



## Tudor Grange Academies Trust

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

#### Analysis 2020-21

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 Feb 2021. Clearly the period since the last report has been dominated by the impact of the COVID 19 pandemic and leaders have been rightly focussed on delivering education to our students despite the challenges. Trying to ensure equality of education experience has been a priority with the Trust supporting communities with the purchase of laptops and the supply of free school meals. The Trust has supported staff during this period with 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. Recent developments include improving the reporting relating to induction and making training on Equality mandatory for all new starters. Training relating to unconscious bias will be available to all staff shortly.

The Trust has continued to grow and as of February 2021 comprised of 10 schools: 1 all through school, 5 secondary and 4 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. Recruitment has been subdued throughout the period but the introduction of 2 Primary Academies and the outsourcing of catering staff across the trust has led to fluctuations in data.

Recent Trust emphasis has been on ensuring clarity over governance and areas of responsibility. Collection and monitoring of data to inform strategic policy development continues to evolve and the Trust is committed to working smarter with continued focus on workload and wellbeing.

The Trust is aware of the need to further develop reporting and data capture to enable further analysis of equality issues and work is ongoing in relation to recruitment across the Trust. 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

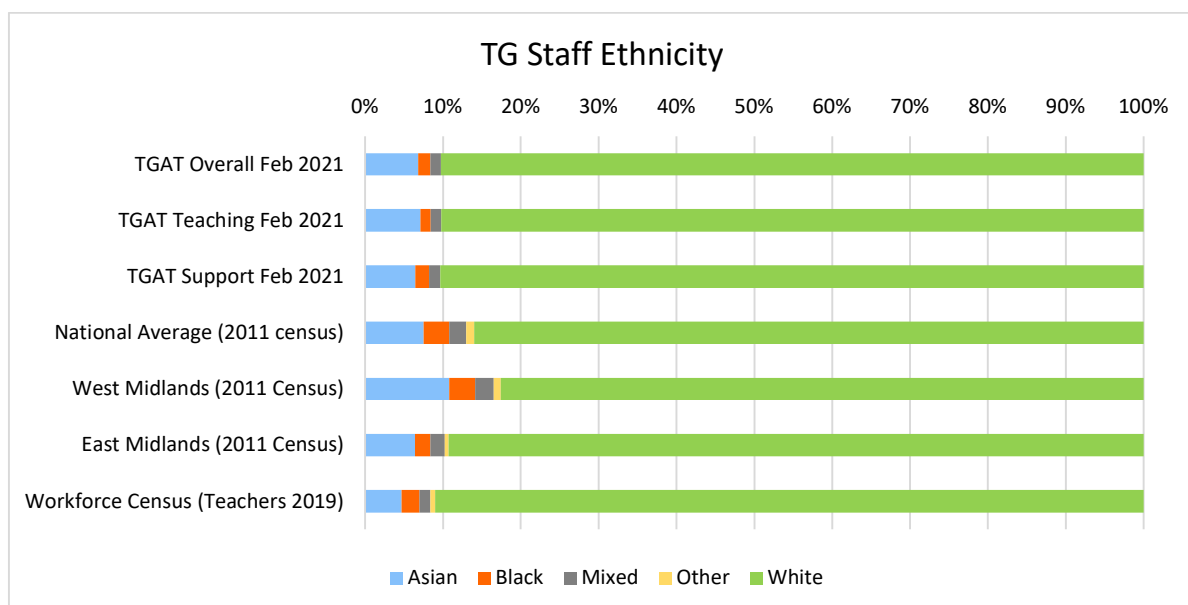
#### Staffing Equality Information Spring 2021

Data for the Trust staffing population was taken based on those employed at February 2021. Where possible, benchmarking information is also provided to allow analysis of the TGAT staffing profile. Comparative data is provided from previous analysis undertaken in September 2019. The benchmarking information is taken from a variety of sources including the School Workforce Census (2019, statistics for teachers), National Census (2011) and Office for National Statistics (various years).

