



SOUTH ESSEX
COLLEGES GROUP

ANNUAL EDI REPORT

JANUARY 2025

Equality, Diversity, and Inclusion
Annual Staff Report
January 2025



TABLE OF CONTENTS

4	Section 1.0 Foreword
7	Section 2.0 Executive Summary
18	Section 3.0 Contextual Information
20	Section 4.0 Our Vision, Mission, and Core Values
22	Section 5.0 How we Manage Equality, Diversity, and Inclusion
26	Section 6.0 Workforce Data Analysis
44	Section 7.0 Recruitment Analysis
55	Section 8.0 Workforce Training & Development Analysis
66	Appendix 1 Modern Slavery Act Statement for 2024



Denise Brown,
Principal and Chief Executive

WELCOME FROM OUR CEO

Welcome to our College’s staff data annual equality, diversity, and inclusion report.

Whilst the College has duties under the Equality Act 2010, we know that to enable our students to reach their full potential and to get the most from our staff we must strive to create a culture and environment where discrimination is challenged, and inequality is addressed.

At South Essex College, we recognise our responsibility for ensuring that our students and staff can effectively contribute as part of a multicultural society. To enable this, we want our students and staff to understand and celebrate diversity and equality; and to be partners in developing an organisation they are proud of and where students and staff achieve. The College’s

aim is for students to understand diversity and why equality is essential, to foster inclusion, self-respect, and respect for others. We will help students develop inclusive and positive values, so they gain the knowledge and skills to effectively live and work in society.

THE PURPOSE OF THIS REPORT IS TO:

- Communicate the public sector duties under the Equality Act legislation and regulations with a specific focus on the staff Human Resource aspects of workforce data, recruitment and training and development opportunities, and incorporates the Gender Pay Gap initial analysis.
- Demonstrate our commitment to compliance with legislation and how we manage this within the Colleges Group
- Share information about our organisation profile in comparison with previous years.
- Share plans to progress Equality, Diversity and Inclusion and sense of a college community and belonging.



EXECUTIVE SUMMARY

Our commitment to Equality, Diversity and inclusivity is at the heart of our core values, strategic plan, policies and procedures. It is fully embedded in our working practices and actions we take throughout college life.

We actively promote an inclusive work and learning environment through an open culture that encourages individuals to share their personal experiences and celebrate diversity. This is a significant priority for our college, driven by passion rather than just a legal obligation. We continue to nurture a culture of social cohesion and harmony, challenging stereotypes, eradicating discrimination and bullying and respecting differences and a range of cultures.

This executive summary offers a concise overview of the workforce equality data, focusing on protected characteristic and highlighting key changes, and the actions we plan to take moving forward.

Cultural Diversity in the education sector is crucial for several reasons:

The impact of achieving our main aims and improving cultural diversity includes the following and has contributed to a successful Ofsted Grade 2 rating and overall improved outcomes for learners along with reduced turnover of staff and a more stable workforce.

01.

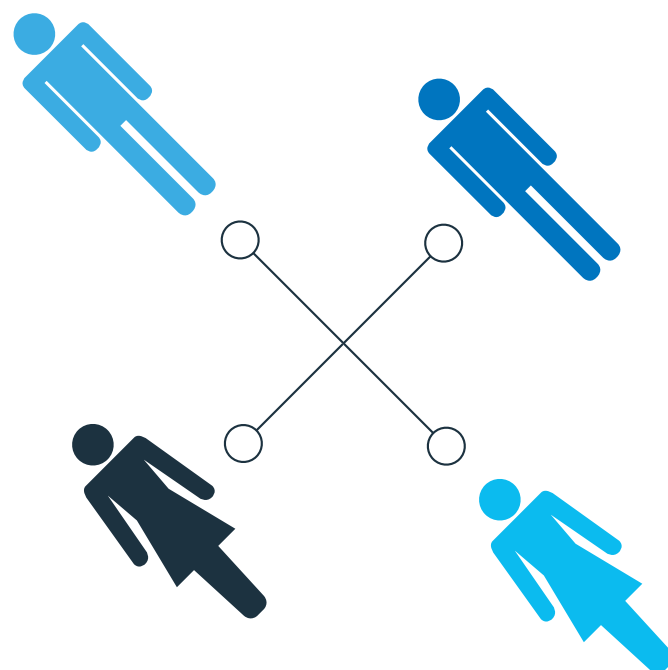
ENHANCED LEARNING EXPERIENCE:

Exposure to diverse cultures enriches the learning environment. Students learn to appreciate different perspectives which broadens their understanding.

03.

PREPARATION FOR A GLOBAL SOCIETY:

In our increasingly interconnected world, students must be prepared to work and interact with people from various backgrounds. Cultural diversity in education helps students to develop the skills they need to thrive in a global society.



02.

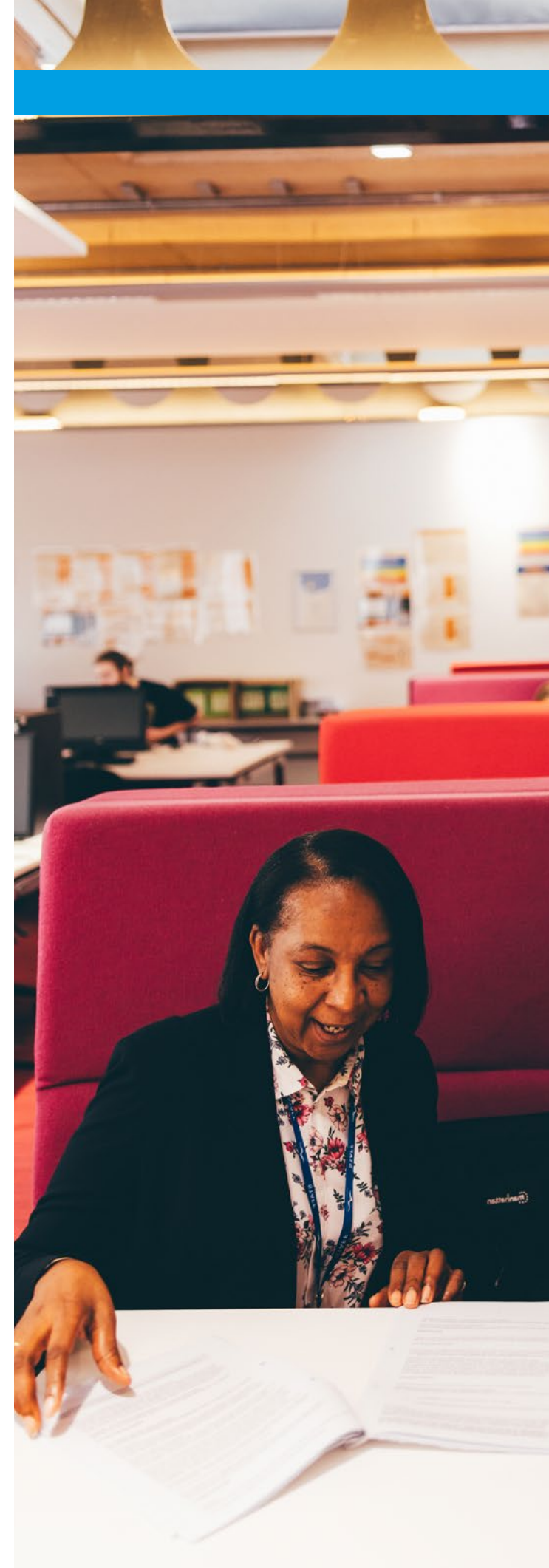
PROMOTES INCLUSIVITY AND EQUALITY:

A diverse educational environment promotes inclusivity and equality by ensuring staff and students are represented and valued.

04.

REDUCES PREJUDICE AND STEREOTYPING:

Interacting with peers from different cultural backgrounds can reduce prejudice and challenge stereotypes, thus fostering a more harmonious community.



Data analysis has revealed that younger generations are more open to sharing information about protected characteristics as outlined in the Equality Act, compared to older generations. Furthermore, data relating to religion or religious beliefs, marital status or sexual orientation are less likely to be disclosed than others as people consider this private and irrelevant to their job role and employment.

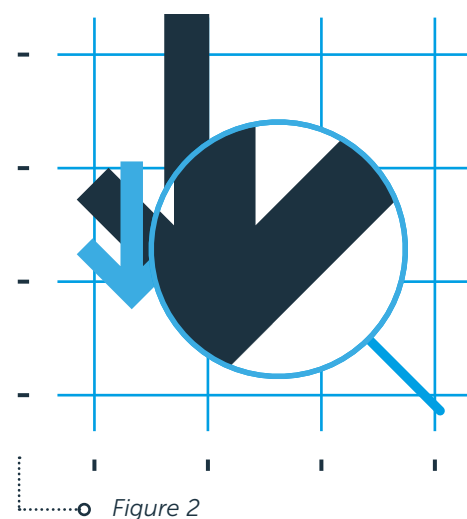
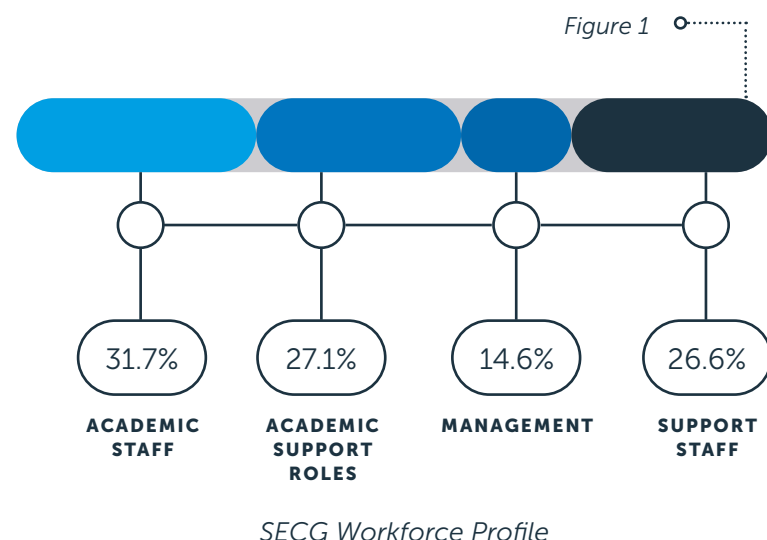
There are several factors which contribute to younger generations being more open to sharing information relating to protected characteristics such as:

- **Increased Awareness and Education:** Younger generations have grown up with more exposure to diversity and inclusion education.
- **Social Media Influence:** Platforms have created spaces where young people can share their experiences and find communities that support them
- **Cultural shifts:** There has been a significant cultural shift towards valuing transparency and authenticity. Younger people often prioritise these values.
- **Supportive Policies and Environments:** Organisations, including schools and colleges have implemented policies that encourage openness and support individual rights.
- **Generational Differences:** Younger generations tend to have different views on privacy, and therefore are more willing to share personal information.

Headlines: Workforce Data

This section provides a summary of the key changes in the Workforce Data 2023-2024 compared with previous years.

While the overall headcount in the College workforce has slightly decreased from an average of **805** staff in 2023 to **793** staff in 2024, the workforce profile remains consistent. Academic staff make up **31.7%** of the workforce with Academic Support roles accounting for **27.1%**, Management comprises **14.6%** and Support staff represent **26.6%**. (Figure 1)



Staff turnover reduction.
18.58% in 2023-24.

61.3% FEMALE

38.7% MALE

Figure 3

SECG Gender Profile

WORKFORCE ANALYSIS TURNOVER:

The College turnover for 2023-2024 totalled **18.58%** which is a significant reduction from the **23.88%** reported the previous year. Having a more stable, skilled and experienced workforce, has contributed to consistency in teaching, learning and assessment and overall outcomes. (Figure 2)

WORKFORCE ANALYSIS GENDER PROFILE:

The gender profile of the College remains consistent with previous years. Our workforce comprises **61.3%** female and **38.7%** male staff. (Figure 3)

WORKFORCE ANALYSIS AGE PROFILE:

We recognise that we have an aging workforce with **26.6%** aged between **55-65** and **6.9%** in the **65+** age bands. We will take action to ensure skills and knowledge are shared and retained within the workforce, whilst ensuring our recruitment processes are engaging for younger people to consider an apply.

WORKFORCE ANALYSIS DISABILITY PROFILE:

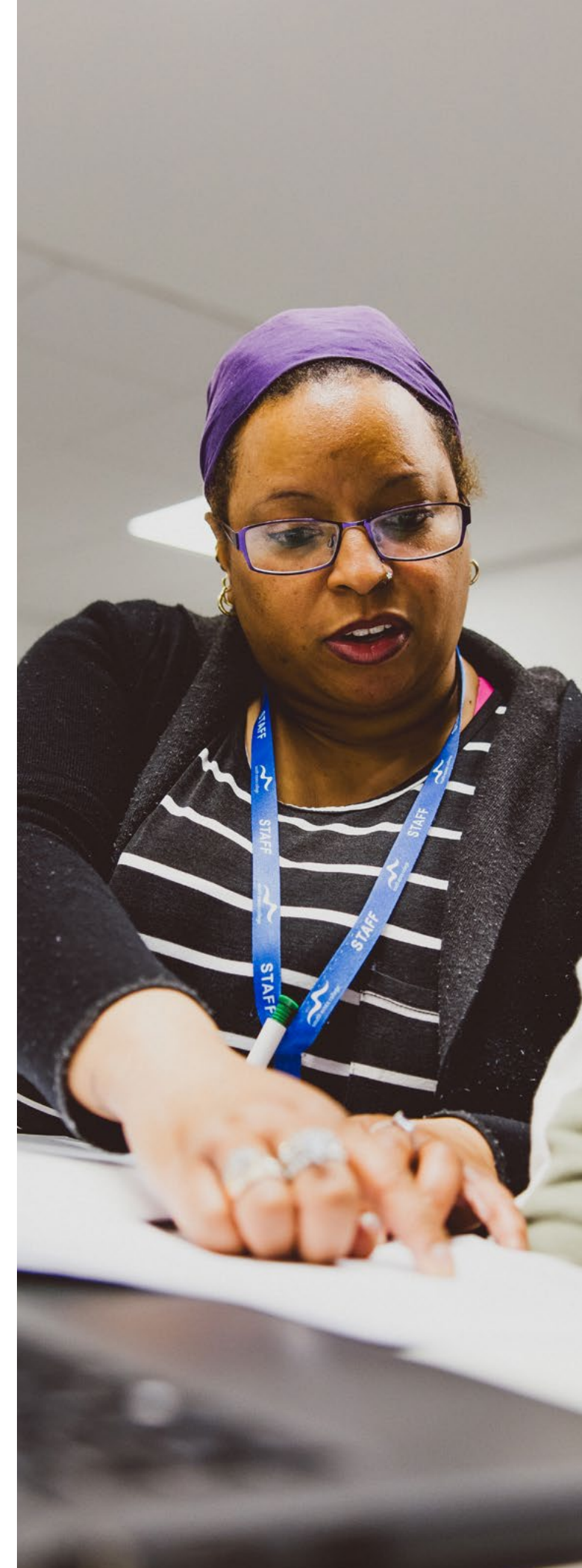
The College has **6.8%** of the workforce who have disclosed a disability which is a **0.6%** increase on the previous year.

WORKFORCE ANALYSIS ETHNICITY PROFILE:

In 2024 we increased the workforce disclosing BAME ethnicities by **0.9%** to **11.5%**, which may mean one or two staff and will continue to focus on improving the ethnicity of our workforce to enable cultural diversity.

WORKFORCE ANALYSIS RELIGION OR BELIEF PROFILE:

Most of the workforce totalling **65.2%** have disclosed that they have either no religion or belief (**34.6%**) or not known / not provided (**30.6%**). Some individuals may feel their religious beliefs are a private matter and not relevant to the working environment or their role.



WORKFORCE ANALYSIS SEXUAL ORIENTATION / GENDER RE-ASSIGNMENT PROFILE:

Many individuals consider this information private and irrelevant to their job role or performance. Most staff comprising **65.8%** disclosed they are Heterosexual / Straight and **31.7%** chose not to disclose or provide the information.

