



Sussex
Coast
College
Hastings

EDI Report 2015/16

**Principal
Vice Principal Curriculum & Quality
Head of HR**

March 2017

EDI statement

At Sussex Coast College we believe strongly in the importance of equality and diversity as expressed in our strategic vision and values. We are committed to promoting equality of opportunity for both staff and students, to understanding and celebrating our diverse community and recognising the value of each individual's contributions. We are fully committed to equality of treatment for all students, potential students, our staff and other service users, regardless of disability, race, gender reassignment, age, sex, sexual orientation, religion belief, pregnancy, maternity and marriage or civil partnership and will not tolerate any form of discrimination.

Our mission

Outstanding education, development and training for the benefit of all our students and stakeholder communities.

Our core values and behaviours

Our staff values and behaviours are the foundation that our work is built on. They are key to how we work and should shine through in everything that our employees do. The values and behaviours are used throughout the college for all posts.

Focus

- We put our students first.

- Provide excellent customer services.
- Meet and where possible exceed the expectations of internal and external customers.
- Understand the performance levels and standards required within our own role and strive to achieve and where possible exceed these.
- Know how the work we do fits into the overall performance of the college.

Passion

- We take pride in the jobs we do.
- We are ambitious for our community.

- Take ownership of our own actions and performance.
- Reflect on the work we do and consider how it could be improved.
- Have a positive impact on the lives of our students, customers and their communities.
- Push the boundaries to help our students and communities realise their potential.

Inspire

- We achieve the best results by working together.
- We work innovatively to analyse problems and develop working solutions

- Find new ways to deliver improvements, efficiencies and value for money.
- Embrace change with enthusiasm and creative ideas.
- Work together and creatively produce the best outcomes for our students, customers and communities.

How we will meet our legal duties under the Equality Act 2010

The Equality Act 2010 has a key feature entitled the **public sector Equality Duty**. The duty has 3 aims that relate to the public sector.

We will meet the duty's aims by adopting 3 college aims:

1. Promoting equality of opportunity for, and between, groups
2. Eliminating discrimination, harassment or unfair treatment
3. Promoting positive attitudes towards, and participation in, college life by all groups

We will deliver our college aims through the following objectives:

1. Reducing differences in outcomes of learners through teaching and learning recognising and using the diversity of our students, and ensuring equality and diversity is embedded into our quality process and curriculum planning
2. Ensuring the diversity of our students is positively promoted and supported through all our college programmes, activities and events and that all our students feel able to participate and benefit
3. Ensuring the diversity of our staff is positively recognised, supported and used and that equality and diversity is embedded into our HR recruitment and promotion processes and staff training so all our staff feel able to participate and benefit

Learner participation and performance in 2015/16

- According to MIDES (Market Intelligence Data Exchange Service) post-code analysis, the college falls into quartile 2 (most deprived) of colleges nationally.
- In 1516 47% of 16-18 year old classroom based learners (47% in 1415) resided in areas of deprivation and 48% of adult learners (56% in 1415) resided in areas of deprivation.
- 22% of 16-18 and 26% of adult students came from ethnic backgrounds other than White British in 1516. This compares to a BAME population of under 10% in the local area the college serves.
- 31% of 16-18 learners and 25% of adult learners had a declared learning difficulty or disability.
- There were 59 learners at the college in 1516 who triggered high needs funding from the local authority and a further 66 with EHCP learning disability assessments.
- In 1516, there were 487 safeguarding referrals made to the college's central support team and 78 of these necessitated referral to child protection teams and other local agencies.
- 50% of 16-18 learners and 58% of adults in 1516 were female.
- The college provided functional skills and other learning to 240 adult students referred by Job Centre Plus in 1516. The JCP pool of potential JSA referrals decreased from 2,000 (1415) to 750 (1516) with the result that those who joined courses at the college had been unemployed for longer than previous cohorts.
- In 1516, 56% of 16-18 year old learners lacked a GCSE Grade D in English and/or maths at the start of the year.
- The cohort of 16-18 year old learners that came from an area of deprivation had a timely achievement of 78.8% in 1516, this is comparable to 81.0% of those that did not come from an area of deprivation. This gap has significantly narrowed over the previous year where the difference in the gap was closer to 5%
- The difference in achievement of the learners that came from ethnic backgrounds other than White British in 15/16 was 79.9% versus 80.8 for the White British majority.
- The gap between male and female learners in 1516 increased marginally to 1.6% difference. However, the college has better achievement from males than females, which is counter to the national picture.
- The gap between the performance of those with a declared Learning Difficulty or Disability and those without narrowed from 3pp to under 1pp in 1516.

