

Barlby High School Teacher of English Application Pack



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Job Description

The Post: Teacher of English

Salary Main Pay Scale

Contract type and term Permanent. Part Time. 0.6-0.9 FTE with possibility of Full Time for the right candidate

Start date 1 September 2018

We seek to appoint a well-qualified, enthusiastic and energetic Teacher of English to join our hardworking and successful department at Barlby High School. The ideal candidate will be focused on high quality teaching in English at Key Stage 3 and 4, and have a passion for working with young people. **This post would be suitable for newly qualified or more experienced teachers.** The successful candidate will be:

- able to inspire and motivate learners and students
- able to work collaboratively with the department and wider school staff
- committed to raising standards of learning for all
- focused on improving teaching and learning
- a creative and innovative thinker
- a team player with excellent interpersonal and communication skills
- committed to improving levels of participation and performance in extra-curricular activities
- keen to engage in their own continuous professional development

Barlby High School is committed to safeguarding and the process of safer recruitment. As a result, this post is subject to an enhanced Disclosure and Barring Service check. Candidates who return their application electronically will be expected to sign the declaration if they are shortlisted. All shortlisted candidates will be expected to prove their identity and bring a copy of their current DBS certificate. The successful candidate will be expected to show original copies of qualifications and further proof of their identity.

The English Department

English at Barlby High School is an exciting and innovative department within the Communication Faculty. The department work closely with drama and MFL to share best practice and enjoy a classroom each in a dedicated English block. As a team we all look to improve and develop our practice through training and CPD, encouraging staff to follow their passion for their subject specialism. The department is also committed to promoting reading across the school and are developing several initiatives to improve our students' vocabulary skills and celebrate reading for pleasure.

In Key Stage Three, students are encouraged to develop a love of literature while learning to create interesting and thought-provoking writing themselves. Students also prepare for GCSE by practising and honing inference and deduction skills in reading activities. Students at Key Stage Four follow the AQA English language and literature 8700 and 8702 specifications.

A broad selection of quality texts and resources are carefully selected to engage students in the exploration of language, structure and form, and teachers take risks to challenge students' perceptions. Lessons involve the study of both modern and classic literature, together with non-fiction texts to give students a variety of inspiration.

Teachers place much emphasis on developing and encouraging students in oracy skills, with the view to encouraging and enhancing students' abilities and confidence in all subjects. Lessons involve aspects of drama, presentations and debate to ready students for future study and employment.

Application Process

Closing Date: Monday 18th June 2018

Interview Date: Monday 25th June

The application form can be downloaded from the website www.barlbyhighschool.org Please complete this and return it to the school.

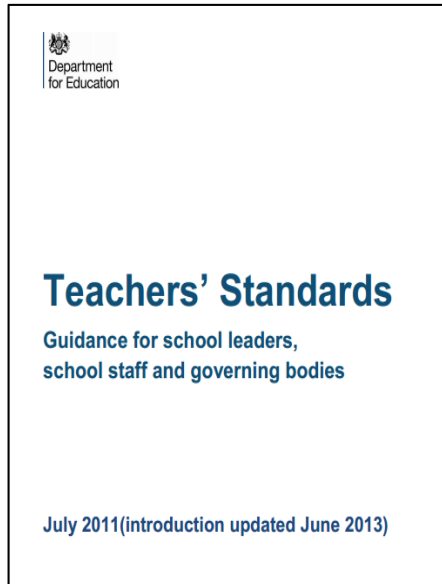
Email applications are welcome. Please return electronic applications to Miss C Webster at recruitment@barlbyhighschool.org or by post.

For an informal discussion, please contact the Faculty Leader of Communication, Mrs H Wright at h.wright@barlbyhighschool.org

Telephone: 01757 706161



Teaching Responsibilities and Job Description



The Teachers' Standards apply to:

1. trainees working towards QTS;
2. all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and
3. teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf

The generic teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work. Teachers' Standards. This job description has the Standards at its core. See the appendix for the Person Specification.

