



TAMESIDE COLLEGE

EQUALITY, DIVERSITY AND INCLUSION

ANNUAL REPORT - JUNE 2025



e★cellence
in People and Culture



Tameside
College



www.tameside.ac.uk
0161 908 6789



Clarendon
Sixth Form College



www.clarendonsixth.com
0161 908 6800



Introduction

Under the Equality Act 2010, the college has a statutory and moral duty as an employer and education provider to ensure that everything we do reflects our absolute commitment to positively promote and support equality, diversity and inclusion. This report provides a summary overview of the impact of our EDI Policy and strategies.

EDI is an intrinsic part of our 2025-2030 Strategic Plan. Our EDI Policy and supporting strategies evidence our aspiration to provide the best possible experience for all staff, students and stakeholders and take all reasonable measures to protect everyone from any form of discrimination. The college celebrates and actively promotes a culture of diversity and inclusivity and through our mission statement we state that: ***'Tameside College will transform lives by offering first class education and training in order to improve employability and generate economic prosperity.'***



Valuing Diversity

Tameside College welcomes people from all sections of the community. In all aspects of college life, we aim to create a culture that positively promotes and ensures there is equality, diversity and inclusion for all potential and existing students and staff. We consider this in everything we do, and pursue policies and establish practices which are non-discriminatory. We seek to provide fair treatment for potential and existing staff and students and to value diversity. Tameside College strives to ensure it successfully delivers programmes to a diverse community of students. We take great pride in advising and supporting each individual student to ensure they are able to achieve their own aspirations. Similarly, we are wholly committed to ensure staff are supported to reach their potential and that staff and students are treated with dignity and respect as a result of the College Value and Behaviours that they have determined. Equality, diversity and inclusivity is at the heart of everything we do. Expectations of our staff and students are high and we strive to be the best in everything we do. We believe in excellence and that attending college is about more than achieving a qualification, important though that is. That is why we aim to give every person the opportunity to develop their full potential, personally and academically, in a supportive and friendly environment. The 'Value and Respect Each Other' value (see below) was developed by students, staff and governors to clearly outline the expected behaviours that will ensure we have the right culture in college.

	Leaders and Staff state they will: • recognise and reward excellent performance and behaviour • create a safe, inclusive and productive environment • treat everyone fairly, with dignity and mutual respect • appreciate the needs of others • promote well-being and achieve a healthy work life balance	Students state they will: • be respectful, polite and courteous to everyone • encourage, praise and support each other • appreciate that the needs of others may be different to your own • be tolerant, listen and be open to the views and opinions of others • respect and positively contribute to the upkeep of their learning and wider College environment
---	---	--

We also recognise that our ability to meet these diverse needs is improved by having a diverse workforce which generally reflects the local population and which has the skills and understanding to achieve our service objectives. We commit ourselves to valuing diversity within our workforce. We will strive to become an organisation that:

- Accepts that everyone has a right to their distinctive and diverse identities
- Has a workforce generally reflecting the population we serve
- Understands how valuing diversity can improve our ability to deliver better services and so reduce disadvantage
- Provides services which are responsive to the diverse needs of different individuals and communities

- Provides all employees with the training and development they need to enable them to achieve the College's goals
- Provides a supportive, open environment where all employees and students have the opportunity to reach their highest potential

Evaluations of EDI Impact Measures

Our EDI Policy states we will produce an Annual EDI Report that provides an evaluation of the progress being made against our key EDI Impact Measures. Our key impact measures for the three years from 2025 are:

- No significant performance gaps between different student groups.
- Maintain an inclusive culture which positively values equality and diversity. Within this culture, staff and student behaviours will reflect those collectively agreed under the 'Value and Respect Each Other' and other values. This will be measured through the evaluation of staff and student feedback, key student behaviour processes and related staff policies.
- EDI is considered in the development and implementation of relevant strategies, policies and processes and that impact is evaluated.
- EDI is embedded into our curriculum and services and supported by themed activities
- Our student and staff mix reflects the communities it serves

Policy implementation is be overseen by the Equality, Diversity and Inclusion Group, the Senior Leadership Team and Governors through the embedding of EDI related themes in our regular reporting framework, in addition to this annual EDI Report.

Age and Gender

Data is obtained as part of the recruitment and selection process. In 2024/25, the number of staff increased significantly from 516 (2022/23) to 560. This increase of 44 is a further year of sustained growth in staffing aligned to the ongoing growth in student numbers, primarily 16-18 study programme students.