Ethnicity 16-18

Overall				
Provider Full Year			Prov Grp	National
2013/14	2014/15	2015/16	2014/15	2014/15

16-18			Overall			Prov Grp	National
			2013/14	2014/15	2015/16		
	African	Leavers	47	33	31	39,730	70,070
		Success Rate	95.7 %	84.8 %	93.5 %	78.4 %	80.1 %
	Arab	Leavers	16	6	10	6,670	9,680
		Success Rate	87.5 %	83.3 %	60.0 %	78.7 %	80.5 %
	Bangladeshi	Leavers	9	12	9	16,160	31,220
		Success Rate	88.9 %	75.0 %	77.8 %	78.9 %	80.8 %
	Caribbean	Leavers	14	14	15	20,910	32,560
		Success Rate	92.9 %	92.9 %	100.0 %	73.7 %	75.5 %
	Chinese	Leavers	20	30	8	3,600	7,410
		Success Rate	75.0 %	100.0 %	87.5 %	87.0 %	89.1 %
	English/Welsh/Scottish/Northern Irish/British	Leavers	3,869	3,331	3,234	911,200	1,442,320
		Success Rate	81.8 %	83.9 %	79.8 %	78.5 %	79.9 %
	Gypsy or Irish Traveller	Leavers	4	9	6	2,050	2,900
		Success Rate	100.0 %	55.6 %	50.0 %	64.7 %	66.0 %
	Indian	Leavers	6	5	2	20,210	43,140
		Success Rate	100.0 %	100.0 %	100.0 %	83.0 %	81.1 %
	Irish	Leavers	31	13	21	2,750	4,930
		Success Rate	93.5 %	100.0 %	71.4 %	71.2 %	74.9 %
	Pakistani	Leavers	5	3	0	43,090	74,100
		Success Rate	100.0 %	100.0 %		79.7 %	81.4 %
	White and Asian	Leavers	25	15	10	9,470	17,460
		Success Rate	92.0 %	86.7 %	50.0 %	77.7 %	80.9 %
	White and Black African	Leavers	21	23	20	6,560	10,710
		Success Rate	100.0 %	91.3 %	45.0 %	75.6 %	76.8 %
	White and Black Caribbean	Leavers	41	46	48	21,210	31,940
		Success Rate	70.7 %	73.9 %	83.3 %	71.9 %	73.0 %
	Any Other Asian background	Leavers	39	29	27	20,510	32,800
		Success Rate	92.3 %	93.1 %	96.3 %	80.9 %	82.2 %
	Any Other Black/African/Caribbean background	Leavers	14	2	4	9,750	14,910
		Success Rate	78.6 %	50.0 %	50.0 %	74.6 %	75.6 %
	Any Other Mixed/Multiple ethnic background	Leavers	49	33	20	11,930	19,890
		Success Rate	89.8 %	69.7 %	90.0 %	74.6 %	76.7 %
	Any Other White Background	Leavers	133	106	97	59,000	81,020
		Success Rate	82.7 %	89.6 %	77.3 %	80.1 %	80.9 %
	Any other ethnic group	Leavers	47	489	674	16,980	23,780
		Success Rate	76.6 %	83.2 %	81.5 %	76.3 %	77.4 %
	Total 16-18	Leavers	4,390	4,199	4,236		
		Success Rate	82.3 %	84.0 %	80.0 %		

