

**Candidate Pack**

**Post:** Learning Support Assistant – Secondary phase (temporary until 31st August 2025)

**Hours:** 32.5 hours per week, term time only (8am-3.00pm/39 weeks)

**Grade:** 5 SCP 8-12

**Salary:** £24,702 - £26,421 (pro rata £18,662)

**Closing date:** Monday 9th December 2024 at 9am

**Start Date:** ASAP

Dear Prospective Applicant,

Thank you for your interest in this important post.  It is a great pleasure to introduce you to our School. The enclosed information is intended to provide a brief insight into the life and work of Cowbridge School, to enable you to decide whether you wish to be part of our aspirational team of people.

We are a popular and very successful, oversubscribed, co-educational school situated in the market town of Cowbridge in the Vale of Glamorgan. The school is able to trace its roots back to 1608 and we are proud of our history and reputation for excellence.

From September 2023, Cowbridge School began early years education and will grow over the next few years to become an all-through school, providing education to include nursery, primary, secondary and sixth-form provision. We will also aim to provide wrap-around care before and after school to assist with childcare arrangements for working parents.

Cowbridge School consists of 4 distinct ‘schools’ consisting of Lower School (nursery - Y4); Middle School (Y5-Y8); Senior School (Y9-Y11); and, Sixth Form, overseen by a team of Senior Leaders for ensuring collective success across the 3-19 age-range. We currently have over 150 members of staff at the school and over the next 5 years, our staffing is forecast to increase to 170+ staff, all employed to ensure the very best for the community that we serve.

We have high aspirations for our students and we are committed to excellence, equity, equality and wellbeing for all. We want children of all ages to be challenged, supported and inspired to flourish in all that they do. Our strategy is to maintain and further develop our reputation as a high performing school within Wales and beyond. We aim to maintain and further improve upon the outcome of the [Estyn inspection in 2019](https://www.estyn.gov.wales/system/files/2021-08/Inspection%20report%20Cowbridge%20Comprehensive%20School%202019.pdf) where all areas of the school were judged to be excellent with no areas identified by Estyn for improvement.

We are developing our early years provision to become a happy and high-achieving part of our school where young children are inspired and challenged from their very first day with us. Our pupils will be challenged to think independently, creatively, and with curiosity, to enjoy and participate fully in their learning, and to achieve their full potential so that they can flourish and grow.

Central to our core aims are for children to be confident and to believe, ‘I can and I will!’ and to be fully supported in a warm and inclusive environment in order to thrive in all that they do at Cowbridge. We will guide children to learn to value themselves and each other; to take risks and responsibility; to learn from their mistakes; and, to build on their successes day by day, year by year.

Our curriculum will be broad and exciting, supported and delivered by excellent specialist teachers so that our young pupils steadily build: knowledge and understanding; key skills; thinking skills; and, a robust work ethic, ready to embrace the secondary phase of learning.

We aim to be recognised as a centre of excellence for the early years for learning, wellbeing, and nurture for our children, inspirationally led and self-improving, whilst sharing the values and aspirations of the comprehensive phase of opportunities and education for life.

Our long tradition of academic excellence places us as one of the highest performing schools in Wales. As a result, we take pride in talking to you about children, our story and the next steps in our journey; we talk and care about children not statistics.

Our facilities are state of the art and the new build for the primary phase will include the latest technology and resources to ensure that all children and staff have the best accommodation to realise our aspirations. However, we dream big and then bigger again. Our ongoing capital

development programme and robust strategic planning means that our facilities and resources will remain amongst the very best in Wales.

We place great importance in investing in staff training and recruitment to ensure that all are passionate about learning and continually strive to look for innovative ways of helping young people to learn better and more effectively. To assist with this aim, we have prioritised resources and provision for staff continuous learning and wellbeing. This includes all classroom teachers having 7 hours per fortnight of preparation, planning and assessment time as a minimum, a staff healthcare scheme with access to a range of wellbeing services. This includes complimentary lifestyle health screening, private medical cover and physiotherapy, a 24-Hour GP Helpline. We are committed to ensuring that all teachers have a healthy work-life balance and feel supported and appropriately challenged to fulfil their aspirations in work and life.

