



CHARLTON SCHOOL

*Providing an environment in which all students can succeed,
with learning at the heart of all we do.*



Teaching Staff Application Pack



Principal: Mr McNaughton

Apley Avenue, Wellington, Telford, TF1 3FA
Telephone 01952 386800
or visit our website at www.charlton.uk.com



“Learning at the heart of all we do”

Charlton is an 11-16 comprehensive school, well established in the heart of its local community. We are a truly comprehensive school, admitting children from over 20 primary schools, with students' prior attainment at KS2 broadly in line with National Average, with a slight bias towards higher ability range.

At Charlton we take pride in students' progress, with learning at the heart of all we do. We know the importance of inspiring students to develop a thirst for learning, so our curriculum is broad, rich and matched to individuals' needs.

Our emphasis on purposeful, relevant learning means that our students benefit from a range of visits, specialist teaching and extensive extra-curricular experiences. We aim for all our students to enjoy school, excel in their studies and attain outstanding outcomes.

Partnership with our local primary schools focuses on building on primary experiences and strengths, to ensure a continuous learning journey for all. Our students leave us having attained high standards, whilst emphasising their personal development.

Partnership with our families and the wider community is really important to us, so that care, guidance and support systems are good and ensure that students who join the school at any stage are well supported.

Charlton's Vision

Our aim is to provide an environment in which all students can succeed.

To do this we will:

- Ensure that every member of our school community knows that we are committed to their care and support
- Encourage independence of thought and respect for each person's uniqueness and needs in the development of their talents
- Encourage each member of the school to show respect for each other, our community and understand and develop their role as an active responsible citizen
- Ensure that students have a wide range of extending and enriching opportunities
- Ensure positive working conditions in which clearly stated standards of behaviour and courtesy are upheld
- Provide a clean, bright, safe and stimulating learning environment
- Celebrate and encourage success at all levels

Charlton's Values

At Charlton our ethos is built upon our three core values:

- Respect
- Responsibility
- Resilience

We expect all members of the Charlton community to exhibit these values at all times.

We are tremendously proud of our new school building. It provides first rate facilities, purpose-built for the 21st century. Our new build school opened in June 2016 and was the last school in the country to be completed under the Building Schools for the Future scheme.

Additional investment in state-of-the-art ICT, Sports, Expressive Arts, Science and Technology, have been a great boost to students' already rich curriculum of Foreign Languages, Humanities, English and Maths. We firmly believe that the new facilities will further strengthen our high performance across the school.

The school joined the Learning Communities Trust as an academy in December 2018. This is a multi-academy trust set up to serve the needs of the students in the Wellington and Hadley areas of Telford. This is an exciting development for the school, and we are already seeing the benefits of collaborating with other schools.

The curriculum is organised into nine curriculum areas with colleagues working collaboratively to support the complete learning experience. We currently implement a two-year KS3 programme, followed by a three-year KS4 where students make their option choices at the end of Year 8 in most areas.

Within curriculum areas, our teams consider the views of learners using student self-evaluation as part of their assessment procedures. This gives learners the opportunity for reflection and to improve good practice. Students are encouraged to share their views and opinions and play a key role in shaping the future of our school. Students take tremendous pride in what they do and have a sense of loyalty with good relationships with staff.

As a school we have a wide range of extra-curricular activities supported through our partnership work with many outside agencies. This, linked with our work to promote community cohesion, provides our young people with every opportunity to meet their potential.

Students are guided via a strong pastoral system, with experienced staff who support our effective learning environment. All students have form tutors who serve as academic mentors to track progress. Pastoral Managers offer further support and where required access external agencies and family support.

We aim to keep learning at the heart of all we do, recognising the strengths of collaboration and sharing best practice. We are a true learning school where every individual has the opportunity to develop, maximising their full potential.

We look forward to welcoming you into our school community.