Ethnicity 19+

Overall				
Provider Full Year			Prov Grp	National
2013/14	2014/15	2015/16	2014/15	2014/15

19 +						
African	Leavers	87	32	56	98,250	141,150
	Success Rate	87.4 %	90.6 %	71.4 %	83.0 %	83.0 %
Arab	Leavers	14	13	25	16,930	25,520
	Success Rate	92.9 %	92.3 %	92.0 %	86.0 %	85.5 %
Bangladeshi	Leavers	7	4	39	21,850	37,580
	Success Rate	100.0 %	100.0 %	84.6 %	87.6 %	86.6 %
Caribbean	Leavers	37	7	9	30,970	50,660
	Success Rate	91.9 %	85.7 %	77.8 %	84.0 %	84.5 %
Chinese	Leavers	7	20	38	7,550	13,070
	Success Rate	71.4 %	85.0 %	97.4 %	86.8 %	87.0 %
English/Welsh/Scottish/Northern Irish/British	Leavers	2,368	1,747	1,550	624,090	1,132,760
	Success Rate	90.9 %	84.3 %	78.6 %	87.6 %	88.3 %
Gypsy or Irish Traveller	Leavers	4	6	5	1,300	2,030
	Success Rate	50.0 %	100.0 %	80.0 %	85.8 %	83.5 %
Indian	Leavers	13	5	12	27,730	46,300
	Success Rate	84.6 %	40.0 %	58.3 %	87.2 %	86.9 %
Irish	Leavers	18	6	12	4,840	10,430
	Success Rate	83.3 %	100.0 %	91.7 %	87.6 %	89.1 %
Pakistani	Leavers	7	2	8	42,340	73,900
	Success Rate	85.7 %	100.0 %	75.0 %	85.5 %	86.0 %
White and Asian	Leavers	14	17	22	7,800	11,900
	Success Rate	71.4 %	100.0 %	95.5 %	83.3 %	84.5 %
White and Black African	Leavers	18	10	8	8,410	12,950
	Success Rate	66.7 %	90.0 %	100.0 %	84.0 %	84.1 %
White and Black Caribbean	Leavers	44	23	19	14,140	21,640
	Success Rate	86.4 %	82.6 %	63.2 %	83.2 %	84.0 %
Any Other Asian background	Leavers	17	58	54	41,830	61,120
	Success Rate	82.4 %	86.2 %	85.2 %	84.3 %	84.6 %
Any Other Black/African/Caribbean background	Leavers	30	15	18	15,390	25,790
	Success Rate	90.0 %	20.0 %	61.1 %	83.8 %	84.2 %
Any Other Mixed/Multiple ethnic background	Leavers	36	14	20	10,530	17,370
	Success Rate	80.6 %	85.7 %	65.0 %	83.4 %	84.6 %
Any Other White Background	Leavers	283	305	293	134,230	212,380
	Success Rate	84.1 %	92.1 %	84.6 %	86.5 %	86.5 %
Any other ethnic group	Leavers	109	142	169	33,190	51,170
	Success Rate	87.2 %	88.7 %	80.5 %	83.8 %	84.3 %
Total 19 +	Leavers	3,113	2,426	2,357		
	Success Rate	89.5 %	85.4 %	79.8 %		

Gender

Overall				
Provider Full Year			Prov Grp	National
2013/14	2014/15	2015/16	2014/15	2014/15

16-18	Male	Leavers	2,397	2,136	2,184	665,290	1,010,460
		Success Rate	84.4 %	83.2 %	80.7 %	77.6 %	78.5 %
	Female	Leavers	1,993	2,063	2,052	569,160	959,240
		Success Rate	79.8 %	84.8 %	79.2 %	79.4 %	81.1 %
	Total 16-18	Leavers	4,390	4,199	4,236		
		Success Rate	82.3 %	84.0 %	80.0 %		
19 +	Male	Leavers	1,955	1,229	1,053	511,540	871,810
		Success Rate	92.5 %	86.7 %	80.8 %	86.4 %	87.4 %
	Female	Leavers	1,158	1,197	1,304	647,280	1,105,110
		Success Rate	84.3 %	84.2 %	79.0 %	86.4 %	86.7 %
	Total 19 +	Leavers	3,113	2,426	2,357		
		Success Rate	89.5 %	85.4 %	79.8 %		