WORKFORCE ANALYSIS MARRIAGE AND CIVIL PARTNERSHIP PROFILE

The workforce data for this protected characteristic is like the data reported in the previous years. This shows that **32.2%** of the workforce are married, **5%** divorced, **8.2%** are with a partner cohabiting and **8.2%** not cohabiting, whilst **16.5%** of the workforce are single and the remainder are either in civil partnerships, widowed or separated. (Figure 4)

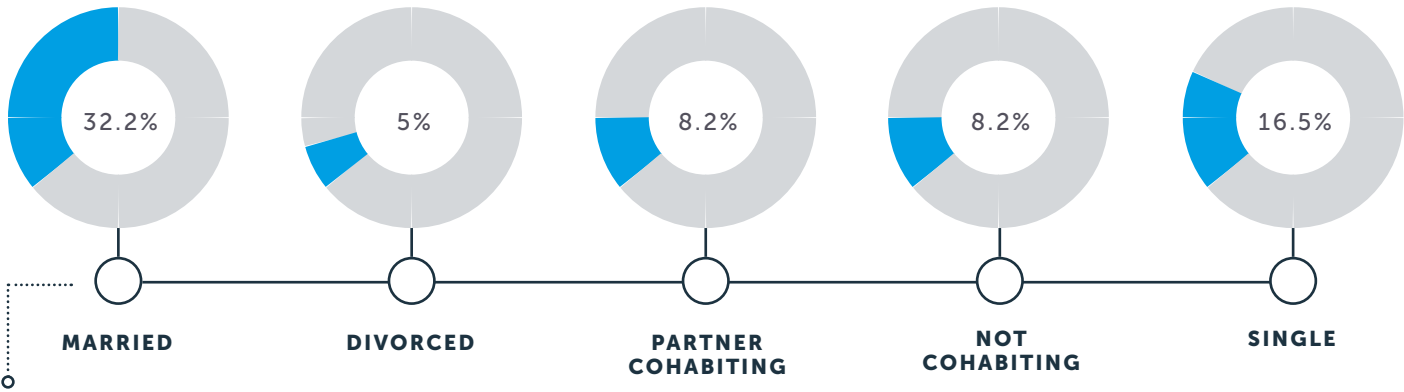


Figure 4



Workforce Analysis Recruitment Data

This section provides the headline data on the workforce recruitment analysis.

RECRUITMENT ANALYSIS AGE AND GENDER PROFILE:

In 2024, we received 64.5% of applications from female applicants compared to 33.6% from male applicants.

The data shows a slight increase in applicants from the 15-24 age band, rising to 23.58% overall compared to 21.6% in the previous year. However there has been a decline in applications from within the 25-34 age band with 24.6% of applicants in 2024 compared to 29.8% in 2023. Applications from the 35-44 and 45-55 age bands have also slightly decreased. We continue to attract applicants within the 55-64 and 65+ age bands. (Figure 5)

RECRUITMENT ANALYSIS DISABILITY PROFILE:

There has been a slight increase in the number of applicants disclosing they have a disability compared to the previous two years, representing 7.5% of applicants.

RECRUITMENT ANALYSIS SEXUAL ORIENTATION AND GENDER PROFILE:

A total of 80.4% of applicants disclosed they were heterosexual/straight, 5.2% bisexual, 2.2% homosexual /gay, 0.8% homosexual / lesbian. Applicants choosing not to disclose this information totalled 11.4% compared with 12.3% the previous year.

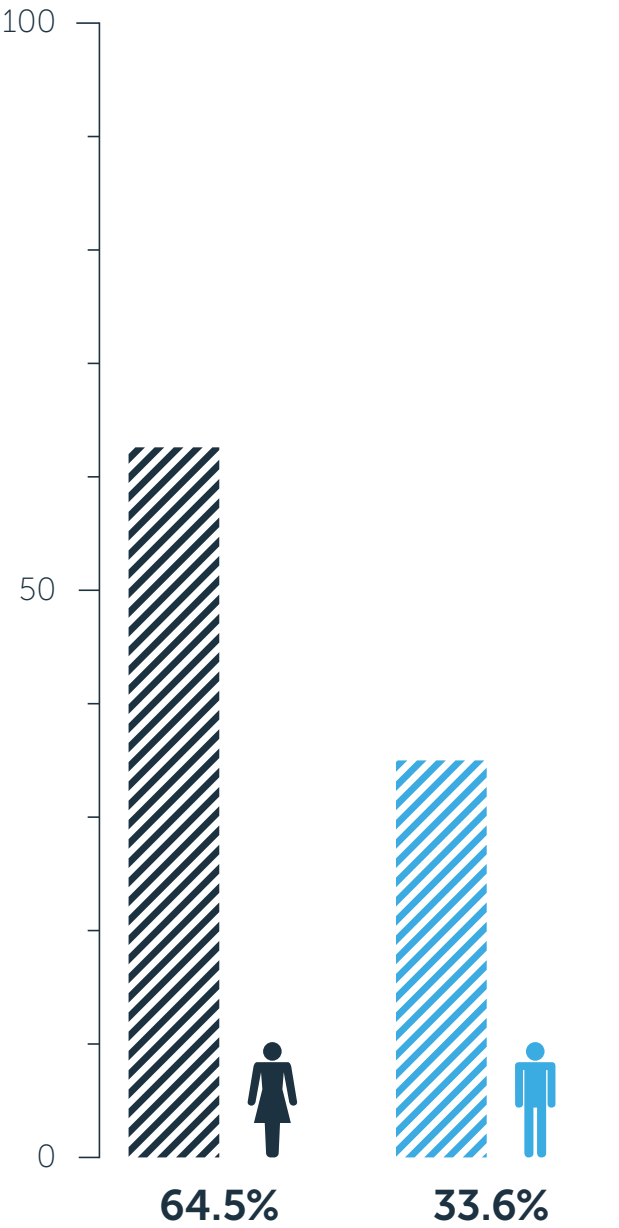


Figure 5

Of the applications the college received 64.5% were from female applicants and 33.6% were from male applicants.

RECRUITMENT ANALYSIS ETHNICITY PROFILE:

It is positive that we have increased applications from applicants disclosing BAME category from **20.6%** in 2022-2023 to **23.78%** in 2023-2024. The data shows a notable representation of both female and male applicants. (Figure 6)

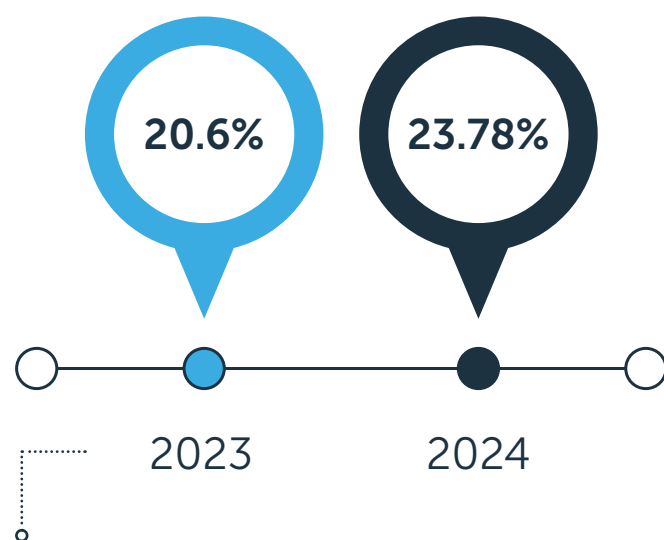


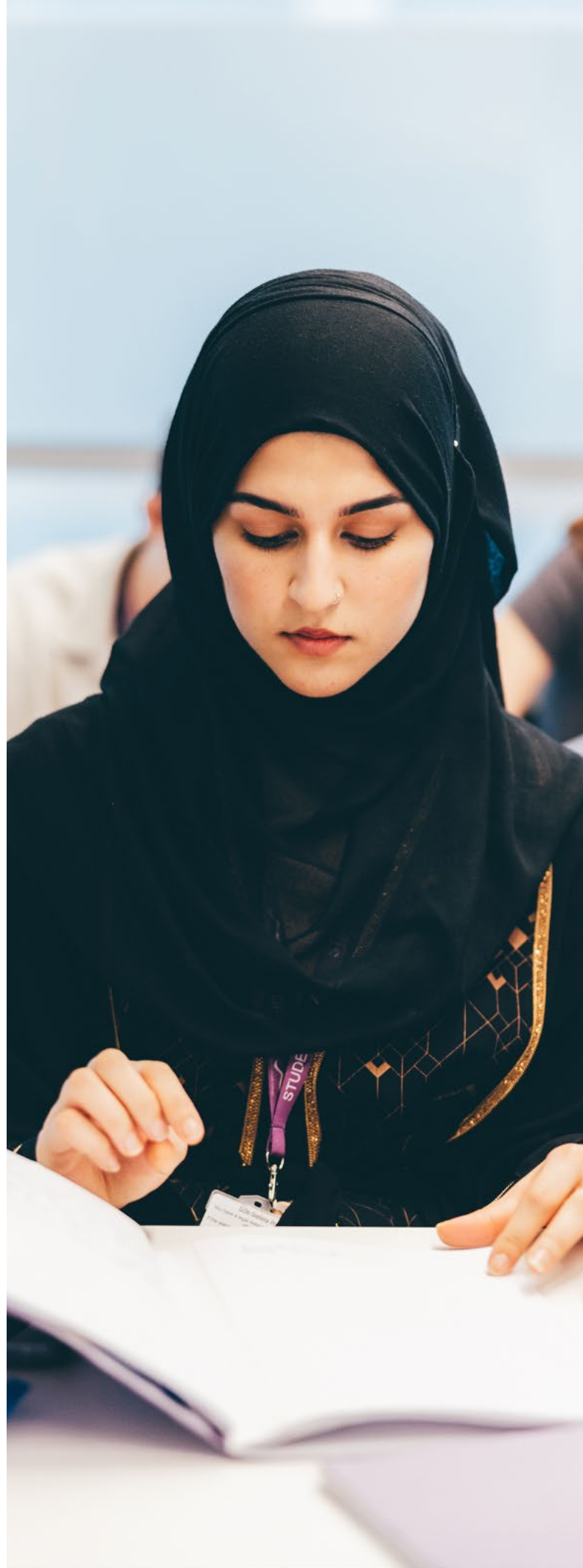
Figure 6 Recruitment Ethnicity Profile

RECRUITMENT ANALYSIS RELIGION OR BELIEF PROFILE:

Most applicants totalling **45.2%** disclosed they had no religion or belief and **12.1%** chose not to disclose. Applicants who disclosed they were Christian totalled **29.1%** and there were small percentages of applicants disclosing other religions or beliefs.

RECRUITMENT ANALYSIS SEXUAL ORIENTATION PROFILE:

Again, this is an area which is considered personal and sensitive, and the data has not changed much over the previous 3 years. Applicants disclosing, they were heterosexual / straight totalled **80.4%**, whereas **11.4%** chose not to provide the information.



Workforce Analysis Recruitment Data

This section provides the headline information in relation to the training and development provided for staff and the impact. The statistical information can be found in the main body of the report.

The College made significant strides in professional development which has positively impacted both staff and learners. The focus on creating highly skilled dual professionals and improvement management skills, teaching, learning and assessment has paid off, as evidenced by the improved outcomes for learners and the Ofsted Good Grade in 2024.

01.

Teaching, Learning and Assessment Reviews across the Curriculum Offer with development plans implemented

02.

Industry specialist professional development to enable staff to remain at the forefront of their industry specialist areas and development in technology and practices

03.

The learning system, onboarding and stating How2 process to support curriculum planning, employer engagement, and setting high expectations of learners

04.

Middle management development programme focussing on Human Resources skills such as recruitment and selection, performance management, absence management, challenging conversations, financial management and funding streams.

05.

Maths and English Curriculum, specialist training focussing on themes with the impact of improving GCSE grade outcomes.

06.

New Academic Staff Coaching and mentoring through a differentiated induction programme for the first 7 weeks of employment.

07.

Taking Teaching Further, as an early adopter we have taken part in 5 rounds. This project work focussed on engaging construction and engineering industry specialists and developing them into teachers and dual professionals.

08.

Our Leadership and Management conferences focussed on sharing best practice, celebrating success, learning from each other such as how teams are using artificial intelligence in their roles, and improving collaborative working opportunities.

09.

Staff Professional Qualifications, where staff can complete their teaching qualifications or gain another qualification or refresher certificate relevant to their roles and responsibilities.

10.

Attending conferences, events, local and national to develop new skills, understand sector developments and how they impact on the College so that we can ensure we are up to date with policies, practices and developments to inform College decision.



Equality & Diversity

Objectives: 2025

From the analysis of the equality data the following objectives are proposed for the next 4 years, with regular review, monitoring and adapting where required.

01.

To improve cultural diversity of the College over the next 4 years and demonstrate improvements through analysis of the protected characteristics:

- Our data analysis indicates an increase in the cultural diversity of applicants for vacancies, however this has not translated into similar improvements in the overall workforce data.
- We will conduct a thorough analysis of our equality data at each stage of the recruitment process and take appropriate action to remove any barriers identified.
- The aim is to improve cultural diversity to support our staff and learners with a diverse learning and working environment.

02.

To achieve a more balanced age distribution within the workforce, to enable a sustainable workforce, and ensure essential skills and knowledge is retained to support our learners.

- Our data analyse evidences an aging workforce and a decrease in applications for vacancies received from individuals within the younger age bands.

- Develop and implement targeted recruitment strategies to attract younger applicants. Conduct annual reviews of workforce demographics and adjust recruitment strategies based on progress.
- Further analyse the data with a focus on college specific curriculum data, to identify key risk areas across the Curriculum in relation to an age and potential increase in retirement and staff turnover.
- Take action to enable knowledge transfer to retains skills and knowledge to be able to continue

03.

Celebrate diversity and inclusivity through providing opportunities for staff as part of our employee engagement strategy and organise events to celebrate various cultural, religious or heritage days to promote understanding and appreciation of diversity.

- As part of our employee engagement strategy and aim to become an 'employer of choice', by providing opportunities for staff to engage with organised events to celebrate various cultural, religious or heritage days to promote understanding and appreciation of diversity.
- By conducting regular staff surveys. Engaging with our workforce will provide valuable insights into how staff feel about working at the College along with the equality, diversity and inclusivity aspects.



CONTEXTUAL INFORMATION



Our commitment to Equality, Diversity and inclusivity is at the heart of our core values, strategic plan, policies and procedures. It is fully embedded in our working practices and actions we take throughout college life.

We actively promote an inclusive work and learning environment through an open culture that encourages individuals to share their personal experiences and celebrate diversity. This is a significant priority for our college, driven by passion rather than just a legal obligation. We continue to nurture a culture of social cohesion and harmony, challenging stereotypes, eradicating discrimination and bullying and respecting differences and a range of cultures.

This executive summary offers a concise overview of the workforce equality data, focusing on protected characteristic and highlighting key changes, and the actions we plan to take moving forward.

Protected Characteristic	Basildon (Population 187,600)	Southend (Population 181,800)	Thurrock (Population 176,000)
	Male 48.6% Female 51.4%	Male 48.8% Female 51.2%	Male 49% Female 51%
Gender			
Age			
0–14-year-olds	20.9%	6%	21%
Working Population	62%	61.7%	63.7%
65-year-olds and older	17.1%	19.3%	14%
Ethnic Profile			
White British (Inc White English, Welsh, Scottish, Northern Irish and British)	87.5%	87.5%	66.2%
All Black, Black British, Black Welsh, Caribbean or African	4.8%	2.69%	11.9%
All Asian, Asian British or Asian Welsh	4.3%	5.5%	6.99%
All Mixed or Multiple ethnic groups	2.6%	3.1%	3%
All other Ethnic Groups	0.9%	1.1%	1.5%
Religion and Faith Summary			
Christian	46.5%	42.6%	51.7%
Buddhist	0.3%	0.5%	0.4%
Jewish	0.2%	1.1%	0.1%
Muslim	1.8%	3.0%	4.9%
Hindu	1.2%	1.1%	1.4%
Sikh	0.2%	0.1%	1.2%
Other	49.7%	51.5%	40.4%

3.1

This section provides brief contextual information in relation to the Colleges Group.

3.2

South Essex Colleges Group is a uniquely formed college of general, further and higher education, serving the communities of Southend, Basildon, Thurrock and Purfleet. We have developed three distinct colleges; Basildon College, Thurrock College and City of Southend College.

