



Application Pack

Tees Valley Education



SEND Teacher Dormanstown Primary Academy

Job Ref: DPA282



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk

WELCOME LETTER FROM THE TRUST



TEES VALLEY
E D U C A T I O N
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Dear Applicant

Thank you for expressing an interest in applying for a position working with Tees Valley Education Trust.

The Trust currently comprises of five Academies - Brambles Primary Academy, Discovery Special Academy, Dormanstown Primary Academy, Pennyman Primary Academy and Wilton Primary Academy.

Tees Valley academies believe in excellence as a birthright. All children, regardless of circumstance, have an entitlement to a world-class education. The Academy Head Teachers operate in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. They firmly believe there should be “no excuses or barriers!” in education.

All of the academies are located in areas of significant deprivation and its leaders are passionate about the difference education can make to children’s lives.

Therefore, if you are successful, you will be joining a brilliant team. All of our staff, regardless of their role, work together to ensure that our children are provided with the best education possible.

As a Trust, we are committed to giving our leaders and teachers time to fulfil their professional duties and responsibilities. We also offer you the opportunity to work in a vibrant, supportive and friendly atmosphere where you will be enabled to develop both personally and professionally.

Enclosed with this recruitment pack you will find the advert, job description and person specification for the post along with an application form, safeguarding information and guidance on how to apply. If you wish to apply, then please make sure that you complete the application form fully. Please do not attach a curriculum vitae: we will only consider information completed as part of the application form.

Yours faithfully

Katrina Morley

Chief Executive Officer

SEND Teacher

Dormanstown Primary Academy

Status: Permanent

Hours: Full Time

Salary: From M1 – UPS3 £30,000 - £46,525 plus SEN Allowance (£2,539)

Commencing: April/September 2024

Reporting to: Head of Academy

About the Post

Dormanstown Primary Academy is a thriving inclusive learning community for 270 pupils from Nursery to Year 6. Within our provision, we have 40 High Needs places for children with complex learning needs from across Redcar & Cleveland. We are looking to appoint a SEND teacher to work within our High Needs Base provision that caters predominantly for children with communication and interaction difficulties including ASD. We are seeking a candidate who is an outstanding classroom practitioner able to deliver excellent teaching and learning. You will be an inspiring teacher with a track record of delivering high quality provision for SEND pupils. You will be contributing to inclusive provision within a collaborative learning culture.

The SEND Teacher will:

- Plan and deliver appropriate provision for all pupils within the class in relation to the curriculum requirements, EHC outcomes and assessment for learning
- Providing learning activities within a clear sequence that build key knowledge, understanding, application and independence
- Ensure positive behaviour management supporting pupils with strategies and self-regulation
- Set clear academic and therapeutic targets, working closely with other professionals
- Work with mainstream colleagues contributing to the whole academy's curriculum provision and planning
- Have an understanding of inclusive practice to ensure all pupils access the best possible teaching and provision, that is appropriate to their needs, promotes high standards and fulfilment of potential

We can offer:

- A committed senior leadership team that puts the child at the centre of school improvement
- A forward-thinking school, which is committed to improvement through evidence based research
- An excellent learning environment for children with a strong community ethos
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all of our pupils
- Dedicated pupils who love coming to the academy and are encouraged to be the best they can be
- A passionate and high performing team of professionals across the trust to learn from and contribute to
- Dedicated line manager to discuss work streams and capacity
- Free access to the Trust's Wellbeing offer, which includes counselling, access to GP, Mindfulness and so much more.
- Free parking
- Enrolment into the teachers pension scheme

The successful candidate must have a demonstrable understanding of current national frameworks and developments in SEND. It is essential that the successful candidate has experience of working with children with complex SEND needs. For the right candidate, there is the potential of contributing to Trust outreach and SEND support work as a Specialist Leader in Education. There will be the opportunity as the Trust grows for promotion and leadership opportunities. This is a superb opportunity to develop and progress professionally and to join Tees Valley Education Trust, which has a strong commitment to continued professional development for all staff within an inclusive and supportive environment.

