



National College for
Teaching & Leadership

Leadership Equality and Diversity Fund 2015 to 2016: Analysis of the participant survey

Research brief

November 2016



Contents

List of figures	3
List of tables	4
Executive Summary	5
Findings	5
Background and aim	7
Leadership equality and diversity fund	7
Approach	8
Limitations	8
Findings	9
Demographics	9
Results	9
Conclusions	14
Annex A	15
Annex B	17
Annex C	19

List of figures

Figure 1: Extent of agreement about benefits of the leadership equality and diversity programme11

List of tables

Table 1: When participants are planning to apply for next stage promotion	12
Table 2: Percentage of respondents who 'Agree' or 'Strongly agree' with the benefits of the programme.	15
Table 3: Perceived benefits of the programme by diversity group the project was supporting.	17

Executive Summary

The Equality and Diversity (E&D) fund supports underrepresented groups covered by the protected characteristics as defined by the Equality Act 2010, with the aim to increase the diversity of the school leadership workforce. The funding has been provided to 'lead schools' to design and deliver leadership development training to increase leadership diversity. This is the only Department for Education (DfE) funded intervention to specifically tackle the issues faced by underrepresented groups and the programmes tend to contrast to generic leadership training in that although there is a strong leadership element to the programmes, there also tends to be an element concerned with the protected characteristic the programme is addressing (such as 'race' or 'sex').

This report provides findings from an online survey which all participants from the 2015-16 programmes were asked to complete during summer term 2016. The survey was developed (with input from analytical experts) by the project team at the National College for Teaching and Leadership (NCTL). Participants were contacted at the end of their programme by their project lead and asked if they would be willing to complete it so that NCTL could assess how the project helped their development.

The aim of the survey was to gather participant feedback and identify any areas of the programme which may need changing for future rounds. The results of the survey provide feedback on respondents' perceptions of the programme, providing insight as to how well they feel the programme has helped them to increase their presence, develop their leadership style and ultimately to achieve next stage promotions.

Each project lead completed an online end of project report in July 2016, where they reported their final participant figures. These show that 655 completed the programme. The survey was sent to all 40 of the project leads by NCTL with a clear expectation that it would be forwarded to all of the participants on the programme. A total of 404 responses were received, which represents a 61% response rate.

Findings

Nearly all survey respondents (98%) believed that the programme met its objective to close development gaps and help teachers from the protected characteristics gain leadership positions.

Overall, all aspects of the programme were rated very positively. For the majority of the statements, most participants agreed or strongly agreed that the programme had positive benefits for them. Lack of confidence to apply for a promotion is one of the key barriers that participants on this programme face. However, the most positively rated aspect of the programme was improving participants' confidence to apply for a next stage promotion. Four aspects had slightly less agreement, which were, 'Improved my ability to motivate others', 'Given me greater confidence at undertaking interviews', 'Allowed me to construct stronger job applications', and 'Improved my facilitation/presentation skills'. Free text comments also showed that participants appreciated the opportunity to be able to network with colleagues from the same protected characteristic as them.

In open-ended responses, many reiterated benefits of the programme that were included in the multiple choice options around improved confidence to apply for a promotion, the chance for reflection, and insight into the role of a senior leader. Another common theme was improved confidence in general, not just related to applying for a promotion.

The survey asked respondents when they thought they would apply for the next stage promotion; 28% (112) of participants had already gained a promotion, while others were planning to in the next year. Only 6% of participants were not planning to apply for a promotion.

Background and aim

Leadership equality and diversity fund

The purpose of the equality and diversity (E&D) fund is to support under-represented groups covered by the protected characteristics as defined by the Equality Act 2010. The protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation. This work is a key ministerial priority. The fund was launched in 2015 by the then-secretary of state who was also minister for women and equalities – a role maintained by the current secretary of state¹. It is the only fund that specifically seeks to address equality issues amongst those leading England's schools. The aim is to increase the diversity of the school leadership workforce. The funding has been provided to lead schools, to design and deliver leadership development training to increase leadership diversity.

The key performance indicator is that at least 90% of participants' progress to next stage promotion within 12 to 18 months of completing the programme. Given the time lag before we assess whether this KPI has been met we use proxy indicators (such as participants' increase in confidence levels or the understanding of senior leadership) to provide us with an overview of whether the programmes are meeting the overarching aims of the fund.

