

AGENDA ITEM

COMMITTEE: RACE ADVISORY FORUM

DATE: 3 MARCH 2003

SUBJECT: WORKFORCE COMPOSITION IN SCHOOLS 2002

REPORT BY: DIRECTOR OF LIFELONG LEARNING

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IMPLICATIONS:

LEGAL

EQUALITIES ✓

FINANCIAL

STAFFING ✓

COMMUNITY SAFETY

ENVIRONMENT

CONSULTATIONS

OTHER ✓

WARDS AFFECTED: ALL

PURPOSE

1. To present information on the current composition of the workforce in schools and compare outcomes with previous years. To report the outcome of the discussion on this report by the Scrutiny Committee meeting on 28 November 2002.

RECOMMENDATION(S)

2. The Race Advisory Forum is recommended to: -
 - (i) note the contents of the report.
 - (ii) comment on the current workforce data.
 - (iii) report and submit comments for consideration by the Executive.

BACKGROUND

3. Whilst the composition of the schools' workforce lies outside corporate equality targets, an exercise to establish the composition of the workforce in schools has been carried out annually since 1997. The format for the collection of data has been agreed with the professional associations and unions. The data for this report was gathered electronically for the first time.

REPORT

4. The response from the survey was as follows.

Return rates by schools

TABLE 1

%	2002	2001	2000	1999
Total	89	91	86	91
Community Schools	90	92	87	92
Foundation Schools	80	80	80	60
V.A Schools	87	89	78	100

The current year' return rate therefore is broadly equal to the previous response rates in 2001 and 1999. However, these figures can be deceptive in so far as they only represent school participation rates.

Return rates by employees

TABLE 2

%	2002	2001
Employees responding	91	52

The return rate for employees on an individual basis is a much more accurate reflection of the level of participation, and therefore the value of any analysis. Last year's employee response rate was 52% of staff in the schools responding. This year that has increased to 91%, or 3,920 responses out of a possible 4,288.

Ethnicity

The ethnic composition of the whole school workforce is as follows

TABLE 3

%	2002	2001	2000	1999
White British/Other	81.2	88.2	88.6	90.5
Minority Ethnic	12.2	11.8	11.4	9.5
Unknown	6.5	0	0	0

The ethnic composition of the teaching workforce is as follows

TABLE 4

Teachers Only	2002	2001	2000	1999
%				
White British/Other	86.0	88.8	90.1	94
Minority Ethnic	9.3	11.2	9.9	6
Unknown	4.7	0	0	0

Whilst these figures suggest an increase in the number of employees from a minority ethnic background, 12.2% in 2002 as opposed to 11.8% in 2001, and a decrease in the number of minority ethnic teachers, from 11.2% in 2001 to 9.1% in 2002, in both cases these changes are likely to simply reflect the higher rate of response than in previous years.

The number of minority ethnic teachers continues to include a significant number of overseas trained teachers recruited this year, with a continuation of the government's relaxation of the rules governing employment of this group (particularly surrounding the granting of Work Permits). The Lifelong Learning Department has continued to work to promote Luton as a challenging and stimulating multicultural environment. One of the strategies has been to make available bursaries for current employees from these groups to fund further training towards gaining qualified teacher status. About 15% of the current intake of students with Shire, the Chiltern Training Group and on the Graduate and Registered Teaching Programme, are from an ethnic minority.

Early in 2002 the Department issued a Model Race Equality Policy for Schools to assist them in meeting their responsibilities under the Race Relations (Amendment) Act 2000. Briefings sessions on the Act were also held.

Gender

The overall composition of the workforce by gender is as follows

TABLE 5

Gender	2002	2001	2000	1999
Male	15.4	13.8	12.9	14.3
Female	84.6	86.2	87.1	85.7

The increase in the number of male employees can again be explained by the higher response rate.

Disability

The composition of the workforce by disability is as follows

TABLE 6

Classification	Number	%
Employees with a Disability	15	0.4
Employees without a Disability	3905	99.6
Total	3920	100

The total number of employees declaring a disability under the definition of the Disability Discrimination Act (1995) is 15, as compared to 30 in 2001 and 20 in 2000. The current year's figure equates to 0.4% of total employees. This reduction is unlikely to be due to staff turnover but due to non-declaration as this year, for the first time, data was collected in a named format at the school for electronic report generation.

