








CHARLTON SCHOOL

Taking PRIDE in Progress and Partnership,
with Learning at the Heart of all we do.

Support Staff Application Pack



Principal: Mr McNaughton

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

"Building Knowledge. Developing Character. Inspiring Futures"

Charlton is a successful and popular 11-16 comprehensive school. We are well established and respected in our local community, with a consistent record of high standards. This is attributed to good examination results and acknowledges our caring and supportive values-based culture. We are a truly comprehensive school, admitting children from over 20 primary schools, with students' prior attainment at KS2 broadly in line with National Average, with a slight bias towards higher ability range.

At Charlton, we take pride in students' progress. We nurture happy, healthy young people who have the knowledge, academic achievement, and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning. Our curriculum is broad, rich, and matched to individuals' needs.

We are committed to delivering a broad, balanced and knowledge rich curriculum enabling students to achieve their best and ensuring they are well equipped for the future. Our curriculum plans for the needs of all learners, as they progress through their five years in our care, providing opportunities for enrichment to develop wider aspects of learning. We aim for all our students to enjoy school, excel in their studies, and attain outstanding outcomes.

We see each student as an individual and encourage them to build their unique character through our personal development programme. Our curriculum is enhanced by a wide range of sustained enrichment opportunities, enabling students to discover and nurture their talents and interests.

Vision

Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning.

Ethos

- ✓ **Pastoral care.** We ensure that every member of our school community knows that we are committed to supporting their physical health, safety and emotional wellbeing.
- ✓ **Behaviour.** Relationships between staff and students are based on our core values: respect, responsibility and resilience. Clearly stated standards of behaviour are to be upheld by all.
- ✓ **Belonging.** We celebrate our differences and show respect for our community. Students understand and develop their role as active and responsible citizens and are equipped with the skills to challenge discrimination.
- ✓ **Curriculum**. We are committed to delivering a broad, balanced and knowledge rich curriculum to enable students to achieve their best and be well equipped for the future.
- ✓ **Co-Curriculum.** Our curriculum is enhanced by a wide range of sustained enrichment opportunities, enabling students to discover and nurture their individual talents and interests.
- ✓ **Facilities.** Our new building provides a clean, bright, safe and stimulating learning environment with state-of-the-art equipment.
- ✓ **Celebrating success.** We celebrate success at all levels. Students are encouraged to apply a growth mindset to both their academic and personal progress.
- ✓ **Partnership.** We have well established links with our local community and view partnerships with the Learning Community Trust, wider community partners and our families as central to our success.

Core Values

Our ethos is built around three core values: **Respect, Responsibility and Resilience**. We expect all members of the Charlton community to exhibit these values at all times.

Underpinning our vision and values are our shared character virtues:

Gratitude: feeling and expressing thanks.
Compassion: exhibiting care and concern for others.
Humility: estimating oneself within reasonable limits.
Justice: acting with fairness towards others by honouring rights and responsibilities.
Courage: acting with bravery in fearful situations.
Integrity: having strong moral principles and standing up for what you believe in.
Honesty: being truthful and sincere.

We are tremendously proud of our new school building. Our new build school opened in June 2016 and provides first rate facilities, which are purpose-built for learning in the 21st century. Additional investment in state-of-the-art ICT, Sports, Expressive Arts, Science and Technology equipment have been a great boost to curriculum areas. We firmly believe that the facilities strengthen engagement across the school and give students relevant learning experiences, preparing them for their next steps in education.

Charlton School converted to become an academy in December 2018 and is part of the Learning Community Trust. We believe the Learning Community Trust to be an ideal partner for us, as we have a similar vision and values for providing the highest quality of education for the community in this part of Telford.

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

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

We are fully committed to a policy of inclusion and we aim to integrate all students fully into the life of the school. To this end we acknowledge the fact that all teachers are teachers of Special Educational Needs and Disabilities and our ethos is one of helping both staff and students to thrive in an inclusive environment. All children admitted to the school, including those with disabilities, have access to the full curriculum offered by the school.