#### 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 2019)
	Feb 2021	Sept 2019	Feb 2021	Sept 2019	Feb 2021	Sept 2019				
White	90.3%	91.1%	90.2%	90.7%	90.4%	91.6%	86.0%	82.6%	90.8%	91.0%
BAME	9.7%	8.9%	9.8%	9.3%	9.6%	8.4%	14.0%	17.4%	10.9%	9.0%
<i>Asian</i>	6.8%	6.1%	7.1%	6.6%	6.4%	5.6%	7.5%	10.8%	6.5%	4.7%
<i>Black</i>	1.5%	1.3%	1.4%	0.8%	1.8%	1.9%	3.3%	3.3%	2.0%	2.3%
<i>Mixed</i>	1.4%	1.5%	1.4%	2.0%	1.4%	0.9%	2.2%	2.4%	1.9%	1.4%
<i>Other</i>	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)	7.8%	12.9%	7.0%	12.4%	9.1%	13.4%				7.8%

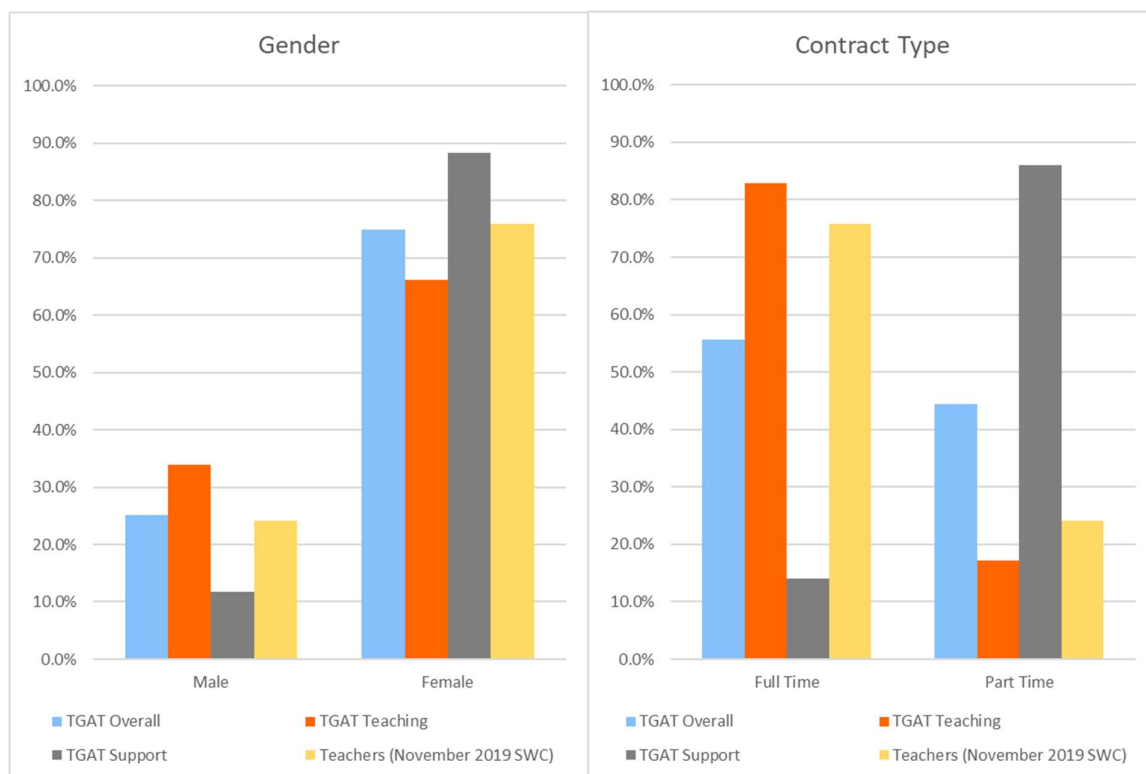


Across TGAT, 9.7% of staff are BAME. Of teaching staff, 9.8% are BAME compared to 9% of teachers nationally.

The School Workforce Census for 2019 suggests that schools in the UK are staffed predominately by white British people (91.0% of those whose ethnicity was known). It also showed that over three quarters of teachers in the 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 both nationally and within the Trust has increased and the Trust is confident that those involved with recruitment are clear about how, why and when they may apply positive discrimination and welcome applicants from diverse backgrounds. However, the trust has identified a need to improve data collection from applicants to ensure that it meets the equality duty. BAME staff members are under-represented at executive and Board level.

