

Candidate Pack

Leader of Art – (Permanent)

Start Date: January 2021

**Method of Appointment**

Please apply by completing the appropriate application form and in no more than two sides of A4, write a supporting statement which meets the personal specification and outlines the following:

1. Personal qualities, skills and details of how you would make a difference to our core purpose;

2. The reason you are applying for a post at Cowbridge Comprehensive School and specifically details of how you will make a success of the post within our unique context;

3. An outline of your personal beliefs and philosophy in relation to the key national priorities;

4. An outline of your success to date and how you will ensure all pupils within your care will progress;

5. How you demonstrate resilience and wellbeing in the profession.

You are required to provide the names of two referees, one of which must be your current Headteacher/Employer. We will contact referees of short listed candidates prior to interview.

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

You are asked to give the names of two referees, one of which should be your current Headteacher/Employer. We will contact referees of short listed candidates prior to interview.

Closing Date: 9am Wednesday 14 October 2020

Start Date: January 2021

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 Comprehensive School, to enable you to decide whether you wish to be part of our aspirational team of people.

We have high aspirations for our students and want them to be challenged, supported and inspired to flourish in all they do. Our strategy is to maintain and further develop our reputation as a high performing school within Wales and beyond.

We are a popular and very successful, oversubscribed, co-educational secondary 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.

The school serves a large rural area with 10 established feeder primary schools, from which the majority of students at the school have transferred. We also have a significant number of young people joining us from a wide number of additional schools as a result of parental choice.

Our long tradition of academic excellence places us as one of the highest performing schools in Wales. 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.

The redevelopment of the school and its site was completed in 2010 and provides our students with a truly 21st Century learning environment where each young person is challenged, nurtured and supported to reach his/her full potential.

Our facilities are state of the art. 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, 24 Hour GP Helpline.

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 education for our students, we would love to hear from you! In the meantime, should you wish to receive further information please do not hesitate to contact me.

Good luck with your application!

Mrs Thomas

Headteacher

**Curriculum Leader of Art: MPS/UPS & TLR 2B Person Specification**

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| --- | --- | --- | --- |
| Criteria | Essential | Desirable | Evidence |
| Qualifications and Training | * Qualified teacher status * Honours degree in a relevant discipline * Substantial recent training in relevant areas | * Training in leadership * sustained and extensive training in teaching and learning | Application |
| Experience | * Objective evidence of the use of high-quality data analysis in impacting on and improving learning and progress * Participation in a successful initiative to improve teaching and learning * Excellent track record of highly effective teaching within an Art department * A strong record of developing extra-curricular/supra-curricular participation in Art | * Objective data-based evidence of leading a significant improvement in final outcomes at exam level (KS4/5) | Application/  References |
| Skills/Competence | * Clear understanding of the impact Art provision has on personal and academic development * Excellent standard of classroom practice, evidenced by lesson observations and pupil data * Effective monitoring and evaluation * Ability to lead strategic planning at subject level * High level of understanding of teaching and learning and assessment * Ability to help create simple, effective systems which secures consistency * Highly effective time management and organisational skills * High level of skill in behaviour management * Good level of ICT literacy * Very effective communication * Sound understanding of safeguarding | * Proven ability to deliver strategic planning * Experience of delivering high quality staff training * Objective evidence of ensuring the best possible outcomes for disadvantaged students * How to lead and deliver successful online and blended learning * Experience of performance management and for leading and managing staff through the performance management process. | Application  Lesson observation  Presentation  Interview    References |
| Personal skills and attributes | * Clear, ambitious vision for art education. * Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging underachievement. * Excellent classroom practitioner who knows what constitutes outstanding pedagogy and practice. * Excellent subject knowledge and understanding of the National Curriculum and methods of assessment. | * Can demonstrate strategic thinking and planning that builds, communicates and carries forward a shared vision. * Experience of having designed, implemented and evaluated effective, imaginative and stimulating Schemes of Work. | As above |

**JOB DESCRIPTION**

**Leader of Subject (TLR 2)**

Responsible to: TLR 1 holder or SLT Link

**Principal Responsibilities:**

* To carry out the general and specific professional duties as set out in the current School Teachers’ Pay and Conditions Document;
* To assist with policies which take forward teaching and learning within the department;
* To be acquainted with all curricular, leadership, management and administrative matters related to the department;
* With other more senior staff, participate in, contribute to and/or lead pedagogic and strategic discussions in order to support and sustain improvements within the department, within the context of the School’s Improvement Plan and national priority of literacy/numeracy and the 4 purposes of learning;
* To support actively the school’s strategic vision and gain a commitment to this ethos amongst all departmental staff.

