

(cover – front)

## **Being in Teaching as a Disabled Person** **The ADP Employment Series**

**(main text)**

### **Foreword from the Rt Hon David Blunkett MP, Secretary of State for Education and Employment**

I am pleased to be asked to introduce this booklet - one of the first three in a potentially larger series, produced by the Association of Disabled Professionals. These first three, covering self-employment, management and teaching have been funded by the Employment Service, through the National Disability Development Initiative.

I believe that these booklets offer a real opportunity for disabled people to gain a valuable insight, from the experience of disabled people who are already working in those fields. This innovative approach to providing employment advice means that those issues, which are of greatest importance to disabled people, are covered in a realistic and practical way.

I hope that everyone who reads the booklets, benefits from the experience shared by the people who have contributed and feel more informed about the issues facing disabled people in employment today.

(Signature)

**David Blunkett**

**Being in Teaching as a Disabled Person** is one of the first booklets in the ADP Employment Series. It is intended as a starting point for disabled people who want to teach or for teachers who become disabled. Some parts of the other titles in the series may also be relevant.

The booklet is divided into four sections

- § What is Teaching? page
- § More About Teaching page  
Advice and information for disabled teachers
- Some Disabled Teachers page
- § More About Employment and Disability page  
Signposts to further sources of advice and information about employment for disabled people

### **Key to symbols**

**(NOTE FOR TRANSLATORS: the letters will be replaced by symbols, but are given here for your information)**

m postal address	p	telephone (voice)
f fax	t	textphone

(ADP logo)

e e-mail address

## What is teaching?

A teacher is someone who trains other people or helps other people to learn. A teacher may

- § teach children in the classroom
- § teach adults in colleges of further and higher education
- § offer private tuition to individuals
- § train adults in community settings
- § train other members of staff in their workplace

Most teachers and trainers are employees of a college, school or training unit, or teach as part of their job. However, some teachers or trainers are self employed. People who are thinking of becoming freelance trainers may also wish to read “Being Self Employed as a Disabled Person”.

The advantage with teaching is that it is rewarding to observe students learn and improve. There is a certain amount of flexibility in the profession. The Government has made clear the importance it places on ensuring the teaching profession is representative of all groups in society, and is very keen to see disabled people going into teaching. Classroom teaching isn't the only route into teaching, and many disabled people are getting training work in the community, for example as Disability Equality Trainers.

On the other hand, teachers and trainers are expected to do a lot of work outside class time, such as marking or preparation of lessons. This can be stressful. Classroom teachers have a lot of paperwork to complete.

## More about teaching

“**Into Teaching**” published by SKILL (details on page ?) provides advice for disabled people interested in going into teaching, and the mental and physical fitness requirements for classroom teachers.

The Teacher Training Agency (TTA) teaching information line (01245454454 or e-mail [teaching@ttainfo.demon.co.uk](mailto:teaching@ttainfo.demon.co.uk)) provides information on how to become a teacher and opportunities for training in your area. The TTA will also be able to advise you on the financial support available while you train. Special incentives are available for those training in shortage subjects.

TTA Communication Centre m PO Box 3210, Chelmsford, Essex CM1 3WA  
<http://www.teach-tta.gov.uk>

It may be a good idea to get some experience in the classroom before going into classroom teaching. Contact a local school to arrange this.

Many teaching unions have produced information about teaching and disabled people. The NAS/UWT has produced leaflets for disabled teachers and has a list of policy documents to do with all aspects of equal opportunities. Contact your union for information about their provision or if you have none contact TUDA (details on page ?) for information about teaching unions.

At the moment, it is not essential to be qualified in order to teach in further and higher education, or to teach in the community. However a teaching qualification is strongly recommended. There are a number of different courses in adult education, in addition to the PGCE (Post-Graduate Certificate in Education), such as the City & Guilds Training for Trainers course and the NVQ in training. Contact your local college of Further Education for more information about qualifications in adult education or The Further Education National Training Organisation (FENTO) which can provide information on going into teaching in Further Education Colleges

**FENTO** m c/o Association of Colleges 5<sup>th</sup> Floor Centre Point, 103 New Oxford Street, London WC1A 1DD p 0207 827 4666 f 0207 827 4660 e fento@aoc.co.uk

You may also be eligible for extra funding through Disabled Student Allowances, which help to pay for any extra expenses, related to disability, you have to pay in attending a training course. You can find out more from your Local Education Authority.

