



**Lotus
SCHOOL**

Thrive and learn



Head of School Recruitment Pack

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WELCOME

I am delighted that you have expressed an interest in the post of Head of School at Lotus School. I hope that after considering all the information you will make an application.

Lotus School was opened in September 2020 as part of Champion Education Trust. In September 2024, Lotus will be moving in to the Synergy Education Trust family of schools. Synergy is a new local MAT of Special and Primary settings in Blackpool.

The mission at Lotus is to improve the life chances of all of our young people within our supportive family of schools, providing opportunities to allow young people to achieve beyond expectation, regardless of background, need or prior attainment.

We are determined and passionate to ensure that all of our staff are supported and trained to make a first class provision for all of our young people.

Synergy has six key values that underpin our work and ethos:

- ✓ Inclusive Provision
- ✓ Empowering Individuality
- ✓ Innovation
- ✓ Honesty
- ✓ Respect
- ✓ Collaborative Working

The Head of School at Lotus will translate the vision for the school into a development plan and implement it successfully with support from the Trust Central Team, Trustees of Synergy and the Local Governing Board. We are on an improvement journey at Lotus, which is recognised by Ofsted, and we are looking for a strong leader who has the vision, expertise and experience to lead the school onto its next phase and beyond. They will be passionate about helping every pupil to achieve their potential and ambition, whilst leaving no child behind and will hold safeguarding central to all the systems, processes and strategies at school.

I hope you are excited by the prospect of this post. If you require further information or have any questions about the role please contact Neill Oldham - CEO of Synergy Education Trust at ceo@seteducation.org.uk

Wishing you every success on the submission of your application.

Kind Regards

Susan Strother

Susan Strother
Chair of Trustees - Synergy Education Trust



ABOUT US

Lotus School opened during lockdown in September 2020 and was purpose built to accommodate students with an Education, Health and Care Plan for Social, Emotional and Mental Health (SEMH) as their primary need. It was carefully designed to ensure that students who had struggled to access mainstream education are fully supported to succeed in a specialist environment.

It caters for students from 11-16 and all students have access to a number of curriculum pathways which deliver all core subjects, meaningful qualifications and therapeutic interventions that help them to develop and re-engage with school life. The school currently has 50 students and 25 staff.

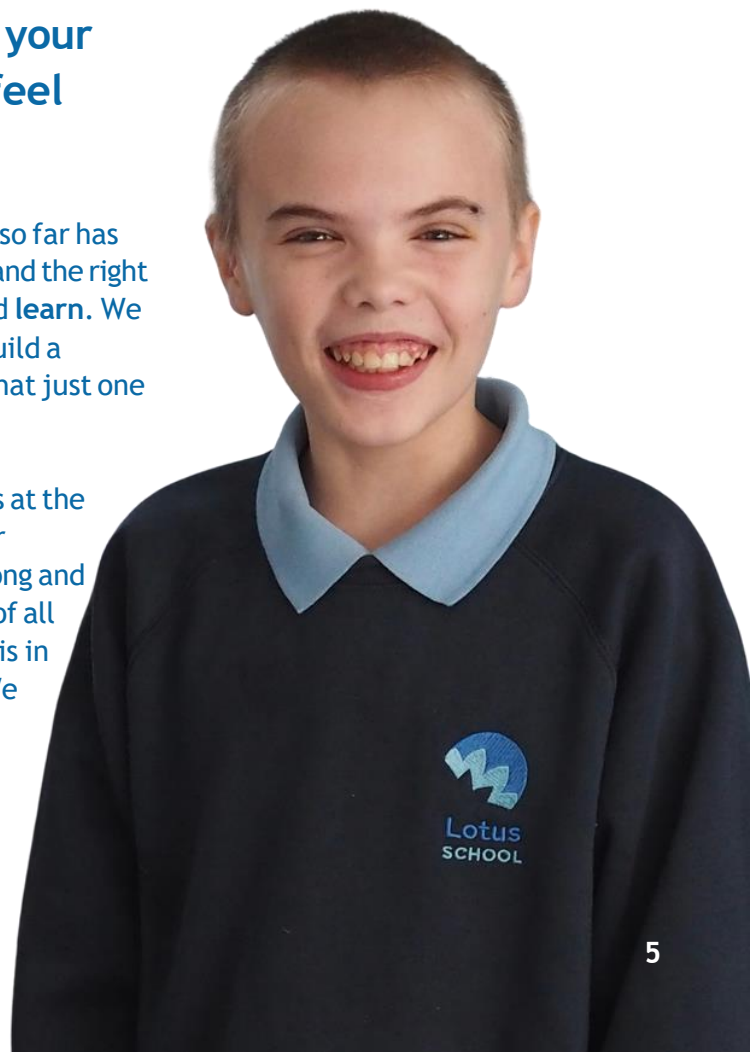
The school was inspected by Ofsted in December 2022 and was placed into special measures, being rated 'inadequate' in all areas. Since then, significant work has been undertaken to turn the school around and at its first monitoring visit in July 2023, the inspector noted that we should be very proud of the progress we have made. Lotus will receive regular monitoring visits to support the improvement journey. The Head of School will play a vital role in the success of these visits.

