

Crown Hills Community College

Employees Equalities Information and Analysis

Section 1. Equality Profile

Below are details of both teaching and non-teaching staff who work at the college. Our main function as a staff at Crown Hills is to provide good access to educational opportunities for our students and to help/support them to do well and achieve here. All employees at the college have a role to play in this.

As an employer we understand the importance of creating an environment for our employees where they are treated fairly and with respect. The college has a responsibility to support their continuing professional development and to ensure there is an equality of opportunity for all.

We therefore collect and use the following information to help us monitor and evaluate the impact of our policies and practices on staff and to ensure fairness, respect and equality of opportunity for all staff. We welcome your views.

		Number	%
Information gathered from SIMS database – June 2017			
Gender	Male	48	30.18
	Female	111	69.81
	TOTAL	159	100%
Information gathered from SIMS database – June 2017			
Ethnicity	White, British	75	47.16
	White, Irish	1	0.62
	White, any other background	6	3.77
	Asian or Asian British, Bangladeshi	3	1.86
	Asian or Asian British, Indian	45	28.30
	Asian or Asian British, AOAB	7	4.40
	Asian or Asian British, Pakistani	7	4.40
	Black or Black British, African	2	1.25
	Black or Black British, Caribbean	4	2.51
	Black or Black British, AOBB	0	0
	Chinese	0	0
	Mixed, any other mixed background	1	0.62
	Mixed, White and Asian	2	1.25
	Mixed, White and Black African	0	0
	Mixed, White and Black Caribbean	1	0.62
	Any other ethnic background	0	0
	Did not wish to be recorded	2	1.25
Not obtained	3	1.88	
	TOTAL	159	100%
Responses drawn from a staff survey April 2013 – Total responses 130			

Religion/Belief	Buddhist/Taoist	0	0
	Christian	26	13.9
	Hindu	8	4.3
	Jewish	0	0
	Muslim	12	6.5
	Sikh	5	2.6
	Other	0	0
	Refused	1	0.5
	No Religion	31	16.7
	Skipped Question	47	25.1
	Did not respond to survey	57	30.4
Information gathered from SIMS database June 2017			
Disability	Disabled	2	1.25
	Not disabled	157	98.7
Responses drawn from a staff survey April 2013 – Total responses 130			
Sexual Orientation	Bisexual	3	1.6
	Gay	0	0
	Heterosexual	88	47.0
	Did not wish to disclose	21	11.2
	Skipped question	18	9.8
	Did not respond to survey	57	30.4
Information gathered from SIMS database – June 2017			
Age	16 – 24 years	3	1.88
	25 – 34 years	38	23.89
	35 – 44 years	51	32.07
	45 – 54 years	37	23.27
	55 – 64 years	27	16.98
	65+ years	3	1.8
	TOTAL	159	100%

Employees by Grade – Teachers – June 2017

	Number	%
Leadership		
Group 8 – Point 39 GRE	1	0.62
Group 7 – Point 30	1	0.62
Group 7 – Point 29	1	0.62
Group 2 – Point 19	3	1.88

Upper Pay Spine

Upper Point 3	38	23.89
Upper Point 2	7	4.40
Upper Point 1	7	4.40
Main Pay Scale		
MPS 6	6	3.77

MPS 5	3	1.88
MPS 4	3	1.88
MPS 3	3	1.88
MPS 2	4	2.5
MPS 1	5	3.14
Unqualified Teachers		
UQ4	1	0.62
TOTAL	83	100%
Employees by Grade – Support Staff – June 2017		
Single Status Grades	Number	%
Grade 14	1	0.62
Grade 8	3	1.88
Grade 7	2	1.25
Grade 6	10	6.28
Grade 5	23	14.46
Grade 4	9	3.77
Grade 3	20	12.57
Grade 2	11	6.91
Grade 1	0	
Total	76	100%

Analysis/comments:

Analysis of those employed at the school:

Where possible, data for this analysis was extracted from the SIMS Personnel database. All information recorded on SIMS is obtained from staff as part of the recruitment process. Additional information, not available on SIMS, was sought on a staff survey conducted during the Spring Term 2013. This survey will be repeated during the academic year 2017-18.

70% of our staff overall are female. Many roles within the support staff structure, including Teaching Assistants and Administrators, attract predominately women. The analysis of ethnicity demonstrates that although 51.55% of staff are white, a wide range of ethnic groups are represented in the school workforce. Diversity amongst the college's employees has greatly improved since we first started analysing the data in 2013 and is more representative of the city in which we are located. The analysis of religion, disability and sexual orientation is not representative of all those employed in the college now as only 130 of a possible 187 staff completed the survey in 2013 and there have been staff changes since. The analysis of the employees by grade (teachers) shows that 7.0% of the 83 teachers on role are in senior leadership roles. 62.6% of teachers have progressed through the threshold and are paid on the upper pay spine. 28.9% of teachers are within the first 6 years of their teaching careers and are paid on the main pay spine. One instructor, 1.2%, accounts for the remainder of the teaching staff structure. The support staff analysis by grade details the spread of staff across 14 grades. There are significantly more staff on Grades 3 - 5 (68.4%) than those above and below. Teaching Assistants Level 2 & 3, Administrative and Technical staff are paid on these grades.

Key Equality Issues

As identified above, significantly more women are employed in college than men. However, our recruitment policy ensures no applicants are discriminated against when applying for a post at Crown Hills Community College.

When seeking information on discrimination in the staff survey, any member of staff who disclosed a disability was encouraged to make an appointment with the Principal to discuss any extra levels of help that could support their disability.