



**Classroom Teacher**  
Pennyman Primary Academy  
Tees Valley Education Trust

**Job Reference: PPA236**



**TEES VALLEY**  
**EDUCATION**  
[www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk)

## WELCOME LETTER FROM THE TRUST

Dear Applicant

Thank you for expressing an interest in applying for a position working with Tees Valley Education Trust.

The Trust currently comprises of five Academies - Brambles Primary Academy, Discovery Special Academy, Dormanstown Primary Academy, Pennyman Primary Academy and Wilton Primary Academy.

Tees Valley academies believe in excellence as a birthright. All children, regardless of circumstance, have an entitlement to a world class education. The Academy Head Teachers operate in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. They firmly believe there should be “no excuses or barriers!” in education.

All of the academies are located in areas of significant deprivation and its leaders are passionate about the difference education can make to children’s lives.

Therefore, if you are successful, you will be joining a brilliant team. All of our staff, regardless of their role, work together to ensure that our children are provided with the best education possible.

As a Trust, we are committed to giving our leaders and teachers time to fulfil their professional duties and responsibilities. We also offer you the opportunity to work in a vibrant, supportive and friendly atmosphere where you will be enabled to develop both personally and professionally.

Enclosed with this recruitment pack you will find the advert, job description and person specification for the post along with an application form, safeguarding information and guidance on how to apply. If you wish to apply, then please make sure that you complete the application form fully. Please do not attach a curriculum vitae: we will only consider information completed as part of the application form.

Yours faithfully

**Katrina Morley**

Chief Executive Officer

## ADVERTISEMENT

### **Classroom Teacher- Mainstream (2 posts)**

#### **Pennyman Primary Academy**

**Status: One permanent and one fixed term contract**

**Required: September 2023 or sooner, if available**

**Salary: M3 to UPS3 (£31,750 - £43,685) (possible SEND allowance - £2,384)**

**Hours: Full Time**

**Reporting to: Headteacher**

### **About the Trust**

The Trust was established in 2015 and provides education and enrichment activities to more than 1100 children across five Academies, located in Middlesbrough and Redcar and Cleveland local authority areas. Academies within the Trust are:

- Brambles Primary Academy (3 to 11 years),
- Discovery Special Academy (2 to 16 years),
- Dormanstown Primary Academy (3 to 11 years),
- Pennyman Primary Academy (3 to 11 years), and
- Wilton Primary Academy (3 to 11 years).

### **About the role we are looking to appoint:**

Pennyman Primary Academy is a thriving inclusive learning community for 410 pupils from Nursery to Year 6. Pennyman Primary Academy is a larger than average sized primary school. It is a mainstream academy with a specialist designated unit for children with complex physical and medical needs and associated communication and learning needs. We are seeking to appoint an enthusiastic and committed teacher to join the academy team. We are looking for an innovative and inspirational teacher who can demonstrate best practice in teaching, has high expectations for all children and has a good knowledge of the primary curriculum and assessment. We require an experienced teacher, who can demonstrate a proven impact on outcomes both academically and pastorally. On your application, please indicate the phase in school that you feel would demonstrate your strengths to full effect. For the right applicant, this post has the potential to further support your professional development. **Please indicate on your application, your areas of strength/expertise e.g. SENDCO/computing etc.** This role is not suitable for an Early Career Teacher.

We can offer:

- A committed senior leadership team that puts the child at the centre of school improvement
- The opportunity to contribute to shaping the future of teaching and learning
- A forward-thinking academy, which is committed to improvement through evidence-based research
- An excellent learning environment for children with a strong community ethos
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all of our children
- Dedicated children who love coming to the academy and are encouraged to be the best they can be
- A passionate and high performing team of professionals across the trust to learn from and contribute to

### **What the Trust will provide the successful candidate with:**

- A workplace where all staff are valued and treated with respect as outlined within the Trust's Diamond Standards
- A passionate, enthusiastic and supportive Leadership Team
- A listening and learning organisation where all staff are encouraged to be curious and share ideas for the Trust/academies/team to improve
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all children across the Trust's academies
- Dedicated approach to children's learning to encourage them all to be the best they can be
- Career enhancement opportunities within areas of interest as well as supporting ongoing professional development and training specific to job role
- Dedicated line manager to discuss work streams and capacity

- Free access to the Trust's Wellbeing offer, which includes counselling, access to GP, Mindfulness and so much more.
- Free parking
- Enrolment into the local government pension scheme
- All support contracts are employed on National Joint Council (NJC) for local government services (also known as Green book)
- Benefits of the Trust's Staff Charter which can be found at [TVED Staff Charter](#).

