

**Conflict Resolution Co-ordinator**

**Salary: L6 - £24,964 to £26,822 (pro rata)**

**Full time – Permanent – 39 Weeks - September 2017 start**

***Do you enjoy working with children?***

***Do you have the skills to resolve problems and handle conflict situations with young adults?***

***Are you passionate about promoting Anti-Bullying and Anti-Racism?***

**If the answer is yes to these questions, Chalk Hills Academy would love to hear from you!**

The Chalk Hills Academy are seeking to appoint a Conflict Resolution Co-ordinator to work in support of and liaise with the Whole School Behaviour Lead/Head of Years ensuring that the quality of support and intervention meets the needs of each student.

**Roles and Responsibilities**:

* Be responsible for investigating all incidents of fighting, bullying and other conflict situations between individual students or groups of students.
* Discuss all incidents with the relevant Head of Year or Whole School Behaviour Lead to decide suitable actions and sanctions
* Work directly with the victim(s) and perpetrator(s)
* Pro-actively promote the Academy’s anti-bullying and anti-racism policy

**The successful candidate will:**

* Be educated to Level 3 qualifications or higher
* Have demonstrable experience of working effectively with vulnerable children/young people in either education, social work, youth work or another related area of work
* Have extensive experience of working effectively with the parents/carers of children/young people
* Have demonstrable knowledge of the principles involved in giving advice and guidance to children/young people including the place of confidentiality
* Have knowledge of the responsibilities of agencies towards vulnerable children
* Have demonstrable knowledge of the range of additional support / agencies which can be of assistance to vulnerable pupils/students and families
* Have the ability to write action plans and other short reports as required
* Have the ability to motivate children/young people by establishing supportive working relationships
* Have the ability to use word processing packages and the internet
* Be able to travel to meet work commitments in all parts of Luton
* Be able to work flexibly and attend evening and early morning meetings (up to 5 per month)

**Why work for Chalk Hills Academy?**

* £30 million state of the art building with well-equipped laboratories and equipment to match the level of courses offered
* You’ll be working in an Ofsted rated ‘Good’ School
* You’ll be working alongside a collaborative, forward thinking Principal and Senior Leadership Team who are here to support and develop you
* Unparalleled CPD opportunities with the opportunity to develop as a fully qualified teacher!
* Freshly brewed coffee for staff on arrival to the academy every morning
* Employee of the month scheme winning shopping vouchers
* Local subsided gym membership and other great staff benefits

**Here’s what Ofsted have to say**: *“The purposeful and caring leadership of the Principal and SLT have created a strong academy identity and a positive ethos shared by all members of the community. The strength of leadership is recognised without exception by the academy’s staff. Students’ behaviour is good, the atmosphere in lessons is calm and studious and attitudes to learning are routinely positive as students want to learn. Students are hugely proud of their academy, they wear their blazers and ties smartly, do not drop litter and look after the modern, purpose-built site impeccably. They stand without instruction when any adult enters a classroom.”*

*‘We believe in the safeguarding and welfare of children and expect* ***all*** *staff to share this view’.*

**The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.**

**HOW TO APPLY**

**Closing Date:** Monday 3rd July (12 noon) **Interviews:** Thursday 6th July

Please read the information in this pack. If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Academy. Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it**.** Please address your application to Hannah James, Recruitment Officer at The Shared Learning Trust and email your covering letter and application form to [academyrecruitment@thesharedlearningtrust.org.uk](mailto:academyrecruitment@thesharedlearningtrust.org.uk) with the subject line Conflict Co-ordinator.

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**INFORMATION FOR APPLICANTS:**

**Conflict Resolution Co-ordinator**

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**WELCOME TO THE SHARED LEARNING TRUST FROM THE CHIEF EXECUTIVE, CATHERINE BARR**

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***We recruit people for attitude and train for skills***

We aim to recruit people who have the right attitude. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason we try to articulate clearly our vision, values and expectations when putting together information for applicants and we always give a lot of attention to appointing the right person.

**We aim to recruit staff who:**

* are excited by their role and by the prospect of working with young people, even those who are less well motivated;
* love the processes of learning and teaching and are keen to continually develop their own skills;
* recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
* will subscribe to the ethos of the Trust and ‘go the extra mile’ in terms of time and commitment to get the very best from our young people;
* see break duty as an opportunity to talk to children;
* are quick to praise and slow to criticise; and
* are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read, coupled with anything else you discover about us, inspires you to apply for this post.