**Association of Blind and Partially Sighted Teachers and Students (ABAPSTAS)** is a national voluntary group which provides advice and support to its members.

m BM Box 6727, London WC1N 3XX

**Alliance for Inclusive Education** is an organisation of disabled people campaigning for inclusive education.

m Unit 2, 70 South Lambeth Road, London SW8 1RL p 0171-735-5277

### **Some Disabled Teachers**

**Christine Bousfield** has been an Associate Senior Lecturer in literature, psychoanalysis and cultural studies for eight years.

"I enjoy intellectual stimulation. I've always been good at communicating. I was accepted for a PGCE in 1981. Then they gave me a medical. They said that, because of my health, I was not fit to teach. I took a Masters degree and an In-Service Certificate of Further and Higher Education.

One of my main problems is stress, and the pressure of increasing hours. I think that disabled people with conditions which respond to stress should be taken into account. Working part time I get pro rata pay, but you have to work proportionately more hours in relation to your contract. If you're teaching for four hours, that can often mean sixteen hours work and more.

My advice to would-be teachers is maximise your energy and develop systems which help you deliver lectures very quickly with less strain. You need to be organised! Don't go into too complicated an area of work."

! Christine has a medical condition & is a Survivor of the mental health system

**Val Harris** has been a trainer for fifteen years.

"I specialise in training other people to be trainers, helping people to get qualifications in community work, helping voluntary management committees to understand how they are organised and undertaking organisational health checks.

I never set out to be a trainer. Through being involved in community groups, I was running informal training sessions: how to do a poster, deal with the council, running role plays for people going to benefit tribunals. I enjoyed it. Then I ran a student unit, teaching students how to be good community or social workers. I linked into a number of universities on the social work side and taught on degree and post graduate courses in community work.

I became disabled before I became a teacher. I clearly remember my employers saying "The day she can't get up the stairs is the day she'll have to leave" and various other comments.

A lot of training venues are not accessible. People don't understand the range of impairments. They look at me and think I'm non-disabled. I'm quite clear about what I need when I take on work. People don't always listen. Even when I work with groups of disabled people, the buildings are not ideal for me. They're fine for wheelchair users, lots of long ramps and corridors.

People will address the access needs of the people on the courses. I can get signers, loop systems, material in large print for the people on the training course. They don't always consider the trainer may have an impairment.

I don't think disability affects rates of pay. Gender seems to be the determining factor. Men can charge a lot more than I can.

The advantages of training are that it's good fun and enjoyable. It's quite liberating to work for myself. You can pick and choose the work that you do, and negotiate times. The other advantage is the pay is better than if I worked for someone else.

The disadvantage is that most people don't have a clue about the issues around mobility impairments. In the voluntary sector, decent access to buildings doesn't exist. There's always lots of stairs, lots of heavy doors. People don't understand that, but they are willing to learn. There's a difference when I walk into a group I know when I'm using sticks. There's that immediate "Oh! She really is!", even though I have talked to them beforehand about being disabled.

In most cases, once you work for an organisation, and they like you, they're not so fussed about whether you're disabled.

My advice is go for it, if you've got the skills - if you like performing, and engaging others in interesting conversations. People like trainers they can engage with, have a natter with and feel that you're a real person. They don't want people at the front addressing their overhead projector, certainly not in the voluntary and public sector."

! Val has a degenerative disease which makes walking and carrying things difficult.

**Malcolm Eden** has been a business studies lecturer at a residential college for disabled people for 17 years.

"I teach NVQ courses in administration and GNVQ courses in business to people who are over 16.

Before I started the job, I worked for a commercial company. I wanted to do something more socially useful. Recently I've gone onto a supported employment scheme, where I do sixty percent of my timetable and I'm sponsored by a charity, Opportunities for

People With Disabilities. My salary is topped up by them to the same level I'd be on if I was full time. My employers were quite happy to do it. They employed someone part time to do the hours that I was giving up. My employers are supportive, and the college is adapted for disabled people, so there aren't any problems with access.