As a school we have a wide range of extra-curricular activities supported through our partnership work with many outside agencies. This, linked with our work to promote community cohesion, provides our young people with every opportunity to meet their potential. Our curriculum is enhanced by a wide range of sustained enrichment opportunities, enabling students to discover and nurture their individual talents and interests. Students apply a growth mindset to both their academic and personal progress and we celebrate success at all levels.

Students are guided by our strong pastoral system, with experienced staff who support their learning. All students have Form Tutors who serve as mentors to track their academic and personal progress. Heads of Year and Pastoral Managers offer further leadership, coaching and support. We ensure that every member of our school community knows that we are committed to supporting their physical health, safety and emotional wellbeing.

We wish for Charlton students to be seen both in school and by the wider community as mature, confident, responsible citizens who wear their uniform with pride. As a school, we celebrate diversity and have well established links with our local community. We view partnerships with feeder schools, community partners and families as central to our success.

We look forward to welcoming you into our school community.

Mr Andrew McNaughton
Principal

TEACHING ASSISTANT

Salary: Scale 2 (LCT) dependant on experience

Location: **Charlton School** (Part of the Learning Community Trust)

Contract type: 30 hours per week, term time only

Charlton is a popular 11-16 academy. We believe in progress through partnership with learning at the heart of all we do. We are a school who have a caring and disciplined environment, combining a degree of formality with good relationships between adults and students

Wellington is a busy market town, rapidly improving facilities and new housing being built nearby the school. From its central position, Wellington is easily reached by rail and has a large train station in the town. It is close to Shrewsbury and the famous Ironbridge, which is an area of local beauty and historical interest and one of the best in Shropshire!

To support us with our future development, we converted to an academy on 1st December 2018 and joined a Multi Academy Trust. We are now part of the Learning Community Trust. We believe this will be ideal for us, as we have similar vision and values. We are working in partnership towards a shared vision that places students' learning, their environments, and local communities at the centre of our approach.

We are offering an exciting opportunity for a Teaching Assistant to join our SEN supporting team from January 2022.

As a member of our team, you will focus on ensuring great outcomes for our students including those with SEN and disabilities.

The role includes general classroom teaching assistant, group intervention, 1:1 sessions and SEN Classroom support, ensuring the provisions outlined in an EHCP are in place. You must have experience of working with children in a school-based environment and be willing to help with an after school club.

We are looking for someone who is enthusiastic and who can inspire the children to be passionate about their learning.

Our school is an equal opportunity employer, so we are committed to the safeguarding and protection of children and individuals. This post is subject to a DBS Enhanced Disclosure.

If you have a passion for teaching, we would love to hear from you!

Closing date for applications: 2nd December 2021
Interviews: 9th December 2021
Start Date: 4th January 2022

Application forms and further information is available from the school website www.charlton.uk.com . Alternatively, you may contact Cathy McGilvery cathy.mcgilvery1@charlton.uk.com or call 01952 386806.

Job Description

Name: Teaching Assistant

Post: 30 hours per week

Salary Scale: Scale 2

Responsible to: Special Educational Needs Coordinator

We have an exciting opportunity for a teaching assistant to join our team. Candidates will have experience of working with children in an educational setting and show a passion and commitment to supporting those with special educational needs.

The ideal candidate will contribute to outstanding attainment and progress at all key stages. They will develop an excellent working understanding of the learning needs of their students. Through active participation in continuous professional learning, you will have the opportunity to further develop your skills and in turn enhance the quality of the provision within the department. We are looking for a dynamic individual who is organised, demonstrates flexibility, innovation and intelligence when responding to the needs of students, to ensure they are appropriately challenged and supported.

Charlton is a successful and popular 11-16 comprehensive school in Telford. We are well established and respected in our local community, with a consistent record of high standards. This is attributed to good examination results and acknowledges our caring and supportive values-based culture. We aim for all our students to enjoy school, excel in their studies and attain outstanding outcomes.

Wellington is a busy market town, rapidly improving facilities and new housing being built nearby the school. From its central position, Wellington is easily reached by rail and has a large train station in the town. It is close to Shrewsbury and the famous Ironbridge, which is an area of local beauty and historical interest and one of the best in Shropshire.