**WELCOME TO CHALK HILLS ACADEMY FROM PRINCIPAL, LOUISE LEE**



Dear Applicant,

It is a privilege and an honour to lead Chalk Hills Academy.

Our students are extremely motivated, and have an exceptional desire to achieve and behave impeccably.

Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students.

The facilities at Chalk Hills Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

In 2016 our students achieved 60% A\*-C English & mathematics, which was a fantastic achievement for our young people.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is clearly at the heart of all we do.

‘***It is the supreme art of the teacher to awaken joy in creative expression and knowledge.’***  
***Albert Einstein***

I am delighted to extend a warm welcome to you.

Best wishes,

Louise Lee



**THE TRUST**

The Shared Learning Trust is a stand-alone multi academy trust which runs a family of four schools based in Bedfordshire:

* The Chalk Hills Academy, Luton, age 11-18, judged 'Good' by Ofsted
* The Stockwood Park Academy, Luton, ages 11-18, judged 'Good' by Ofsted
* The Linden Academy, Luton, age 4-11, judged 'Good' by Ofsted
* The Vale Academy, Dunstable, age 4-13, judged 'Good' by Ofsted
* The Sixth Form, Luton, age 16-19, judged 'Good' by Ofsted

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.





**VISION & VALUES**

**A Vision for the development of The Shared Learning Trust**

**Strive, achieve, believe!**

At The Shared Learning Trust we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning.  Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

* Our academies working together to provide more opportunities for all students and staff
* A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
* Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
* Partnerships with schools outside of our Trust to maximise opportunities for all.
* Close working and communication with our families and local community.
* Care for our families beyond the school day.
* Excellent lessons and learning incorporating effective use of new technologies.
* An interesting yet challenging curriculum.
* 16-19 provision which ensures progression routes for all.
* A Cross-Trust focus on high achievement and high standards.
* Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
* Exemplary behaviour and conduct at all times.
* A can-do attitude across the Trust that fosters belief and high expectation.
* Ensuring no opportunities are missed.

Our vision is to produce young people who are aspirational, have developed self-belief and who achieve more that than they ever thought was possible.



## Job Description – Conflict Resolution Co-ordinator

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| --- | --- |
| **TITLE:** | Conflict Resolution Co-ordinator |
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| **RESPONSIBLE TO:** | Whole School Behaviour Lead |
|  |  |
| **GRADE:** | L6 |

**VISION AND PURPOSE**

The Conflict Resolution Co-ordinator is responsible for working with specific individuals as identified by the Whole School Behaviour Lead. They will work in support of and in liaison with Whole School Behaviour Lead and Head of Years ensuring that the quality of support and intervention meets the needs of each student.

**ACCOUNTABILITIES**

1. To have the primary responsibility for investigating all incidents of fighting, bullying and other conflict situations between individual students or groups of students.
   * Talking to students and staff to establish the details of the incident.
   * Taking statements if necessary.
   * Reaching a balanced conclusion and producing a summary of the incident.
   * To prevent further conflicts through mediation and conflict resolution.
   * To follow the anti-bullying policy of the Academy.
2. To discuss each incident as soon as possible with the relevant Head of Year or WSBL to decide suitable actions and sanctions.
   * Contacting parents to make them aware of sanctions and actions.
   * As directed by the Head of Year or WSBM organising Seclusion or Fixed Term exclusions where necessary.
3. Where significant bullying problems are apparent to work directly with the victim(s) and perpetrator(s).
   * To establish the pattern the bullying is taking.
   * To mediate where necessary.
   * To set out a clear agenda for improved behaviour from the perpetrator(s).
   * To record and report all bullying incidents in the academy
   * To monitor the situation.
4. To take a pro-active role in promoting the Academy’s anti-bullying policy. Including;
   * Leading on all aspects of the academy’s ABAT (Anti Bullying Action Team)
   * Supporting Heads of Year in assemblies.
   * Supporting Heads of Year with anti-bullying surveys.
   * Supporting Heads of Year in anti-bullying aspects of the PSHE programme.
   * To work with parents and the wider community in developing their understanding of our policies and procedures.
5. To take a pro-active role in promoting the Academy’s anti-racism policy. Including;
   * Supporting Heads of Year in assemblies.
   * Supporting Heads of Year and the WSBL in maintaining a log of racist incidents.
   * Supporting Heads of Year in anti-racism aspects of the PSHE programme.

