



# CAMP HILL COMMUNITY GLEN CRAIG

## POSITION APPLYING FOR

### Positive Behaviour & Learning Assistant – 24/74/PBLA/WEB

**PLEASE COMPLETE IN BLACK INK, TYPESCRIPT OR WORD PROCESSED - ALL APPLICATIONS SHOULD BE LEGIBLE AND WILL BE TREATED IN CONFIDENCE**

Only Applications Containing All Information Which Has Been Sought Will Be Considered

**PLEASE RETURN COMPLETED FORMS by 4pm Wednesday, 13<sup>th</sup> November 2024**

**By email to: [hr@glenCraig.org.uk](mailto:hr@glenCraig.org.uk)**

Monitoring Form must accompany application forms to be considered for shortlisting.

**\*\*Please note that CVs will not be accepted for this role and this role does not currently meet the criteria set by the UK Home Office for the Tier 2 Health and Social Care Visa \*\***

<b>Title of Post:</b> Positive Behaviour & Learning Assistant	<b>Location:</b> Camphill School, GlenCraig
<b>Accountable to:</b> Teaching Staff	
<p><b>Purpose of the Job:</b>          Due to the ongoing expansion of our school, we are further recruiting for the post of Positive Behaviour &amp; Learning Assistant. The successful candidate will join an established team in providing the highest possible standard of educational support and care to children and young people with a range of complex special educational needs, and in particular, autism spectrum condition.          The role involves encouraging and enabling the children and young people to pursue a valued lifestyle by participating in meaningful daily activities, supporting the well-being and development of skills as well as enhancing and promoting independence, choices and rights within a safe and caring environment.          The Positive Behaviour &amp; Learning Assistant's role may require an element of personal care and at times will require the use of redirection or physical intervention as a last resort, with those presenting with behaviours of concern.</p>	
<p><b>Hourly Rate:</b></p> <p><b>N.B. Salaries are paid equally over 12 months</b></p> <p>£ 20,750.08 - £22,647.04 – annual salary on a 6-point incremental scale</p>	<p><b>Hours of Work:</b></p> <p><b>Monday – Friday 8.30am-3.30pm</b>  <b>Thursday – 8.30am-2.30pm</b>          34 hours per week for 49 weeks          (3 weeks off duty)*  <i>Additional hours after school, on weekends or during off duty periods, may be available in our on-site children's and adult's homes if NISCC registered, through our internal bank staff facility. GlenCraig meets this professional fee.</i></p>
<p><b>Leave: 55 days:</b> 28 days plus 12 statutory days plus staff benefit from an <b>additional 15 days off duty days*</b></p>	<p><b>Length of Contract:</b>          Permanent</p>

## **Key Duties & Responsibilities**

### **Working with Students**

1. To be prepared to work throughout the school, with any student, showing the ability to adapt to differing environments within the school and to the needs of different children.
2. An understanding of, and commitment to furthering the aims of the school.
3. To assist students, as directed by the teaching staff ensuring continuity of approach and educational support
4. To respond to the dynamic situations that may arise in the students' day to day school life and environment.
5. To promote and encourage inclusion of the student within the school setting, with their peers and within the community where appropriate
6. To supervise the students during the morning and lunchtime break, either in a group setting or in the student's classroom and to assist the student in his or her lunchtime leisure and play activities.
7. To promote and participate in maintaining a safe, aesthetic and comfortable environment for the student, in line with Camphill values and practices.
8. To maintain an awareness of how students learn and the various factors which affect their learning.
9. To assist the student with intimate care needs where required.
10. To have knowledge and understanding of students' medical needs and administer a range of prescribed/emergency medication where trained to do so.
11. To assist the students to learn and develop as effectively as possible by role modelling, using their preferred communication strategies, motivating and encouraging the students, meeting their needs and enhancing learning whilst encouraging independence
12. The ability to keep written records and support the development of students' skills with confidence.
13. To accompany students' and teachers on educational visits and trips during contracted hours.
14. To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the teacher/tutor.
15. To work with individual students and groups, under the direction of the class teacher, introducing tasks, monitoring students' work and using a range of strategies to support their learning.
16. To establish a supportive relationship with the students and maintain professional boundaries at all times
17. To respect the confidentiality of student information and respond sensitively to students' needs.
18. To support students to participate in social, educational, leisure and sporting activities in school and the local community, taking into account their culture, faith, gender and sexuality and where desired, to support students to access volunteering or work experience opportunities
19. To accompany students' and teachers on educational visits and trips during contracted hours.

