



## Tudor Grange Academies Trust

### Tudor Grange Academies Trust Staffing Equality Data and Report

#### Analysis 2021—22

Tudor Grange Academies Trust (TGAT), is committed to fulfilling its responsibilities under the Public Sector Equality Duty. The Trust understands the requirement to publish data and to be transparent about our challenges and our progress towards the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

The data collected is predominantly based on the snap shot date of 18 February 2022. This report represents the data for 10 schools for whom we have full data capture. Work is ongoing to secure the data for the two recent additions to the Trust: Tudor Grange Primary Academy Perdiswell and Tudor Grange Primary Academy Hockley Heath. Clearly the period since the last report has been dominated by the impact of the COVID 19 pandemic and associated variants. Leaders have been rightly focussed on delivering education to our students despite the challenges. The Trust has supported staff during this period with both setting and individual risk assessments conducted and reviewed regularly to support all staff with identified characteristics and any associated enhanced risks.

TGAT continues to improve data capture and reporting functions by developing systems and structures to support reporting to the Executive and Trust Board. Data may be separated into teaching and support functions. The Trust is committed to continued development and regularly reviews available data with the aim of ensuring steady progress towards equality objectives. Current work is focussed on improving the understanding and consistency of absence reporting across the Trust and the development of KPI dashboard reporting. Making full use of the functionality of BROMCOM to improve data capture and assist reporting is a key aim for the coming year. The recent introduction of a recruitment package MYNEWTERM will provide recruitment data for next year's reporting. This should enable us to ascertain the diversity of applicants and how best to attract and retain applicants from diverse backgrounds, reflecting our school communities. Individual schools continue to pursue independent equality objectives where a need is identified. Such as the recent work done by governors at Tudor Grange Solihull to ensure that the books covered in the curriculum reflect the diversity of the school. This is a great example of the value of local governing bodies listening and assisting schools to respond to student voice following incidents in America.

The Trust has continued to grow and as of February 2022 comprised of 12 schools: 1 all through school, 5 secondary and 6 primaries. The schools serve a wide and diverse range of communities ranging from areas with significant social deprivation issues to those with high levels of disposable income. The

Trust operates in cities with real diversity and rural areas which are significantly underrepresented in terms of any real diversity in population.

There is a commitment to produce equality data annually alongside the Gender Pay Gap Report and to update Equality Objectives regularly.

## Tudor Grange Academies Trust

### Staffing Equality Information Spring 2022

Data for the Trust staffing population was taken based on those employed at 18 February 2022. Where possible, benchmarking information is also provided to allow analysis of the TGAT staffing profile. Comparative data is provided from previous analysis undertaken in February 2021. The benchmarking information is taken from a variety of sources including the School Workforce Census (2020, statistics for teachers), National Census (2011) and Office for National Statistics (various years). Although revised National census was completed in 2021 no figures have yet been released.

#### 1 Analysis by ethnicity

Percentages for each ethnic group are based on the total number of teachers where the ethnic details were provided. Percentages for refused and not obtained were based on the percentage of all staff.

Ethnicity	TGAT Overall		TGAT Teaching		TGAT Support		National Average (2011 census)	West Midlands (2011 Census)	East Midlands (2011 Census)	Workforce Census (Teachers 2020)
	Feb 2022	Feb 2021	Feb 2022	Feb 2021	Feb 2022	Feb 2021				
White	91.3%	90.3%	90.6%	90.2%	92.6%	90.4%	86.0%	82.6%	90.8%	90.7%
BAME	8.7%	9.7%	9.4%	9.8%	7.4%	9.6%	14.0%	17.4%	10.9%	9.3%
Asian	5.8%	6.8%	6.8%	7.1%	4.1%	6.4%	7.5%	10.8%	6.5%	4.8%
Black	1.2%	1.5%	1.3%	1.4%	1.1%	1.8%	3.3%	3.3%	2.0%	2.4%
Mixed	1.6%	1.4%	1.3%	1.4%	2.2%	1.4%	2.2%	2.4%	1.9%	1.5%
Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.9%	0.5%	0.6%
Refused/Not yet collected (% of all staff)	6.5%	7.8%	5.9%	7.0%	7.6%	9.1%				9.7%



Across TGAT, 8.7% of staff are BAME. Of teaching staff, 9.4% are BAME compared to 9.3% of teachers nationally. This is down from the previous year.