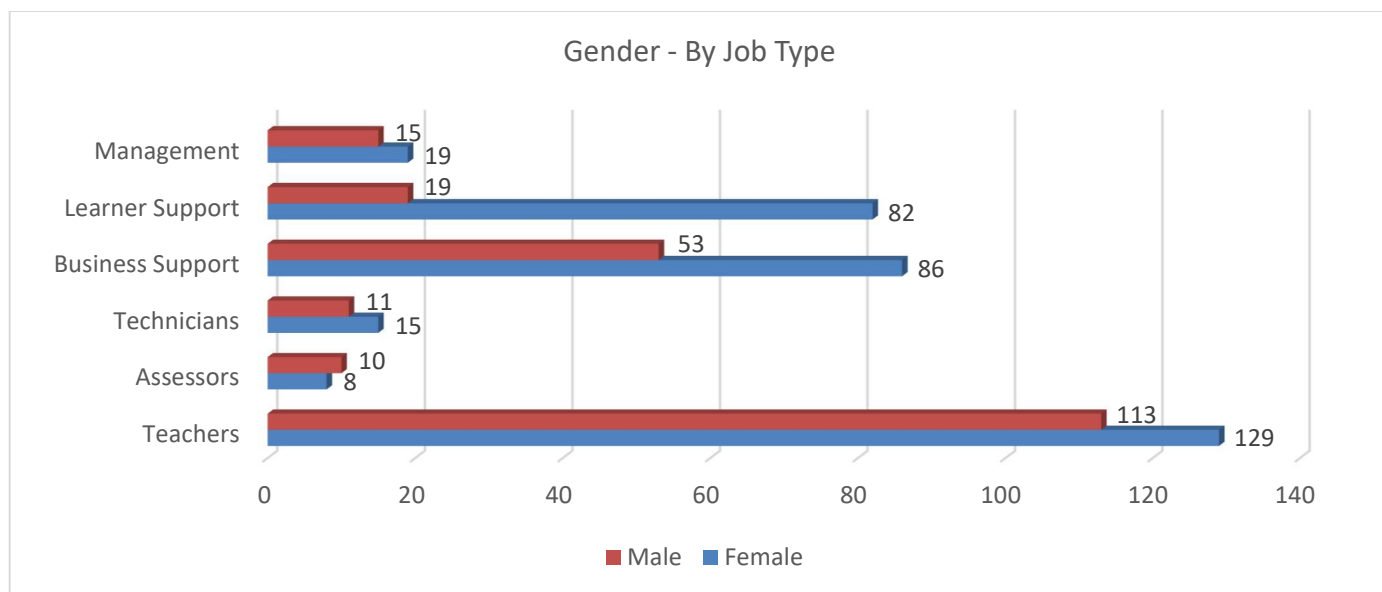
Female		Male		There is no significant change in the gender profile of staff since last year. In 2024/25, 61% are female and 39% are male. This compares to 59% and 41% respectively in 2022/23.
339	61%	221	39%	

The age distribution is within normal expectations. In 2024/25, 53% of staff are 45+ years old or older, with 26% being 55+. This is a slight change compared to 2023/24, when 48% of staff were 45+ years old or older, with 23% being 55+. Whilst there are no EDI implications, SLT are aware of the need for succession planning in particular areas of the College. This is critical considering the current workforce recruitment and retention challenges within the sector, particularly as a high percentage of these are in hard to recruit to jobs, e.g., teaching, assessors and student support.

Gender by Age Range													
	0 - 24		25 - 34		35 - 44		45 - 54		55 - 64		65 +		Total
Female	15	45%	81	68%	72	63%	93	63%	67	54%	11	50%	339 61%
Male	18	55%	38	32%	42	37%	55	37%	57	46%	11	50%	221 39%
Grand Total	33		119		114		148		124		22		560
	6%		21%		20%		26%		22%		4%		

The annual Gender Pay Gap Report has been published on the College web-site as required. The report indicates that there is no significant pay gap and that we are confident that the small pay gap does not stem from paying men and women differently for the same or equivalent work.

The following graph shows the staffing gender split by job type. The number of males and females in each job type is relatively similar, other than for Learning Support and Business Support roles.



