



The Shared Learning Trust

THE STOCKWOOD
PARK ACADEMY

Teacher of Mathematics

MPS/UPS

Full time – Permanent – January Start

Do you enjoy breaking down learning barriers in a subject often perceived as challenging?

Are you passionate about getting children to understand why Maths does matter?

Would you like to work in a warm and welcoming Academy where you are fully supported?

If you have answered yes to these questions, The Stockwood Park Academy would love you to join us!

We are currently looking to recruit a Teacher of Maths to join our lovely, hardworking and successful Maths department at Stockwood Park Academy. Maths is often a subject that is perceived as challenging, but studying abstract concepts like Algebra forces students to think in new ways, build new connections and understand problems in a way they may not have seen before. Therefore, we are looking for a passionate teacher that will break down those barriers and make Maths enjoyable for all students.

The successful candidate will:

- Be able to develop, plan and deliver effective and high quality learning experiences to all students
- Be an aspirational professional who is enthusiastic, influential and committed to working in pursuit of success for the academy and its learners.

Why work for Stockwood Park Academy:

- £30 million state of the art modern facilities in an Ofsted rated 'Good' school
- Fantastic support from your line managers and SLT who genuinely want to see you succeed and thrive
- Unparalleled CPD opportunities with cross trust and national development programs and bespoke opportunities to support your development
- We recruit for attitude and train for skills with excellent opportunities for career progression in a successful and expanding Academy
- Great support for NQT's including your own dedicated mentor, reduced teaching timetable and 'Outstanding' teacher programmes available
- All teaching staff receive a laptop to use whilst in employment
- To be part of an 11-18 provision with opportunities to teach in the sixth form in for many subject areas
- Local subsidised gym membership and many other staff benefits

Here's what Ofsted have to say: *"The Principal and SLT have successfully raised the quality of teaching and improved students' achievement in most subjects including English and Maths. The quality of teachers' professional development is good, leaders have successfully created a good culture for staff development and ensures that teachers are suitably equipped for their subjects and other responsibilities. The behaviour of the students is good, they behave well in lessons and students are proud to be at the academy and enjoy coming".*

Teacher Testimonial: *"What I really felt here more than anywhere else was that the welcome was extremely warm and the team wanted to develop me and nurture me as a leader, a professional and a teacher. They have given me the opportunity to go on to the national leadership course, which allowed me to nurture my own leadership skills and learn a whole host of different things, which I had not had the opportunity to learn before. After 4 years, I was seconded onto the SLT team looking after Teaching and Learning, which has always been my real passion. In September this year, I was seconded to be the Associate Vice Principal which added another layer which challenged me and helped me experience lots of other aspects at the school. At Stockwood, we really believed the CPD should be personalised at whatever level you are*

at and whatever level you come into the Academy. If you are an NQT or Unqualified, we really nurture the talent you have and we will help you gain QTS and complete your NQT year. We have also put together a rolling CPD programme every Thursday night so that people are really supported. We believe that nurturing talent upwards is really important, whether that's pastoral care, curriculum care, teaching and learning and then moving into SLT. We have middle leader and senior leaders' courses and send people out on National Accreditation. Stockwood Park Academy have really helped me develop my skills and I'm very lucky that I have a team of people that I know I can develop myself and still do my day to day job."

Want to know what our teachers have to say about working at Stockwood Park Academy? Watch our video by visiting: <https://youtu.be/48wDNtOQKzU>

If you are interested in this job opportunity, please do apply today. Visits to the Academy are warmly welcomed, please contact 01582 722 333 to arrange a convenient time.

*'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: Thursday 12th October at 12pm **Interviews:** W/C Monday 16th October

Please read the information in this pack. If you decide to apply, please apply online via our career site on www.thesharedlearningtrust.careers.eteach.com or email this application to Hannah Chandler, Recruitment Officer at The Shared Learning Trust on academyrecruitment@thesharedlearningtrust.org.uk with the subject line MathsTeacher.



The Shared Learning Trust

THE STOCKWOOD
PARK ACADEMY

INFORMATION FOR APPLICANTS:
Teacher of Maths



WELCOME TO THE SHARED LEARNING TRUST FROM THE CHIEF EXECUTIVE, CATHY BARR



The Shared Learning Trust has appointed Cathy Barr as its new Chief Executive Officer. Cathy is already part of the Shared Learning Trust's family of schools, having been Principal of the Stockwood Park Academy in Luton for the last five years. The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire: Stockwood Park Academy, the Chalk Hills Academy, the Linden Academy and the Vale Academy. Cathy grew up locally, in Harpenden, and went to school in St Albans. She has almost 25 years' teaching experience under her belt, qualifying in 1993 and joining the team at Stockwood Park (then the Barnfield South Academy) in 2009.

Cathy said of her appointment: "I am thrilled to have been appointed CEO of the Shared Learning Trust. I care passionately about the students we teach and will do all I can to ensure each and every child, from the age of two to 18, gets the best possible care and education in our academies."