At secondary level, we have an exceptional record of helping students achieve higher grades than predictions would suggest, meaning that students have the best chance at gaining entry to the university or career of their choice. We are committed to growing students who are self-confident, adaptable, and flexible so that they are able to embrace the demands of the 21st century. This ensures that in today’s rapidly changing world they are best placed to find fulfilment and happiness in their future lives.

If you have passion for providing inspirational support, care and guidance to ensure that our students thrive in an environment with excellent resources and a safe an inspirational school premises, we would love to hear from you!

Good luck with your application!

Mrs Thomas

Headteacher

Cowbridge School

**About the role**

A great opportunity for a permanent Learning Support Assistant, to work with individual and small groups of children, to help them achieve defined progression targets and meet the needs of their Individual Development Plans, under the guidance of staff.  A key part of this role will be to oversee the online intervention provision to support pupils in improving their literacy skills, including spelling, reading comprehension and writing skills.

**Method of Appointment**

Please apply by completing the application form from page 8 onwards.

You are required to provide the names of two referees, one of which must be your current employer. We will contact referees of shortlisted candidates prior to interview.

All applications should be completed and returned by the deadline to [recruitment@cowbridgecs.co.uk](mailto:recruitment@cowbridgecs.co.uk) or posted:

FAO Mrs Y Pick

Business Support Manager

Cowbridge School

Aberthin Road

Cowbridge

Vale of Glamorgan

CF71 7EN



# Job Description

|  |  |  |
| --- | --- | --- |
| DESIGNATION/POST TITLE | **:** | Learning Support Assistant |
|  |  |  |
| **DIVISION/SECTION** | **:** | Secondary phase (Years 7-11) |
|  |  |  |
| **LOCATION** | **:** | COWBRIDGE SCHOOL |
|  |  |  |
| **POST GRADE** | **:** | Grade 5 SCP 8-12 |
| **HOURS** | **:** | 32.5 hrs per week, term time only  (8am – 3.00pm/39 weeks per year) |
|  |  |  |
| **RESPONSIBLE TO** | **:** | Leader of ALN |

### Job Purpose:

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.

**Support for the pupil**

* Use specialist (curricular/learning) skills/training/experience to support pupils
* Assist with the development and implementation of IEPs and IBPs.
* Establish productive working relationships with pupils, acting as a role model and setting high expectations
* Promote the inclusion and acceptance of all pupils within the classroom
* Attend to pupils’ personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid, toileting, feeding and mobility.
* Support pupils consistently whilst recognising and responding to their individual needs
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
* Promote independence and employ strategies to recognise and reward achievement of self-reliance
* Provide feedback to pupils in relation to progress and achievement

**Support for the Teacher**

* Work with the teacher to create a purposeful, orderly and supportive 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 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 with, or as directed
* Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

**Support for the curriculum**

* Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
* Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
* Support the use of ICT in learning activities and develop pupils’ competence and independence in its use
* 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 school**

* 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
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Contribute to the overall ethos/work/aims of the school
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
* Attend and participate in regular meetings
* Participate in training and other learning activities as required
* 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
* Undertake planned supervision of pupils’ out of school hours learning activities
* Supervise pupils on visits, trips and out of school activities as required

**PERSON SPECIFICATION** (E – essential D – desirable)

**Education, professional development and experience:**

* GCSE or O Level qualifications in English and Maths at grade C or above (E)
* NVQ 3 or equivalent qualification or experience in relevant discipline (D)
* Evidence of training relevant to the post (D)
* An understanding of ALN and it’s impact upon learning (D)
* Experience of supporting young people with additional learning needs, voluntary or paid (D)