LLDD

Overall				
Provider Full Year			Prov Grp	National
2013/14	2014/15	2015/16	2014/15	2014/15

16-18	LLD - Yes	Leavers	1,253	1,334	1,616	310,190	461,760	
		Success Rate	81.8 %	82.2 %	81.4 %	77.3 %	77.9 %	
	LLD - No	Leavers	3,044	2,791	2,482	879,070	1,404,450	
		Success Rate	82.4 %	85.0 %	79.3 %	78.8 %	80.3 %	
	LLD - Unknown	Leavers	93	74	138	45,190	103,480	
		Success Rate	83.9 %	77.0 %	74.6 %	77.7 %	81.3 %	
	Total 16-18	Leavers	4,390	4,199	4,236			
		Success Rate	82.3 %	84.0 %	80.0 %			
	19 +	LLD - Yes	Leavers	699	673	589	214,520	417,630
			Success Rate	87.4 %	80.1 %	75.9 %	84.4 %	85.9 %
LLD - No		Leavers	2,346	1,738	1,744	896,190	1,489,150	
		Success Rate	90.1 %	87.5 %	81.0 %	87.0 %	87.4 %	
LLD - Unknown		Leavers	68	15	24	48,100	70,150	
		Success Rate	89.7 %	86.7 %	91.7 %	84.5 %	84.7 %	
Total 19 +		Leavers	3,113	2,426	2,357			
		Success Rate	89.5 %	85.4 %	79.8 %			

Disability

Overall				
Provider Full Year			Prov Grp	National
2013/14	2014/15	2015/16	2014/15	2014/15

16-18	n/a	Leavers	0	0	120	-	-
		Success Rate			74.2 %	-	-
	Aspergers Syndrome	Leavers	61	61	71	11,990	17,350
		Success Rate	80.3 %	83.6 %	80.3 %	81.4 %	80.5 %
	Disability Affecting Mobility	Leavers	35	21	25	4,350	6,460
		Success Rate	91.4 %	76.2 %	92.0 %	81.8 %	81.6 %
	Emotional/Behavioural Difficulties	Leavers	57	118	0	22,030	33,070
		Success Rate	78.9 %	72.0 %		71.8 %	70.7 %
	Hearing Impairment	Leavers	42	34	23	8,070	11,320
		Success Rate	92.9 %	88.2 %	91.3 %	79.4 %	80.3 %
	Mental Health difficulty	Leavers	24	40	73	13,400	22,170
		Success Rate	50.0 %	80.0 %	78.1 %	70.4 %	70.9 %
	Multiple Disabilities	Leavers	16	4	6	10,770	15,810
		Success Rate	87.5 %	50.0 %	100.0 %	78.5 %	77.0 %
	Other Medical Condition (For Example Epilepsy, Asthma, Diabetes)	Leavers	121	101	102	41,010	79,350
		Success Rate	81.0 %	82.2 %	86.3 %	78.4 %	81.0 %
	Other Physical Disability	Leavers	16	13	42	4,340	7,530
		Success Rate	56.3 %	92.3 %	73.8 %	78.8 %	79.8 %
	Profound Complex Disabilities	Leavers	1	5	3	410	560
		Success Rate	100.0 %	80.0 %	66.7 %	82.3 %	78.2 %
	Temporary Disability After Illness (For Example Post-Viral) or accident	Leavers	0	3	0	460	980
		Success Rate		66.7 %		77.2 %	81.6 %
	Visual Impairment	Leavers	18	28	41	8,240	12,300
		Success Rate	94.4 %	96.4 %	65.9 %	79.7 %	79.4 %
	Other	Leavers	183	155	260	32,000	44,990
		Success Rate	83.6 %	89.7 %	89.6 %	78.3 %	78.1 %
	No Disability	Leavers	3,632	3,485	3,306	879,070	1,404,450
		Success Rate	82.3 %	84.3 %	79.9 %	78.8 %	80.3 %
	Not known/Information Not provided	Leavers	184	131	164	198,300	313,360
		Success Rate	84.2 %	80.9 %	69.5 %	77.4 %	79.0 %
	Total 16-18	Leavers	4,390	4,199	4,236		
		Success Rate	82.3 %	84.0 %	80.0 %		