Whilst the split of gender by teachers is relatively similar, there are some curriculum areas where there is a clear difference in split, for example, there are no female teachers in Construction or Automotive or male teachers in Hairdressing and Beauty Therapy. Positive actions are being taken as part of recruitment in these areas to try and improve the gender mix. Similarly, positive actions are being taken in promotional activity and events to ensure there are no barriers related to gender in student recruitment. For example, during the National Careers Week event the Careers team put the spotlight on 'Women in STEM' during engaging talks delivered to students across sites by Siemens and The Hyde Group. Female student focus groups have been effective in supporting female students and obtaining their voice to inform developments. The following table shows student recruitment by qualification enrolment in the three areas:

		Qualification Enrolments		
		2022/23	2023/24	2024/25
Construction	Male	1014	1427	1702
	Female	48	89	71
Automotive	Male	356	357	364
	Female	26	20	37
Hairdressing and Beauty Therapy	Male	19	32	34
	Female	486	557	618

Angel Summers won the Automotive Student of the Year Award. She is diligent and hard-working and excels in the predominantly male-dominated field of Vehicle Accident Repair. Her punctuality is exemplary and she also boasts an impressive attendance record. As a female in this area, she consistently demonstrates her commitment and dedication to the course, often going above and beyond the expectations of her teacher. This student's proactivity and strong work ethic make her a standout student, earning the respect and admiration of both her peers and teachers and it is already clear that she is going to have a great career in Automotive.



The following table shows the performance of students by qualification starts, by age and gender of student. At 85.8%, the 16-18 achievement rate has improved (+1.3%) on the previous years. At 86.2%, the achievement rate for 19+ students declined slightly. This means there is a slight gap of 0.4% between the achievement rates. There is a difference of 0.1% between the achievement rates of male and female learners.

Age and Gender	Education & Training – Achievement Rates		
	21/22	22/23	23/24
16-18	83.5%	84.5%	85.8%
19+	88.0%	88.0%	86.2%
F	85.1%	86.0%	86.0%
M	85.2%	85.3%	85.9%



Cereena Ditchfield was the winner of the Carpentry and Joinery Student of the Year Award. Her teachers were proud to nominate Careena in recognition of her exceptional dedication to detail and accuracy, her unwavering commitment to helping her peers progress, and her active participation in inter-college competitions. This student consistently challenges herself beyond college expectations. Her steadfast dedication to her ultimate goal in a predominantly male dominated environment showcases her determination to push boundaries and pioneer female involvement in the construction industry. This student is a true role model, setting an inspiring example for others to follow.

The following table shows the performance of apprentices by age and gender. The achievement rates for each age group have improved since 2019/20, particularly 19-23. There is a slight range of 3% difference between the achievement rates for female and male. It is evident the achievement rates for 2024/25 will further improve.

Age and Gender	Apprenticeship - Achievement Rates		
	18/19	19/20	20/21
16-18	68.2%	50.5%	53.4%
19-23	81.5%	50.0%	74.6%
24+	69.2%	37.5%	52.4%
F	65.1%	45.0%	62.2%
M	76.1%	51.4%	58.9%

Grace Pearson won both the Engineering and Overall Student of the Year Awards. The confidence of this individual has grown incredibly in a more male-dominant environment. She demonstrates her resilience and adaptability and has maintained excellent attendance throughout her studies. She is consistently polite, continuously asking questions to deepen her understanding whilst being proactive in her approach to learning and professional development. This student has recently gained an Apprenticeship at Manchester Precision Engineering, so is on track for a bright career.





The College proudly celebrated International Women's Day on March 8th under the inspiring theme: "For ALL Women and Girls – Rights. Equality. Empowerment." Staff and students actively took part in the occasion by posing with heart symbols, sharing their support across social media platforms. This year's theme emphasized the urgent need for collective action to unlock equal rights, power, and opportunities for everyone, envisioning a feminist future where no one is left behind. Learners engaged in a variety of thought-provoking discussions and interactive activities, fostering awareness, inclusion, and a deeper understanding of gender equality. The LGBTQI+ Group played an active role in the event promotion and activities

Six female Construction students attended the UKREiiF - Women in Construction event at the Leeds Ryal Armouries. The event allowed the students to network with likeminded women from all areas of the construction industry, learn from industry leaders and gain valuable insights into careers within built environment. The students now have a better understanding about the different progression routes and obtained first hand experiences from females within the profession. One of the students stated, 'From this event I learned that many women in the construction industry may feel like they don't belong but events like this reinforce the notion that the stereotypes are being broken down and it's becoming more normalised. As I enter my career in the construction industry starting with my degree apprenticeship, I feel confident that there will always be a strong network for the females in construction. Hopefully, this network will grow'.



