



Tudor Grange Academies Trust

Tudor Grange Academies Trust Staffing Equality Information

Analysis 2018/19

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 based on the stated year. It may not reflect the full trust complement depending on when new schools have joined the Trust. TGAT continues to improve data capture and reporting functions but clearly these systems take time to implement in new schools. 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.

The Trust has continued to grow and as of 31 August 2019 comprised of 8 schools: 1 all through school, 5 secondary and 2 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 areas from cities with real diversity to rural areas which are significantly underrepresented in terms of any real diversity in population.

Recent Trust emphasis has been on improving reporting, streamlining process and 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. It has appointed an Executive HR Director to ensure observance of equality issues when developing policies and assessing impact of organisational change. 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

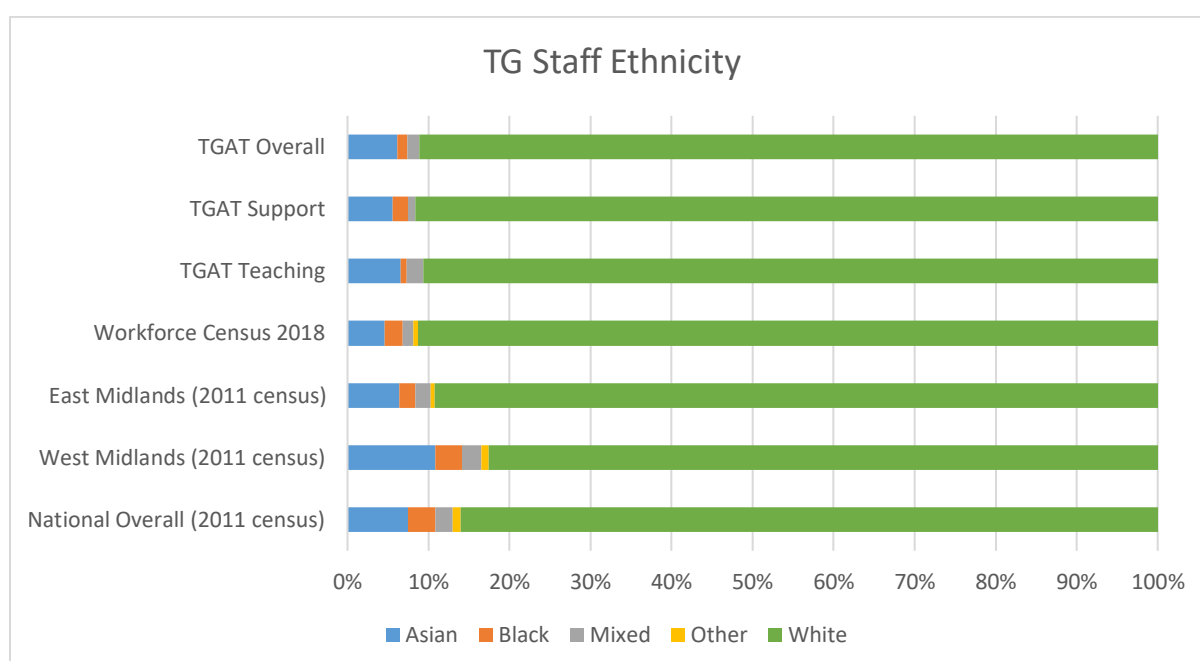
Staffing Equality Information Autumn 2019

Data for the Trust staffing population was taken based on those employed at September 2019. Where possible benchmarking information is also provided to allow analysis of the TGAT staffing profile. The benchmarking information is taken from a variety of sources including the School Workforce Census (2018), 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 teachers.