We are committed to delivering a broad, balanced and knowledge rich curriculum, enabling students to achieve their best and ensuring they are well equipped for the future. Our curriculum plans for the needs of all learners, as they progress through their five years in our care, providing opportunities for enrichment to develop wider aspects of learning.

We see each student as an individual and encourage them to build their unique character through our personal development programme. Our curriculum is enhanced by a wide range of sustained enrichment opportunities, enabling students to discover and nurture their talents and interests, which enrich their educational experience and inspire them to find activities that they will continue to engage with for life.

Students are guided by our strong pastoral system, with experienced staff who support their learning. All students have Form Tutors who serve as mentors to track their academic and personal progress. Heads of Year and Pastoral Managers offer further leadership, coaching and support and, as required, access the services of external agencies. We ensure that every member of our school community knows that we are committed to supporting their physical health, safety and emotional wellbeing.

We are fully committed to a policy of inclusion and we aim to integrate all students fully into the life of the school. To this end we acknowledge the fact that all teachers are teachers of Special Educational Needs and Disabilities and our ethos is one of helping both staff and students to thrive in an inclusive environment. All children admitted to the school, including those with disabilities, have access to our broad and balanced curriculum offer.

Student support is seen as a whole school commitment involving every individual; each having a responsibility to offer quality first teaching, providing engaging and challenging experiences across the curriculum and pastoral support. Our team of specialist teachers and support staff offer special needs provision, integrating students and providing small group support where necessary.

Through active participation in continuous professional learning, you will have the opportunity to further develop your skills and in turn enhance the quality of the provision within the department. We are looking for a dynamic individual who is organised, demonstrates flexibility, innovation and intelligence when responding to the needs of students, to ensure they are appropriately challenged and supported.

Our school is an equal opportunity employer, so we are committed to the safeguarding and protection of children and individuals. This post is subject to a DBS Enhanced Disclosure.

Main Activities

Supporting effective learning

- To support individual students both in class and during small groups or one to one intervention
- Creation and implementation of individual support plans which meet the needs of students in liaison with the Special Educational Needs Coordinator, parents/carers and class teachers
- To support the class teacher by assisting in the preparation of materials and resources for use by students with special needs
- To organise resources for children with special learning needs or physical disability, for example – in preparation of enlarged worksheets
- Plan tasks and organise resources for individual students, based on their needs
- Liaise with subject teachers regarding work for specified students

Record keeping

- To contribute to review statements and stages of assessment
- Participate in reviews as necessary
- Contribute to the review of individual support plans
- Maintain records of the students seen and support provided

Parental contact

- To keep parents informed of progress both formally and informally
- Keeping records of all contacts with parents

Other duties

- Support of classes
- Agreed after-school clubs and activities
- To take registration as required
- Support delivery during PSHE/Personal Development
- Effectively mentor individual students, in some cases: making sure they arrive to lessons, complete tasks set by teachers and provide guidance and support when needed
- Any other duties as may be necessary at the direction of the Principal
- Provide support at break time and lunchtime for vulnerable students

Person Specification

	Essential	**Desirable**
Qualifications	• Strong academic record **including** Maths and English GCSE grade C (or equivalent) or better. (Please include this information in your application form).	• Qualifications relating to the role of TA (or evidence of working towards gaining such qualifications) • Good Higher Education or Further Education qualifications • Grade A or B in both English and Maths GCSE or equivalent. • First Aid qualifications.
Knowledge and Experience	• Experience of supporting children within KS3 and KS4. • Experience of working in a school. • Excellent literacy knowledge and skills.	• *Experience of: ➢ Teaching and supporting children with SEND. ➢ Working with and supporting children with challenging behaviour. ➢ Running intervention programmes.
Personal	• Enjoy working with children. • Able to have a good rapport with children. • Dedicated to safeguarding and promoting the welfare of children. • Enthusiastic, hardworking, flexible and motivated. • Team player and excellent interpersonal skills. • Good verbal communication skills including ability to communicate effectively with carers and parents. • Able to take the initiative. • Confidentiality and sensitivity.	• Ability to work with and manage children with challenging needs – EAL, SEND and very able pupils. • Ability and experience of communicating with parents • Good IT skills. • Skills and interests that could help enrich children's learning e.g. MFL, cooking, gardening, music and so on.
Other	• Willingness and ability to undertake lunchtime duties.	• Willingness and availability to undertake after school club (3.15-5.30pm) and other duties as required.

