

Please complete this form in black ink so we can obtain clear photocopies. If you are word processing your form the font size should be a minimum of 12 point. Please see our guidance notes before completing the form.

1. Job Details		
Application for the post of: Teacher of Computer Science/ICT		School: Hove Park
Where did you see the post advertised? TES		Job Ref: N/A
Do you wish to apply for the post on a job share basis?		NO
2. Personal Details		
Family Name/Surname: Gadsby	First Name(s): Mark	Title: Mr
Address: 55 Worcester Villas, Hove, East Sussex		Postcode: BN3 5TA
Work telephone number: N/A		Home telephone number: 01273 423 817
Email address: Mark.R.Gadsby@GMail.Com		Mobile telephone number: N/A
Preferred contact method: Email		DfE/Teacher Reference No: 1968680
National Insurance No: NA591695A		Date of Birth: 28/03/1963
If you are currently employed, may we contact you discreetly at work?		NO
Do you currently work for Brighton & Hove City Council		NO
Do you have regular use of a vehicle for work?		YES
<p>Equality Act (2010) - Disability</p> <p>We are committed to employing people with disabilities and wish to encourage more applications from people with disabilities. If you are considered to be disabled under the Equality Act definition and have demonstrated that you meet the minimum criteria for the post, you will be guaranteed an interview.</p> <p>The Equality Act states that “a person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities”. Long term means that the effect of the impairment has lasted or is likely to last for at least 12 months.</p> <p>Do you consider yourself to have any disabilities? NO</p> <p>Please state any arrangements you would like us to make to assist you if you are called for interview:</p>		

3. Education and Qualifications

Secondary School: Cardigan Secondary	From: 1975	To: 1982
'A' Level Passes: BTEC HND Business and Finance		
University: Leeds Metropolitan	From: 1992	To: 1994
Degree/Subject: Software Engineering	Class/Division: MSc	
College of Teacher Education: University of Roehampton	From: 09/2019	To: 07/2020
Qualification Gained: PGCE and QTS	Date 2020	
Trained to teach age range: 11 - 18		
Principal subject: Computer Science		
Subsidiary subjects: None		

4. Training, and/or Membership of Professional Bodies

Include any information here that is relevant to the job for which you are applying, e.g. tell us about any qualifications that you are studying for currently. List any training courses or conferences/seminars from which you have gained skills or knowledge. If appropriate, include details of membership of professional bodies and state how the membership was obtained e.g. examination, nomination, experience. etc.

	Relevant dates:
I have been awarded a British Computer Society, Computing Teacher Training Scholarship, to assist me during my teacher training.	2019/20
During my time working in the software industry I have completed extensive training on programming languages, particularly C, C++ and C#.	1994 - 2019
In recent years I have also completed training in general data protection regulations, agile methodologies and workplace ethics.	
I am a member of Computing At School and attended the London conference last year.	2020
I volunteer at Brighton CoderDojo.	2018 - present

5. Present Employment

Name of School & Local Authority or Organisation e.g. Academy Trust: **Kingsdale Foundation School, Southwark.**

Type of School e.g. Primary or Secondary & No. on Roll:

Secondary, 2000 pupils on roll.

Brief outline of duties: **I am employed as a Computer Science teacher**

Post Title: **Teacher of Computer Science**

Date From: **1st September 2020**

To: **Present**

Salary/point: **£33,741 - M3**

Value of other benefits:

Notice period required: **One term**

Reason for leaving: **Career progression**

6. Previous Employment

Please list the most recent experience first and indicate the fraction of full-time where any post was part-time.

Name of School & Local Authority or Organisation e.g. Academy Trust	Type of School & No. on Roll	Post Held & Salary/point	Period of Service From Month/Year To Month/Year	Reason for leaving
Thermo Fisher Scientific		Senior Software Engineer	09/1998 to 09/2019	To complete teacher training
Greenstreet Publishing		Software Developer	10/1994 to 09/1998	Career move
Printing Industry		Production Control	09/1986 to 05/1991	To complete MSc in Software Engineering

7. References

Please give the name, address and contact number of two employers who can provide us with an assessment of your suitability for this post. One of the referees should be your current employer or most recent employer if you are unemployed. You must include a reference from a previous employer where you have worked with children. If you are at college or have recently left, please give the name of your teacher or lecturer.