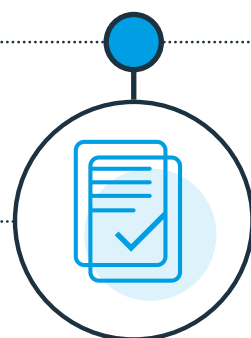
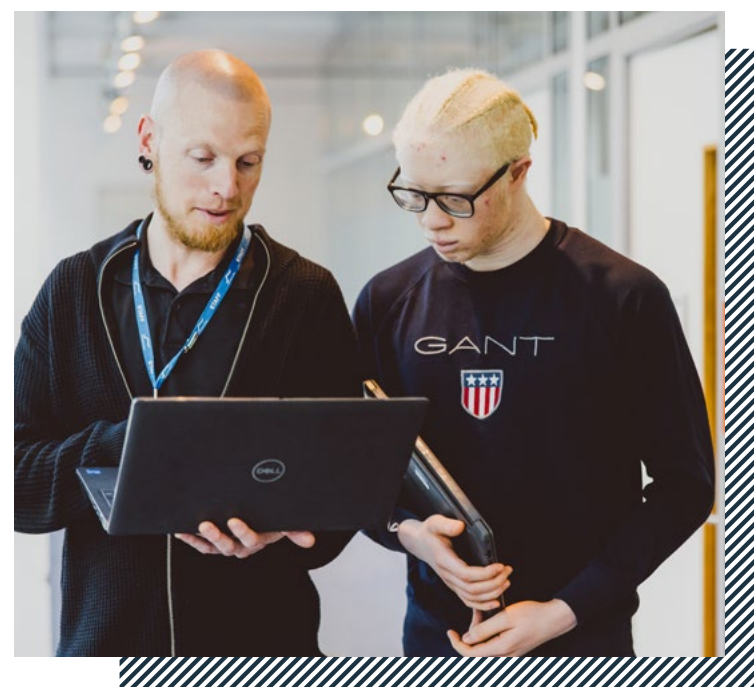
3.3

We are proud to have a varied staff and learner group, and learners learning to speak English for the first time (ESOL), adult learners looking to improve their maths and English, school aged learners who have elected to be educated at home who attend college part time, full and part time learners aged 16-18, adults retraining on part time courses and adults looking to get into the world of work via our get ready to series of courses. We also provide skills updating and skills development for employers preparing their workforce for growth and innovation along with delivery of Apprenticeships.

3.4

The College works across three authorities of Basildon, Southend and Thurrock. To obtaining population and equality data in similar or same format the Varbes website has been used to collate information. This company collates and provides statistical information (Data downloaded 16/12/2024). The information used is from the Census completed in 2011 and published via ONS (Office of National Statistics) in 2022. A Census was completed in 2023 nationally; however, the data has not yet been published on ONS website.

OUR VISION, MISSION, AND CORE VALUES



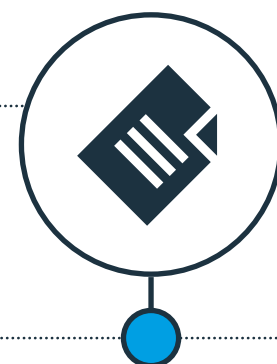
OUR CORE VALUES

We summarise our culture and core values with the following statements

- We are a community of professionals, inspiring our learners to be extraordinary in all they do
- We are accepting and encouraging of all who come through our doors
- Stimulated by modernity, we are diverse in thought, identity and aspiration
- We are powerful and ambitious as individuals and powerful together. We encourage performance to the peak of ability
- To build resilience, we provide a tough love environment supporting each other and our learners to thrive in all situations

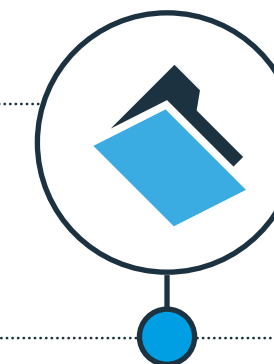
OUR VISION

We are the heart of
community transformation



OUR MISSION

Working together, we will provide
knowledge, education, and skills
development for all

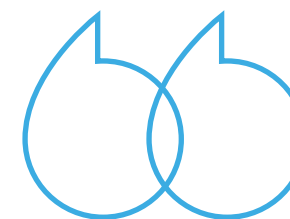
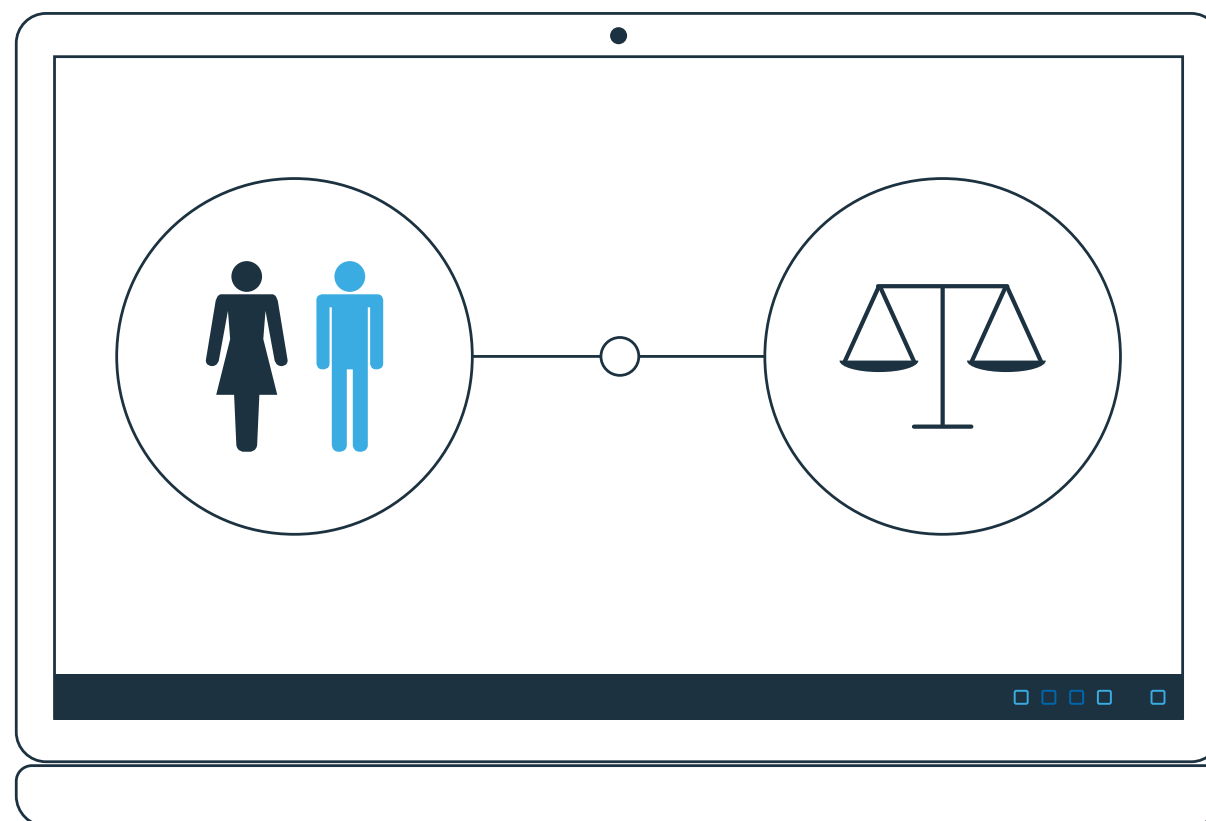


WE WILL ACHIEVE OUR VISION THROUGH 5 STRATEGIC GOALS:

- 1 We will provide teaching and learning that expands learners' horizons and enables them to achieve the qualifications they need to give them life-time choices
- 2 We will attract and retain the best and diverse people and become an employer of choice
- 3 We will become sustainable across three strands:
 - financial
 - technology
 - environment
- 4 We will build our brand equity to increase our markets, influence, and add social value across Essex and East of London
- 5 We will collaborate across education, community, and employers to find innovative solutions to achieve our shared goals



HOW WE MANAGE EQUALITY, DIVERSITY AND INCLUSION



Our commitment is reflected in our values and the action we take to create a positive and inclusive environment. We embrace cultures, customs.

South Essex Colleges Group is firmly dedicated to ensuring the promotion of equality of opportunity and strives to go beyond legislative requirements for staff, students and all individuals who work with the College or utilise our services.

Our commitment is reflected in our values and the action we take to create a positive and inclusive environment. We are proud to create and maintain conditions where staff, students and everyone who engages with the College are treated solely on their own merits, abilities. We embrace cultures, customs. We treat each other with professionalism, respect and kindness and everyone can contribute to college life, grow and thrive.

5.1

Meeting our legal duty or meeting statutory requirements

The Equality Act legislation protects people from discrimination in the workplace and in wider society. Whilst there are specific duties for Public Sector organisations under the legislation, which we ensure compliance with, for us its more than just legal compliance and duty. We are passionate about fostering an inclusive and equitable environment.

We have had a zero-tolerance approach in relation to direct or indirect discrimination, victimisation or harassment, which includes incidents of hate, harassment, bullying, threatening or intimidating behaviour including but not limited to: homophobia, biphobia, transphobia, sexual harassment, disablism, racism, islamophobia, anti-Semitism and other religious hatred.

There are specific characteristics which are protected in relation to the public sector equality duty, and these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



WE WILL ENSURE THAT:

- Our internal policies and procedures remain up to date, are compliant with the law and are reflective of best practices; where achievable, there are clear, well-communicated procedures in place explaining how to raise concerns or complaints.
- Issues raised will be acted upon with a focus on impartiality and resolution.
- Support will be available to anyone who raises a complaint, and concerns will be investigated in a timely manner.
- We will report our gender pay gap on an annual basis and will take action to address disparities where possible.

WE WILL COMPLY WITH THE PUBLIC SECTOR EQUALITY DUTY WHICH REQUIRES ALL PUBLIC AUTHORITIES, IN CARRYING OUT THEIR FUNCTIONS TO HAVE DUE REGARD TO THE NEED TO ACHIEVE THE OBJECTIVES SET OUT IN THE EQUALITY ACT TO:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- To use its endeavours to secure special education provision and to work in partnership with Local Authorities to identify and meet the needs of young people with SEN as required by the 0-25 SEN Code of Practice.
- Foster inclusive relations between different people when carrying out their activities.



HOW WILL WE ACHIEVE THIS?

- The College regularly reviews policies and procedures to ensure they are legally compliant and incorporate best practice guidance.
- We embed equality, diversity and inclusivity in all aspects of college life.
- The College encourages staff and students to disclose disabilities, and health conditions and takes appropriate action, such as with reasonable adjustments, ability aids or support to enable individuals so they are not disadvantaged. This may involve external agencies, specialist advice or obtaining specialist equipment.
- The College has Student Experience and Pastoral support departments, and their services are communicated and made available to students throughout the College as part of their recruitment and induction.
- Specialist programmes are described in the Colleges prospectuses, and available on the website.



WORKFORCE DATA ANALYSIS

This section provides data and analysis on the workforce overall. Data has been compared to previous years to identify changes or trends which influences any action required.



6.1

The data used for this report includes all staff employed by the College and any wholly owned subsidiaries during 2024 regardless of whether employed on full time, part time or zero hours contracts of employment. The data excludes, agency workers, contractors and volunteers and short-term contract staff, as well as new staff in transition as part of a recruitment process, who were not recorded in the College Human Resource Management system November 2024.

Workforce Data Overall

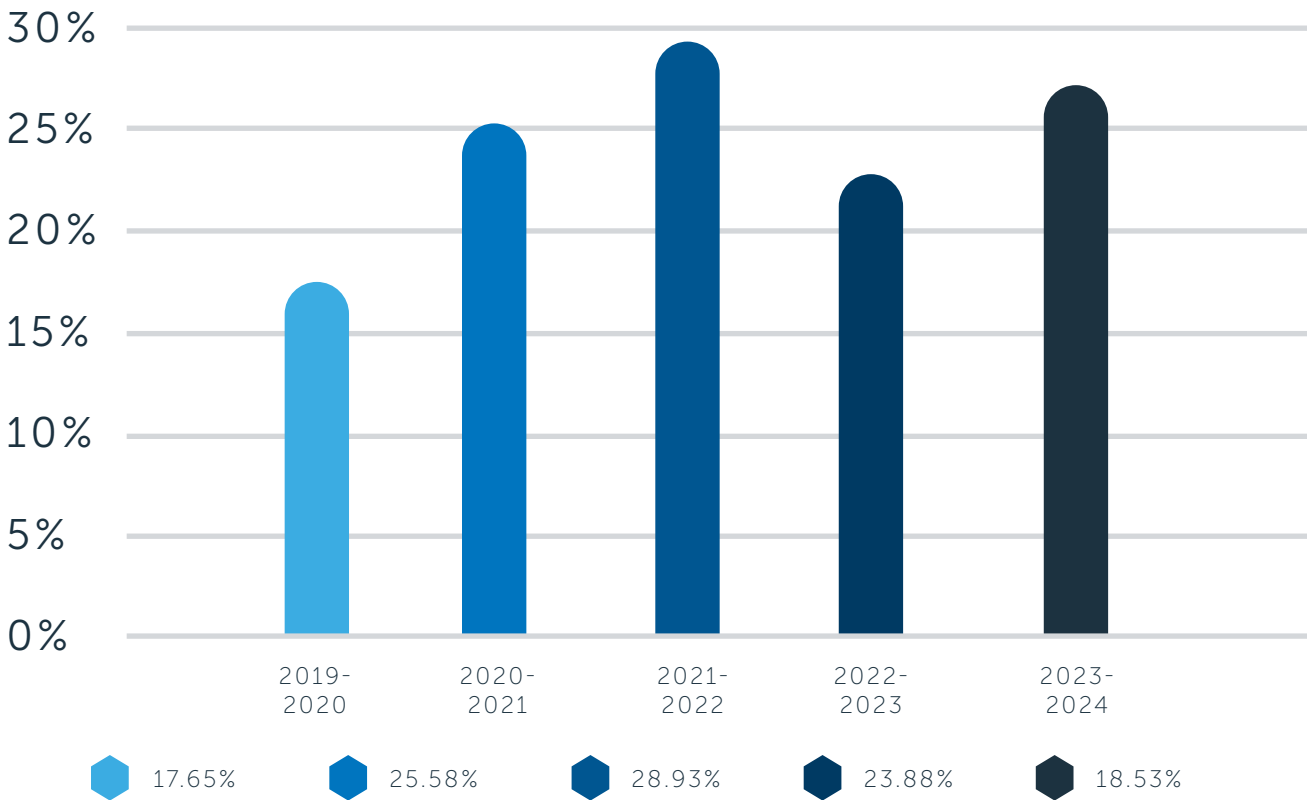
The College on average employed **793** staff during 2024. The data shows a decreasing staffing population since 2020 academic year in accordance with business operational needs overall.

Workforce Profile (%)					
Staff Group	2024	2023	2022	2021	2020
Academic	31.7	31.4	35.4	39.1	37.6
Academic Support	27.1	27.5	28.5	22.9	25.1
Management	14.6	14.4	11.4	12.0	11.8
Support	26.6	26.7	25.7	25.9	25.5
Total	100	100	100	100	100.0
Average Total Number of Staff	793	805	818	872	922

The table above shows the workforce profile percentage, summarised by Staff Group Categories.

College Turnover

The Graph below shows the turnover for the College for 2024 compared with the past 4 years as a percentage of the overall turnover.



Analysis of the College turnover shows we have a significantly reduced turnover from **28.93%** in 2021/2022 to **18.58%** in 2023/2024 academic year. Further analysis shows that a total of **2.12%** of staff left because of management / HR intervention, **0.62%** left due to an organisational restructure and **15.84%** left due to natural wastage. We have exit process in place to capture and understand reasons for leaving our organisation to enable us to act where possible.

The College has an Employee Engagement Strategy to become an employer of choice. Whilst we would prefer to retain skilled and experienced staff, some turnover is positive as it encourages innovation, opportunities to consider new ways of thinking and practices that are successful in other organisations that could support the College. Remaining static is not an option in a learning environment.

Workforce Analysis Gender Profile

The gender profile of the College remains consistent with previous years. Our workforce comprises **61.3%** female and **38.7%** male staff. Generally, the education sector offers roles which enable a work life balance aligned with school schedules or breaks which are traditionally more appealing to individuals who are balancing work and family responsibilities particularly the support roles. However, there are specific curriculum areas such as engineering, construction, building services for example which traditionally have more male staff engaged.

Workforce Profile by Gender	2024		2023		2022		2021		2020	
	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)
Academic	16.4	15.3	16.4	15.0	16.7	17.6	19.5	19.6	18.8	18.9
Academic Support	18.8	8.3	18.9	8.6	20.0	8.4	17.4	5.5	18.1	6.9
Management	9.1	5.5	8.6	5.8	7.3	4.2	7.5	4.6	7.6	4.2
Support	17.0	9.6	18.0	8.7	17.0	8.7	16.5	9.4	15.8	9.7
Total	61.3	38.7	61.9	38.1	61.1	38.9	60.9	39.1	60.3	39.7

The table above shows the staff data by staff group and gender for reporting January 2024, shown as a percentage of the total compared with the previous four years.

