



Nottinghamshire
County Council

Training & Assessment for the Higher Level Teaching Assistant Programme

Nottinghamshire County Council

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Meeting the Standards - A guide to the higher level teaching assistant training and assessment (TTA) can be obtained from the TDA website, www.hlta.gov.uk

Acknowledgement:

Our thanks for Derby City for support in providing these guidelines.

Introduction

In January 2003, the National Agreement on 'Raising Standards and Tackling Workload' was signed by the Government and key partners. These include local authority employers and school workforce unions.

Key areas of the Agreement include:

- A progressive reduction in teachers' working hours by contractual changes
- The reduction in bureaucracy
- Extension of some support staff roles

The government recognises that school support staff play a vital role in supporting teaching and learning.

The status of higher level teaching assistant has been introduced as part of the government's drive to raise standards.

A set of national standards for the higher level teaching assistant (HLTA) was developed by the Teacher Training Agency (TTA) now the Training and Development Agency (TDA).

Candidates will follow the preparation for assessment and will then be assessed against the standard.

Candidates will need to demonstrate a high level of skills and knowledge which will enable them to support teachers in improving the quality of teaching and learning.

Please note: Any other profession in school can access this assessment if they work to the standards and in a supporting the teacher role.

The training is viewed as being at the equivalent of an NVQ Level 4 course. Candidates and their Head Teachers will need to be confident that the candidate is close to this level.

LAs are required to publish their HLTA Scheme, giving details of access to funding for training, application and selection procedures, criteria for selection and notification of outcomes to prospective candidates.

The TDA is allocating funding to LAs. Candidates will apply to the LA in which they work for funding for training.

This document constitutes the scheme for Nottinghamshire County Council for 2007-2008.

Standards

A copy of the standards for the Higher Level Teaching Assistants can be found in Appendix (i).

The standards are organised into 3 sections:

- Professional attributes
- Professional knowledge and understanding
- Professional skills

A handbook of guidance, supporting and explaining the standards, is available on the TDA website, www.tda.gov.uk.

We strongly advise you read this document before applying.

Training Routes

At the time of going to print the assessment and training routes were under review.

Three day preparation for Assessment involves tuition on how to gather evidence to build a portfolio to submit for assessment. There are no taught elements to this route.

The 12 day training is aimed at teaching assistants and other professionals working toward reaching those standards. Using the self assessment form accompanying the application form will help you identify any gaps in skills, knowledge and practice in your role.

Initially the 12 days covers the following:

| | |
|---|---------|
| Core Module (compulsory) | 4 days |
| Classroom Management | 2 days |
| Advancing Learning with the whole class, working with adults | 3 days |
| Effective contribution to planning, assessment and record keeping | 3 days. |

This training route will be subject to further development as the providers identify any common streams of skills gaps.

Both routes are assessed by the East Midlands Consortium partner, the University of Northampton. In order to select the appropriate route for you please complete the self assessment and then discuss this with your mentor, head teacher or line manager.

Should you require any further advice please call either Carol Bridgeman on 0115 9774458.

Please note it is an essential criteria that the English and Maths standards are met before assessment takes place. If you do not have the required level you must undertake either the Adult Literacy Tests and/or Numeracy Tests at Level 2 or GCSE's and gain the grades A-C. The Training and Development Agency do not recognise Access courses in English and Maths as equivalent to GSCE, please do not rely on these to meet the criteria.

Adult Literacy and Numeracy assessments and Tests are available from Learning Direct Centres. To find your local centre you can visit www.learndirect.co.uk or telephone 0800 100 900. For details on Learn Direct courses telephone 0800 101 901.

Funding for Training

The TDA is allocating funding for the Training and Assessment to LAs.

Funding is made available to candidates who meet the criteria, places are limited to the funding made available.

On successful application schools will receive a front loaded payment that should cover time out of school and travel expenses for the candidate. An additional study day is also funded but should only be taken with permission from the candidates line manager.