References will be taken up at the shortlisting stage. Please put an 'X' in the box if you do not wish us to contact either referee before informing you.

☐ First Reference

☐ Second Reference

Name: **Sikhumbuzo Ngwenya**

Name: **Miles Berry**

Job Title: **Head of Business, Information and Technology Faculty**

Job Title: **Principal Lecturer**

Address: **Alleyn Park, Dulwich, London SE21 8SQark, Dulwich, London SE21 8SQ**

Work relationship: **SLT member responsible for the computer science department**

Tel: **020 8670 7575** | Postcode: **SE21 8SQ**

Email address:
SNA@kingsdale.southwark.sch.uk

Address: **045 Lulham, Froebel, Roehampton Lane, London**

Work relationship: **Teacher training tutor**

Tel: **020 8392 3241** | Postcode: **SW15 5PU**

Email address: **m.berry@roehampton.ac.uk**

A job offer will not be made without two satisfactory references.

8. Skills, Abilities, Knowledge and Experience

I am a recent career changer who began teacher training in 2019 following a long period working as a software engineer in industry. After successfully completing my initial teacher training and PGCE I am currently employed as an NQT of computer science at Kingsdale Foundation School. Kingsdale is a large co-educational secondary school in Dulwich, London for 11 – 18 year old children, it was rated as outstanding by Ofsted during its last visit in 2017. The school also has an enviable reputation, for providing high quality NQT training and CPD, which I have found is well deserved.

I feel I am well suited to being a teacher of computer science due to my significant professional experience in industry, passion for my subject, and my desire to enthuse and motivate young people to share my interest.

My enthusiasm for computer science was sparked in the 1980's when I worked in the printing industry, was further developed through post graduate study for an MSc, and then fully realised over a long career working as a software engineer. I now aim to inspire the next generation and really make a difference through my new career as a computer science teacher.

During my teacher training I spent two terms on placement. My first placement was in the computer science department of Oxted School, which is large coeducational school for children aged 11 to 18. Here I gained experience of a busy department and took some responsibility for lesson planning and assessment. I started a successful after-school code club.

My second placement was at BHASVIC, where I took charge of two classes as they covered the topic of object-orientation. Here I saw first-hand the motivational impetus generated by introducing interesting practical projects in the classroom. I also observed how keeping track of an individual's progress can inform future planning and feed into catch-up strategies.

At Kingsdale I am timetabled to teach 22 of the 30 available sessions across the age range. I attend a departmental meeting during one session and have NQT training in a further two. I also provide an hour of additional on-line catch-up teaching for year 11's who are taking GCSE computer science. I am responsible for the learning and progress of all of my classes which involves continuous assessment for learning, parental contact and behaviour management. This experience has bolstered my belief that my particular skill set is most suited to GCSE and A level computer science, where my I can leverage my deep subject knowledge to plan interesting lessons which engage and challenge pupils to learn and remember more. However, I have also very much enjoyed working on computer science topics at key stage 3 and can see how this can create a really solid foundation which can be built on at key stages 4 & 5.

I have been energised by the grass-roots coding and digital making movement. I have been an active volunteer at Brighton CoderDojo for the last two and half years. It is an informal setting where young people aged 6 to 17 come to explore projects in the fields of robotics, android apps, game development and general programming, in a variety of computer languages. I feel that such extra-curricular activities can really help children build up motivation and identify their interests. Such clubs are an important complement to the structure and systematic approach of the formal curriculum.

I take my own professional development seriously and take advantage of the training resources available from bodies like STEM Learning, National Centre for Computing Education and British Computer Society. Kingsdale school has received bursary funding of £300 from STEM Learning as a direct consequence of my completing their on-line training courses in computer networks and systems.

My immediate goal is to establish myself in a school that takes computer science as seriously as I

do, where I can contribute to building a centre of excellence where young people can find inspiring and fascinating curriculum content that develops their skills across the key stages of secondary education; a place where we leverage extra-curricular activities to take the subject into the realm of the yet unimagined future.

