

Information for Applicants

Caedmon College Whitby is currently an 11-19 community college which has a wide and varied curriculum at Key Stage 3, Key Stage 4 and Post-16, also offering courses for adult learners.

We have, in September 2014, amalgamated two schools in Whitby, Caedmon School and Whitby Community College through a close partnership with a range of other organisations. In particular, we are partners with Scarborough Tec, Redcar and Cleveland College and the Adult Education Service, which offers a wide range of provision for adults and young people. The College is also a member of two Teaching School Alliances; Wakefield City Academy/Leeds Metropolitan University and the Esk Valley partnership. We collaborate with many local providers to give the best education we possibly can for our young people.

The College strives for continuous improvement, aiming to bring leading edge teaching and learning to one of the most beautiful and historic places in the country.

Our mission: 'To be the best we can be'.

Our aims: to enable our students to develop a real passion for 21st Century learning and work, through engaging teaching and learning in a safe environment. We will facilitate learning which our students and community value and which brings out the best in them. We will motivate students to succeed both now and in the future, allowing them to achieve their best. To do this, we will offer the best possible opportunities for personal development and optimism for adult life.

This is what we believe in: Excellence, Friendship, Respect.

All members of the College community have a duty to develop themselves, and encourage in others in the wider community the positive strengths and values society shares.

Specifically:

Excellence is giving your best. It is not only about being your best but also about participating, making progress against personal goals, striving to be and to do our best in our daily lives and benefiting from the healthy combination of a strong body, mind and will. A resilient, growth mindset is essential and adopting a healthy lifestyle is important and expected.

Friendship encourages us to develop mutual understanding among individuals and people from all over the world. We will develop empathy and inspire humanity to overcome political, economic, gender, racial or religious differences and forge friendships in spite of those differences.

Respect incorporates respect for yourself, for others, for the rules and regulations of our society and the environment. Respect also stands for fairness and for the fight against unethical behaviour; being a good citizen.



- These values will be developed by using them overtly to remind ourselves of how we would like to be and providing a focus for all our aspirations.
- Students have a duty to apply themselves to their learning and personal development, making best use of all the support and opportunities available to them; high expectations and effort is paramount for lifelong learning. Involvement in College life using their voice will be expected from all.
- The College staff and governors have a duty to create the conditions for safe, successful learning and personal development, meeting to the best of their ability the needs of the full range of learners equally, using all available resources as effectively as possible and safeguarding the students. Consistency and fairness is developed through our 'House Style'.
- Parents have a duty to work with the College to support the successful learning of their sons and daughters, through challenge and encouragement.

Leadership at Caedmon College will:

- Develop, with stakeholders, a clear vision and common purpose that inspires confidence, motivation and ultimately success for all
- Be authentic, optimistic, ambitious and realistic: working with humility and stewardship
- Ensure joint ownership and responsibility for driving the College towards outstanding/excellence where the talents of all are respected and valued
- Be visible and pro-active with shared commitment and harmony
- Be built on trust, effective communication and support

In February 2017, the College had a full Ofsted inspection and was judged to be good in all areas.

We have much to be proud of in the College: wonderful young people with huge potential; a very hardworking and friendly staff and a team of people committed to bringing about rapid improvement through best practice in teaching and learning.

Are you the special sort of person who can see the tremendous potential of our students, and join the team seeking to make a real difference?

All potential candidates are welcome to contact the College to discuss the post advertised in advance of submitting an application.

Student Profile

The full ability range is represented and catered for in the College. Examination results are good and on a positive trend. Post-16, the intake is comprehensive, with a wide range of AS/A2 courses and a small vocational offer, as well as provision for those with learning difficulties and disabilities. Progression to Higher Education is well established.

A well-developed pastoral and guidance system exists to offer support to students through a 'year' system. The personal tutor is seen as central to the success of this system and is expected to play a key role in the ethos of the College, setting high expectations for standards of achievement and progress, as



well as for standards of behaviour. All full-time teaching staff appointed normally become personal tutors and teach Personal, Social, Health and Citizenship Education.

All staff appointed to the College, whatever their role, need to be committed to supporting the all-round development of young people, both as successful learners and as effective members of the community.

Curriculum

There is a wide range of subjects available to students at KS3, KS4 and KS5. At KS4, there is a general pathway, a work related pathway and a personalised learning programme. There are well established vocational courses in Health and Social Care, Engineering, Art and Design, Business and Sport.

We have also developed our support for students with 'high aspirations'. An individualised curriculum is developed for students with specific, individual learning needs.

Subject teaching is organised within a structure of subject teams.

Support for Staff

There are excellent professional development opportunities at the College. All new staff receive a good induction, whatever their post or level of previous experience. There is well



structured and supportive monitoring of teaching and learning, linked to the College's learning plan. All staff are expected to participate fully in training and development. Performance Management provides a structure for a regular review of objectives, progress and development needs. Support staff are fully included in the Performance Management arrangements. Team Leaders hold individual meetings with team members, frequently, to support and monitor their work. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

The College's data systems for tracking individual student progress supports staff in monitoring progress and in taking action to intervene where necessary to raise progress. The data forms a strong support to teachers as they plan for learning. All teaching staff are involved in contributing assessment data to the database, with administrative expertise and support available to non-teachers. There is an annual cycle of self-evaluation and planning, spreading the activities across the year. This is the backbone of the College's approach to self-evaluation and improvement planning, and all staff have the opportunity to contribute to these processes through their

teams. Subject Areas provide a forum for effective teamwork and the sharing of good practice.

If you wish to discuss any aspect of the post currently advertised, please contact the Finance and Human Resources Manager,

Jackie Hunter, by telephone or email, and she will arrange to put you in touch with me.

Thank you for taking an interest in Caedmon College Whitby.

Keith Prytherch, Principal

"I moved to Whitby in 2007 from the Midlands; it is a fantastic place to live and work. I would not want to live or work anywhere else. The town boasts idyllic shops and fantastic restaurants; restaurants that people come from all over the world to experience. The town is busy and lively but far less commercialised than many modern day seaside towns. In addition Whitby is flanked by the North Yorkshire Moors and the coast; providing fantastic opportunities for you to enjoy the great outdoors! Caedmon College Whitby is equally as exciting as its surroundings; I thoroughly enjoy working with both staff and students alike. Students are well behaved and work hard to succeed, whilst the leadership team offer great encouragement and support for you to excel in your role."

Sam Jones, Senior Assistant Principal

(written when Head of Science; Sam was first appointed at the College as an NQT)

"I enjoy teaching in Caedmon College Whitby since lessons are productive and enjoyable largely because of the behaviour management strategies which are in place. The majority of students are very pleasant and cooperative and enjoy being challenged with a variety of approaches to teaching. The College ensures a stimulating and rewarding teaching environment mainly due to the fact that we deal with students with a wide range of abilities."

Jaco Bezuidenhout (written when Teacher of Maths; Subject Leader: KS4 Maths)



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