

# Wath Academy



**Delivering exceptional learning experiences that  
enable all young people to thrive in a competitive world and lead successful and fulfilling lives**

<b>World-class learning</b> World-class learning every lesson, every day	<b>The highest expectations</b> Everyone can be successful; always expect the highest standards	<b>No excuses</b> Create solutions not excuses; make positive thinking a habit	<b>Growth mindset</b> Believe you can improve; work hard and value feedback	<b>Never give up</b> Resilience is essential; be relentless in the pursuit of excellence	<b>Everyone is valued</b> Diversity is celebrated; see the best in everyone	<b>Integrity</b> Be trustworthy and honest; deliver on promises and walk the talk
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## Equality Objectives - Staff

At Wath Academy we are passionate about achieving our vision. To fully achieve our vision, we see it as essential that we do this in an equitable manner across all strands of the academy. We want to be an inclusive employee and academy of choice for staff and students within our locality.

## Objective One

Have a staff body which has a far greater ethnic diversity than Rotherham.

### Current context and why we have chosen this objective

#### Wath-Upon-Dearne and Rotherham Racial Demographics (2011 Census)

Ethnic Group	Wath Academy Staff (Jan 2023)	Wath Academy Students (Jan 2023)	Wath-Upon-Dearne	Rotherham	UK
White	92.05% (94.68%)	94.20% (93.79%)	98%	93.6%	87.2%
Asian	1.87% (1.06%)	1.60% (1.35%)	0.7%	4.1%	7.5%
Black	0% (0.53%)	1.30% (0.88%)	0.4%	0.8%	3.3%
Mixed/Multiple	0.93% (1.06%)	2.55% (2.89%)	0.7%	1%	1%
Not Identified	5.14% (2.67%)	0.35% (1.09%)			

In 2019, 13.19% of the national teaching workforce were of an ethnic minority group.

As the data above suggests Wath and Rotherham are very much monocultural communities. This could potentially limit our student's exposure to different races, religions and cultures, we want our students to have a learning experience which better reflects society as a whole. One of our Key Drivers is 'Everyone is valued – Diversity is celebrated, see the best in everyone', for us to truly live and breath this Key Driver we must ensure our students are exposed to more people from different ethnic and religious backgrounds. Also, for our students from ethnic minorities, it is important that they see members of their race and or religion in aspirational positions within the academy.

Having a diverse team means that you have a greater coverage of the 'problem space' due to different life experiences, knowledge and viewpoints (Matthew Syed, Rebel Ideas). This leads to greater cognitive diversity and therefore a better teams.

### Action Plan

Action	Success Criteria	Staff Responsible	When
LRA to contact BAME teaching networks to establish barriers to applying at Wath Academy.	Identification of barriers which may prevent applications.	Principal	January 2023 onwards
Engage with teaching Unions to	Identification of barriers which may	Principal	Ongoing

establish barriers some of their members may face	prevent applications.		
SLT to take part in unconscious bias training annually.	Being aware of any potential unconscious bias this will reduce any potential bias when it comes to making recruitment or retention decisions	Principal & SLT	Training to be completed by Summer 2023
Research and attend any BAME teacher recruitment days.	BAME teachers to be aware of opportunities at Wath Academy	Principal	January 2022 onwards
Contact Universities and ITT providers to make them aware of recruitment opportunities.	Expand the field in which we currently advertise thus reaching more BAME teachers	Principal	January 2022 onwards
Any applicant from a non-white ethnic group will be shortlisted for interview if they meet all the essential criteria in the person specification.	Applicants from non-white ethnicities will not be hindered by any unconscious bias that may exist.	Principal	January 2022 onwards
All candidates to continue to have the exact same questions and tasks during a recruitment process.	No candidate is disadvantaged by a variance in questioning/task difficulty.	Principal	January 2022 onwards
Marketing documentation to visually demonstrate our 'Everyone is Valued' Key Driver.	Documentation to make it attractive for staff of different ethnic minorities to want to work at Wath Academy.	Principal and Marketing Team	January 2022 onwards
Create an in school 'culture' group for staff from all ethnicities.	Provides a space for all staff to interact with staff from different cultures and celebrate their similarities and differences.	Principal and SLT	Easter 2022 onwards
A review of language and terminology used in job descriptions.	Removal of language and terminology which may subconsciously put off prospective candidates from different ethnic minorities.	Principal	January 2022 onwards

## Objective Two

Have an even gender distribution across all leadership roles.  
Increase the number of male English teachers