The advantage with teaching is job satisfaction, especially if you're teaching people with disabilities. They have a role model. I teach able-bodied students as well and I get as much enjoyment out of that, in a different way. I sometimes feel like I'm bridging the gap, showing people that they can do things like being a teacher. The disadvantage is the workload. That's the same whether or not you're disabled. There are certain constraints about health, too. I had to have a couple of medicals.

My advice is go for it and see what happens."

! Malcolm has a physical impairment.

**Frances Murdoch** has been lecturing in primary education for 19 years.

"I lecture on educational issues to post graduate students. My specialism is the teaching of reading, writing, listening, talking. From the age of seven, I had a burning ambition to be a teacher. I did a two year teacher training course. While I've been teaching, I've acquired a degree and qualifications in special education. I was twenty five when my hearing started to deteriorate.

I have first choice of which room I teach in because of acoustics. Several years ago, I pressed to have a lecture room fitted with a loop system. The college put a loop system in the main hall, but I never teach in there! I have a telephone with enhanced volume on it.

We have a tutor who is responsible for students and staff with disabilities. I'm the representative on a committee that meets once a term to discuss anything that is related to disability - how many students are in the college, how many are supported, how many signers we have, how many people need Braille transcriptions. This reports to an equal opportunities committee.

Teaching gives me certain autonomy. A disadvantage is lack of support from colleagues. I taught in a school for physically impaired children. The head teacher told the staff that he had an application from someone in a wheelchair to teach in the school. Everybody could see what a positive role model it would be, but the idea was rejected. Another disadvantage is the attitude of the children. They're not backward at asking "Why have you got that thing in your ear?". Many children haven't got positive attitudes even to their school mates. As a teacher, children are always ready to poke fun at you.

Spend time in schools finding out what your limitations are. At the moment the recruitment of disabled people is a priority. I read application forms for people who are wanting to apply for teaching. Students tend not to tick the boxes that say they've got a disability because they think it will count against them. At my college we welcome applications from disabled people. We will do everything we can to support disabled students."

! Frances has a severe hearing impairment.

**Joy Nicholson** has been lecturing at a College of Further Education for 11 years.

“I teach English, creative writing, study skills for higher level courses, and help people with dyslexia and English as a Foreign Language.

I was unemployed and two people suggested teaching. Having just finished a temporary contract, I got hourly paid work as a lecturer and I thought, this is easy, I can do it. The first job was teaching on a Restart course. Nobody else would touch it because it was too difficult. They wanted someone to teach welfare rights. It was trial by fire, really!

My employers provide me with a parking space and they've also altered my timetable. In the past, I waited for eighteen months for some banisters to go into one of the buildings I worked in.

Because of the sort of work that I do, I go between three buildings, which means changing buildings maybe twice every day. I have no time to get to the car and sometimes the parking space that should have been left for me isn't empty.

The college have tried to show a commitment to equal opportunities and accessibility.

I started teaching without any teaching qualifications, just my degree and work experience. Then I did a part time Certificate of Education. I've chosen to do other qualifications so that I would add more strings to my bow, which is very important.

Going for promotion can be difficult in Further Education. I believe that more disabled people ought to be in such roles to provide positive role models for both disabled and non-disabled people. I think it's important to help educate other non-disabled members of teaching staff, who think they know in theory all there is to know about equal opportunities, but they don't. I find teaching is a very tiring, stressful job. One of the days I work is a twelve hour day. If you *only* want to teach, you don't want to be in FE, because you do a lot of administration. Most lecturers now have to do the job of a manager and a secretary. People must get rid of this notion that teachers only work 30 - 37 hours a week and have long holidays. People don't have long holidays any more. Don't go straight into teaching. Get some work experience elsewhere, whether it be job shadowing or another post.”

! Joy has a physical impairment.

**Vivian** is self employed, he has been a private tutor since July 1994.

“I am a science graduate. When my full-time employment ended, private tuition was an obvious alternative. It does not require teaching qualifications, only a degree or equivalent. I teach mathematics and chemistry, up to A' level.

