



Teacher of Mathematics Recruitment Pack

Queensbury School



FEVERSHAM
EDUCATION TRUST



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About our Trust

Feversham Education Trust (FET) is relentless in its drive to provide outstanding education in a secure learning environment for all learners.

Welcome from the Chairperson

For me, it's quite simple; pupils only get one chance.

It is our role as leaders to provide the best quality of education for all learners, regardless of background, gender, faith and prior experience. I am determined that one's birthplace should not predetermine outcomes for life opportunities for young people. In an ever increasing competitive and challenging society we need to ensure every young person has access to and achieves outstanding learning.

In order to do this we need the highest quality workforce and leadership to secure outcomes for learners. We have full commitment to on-going professional development of all staff and expect the highest standards.

As we all know, education is the key to improving life changes and raising aspirations for young learners and their contribution to communities as economically active citizens. I am proud that we have consistently provided all of the above for one school, one workforce. Now is the time to unlock the capacity in others.

Our Partners

Feversham Education Trust currently works with a variety of partners to ensure our learners and workforce access the best possible opportunities.

Feversham College is a designated Teaching School, along with Skipton Girls High School. We have committed to a joint venture company with both our Teaching Schools creating the Northern Lights Teaching School Alliance (NLTSA) which serves a wide and adverse alliance of schools. The core offer of NLTSA includes the offer of training and support for the alliance and identifying and co-ordinating expertise to support the following:

- Specialist Leaders of Education
- School to School Support
- Research and Development
- Initial Teacher Training
- Professional Development
- Leadership Development

Thank you for expressing an interest in this position. I look forward to reading your application.



Our Vision Statement

“Everybody will achieve their best”

Our vision is that all learners will be given opportunities for their talents and abilities to flourish. In response to the ever-changing demands of the 21st century, we will provide an innovative educational environment that will encourage and allow students to be aspiring and successful; that will build their capacity to be resourceful and adaptable; that will create in them the qualities of resilience and self-confidence.

Underpinning our vision is the following set of core values to which we require all students and staff to invest commitment:

- Be self-respecting individuals who take personal responsibility for their own learning.
- Show respect for, and tolerance of, others
- Be sensitive to the needs of others and have the capacity to empathise with the experiences of people from diverse communities.
- Display determination, perseverance and a ‘can do’ approach.
- Be able to respond positively to the challenges they will encounter in the changing learning, work and social environments in the 21st century.
- Work hard and achieve their best

At the core of our vision is a concept of our school as the dynamic heart of a flourishing learning community that will extend to the locality and connect with the wider learning communities of the Bradford district.

School Improvement Priorities

Our school improvement priorities are

- To raise standards and accelerate progress
- To further close the gaps for different groups of students
- To further improve leadership and management at all levels

These improvement priorities are expanded upon in detail in the school improvement plan.



School Information

Queensbury School is a friendly, thriving and stimulating place to study and work. We set high aspirations and expectations for every student and we work hard to make success of the three-way partnership between the school, the student and the family. We welcome all parents to take an active part in their child's education and encourage them to form a partnership with us to ensure their children achieve their best.

Across all Key Stages attainment is rising and we are proud of this achievement and determined to build on this success. We have a great emphasis on supporting students to become self-managing and independent learners. We put student leadership at the heart of our plans and policies and the award of Investor in Pupils and Healthy Schools status are examples of this continued commitment and at the centre is a thriving Student Council that are increasingly informed and involved in decisions about their school.

Queensbury School has always had a focus on a relentless drive for improvement: our staff are entirely focused with a real 'can do' attitude. We are looking to appoint staff who are just as passionate about success for all and are committed to supporting our journey. At all times we are look for staff that can inspire, have high expectations and raise the aspirations of young people.

We believe that the welfare and development of our staff is as important as that of our students and that you cannot have one without the other.

On the 1st September 2016 Queensbury became a sponsored academy as part of the Feversham Education Trust. This marked an exciting step forward in the schools journey to becoming an outstanding school. Joining an outstanding multi-academy trust will support us and allow us to build on the significantly improved summer exam results of 2016.

We have been working with Feversham College, an outstanding teaching school which is part of the Northern Lights Teaching School Alliance (NLTSA). This partnership has opened up exciting opportunities for CPD, school-to-school working and leadership development.

Current and new employees the school will benefit from this partnership as the school moves forward.

We look forward to welcoming you to our rapidly improving successful learning community which is Queensbury School.