**Personal knowledge/Skills:**

* Good use of ICT skills (E)
* Good numeracy/literacy skills (E)
* Ability to establish and maintain positive professional relationships with pupils, colleagues and parents (E)
* Ability to identify own training and development needs and co-operate with means to address these (E)
* Ability to work well in a team (E)
* Strong interpersonal and communication skills (E)
* Ability to relate well to children and adults (E)
* Ability to keep matters confidential (E)
* Relevant knowledge of first aid (D)
* Knowledge of relevant polices/codes of practice and awareness of relevant legislation (D)

**Personal attributes**

* Determination to make a positive difference to the learning of young people (E)
* Enthusiasm for the role (E)
* Acceptance of responsibility (E)
* Ability to prioritise (E)
* Patience and flexibility (E)
* Commitment to professional development (E)
* Commitment to equality of opportunity (E)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Application for the post of:** | | **(This form is also available in Welsh)** | | | |
|  | |  | | | |
| Learning Support Assistant (Grade 5) Secondary phase | | | | Post Reference |  |
| **PLEASE DO NOT SUBMIT A CV** Please complete in black ink or type | CLOSING DATE : | | Monday 9.12.24 at 9am | | |



|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Personal Details** | | | | | | | | |
| Surname |  | | | Initials | |  | NI Number |  |
| Address |  | | |  | |  | Post Code |  |
|  | |  |  | |  | |  |  |
| Contact details: | | Work |  | | Home | |  | |
|  | | Mobile |  | | Email | |  | |

|  |  |  |
| --- | --- | --- |
| **Education, Training and Qualifications – from age 11 upwards**  **(please include any relevant training you have received in current/previous jobs)** | | |
| School/college (name and address) | Qualification | Grade |
|  | Continue on a separate sheet if necessary |  |

|  |  |  |
| --- | --- | --- |
| **Professional Bodies** | | |
| Association/Institution | Grade | Registration No |
| Registration Number of professional body: \_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * Do you have a valid full driving licence? | | | Yes | |  | No |  | | | Categories | |  | | |
| * Have you access to a car/motorcycle? | | | Yes | |  | No |  | | | Type of vehicle: | |  | | |
| * For posts requiring access to a vehicle, please state number of endorsements (if any): | | | | | | | | | | |  |  | | |
| ● Do you have any special circumstances that require consideration? | | | | | | | |  | | |  | | | |
|  | | | | | | | |  | | |  | | | |
| * What notice are you required to give your current employer? | | | | | | | | |  | | | | | |
| * Please give details of any times when you are unavailable for interview: | | | | | | | | |  | | | | | |
| * Please state where you saw this post advertised: | | | | | | | | |  | | | | | |
| **Full Employment History** | | | | | | | | | | | | | |
| Please do not leave any gaps in your employment history. Complete in date order with most recent employer first. All periods since leaving secondary school should be accounted for, including any voluntary work or periods of unemployment (for unemployed periods, please state location of benefit office). This is particularly important for posts involving working with children. Continue on a separate sheet if necessary. | | | | | | | | | | | | | |
| Month/Year | | Organisation  Name/Address | | Job Title & brief outline of post,  salary details (including benefits) | | | | | | | | | Reason for leaving |
| From | To |
|  |  |  | |  | | | | | | | | |  |
|  | | | | | | | | | | | | | |
| **Supporting Information** | | | | | | | | | | | | | |
| This section must be completed as it is used for shortlisting. **Please relate your answers to the advertisement, job description and person specification.** Where a person specification has been supplied please use the headings to provide details of your knowledge skills and experience. You will need to provide examples of your statements – for example, what makes you a good team player or communicator. | | | | | | | | | | | | | |
| **Details of your Knowledge and Experience.** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Details of your skills and personal characteristics/qualities.** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Explain why and how you would make a difference to our core purpose?** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Details of why you wish to work in a school environment?** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **References** | | | | | | | | | | | | |  |
| Please provide details of **two** references as part of your application. One must be from your current/most recent employer/tutor where applicable. | | | | | | | | | | | | |  |
| **Current/Most Recent Employer** | | | | | |  | **Other Professional** | | | | | | |  |
| Name | |  | | | |  | Name | |  | | | | |  |
| Job Title | |  | | | |  | Job Title | |  | | | | |  |
| Company | |  | | | |  | Company | |  | | | | |  |
| Address | |  | | | |  | Address | |  | | | | |  |
|  | |  | | | |  |  | |  | | | | |  |
|  | |  | | | |  |  | |  | | | | |  |
| Tel | |  | | | |  | Tel | |  | | | | |  |
| e-mail | |  | | | |  | e-mail | |  | | | | |  |
| May we contact before interview? | | | | | |  | May we contact before interview? | | | | | | |  |
|  | Yes | |  |  | No |  |  | Yes | |  |  | No | |  |