My personal mission is to equip young people to be active participants in the increasingly digital world they inhabit; not just passive users of technology but empowered by knowledge to see it as a configurable space for the expression of creativity and enjoyment.

9. Further Information please read the enclosed guidance notes before completing this section

i. Authorisation to Work in the UK & Points-Based System

To comply with the Immigration, Asylum and Nationality Act 2006 we are required to check your eligibility to live and work in the UK. Please confirm that on request you will be able provide this evidence. **YES**

In accordance with the points-based immigration system, please confirm whether or not you are a national from a non-European Economic (EEA) country. **NO**

See guidance notes for a list of EEA countries and further information on authorisation to work in the UK.

ii. Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

Before any person is appointed to a post which involves substantial access to children, the Council has a duty to process a Disclosure & Barring Service Application to check for any criminal convictions, cautions, bindovers or pending prosecutions which would make it undesirable for the person to work with children. Because of the nature of this post you are not entitled to withhold information about convictions, cautions or bindovers which, for other purposes, are 'spent' under the provisions of the Rehabilitation of Offenders Act 1974 (as updated by the Legal Aid, Sentencing & Punishment Act 2012). For this reason if you are shortlisted for this post you will be asked to provide more detailed information. Any information you provide at that time will be treated as completely confidential and will be considered only in relation to this application. In signing this application you will be acknowledging that you understand a DBS check will be made.

Do you have any convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)? **NO**

If you answered **yes** please ensure any information is placed in the space provided below or in a sealed envelope which clearly states your name along with the job title and reference number and returned with your application form.

iii. Relatives and Other Interests

- Are you related to or do you have a personal friendship with a councillor, senior council officer or governor? **NO**
- Do you have or have you had any business and/or financial interests which may conflict with

the duties of this post e.g. a previous contractual relationship with the council as a supplier or developer? **NO**

Canvassing of councillors, senior officers or governors in relation to this appointment will disqualify you.

iv. Driving Details

- If the post requires you to drive, do you hold a current driving licence? **YES**

If **yes** please detail what type (full/provisional/PSV): Full

- If **yes** what transport do you have access to: **A small car and several bicycles**

If you have any current driving endorsements, please give details: None

Declaration

The council is a data controller for the purposes of the Data Protection Act (DPA 2018) and will comply with the employment practices data protection code.

It needs to process your data to enter into a contract with you and in some cases, ensure it is complying with its legal obligations. Please refer to the council's [Privacy Notices](#) published on its website for further detail on what and how information is processed during the recruitment process and subsequently if you are employed by the council.

Application forms for unsuccessful candidates are retained by Human Resources and will be destroyed 6 months after the appointment date.

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Declaration:

I declare that the information given in this application is to the best of my knowledge true and accurate. I understand that if the information provided is false or misleading in any way, it will result in my application not being pursued, or if appointed, may lead to disciplinary action and dismissal. I also understand that canvassing of, or failure to disclose a relationship to, a councillor, officer or governor of the council will disqualify my application or if appointed, may lead to disciplinary action and dismissal.

Signed: Mark Gadsby

Date: 24/01/2021

What to do Next?

Please return your application form by the specified closing date **directly to the school you are applying to.**

To help us monitor our recruitment and selection processes in relation to our equalities responsibilities, we ask for your co-operation in completing a [recruitment equalities monitoring form](#).

The information contained within this form will be input onto a computerised database and be used for recruitment and selection purposes only. It is separated from the application form at the time it is received and will not form part of the selection process. Thank you.

Completing the Teachers' Application Form

Guidance Notes for

Applicants

The application form is an important part of Brighton & Hove City Council's school recruitment process. The information you provide on the application form enables us to decide whether or not you are shortlisted for interview and is also used as the basis for the interview itself.

You will have received a job description that outlines the main duties of the post and a person specification which sets out the essential criteria for the post. Please read both of them carefully before completing the application form. Remember that the application form is the only information we use to shortlist candidates. CV's do not meet our requirements and will not be considered.