**Safeguarding requirements for the role:**

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared. The Trust's Recruitment of Ex-Offender policy can be requested or visit the Trust's website.

Applications are invited from prospective candidates who demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

## JOB DESCRIPTION – TEACHER

To carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document. To meet the required standards for Qualified Teacher Status and having regard to the curriculum of the academy: to teach children within the primary age range according to their educational need. This includes all necessary professional duties of planning, preparing courses and lessons, assessing, recording and reporting on the development, progress and attainment of pupils assigned to you. To contribute and participate in the team working ethos of the academy and maintains the positive ethos and core values of the academy, both inside and outside of the classroom.

### PLANNING, TEACHING AND CLASS MANAGEMENT

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Planning and delivering the teaching programme for all pupils within the class in relation to the Early Years or National Curriculum, PSHE and Citizenship and the Agreed Syllabus for Religious Education with regard for the academy's aim statement, own policies and schemes of work.
- Providing clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting appropriate and demanding expectations.
- Plan appropriately to meet the needs of all pupils, through differentiation of learning tasks.
- Setting clear targets and next steps in learning, building on prior achievements.
- Making effective use of assessment information on pupil's progress in lesson planning.
- Ensuring effective teaching and best use of available time.
- Maintaining positive behavior management in accordance with the academy's procedures and encouraging positive learning dispositions.
- Using a variety of teaching methods to:
  - Keep all pupils purposefully engaged;
  - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
  - Use effective questioning and feedback addressing any errors and misconceptions in a timely manner
- Evaluate own teaching critically to improve effectiveness.
- Ensure the effective deployment of learning support assistants.
- Encourage pupils to think and talk about their learning.
- Provide a classroom environment and ethos that is supportive of learning for all pupils.

### MONITORING, ASSESSMENT, RECORDING, REPORTING

- Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.
- Use assessment of and assessment for learning to support pupil learning.
- Prepare and present information on the development, progress and attainment of pupils in the class to SLT through progress reviews.

### OTHER GENERAL PROFESSIONAL REQUIREMENTS

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the academy and Trust.
- Establish effective working relationships and set a good example through presentation, personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Take responsibility for own professional development and duties in relation to academy and Trust policies and practices.

### SAFEGUARDING

- All staff must adhere to the Trust's safeguarding training (appropriate for job role) including policies, procedures, latest Keeping Children Safe in Education guidance and Working Together to Safeguard Children DfE 2018.

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 Trust in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the line manager or headteacher.

|                                 |  |                |
|---------------------------------|--|----------------|
| Signed (Employee)               |  |                |
| Date:                           |  |                |
| Signed (on behalf of employer): |  | Name and Role: |
| Date:                           |  |                |