Safeguarding requirements for the role:

Tees Valley Education Multi Academy Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as “spent” must be declared. The Trust’s Recruitment of Ex-Offender policy can be requested or visit the Trust’s website.

Applications are invited from prospective candidates who demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

If you have any queries about the position please contact Mr Oliver Long, Head of Academy on 01642 483696 for an informal discussion.

Visits to the academy are actively encouraged and should be arranged by contacting Mrs Sharon Poulson, in the academy office, on 01642 483696.

Dates of visits to the academy

- Friday 12th January 9:00am
- Tuesday 16th January 4:00pm
- Tuesday 23rd January 1:00pm

JOB DESCRIPTION

To teach children with a range of special educational needs including planning, preparing lessons, assessing, recording and reporting on the development, progress and attainment of pupils assigned to you. The ideal candidate will demonstrate on a daily basis the visions and values of the academy, and participate in the team working ethos by embodying and promoting the core values in all aspects of their role, both inside and outside of the classroom.

PLANNING, TEACHING AND CLASS MANAGEMENT

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Planning and delivering the teaching program for all pupils within the class in relation to their specific needs and through differentiation of tasks.
- Providing clear structures for lessons and for sequences of lessons, which motivate and challenge pupils with varying needs.
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting clear academic and therapeutic targets, building on prior achievements.
- Making effective use of assessment information on pupils’ attainment and progress in planning lessons.
- Maintaining good order and discipline in accordance with the academy’s procedures and encouraging good practice with regard to punctuality, behavior, standards of work and homework.
- Using a variety of teaching pedagogy and approaches to:
 - Keep all pupils engaged in learning
 - Match approach to core content, exposition, use of appropriate vocabulary
 - Use effective questioning and feedback to give attention to errors and misconceptions
- Evaluate own teaching critically to improve effectiveness.
- Ensure the effective and efficient deployment of classroom support.
- Encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and wider learning dispositions
- Provide a stimulating, organised classroom environment, where resources can be accessed appropriately by all pupils.

MONITORING, ASSESSMENT, RECORDING, REPORTING

- A secure understanding of Assessment for Learning (AfL) and the impact on progress.
- Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.
- Mark and monitor classwork and homework, providing constructive feedback, addressing misconceptions and setting outcomes to ensure progress.

- Assess and record pupils' progress systematically and keep responsive teaching records to check work is understood and completed, recognising the level at which the pupil is achieving.
- Prepare and present informative reports on the development, progress and attainment of pupils to SLT and/or parents as required.
- Work with other professionals to develop appropriate targets for pupils' therapeutic and social/emotional development.

UPS TEACHER

- Work to maintain and develop teaching across the academy.
- Develop plans which identify clear targets and success criteria for excellence in SEND.
- Contribute to the whole academy's CPD, monitoring, moderation and planning activities.
- To support the review of curriculum policy appropriate to pupils with complex SEND
- Contribute to the preparation and implementation of the Trust Academy Improvement Plans with a focus on academy development

CURRICULUM DEVELOPMENT

- Share or lead responsibility for a subject or aspect of the academy's work and develop plans which identify clear targets and success criteria for its development and / or maintenance.
- Contribute to the whole academy's curriculum development, provision and planning activities.

OTHER PROFESSIONAL REQUIREMENTS

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the academy.
- Know subject(s) or specialism(s) to enable effective teaching.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to meet high expectations.
- Take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.
- Take part in liaison activities such as Open Evenings, Parents Evenings, Review days and events within the Trust
- Liaise effectively with other professionals and specialists from outside agencies
- Take responsibility for own professional development and duties in relation to academy and Trust policies and practices.
- Participate in the performance management system for the appraisal of own performance, or that of other staff.

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

The job holder may be required to work flexibly between the hours of 8am and 6pm.

The job holder may be required to work across the academy group.

The job holder may be required to undertake additional training e.g. first aid, positive handling.