Mr Andrew McNaughton
Principal

Job Description

Post Title:	Assistant Vice-Principal – Teaching, Learning and Curriculum
Post No:	
Purpose:	<ul style="list-style-type: none"> To support VP – Quality of Education, to devise a curriculum intent that meets the needs of the school and our students, including appropriate KS4 options programme. To implement the curriculum intent by leading on whole school timetabling working with the Data Manager. Maintain the timetable throughout the academic year to reflect changes to staffing or curriculum models. Support Curriculum Leaders in the coherency of curriculum implementation within subject areas. To advise and support the development of an effective and efficient staffing model. To coordinate cover with the cover officer, to ensure needs are met both daily and for whole school events that require alternative timetables. To lead on the coaching and support program with VP – Quality of education to raise standards of teaching and learning across the school. To lead the induction and mentoring of Trainee Teachers, NQTs and RQTs in school. Have up to date knowledge of pedagogical research and practice. Use this to support VP – Quality of Education to further develop the teaching and learning strategy. To be knowledgeable about new technologies, the impact they can have on progress and use this to further develop school systems to support teachers and their classroom practice. To contribute to a bespoke programme of CPD activities including research-based practice and action research to further develop teaching and learning. To line manage the CEIAG lead in school to ensure the school is fully compliant with the Gatsby benchmarks. Monitor and track the impact of the school homework policy. To line manage and support the whole school leads for literacy and numeracy, supporting teaching across the school in these areas. To effectively manage and deploy teaching/support staff, financial and physical resources.
Reporting to:	Vice-Principal – Quality of Education
Responsible for:	Line management into the annually assigned link department/areas. Literacy and Numeracy Coordinators. Mentoring of NQTs/RQTs/Trainee Teachers
Liaising with:	Leadership Team, Teaching and Support staff, Governors, LCT and LA representatives, external agencies, students and parents.
Working Time:	In accordance with the School Teachers' Pay and Conditions Document.

Salary/Grade:	L12-16
Disclosure level	Enhanced
MAIN (CORE) DUTIES	
Teaching:	<ul style="list-style-type: none"> To teach students in accordance with the job specification of a teacher at this school

<u>GENERAL ROLE:</u>	<ul style="list-style-type: none"> As a member of the Senior Leadership Team to communicate and implement the aims, policies and ethos of the school and to manage, monitor and review the provision of high quality education. To foster good relationships with all members of the school and local community, being a key point of contact for parents. Have high expectations of students and staff and to celebrate successes at every opportunity. To contribute to the strategic direction and development of the school. To meet statutory requirements and be committed to your own professional development. Have an up-to-date knowledge of subject and national developments, pedagogy, classroom management and research inspection findings.
<u>WHOLE SCHOOL:</u>	<ul style="list-style-type: none"> To assist with, or lead as appropriate within relevant areas of responsibility, the delivery of assemblies to further promote the ethos of the school. To provide support through implementation the school's T&L and B4L policies as required. To actively engage in the school's support systems to ensure an SLT presence throughout the day and during extended school activities. To assist with managing the efficient and safe running of the school during break times and lesson changeovers. To manage a budget appropriate to your role, where required. To present reports on the effectiveness of your role and produce plans to further develop your role. To contribute towards School Self-Evaluation and School Improvement Planning. To liaise with key staff to ensure that effective intervention is in place for identified students.
<u>PROFESSIONAL DEVELOPMENT AND PERSONNEL</u>	<ul style="list-style-type: none"> To act within the school's Appraisal system to conduct staff reviews as requested and feedback on lessons observed to set targets for the improvement of teaching and learning. To contribute towards high quality in-service training as required and ensure the effective utilisation of CPD for all staff. To oversee the organisation and supervision of staff as required to ensure the effective leadership and management of the school. To contribute to the recruitment and selection process for new appointments when required.
<u>GOVERNORS:</u>	<ul style="list-style-type: none"> To submit written reports for full governor meetings and other relevant meetings as required. Present on specific areas of focus at governor meetings when required.

