

## **Public Sector Equality Duty Equality Information and Data Report**

### **1.1 Introduction**

St Brendan's Sixth Form College is a successful and inclusive Catholic Sixth Form College located in South Bristol. Students are predominantly drawn from Bristol and the surrounding areas of South Gloucestershire, Bath and Northeast Somerset. 27% of our students live in areas that have high deprivation. Over 2,000 students follow predominately level 3 qualifications, this mainly consists of A level and Applied General Qualifications.

St Brendan's College is proud of its community of staff and students and is committed to creating a positive environment where everybody is treated with dignity, respect and is enabled to excel, this is in line with our Mission and Vision as a College. The college reports key information relating to Equality and Diversity to monitor our activity and drive our improvement processes. We continue to build and maintain our strong links with the local community and aim to be the provider of choice in our locality, as seen in the high level of applications to the college and a stable student roll, year on year.

**1.2** The college governors, College Leadership Team, and staff actively work toward achieving equality for all and the college ensures that it discharges its duties under the Equalities Act 2010 by:

- Actively promoting equality, valuing diversity and seeking to eradicate bullying, discrimination, radicalisation and extremism.
- Embedding equality and diversity into all areas of the college curriculum and all aspects of college life.
- Monitoring and addressing any gaps in the satisfaction, retention, achievement and success of any identified group of staff and students.
- Taking positive action to address any under-representation or stereotyping of staff or students.
- Improving access to the college to attract staff and students from a wide range of backgrounds to widen participation, marketing materials, at events, and throughout the student's journey through the college.
- The College is developing an inclusive and safe environment where we listen to and act on voices of staff, students, and people with protected characteristics.
- College celebrates, supports, and values the diversity of all its students and staff

### **1.3 Equality pledges:**

The College will for students:

- Make sure college courses reflect the needs of students and have equality and diversity principles within them.
- Promote styles of teaching and learning that support students' individual needs.

- Provide support to assist all students to achieve their potential and close achievement gaps.
- Make clear college expectations and commitments to equality and diversity in marketing materials, at events, and during the student’s time at college

The college will for staff:

- Make sure staff policies and procedures promote equality and do not discriminate against anyone.
- Work towards building a workforce that represents the local community.
- Ensure training, development and progression opportunities are available to all staff.
- Arrange training for staff about equality and diversity, including in training on employment practices.
- Consult with staff to identify any barriers to recruitment, promotion, and retention.

**1.4** The College Leadership Team have created systems to oversee Equality, Diversity, and Inclusion. The Equality & Diversity Committee carry out and promote Equality and Diversity activities in college. They also monitor and judge the impact. The Committee makes sure the college is tackling bullying and discrimination and works to narrow any achievement gaps. The committee monitors staffing in terms of equality and contributes to ‘best practice’ across college.

**1.5** The committee has cross-college representation to ensure equality and diversity matters for everyone. The governors lead the way in promotion of equality and diversity and receive training and information on legislation as appropriate.

**1.6** Membership of Equality, Diversity, and Inclusion Committee 2025-26:

<b>Current Role</b>
Assistant Principal – Student Progression, Inclusion and Success
Inclusive Learning Manager
Teaching Staff X2
Support Staff Representative
Student Services Representative
Careers Manager
Learning Resources
Student Representative
Student Representative
HR Advisor
Chaplain

## 1.7 Purpose of the Committee:

- To advise and report to the Senior Leadership of the college on policies and good practice in equality and diversity; and in our community links; and to provide minutes of meetings.
- To agree an annual Action Plan.
- To carry out impact assessment on college policies.
- To review and monitor the college Equality, Diversity and Inclusion Policy, Action Plan, and any other guidance.
- To raise awareness of, and comment on, new national policies and legal requirements about Equality, Diversity, and Inclusion (EDI). Also, to advise the college on any actions.
- To advise on ways to raise awareness of equality and diversity, through staff development and other activity.
- To agree the Annual Report on EDI for the Governors (to include the progress on the plan).
- To undertake any other task about EDI.