Some general tips on completing application forms:

- ✓ fill in all the sections of the form as fully as possible
- ✓ read the job description and person specification carefully before completing the form
- ✓ draft your application before completing the form
- ✓ keep a copy of your application form for your own records

Completing the Application Form

1. Job Details

- The post title and Job Reference Number will have been included in the advert for the post.
- All full-time Council jobs are available for job share unless otherwise stated in the advert. Please indicate if you wish to apply for the post on a job share basis and this will be discussed with you if you are invited for interview. You do not need a job share partner to apply for a post on a job sharing basis.

2 Personal Details

- The information in this section will only be seen and used by those involved in the recruitment process. If you are appointed it will also form the basis of all personal records.
- If you hold a temporary National Insurance Number, the Council will require you to immediately obtain a permanent National Insurance Number if you are successful at interview. You should apply for a permanent number through your local Job Centre Plus office, Job Centre or Social Security Office (visit www.jobcentreplus.com) for the address and contact number of your nearest office.
- Your date of birth is required to validate your identity and is included on the application form in accordance with the Keeping Children Safe in Education and Safer Recruitment guidance.
- The DfE number is allocated by the Department for Education/Teaching Agency when you start your teacher training, but is also included on your QTS certificate.

3. Education and Qualifications

- Qualifications will only be taken into account if they are strictly required for the post.
- We don't expect you to list every exam taken with the level you achieved. For example, if you have GCSE's or A' Levels tell us the total number you attained.
- If you have gained qualifications overseas which you feel are relevant, please give us the details and we will check (if we need to) whether or not they are valid.
- If you are invited for interview you will be asked to produce proof of any relevant qualification(s) e.g. your certificate(s).

4. Training and/or Membership of Professional Bodies

- Include details of any professional membership, i.e. QTLS and how this was obtained, e.g. examination, nomination or experience.

5. Present/ Most Recent Employment or Voluntary Work

- If your present, or most recent employment was voluntary, or if you were self employed, please include the details in this section.

6. Previous Employment

- This section tells us about your previous employment record. Please include all jobs whether full time/ temporary/ part time/ voluntary or any periods of self employment.
- Employment dates should be continuous. If you have had any gaps in employment, please tell us why; e.g. a career break, a period of studying, caring for children, unemployment, etc.

7. References

- You must give details of **two** referees who can give us an assessment of your suitability for the post. Personal references are not acceptable. Also, check in advance with your referees that they are happy to be contacted for a reference.
- If currently employed, one of your referees must be your current employer.
- If currently unemployed, one of your referees should be your most recent employer. Otherwise, could your job adviser, or a tutor/trainer (if you have recently undertaken training) act as a referee?
- You must include a reference from a previous employer where you have worked with children.
- If you are at school/college/university or have recently left, please give the name of your teacher/lecturer/course tutor.
- If you already work for a school or establishment within Brighton & Hove City Council or have previously worked for us we will automatically seek internal references.
- References will be taken up at the shortlisting stage. Please note that job offers will not be made until receipt of two references which are satisfactory to the School.

8. Skills, Abilities, Knowledge & Experience Relevant to the Post

- **This is the most important part of the form as it gives you the opportunity to tell us about your skills, abilities, knowledge and experience.**
- The Person Specification lists the essential criteria needed to do the job - by 'criteria' we mean the knowledge, skills, abilities and experience.
- The information you give in this section must tell us how you meet the essential criteria in the person specification, for example what you have done, when you did it, how long for, etc.
- Use the criteria in the person specification as headings for your response and give examples which describe your skills, knowledge and experience. When addressing the criteria, please do not only repeat what the person specification states, but give clear examples of how your skills, abilities, knowledge or experience are relevant to the criteria.
- Think about how you gained your knowledge, skills and experience was it through work or through voluntary work, community work, college or school based projects, leisure interests, job clubs, home life, or a training courses?
- **If you do not clearly demonstrate to us how you meet the essential criteria listed in the person specification, it is unlikely that you will be shortlisted for interview.**

9. Further Information

i. Authorisation to Work in the UK (Immigration, Asylum and Nationality Act 2006)

In order for the Council to comply with the Immigration, Asylum & Nationality Act 2006, you will be asked to confirm on the application form that you are able to supply evidence of your eligibility to live and work in the UK. This could be a passport showing that you are a British Citizen, a resident

permit issued by the Border and Immigration Agency as a national from a European Economic Area country (or Switzerland), or a permanent National Insurance number with supporting documentation (i.e. a full birth certificate). If you are invited to interview you will be required to bring this evidence with you and show it to the interviewing panel.