### **Assisting the Teaching Staff**

1. To support the school's aims and ethos.
2. To supervise and take initiative in activities and set up various items of apparatus for the student if and when required.
3. To develop and understanding of the specific needs of the student, follow the student's Personal Learning Plan, Care Plan and Behavior Support Plans and report any changes in, or concerns about the student's progress to the appropriate person.

4. To have knowledge of and implement the students' Positive Behaviour Support plans, where these are in place
5. To deal with students with behaviour of concern using the appropriate Positive Behaviour Support and Crisis Prevention Intervention strategies and skills. ***These skills include the use of physical intervention skills you will have been trained in if successful as a last resort.***
6. To help prepare and maintain a purposeful, orderly and supportive environment for learning.
7. To ensure robust and detailed communication and regular feedback about the students to the Class Teacher to discuss students' progress and to plan and review support.
8. To ensure appropriate documentation is completed in a timely and professional manner i.e. daily logs, home to school transition book
9. To maintain confidentiality at all times and not gossip about students and/or colleagues
10. To support the organisation of the learning environment, including the production, maintenance and storage of resources.
11. To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the post-holder.

### **Whole School Support and Quality Development**

1. To be aware of and follow all statutory policies and procedures
2. To be aware of and act in accordance with Camphill Community Glencraig's Health and Safety Policy.
3. To maintain any professional registration required by Camphill Community, Glencraig and enact the basic minimum standard of competencies
4. To follow emergency protocols put into place to maintain students' safety and that of colleagues and other professionals.
5. To report and record all accidents and significant events
6. To ensure work is carried out in line with best practice
7. To have an awareness of all Camphill School Glencraig's policies and procedures and where relevant those of the wider organisation, and work within these.
8. The ability to work as part of a team.
9. The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff.
10. The ability to establish and maintain effective working relationships with teachers and other members of staff.
11. The ability to accept guidance and direction from teachers.
12. The ability to distinguish between the roles and responsibilities of the teaching assistant and the teacher.
13. An understanding of and commitment to inclusive education.

### **General**

1. A willingness to undertake paid training in normal contractual hours to develop job-related skills as required.
2. To participate in regular team meetings and attend Professional Review and Development meetings with the Assistant Teacher
3. To undertake all mandatory and developmental training as identified by Class Teacher and that required of them to maintain minimum standards of practice
4. To actively reflect on practice and learn from it contributing to one's own personal developmental.
5. To maintain confidentiality at all times and not gossip about students and/or colleagues.
6. To deal with minor First Aid as required
7. To participate in various light cleaning duties as required to ensure agreed standards are maintained.

8. Actively participate in the school's Performance Development system as specified in the Professional Review and Development Policy, meeting regularly with your Line Manager to ensure that performance standards/targets are set and met within the agreed time scale.
9. To carry out any other reasonable duties as requested by their Class Teacher
10. Within your contracted hours, attend staff meetings, as required.
11. To ensure the organisation's resources are used in a cost-effective manner

## Person Specification

**ESSENTIAL CRITERIA** – all applicants **MUST** be able to demonstrate **either at short-listing or at interview all essential criteria listed below.**

Applicants should therefore make it clear on their application form how they meet these criteria. Failure to do so may result in you not being shortlisted.