Note 1: The Staff Group Categories are summarised below:

Category	Departments / Specific Roles
Academic	All lecturers, teaching and learning specialists, tutors, tutor/assessors and assessors.
Academic Support	Staff who work with students to support them such as Additional Learning Support team, Safeguarding, Careers and Advice, Funding and Enrichment.
Management	Executive Board members, academic and support management roles at all levels in management positions
Support	Human Resources, Staff Development, IT, Estate Services, Executive Support, Commercial Catering, College Information Systems, Health & Safety and Finance.

STAFF TERMS AND CONDITIONS

The terms and conditions for all staff are standardised in the contract of employment for their role. We offer a variety of different contracts, including, full-time, part-time, term-time and hourly paid. There are also opportunities for remote and agile working options to enable us to meet our business operational needs and contribute to staff managing their work life, health, and wellbeing balance.

We regularly review how best we deliver work and meet our strategic aims whilst providing a high standard of customer / stakeholder service and ensure that we are adaptable in our approach.

STAFF COMPLAINTS

Addressing grievances and disciplinary cases, especially those related to protected characteristics shows a commitment to creating a supportive and fair work environment. We investigated and took appropriate action on 5 Grievances raised.

Regularly reviewing policies and procedures and providing training and support to staff are crucial steps we take in maintaining a positive workplace culture and providing staff with the mechanisms to be able to report concerns and feel assured their concerns will be investigated and action taken to resolve.

MATERNITY AND PARENTAL MATTERS

The College applies family friendly policies and procedures. This includes adoption, paternity, maternity and parental leave including child bereavement leave and a separate flexible working and agile working policy and procedures. All staff have the right to request flexible and agile working and manage their work life balance. All applications are carefully considered on a case-by-case basis in line with the legislation and College policy.

PROBATION REVIEW, GRIEVANCE, CAPABILITY, DISCIPLINARY, ACAS CONCILIATION AND EMPLOYMENT TRIBUNALS (INCLUDES WHISTLEBLOWING)

In the monitoring period September 2023 to 31 December 2024, the College dealt with **33** cases which is a slight reduction from the **39** cases recorded in 2022/2023 and the **46** cases in 2021/2022. Most cases were resolved with management intervention through an informal process, which may have included training, coaching, and setting SMART targets to educate and improve individual performance.

Within the total cases overall **3** were legal cases, including **1** case that was referred to an Employment Tribunal. The Executive Director People & Organisational Development in conjunction with team members and the management team work to ensure equity and fairness and inclusivity across the College and identify any learning points to make improvements. There were no Employment Tribunals Hearings held in the reporting period. (Figure 7)

33 CASES 2023-24

39 CASES 2022-23

46 CASES 2021-2022

Figure 7
Recorded cases. Reduction from 2021-2024

Staff Pay

The College believes our staff should receive equal pay for the same or similar work or work of equal value. Equal pay incorporates contractual remuneration, terms and conditions, pay, holiday, pension benefits (as determined by the schemes), and other non-cash benefits as may be offered from time to time.

We work proactively to ensure that through role and person specifications we evidence a clear rationale for pay relativity throughout the hierarchy of the College. We continue to review staff pay structure and terms and conditions and have a strategic objective to review and update our pay strategy 2024/2025 focussing on improving staff pay and terms and conditions.



Annual Gender Pay Gap Analysis

Gender Pay Gap versus Equal Pay

The Equality and Human Rights Commission outlines the differences as follows:

'Whilst both equal pay and the gender pay gap deal with the disparity of pay women receive in the workplace, they are two different issues:

01.

Equal Pay means that men and women in the same or similar employment are entitled to equal pay, as set out in the Equality Act Legislation 2010.

02.

The Gender Pay Gap is a calculation of the difference between average hourly earnings (excluding overtime) of men and women as a proportion of average hourly earnings, (excluding overtime) of men.

If inequality is identified between male and female staff pay where evidence shows they are carrying out the same or similar role, this could be deemed as unlawful, whereas the gender pay gap is not. This is because there are a number of contributory factors to determining the gender pay gap which are not within the control of the employer.

Gender Pay Gap

The methodology within the government regulations for reporting the gender pay gap means we take all staff data on 31 March each year, complete the analysis and use this data to report the gender pay gap by the following April. The data used for calculating the College Gender Pay Gap shown in this section was taken on 31 March 2024 and will be reported by end of March 2025.

Definitions and Calculations:

Mean: is the measure of the average which is derived by summing the values for a given sample, and then dividing by the sum of the number of roles / people within the sample.

Median: is the value below which 50% of the roles / people fall within the data set. It is the Home Office of National Statistics (ONS) preferred measure of average earnings as it is less affected by a relatively small number of high earners within a typical data sample.

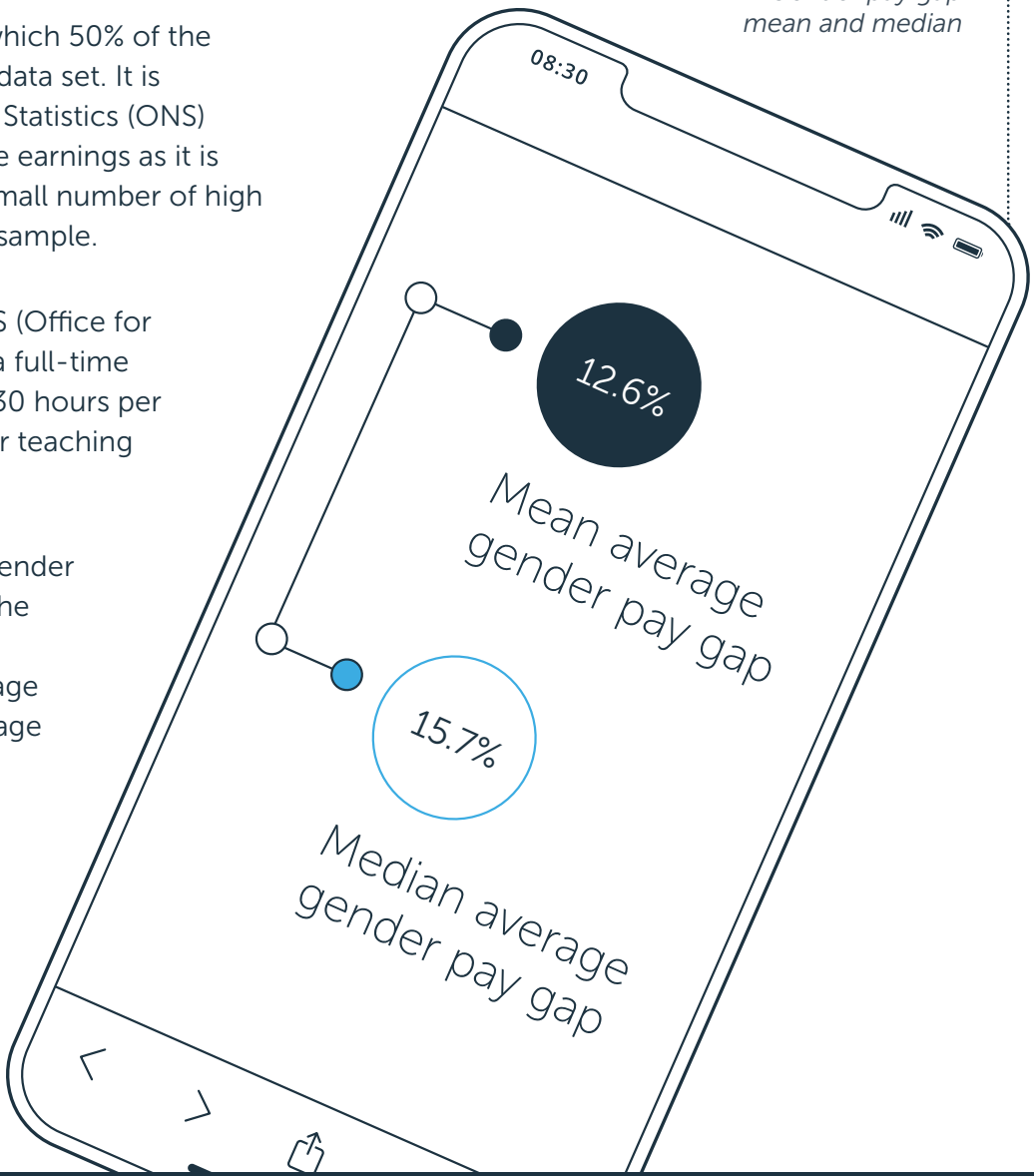
For the data analysis the ONS (Office for National Statistics) consider a full-time employee works more than 30 hours per week or 25 hours or more for teaching staff.

The College Mean average gender pay gap for 2024 is **12.6%**. The mean average highlights the difference between the average pay for females and the average pay for male staff employed across our total workforce. The College gender pay gap Median for 2024 is **15.7%**, which is the value below which **50%** of the roles / people fall within the data set. (Figure 8)



Figure 8

Gender pay gap mean and median



Gender Pay Gap	2024(%)	2023 (%)	2022 (%)
Mean	12.6	12.3	11.4
Median	15.7	16.8	16.7

The table below shows the Mean and Median hourly rates for female and male staff employed, the difference in pounds and pence and the gap percentage for 2024 compared with 2023.

	2024				2023			
	Female	Male	Difference	Gap	Female	Male	Difference	Gap
Mean	£16.14	£18.47	£2.32	12.6%	£14.22	£16.20	£1.98	12.3%
Median	£14.47	£17.41	£2.74	15.7%	£12.93	£15.53	£2.60	16.8%

The table below shows the analysis of the difference between the staff group categories and male and female staff an amount and a percentage for 2024 compared with 2023.

Staff Groups	2024				2023			
	Female	Male	Difference	Gap	Female	Male	Difference	Gap
Academic	£18.73	£19.59	£0.87	4.4%	£16.82	£16.90	£0.08	0.5%
Academic Support	£13.10	£14.84	£1.74	11.7%	£11.48	£13.46	£1.97	14.7%
Manager	£25.49	£28.09	£2.60	9.3%	£22.90	£25.31	£2.41	9.5%
Support	£12.71	£13.49	£0.78	5.8%	£10.97	£11.33	£0.36	3.2%
Total	£16.14	£18.47	£2.32	12.6%	£14.22	£16.20	£1.98	12.3%

In line with the regulations on Gender Pay Gap Reporting the overall data is further summarised into four equal quartiles, sorting the data highest to lowest salary. The Table below shows the Mean hourly rate of pay comparing male and female staff overall and the difference and Mean gap.

Mean	2024				2023			
	Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quartile	Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quartile
Female	£11.45	£13.48	£17.41	£22.46	£9.52	£11.78	£15.68	£22.59
Male	£11.45	£13.54	£17.80	£22.25	£9.58	£11.84	£16.15	£22.73
Difference	£0.0	£0.07	£0.38	-£0.21	£0.06	£0.06	£0.47	£0.14
Mean Gap	0.0%	0.51%	2.15%	-0.92%	0.65%	0.51%	2.91%	0.61%

In line with the regulations on Gender Pay Gap Reporting the overall data is further summarised into four equal quartiles, sorting the data highest to lowest salary. The Table below shows the Mean hourly rate of pay comparing male and female staff overall and the difference and Mean gap.



The Colleges Group reviews our workforce structure and staffing levels according to the business operational needs. Gender is not a factor that is considered when recruiting staff rather it is the most suitable person for the position.

The aim ultimately is for there to be a 0% gender pay gap in all the quartiles. However, it is important to consider the various factors, which may fluctuate year on year and are beyond the College’s control which can impact on the gender pay gap calculations. This includes:

- A) the overall number of staff we employ,
- B) salaries allocated to the staff employed,
- C) number of roles in the each pay bands / staff groups, and the spot salaries allocated,
- D) the number of male and female staff employed and their distribution within structure.
- E) The movement of individuals within the pay quartiles, for example someone could be in the lower quartile one year and the lower middle the next.

By understanding and addressing these variables, we remain committed to closing the gender pay gap and promoting equality within our workforce.

National Benchmark Gender Pay Gap

The College typically compares our Gender Pay Gap data against national data from within the private and public sectors and compares against further and higher education. The Office for National Statistics (ONS) data estimated at the time of writing this report.

The table below provides relevant comparison data for the College to consider in relation to our Gender Pay Gap data for 2024 compared with the previous two years. The College Mean Gender Pay Gap of **12.6%** is slightly lower than the national average for all the four industry sectors.

Category	Mean Gender Pay Gap (%)		
	2024	2023	2022
Public Sector	13	11.5	11.4
Private Sector	15.3	15.6	13.4
Education	14.2	14.6	12.8
Higher Education	14.6	14.8	16.3

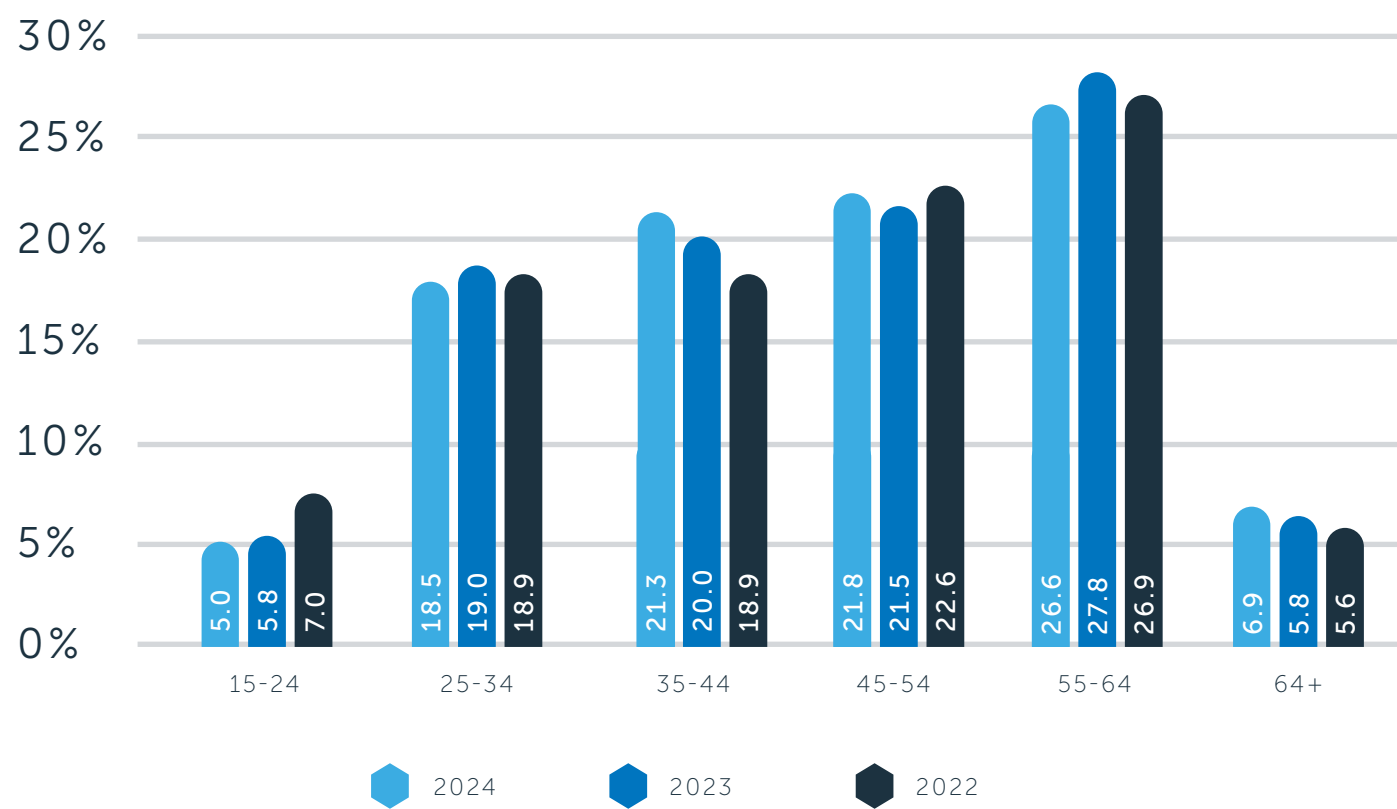
The table below shows the ONS statistical data for the Median Gender Pay Gap in relation to the industry sectors 2024 compared with the previous two years. (ONS Data Source December 2024 (estimated and not finalised))

The College median gender pay gap of **16.8%** is lower than that published for Education overall and for the Private Sector but higher than the national average for the Public Sector and Higher Education overall for 2024.