OUR ETHOS & VALUES

“At Lotus we will help you to accept your past, build a successful future and feel happy and safe in your present”

We understand that for some children, their journey so far has been difficult, but this can change, and with patience and the right support. We believe that every student can **thrive and learn**. We know that good relationships are vital in helping to build a student's self-esteem and willingness to learn, and that just one champion can make a real difference.

Our approach is student-centered and they are always at the forefront of everything we do, from the design of our building, to our staff, to our curriculum. We build strong and lasting relationships with the families and key adults of all students who join us as we know how important this is in securing a successful future for the young person. We strongly believe in looking to the future and showing students that nothing in their past is too great to overcome.



OUR TRUST

Lotus School will be part of Synergy Education Trust, a multi academy trust that is a family of local schools. We work closely together to support each other and strengthen our unique offer and individual provisions. We are a small Trust where leaders and staff drive and empower positive change in their school, supported at every step by an experienced and talented central team. In Synergy, we really are stronger together

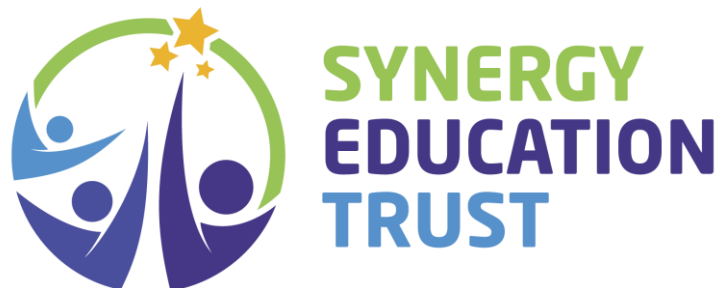
Within the Trust, we also have three further schools, details of which can be found on our website. The schools work closely together, sharing staff and facilities where appropriate, to provide greater opportunities for students to be able to choose from a wider range of subjects and consequently thrive. There is also a central team that works across all schools, providing functions such as school improvement, finance, operations, HR and marketing.



In **Synergy** we are stronger together

With an all-inclusive **Education** approach at our heart

We **Trust** and value our schools and communities



BENEFITS OF WORKING FOR THE TRUST

At Synergy Education Trust we pride ourselves on being an employer that continually invests in our employees as we know that it is our staff who will ensure that we meet our vision. As a new Trust, we are currently designing and building our offer for staff which is a priority for Trustees and the Central Team.