| PERSON SPECIFICATION  |         |     |
|---|---------|-----|
| QUALIFICATIONS & EXPERIENCE   | AM      | E/D |
| Degree or relevant qualification and experience.  | A       | E   |
| Qualified Teacher Status  | A       | E   |
| Proven teaching experience  | A, I, R | E   |
| Experience of implementing curriculum developments  | A, I, R | D   |
| SENDCO qualification  | A, I, R | D   |
| KNOWLEDGE, ABILITIES AND SKILLS   |         |     |
| An understanding of the current National Curriculum   | A, I    | E   |
| Knowledge of the characteristics of high-quality teaching in primary education  | A, I, R | E   |
| A sound understanding of strategies to support all children's learning  | A, I, R | E   |
| Ability to plan effectively to meet the needs of a range of learners  | A, I, R | E   |
| The use of a variety of techniques for assessment for learning in order to impact positively on children's progress                                   | A, I, R | E   |
| Ability to inspire and motivate all children to learn and realise their potential   | I, R    | E   |
| Understanding of positive behaviour management strategies   | I, R    | E   |
| Evidence of good classroom management skills.   | I, R    | E   |
| Outstanding organisational skills with the ability to self-direct as well as work successfully within a team.   | A, I, R | E   |
| Excellent communication and interpersonal skills at all levels.   | I, R    | E   |
| A commitment to further professional development.   | A, I    | E   |
| Commitment to the protection and safeguarding of children and young people  | I, R    | E   |
| Understanding of the science of learning teaching principles  | A, I,   | D   |
| Understanding of how to use comparative data, together with information about pupils' prior attainment to set targets for improvement.                | A, I, R | D   |
| Understanding of meeting the needs of vulnerable pupils including those with SEND and in receipt of PPG.  | A, I, R | D   |
| Ability to be proactive, use initiative and show a creative approach  | I, R    | D   |
| PROFESSIONAL CHARACTERISTICS  |         |     |
| Clear and articulate vision for the development of primary education  | A,I     | E   |
| Commitment to meeting the educational, social and emotional needs of all children   | A,I     | E   |
| Commitment to high standards and continuous improvement   | A,I     | E   |
| Lead by example, with integrity, creativity, resilience and clarity and demonstrate the ability to positively empower, influence and encourage others | A,I     | E   |
| Excellent interpersonal skills and emotional intelligence   | A,I     | E   |
| Ability to demonstrate the Trust Diamond Standards of Commitment, Curiosity, Courage and Care   | A,I     | E   |

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference

E – Essential

D – Desirable

**Important:** In the first instance, applications are assessed against the criteria listed above, in addition to overall presentation, use of standard English and grammatical accuracy.

Where applications do not meet the expected standard, they will be rejected before being matched to the person specification.

## HOW TO APPLY AND EXPLANATORY NOTES OF THE PROCESS

An application form is attached below. Application packs can be downloaded or printed directly from the Trust website [www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk) or requested from the Academy. Only applications on the Trust's official application form will be accepted. Please do not submit a CV as substitute for part or full application form, the information will not be accepted or considered.

If you are submitting your completed application form by e-mail to [pennyman@tved.org.uk](mailto:pennyman@tved.org.uk) - please be aware that the academy cannot be responsible for any formatting anomalies when printing. Please add Pennyman Teacher as the subject. If you are unable to submit an electronic application form, hand written or electronic printed copies should be posted or hand delivered to the following address for the attention of **Mrs L Stogdale**.

### **Tees Valley Education**

Pennyman Primary Academy  
Fulbeck Road  
Netherfields  
Middlesbrough  
TS3 0QS

### **Shortlisting Process**

After the closing date, shortlisting will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

### **Shortlisted candidates will receive:**

- Letter confirming interview details.
- Details of original ID documentation is required to confirm candidates. Photocopies or certified copies are not accepted.
- Criminal Record Self-Declaration Form, which must be brought on the day of the interview in the sealed envelope provided.

### **References for successful Candidate/s**

We may seek references for shortlisted candidate/s, we may also approach previous employers for information to verify particular experience or qualifications before the interview. Finally, we may also undertake a social media search in accordance with Keeping Children Safe in Education guidance. Any relevant issues arising from references will be taken up post interview.

### **Interview Process**

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

### **Conditional offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications



- 
- Satisfactory enhanced DBS check
  - Verification of professional status such as e.g. QTS Status, NPQH (where required)
  - Satisfactory completion of a Health Assessment
  - Satisfactory completion of the probationary period (where relevant)
  - Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

Visits to the academy are actively encouraged and should be arranged by contacting the academy office either by telephone on 01642 314750 or email [pennyman@tved.org.uk](mailto:pennyman@tved.org.uk)

**Please contact the academy office on 01642 314750 to arrange a visit.**

**Visit dates are:**

Wednesday 8<sup>th</sup> March 2023 at 9.30 and Monday 13<sup>th</sup> March at 9.30am and 2.30pm.

