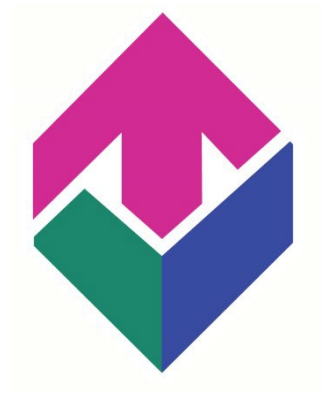




Application Pack

Level 3 SEND Teaching Assistant – Unit Provision

Pennyman Primary School

Job Ref: PPA401



TEES VALLEY
EDUCATION
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

LEVEL 3 SEND TEACHING ASSISTANT UNIT PROVISION

Status: Permanent

Required: As soon as possible

Salary: NJC Point From SCP 12 to SCP 15 (FTE £29,542 - £31,015), pro-rata (£26,177 - £27,482)

Hours: 37 hours (full time), Term time only (TTO) + 2 Weeks including PD Days

Reporting to: Headteacher

Academy: Pennyman Primary Academy, Fulbeck Road, Middlesbrough, TS3 0QS

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 (2 to 11 years),
- Discovery Special Academy (2 to 16 years),
- Dormanstown Primary Academy (2 to 11 years),
- Pennyman Primary Academy (2 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 Level 3 SEND Teaching Assistant, Unit Provision, to join our academy team.

What we are looking for:

We are looking to appoint a dedicated teaching assistant, who is proactive, enthusiastic, energetic and reliable. As a Level 3 SEND Teaching Assistant, you will work alongside the class teacher, helping pupils to get the most out of their learning and supporting individuals or groups of pupils.

We are looking for someone who enjoys working with children, can remain calm and positive, and has strong communication and interpersonal skills. We are looking for someone who can be a role model to our children and support them in being successful.

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 Multi Academy 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 – Level 3 SEND Teaching Assistant

To work with the class teacher and wider inclusion team to support the teaching, learning, regulation and development of children with significant learning needs. The post holder will provide specialist support to the teacher and will be required to deliver agreed sensory diets and sensory regulation programmes to identified children across the academy, in line with individual plans and professional guidance. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the planning and assessment cycle, preparation of resources and monitoring of pupil progress. Staff may also supervise whole classes occasionally, for example during the short-term absence of the teacher, or for regular short periods where the teacher's planning is provided.

MAIN DUTIES AND RESPONSIBILITIES

- Use specialist (curricular/learning) skills/training/experience to support all pupils with a range of needs within specialist provisions within the trust
- Promote the inclusion and acceptance of all pupils
- Work with classes, small groups and individuals in order to support them in accessing learning across the curriculum as directed by the class teacher
- Encourage pupils to interact with others and engage in activities led by the teacher
- Support pupils in their own personal development to be successful through promoting excellent attitudes towards learning and behaviour
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher. Establish constructive relationships with pupils and interact with them according to individual needs
- Assist with the development and implementation of individual plans e.g. behaviour, healthcare and learning
- Deliver agreed sensory diets and sensory regulation activities to identified children across the academy, ensuring these are implemented consistently, safely and in line with individual plans or professional advice
- Monitor and record pupils' responses to sensory diet activities, sharing relevant observations with class teachers, the SENDCo, therapists and other professionals as appropriate
- Supervise pupils and ensure they are happy and safe at playtime and lunchtime

SUPPORT FOR THE TEACHER

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake feedback/marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour

- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents where directed
- Provide general resource support and ensure the learning environment is in good order e.g. photocopying, preparation of classroom resources, displays and good classroom organisation
- Discuss pupils' sensory needs with class teachers and agree when sensory diet activities should be used to support engagement, regulation and access to learning and what can be utilised in class to support
- Provide feedback to the class teacher, SENDCo and inclusion team on pupils' responses to sensory diet activities
- Be flexible in supporting children in crisis when the need arises

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement agreed learning strategies e.g. MAPP, PIVATS, Literacy, Maths, Foundation Stage curriculum and make effective use of opportunities to support the development of relevant knowledge and skills
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources.

SUPPORT FOR THE ACADEMY

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Understand and fully implement the academy's Behaviour Management Strategies
- Be aware of and support difference to ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the academy
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Work alongside the Treetops therapist to ensure plans are updated and delivered correctly
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Work collaboratively with staff across the academy to ensure pupils' sensory needs are understood and supported consistently throughout the school day
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Supervise classes in the absence of the teacher with teachers planning provided
- Undertake delivery of extended schools' provision e.g. before/after school and holiday clubs and activities

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.

ADDITIONAL RESPONSIBILITIES

- The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations. These may include:
 - to work flexibly between the hours of 8am and 6pm including weekends.
 - to work across the Trust if required.
 - to undertake additional training e.g. first aid, Positive Handling.

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.