Category	Median Gender Pay Gap (%)		
	2024	2023	2022
Public Sector	14.2	14.0	11.1
Private Sector	19.0	18.9	13.8
Education	20.1	21.3	12.6
Higher Education	9.5	10.0	14.5

Workforce Analysis Age Profile

The graph below which shows our workforce by age and gender for 2024 compared with the previous two years.



Analysis of the data shows that **26.6%** of our workforce are aged between 55-65, which is **1.2%** less than the previous year. Additionally, **21.8%** of our workforce are aged between 45-54, and **21.3%** are aged between 35-44. We also have **5%** of the workforce aged 15-24 and **18.3%** fall within the 25-34 age band. The College also has **6.9%** of our workforce aged 65+.

We recognise the potential challenges of an aging workforce, such as increased retirement rates, and the need for succession planning. We are committed to addressing these challenges by encouraging individuals of all age ranges to apply for positions within the College Group and will act to ensures skills and knowledge is shared with colleagues.

Workforce Analysis
Disability Profile

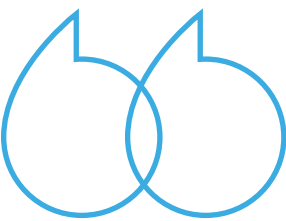
The College encourages staff to disclose this information so we can make reasonable adjustments, create an inclusive environment

and access to resources, promote awareness and improve communications whilst ensuring legal compliance.

The Table below shows the staff data by disability and gender as a percentage of our workforce compared with the data held for 2024 compared with the previous two years.

Disability Disclosure	Overall Total Percentages (%)		
	2024	2023	2022
No	79.1	80	81.5
Not Known/Not Provided	14.1	13.5	12.6
Yes	6.8	6.2	5.9
Total	100	100	100

The data shows that there has been a slight increase of 0.6% of staff employed disclosing they have a disability compared with the previous year, however this equates to a headcount of 4 staff disclosures.



The College has an Employee Engagement Strategy to become an employer of choice. Remaining static is not an option in a learning environment.

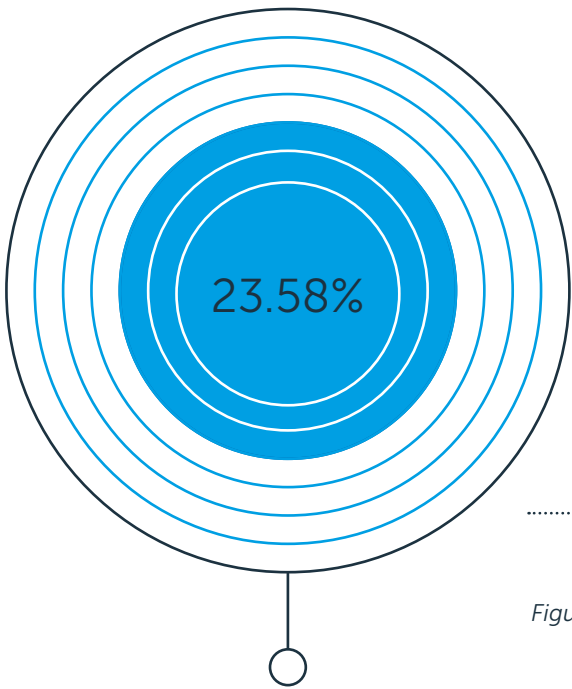


Figure 9

Workforce Health and Wellbeing

Our staff health and wellbeing are a priority for this College and during 2024 we implemented the following strategies and support and will continue to review and take appropriate action to support staff health and wellbeing. Some of these strategies are below:

- **Sickness Absence Policy and Procedure:** Reviewed and updated our sickness absence policy and procedure to improve management of absence in the short and longer term, including medical retirements and risk assessment for review reasonable adjustments.
- **Employee Assistance Programme:** Implement a new benefit providing online sessions relating to health and wellbeing, access to counselling and GP services along with lifestyle benefits to support staff.
- **Mental Health First Aid staff:** Most of our academic staff have been trained in youth mental health first aid and we have four staff within Human Resources who are trained adult mental health first aiders, all to support individual in crisis.
- **Occupational Health Provision:** To seek medical advice to support in the managing medical conditions and implementing reasonable adjustments.
- **External Agencies:** Work with external agencies such as the Government Access to Work programme to identify and organise resources to support staff.



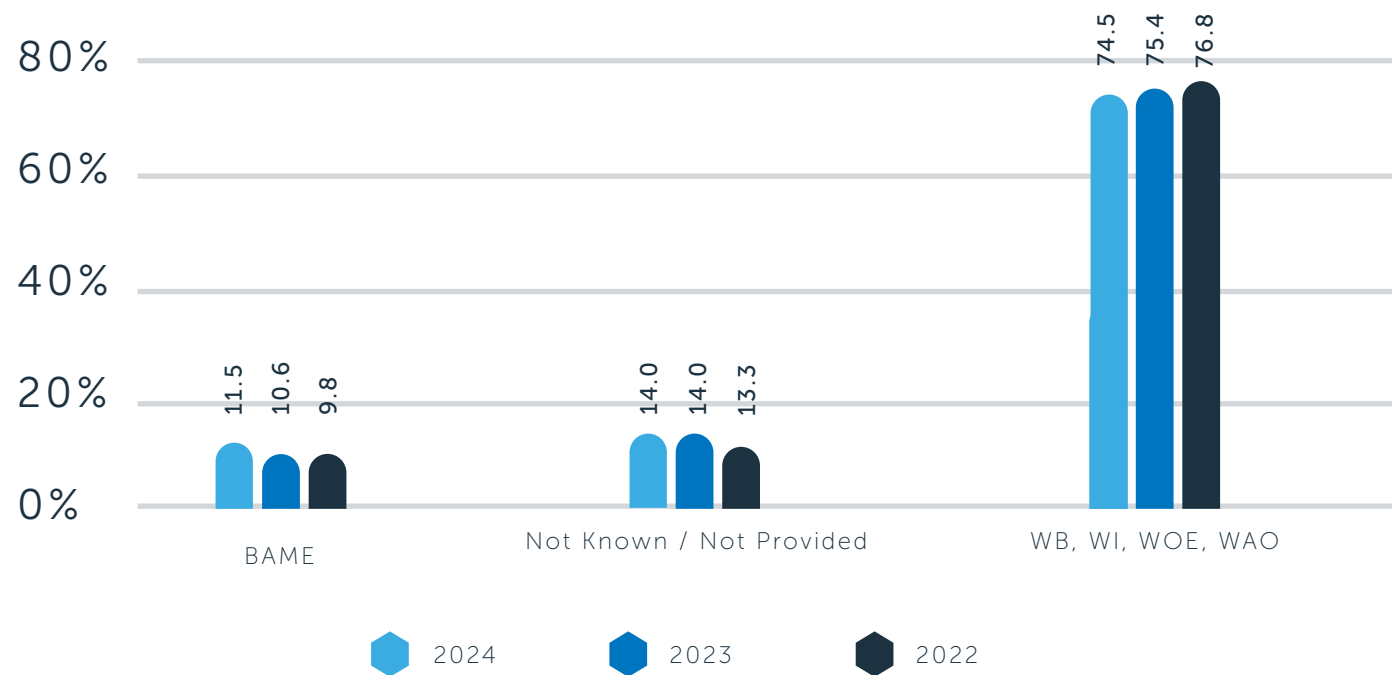


Workforce Analysis Ethnicity Profile

The Table below shows the 2024 workforce ethnicity by gender and staff group.

Role Category	Total Percentages of Ethnicity by Gender and Staff Group						Grand Total
	BAME		Not Known/ Not Provided		WB, WI, WOE, WAO		
	F	M	F	M	F	M	
Academic	1.8	2.4	1.5	4.0	13.1	8.8	31.7
Academic Support	1.4	1.1	3.0	1.6	14.4	5.5	27.1
Manager	1.1	1.1	1.1	0.6	6.8	3.8	14.6
Support	1.4	1.1	1.1	1.0	14.6	7.4	26.6
Grand Total	5.7	5.8	6.7	7.3	48.9	25.6	100.0
Total % by Ethnic Group	11.5		14.0		74.5		100.0

The graph below shows the staff information analysed by ethnicity for 2024 compared with the previous two years shown as a percentage of the workforce overall.



*Important notes.

BAME = Black, Asian and minority ethnic group. This is a term commonly used to describe anyone who is a non-white person or group. We respect this does not necessarily cover all ethnic and cultural group and complexities of ethnic backgrounds, but as at the time of writing this remains the groups acronym for reporting such data.

WB = White British; **WI** = White Irish; **WOE** = White Other English; **WAO** = White African Other

Staff Analysis Religion or Belief Profile

The Table below shows the workforce profile for 2024 by religion or belief compared with the previous two years.

Religion or Belief	2024	2023	2022
	Total %	Total %	Total %
Buddhist	0.6	0.6	0.5
Christian	29.4	28.8	28.7
Hindu	0.8	0.7	0.6
Jewish	0.4	0.4	0.2
Muslim	1.3	1.5	1.1
No Religion or Belief	34.6	34.5	35.3
Not Known/Not Provided	30.6	31.3	31.5
Other Religion or Belief	1.9	1.6	1.3
Sikh	0.5	0.5	0.6
Total	100	100	100

Most of the workforce totalling **65.2%** have disclosed that they have either no religion or belief (**34.6%**) or not known / not provided (**30.6%**).

Individuals may feel their religious beliefs are a private matter and not relevant to the working environment or their role. We continue to encourage staff to disclose information so that we can support them during their normal periods of religious observances.



Workforce Analysis Sexual Orientation / Gender Re-Assignment Profile

Sexual Orientation and Gender Re-Assignment are other protected characteristics where many individuals consider the information private and irrelevant to their job role or performance.

The Table below shows the staff data 2024 by sexual orientation and gender compared with the data reported in the previous two years.

Sexual Orientation	Staff Data: Sexual Orientation by Gender Percentages								
	2024			2023			2022		
	F	M	Total	F	M	Total	F	M	Total
Bisexual	1.0	0.5	1.5	1.1	0.6	1.7	1.0	0.5	1.5
Heterosexual/Straight	41.4	24.7	65.8	40.9	24.2	65.1	39.9	24.2	64.1
Homosexual/Gay	0	0.9	0.9	0.0	1.0	1.0	0.1	1.0	1.1
Homosexual/Lesbian	0.1	0	0.1	0.4	0.0	0.4	0.4	0.0	0.4
Not Known/Not Provided	19.0	12.6	31.7	19.5	12.3	31.8	19.8	13.2	33.0
Total	61.5	38.7	100	61.9	38.1	100	61.1	38.9	100

Important Note: The above data includes small numbers so there is rounding in the percentage data and percentage calculations.

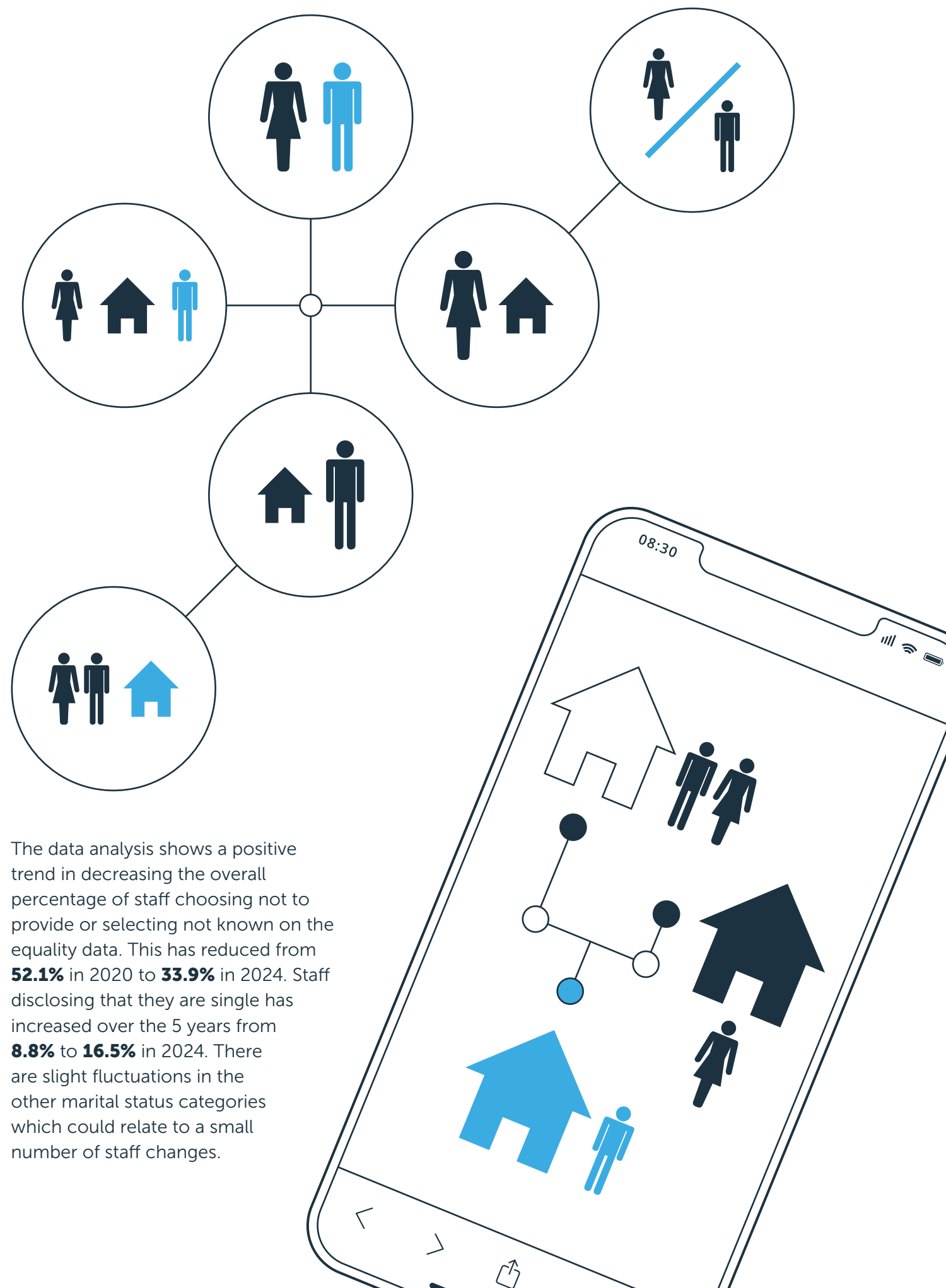
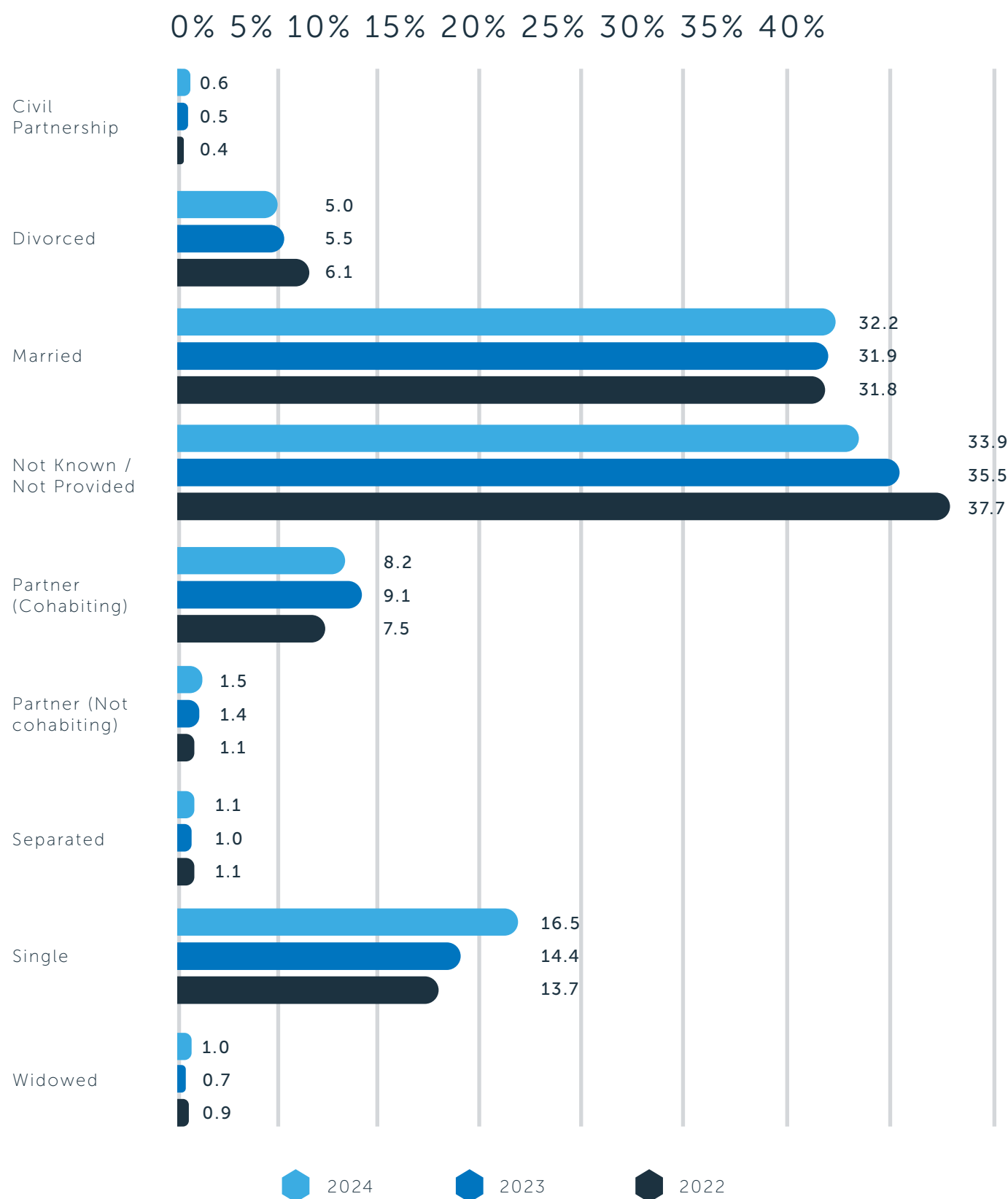
We recognise the importance of having a diverse workforce and ensuring we have a culture of inclusivity. This includes people from the Lesbian, Gay, Bisexual and Transgender or Questioning and intersex (LGBTQI+) community. It is recognised that some individuals can face specific obstacles when it comes to accessing many of their rights, including their right to social protection.

