

Equality & Diversity & Inclusion Report

**Our People
2024-2025**

Title Page

January 2026

Annual Equality Report
Our People
January 2026

1: Our Principals Welcome Introduction

To Be Drafted

Draft January 2026

Contents

Section	Content
1	Our Principles Welcome Introduction
2	Executive Summary
3	How We Manage Inclusion
4	Our Vision, Mission, and Values
5	Meeting our Legal Duty -and Going Beyond....
6	Contextual Information
7	Our People Profile – Data Analysis - Staff Category and Sex
8	Our People – Terms & Conditions of Employment.
9	Our People – Human Resources Policy, Process, and Implementation
10	Our People Profile: Age
11	Our People Profile: Disability
12	Our People Profile: Ethnicity
13	Our People Profile: Marriage & Civil Partnerships
14	Our People Profile: Religion or Belief
15	Our People Profile: Sexual Orientation

Our People: Equality & Inclusion Report – 2024-2025

2:0 Executive Summary

This report provides a summary of our people as part of the annual equality & inclusion report 2024-2025. This provides insights as to how we manage inclusion through our values and our actions, how we meet our legal duties relating to our workforce and going beyond considering the protected characteristics, contextual information pertaining to Chelmsford College and further education sector and considering our workforce and how we carry out our duties.

The College has eight pillars as part of our strategic aims, and one each focuses on our people and Equality and Inclusion.

Equality & Inclusion in action: Our core values are designed around the acronym PRAISE: Promoting, Respectful, Ambitious, Innovative, Standout and Excellence. In addition, the College has an Equality & Diversity board which includes staff across college and students which meets quarterly to review progress against targets set across college.

2.2 Our People Profile: Summary

This section provides a brief overview in relation to our people profile summary and in relation to the protected characteristics:

- **Staff Categories:** The roles within the college structure determine the staff categories used when analysing our people data. The categories, with the respective proportions of the workforce structure are Leadership & Management (9%), Teaching & Learning (31%), Student & Learning Support (12%), Business Support (47%), and Apprenticeships (1%).
- **Age Structure:** The majority of our workforce is aged between 50 and 60+. Whilst evidence shows we are engaging staff in the age ranges of <25, 25-29, 30-34 having an aging workforce. Action is progressing to retain knowledge and engage applications from all age ranges.
- **Disability:** 4% of our workforce have disclosed they have a disability and we recognise that trust, visibility in our support systems is improving. To strengthen the foundations, we have introduced a Health Passport for all new and existing staff, enabling individuals to share health information and work collaboratively with managers to identify and agree reasonable adjustments. In January 2026 we enhanced our wellbeing offer with a new staff benefits including access to an Employee Assistance Programme, counselling services, and GP provision.
- **Ethnicity:** Our workforce data shows that most of the workforce (81%) are from White British ethnicity whereas 17% are from Black/Minority ethnicity and 2% have chosen not to disclose this information. This is representative of the population within the City of Chelmsford. We recognise the importance of increasing diversity throughout our college structure.
- **Gender Reassignment:** Currently no staff member has disclosed that they are not identifying as the gender that they were born with or considering Gender Reassignment.
- **Marriage & Civil Partnerships:** We have 47.52% of our workforce disclosed they are married, with 28.71% single, 10.15% divorced, 2.72% separated and 1.34% widowed. We have no one disclosing they are in a civil partnership and 9.65% chose not to declare their status.
- **Religion or Belief:** 38.86% of staff disclosed they are Christian, 1.23% Buddhist, 2.23% Hindu, 3.22% Muslim and 2.72% disclosed other. Whereas 42.57% have disclosed no religion and 9.16% have chosen not to disclose their religion or belief. Understanding reasons staff chose not to disclose is important to building an inclusive workplace culture, and we will continue to explore this aspect moving forward.

- **Sex:** 70% are female and 30% are male in our people profile. 47% of staff are employed in full time positions and 53% holding part time positions which are part week or part year contracts. This is comparative within the further education sector as we have roles that attract more female staff specifically within the Student & Learning Support and Business Support roles offering flexible contracts and terms.
- **Sexual Orientation:** 86.4% of staff have disclosed they are heterosexual, 2.2% disclosed they are bisexual, 2.72% - Gay / Lesbian and 8.66% have not disclosed their sexual orientation. We recognise that individuals may face unique barriers accessing their rights, including their right to social protection. Across cultures and history, a wide range of terms have been used to describe sexual orientation, and language continues to evolve rapidly, and we recognise this as part of inclusivity within our culture and everyday language and communication.

College Equality & Diversity Board, involving cross college staff and students meets quarterly to discuss and review progress against the targets set to improve inclusion and diversity and promote and continue to develop our culture and open opportunities for individual to work and learn at this college to have the best work and learning experience and remove barriers.

Our People: Equality Report – 2024-2025

3.0 How We Manage Inclusion

Chelmsford College is passionate about championing equality of opportunity and inclusivity throughout college life. We do not just meet our legal responsibilities – we aim to exceed them for our staff, students and everyone who connects with us through our services, partnerships, and daily working life.