Important: In the first instance, applications are assessed against the following criteria:

*overall presentation

*use of standard English

*grammatical accuracy

Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

PERSON SPECIFICATION

QUALIFICATIONS	AM	E/D
Degree or relevant qualification and experience.	A	E
Qualified Teacher Status.	A	E
Postgraduate qualifications and / or a willingness to undertake them.	A	D
EXPERIENCE		
A secure understanding and experience of working with children with complex learning needs	A, I, R	E
A secure understanding of SEND pedagogy and experience of this in a classroom setting	A, I, R	E
Evidence of outstanding teaching and impact on progress for SEND learners.	A, I, R	E
KNOWLEDGE, ABILITIES AND SKILLS		
An understanding of the current National Curriculum frameworks and assessment for learning principles	A, I, R	E
Provide quality provision to meet the needs of children at different stages in their development	A, I, R	E
A sound understanding of strategies to support all children's learning.	A, I, R	E
Excellent behaviour and classroom management strategies including how to establish routines for learning	A, I, R	E
The use of a variety of techniques for assessment for learning in order to impact positively on children's progress.	A, I, R	E
An understanding of and working knowledge of the needs of children with complex SEND in relation to communication & interaction and ASD	A, I, R	D
Knowledge and understanding of SEND assessment tools such as PIVATS, MAPP	A, I, R	D
Outstanding organisational skills with the ability to self-direct as well as work successfully within a team.	A, I, R	E
The ability to work productively and positively with a range of colleagues both internal and external professionals	A, I, R	E
A commitment to further professional development.	A, I, R	E
Ability to contribute to the whole academy improvement journey	A, I, R	D
Ability to contribute to Trust SEND developments and SEND support work	A, I, R	D

(Assessment Method) - A - Application Form, I - Interview, R – Reference

E – Essential

D – Desirable

HOW TO APPLY AND EXPLANATORY NOTES OF THE PROCESS

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk or requested from Dormanstown Primary Academy. Only applications on Trust's official application form will be accepted.

Applications are invited from prospective candidates who demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join our team and help continue the journey towards excellence.

If you are submitting your completed application form by e-mail please be aware that the academy cannot be responsible for any formatting anomalies when printing. Hand written or electronic printed copies should be posted or hand delivered to the following address:

Mr Oliver Long,
Head of Academy
Dormanstown Primary Academy
South Avenue
Redcar
Cleveland
TS10 5LY

Shortlisting Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

Shortlisted candidates will receive:

Letter confirming interview details.

Details of original ID documentation is required to confirm candidates. Photocopies or certified copies are not accepted. Criminal Record Self-Declaration Form, which must be brought on the day of the interview in the sealed envelope provided.

References for successful Candidate/s

We may seek references for shortlisted candidate/s and we may also approach previous employers for information to verify particular experience or qualifications before the interview. Any relevant issues arising from references will be taken up post interview.

Interview process

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK

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- Receipt of at least two satisfactory references (if these have not already been received)
 - Verification of identity checks and qualifications
 - Satisfactory enhanced DBS check
 - Verification of professional status such e.g. QTS Status, NPQH (where required)
 - Satisfactory completion of a Health Assessment
 - Satisfactory completion of the probationary period (where relevant)
 - Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

Closing Date: Friday 26th January 2024 9:00am

Shortlisting: Friday 26th January 2024

Interviews: w/c 5th February 2024

General Data Protection Regulation

Refer to our privacy policy on how we will process your personal data including how you can request to access your personal data via Tees Valley Education website: <http://www.teesvalleyeducation.co.uk>.

EQUALITIES INFORMATION AND OBJECTIVES STATEMENT

As an academy we ensure that our vision, values and ethos meet the expectations of the equality and diversity guidelines and legislation set out by the Equality and Human Rights Commission. This includes the following 9 protected characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual Orientation

Objectives Statement

To support children's sensory, academic and communication skills to enable them to develop holistically.