Tameside College hosted its annual 'Greenpower Challenge' to inspire young engineers. Pupils from seven local schools built and raced electric kit cars over two days, with many different prizes being won in various categories. The event, promoting STEM careers, saw participation from Audenshaw School, Droylsden Academy, Fairfield High School for Girls, Hyde Community High School, Mossley Hollins High School, St Thomas More School, and West Hill School. Staff praised the event's growth and impact on students' interest in STEM fields. Once again Fairfield High School entered their all-female team as they consider this a key activity for them to promote STEM.

Sexual Orientation

The following table indicates that 486 (87%) staff identify as Heterosexual. 13 (2%) staff identify as Gay / Lesbian, these being teachers / assessors (7), business support staff (4), learning support (1) and a manager. In 2024/25 the number of staff who answered 'Prefer not to say' increased from 25 to 48, however the unknowns decreased from 21 to 0. Of the 31 staff who responded that they 'prefer not to say', 28 are female and 20 are male indicating there is no significant difference in the response by gender. In regard to job role, the majority who responded 'prefer not to say' were teachers / assessors (18), business support (113) and learning support (10). A further analysis by

individual curriculum and support areas indicates there is no specific issue and the number of staff is evenly spread across a number of areas. HR are reviewing unknowns to try and reduce their number.

Sexual Orientation by Gender	Female		Male		Grand Total	
Bisexual	8	2%	3	1%	11	2%
Gay / Lesbian	5	1%	8	4%	13	2%
Heterosexual	296	88%	190	86%	486	87%
Prefer not to say	28	8%	20	9%	48	9%
Unknown	0	0%	0	0%	0	0%
Other	2	1%	0	0%	2	0%

The two LGBTQI+ groups at Beaufort Road and at C6/T1 continue to provide a supportive environment for those students involved. Led by student services staff, groups of students had the opportunity to meet with each other, discuss their experiences, access internal and external support and create a support network to enhance their experience at college. Feedback from the groups indicates they have been successful in achieving the aim of providing a safe space and peer support. It has been fantastic to see the growth in confidence and self-esteem of the students and the encouragement they have given each other.

Activities have ranged from playing board games, quizzes, art and craft and discussions on various topics, including mental health, sexual health and legal rights. They have welcomed external guests like LGBTQ Outloud, Manchester Proud Trust, Talking Therapies, Kooth and YouThink. They developed their own rules, priorities and activities through group discussion. They have positively contributed to LGBTQI+ History Month and contributed to content for tutorials. Students are also encouraged to support with college events where they can advocate for LGBTQ+ rights on campus and in the wider community. In February, over 200 students attended the theatre at CL6 to watch an event by Hive North in Manchester on LGBTQ/Hate Crime Production which will now be run annually.

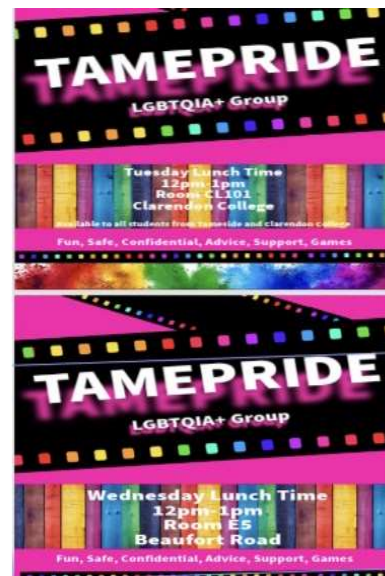


LGBTQI week

During the week commencing 3 February 2025, the College held a Cross-College LGBTQI+ Week with a wide range of inclusive and educational activities. Staff and students across departments were encouraged to participate, with curriculum areas tailoring activities to align with their subject content and student interests. For example, A Level students explored LGBTQI+ themes through various academic lenses: English Literature focused on authors, characters, and narratives with LGBTQ+ representation; History examined key figures, movements, and the struggle for equal rights; Sociology analysed gender, sexuality, and the impact of social constructs; Psychology covered topics related to gender identity, sexual orientation, and mental health; Biology discussed human genetics, reproduction, and the natural diversity of sex and gender; Media Studies investigated representation in film, television, and advertising; Law addressed legislation and equality related to LGBTQ+ rights and Politics explored the presence and influence of LGBTQ+ individuals in governance. The week provided a meaningful opportunity for students to deepen their understanding, challenge stereotypes, and celebrate diversity through subject-specific learning.