Date: September 2020

Post of Assistant Vice-Principal – Teaching, Learning and Curriculum: Person Specification

Selection Criteria	Essential	Desirable	How Assessed
Qualifications, training & experience <ul style="list-style-type: none"> • Qualified Teacher Status • Graduate Status • Experience at Senior Leadership level • Experience of working in more than one school • Extensive experience as a Middle Leader • Further professional qualifications • Experience of timetabling at department level • Experience of timetabling at whole school level 	✓ ✓ ✓ ✓ ✓	 ✓ ✓ ✓ ✓ ✓	A, R A, R A, R A, R A, R, I A, R, I A, I A, I
Knowledge & understanding of Strategic Leadership <ul style="list-style-type: none"> • Knowledge of current educational developments • Evidence of effective working as part of a leadership team • Recent experience of leading a whole school development • Ability to use comparative data to establish benchmarks, target resources and raise achievement • Experience of monitoring and evaluation, including school self-evaluation, to develop practice and raise standards • Knowledge of curriculum design and experience as a budget holder 	✓ ✓ ✓ ✓ ✓	 ✓ 	A, R, I A, R, I A, R, I R, I A, R, I A, R, I
Leading Teaching and Learning <ul style="list-style-type: none"> • Outstanding classroom practitioner with record of success at KS3 & 4 • A breadth of teaching experience within a specialist curriculum area and across whole school and extra-curricular areas • A good understanding of current thinking about learning and assessment • Experience of working to improve teaching and learning at a subject / whole school level • Involvement in curriculum design • Experience of the uses of ICT as a teaching and learning tool 	✓ ✓ ✓ ✓ ✓	 ✓ ✓	A, R, I A, R, I I A, R A, R, I A, R, I A, R, I

Leading People <ul style="list-style-type: none"> • Ability to provide professional advice, coaching and to deliver training to colleagues at all levels • An effective communicator – verbal and written, to individuals, groups and at whole staff level • Able to foster an open, fair and equitable culture • Can hold colleagues to account and challenge poor performance • Ability to build trust with partners and act in an ambassadorial role for the school • Confident and assertive when working with a wide range of stakeholders • Experience of leading and managing a diverse range of colleagues from across the school 	✓ ✓ ✓ ✓ ✓ ✓		A, R, I A, R, I A, R, I R, I R, I A, R, I A, R, I
Leading in the community <ul style="list-style-type: none"> • Knowledge of multi-agency work • Ability to form constructive relationships with all stakeholders 	✓ ✓		A, R, I R, I
<ul style="list-style-type: none"> • Outward looking with a desire to find best and next practice in order to move the school forward • Experience of working outside of the immediate school environment in collaborations and networks • Evidence of successful partnership work 	✓	✓ ✓	R, I A, R, I A, R, I
Personal Attributes <ul style="list-style-type: none"> • A reflective practitioner and with good listening skills • Well organised & prepared with good time management skills • Ambitious, with the potential to move to Vice-Principal in due course • Flexible, hardworking and diligent • A proactive problem solver • Ability to maintain optimism, enthusiasm and energy, even in the most difficult of circumstances 	✓ ✓ ✓ ✓ ✓ ✓		R, I R, I I R, I R, I R, I
Special Requirements <ul style="list-style-type: none"> • Fitness to undertake the full range of duties of the post on a daily and long-term basis • No adverse criminal record 	✓ ✓		R, I A, R, I

A = Application form and letter I = Interview process R = References

Assistant Vice Principal – Teaching, Learning and Curriculum

Leadership Group Scale 12-16

Full time, Permanent Required for September 2020

Charlton is a successful, forward-thinking 11-16 comprehensive school, with 1,150 students currently on roll. Located in the town of Wellington, Shropshire, the School enjoys a semi-rural location, attracting students from neighbouring villages as well as from areas of Telford.

The School is seeking to appoint a passionate and inspirational individual with exceptional leadership qualities to this key role in the future development of the school.