My charges are average. I encourage people to give me a try in spite of deafness by offering one free lesson as a trial. Once a pupil and his family have accepted me, my deafness fades into the background. I pay for books and materials and do not charge for travelling to the homes of the pupils.

Finding a means of drawing the attention of people to my service is a problem. Nearly all my pupils come to me via the public library system. I have my particulars in the files of as many boroughs as I can. A self employed person has less to worry about in relation to work, promotion and office politics. Independence is a very good thing. As a teacher, I come into contact with a wide variety of individuals from many parts of the world. This compensates for a limited social existence. Evidence of successful

teaching is a great morale-booster, but sometimes the parents of a prospective pupil who have found out that you are deaf can be quite rude. There may be a problem with access for wheelchair users to the homes of pupils. A well qualified and determined teacher would be able to build up a clientele. Being in employment, disabled or not, is a great asset to future plans.”

! Vivian is profoundly deaf.

**Marian Ramsay** is a deputy head teacher in a first school. She’s been teaching for 27 years.

“I decided that I wanted to teach when I was five. I did a three year certificate of education. I became disabled a few years after I started work. In the last few years, my head teacher has started to think of the Disability Discrimination Act. The adaptations I’ve got so far are under the Access to Work Scheme. The school’s on two different levels, so I’ve got a second wheelchair. They’re in the process of putting ramps to the outside. They’ve put hand rails in for me as well.

The London Borough of Harrow, where I work, has the double tick system (that is the Employment Service disability symbol) now, and I’m a member of the disability group. They send out a questionnaire to disabled employees to find out whether they are being catered for adequately at work. I filled it in to say that I wanted a meeting to discuss my requirements with my head teacher and somebody from outside. You could choose somebody other than your line manager for the interview.

The advantage in teaching is the positive role model that you give to the children. I think the disadvantages can be overcome. I have to consider things like size of the classroom. If you’re using a wheelchair, classrooms are very cramped. You have to be able to move quickly.

You have to be able to put displays up on the wall. I have a step stool in my room and I know I shouldn’t climb on it, but I do because I can’t be bothered to wait for somebody else to do it for me. Other people offer. My head teacher did some mounting and sticking up things for me last week, but you can’t rely on other people to do it all for you.

My advice would be to visit different kinds of school first. Go to a primary school, go to a secondary school and decide whether you want to teach primary or secondary children. Have some work experience in a classroom, particularly if you use a wheelchair. See what it’s like getting round a classroom in a chair.”

! Marian has a physical impairment.

**Verity Carr** lectured in mathematics for 30 years.

“I went straight from University to teaching. I never intended to become a teacher, but I needed to see my children in the holiday. I liked teaching.

The multiple sclerosis was a problem because of the fatigue factor. Otherwise, disability wouldn’t have made much of a difference.

I think teaching is a good idea. Basically you’ve got to be able to talk comfortably. If you can get your meaning over that will be enough. Disability will not harm that, I don’t think.”

! Verity is a wheelchair user.

**Sandra Willis** has been self employed as a trainer for eighteen months.

“I got the City & Guilds adult training qualification ten years ago. I’ll teach anything they’ll pay me for, wherever I can. When I retired from my day job, I needed to work and I wanted to extend myself. I joined a disability equality training course and I got myself an accountant.

Self employment can give you a certain degree of control over where and how and who you work with. Lots of disabled people I know can only work in the afternoon, or in the morning. The other advantage is that you can fit round other family commitments.

The disadvantage is that you never know where the next job’s coming from. There’s a lack of opportunity to plan too far ahead. That tends to go with a disability anyhow to some extent. I live and work in a borough with a very good disability policy and that does tend to filter through to the organisations and even the businesses. It makes a lot of difference, because the overall ethos of local government is very disability friendly. Before I had the training in disability equality, I didn’t understand the borough’s policies, because they were based on the Social Model of Disability.

My advice is be aware it’s going to be very hard work. Select your area of training. Be street wise - go for the gaps. Make yourself exclusive. Before I did disability equality training, I thought I knew everything. I was trained as a designer, my son was disabled, and I became disabled. The training turned everything on its head. I’m a real believer now in “social model” disability equality training. It helps you to have a proper grasp of the social model. I don’t think all disabled people have that.”