## 2: Student Equality & Diversity Statistics (2025/26)

**2.1** When applying and enrolling at college, we collect information about gender, age, disability, and ethnicity in line with our privacy statement. We do not collect information about gender reassignment.

**2.2** The information below shows the diversity of our students and how we monitor this. We monitor each year, to help track how our students progress, and to take positive action about any inequalities seen.

**2.3** For 16 – 18 students, 58% identify as female and 42% identify as male.

**2.4** 24.4% of our students are from a BAME background. Our college figures show that The largest ethnic group is Black / African / Caribbean / Black British - African

Asian/Asian British	9.4%
Any other	1.6%
Black / African / Caribbean / Black British - African	10.6%
Mixed / Multiple Ethnic group - White and Black Caribbean	7%
White	71.3%

**2.5** 1.3% of our student disclose a learning need which will cover high needs, students with a health and social care plan or SEND need.

**2.6** In2025/26 Free college meals were provided to 131 students, a proportion which comprised 5.4% of our 16 – 18 student cohort. 12.8% of our students were also eligible for the Bursary.

### 3. Student outcomes:

Based on an analysis of the College’s curriculum performance in 2023/24, achievement levels for all groups continue to remain below national, however they do show a year on year improvement. It must be noted that the achievement gap has closed by 2.4% from the previous year.

Overall				
Provider Full Year			Prov Grp	National
2022/23	2023/24	2024/25	2023/24	2023/24

Leavers	3,321	3,614	3,626	209,650	2,884,910
Achievement %	73.7 %	78.8 %	81.2%	86.5 %	85.2 %

#### 3.1 Gender

The gender gap this has closed between males and females. It must be noted that male achievement has risen by 3.9% and female achievement by 1.3% from the previous year. Our trend here like our main achievement rates, show an improving trend, despite being below national benchmarks. This does not reflect the national picture for provider type which suggest that there is a gap in achievement between males and females.

This will still remain an area of focus for us as a college and will be seen in our Self-Assessment and remains an area of focus for 25/26.

Overall				
Provider Full Year			Prov Grp	National
2022/23	2023/24	2024/25	2023/24	2023/24

Female	Leavers	2,039	2,092	2,085	119,140	1,546,120
	Achievement %	75.7 %	79.9 %	81.2 %	87.0%	85.5 %
Male	Leavers	1,282	1,524	1,541	93,670	1,264,650
	Achievement %	70.6 %	77.2 %	81.1%	85.8%	83.9 %
Total	Leavers	3,321	3,616	3,626		
	Achievement %	73.7 %	78.8 %	81.2%		

### 3.2 Ethnicity

Over the last three years there have been improvements in the achievement across different ethnicities. Asian students achieve in line with national averages as do our Not applicable/unknown category. There is slight drop in Black students 78.7% from 82.3% last year. Again a focus here will be in our Self-Assessment and Quality improvement plans.

Overall				
Provider Full Year			Prov Grp	National
2022/23	2023/24	2024/25	2023/24	2023/24

Asian	Leavers	221	240	222	209,650	2,884,910
	Achievement %	67.4 %	73.3 %	86.5%	86.5%	85.2 %
Black	Leavers	377	333	408	217,730	2,884,910
	Achievement %	76.7 %	82.3 %	78.7%	86.5%	85.2 %
Mixed	Leavers	290	292	330	217,730	2,884,910
	Achievement %	66.6 %	74.3 %	74.2%	86.5%	85.2 %
Not App/Known	Leavers	20	18	7	217,730	2,884,910
	Achievement %	80.0 %	94.4 %	85.7 %	86.5%	85.2 %
Other	Leavers	56	52	41	217,730	2,884,910
	Achievement %	71.4 %	76.9 %	80.5%	84.9 %	85.2 %
White	Leavers	2,357	2,681	2,618	217,730	2,774,530
	Achievement %	74.8 %	79.2 %	82.0%	86.5%	85.2 %
<b>Total</b>	<b>Leavers</b>	<b>3,321</b>	<b>3,616</b>	<b>3,626</b>		
	<b>Achievement %</b>	<b>73.7 %</b>	<b>78.8 %</b>	<b>81.2%</b>		

### 3.4 Disability or other health difficulty

Over the three-year period, achievement rates for learners who disclosed a difficulty, disability, or health problem have improved steadily, rising from **68.9% in 2022/23 to 77% in 2024/25**. This represents significant progress and demonstrates a positive impact of targeted support measures. However, despite this improvement, achievement levels remain consistently below both the provider group average (**83.5%**) and the national average (**82.5%**) for this cohort. This highlights an ongoing need to strengthen inclusive teaching practices and enhance support systems to close the attainment gap.