6. To support the learning and achievement of students identified at risk of under- achieving as directed by the WSBL or Head of Year. To undertake duties and patrols as directed by the academy.

**DIMENSIONS:**

**Supervisory Management:** none

**Financial Resources:** N/A

**Physical Resources:** N/A

**Other:**

**Working environment:** N/A

**Physical effort:**  N/A

**CONTEXT:** All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

*‘The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service’.*

1. **Health and Safety**

* To have an up-to-date knowledge of Health and Safety legislation; abide by Federal Health and Safety policies and procedures

1. **Equal Opportunities**

* Maintain and demonstrate a good understanding and knowledge of equalities legislation and the Trust’s Equality and Diversity policies as applicable to the role

1. **Safeguarding**

* Maintain and demonstrate a good understanding and knowledge of the Trust’s Safeguarding policies and procedures as applicable to the role

1. **Professional Development**

* Maintain and update your own knowledge and skills in line with legislation and the needs of the role
* Attend CPD events as required
* Undertake any additional training highlighted by line management feedback
* Lead by example to maintain a high standard of professionalism at all times

**Person Specification**

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

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Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

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| **Please make sure, when completing your application form, you give clear examples**  **of how you meet the essential and desirable criteria.** | | | | |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
| **Experience** | Demonstrable experience of working effectively with vulnerable children / young people in either education, social work, youth work or another related area of work.  Extensive experience of working effectively with the parents /carers of children/young people. | 1,2  1,2 | Some experience of working effectively with a range of professionals to promote children’s/young people’s learning or welfare | 1,2 |
| **Skills/Abilities** | Ability to write an action plan for a student, maintain student records and write other short reports as required  Ability to work on one’s own initiative, balance competing priorities and organise a work schedule.  Ability to motivate children/young people by establishing empathic and supportive working relationships  Ability to work as part of a team to reach agreed targets and outcomes for children/young people.  The ability to use word processing packages and the internet. | 1,2,3  1,2  1,2  1,2 |  |  |
| **Equality Issues** | A commitment to equal opportunities and an awareness of the way in which discrimination affects the achievement and inclusion of pupils from minority ethnic communities. | 1,2 |  |  |
| **Specialist Knowledge** | Demonstrable knowledge of the principles involved in giving advice and guidance to children/young people, including the place of confidentiality.  Knowledge of the responsibilities of agencies towards vulnerable children such as the Child Protection Procedures  Demonstrable knowledge of the range of additional support / agencies which can be of assistance to vulnerable pupils/students and families. | 1,2  1,2  1,2 |  |  |
| **Education and Training** | Must be educated to level 3 qualifications or higher. | 1,2 | Evidence of post-compulsory education | 1,4 |
| **Other Requirements** | Ability to travel to meet work commitments in all parts of Luton  Ability to work flexibly and attend evening and early morning meetings (up to 5 per month.) | 1,2  1,2 |  |  |

**( 1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification )**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Shared Learning Trust policies are reflected in all aspects of his/her work, in particular those relating to;

1. Equal Opportunities
2. Health and Safety
3. Data Protection Act (1984 & 1998).

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| Vacancy title: |  | Application Form  The Shared Learning Trust is committed to protecting and safeguarding children.  We apply stringent safer recruitment practices. |
| Closing date: |  |  |
| Academy/ Establishment: |  |  |

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| Please ensure that all sections are completed (using black ink or type), otherwise your application will not be considered. All information that you provide will be treated as confidential. The Declaration of Criminal Offences form must be completed. If you require any reasonable adjustments as part of the application or selection process please contact us. |

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| 1. About you | | | | | |
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| Title: |  | | | | |
| First names: |  | | | | |
| Previous names: |  | | | | |
| Surname: |  | | | | |
| Previous surnames: |  | | | | |
| National Insurance No. |  | | | | |
| DFE Number (if applicable) |  | | | | |
|  |  | | | | |
| Address Details |  | | | | |
| Address: |  | | | | |
| Town: |  | | | | |
| Postcode: |  | | | | |
| Email: |  | | Daytime telephone number | |  |
| Mobile: |  | | Evening telephone number | |  |
| Do you currently work for the Trust? | |  | Yes  No | |  |
| Where did you see this vacancy advertised? (publication/website) | | | |  | |