**Purpose of the Role:**

Through the role of curriculum leader, actively support the school’s vision, in addition:

* Along with other Middle Leaders and members of the Senior Leadership Team, ensure that further whole school improvements and developments in teaching and learning take place;
* ensure that standards of pupil attainment and achievement in the subjects are sustained and further improved broadly in line with/ exceeding FFT estimated data;
* be accountable for pupil progress and development within the subjects;
* develop and enhance the teaching practice of staff within the department and for ensuring that the all staff have advice on best practice and effective strategies in literacy/numeracy, from relevant staff;
* ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for all pupils studying within the department in accordance with the aims of the school and its policies, determined by the Governing Body and Headteacher
* be accountable for the leadership, management and development of the subject at all Key Stages in liaison with line manager (TLR 1 holder or AHT)
* effectively manage and deploy teaching and support staff, financial and physical resources within the department to support its designated curriculum.

**Main Duties/Accountabilities:**

**Strategic Planning:**

* To meet regularly with the TLR 1 Holder or AHT to discuss and decide upon department and appropriate whole school issues, in line with the school’s stated ethos and strategic vision.
* To devise an annual Departmental Improvement Plan and implement strategies within the department in support of the School’s Improvement Plan
* To implement strategies to ensure the efficient running of the Department, in support of school policies and procedures.

**Quality Assurance:**

* Establish the process of setting targets within the department area and to work towards their achievement;
* Establish common and consistent standards of practice within the department by ensuring all staff follow and adhere to corporate policies;
* Contribute to lesson observations in accordance with the Performance Management Policy and develop peer observations to improve pedagogy;
* Implement school procedures on quality assurance and ensure adherence to these in the department;
* To monitor and evaluate standards and progress in teaching and learning within the department, in order to sustain high standards of achievement and provide job satisfaction for colleagues;
* Ensure that the department’s quality assurance procedures meet the requirements of the school’s SER and SIP.

**Information Management:**

* Make rigorous use of analysis data and evaluate performance against data provided;
* Implement strategies to improve performance by using relevant data to track, monitor, support and challenge all pupils by effectively leading all departmental staff and ensuring accountability at all levels;
* Produce reports within the quality assurance cycle for the department
* Evaluate and produce reports on examination performance – including value added data
* Monitor pupils’ attendance along with their progress and performance in relation to targets set for those pupils, ensuring that follow-up procedures are adhered to and appropriate action taken where necessary by relevant staff
* Ensure the School’s behaviour management procedures (and any complementary departmental measures) are implemented in order for effective learning to take place.

**Communications:**

* To draw together members of the departmental team with a joint sense of purpose and a specific identity, so that effective and focused teaching and learning can be achieved;
* Liaise with partner schools, higher education, industry, exam boards and other relevant bodies;
* Represent the department’s views and interests;
* Engage parents purposefully and respond to their concerns/ enquiries.

**Curriculum provision and development:**

* Liaise with the Assistant Headteacher of Curriculum to ensure delivery of an appropriate, comprehensive, high quality and cost-effective timetable and curriculum which complements the SIP
* To organise meetings so that professional dialogue can be achieved, information disseminated and good practice shared. Through these meetings and by example, the Curriculum Leader is expected to lead staff in high expectation of teaching and learning and provision. This will include the use of ICT, so that initiatives and improvements in these areas can be developed and embedded, including distant and blended learning.
* Monitor and respond to curriculum developments and initiatives at both national and local levels
* To identify relevant CPD so that all colleagues can be engaged in purposeful and significant activities to support their own teaching, the development of schemes of work and the implementation of key school learning strategies.
* Maintain teaching resources to a high standard.

**Staffing:**

* To support the professional development of departmental staff, providing feedback for them in such a way that supports their progress against performance management objectives;
* Ensure staff development needs are identified and that appropriate programmes are designed to meet their needs;
* Have responsibility for appropriate and effective deployment of both teaching and support staff;
* Make appropriate arrangements for classes when staff are unexpectedly absent, liaising with the cover supervisor/relevant staff to secure adequate cover;
* Participate in interview processes when required and ensure effective induction of new staff in line with school procedures;
* To ensure appropriate support, guidance and advice is provided for NQTs and student teachers (ITT) within the department, to invest in the future of the profession through evidence of good practice.