Overall				
Provider Full Year			Prov Grp	National
2022/23	2023/24	2024/25	2023/24	2023/24

Has difficulty/disability/health problem	Leavers	705	1,352	1,218	47,640	780,320
	Achievement %	68.9 %	75.1 %	77%	83.5% %	82.5 %
No difficulty/disability/health problem	Leavers	2,616	2,259	2,400	149,130	2,027,780
	Achievement %	75.0 %	81.0 %	83.2 %	87.4 %	86.3 %
No information provided by the learner	Leavers	0	5	8	12,880	76,810
	Achievement %		100%	100.0 %	86.7 %	84.5 %
<b>Total</b>	<b>Leavers</b>	<b>3,321</b>	<b>3,616</b>	<b>3,626</b>		
	<b>Achievement %</b>	<b>73.7 %</b>	<b>78.8 %</b>	<b>81.2%</b>		

### 3.5 Learning Difficulty

Learners with declared learning difficulties show mixed but generally improving outcomes, with a particularly strong success for autistic learners whose achievement has risen from **57.3% in 2022/23 to 81.7% in 2024/25**, evidencing the impact of targeted support. Dyslexic learners also recovered well in 2024/25 (**81.4%**), and categories such as “Other Specified” and “Multiple Difficulties” achieved strong results, though small cohort sizes limit wider conclusions. Some groups, such as those with moderate or severe difficulties, displayed inconsistency across years, highlighting areas for further attention. Overall, while achievement rates across these cohorts remain below national benchmarks, our total success

rate has grown steadily to **81.2%**, with the marked improvement for autistic learners standing out as a clear positive outcome.

Overall				
Provider Full Year			Prov Grp	National
2022/23	2023/24	2024/25	2022/23	2022/23

Autism	Leavers	89	114	169	209,650	2,884,910
	Achievement %	57.3 %	76.3 %	81.7%	86.5 %	85.2 %
Dyscalculia	Leavers	1	3	0	209,650	2,884,910
	Achievement %	100.0 %	100.0 %		86.5 %	85.2 %
Dyslexia	Leavers	117	169	97	209,650	2,884,910
	Achievement %	83.8 %	74.6 %	81.4%	86.5 %	85.2 %
Moderate	Leavers	79	22	33	209,650	2,884,910
	Achievement %	78.5 %	95.5 %	72.7%	86.5 %	85.2 %
Multiple	Leavers	3	7	9	209,650	2,884,910
	Achievement %	100.0 %	85.7 %	88.9%	86.5 %	85.2 %
n/a	Leavers	20	75	52	209,650	2,884,910
	Achievement %	75.0 %	81.3 %	69.2%	86.5 %	85.2 %
None	Leavers	2,932	3,093	3,160	209,650	2,884,910
	Achievement %	73.6 %	79.2 %	81.6%	86.5 %	85.2 %
Not Known/Not Provided	Leavers	2	7	8	209,650	2,884,910
	Achievement %	50.0 %	71.4 %	100%	86.5 %	85.2 %
Other	Leavers	48	86	65	209,650	2,884,910
	Achievement %	66.7 %	77.0 %	70.8%	86.5 %	85.2 %
Other Spec	Leavers	22	36	29	209,650	2,884,910
	Achievement %	95.5 %	58.3%	82.5%	86.5 %	85.2 %
Severe	Leavers	8	3	4	209,650	2,884,910
	Achievement %	100.0 %	66.7 %	0.0%	86.5 %	85.2 %
<b>Total</b>	<b>Leavers</b>	<b>3,321</b>	<b>3,616</b>	<b>3,626</b>		
	<b>Achievement %</b>	<b>73.7 %</b>	<b>78.8 %</b>	<b>81.2 %</b>		

### 3.6 Destination Data

Destination data is continuing to be captured for the 2024/25 Cohort with a focus on this in January 2026.

