmes of work, following the school quality assurance schedule;
- To take an active role in the development of subject schemes and teaching materials under the guidance of the line manager;
- Acting as a role model in terms of attitude, dress (including adhering to the College dress code for teaching and non-teaching staff) and interaction with others;
- Make a positive contribution to the wider life and ethos of the school.

## **Discipline, Health and Safety**

- Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
- To uphold and promote the College's child protection and safeguarding policies and procedures;
- To promote the safety and well-being of students;
- To support the College uniform policy and ensure students are correctly dressed at all times;
- To take the electronic register in a timely manner each lesson.

## **Meetings and Directed Time**

- To participate in all directed time activities as identified by the calendar and the duty rota.

## Specific Form Tutor Responsibilities

### Care Guidance and Support

- To be the primary point of contact between parents and the College;
- To take a keen interest in the academic and personal development and well-being of students within the Form;
- To support the College policy on uniform and to ensure students are correctly dressed at all times;
- To liaise as necessary with Learning Managers, the Pastoral Team, Subject Leaders and parents/carers;
- To take part in the monitoring process for students causing concern in line with the Behaviour for Learning Policy;
- To deliver the taught element of the tutorial programme;
- To act as a role model and mentor;
- To produce reports on students' progress as part of the College reporting system;
- To be aware of the targets and special needs of students within the Form and to play a part in helping them to meet those targets;
- To provide support for the students' House activities.



| Personal Qualities  | Essential                                      | Desirable |
|---|--|-----------|
| <b>Teaching and Learning</b>  |  |           |
| Good Awareness of current educational developments.<br>Clear understanding of current issues related to the subject.<br>Ability to plan and implement lessons effectively across all key stages, leading on a specific area.<br>An understanding and commitment to the ethos of the College.<br>Evidence of high level classroom skills.<br>Committed to the principles of inclusion.<br>Be able to instil the love of learning   | ✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓                |           |
| <b>Skills, Qualifications and Training</b>  |  |           |
| Qualified Teacher status<br>Courses of further study relevant to the post<br>Evidence of active involvement in professional development<br>Excellent organisational skills<br>Excellent ICT skills<br>Clear evidence of leadership<br>Effective communicator<br>Effective time management   | ✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓                | ✓<br>✓    |
| <b>Attributes</b>   |  |           |
| Excellent record of attendance<br>Ability to work well in a team<br>A sense of humour<br>Ability to think originally and creatively<br>Positive attitude and love of learning<br>Energetic and enthusiastic<br>Warmth and sensitivity<br>Excellent rapport with students<br>Commitment to the college and the students we serve<br>Strategic thinker<br>Ambition to seek further promotion<br>Ensure a sensible work life balance | ✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓ | ✓<br>✓    |

# 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, of no more than two sides of A4, which indicates your experience and impact to date and what you can offer Settle College.

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

Interviews will be held  
**Friday 16th June**

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 Monday 12th June 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.



## 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