Case Study

Student Y, a student from a minority ethnic background, began their college journey feeling disconnected and lacking in confidence. They struggled with a sense of not belonging and were hesitant to speak up in class, often avoiding group activities due to anxiety and fear of judgment. They were finding it difficult to create friendship groups. After confiding in a trusted staff member about feeling isolated and misunderstood, they were encouraged to attend the college's LGBTQI+ Group, a safe, inclusive space where students explore and celebrate diverse backgrounds and shared experiences. Although quiet at first, Student Y gradually started participating in discussions and connecting with others who faced similar challenges. The group provided a sense of community and acceptance that helped them build confidence and begin to take pride in their identity. Student Y has achieved her learning goals and is looking forward to her steps.

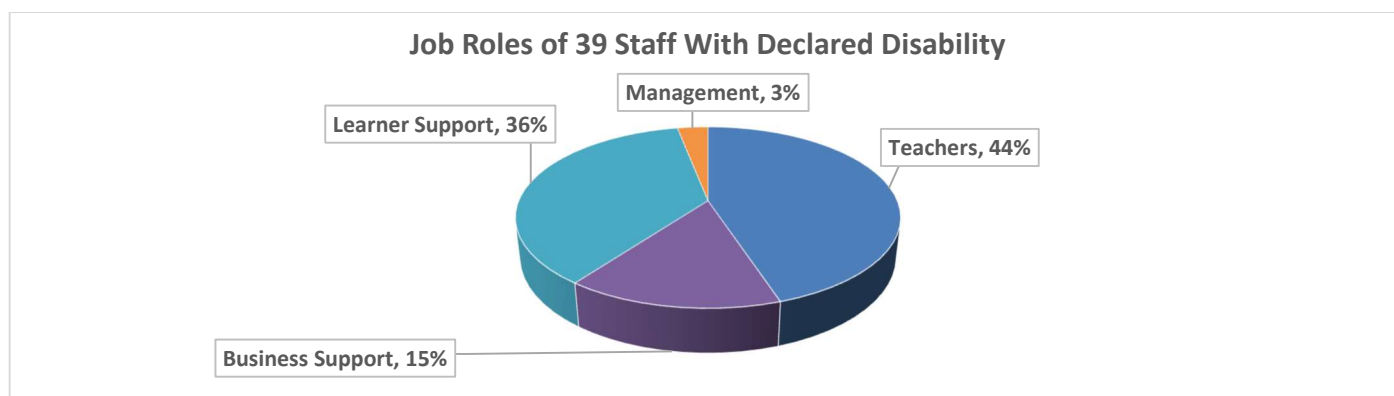


Disability

In regard to having a disability, 76% of staff responded either 'Yes' or 'No'. No staff responded that they 'prefer not to say' and 134 (24%) are 'not known'. HR will complete and exercise to review these in order to reduce the number of unknowns. The following table indicates that 39 (7.8%) staff have declared that they have a disability. The age range profile below indicates these are relatively evenly spread across the four age ranges between 25 – 34 to 55 – 64 year olds.

Disability by Age	0 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 +	Grand Total	
Yes	1	11	8	7	8	4	39	7%
No	17	78	78	119	89	6	387	69%
Not known	15	30	28	22	27	12	134	24%
Prefer not to say	0	0	0	0	0	0	0	0%
Grand Total	33	119	114	148	124	22	560	

The following graph indicates that the highest percentage of staff with disabilities are teachers (44%), followed by learning support staff (36%) and business support staff (15%). These figures are reflective of our staffing ratios by job role (i.e., we employ many more teachers than other staffing groups). HR ensure that all adjustments are implemented and the 121 and College IMR process includes the theme of wellbeing. During 2024/25, HR changed our Employee Assistance Package to increase the range and level of support. Our package now offers all staff the opportunity to access various elements of support, particularly mental health related support.