For those who left or completed in the 2023/24 year - the destinations are:

#### *Destination By Ethnicity – BME and Other*

Destination	Outcome	Any other	Asian/Asian British	Black / African / Caribbean / Black British - African	Mixed / Multiple Ethnic group - White and Black Caribbean	White
<b>Education</b>	Apprenticeship	1 (0.2%)	2 (0.3%)	4 (0.6%)	1 (0.2%)	39 (6.2%)
	HE	8 (1.3%)	36 (5.7%)	49 (7.8%)	21 (3.3%)	297 (47.1%)
	Other FE* (Full-time)	4 (0.6%)	8 (1.3%)	4 (0.6%)	1 (0.2%)	32 (5.1%)
	Other FE* (Part-time)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.2%)	6 (1.0%)
<b>Gap Year</b>	Gap year before starting HE	1 (0.2%)	7 (1.1%)	9 (1.4%)	5 (0.8%)	52 (8.2%)
<b>In Paid Employment</b>	In paid employment for 16 hours or more per week	1 (0.2%)	2 (0.3%)	1 (0.2%)	5 (0.8%)	84 (13.3%)
	In paid employment for less than 16 hours per week	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.2%)	17 (2.7%)
	Self employed	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.3%)
	Self-employed for 16 hours or more per week	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (0.8%)
	Self-employed for less than 16 hours per week	0 (0.0%)	1 (0.2%)	0 (0.0%)	0 (0.0%)	1 (0.2%)
<b>Not in Paid Employment</b>	Not in paid employment, looking for work and available to start work	0 (0.0%)	2 (0.3%)	0 (0.0%)	0 (0.0%)	16 (2.5%)
	Not in paid employment, not looking for work and/or not available to start	0 (0.0%)	1 (0.2%)	0 (0.0%)	1 (0.2%)	2 (0.3%)
<b>Other</b>	Not known	4 (0.6%)	12 (1.9%)	22 (3.5%)	20 (3.2%)	156 (24.7%)
	Other outcome – not listed	0 (0.0%)	1 (0.2%)	0 (0.0%)	0 (0.0%)	1 (0.2%)
	Unable to contact learner	0 (0.0%)	1 (0.2%)	0 (0.0%)	0 (0.0%)	1 (0.2%)
<b>Voluntary</b>	Voluntary work	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.2%)

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*Destination By Gender/FSM and Bursary*

Destination by Person Summaries		Gender		Free School Meals		Bursary	
Destination	Outcome	Female	Male	FSM No	FSM Yes	Bursary No	Bursary Yes
<b>Education</b>	Apprenticeship	23 (4.2%)	24 (6.1%)	44 (4.9%)	3 (5.5%)	41 (5.4%)	6 (3.1%)
	HE	251 (45.4%)	160 (40.4%)	390 (43.6%)	21 (38.2%)	325 (42.9%)	86 (44.8%)
	Other FE* (Full-time)	31 (5.6%)	18 (4.5%)	43 (4.8%)	6 (10.9%)	33 (4.4%)	16 (8.3%)
	Other FE* (Part-time)	2 (0.4%)	5 (1.3%)	7 (0.8%)	0 (0.0%)	6 (0.8%)	1 (0.5%)
<b>Gap Year</b>	Gap year before starting HE	48 (8.7%)	26 (6.6%)	72 (8.1%)	2 (3.6%)	54 (7.1%)	20 (10.4%)
<b>In Paid Employment</b>	In paid employment for 16 hours or more per week	52 (9.4%)	41 (10.4%)	90 (10.1%)	3 (5.5%)	84 (11.1%)	9 (4.7%)
	In paid employment for less than 16 hours per week	9 (1.6%)	9 (2.3%)	17 (1.9%)	1 (1.8%)	13 (1.7%)	5 (2.6%)
	Self employed	1 (0.2%)	1 (0.3%)	2 (0.2%)	0 (0.0%)	1 (0.1%)	1 (0.5%)
	Self-employed for 16 hours or more per week	1 (0.2%)	4 (1.0%)	5 (0.6%)	0 (0.0%)	5 (0.7%)	0 (0.0%)
	Self-employed for less than 16 hours per week	2 (0.4%)	0 (0.0%)	2 (0.2%)	0 (0.0%)	2 (0.3%)	0 (0.0%)
<b>Not in Paid Employment</b>	Not in paid employment, looking for work and available to start work	11 (2.0%)	7 (1.8%)	17 (1.9%)	1 (1.8%)	16 (2.1%)	2 (1.0%)
	Not in paid employment, not looking for work and/or not available to start	1 (0.2%)	3 (0.8%)	4 (0.4%)	0 (0.0%)	2 (0.3%)	2 (1.0%)
<b>Other</b>	Not known	119 (21.5%)	95 (24.0%)	197 (22.0%)	17 (30.9%)	171 (22.6%)	43 (22.4%)
	Other outcome – not listed	1 (0.2%)	1 (0.3%)	2 (0.2%)	0 (0.0%)	2 (0.3%)	0 (0.0%)
	Unable to contact learner	1 (0.2%)	1 (0.3%)	2 (0.2%)	0 (0.0%)	2 (0.3%)	0 (0.0%)
<b>Voluntary work</b>	Voluntary work	0 (0.0%)	1 (0.3%)	0 (0.0%)	1 (1.8%)	0 (0.0%)	1 (0.5%)