Different cultures, both historically as well as the world today, have used diverse language which express the wide range of sexual orientations and gender expressions, and this is a fast progressive changing landscape as different language and phrases are developed and come part of day-to-day language.

The College will continue to encourage staff to disclose this sensitive information so we can support staff within the working environment.

100%

The graph below shows the College workforce profile for 2024 compared with the previous two years in relation to marriage and civil partnership data by gender.





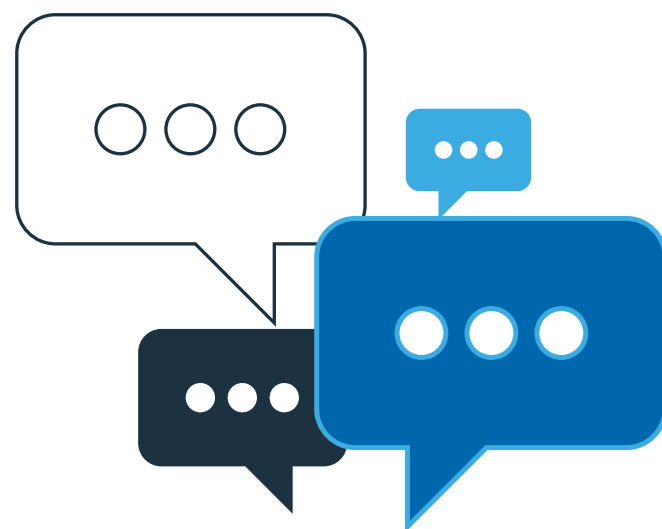
RECRUITMENT ANALYSIS

We continue to monitor the recruitment process and take appropriate action to ensure there are no barriers in the recruitment and selection process for any of our applicants.

Throughout 2024 the Human Resources Department continued to explore new and alternative methods to widen opportunities to attract skilled and experienced talent to the College. This included targeted recruitment campaigns, increased use of social media methods and radio campaigns, LinkedIn, schools and diversity job boards, specific recruitment agencies, approaching specific companies, along with attending job fairs and reverse job fairs (where applicants with disabilities can meet employers and explore career opportunities), as well as holding a recruitment event on sites to attract teachers into the engineering & construction areas.

As with other Colleges and the education sector, there are some national skills shortages and some areas due to the role or the salary or other contributory factors such as the job market generally that prove to be more challenging to recruit than others. These include some within several curriculum areas and support areas or specific specialist or trade positions.

The aim was to raise the College profile as an employer of choice, encourage applicants of people into teaching who may not have considered this career opportunity and work to continue to improve the workforce diversity profile.



Workforce Recruitment Analysis

In 2024 the College received **1930** applications for vacancies advertised within the College. This is an increase from **1368** applications in the previous year. In 2022 the College received **1847** applications compared with a similar figure of **1845** applications in 2021. (Figure 9)

The data provided in this section only includes the applications made electronically on the HR Management Information System. The data excludes the applications we receive via CV either independently or via a recruitment agency.

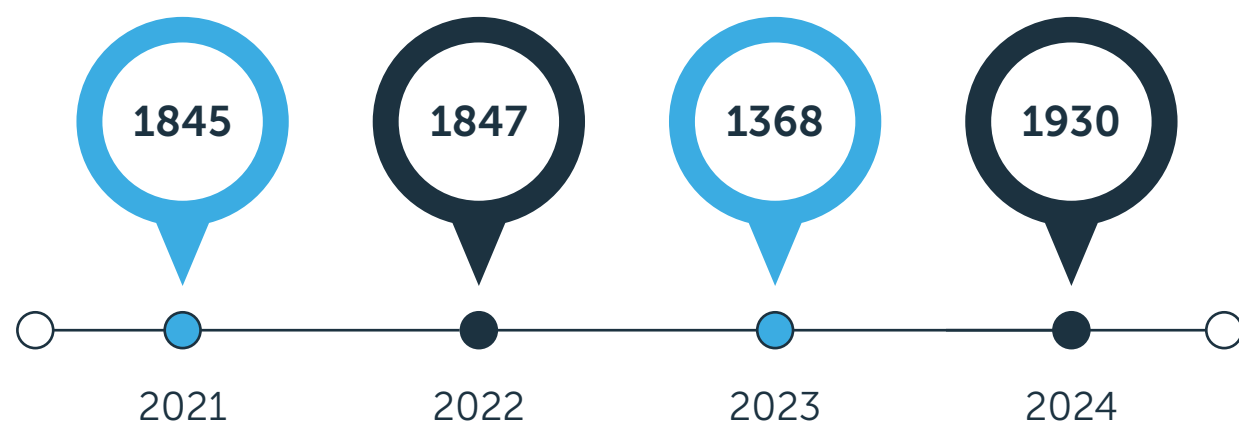


Figure 9 Application figures 2021-2024



Workforce Recruitment Analysis: Age and Gender

The table below shows a summary of the applications received for 2024 compared with the previous two years as a percentage of the total.

Applicants: Age Band by Gender Percentages 2024

Gender	15-24	25-34	35-44	45-54	55-64	65+	Not Known /Not Provided	Grand Total
Female	17.4	14.8	14.5	11.2	5.4	0.5	0.6	64.5
Male	17.9	9.8	7.0	4.8	3.2	0.4	0.5	33.6
Not Known/Not Provided	0.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0
Grand Total	25.3	24.6	21.5	16.0	8.6	0.9	3.1	100

Applicants: Age Band by Gender Percentages 2023

Gender	15-24	25-34	35-44	45-54	55-64	65+	Not Known /Not Provided	Grand Total
Female	12.8	19.3	14.0	9.8	6.1	0.4	0.3	62.6
Male	8.8	10.5	6.5	4.3	3.4	0.7	0.8	35.0
Not Known/Not Provided	0.0	0.0	0.0	0.0	0.0	0.0	2.4	2.4
Grand Total	21.6	29.8	20.5	15.1	9.5	1.1	3.5	100

Applications: Age Band and Gender (%) 2022

Gender	15-24	25-34	35-44	45-54	55-64	65+	Not Known/ Not Provided	Grand Total
Female	13.3	22.5	12.6	9.1	6.2	0.6	0.2	64.5
Male	5.8	11.8	6.8	4.2	3.5	0.9	0.3	33.2
Not Known/Not Provided	0.0	0.0	0.0	0.0	0.0	0.0	2.2	2.2
Grand Total	19.1	34.3	19.4	13.3	9.7	1.5	2.8	100.0

In 2024, we received **64.5%** of applications from female applicants compared to **33.6%** from male applicants. The data shows a slight increase in applicants from the 15-24 age band, rising to **23.58%** overall compared to **21.6%** in the previous year. However there has been a decline in applications from within the 25-34 age band with **24.6%** of applicants in 2024 compared to **29.8%** in 2023. Applications from the 35-44 and 45-55 age bands have decreased. We continue to attract applicants within the 55-64 and 65+ age bands. (Figure 10)

We will complete further analysis of the positions to identify if there are potential reasons for the changes in application age bands and take appropriate action.

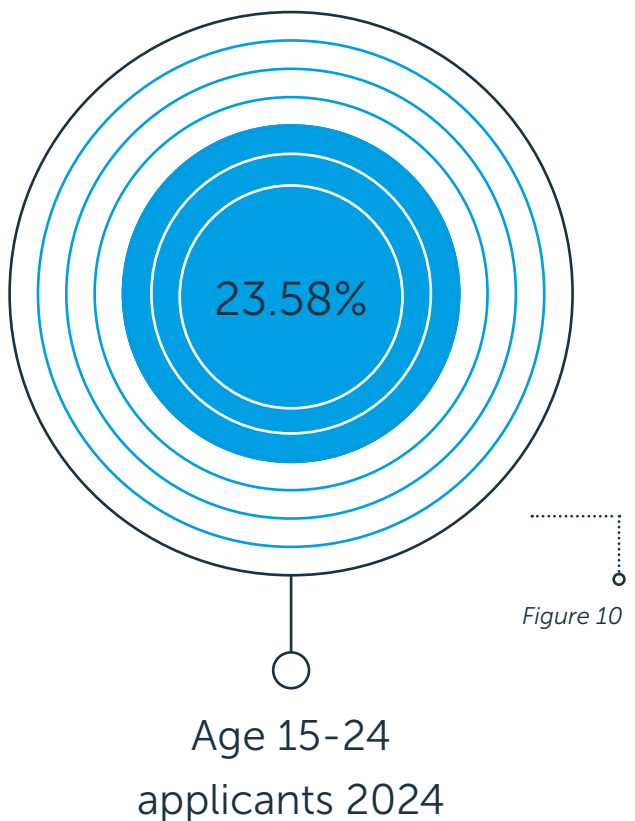


Figure 10

Workforce Recruitment Analysis: Disability and Gender

The table below shows the number of applications received from applicants disclosing a disability, broken down by gender. Out of 1930 applications, 145 applicants disclosed they had a disability, representing 7.5% of the total applications. Of these 4.1% were from female applicants and 3.4% from male applicants. This marks a slight increase in number of applicants disclosing a disability compared with the previous two years. Additionally, there has been a slight decrease in the number of applicants choosing not to provide this information or whose disability status is unknown. *(Figure 11)*

Applications: Disability and Gender (%)				
Gender	2024			
	No	Not Known/ Not Provided	Yes	Grand Total
Female	57.9	2.5	4.1	64.5
Male	28.1	2.1	3.4	33.6
Not Known/Not Provided	0.0	2.0	0.0	2.0
Total	86.0%	6.6%	7.5%	100.0

Applications: Disability and Gender (%)								
Gender	2023				2022			
	No	Not Known/ Not Provided	Yes	Grand Total	No	Not Known/ Not Provided	Yes	Grand Total
Female	56.3	2.5	3.8	62.6	58.7	2.2	3.6	64.5
Male	29.8	2.0	3.2	35.0	28.0	1.8	3.4	33.2
Not Known/Not Provided	0.0	2.4	0.0	2.4	0.0	2.2	0.0	2.2
Total	86.0%	6.9%	7.0%	100.0	86.7	6.3	7.0	100.0

All applicants regardless of whether they do or do not disclose a disability or health condition are invited to share information as part of the recruitment and selection process as to whether they require any support or reasonable adjustments. Our aim is to remove potential barriers and enable every opportunity for applicants to demonstrate their suitability for the role.



Workforce Recruitment Analysis: Sexual Orientation and Gender

The table below shows the equality data for sexual orientation by gender for 2024 as a percentage of the total applicants and compared with the previous year.

Applications: Sexual Orientation by Gender (%) 2024						
Gender	Bisexual	Heterosexual/ Straight	Homosexual/ Gay	Homosexual/ Lesbian	Not Known/ Not Provided	Grand Total
Female	4.1	53.3	0.5	0.8	5.8	64.5
Male	1.1	27.2	1.7	0.0	4.2	33.6
Not Known/ Not Provided	0.0	0.0	0.0	0.0	2.0	2.0
Grand Total	5.2	80.4	2.2	0.8	11.4	100.0

Applications: Sexual Orientation by Gender (%) 2023						
Gender	Bisexual	Heterosexual/ Straight	Homosexual/ Gay	Homosexual/ Lesbian	Not Known/ Not Provided	Grand Total
Female	4.0	52.3	0.0	0.5	5.7	62.6
Male	1.5	27.6	1.7	0.0	4.2	35.0
Not Known/ Not Provided	0.0	0.0	0.0	0.0	2.4	2.4
Grand Total	5.6	80.0	1.7	0.5	12.3	100.0

The data shows that the applications from individuals who disclose they are heterosexual / straight in 2024 remain similar than in previous years. When comparing the data this shows there has been a slight increase in applicants disclosing, they are homosexual / gay or homosexual / lesbian. Applicants disclosing, they are bisexual has slightly decreased compared with the previous year. (Figure 11)

This information is personal and sensitive to applicants. We explain the reasons for collating information to support all new staff joining the college, however some choose not to disclose such information.