PART ONE: TEACHING

1. Set high expectations which inspire, motivate and challenge learners and students
2. Promote good progress and outcomes by learners and students
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all learners and students
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 1. Treating learners and students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 2. Having regard for the need to safeguard learners and students' well-being, in accordance with statutory provisions
 3. Showing tolerance of and respect for the rights of others
 4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 5. Ensuring that personal beliefs are not expressed in ways which exploit learners and students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Main Teaching Duties

- 1. Set high expectations which inspire, motivate and challenge learners and students**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
- 2. Promote good progress and outcomes by learners and students**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study
- 3. Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all learners and students

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being



Subject Teacher Person Specification

I: Interview, R: Reference, A: Application Form

| Characteristics | Essential | Desirable | Evidence |
|--------------------------|---|--|---|
| Qualifications | Qualified Teacher or NQT Graduate with relevant degree | Evidence of continuous professional development Willingness to undertake further professional development | A I |
| Experience and Knowledge | High level of specialist subject knowledge Successful teaching experience | Ability to teach more than one subject Knowledge of core standards for teachers and how they apply in practice Willingness to contribute to the wider life of the school | A, I R, I I, R |
| Vision and Values | Commitment to comprehensive, inclusive, community education in the Academy. Commitment to safeguarding and protecting children and young people Passion for own subject specialism/excellence | | A, I I R, I |
| Skills | Ability to motivate learners of all abilities to learn and to make good progress Good oral & written communication skills Ability to listen & respond to young people establishing excellent relationships with them Ability to analyse data effectively and use data to set clear, challenging targets Ability to use ICT for planning, teaching, organisation and assessment purposes Ability to plan consistently, creatively and effectively to support excellent progress | Ability to use e-technologies effectively | R, I A, I A, I I, R R R, A |

| | | | |
|------------------|---|--|--|
| Skills Continued | <p>Very good classroom management</p> <p>Ability to reflect upon own practice & respect the contribution of others</p> <p>Ability to work effectively as part of a team</p> | | <p>I</p> <p>I, R</p> <p>R, A</p> |
| Other | <p>Good sense of humour and positive attitude</p> <p>Excellent role model to learners & students</p> <p>Good health and attendance record</p> <p>Ability to organise learning resources and accommodation efficiently</p> | Knowledge of the 2017 onwards GCSE English examination requirements. | <p>I</p> <p>R, I</p> <p>R</p> <p>R</p> |

Please note the assessment process will include an assessment of the candidate's suitability to work with children and young people.

Notes

1. Other duties will be required as and when necessary to the post from time to time. The job description is current at the date shown but, in conjunction, with the post-holder, may be revised by the Principal to reflect and anticipate changes in the job that are commensurate with the grade and job title. Such variations that are made to the duties and responsibilities will not change the general character of the post. These will be as specified in the School Teachers' Pay and Conditions Document.
2. Advise the School of any disability you may have or develop so that the School can endeavour to make any necessary reasonable adjustments to the job and the working environment.
3. The post holder must carry out their duties with full regard to equal opportunities and act in compliance with data protection law in respecting the privacy of personal information held by the School.

Application Form

Please complete in black pen. Do not enclose a C.V or additional documents as these will not be considered. All sections of the form must be completed. You may attach continuation sheets if necessary. This form is available, on request, in large print, Braille, on tape or in electronic format.

POST APPLIED FOR

REF NUMBER

Please ensure you read Hope Learning Trust's statement on the Recruitment of Ex-Offenders, included in the 'How to apply' guidance, before submitting your application:

I confirm I have read the Recruitment of Ex Offenders statement

PERSONAL DETAILS

TITLE

SURNAME

FORENAME

FORENAME 2

PREFERRED

PREVIOUS SURNAME

NATIONAL INSURANCE NUMBER

CONTACT DETAILS

HOUSE NAME

HOUSE NUMBER

STREET

AREA

TOWN/CITY

COUNTY

POSTCODE

COUNTRY

TEL

MOBILE

EMAIL ADDRESS

EMPLOYMENT HISTORY

- Please provide your full employment history starting with your present or most recent position.
- All periods of unemployment/gaps must be accounted for in the 'Gaps in Employment' section.
- If you do not have any previous employment history, please enter n/a.
- Use additional sheets to add further entries.