Application procedures

Candidates will be required to complete the application form, Appendix (vi). The self review against HLTA standards should also be completed and accompanied by the Head Teacher statement. Alternatively a print out of the universities completed training needs analysis (TNA) can be attached. University of Northampton TNA can be found on: www.northampton.ac.uk/cgi-bin/rws3.pl?FORM=HLTA-TNA.

The purpose of the self review/TNA is to ensure the selection panel agree you have selected the correct assessment route.

The TDA strongly advises that candidates should already have a qualification in English/Literacy and Maths/Numeracy at Level 2 of the National Qualifications Framework eg. GCSE A-C or a pass in the National Literacy and Numeracy tests, see Appendix (ii).

Applications will be considered by the selection panel, against the criteria detailed in Appendix (iv).

- Those not having the recommended English and Maths will be given a fixed time to gain them. Advice will be given by the LA.

Copies of stated qualifications are required particularly in English, Maths and occupational level 3 attainment.

Selection Panel

The panel will consist of the following members:

2 Head Teacher representatives
2 Teaching Assistants
Professional Development Officer
The Workforce Development Officer

Applications returned to

Theona Yates
Children and Young People's Services
County Hall
West Bridgford
Nottingham
NG2 7QP

REVISED STANDARDS FOR HIGHER LEVEL TEACHING ASSISTANT STATUS

APPROVED BY MINISTERS

JUNE 2007

Note on the terminology used in the standards

- The term 'learners' is used instead of 'children and young people' when learning per se is the main focus of the standard. It refers to all children and young people including those with particular needs, for example, those with special educational needs, looked after children, those for whom English is an additional language, those who are not reaching their potential or those who are gifted and talented.
- The term 'colleagues' is used for all those professionals with whom a HLTA might work. It encompasses teaching colleagues, the wider workforce within an educational establishment, and also those from outside with whom HLTAs may be expected to have professional working relationships, for example early years and health professionals and colleagues working in children's services.
- The term 'learning activities' is used to cover teaching and learning activities wherever they take place, whatever their nature and length, and however they might be organised, and are applicable to all educational phases and contexts.
- The term 'well-being' refers to the rights of children and young people (as set out, and consulted upon in the Every Child Matters Green Paper and subsequently set out in the Children Act 2004), in relation to:
 - physical and mental health and emotional well-being
 - protection from harm and neglect
 - education, training and recreation
 - the contribution made by them to society
 - social and economic well-being.

Those awarded HLT A status must meet all of the following standards.

| Professional attributes | |
|---|--|
| Those awarded HLT A status must demonstrate, through their practice, that they: | |
| 1. | have high expectations of children and young people with a commitment to helping them fulfil their potential |
| 2. | establish fair, respectful, trusting, supportive and constructive relationships with children and young people |
| 3. | demonstrate the positive values, attitudes and behaviour they expect from children and young people |
| 4. | communicate effectively and sensitively with children, young people, colleagues, parents and carers |
| 5. | recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people |
| 6. | demonstrate a commitment to collaborative and cooperative working with colleagues |
| 7. | improve their own knowledge and practice including responding to advice and feedback |

| Professional knowledge and understanding | |
|---|---|
| Those awarded HLT A status must demonstrate, through their practice, that they: | |
| 8. | understand the key factors that affect children and young people's learning and progress |
| 9. | know how to contribute to effective personalised provision by taking practical account of diversity |
| 10. | have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people |
| 11. | have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy |
| 12. | know how to use ICT to support their professional activities |
| 13. | know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support |
| 14. | understand the objectives, content and intended outcomes for the learning activities in which they are involved |
| 15. | know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation |
| 16. | know how other frameworks, that support the development and well-being of children and young people, impact upon their practice |

