Department for Education

Leadership Equality and Diversity Fund 2018/19: programme analysis

March 2020

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Executive Summary

The Leadership Equality and Diversity (E&D) fund is designed to support underrepresented groups to progress in their careers and increase the diversity of the school leadership workforce[1]. In 2018 the Department for Education (DfE) appointed eight lead schools to act as E&D regional 'hubs' and coordinate delivery of multiple school-led projects across each of the Regional Schools Commissioner (RSC) regions.

This report provides findings from online baseline and end of year surveys, which participants were asked to complete at the beginning and end of their programme. The results of the surveys provide self-reported feedback on respondents' perceptions of the programme, providing insight as to how well they feel the programme they completed has improved their confidence to apply for promotion, their leadership and management skills and their strategic thinking as a leader.

NOTE: This report was written in March 2020, when the Equality and Diversity Fund was open for the 19/20 round, and this is reflected in the language used throughout. The Equality and Diversity fund has now closed as of the 31st December 2020.

2018/19 End of Year survey findings

Of the 527 responses received for the end of year survey, analysis shows that:
- 96% of participants agreed that their programme 'improved my confidence to apply for promotion', with 89% of those stating that their programme either met or exceeded their expectations in this aspect
- 97% of participants agreed that their programme had 'improved your leadership and management skills in general' with 88% of those stating that their programme either met or exceeded their expectations in this aspect
- 96% of participants agreed that their programme had 'improved your strategic thinking as a leader' with 88% of those stating that their programme had either met or exceeded their expectations in this aspect
- 87% agreed that 'attendance on their programme had allowed me to construct stronger job applications'
- 98% reported that they would recommend the programme they completed to colleagues and friends
- Of the teachers considering leaving the profession prior to taking part in their programme, 77% said they had now changed their view

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[1] The Equality Act 2010 defines the protected characteristics as: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation (https://www.gov.uk/guidance/equality-act-2010-guidance)

Background and aim

Leadership Equality and Diversity Fund

The purpose of the Leadership Equality and Diversity (E&D) Fund is to support under-represented groups covered by the protected characteristics as defined by the Equality Act 2010[2]. The Department is committed to removing barriers that can prevent teachers from underrepresented groups from progressing in their career.

The E&D fund provides leadership training to under-represented teachers and leaders of all protected characteristics and develop a pipeline of diverse leaders. During the academic year 2018/19, sixty-eight delivery schools were recruited to design and deliver leadership development opportunities for teachers with protected characteristics. Schools could deliver more than one programme, and seventy-five programmes were run in total. A full breakdown of the number of programmes which covered each protected characteristic can be found in Annex A. Delivery schools were given the autonomy to develop bespoke programmes to suit their specific context and local circumstances. This led to a range of programme content, learning outcomes and delivery models being used. All programmes had some form of classroom-style sessions, and an element of coaching/mentoring.

Approach

Each of the eight regional hub schools completed an online end of project report in July 2019, where they reported their final participant figures. A total of 976 responses, representing a response rate of 82% of all registered participants, were received for the baseline survey for 18/19[3.] and a total of 527 responses, a response rate of 45% of all registered participants, (45%) were received for the end of year survey for 18/19. A total of 473 (40%) participants have been identified as completing both the baseline and end of year. This means we can compare survey responses for 40% of all registered participants.

Limitations

The results presented here only reflect the views of the 976 participants that completed the baseline survey and the 527 participants that completed the end of year survey, and therefore are not a complete representation of everyone who

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[2] The protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation
[3] This represents an 82% response rate as 1,185 participants started the programmes. 1,172 participants completed the programme in 18/19.

attended the programmes. Respondents to the surveys may have had a different experience to participants who did not give a response to the surveys. This may have introduced bias into the analysis, and it is therefore not possible to say if these responses are representative of the wider population of participants, notwithstanding the reasonable response rates achieved.

Analysis was not performed on teachers that could have but did not participate in the programme as it was out of scope. The experience of teachers that participated may be different to teachers that did not, and as such findings should not be generalised to the wider teacher population.