## 2. Analysis by gender and contract type

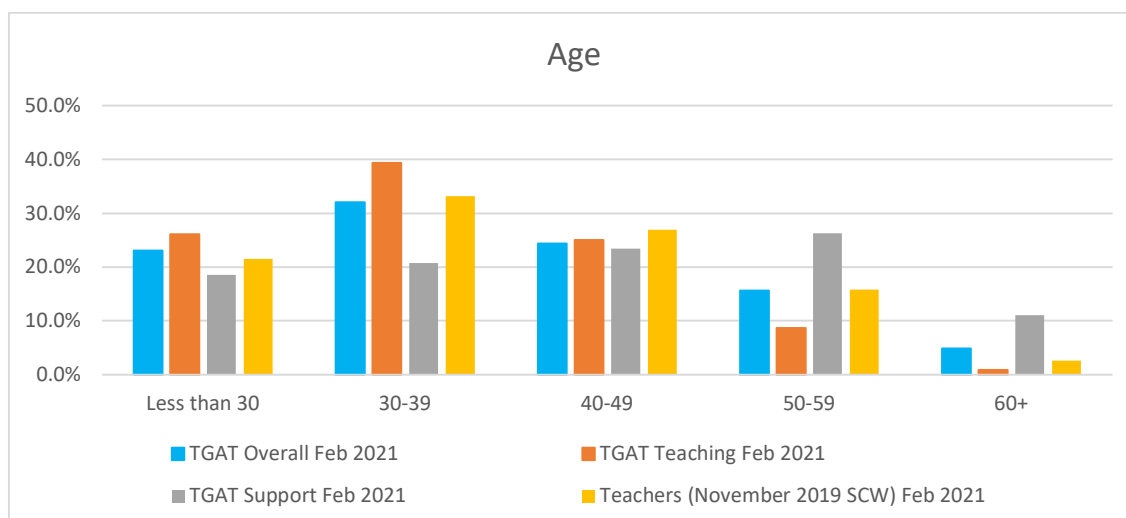
	Feb 2021		Sept 2019		Feb 2021		Sept 2019	
	Male	Female	Male	Female	Full Time	Part Time	Full Time	Part Time
TGAT Overall	25.1%	74.9%	24.5%	75.5%	55.6%	44.4%	51.6%	48.4%
TGAT Teaching	33.9%	66.1%	34.5%	65.5%	82.8%	17.2%	83.2%	16.8%
TGAT Support	11.7%	88.3%	12.3%	87.7%	14.0%	86.0%	13.4%	86.6%
Teachers (November 2019 SWC)	24.2%	75.8%			75.8%	24.2%		



At TGAT, 25.1% of staff are male. TGAT teachers are 33.9% 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 (17.2%) 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 2019 SWFC)
	Feb 2021	Sept 2019	Feb 2021	Sept 2019	Feb 2021	Sept 2019	Feb 2021
Under 30	23.1%	21.5%	26.1%	28.3%	18.5%	13.1%	21.5%
30-39	32.1%	30.1%	39.4%	38.3%	20.8%	20.1%	33.2%
40-49	24.4%	25.0%	25.0%	24.1%	23.4%	26.0%	26.9%
50-59	15.6%	17.5%	8.7%	8.20%	26.3%	28.7%	15.8%
60+	4.9%	6.10%	0.8%	1.10%	11.0%	12.10%	2.6%