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| Are you applying with a job share partner? | Yes  No | |
| If yes, Please specify hour/day arrangement |  | |
| Do you have a full current driving licence valid in the UK? | | Yes  No |

2. Employment history

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| --- |
| Please list your current and all previous employers. Any gaps in employment must be explained and a continuation sheet used, if required. If you have been dismissed from any previous employment, please specify below. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Employers’ names, addresses and type of business | Job title, Key responsibilities | Dates of employment | | Salary/  Grade | Reason for leaving |
| From | To |
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| 3. Education, qualifications and training – any gaps must be explained and a continuation sheet used if required. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of school, college, university etc. | Name of course | Dates | | Qualification/grade achieved |
| From | To |
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| 4. Professional association membership |

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| --- | --- | --- |
| Name of professional association | Year of membership | Grade/level |
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5. Personal statement

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| Relevant abilities, skills, knowledge and experience  Tell us how your abilities, skills, knowledge and experience meet the Person Specification, drawing on all aspects of your education and experience, including paid employment and unpaid work. |

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6. Right to work in the UK

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| --- | --- | --- |
| Are you required to have a UK work visa/permit? | Yes  No | |
|  |  | |
| If yes, do you have a valid visa/permit? | | Yes  No |
|  | |  |
| If yes, when does it expire? | | dd/mm/yyyy |
|  | |  |
| If yes, Please specify the type of Visa (Example: Tier 2) | |  |
|  | |  |

7. References

|  |
| --- |
| Please give details of two referees from whom confidential enquiries may be made. Your referees should be from your current or most recent employer or your current educational establishment. Please note references will be taken up prior to interview for all shortlisted candidates. Educational referees should only be given where this will be your first employment following qualification. If you are applying for a post which involves working with children or vulnerable adults, you will be required to supply references which go back 5 years. Please attach these on a separate sheet. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of referee: |  |  | Name of referee: |  |
|  |  |  |  |  |
| Job title: |  | Job title: |  |
| Organisation: |  | Organisation: |  |
| Address: |  | Address: |  |
| Telephone: |  | Telephone: |  |
| Email: |  | Email: |  |
| Capacity in which known to you: |  | Capacity in which known to you: |  |

8. Declaration

|  |
| --- |
| All applicants are required to declare personal relationships with existing employees/ those affiliated with The Shared Learning Trust.  Are you related to, or a close friend of, any member affiliated with The Share Learning Trust? Yes  No  If yes, please provide the following details:  Name:  Relationship:  Address: |

Any financial interests that applicants may have in contracts with the Trust or pending tenders must be declared.

Are you or any of your relative’s party to an existing contract or involved in any competitive tendering process?  
Yes  No

If yes, specify the contract details:

**Teaching Disqualifications**

Have you ever been disqualified from Teaching? Yes  No

If yes, please specify and confirm if the sanction is spent:

9. Declaration of Criminal Offences

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The job for which you are applying involves substantial opportunity for access to children. It is therefore exempt from the Rehabilitation of Offenders Act 1974. You are required to declare any convictions or cautions you may have, even if they would otherwise be regarded as "spent" under this Act. The information you give will be treated in confidence and will only be taken into account in relation to an application where the exemption applies. As the occupant of the post will have substantial access to children, a disclosure request will be made to the Disclosure and Barring Service (DBS) to ascertain whether their records reveal any criminal convictions (including spent ones) relating to the successful applicant. All information given will be treated in the strictest confidence and will be used for this job application only. The disclosure of a criminal record will not debar you from appointment unless the selection panel considers that the conviction renders you unsuitable for appointment. In making this decision the panel will consider the nature of the offence, how long ago and what age you were when it was committed and any other factors which may be relevant. | | | | |
| Your application will not be considered without completion of this section. | | | | |
| Nature of offence(s) | Details of offence(s) | Place and date of judgement(s) | | Sentence(s) |
|  |  |  | |  |
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|  |  |  | |  |
| All information given will be treated in the strictest confidence and will be used for this job application only.  I certify that, to the best of my knowledge, the information on this form is true and accurate. I understand that if the information I have supplied is false or misleading in any way, it will automatically disqualify me from appointment or may render me liable to instant dismissal without notice. | | | | |
| Signed - Applicant: | | | Date (dd/mm/yyyy): | |
| Name (please print) | | |  | |

**Diversity Monitoring Form**

The Shared Learning Trust aims to have a workforce that reflects the diversity of talent, experiences and skills of our learners.