! Sandra has a physical disability.

**Michael Nedd** teaches music to primary school children. He’s been a teacher for 24 years.

“I trained to be a teacher in 1973. At the time, careers advice was limited to telephonist, piano tuning etc. I had lessons in music and acquired this skill. It seemed the thing to do. I did three years as a musician and then got a Certificate of Education.

I’ve been teaching for twenty four years. In 1984, I first got support from DAS (now the Disability Service Team) with Information Technology equipment which I applied for myself. At first the local authority refused to assist but eventually they reluctantly complied. I am due to get some more equipment but it had to be as a result of an industrial tribunal. I had support of my professional union. I went to a specialist organisation called the Disability Law Service. They took the case for me. I tapped into a lot of support from ABAPSTAS, and the Alliance for Inclusive Education and others. The equipment will improve my performance and might lead me to deal with paper work quicker.

I feel my disability affects my promotional prospects and training. I think I’m performing at a level far below my ability. A disabled person has an added contribution in that we often have strengths from having to struggle. On the school floor we can show a good example for disabled children, many of whom are not as confident as their counterparts. I think that, by doing and achieving equally with the other staff, we help

to change attitudes. In general, because of lack of access, it is always going to be more difficult for disabled people. People overlook us.

I think that teaching offers real choice to the individual. I would say that a person should set their own goals and not be put off. Have the strength to go out and get things. Get in touch with support groups and organisations. There's a pool of knowledge shared by the whole sector of disabled people which is important and powerful. Being connected is vital. I express the reality about having to struggle for five years. In our battles we all try to push against the frontiers of society.

! Michael has a visual impairment

## **More About Employment And Disability**

### **Equal Opportunity**

There is an increasing emphasis on "diversity" in the workplace, encouraging greater contributions from a whole range of people in society. Organisations committed to being good employers will have an Equal Opportunities Policy stating that they will treat people equally. This helps an organisation tackle the workplace barriers that prevent some groups - typically women and people from ethnic minorities, and also disabled people - being included properly in their workforce. The policy may cover things like recruitment practices, how they select candidates for interview, how they combat harassment in the workplace.

Disabled people are not "the problem". Disabled people are excluded by the barriers that society erects - in the way it constructs things, organises itself or holds attitudes. Employment barriers might be:

- § *work organisation related* - long hours, early meetings, requiring qualifications not strictly necessary for the job, selecting for redundancy on sickness records;
- § *physical access* - heavy fire doors, poor lighting or noise insulation, uneven surfaces;
- § *attitudes* - asking upsetting questions, making assumptions about a person's ability without asking, leaving them out of social activities.

### **The Disability Discrimination Act 1995 (DDA)**

The DDA introduced the right for disabled people who worked in organisations employing 15 or more people (including part-timers) not to be discriminated against in the recruitment process or when in employment.

To comply with the DDA, employers must consider whether there are any "reasonable adjustments" they can make, in practices, procedures, and the physical environment of the workplace. For example, someone with a hearing impairment might expect a suitable telephone to be provided if they need one in their work; someone with a condition requiring regular medication might expect somewhere private to take it; someone who experiences mental distress might expect flexible leave arrangements for counselling sessions; an employee who becomes disabled might expect disability leave to give them space to come to terms with their new situation.

The DDA does not cover all disabled people, but it does cover a majority. For more information on the DDA contact:

m DDA Helpline Freepost MIDO 2164, Stratford-upon-Avon CV37 9BR p 0345 622688 (recorded ordering service) p 0345 622633 (operator) t 0345 622644 f 0345 622611

ADP has information on sources of help in enforcing your rights.

## **The Employment Service**

The Employment Service offers assistance to

- disabled people looking for work
- people in work who have become disabled or whose condition is deteriorating
- employers who want to employ a disabled person
- disabled people who are thinking about becoming self employed.