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.

– We recruit people for attitude and train for skills

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. 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.

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.

WELCOME TO THE STOCKWOOD PARK ACADEMY FROM PRINCIPAL, RICHARD FOUND



Dear Applicant,

Thank you for your interest in our Academy.

As a new principal, I know well the excitement of considering a new challenge and all that it can bring. We welcome visits to the academy prior to application, as we are proud that:

- 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 The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

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.

If you want to lead in a highly effective team, contribute to raising standards and aspirations of young people then Stockwood Park is the place for you!

We look forward to your application and meeting you soon!

Warm regards

Richard Found

THE TRUST

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

- The Stockwood Park Academy, Luton, ages 11-18, judged 'Good' by Ofsted
- The Chalk Hills Academy, Luton, age 11-18, judged 'Good' by Ofsted
- The Sixth Form, Luton, age 16-19, judged 'Good' by Ofsted (A part of both Chalk Hills and Stockwood)
- The Linden Academy, Luton, age 4-11, judged 'Good' by Ofsted
- The Vale Academy, Dunstable, age 4-13, 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 – ‘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.

ABOUT THE STOCKWOOD PARK ACADEMY

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.



OFSTED at The Stockwood Park Academy



Leadership and Management: 'GOOD'

- The leadership team are working effectively under the direction of the Principal and Associate Principal. There is a good range of effective professional development opportunities for staff, which are based within the academy. Leaders have successfully created a good culture for staff development.

Behaviour and Safety of Students: 'GOOD'

- The behaviour of the students is good. Students are proud to be at the academy. They wear their uniform with pride. Students make good contributions to their learning and most complete their work with care and attention to how it is presented. Students behave well in lessons, the Academy works very hard to ensure that students whose behaviour is challenging are given good support. One student said, 'The academy has really helped me to improve.'

Quality of Teaching: 'GOOD'

- In most areas, including English and mathematics, there is evidence of good teaching. Teachers have strong subject knowledge, a good understanding of how students learn, and high expectations. Planning is consistent and effective, and, in the main, careful assessment enables the teachers to know the students well

Achievement of Pupils: 'GOOD'

- Students enter the Academy with knowledge and skills that are typically below average for their age and abilities. They make good progress in English, Mathematics, Humanities, and most other subjects. The proportion of students making better than expected levels of progress, given their starting points, are good in both English and Mathematics.

CPD and Training: Our Teaching Trust (We invest in you!)

All four Academies at The Shared Learning Trust are a part of our Teaching Trust. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made

support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer 'The National Award for Middle Leaders', 'The Outstanding Teacher Programme', 'The Improving Teacher Programme' and 'The National Professional Qualification for Senior Leadership'. As Stockwood Park Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career. If there isn't a current opportunity at The Stockwood Park Academy for promotion, there will be opportunities to move to one of our partner Academies.

Teacher Testimonials

“I have been at the Academy since 2000, I started as an unqualified teacher and was supported through the Graduate Teacher Programme. Very soon after I gained my QTS, opportunities arose to get into new roles. I started as Gifted and Talented Coordinator, then I became Head of Department for PE and then I wanted to develop into a pastoral role where I became a House Leader. Then came the opportunity to become an Assistant Principal and I was encouraged to go for that role so I took the leap and now I'm the Assistant Principal for Personal Development, Behaviour Management and Welfare. There is a whole range of CPD on offer with a dedicated Teaching and Learning team who will provide personalised CPD, personalised areas for development for members of staff. In addition to that, they have a number of courses they provide, I've gone on the 'Outstanding Teacher Programme' and developed my own teaching and helped me feel secure in the position I was in. Stockwood Park Academy have already begun supporting with my next step up moving into a Deputy Head or Vice Principal role. “

Iain Temple, Assistant Principal for Personal Development, Behaviour Management and Welfare.

“Since the first day I walked into my interview and over the past 4 to 5 years, Stockwood Park Academy have provided many opportunities to me. They have been really supportive, the in-house CPD sessions they provide, the leadership from above and the supportive nature of the teams that I have been a part of has really helped me develop my professional conduct, my character and my ability as a teacher and leader.”

Joel Toomer, Curriculum Leader for Humanities

RECRUITMENT TIMETABLE

Monday 2 nd October 2017	Advertisement appears on our career site www.thesharedlearningtrust.careers.eteach.com , our Trust Website, MyNewTerm, Indeed, TES and The Guardian
Thursday 12 th October 2017	Closing date for applications <i>References will be requested at this stage</i>
W/C Monday 16 th October 2017	Interviews commence

STOCKWOOD PARK ACADEMY

JOB DESCRIPTION

Job Description

Job Title: Class Teacher - Maths

Responsible to: Curriculum Leader

SECTION 1 - GENERAL TEACHING DUTIES

To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.