Some of the results commented on in this report are based on a small sample size which may not be representative of the wider population. A matched total of 473 (40%) participants completed both the baseline and end of year surveys.

A direct comparison between the baseline and end of year surveys is not possible due to differences in survey design, but we were able to compare data on two questions.

The findings from these surveys are respondents' anticipated and retrospective perceptions of how their programme would benefit / benefitted them. It is not an independent evaluation of actual levels of promotion and without a comparison group we cannot say how many of these people would have applied for a promotion without having participated in this programme.

Findings

2018/19 Baseline Survey (976 respondents)

Demographics

The majority of survey respondents were female (92%). This compares with 76% of teachers in the workforce as at November 2018[4]. The majority of survey respondents were White British (75%). This compares with 86% of all teachers[5]. The most frequently reported ethnicities after White British were Asian or Asian British (4%), Black or Black British (3%) and Pakistani (3%). Most participants were aged 35-54 (50%).

Results

The key goal of the fund is to increase the confidence and competency of participants to support their career progression.

Of the nine protected characteristics, as listed in the Equality Act 2010, the majority of the 976 participants (61%) who responded to the baseline survey reported to have been on a programme which covered 'Sex'. 'Pregnancy and Maternity' (26%), 'Age' (22%) and 'Race' (22%) were the second, third and fourth most prevalent protected characteristics, reported by participants. 'Marriage and Civil Partnership' (6%) was the least reported protected characteristic. A full breakdown of the protected characteristics covered by respondents' programmes is provided in Annex B.

We asked participants how they found out about their project and just over half (51%) responded 'From your Headteacher'.

Participants were asked why they had chosen their project. We gave them a list of potential reasons and asked them to rank them 1-11, with 1 being the most important reason to them and 11 the least important.

The reason ranked most as highest importance by participants was to 'improve confidence to apply for promotion' (24%). This was followed by 'Improving leadership and management skills in general' (20%), 'Improve your strategic thinking as a leader' (14%) and 'gain a more detailed understanding of leadership' (13%).

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[4] DfE (2019), School Workforce Census 2018, Table 5
[5] DfE (2019), School Workforce Census 2018, Table 5

2018/19 End of Year Survey (527 respondents)

Demographics

The majority of survey respondents were female (90%). The majority of survey respondents were White British (71%). The most frequently reported ethnicities after White British were Black Caribbean (7%), Indian (3%) and Pakistani (3%). 4% of respondents chose not to answer this question. Most participants were aged 35-54 (49%)**.**

The majority of survey respondents work full-time hours (80%). 16% of survey respondents worked part-time.

There was a fairly even split between primary (39%) and secondary (48%) staff. Respondents working in academies accounted for almost two thirds of participants (61%).

Almost half of the participants (49%) are middle leaders (e.g. subject leader, head of year). 21% reported to be senior leaders, 11% class teachers and 8% either newly or recently qualified teachers.

Results

Of the nine protected characteristics, as listed in the Equality Act 2010, the majority of the 527 participants (66%) who responded to the end of year survey reported to have been on a programme which covered 'Sex'. 'Race' (25%) and 'pregnancy and maternity' (24%) were the second and third most prevalent protected characteristics, reported by participants. 'Marriage and civil partnership' (6%) was the least reported protected characteristic. A full breakdown of the protected characteristics covered by respondents' programmes is provided in Annex B.

Participants were asked how the programme they had participated in had impacted on a number of measures relating to career progression. 96% of respondents agreed that the programme 'improved their confidence to apply for promotion' and 87% agreed that attendance on the programme had 'enabled them to construct stronger job applications'. In terms of leadership competencies, 96% of participants agreed that the programme had 'improved their strategic thinking as a leader' and 97% of participants agreed that the programme had 'improved their leadership and management skills'.