Our values guide everything we do, and we work actively to create an environment where everyone feels welcome, respected, and able to thrive. We are proud to foster a community where individuals are recognised for their strengths and supported in their ambitions and valued for who they are.

We celebrate the richness of diverse cultures and experiences, and we treat one another with professionalism, respect, and kindness. Everyone who becomes part of Chelmsford College is encouraged to engage, contribute and help shape a vibrant and inclusive college community.

4: Our Vision, Mission, and Values

These are summarised in the picture below:

Draft January 2026

Our Vision, Mission and Values

Our **VISION** is to unlock potential and transform lives through inspirational education and training.

Our **MISSION** is a college that is at the heart of the community, with the power and ambition to transform lives through inspirational education and training, making a significant contribution to the social and economic success in the region and beyond.

Our **VALUES**:

Our College Values are embedded in everything we do, from the way we plan our lessons to the way we behave.

We promote discussions around our Values so people can discover what they mean to them and how they are demonstrated in their everyday lives.

Students are at the heart of everything we do. By demonstrating these Values we aim to create a productive working environment for our staff and a positive learning environment for our students

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PROMOTING fairness and equity in all our undertakings, challenging ourselves to push boundaries, be brave and take decisions that transform lives.

RESPECTFUL and supportive for every individual, listening to each other and taking pride in our professionalism, honesty and integrity.

AMBITIOUS for all the College community to be the best we can be, challenging ourselves to be outstanding and supporting each other to realise our aspirations.

INNOVATIVE in how we work and develop, valuing new ideas and innovative ways of working to deliver knowledge and skills. Empowering ourselves to be agile and future-focused.

STANDOUT in the communities we serve through innovation and creating social value, recognising and celebrating success in all the work we do.

EXCELLENCE in teaching and learning delivering programmes that challenge our students to achieve their ambitions and driving expertise and passion among our academic staff

5:0 Meeting our Legal Duty – And Going Beyond!

The Equality Act 2010 Legislation protects people from discrimination in the workplace and across society. As a public sector organisation, we meet all statutory requirements under this legislation – but our commitment goes far deeper than compliance.

Inclusivity is a driving force. We uphold a firm zero-tolerance approach to discrimination, victimisation, and harassment in any form. This includes behaviour that is hateful, intimidating, or harmful such as homophobia, biphobia, transphobia, sexual harassment, disablism, racism, Islamophobia, antisemitism and any other form of religious hatred or prejudice. Everyone in our community deserves to feel safe, valued and supported.

Protected Characteristics

Under the Public Sector Equality Duty, we actively promote and safeguard the following protected Characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Maternity & Pregnancy
- Race / Ethnicity
- Religion or Belief
- Sex
- Sexual Orientation.

How Will We Achieve This?

In carrying out our public sector duty, our policies and processes and their application will ensure that they have due regard to achieve the objectives set out in the Equality Act to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited.
- Advance equality of opportunity between people who share protected characteristics and those who do not.
- To use its endeavours to secure special education provision and to work in partnership with Local Authorities to identify and meet the needs of young people with SEN as required by the 0-25 SEN Code of Practice.
- Foster inclusive relations between different people when carrying out our activities.

The College will:

- **Keep our policies and processes, legally compliant**, and guided by best practice, using equality impact assessments to ensure no individual or group is disadvantaged. We share updates widely, so everyone stays informed.
- **Champion inclusivity across all areas of the College life**, making it a natural part of how we learn, work, and interact.
- **Encourage staff and students to disclose disabilities or health conditions** so we can provide the right support – from reasonable adjustments to supporting with any changes to practices, ensuring there are no barriers to working and learning.
- **Work with external experts and agencies**, whenever needed to secure the best possible support and advice for our college community.
- **Provide strong, visible support through our Learner Experience and Pastoral Teams**, ensuring learners know where to turn to and how to access help.
- **Offer specialist programmes**, clearly promoted in our prospectuses and on our website, so individuals can easily find the support that suits them.
- **Respond quickly, fairly, and impartially to any concerns raised**, focussing on support, confidentiality – where possible and practicable, resolution and positive outcomes.

6.0 Contextual Information

This section provides some contextual information in relation to Chelmsford College local population according to the Government Consensus in 2021 and the Department for Education (DfE) Workforce Data Collection 2023-2024. This enables us to compare and benchmark our people profile against and identify any potential anomalies or areas we may need to address.