Currently, each role comes with a wealth of job related benefits, such as:

Employee Assistance Programme

Our programme is run by Health Assured and provides a support line for staff to access a range of practical and emotional help 24/7. This includes counselling, financial, legal and practical support from qualified professionals. There is also access to an online health and wellbeing resource, as well as face to face counselling as required

Flexible and Hybrid Working

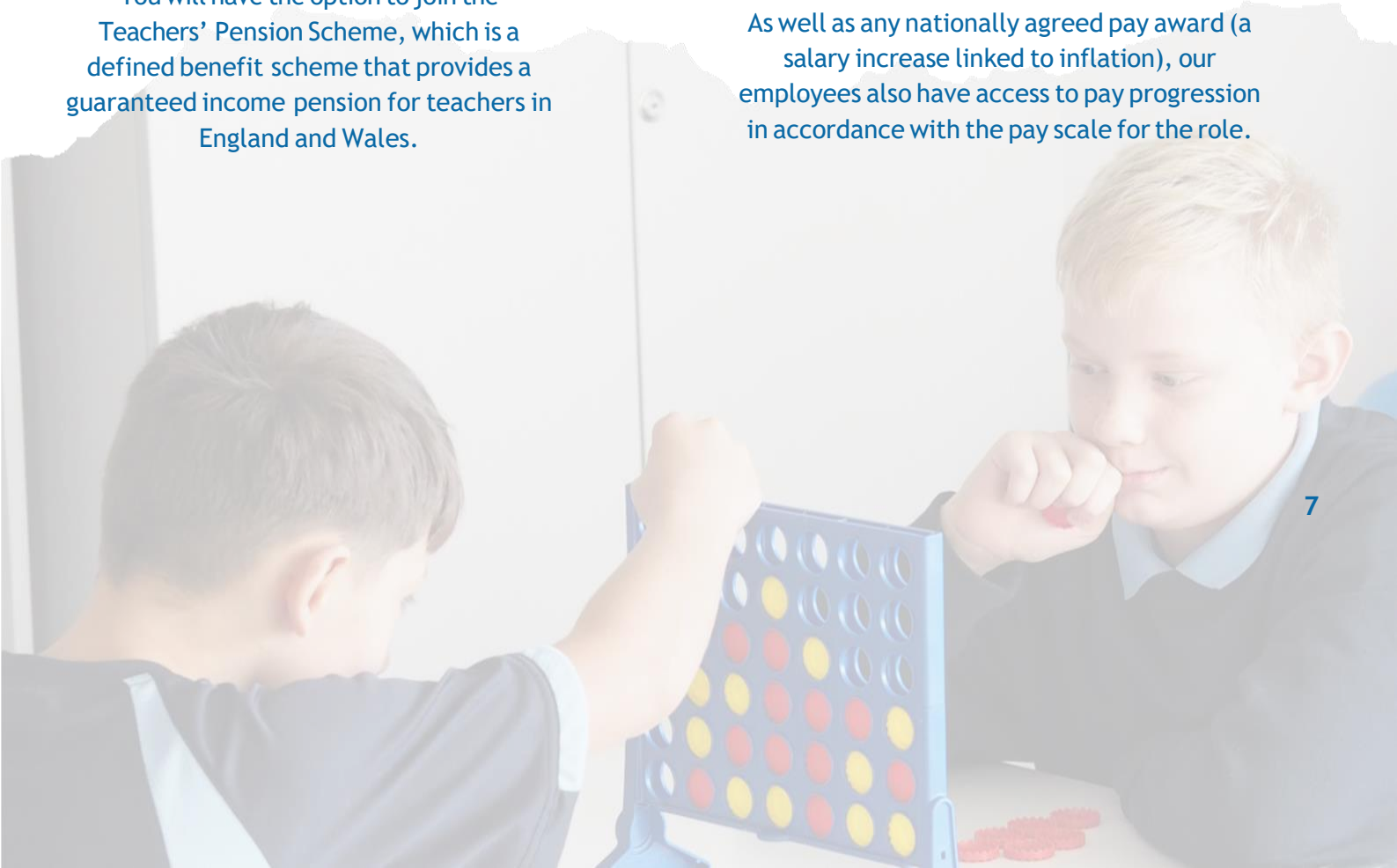
We actively promote the use of flexible and hybrid working and have a policy in place that all of our schools follow. We have found that a flexible and responsive attitude to working enables us to attract and retain a high quality workforce.