| | |
|--|---|
| Professional Skills | |
| Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school. | |
| Planning and expectations | |
| Those awarded HLT A status must demonstrate, through their practice, that they: | |
| 17. | use their area(s) of expertise to contribute to the planning and preparation of learning activities |
| 18. | use their area(s) of expertise to plan their role in learning activities |
| 19. | devise clearly structured activities that interest and motivate learners and advance their learning |
| 20. | plan how they will support the inclusion of the children and young people in the learning activities |
| 21. | contribute to the selection and preparation of resources suitable for children and young people's interests and abilities |
| Monitoring and assessment | |
| Those awarded HLT A status must demonstrate, through their practice, that they: | |
| 22. | monitor learners' responses to activities and modify the approach accordingly |
| 23. | monitor learners' progress in order to provide focussed support and feedback |
| 24. | support the evaluation of learners' progress using a range of assessment techniques |
| 25. | contribute to maintaining and analysing records of learners' progress |
| Teaching and learning activities | |
| Those awarded HLT A status must demonstrate, through their practice, that they: | |
| 26. | use effective strategies to promote positive behaviour |
| 27. | recognise and respond appropriately to situations that challenge equality of opportunity |
| 28. | use their ICT skills to advance learning |
| 29. | advance learning when working with individuals |
| 30. | advance learning when working with small groups |
| 31. | advance learning when working with whole classes without the presence of the assigned teacher |
| 32. | organise and manage learning activities in ways which keep learners safe |
| 33. | direct the work, where relevant, of other adults in supporting learning |

ACCEPTABLE LEVEL 2 QUALIFICATIONS

To achieve HLTA status, evidence of separately certified literacy and numeracy qualifications equivalent to level 2 of the National Qualification Framework is required by the end of the programme.

Acceptable qualifications are:

| Qualification type | Literacy | Numeracy |
|--------------------|--|--|
| GCSE | English A* - C English Literature A* - C | Mathematics A* - C |
| Basic Skills | Certificate in Adult Literacy Level 2 Communication Level 2 | Certificate in Adult Numeracy Level 2 Application of Number Level 2 |
| CSE | English Grade 1 | Mathematics Grade 1 |
| GCE O Level | English Language English Literature | Mathematics |

Please note: Access courses in English and Maths are not accepted by the TDA. However, it will of course be possible for support staff to use evidence of qualifications attained at a higher level. Appropriate Level 3 qualifications are/include:

| Qualification type | Literacy | Numeracy |
|--------------------|---|--|
| GCE A Level | English Language English Literature English Language & Literature | Use of Mathematics Mathematics Further Mathematics Statistics |
| GCE AS Level | English Language English Literature English Language & Literature | Mathematics Use of Mathematics Further Mathematics Statistics Mechanics Applied Mathematics Discrete Mathematics |
| Key Skills | Communication Level 3 | Application of Number Level 3 |

It is also a requirement that relevant certificates are made available to training providers as part of the HLTA assessment process. Where a certificate is not available, a replacement copy should be obtained from the relevant exam board. Information on how to obtain replacement certificates can be obtained from the websites of the examining boards, who are EdExcel, AQA, OCR, WJEC and CCEA. Some older examination boards may have been subsumed within these organisations.

The National Qualifications Framework

The diagram illustrates the National Qualifications Framework. On the left, a vertical arrow points upwards, labeled 'Increasing levels of knowledge, skills and understanding'. At the bottom, the text 'Increasing occupational focus' is centered. The main table is structured as follows:

| | Categories | | |
|--------------------------------|--|-------------------------------------|--|
| Levels of attainment | General Qualifications | Vocationally-related qualifications | Occupational Qualifications |
| | Attest to attainment in a subject | Attest to attainment | Attest to attainment of competence in the work place |
| 5 | Higher level qualifications | | Level 5 NVQ |
| 4 | | | Level 4 NVQ |
| 3 Advanced level | A level | Vocational A level (Advanced GNVQ) | Level 3 NVQ |
| 2 Intermediate level | GCSE grade A* - C | Intermediate GNVQ | Level 2 NVQ |
| 1 Foundation level | GCSE grade D - G | Foundation GNVQ | Level NVQ |
| Entry level | Entry level qualifications can provide a basis for progression to qualifications across the framework at level 1 | | |