We asked participants 'What have been the most valuable aspects of this programme for you?' and gave a free text box for participants to respond. Aspects of the programmes that came up most frequently in the comments were the opportunities for coaching and mentoring and the mock application / interview process with feedback. A large number of comments welcomed the time for self-

reflection included in the programme and the opportunity to share experiences and network / make connections with colleagues. Comments also made reference to an increase in the participants' confidence / self-belief, as the following quote illustrates:

> *"This programme has developed my confidence so that I am now very prepared for the next steps in my career. It has provided me with practical solutions to the barriers I have faced, a network of highly supportive colleagues and a range of excellent role models. I feel that this has been a transformational journey, and I am very grateful for all the women who have given up their time to coach, support and inspire."*

One of the main purposes of the E&D programmes is to encourage and support participants to apply for, and achieve, next stage promotion. 26% of respondents reported that they had achieved next stage promotion during the life cycle of their programme, with a further 54% reporting that they plan to apply for next stage promotion between autumn term 2019 and autumn term 2020.

Of the 137 participants who achieved promotion during the life cycle of their programme, 26% (35 participants) identified as ethnic minority, 93% (127) identified as female and 3.5% (5) identified as men.

98% of respondents reported that they would recommend their programme to colleagues and friends and of the 273 respondents who told us that they had considered leaving the profession prior to taking part in the programme, 77% said that they had now changed their views.

2018/19 Baseline and End of Year comparison (473 responses)

Demographics

The majority of respondents who completed both the baseline and end of year surveys were female (90%).

Almost three quarters of respondents were White British (72%). The most frequently reported ethnicities after White British were Black Caribbean (6%), Indian (3%) and Pakistani (3%). Most participants were aged 35-54 (50%) or 25-34 (42%).

Results

One question featured identically on both the baseline and end of year survey and a second question very similarly in both surveys. This enables us to compare the data from these questions for the 473 respondents that completed both surveys.

In both the baseline and end of year surveys, participants were asked **'Do you have any plans to apply for a next stage promotion?'** The percentage of respondents answering 'I'm not sure' decreased from 32% to 16% from the baseline to the end of year survey. The percentage of respondents saying they will apply after the programme increased from 28% at baseline to 53% in the end of year survey. 35% of respondents to the baseline survey answered that they plan to apply during the programme. By the end of the programme 26% of respondents said they had achieved promotion. The proportion of respondents answering that they had no plans to apply for promotion stayed constant at 5% (Figure 1).

The changes in responses to this question would imply that the programmes have encouraged participants to apply for a next stage promotion.

Respondents who said they were not currently considering a promotion often gave personal reasons for not wishing to apply, although some expressed a desire to apply in the future.
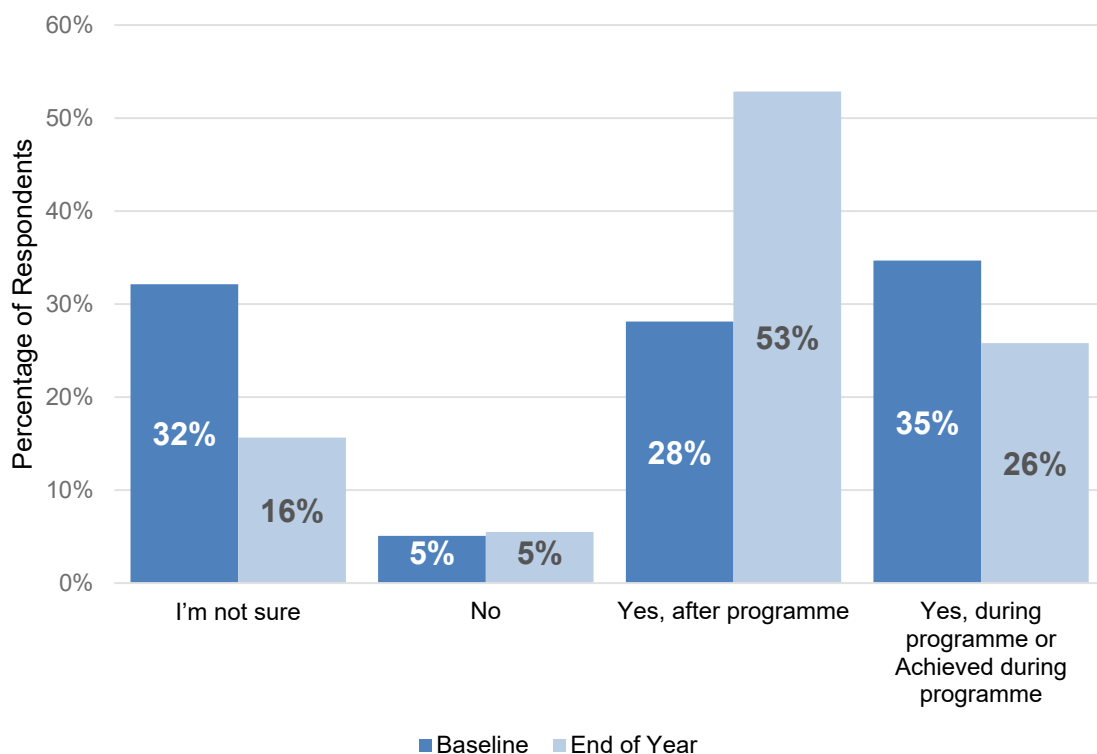