For your information, the recruitment timetable is detailed below:

**Closing Date: Monday 20<sup>th</sup> March 2023 at 12 noon**

**Shortlisting Date: Tuesday 21<sup>st</sup> March 2023**

**Teaching Task & Interviews: Friday 24<sup>th</sup> March 2023**

# EQUALITIES INFORMATION AND OBJECTIVES STATEMENT

As an academy we ensure that our vision, values and ethos meet the expectations of the equality and diversity guidelines and legislation set out by the Equality and Human Rights Commission. This includes the following 9 protected characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual Orientation

## **Objectives Statement**

1. To support children's sensory, academic and communication skills to enable them to develop holistically.
2. To ensure high expectations across all aspects of the academy (as outlined in objective 1) to ensure children make the best progress according to their individual starting points.
3. To continue to monitor attendance of all groups of children in the academy.
4. To review levels of parental and pupil engagement in learning and academy life, across all activities and ensure equality and fairness in access and engagement.
5. To ensure the academy environment is as accessible as possible to pupils, staff and visitors.

# EMPLOYMENT APPLICATION FORM

Please complete all sections of the form fully: CVs will not be accepted. Please note that providing false information will result in the application being rejected or withdrawal of any offer of employment, or dismissal if you are in post. Please note that checks may be carried out to verify the contents of your application form. Please complete the form in black ink.

|                          |  |                       |  |
|--------------------------|--|-----------------------|--|
| <b>Vacancy Job Title</b> |  | <b>Job Ref Number</b> |  |
|--------------------------|--|-----------------------|--|

## PART 1

### INFORMATION FOR SHORTLISTING AND INTERVIEWING

|  |  |
|--|--|
| <b>Salutation (Mr, Ms, Miss, Mrs, Dr etc)</b>                              |  |
| <b>First Name:</b>   |  |
| <b>Middle Name/s:</b>  |  |
| <b>Surname/family Name:</b>  |  |
| <b>Contact email address:</b>  |  |
| <b>Contact telephone number</b>  |  |
| <b>Social Media Tag names e.g. Twitter/Facebook/Instagram/LinkedIn etc</b> |  |

**2. LETTER OF APPLICATION** Please enclose a letter of application of no more than 2 A4 pages which details why you are suitable for the post, your experience to date and how this meets the person specification.

### 3. PRESENT / LAST APPOINTMENT

|   |  |
|---|--|
| <b>Name, address and telephone number of last employer/school/academy</b> |  |
| <b>Job title</b>  |  |
| <b>Date appointed to current post</b>                                     |  |
| <b>Permanent/Temporary</b>  |  |
| <b>Full Time/Part Time</b>  |  |
| <b>Current salary</b>   |  |
| <b>Notice period</b>  |  |

## 4. FULL CHRONOLOGICAL HISTORY

Please provide a full history in chronological order (most recent first) since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.

| Job Title or Position | Name and address of school, other employer, or description of activity | Dates |    |     |    | Reason for leaving |
|-----------------------|--|-------|----|-----|----|--------------------|
|                       |  | From  |    | To  |    |                    |
|                       |  | Mth   | Yr | Mth | Yr |                    |
| 1                     |  |       |    |     |    |                    |
| 2                     |  |       |    |     |    |                    |
| 3                     |  |       |    |     |    |                    |
| 4                     |  |       |    |     |    |                    |
| 5                     |  |       |    |     |    |                    |
| 6                     |  |       |    |     |    |                    |
| 7                     |  |       |    |     |    |                    |
| 8                     |  |       |    |     |    |                    |

Please enclose a continuation sheet if necessary

**5. SECONDARY EDUCATION & QUALIFICATIONS**

| Name of School/College | From | To | Qualifications Gained (Date and Grade) |
|------------------------|------|----|--|
|                        |      |    |  |

**6. HIGHER EDUCATION**

| Names and Addresses of University or College and/or University Education Department | Dates From To | Full or Part-time | Courses/subjects taken and Grade | Date of Examination and Qualifications Obtained |
|---|---------------|-------------------|----------------------------------|---|
|   |               |                   |                                  |   |

**7. PROFESSIONAL COURSES ATTENDED** Please list relevant courses attended in past 3 years.

| Subject | Organising Body | Date(s) | Duration |
|---------|-----------------|---------|----------|
|         |                 |         |          |

**8. OTHER RELEVANT EXPERIENCE, INTERESTS AND SKILLS**

## 9. REFEREES

Give here details of two people to whom reference may be made. The first referee should normally be your present or most recent Headteacher or equivalent person. If you are not currently working with children please provide a referee from your most recent employment involving children. Referees will be asked about disciplinary offences relating to children, which may include any in which the penalty is "time expired" and whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. References will not be accepted from relatives or from people writing solely in the capacity of friends.