Criteria	Essential	Desirable	Evidenced Through	
			Application Form	Interview
<b>Values</b>	Demonstrates Glencraig's values: <ul style="list-style-type: none"> <li>• <b>Positivity &amp; Opportunity:</b> A commitment to focusing on ability rather than disability and doing the utmost for those we support, providing chances for students to enjoy a good quality of life through actively supporting growth and development</li> <li>• <b>Therapeutic Approaches &amp; Nature:</b> Approaching daily life events as a means for establishing and maintaining a therapeutic rapport through which development of individuality can arise. Recognising and using the known benefits of the natural world to enhance daily living and provide tranquility</li> <li>• <b>Equality &amp; Inclusivity:</b> promoting the equality of all, their views and their rights in reciprocal relationships, valuing diversity, supporting equal access to opportunities and challenging discrimination</li> <li>• <b>Transparency &amp; Accountability:</b> in all relationships and transactions and incorporating a reflective approach to continuing skill and personal development. Willing to take responsibility for own actions and carrying through intentions,</li> <li>• <b>Life Long Learning –</b> practicing the motto-'Every day is a school day!' taking</li> </ul>			✓

Criteria	Essential	Desirable	Evidenced Through	
			Application Form	Interview
	on learning challenges to better serve those we support			
<b>Qualifications</b>	QCF Level 3 or equivalent in a suitable related discipline	GCSE English and Mathematics to Grade C or above or equivalent  Training in Positive Behaviour Support	✓	
<b>Knowledge, Skills &amp; Experience</b>	At least six months experience in an educational support or caring field.	Experience in a Camphill School or SEN school setting	✓	
	A team player: Knowledge, understanding and experience of dealing with behaviours of concern both as an individual, and as part of a team	Good awareness and ability in a variety of areas of learning e.g. literacy, numeracy, science, arts and crafts	✓	✓
	Resilience: Ability to work under pressure and to carry out physically and emotionally demanding work-See <i>Other requirements</i> below	Awareness of the core principles of Positive Behaviour Support and how to use a Positive Behaviour Support plan in a school setting Experience in the use of physical intervention strategies	✓	✓
	Creativity, responsivity and flexibility in thinking, in approach to work and in the use of resources		✓	✓
	Effective verbal and written communication skills	Ability to use Makaton and visual strategies for communication	✓	✓
	A working knowledge of the effects of Autistic Spectrum Conditions and Moderate to Severe Learning disability on children and young people	Knowledge of specific SEN educational strategies used in school settings	✓	✓
	Ability and willingness to partake in both personal and skills development		✓	✓
<b>Circumstances</b>	Agreeable to taking annual leave during school closures only			✓

Criteria	Essential	Desirable	Evidenced Through	
			Application Form	Interview
<b>Other Requirements</b>	<p>Able to fulfil the Occupational Health requirements for the post i.e. having a level of fitness/physical mobility which allows for supporting students on long walks, occasional running and occasional use of physical interventions.</p> <p>Valid work permit Certificate EU of Settlement Status / Enhanced Access NI check Valid documentation</p>	<p>Occupational Health questionnaire Two satisfactory references</p>	✓	

## Benefits

- 28 days annual leave pro rata plus Camphill Community Glenraig recognises 12 statutory days, **with an additional 15 off duty days**
- Annual incremental pay increases on a 6-point salary scale
- Organisation Pension
- Occupational Sick Pay Scheme (qualification period applies)
- Free parking on site
- Paid 30-minute break
- Optional enrolment into the Benenden Health
- Commitment to development of the staff team through training and learning opportunities
- Death in Service Insurance Benefit 2x Salary
- Eligibility for the Blue Light Card

COMPLETED APPLICATION FORMS SHOULD BE FORWARDED TO:

HR DEPARTMENT  
 Camphill Community Glenraig  
 4 Seahill Road  
 Craigavad  
 Holywood  
 Co Down  
 BT18 0DB

This Job Description is a general outline of the post as it is currently perceived by Camphill Community Glenraig. It is not intended to be restrictive or definitive. Each member of staff will have an individual work plan agreed with them following appointment to the post, which is aligned to the organisation's strategic plan. The responsibilities of the post may change in line with continuous improvements as Camphill Community Glenraig aims to meet its vision and best respond to the needs of individuals accessing our services.

# Camphill Community



## **Our Mission:**

Camphill Community Glenraig is a person-centred, therapeutic community where children and adults with learning disabilities can live a meaningful life and develop to their full potential through a holistic creative approach. We offer choice and purpose within a sustainable nurturing environment whilst working in close partnership with families and key stake holders in Northern Ireland.