**Resources:**

* With relevant Senior Staff, allocate resources and rooms in order to achieve sustainability and cost-effectiveness;
* To have an oversight of Health and Safety within the subject area to enable colleagues to work safely and efficiently and conduct subject risk assessments;
* Control of the department’s budget so that it is spent in line with learning priorities and the principles of best value

**Liaison:**

* Lead or ensure effective delegation of development of subject links with partner/primary schools
* Effectively promote the department at various School events/parents’ evenings etc.

*This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually where appropriate.*

### SCHOOL LOGO

### TEACHING APPLICATION FORM

The enclosed letter and the notes for the guidance of applicants should be read carefully before completing the form.

Please complete the form in black ink, ball point or typescript continuing on a separate sheet if necessary.

Completed CVs are not required and will not be considered.

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| **Application for Post of:** | Leader of Art | **Closing Date:** | 9am - Wednesday 14 October 2020 |

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| **1. PERSONAL DETAILS (Block letters please)** | | | |
| Surname |  | Initials |  |
| DFEE No. |  | NI No. |  |
| Telephone Number |  | Email Address |  |
| Home Address |  | | |

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| **2. SCHOOL, HIGHER EDUCATION, TEACHING AND ANY POST GRADUATE QUALIFICATIONS** | | | | | | | | | |
| Place of Study  (School, University, College, etc) | | Date  From | | Date  To | F/T  OR  P/T | | Qualification  With Grade, Class/  Division | Subject  Specialism(s) | Age Range |
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| **DATE OF QUALIFICATION / REGISTRATION** | | | | | | | | | |
| Qualified Teacher Status |  | | EWC Registration number | | |  | | NPQH |  |

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| **3. PROFESSIONAL CAREER - PRESENT SCHOOL (or other place of work)** | | | | | | |
| Name of School |  | | | LA |  | |
| Address of School  School Tel No | | | | | | |
| Type | | | No on Roll | | | Ages |
| Date of Appointment | | Scale  (current) | | | | Salary  (current) |
| Post, subjects taught and special responsibilities in present post (where appropriate) | | | | | | |
| Reason for leaving (if applicable) | | | | | | |

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| **4. PREVIOUS TEACHING EXPERIENCE** (in chronological order). Do not include teaching practice. When detailing supply teaching service, please provide relevant dates/periods for salary assessment purposes. Continue on a separate sheet if necessary. | | | | | | | | |
| Post: Name and Type of School including LA | Date  From (ddmmyy) | Date  To  (ddmmyy) | Scale | No on Roll | Ages  Taught | FT or  PT | Subjects Taught & Responsibilities | Reason for leaving |
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| **5. PARTICULARS OF OTHER QUALIFICATIONS AND MAJOR COURSES YOU HAVE ATTENDED DURING THE LAST FIVE YEARS** | | | |
| Date | Length of Course | Details | By Whom Organised |
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| **6. PARTICULARS OF IN SERVICE COURSES TO WHICH YOU HAVE CONTRIBUTED AS A TUTOR DURING THE LAST 5 YEARS** | | | |
| Date | Length of Course | Details | By Whom Organised |
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| **7. TEACHING PRACTICE** (To be completed by candidates for the first appointment only) | | | | |
| Education  Authority | School | Age Range Covered | From | To |
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| **8. PROBATION OF TEACHERS/INDUCTION OF NEWLY QUALIFIED TEACHERS (IF APPLICABLE)** | | | |
| Details of Probation period/Induction |  | LA with which Probation / Induction undertaken |  |
| Please state period and reason for extension(s), if any. |  | | |

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| **9. OTHER PAID EMPLOYMENT (please include all previous employment excluding teaching as detailed above)** | | | | |
| Employer and address | Position | From | To | Reason for leaving |
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| **10. Explanation of periods not already accounted for:**  If there are any gaps in your education/employment/training history, please give dates (from – to) and reasons |

