



# LUNCHTIME SUPERVISOR INFORMATION PACK FOR CANDIDATES



Dear Applicant

Thank you for your enquiry regarding the position of **Lunchtime Supervisor** at Oasis Academy Hobmoor.

I hope you find the information pack helpful. If you feel that that this is a post for which you would like to apply, please complete all sections of the Application Form including the Equal Opportunities monitoring (CVs are not accepted) and return it to our enquire email by either of the following ways:

E-Mail: [enquiries@oasishobmoor.org](mailto:enquiries@oasishobmoor.org)

Post: Oasis Academy Hobmoor  
Wash Lane  
Yardley  
Birmingham  
B25 8FD

The closing deadline for applications is no later than **9AM on Friday 5<sup>th</sup> March 2021**

Please ensure you provide the name, address and status of two referees, one of whom should be your current direct Manager. Candidates should be aware we will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. If you have not been contacted to say that you have been shortlisted please assume that your application has not been successful on this occasion.

Interviews will be held – **Week Commencing Monday 8<sup>th</sup> March 2021**

**The role is to start from March 2021**

If you would like to know more about us before you apply please see our website at [www.oasisacademyhobmoor.org/](http://www.oasisacademyhobmoor.org/) or if you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification.

I wish you well and thank you once again for your interest in what we think will be a challenging and rewarding post.

Yours sincerely

**Matt Spence**  
**Operations Manager**



## Explanatory Notes

Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

### **Safeguarding Children & Young People**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks.

1. Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly 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.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

### **Interview 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. A short test will be carried out in relation to the job role. 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.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy CRB requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

For Academy based positions, 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 and qualifications
- List 99 Check
- Satisfactory Enhanced DBS disclosure
- Verification of professional status such as GTC registration, QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- 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

*For teaching posts*

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.**



# Job Description

<b>POST:</b>	Lunchtime Supervisor
<b>RESPONSIBLE TO:</b>	Inclusion Manager, under the day to day supervision of Senior Lunchtime Supervisors
<b>SALARY:</b>	<b>Birmingham Grade 2, SCP 2-4 (£18,198 - £18,933 p.a. pro rata)</b> (plus Local Government pension scheme)
<b>LOCATION:</b>	<b>Oasis Academy Hobmoor, Yardley, Birmingham, B25 8FD</b>
<b>WORKING PATTERN:</b>	<b>9.35 hrs per week, term time only Monday to Friday</b>
<b>DISCLOSURE LEVEL:</b>	<b>Enhanced DBS</b>
<b>JOB PURPOSE:</b>	As part of a team assisting the Senior Lunchtime Supervisor/Deputy Principal in securing the safety, and welfare of pupils during the midday break. This will involve effective supervision of pupils in and about the premises and site(s) of the school.

## **SPECIFIC RESPONSIBILITIES:**

### Principle Duties

- 1.1** Supervision and control of pupils in the dining hall.
- 1.2** Supervision and control of pupils in the playground and about other school premises.
- 1.3** Associated ancillary duties.

### Main Duties and Responsibilities (as appropriate to nature/phase of school)

- 2.1** Supervision and control of pupils in the dining hall including:
  - 2.2** Where appropriate, assist/supervise pupils with their general hygiene requirements (washing, toileting changing clothing etc. in accordance with School Policy) prior to entering the dining room.
  - 2.3** Organising dinner queue and entrance of pupils into dining hall and from dining hall to playground; ensuring good behaviour and calm atmosphere. Dealing with any bullying/fighting/unruly behaviour that may occur by intervention or calling for assistance, reporting incidents to Deputy Principal/Senior Lunchtime Supervisor according to severity of incident.
  - 2.4** Directing pupils to seats, deciding on seating arrangements,