Disability

Overall				
Provider Full Year			Prov Grp	National
2013/14	2014/15	2015/16	2014/15	2014/15

19 +	n/a	Leavers	0	0	19	-	-
		Success Rate			42.1 %	-	-
	Aspergers Syndrome	Leavers	10	14	32	5,370	8,850
		Success Rate	100.0 %	57.1 %	78.1 %	80.7 %	82.6 %
	Disability Affecting Mobility	Leavers	28	32	54	11,500	27,870
		Success Rate	85.7 %	96.9 %	72.2 %	87.0 %	88.2 %
	Emotional/Behavioural Difficulties	Leavers	12	28	0	7,040	12,140
		Success Rate	83.3 %	82.1 %		82.5 %	84.1 %
	Hearing Impairment	Leavers	37	19	20	9,320	18,760
		Success Rate	97.3 %	78.9 %	95.0 %	85.2 %	86.9 %
	Mental Health difficulty	Leavers	63	76	61	20,880	43,840
		Success Rate	87.3 %	76.3 %	72.1 %	82.7 %	84.5 %
	Multiple Disabilities	Leavers	48	34	15	14,810	36,700
		Success Rate	95.8 %	85.3 %	86.7 %	86.4 %	88.6 %
	Other Medical Condition (For Example Epilepsy, Asthma, Diabetes)	Leavers	61	49	52	30,180	54,590
		Success Rate	93.4 %	83.7 %	78.8 %	86.3 %	86.9 %
	Other Physical Disability	Leavers	16	5	24	6,540	14,900
		Success Rate	87.5 %	80.0 %	91.7 %	85.9 %	87.7 %
	Profound Complex Disabilities	Leavers	6	3	2	880	1,670
		Success Rate	83.3 %	33.3 %	100.0 %	90.7 %	90.7 %
	Temporary Disability After Illness (For Example Post-Viral) or accident	Leavers	4	0	2	1,030	2,140
		Success Rate	100.0 %		100.0 %	88.5 %	88.5 %
	Visual Impairment	Leavers	18	30	26	7,650	14,490
		Success Rate	88.9 %	80.0 %	80.8 %	86.8 %	87.1 %
	Other	Leavers	69	88	69	22,390	44,670
		Success Rate	91.3 %	84.1 %	73.9 %	85.2 %	85.8 %
	No Disability	Leavers	2,643	2,012	1,954	896,190	1,489,150
		Success Rate	89.2 %	86.2 %	80.3 %	87.0 %	87.4 %
	Not known/Information Not provided	Leavers	98	36	27	125,050	207,160
		Success Rate	89.8 %	83.3 %	92.6 %	83.5 %	84.6 %
	Total 19 +	Leavers	3,113	2,426	2,357		
		Success Rate	89.5 %	85.4 %	79.8 %		

Learning Difficulty

Overall				
Provider Full Year			Prov Grp	National
2013/14	2014/15	2015/16	2014/15	2014/15