## **Our Vision:**

We have a vision of the world where children and adults, irrespective of ability, can live, learn and work together in a caring community, where positive life experiences within a natural and culturally rich environment, enable each individual to reach their destiny.

## **Our Values:**

**P**ositivity

**O**ppportunity

**T**ransparency

**E**quality

**N**ature

**T**herapeutic

**I**nclusivity

**A**ccountability

**L**ife-Long Learning

### **Positivity**

Our main priority is to support the well-being of those in our care at every opportunity. With a POSITIVE approach to life and work, we enable everyone to lead happy and fulfilled lives. We are prepared to take appropriate positive risks to support each individual to reach their potential.

### **Opportunity**

We create diverse OPPORTUNITIES for all who live, learn, and work within Glenraig, to develop creative and meaningful life skills, healthy social relationships and to experience a holistic approach to community life.

### **Transparency**

We embed TRANSPARENCY within our professional model of practice and funding. We actively encourage good transparent governance and standards in our community, seeking continuous improvement.

### **Equality**

In realising the EQUALITY and uniqueness of each individual, we go beyond appreciating and understanding the abilities of those in our care. By recognising their unique individuality and contribution, we focus on developing positive relationships through an inclusive team, where everyone is valued and empowered.

### **Nature**

We are inspired and committed to creating a conscious lifestyle. We are actively involved in reducing our environmental impact through caring for our land in an organic way that is respectful and sustainable whilst using our natural resources responsibly. This allows everyone to grow by engaging with NATURE, in a way that supports development and well-being, in a nurturing environment.

## **Therapeutic**

We are committed to creating a THERAPEUTIC environment where children, young people and adults are supported and cared for through a holistic person-centred approach that integrates home life, education, and work. This is realised through connecting to natural rhythms which advance health and well-being. This approach meets the needs of each individual, creating a sense of belonging in the world and the confidence and independence to be participants in it.

## **Inclusivity**

We create an INCLUSIVE, diverse community in which each member is accepted, appreciated, and included. We are also committed to engaging with the wider community to promote cultural and creative opportunities, as well as innovative projects.

## **Accountability**

Accountability is important to us, and we hold ourselves individually and collectively ACCOUNTABLE for everything we speak and do. We are especially accountable for the quality of life offered to the children, young people, and adults we carry responsibility for. Their best interests and wellbeing are always our first priority.

## **Life-Long Learning**

We are dedicated to creating and maintaining a life sharing community, in which people from different backgrounds and abilities can live, learn, work, and celebrate together in a homely, welcoming, and peaceful environment. By being open to learning from each other, we promote diverse opportunities of LIFE-LONG LEARNING for each person who is part of Camphill Community Glenraig.

## **About Camphill**

The innovative communities that make up the Camphill Movement have, for almost 80 years, been creating new ways of supporting people with learning disabilities and other special needs so that their full potential can find expression.

The first community was founded at Camphill House, just outside Aberdeen, Scotland, in 1940, to educate children with learning disabilities. At that time, children with learning disabilities didn't usually receive an education, either staying at home or being placed in a hospital.

Camphill's founders, led by Dr Karl König and inspired by the Austrian thinker Rudolf Steiner's philosophy of anthroposophy, wanted to make a real difference in the lives of these people who were marginalised and excluded from society. They believed that children and adults with learning disabilities had much to contribute if only their inner self could find expression.

Dr König felt that, through communities, new ways of healing might be introduced into society to counter some of the more harmful aspects of modern life. The vision still lives and each new generation in Camphill strives towards achieving it.

Camphill Communities are communities with children and adults with learning disabilities living together with co-workers and their families in such a way as to foster mutual help and understanding.

Helper and helped live and work side-by-side, each learning from the other.

Effective community-building does not come about without a struggle and makes tremendous demands on those involved, both humanly and physically. The Camphill way of life provides an enormous stimulus for those who take it up, whatever their age or ability. By providing challenges for self-advancement and by respecting the developing individuality of each person, life in Camphill allows everyone the freedom to grow to his or her fullest potential.