Figure 1: Comparison of responses to the question 'Do you have any plans to apply for a next stage promotion' in the baseline and end of year surveys

Participants were asked **what they perceived to be the barriers to their leadership progression**, both before and after participating in an E&D Fund

programme. Participants were given a list of barriers and asked to state whether or not they believed each one was currently a barrier to their career progression.

In the baseline survey, the most commonly reported barrier by respondents was 'Lack of Confidence/Self-belief' (49%). 'Limited posts becoming available' was the second most common answer (48%) and 'Concerns about increased workload' (36%) was the third (Figure 2).

In the end of year survey, respondents were asked to indicate whether the same things were currently barriers to their leadership progression. The most-reported barrier indicated by participants at this point was 'limited posts becoming available' (69%). 'Lack of leadership opportunities' (58%) and 'concerns about increase in workload' (53%) were the second and third most common barriers, with over half of participants agreeing with both statements (Figure 2).

It is encouraging to note that the most commonly reported barrier at the baseline point, 'lack of confidence/ self-belief', was not present in the top three barriers reported at the end of year stage.
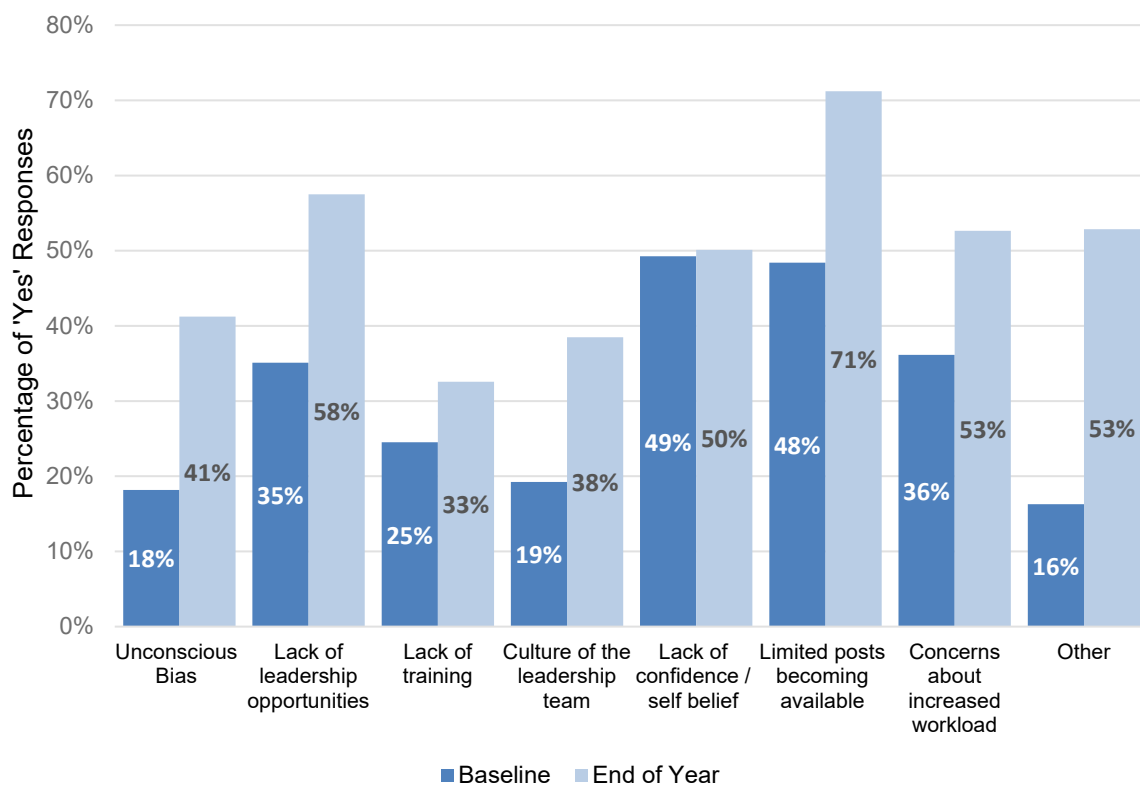