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

PERSON SPECIFICATION		
Qualifications and Experience	AM	E/D
GCSE grade C or above in English and Mathematics (equivalent qualifications considered)	A	E1
NVQ level 3 or above qualification (or equivalent) in a relevant area	A	E2
First Aid Certificate	A	D1
Experience		
Experience of working with pupils with complex SEND	A/I/R	E3
Experience of working in a relevant classroom environment	A/R	E4
Experience of supporting the delivery of learning tasks to groups of pupils with complex needs	A/R	E5
Experience of supporting pupils with sensory regulation needs and delivering planned sensory diet activities, including the recording of pupil responses	A	D2
Experience of supporting pupils with challenging behaviour	A/R	D3
Experience of delivering interventions and being able to provide feedback on progress	A/R	D4
Knowledge, Abilities and Skills		
Ability to relate well to children	A/R	E6
Good understanding of child development and learning processes	A	E7
Ability to support the provision of a stimulating, organised and educationally rich learning environment	A/I	E8
Ability to supervise and assist groups and classes of children in the absence of the teacher	A/I/R	E9
Full working knowledge of relevant policies/codes of practice/legislation	A	E10
Have a working knowledge of how technology can be used to support learning	A	E11
Ability to work as part of a team, following instructions and on own initiative, leading when required	A/R	E12
Good communication skills including the use of standard English	A/I	E13
Ability to use time effectively to enable work to be prioritised and for deadlines to be met	A/R	E14
Ability to relate well to parents/carers	A/R	E15
Knowledge of the concept of confidentiality	A/I	E16
Commitment to safeguarding and protecting the welfare of children and young people	A/I/R	E17
Knowledge and experience of a range of strategies to support children with SLD and complex needs such as: PECS, Makaton, Eye Gaze, Sensory Integration	A	D5
Ability to assess pupil's development	A	D6
Ability to plan and deliver structured learning and after school activities successfully for individuals and groups of pupils	A/I	D7

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

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** or requested from the academy. Only applications via 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** - please be aware the academy cannot be responsible for any formatting anomalies when printing. 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 J Stuart, Headteacher:**

Tees Valley Education
Pennyman Primary Academy
Fulbeck Road
MIDDLESBROUGH
TS3 0QS

Shortlisting Process

After the closing date, short listing 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 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.

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

For your information, the recruitment timetable is detailed below:

Closing date: Wednesday 2 September 2026 at 9am

Shortlisting date: Wednesday 2 September 2026

Interview day: Thursday 10 September 2026

Contract Start Date: As soon as possible

UK General Data Protection Regulation

Refer to our privacy policy on how we will process your personal data including how you can request to access your personal data via Tees Valley Education website: <http://www.teesvalleyeducation.co.uk>.

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.

Vacancy Job Title	Level 2 SEND TA	Job Ref Number	
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PART 1

INFORMATION FOR SHORTLISTING AND INTERVIEWING

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

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

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

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

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

Second referee

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

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 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 If YES please provide details separately
Do you require a work permit?	Yes No 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 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 If YES give details separately under confidential cover
TEACHERS ONLY	
Early Career Teachers ONLY: Have you provided evidence of passing the Skills Tests? <i>Please tick or cross</i>	Numeracy Literacy ICT (if applicable)
DfE reference number (if applicable)	
Did you qualify as a teacher after May 1999? (if applicable)	Yes No 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 Census Code		Please tick
White	WBRI	British English Welsh Northern Irish 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 or Asian British	AIND	Indian	
	APKN	Pakistani	
	ABAN	Bangladeshi	
	CHNE	Chinese	
	AOTH	Other Asian background	
Black or Black British	BCRB	Caribbean	
	BAFR	African	
	BOTH	Other Black background	
Other ethnic group	OOTH	Arab	
		Write in:	
Prefer not to say	REFU		

Religion

Please tick

Disability

Please tick

Do you consider that you have a disability?

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

Yes	
No	
Prefer not to say	
My disability is:	
<i>Please tick</i>	
Physical Impairment	
Sensory Impairment	
Mental Health Condition	
Learning Disability/ Difficulty	
Long standing illness	
Other	
Prefer not to say	

Sexual Orientation

Please tick

Bi-sexual	
Gay	
Lesbian	
Heterosexual	
Other	
Prefer not to say	

Gender

Please tick

Female	
Male	
Transgender	
Prefer not to say	

Personal relationship

Please tick

Single	
Living together	
Married	
Civil Partnership	
Prefer not to say	

PART 4

HOW DID YOU HEAR ABOUT THE ADVERT?

Please advise how you heard about the advert to help us improve how we advertise in the future.
Please select all that apply:

	Tick		Tick
Jobs North East website:		Sector 1:	
Trust and/or Academy website:		Social media inc. X, Instagram, LinkedIn, Facebook etc	
Recruitment sites, (please advise which one/s):		Recruitment agencies (please advise which one/s):	
DfE teaching vacancies:		Xentrall:	
School North East job:		Local or national newspaper e.g. TES (please state which one/s):	
Word of mouth:		Other (please advise):	