## **Camphill in Northern Ireland**

There are four Camphill Communities in Northern Ireland. Glenraig Community near Holywood in Co Down, Mourne Grange near Kilkeel in Co Down, Clanabogan near Omagh in Co Tyrone and Camphill Holywood with their bakery, coffee shop and Shop in the centre of Holywood in Co Down.

Each Community has a management Council and funding is provided by Health and Social Care Trusts and charitable donations.

## **Camphill Community Glenraig**

Camphill Community Glenraig is an integrated therapeutic community where we aim to maximise the potential of each Child, Young Person and Adult in our care and will endeavour to support families, staff, co-workers, volunteers, and partners of Glenraig.

We are a home to around 50 adults and children with special education, physical and learning needs, long and short-term life sharing volunteer co-workers and their families alongside employed staff members. It is also the site for Glenraig Special School, supporting both day and boarding pupils and various workshops are available for our residents and day attenders.



# CAMPHILL COMMUNITY GLENCRAIG

## POSITION APPLYING FOR:

Positive Behaviour & Learning Assistant (24/74/PBLA/WEB)

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**ONLY APPLICATIONS CONTAINING ALL OF THE INFORMATION WHICH HAS BEEN SOUGHT WILL BE CONSIDERED**

**PLEASE RETURN COMPLETED FORMS BY: 4pm, Wednesday, 13<sup>th</sup> November 2024**

To: [hr@glenraig.org.uk](mailto:hr@glenraig.org.uk) or alternatively posted applications can be returned to HR Department, Camphill Community Glenraig, 4 Seahill Rd, Craigavad, Holywood, BT18 0DB.

**\*\*Monitoring Form must accompany application forms to be considered for shortlisting, CVs will not be accepted \*\***

Surname:		Title: Mr/Mrs/Miss/Ms Other (please specify)				
Forename(s):		Maiden Name (if appropriate):			Other Former Name(s):	
Home Address:		Address for Correspondence (if different):				
Postcode:		Postcode:				
Home Telephone No. (incl STD Code)		Daytime Telephone No. (incl STD Code)				
Mobile Tel No:		National Insurance No.				
Email Address:						
Do you hold a current full UK driving licence? Yes/No			Do you have access to a form of transport? Yes/No			
Nationality: EC/Non-EC			If Non-EC, please specify			
Do you have the right to work in the UK? Yes / NO  <i>Note: the organisation will require proof of your right to work in the UK e.g. a passport showing that the holder is a citizen of the United Kingdom or a national of the EEA or Switzerland as required by the Immigration, Asylum and Nationality Act 2006.</i>						
Were you referred by an existing Camphill Community Glenraig Employee? Yes / No						
If yes, please enter the employee's name here: _____						



## EXAMINATIONS PENDING

Qualification(s)	Date to be taken

## TRAINING

Details of Training Courses attended, and awards achieved, including dates if appropriate.

Details of Course	Organisation who provided Training	Date Course Completed

## MEMBERSHIP OF PROFESSIONAL ORGANISATIONS

Date Joined	Institute / Organisation	Grade of Membership (Where appropriate)	Membership Number



**PREVIOUS POSTS (Beginning with most recent)**

**NB:** To assist consideration in your application, please give precise dates for each period of employment. This is particularly important when there are time considerations for shortlisting criteria based on experience/post qualification experience.

Name and Address of Employer	Grade/Position and Department/ Speciality	From dd/ mm/ yy	To dd/ mm/ yy
		___/___/___	___/___/___
<p>Duties (briefly)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Reason for Leaving .....</p>			
Name and Address of Employer	Grade/Position and Department/ Speciality	From dd/ mm/ yy	To dd/ mm/ yy
		___/___/___	___/___/___
<p>Duties (briefly)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Reason for Leaving .....</p>			
Name and Address of Employer	Grade/Position and Department/ Speciality	From dd/ mm/ yy	To dd/ mm/ yy
		___/___/___	___/___/___
<p>Duties (briefly)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Reason for Leaving .....</p>			

Name and Address of Employer	Grade/Position and Department/ Speciality	From dd/ mm/ yy	To dd/ mm/ yy
		___/___/___	___/___/___
Duties (briefly) ..... ..... ..... ..... .....			
Reason for Leaving .....			