Staff Benefits

The successful candidate will benefit from an attractive package including:

- Excellent salary
- Childcare vouchers
- Workplace pension scheme
- Free parking
- Employee Discount Platform
- Westfield Health benefits



Application Process

We strongly advise applicants to visit Queensbury School before applying and meet the staff and students. Changing employment is a major life event and informed choices often result in more successful transitions for both the employer and employee. We hope this pack along with the school website www.qbury.com gives you a flavour of our school.

Please complete the Queensbury School application form and email it to **sue.hosker@qbury.com** before the advertised deadline (a covering letter is not needed but if you wish to include a supporting statement please do so).

Your application will be assessed, along with the others, against the personal specification for the job advertised (please use this when writing your supporting statement) and then a short list will be created. The school uses a scoring system to generate a short list.

The school will aim to contact the candidates shortlisted for interview at least 48 hours' notice prior to the interview (if you do not hear from us before the interview day please assume you have been unsuccessful on this occasion).

If you are shortlisted, we will take up references prior to the advertised interview date. Please remember that one of your references must be your current or most recent employer. Two satisfactory references must be received before we can appoint anyone to a post at Queensbury School. The referee will be asked to provide information about your last/current role in relation to salary, length of employment, suitability to work with children and any disciplinary records along with being asked to assess your skills and abilities for the advertised role. Your referees may be contacted to provide additional information if something is unclear or there is a discrepancy with other information that has been provided.

The selection process will involve various activities related to the role. For teaching roles, applicants will be asked to teach at least part of a lesson. We are fully committed to safeguarding children so there will always be some questions relating to safeguarding issues regardless of the role applied for. As part of Queensbury School being committed to diversity and the requirements of the Equality Act 2010 we would ask any potential candidate to contact us who would like us to consider adjusting the application and selection process to ensure that any candidates with a disability are not disadvantaged in any way by the academy processes.

Candidates, once short listed will receive a programme for the day outlining the activities that will be undertaken and any additional resources that might be needed on the day. Candidates will be asked to bring proof of qualifications, photographic proof of identity along with documentation to show they are eligible to work in the UK where appropriate.

The interview panel will consist of at least one Senior Leader, usually the Headteacher and up to 3 other relevant members of staff. At least one member of the interview panel will have had recent safer recruitment training.

Once all of the selection activities have been completed by all applicants, the interview panel will consider to what extent each candidate met the personal specification and a decision will be reached. All short listed candidates will receive a telephone call from a member of the interview panel and feedback will be offered.

Shortly after the interview day the successful candidate(s) will receive various documents to read and sign in order to process their employment at Queensbury School. This will include an enhanced DBS check and checks will also be made against the Barred List. All such checks must be satisfactory before any contract can be signed and work can take place at the academy. Any offer of employment is on the condition of satisfactory references and DBS check.



Post Title:	Teacher of Mathematics
	With possible TLR for experienced teacher taking on agreed responsibilities
Overall responsibility:	<p>To teach Maths throughout the school.</p> <p>To carry out the duties of a schoolteacher as set out in the current edition of the School Teachers' Pay and Conditions Document issued by the Department for Education. No matter what other posts of responsibility they may hold, all staff will be responsible, for the relevant parts of their job, to the Curriculum Leader (Maths / Numeracy) in which they teach and to the Head of their Year Team.</p> <p>To be a Form Tutor and carry out the specified duties in connection with that role.</p> <p>In addition to these general responsibilities, and to any specific responsibilities described below, to carry out any other duties of a similar nature at the reasonable request of the Headteacher. (N.B. A document such as this does not permit every item to be specified in detail, nor does it determine the amount of time to be spent on carrying them out. In allocating time to the performance of duties and responsibilities, the postholder must use Directed Time in accordance with the school's published Time Budget.)</p>
Reporting to:	Curriculum Leader (Maths / Numeracy)
Liaising with:	All staff, parents, Governors, LA representatives and others as required
Working Time:	195 days per year
Disclosure Level:	Enhanced
Salary/Grade:	MPR (plus possible TLR)