Stand Alone Qualifications

| | | | | | |
|--|--|---|---|--------------------------------------|---|
| CACHE Diploma in Childcare and Education (NNEB) 2 years full time. | BTEC EDEXCELL National Diploma in Early Years 2 years full time | NVQ3 Early Years Care and Education Part time (EYCE) | NVQ3 Caring for Children and Young People Part time (CCYP) | NVQ3 Teaching Assistant Part time | Recognised Teaching Qualification 0-18 age range e.g. B.Ed, PGCE |
| ADVANCED Modern Apprenticeships in Early Years Care (Involves: NVQ3 plus Key Skills and Technical Certificates) | | | NVQ3 Health and Social Care formally CCYP | | |
| ADVANCED Modern Apprenticeships in Early Years Care (Involves: NVQ3 plus Key Skills and Technical Certificates) | | | NVQ3 Childcare Learning and Development formally EYCE | | |

Alternatively Combination of Two Qualifications

e.g. NCFE + City & Guilds Learning Support

| | | | | |
|--|---|--|--|--|
| City & Guilds Certificate in Learning Support Competencies 1 year part time | NCFE 3563 Special Needs Assistant 1 year part time | OU Learning for All Level 2 1 year part time (now renamed E243 Inclusive Education) | OU Specialist Teacher Assistant Certificate (STAC) 1 year part time | * Certificate for Teaching Assistants Level 3 (CTA3) |
|--|---|--|--|--|

* Do not confuse with NVQ3 Teaching Assistant Certificate

Advise newly qualified TAs to complete 4 day LEA induction programme

Essential

1. Employed in an establishment maintained by Nottinghamshire County Council.
2. Has support of Head Teacher - completed Head Teacher statement.
3. Has passed CRB check - please send a copy of this with your application.
4. Has NVQ Level 3 qualification or equivalent, or working at Level 3 of the National Occupational Standard.
5. Has identified school mentor - named on the application form.
6. Has good communication skills.
7. Is meeting or close to meeting HLTA standards.
8. Has evidence of equivalent of Level 2 of National Qualifications Framework eg. GCSE A-C pass in National Literacy and Numeracy tests - please send a copy of the certificate with your application form.
9. Has experience of working with individuals, groups and whole class when teacher is not present.
10. Has access to and ability to use ICT.
11. Has evidence of recent relevant professional development and training.
12. Has experience, usually on a weekly basis of:
 - helping teachers with planning and preparing work programmes
 - providing feedback to pupils about their learning in order to raise their self-esteem
 - monitoring pupils' needs and reporting back to designated staff.
 - helping teachers to evaluate pupils' progress
 - guiding the work of other adults supporting the teaching and learning in the classroom
 - working with pupils using ICT
13. Has at least 3 years experience of working as a TA or working to the HLTA standards in another capacity. (This can include time taken when training in a school or similar establishment)

Useful Websites

www.lg-employers.gov.uk

Information on teaching assistant qualifications, National Occupational Standards for teaching assistants and NVQs for teaching assistants

www.tda.gov.uk

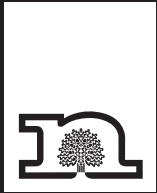
Information on training and development of school based staff. Updates on current issues in schools and future plans for education.

www.skills4schools.co.uk

An on-line resource to help school staff access learning opportunities at work.

www.northampton.ac.uk/cgi-bin/rws3.pl?FORM=HLTA-TNA

An on-line training needs analysis to assess the appropriate route to HLTA status.



Nottinghamshire
County Council

Application Form

For those wishing to train to meet the higher
level teaching assistant standards

Part 1

Title (tick one) Mr Mrs Miss Ms Other

First name(s) Family name

Previous Surname(s) Date of Birth

Residence name/number:
 Address:
 City/town :
 County: Postcode:

Contact telephone number: Contact e-mail address:

Do you have a literacy or English qualification at Level 2 or higher e.g. GCSE English at grade A-C or you have passed the National Adult Literacy test? Yes No Working towards

Do you have a numeracy or mathematics qualification at Level 2 or higher e.g. GCSE at grade A-C or you have passed the National Adult numeracy test? Yes No Working towards

Please list your academic and/or vocational qualifications - e.g. 4 GCSEs at grade A-C, 2 A levels at grade A-E, Diploma in Childcare and Education - please send copies of those stated

| Qualification/Award | Grade | Year |
|---------------------|-------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

What is your current job title:

How long have you worked as a TA/classroom support worker?