EQUALITIES IMPLICATIONS

5. The report provides statistical information, which informs council action in respect of equalities.

STAFFING IMPLICATIONS

6. This report may have indirect staffing implications through positive action recruitment and employment policies and practices within schools.

SCRUTINY COMMITTEE CONSIDERATION

7. The Scrutiny Committee meeting on 28 November 2001 considered this report. Their resolutions were:
 - (i) That the report be noted.
 - (ii) That the Director of Lifelong Learning be advised to commend best practice to Head Teachers and Chairs of Governors with regard to racial equality.
 - (iii) That the Lifelong Learning and Social Inclusion Scrutiny Committee and the Teacher Recruitment and Retention Panel be advised of the issues surrounding the lack of male teaching staff and to investigate measures to overcome the lack of male role models to pupils.

APPENDICES

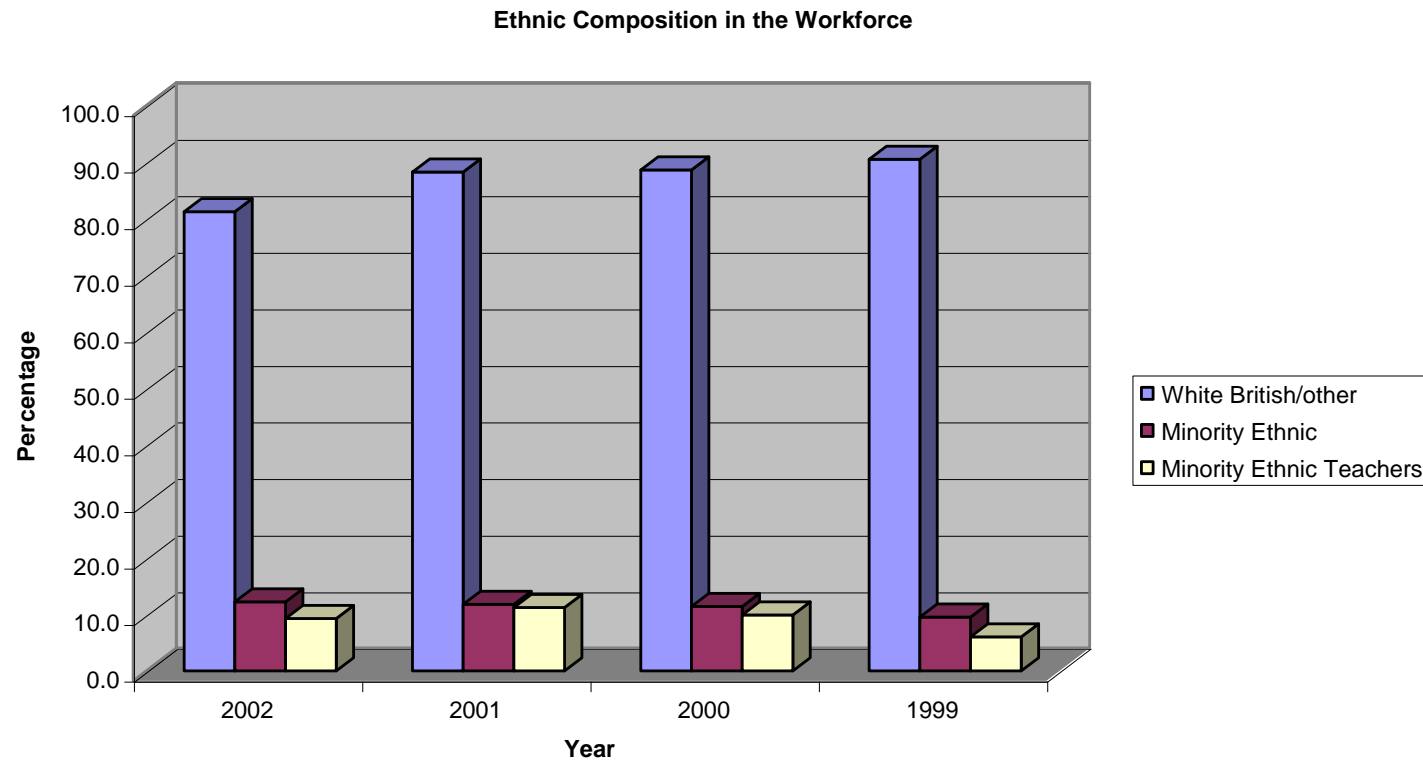
8. Appendix A: Ethnic composition of the workforce
Appendix B: Ethnicity by grade
Appendix C: Gender by grade