Desirable qualifications:	<ul style="list-style-type: none"> • QTS • Have the ability to undertake personal and / or professional development training to qualification standard.
Skills, Knowledge and Competencies:	<ul style="list-style-type: none"> • Excellent classroom practitioner. • Conversant with the latest curriculum developments in the subject area. • Confident with the subject knowledge. • Competent in the use of ICT (word, excel, email, SIMS or equivalent). • Excellent communication and organisation skills. • Excellent interpersonal skills. • Accuracy and attention to detail.
Professional Qualities:	<ul style="list-style-type: none"> • Demonstrate the drive, enthusiasm and commitment to raising standards across the age and ability range. • Committed to supporting the development of the subject area to enhance learning across the school in line with the school's priorities. • A commitment to raising standards for all in the pursuit of excellence. • Positive support for and implementation of school policies and procedures. • Smart and professional appearance. • Absolute trust and confidentiality. • Prepared to go the extra mile and be flexible in working hours. • Able to work as a team, show initiative and work independently. • Energy and enthusiasm, friendly and positive attitude.

Duties:

- To teach Mathematics throughout the full age and ability range of the school as required by the Curriculum Leader (Maths / Numeracy).
- To maintain a good educational ethos for all lessons: having firm aims and objectives; identifying individual learning needs and devising ways of meeting them; recognising and celebrating achievement in Maths.
- To achieve good classroom management through: efficient planning and delivery of the lesson; ensuring good supervision and discipline in line with the school's policy; initiating and maintaining links with form tutors and heads of year when necessary.
- To work as part of the Maths Team in all matters relating to the curriculum area.
- To maintain full student records of attendance, effort and attainment as well as records of lessons taught and homework set as indicated in the Departmental Handbook.
- To share responsibility for the storage and use of teaching materials and resources within the department and to maintain a regular and changing display of students' work.
- To take part in the school's performance management system and appropriate professional development.



- To work with parents in partnership to enhance the learning experience and to initiate and support links with the wider community.
- To contribute in any appropriate way to the extra-curricular dimension of school life, including responsibility for providing period 11 revision classes for GCSE students.
- With team members, develop a shared vision for the curriculum area, with learning and achievement as the core purpose.
- Be accountable for the achievement of student of all abilities: expected levels of progress in Years 7,8 and 9 , outcomes of external qualifications Level 2 and 3; particularly at threshold levels 5A*C EM, and outcomes of vulnerable groups and G & T students.
- Foster high achievement and excellence within the curriculum area ensuring that students are encouraged and supported to aspire beyond their personal best.
- Ensure good standards of behaviour across the area through effective rewards and sanctions in line with school policy.
- Establish a culture that promotes excellence, equality and high expectations of all students.
- Embody the values of the school by setting a professional example to staff and students.

Curriculum Teaching and Learning:

- Ensure detailed schemes of learning with clear learning objectives, course content and the use of ICT, timelines and various assessment methods and opportunities. Monitor and evaluate the schemes of work and update as appropriate.
- Consistently implement the school's learning and teaching policy within the curriculum area.
- Differentiate lesson plans and work to meet the needs of students of all abilities.
- Support collaborative planning and facilitate high-quality teaching and learning through the use of ICT.
- Ensure compliance with school assessment marking and reporting policies. Implement effective strategies to assess and track student progress accurately and co-ordinate timely intervention to prevent underachievement.
- Ensure quality homework is set and marked with constructive feedback
- Understand the messages from Raise-online and FFT data. Ensure the effective use of assessment data to inform planning, grouping, target setting and challenging students to higher achievement.
- Provide information, as necessary, to the Headteacher, parents, teachers and governors about student progress and exam results.
- Liaise with Progress Leaders and the Inclusion co-ordinator in all matters concerning student learning, progress and behaviour

Personnel:

- Demonstrates commitment to effective working relationships.
- Set cover work when absent.
- Monitor the quality and effective use of classroom displays.
- Be responsible for good Health and Safety practice within the area.



Students, parents and community:

- Take advantage of assembly opportunities to stimulate and motivate students in the curriculum area and year group.
- Ensure that rewards policies are applied in line with whole school policy, so that students are praised and rewarded for good work.
- In line with whole school procedures, contact and involve parents in the learning process as appropriate for praise or behavioural support.
- Be aware of school action learners in line with the SEN Code of Practice, and use relevant student information, including the IEPs and Behaviour support plans to inform learning.
- Provide opportunities for the development of student responsibility and leadership.
- Provide opportunities for extra-curricular activities to promote the subjects extended learning opportunities within the curriculum area, ensuring that any subject visits are organised in line with school policy.

General:

- Contribute towards the priorities identified within the School Development Plan.
- Comply with the requirements of Data Protection and other legislation specifically relating to personnel records.
- Initiate and manage relevant improvement processes to support continuous development.
- To participate in appropriate staff meetings, training sessions, including INSET, where required and other meetings as identified by the Headteacher.