Refer to www.ukba.homeoffice.gov.uk for further information, or contact your nearest visa bureau office.

Points-Based System for non-EEA Nationals

The points-based system has been introduced by the UK Border and Immigration Agency for migrant workers from outside the *European Economic Area (EEA) and Switzerland who want to come to work and study in the UK. Any prospective non-EEA National who is intending to apply for a post must self-assess their eligibility under the scheme before submitting an application. Where appropriate to the post a sponsor certificate will then be issued by the council to any successful candidate. This must then form part of the points-based application that the non-EEA National will need to submit to the UK Border Agency. For full information and guidance contact the UK Border Agency direct at www.ukba.homeoffice.gov.uk. It should be noted that the council will not be able to meet the cost of any 'leave to remain' application.

EEA Countries

Austria; Belgium; Bulgaria; Cyprus; Czech Republic; Denmark; Estonia; Finland; France; Germany; Greece; Hungary; Iceland; Ireland; Italy; Latvia; Liechtenstein; Lithuania; Luxembourg; Malta; Netherlands; Norway; Poland; Portugal; Romania; Slovakia; Slovenia; Spain; Sweden; United Kingdom

ii. Disclosure of Criminal Convictions (Rehabilitation of Offenders Act 1974 & 2012 amendments)

What is meant by an unspent conviction? If you have ever been convicted of an offence for which a sentence of more than 4 years was imposed (regardless of the amount you actually spent in prison) then this conviction can never become spent and you must disclose it when asked. Having an 'unspent' conviction will not necessarily bar you from employment. We will look at any 'unspent' convictions in relation to the post you have applied for, before making any decision.

What about spent convictions? The Rehabilitation of Offenders Act 1974 (as amended in 2012) enables some criminal convictions to become 'spent' (or ignored) after the appropriate rehabilitation period. You do not have to disclose information on spent convictions unless you are applying for a post which is exempt from the Act, in which case all convictions must be declared.

What do we mean by exempt? There are a number of posts within the Local Authority which are exempt from the Rehabilitation of Offenders Act 1974. These posts normally involve working with children or vulnerable adults (e.g. social workers, teachers) and also some posts in finance and the law. If the post for which you are applying is an exempt post you must declare all convictions - spent and unspent - and any cautions or bindovers.

You should note that you are applying for an exempt post and failure to disclose any 'unspent' or 'spent' convictions may result in any offer of employment being withdrawn or, your dismissal if already appointed.

CRIMINAL RECORD CHECK FOR EXEMPT POSTS

If you are invited for interview for a post which is 'exempt' you will be required to provide us with proof of your identity - further information will be provided at the time.

If appointed, a criminal record check will be carried out via the Disclosure and Barring Service - this is also known as a disclosure check. An offer of employment will not be confirmed unless this check is satisfactory to the School.

iii Relatives/ Other Interests

We ask these questions to make sure that someone with whom you may have a contractual relationship, or is a relative, is not involved in the selection process. Canvassing of Councillors, Council Officers or Governors in relation to this appointment will disqualify your application.

Relevant medical information

Should you be invited for interview, the panel may ask you to give medical information to assess your ability to carry out a function that is intrinsic to the work concerned, e.g. lifting and handling, or to determine whether there is a duty to make reasonable adjustments.

If successful after interview, you will be required to undergo a health check process which is appropriate to the post for which you have applied. This normally involves you completing a pre-employment health questionnaire form, which is then forwarded to our occupational health service for an assessment of your fitness for the post. If Occupational Health requires further information from you such as information from your GP, or if they wish to see you, they will contact you directly.

All job offers are subject to the receipt of a satisfactory health check. Unsatisfactory health checks may result in any offer of employment being withdrawn.