Your local Jobcentre will put you in touch with a Disability Employment Adviser (DEA) who is part of the Disability Service Team (formerly called PACT). Its role is to provide disabled people with:

- § an initial employment assessment
- § referral, where appropriate, to work preparation or occupational health assessment
- § in-depth job seeking advice
- § information on and referral to specialist Employment Service programmes including Access to Work, Job Introduction Scheme and Supported Employment
- § referral to training
- § work place assessment and ongoing support.

**Access to Work** aims to help disabled people enter or stay in work, including self-employment, by providing practical support such as special equipment, help with fares to work and human support in the workplace. Access to Work can pay the additional cost of employment resulting from disability.

**The Employment Service's disability symbol** (layout note: symbol alongside this para) is displayed by employers who have signed up to five commitments on the employment of disabled people including guaranteeing an interview to job applicants who meet the minimum criteria for a job.

For information on all aspects of the Employment Service's work, contact your local Jobcentre or visit their Website <http://www.employmentservice.gov.uk>

## **Association of Disabled Professionals (ADP)**

ADP is an organisation of disabled people who are, plan to be or have been in professional or managerial employment. ADP aims to provide a forum to enable disabled people to share experiences of successful personal development and valued work, and to help create conditions for other disabled people to realise their ambitions.

ADP produces information sheets for disabled people on a range of employment and other subjects. Members have the opportunity to be included on the ADP Networking List, which is useful for contacts. Members receive copies of the ADP Quarterly magazine.

m BCM ADP, London WC1N 3XX p/f 01924 283253 t 01924 270335 e

AssDisProf@aol.com

## **More help in looking for a job**

**Employment Service Direct** is a local call cost telephone service where qualified staff can search for full or part time vacancies for you over the phone. The telephone advisers can arrange interviews or send you job application forms. Open weekdays 9am to 6pm and Saturdays 9am to 1pm.

p 0845 6060 234 t 0845 6055 255

**Disability Press** There are two monthly newspapers covering general disability issues that carry job adverts.

Disability Now m Scope, 6-10 Market Road, London N7 9PW p 0171 619 7323 m 0171 619 7332 f 0171 619 7331 Website <http://www.disabilitynow.org.uk>

Disability Times m 84 Claverton Street London SW1V 3AX p/f 0171 233 7970

**CANDO** (Careers Advisory Network on Disability Opportunities) is a Web based careers service for disabled graduates provides information about graduate employment schemes, post graduate education, employment legislation for disabled people, and it also carries job adverts. CANDO hosts e-mail discussion forums. Their database is available on the Internet at <http://cando.lancs.ac.uk/>

**Disabilitynet** is a general Website for disabled people which carries some job adverts, it can be found at <http://www.disabilitynet.co.uk>

**Arberry Profile** is a magazine that contains useful information for disabled graduates. Obtainable from: m Arberry Pink, 17 Rathbone Street, London W1P 1AF p 0171 631 5100

## **Financial Matters**

If you are in receipt of disability or other benefits you will need to consider your financial position in the event of your taking employment or increasing hours. Your DEA may be able to advise. The DIAL or other disability advice service in your area can help - see yellow pages for details.

**Disability Rights Handbook** is produced each April. It is a guide to benefits and services for all disabled people. Available from Disability Alliance ERA.

m Universal House, 88-94 Wentworth Street, London E1 7SA.

**Career Development Loan (CDL)** is a deferred repayment bank loan which provides an individual with help to pay for vocational education or training. The DfEE pays the interest on the CDL while you are studying or training. Contact your local TEC or LEC (Training & Enterprise Council or Local Enterprise Company) - see yellow pages for details.

## **Useful Organisations**

**The Directory for Disabled People** published by RADAR at £17.95 contains information about all aspects of disability, and lists many impairment based support groups. It is worth contacting groups which work with your particular impairment, in case they have any employment advice or support. Other RADAR publications include

"Into Work: A Guide For Disabled People".

m 12 City Forum, 250 City Road, London EC1V 8AF p 0171 250 3222 f 0171 250 0212 t 0171 250 4119 e radar@radar.org.uk

**Skill - National Bureau for Students with Disabilities** supports disabled students and produces a wide range of information and booklets relevant to disabled students and graduates.