Health and Safety:

- Comply with all statutory requirements in relation to Health & Safety and be aware of the schools Health & Safety policy.
- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Healthy, Safety and Welfare.

Continuing Professional Development:

- Participate in any professional development necessary as identified in the School Development Plan or performance management reviews.



This job description may be subject to amendment or modification, should circumstances change, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with your Headteacher who may involve officers of the Education Department as appropriate. You may wish to be accompanied at this meeting by a representative of your Trade Union if you so wish.

In addition to the duties specified you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities / grade of the post as defined, subject to the proviso that normally any changes of a permanent nature should be incorporated into the job description in specific cases.

The job description does not form part of the contract of employment.

Signed: _____

Date: _____

Post Holder

Signed: _____

Date: _____

Headteacher



PERSON SPECIFICATION Teacher of Maths

Qualifications and Professional Development	Essential	Desirable
Qualified Teacher Status	✓	
Record of continued professional development	✓	
Graduate: Degree in relevant subject	✓	
Experience		
Successful completion of teaching practice and PGCE/GTP year (if NQT)	✓	
Experience of teaching and maintaining the professional teaching standards	✓	
Experience in large secondary school		✓
6 th form experience		✓
Knowledge		
A clear educational philosophy	✓	
Good subject knowledge and passion for the subject	✓	
Knowledge of National Curriculum and initiatives, including post 16 developments	✓	
Good knowledge of pedagogy, how students learn and teaching and learning styles	✓	
Knowledge of effective assessment strategies	✓	
Involvement in whole school initiative(s)		✓
Knows how to use data for target setting and improving performance		✓
Skills and Aptitudes		
Good classroom practitioner using effective behaviour management and a range of learning strategies	✓	
Excellent relationships with students and colleagues	✓	
Ability to inspire and motivate students	✓	
Ability to work effectively under pressure and meet tight deadlines	✓	



Creativity, energy and enthusiasm.	✓	
Excellent records of punctuality, attendance and health	✓	
Adherence to professional code of conduct and dress	✓	
Range of interests and activities		✓
Flexibility and adaptability to change		✓
Good ICT skills		✓
Commitment to:		
Inclusion and a positive, “can do” approach to learning	✓	
A supportive ethos of enhancement, study support and extra-curricular activities	✓	
Flexible working practices and willingness to go that “extra mile”	✓	
Raising the profile of your subject within the school and the Community		✓
Suitability to work with children		
Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with	✓	
Not barred from working with children	✓	



Application for Queensbury School

This school is an Academy
in which the Feversham Education Trust is the employer

Please do not submit Curriculum Vitae.

POST DETAILS

Job title:		Completed applications should be returned to: The HR Manager Queensbury School, Deanstones Lane Queensbury, Bradford BD13 2AS
Closing date:		

PERSONAL DETAILS

Surname:	Forename(s):
How would you like to be addressed in correspondence? (Ms, Mrs, Miss, Mr, Other):	
Email address:	
Home Address:	Address to which correspondence should be sent if not home address:
Daytime telephone number:	Evening telephone number:
National Insurance number:	Full driving licence and car? Y / N

IMPORTANT NOTES –

Rehabilitation of Offenders Act (1974) (amended 2013)

Posts which involve substantial access to children are exempt from provisions contained within this Act under which job applicants are entitled to withhold information about any previous criminal background which would otherwise be considered 'spent' under the terms of the Act. If the job for which you have applied involves substantial access to children and you have been short listed for the post, you will be provided with a form on which you will be asked to disclose any previous criminal background which is not 'protected' and also authorise a search of Police Records. Failure to disclose the information could result in dismissal or disciplinary action. The possession of a criminal record will not automatically debar you from consideration for the post for which you have applied. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Policy Statement

Feversham Education Trust and its employees are committed to the rights of the child, the child's safety and emotional wellbeing, and the protection of the child from all forms of abuse.



For Headteacher and Deputy Headteacher posts only:

Yes ☐ No ☐



QUALIFICATIONS

Please give details of your qualifications. Make sure you include professional qualifications, including teaching qualification. Short listed candidates will be asked to produce proof of qualifications listed on this form.