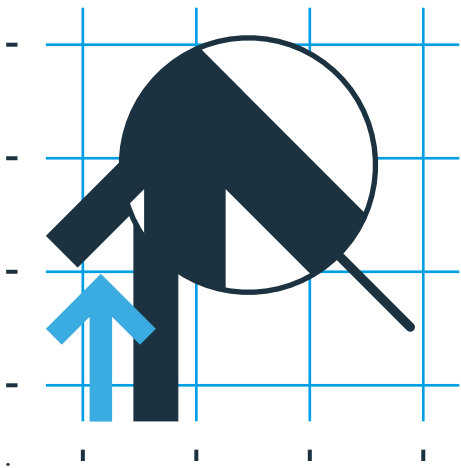
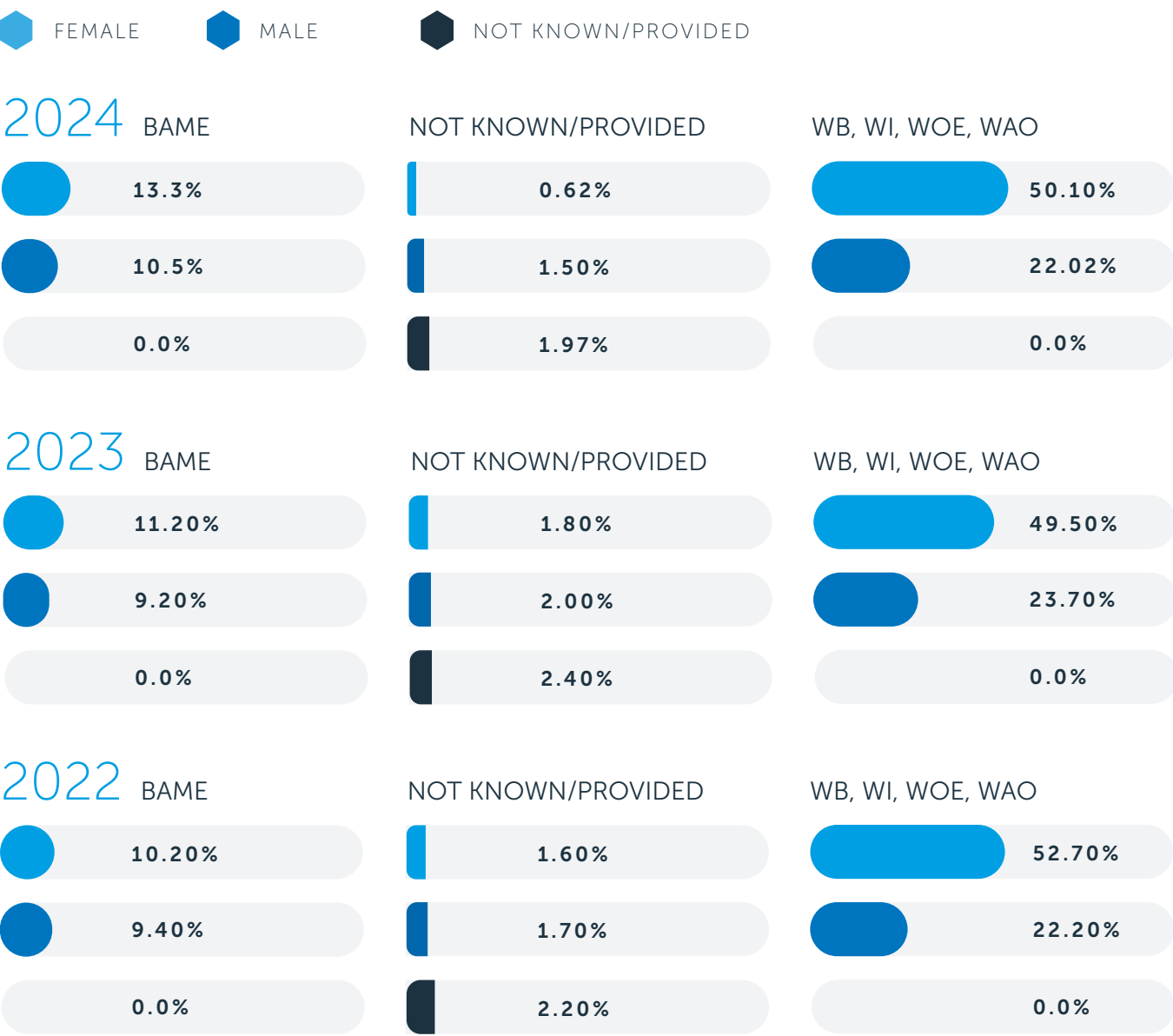


Figure 11

Workforce Recruitment Analysis: Ethnicity and Gender

The Table below shows the applications received by individual's ethnicity and gender for 2024 compared with the previous two years as percentages of applications.



*Important notes. (See page 39 Information Notes)

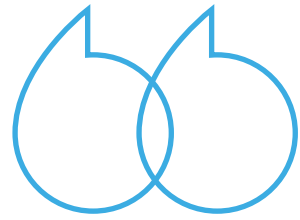
It is positive that we have increased applications from applicants disclosing BAME category from **20.6%** in 2022-2023 to **23.78%** in 2023-2024. The data shows a notable representation of both female and male applicants. The College will be completing further analysis of this information in relation to recruitment as the data has not translated into the same level of increase in the workforce overall.



Staff Recruitment Analysis: Religion or Beliefs and Gender

The Table below shows applications summarised by religion or belief and gender 2023 compared with 2022 as percentages. There are no significant changes in the data. It is recognised that applicants may consider this information personal and private and not relevant to their job role and choose not to disclose this information.

Applications: Religion/ Religion and Gender	2023 (%)				2022 (%)			
	F	M	Not Known or Provided	Total	F	M	Not Known or Provided	Total
Buddhist	0.5	0.9	0.0	1.4	0.4	0.2	0.0	0.6
Christian	19.2	9.9	0.0	29.1	19.5	9.6	0.0	29.2
Hindu	1.3	1.3	0.0	2.6	1.4	1.5	0.0	2.9
Jewish	0.4	0.1	0.0	0.5	0.2	0.2	0.0	0.4
Muslim	2.9	2.6	0.0	5.4	3.2	2.6	0.0	5.8
No Religion or Belief	29.7	15.5	0.0	45.2	31.9	14.3	0.0	46.3
Not Known or Provided	5.9	3.7	2.4	12.1	4.9	3.5	2.2	10.6
Other Religion or Belief	2.5	1.0	0.0	3.4	2.6	1.2	0.0	3.8
Sikh	0.2	0.1	0.0	0.3	0.4	0.1	0.0	0.5
Grand Total	62.6	35.0	2.4	100.0	64.5	33.2	2.2	100.0

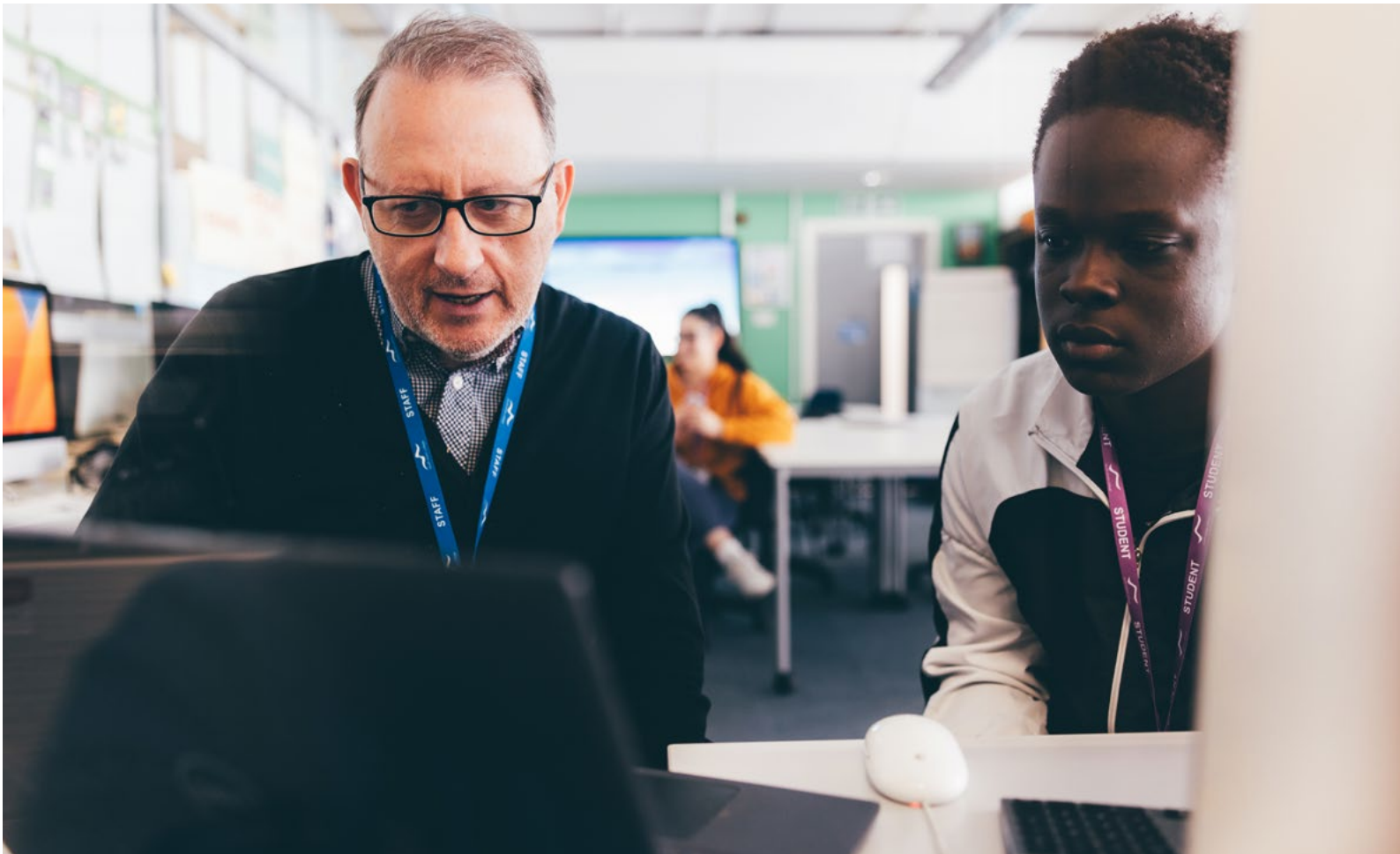


We take appropriate
action to ensure there
are no barriers in
the recruitment and
selection process for
any of our applicants.

Workforce Recruitment Analysis: Sexual Orientation and Gender

The table below shows the equality data for sexual orientation by gender for 2024 as a percentage of the total applicants and compared with the previous two years.

Sexual Orientation	2024				2023				2022			
	F	M	NK	Total	F	M	NK	Total	F	M	NK	Total
Bisexual	4.1	1.1	0.0	5.2	4.0	1.5	0	5.6	3.4	1.2	0	4.5
Heterosexual/Straight	53.3	27.2	0.0	80.4	52.3	27.6	0	80.0	54.1	26.7	0	80.9
Homosexual/Gay	0.5	1.7	0.0	2.2	0.0	1.7	0	1.7	0.2	1.5	0	1.7
Homosexual/Lesbian	0.8	0	0.0	0.8	0.5	0.0	0	0.5	0.5	0	0	0.5
Not Known/Not Provided	5.8	3.6	2.0	11.4	5.7	2.4	2.4	12.3	6.2	3.8	2.2	12.2
Total	64.5	33.6	2.00	100	62.6	35.0	2.4	100	64.5	33.2	2.2	100





TRAINING DEVELOPMENT ANALYSIS

This section provides a summary of all the training and development across the College in relation to pre-employment, employment and through the professional development schemes approved in relation to the Equality Act 2010 protected characteristics.

Workforce Development Overview

The College made significant strides in professional development which has positively impacted both staff and learners. The focus on creating highly skilled dual professionals and improvement management skills, teaching, learning and assessment has paid off, as evidenced by the improved outcomes for learners and the Ofsted Good Grade in 2024.

We have dedicated time on Fridays for cross college or specific training and development activities. This time is allocated for training and development sessions, including specific management, academic or across college development sessions, all staff briefings along with development associated with department and work activities.

Continual Professional Development (CPD) Offer by type:

The table below provides a brief overview of the CPD implemented.

Type	CPD Action
TLAR	Each curriculum area was subject to a robust quality process involving a Teaching, Learning and Assessment review. The outcome of the review is shared with the management team and staff. Specific CPD plans are developed and implemented to enable staff to develop any skills required.
Industry Specialist CPD	This relates to industry specialist funded qualifications including assess, IQA and teaching training. Apprenticeship workforce delivery with the ETF which provided specific T Level insights in Health, Building Services, Hair and Beauty, Science, Creative and Design pedagogy. Heads of school have worked to enrich their curriculum offer and dual professionalism of staff through industry CPD and engaging with employers within our community to link with curriculum offer to contribute to meeting local skills needs.
Cross College CPD	Enabling a standardised approach, and strategic aims and projects are met we have delivered cross college sessions to teachers. This includes the learning system, onboarding and starting the HOW2 process, curriculum planning events and employer engagement, setting high expectations of learners and using EdTech and Artificial intelligence platforms such as Teachamatic, to save teachers time and enhance the learning experience.
Middle Management	We developed a middle leaders CPD based on the feedback from the management Team. This focused-on HR skills such as recruitment and selection, performance management, sickness management, having challenging conversations, management skills in addition to funding streams, finance and budget management, curriculum planning employer engagement. Impact shows that leaders and managers identify poor performance and have challenging conversations and take timely action, seek advice and with an increased focus on development skilled dual professionals.
Maths and English	Specialist CPD has been delivered to English and Maths staff through an external organisation focussing on specific themes with the impact on improving GCSE grades over 3 years and learner outcomes.
New Staff Coaching	Focussed on new teaching staff, the Teaching and Learning Specialists provide a 6–7-week coaching programme for new staff, which is differentiated according to new and experienced dual professionals. New staff take part in group and 121 coaching sessions, enabling them to learn from colleagues integrate in a timely manner. The impact shows that new teaching staff are integrated into the College in a timely manner and understand our teaching and learning strategy and processes.
Project Based	We have been raising the profile of Teaching and Learning in line with the College Strategic Aims. We are in a community working group, share best practice, deliver as leads at events and conferences and work in partnership with other colleges. The impact has seen more engagement with wider stakeholders exploring best practices to bring back to the College and see which is best fit for our learning system. This raises the College profile and demonstrates that we are diverse in thought, identity and aspiration to encourage performance to the peak of ability.

Taking Teaching Further	As early adopters of this project we have taken part in 5 rounds. It focussed on Construction and Engineering Trades and engaging dual professionals and industry specialists into the College to enrich our curriculum and learners experience. Since starting 19 staff have been engaged. 10 staff remain in our employment, the remainder have positive destinations in further education.
Policies and Processes internal strategies	With any changes key leads deliver, briefings and training and development is provided for all staff to attend. This enables staff to be aware of any changes and work with the management team to implement in a timely manner.
Leadership and Management Conferences	These are designed and developed to support the management team to develop their skills, share best practices, celebrate successes and ensure consistency, yet innovation across all roles within the College. This also enables improvements in communication and collaborative working opportunities.



We will continue to review and provided training sessions for staff to ensure they are fully aware of changes or working practices across the College. These sessions are often recorded so that staff who may not be able to attend a session and new staff joining can go and watch it later.

TRAINING AND DEVELOPMENT – PROFESSIONAL DEVELOPMENT

All staff are entitled to apply for training and development opportunities and are encouraged to identify training needs and consider how we can support staff to develop their skills, knowledge, expertise and upskill staff considering future needs of the College and our customers. This may mean attending specific events, workshops, online training, conferences or attaining new qualifications, skills and knowledge.

The management team are encouraged to work with their teams and provide development opportunities. The College utilises the expertise of staff employed to deliver training within their field of knowledge and expertise and increased sharing of good practice and reliance on skilled and experienced staff. The College will also explore training and development delivered from external sources to train staff in specific areas, attend training required along with breakfast briefings, conferences, and other relevant events to ensure the workforce is upskilled and has the most up to date knowledge to deliver in their roles.

COMPULSORY PROFESSIONAL TRAINING

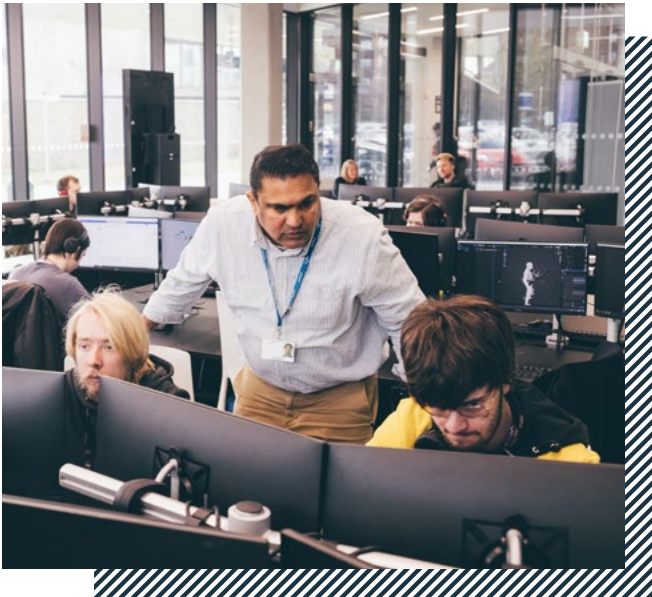
All new staff are required to complete compulsory professional training within the few months of employment and for the role which they are employed in, and existing staff are required to complete refresher training either annually or when there are changes in legislation, regulations or policies. This training sets the standards and consistency in training for all staff.

WORKFORCE APPLICATIONS FOR TRAINING AND NEW QUALIFICATIONS

Information is promoted to all staff regarding opportunities to apply to Staff Development to gain a new qualification, continual professional development related to their role or attendance at seminars or conferences. Furthermore, the College can obtain funding through various sources to provide qualifications / training for staff.

Analysis shows that the application and approval process for training across all areas of the College from applications received is fair and equitable for all staff. We received 110 applications in 2023/2024 compared with 93 applications the previous year. Of the 110, applications 35 (31.8%) were from female staff and 75 (68.2%) were from male staff. All applications received were approved.

Some of the reason for a higher number of qualifications undertaken by male staff was that we obtained funding through various projects for either revised or new qualifications for some staff. These focused on the engineering and construction curriculum areas where there are more male than female staff employed and for no other reason.