16-18	n/a	Leavers	0	0	120	-	-
		Success Rate			74.2 %	-	-
	Autism Spectrum Disorder	Leavers	142	165	197	19,120	25,740
		Success Rate	86.6 %	87.3 %	89.3 %	81.8 %	80.5 %
	Dyscalculia	Leavers	1	20	28	3,640	4,680
		Success Rate	100.0 %	90.0 %	92.9 %	74.1 %	73.7 %
	Dyslexia	Leavers	477	558	668	93,470	125,230
		Success Rate	78.4 %	82.1 %	80.1 %	76.0 %	76.4 %
	Moderate Learning Difficulty	Leavers	212	165	149	41,200	55,860
		Success Rate	84.4 %	84.8 %	83.2 %	79.8 %	78.3 %
	Multiple Learning Difficulties	Leavers	30	42	0	13,850	17,700
		Success Rate	86.7 %	88.1 %		79.2 %	78.0 %
	Other Specific Learning Difficulty	Leavers	27	42	67	12,830	22,570
		Success Rate	85.2 %	66.7 %	80.6 %	76.9 %	80.2 %
	Severe Learning Difficulty	Leavers	37	13	19	2,880	3,890
		Success Rate	91.9 %	76.9 %	94.7 %	82.4 %	79.5 %
	Other	Leavers	76	67	92	41,180	56,620
		Success Rate	84.2 %	86.6 %	84.8 %	76.6 %	77.3 %
	No Learning Difficulty	Leavers	3,280	3,018	2,732	879,070	1,404,450
		Success Rate	82.2 %	84.5 %	79.6 %	78.8 %	80.3 %
	Not Known/Information Not Provided	Leavers	108	109	164	127,200	252,950
		Success Rate	86.1 %	77.1 %	69.5 %	76.9 %	79.6 %
Total 16-18		Leavers	4,390	4,199	4,236		
		Success Rate	82.3 %	84.0 %	80.0 %		

Learning Difficulty

Overall				
Provider Full Year			Prov Grp	National
2013/14	2014/15	2015/16	2014/15	2014/15

19 +	n/a	Leavers	0	0	19	-	-
		Success Rate			42.1 %	-	-
	Autism Spectrum Disorder	Leavers	44	42	62	8,420	13,730
		Success Rate	95.5 %	73.8 %	83.9 %	83.4 %	84.6 %
	Dyscalculia	Leavers	8	13	4	2,000	3,420
		Success Rate	75.0 %	84.6 %	50.0 %	81.3 %	82.7 %
	Dyslexia	Leavers	266	284	202	50,440	86,690
		Success Rate	82.7 %	73.9 %	66.8 %	82.2 %	83.3 %
	Moderate Learning Difficulty	Leavers	130	122	72	32,350	63,610
		Success Rate	86.9 %	87.7 %	91.7 %	85.2 %	86.9 %
	Multiple Learning Difficulties	Leavers	20	20	13	9,530	18,270
		Success Rate	90.0 %	85.0 %	69.2 %	85.0 %	87.0 %
	Other Specific Learning Difficulty	Leavers	6	8	14	4,600	7,390
		Success Rate	100.0 %	50.0 %	100.0 %	80.1 %	83.6 %
	Severe Learning Difficulty	Leavers	27	9	8	6,870	11,450
		Success Rate	96.3 %	66.7 %	100.0 %	90.4 %	90.4 %
	Other	Leavers	47	35	19	18,470	32,270
		Success Rate	87.2 %	82.9 %	94.7 %	81.7 %	83.1 %
	No Learning Difficulty	Leavers	2,489	1,865	1,917	896,190	1,489,150
		Success Rate	90.2 %	87.7 %	80.5 %	87.0 %	87.4 %
	Not Known/Information Not Provided	Leavers	76	28	27	129,940	250,950
		Success Rate	90.8 %	82.1 %	92.6 %	85.3 %	86.4 %
Total 19 +		Leavers	3,113	2,426	2,357		
		Success Rate	89.5 %	85.4 %	79.8 %		

Equality and diversity position as at 1 September 2016: Human Resources¹

There is a recurring theme across the following EDI data, whereby a lack of information (due to either non-disclosure or preference not to say) prevents an accurate analysis.

