

Queen Elizabeth Sixth Form College

EQUAL OPPORTUNITIES MONITORING (EMPLOYMENT)

RECRUITMENT STATISTICS 2007-08, 2008-09 and 2009-10

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Queen Elizabeth Sixth Form College

EQUAL OPPORTUNITIES MONITORING (EMPLOYMENT)

EXECUTIVE SUMMARY

An action from the Equality and Diversity Committee in 2009 was to consider recruitment monitoring data for a three year period, rather than just one, in order to identify any patterns or trends. This action formed part of the Single Equality Plan and the data attached covers the period ending July 2008, 2009 and 2010.

Recruitment practices at the College remain robust, ensuring that the process is as equitable as possible and there would not appear to be any immediate causes for concern arising from the data analysed.

Since writing the report in January, the new single, general Equality Duty came into force from April 2011, although new 'lighter touch' regulations are to be laid before Parliament shortly. The College will then be required to publish information to demonstrate its compliance with the general equality duty from December 2011 and prepare and publish objectives to meet this duty every four years, starting no later than April 2012. This will include information for both recruitment and existing staff.

Queen Elizabeth Sixth Form College

EQUAL OPPORTUNITIES MONITORING

Following consideration of the equal opportunities data last year, an action from the Committee was that recruitment data for a three-year period be considered, in order to assist in identifying any patterns or trends. This action formed part of the Single Equality Action Plan. The data attached, therefore, covers the periods ending July 2008, 2009 and 2010.

The number of posts advertised by the College saw a reduction in 2010, with only 15 posts being advertised (compared to 26 in 2009 and 21 posts in 2008). However, the overall number of applicants has remained at a higher level, with an average of 22 applications per post, compared to 16 and 13 for the previous two years. This increase could be accounted for by the types of posts advertised, could be due to the numbers of jobseekers due to the recession and the perception of posts in education being relatively 'safe', or to the continuing good reputation of the College as an employer. The College has also seen a higher number of applicants completing the equal opportunities data than previously with only 2.1% non-returns (13.9% in 2009, 17.5% in 2008).

ETHNICITY

For support posts advertised, non-white applicants increased in 2010 (4.55%, 2009 2.63%, 2008 3.39%), whilst for teaching posts the number of applications fell. However, successful candidates in both areas in 2010 remained at 100% white. In examining the 2010 support staff data further, the majority of applications from non-white applicants were for one particular post. Shortlisting notes made at the time show that the majority of these candidates did not meet the essential criteria for the post with only one non-white candidate being shortlisted.

The 2001 Census information for the Tees Valley shows "only 2.8 % of the population as non-white compared to 2.4% regionally. Nationally, the proportion was 8.7%." In 2007, the Social Issues Map for Darlington quoted these figures stating, "This does not take into account the influx of Eastern European migrants ... However, the ethnic minority population in Darlington is significantly lower than the national average."

This would suggest that the number of non-white applicants for posts at the College reflects the local population; however, the student population for 2009-10 in Year 1 was 4.7% and year 2, 5.5% non-white students, well above the regional figure of 2.4%.

We continue to advertise support posts locally and teaching posts nationally, as well as advertising on the College's website. Consideration could be given to seeking to increase the number of suitably qualified non-white applicants through targeted advertising. However, if numbers regionally are below the national average, this may not increase the number of applicants in the travel-to-work area and would only serve to increase our advertising costs.

GENDER

Support posts at the College for 2008 and 2009 saw an almost 60:40 split of female to male applicants. This trend would appear to have been reversed in 2010, but closer examination of the data reveals that this is down to just one post where, true to gender stereotype, the number of male applicants for an IT support post outnumbered female applicants 9:1. If this post (post 8) is excluded from the data, the 2010 applicant figures are 55% female and 45% male.

On the teaching side, female applicants increased in 2010 (59.5%, 2009 45.8% and 2008 50.0%). Despite this increase, however, all the successful candidates were male. This would appear to be a reversal in the trend of the previous two years when more female than male applicants were appointed. Whilst it might be considered that the high number of female successes in 2009 could be attributed to the nature of the posts on offer (short term, part time, evenings etc.), in 2010 there were both a temporary post and a part time post available, but only male applicants were shortlisted from very small fields. In considering other documentation it is clear that appointments were made to the best candidates on each occasion.

DISABILITY

The number of applicants that disclosed a disability has increased from none in 2008 to 12 (3.5%) in 2009 and 14 (4.3%) in 2010. Of these disabled applicants, 2 were shortlisted in 2010 and 4 in 2009, however, none were successful in being appointed.

In order to increase the number of applications from disabled applicants, consideration could be given to applying for the 'two ticks' symbol. The main criteria for this standard is that all disabled applicants meeting the essential criteria for a post be offered an interview. The symbol can be used on advertising to highlight to potential applicants that the College welcomes applications from disabled candidates.