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| **11. Please supply supporting information (no more than 2 sides of A4) by referring to job description and criteria outlined in the person specification as follows:** |
| **Personal qualities, skills and details of how you would make a difference to our core purpose;**  **The reason you are applying for a post at Cowbridge Comprehensive School specifically and details of how you will make a success of the post within our unique context;**  **An outline of your personal beliefs and philosophy in relation to the key national priorities;**  **An outline of your success to date and how you will ensure all pupils within your care will progress;**  **How you demonstrate resilience and wellbeing in the profession.** |

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| **12.SAFEGUARDING/CHILD PROTECTION**  The Vale of Glamorgan Council is committed to providing a safe and secure environment for all children and young people who come into contact with Council services. Policies concerned with the recruitment, selection and monitoring of employees positively reflect this commitment. | |
| Are you currently under any safeguarding/child protection investigation? | YES or NO |
| Have you ever been subject to disciplinary action in relation to safeguarding/child protection? | YES or No |
| If you have answered Yes to either of the above questions, please provide an explanation below, continuing on a separate sheet if necessary. | |
| Please complete the Rehabilitation of Offenders Document attached. Enhanced DBS checks (with a barred list check) are made and a copy retained for all applicants offered a post which require this level of check (s) as determined by the school/council. | |

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| **13. RELATIONSHIP TO ANY MEMBER OR OFFICER OF THE COUNCIL OR GOVERNING BODY.** Please give details if applicable. |
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| **14. REFEREES**  Head teacher applicants: one referee should normally be a Director of your current LA.  Deputy Head teacher applicants: one referee should be a current Head teacher and the other a Chief Education Officer of your current LA.  Teacher applicants: one referee must be your current or most recent Head teacher as your first referee.  College leavers: one referee should be the Principal of your College.  All applicants: The second reference should be a previous employer or your university tutor.  Please note that we may take references from any other previous employer as named on this application form as necessary; unless you have advised to the contrary. | | | |
| **REFEREE 1.** | | **REFEREE 2.** | |
| Name and position held |  | Name and position held |  |
| Address |  | Address |  |
|  |  |
|  |  |
| Tel. No. |  | Tel. No. |  |
| E-mail |  | E-mail |  |

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| **15. Please advise of earliest START date** |  |

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| **16. AVAILABILITY –** please state times when you are not available for interviews. |  |

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| **17. WORK PERMITS –** do you require a work permit to work in this country? If yes, please provide details, including type of permit and expiry date | YES/NO |

I HEREBY CERTIFY that I have read the notes on this form and that the questions have been accurately answered. I understand that providing false information may lead to withdrawal of offer of employment or 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 Cowbridge Comprehensive School to contact the appropriate body/bodies and to supply relevant documents as required by the School I also give my permission for Cowbridge Comprehensive School to retain copies of documents/certificates/Update information from the DBS in line with the DBS Code of Practice.

Please advise if you are registered for the DBS Update service.

Yes/No

(delete as appropriate)

If you are registered, please confirm the workforce you are registered for:

Child workforce

Adult workforce

Child and Adult workforce

Other workforce

(delete as appropriate)

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| **SIGNED** |  | **DATED** |  |

**NOTES:**

1. Candidates are reminded that canvassing of members of the Council, the Education Committee, the Governing Body concerned or LA officers will disqualify their application.
2. Receipt of this application will not normally be acknowledged.
3. Unless the applicant is invited for interview within six weeks of the closing date, it should be assumed that the application is not successful.
4. On appointment you will be asked to forward a copy of your letter of recognition from the Department for Education itemising your QTS number along with your birth certificate.
5. Closing dates will be strictly adhered to.

# **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

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

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

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

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| Signed |  | Dated |  |
| Position Applied For |  | | |

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| SCHOOL LOGO | **EQUAL OPPORTUNITIES MONITORING FORM** | | |
| Cowbridge Comprehensive School is committed to achieving equality of opportunity. Please complete this form to help us to achieve this aim. It is removed from your application before shortlisting and is not seen by the interviewing panel. | | |
| **Post Information** | | | |
| Surname: | | First Name (s) | Title: |
| Position/Post title: | | Post ref: | |

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| **Gender** | | | | | | | | | |
| 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 | | | | | | | | | |

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| **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/straight | | | | 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 council to identify whether our recruitment and selection strategies are succeeding in providing a workforce that is representative of the Vale of Glamorgan. Your information will not be given to external organisations.

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