Pensions

You will have the option to join the Teachers' Pension Scheme, which is a defined benefit scheme that provides a guaranteed income pension for teachers in England and Wales.

Pay Progression

As well as any nationally agreed pay award (a salary increase linked to inflation), our employees also have access to pay progression in accordance with the pay scale for the role.



JOB DESCRIPTION

Job title: Head of School - Lotus School

Salary: L19-L24: £73,509-£83,081

Contract type: Full time permanent

MAIN PURPOSE:

- Translate the vision into a development plan and implement it successfully. Establish and oversee systems, processes and policies so the school can operate effectively.
- Be responsible for the internal organisation, management and control of the school. Secure and sustain effective teaching and learning throughout the school.
- Line management and appraisal of staff.
- Manage finances and resources astutely to maximise their use and value, aligned to the achievement of the school's strategy and vision.
- Provision of effective pastoral care and behaviour support.
- Sustain a learning environment to ensure inclusion, diversity and access for all staff and pupils.
- Create an outward-facing school to work with other schools, organisations and community partners to champion best practice, enhance learning and maximise inter-school liaison opportunities.
- Work with the other school leaders to share expertise and practice.
- Take the lead role on working in partnership with the Governing Body to build on the existing collaborative school vision, values and strategic plan, which embrace excellence, high standards and inclusion.

MAIN TASKS:

- Serve the students of Lotus School.
- Ensure that all activities within the school serve the vision, strategic direction and priorities outlined by the Trust and Lotus Governing Body.
- Contribute to the strategic development of the school and plan for the future in consultation with key Trust leaders.
- To lead by example in providing inspiration and motivation in delivery of the school vision.
- Develop the ethos, which secures effective teaching, successful learning and achievement by pupils. Sustain improvements in spiritual, moral, social, cultural and physical development, leading to the successful transition to prepare pupils for the opportunities and responsibilities and experience of adult life.
- Establish a culture of high expectations and staff professionalism.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Write the school development plan in partnership with Trust leaders.
- Build Lotus School as a specialist provision for students with SEMH.
- Plan and co-ordinate CPD to develop the professionalism and skills of the staff.
- Regularly monitor and evaluate the performance of the school and report to the Trust Leader and the Governing Body of the school.
- Ensure that policies and practices take account of national, local and school data, including inspection and the outcomes of school self-evaluation.
- Monitor, evaluate and review the impact of policies, priorities and targets of the school in practice, and take action if necessary.
- Ensure that all those involved in the school are committed to its ethos, aims and values, are motivated to achieve them and involved in meeting long, medium and short term objectives and targets, which secure the educational success of the school.
- Maintain positive relationships with strategic partners at all levels, both within the school and in the wider community.
- Under the direction of the Trust Leader/strategic lead for SEND, lead the interface with Ofsted.

TEACHING:

- Work with key Trust leaders to secure and sustain outstanding teaching and learning throughout the school, based on evidence-informed understanding of effective teaching and how pupils learn.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Ensure teaching is underpinned by high levels of subject expertise and approaches.
- Ensure effective use is made of formative assessment.

CURRICULUM:

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise, with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- Maintain an environment and code of behaviour that promotes and secures good teaching, effective learning, high standards of achievement and good behaviour and discipline, which supports teachers and other staff to meet the standards set out in the professional development framework.