At 86% the achievement rate for learners declaring a learning difficulty or disability is the same as the overall College rate. The following table indicates that there are no significant differences when comparing the achievement rates for students with a disability or learning difficulty against the overall College achievement rates and for students who receive ALS against those who do not.

	Achievement Rates					
	18/19	19/20	20/21	21/22	22/23	23/24
Has Learning Difficulty / Disability	85%	88%	92%	84%	85%	86%
Has No Learning Difficulty / Disability	87%	89%	90%	86%	86%	86%
Not Receiving ALS	86%	89%	90%	85%	86%	86%
Receiving ALS	90%	90%	91%	85%	87%	86%

The needs of our SEND learners are diverse including, autism spectrum condition, dyslexia, emotional and behavioural needs and more complex medical/physical conditions. Over the last three years we have seen a significant increase in learners with SEMH needs. Where possible, these are shared with curriculum teams prior to the learners starting on their course. This can depend upon timely consultations taking place between the college and the local authorities we work with. Where possible, college staff attend Year 11 reviews and conduct transition work with identified learners. Each learner with an EHCP undertakes an annual person-centred review within which progress and future aims, including developing independence and moving towards adulthood, are discussed and actions agreed. Advice and guidance is provided to reach their goals and aspirations and actions set wherever appropriate. For mainstream learners; a One Page Profile and their EHCP are uploaded to pro-monitor to ensure that all staff are aware of individual needs. ALS staff work effectively alongside curriculum teams and other support teams as well as external agencies to ensure that students with EHCPs have the best chance of remaining at college and not becoming NEET. Additional learning support for adults who require it is effective in ensuring they progress and achieve successful outcomes. Support for apprentices who require it is provided and the process for doing this continues to be developed.

In 2023/24, 97 learners came to us on mainstream courses with an EHCP, 12 of these being high needs learners. 97 came to us on our Aspirations specialist provision, including 9 on our Springboard provision and 23 on Internships. 75 of these were high needs. 59% of EHCP learners are not high needs. The increase in non-high needs EHCP learners in mainstream curriculum, from 44 in 2017/18 to 114 in 2023/24, has presented challenges with regards to providing support for all SEND learners (including those without an EHCP) without additional funding. Certain curriculum areas prove more popular to SEND learners e.g. Health and Social Care, Catering and Animal Care with particularly high numbers in Computing, Construction and Creative Studies. However, we recruit learners across the whole curriculum and at all levels.

Mental Health Awareness Week

As part of Tameside College's ongoing commitment to promoting equality, inclusion and wellbeing, a series of impactful activities took place across the college during Mental Health Awareness Week. This year's national theme was "Community" and the aim was to celebrate the strength and importance of our college community in supporting mental health and wellbeing. During the week, we continued building on our wider commitment to mental health by offering a variety of inclusive and engaging activities for both students and staff. For students, activities included wellbeing talks, informative stalls, activities within the Student Hubs, promotion of mental health resources and dedicated support for exam stress management, encouraging them to take proactive steps in caring for their mental wellbeing.





Staff were also supported through initiatives such as group walks and promotion of our Employee Assistance Programme (EAP), which offers 24/7 access to a range of wellbeing services. In addition, staff will be invited to take part in a 5k muddy run and were encouraged to organise local wellbeing events that promoted connection and resilience, which many teams did to foster connection, celebrating wellbeing and a college culture where everyone feels supported and included.

In 2023/24, the overall achievement rate for EHCP learners was 88%, which is the same as 2022/23 and +2% higher than the overall 16-18 rate. Pass rate is 97%, which is +1% higher than the overall 16-18 rate. Retention is 94%, which is +2% higher than the overall 16-18 rate. When excluding English and Maths qualifications, the achievement rate of EHCP learners is 95% (pass is 100%, retention 95%). This is +6% above the overall 16-18 achievement rate (excluding English and Maths qualifications) of 89% (pass rate 98%, retention 90%). Of the 97 mainstream learners who completed, 68 continued their studies at college, 6 went to another provider, 11 went into employment, 3 were referred to Positive Steps for advice on their next steps, 3 went on to university, 2 moved to an apprenticeship, 1 moved out of area, 1 is taking a gap year and 2 destinations are unknown.