Applications are sought from candidates who:

- Have an outstanding track record of excellence in learning and teaching, along with proven leadership experience at middle or senior leadership level
- Have personal authority, communication and organisational skills to lead and manage effectively and with impact
- Are able to think strategically, analytically and creatively with due regard for accountability
- Are committed to raising standards, expectations, achievement and understand the importance of meeting the Ofsted criteria for an outstanding Quality of Education
- Work collaboratively with colleagues to impact on the development of Teaching and Learning to ensure standards are further raised
- Is an exceptional classroom practitioner with a clear vision and understanding of the needs of young people in a secondary school environment
- Have successful experience of visioning, planning and implementing change at department or whole school level, including planning a curriculum and timetabling

Closing date: Monday 30th March 2020

Interview Date: TBC Week beginning Monday 20th April 2020

APPLICATION FORM

Completing the Application Form

Please read these notes carefully and keep for future reference. They are designed to help you in completing your application form. We want to try and make sure that everyone applying for a job with the Learning Community Trust has a fair chance. Completing an application form is the first stage in the recruitment process which may lead to an interview and the possible offer of a job.

- It is important that you complete all sections of the application form as clearly and fully as possible.
- Please ensure that you have given your name and address accurately so that we are able to contact you.
- We are interested in your experience and any skills or training which show that you meet the requirements of the job for which you are applying. Include non work activities which are relevant.
- We do not ask for many personal details. This is because we do not take into account such things as gender, race and marital status.
- Please do not forget to sign the form.
- If you attach additional sheets to your application form make sure you put your name and the title and location of the post for which you are applying at the top of each page.
- We ask everyone to complete an application form so please do not send a C.V.

Remember we can only decide whom we should interview based on what is written on your application form.

JOBS WORKING WITH CHILDREN

The job for which you are applying involves substantial opportunity for access to children and your application will be subject to rigorous pre-employment checks. This is in order to ensure the safety of children. These checks will include a check by the Disclosure and Barring Service on Police Records for **all** criminal convictions, cautions and any impending cases. A more detailed explanation is attached to this application form.

DATA PROTECTION ACT 1998

The information or data which you have supplied on the application form will be processed and held on computer and also on your personal records if you are appointed.

The data may be processed by Learning Community Trust for the purposes of equality monitoring, compiling statistics and for the keeping of other employment records.

By signing and returning this application form you will be deemed to be giving your explicit consent to processing of data contained or referred to on it, including any information which may be considered to be sensitive personal data.

PTO

EQUAL OPPORTUNITY MONITORING

What does this mean?

The Learning Community Trust requires that every academy using this application form adopts the Equal Opportunity Charter, details of which are outlined below. Please read it carefully. So that we can measure the effectiveness of this charter, we need to collect information about our job applicants. It would help us greatly, therefore, if you would complete the Monitoring Form attached to the application form fully.

- When your application is received the Monitoring Form will be removed before the form goes to those involved in shortlisting for interviews.
- Those involved in shortlisting and interview will not know what information is on the Monitoring Form.

THE RECRUITMENT PROCESS

What will happen next?

If you require any help or have any questions about the recruitment process, or you are unhappy about the way you are treated, or have any suggestions as to how we can do better, please contact the Learning Community Trust's HR officer via Miss Veronica Croft, PA to the Executive Principal.

Due to the high number of applications received, regrettably we cannot always reply individually to every applicant. If you have not heard from us within 28 days of the closing date, your application has been unsuccessful. We are sorry that this means we are treating you less courteously than we would wish.

Whatever the outcome of your application, thank you for the interest you have shown in working for Learning Community Trust.

COMMITMENT TO EQUAL OPPORTUNITIES

The Learning Community Trust is committed to equality of opportunity in all aspects of their activities. We recognise that people suffer discrimination, disadvantage and exclusion, both in employment and in the delivery of services, for many reasons including:

- race
- sex
- sexual orientation
- gender re-assignment
- religion or belief
- age
- disability
- pregnancy or maternity
- marriage and civil partnership

We are committed to combating inequality and striving to ensure that all people in all parts of the community are treated fairly.

EQUALITY IN EMPLOYMENT

It is the Trust's policy that all of its employees, and those who apply for employment, will be treated with equal fairness, respect and dignity.