BEHAVIOUR:

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

PROFESSIONAL DEVELOPMENT:

- Ensure staff have access to high-quality and sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs. Develop and maintain effective performance reviews and clear development plans for all staff.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation, which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

ORGANISATIONAL DEVELOPMENT:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

CONTINUOUS SCHOOL IMPROVEMENT:

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers that limit school effectiveness and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

WORKING IN PARTNERSHIP:

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.
- Establish and nurture a senior leadership team that collaborates, shares responsibility, challenges openly and supports one another.

GOVERNANCE AND ACCOUNTABILITY:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

The post holder will be expected to comply with all reasonable requests from the CEO to undertake work of a similar level that is not specified in this job description.

This appointment is with the Trustees of Synergy as employers. This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the National School Teachers' Pay and Conditions Document Regulations which will apply to this post.

PERSON SPECIFICATION

NO.	CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS			
1.	Qualified teacher status award of the National Professional Qualification or other relevant professional qualification or evidence of research-based study	x	
2.	A track record of proven, successful senior leadership and management experience in a comparable setting	x	
3.	Appropriate child protection training and designated safeguarding lead training successfully undertaken	x	
4.	Experience of teaching children with SEMH	x	
5.	Leadership role impacting on inclusion and in particular, children with SEMH		x
SCHOOL CULTURE			
6.	The ability to think strategically and take the leading role in developing, building on and communicating the school's vision and strategic plan in a way that inspires and motivates the whole school community	x	
7.	Can build a diverse and effective senior leadership team that is engaged, motivated, accountable and open and shares responsibility for the leadership of the school	x	
8.	A clear understanding of and commitment to promoting and safeguarding the welfare of children, and enforcing a culture of safeguarding throughout the school community	x	
9.	The ability to lead and manage people to work towards common goals, including giving and receiving effective feedback to improve personal performance	x	
TEACHING CURRICULUM & ASSESSMENT			
10.	Proven experience of using data and insight to lead innovative whole school initiatives that have impacted significantly and positively on pupil attainment	x	
11.	A clear understanding of what makes good and outstanding teaching and the ability to develop a culture where the focus is on making a difference to young people's lives through education and learning	x	

TEACHING CURRICULUM & ASSESSMENT CONTINUED...			
12.	Substantial knowledge and experience of evidence-based curriculum leadership and development, including a clear grasp of recent changes and the opportunities that the wider curriculum provides for all pupils (including creative, self-expressive and physical activities)	x	
13.	Strategies for teaching pupils about the duties, opportunities, responsibilities and rights of citizens	x	
BEHAVIOUR			
14.	Evidence of implementing a range of effective strategies which maintain and improve exemplary behaviour standards, including pupils' learning dispositions, attendance and punctuality	x	
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES			
15.	Commitment to a diverse, open, equitable and inclusive culture, that promotes equality of access, inclusion, and opportunity for both staff and children	x	
16.	Experience, skills and knowledge to ensure the school fulfils its statutory duties with regards to the SEND Code of Practice and has ambitious expectations for all pupils with additional needs and special educational needs and disabilities, alongside a culture that enables them to learn effectively	x	
PROFESSIONAL DEVELOPMENT			
17.	Proven experience of developing and empowering other leaders to improve teaching and learning practices in their phase or subject, through training, coaching and experiential learning	x	
18.	Proven experience of setting and communicating high expectations of staff, evaluating their performance and tackling any underperformance robustly and effectively	x	
ORGANISATIONAL MANAGEMENT & DEVELOPMENT			
19.	Strong financial planning and management skills with experience of making effective use of resources, including the pupil premium, to achieve the school's strategy and vision	x	
20.	A clear understanding of and knowledge of current issues in education and evidence of embracing, implementing and embedding new approaches/ technologies which are relevant to teaching and learning	x	