*Destination By Educational Learning Need (Inclusive Learning)*

Destinations by Health Summaries		SEND		EHCP		HNS	
Destination	Outcome	SEND No	SEND Yes	EHCP No	EHCP Yes	HNS No	HNS Yes
<b>Education</b>	Apprenticeship	44 (4.9%)	3 (6.7%)	47 (5.0%)	0 (0.0%)	45 (4.8%)	2 (15.4%)
	HE	395 (43.6%)	16 (35.6%)	406 (43.1%)	5 (45.5%)	406 (43.2%)	5 (38.5%)
	Other FE* (Full-time)	46 (5.1%)	3 (6.7%)	48 (5.1%)	1 (9.1%)	47 (5.0%)	2 (15.4%)
	Other FE* (Part-time)	6 (0.7%)	1 (2.2%)	6 (0.6%)	1 (9.1%)	7 (0.7%)	0 (0.0%)
<b>Gap Year</b>	Gap year before starting HE	65 (7.2%)	9 (20.0%)	74 (7.9%)	0 (0.0%)	73 (7.8%)	1 (7.7%)
<b>In Paid Employment</b>	In paid employment for 16 hours or more per week	88 (9.7%)	5 (11.1%)	93 (9.9%)	0 (0.0%)	92 (9.8%)	1 (7.7%)
	In paid employment for less than 16 hours per week	17 (1.9%)	1 (2.2%)	18 (1.9%)	0 (0.0%)	18 (1.9%)	0 (0.0%)
	Self employed	2 (0.2%)	0 (0.0%)	2 (0.2%)	0 (0.0%)	2 (0.2%)	0 (0.0%)
	Self-employed for 16 hours or more per week	5 (0.6%)	0 (0.0%)	5 (0.5%)	0 (0.0%)	5 (0.5%)	0 (0.0%)
	Self-employed for less than 16 hours per week	2 (0.2%)	0 (0.0%)	2 (0.2%)	0 (0.0%)	2 (0.2%)	0 (0.0%)
<b>Not in Paid Employment</b>	Not in paid employment, looking for work and available to start work	17 (1.9%)	1 (2.2%)	18 (1.9%)	0 (0.0%)	17 (1.8%)	1 (7.7%)
	Not in paid employment, not looking for work and/or not available to start	4 (0.4%)	0 (0.0%)	4 (0.4%)	0 (0.0%)	4 (0.4%)	0 (0.0%)
<b>Other</b>	Not known	209 (23.0%)	5 (11.1%)	210 (22.3%)	4 (36.4%)	213 (22.7%)	1 (7.7%)
	Other outcome – not listed	2 (0.2%)	0 (0.0%)	2 (0.2%)	0 (0.0%)	2 (0.2%)	0 (0.0%)
	Unable to contact learner	2 (0.2%)	0 (0.0%)	2 (0.2%)	0 (0.0%)	2 (0.2%)	0 (0.0%)
<b>Voluntary work</b>	Voluntary work	0 (0.0%)	1 (2.2%)	1 (0.1%)	0 (0.0%)	1 (0.1%)	0 (0.0%)

This data is focused on sustained destinations. A key element of the unknown can be influenced by not being able to contact the students and know what their destination is. In every group outlined above we can see that this is area of focus.