Learners with severe or complex learning difficulties and disabilities gain new skills and are able to recognise how they have developed independence which in turn supports their progression. In Aspirations A, the 32 learners with severe or complex learning difficulties and / or disabilities gained new skills and were able to recognise how they have developed independence which in turn supports their progression. 22 learners have continued their development within Aspirations A, 2 have progressed to improve their independence and employability skills in Aspirations B (next steps), 7 went to adult community provision and 1 progressed to Works 4 U. In Aspirations B, of the 35 learners: 15 continued to complete the next stage of the provision, 8 progressed to Supported Internship, 5 went onto level 1 mainstream provision, 3 went to adult community provision, 1 went to Works4U and 1 progressed to the Open University to do palaeontology. Of the 23 learners on the Supported Internship programme, 2 went into employment with Tameside Hospital, 3 with Active Tameside, 1 with Taylor Shaw, 1 with Dunns Garden Centre, 1 with Four Bells, 1 Voluntary Outcome – Tameside Hospital, 2 went to apprenticeships, 1 went to Works 4 U, 7 referred to Routes to Work, 4 unknown.

Case Study – Declan Lucas



Declan is studying E- Sports and is keen to progress within digital / media. As part of his industry experience, Declan was able to spend a day with the Countdown production team at ITV. The day comprised of watching two shows being recorded live in the studio. This involved Declan meeting Susie Dent and Colin Murray. Declan then watched a third show being filmed from the Gallery, watching the Producer and Director as they managed the production. Declan had the opportunity to have a go at the mixing desk and press a few buttons. He then spent some time with the Sound Engineer and finished off the day in the Editing Suite to see how the first show of the morning was being edited.

In March, the Communication group from Aspirations A attended the final event day for the GM Skills competition. The day was held at Wigan and Leigh College and attended by foundation study students from eight other Greater Manchester Colleges. We were extremely proud of our students who went on to win the award for 'Best Display'. The competition involved hosting a stall selling personalised bags and other items. As well as winning the award they raised a magnificent £174.56 which was donated to Willow Wood Hospice.



Ethnicity

The table below indicates that 76.1% of staff are White – British, which is a slight reduction of -3.9% since 2023/24 which indicates we have recruited more staff from ethnic groups. 17.1% of staff are from other all other ethnic groups combined. The significant majority of staff from all other ethnic groups are teachers, with a smaller number in Business Support and Learning Support. Teaching staff are by far the most diverse group of staff in relation to ethnicity. In total 38 (6.8%) staff answered 'Prefer not to say' or did not answer so are 'not known'.

Ethnicity by Job type	Teacher	Assessor	Business Support	Learner Support	Management	Technician	Grand Total	
Any other ethnic group	4	0	2	0	0	0	6	1.1%
Arab	2	0	0	0	0	0	2	0.4%
Bangladeshi	3	0	0	1	0	0	4	0.7%
Bl/Blk Brit African	7	0	3	2	0	0	12	2.1%
Indian	1	1	5	1	0	0	8	1.4%
Mix Any Other Mixed	1	0	0	1	0	0	2	0.4%
Mix White & Asian	1	0	3	2	0	0	6	1.1%
Mix White & Blk Caribbean	2	0	0	2	0	0	4	0.7%
Not known / Prefer not to say	7	3	16	7	1	4	38	6.8%
Pakistani	20	1	0	2	0	1	24	4.3%
UK	178	12	104	81	30	21	426	76.1%
White Any Other B/ground	14	0	2	1	3	0	20	3.6%
White Irish	2	1	4	1	0	0	8	1.4%

The staffing profile is comparable with the most recent Tameside census data (2021) as per the table below:

Ethnicity	White	Mixed / Multiple	Asian or Asian British	Black or Black British	Other
Tameside	90.9%	1.4%	6.65%	0.08%	0.2%

The following table shows that there are no significant gaps between the achievement of ethnic minority groups when compared to the White – British. The decline in Mixed (as a whole group) reported last year has recovered.

	Achievement Rates		
	21/22	22/23	23/24
Asian (as a whole group)	89%	89%	88%
Black (as a whole group)	85%	87%	85%
Mixed (as a whole group)	80%	86%	82%
Other	91%	89%	86%
White -British	84%	84%	86%
Total	84%	85%	86%



MACFEST Celebrations

During May, students from our community provision celebrated MACFEST (Muslim Arts and Culture Festival) at a vibrant event hosted in our Old Street centre. The purpose of the Festival is to promote and celebrate the rich cultural diversity within our community. Our students engaged well, sharing their stories, traditions and heritage. Engaging activities involved enjoying tasty cuisine from across the world, participating in cultural performances, traditional crafts and having henna tattoos. A local Imam gave an insightful overview of his work within the community.