m Chapter House, Crucifix Lane, London SE1 3JW p/t 0171 450 0620 f 0171 450 0650 e info@skill.org.uk

**Opportunities for People with Disabilities** offers disabled people free counselling, advice and support in relation to their search for employment. There are a number of regional offices.

m 1 Bank Buildings, Princes Street, London EC2R 8EU p/f 0171 726 4961 t 0171 726 4963

**Disability Action Employment Support Services** provide information and support to disabled people in Northern Ireland.

m 2 Annadale Avenue, Belfast BT7 3JH t 01232 491011 t 01232 645779 f 01232 491627

**TUDA** (the Trade Union Disability Alliance) is an organisation of disabled trade unionists who are members of a wide range of different trade unions, who are linked with other disability groups and networks in the Union Movement and can put you in touch with other disabled members.

m Membership Secretary - TUDA, 36 Foxes Way, Warwick CV34 6AY e [Tudamail@aol.com](mailto:Tudamail@aol.com) f 01273 722643

**Workable** works to increase access to employment for disabled people. Their initiatives include work experience through Legable, Insurable and Mediable, for disabled people who want to work in the law, in insurance and in the media.

m Premier House, 10 Greycoat Place, London SW1P 1SB p/t 0171 222 1803 f 0171 222 1903

### **Impairment specific organisation**

These are included because the groups served are under-represented in mainstream disability advice services:

**CACDP** (Council for the Advancement of Communication with Deaf People) produce a directory every year which gives details of British Sign Language Interpreters, Lip Speakers, Interpreters for Deafblind People, and Speech to Text Reporters, including rates of pay and other useful information.

m Pelaw House, School of Education, University of Durham, Durham DH1 1TA p/t 0191 374 3606 f 0191 383 7914 t/answerphone 0191 383 7915 e [durham@cacdp.demon.co.uk](mailto:durham@cacdp.demon.co.uk)

**People First** is an organisation of people with learning difficulties. There are a growing number of local groups.

m Instrument House, 207-215 King' s Cross Road, London, WC1X 9DB p 0171 713  
6400 f 0171 833 1880

**MIND** is a national charity for people who experience mental distress. It has a range of publications, including A Survivor' s Guide to Working in Mental Health Services. Contact them for a free publications list, or for the address of your local branch.  
 m Granta House, 15-19 Broadway, London E15 4BQ p 0181 519 2122 f 0181 522 1725 InfoLine 0345 660163

**Notes**

**Was this booklet useful?**

This booklet has been produced as part of a pilot project funded under the Employment Service's National Disability Development Initiative (NDDI). ADP believes there is a lack of employment advice by disabled people for disabled people and we hope this series will begin to correct this. In order to persuade organisations to fund further titles in the series, and to learn from *your experience* we hope you will complete this brief questionnaire and return it to us **as soon as possible** m ADP, c/o Equal Ability, Freepost (LS5756), Horbury, Wakefield WF4 5BR e [AssDisProf@aol.com](mailto:AssDisProf@aol.com) f 01924 283253.

If you give us your contact details when responding as a "thank you" we will put you in a draw in **April 2000** from which 5 people will get a £20 gift token each.

**About you** Your name:

Where to contact you:

Format needed for contact - complete only if *not* standard text

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Are you a teacher?	yes / no
Have you been a teacher?	yes / no
Do you hope to become a teacher?	yes / no
Are you disabled?	yes / no

**About this booklet** [Please tick the answers that apply to you]

Overall did you find it:

	<i>very</i>	<i>fairly</i>	<i>not very</i>	<i>not at all</i>	
<b>readable?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>interesting?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<i>a lot</i>	<i>some</i>	<i>not much</i>	<i>none</i>
<b>had new information in it?</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>gave you new ideas?</b>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PTO**

Which parts did you read and which one was most useful?

<i>I read</i>		<i>most useful</i>
<input type="checkbox"/>	What is Teaching?	<input type="checkbox"/>
<input type="checkbox"/>	More About Teaching	<input type="checkbox"/>

- Some Disabled Teachers
- More About Employment and Disability

Any other comments - positive or negative - would be welcome, such as how it has helped and suggestions for future titles.

***Thank You!***

**(cover – back)**

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