To ensure high expectations across all aspects of the academy (as outlined in objective 1) to ensure children make the best progress according to their individual starting points.

To continue to monitor attendance of all groups of children in the academy.

To review levels of parental and pupil engagement in learning and academy life, across all activities and ensure equality and fairness in access and engagement.

To ensure the academy environment is as accessible as possible to pupils, staff and visitors.

SAFEGUARDING CHILDREN

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. *Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Working Together to Safeguard Children DfE 2018*

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works for the Trust, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking checking details with the Disclosure and Barring Service.

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including DBS checks. Candidates should be aware that all posts in Tees Valley Education involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

Dormanstown Primary Academy Information

Dormanstown Primary Academy is an inclusive thriving learning community of 260 pupils aged 3-11. Our context is challenging, serving an area of socio-economic deprivation with a high proportion of children who are eligible for pupil premium. Within our provision, we have 40 High Needs places for children with complex learning needs from across Redcar & Cleveland.



Our children are entitled to an excellent education; we ensure children have the essential knowledge, learning dispositions and key values to embrace the opportunities and challenges they encounter to go out into the world and make a difference to their own lives and that of others. We achieve this through expert teaching routed in cognitive science and underpinned by:

- A positive climate and routines for learning
- A well-sequenced, knowledge rich curriculum
- Planning for learning rather than performance
- Responsive teaching and effective feedback approaches
- Explicit teaching to extend and enrich vocabulary learning to address language development and the word gap
- A commitment to continual development by all staff

We have a shared understanding that 'Learning is a persistent change in the long-term memory'. Using Trust plans as a starting point, teachers at Dormanstown plan clear sequences of learning which address and activate prior knowledge, introduce new knowledge in granular steps and make meaningful connections between old and new learning. This includes how to use spaced retrieval to ensure information is regularly revisited to enable the information to move from the working to the long term memory.

Our responsive teaching approach to feedback ensures we are constantly consulting and co-constructing learning with our pupils. Pupils are encouraged to be independent and teacher's assessment for learning is pivotal in this process.

The relaunch of our school logo in collaboration with our whole community ensures our children display learning behaviours underpinned by our core values: 'aspiration, inspiration, collaboration and celebration', creating a nurturing environment that enables children to be successful learners.

Our children have excellent learning behaviours, are eager to learn and are supported by a team of hard-working and dedicated staff. The children of Dormanstown Primary are happy learners, who work hard to reach the challenges set by their teachers.



We work as part of Tees Valley Education, a Trust that has been operating since September 2015. We work very closely with our partner academies: Brambles, Pennyman, Wilton and Discovery. This gives us the opportunity to develop best practice and deliver improved outcomes for our children. It also allows us to ensure that all our staff receive high quality CPD to support them in achieving their professional goals.

Our vision for Dormanstown is ambitious, and presents a significant challenge, but we are already a long way into this journey. With inspirational pupils who share a love of learning, a passionate staff team and the resources of the Tees Valley Education Trust professionals, we ensure that our children set aspirational goals, inspire one another, collaborate and celebrate together.

EMPLOYMENT APPLICATION FORM

Please complete all sections of the form fully: CVs will not be accepted. Please note that providing false information will result in the application being rejected or withdrawal of any offer of employment, or dismissal if you are in post. Please note that checks may be carried out to verify the contents of your application form. Please complete the form in black ink.

Vacancy Job Title		Job Ref Number	
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PART 1

INFORMATION FOR SHORTLISTING AND INTERVIEWING

Salutation (Mr, Ms, Miss, Mrs, Dr etc)	
First Name:	
Middle Name/s:	
Surname/family Name:	
Contact email address:	
Contact telephone number	
Social Media Tag names e.g. Twitter/Facebook/Instagram/LinkedIn etc	

2. LETTER OF APPLICATION Please enclose a letter of application of no more than 2 A4 pages which details why you are suitable for the post, your experience to date and how this meets the person specification.