For some positions verbal references are also required and anything written on this application form, or stated in the interview, may be verified from previous employers.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Availability**  Please state times when you are unavailable for work. | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| Work Permits | |  | | | | | |  | | |  | |  |  | | | |  | |
| Do you require a work permit to work in this country? | | | | | | | Yes | |  | |  | | | | No | |  | |  |
| If yes please provide details, including type of permit and expiry date | | | | |  | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Unspent Convictions** | | | | | | | | | | | | | | | | | | | |
| Do you have any unspent convictions? | | | Yes |  | |  | | | | No | | Date of convictions? | | | |  | | | |
| Detail of conviction: |  | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| Positions requiring access to Government Secure Intranet will require a Baseline Security Check | | | | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| Rehabilitation of Offenders Act 1974 | | | | | | |
| Positions involving working with children and vulnerable adults are exempt from the above act and require a Disclosure and Barring Service (DBS) check. 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 filtering of these cautions and convictions can be found at the Disclosure and Barring Service website. Requirement for a DBS check will be indicated in the advert. If you are applying for a position requiring a DBS check you must complete the following: | | | | | | |
|  | Have you ever been convicted of a criminal offence? | Yes |  | No |  |  |
|  | Do you have any pending charges? | Yes |  | No |  |  |
| If you have answered yes to the above, please provide details of the offence using the formal name of the charge, the date occurred and the sentence of the court. | | | | | | |
|  | | | | | | |
|  | | | | | | |
|  | | | | | | |
| **Additional information for candidates who require Disclosure and Barring Service Disclosure and are exempt from the Rehabilitation of Offenders Act (e.g. Posts working with vulnerable adults and children).** | | | | | | | | |
| Declaration of Criminal Record Because of the sensitive nature of the duties the post holder will be expected to undertake, you are required to disclose details of any criminal record. Only relevant convictions and other information will be taken into account so disclosure need not necessarily be a bar to obtaining this position.  If you have declared a criminal record and we believe this to have a bearing on the requirements of the post, we will discuss the matter with you at interview if you are shortlisted for the post. If we do not raise the record with you, it is because we have taken the view that it should not be taken into account in deciding your suitability for the post. If you have any concerns about filling in the declaration, please contact recruitment@cowbridgecs.co.uk.  The information you provide will be kept confidential and in line with requirements of the Data Protection Act. | | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| **Data Protection** | | | | | | | |
| All applications are held for six months. If you are unsuccessful for this post, would you be happy to be contacted should a similar position become available within the next six months? | | | | **Yes** |  | **No** |  |
|  | | | | | | | |
| **Declaration** | | | | | | | |
| I understand the importance of the information provided and certify that what I have given is true and correct. I understand that providing false information may lead to immediate termination of employment.  If I am applying for a post requiring registration with the Disclosure & Barring Service and/or a Government Secure Intranet check, I give my permission for the Cowbridge School to contact the appropriate body/bodies/ access the DBS update service and supply appropriate documents as required by the Council. | | | | | | | |
|  | | | | | | | |
| **Signed** |  | **Date** |  | | | | |
|  |  |  |  | | | | |