We will:

- Publicise, by this charter, our commitment to equality to all of our employees and within the community at large.
- Encourage job applications from all sections of the community and ensure that only relevant and justifiable factors are taken into account in making appointments
- Make available appropriate training for employees so that they can both understand and actively promote equal opportunities policies and, recommend that everyone who takes part in the recruitment and selection process will first receive the necessary training.
- Ensure that existing and future Trust policies and conditions of service are applied fairly to all employees and are such that they can both promote equality of opportunity and seek to remove obstacles to its achievement.
- Recommend that applicants with disabilities who meet the essential requirements of the post are interviewed, and do everything reasonably practical to adapt jobs and premises to meet the needs of people with disabilities.
- Measure the effectiveness of our policies by regular monitoring of both existing employees and of job applicants.

ESSENTIAL ADDITIONAL INFORMATION FOR POSTS WHICH INVOLVE WORKING WITH CHILDREN.

The post for which you are applying will involve working with children. In order to ensure the safety of children, your application will be subject to rigorous pre-employment checks.

Please read this information carefully, detach and keep these notes.

1. The references you have offered will be taken up. We also reserve the right to contact any other previous employer for a reference.
2. We will also take into consideration relevant information received from **any** source. This may include information received from other external authorities or bodies, e.g. Social Care, Children's Services.
3. You will be required to provide proof of any educational qualifications or memberships of professional bodies that are stated in your application form.
4. You will be asked to submit original proof of identification, such as a birth certificate, National Insurance number, passport or driving licence. You will also be asked to submit all marriage certificates in cases where you have changed your name, and previous address details.
5. You will have to complete a medical questionnaire and may be required to meet with our occupational health physician if required.
6. You may be subject to a probationary period. Failure to successfully complete a probationary period may lead to a further probationary period or dismissal.

Criminal Record Checks

7. This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986 and the Criminal Justice and Court Services Act 2000. It is also covered by the Protection of Children Act 1999.
8. A caution or conviction will not necessarily debar you from applying for the post. We will consider any previous offences in accordance with our Equal Opportunities Charter. There are, however, certain offences which will debar you from working with children under the regulations made under the Children's Act, including Schedule 1 offences such as sexual and violent offences.
9. At interview, or in a separate discussion, we will ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
10. Prior to any offer of employment being made you will be required to complete a **Disclosure Application form**. On this form you will need to declare **ALL CAUTIONS, BIND OVER ORDERS & CONVICTIONS**. This includes offences which are considered spent for other purposes or that you may believe have been removed from your record.

All information given will be treated as strictly confidential and will be stored securely.

Once completed this disclosure form will be sent to the Disclosure and Barring Service. The DBS will search Police Force, Department of Health, and Department for Education & Skills records for relevant information. The DBS will inform you of the result of their search and they will also send a copy of the result to the Learning Community Trust. This information will enable the Trust to make its decision on possible employment.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

The Trust's policy on Criminal Record Checks is available on request from the PA to the Executive Principal.

For disclosure information and services please visit the DBS homepage on their web site **www.homeoffice.gov.uk/dbs**.

If you do take up employment it is necessary for you to inform the Learning Community Trust by speaking to the PA to the Executive Principal who will seek advice from the Trust's HR Officer of any cautions, bind overs or convictions you sustain during the subsequent course of your employment. **Failure to do so will lead to your dismissal.**

IMPORTANT

WE WILL REPORT ALL PERSONS TO THE RELEVANT AUTHORITIES WHO ATTEMPT TO OBTAIN EMPLOYMENT WHILST THEY ARE DISQUALIFIED FROM WORKING WITH CHILDREN.

EMPLOYMENT APPLICATION FORM FOR ALL STAFF

Please complete the relevant parts of this form

Job Title :	Application to be returned to:
Closing Date:	Charlton School
Vacancy Number:	Apley Avenue
	Wellington
	Shropshire
	TF1 3FA
	or alternatively email it to:
	Cathy.mcgilvery1@charlton.uk.co

1. PERSONAL DETAILS (BLOCK CAPITALS PLEASE)

Surname/Family name	Initials	Contact Tel No . Email Address
Correspondence Address Postcode	If this post is available for job share, do you wish to be considered on this basis?	
For teachers only. Are you registered with the General Teaching Council? Yes/No	DfES Number:	
Under the Equalities Act 2010, do you consider yourself to have a disability? If you are shortlisted for this post, you will be given the opportunity to tell us about any reasonable adjustments that need to be made during the recruitment process. This information should be provided separately from the application form.		