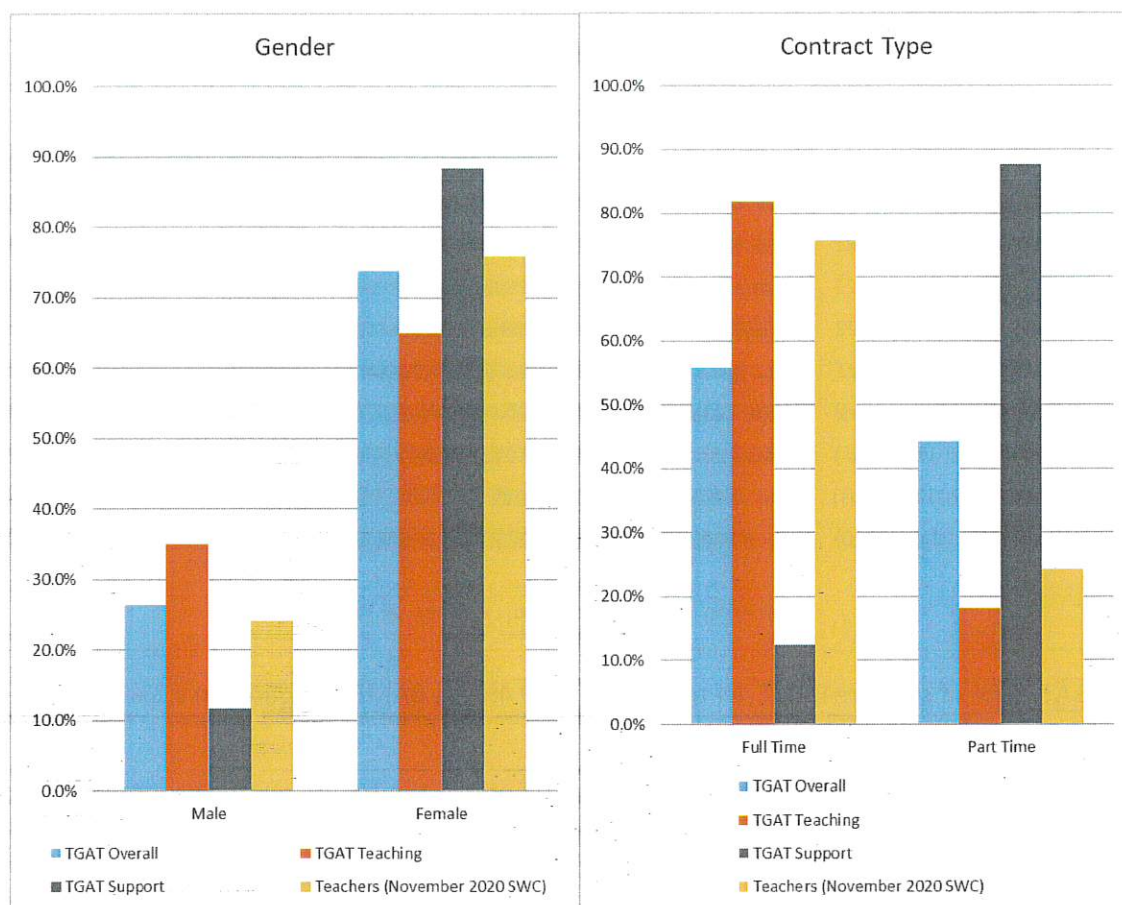
The School Workforce Census for 2020 suggests that schools in the UK are staffed predominately by white British people (90.7% of those whose ethnicity was known). It also showed that over three quarters of teachers in England were women with all racial groups having more women than men. Racial groups are also under represented at Leadership and management levels. Like others within the sector, TGAT continues to be challenged by recruitment from ethnic groups. The proportion of ethnic minority representation within the Trust has decreased slightly however the Trust is confident that those involved with recruitment are clear about how, and when they may apply positive discrimination and welcome applicants from diverse backgrounds. Attraction and retention of ethnic minority staff outside of London is a national issue, however, the Trust is not complacent and hopes that information gathered this year will enable improved focussed recruitment. Of course, the quality of teaching remains of primary importance. BAME staff members are under-represented at executive and Board level, however Trustees are actively looking to address this.