City of Chelmsford – Population Information

Based on the 2021 Government Census data, the City of Chelmsford has a population of approximately 181,500 with the following data relating to some of the protected characteristics:

- **Age Structure:** The median age is 41 years with roughly equal gender split (51% female, 49% male)
- **Disability:** Household impact, about 28.6% of households in Chelmsford include at least one person with a disability. Chelmsford has one of the lowest “community needs,” rankings in Greater Essex.
- **Ethnicity:** 88.6% white, 5.3% Asian, 2.6% Black, and 2.6% mixed.
- **Gender Reassignment:** 0.4% of residents aged 16 and over in the broader Greater Essex Area, including Chelmsford, reported that their gender identity was different from their sex assigned at birth.
- **Marriage & Civil Partnerships:** 48.3% married, 0.4% civil partnerships, 33.7% never married or registered a civil partnership, 9.3% divorced or dissolved and 6.2% widowed.
- **Religion:** 48.6% Christian, 44.5% No religion, 3.0% Muslim.
- **Sex:** **51%** (92,600 approx.) female and 49% (88,900 approx.) Male. There are some age-based variations, where under 30s males generally outnumber females in younger age groups (up to age 29). Over 55s, females outnumber males in all age groups over 55, a gap that widens significantly in the oldest age brackets due to higher female life expectancy.

Contextual Information –Department of Education Workforce Data Collection 2023-2024

Based on the DfE College Workforce Data Collection 2023-2024 report provides, the following comparative data information within the further education sector.:

- **Age Structure:** The age breakdown with the further education sector has remained fairly consistent in the previous three academic years. The median age of staff in the further education sector was 46 in 2022-2023. Leadership staff median age was 50, management staff median age was 47, teaching staff median age was 47, support staff median age 45, and administrative staff median age was 42 in 2022/2023. Furthermore, management and leadership roles have proportionally more staff within the higher age categories.
- **Disability:** In 2023/2024 84.4% of staff disclosed their disability status, an increase of 1% on the previous year, with 8% of the further education workforce disclosing they identified as having a disability, up from 7.3% the previous year.
- **Ethnicity:** In the 2023/2024 academic year, 21.6% of the further education workforce identified as belonging to an ethnic minority group. This is an increase of 1% from the previous years and identified as potentially due to more staff disclosing their ethnicity. The data shows 6.7% identified as Asian or Asian British, 7.2% identified as white minority groups, and 4.2% identified as Black or Black British.
- **Gender Reassignment, Marriage & Civil Partnerships and Religion & Belief & Sexual Orientation** were not part of the data collection.
- **Sex:** Gender make-up of the further education workforce has remained fairly consistent for the previous three years, and is predominantly (65.5%) female, and particularly dominate within the administrative and support roles of colleges within the UK. Three out of every five (59.3%) further education teachers are female.

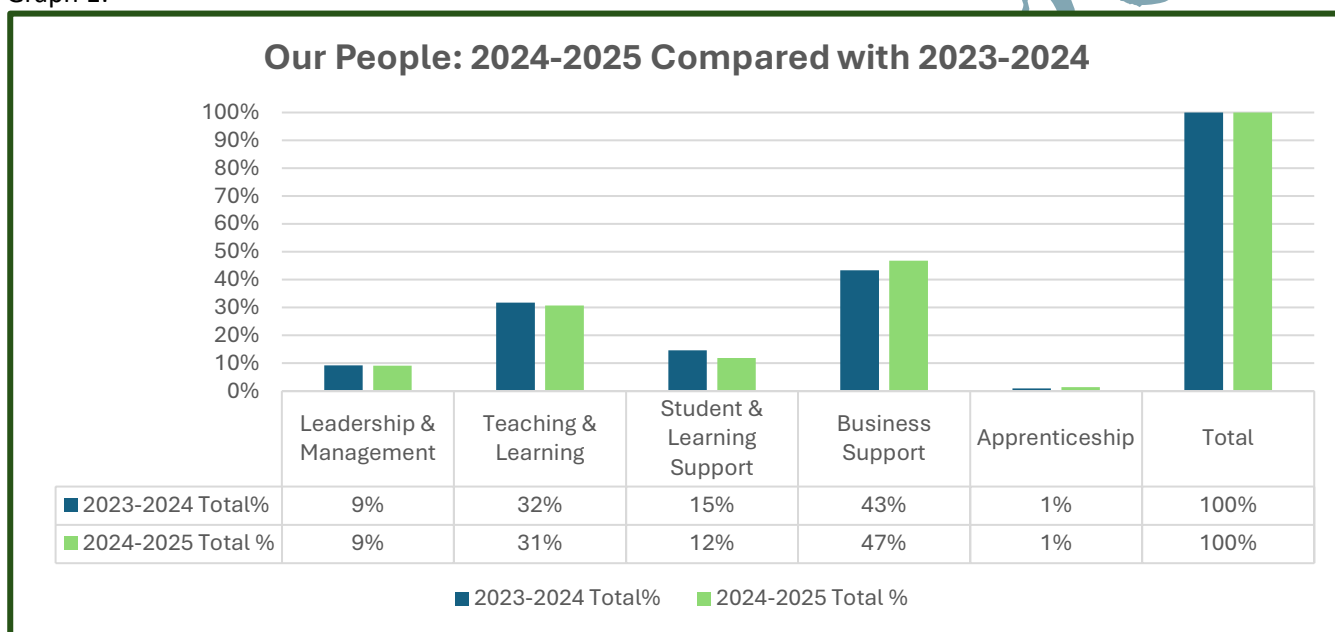
7.0 Our People Profile: Data Analysis

This section provides a summary of our people profile analysis. The information includes staff that are employed by the College Group, including those on full time, part time or zero hours contract of employment. The data excludes agency workers, contractors, volunteers, and short-term contract staff. The data was taken as of 31 July 2025 for the academic year.