2. EDUCATION AND TRAINING

Please give details of secondary, further and higher education, examinations passed, other relevant training undertaken and memberships of any professional bodies. Please note that you will be asked to bring along original certificates at the interview if you are shortlisted.

Name of School/College/University/Professional Body/Institution	Period of study or Membership	Subject and type of qualification or course	Grade/Membership Number

*The Equality Act 2010 states that the protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

3. CURRENT OR MOST RECENT EMPLOYMENT

Post Title	
Employer and Address: Tel. No. May we contact you on this number?	Date appointed: Date left (if applicable): Reason for leaving:
Present wage/salary £ Please specify type and value of any allowance included in the above	Notice required/date available for employment

4. PREVIOUS EMPLOYMENT/EXPERIENCE

Starting with the most recent please list previous experience. All time since leaving full time education should be accounted for. Additional sheets may be added.

Name and address of Employer	Post Title/Brief outline of duties (including Salary/Grade)	Dates	Reason for leaving

5. DETAILS OF CURRENT EMPLOYMENT AND SUPPORTING STATEMENT

Please set out below any further information which you feel supports your application. This should include a description of your duties and responsibilities in your current or most recent post, and an organisation chart showing your post in relation to others. Include any other experience that you feel is relevant to your application.

Use a separate sheet if necessary, ensuring that each additional sheet bears your name, and the title and location of the post for which you are applying. C.V.'s are not accepted and if included will not be forwarded to the shortlisting panel.

6. REFERENCES

Please give details of two referees whom we may ask about your suitability for the post. One of these should be your current or most recent employer. Referees must not be related to you. References will normally only be taken up if you are selected for interview. We reserve the right to approach your current and **any** previous employer.

Please note that if this is a post working with children or young people, references **will** be taken up as part of the recruitment process. If you inform your referees that you have put their details forward it may reduce delays if references are requested.

*Please indicate if this is a work or personal referee.

1. Name Address Tel. No. Email: Occupation Work/Personal*	2. Name Address Tel. No. Email: Occupation Work/Personal*
---	---

7. OTHER INFORMATION

Are you, to your knowledge, related to any Learning Community Trust employee?

If yes, please give details:

Name	Relationship
------	--------------

Rehabilitation of Offenders Act 1974

This post involves working with children, vulnerable groups or is a position of trust and is exempt from the provisions of the Rehabilitation of Offenders Act 1974. You must, therefore, disclose details of cautions, reprimands, final warnings and convictions, including 'spent convictions' no matter how long ago they occurred and regardless of whether the offences were committed as an adult or a juvenile. We will only take this information into account if we consider it relevant to the post for which you have applied. Any failure to disclose such information could result in withdrawal of any job offer or disciplinary action by the organisation. Successful applicants for this post will be subject to an enhanced check carried out through the Disclosure and Barring Service.

Declaration

Have you at any time received, or do you have pending, a caution, reprimand, final warning or conviction?

If yes, please give details:

Date	Nature of summons/charge/caution/allegation
Court	Sentence or order

Please continue on a separate sheet if necessary

8. YOUR SIGNATURE

I certify that details provided on this form and supporting papers are true. I understand that the provision of false or misleading information given in response to any questions on this form or the failure to disclose information will result in the termination of any contract of employment entered into, or the withdrawal of any offer of employment. I also hereby give my explicit consent to the processing of data contained or referred to on this form, in accordance with the Data Protection Act 1984 and any subsequent legislation.