What is the average number of hours you work in your current role per week?

Name of school/organisation:
 Address:
 City/town :
 County: Postcode:
 Telephone number e-mail address:

| In your career, how much time, if any, have you spent working in the classroom with the following: (Please tick one box per row) | None | Less than 6 months | Between 6 months and 2 years | 2 Years or more |
|--|--------------------------|--------------------------|------------------------------|--------------------------|
| Early years pupils (foundation stage) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Primary school pupils (key stages 1 and/or 2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Secondary school students (key stages 3 and/or 4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Post 16 students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part 1 continued

| In the past six months have you worked with: | Yes, when a teacher is present | Yes, when a teacher is not present | No |
|--|--------------------------------|------------------------------------|----|
| Individual pupils? | | | |
| Small groups of pupils? | | | |
| Whole classes? | | | |

| Have you had experience of: (Please select one option per row) | Yes, usually on a weekly basis | Yes, occasionally | No |
|--|--------------------------------|-------------------|----|
| Helping teachers to plan and prepare lessons? | | | |
| Providing feedback to pupils about their learning? | | | |
| Providing feedback to pupils about their behaviour? | | | |
| Monitoring pupils' progress? | | | |
| Helping teachers to evaluate pupils' progress? | | | |
| Keeping records of pupils' progress? | | | |
| Guiding the work of other adults supporting teaching in the classroom? | | | |
| Working with pupils using ICT? | | | |

The information you have given will form part of databases held by the TTA, the DfES, LAs and the training providers. All the information will be handled in accordance with the Data Protection Act and no one will be able to obtain information about you personally from any published statistics. Under the Data Protection Act 1998 you have the right to a copy of the data held about you by the TTA, for a small fee. If you have any concerns about or objections to the use of data for these purposes, please contact the TTA by writing to the Data Protection Officer, Teacher Training Agency, Portland House, Stag Place, London, SW1E 5TT.

Part 2

Candidate's statement

Please write a brief statement (no more than 200 words) explaining why you think this programme is suitable for you

I wish to apply for:

3 day preparation and assessment - generic HLTA

12 day training and assessment

3 day preparation specialist Maths HLTA (secondary school)

3 day preparation specialist Science HLTA (secondary school)

12 day training and assessment specialist Science HLTA (secondary school)

12 day training and assessment specialist Maths HLTA (secondary school)

Please tick

Candidate's declaration

The information I have given on this form is correct to the best of my knowledge.

Signed:

Date: ____ / ____ / ____

Please give the name of the person responsible for mentoring you during this programme:

Mentor signature:

Date: ____ / ____ / ____

Headteacher's section

Headteacher's statement

Please write a brief statement explaining why you think the candidate is suitable for this programme and how the school will support them.

Do you consider the candidate to be suitable for training to meet the HLTA Standards?

Yes No

Are you willing to support the candidate during the HLTA programme?

Yes No

Headteacher's declaration and signature

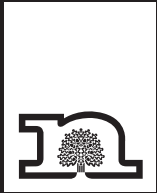
I have read the completed application form and confirm to the best of my knowledge the information provided is accurate.

