

**THE HIGHEST
STANDARDS**

Always set and deliver
the highest standards:
never settle for less.

**INVEST TO
ACHIEVE**

Care about the now;
create the very best for
your future.

**EVERYONE IS
VALUED**

We are unique
individuals working
together to be the best.

**NO
EXCUSES**

Create solutions,
not excuses.

**NEVER
GIVE UP**

Resilience is essential;
self-belief drives
improvement.

**CULTIVATE YOUR
CHARACTER**

Qualifications open
doors; your character
gets you through them.

Staff Equality Objectives

At Sir Thomas Wharton Academy, we are committed to bringing our vision to life. Central to this commitment is ensuring equality of opportunity for everyone within our Academy community. We strive to be an inclusive employer and the Academy of choice for both staff and students in our area. To support this ambition, we have established three equality objectives for staff:

Objective 1

To increase the diversity of our workforce, particularly in relation to ethnic minority representation, so that our learning community more closely reflects the diversity of UK society.

Objective 2

To actively promote gender equality at all levels of the Academy. Our aim is for the proportion of male and female leaders in Senior and Middle Leadership roles to mirror local demographics, and for gender representation to be balanced across all areas; leadership, teaching, and non-teaching. This will ensure accessible professional learning and development opportunities for all staff and provide diverse role models for our students.

Objective 3

To foster an environment free from bullying and discrimination, with no evidence of such behaviours across the Academy.

Objective 1

To increase the diversity of our workforce, particularly in relation to ethnic minority representation, so that our learning community more closely reflects the diversity of UK society.

White British representation has decreased across nearly all groups since 2011, reflecting broader national trends. The decline is most pronounced among STWA students, falling from 91.8% in 2011 to 79.5% in 2021, indicating a substantial increase in minority ethnic representation within the student population. Doncaster mirrors this trend, decreasing from 97.6% to 86.6%, while the national picture shows the most significant reduction, dropping to 74.4%. In contrast, STWA staff remain predominantly White British, with only a minor reduction over the ten-year period.

Racial Demographics (2021 Census for Doncaster)

Ethnic Group (2011)	STWA Academy Staff	STWA Academy Students	Doncaster	Edlington	UK
White British	95.2%	86.0%	91.8%	97.6%	87.2%
Asian	2.9%	1.3%	0.6%	0.76%	7.5%
Black	0%	0.9%	0.4%	0.53%	3.3%
Mixed/Multiple	0%	2.7%	0.5%	0.92%	1%

Ethnic Group (2021)	STWA Academy Staff	STWA Academy Students	Doncaster	Edlington	UK
White British	94.3%	79.5%	86.6%	87.7%	74.4%
Asian	2.4%	1.3%	2.9%	0.9%	9.3%
Black	0%	3.1%	1.2%	1.2%	4.0%
Mixed/Multiple	0%	3.5%	1.5%	0.9%	2.9%

The Asian population has increased in most areas, although the scale of this growth varies. Doncaster has seen a notable rise from 0.76% to 2.9%, more closely aligning with national patterns. STWA students show a modest increase from 0.6% to 1.3%, while staff representation has declined slightly. These figures indicate that, although the local Asian population is growing, this increase is not yet strongly reflected within the academy community, particularly among staff.

Representation of individuals from Black backgrounds has also risen across the dataset. STWA students show a particularly strong increase, rising from 0.4% in 2011 to 3.1% in 2021. This growth outpaces that of both Doncaster and Edlington, where Black representation rose to 1.2% in each area. Nationally, figures increased more modestly to 4.0%. Despite this shift in the student population, STWA staff remain at 0% representation, suggesting that workforce diversity has not kept pace with changes in the student body or wider area.

The most significant proportional increases are seen within Mixed and Multiple ethnic groups. At STWA, student representation rose sharply from 0.5% in 2011 to 3.5% in 2021, exceeding both local and national levels. Doncaster shows a moderate increase to 1.5%, while Edlington remains virtually unchanged. The national rise to 2.9% highlights a broader societal trend towards increased representation of mixed-heritage

populations, and STWA students reflect this trend particularly strongly.

Overall, the data illustrate that STWA Academy's student population is diversifying at a significantly faster rate than the local area and is increasingly aligned with national demographic patterns. In contrast, staff demographics have remained largely unchanged and do not yet reflect the ethnic composition of the students or the broader trends within Doncaster or the UK. These findings suggest a need for continued focus on inclusive practices, representation across the curriculum, and recruitment strategies that support a diverse workforce. Strengthening links with the wider community may also help ensure that the academy reflects and responds to the evolving demographic landscape of the region.