# STRICTLY PRIVATE AND CONFIDENTIAL

## REHABILITATION OF OFFENDERS ACT 1974

Because of the nature of the work for which you are applying this post is exempt from the provisions of section 4(2) of the Rehabilitation of Offenders Act 1974 in accordance with the Rehabilitation of Offenders Act 1974, (Exceptional) Order 1975 as amended by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986 and as amended by The Police Act 1997 (Criminal Record Certificates: Relevant Matters) (Amendment) England and Wales) Order 2013 (“the Order”).

Applicants are therefore not entitled to withhold information about certain cautions and convictions which for other purposes are 'spent' under the provisions of the Act and in the event of employment any failure to disclose such convictions could result in dismissal or other disciplinary action by the School. Any information given will be completely confidential and will be considered only in relation to an application for positions to which the Order applies.

***\*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 on the Disclosure and Barring Service website.***

Because of the sensitive nature of the duties the post holder will be expected to undertake, you are required to disclose details of all criminal records in line with “the Order”. Only relevant convictions and other information will be taken into account so disclosure need not necessarily be a bar to obtaining this position.

If you have declared a criminal record and we believe this to have a bearing on the requirements of the post, we will discuss the matter with you at interview if you are shortlisted for the post. If we do not raise the record with you, it is because we have taken the view that it should not be taken into account in deciding your suitability for the post. If you have any concerns about filling in the declaration, please contact our Human Resources Department.

The information you provide will be kept confidential and in line with requirements of the Data Protection Act.

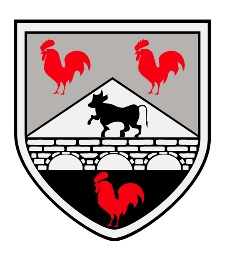
Please answer the following questions

|  |  |
| --- | --- |
| Please print your full name  (Block Capitals) |  |

|  |  |  |
| --- | --- | --- |
| Have you been cautioned or convicted of a criminal offence?  \* ***see above*** | | YES / NO |
| If yes, please give full details |  | |

|  |  |  |
| --- | --- | --- |
| Have you used or do you currently use any other surname(s) | | YES / NO |
| If YES, please state name(s) |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Signed | |  | Dated |  |
| Position Applied For | |  | | |
|  | EQUAL OPPORTUNITIES MONITORING FORM | | | | |
| *Cowbridge School is committed to recruiting, retaining and developing a workforce that reflects at all grades the diverse communities that we serve. It is vital that we monitor and analyse diversity information so that we can ensure that our HR processes are fair and transparent. Any information provided on this form will be treated as strictly confidential and will be used for****statistical purposes only****.****It will not be seen by those involved in the selection process.****No information will be published or used in any way which allows any individual to be identified.* | | | | |