WORKING IN PARTNERSHIP			
21.	A commitment to building and maintaining effective and positive relationships with stakeholders, including pupils, parents, carers, governors, trustees, staff, including the central team, the wider community and other schools, and use them to solve problems and achieve common goals	x	
22.	Experience or a willingness to work with a Governing Board and Board of Trustees with an ability to develop a strong, appreciative and challenging partnership with these stakeholders	x	
23.	Understanding of employment law, equal opportunities legislation, appraisal regulations and external relations		x
PERSONAL ATTRIBUTES AND SKILLS			
24.	Deals effectively with pressure; is calm and level-headed, and remains optimistic, persistent and resilient, even under adversity	x	
25.	Self-motivated with a high level of organisational skills and the ability to prioritise and delegate workload effectively	x	
26.	Able to listen and to reflect, think creatively, solve problems and make decisions based on sound judgement; and can accept and learn from their own mistakes	x	
27.	Excellent verbal and written communication skills and proven ability to listen to, understand and work effectively with a wide range of challenging stakeholders	x	
28.	Commitment to the development of the school as a centre of excellence in the community in a way which builds partnerships and community consensus on values and beliefs, in keeping with the diverse nature of the school	x	
29.	Commitment to collaboration and networking with others within and beyond the school	x	

HOW TO APPLY

All applications must be sent electronically to admin@seteducation.org.uk

Applications must be completed on a Synergy Education Trust application form which is included below. No other style of application will be accepted. A maximum of four pages can be completed for your letter of application using font Calibri size 11.

The timescales below will be followed:

- Closing date for applications is 12 noon on **Monday 22nd April 2024**.
- Shortlisting will take place on the afternoon of **Wednesday 24th April 2024**.
- Interviews will be held on **Wednesday 1st May and Thursday 2nd May 2024**.

SELECTION PROCESS

We undergo a rigorous application and candidate selection process and will ensure that we:

- Provide you with clear, timely and accurate information.
- Give you the opportunity to ask us any questions you may have.
- Respond to those questions promptly.
- Adopt a consistent and fair assessment process.
- Make sure that you have all the documentation and details you need for your interview.
- Provide you with a full insight about what it's like to work for the Trust.
- Ensure all offers are equitable and fair.

In return, we would ask that you:

- Provide open and accurate information when submitting your application.
- Be honest and upfront about your experience, aspirations and goals.
- Prepare yourself for the interview.

SAFER RECRUITMENT IN EDUCATION

Synergy Education Trust is committed to safeguarding and promoting the welfare of our children. In turn we expect all of our staff and volunteers to share this commitment. We therefore have a number of stages that we go through as part of the application process and these are detailed below. In terms of safeguarding:

- We have several policies and procedures that reinforce our safeguarding commitment, including a child protection policy, which can be viewed on our website.
- It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.
- We fully support the Government's Prevent Agenda to counter radicalism and extremism.
- References - a minimum of two references will be requested on your application form and contacted prior to interview.
- Interviews - A minimum of one member of the interview panel will have completed Safer Recruitment Training and we will explore understanding of safeguarding children.
- Pre-employment checks - An enhanced DBS check is required for successful applicants. If necessary, prohibition, overseas and section 128 checks will be completed.
- As part of the recruitment process, and in line with KCSIE, we will complete an online search on any shortlisted candidate.
- **You can view our child protection and safeguarding policy on our website at <http://championtrust.co.uk/about-us/policies-documents>.**

NEXT STEPS

All applicants for vacant posts will receive a job description, which will include the safeguarding responsibilities of that role, plus a person specification, which will include reference to the candidate's suitability to work with children. You will also be required to complete an application form, giving detailed information about your suitability for the role, plus an explanation for any gaps in your employment history. Also, as part of the application process:

- You will have an opportunity to talk to the CEO of Synergy Education Trust. Contact details can be found on page three.
- All applications will be fairly considered by a shortlisting panel. Both successful and unsuccessful candidates will be notified.
- The interview process will be fair and transparent and you will be informed in advance of what is expected of you.
- Synergy Education Trust is committed to ensuring equality, therefore if you require any reasonable adjustments to be made as part of the recruitment process please let us know.