### First referee

|  |  |
|--|--|
| <b>Title and Name</b>  |  |
| <b>Address and post code</b>   |  |
|  |  |
|  |  |
|  |  |
| <b>Telephone number</b>  |  |
| <b>Email address</b>   |  |
| <b>Job Title</b>   |  |
| <b>Relationship to applicant</b>   |  |
| Please tick if you <u>do not</u> wish this referee to be contacted prior to interview <input type="checkbox"/> |  |
| <i>(Please be aware that this could delay the interview process)</i>   |  |

### Second referee

|                                  |  |
|----------------------------------|--|
| <b>Title and Name</b>            |  |
| <b>Address and post code</b>     |  |
|                                  |  |
|                                  |  |
|                                  |  |
| <b>Telephone number</b>          |  |
| <b>Email address</b>             |  |
| <b>Job Title</b>                 |  |
| <b>Relationship to applicant</b> |  |

Please tick if you **do not** wish this referee to be contacted prior to interview

*(Please be aware that this could delay the interview process)*

## PART 2

This section will be separated from Part 1 on receipt. Relevant contents may be verified prior to shortlisting but will not then be used for selection purposes.

### 10. PERSONAL INFORMATION

|  |  |
|--|--|
| Surname or family name   |  |
| All previous surnames  |  |
| All forenames  |  |
| Title  |  |
| Date of Birth  |  |
| Current Address  |  |
| Postcode   |  |
| Resident at this address since   |  |
| Home telephone number  |  |
| Mobile telephone number  |  |
| Email address  |  |
| National Insurance Number  |  |
| Have you ever been subject to a child protection investigation by your employer or the General Teaching Council/Teaching Agency/former Independent Safeguarding Authority? | Yes      No<br>If YES please state separately under confidential cover the circumstances and the outcome including any orders or conditions. |
| Are you subject to any legal restrictions in respect of your employment in the UK?   | Yes      No<br>If YES please provide details separately  |
| Do you require a work permit?  | Yes      No<br>If YES please provide details separately  |
| Are there any special arrangements which we can make for you if you are called for an interview and/or work-based assessment?  | Yes      No<br>If Yes please specify, (e.g. ground floor venue, sign language, interpreter, audiotape etc).                                  |
| Are you related to or have a close personal relationship with any pupil, employee, trustee, member or local academy chair?   | Yes      No<br>If YES give details separately under confidential cover   |
| <b>TEACHERS ONLY</b>   |  |
| Early Career Teachers ONLY:<br>Have you provided evidence of passing the Skills Tests? <i>Please tick or cross</i>   | Numeracy<br>Literacy<br>ICT <span style="float: right;">(if applicable)</span>   |
| DfE reference number (if applicable)   |  |
| Did you qualify as a teacher after May 1999? (if applicable)   | Yes      No<br>If Yes, in which school was induction completed?  |

## 11. COMPULSORY DECLARATION OF ANY CONVICTIONS, CAUTIONS OR REPRIMANDS, WARNINGS OR BIND-OVERS

As the job for which you are applying involves substantial opportunity for access to children, it is important that you provide us with legally accurate answers. Upfront disclosure of a criminal record may not debar you from appointment as we shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors. Please disclose any unspent convictions, cautions, reprimands or warnings. Please note that the amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service. Failure to declare any convictions (that not subject to DBS filtering) may disqualify you for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

Do you have **ANY** convictions, cautions or reprimands, warnings or bind-overs?  
Please tick the relevant box

Yes  No

If the answer is "yes", you must record full details in a separate, sealed envelope marked with your name and 'Confidential: Criminal Record Declaration' and bring this with you on the day of your interview. If you would like to discuss this beforehand, please telephone in confidence to the Headteacher for advice. In accordance with statutory requirements, an offer of employment will be subject to satisfactory DBS clearance.

## 12. UK GDPR and DATA PROTECTION ACT

The information collected on this form will be used in compliance with the UK GDPR and Data Protection Act 1998. The information is collected for the purpose of administering the employment and training of employees. The information may be disclosed, as appropriate, to trustees, Occupational Health, DfE, Teachers Pensions Agency and local government pensions scheme, Department for Education, pension, payroll and personnel providers including relevant statutory bodies. For further information refer to the trust's privacy policy via Tees Valley Education website: <https://www.teesvalleyeducation.co.uk/>.