Mentor signature:

Date: ____ / ____ / ____

Initial(s):

Family name:



Nottinghamshire
County Council

Self-review against HLTA Standards

Self Review – this must be completed alongside a mentor/teacher who will support you through the process of HLTA

Please send a completed copy of this assessment with your application form

| Professional attributes Those awarded HLTA status must demonstrate, through their practice, that they: | Briefly note in what way you feel you work to this standard. |
|--|--|
| 1. Have high expectations of children and young people with a commitment to helping them fulfil their potential. | |
| 2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people. | |
| 3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people. | |
| 4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers. | |
| 5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people. | |
| 6. Demonstrate a commitment to collaborative and cooperative working with colleagues. | |
| 7. Improve their own knowledge and practice including responding to advice and feedback. | |

| Professional knowledge and understanding Those awarded HLTA status must demonstrate, through their practice, that they: | Briefly note in what way you feel you work to this standard. |
|--|--|
| 8. Understand the key factors that affect children and young people's learning and progress. | |
| 9. Know how to contribute to effective personalised provision by taking practical account of diversity. | |
| 10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people. | |
| 11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy. | |
| 12. Know how to use ICT to support their professional activities. | |
| 13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support. | |
| 14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved. | |
| 15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation. | |
| 16. Know how other frameworks that support the development and well-being of children and young people impact upon their practice. | |

Professional Skills

Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.

| Planning and expectations Those awarded HLTA status must demonstrate, through their practice, that they: | Briefly note in what way you feel you work to this standard. |
|--|--|
| 17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities. | |
| 18. Use their area(s) of expertise to plan their role in learning activities. | |
| 19. Devise clearly structured activities that interest and motivate learners and advance their learning. | |
| 20. Plan how they will support the inclusion of the children and young people in the learning activities. | |
| 21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities. | |

| Monitoring and assessment Those awarded HLTA status must demonstrate, through their practice, that they: | Briefly note in what way you feel you work to this standard. |
|--|--|
| 22. Monitor learners' responses to activities and modify the approach accordingly. | |
| 23. Monitor learners' progress in order to provide focussed support and feedback. | |
| 24. Support the evaluation of learners' progress using a range of assessment techniques. | |
| 25. Contribute to maintaining and analysing records of learners' progress. | |

| <p>Teaching and learning activities</p> <p>Those awarded HLTA status must demonstrate, through their practice, that they:</p> | <p>Briefly note in what way you feel you work to this standard.</p> |
|---|---|
| <p>26. Use effective strategies to promote positive behaviour.</p> | |
| <p>27. Recognise and respond appropriately to situations that challenge equality of opportunity.</p> | |
| <p>28. Use their ICT skills to advance learning.</p> | |
| <p>29. Advance learning when working with individuals.</p> | |
| <p>30. Advance learning when working with small groups.</p> | |
| <p>31. Advance learning when working with whole classes without the presence of the assigned teacher. [Please state how often this occurs.]</p> | |
| <p>32. Organise and manage learning activities in ways which keep learners safe.</p> | |
| <p>33. Direct the work, where relevant, of other adults in supporting learning.</p> | |

Equal Opportunities Monitoring Information

In order that we can monitor the take-up of learning and development it is essential that we ask you to complete the following information which will be treated in confidence.

Please tick as appropriate

Your Gender: Male [] Female []

Most people will be comfortable with one of the above but if you wish to indicate either of the below please do so.

Male to Female Transgender [] Female to Male Transgender []

Do you consider yourself to have a disability? Yes [] No []

Your sexual orientation: Lesbian [] Gay [] Bisexual [] Heterosexual/Straight []

Your Ethnicity:

White

British []

Irish []

Gypsy/Romany []

Other white []

Please specify

Mixed (Dual Heritage)

White and Black Caribbean []

White and Black African []

White and Asian []

Other Mixed []

Please specify

Asian or Asian British

Indian []

Bangladeshi []

Pakistani []

Other Asian []

Please specify

Black or Black British

Caribbean []

African []

Other Black []

Please specify

Other Ethnic Group

Chinese []

Other Ethnic Group []

Please specify

Your Salary Band:

Below £10,000 [] £10,000 - £14,999 [] £15,000 - £19,999 []

£20,000 - £24,999 [] £25,000 - £29,999 [] £30,000 and above []

Full-time [] **Part-time** [] **Job share** []

Your Religion or Belief:

Christian [] Sikh [] Hindu []

Muslim [] Jewish [] Buddhist [] No religion []

Other []

Please specify



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