The College works to ensure that we have a diverse workforce as possible to ensure our staff and learners have the best experience and can relate to staff across the College.

Our People Profile: Staff Category

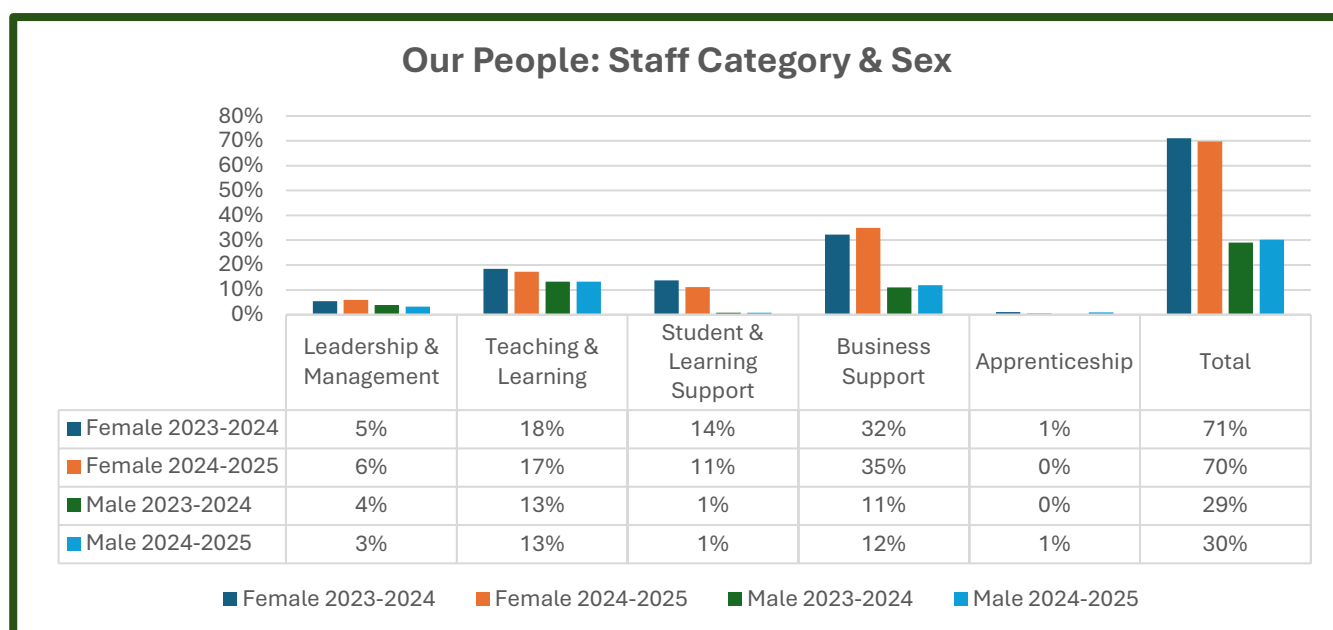
Graph 1:



In Graph 1 shows that the college workforce structures have remained similar for the last two year.

The Graph 2 below shows the workforce structure by Staff Category and by Sex for 2024-2025 compared with 2023-2024.

Graph 2



As you can see from this data there is no meaningful change in our people profile data 2024-2025 compared with the previous year.

The table below shows the same data as in Graph 2 as headcount of staff employed.

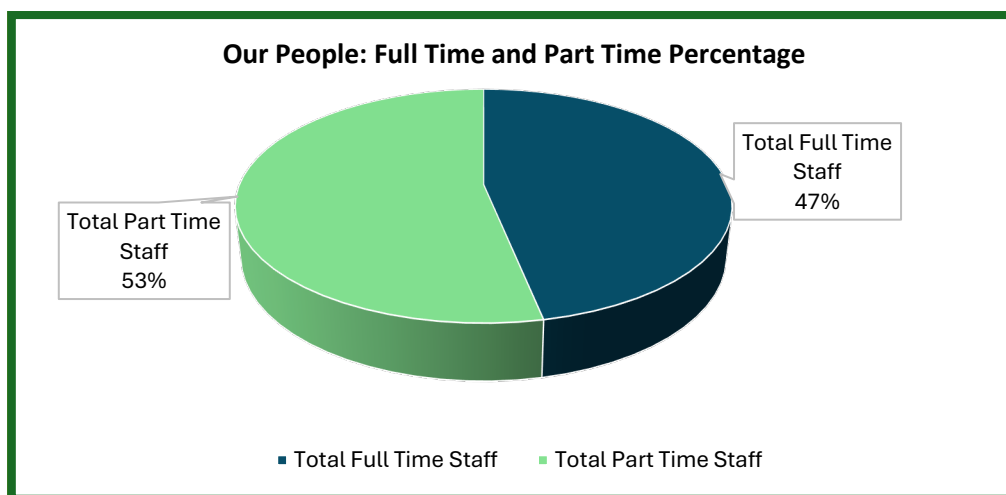
Staff Category	2023-2024			2024-2025		
	Female	Male	Total	Female	Male	Total
Leadership & Management	21	15	36	24	13	37
Teaching & Learning	72	52	124	70	54	124
Student & Learning Support	54	3	57	45	3	48
Business Support	126	43	169	141	48	189
Apprenticeship	4	0	4	2	4	6
Total	277	113	390	282	122	404