- separating problem pupils where necessary.
- 2.5** Encouraging pupils to eat (including those with packed lunches) especially those with special needs or disabilities.
- 2.6** Being aware of pupils on special or restricted diets for medical reasons from information provided at the school. Assisting pupils with cutting up food, pouring liquids etc. where necessary.
- 2.7** Encouraging social skills and good table manners, ensuring safety with knives and forks. Ensuring pupils tidy/clear up in a satisfactory manner.
- 2.8** Cleaning up spillages when food is spilt or dropped where such spillages are hazardous to pupils/staff.
- 2.9** Dealing with anybody spillages in the dining hall in accordance with infection control procedures, ensure pupil goes to the medical room if appropriate.
- 2.10** Sharing responsibility with other Lunchtime Supervisors and/or teacher for the maintenance of order and discipline in the dining hall area.
- 2.11** Supervision and control of pupils in the playground and about other school premises, including:
- 2.12** Where appropriate, collecting pupils from classrooms if going straight into the playground, ensuring they are adequately dressed for the prevailing weather conditions where necessary.
- 2.13** Supervision and control of the school entrance during lunch break to ensure children do not leave the playground without permission/authorisation. Check on any strangers who may enter school premises in accordance with school guidelines, be observant of any loiterers and report to Deputy Principal/Senior Lunchtime Supervisor.
- 2.14** Direction of pupils to the playground and supervision of their activities and behaviour, ensuring their safety and wellbeing, providing emotional support where necessary.
- 2.15** Preventing bullying, being aware of changes in friendships, encouraging socialising, play etc. Occasionally participating in games.
- 2.16** Discouraging any dangerous activities. Dealing with any unacceptable or challenging behaviour under the direction of guidelines in operation at the school.
- 2.17** Reporting any bad behaviour, assaults, carrying of weapons/banned substances by pupils to the Deputy Principal/Senior Lunchtime Supervisor.
- 2.18** Supervision and control of pupils inside school premises when they are not allowed outside in inclement weather. Occupying pupils in various games and activities.
- 2.19** Ensuring in accordance with instructions given that all pupils return to the care of teachers at the end of the lunch period.
- 2.20** Associated ancillary duties.
- 2.21** Checking toilet areas regularly for signs of pupil smoking/vandalism, blockage of toilets/wash basins and to ensure pupils are not loitering or playing in toilet areas. Reporting any damage or blockages to Building Services Supervisor.
- 2.22** Ensuring that any pupils who suffer accident or injury are dealt with appropriately in accordance with the School's agreed procedures.
- 2.23** Being aware of cultural differences between pupils, dealing with any incidents of racism or sexism in accordance with agreed procedures.

**2.24** Assist with cleaning the dining hall at the end of lunchtime.

Child Protection.

**2.25** To have due regard for safeguarding and the promotion of welfare of children and young people and to follow the child protection procedures adopted by the school.

- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To ensure all tasks are carried out with due regard to Health and Safety.

To undertake appropriate professional development including adhering to the principle of performance management.

To adhere to the ethos of the school

**2.26** To promote the agreed vision and aims of the school.

**2.27** To set an example of personal integrity and professionalism.

**2.28** Attendance at appropriate staff meetings and parents evenings.

Any other duties as commensurate within the grade in order to ensure the smooth running of the school.

## **E. Safeguarding children and young people**

Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

# Lunchtime Supervisor Person Specification

## Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

## Oasis Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Education Charter document which accompanies this job description.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Willing to undertake appropriate training</li> </ul>	
<b>Experience, Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>Experience of working with children</li> <li>Experience of working in a team</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working within a Primary school setting.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Develop good appropriate relationships with children and staff</li> <li>Actively contribute to a happy safe and supportive play environment</li> <li>Able to demonstrate initiative and work unsupervised</li> <li>Flexible, responsible and balanced approach</li> <li>Reliable, enthusiastic, approachable, committed, enthusiastic, patient</li> <li>Able to work within a team</li> <li>Able to deal with people from a broad cross-section of backgrounds at all levels internally and externally</li> <li>Ability to remain discrete when privy to confidential information</li> </ul>	



	<b>Essential</b>	<b>Desirable</b>
	<ul style="list-style-type: none"><li>• Willingness to own the Oasis Community Learning ethos</li><li>• Commitment to safeguarding and promoting the welfare of children and young people</li><li>• Willingness to undergo appropriate checks, including enhanced DBS checks</li><li>• Motivation to work with children and young people</li><li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline</li><li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.</li></ul>	



# Education Charter

## Introduction

**Oasis Community Learning** is one of the Oasis family of charities that is now established on five continents, providing education, health, housing and youth and community services. Oasis Community Learning is responsible for the **Oasis Academies**.