The college recognises that this needs addressing, and will be undertaking a project to inform staff as to why the information is requested and how it is then used, before actively encouraging staff to update their own details via the self-service HR portal, MyView, in order to be able to provide a truer picture of the equality and diversity position.

Gender

The majority of the workforce is female at 62%. This majority has increased slightly, the previous year being 58%.

Gender	Number of Staff	Percentage
Male	147	38%
Female	238	62%

Disability

2.60% of employees disclosed a disability. The college is a member of the 'Positive about Disabled People' scheme and welcomes job applicants who have disabilities.

Disability declared	Number of Staff	Percentage
Count	10	2.60%

Religion

The college is unable to provide an accurate profile of the religions and beliefs with such a high proportion of staff not disclosing this information, despite a minor decrease of 2% in non-disclosures. The college continues to promote and encourage disclosure across the college and actively supports multi-faiths and beliefs.

Religion	Number of Staff	Percentage
Buddhist	1	0.26%
Catholic	6	1.56%
Christian	34	8.83%
Hindu	2	0.52%
Jewish	0	0.00%
Muslim	0	0.00%
Protestant	0	0.00%
Sikh	0	0.00%
Not Provided	322	83.64%
Other	12	3.12%
Prefer Not to Say	8	2.08%

¹ All data for the staff reports is based on the profile at 1 September 2016. There is a headcount of 385 established staff (396 established posts).

Ethnicity

BME staff are under-represented within the college and the college would like to widen the diversity of its workforce. This year there has been a 6.58% increase in unknown/un-provided ethnicities, however the profile does represent the local community and reflects the 2011 census equalities information published for Hastings.

Ethnicity	Number of Staff	Percentage
Any Other	3	0.78%
Asian or Asian British - any other	0	0.00%
Asian or Asian British - Bangladeshi	1	0.26%
Asian or Asian British - Indian	4	1.04%
Asian or Asian British - Pakistani	0	0.00%
Black or Black British - African	2	0.52%
Black or Black British - Caribbean	2	0.52%
Chinese	0	0.00%
Mixed - any other Mixed Background	0	0.00%
Mixed - White and Black African	1	0.26%
Mixed - White and Black Caribbean	2	0.52%
Not Known/Not Provided	96	24.94%
Prefer Not to Say	1	0.26%
White	1	0.26%
White - any other White Background	6	1.56%
White - British	258	67.01%
White - English/Welsh/Scottish/N Irish	2	0.52%
White - Irish	1	0.26%
White - Other European	5	1.30%

Age

The age range of the workforce is between 17-77. The overall profile of staff reflects that of the local community (comparisons made with the 2011 Census Equalities Information for Hastings).

Age	Number of Staff	Percentage
16-20	7	1.82%
21-30	58	15.06%
31-40	83	21.56%
41-50	122	31.69%
51-60	84	21.82%
61-64	17	4.42%
65-70	8	2.08%
71-80	6	1.56%
81-90	0	0.00%

Sexual orientation

A significant number of staff have not disclosed their sexual orientation, however the percentage of staff disclosing has increased slightly on the previous year. The college will continue to actively promote LGBT (lesbian, gay, bisexual and transgender) equality for staff and will promote and encourage staff to disclose.

Sexual Orientation	Number of Staff	Percentage
Heterosexual	74	19.22%
Homosexual	3	0.78%
Bisexual	0	0.00%
Prefer Not to Say	6	1.56%
Not known	302	78.44%

Gender and salary

The table below shows that in the highest salary bracket (£50k+), 78% are male. In the £35k-£50k (middle) bracket over 54% are male and in the £35k or less bracket 64% are female.

The college has commenced a significant analysis of gender pay in order to fulfil its duties in analysing and publishing its gender pay gap data.