Ethnicity	TGAT Overall	TGAT Teaching	TGAT Support	National Overall (2011 census)	West Midlands (2011 census)	East Midlands (2011 census)	Workforce Census (Teachers) 2018
White	91.1%	90.7%	91.6%	86.0%	82.6%	90.8%	91.4%
BAME	8.9%	9.3%	8.4%	14.0%	17.4%	10.9%	8.7%
Asian	6.1%	6.6%	5.6%	7.5%	10.8%	6.5%	4.6%
Black	1.3%	0.8%	1.9%	3.3%	3.3%	2.0%	2.2%
Mixed	1.5%	2.0%	0.9%	2.2%	2.4%	1.9%	1.3%
Other	0.0%	0.0%	0.0%	1.0%	0.9%	0.5%	0.6%
Refused/Not Yet collected (% of all staff)	12.9%	12.4%	13.4%				6.1%

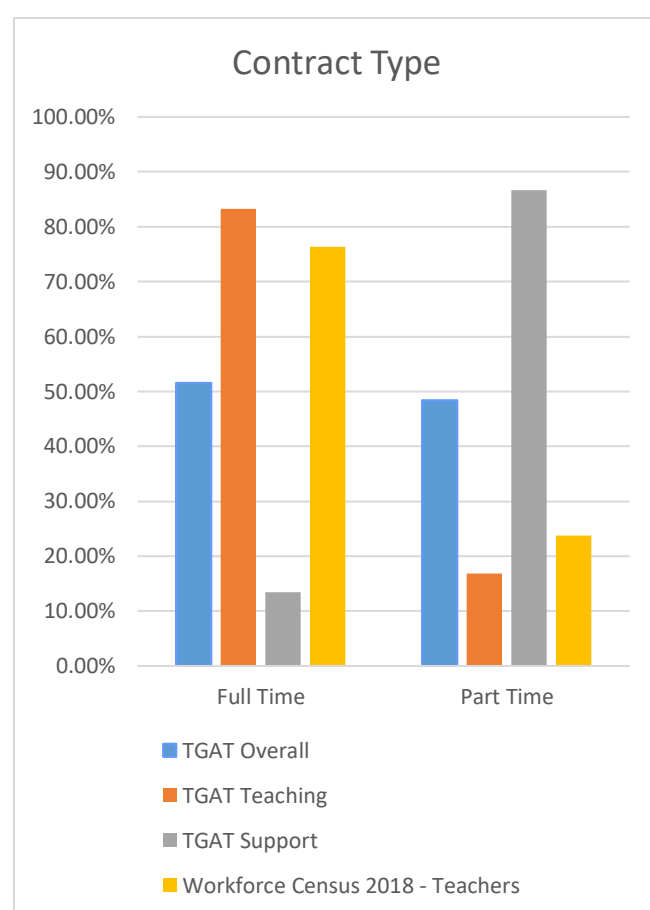
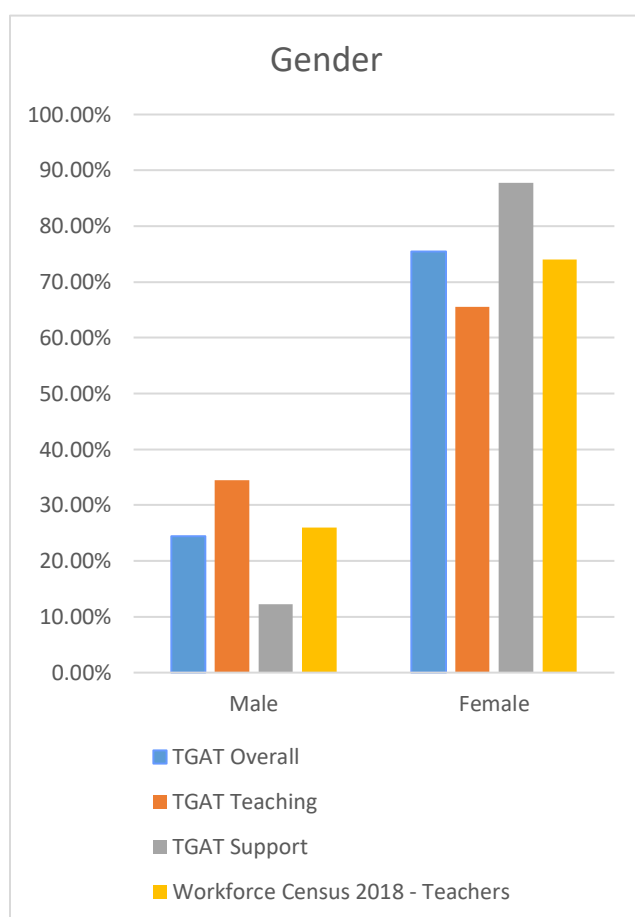


Across TGAT, 8.9% of staff are BAME. Of teaching staff, 9.3% are BAME, compared to 8.7% of teachers nationally.