### Current context and why we have chosen this objective

#### Wath Academy Staff Data

Group	Total	Males	%	Females	%
Staff - All	186 (188)	64 (68)	34.41% (36.17%)	122 (120)	65.59% (63.83%)
Staff - Teachers	114 (118)	43 (45)	37.72% (38.98%)	71 (72)	62.28% (61.02%)
Staff – Associate Professionals	72 (75)	21 (20)	29.17% (31.43%)	51 (48)	70.83% (68.57%)
Staff - Middle Leaders	55 (52)	19 (19)	34.54% (36.54%)	36 (33)	65.45% (63.46%)
Staff - Senior Leaders	14 (12)	9 (8)	64.29% (54.55%)	5 (5)	35.71% (45.45%)

#### Current Senior Leadership Breakdown

**Principal** - Male

**Vice Principals** – Two males.

**Assistant Vice Principals** – Two males and two females.

**Associate Assistant Vice Principals** – Three males and three females.

The data above shows that the number of female senior leaders is disproportionate to the number of females in middle leadership and non-leadership roles. At the academy we want to ensure that we have an even distribution of genders across leadership positions. This will provide both genders with a fair range of inspirational role models in leadership positions.

**English Department Data**

	Teaching Population	Wath Academy Teaching Population	Wath Academy English Department
Male	38%	37.72%	17.6% (3)
Female	62%	62.28%	82.4% (14)

Although nationally there are more female teachers than males our English department is significantly short of this figure.

**Action Plan**

Action	Success Criteria	Staff Responsible	When
SLT to take part in unconscious bias training.	Being aware of any potential unconscious bias this will reduce any potential bias when it comes to making recruitment or retention decisions	Principal & SLT	January 2023 onwards
All candidates to continue to have the exact same questions and tasks during a recruitment process.	No candidate is disadvantaged by a variance in questioning/task difficulty.	Principal	January 2022 onwards
Marketing documentation to visually demonstrate our 'Everyone is Valued' Key Driver.	Documentation to make it attractive for staff of different genders to want to work at Wath Academy.	Principal and Marketing Team	January 2022 onwards
A review of language and terminology used in job descriptions.	Removal of language and terminology which may subconsciously put off prospective candidates.	Principal	January 2022 onwards
Create a 'Woman in Leadership' group which will provide a discussion and support forum for woman in leadership or with aspirations to be leaders.	Aspirational or existing female leaders to be encouraged and supported through mentorship and leadership PLD. This will increase the number of female applicants to leadership positions and make the academy an attractive prospect for external female candidates.	Principal & SLT	January 2022 onwards  This specific group is awaiting creation. MLT does however run an internal leadership programme for all staff. This year there are 17 females and 3 males taking part in the course
Contact Universities and ITT providers	The academy has a great relationship	Principal & SLT	January 2022 onwards

to make them aware of recruitment opportunities.	with ITT providers and therefore is aware of the best male English teachers.  Male ITTs are aware of job opportunities at the academy.		
Ensure both male and female involvement in interview days.	Both female and male staff have an opportunity to share their insight on candidates and recruitment needs.	Principal & SLT	January 2022 onwards
Identify internal candidates which would help balance genders in leadership positions and mentor them.	Internally recruit talented staff to achieve a gender balance in leadership positions.	Principal	January 2022 onwards

### Objective Three

No bullying or discrimination claims from the staff body

### Current context and why we have chosen this objective

Bullying and discrimination has historically been very rare at the academy and its predecessor (Wath Comprehensive School). However, it is essential staff are treated in line with our 'Everyone is Valued' Key Driver meaning that no bullying or discrimination takes place at the academy. No staff member should feel the burden of discrimination and should in fact feel empowered and developed.

### Action Plan

Action	Success Criteria	Staff Responsible	When
SLT to take part in unconscious bias training.	Being aware of any potential unconscious bias this will reduce any potential bias when it comes to making recruitment or retention decisions	Principal & SLT	Training to be completed by Summer 2023
All staff to be aware of clear reporting processes in place.	All staff to know exactly how to report and instances of bullying or discrimination.	Principal	January 2022 onwards
Staff to be appropriately trained to deal with allegations of bullying and discrimination.	Leaders to know how to effectively deal with any allegations and subsequent investigations with training and advice via MLT.	Principal and all Leaders	January 2022 onwards
Clear job descriptions and regular line management.	All staff to have clarity of expectations and receive line management in line with previously agreed regularity.	Principal	January 2022 onwards
Wellbeing section on all line management agendas	All staff given the opportunity to discuss their current wellbeing with their line manager at each line management meeting.	Principal and Line Managers	January 2022 onwards
All leaders to access Leadership Competency development which includes:	Having more leaders trained and aware of these leadership competencies will positively affect how they treat and interact with others.	Principal and Line Managers	January 2022 onwards

- Self-Awareness
- Resilience and Emotional Maturity
- Integrity
- Inspiring Others
- Holding to Account
- Relating to others
- Developing Others
- Collaboration