Name and Address of Employer	Grade/Position and Department/ Speciality	From dd/ mm/ yy	To dd/ mm/ yy
		___/___/___	___/___/___
Duties (briefly) ..... ..... ..... ..... .....			
Reason for Leaving .....			

Please account for periods of time after you completed secondary education and between employment position that have not already been addressed in the application.

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Please detail any other information which may be relevant to your application

*(please continue on separate sheet if necessary, clearly marking the question it is linked to)*





## REFEREES

Please name two referees, (not relatives) at least one of whom should have knowledge of your present/most recent work and be in a supervisory/managerial capacity. Camphill Community Glencraig reserves the right to seek a reference from any previous employment.

Name:	Name:
Capacity in which known	Capacity in which known
Address:	Address:
Postcode:	Postcode:
Email Address:	Email Address:
Daytime Telephone No. (please indicate dialling code)	Daytime Telephone No. (please indicate dialling code)
Contact only if appointment being offered subject to satisfactory reference, Access NI, and health assessment. (please tick) <input type="checkbox"/>	Contact only if appointment being offered subject to satisfactory reference, Access NI, and health assessment. (please tick) <input type="checkbox"/>

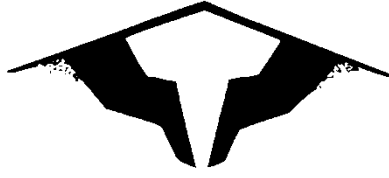
## SPECIAL REQUIREMENTS

<p>Do you require any special arrangements to be made to assist you if called for interview? Please provide details:</p> <p>.....</p> <p>.....</p> <p>.....</p>
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## PERSONAL DECLARATION

<p>I hereby confirm that the information I have included in this application form is a true and accurate account. I understand that any false information given may result in a job offer being withdrawn.</p> <p>Signature: ..... Date: .....</p> <p><b>Please ensure that you have completed all relevant parts of this application form.</b></p>
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# CAMPBILL COMMUNITY GLENCRAIG

Camphill Community Glenraig 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, transparent, promote equality of opportunity for all staff, and do not have an adverse impact on any particular group. Your cooperation in providing us with accurate data will ensure that we, not only meet our legal obligations, but even more importantly will result in us designing and applying policies and processes that attract and retain a diverse, talented, and motivated workforce. 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 anybody directly involved in the selection process. No information will be published or used in any way which allows any individual to be identified.

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**Sex** Male  Female

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## What is your religion or belief?

Regardless of whether we practice religion, most of us in Northern Ireland are seen as either Roman Catholic or Protestant. We are therefore asking you to indicate your community background by ticking the appropriate box below.

I am a member of the Protestant community:

I am a member of the Roman Catholic community:

I am not a member of either the Protestant or the Roman Catholic community:

If you do not complete this questionnaire, we are encouraged to use the "residuary" method which means that we can make a determination on the basis of personal information on file / application form.

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**Are you married or in a civil partnership** Yes  No

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**Age** 16-24  25-29  30-34  35-39  40-44   
45-49  50-54  55-59  60-64  65+   
Prefer not to say

**DOB** -----/-----/-----

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## How would you describe your national identity?

English  Welsh  Scottish  Northern Irish   
British  Other  Irish  Prefer not to say

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## What is your ethnicity?

Ethnic origin categories are not about nationality, place of birth or citizenship. They are about the group to which you as an individual perceive you belong. Please indicate your ethnic origin by ticking the appropriate box

### **White**

English  Welsh  Scottish  Northern Irish   
Irish  Irish Traveller  Other White background

### **Mixed/multiple ethnic groups**

White and Black Caribbean  White and Black African   
White and Asian  Any other mixed background

### **Asian/Asian British**

Indian  Pakistani   
Bangladeshi  Chinese   
Any other Asian background

### **Black/ African/ Caribbean/ Black British**

African  Caribbean   
Any other Black/African/Caribbean background

### **Other ethnic group**

Arab  Any other ethnic group

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## Disability

Section 1 of the Disability Discrimination Act describes a disabled person as person with a 'physical or mental impairment which has a substantial or long-term effect on his/her ability to carry out normal day-to-day activities'.