Signature of applicant

Date

For office use only

Reason for not shortlisting

Reason for not appointing

EQUAL OPPORTUNITIES CHARTER

The Learning Community Trust recognises that within our society there is widespread disadvantage. Members of black or minority ethnic communities, women, those who care for dependants, people with disabilities, older people, people with criminal convictions and those whose sexuality is different from that of the majority often do not get a fair deal in employment matters because of direct or indirect discrimination, either intentional or unintentional. They are therefore prevented from making the most of their potential. This is damaging to those who discriminate and to those who are discriminated against and to organisations which fail to benefit to the full from the skills and talents which such people may have to offer. The Trust is committed to opposing discrimination and promoting equality of opportunity by taking such appropriate steps as are within its power and within statutory provision. The Trust recognises its obligations under various pieces of legislation relating to equality of opportunity.

The Trust's Employment Equality Promise

The Trust gives an undertaking that all of its employees, and those who apply for employment, will be treated with equal fairness, respect and dignity, regardless of race, colour, gender, sexuality, marital status, gender reassignment, care of dependants, age, disability, religious or political beliefs, pregnancy or maternity, or unrelated criminal convictions. The Trust will therefore:-

- Publicise this commitment to all of its employees and within the community at large.
- Encourage job applications from all sections of the community.
- Ensure that its employees receive appropriate training so that they can both understand and actively promote equal opportunity policies.
- Ensure that the Trust's existing and future personnel policies and conditions of service are applied fairly to all employees and are such that they can both promote equality of opportunity and seek to remove obstacles to its achievement.
- Ensure that medical fitness requirements are determined having regard to the demands of particular posts, are applied fairly and consistently and do not discriminate against those with particular medical conditions.
- Measure the effectiveness of its policies by regular monitoring of both existing employees and of job applicants and the publication of an annual equal opportunity report.
- Ensure that any allegation of discrimination contrary to the provisions of this Charter is thoroughly investigated and that appropriate action is taken.

MONITORING FORM

In order to measure the effectiveness of The Trust's Employment Equality Charter, we need to collect information on people who apply for our jobs. To enable us to do this, please complete the details below. Some of the information on this form may be considered sensitive personal data under the Data Protection legislation and by completing and returning this monitoring form, you will have deemed to be giving your explicit consent to the processing of the data for Equality Monitoring purposes. This information is separated on receipt of your form and is not seen by anyone involved in short listing your application. You do not have to complete all of this section if you don't want to.

Please complete in **BLOCK CAPITALS**

Post Title:.....**Job Reference:**.....

Full names (including name and surname(family name):**Mr/Mrs/Miss/Ms/Dr/Other**.....

What is your date of birth? __ / __ / ____ **What is your gender?** Male ☐ Female ☐

Do you have any long-standing illness or disability that limits your daily activity?

Yes ☐ No ☐ Rather not say ☐

Are you caring for someone who has a long-standing illness or disability that limits their daily activities?

Yes ☐ No ☐ Rather not say ☐

Do you belong to any particular religion or hold particular beliefs?

Christian ☐ Hindu ☐ Muslim ☐ Sikh ☐ Other (please state) No religion ☐

Rather not say ☐

What is your ethnicity (please tick ✓)?

White		Mixed/multiple ethnic groups		Asian/Asian British		Black/African/ Caribbean/Black British		Other ethnic group	
English/Welsh/ Scottish/ Northern Irish/British		White and Black Caribbean		Indian		African, please write country of origin		Arab, please write country of origin	
Irish		White and Black African		Pakistani		Caribbean		Chinese	
Gypsy or Traveller		White and Asian		Bangladeshi		Any other Black/African/ Caribbean/ Black British background, please write in		Any other ethnic group, please write in	
Polish		Any other mixed/multiple ethnic background, please write in		Any other Asian background, please write in					
Any other white background, please write in									

What is your sexual orientation? Straight/heterosexual ☐ Lesbian/Gay ☐ Bi-sexual ☐ Rather not say ☐

Would you describe yourself as trans-gender? Yes ☐ No ☐ Rather not say ☐

Are you an agency worker? Yes ☐ No ☐

Are you currently employed by Learning Community Trust? Yes ☐ No ☐

If YES please enter your employee number.....

How did you find out about this vacancy?.....