Action Plan	Success Criteria	Responsibility
Discussion at SLT about interview shortlisting to raise awareness of unconscious bias; training to be completed by SLT.	Increased SLT awareness of unconscious bias reduces potential bias in recruitment and retention decisions.	Principal & SLT
Remove names and ethnic group information from all application forms during shortlisting (blind applications).	Shortlisting is undertaken without awareness of ethnic background, avoiding unconscious bias.	Principal & Principal's PA
Guarantee that any applicant from a non-white ethnic group who meets all essential criteria is shortlisted for interview.	Applicants from non-white ethnic groups are not hindered by unconscious bias.	Principal
Ensure all candidates receive the same interview questions and tasks during recruitment.	No candidate is disadvantaged by variations in questioning or task difficulty.	Principal
Update marketing documentation to visually reflect the 'Everyone is Valued' Key Driver.	Materials are attractive and welcoming to applicants from diverse ethnic backgrounds.	Marketing Team & Principal
Review language and terminology used in job descriptions.	Any language that may unintentionally deter candidates from minority ethnic groups is removed.	Principal

Objective 2

To actively promote gender equality at all levels of the Academy. Our aim is for the proportion of male and female leaders in Senior and Middle Leadership roles to mirror local demographics, and for gender representation to be balanced across all areas; leadership, teaching, and non-teaching. This will ensure accessible professional learning and development opportunities for all staff and provide diverse role models for our students.

National gender splits: Teachers (Male/Female): 24%/76% Support Staff (Male/Female): 7%/93%

STWA Academy Staff Data

Group	Total	Males	%	Females	%
All	121	47	42.5%	74	61.2%
Teachers	73	31	42.5%	42	57.5%
Associate Professionals	48	16	33.3%	32	66.7%
Middle Leaders	27	12	44.4%	15	55.6%
Senior Leaders	12	6	50.0%	6	50.0%

Current staff breakdown

Subject Area	Gender of Subject Leader	Gender of teaching staff in department	
		Male	Female
English	F	2	11
Maths	M	6	7
Science	M	6	5
Geography	F	3	1
History	F	3	3
French	F	0	0
Business & Computing	M	3	0
PE	F	2	4
Art/Technology	M	0	0
Performing Arts	F	1	2
Religious Studies & Life Skills	F	0	1
Social Sciences	F	0	3

Compared with national gender averages (24% male teachers and 7% male support staff), STWA Academy demonstrates a significantly more gender-balanced workforce. The academy has 42.5% male teachers and 33.3% male associate staff, indicating far stronger male representation than national norms. Leadership distribution is near parity at middle and senior levels. While individual departments vary, the overall staffing profile is notably more balanced than national figures, presenting a diverse and representative workforce.

Action Plan	Success Criteria	Responsibility of
Ensure all candidates continue to receive the exact same interview questions and tasks during recruitment.	No candidate is disadvantaged by variations in questioning or task difficulty.	Principal
Update marketing documentation to visually reflect the 'Everyone is Valued' Key Driver.	Materials appeal to prospective staff of all genders, encouraging a diverse range of applicants.	Marketing Team and Principal
Review language and terminology in job descriptions.	Removal of language that may unintentionally discourage prospective candidates.	Principal
Track Professional Learning and Development (PLD) opportunities across all staff levels to ensure equal access.	Male and female staff are equally supported through mentorship and leadership PLD, with tracking to ensure ongoing fairness and sustainability.	Principal & SLT

Objective 3

To foster an environment free from bullying and discrimination, with no evidence of such behaviours across the Academy.

Bullying and discrimination are rare within the Academy, and any incidents that do arise are addressed swiftly and appropriately through established Trust procedures. It is essential that all staff are treated in accordance with our 'Everyone is Valued' Key Driver, ensuring that no form of bullying or discrimination occurs. Every member of staff should feel respected, supported, and free from the burden of discriminatory behaviour. We are committed to fostering an environment in which all colleagues feel valued and are provided with equitable opportunities to develop their knowledge and skills.

Action Plan	Success Criteria	Responsibility
All leaders to be aware of acceptable behaviours and model these in line with MLT standards and expectations.	Leaders demonstrate consistent, professional behaviours that set a positive standard across the Academy.	SLT & Middle Leaders
All staff to be aware of clear reporting processes for bullying and discrimination through Grievance and Whistleblowing policies.	Staff understand how to report concerns confidently and appropriately.	Principal & SLT
Staff to receive appropriate training to manage allegations of bullying and discrimination.	Staff feel confident and equipped to respond to concerns effectively and fairly.	Principal & HR
Clear job descriptions in place for all roles.	Staff understand responsibilities, expectations, and accountability structures.	Principal
Robust, consistent, open and fair line management at all levels.	Staff feel supported, listened to, and treated equitably.	SLT & Middle Leaders
Wellbeing section included on all line management agendas.	Staff wellbeing is regularly reviewed, discussed, and supported.	Line Managers
Wellbeing Lead and Wellbeing Champions in place.	Clear points of contact for staff wellbeing; proactive wellbeing support in the Academy.	Principal
Open dialogue with unions to maintain good wellbeing at work.	Transparent communication ensures staff feel represented and concerns are addressed.	Principal
Regular staff surveys conducted.	Staff voice informs decision-making; early identification of issues supports continuous improvement.	Principal & SLT