Thank you for your interest in working for Brighton & Hove City Council

Equalities Monitoring Form

What is your date of birth?	D	D	M	M	Y	Y	Y	Y
What gender are you?	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say							
Do you identify as the gender you were assigned at birth? For people who are transgender, the gender they were assigned at birth is not the same as their own sense of their gender.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say							
How would you describe your ethnic origin?								
White <input type="checkbox"/> English / Welsh / Scottish / Northern Irish / British <input type="checkbox"/> Irish <input type="checkbox"/> Gypsy or Irish Traveller <input type="checkbox"/> Any other White background Asian or Asian British <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Chinese <input type="checkbox"/> Any other Asian background	Black or Black British <input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other Black background Mixed <input type="checkbox"/> Asian & White <input type="checkbox"/> Black African & White <input type="checkbox"/> Black Caribbean & White <input type="checkbox"/> Any other mixed background			Other Ethnic Group <input type="checkbox"/> Arab <input type="checkbox"/> Any other ethnic group <input type="checkbox"/> Prefer not to say				
Which of the following best describes your sexual orientation?								
<input type="checkbox"/> Heterosexual/ Straight <input type="checkbox"/> Bisexual <input type="checkbox"/> Lesbian/ Gay woman <input type="checkbox"/> Other <input type="checkbox"/> Gay man <input type="checkbox"/> Prefer not to say								
What is your religion or belief?								
<input type="checkbox"/> No religion <input type="checkbox"/> Buddhist <input type="checkbox"/> Christian <input type="checkbox"/> Hindu <input type="checkbox"/> Jain <input type="checkbox"/> Jewish	<input type="checkbox"/> Muslim <input type="checkbox"/> Pagan <input type="checkbox"/> Sikh <input type="checkbox"/> Agnostic <input type="checkbox"/> Atheist <input type="checkbox"/> Other			<input type="checkbox"/> Other philosophical belief <input type="checkbox"/> Prefer not to say				
Are your day-to-day activities significantly limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?								
<input type="checkbox"/> Yes <input type="checkbox"/> No (do not answer the next question) <input type="checkbox"/> Prefer not to say (do not answer the next question)								

<p>If you answered 'yes', please state the type of impairment. If you have more than one please tick all that apply. If none of these categories apply, please mark 'other'. (Examples are given in the guidance)</p>							
<input type="checkbox"/> Physical Impairment <input type="checkbox"/> Sensory Impairment <input type="checkbox"/> Learning Disability/Difficulty <input type="checkbox"/> Other	<input type="checkbox"/> Long-standing Illness <input type="checkbox"/> Mental Health Condition <input type="checkbox"/> Developmental Condition						
<p>Are you a carer? A carer provides unpaid support to family or friends who are ill, frail, disabled or have mental health or substance misuse problems.</p>							
<input type="checkbox"/> Yes <input type="checkbox"/> No (do not answer the next question) <input type="checkbox"/> Prefer not to say (do not answer the next question)							
<p>If yes, do you care for a.....?</p>							
<input type="checkbox"/> Parent <input type="checkbox"/> Child with special needs <input type="checkbox"/> Other family member	<input type="checkbox"/> Partner / spouse <input type="checkbox"/> Friend <input type="checkbox"/> Other						
<p>Armed Forces Service</p>							
<ul style="list-style-type: none"> • Are you <u>currently</u> serving in the UK Armed Forces (this includes reservists or part-time service e.g.Territorial Army)? • Have you <u>ever</u> served in the UK Armed Forces? • Are you a member of a current or former serviceman or woman's immediate family/household? 	<table> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> </table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No						
<input type="checkbox"/> Yes	<input type="checkbox"/> No						
<input type="checkbox"/> Yes	<input type="checkbox"/> No						

Thank you for completing this form – it will help us to improve the quality of the equalities information we hold on our casual workforce.

Guidance Notes

Why do we monitor?

The reason why we ask you these questions is so we can:

- Make our council services open to everyone in the city,
- Treat everyone fairly and appropriately when they use our services,
- In consultations, make sure we have views from all parts of our community.