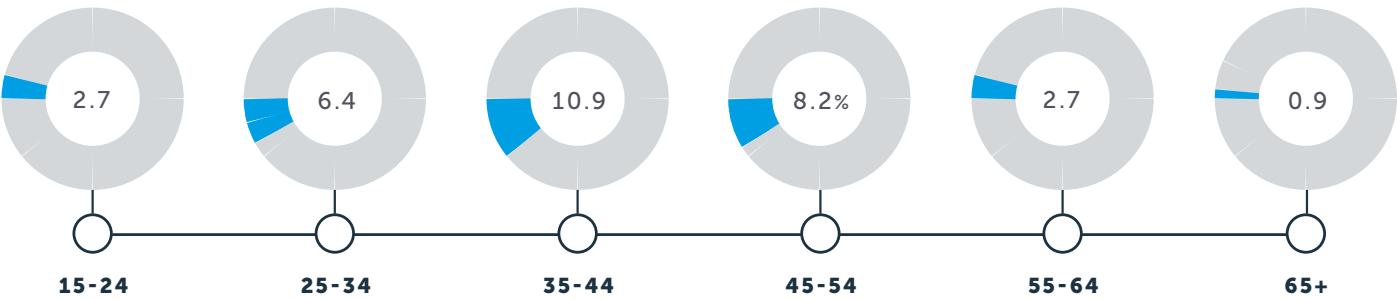


Workforce Training Applications by Age and Gender

Staff development applications received by gender and age band 2023-24.

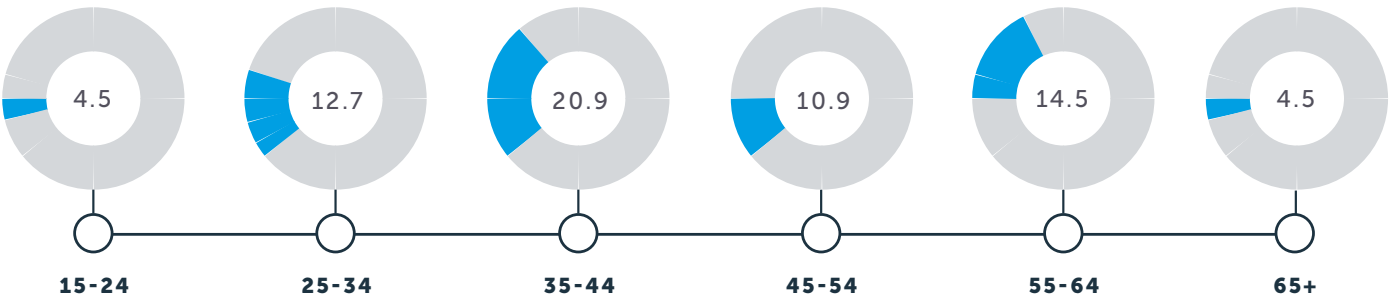
2023 - 24

FEMALE (%)



2023 - 24

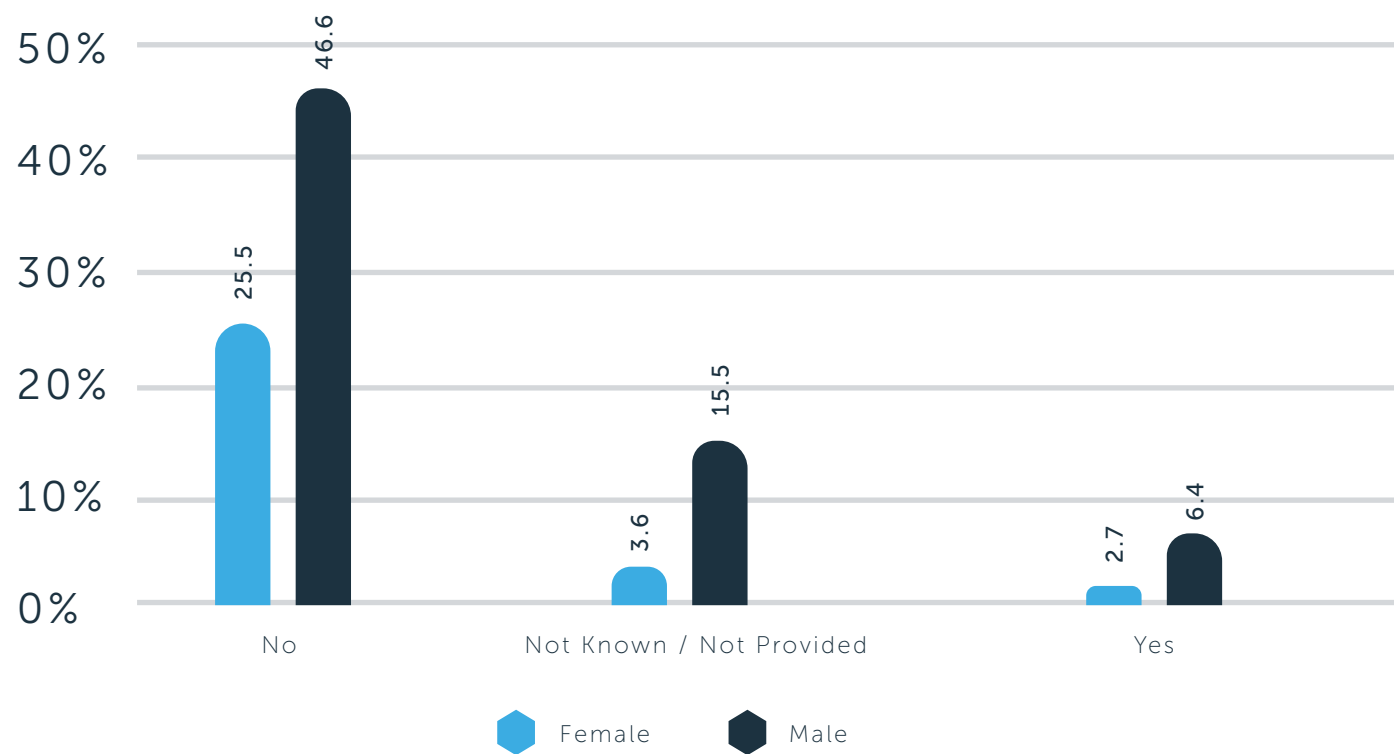
MALE (%)



The graphs above show the number of training and development applications by age band and gender for 2023/2024. The data shows that applications are received across the age bands.

Workforce Training Applications by: Disability and Gender

The Graph below shows that **9.1%** of applications for staff development funded training was from staff who had disclosed having a disability. This is a **3.7%** increase on the 2022-2023 data which totalled **5.4%** of applicants disclosing they had a disability.



Workforce Training by Sexual Orientation and Gender Reassignment

The table below shows the applications for staff development funding by disclosed sexual orientation and gender for 2023/2024 as a percentage of the total compared with 2022/2023.

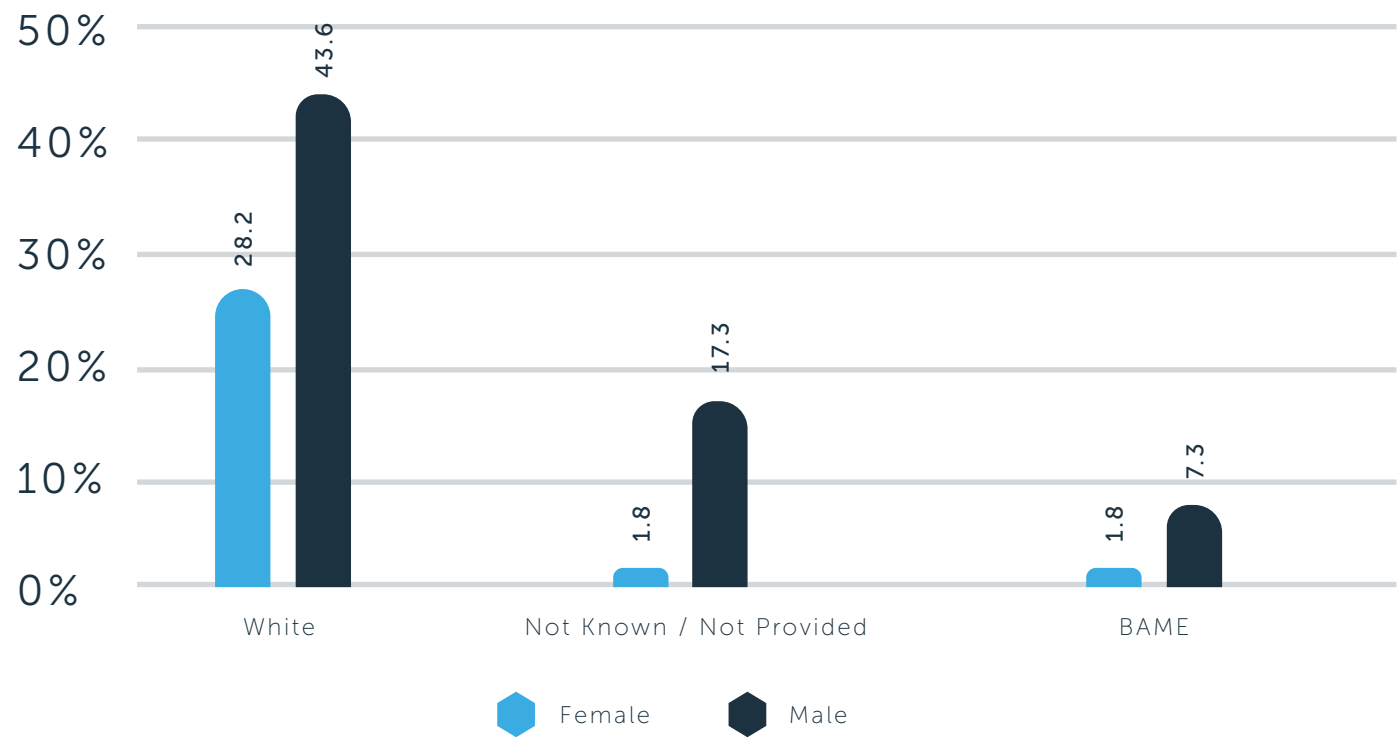
Workforce Training by Sexual Orientation and Gender Reassignment (Percentage %)						
Sexual orientation	2024			2023		
	F	M	Overall Total	F	M	Overall Total
Bisexual	0.0	0.9	0.9	1.1	2.2	3.2
Heterosexual/Straight	25.5	45.5	71.0	22.6	37.6	60.2
Homosexual/Gay	0.0	0.9	0.9	0.0	1.1	1.1
Homosexual/Lesbian	0.0	0.0	0.0	0.0	0.0	0.0
Not Known/Not Provided	6.4	20.9	27.3	12.9	22.6	35.5
Total	31.8	68.2	100	36.6	63.4	100

The table below shows the staff applications for training and development funding for 2023/2024 by gender reassignment and gender as a percentage of applications compared with 2022/2023.

Gender Reassignment (Percentage %)						
Gender reassignment	2024			2023		
	F	M	Overall Total	F	M	Overall Total
No	24.5	35.5	60.0	21.5	32.3	53.8
Not Known/Not Provided	7.3	32.7	4.0	15.1	30.1	45.2
Yes	0.0	0.0	0	0.0	1.1	1.1
Total	31.8	68.2	100	36.6	63.4	100

Workforce Training Applications by Ethnicity and Gender:

The graph below shows the summary of staff applications for development by Ethnicity and gender overall for 2023/2024 as a percentage of the total.



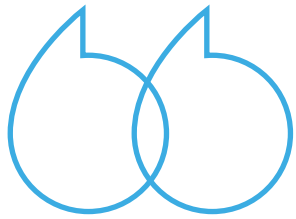
*Important notes.

BAME = Black, Asian and minority ethnic group. This is a term commonly used to describe anyone who is a non-white person or group. We respect this does not necessarily cover all ethnic and cultural group and complexities of ethnic backgrounds, but as at the time of writing this remains the groups acronym for reporting such data.

WB = White British; **WI** = White Irish; **WOE** = White Other English; **WAO** = White African Other

Workforce Development Applications by: Religion or Belief and Gender

The Table below shows the same data as reported in the graph above and includes the totals for each religion as a percentage of the overall total number of applications for 2023/2024 compared with 2022/2023 data analysed.



The College made significant strides in professional development which has positively impacted both staff and learners.

Applications: Religion/ Religion and Gender	2023/24 (%)			2022/23 (%)		
	F	M	Total	F	M	Total
Buddhist	0.0	2.7	2.7	0.0	0.0	0.0
Christian	8.2	23.6	31.8	9.7	17.2	26.9
Hindu	0.0	0.0	0.0	0.0	0.0	0.0
Jewish	0.0	0.0	0.0	0.0	0.0	0.0
Muslim	0.0	0.9	0.9	0.0	0.0	0.0
No Religion or Belief	16.4	18.2	34.5	14.0	22.6	36.6
Not Known or Provided	7.3	22.7	30.0	11.8	23.7	35.5
Other Religion or Belief	0.0	0.0	0.0	1.1	0.0	1.1
Sikh	0.0	0.0	0.0	0.0	0.0	0.0
Grand Total	31.8	68.2	100	36.6	63.4	100

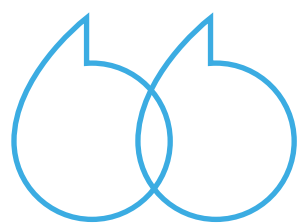
Workforce Development Applications by: Marital Status and Gender

The Table below shows the same information in the graph above with the totals for 2023/2024 and compared with 2022/2023 data analysed.

Marital status	2023/24			2022/23		
	F	M	Overall Total	F	M	Overall Total
Civil Partnership	0.9	1.8	2.7	0.0	0.0	0.0
Divorced	0.9	0.0	0.9	2.2	0.0	2.2
Married	8.2	15.5	23.6	8.6	18.3	26.9
Not Known/Not Provided	5.5	33.6	39.1	11.8	31.2	43.0
Partner (cohabiting)	3.6	7.3	10.9	4.3	3.2	7.5
Partner (not cohabiting)	1.8	0.0	1.8	0.0	2.2	2.2
Separated	0.0	0.0	0.0	0.0	0.0	0.0
Single	10.9	10.0	20.9	8.6	8.6	17.2
Widowed	0.0	0.0	0.0	1.1	0.0	1.1
Total	31.8	68.2	100	36.6	63.4	100



MODERN SLAVERY ACT STATEMENT FOR 2025



The college's core business is to deliver education and training to students from the age of 16.



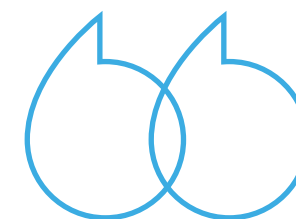
Introduction

- This statement is designed in pursuant to Section 54 part 6 of the Modern Slavery Act 2015 and sets out the steps that South Essex College has taken to ensure that slavery and human trafficking are not taking place in our supply chains or in any part of our business.
- South Essex College is a Further Education College established under the Further and Higher Education Act 1992. It is an exempt charity for the purposes of the Charities Act 2011. Some of our primary purpose trading is undertaken through an owned subsidiary company, Training for Bradford Limited, which is also covered by this statement.
- The College's core business is to deliver education and training to students from the age of 16. This covers a wide range of vocational and academic programs covering, further education, apprenticeships, adult, and higher education.
- The College also delivers teacher training to a large cohort of post 18 students.
- For more information about South Essex College see our college website www.southessex.ac.uk/about-us

Slavery and Human Trafficking Statement

- South Essex College's Group core values are at the heart of everything we do. We are committed to running our business responsibly and in accordance with the ambitious standards embedded in our core values.
- 'Individual liberty,' 'respect for the rule of law' 'equality' and 'mutual respect' are among our PROUD Values. Slavery and human trafficking are very plainly incompatible with these values.
- We expect the same ambitious standards from our suppliers, all partner organisations, and external stakeholders we work with.
- Our Procurement Policy helps us to consider issues around modern slavery and human trafficking with our supply chain.
- We have policies and procedures in place to encourage and respond to public interest disclosures and to protect whistle blowers.
- It is a fundamental part, of our procurement process is to ensure that our suppliers are taking steps to ensure that slavery and human trafficking is not taking place within their businesses and within their supply chains. We also request copies of any relevant policy documents dealing with this issue. We receive and log their responses to ensure their approach is consistent with ours.

- We will work with our principal suppliers to ensure that our approach to slavery and human trafficking is reflected in all our purchases of goods and services, and, so far as reasonably practicable, that neither we nor they are involved in any way, either directly or indirectly, in slavery and human trafficking



We are committed to running our business responsibly and in accordance with the ambitious standards embedded in our core values.

www.southessex.ac.uk



SOUTH ESSEX
COLLEGES GROUP