Figure 2: Comparison of 'yes' responses to the question of what perceived barriers there are to leadership progression in the baseline and end of year surveys

It is important to note that the most common barriers identified by participants in this question are general barriers that are experienced by all teachers and not just those who identify as one of the protected characteristics.

Conclusions

The data received from the baseline and end of year participant surveys for 2018/19 indicate that the majority of participants (96%) agreed that the programme 'improved my confidence to apply for promotion' and believed that it had several positive effects, particularly in relation to improving leadership and management skills in general and improvement of participants' strategic thinking as a leader.

The open-ended responses to the survey were very positive, with many participants taking the opportunity to reinforce aspects covered in the multiple-choice options, referring to an increase in the participants' confidence to apply for promotion. Respondents who said they were not currently considering a promotion often had personal reasons for not wishing to apply, although some expressed a desire to apply in the future.

The results presented in this report only reflect the views of respondents to the surveys, and therefore is not a complete representation of everyone who attended the programme. It is not possible to say if these responses are fully representative of the wider population of E&D participants or the wider workforce. The findings presented are respondents' perceptions and are intended to provide feedback on and indications of emerging outcomes of the programme, rather than a robust impact evaluation.

Annex A

Table 1: Number of programmes stating each protected characteristic as their intended main or partial focus

Protected Characteristic	Number of Programmes reporting the protected characteristic as their main or partial focus[6]
Sex	58
Race	22
Pregnancy and maternity	30
Marriage and civil partnership	2
Religion or belief	5
Disability	1
Age	2
Sexual orientation	5
Gender reassignment	2
BASE	75 programmes [7]

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[6] As reported to the Department by delivery schools as the main or partial focus of their programme. Numbers do not total 75 as programmes could cover more than one characteristic. Some delivery schools may have only reported their main focus, so these numbers may not accurately reflect the coverage of the characteristics across all of the programmes.

Annex B

Table 2: Number of participants reporting that their project covered each protected characteristic

Protected Characteristic	Number of participants who responded to the baseline survey that their programme covered the protected characteristic[8]	Number of participants who responded to the endpoint survey that their programme covered the protected characteristic[8]
Sex	599	346
Race	215	129
Pregnancy and maternity	254	127
Marriage and civil partnership	57	30
Religion or belief	124	66
Disability	83	33
Age	216	98
Sexual orientation	78	48
Gender reassignment	71	45
BASE	976 participants total	527 participants total

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[8] Participants were asked 'Please tell us which of the following Protected Characteristics, as listed in the Equality Act 2010, are being covered by your project, selecting all that apply'. Projects could cover more than one characteristic so totals may not equal the base. These responses are based on participant perceptions and experiences of what was covered by their programme, and so may not match the focus of their programme as reported by the delivery school. For example, a programme may state that sex is its main focus, but cover disability in one of its sessions.

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