CURRENT/LAST JOB TITLE

EMPLOYMENT START DATE

EMPLOYMENT END DATE

SCHOOL/COMPANY NAME

TYPE OF SCHOOL (PRIMARY/SECONDARY ETC.)

NUMBER

STREET

AREA

TOWN/CITY

COUNTY

POSTCODE

LOCAL EDUCATION AUTHORITY/ACADEMY/MAT

NO. OF PUPILS ON ROLL

AGE RANGE OF PUPILS

JOB DETAILS (PLEASE PROVIDE A BRIEF DESCRIPTION OF THE ROLE)

REASON FOR LEAVING

SALARY ON LEAVING

EMPLOYMENT HISTORY

JOB TITLE 2

EMPLOYMENT START DATE

EMPLOYMENT END DATE

SCHOOL/COMPANY NAME

TYPE OF SCHOOL (PRIMARY/SECONDARY ETC.)

NUMBER

STREET

AREA

TOWN/CITY

COUNTY

POSTCODE

LOCAL EDUCATION AUTHORITY

NO. OF PUPILS ON ROLL

AGE RANGE OF PUPILS

JOB DETAILS (PLEASE PROVIDE A BRIEF DESCRIPTION OF THE ROLE)

REASON FOR LEAVING

SALARY ON LEAVING

EMPLOYMENT HISTORY

JOB TITLE 3

EMPLOYMENT START DATE

EMPLOYMENT END DATE

SCHOOL/COMPANY NAME

TYPE OF SCHOOL (PRIMARY/SECONDARY ETC.)

NUMBER

STREET

AREA

TOWN/CITY

COUNTY

POSTCODE

LOCAL EDUCATION AUTHORITY

NO. OF PUPILS ON ROLL

AGE RANGE OF PUPILS

JOB DETAILS (PLEASE PROVIDE A BRIEF DESCRIPTION OF THE ROLE)

REASON FOR LEAVING

SALARY ON LEAVING

Please use continuation sheet(s) for additional jobs if necessary.

EMPLOYMENT HISTORY GAPS

Please account for any gaps, of three months or more, in your employment history including any travel abroad with dates. Please use continuation sheet(s) for additional gaps is necessary.

Gap 1

GAP START DATE

GAP END DATE

PLEASE GIVE DETAILS

Gap 2

GAP START DATE

GAP END DATE

PLEASE GIVE DETAILS

EDUCATION AND QUALIFICATIONS

- Please provide details of qualifications relevant to this application.
- Please enter details from the most recent to the earliest.
- Qualifications will be verified on appointment.

PLACE OF LEARNING

INSTITUTION TYPE

QUALIFICATION LEVEL

| SUBJECT | GRADE | DATE |
|---------|-------|------|
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PROFESSIONAL MEMBERSHIPS

Please give details of any professional memberships that are relevant to the post applied for, stating your level of membership, the date obtained and expiry or renewal date. If applicable, please include your membership or registration number.

MEMBERSHIP NAME

MEMBERSHIP LEVEL

MEMBERSHIP NUMBER

START DATE

EXPIRY DATE

TRAINING

PLEASE ENTER DETAILS OF ANY TRAINING UNDERTAKEN THAT YOU FEEL IS RELEVANT TO YOUR APPLICATION

| COURSE | TRAINING PROVIDER | MM/YYYY |
|--------|-------------------|---------|
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SUPPORTING INFORMATION

- Please use the following section to address each point on the skills and knowledge section of the Person Specification. You should provide information, examples and evidence to illustrate how you feel and that you meet the criteria for the job.
- The length of this statement should be **no longer** than three A4 pages of text in 10pt Arial.