Teaching qualifications

Are you recognised by the DfE as a qualified teacher in this country?		Yes	No
DfE number:		Date when qualified:	
TRN number:		Age range you are qualified to teach:	
Have you successfully completed a period of probation/induction as a qualified teacher in this country as required by the DfE?		Yes	No
If you qualified as a teacher after 7 May 1999, please answer the following question.			
Were the 3 assessments Satisfactory? Failure? Or subject to an extension (you may wish to provide brief details)			
1	2	3	

For Headteacher applications only:

Have you completed or enrolled to a National Professional qualification for Headship?		Yes	No
Date completed course:		or Date enrolled on course:	

If appointed when would you be able to commence employment?	
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Other qualifications/training

Date	Where obtained	Details of qualification/training	Result

EDUCATION HISTORY

Please provide us with your complete education history, starting with the most recent, below. Also use this section to record any current studies that you are undertaking. If there are any gaps in your education history, please complete the section at the bottom of this page. If you need more space, please use the continuation sheet.

Higher Education

University/Institute (state country if not UK)	Education level, subject and grades (e.g. BA Hons: English 2:1)	Date obtained



Secondary and further education

The DfE requires that applicants for teaching posts must have at least a Grade C in GCSE English and Maths, or have reached the equivalent standard. If you were born on or after 1st September 1979, and want to teach primary pupils, you will also need at least a GCSE Grade C (or equivalent) in a science subject. Please state how you meet these criteria.

School/College (state country if not UK)	Education level, subject and grades (e.g. GCSEs: Maths A)	Date obtained

Gaps in education history

If there are any gaps in your education history, please explain them below.

Memberships of Professional Bodies

Membership name and level	Membership number	Start and end dates



ADDITIONAL INFORMATION / PERSONAL STATEMENT

Please ensure that you use the space below to submit a personal statement in support of your application. This should give any additional relevant information, including details of your professional, subject and leisure interests, and any skills, knowledge and **must include evidence to demonstrate that you meet the criteria specified in the personnel specification.**

Please do not exceed two A4 pages



ADDITIONAL INFORMATION / PERSONAL STATEMENT



REFERENCES

Please give the names of two persons who are able to comment on your suitability for this post. One **must** be your present or most recent Headteacher or employer. If you are known to a referee by a different name please supply the name by which you were known. Your referees should have direct knowledge of your professional capacities and performance.

Referee One (Present Employer)	Referee Two
Name and position:	Name and position:
Address, Telephone and Email address:	Address, Telephone and Email address:
May we contact referee prior to interview?	May we contact referee prior to interview?

Referee Three
Name and position:
Address, Telephone and Email address:
May we contact referee prior to interview?



REHABILITATION OF OFFENDERS

Last name	
First name	
Former names (if any)	
Post applied for	

You have applied for a post that is an exempt position under the provisions of the Rehabilitation of Offenders Act 1974. Therefore the statement that “after a certain period of time, convictions need not be disclosed and those convictions be treated as if they never took place” **does not apply**.

You must therefore, declare any pending prosecutions, any convictions, cautions, reprimands or warnings which you have had at any time. The information will be treated as confidential and will only apply to this particular vacancy. **It is essential that you complete and sign this form**

If you do not have any convictions, cautions, reprimands or warnings then please write “NONE” across the boxes.

If the post you have applied for also has:

“regular contact with” or “cares for” “trains” “supervises” or “is in sole charge of children or vulnerable adults”

then you will be required to apply for a Disclosure of Criminal conviction and/or record to the Criminal Records Bureau should you application be successful and before an appointment is confirmed. Having a criminal record will not necessarily bar you from employment. Each case will be judged on its merits.

Date	Details of convictions. Cautions, reprimands or warnings (if necessary use a separate sheet of paper)	Penalty	
Are there any matters pending?		Yes	No
Are you barred from working with vulnerable adults (ISA Vulnerable Adults Barred List)?		Yes	No
Are you subject to sanctions from a regulatory body (e.g. GTC)?		Yes	No
Are you barred from working with children (ISA Children’s Barred List)?		Yes	No
If you answered Yes to any of the above, please give details below:			



DECLARATION

Are you, to your knowledge, related to any member of the Governing Body, Trust or any holder of senior office in the Academy? If yes, please state:

A candidate failing to disclose such a relationship or seeking to improperly influence the recruitment and selection process shall be disqualified from appointment, or if appointed, shall be liable to dismissal without notice:

Sign:	
Date:	

DECLARATION

I understand that under the terms of the Asylum and Immigration Act 1996 should I be shortlisted for the post for which I am applying; I am required to supply for the Governing Body, as employer, an original document¹ showing my entitlement to work in this country.