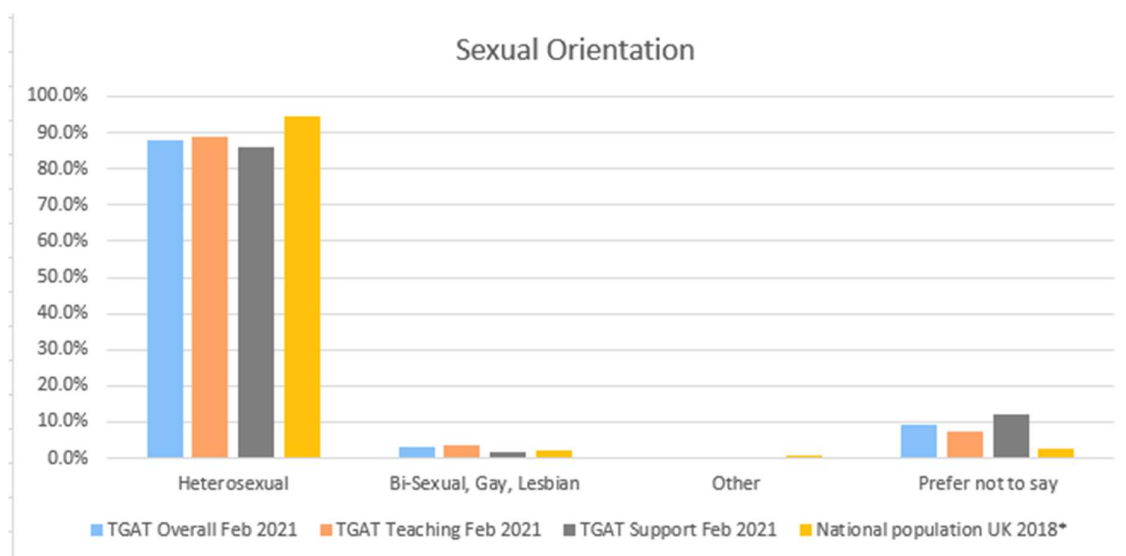
At TGAT, Support staff have an older age profile than teaching staff. This reflects the large percentage of mainly female employees who are initially attracted by the part time/term time working arrangements. Many such employees stay with the school until retirement. Younger employees are less likely 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 2018*
	Feb 2021	Sept 2019	Feb 2021	Sept 2019	Feb 2021	Sept 2019	
Heterosexual	87.8%	87.9%	88.9%	88.5%	86.0%	87.1%	94.6%
Bi-Sexual, Gay, Lesbian	3.1%	2.7%	3.8%	4.4%	1.8%	1.0%	2.3%
<i>Bi-sexual</i>	1.3%	1.3%	1.7%	1.9%	0.6%	0.7%	1.4%
<i>Gay</i>	0.7%	0.7%	0.7%	1.4%	0.6%	0.0%	
<i>Lesbian</i>	1.1%	0.7%	1.4%	1.1%	0.6%	0.3%	
Other	0.0%	0.3%	0.0%	0.5%	0.0%	0.0%	0.6%
Prefer not to say	9.1%	9.0%	7.3%	6.6%	12.2%	11.9%	2.5%
Not yet collected	42.1%	19.0%	39.0%	19.3%	46.8%	18.8%	

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/2018>



The proportion of TGAT staff identifying as heterosexual is slightly lower than the national picture, however this is mostly due to the slightly higher 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. 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) 2019*
	Feb 2021	Sept 2019	Feb 2021	Sept 2019	Feb 2021	Sept 2019	
Yes	10.6%	9.3%	10.1%	10.7%	11.3%	7.9%	19.0%
No	88.5%	90.0%	89.1%	89.3%	87.5%	90.7%	81.0%
Refused	0.9%	0.7%	0.7%	0.0%	1.3%	1.4%	NA
Not yet collected	72.1%	67.30%	70.8%	71.00%	74.0%	62.70%	NA

\* <https://researchbriefings.files.parliament.uk/documents/CBP-7540/CBP-7540.pdf>

The data for disability is not yet collected for a higher proportion of staff across Tudor Grange Academies Trust, and therefore further data collection is required before analysis can be undertaken. However, the Trust has recently introduced 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.

	TGAT Overall		TGAT Teaching		TGAT Support	
	Sept 2019 – Aug 2020	Sept 2018 – Aug 2019	Sept 2019 – Aug 2020	Sept 2018 – Aug 2019	Sept 2019 – Aug 2020	Sept 2018 – Aug 2019
% of staff taking maternity and/or pregnancy related absence	3.3%	4.6%	3.4%	7.5%	3.2%	1.1%

During the year 2019-20, a smaller proportion of staff took maternity leave than during the previous academic year. There rates recorded for teaching and support staff were more balanced than seen in the previous year.

Signed:

Mrs C Maclean, CEO

Date: 25/03/21

Mr G Pearce, Chair of the  
Finance and Personnel Committee

Date: 25/03/21