SUPPORTING INFORMATION (continued)

REFERENCES

- Please enter details of two referees who can provide a reference. Both referees must be your present employer (unless this is not possible), or if you are unemployed, your most recent employer.
- As this position involves working with vulnerable adults or children any number of previous employers may be contacted, without seeking further permission from you, as part of the vetting process, in relation to your employment history. This includes vetting of internal candidates.

Reference 1

| | | | |
|--------------------------|-----------------|----------------|--|
| TITLE | | SURNAME | |
| FORENAME | | REFERENCE TYPE | |
| EMAIL | | | |
| TELEPHONE | | | |
| COMPANY/INSTITUTION NAME | | | |
| POSITION IN COMPANY | | | |
| ADDRESS | BUILDING NUMBER | STREET | |
| STREET | | AREA | |
| TOWN/CITY | | COUNTY | |
| POSTCODE | | COUNTRY | |

REFERENCES

Reference 2

| | | |
|---------------------|-----------------|--------|
| TITLE | SURNAME | |
| FORENAME | REFERENCE TYPE | |
| EMAIL | | |
| TELEPHONE | | |
| COMPANY NAME | | |
| POSITION IN COMPANY | | |
| ADDRESS | BUILDING NUMBER | STREET |
| STREET | AREA | |
| TOWN/CITY | COUNTY | |
| POSTCODE | COUNTRY | |

DECLARATIONS OF CRIMINAL RECORDS

Posts involving work which brings you in regular contact with children, vulnerable adults, people with disabilities and learning difficulties are exempt from the provisions of the Rehabilitation of Offenders Act 1974 (ROA). This means that you must disclose information about spent or unspent convictions or cautions when applying for this post, except where they are protected convictions and cautions as described in article 2A of the ROA Act 1974 (Exceptions) Order 1975.

Hope Learning Trust will check information relating to prospective employees through the Disclosure & Barring Service (DBS). Having a criminal record will not necessarily prevent your employment. Please see the 'How to apply' guidance for further information about what you need to disclose to us.

ARE YOU BARRED FROM WORKING WITH CHILDREN, YOUNG PEOPLE OR ADULTS?

Are you, or have you ever been, barred from working with, or been included on a list of people barred from working with, children, young people or vulnerable adults?

YES

IF YES PLEASE GIVE DETAILS

NO

INVESTIGATIONS

Have you ever been the subject of any proven/unproven investigation(s), complaints(s) in relation to your work with children, young people or vulnerable adults, whether in a paid or voluntary capacity of carried out privately?

YES

IF YES PLEASE GIVE DETAILS

NO

CRIMINAL BACKGROUND

Do you have any convictions, cautions, reprimands or final warnings that are not protected as defined by the ROA 1974 (Exceptions order) 1975 (as amended in 2013)?

YES

IF YES PLEASE GIVE DETAILS

NO

DECLARATIONS OF CRIMINAL RECORDS

Teacher registration details: Please provide information regarding your current teaching registration. This will be verified on appointment.

TEACHER REGISTRATION NUMBER (DfE NUMBER)

If you gained qualified teacher status (QTS) after 1999 please state the date of successfully completing the induction period or details of outstanding period if relevant. You will be asked to provide your QTS certificate on offer of appointment.

QTS COMPLETION DATE

GUARANTEED INTERVIEW SCHEME

We guarantee, under the 'Positive about Disabled People' scheme, an interview for all applicants with a disability who meet the minimum criteria on the job description. Are you a disabled person applying on that basis?

YES

NO

JOB SHARE

The Hope Learning Trust welcomes individuals to apply on a job-share basis (unless specified otherwise in the job advert). Please indicate below if you wish to be considered for a job share. Are you applying for this post on a job share basis?

YES

NO

(Job sharing is different to part time working – see the How to Apply guidance for further information)

RELATIONSHIP WITH THE HOPE LEARNING TRUST

Are you related to any employee of the Hope Learning Trust or do you have any substantial connection with any employee of the Hope Learning Trust?