Gender & Salary		£50k+		£35k-£50k		£35k or less		Totals
		Headcount	FTE	Headcount	FTE	Headcount	FTE	
Lect	Male	-	-	-	-	63	53.6527	63
	Female	-	-	-	-	80	57.9437	80
Supp	Male	-	-	-	-	67	51.7754	67
	Female	-	-	1	0.8108	146	107.2394	147
Mgmt	Male	7	7.0000	15	15.0000	-	-	22
	Female	2	2.0000	12	11.2946	3	2.8727	17
Totals		9	9.0000	28	27.1054	359	273.4839	396

Starters and leavers analysis

An analysis of starters and leavers has been undertaken in order to compare shifts in our college population against our overall profile and to report on recruitment activity and turnover.

The number of starters for 15/16 has doubled versus the previous year, however the number of leavers has dropped slightly. In relation to gender, the trend for new starters continues with twice as many females than males. In the case of leavers however, the gender split is this year more balanced. The high proportion of missing information seen amongst current staff is mirrored in the recruitment data.

Established starters in academic years 2013/14, 2014/15 and 2015/16

Academic Year	Established Starters	Disability Declared	Gender	
			Male	Female
2013-2014	39	1	17	22
2014-2015	33	0	11	25
2015-2016	66	0	20	46

Academic Year	Ethnicity						
	White-British	Asian or Asian British - Indian	Black or Black British - African	White - Other European	Mixed -White and Black Caribbean	Other	Not Known/Not Provided
2013-2014	19	0	1	2	0	0	17
2014-2015	8	1	0	1	0	0	23
2015-2016	25	0	0	1	1	3	36

Academic Year	Religion				
	Catholic	Christian	Not Provided	Other	Prefer Not to Say
2013-2014	3	9	24	2	1
2014-2015	0	0	32	1	0
2015-2016	2	10	51	1	2

Academic Year	Sexual Orientation		
	Heterosexual	Homosexual	Not Known
2013-2014	18	1	20
2014-2015	2	0	31
2015-2016	19	1	46

Academic Year	Age								
	16-20	21-30	31-40	41-50	51-60	61-64	65-70	71-80	81-90
2013-2014	3	7	8	15	6	0	0	0	0
2014-2015	4	3	11	7	5	1	1	1	0
2015-	4	23	13	19	7	0	0	0	0

Established leavers in academic years 2013/14, 2014/15 and 2015/16

Academic Year	Established Leavers	Disability Declared	Gender	
			Male	Female
2013-2014	57	2	26	31
2014-2015	81	5	25	56
2015-2016	74	2	36	38

Academic Year	Ethnicity														
	White-British	Asian or Asian British - Indian	Asian or Asian British - Pakistani	Asian or Asian British - Any Other	Black or Black British - African	Black or Black British - Caribbean	Chinese	Mixed - White and Black Caribbean	Mixed - Any Other Mixed Background	White - Irish	White - Other European	White - American	White - Any Other Background	Any Other	Not Known/Not Provided
2013-2014	38	0	0	1	0	2	0	1	0	0	1	1	1	2	10
2014-2015	52	1	0	0	1	0	0	0	1	1	2	0	0	0	23
2015-2016	39	1	1	0	1	0	1	0	0	0	0	0	1	1	29

Academic Year	Religion							
	Catholic	Christian	Hindu	Muslim	Protestant	Not Provided	Other	Prefer Not to Say
2013-2014	2	3	0	0	1	45	5	1
2014-2015	1	7	1	0	1	68	2	1
2015-2016	0	6	0	1	0	63	3	1

Academic Year	Sexual Orientation				
	Heterosexual	Homosexual	Bisexual	Prefer not to say	Not Known
2013-2014	15	0	0	1	41
2014-2015	17	1	1	0	62
2015-2016	13	0	0	3	58

Academic Year	Age								
	16-20	21-30	31-40	41-50	51-60	61-64	65-70	71-80	81-90
2013-2014	5	16	7	16	11	2	0	1	0
2014-2015	3	11	18	29	13	6	1	0	0
2015-2016	3	16	14	14	15	4	8	0	0