AGE

Applications are received in good numbers from all age groups for both support and teaching posts with the exception of the under 20 and the 61+ age groups, which is not unexpected. Applicants are shortlisted from all groups.

Although applicants under 20 would not be suitably qualified for teaching posts, care needs to be taken in deciding on the level of qualification for support posts where higher qualifications might not be required. Experience is also often used as one of the criteria assessed when shortlisting, however, this does not appear to have had a detrimental effect on younger applicants. This would indicate that recruitment procedures are sufficiently robust to avoid any possible discrimination in this area.

CONCLUSION

- The College has robust recruitment practices in place that help ensure the recruitment process is as equitable as possible.
- There would not appear to be any immediate causes for concern arising from an initial analysis of the monitoring data.
- Further consideration could be given to applying for the 'two ticks' symbol to encourage disabled applicants and more targeted advertising to encourage more non-white applicants.
- The Equality Act 2010 (Statutory Duties) Regulations 2011 have been drafted and will change the information that we will be required to publish as a public body. Information on other protected characteristics will be sought for both recruitment and existing staff, together with gender pay gap information. Consideration needs to be given as to how this information is to be collected and presented.

**Equal Opportunities Monitoring
(Employment)
Recruitment Statistics**

**EXTERNAL RECRUITMENT
2007-08, 2008-09 and 2009-10**

Key:

<u>Ethnicity</u>		M	Mixed
A	Asian or Asian Black	W	White
B	Black or Black British	?	Don't know
C	Chinese or other ethnic group		

Applications received
Figures in brackets represent actual monitoring forms received

SUMMARY SHEET

1) 2009 – 10 SUPPORT POSTS (9 recruitment campaigns)

	Ethnicity							Gender		Age group						Disability		
	A	B	C	M	W	?	F	M	-21	21+	31+	41+	51+	61+	N	Y		
Applications received	250 (246)	11					231		111	135	32	78	58	52	24	1	232	12
Applications shortlisted	58	1					57		30	28	6	15	15	15	6	1	56	2
Successful applicant(s)	10						10		4	6	1	3		3	3		10	

4 undeclared

1 undeclared

2 undeclared

2008 - 2009 SUPPORT POSTS (8 recruitment campaigns)

	Ethnicity							Gender		Age group						Disability		
	A	B	C	M	W	?	F	M	-21	21+	31+	41+	51+	61+	N	Y		
Applications received	232 (192)	4			1		185		114	78	15	96	20	37	22	2	182	9
Applications shortlisted	41 (39)	1			1		37		20	19	1	26	3	7	1	1	37	2
Successful applicant(s)	8(7)						7		5	2		5		2			7	

2 undeclared

1 undeclared

2007 – 08 SUPPORT POSTS (9 recruitment campaigns)

	Ethnicity							Gender		Age group						Disability		
	A	B	C	M	W	?	F	M	-21	21+	31+	41+	51+	61+	N	Y		
Applications received	146 (118)	1			2	1	114		67	51	7	52	23	23	12	1	114	
Applications shortlisted	47 (37)				1		36		21	16		18	6	10	2		35	
Successful applicant(s)	15 (12)				1		11		9	3		7	2	2	1		12	

2) **2009 – 10 TEACHING POSTS** (6 recruitment campaigns)

	Ethnicity						Gender		Age group						Disability		
		A	B	C	M	W	?	F	M	-21	21+	31+	41+	51+	61+	N	Y
Applications received																	
Applications shortlisted	82 (79)	1				75	1	47	32		35	23	11	8	2	77	2
Successful applicant(s)	23	1				22		10	13		10	6	5	1	1	23	
	5					5			5		1	2	1		1	5	

2 undeclared

2008 – 09 TEACHING POSTS (18 recruitment campaigns)

	Ethnicity						Gender		Age group						Disability		
		A	B	C	M	W	?	F	M	-21	21+	31+	41+	51+	61+	N	Y
Applications received																	
Applications shortlisted	171 (155)	3	4	2	2	140		71	84	2	38	39	53	22	1	150	3
Successful applicant(s)	83 (78)		2		2	74		41	37		16	19	30	11	2	76	2
	21 (20)					20		15	5		7	7	1	4	1	20	

4 undeclared

2007 – 08 TEACHING POSTS (12 recruitment campaigns)

	Ethnicity						Gender		Age group						Disability		
		A	B	C	M	W	?	F	M	-21	21+	31+	41+	51+	61+	N	Y
Applications received																	
Applications shortlisted	123 (104)	3	1	1	1	98		52	52		25	29	35	15		102	
Successful applicant(s)	51 (43)	1				42		24	19		9	16	11	6		43	
	13 (11)					11		7	4		3	5	1	2		11	