3. PRESENT / LAST APPOINTMENT

Name, address and telephone number of last employer/school/academy	
Job title	
Date appointed to current post	
Permanent/Temporary	
Full Time/Part Time	
Current salary	
Notice period	

4. FULL CHRONOLOGICAL HISTORY

Please provide a full history in chronological order (most recent first) since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.

Job Title or Position	Name and address of school, other employer, or description of activity	Dates				Reason for leaving
		From		To		
		Mth	Yr	Mth	Yr	
1						
2						
3						
4						
5						
6						
7						
8						

Please enclose a continuation sheet if necessary

5. SECONDARY EDUCATION & QUALIFICATIONS

Name of School/College	From	To	Qualifications Gained (Date and Grade)

6. HIGHER EDUCATION

Names and Addresses of University or College and/or University Education Department	Dates		Full or Part-time	Courses/subjects taken and Grade	Date of Examination and Qualifications Obtained
	From	To			

7. PROFESSIONAL COURSES ATTENDED Please list relevant courses attended in past 3 years.

Subject	Organising Body	Date(s)	Duration

8. OTHER RELEVANT EXPERIENCE, INTERESTS AND SKILLS

9. REFEREES

Give here details of two people to whom reference may be made. The first referee should normally be your present or most recent Headteacher or equivalent person. If you are not currently working with children please provide a referee from your most recent employment involving children. Referees will be asked about disciplinary offences relating to children, which may include any in which the penalty is "time expired" and whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. References will not be accepted from relatives or from people writing solely in the capacity of friends.

First referee

Title and Name	
Address and post code	
Telephone number	
Email address	
Job Title	
Relationship to applicant	
Please tick if you do not wish this referee to be contacted prior to interview <input type="checkbox"/>	
<i>(Please be aware that this could delay the interview process)</i>	

Second referee

Title and Name	
Address and post code	
Telephone number	
Email address	
Job Title	
Relationship to applicant	
Please tick if you do not wish this referee to be contacted prior to interview <input type="checkbox"/>	
<i>(Please be aware that this could delay the interview process)</i>	

PART 2

This section will be separated from Part 1 on receipt. Relevant contents may be verified prior to shortlisting but will not then be used for selection purposes.

10. PERSONAL INFORMATION

Surname or family name	
All previous surnames	
All forenames	
Title	
Date of Birth	
Current Address	
Postcode	
Resident at this address since	
Home telephone number	
Mobile telephone number	
Email address	
National Insurance Number	
Have you ever been subject to a child protection investigation by your employer or the General Teaching Council/Teaching Agency/former Independent Safeguarding Authority?	Yes No If YES please state separately under confidential cover the circumstances and the outcome including any orders or conditions.
Are you subject to any legal restrictions in respect of your employment in the UK?	Yes No If YES please provide details separately
Do you require a work permit?	Yes No If YES please provide details separately
Are there any special arrangements which we can make for you if you are called for an interview and/or work-based assessment?	Yes No If Yes please specify, (e.g. ground floor venue, sign language, interpreter, audiotape etc).
Are you related to or have a close personal relationship with any pupil, employee, trustee, member or local academy chair?	Yes No If YES give details separately under confidential cover
TEACHERS ONLY	
Early Career Teachers ONLY: Have you provided evidence of passing the Skills Tests? <i>Please tick or cross</i>	Numeracy Literacy ICT (if applicable)
DfE reference number (if applicable)	
Did you qualify as a teacher after May 1999? (if applicable)	Yes No If Yes, in which school was induction completed?

11. COMPULSORY DECLARATION OF ANY CONVICTIONS, CAUTIONS OR REPRIMANDS, WARNINGS OR BIND-OVERS

As the job for which you are applying involves substantial opportunity for access to children, it is important that you provide us with legally accurate answers. Upfront disclosure of a criminal record may not debar you from appointment as we shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors. Please disclose any unspent convictions, cautions, reprimands or warnings. Please note that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service. Failure to declare any convictions (that not subject to DBS filtering) may disqualify you for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

Do you have **ANY** convictions, cautions or reprimands, warnings or bind-overs?
Please tick the relevant box

Yes No

If the answer is "yes", you must record full details in a separate, sealed envelope marked with your name and 'Confidential: Criminal Record Declaration' and bring this with you on the day of your interview. If you would like to discuss this beforehand, please telephone in confidence to the Headteacher for advice. In accordance with statutory requirements, an offer of employment will be subject to satisfactory DBS clearance.