8.0 Our People Profile: Terms and Conditions of Employment

Our terms and conditions are standardised according to the role and College hierarchical structure and set out clearly in each contract of employment. We offer a range of contract types – full time, part time, term time, casual along with opportunities for flexible working requests and remote working. These options help us meet our operational needs whilst supporting staff to balance work, health, and wellbeing. It is essential that we offer terms and conditions that are flexible and adaptable to meet the changing needs of the business and ways of working.

The Graph below shows us that the College employs 47% of staff on full time roles (normally working 37 hours over a 52-week period (1FTE), and 53% of our workforce in part time roles.

Graph 3:



We categorise our staff into four categories as explained below:

Staff Category	Departments / Specific Roles
Leadership and Management	Senior Leadership Team and the Wider Management team. Roles at all levels who hold management positions.
Teaching & Learning	Staff who are allocated formal scheduled teaching hours, Assessors, Work Based Learning Tutors.
Learning Support	Staff who work with students to support them such as, Inclusion Coaches, Safeguarding, Careers and Advice and Bursary along with Enrichment.
Business Support	Business operational functions, such as staff employed within Human Resources, MIS & Digital Transformation departments Estates & Sustainability, Finance, Refectory & Catering, Dovedale Nursery

The Table below shows further analysis of the full time and part time contracts across the workforce by staff category and by gender. The first percentage column is a percentage of the overall total, and the others are a percentage of the staff category sections.

Our People: Staff Category and Contract Type	Overall staffing		Male		Female	
	Number	%	Number	%	Number	%
Part Time Leadership & Management	1	0.25%	0	0%	1	3%
Full Time Leadership & Management	36	8.91%	13	35%	23	62%
Total Leadership & Management	37	9.16%	13	35%	24	65%
Part Time Teaching & Learning	55	13.61%	19	15%	36	29%
Full Time Teaching & Learning	69	17.08%	35	28%	34	27%
Total Teaching & Training	124	30.69%	54	44%	70	56%
Part Time Learner Support	43	10.64%	3	6%	40	83%
Full Time Learner Support	5	1.24%	0	0%	5	10%
Total Learner Support	48	11.88%	3	6%	45	94%
Part Time Business Support	116	28.71%	18	10%	98	52%
Full Time Business Support	73	18.07%	30	16%	43	23%
Total Business Support	189	46.78%	48	25%	141	75%
Part Time Apprentices	0	0%	0	0%	0	0%
Full Time Apprentices	6	1.49%	4	67%	2	33%
Total Apprentices	6	1.49%	4	67%	2	33%

Total Part Time Staff	215	53.22%	40	10%	175	43%
Total Full Time Staff	189	46.78%	82	20%	107	26%
Total All Staff	404	100%	122	30.20%	282	69.80%

9.0 Our People: Human Resources Policy, Process, and Implementation

Our People: Probation Review, Grievance, Capability, Disciplinary, ACAS Conciliation and Employment Tribunals (including whistleblowing)

Addressing such matters – particularly those involving protected characteristics – is a vital part of our commitment to a fair and supportive workplace.

The College has not reviewed any form Employment Tribunal Notifications nor progressed through ACAS Conciliation in the previous year. We have not received any whistleblowing concerns raised. Furthermore, any matters arisen through probation, grievance, capability, or disciplinary were investigated in line with policy and process, and appropriate action taken in each case, ensuring concerns were handled thoroughly and respectfully.

Our People: Maternity and Family Friendly Policies

The College has a family friendly policy providing support for staff on a range of matters including adoption, maternity, paternity, and parental leave along with child bereavement leave and flexible working.

All staff have the right to request flexible working to help manage their work and personal life. Every application is carefully considered, the appropriate policy sections applied, and decisions made whilst recognising individual needs and business operational requirements.

Our People: Staff Pay

The college is committed to ensuring that all staff receive **equal pay for the same or similar work, or for work of equal value**. Our approach to equal pay covers every aspect of remuneration - including contractual pay, terms and conditions, holiday entitlement, pension benefits (as determined by the relevant schemes), and any non – cash benefits offered from time to time.

We take a proactive approach in reviewing and maintaining fairness across our pay structures. Clear role and person specifications help demonstrate the rational for pay differentiations throughout the College.

The College reviewed and approved new pay strategies, pay policies and was able to review pay across the structures in 2024/2025 which will enable us to move forward with improved pay for staff as we move forward.