## 2. Analysis by gender and contract type

	Feb 2022		Feb 2021			Feb 2022		Feb 2021	
	Male	Female	Male	Female		Full Time	Part Time	Full Time	Part Time
TGAT Overall	26.3%	73.7%	25.1%	74.9%		55.8%	44.2%	55.6%	44.4%
TGAT Teaching	35.0%	65.0%	33.9%	66.1%		81.8%	18.2%	82.8%	17.2%
TGAT Support	11.7%	88.3%	11.7%	88.3%		12.4%	87.6%	14.0%	86.0%
Teachers (November 2020 SWC comparator)	24.2%	75.8%	24.2%	75.8%		75.8%	24.2%	75.8%	24.2%

**Part time is anyone who doesn't have a fulltime equivalent of 1.0.**

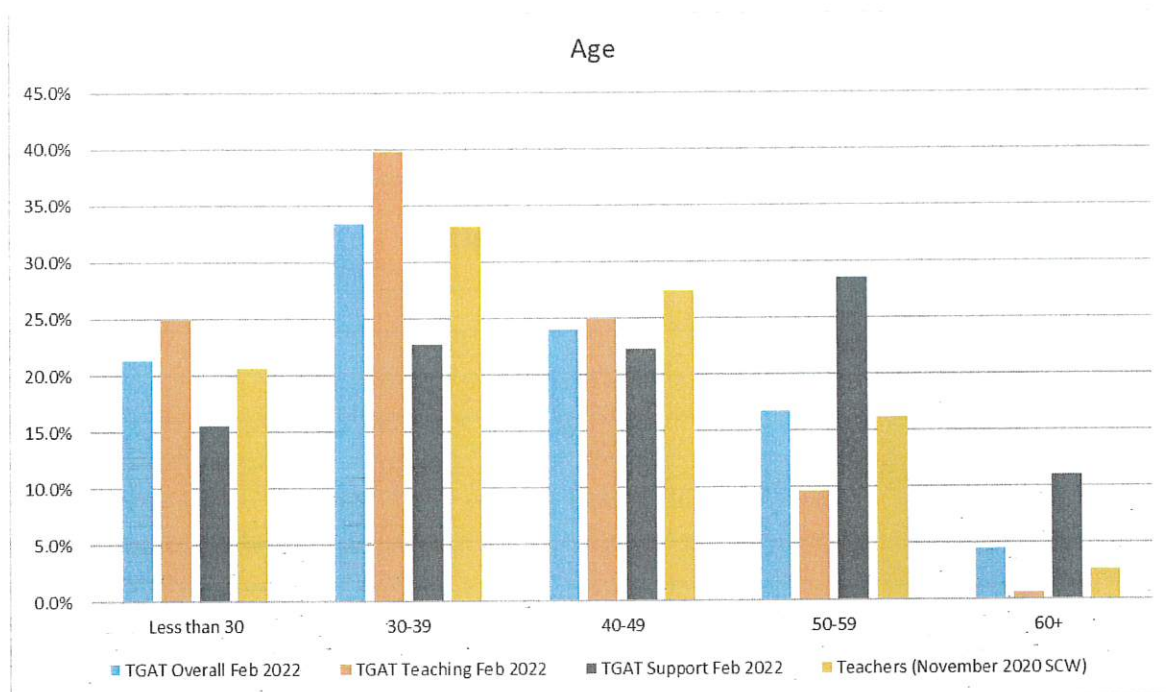




At TGAT, 26.3% of staff are male. TGAT teachers are 35.0% male, compared to 24.2% of teachers nationally. TGAT support staff are 11.7% male. A much higher proportion of support staff are part time compared to teaching staff. A smaller proportion of teaching staff are part time (18.2%) than is recorded nationally (24.2%). The Education sector tends to attract more women than men particularly in the support or primary sector. The availability of term time working within the sector is a big factor in attracting female part time workers to both the teaching and support functions. The Trust consists of more secondary schools, which attract more male teaching staff leading to a higher percentage of male teachers than national average. The Trust's approach to part time working is monitored and it operates a flexible working policy. Enhanced paternity pay has been introduced. The low proportion of part time teaching staff may in part be due to the relatively high proportion of teachers under the age of 40.