*Destination By Ethnicity – BME and Other*

Destination	Outcome	Any Other	Asian / Asian British	Black / African Caribbean / Black British	Mixed / Multiple Ethnic group	Not provided	Other Ethnic Group	White
Education	Apprenticeship	10%	1.5%	0.9%	3.3%	0.0%	0.0%	5.9%
	Higher Education	30%	49.3%	45.4%	29.7%	75%	50%	27.3%
	Other Further Education	20%	9%	6.5%	3.3%	0.0%	16.7%	7.2%
Gap Year	Gap year before starting HE	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%	0.4%
In Paid Employment	In paid employment > 16 hours per week	0.0%	3%	1.9%	1.1%	0.0%	0.0%	3.9%
	In paid employment < 16 hours per week	0.0%	0.0%	0.9%	2.2%	0.0%	0.0%	0.8%
Other	Not known	30%	29%	38%	46.2%	25%	16.7%	43.1%

*Destination By Gender*

Destination	Outcome	Female	Male
Education	Apprenticeship	4.8%	5%
	HE	35.1%	25.5%
	Other FE* (Full-time)	6.9%	7%
Gap Year	Gap year before starting HE	0.6%	0.0%
In Paid Employment	In paid employment > 16 hours per week	4.4%	1.8%
	In paid employment < 16 hours per week	0.6%	1.1%
Other	Not known	36.7%	48.6%

*Destination By LLD*

Destination	Outcome	None	EHCP	Health Issue	High Needs	Other Support	SEN
Education	Apprenticeship	3.8%	25%	13.5%	0.0%	11.4%	0.0%
	HE	34.2%	12.5%	6.8%	16.7%	2.3%	50%
	Other FE* (Full-time)	5.9%	0.0%	16.2%	0.0%	15.9%	5%
Gap Year	Gap year before starting HE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%

In Paid Employment	In paid employment > 16 hours per week	3.3%	0.0%	4.1%	0.0%	4.5%	0.0%
	In paid employment < 16 hours per week	1%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	Not known	42.8%	62.5%	27%	33%	40.9%	40%

*Destination by Free Meals Eligibility*

Destination	Outcome	Not Receiving Free Meals	Receiving Free Meals
Education	Apprenticeship	5.1%	2.9%
	HE	30.6%	35%
	Other FE* (Full-time)	7.3%	3.9%
Gap Year	Gap year before starting HE	0.3%	1%
In Paid Employment	In paid employment > 16 hours per week	3.3%	2.9%
	In paid employment < 16 hours per week	0.7%	1.9%
Other	Not known	41.8%	40.8%

*Destination by Bursary*

Destination	Outcome	Non-Bursary	Bursary	Vulnerable Bursary
Education	Apprenticeship	5.3%	0.0%	2.9%
	HE	29.8%	100%	88%
	Other FE* (Full-time)	7.9%	2.40%	1.4%
Gap Year	Gap year before starting HE	0.3%	0.0%	0.7%
In Paid Employment	In paid employment > 16 hours per week	3.5%	0.60%	2.2%
	In paid employment < 16 hours per week	1%	0.00%	0.00%
Other	Not known	41.1%	0.0%	60.00%

## 4. Staff Equality Data

### 4.1 Introduction

The college has a diverse staff profile, which contributes to its success as an inclusive organisation. Information about staff age, gender and ethnicity is collected when staff apply for a job. For the purposes of this report, the following statistics have been used to identify national averages.

[Further education workforce, Academic year 2022/23 - Explore education statistics - GOV.UK](#) - Published June 24.