**Applicants are encouraged to view the school prior to submitting an application
Tours will be conducted on Tuesday 23rd April
Please contact Lotus reception to book a time on 01253 531415**



Lotus
SCHOOL

Thrive and learn

www.lotusschool.co.uk

Synergy Education Trust

Application Form

DATA PROTECTION NOTICE

Throughout this form we ask for some personal data about you. We'll only use this data in line with data protection legislation and process your data for one or more of the following reasons permitted in law:

- You have given us your consent
- We must process it to comply with our legal obligations

You'll find more information on how we use your personal data in our privacy notice at the following link; <http://www.championtrust.co.uk/other/privacy-notice>

VACANCY INFORMATION

Application for the post of:

What date are you available to begin a new post?

Where did you first hear about this job?

DISCLOSURE AND BARRING AND RECRUITMENT CHECKS

Champion Education Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that's considered relevant to the role. Any information that is "protected" under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

For posts in regulated activity, the DBS check will include a barred list check.

It is an offence to seek employment in regulated activity if you are on a barred list.

We will use the DBS check to ensure we comply with the Childcare Disqualification Regulations. It is an offence to provide or manage childcare covered by these regulations if you are disqualified.

As part of the Trust process and in line with Keeping Children Safe in Education we will complete an online recruitment search on you should you be shortlisted for the role. If necessary, this will be discussed at interview with you.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the Trust's privacy notice.

Do you have a current DBS certificate or are you part of the update service?: Yes No

Date of check:

If you've lived or worked outside of the UK in the last 5 years we may require additional information in order to comply with 'safer recruitment' requirements. If you answer 'yes' to the question below, we may contact you for additional information in due course.

Have you lived or worked outside of the UK in the last [5 years]?: Yes No

Any job offer will be conditional on the satisfactory completion of the necessary pre-employment checks.

Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position.

Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis.

TIME SPENT LIVING AND/OR WORKING OVERSEAS

If you have lived and/or worked outside of the UK, the [school/trust] must make any further checks it considers appropriate (in addition to the usual pre-employment checks).

We will base the decision on whether this is necessary on individual circumstances, and factors such as:

- the amount of information you disclose in the DBS check
- the length of time you've spent in or out of the UK

Right to work in the UK

The Trust will require you to provide evidence of your right to work in the UK in accordance with the Immigration, Asylum and Nationality Act 2006.

By signing this application, you agree to provide such evidence when requested.

SIGN AND DATE

Name (please print):

Sign:

Date:

1. Instructions

Please complete all sections of this form using black type.

The sections of this application form that include your personal details and equalities monitoring information will be detached prior to shortlisting. This is to ensure that your application is dealt with objectively.

Applications will only be accepted if they are completed in full.

Please return your completed application form to Lisa Tupman, Chief Operating Officer at Synergy Education Trust at admin@seteducation.org.uk

2. Personal details

PERSONAL DETAILS	
First name	
Surname	
Preferred title	
Previous surnames	
If you prefer to be called by a name other than the one listed above, please specify	

CONTACT DETAILS	
Address	
Postcode	
Home phone	
Mobile phone	
Email address	

DISABILITY AND ACCESSIBILITY
<p>The Trust has committed to ensuring that applicants with disabilities or impairments receive equal opportunities and treatment.</p> <p>If you have a disability or impairment, and would like us to make adjustments or arrangements to assist if you are called for an interview, please state the arrangements you require:</p>

RELATIONSHIP TO THE [SCHOOL/TRUST]

Please list any personal relationships that exist between you and any of the following members of the school or Trust community:

- Trustees
- Local governors
- Staff
- Pupils

If you have a relationship with any of the above, this does not necessarily prevent them from acting as a referee for you.

Name	Relationship	Role at School or Trust

PREVIOUS EMPLOYMENT

Please provide details of all previous employment. List the most recent employment first.