YES

NO

IF YES PLEASE GIVE DETAILS

APPLICANT STATUS

For monitoring purposes please indicate if you are already an employee of the Hope Learning Trust.

YES

NO

AVAILABILITY FOR INTERVIEW

Please indicate any dates on which it would be impossible for you to attend an interview. Whilst the dates you provide will be taken into consideration, please note that it may not be possible to accommodate everyone's request when arranging interviews.

UNAVAILABLE DATES

ELIGIBILITY TO WORK IN THE UK

Do you need permission to work in the UK?

YES

NO

IF YOUR PERMISSION IS LIMITED, PLEASE PROVIDE FULL DETAILS OF YOUR IMMIGRATION STATUS, RENEWAL DATES AND ANY OTHER RELEVANT INFORMATION.

HOW DID YOU HEAR ABOUT THIS JOB?

INTERNAL ADVERTISING

CITY OF YORK COUNCIL JOBS WEBSITE

TES

UNIVERSAL JOBMATCH/JOB CENTRE

WORD OF MOUTH

COMMUNITY CARE

TRUST WEBSITE

LINKEDIN

FACEBOOK

TWITTER

NATIONAL APPRENTICE WEBSITE

JOBS FAIR

CHILDREN'S SOCIAL WORK MATTERS

OTHER (WHERE)?

DECLARATION

I declare that the information given in this form and in any accompanying documentation is true to the best of my knowledge and belief and give my permission for enquiries to be made to confirm qualifications, experience, dates of employment, right to work in the UK, registrations and for the release by other people or organisations of necessary information to verify the content.

I understand my application may be rejected and/or I may be dismissed following appointment if I have given any false or misleading information or have withheld any relevant details.

SIGNED

PRINT NAME

DATE

Please indicate if you are happy for us to contact you about your application, via the details provided on your application form, for purposes of the Recruitment and Selection process.

YES

☐

NO

☐

On occasions we may need to contact you for feedback regarding the Recruitment and Selection process. Please indicate if you are happy for us to do this.

YES

☐

NO

☐

(See the 'How to apply' guidance for further information on the above consent questions)

Equal Opportunities Monitoring

The following pages will be removed and will not be seen by those shortlisting or interviewing applicants.

EQUAL OPPORTUNITIES MONITORING (CONFIDENTIAL)

The Hope Learning Trust is committed to equality and aims to ensure that everyone who works or applies to work for us is treated fairly and is not subjected to unlawful discrimination on grounds of their sex, age, race, ethnic or national origins, marriage or civil partnership, pregnancy and maternity, gender reassignment, sexual orientation, religion or belief, family responsibility, disability or political beliefs. Applications are welcome from all sections of the community.

The information you provide will be treated as confidential and used only for monitoring purposes only. It is not used as part of the selection process and the recruitment panel do not have access to the sensitive information.

Thank you for helping us to continue to improve our policies and practices.

POST APPLIED FOR

REF NUMBER

GENDER

MALE

FEMALE

PREFER NOT TO SAY

Do you identify yourself as transgender?

YES

NO

PREFER NOT TO SAY

ADDITIONAL INFORMATION

DATE OF BIRTH

AGE

NATIONALITY

ETHNIC ORIGIN

ETHNIC ORIGIN

PREFER NOT TO SAY

White:

BRITISH

IRISH

OTHER WHITE BACKGROUND

Black or Black British:

CARIBBEAN

AFRICAN

OTHER MIXED BACKGROUND

Asian or Asian British:

INDIAN

PAKISTANI

BANGLADESHI

OTHER MIXED BACKGROUND

Mixed Race:

WHITE AND BLACK CARIBBEAN

WHITE AND BLACK AFRICAN

WHITE AND ASIAN

OTHER MIXED BACKGROUND

Other Ethnic Groups:

ANY OTHER BACKGROUND

CHINESE OR OTHER ETHNIC GROUP

ADDITIONAL INFORMATION

The Disability Discrimination Act 2010 states that someone is disabled if they have a physical or mental impairment, which has a sustainable and long term adverse effect on their ability to carry out normal day to day activities'. Please see 'How to apply' guidance for further information.