The Equality Act 2010 makes these aims part of our legal duties. Your answers help us to meet the law and help improve our services.

Your answers are completely anonymous and confidential. Information from forms is combined so you cannot be identified.

We protect your information and keep it safe.

All information is confidential and will only be used under the strict controls of the Data Protection Act 2018.

What do the questions mean?

Age:

We ask your age to make sure that we don't stop anyone from using our services because they are too young or old (or think that they are too young or old).

We haven't put age ranges, because different parts of the council use different ones. Simply asking your age is the easiest way to find out who uses the service.

Gender:

We ask you about your gender, whether you are male or female, to make sure that our services meet the needs of women and men, boys and girls. Then we also ask this question:

Is your gender identity the same as the gender you were assigned at birth?

For many people their body and their sense of whether they are male or female matches up.

People who are transgender experience that the body they were born into is not the same as their own sense of their gender. Their gender identity is different from the one they were labelled with at birth.

We also add an 'Other' box to the gender choices so that people can define themselves as suits them.

Ethnic background:

Our ethnic background describes how we think of ourselves. This may be based on many things, for example, our language, culture, ancestry or family history. Ethnic background is not necessarily the same as nationality or country of birth.

It is not possible to list all of the ethnic groups living in Brighton & Hove but we have used the ones listed in the census. Please tick the group which is closest to how you see yourself.

Sexual orientation:

We ask about sexual orientation because people who are lesbian, gay or bisexual often experience discrimination or find that services do not meet their needs appropriately.

The law means that we must make sure we don't discriminate against people who are heterosexual, lesbian, gay or bisexual.

Religion or belief:

People with religious or other beliefs may prefer services to be delivered in particular ways (for example not on particular religious holy days, or providing appropriate food for 'meals on wheels').

We use the faiths listed in the census and covered by the law, which include the main religious groups in the country, people of no religion and people who hold other philosophical beliefs.

Disability:

In law the definition of disability is:

A physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities.

An 'impairment' is an injury, illness or condition that causes a loss or difference of physical or mental function. Disability comes from barriers in society that impact on this impairment.

'Long term' is more than 12 months. 'Day-to-day' activities include getting washed or dressed, reading or writing, household tasks, having a conversation, walking or travelling, and socialising.

Sensory impairment:

Hearing: Deaf, partially deaf or hard of hearing, or

Vision: blind or fractional/partial sight. Does not include people whose visual problems can be corrected by glasses/contact lenses.

Physical impairment:

Mobility: wheelchair user, artificial lower limb(s), walking aids, rheumatism or arthritis etc. or

Physical Co-ordination: manual dexterity, muscular control or

Reduced Physical Capacity: inability to move everyday objects, significant pain and lack of strength, breath, energy or stamina, e.g. asthma, angina or diabetes.

Mental health condition

Substantial and lasting more than a year, eg: severe depression, psychoses etc.

Learning Disability/Difficulties

This affects your capacity to be taught or to communicate. It can affect the way you listen, speak, write, or reason, e.g. dyslexia.

Long Standing Illness

Such as cancer, HIV, multiple sclerosis.

Developmental Conditions:

These are conditions present from early life and may affect language, learning, motor functions. They may include Autistic Spectrum Conditions and Aspergers.

Carers:

A carer spends a significant amount of their time providing unpaid support to family or friends. This could be caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems.

Carers often experience ill-health, mental stress and difficulties with work or education because of their responsibilities.

Armed Forces:

People who are serving or have served in the armed forces may experience a higher prevalence of physical and mental health problems, sometimes as a result of trauma and/or injury. For a number of reasons, people leaving the forces can find it hard to move into civilian life, and to find suitable employment and accommodation.

Our definition includes people who have served in UK Reserve / Auxiliary Forces.

Families of service personnel may find it harder to access education, health care, employment and other services.

If you would like more information, please ask the person who gave you this form, or contact the Council's Communities and Equality Team on 01273 291577 or email: equalities@brighton-hove.gov.uk

Remember: it's all confidential and anonymous and helps us to improve services to meet the needs of everyone in the city.