Further information can be found in the College Gender Pay Gap Report.

Our People: Recruitment & Selection

The College ensures that our recruitment processes provide equality of opportunity. We utilise various resources to advertise roles across the region and nationally to encourage new applicants to the College.

Throughout 2024-2025 the Human Resources Department continued to explore advertising opportunities. Recruitment and selection methods continue to be reviewed to ensure there is no

perceived or potential barriers which may disadvantage people from demonstrating their suitability for roles applied for.

Across the education sectors there are some national skills shortages and some areas due to the role or location that may be more challenging to recruit and retain skilled and experienced staff. This includes several within the curriculum areas and support areas and those roles that require specialist knowledge or skills.

We are working to raise our profile as an employer of choice, encourage applicants into teaching through our Inspire to Teach programme, who may not have considered a teaching or education as a career opportunity.

Diversity in staffing is essential to enable. Students thrive when they see themselves represented in people who teach and support them. A workforce that reflects a wide range of backgrounds, identities and lived experiences is better equipped to understand students' varied needs, challenge bias, and create an environment where every learner and staff member feels valued and included.

Our People: Training & Development

The College provides the following training and development opportunities which are available for all staff:

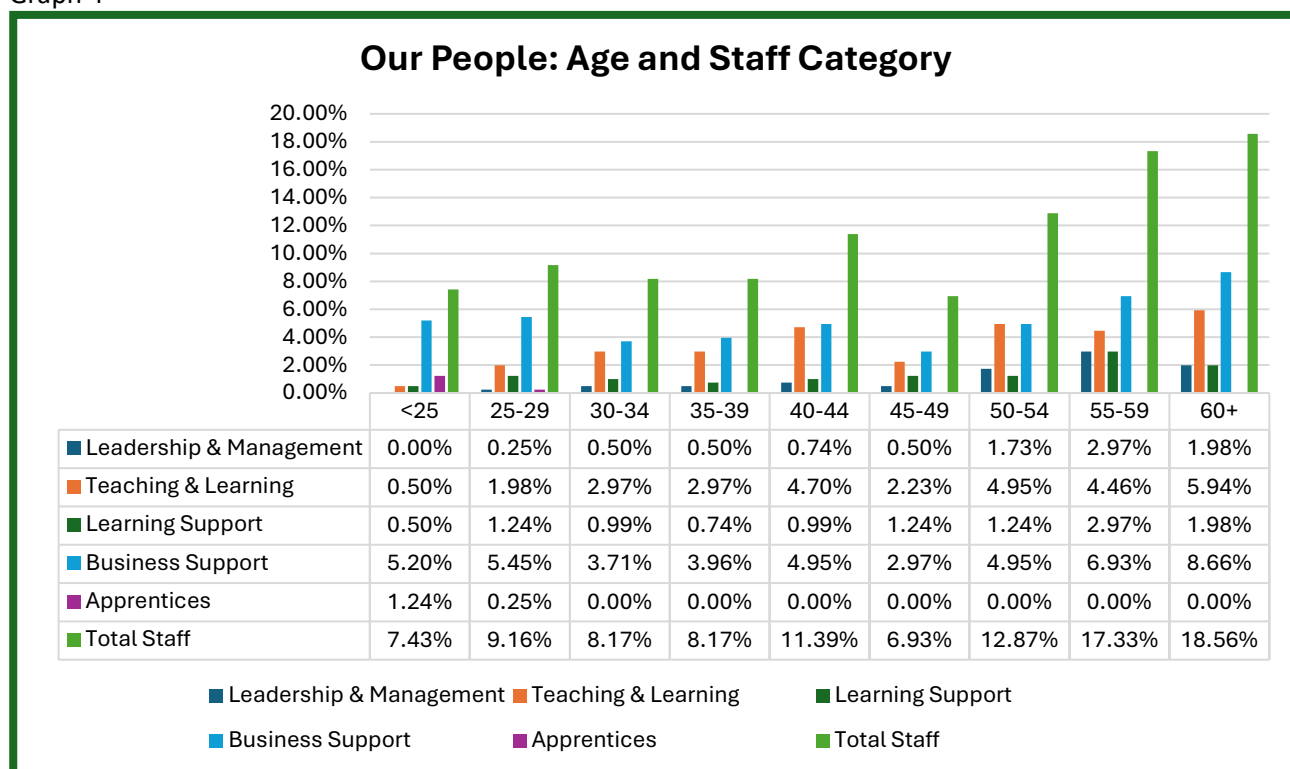
- **Pre-Employment Induction:** All new staff are required to complete a pre-employment induction prior to commencing work. This covers basic, health and safety, safeguarding, equality the college strategic plans and aims, data protection act legislation.
- **College Corporate / Local Induction:** All new staff are provided with induction that is flexible and adaptable according to the role and responsibilities.
- **Chelmsford College Leadership Academy:** Investing in and developing our middle and senior leaders. This is a structured programme of professional development aligned to the Education & Training Foundation Professional Standards.
- **Teaching & Learning Academy:** All staff who teach are required to hold a recognised teaching qualification. If they do not hold one prior to joining, then the College will place them on a relevant programme as soon as practicable. Staff are required to attain a teaching qualification within 3 years from date of employment. In addition, teaching staff are coached and mentored to develop their teaching skills, knowledge, and experience.
- **Continual Professional Development:** The college provides up to 10 days throughout the academic year in addition to weekly afternoon short training sessions on a wide range of CPD. Some may be directed by the Senior Leadership Team whilst others are requested from staff. These sessions focus on new policies and processes, evolving ways of working, updating people on technological changes, enabling people to develop their skills and knowledge further.