We monitor the composition of our workforce to ensure that is representative and that all staff are treated fairly. In addition, we are committed to promoting race equality, under the Race Relations (Amendment) Act 2000, which applies to everything the trust does. The information you give on this form will remain strictly confidential, in accordance with the Data Protection Act 1998, and will not affect any decision to employ you.

**Date of Birth:** dd/mm/yyyy

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Age:** | * Under 20 | * 20-29 | * 30-39 | * 40-49 | * 50-59 | * 60 and over |

**Disability**

The Disability Discrimination Act 1995 defines a disability as ‘A physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’. In this definition, long term is taken to mean more than 12 months.

Do you consider that you have a disability under the Disability Discrimination Act definition?

|  |  |
| --- | --- |
| * Yes | * No |

If you have answered ‘Yes’, please select the definition/s from the list below that best describes your disability/disabilities:

|  |  |
| --- | --- |
| * Hearing (such as deaf, partially deaf or hard of hearing) | * Reduced physical capacity (such as inability to lift, carry or otherwise move everyday objects, debilitating pain and lack of strength, breath, energy or stamina, asthma, angina or diabetes) |
| * Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses) | * Severe disfigurement |
| * Speech (such as impairments that can cause communication problems) | * Learning difficulties (such as dyslexia) |
| * Mobility (such as wheelchair user, artificial lower limb(s), walking aids, rheumatism or arthritis) | * Mental illness (substantial and lasting more than a year, such as severe depression or psychoses) |
| * Physical co-ordination (such as manual dexterity, muscular control, cerebral palsy) | * Other disability (please specify) |

**Ethnicity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Asian or Asian British** | **Black or Black British** | **Mixed** | **Other** | **White** |
| * Bangladeshi | * African | * White and Asian | * Chinese | * British |
| * Indian | * Caribbean | * White and Black African | * Other | * Irish |
| * Pakistani | * Black British | * White and Black Caribbean |  | * Other |
| * Other | * Other | * Other |  |  |

If you selected any of the ‘other’ categories, please tell us how you would further describe yourself:

**Faith**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * Agnostic | * Atheist | * Buddhist | * Christian | * Muslim |
| * Hindu | * Humanist | * Jain | * Jewish | * Sikh |
| * No religion | * Prefer not to say | * Other faith (please specify) |  |  |

**Gender**

|  |  |
| --- | --- |
| * Female | * Male |

**Sexuality (Optional information)**

|  |  |  |  |
| --- | --- | --- | --- |
| * Bisexual | * Gay | * Heterosexual | * Lesbian |

In addition, if you prefer to define your sexuality in terms other than those used above, please let us know.

I certify that, to the best of my knowledge, the information I have provided on this application form, and on my completed declaration of criminal offences form, is true and accurate. I understand that if the information I have supplied is false or misleading in any way, it will automatically disqualify me from appointment or may render me liable to dismissal without notice. I give explicit consent that the information provided by me on this form may be processed in accordance with the Trusts registration under the 1998 Data Protection Act and authorise the disclosure of personal data when references are taken up.

|  |  |
| --- | --- |
| Signed – Applicant: | Date: dd/mm/yyyy |
|  |  |

*Please return your completed application form to:* The Human Resources Team, The Shared Learning Trust, Dunstable, Bedfordshire LU5 4QP *or by email to:* academy[recruitment@](mailto:recruitment@barnfield.ac.uk)thesharedlearningtrust.org.uk*.* If you have not heard from us within four weeks of the closing date you may conclude that you have not been shortlisted.

|  |  |  |
| --- | --- | --- |
| For office use only | | |
| Application withdrawn | Post withdrawn | Shortlisted Yes  No |
|  |  | Appointed Yes  No |