APPLICATION FORM

Completing the Application Form

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

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

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

JOBS WORKING WITH CHILDREN

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

DATA PROTECTION ACT 1998

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

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

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

PTO

EQUAL OPPORTUNITY MONITORING

What does this mean?

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

- When your application is received the Monitoring Form will be removed before the form goes to those involved in shortlisting for interviews.

- Those involved in shortlisting and interview will not know what information is on the Monitoring Form.

THE RECRUITMENT PROCESS

What will happen next?

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

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

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

COMMITMENT TO EQUAL OPPORTUNITIES

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

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

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

EQUALITY IN EMPLOYMENT

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

We will:

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

ESSENTIAL ADDITIONAL INFORMATION FOR POSTS WHICH INVOLVE WORKING WITH CHILDREN.

The post for which you are applying will involve working with children. In order to ensure the safety of children, your application will be subject to rigorous pre-employment checks.
Please read this information carefully, detach and keep these notes.

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

Criminal Record Checks

7. This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986 and the Criminal Justice and Court Services Act 2000. It is also covered by the Protection of Children Act 1999.

8. A caution or conviction will not necessarily debar you from applying for the post. We will consider any previous offences in accordance with our Equal Opportunities Charter. There are, however, certain offences which will debar you from working with children under the regulations made under the Children's Act, including Schedule 1 offences such as sexual and violent offences.

9. At interview, or in a separate discussion, we will ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

10. Prior to any offer of employment being made you will be required to complete a **Disclosure Application form**. On this form you will need to declare **ALL** CAUTIONS, BIND OVER ORDERS & CONVICTIONS. This includes offences which are considered spent for other purposes or that you may believe have been removed from your record.