The School Workforce Census for 2018 published in January 2020 suggests that schools in the UK are staffed predominately by white British people (85.9 % of those whose ethnicity was known). It also showed that over 3/4s of teachers in the UK 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 Trust is confident that those involved with recruitment are comfortable with the idea of positive discrimination and welcome applicants from diverse backgrounds. However, the trust has identified a need to further 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

%	Male	Female		Full Time	Part Time
TGAT Overall	24.5%	75.5%		51.6%	48.4%
TGAT Teaching	34.5%	65.5%		83.2%	16.8%
TGAT Support	12.3%	87.7%		13.4%	86.6%
Teachers (November 2018 SWC)	26.0%	74.0%		76.3%	23.7%



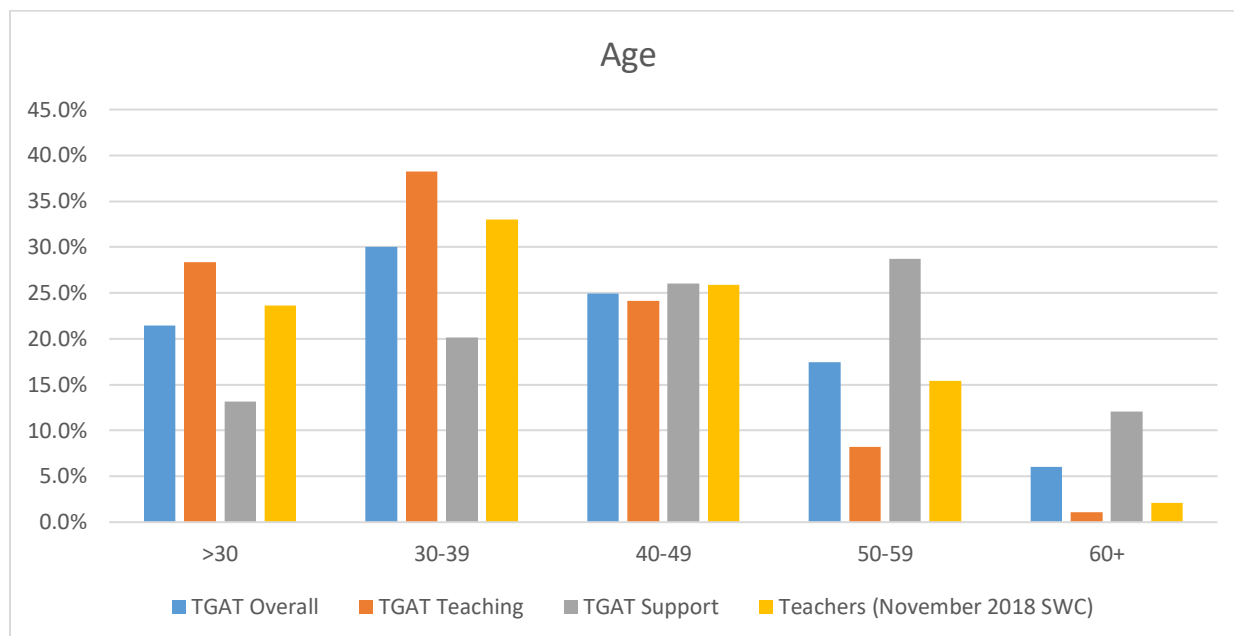
At TGAT, 24.5% of staff are male. TGAT teachers are 34.5% male, compared to 26.0% of teachers nationally. TGAT support staff are 12.3% male.

A much higher proportion of support staff are part time compared to teaching staff. A smaller proportion of teaching staff are part time (16.8%) than is recorded nationally (23.7%).

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 trusts approach to part time staff is being reviewed and a flexible working policy 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

Age %	TGAT Overall	TGAT Teaching	TGAT Support	Teachers (November 2018 SWC)
>30	21.5%	28.3%	13.1%	23.6%
30-39	30.1%	38.3%	20.1%	33.0%
40-49	25.0%	24.1%	26.0%	25.9%
50-59	17.5%	8.2%	28.7%	15.4%
60+	6.1%	1.1%	12.1%	2.1%



At TGAT, Support staff have an older age profile than teaching staff. The age profile of teachers at TGAT is slightly younger than is recorded nationally. TGAT recognises the contribution made by staff of all ages.