Job title	Name and address of employer	Dates employed	Description of responsibilities	Reason for leaving

4. Education and training

EDUCATION AND QUALIFICATIONS

Please provide details of your education from secondary school onwards.

You'll be required to produce evidence of qualifications.

Dates attended (month and year)	Name and location of school/college/university	Qualifications gained (including grades)

TRAINING AND PROFESSIONAL DEVELOPMENT

Please give details of training or professional development courses undertaken in the last 3 years that are relevant to your application

Course dates	Length of course	Course title	Qualification obtained	Course provider

TEACHER STATUS

Teacher reference number	
Do you have QTS?	
QTS certificate number (where applicable)	
Date of qualification	
Are you subject to a teacher prohibition order, or an interim prohibition order, issued by the secretary of state, as a result of misconduct?	
Are you subject to a General Teaching Council sanction or restriction?	

DRIVING LICENCE DETAILS

Do you have a valid driving licence?

5. Letter of application

Please attach an accompanying letter explaining why you're applying for this post and how your experience, training and personal qualities match the requirements of the role as set out in the job description and person specification.

Please include your surname and the title of the post you're applying for as the file name for the attachment.

A maximum of 4 sides of A4 will be accepted. Please use font Calibri 11

6. References

Please give the names of 2 people who are able to comment on your suitability for this post. One must be your current or last employer. If your references are school based, the referee **must** be the Headteacher, CEO or Chair of the Trust. If you've not previously been employed, please provide details of another suitable referee.

The Trust reserves the right to seek any additional references we deem appropriate.

Please let your referees know that you've listed them as a referee, and to expect a request for a reference should you be shortlisted.

NAME	RELATIONSHIP TO YOU	ADDRESS AND POST CODE	CONTACT NUMBER	EMAIL ADDRESS	IS THIS YOUR CURRENT EMPLOYER?

If either of your referees knows you by a different name, please state:

If you don't wish us to contact your referees without your prior agreement, please tick this box:

7. Equalities monitoring

We're bound by the Public Sector Equality Duty to promote equality for everyone. To assess whether we're meeting this duty, whether our policies are effective and whether we're complying with relevant legislation, we need to know the information requested below.

This information **will not** be used during the selection process. It will be used for monitoring purposes only.

EQUALITIES MONITORING INFORMATION

What is your date of birth?	D	D	M	M	Y	Y	Y	Y
What is your sex?	<input type="checkbox"/> Male <input type="checkbox"/> Female							
What gender are you?	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say							
Do you identify as the gender you were assigned at birth?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say							
How would you describe your ethnic origin?								
White <input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Gypsy or Irish Traveller <input type="checkbox"/> Any other White background Asian or British Asian <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Chinese	Black or Black British <input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other Black background Mixed <input type="checkbox"/> White and Asian <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> Any other mixed background	Other Ethnic groups <input type="checkbox"/> Arab <input type="checkbox"/> Any other ethnic group <input type="checkbox"/> Prefer not to say						
What is your religion or belief?								
<input type="checkbox"/> Agnostic <input type="checkbox"/> Atheist <input type="checkbox"/> Buddhist <input type="checkbox"/> Christian <input type="checkbox"/> Hindu	<input type="checkbox"/> Jain <input type="checkbox"/> Jewish <input type="checkbox"/> Muslim <input type="checkbox"/> No religion	<input type="checkbox"/> Other <input type="checkbox"/> Pagan <input type="checkbox"/> Sikh <input type="checkbox"/> Prefer not to say						
Are your day-to-day activities significantly limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?								
<input type="checkbox"/> Yes <input type="checkbox"/> No								

Prefer not to say

If you answered 'yes' to the question above, please state the type of impairment. Please tick all that apply. If none of the below categories applies, please mark 'other'.

- Physical impairment
- Sensory impairment
- Learning disability/difficulty
- Long-standing illness
- Mental health condition
- Developmental condition
- Other