**Using this definition do you consider yourself to be disabled?** Yes  No

If you answered yes, is there any reasonable adjustment which you believe is necessary for Camphill Community Glencraig to make to allow you to fulfil the requirements of the job for which you are applying?

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## What is your sexuality?

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

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## Do you have caring responsibilities? If yes please tick all that apply

None   
Primary carer of a child/children (under 18)  Primary carer of disabled child/children   
Primary carer of disabled adult (18 and over)  Primary carer of older person (65+)   
Secondary carer  Prefer not to say

**By completing this form, you have helped us better understand how we, as an employer, ensure equality of opportunity for all. Thank you for completing this form.**

## Declaration of Convictions Form

We are committed to ensuring equal opportunity for all applicants. Information about criminal convictions is requested to assist the selection process and will be taken into account only when the conviction is considered relevant to the position applied for.

You have applied for a position that is defined as Regulated Activity under the Safeguarding Vulnerable Groups (NI) Order 2007. It also falls within the definition of an “excepted” position under the Rehabilitation of Offenders (Exceptions) Order (NI) 1979. This means that you **must** tell us about **all** offences and convictions, including those considered ‘spent’.

If you have received a formal caution or are currently facing prosecution for a criminal offence you should also bring this to our attention given the “excepted” nature of the role. If you leave anything out it may affect your application.

This information **will** be verified through an Access NI Enhanced Disclosure check if you are considered to be the preferred candidate and are being offered the position. The check will tell us if you have a criminal record or if your name has been included on the Children’s Barred List and/or Vulnerable Adults Barred List. It is to make sure that individuals who might be a risk to children and/or vulnerable adults are not appointed. Access NI has a Code of Practice which explains this in more detail a copy of this can be made available to you should you wish.

Having a criminal record will not necessarily debar you from this position, this will depend on the nature of the position, your offences or other information contained on the Disclosure Certificate or provided directly to us by the Police.

The information received will be treated confidentially and will be assessed alongside normal selection criteria to determine suitability for the position. A separate meeting will be held with you if clarification is required to discuss any issues around your disclosure before a final decision is reached. After the decision has been made the information will be destroyed.

Please complete the section below and return it with your application. The form also asks you to give your written consent to the Access NI check, which will only be obtained if you are the preferred candidate. If you do not consent we will not accept your application.

Applicants can also submit a separate statement of disclosure if they wish. This may include details such as the particular circumstances around the conviction(s); how circumstances may have changed; and what has been learnt from the experience. Applicants can contact the Northern Ireland Association for the Care and Rehabilitation of Offenders (NIACRO) for more information.

**Declaration of Criminal Convictions, Cautions and Bind-Over Orders  
In Confidence**

<b>Do you have any prosecutions pending either in Northern Ireland or any other country?</b> (if yes give please give details)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<b>Have you ever been convicted at a court or cautioned by the police for any offence either in Northern Ireland or any other country?</b>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If yes, please list below details of all convictions, cautions, or bind-over orders. Give as much information as you can, including, if possible, the offence, the approximate date of the court hearing and the court which dealt with the matter.				

<b>Declaration of Abuse Investigation(s)</b>				
Have you ever been the subject of an Adult or Child Abuse investigation which alleged that you were the perpetrator of any adult or child abuse either in Northern Ireland or any other country?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If yes, please list full details below including the name of police unit or HSC Trust involved in the investigation. If possible please provide the approximate date/s.				

**Declaration and Consent**

I declare that the information I have given is complete and accurate. I understand that I will be asked to complete an Access NI Disclosure Certificate Application Form and where applicable a police check if I am a non-UK National if I am considered to be the preferred candidate and I consent to the Enhanced Disclosure Check being made, and I agree to inquiries relevant to this declaration.

Signature:	Date:
_____	
Print name:	
_____	
Any surname previously known by:	
_____	
Position applied for:	
_____	