Fundamental to all Oasis activities are five core values at the heart of the **Oasis Ethos**:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

**The Education Charter** is the foundation document for Oasis Community Learning and the Oasis Academies. It is an expression of:

- Our inspiration
- Our guiding principles
- The framework for what we seek to do with the children, young people and families that we serve.

The Education Charter was developed during 2009 with contributions from:

- Students, staff, parents/carers, businesses and other members of the Academy communities
- Principals and Executive officers of Oasis Community Learning
- Other parts of the Oasis family in the UK and abroad.

It has drawn from and complements the guidance for maintained schools about the new framework for Ofsted inspection introduced in September 2009.

The Education Charter was confirmed by the Board of Trustees of Oasis Community Learning on 14<sup>th</sup> December 2009. It will be reviewed regularly.

Our fundamental aim is to create and maintain an ethos in the community hubs and Academies that reflects our core beliefs, values and behaviours.

## The Oasis Ethos

Oasis Community Learning is a Christian sponsor of Academies and this raises questions for some people. Therefore we want to explain a little more about what being 'Christian' means to us.

If organisational purpose sets out *why* an organisation does what it does, and mission describes *what* an organisation does in order to achieve the purpose, then ethos is about *who* an organisation is and the *way* it achieves its purpose and delivers the mission.

As with food, ethos is like a flavour or a taste that permeates a whole dish. It is in everything and flows through everything.

Ethos is the very essence of Oasis, our organisational DNA. In short, our ethos is our identity or personality.

A person's identity or personality can best be understood by observing or experiencing the way in which he/she behaves. It is the same for an organisation.

Many words can be used to describe Oasis' identity or its organisational behaviours but central to any such description are the following statements. Oasis has:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

It is true to say a person's behaviours reflect what a person believes. In other words, what we believe about life determines how we behave and the things that we value.

Oasis' identity or organisational behaviours are rooted in, and flow from the Christian faith. Oasis' work is motivated by the life, message and example of Jesus Christ. How Oasis as an organisation behaves has a direct relationship to what Oasis as an organisation believes. Oasis' beliefs direct and shape the organisation's behaviours.

The following statements represent a few examples of Oasis' core beliefs:

- Each individual is made in the image of the God who created all of us, making us all equal and different.
- God is love. Love is not simply one of God's attributes, but rather the very essence of his nature. This love pervades the universe and is unconditional rather than earned.
- God became human in the person of Jesus Christ. He came to where we are. He shared our experience of life. He felt joy and pain. He engages with us and understands us.
- Jesus served others rather than expecting to be served and willingly sacrificed his life through the cross.
- Jesus rose from the dead. Death is not the end. There is resurrection and hope.

Therefore, it follows that Oasis will behave by:

- Seeking to serve all people equally, respecting their differences and aspiring to meet the needs of the whole person and the whole community because each person is valuable to God.
- Accepting others for who they are because they are accepted and loved by God.
- Engaging in the whole life of the communities we work in.
- Sacrificially serving both the individuals and the communities with whom we work.
- Living with the hope that transformation is always possible because the resurrection of Christ shows that even the darkest situation can be overcome.

Oasis behaviours cannot be separated from its beliefs; they are integral to one another. Oasis believes that its beliefs cannot have their full validity if they are not lived out. Equally, the

behaviours cannot fully represent Oasis without an understanding that they demonstrate the Christian faith. The beliefs and behaviours together constitute Oasis' ethos.