10: Our People Profile: Age

The Graph below shows the people profile data for 2024-2025 by staff category and age by age as a percentage of the overall total. From the data analysis this shows that 51% of our workforce are below the age of 50 whereas 48.76% are aged 50+.

Further analysis will be completed to identify if there are any specific areas of the workforce structure that we need to review and develop succession planning for to ensure skills, knowledge and experienced are shared and retained within the workforce should we experience staff choosing to retire from working over the next 5 years.

Graph 4



11: Our People Profile: Disability

The table below shows the workforce data by staff category and whether staff have disclosed they have a disability. This shows the data for 2024-2025 compared with 2023-2024 by headcount and as a total percentage. This shows that staff disclosing a disability has increased by 1% overall.

Our People Profile: Disability		2023-2024			2024-2025		
Staff Category	Disability Disclosed	No Disability Disclosed	Total	Disability Disclosed	No Disability Disclosed	Total	
Leadership & Management	2	34	36	1	36	37	
Teaching & Learning	7	117	124	9	115	124	
Student & Learning Support	1	56	57	2	46	48	
Business Support	5	164	169	8	181	189	
Apprenticeship	0	4	4	1	5	6	
Totals Headcount	15	375	390	21	383	404	
Total Percentages	4%	96%	100%	5%	95%	100%	

Our People: Health & Wellbeing.

Our people's health & wellbeing remains a core priority. The College has a wellbeing strategy and a number of initiatives in place to support staff such as:

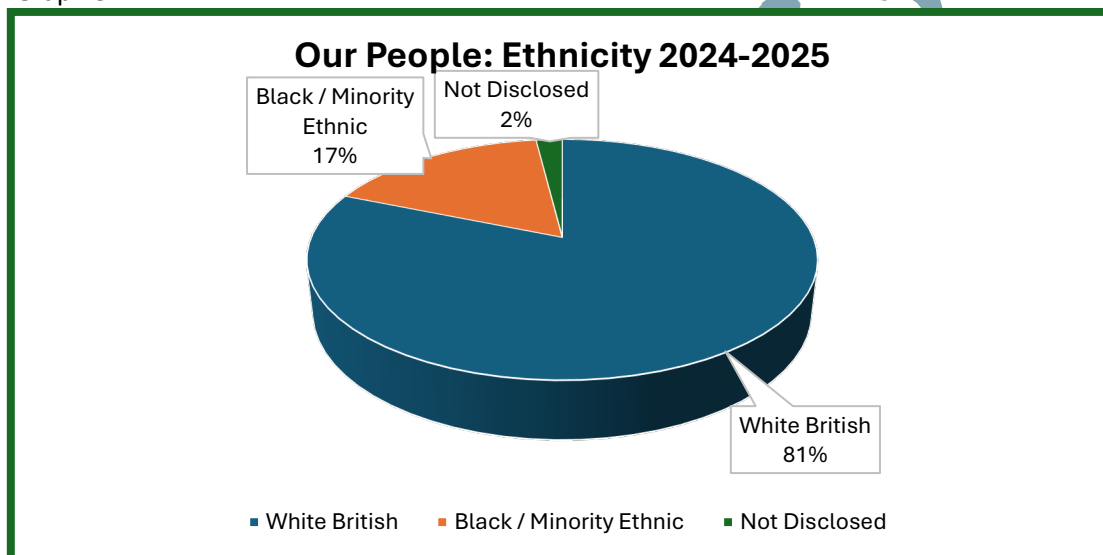
- **Sickness absence management policies and procedures:** applied fairly and to support staff.
- **Occupational health provision:** to enable us to seek specialist advice. We are not the experts.
- **Dedicated time to focus on wellbeing:** Wellfest days, wellbeing week and promotions of health and wellbeing throughout the College academic year.

- **Intranet Dedicated Health & Wellbeing Section:** On the College intranet providing access to resources and helpful information to support staff.
- **Health Passport:** September 2025, we introduced a Health Passport for all new and existing staff, enabling individuals to share health information and work collaboratively with line managers and Human Resources to identify and agree reasonable adjustments to support them at work.
- **Perkbox:** New staff benefit implemented January 2026 strengthens the wellbeing support offering staff access to an Employee Assistance Programme, counselling services, and GP provision.
- **Advice & Guidance:** Staff can talk to their line managers, a colleague or member of the HR team if they have any concerns, and we can provide some advice and guidance or signpost people to resources where there are experts who can help them.