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

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

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

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

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

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

IMPORTANT

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

EMPLOYMENT APPLICATION FORM FOR ALL STAFF

Please complete the relevant parts of this form

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

1. PERSONAL DETAILS (BLOCK CAPITALS PLEASE)

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

EDUCATION AND TRAINING

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

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

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

3. CURRENT OR MOST RECENT EMPLOYMENT

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

4. PREVIOUS EMPLOYMENT/EXPERIENCE

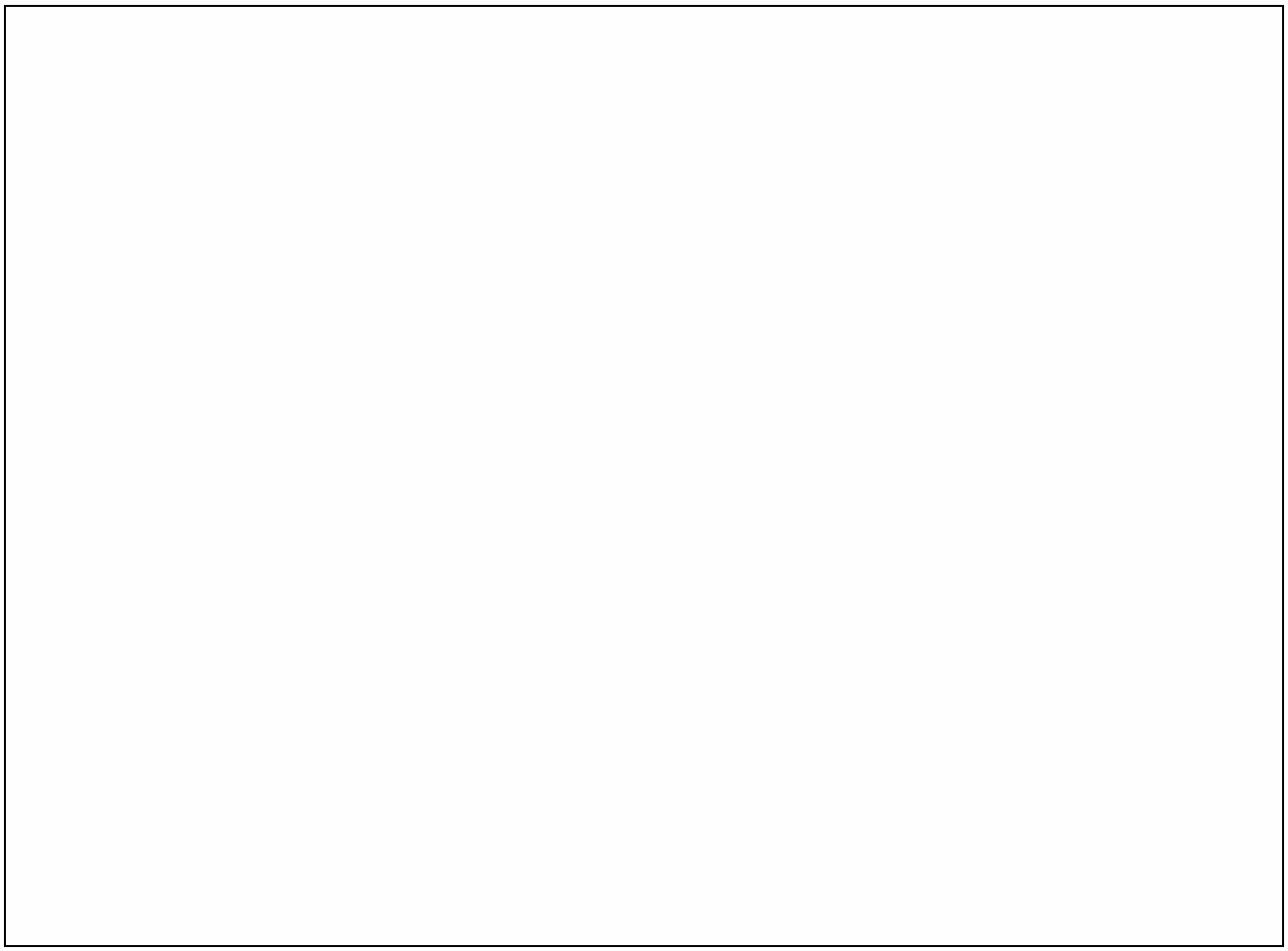
Starting with the most recent please list previous experience. All time since leaving full time education should be accounted for. Additional sheets may be added.

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

5. DETAILS OF CURRENT EMPLOYMENT AND SUPPORTING STATEMENT

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

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



Apley Avenue, Wellington, Telford, TF1 3FA Tel: 01952 386800 Fax: 01952 386805
E-mail: school@charlton.uk.com www.charlton.uk.com

6. REFERENCES

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

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

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

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

7. OTHER INFORMATION

Are you, to your knowledge, related to any Learning Community Trust employee?
If yes, please give details:

Name **Relationship**

Rehabilitation of Offenders Act 1974

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

Declaration

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

If yes, please give details:
Date Nature of summons/charge/caution/allegation
Court Sentence or order
Please continue on a separate sheet if necessary

8. YOUR SIGNATURE

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

Signature of applicant **Date**

For office use only
Reason for not shortlisting

Reason for not appointing

Apley Avenue, Wellington, Telford, TF1 3FA Tel: 01952 386800 Fax: 01952 386805
E-mail: school@charlton.uk.com www.charlton.uk.com

EQUAL OPPORTUNITIES CHARTER

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

The Trust's Employment Equality Promise

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

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

MONITORING FORM

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

Please complete in **BLOCK CAPITALS**

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

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

…….....

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

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

Yes ☐ No ☐ Rather not say ☐

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

Yes ☐ No ☐ Rather not say ☐

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

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

Rather not say ☐

What is your ethnicity (please tick ✓)?

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

What is your sexual orientation? Straight/heterosexual ☐ Lesbian/Gay ☐ Bi-sexual ☐ Rather not say ☐
Would you describe yourself as trans-gender? Yes ☐ No ☐ Rather not say ☐
Are you an agency worker? Yes ☐ No ☐
Are you currently employed by Learning Community Trust? Yes ☐ No ☐
If YES please enter your employee number.....
How did you find out about this vacancy?.....