*However, Oasis never seeks to impose its beliefs on anyone. Oasis is always clear with staff, students, parents/carers, volunteers and any other parties about the fact that its behaviours and the things that it values flow directly from its Christian beliefs. But to be part of Oasis does not require anyone to own or accept these beliefs.*

**Note:** Oasis Community Learning will also be producing

- statements that explain our understanding of key concepts like 'knowledge', 'truth' and 'transformation'
- 'think pieces' for staff development, and other interested individuals, that will explore issues like the relationship between Christian distinctiveness and an inclusive approach to the whole community; the implications of a Christian world view for curriculum design; the science v. faith debate
- Resources to develop the Oasis ethos in our Academies based on the behaviours identified in Steve Chalke's *Apprentice: walking the way of Christ* - journeying; longing; believing; questioning; belonging; serving; persevering; forgiving; listening; engaging



# Child Protection Policy

Oasis Community Learning fully recognises its responsibilities for child protection.

Our policy applies to all Oasis Community Learning's directors, staff (central and Academy-based), governors and volunteers working in and with Oasis Community Learning Academies.

There are five main elements to our policy. We are committed to:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

# APPLICATION FORM – SUPPORT STAFF



<b>LOCATION:</b>	
<b>POSITION APPLIED FOR:</b>	

## PERSONAL DETAILS

<b>TITLE</b>	Title	<b>SURNAME</b>		<b>FIRST NAME(S)</b>			
<b>HOME ADDRESS (including postcode)</b>							
<b>TELEPHONE NUMBERS</b>		Work		Personal			
<b>Email Address</b>		<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%;"></td> </tr> </table>					
<b>National Insurance Number</b>		<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%;"></td> </tr> </table>					
<b>Do you have the right to work in the UK?</b>		YES	NO				
<b>Do you require a work permit or visa?</b>		YES	NO				
		If yes, please give details					

## CURRENT EMPLOYMENT

<b>Name &amp; Address</b>	<b>Position Held</b>	<b>Main Responsibilities</b>		<b>From</b>	<b>To</b>
<b>Current Salary</b>		<b>Additional Salary</b>		<b>Total Salary</b>	
<b>Reason For Leaving</b>				<b>Notice Period</b>	

## PREVIOUS EMPLOYMENT

(Please include all work including part-time and volunteering positions)

<b>Previous Employer</b> (names & address)	<b>Job held and main responsibilities</b>	<b>From</b>	<b>To</b>	<b>Salary</b>	<b>Reason for Leaving</b>

Please use this space to explain any gaps in employment

### PROFESSIONAL AND PERSONAL DEVELOPMENT

(Please include details of any training courses (accredited and in-house) attended in the last 5 years)

Name of Course Provider	Award/Qualification gained	From	To

### EDUCATION HISTORY

(Please list your education history, most recent qualification first)

Institution	From	To	Qualification (s) attained / Subjects (S)



## SUPPORTING STATEMENT

Use no more than **two side of A4** to explain why you're applying for this post at Oasis Community Learning and what skills and experience you can bring to the post. (please refer to the Oasis Ethos and how you meet the requirements set out in the person specification in your answer)

## REFEREES

(Please provide details of two referee's, covering the last three years, one of whom should be your current employer)

<b>Name</b>		<b>Name</b>	
<b>Job Title</b>		<b>Job Title</b>	
<b>Organisation</b>		<b>Organisation</b>	
<b>Relationship to you</b>		<b>Relationship to you</b>	
<b>Address</b>		<b>Address</b>	
<b>Telephone number</b>		<b>Telephone number</b>	
<b>Email</b>		<b>Email</b>	
<b>Are you willing for this referee to be approached prior to interview?</b>	YES      NO	<b>Are you willing for this referee to be approached prior to interview?</b>	YES      NO

**PERSONAL DATA**

<b>Have you applied for a position at Oasis before?</b>	YES                      NO _____ If yes, please give details _____
<b>Please declare if you are related to or know personally any Oasis employee</b>	
<b>Where did you hear about this vacancy?</b>	OCL/Academy website TES Online Charity Job Other Job Board                      please give details Word of mouth                      *  * If you heard about this vacancy through a member of Oasis, please provide their name so we can thank them

**CONFIDENTIAL INFORMATION**

(Oasis Community Learning requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, caution, reprimand or warning under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment – this will depend upon the nature of the offence(s) and when they occurred.)