Forty school-led partnerships projects designed and delivered the leadership development opportunities for teachers. Round one took place in 2014-15 with 430 teachers, while round two in 2015-16 targeted 655 teachers to undertake the training. Programmes were co-ordinated by the project lead and several projects existed in each region, but focusing on different protected characteristics. Project leads 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, which created a rich learning opportunity for participants and facilitators. All programmes had some form of classroom-style sessions, and an element of coaching/mentoring. The programmes tended to run for between 3-6 sessions, most of which were half day or day sessions. All looked at specific leadership styles and how to be a more confident leader.

This report provides findings from an online survey which programme participants were asked to complete during summer term 2016. The results of the survey provide feedback on respondents' perceptions of the programme, providing insight as to how well they feel the programme has helped them to increase their presence, develop their leadership style and ultimately to achieve next stage promotions.

¹ In March 2016 we also launched a package of measures designed to support more women to move into leadership positions. These include the establishment of [regional networks](#) and the launch of a [leadership coaching pledge](#).

Approach

An online survey was developed collaboratively (with input from analytical experts) by the project team at the National College for Teaching and Leadership (NCTL). Each project lead completed an online end of project report in July 2016, where they reported their final participant figures. These show that 655 completed the programme. Participants from round two of the project were contacted by their project lead at the end of their programme and asked if they would be willing to complete an online survey to assess how the project helped their development. The survey was sent to all 40 of the project leads by NCTL with a clear expectation that it would be forwarded to all of the 655 participants on the programme.

The survey was hosted on SmartSurvey² and was opened at the beginning of May and was closed on 1 August 2016. A total of 404 responses were received. This represents a 61% response rate.

Limitations

The results presented here only reflect the views of the 404 individuals who responded to the survey, and therefore are not a complete representation of everyone who attended the programme. This means it is not a true random sample, and is therefore not possible to say if these responses are representative of the wider population of participants.

Some of the results commented on in this report are based on small base sizes which may not be representative of the wider population.

The findings from this survey are respondents' retrospective perceptions of how the programme benefitted them, not an independent evaluation. Therefore, without a comparison group we cannot say how many of these people would have applied for a promotion without having participated in this programme.

² <https://www.smartsurvey.co.uk/>

Findings

Demographics

The majority of survey respondents were female (92%), and British (70%). The most frequently reported ethnicities after British were Caribbean (8%), Indian (6%), and African (4%). Most participants were aged 25-34 (43%) or 35-54 (52%). Participants from all regions of the country completed the survey; however, the majority were from London (27%) or the South East (20%), while only 2% were from the North East. Annex A provides a breakdown by region of the percentage of respondents in agreement with benefits of the programme.

Results

The purpose of the fund was to help teachers from the protected characteristics³ (as defined by the Equality Act 2010) gain leadership positions. Nearly all survey respondents (98%) believed that the programme met its objective.

Participants were asked to rate their agreement with a series of statements, from strongly disagree to strongly agree. The statements related to how they felt the programme had benefitted them. Figure one on page 11 shows the responses to these statements.

Overall, all aspects of the programme were rated very positively. For the majority of the statements, between 80 to 90% of participants agreed or strongly agreed that the programme had positive benefits for them. Four aspects had slightly less agreement, which were, 'Improved my ability to motivate others', 'Given me greater confidence at undertaking interviews', 'Allowed me to construct stronger job applications', and 'Improved my facilitation/presentation skills'. These aspects had fewer respondents strongly agreeing and more who neither agreed nor disagreed. Previous feedback from participants indicates that lack of confidence to apply for a promotion is one of the key barriers that participants on this programme face; however, the most positively rated aspect of the programme was improving participants' confidence to apply for a next stage promotion – an important benefit of the programme.

