

## Equal opportunities objectives 2014/15

### Objectives 2014/15

1. Attract a higher number of applicants from ethnic minority groups to our organisation
2. Increase the number of job applications from disabled groups to our organisation
3. Raise the number of male teaching appointments in Primary Academies

Below is a breakdown of the statistical data focusing on the three equal opportunities objectives from academic years 2012/13 and 2013/14.

Total recorded applications between 01/09/2012 & 31/08/2013 = 4175

Total recorded applications between 01/09/2013 & 31/08/2014 = 3785

Column1	2012/2013		2013/2014		Difference
	2012/2013	%	2013/2014	%	
Disabled Applicants	81	1.940%	68	1.797%	-0.144%
Shortlisted Disabled Applicants	16	0.383%	24	0.634%	0.251%
Appointed Disabled Applicants	3	0.072%	7	0.185%	0.113%
Applicants from Ethnic Minorities	378	9.054%	342	9.036%	-0.018%
Shortlisted Applicants from Ethnic Minorities	89	2.132%	87	2.299%	0.167%
Appointed Applicants from Ethnic Minorities	16	0.383%	15	0.396%	0.013%
Male Primary Applicants	27	0.647%	33	0.872%	0.225%
Shortlisted Male Primary Applicants	14	0.335%	21	0.555%	0.219%
Appointed Male Primary Applicants	6	0.144%	11	0.291%	0.147%

## Summary of data:

**Disabled applicants:** From 2012/13 in comparison with 2013/14 we received fewer applications from disabled applicants however we received fewer applications in 2013/14. Despite there being fewer disabled applicants in 2013/14, more disabled applicants were shortlisted in 2013/14 (24) in comparison to 2012/13 (16). Again there was an increase in appointments of disabled applicants in 2013/14 (7) in comparison to 2012/13 (3).

**Ethnic minority applicants:** From 2012/13 in comparison with 2013/14 SPTA fewer applications from ethnic minority groups than in 2012/13 and seeing as we received fewer applications as a whole in 2013/14 in comparison to 2012/13, it could be said that proportionally SPTA received an increase in applications from ethnic minorities in 2013/14 or at least a similar amount from 2012/13 to 2013/14.

The data showing ethnic minority shortlisting and appointed applicants from ethnic minorities is relatively consistent year on year.

**Male Primary teacher applicants:** There was an increase in males applying for primary teacher positions from 2012/13 (27) to 2013/14 (33). This was also the same for shortlisted male primary applicants in 2012/13 (14) to 2013/14 (21) and appointed male primary applicants – 2012/13 (6) to 2013/14 (11).

## Example strategies used:

1. Disabled applicants – introduction of Care First counselling service for all employees in SPTA. This is now promoted in all SPTA recruitment packs for all positions across the Trust.
  - SPTA Application forms include equal opportunities question.
2. Ethnic minority applicants – most recruitment packs include images of ethnic minority children, particularly in academies which are situated in communities with a higher number of ethnic minority children.
  - All SPTA promotional materials include images of ethnic minority children. T
3. Male Primary teachers – targeted recruitment at School Direct Male PE Trainees who were unable to find employment as a PE teacher due to market saturation. Male PE trainee qualified in July 2013 and was appointed as a primary teacher in September 2013 and now works at Kingston Park Primary Academy.

- School Direct recruitment events – representatives from SPTA Recruitment promote becoming a primary school teacher to males interested in becoming PE teachers. This increased the number of male applications for Primary School Direct teacher training. 2 male primary trainees who had a sporting background were appointed as Primary teachers at Simpson’s Lane.

### Equal Opportunities 2014/15 Action Plan

<b>Objective</b> Please give an end date/timescale to each action (i.e. by .....) 	<b>Which protected group(s) will this most affect/influence</b>	<b>How will we know we have achieved the objective?</b>	<b>Lead and other key players</b>	<b>Actions</b> Please give an end date/timescale to each action (ie by.....)	<b>Annual Red/Amber/ Green rating</b>
<b>Attract a higher number of applicants from ethnic minority groups to our organisation - review on a yearly basis</b>	Race – ethnic minorities	There will be an increase in the number of applications received from applicants who fall into the ethnic minority group	<ul style="list-style-type: none"> <li>- SPTA Recruitment and Marketing Team</li> <li>- Academies that serve a large ethnic minority demographic/community</li> </ul>	<ul style="list-style-type: none"> <li>- Market our academies values of inclusivity and diversity through effective marketing in all local communities where SPTA academies serve, demonstrating different ethnic minority demographics associated with SPTA academies.</li> <li>- Ensure <b>ALL</b> recruitment packs feature ethnic minority teachers and pupils – promoting equality and diversity</li> </ul>	
<b>Increase the number of job applications from disabled groups to our organisation – review on a yearly basis</b>	People with disabilities	There will be an increase in the number of applications from applicants who have a disability	<ul style="list-style-type: none"> <li>- SPTA Recruitment Team</li> <li>- SPTA Academies</li> <li>- SPTA HR Team</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure that we promote ourselves as a fair employer highlighting that reasonable adjustment will be made to the interview process if an applicant states they have a disability.</li> </ul>	

				<ul style="list-style-type: none"> <li>- Ensure reasonable adjustments are made at the interview process in a timely manner ahead of the interview.</li> <li>- Ensure academies are aware of their responsibility when it comes to equal opportunities and applicants with disabilities.</li> <li>- Promote health and wellbeing strategies that have been introduced to the group e.g. Care First, stress management</li> </ul>		
<p><b>Raise the number of male teaching appointments in Primary Academies – review on a yearly basis</b></p>	Gender - males	There will be an increase in the number of male primary teachers appointed into SPTA Primary academies	<ul style="list-style-type: none"> <li>- School Direct Team</li> <li>- SPTA Academies</li> </ul>	<ul style="list-style-type: none"> <li>- Promote School Direct primary teacher training route at university teacher training recruitment events – targeting PE applicants</li> <li>- Promote current male School Direct trainees as case studies to the outside market</li> <li>- Target PE applicants and trainees, encouraging them to apply for Primary positions instead</li> </ul>		