Do you consider yourself to be disabled?

YES

NO

PREFER NOT TO SAY

If you do you consider yourself to be disabled and you selected “yes” to the above question then please tick appropriate boxes below.

| | |
|---|--------------------------|
| PHYSICAL IMPAIRMENT (SUCH AS USING A WHEELCHAIR TO GET AROUND/OR DIFFICULTY USING ARMS, LEGS ETC) | <input type="checkbox"/> |
| SENSORY IMPAIRMENT (SUCH AS BEING BLIND OR DEAF AND HAVING A SERIOUS VISUAL OR HEARING IMPAIRMENT) | <input type="checkbox"/> |
| MENTAL HEALTH CONDITION (SUCH AS DEPRESSION OR BIPOLAR) | <input type="checkbox"/> |
| LEARNING DISABILITY (SUCH AS DOWNS SYNDROME OR DYSLEXIA OR COGNITIVE IMPAIRMENT SUCH AS AUTISM) | <input type="checkbox"/> |
| LONG-STANDING ILLNESS OR HEALTH CONDITION (CANCER, HIV, DIABETES, CHRONIC HEART DISEASE OR EPILEPSY) | <input type="checkbox"/> |
| OTHER, PLEASE GIVE DETAILS | <input type="checkbox"/> |

SEXUAL ORIENTATION

| | | | |
|-----------------------|--------------------------|-------------------|--------------------------|
| HETEROSEXUAL/STRAIGHT | <input type="checkbox"/> | BISEXUAL | <input type="checkbox"/> |
| LESBIAN/GAY WOMAN | <input type="checkbox"/> | NOT SPECIFIED | <input type="checkbox"/> |
| HOMOSEXUAL/GAY MAN | <input type="checkbox"/> | PREFER NOT TO SAY | <input type="checkbox"/> |

MARITAL STATUS

| | | | |
|-------------------|--------------------------|-------------------|--------------------------|
| MARRIED | <input type="checkbox"/> | PARTNER | <input type="checkbox"/> |
| CIVIL PARTNERSHIP | <input type="checkbox"/> | SINGLE | <input type="checkbox"/> |
| DIVORCED | <input type="checkbox"/> | SEPARATED | <input type="checkbox"/> |
| WIDOWED | <input type="checkbox"/> | PREFER NOT TO SAY | <input type="checkbox"/> |

RELIGION

| | | | |
|-----------|--------------------------|-------------------|--------------------------|
| BAHA'I | <input type="checkbox"/> | JEWISH | <input type="checkbox"/> |
| CHRISTIAN | <input type="checkbox"/> | SIKH | <input type="checkbox"/> |
| JAIN | <input type="checkbox"/> | NO RELIGION | <input type="checkbox"/> |
| MUSLIM | <input type="checkbox"/> | PREFER NOT TO SAY | <input type="checkbox"/> |
| BUDDHIST | <input type="checkbox"/> | OTHER | <input type="checkbox"/> |
| HINDU | <input type="checkbox"/> | | |

CARER RESPONSIBILITIES

The Hope Learning Trust values and embraces all people, regardless of any caring responsibilities that they may have, and strives to ensure that all people are treated with dignity and respect. A carer is defined as someone who looks after family, partner or friends in need of help because they are ill, frail or have a disability and that the help they provide is unpaid (except for Carers Allowance).

Are you a carer for family/friends?

| | | | | | |
|-----|--------------------------|----|--------------------------|-------------------|--------------------------|
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | PREFER NOT TO SAY | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|-------------------|--------------------------|

If yes please tick the appropriate box below

| | | | |
|------------------|--------------------------|-------------------------------------|--------------------------|
| ELDERLY RELATIVE | <input type="checkbox"/> | FRIEND | <input type="checkbox"/> |
| RELATIVE | <input type="checkbox"/> | YOUNG RELATIVE (UNDER 18 YEARS OLD) | <input type="checkbox"/> |