Participants were asked whether there were any other benefits they had experienced from attending the programme, and provided their answers in a free text box. Seventy-four participants provided additional information. Many reiterated what was included in the multiple choice options around improved confidence to apply for a promotion, the chance for reflection, and the greater insight into the role a senior leader. A common theme was improved confidence in general, not necessarily only related to applying for a promotion:

- “A deeper understanding of some of the barriers that are faced that previously I had assumed were just my own issues with self-confidence, however knowing that other people experience the same has in turn helped me to develop strategies to overcome them and increased my confidence”

³ The protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

- “Self confidence in all aspects of life has improved”

Several participants stated that a benefit of the course was to get to network and meet similar people in terms of role, mind-set and background:

- “It has also been especially helpful to work alongside peers who are also in a similar role within their school or a similar position”
- “The programme has become a network of like-minded participants facilitated by Cheadle Hulme High School which will be highly valuable throughout the rest of my career”
- “It was extremely valuable to have an opportunity to meet female leaders and colleagues in an informal setting, widening my social networks and celebrating all that is excellent about women!”
- “An incredibly motivating group of female leaders. I felt inspired by these women and hope to reciprocate to other female staff members and female students”
- “Being valued as a Black Teaching professional and receiving culturally relevant training and development”

Similarly, participants valued the opportunity to visit other schools:

- “To see different school contexts and how different Headteachers behave in these. To see real-life application of a massive range of leadership styles all while gathering great ideas and tips for leading an outstanding school”
- “Getting to visit other schools and share good practice”
- “Great opportunity to have a secondment at a different secondary school to that I am currently working in. Gave real insight”

Reiterating what was in the multiple choice options, many people talked about improving their skills. Several people made reference to skills around managing difficult conversations:

- “Ability to have more meaningful conversations, difficult conversations and a stronger team relationship”
- “Provided specific strategies for 'difficult conversations'”
- “Being able to face difficult situations and equipping me with the tools to deal with this effectively”
- “Managing difficult conversations in the work place”

Figure 1: Extent of agreement about benefits of the leadership equality and diversity programme



A key performance indicator of the programme is that at least 90% of participants' progress to next stage promotion within 12 to 18 months of completing the programme. All programme activity was completed by the end of June 2016, and programme leads will keep track of how many participants have been promoted by June 2017. The survey asked respondents when they thought they would apply for the next stage promotion; 28% (112) of participants had already gained a promotion. When asked about the benefits of the course, several said they wouldn't have achieved a promotion without this programme:

- “This has been a fantastic course which has led to me achieve a promotion to AVP. Without this course I would not have had the confidence to apply”
- “I went for a promotion at my school and got the job! Only possible through this course - thank you so much!”
- “I have now secured an Assistant Headteacher position which would not have even been a consideration without the Leadership course”

Table 1 provides details on when other participants were planning to apply for a promotion. Only 6% of participants were not planning to apply for a next stage promotion. Those respondents (26) provided their reasons why not in an open ended question.

Table 1: When participants are planning to apply for next stage promotion

	Percentage of participants	Number of participants
I have already gained a promotion	28%	112
During summer term 2016	6%	26
During autumn term 2016	5%	21
During spring term 2017	9%	38
During summer term 2017	6%	26
After summer term 2017	5%	22
As soon as an appropriate vacancy becomes available	33%	133
I am not planning to apply for next stage promotion	6%	26

Many participants stated they were not planning to apply for a promotion due to planning to start a family or going on maternity leave:

- “I am planning on having a baby in the next 1-2 years so planning on waiting”
- “I am currently pregnant hence the delay in applications”

Some stated that they wanted to gain more experience first, in some instances because were recently promoted (within the last 12 months):

- “I will require more experience of leading large teams at middle management level before moving forward”
- “I gained promotion in 2015 and want to stay at this level for another year or two”

Others said that they were happy in their current role:

- “I do not want to leave the school in which I am teaching and I wish to remain teaching in the classroom”
- “I do not wish to move away from the classroom and children”

Conclusions

The data received from this survey indicates that the vast majority of participants felt the programme met the objectives set and believed that it had several positive effects, particularly in relation to confidence to apply for a next stage promotion, as well as helping them to understand their own strengths and limitations.

There was less agreement that the programme improved participants' facilitation and presentation skills. This may be because they are already well skilled in this area, having to do this on a daily basis in the classroom.

The opened ended responses on the survey were overwhelmingly positive, with many participants stating that they now have the confidence to apply for a next stage promotion. A common theme in responses was how beneficial having the opportunity to visit other schools was, as well as the opportunity to network and share experiences with like-minded people.

The results presented in this report only reflect the views of respondents to the survey, 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. The findings presented are respondents' perceptions and provide feedback on the programme rather than a full evaluation.

Annex A

Table 2: Percentage of respondents who 'Agree' or 'Strongly agree' with the benefits of the programme.