### 3. Analysis by Age

	TGAT Overall		TGAT Teaching		TGAT Support		Teachers (November 2020 SWFC)
	Feb 2022	Feb 2021	Feb 2022	Feb 2021	Feb 2022	Feb 2021	
Under 30	21.4%	23.1%	25.0%	26.1%	15.5%	18.5%	20.6%
30-39	33.4%	32.1%	39.8%	39.4%	22.7%	20.8%	33.2%
40-49	24.0%	24.4%	25.0%	25.0%	22.3%	23.4%	27.4%
50-59	16.7%	15.6%	9.6%	8.7%	28.5%	26.3%	16.2%
60+	4.5%	4.9%	0.6%	0.8%	11.0%	11.0%	2.6%



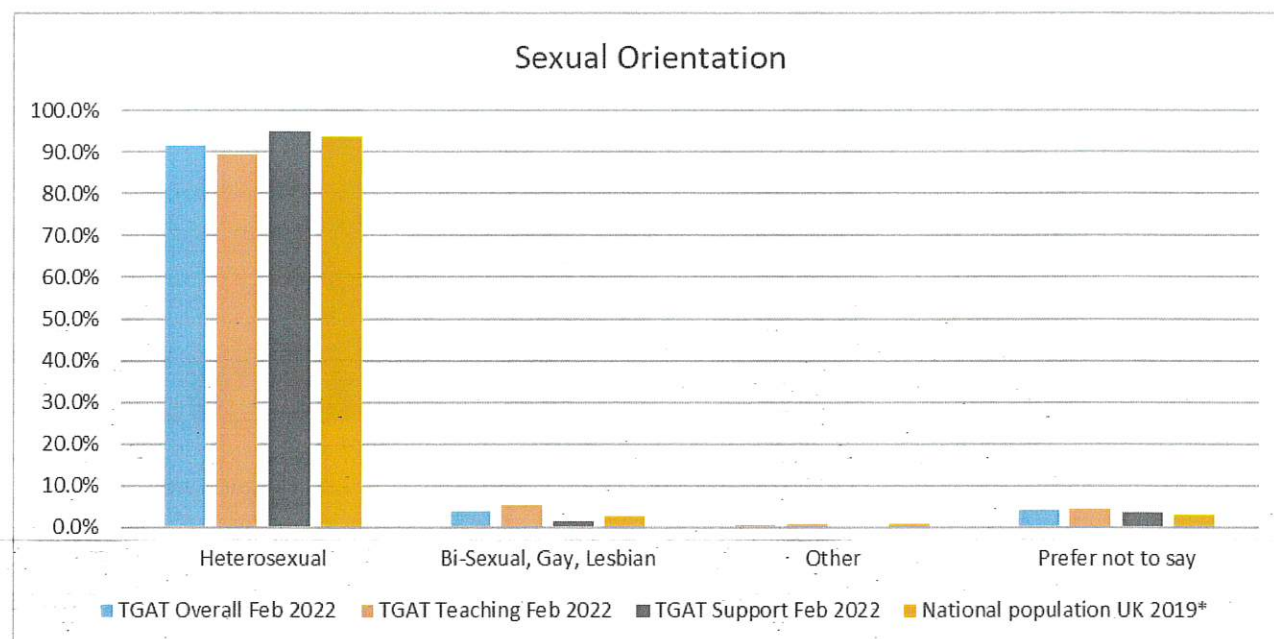
At TGAT, support staff have an older age profile than teaching staff. This reflects the large percentage of mainly female employees who are initially attracted by the part time/term time working arrangements. Many such employees stay with the school until retirement. Younger employees are less likely to need such flexibilities. The age profile of teachers at TGAT is slightly younger than is recorded nationally. As a progressive and supportive Trust retention is high, however the data reflects the national position which shows that many older teachers elect to leave the profession. As a high percentage of teachers are female it may be that once their own family commitments change then the perceived advantages of term time working diminish in importance. A generous pension scheme may also be a factor. TGAT recognises the contribution made by staff of all ages and the introduction of apprenticeship schemes may attract younger staff.