|  |  |  |
| --- | --- | --- |
| **Post Information** | | |
| Surname: | First Name (s) | Title: |
| Position/Post title: **LSA Secondary phase** | Post ref: | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender and Gender Identity** | | | | | | | | | |
| What is your gender? | | | | | Female | | | | |
| Male | | | | |
| **Disability** | | | | | | | | | |
| Are your day-to-day activities limited because of a physical or mental health condition, illness or disability which has lasted, or is expected to last 12 months or more? | | | | | Yes – limited a lot | | | | |
| Yes – limited a little | | | | |
| No | | | | |
| Prefer not to say | | | | |
| **Age** | | | | | | | | | |
| What is your date of birth?: | | | | | | | | | |
| **National Identity** | | | | | | | | | |
| **National Identity – how would you describe your national identity?** | | | | | | | | | |
| Welsh | English | | | | Scottish | | Northern Irish | | British |
| Other (please specify) | | | | | | Prefer not to say | | | |
| **Ethnic Group** | | | | | | | | | |
| **Ethnicity – how would you describe your ethnic group?** | | | | | | | | | |
| **White** | | | | | | | | | |
| Welsh/English/Scottish/Northern Irish/British | | | | | | Irish | | | |
| Gypsy or Irish Traveller | | | | Any other white background (please specify): | | | | | |
| **Mixed/multiple ethnic groups** | | | | | | | | | |
| White and Black Caribbean | | | White and Black African | | | | | White and Asian | |
| Any other Mixed/multiple ethnic background (please specify): | | | | | | | | | |
| **Asian/Asian British** | | | | | | | | | |
| Indian | Pakistani | | | | Bangladeshi | | Chinese | | |
| Any other Asian background (please specify): | | | | | | | | | |
| **Black/African/Caribbean/Black British** | | | | | | | | | |
| African | | Caribbean | | | | | | | |
| Any other Black/African/Caribbean background (please specify): | | | | | | | | | |
| **Other ethnic group** | | | | | | | | | |
| Arab | | | | | | | | | |
| Any other ethnic group (please specify): | | | | | | | | | |
| Prefer not to say | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Welsh Language** | | | | | | | | | | | | |
| Please describe your Welsh language ability by ticking the relevant box(es) below. | | | | | | | | | | | | |
|  | | Understand | | | Speak | | | Read | | | Write | |
| None | |  | | |  | | |  | | |  | |
| Basic | |  | | |  | | |  | | |  | |
| Competent | |  | | |  | | |  | | |  | |
| Good | |  | | |  | | |  | | |  | |
| Fluent | |  | | |  | | |  | | |  | |
| **Sexual Identity** | | | | | | | | | | | |
| **Which of the following options best describes how you think of yourself?** | | | | | | | | | | | |
| Heterosexual | | | | Gay or lesbian | | | | | Bisexual | | |
| Other | | | | Prefer not to say | | | | | | | |
| **Religion** | | | | | | | | | | | |
| **What is your religion?** | | | | | | | | | | | |
| No religion | Christian (all denominations) | | | | | | Buddhist | | | | |
| Hindu | Jewish | | | Muslim | | | | | | Sikh | |
| Any other religion (please specify): | | | | Prefer not to say | | | | | | | |
| **Pregnancy and Maternity** | | | | | | | | | | | |
| Are you currently pregnant or have you been pregnant within the last year? | | | | | | Yes | | | | | |
|  | | | | | | No | | | | | |
|  | | | | | | Prefer not to say | | | | | |
| Have you taken maternity leave within the past year? | | | | | | Yes | | | | | |
|  | | | | | | No | | | | | |
|  | | | | | | Prefer not to say | | | | | |
| **Marriage and Civil Partnership** | | | | | | | | | | | |
| What is your legal marital or same sex civil partnership status? | | | Single, that is never married and never registered in a  same sex civil partnership | | | | | | | | |
|  | | | Married and living with husband/wife | | | | | | | | |
|  | | | Separated but still legally married | | | | | | | | |
|  | | | Divorced | | | | | | | | |
|  | | | Widowed | | | | | | | | |
|  | | | In a registered same-sex civil partnership and living with  your partner | | | | | | | | |
|  | | | Separated, but still legally in a same-sex civil partnership | | | | | | | | |
|  | | | Formerly in a same-sex civil partnership which is now  legally dissolved | | | | | | | | |
|  | | | Surviving partner from a same-sex civil partnership | | | | | | | | |
|  | | | Prefer not to say | | | | | | | | |

Your personal information will not be disclosed without your prior written consent. Your personal information will only be monitored in order to assist statistical analysis, and to help us to develop our policies and practices so that they include all sections of the community. For example, it will help the school to identify whether our recruitment and selection strategies are succeeding in providing a workforce that is representative of Cowbridge School. Your information will not be given to external organisations.

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**