### 4.2 Staff make up

Staff Group	Headcount	FTE
College Leadership Team	9	9.00
Casual Worker	37	0.00
Support Staff	119	89.50
Teaching Staff	87	70.09
<b>Grand Total</b>	<b>246</b>	<b>162.59</b>

### 4.3 Gender

Like many other schools and colleges, there is a higher number of staff who identify as female at St Brendan's, with women making up **71.5% of the workforce**, compared to **28.5% male**. This is above the sector average of **59.2%**, which itself is only marginally lower than the national figure of **65.2%**.

Nationally, **59.6% of the female workforce are teachers**, and the provider mirrors this closely, with **59.2% of its teaching staff being female**. The higher representation of women is evident across most staff groups, with the **College Leadership Team** notably **77% female**, and **support staff** and **casual workers** also showing a strong female majority (**75.6% and 81.1% respectively**).

Overall, the data reflects a consistent trend of higher female participation across the college, including at managerial level, which is a positive indicator of gender diversity in leadership.

Staff group	Female		Male		Total
College Leadership Team	7	77%	2	22%	<b>9</b>
Support Staff	90	75.63%	29	24.37%	<b>119</b>
Teachers	54	62.07%	33	37.93%	<b>87</b>
Casual Worker	30	81.08%	7	18.92%	<b>37</b>
<b>Total</b>	<b>176</b>	<b>71.54%</b>	<b>70</b>	<b>28.46%</b>	<b>246</b>

#### 4.4 Ethnicity data

The college workforce is predominantly **White – British (83%)**, with smaller proportions of staff identifying as **Asian/Asian British (2%)**, **Black/Black British (3%)**, and from **Mixed, Chinese, Irish, and Other European backgrounds**. This is less diverse than the national FE workforce, where **21.6% of staff identified as belonging to an ethnic minority group in 2023/24** (including **6.7% Asian/Asian British, 7.2% White minority groups, and 4.2% Black/Black British**).

Importantly, unlike the national trend where only **13.5% of FE leaders** are from ethnic minority backgrounds, the college’s **College Leadership Team includes at least two members from minority ethnic groups**, which is a positive marker of leadership diversity.

While overall representation across the wider workforce remains below sector averages, the breadth of minority groups present and visible leadership diversity provide a strong foundation to build upon.

Ethnicity	Support Staff	Casual Worker	CLT	Teaching Staff	Grand Total
Any other	1	1			2
Asian/Asian British - Indian			1	1	1
Asian/Asian British - Other				1	1
Asian/Asian British - Pakistani	2			2	4
Black/Black British - African	2	1		1	4
Black/Black British - any other		1			1
Black/Black British - Caribbean	1				1
Black/Black British (Caribbean)	1				1
Chinese		1		1	2
Irish	1				1
Mixed - White and Asian			1		1
Mixed - White and Black Caribbean				2	2
N/A	1				1
Prefer not to say	1			1	2
White - any other	3			2	5
White - Any other background	2	2			4
White - British	101	27	7	74	204
White - Irish	2			3	5
White - Other European	1			1	2
(blank)		2			2
<b>Grand Total</b>	<b>119</b>	<b>35</b>	<b>3</b>	<b>89</b>	<b>246</b>