Teaching & Learning

1. To manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. To ensure continuity, progression and cohesiveness in all teaching.
3. To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. To set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage pupils to take responsibility for their own learning.
5. To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. To work effectively as a member of the Department team to improve the quality of teaching and learning.
7. To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
8. To use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. To be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. To contribute towards the implementation of IEPs as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
3. To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
5. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge & Understanding

1. To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.

2. To keep up to date with research and developments in pedagogy and the subject area.

Professional Standards & Development

1. To be a role model to pupils through personal presentation and professional conduct.
2. To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
3. To cover for absent colleagues as is reasonable, fair and equitable.
4. To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
5. To be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
6. To establish effective working relationships with professional colleagues and associate staff.
7. To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
8. To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
9. To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
10. To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
11. To undertake any reasonable task as directed by the Head of Department.
12. To be aware of the role of the Governing Body of the School and to support it in performing its duties.
13. To train in basic first aid.
14. To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
15. To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English.

N.B: Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's professional development programme:

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Person Specification - Class teacher

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

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

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

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Teaching in the relevant subject area.	1,2	Working with children with English as an Additional Language.	1,2
	Using data to inform target setting and planning.	1,2		
Skills/Abilities	Able to communicate with a variety of stakeholders (eg colleagues, parents, external agencies).	1,2	Able to coach and mentor others.	1,2
	Able to use IT to support both the curriculum and work organisation.	1,2		
	Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.	1,2		
	Able to monitor and evaluate teaching and learning.	1,2		
	Able to identify the necessary resources which ensure high quality teaching and learning.	1,2		
	Able to assess the needs of individuals to inform lesson planning.	1,2,5		
	Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.	5		
Equality Issues	Demonstrable commitment to inclusive teaching and learning.	2,5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	1,2		
Competencies	Able to demonstrate the appropriate motivation to work with young people	1,2		
	Able to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours	1,2		
	Appropriate attitudes to the use of authority and maintaining discipline	1,2		

Specialist Knowledge	Subject/KS, curriculum knowledge	1,2,5		
Education and Training	Qualified Teacher Status	4	Evidence of meeting the threshold standards.	1,2
	Evidence of ongoing cpd.	1.2	Sustained and substantial performance in the threshold standards.	1,2

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

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 postholder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to;

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.

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

'The School 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.'



Vacancy title: Closing date: Academy/ Establishment:	<h1 style="margin: 0;">Application Form</h1> <p style="margin: 0;">The Shared Learning Trust is committed to protecting and safeguarding children. We apply stringent safer recruitment practices.</p>
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1. About you

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?

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

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	

4. Professional association membership

Name of professional association	Year of membership	Grade/level

5. Personal statement

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.

6. Right to work in the UK

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:
Job title:
Organisation:
Address:
Telephone:
Email:
Capacity in which known to you:

Name of referee:
Job title:
Organisation:
Address:
Telephone:
Email:
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)

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:

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:

<input type="checkbox"/> Hearing (such as deaf, partially deaf or hard of hearing)	<input type="checkbox"/> 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)
<input type="checkbox"/> Vision (such as blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses)	<input type="checkbox"/> Severe disfigurement
<input type="checkbox"/> Speech (such as impairments that can cause communication problems)	<input type="checkbox"/> Learning difficulties (such as dyslexia)
<input type="checkbox"/> Mobility (such as wheelchair user, artificial lower limb(s), walking aids, rheumatism or arthritis)	<input type="checkbox"/> Mental illness (substantial and lasting more than a year, such as severe depression or psychoses)
<input type="checkbox"/> Physical co-ordination (such as manual dexterity, muscular control, cerebral palsy)	<input type="checkbox"/> Other disability (please specify)

Ethnicity

Asian or Asian British	Black or Black British	Mixed	Other	White
<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> African	<input type="checkbox"/> White and Asian	<input type="checkbox"/> Chinese	<input type="checkbox"/> British
<input type="checkbox"/> Indian	<input type="checkbox"/> Caribbean	<input type="checkbox"/> White and Black African	<input type="checkbox"/> Other	<input type="checkbox"/> Irish
<input type="checkbox"/> Pakistani	<input type="checkbox"/> Black British	<input type="checkbox"/> White and Black Caribbean		<input type="checkbox"/> Other
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other		

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

Faith

<input type="checkbox"/> Agnostic	<input type="checkbox"/> Atheist	<input type="checkbox"/> Buddhist	<input type="checkbox"/> Christian	<input type="checkbox"/> Muslim
<input type="checkbox"/> Hindu	<input type="checkbox"/> Humanist	<input type="checkbox"/> Jain	<input type="checkbox"/> Jewish	<input type="checkbox"/> Sikh
<input type="checkbox"/> No religion	<input type="checkbox"/> Prefer not to say	<input type="checkbox"/> 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

For office use only

<input type="checkbox"/> Application withdrawn	<input type="checkbox"/> Post withdrawn	Shortlisted Yes <input type="checkbox"/> No <input type="checkbox"/>
		Appointed Yes <input type="checkbox"/> No <input type="checkbox"/>