	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and the Humber
Total number of respondents	31	27	108	9	43	81	47	33	25
Improved my confidence to apply for a next stage promotion	97%	96%	94%	67%	95%	89%	87%	94%	96%
Widened my professional support networks	87%	96%	91%	67%	88%	86%	91%	91%	96%
Improved my facilitation/presentation skills	81%	52%	75%	56%	58%	54%	66%	73%	80%
Allowed me to construct stronger job applications	81%	89%	78%	67%	79%	69%	87%	91%	92%
Given me greater confidence at "undertaking" interviews	81%	85%	85%	44%	74%	72%	79%	91%	80%
Helped me to developed better self-reflection/review techniques	90%	81%	94%	67%	72%	85%	83%	91%	80%
Helped me to gain a better understanding of my own strengths and limitations	90%	85%	94%	67%	88%	94%	91%	85%	96%
Improved my strategic thinking as a leader	71%	78%	90%	67%	88%	84%	85%	91%	72%
Given me a more detailed understanding of the nature of senior leadership	77%	89%	90%	67%	93%	86%	89%	94%	84%

	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and the Humber
Improved my ability to motivate others	74%	85%	83%	67%	67%	73%	83%	91%	68%
Improved my leadership and management skills in general	87%	89%	91%	67%	81%	84%	87%	88%	84%

Annex B

Table 3: Perceived benefits of the programme by diversity group the project was supporting.

Some of these percentages are based on very small numbers of respondents; therefore these numbers are not reliable enough to be used as evidence and should not be used in analysis.

		Protected characteristic		
		Sex	Race	Other
Base size		282	109	79
Improved my confidence to apply for a next stage promotion	Strongly disagree	5%	4%	3%
	Disagree	0%	0%	0%
	Neither	3%	5%	4%
	Agree	37%	32%	47%
	Strongly agree	55%	60%	47%
Widened my professional support networks	Strongly disagree	5%	3%	3%
	Disagree	0%	1%	3%
	Neither	6%	7%	4%
	Agree	42%	39%	38%
	Strongly agree	47%	50%	53%
Improved my facilitation/presentation skills	Strongly disagree	4%	4%	3%
	Disagree	5%	4%	9%
	Neither	25%	15%	27%
	Agree	40%	37%	35%
	Strongly agree	26%	41%	27%
Allowed me to construct stronger job applications	Strongly disagree	5%	3%	3%
	Disagree	2%	5%	3%
	Neither	13%	15%	19%
	Agree	49%	31%	44%
	Strongly agree	32%	47%	32%
Given me greater confidence at "undertaking" interviews	Strongly disagree	5%	4%	4%
	Disagree	3%	5%	3%
	Neither	13%	6%	13%
	Agree	48%	39%	51%
	Strongly agree	30%	47%	30%
Helped me to developed better self-reflection/review techniques	Strongly disagree	4%	3%	3%
	Disagree	1%	1%	3%
	Neither	9%	6%	11%
	Agree	40%	30%	37%
	Strongly agree	47%	60%	47%
Helped me to gain a better understanding of my own strengths and limitations	Strongly disagree	4%	4%	3%
	Disagree	0%	0%	1%
	Neither	5%	6%	5%

		Protected characteristic		
		Sex	Race	Other
	Agree	38%	29%	44%
	Strongly agree	53%	61%	47%
Improved my strategic thinking as a leader	Strongly disagree	5%	4%	3%
	Disagree	1%	0%	3%
	Neither	13%	4%	4%
	Agree	45%	39%	47%
	Strongly agree	36%	53%	44%
Given me a more detailed understanding of the nature of senior leadership	Strongly disagree	4%	4%	3%
	Disagree	2%	1%	3%
	Neither	7%	7%	4%
	Agree	40%	37%	37%
	Strongly agree	47%	51%	54%
Improved my ability to motivate others	Strongly disagree	4%	4%	3%
	Disagree	3%	1%	4%
	Neither	17%	11%	15%
	Agree	46%	34%	44%
	Strongly agree	30%	50%	34%
Improved my leadership and management skills in general	Strongly disagree	5%	4%	3%
	Disagree	1%	1%	1%
	Neither	9%	7%	11%
	Agree	45%	37%	41%
	Strongly agree	40%	51%	44%