#### 4. Analysis by Sexual Orientation

	TGAT Overall		TGAT Teaching		TGAT Support		National population UK 2019*
	Feb 2022	Feb 2021	Feb 2022	Feb 2021	Feb 2022	Feb 2021	
Heterosexual	91.5%	87.8%	89.4%	88.9%	95.0%	86.0%	93.7%
Bi-Sexual, Gay, Lesbian	3.9%	3.1%	5.3%	3.8%	1.5%	1.8%	2.7%
<i>Bi-sexual</i>	1.7%	1.3%	2.4%	1.7%	0.5%	0.6%	1.1%
<i>Gay</i>	0.9%	0.7%	1.2%	0.7%	0.5%	0.6%	1.6%
<i>Lesbian</i>	1.3%	1.1%	1.8%	1.4%	0.5%	0.6%	
Other	0.6%	0.0%	0.9%	0.0%	0.0%	0.0%	0.7%
Prefer not to say	4.1%	9.1%	4.4%	7.3%	3.5%	12.2%	3.0%
Not yet collected	30.4%	42.1%	30.1%	39.0%	30.9%	46.8%	



Percentages for each orientation are based on the total number of teachers where orientation details were provided. Percentages for Not Yet Collected were based on the percentage of all staff.  
 \* <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2019>



The proportion of TGAT staff identifying as heterosexual is slightly lower than the national picture, and there has been a decrease in the proportion recording “prefer not to say”. A higher proportion of teachers identify as bi-sexual, gay or lesbian than support staff. TGAT note that it is not mandatory for staff to provide this information but following an update to the staff survey all staff are encouraged to provide data to inform Trust policy development. A further data collection exercise was completed in summer 2021. The updated staff survey confirmed that cases of discrimination and bullying and harassment had decreased. The Trust operates a Bullying and Harassment policy.

## 5. Analysis by other protected characteristics where given

% of staff identifying as having a disability	TGAT Overall		TGAT Teaching		TGAT Support		National working age population (19-64) 2021*
	Feb 2022	Feb 2021	Feb 2022	Feb 2021	Feb 2022	Feb 2021	
Yes	14.7%	10.6%	15.0%	10.1%	14.3%	11.3%	20.0%
No	83.5%	88.5%	83.9%	89.1%	82.9%	87.5%	80.0%
Refused	1.8%	0.9%	1.1%	0.7%	2.9%	1.3%	NA
Not yet collected	63.4%	72.1%	63.1%	70.8%	63.9%	74.0%	NA

Percentages for the disability status are based on the total number of staff where the details were provided. Percentages for not yet collected were based on the percentage of all staff.

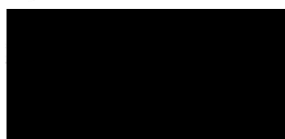
\* <https://www.gov.uk/government/statistics/the-employment-of-disabled-people-2021/the-employment-of-disabled-people-2021#populations>

The data for disability continues to improve and steps are being taken to monitor those with caring responsibilities for inclusion in next year's report. The Trust has an Employee Assist Program, providing counselling and advice on a range of issues related to protected characteristics. The Trust regularly liaises with Occupational Health providers and other agencies such as Access to Work regarding necessary adjustments to support staff.

% of staff taking maternity and/or pregnancy related absence	TGAT Overall		TGAT Teaching		TGAT Support	
	Sept 2020 – Aug 2021	Sept 2019 – Aug 2020	Sept 2020 – Aug 2021	Sept 2019 – Aug 2020	Sept 2020 – Aug 2021	Sept 2019 – Aug 2020
	5.7%	3.3%	7.8%	3.4%	2.5%	3.2%

The snapshot date of staff on role for 2020-2021 was 1<sup>st</sup> September 2021.

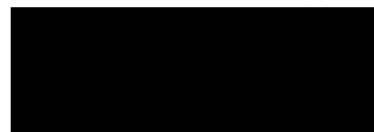
During the year 2020-21, a higher proportion of teaching staff took maternity leave than during the previous academic year.



Dr P Rock

Chair of Trust Board

**Date**



Mrs C Maclean

CEO

**Date**