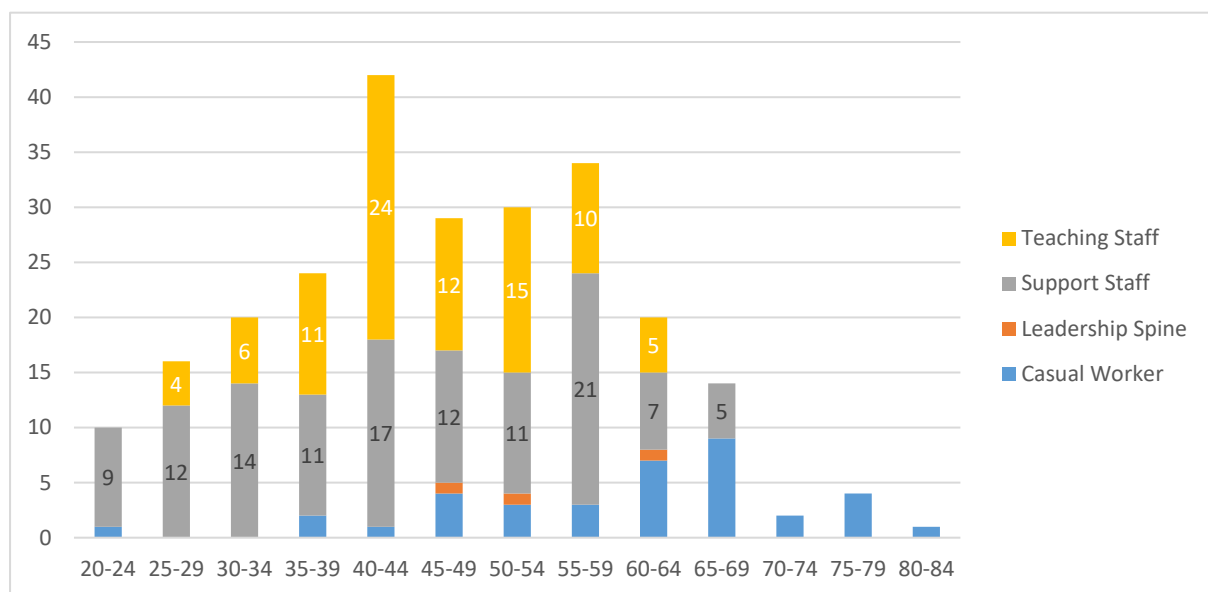
#### 4.5 Age

Most staff are teachers, and the age profile of the college workforce is spread across all age ranges. **24.7% of staff are under 30**, with a further **27.7% aged between 31–40**, showing a strong representation of younger and mid-career employees.

The highest proportion of staff overall are concentrated in the **40–44** age bracket, particularly teaching staff, while support staff are more evenly distributed across the **35–59** range.

The largest number of managers now fall into the **50–59** age bracket, reflecting sector patterns of leadership roles being more established later in careers. Casual workers are concentrated at both younger and older ends of the spectrum, highlighting the flexibility of these posts.

Overall, the college has a balanced age profile across its workforce, though the high proportion in older age groups emphasises the need for forward-looking **succession planning**



## 5. Key Actions

Every year the College reviews and sets targets within the College’s EDI action plan to improve the equality of opportunity for our college community. The actions below are planned for 2025/26 and are reviewed at each EDI committee meeting.

## Equality and Diversity Action Plan 2025/2026

Key Actions	Responsibility	Timescale	Achieved
EDI Committee Chair to review whole college annual data for protected characteristics to identify any achievement gaps and if any are identified, to recommend to Vice Principal and Directors of Faculty (Curriculum) that action be taken to remove these.	Vicki Haigh	Autumn Term	
Continue to monitor retention and achievement of the 25/26 cohort and identify any emerging trends to the appropriate Directors of Faculty			
College SAR and improvement plans to report on EDI issues and include actions if required.	David Beesley	Autumn Term	
Draw attention to the celebration of the many cultures contained in the College via an event group who will plan a monthly calendar of events.	EDI Committee	Autumn Term	
EDI events to be promoted via student/Parent/Carer newsletter for 16 – 19 age group.		Monthly	
Student Union reps appointed for both for 16 – 19 age group and gain student council support for EDI initiatives.			
EDI training for all governors to be provided in summer term.	Marian Curran	End of Year	
Apply for and achieve an EDI Award to benchmark current position.		Spring Term	

## **6. Cross-college objectives to drive forward Equality Diversity and Inclusion in college:**

- To develop an understanding of equality and diversity across the college, to make sure everyone understands how important it is for all staff and students.
- To fully embed an understanding of equality and diversity in the work of the college.
- To ensure staff and student induction means that we carry out and understand College policies on equality and diversity.
- To provide staff training to support understanding of equality issues amongst students.
- To support the personal learning of students in tutorials so that they can respect others and contribute to wider society and life in Britain.
- To promote different cultures and develop students' understanding of life in modern Britain and roles of different groups.