12 Our People Profile: Ethnicity

The Graph below shows the workforce data overall by ethnicity for 2024/2025 academic year. This shows that most of the workforce (81%) are from White British ethnicity whereas 17% are from Black / Minority ethnicity and 2% have chosen not to disclose the information.

Graph 5



The table below shows the same workforce data by ethnicity and by staff group categories as head count and as a percentage of the overall staff headcount of 404.

Staff Category	White British		Black / Minority Ethnic		Not Disclosed	
	Headcount	Percentage of Total	Headcount	Percentage of Total	Headcount	Percentage of Total
Leadership & Management	37	9.16%	0	0.00%	0	0.00%
Teaching & Learning	91	22.52%	30	7.43%	3	0.74%
Learning Support	39	9.65%	9	2.23%	0	0.00%
Business Support	155	38.37%	29	7.18%	5	1.24%
Apprenticeships	6	1.49%	0	0.00%	0	0.00%
Ethnicity Totals	328	81.19%	68	16.83%	8	1.98%
Overall Totals					404	100.00%

13: Our People Profile: Marriage & Civil Partnerships

The table below shows the workforce profile for 2024-2025 by staff category and marital status.

Marital Status	Overall Staffing	Single	Married	Divorced	Widowed	Separated	Civil Partnership	Not Declared
	%	%	%	%	%	%	%	%
Leadership & Management	9.16%	1.98%	5.20%	1.24%	0.00%	0.00%	0.00%	0.74%
Teaching & Learning	30.69%	8.66%	15.10%	3.22%	0.50%	0.99%	0.00%	2.23%
Learning Support	11.88%	2.72%	5.69%	1.98%	0.00%	0.50%	0.00%	0.99%
Business Support	46.78%	14.60%	21.53%	3.71%	0.74%	0.99%	0.00%	5.20%
Apprenticeships	1.49%	0.74%	0.00%	0.00%	0.00%	0.25%	0.00%	0.50%
Total Staff	100.00%	28.71%	47.52%	10.15%	1.24%	2.72%	0.00%	9.65%

14: Our People Profile: Religion or Belief

The table below shows the workforce profile 2024-2025 by staff category and religion or belief. It is important to note that the percentages within the table below are exceedingly small margins and may alter due to just one person joining or leaving the College.

Religion or Belief	Staff Overall	Buddhist	Christian	Hindu	Muslim	Other	No Religion	Not Declared
	%	%	%	%	%	%	%	%
Leadership & Management	9.16%	0.00%	3.96%	0.00%	0.00%	0.00%	4.21%	0.99%
Teaching & Learning	30.69%	0.25%	12.87%	0.99%	1.24%	0.74%	10.89%	3.71%
Learning Support	11.88%	0.25%	4.46%	0.74%	0.50%	0.00%	5.45%	0.50%
Business Support	46.78%	0.74%	17.33%	0.50%	1.49%	1.98%	21.04%	3.71%
Apprenticeships	1.49%	0.00%	0.25%	0.00%	0.00%	0.00%	0.99%	0.25%
Overall total	100%	1.24%	38.86%	2.23%	3.22%	2.72%	42.57%	9.16%

Understanding whether employees choose to disclose their religion or belief is an important aspect of building inclusive workplace culture. While disclosure is voluntary, the data helps us to identify and potential patterns and monitor fairness and equity in practices to ensure that individuals of all faiths are equally supported. It is recognised that employees choose not to disclose their religion, as they may feel it is too personal or not relevant to their employment, whilst other individuals may gravitate towards employers who promote equality, inclusivity and demonstrate how this works in practice through marketing the College success.

15: Our People Profile: Sexual Orientation

The table below shows the workforce profile for 2024-2025 by staff category and sexual orientation.

Sexual Orientation	Overall staffing	Bisexual person	Gay/Lesbian	Heterosexual	Not Declared
	%	%	%	%	%

Leadership & Management	9.16%	0.0%	0.74%	7.9%	0.50%
Teaching & Learning	30.69%	0.7%	0.99%	26.7%	2.23%
Learning Support	11.88%	0.0%	0.25%	10.9%	0.74%
Business Support	46.78%	1.5%	0.74%	39.9%	4.70%
Apprenticeships	1.49%	0.0%	0.00%	1.0%	0.50%
Total Staff	100.00%	2.2%	2.72%	86.4%	8.66%

Important Note:

We recognise the importance of building a diverse workforce and fostering a culture of genuine inclusivity. We acknowledge that some individuals may face unique barriers in accessing their rights, including their right to social protection.

Across diverse cultures and throughout history, a wide range of terms have been used to describe sexual orientation and gender identifies. This language continues to evolve rapidly, and new expressions and understandings become part of everyday communication.

We remain committed to encouraging staff to share this sensitive information, to help us provide appropriate support and contribute to creating a working and learning environment where everyone feels respected and valued for who they are.