12. UK GDPR and DATA PROTECTION ACT

The information collected on this form will be used in compliance with the UK GDPR and Data Protection Act 1998. The information is collected for the purpose of administering the employment and training of employees. The information may be disclosed, as appropriate, to trustees, Occupational Health, DfE, Teachers Pensions Agency and local government pensions scheme, Department for Education, pension, payroll and personnel providers including relevant statutory bodies. For further information refer to the trust's privacy policy via Tees Valley Education website: <https://www.teesvalleyeducation.co.uk/>.

You should also note that checks may be made to verify the information provided and may also be used to prevent and/or detect fraud.

13. NOTES

- a) When completed, this form should be returned in accordance with the instruction in the advertisement for the job or in the applicant's information pack.
- b) Canvassing, directly or indirectly, an employee, trustee, member, local academy chair will disqualify the application.
- c) Candidates recommended for appointment will be required to complete a pre-employment medical questionnaire and may be required to undergo a medical examination.

14. DECLARATION

I certify that, to the best of my knowledge and belief, all particulars included in my application are correct. I understand and accept that providing false information will result in my application being rejected or withdrawal of any offer of employment, or dismissal if I am in post. I understand and accept that the information I have provided may be used in accordance with paragraph 13 above, and in particular that checks may be carried out to verify the contents of my application form.

Signature of applicant

Date

Print name

This section of the application form will not be available to the shortlisting/interview panel.

PART 3

EQUALITY AND DIVERSITY MONITORING

This section will be separated from part 1 and part 2. Collection of equality information is solely for monitoring purposes to ensure that our policies and procedures are effective. We also collect this data in accordance with the general and specific public sector equality duties under the Equality Act 2010. Any data you enter onto this monitoring form will only be used for monitoring purposes and will not be used in assessing and or scoring your application or during the interview process. This information is kept fully confidential and access is strictly limited in accordance with the UK GDPR and Data Protection Act.

Ethnic Group	Workforce Census Code		Please tick
White	WBRI	British English Welsh Northern Irish Scottish	
	WIRI	Irish	
	OOTH	Irish Traveller	
	OOTH	Gypsy	
	WOTH	Other White background	
Mixed	MWBC	White and Black Caribbean	
	MWBA	White and Black African	
	MWAS	White and Asian	
	MOTH	Other Mixed background	
Asian or Asian British	AIND	Indian	
	APKN	Pakistani	
	ABAN	Bangladeshi	
	CHNE	Chinese	
	AOTH	Other Asian background	
Black or Black British	BCRB	Caribbean	
	BAFR	African	
	BOTH	Other Black background	
Other ethnic group	OOTH	Arab	
		<i>Write in:</i>	
Prefer not to say	REFU		

Religion

Please tick

No religion	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	
Buddhist	
Hindu	
Jewish	
Muslim	
Sikh	
Any other religion <i>write in</i>	
Prefer not to say	

Disability

Please tick

Do you consider that you have a disability?

Yes	
No	
Prefer not to say	
My disability is: <i>Please tick</i>	
Physical Impairment	
Sensory Impairment	
Mental Health Condition	
Learning Disability/ Difficulty	
Long standing illness	
Other	
Prefer not to say	

Sexual Orientation

Please tick

Bi-sexual	
Gay	
Lesbian	
Heterosexual	
Other	
Prefer not to say	

Gender

Please tick

Female	
Male	
Transgender	
Prefer not to say	
Sing	
Livi	
Mar	
Civi	
Pre	

Personal relationship

Please tick