LIST OF BACKGROUND PAPERS

LOCAL GOVERNMENT ACT 1972, SECTION 100D

9. Scrutiny Committee report 28th November 2002.

APPENDIX A



APPENDIX B

	Teachers - Leadership Grade		Teachers - Management Allowances		Teachers		Classroom Assts	Nursery Nurses	Teaching Assistants / Nursery Nurses		Other School Support Staff		Unkno wn		Total	
Ethnic Origin	No	%	No	%	No	%			No	%	No	%	No	%	No	%
Asian Other	0	0.0%	0	0.0%	0	0.0%	0	0	0	0.0%	1	0.0%	0.0	0.0%	1	0.0%
Bangladeshi	1	0.0%	2	0.1%	12	0.3%	8	0	8	0.2%	28	0.7%	0.0	0.0%	51	1.3%
Black African	0	0.0%	3	0.1%	16	0.4%	0	1	1	0.0%	5	0.1%	0.0	0.0%	25	0.6%
Black Caribbean	2	0.1%	2	0.1%	19	0.5%	6	3	9	0.2%	38	1.0%	0.0	0.0%	70	1.8%
Black Other	0	0.0%	0	0.0%	2	0.1%	1	0	1	0.0%	7	0.2%	0.0	0.0%	10	0.3%
Chinese	0	0.0%	2	0.1%	1	0.0%	1	0	1	0.0%	6	0.2%	0.0	0.0%	10	0.3%
Indian	0	0.0%	4	0.1%	34	0.9%	19	5	24	0.6%	62	1.6%	0.0	0.0%	124	3.2%
Kashmiri	0	0.0%	0	0.0%	0	0.0%	0	0	0	0.0%	2	0.1%	0.0	0.0%	2	0.1%
Mixed White and Asian	0	0.0%	0	0.0%	1	0.0%	0	0	0	0.0%	1	0.0%	0.0	0.0%	2	0.1%
Mixed White and Black African	0	0.0%	0	0.0%	0	0.0%	0	0	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
MIXED WHITE AND BLACK CARRIBEAN	0	0.0%	0	0.0%	0	0.0%	0	0	0	0.0%	0	0.0%	0.0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%	15	0.4%	8	0	8	0.2%	15	0.4%	0.0	0.0%	38	1.0%
Other Mixed Background	0	0.0%	0	0.0%	2	0.1%	0	0	0	0.0%	1	0.0%	0.0	0.0%	3	0.1%
Pakistani	0	0.0%	6	0.2%	28	0.7%	20	18	38	1.0%	109	2.8%	0.0	0.0%	181	4.6%
White British	116	3.0%	302	7.7%	835	21.3%	301	159	460	11.7%	1426	36.4%	0.0	0.0%	3139	80.1%
White Irish	2	0.1%	0	0.0%	0	0.0%	0	0	0	0.0%	2	0.1%	0.0	0.0%	4	0.1%
White Other	0	0.0%	0	0.0%	0	0.0%	1	0	1	0.0%	3	0.1%	0.0	0.0%	4	0.1%
Unknown	2	0.1%	6	0.2%	61	1.6%	19	4	23	0.6%	164	4.2%	0.0	0.0%	256	6.5%
Total	123	3.1%	327	8.3%	1026	26.2%	384	190	574	14.6%	1870	47.7%	0	0.0%	3920	100.0 %

APPENDIX C

	Teachers - Leadership Grade	Teachers -Management Allowances	Teachers	Teaching Assistants/ Nursery Nurses	Other School Support Staff	Unknown	Total
Female	90	230	784	562	1649	0	3315
Male	33	97	242	12	221	0	605
Total	123	327	1026	574	1870	0	3920
% Female	2.3%	5.9%	20.0%	14.3%	42.1%	0.0%	84.6%
% Male	0.8%	2.5%	6.2%	0.3%	5.6%	0.0%	15.4%
%Total	3.1%	8.3%	26.2%	14.6%	47.7%	0.0%	100.0%