Annex C

Questionnaire and data tables

1. Please indicate your region:

	Response percent	Response total
East Midlands	7.67%	31
East of England	6.68%	27
London	26.73%	108
North East	2.23%	9
North West	10.64%	43
South East	20.05%	81
South West	11.63%	47
West Midlands	8.17%	33
Yorkshire and the Humber	6.19%	25

2. One of the requirements of funding was that programmes would support under-represented groups to secure leadership positions. From the list below, please could you indicate which of these groups your project was supporting. Please select all that apply.:

	Response percent	Response total
Sex	69.80%	282
Race	26.98%	109
Faith	8.66%	35
Pregnancy and maternity	8.91%	36
Age	3.71%	15
I'm not sure	4.70%	19

3. Please select the school that led your programme from the list below.
4. The purpose of the fund is to help teachers from under-represented groups as defined by the Equality Act 2010 gain leadership positions. Overall, do you feel the programme met its objectives?

	Response percent	Response total
Yes	98.27%	397
No	1.73%	7

5. To what extent do you agree or disagree that your attendance on the programme has:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Response Total
Improved my confidence to apply for a next stage promotion	4.0% (16)	0.2% (1)	3.7% (15)	38.4% (155)	53.7% (217)	404
Widened my professional support networks	3.7% (15)	0.5% (2)	6.2% (25)	42.1% (170)	47.5% (192)	404
Improved my facilitation/presentation skills	3.7% (15)	5.4% (22)	24.3% (98)	38.6% (156)	28.0% (113)	404
Allowed me to construct stronger job applications	3.7% (15)	3.0% (12)	13.4% (54)	45.3% (183)	34.7% (140)	404
Given me greater confidence at "undertaking" interviews	4.5% (18)	3.5% (14)	12.6% (51)	46.3% (187)	33.2% (134)	404
Helped me to developed better self-reflection/review techniques	3.2% (13)	1.7% (7)	9.4% (38)	37.1% (150)	48.5% (196)	404
Helped me to gain a better understanding of my own strengths and limitations	3.7% (15)	0.2% (1)	5.2% (21)	37.9% (153)	53.0% (214)	404
Improved my strategic thinking as a leader	4.0% (16)	1.5% (6)	10.4% (42)	45.3% (183)	38.9% (157)	404
Given me a more detailed understanding of the nature of senior leadership	3.7% (15)	1.5% (6)	6.9% (28)	39.6% (160)	48.3% (195)	404
Improved my ability to motivate others	3.5% (14)	2.7% (11)	15.6% (63)	44.8% (181)	33.4% (135)	404

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Response Total
Improved my leadership and management skills in general	4.0% (16)	1.0% (4)	8.7% (35)	44.3% (179)	42.1% (170)	404

If there are any other benefits that you have experienced please tell us about them here:

6. When do you think you will apply for next stage promotion?

	Response percent	Response total
I have already gained a promotion	27.72%	112
During Summer term 2016	6.44%	26
During Autumn term 2016	5.20%	21
During Spring term 2017	9.41%	38
During Summer term 2017	6.44%	26
After Summer term 2017	5.45%	22
As soon as an appropriate vacancy becomes available	32.92%	133
I am not planning to apply for next stage promotion (please say why):	6.44%	26

I am not planning to apply for next stage promotion (please say why):

7. Do you have anything further you would like to add?

8. On a scale of 1 - 5 how likely are you to recommend this programme to a professional colleague? (1 being least likely and 5 being most likely)

	Response percent	Response total
1	1.73%	7
2	2.23%	9
3	5.69%	23
4	19.06%	77
5	71.29%	288

9. Please select your gender:

	Response percent	Response total
Male	8.48%	34
Female	91.52%	367

10. Age category:

	Response percent	Response total
under 18	0.00%	0
18-24	3.23%	13
25-34	42.93%	173
35-54	52.36%	211
55+	1.49%	6

11. Ethnicity:

	Response Percent	Response Total
British	69.90%	281
Irish	1.49%	6
Other	2.49%	10
Indian	6.47%	26
Pakistani	1.24%	5
Bangladeshi	0.25%	1
Any other Asian background	1.24%	5
White and Black Caribbean	0.75%	3
White and Black African	0.25%	1
White and Asian	1.24%	5
Any other mixed background	0.50%	2
Caribbean	7.71%	31
African	4.48%	18
Any other Black background	0.25%	1
Chinese	0.50%	2
Any other ethnic group	0.75%	3
I do not wish to disclose my ethnic origin	0.50%	2



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