

**PUBLIC SECTOR REPORTING DUTY. ANNUAL REPORT 2019/20.**

1. **Employee Data. Staffing complement of the Trust**

**Full Time Part Time Total Known Disabled**

**Males 134 90 224 0**

**Females 304 1100 1404 4**

**All Employees**

1. **Pay Data (full time equivalent salary)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| < £19k | | £19k -<£29k | | £29k -<£39k | | £39k - <£49k | | £49k - <£59k | | >£59k | |
| M | F | M | F | M | F | M | F | M | F | M | F |
| 58 | 498 | 73 | 521 | 27 | 155 | 52 | 149 | 21 | 32 | 20 | 22 |

1. **Promoted Internally**

|  |  |  |  |
| --- | --- | --- | --- |
| **Male** | **Female** | **Disabled** | **Ethnicity Monitoring** |
| 15 | 51 | 0 | 62WBRI, 3WOTH, 1 WIRI |

1. **Recruited**

|  |  |  |  |
| --- | --- | --- | --- |
| **Male** | **Female** | **Disabled** | **Ethnicity Monitoring** |
| 50 | 196 | 3 | 224WBRI, 3MWBC, 2REFU,2 BCRB, 1MWBA, 1APKN, 1CHNE,1AIND, 1AOEG, 1BACB,9WOTH |

1. **Training courses provided (other than whole school sessions)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Male** | **Female** | **Disabled** | **Ethnicity Monitoring** |
| 137 | 568 | 14 | 662,WBRI, 1BACB, 24WOTH, 3AOTH, 1NOBT, 2REFU, 5MWBC, 1MWBC, 1AIND 2OOTH, 1BCRB, 2BAFR  - |

1. **Performance Related Pay awarded**

|  |  |  |  |
| --- | --- | --- | --- |
| **Male** | **Female** | **Disabled** | **Ethnicity Monitoring** |
| 70 | 247 | 4 | 295WBRI, 9WOTH, 2OOTH, 1AOTH, 3APKN, 1ABAN, 1MWBA, 1BCRB, 1BOTH, 1MWAS, 1WIRI, 1BACB  - |

**7a Ethnicity Monitoring – by gender**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ABAN** | **AOTH** | **APAK** | **BAFR** | **MWBA** | **BCRB** | **AIND** | **BOTH** | **CHN** | **MOTH** | **MWAS** | **MWBC** | **OOTH** | **WBR** | **WIR** | **WOTH** | **BLANK\*** |
| F | 14 | 1 | 6 | 1 | 0 | 1 | 1 | 3 | 3 | 2 | 1 | 1 | 2 | 1263 | 14 | 47 | 17 |
| M | 1 | 0 | 1 | 4 | 2 | 2 | 0 | 3 | 0 | 0 | 2 | 2 | 1 | 217 | 3 | 8 | 5 |
| Total | 15 | 1 | 7 | 5 | 2 | 3 | 1 | 6 | 3 | 2 | 3 | 3 | 3 | 1480 | 17 | 55 | 22 |

\*Blank, Refused or Not yet obtained.

**7b. Ethnicity Monitoring - by salary category (full time equivalent salary)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Ethnicity**  **Code** | **U£19k** | **£19-29k** | **£29k-£39k** | **£39k-£49k** | **£49k-£59k** | **£59k-£69k** | **£69k-£79k** | **£79k+** |
| **Blank** | 10 | 3 | 7 | 2 |  |  |  |  |
| **ABAN** | 1 |  |  |  |  |  |  |  |
| **AIND** |  |  |  | 1 |  |  |  |  |
| **AOTH** | 4 |  | 1 | 1 |  |  |  | 1 |
| **APKN** |  | 2 | 1 | 1 | 1 |  |  |  |
| **BAFR** | 1 | 1 |  | 1 |  |  |  |  |
| **BCRB** | 3 | 1 | 1 |  | 1 |  |  |  |
| **BOTH** | 1 | 2 |  |  |  |  |  |  |
| **CHNE** | 1 | 1 |  |  |  |  |  |  |
| **MOTH** | 2 | 1 |  |  |  |  |  |  |
| **MWAS** |  |  | 3 |  |  |  |  |  |
| **OOTH** | 2 | 1 |  |  |  |  |  |  |
| **WBRI** | 496 | 558 | 157 | 186 | 48 | 16 | 12 | 13 |
| **WIRI** | 6 | 5 | 2 | 3 | 1 |  |  |  |
| **WOTH** | 23 | 17 | 8 | 5 | 2 |  |  |  |
| **MWBC** | 5 | 2 | 1 | 1 |  |  |  |  |
| **MWBA** | 1 |  | 1 |  |  |  |  |  |
| **TOTAL** | **556** | **594** | **182** | **201** | **53** | **16** | **12** | **14** |

1. **Grievance, Disciplinary & Complaints of Harassment. Formal cases**

Male 3 2WBRI, 1WOTH -Disabled Nil

Female 1 1WBRI -Disabled Nil

**TOTAL 4 3WBRI – 1WOTH- Disabled Nil**

1. **Pregnancy, Paternity/ Maternity & Family Issues**

**Number of disputes**

1. Plus informal discussions took place regarding flexible return to work arrangements and were resolved at the informal stage.
2. **Commentary**

The employee gender mix is 85% female-15% male. This is in line with expectations given the normal public education schools sector profile, the predominance of primary schools in the Trust, and the availability of term-time and the range of part time working opportunities attractive as family -friendly options. The latter factor is evidenced by over 90% of part time workers in the Trust being female.

There is a low level of formally recorded disability. This may hide the true overall level of disability and disability awareness being dealt with as part of HR case management.

Overall 90%+ of staff who recorded ethnic origin are White British. To a sizeable extent this is representative of ethnic diversity in parts of the Cambridge/Suffolk areas in which the Trust is based, though that is not consistently the case in some of the more diverse parts of our areas in which some Trust school are based which have a notable White European/Other presence in the communities. The Trust will need to remain vigilant that it does all that it can to encourage applicants from ethnically diverse backgrounds and recognises this is important also for the multi-cultural experiences of the children in our schools.

The higher proportion of lower paid staff (and within that the split between male and female employees in the lower paid groups) is proportionate to the level of part time working and the split between male and female part time workers. In our sector the availability of term time only and short hours of work contracts built around the school day remains particularly attractive to parents with school-age children or other home care or additional jobs arrangements.

The Trust has a good ( though not yet proportionate) representation of female workers at the highest pay levels – illustrative of the number of female Headteachers and other school and central Trust senior leaders who are female.

**OBJECTIVES FOR 2017-20**

1. Increase understanding of equality and diversity in employment at school level by every school in the Trust setting at least one annual objective in line with their own locally identified circumstances.

2. Audit rates of completion of equalities and diversity monitoring information and promote the value of providing the data to job applicants and new employees – with a target of 95%+ completion of characteristics monitoring.

3. Advertising of roles will aim to encourage more applications from males in some roles and from under-represented minority groups from within the local population profiles including; -

* Reviewing outlets for recruitment advertisements including potential for use of local/ community organisations which may help engage with ethnic minority groups to encourage their interest in recruitment.
* Inclusion of statements of encouragement within advertising campaigns to encourage more gender and ethnicity balanced applications.

4. The Trust will monitor the take-up of equality & diversity awareness training to ensure all schools have the minimum standard of one trained senior leadership representative.

5. Work with partner HR IT service providers to improve the data recording mechanisms for declared disabilities and (via objective 4) encourage managerial awareness of the benefits of staff being encouraged to self-declare disability in all its forms.