I understand that appointment to this post is subject to a satisfactory Enhanced Disclosure & Barring Service (DBS) certificate. I also understand that, under the terms of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (amended 2013) I am required to disclose any record I may have of 'protected' criminal convictions, and to attach details of such convictions².

I declare that I am not on the DBS Children's Barred list or subject to any sanctions or prohibition imposed by a regulatory body (such as the NCTL).

I certify that all information given by me on this form and in supporting documents is correct to the best of my knowledge, that all questions have been fully and accurately answered, and that I possess all qualifications which I claim to hold.

I understand that my name will be withdrawn from the list of candidates if, prior to appointment, I am found knowingly to have omitted or concealed any relevant fact about my eligibility for the post, and I acknowledge that such discovery subsequent to appointment is likely to lead to my dismissal without notice.

To the best of my knowledge and belief the information supplied by me on each section of this form is correct.

I hereby consent to the processing of sensitive personal data, as defined in the Data Protection Act 1998, involved in the consideration of this application.

Sign:	
Date:	

¹ Acceptable documents include: a birth certificate issued in the UK, EU or Eire, a P45 from your previous employer, a valid UK or EU passport, or any relevant authorisation allowing you to work in this country.

² Please note that information about criminal convictions will remain confidential and will not be used to determine your General suitability for employment. However, it will be made available to the panel should you be selected by them for appointment.



EQUAL OPPORTUNITIES MONITORING SHEET

This section of the form is for equal opportunities monitoring purposes and will be removed before shortlisting. It will not be used in any ways as part of the selection process:

Gender:	Date of Birth:
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PLEASE INDICATE YOUR CULTURAL / ETHNIC ORIGINS:

This information is included as part of the duty of the school to promote race equality and to ensure equal opportunities for all staff.

<input type="checkbox"/>	White
<input type="checkbox"/>	British
<input type="checkbox"/>	English
<input type="checkbox"/>	Scottish
<input type="checkbox"/>	Welsh
<input type="checkbox"/>	Other (please specify)
<input type="checkbox"/>	Irish
<input type="checkbox"/>	Any other white background (please specify)
<input type="checkbox"/>	Black, Black British, Black English, Black Scottish, Black Welsh
<input type="checkbox"/>	Caribbean
<input type="checkbox"/>	African
<input type="checkbox"/>	Any other Black background (please specify)
<input type="checkbox"/>	Asian, Asian British, Asian English, Asian Scottish, Asian Welsh
<input type="checkbox"/>	Indian
<input type="checkbox"/>	Pakistani
<input type="checkbox"/>	Bangladeshi
<input type="checkbox"/>	Any other Asian background (please specify)
<input type="checkbox"/>	Mixed
<input type="checkbox"/>	White & Black Caribbean
<input type="checkbox"/>	White & Black African
<input type="checkbox"/>	White & Asian
<input type="checkbox"/>	Any other Mixed background (please specify)
<input type="checkbox"/>	Chinese, Chinese British, Chinese English, Chinese Scottish, Chinese Welsh or other ethnic group
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Any other background (please specify)
<input type="checkbox"/>	Prefer not to state
<input type="checkbox"/>	Religion (please specify)
<input type="checkbox"/>	Prefer not to state



EQUAL OPPORTUNITIES MONITORING SHEET

LANGUAGE SKILLS

Do you speak or write any languages other than English?

Language

Speak

Write

HEALTH

Please note that you will be required to complete a medical questionnaire and/or may be asked to consent to a medical examination for certain posts.

DISABILITY

Feversham Education Trust is committed to providing access to employment opportunities for disabled people. To assist us in carrying out this policy please provide any relevant information which has a substantial and long term adverse effect on your ability to carry out day to day activities. This information will be treated as confidential and will only be used to enable selectors to make a fair assessment of your capabilities, taking into account any adjustments that may be required.

ARRANGEMENTS FOR INTERVIEW

If you have a disability, are there any arrangements which we can make for you if you are called for an interview and or work based tasks Yes ☐ No ☐

If yes, please specify (eg ground floor venue, sign language, interpreter, etc)

DATA PROTECTION ACT 1998 – Consent and Certification of Details

The information collected on this form and other information which constitutes your personal record will be used in compliance with the Data Protection Act 1998. The information is being collected for the purpose of administering the employment and training of employees and may be held within the school.