In relation to the above, if you have any unspent convictions, cautions, reprimands or warnings, you are obliged to detail these below

<b>Do you have any unspent convictions, cautions, reprimands or warnings?</b>	YES                      NO If yes, please give details
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<b>I can confirm that I am not on the barred list, disqualified from working with children or subject to sanctions imposed by a regulatory body such as the Teaching Agency. I also confirm to a criminal records check if appointed to the position for which I have applied</b>	Electronic Signature	
	Date	

**DECLARATION**

In submitting this form to Oasis Community Learning:  
 I declare that to the best of my knowledge and belief, the details given by me on this application form are correct and can be treated as part of any subsequent contract of employment.

I understand that if I give any information which is false, or I withhold any relevant information, this may lead to my application being rejected, or if already appointed, to termination of employment

I understand that information given on this form will be processed by a computer and used for registration and equal opportunities monitoring purposes under the Data Protection Acts 1984 and 1998

<b>Signature (to confirm agreement)</b>		<b>Date</b>	
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## EQUAL OPPORTUNITIES

Please note that if you have a disability and you require this form, or submitting the information with regard to this form, in another format, such as larger print or audio-tape, please contact us by writing, emailing or telephoning the Recruitment Team.

Oasis Community Learning is working towards equality of opportunity for all who apply for employment with the organisation. We are actively opposed to discrimination and want to ensure our processes support recruitment of the full diversity of people. We believe that monitoring our recruitment results will help us assess any areas requiring improvement. In order to assist us with this, we would be grateful if you would complete this form and return it with your application.

Oasis Community Learning undertakes that this form will not be made available to anyone involved in the recruitment and selection of staff and will remain confidential to the Human Resources Department to be used solely for the purpose of monitoring the effectiveness of our equal opportunities policy.

**Your help in this matter is entirely voluntary and will in no way affect your application.**

*Post applied for:* .....

1. Please indicate your gender: *Male*  *Female*

2. Please indicate your age:  
16 – 17  18 – 21  22 – 30   
31 – 40  41 – 50  51 – 60   
61 – 65  66 – 70  71+

3. Ethnic origin is not about nationality, place of birth or citizenship. It is to do with colour and broad ethnic group. UK citizens can belong to any of the groups indicated below. Would you describe yourself as:

**White**

English/Welsh/Scottish/Northern Irish/British   
Irish   
Gypsy or Irish Traveller   
Any Other White Background   
Please state: .....

**Mixed/multiple ethnic groups**

White & Black Caribbean   
White & Black African   
White & Asian   
Any other Mixed/multiple ethnic background   
Please state: .....

**Asian/Asian British**

Indian   
Pakistani   
Bangladeshi

Chinese   
Any other Asian background   
Please state: .....

**Black/African/Caribbean/Black British**  
African   
Caribbean   
Any Other Black/African/Caribbean background   
Please state: .....

**Other ethnic group**  
Arab   
Any other ethnic group   
Please state: .....

4. Do you consider yourself to have a disability within the meaning of the Equality Act 2010 (see end of this part of form for definition)?

Yes  No

We fully support the social model of disability and we recognise that people with different impairments or medical conditions can experience different barriers. If you have selected yes,

please select the nature of your disability:

Physical/sensory impairments   
Learning difficulty & specific learning difficulties   
Mental health difficulties   
Medical conditions

5. What is your Religion, even if you are not currently practising?

Christian inc. Church of England, Catholic, Protestant and all other Christian denominations)   
Buddhist   
Hindu   
Jewish   
Muslim   
Sikh   
Any other religion   
Please describe: .....  
No religion

6. What is your sexual orientation?

Bisexual   
Gay man   
Gay woman/lesbian   
Heterosexual/straight   
Other   
Prefer not to say

***Thank you for your assistance***

## **Disability Definition**

The Equality Act 2010 states “A person has a disability if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

The Act goes on to state “A person can also qualify if s/he had a disability in the past and/or if s/he was on the register of disabled persons under provisions in the Disabled Persons (Employment) Act 1944 on both 12 January 1995 and 2 December 1996”.

DDA 2005.