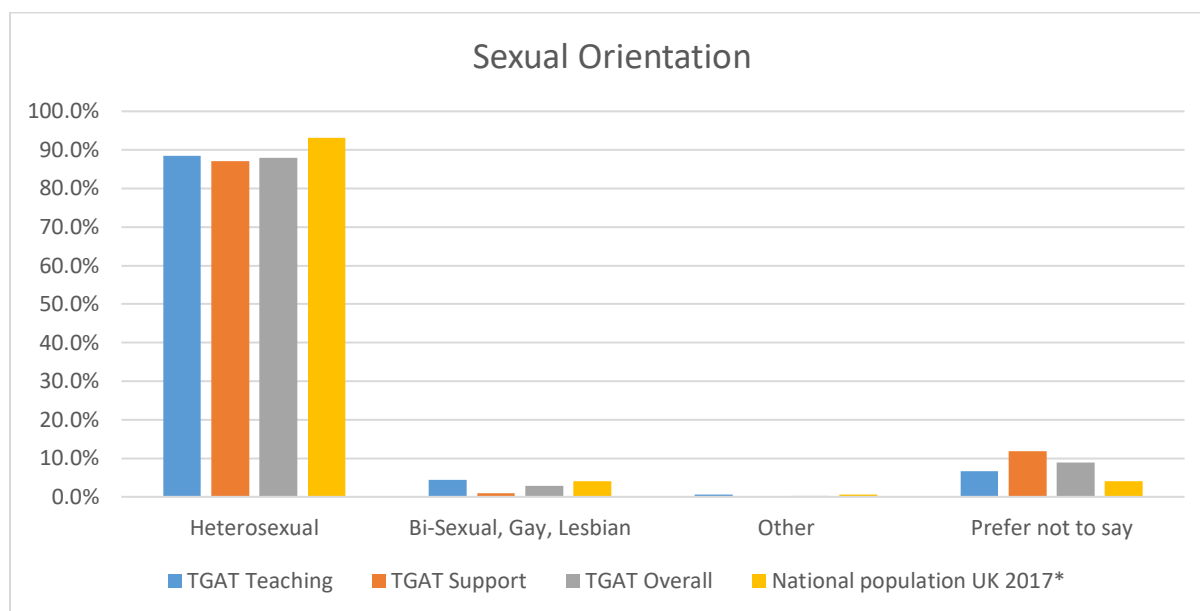
4. Analysis by sexual orientation

Sexual Orientation	TGAT Overall	TGAT Teaching	TGAT Support	National population UK 2017*
Heterosexual	87.9%	88.5%	87.1%	93.2%
Bi-Sexual	1.3%	1.9%	0.7%	4.0%
Gay	0.7%	1.4%	0.0%	
Lesbian	0.7%	1.1%	0.3%	
Other	0.3%	0.5%	0.0%	0.6%
Prefer not to say	9.0%	6.6%	11.9%	4.1%
Not yet collected	19.0%	19.3%	18.8%	

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

*

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2017>



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 preferring recording “prefer not to say”. A slightly 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 has recently introduced a Bullying and Harassment policy.

4. Analysis by other protected characteristics where given

Disability

% of staff identifying as having a disability	TGAT Overall	TGAT Teaching	TGAT Support	National working age population (19-64) 2019*
Yes	9.3%	10.7%	7.9%	19.0%
No	90.0%	89.3%	90.7%	81.0%
Prefer not to say	0.7%	0.0%	1.4%	NA
Not yet collected	67.3%	71.0%	62.7%	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 which provides 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.

Maternity leave

Maternity Leave %	TGAT Overall	TGAT Teaching	TGAT Support
% of staff taking Maternity and/or pregnancy related absence during 2018-19	4.6%	7.5%	1.1%

At TGAT, a higher proportion of teaching staff took maternity leave during the academic year 2018-19 than support staff. This may relate to the younger age profile recorded in the teaching staff, with 66% of teachers under the age of 40, compared to only 33% of support staff.