You should also note that checks may be made to verify the information provided and may also be used to prevent and/or detect fraud.

## 13. NOTES

- a) When completed, this form should be returned in accordance with the instruction in the advertisement for the job or in the applicant's information pack.
- b) Canvassing, directly or indirectly, an employee, trustee, member, local academy chair will disqualify the application.
- c) Candidates recommended for appointment will be required to complete a pre-employment medical questionnaire and may be required to undergo a medical examination.

## 14. DECLARATION

I certify that, to the best of my knowledge and belief, all particulars included in my application are correct. I understand and accept that providing false information will result in my application being rejected or withdrawal of any offer of employment, or dismissal if I am in post. I understand and accept that the information I have provided may be used in accordance with paragraph 13 above, and in particular that checks may be carried out to verify the contents of my application form.

\_\_\_\_\_  
Signature of applicant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name



This section of the application form will not be available to the shortlisting/interview panel.

### PART 3 EQUALITY AND DIVERSITY MONITORING

This section will be separated from part 1 and part 2. Collection of equality information is solely for monitoring purposes to ensure that our policies and procedures are effective. We also collect this data in accordance with the general and specific public sector equality duties under the Equality Act 2010. Any data you enter onto this monitoring form will only be used for monitoring purposes and will not be used in assessing and or scoring your application or during the interview process. This information is kept fully confidential and access is strictly limited in accordance with the UK GDPR and Data Protection Act.

| Ethnic Group              | Workforce<br>Census Code | Please tick                                      |  |
|---------------------------|--------------------------|--|--|
| White                     | WBRI                     | British English Welsh Northern Irish<br>Scottish |  |
|                           | WIRI                     | Irish  |  |
|                           | OOTH                     | Irish Traveller                                  |  |
|                           | OOTH                     | Gypsy  |  |
|                           | WOTH                     | Other White background                           |  |
| Mixed                     | MWBC                     | White and Black Caribbean                        |  |
|                           | MWBA                     | White and Black African                          |  |
|                           | MWAS                     | White and Asian                                  |  |
|                           | MOTH                     | Other Mixed background                           |  |
| Asian<br>or Asian British | AIND                     | Indian   |  |
|                           | APKN                     | Pakistani  |  |
|                           | ABAN                     | Bangladeshi                                      |  |
|                           | CHNE                     | Chinese  |  |
|                           | AOTH                     | Other Asian background                           |  |
| Black<br>or Black British | BCRB                     | Caribbean  |  |
|                           | BAFR                     | African  |  |
|                           | BOTH                     | Other Black background                           |  |
| Other ethnic group        | OOTH                     | Arab   |  |
|                           |                          | <i>Write in:</i>                                 |  |
| Prefer not to say         | REFU                     |  |  |

**Religion***Please tick*

|   |                          |
|---|--------------------------|
| No religion   | <input type="checkbox"/> |
| Christian (including Church of England, Catholic, Protestant and all other Christian denominations) | <input type="checkbox"/> |
| Buddhist  | <input type="checkbox"/> |
| Hindu   | <input type="checkbox"/> |
| Jewish  | <input type="checkbox"/> |
| Muslim  | <input type="checkbox"/> |
| Sikh  | <input type="checkbox"/> |
| Any other religion <i>write in</i>  | <input type="checkbox"/> |
| Prefer not to say   | <input type="checkbox"/> |
|   | <input type="checkbox"/> |

**Disability***Please tick*

Do you consider that you have a disability?

|   |                          |
|---|--------------------------|
| Yes                                     | <input type="checkbox"/> |
| No                                      | <input type="checkbox"/> |
| Prefer not to say                       | <input type="checkbox"/> |
| My disability is:<br><i>Please tick</i> |                          |
| Physical Impairment                     | <input type="checkbox"/> |
| Sensory Impairment                      | <input type="checkbox"/> |
| Mental Health Condition                 | <input type="checkbox"/> |
| Learning Disability/ Difficulty         | <input type="checkbox"/> |
| Long standing illness                   | <input type="checkbox"/> |
| Other                                   | <input type="checkbox"/> |
| Prefer not to say                       | <input type="checkbox"/> |
|   | <input type="checkbox"/> |