Yasmen Zaman studied sport at the college, and appeared in the 2023-23 EDI Report. She participated in the AoC Sport 'Rising Leader Programme'. The programme aims to support young black, Asian and ethnic minority females to take up a career in sport or a related role by helping them to build communication and leadership skills, motivate them to achieve and train them to plan and deliver various activities. By way of update, Yasmeen has now successfully completed her studies and has progressed from being a volunteer coach to becoming a full time coach at Manchester United Foundation. Yasmeen is the lead 'game changer' in the borough of Tameside where she inspires girls to take up football.



EDI themes are routinely considered in curriculum. For example, in Hair and Beauty knowledge and skills are continuously developed in order that learners are able to adapt and tailor their practice for different skin and hair types, including clients of different ethnic groups. Type 4 dolls head, which replicate African Caribbean hair, are used to effectively to provide the skills necessary to manage this type of hair and to consider the products to be used. Teachers are encouraged to take advantage of naturally occurring opportunities to promote EDI topics. For example,

carrying out intimate treatments or hair treatments in open salons and having to adapt positioning to protect religious beliefs and faiths. To help with this screens and other resources are available to ensure students can cater for all clients in all sessions.



Ashiq Qamarud won both the Community – Digital and Overall Tameside Adult Student of the Year Awards. He exemplifies the fundamental values of Tameside College (ambition, resilience, and excellence) through his steadfast dedication to learning. He is a conscientious and diligent learner who actively participates in class discussions, demonstrating a strong commitment to expanding his knowledge. Beyond the classroom, Ashiq invests his time in practicing and refining his skills, reflecting his ambition to achieve his goals. His enthusiasm for learning, coupled with his resilience and determination, makes him a highly deserving winner of these awards.

Inclusion - Index of Multiple Deprivation, Safeguarding and Looked After Children

As well as providing financial support through our bursaries to a significant number of students, the College launched Project Kindness in April 2024. Since launch, we have supported 130 female and 116 male students with Kindness Boxes. This initiative, in partnership with The Brick, an anti-poverty charity provides essential hygiene and household items to students in need, helping to combat poverty. Additionally, we have assisted students with individual requests for furniture and other necessities. Our staff have also collaborated with other agencies such as Home Start to provide ESOL students with Air Fryers and Slow Cookers. This shows how staff are going above and beyond in supporting students and demonstrating our commitments to equality, ensuring students are supported to stay in education and succeed.

The following table indicates that 70% of qualifications are undertaken by students (all ages) from wards that are rated in the top 3 Index of Multiple Deprivation deciles. There are no significant gaps between the achievement rates of students in each decile, the variance between decile 1 and decile 10 being 2.1% and the biggest variance between any deciles being 3.7%.

Index of Multiple Deprivation Deciles	Retention Rate	Pass Rate	Achievement Rate	23-24 Leavers	Leaver %
1	90.8%	94.1%	85.5%	7,301	35.8%
2	90.9%	95.0%	86.4%	5,012	24.6%
3	89.7%	94.8%	85.0%	1,997	9.8%
4	90.7%	94.9%	86.1%	1,830	9.0%
5	90.5%	94.7%	85.7%	1,510	7.4%
6	91.9%	95.0%	87.3%	864	4.2%
7	93.3%	93.6%	87.3%	687	3.4%
8	93.4%	95.0%	88.7%	679	3.3%
9	91.7%	96.2%	88.2%	289	1.4%
10	91.7%	95.5%	87.6%	242	1.2%

The College also uses the cohort of learners who are eligible for Free School Meals (FSMs) as an EDI measure. At 84%, the achievement rate for learners receiving FSMs is slightly below the 86% overall 16-18 rate.

In 2023/24, we identified and supported 80 (57 male, 23 female) care-experienced students in collaboration with local authorities. This was a significant increase from the previous year, when we supported 55 students. 33 of these were Tameside authority students. A total of 30 care-experienced students enrolled in the ESOL course, making it the area of the curriculum with the highest proportion of care-experienced students (37.5%). The overall

achievement rate for care experienced students in 2023/24 was 83%. This represents a +7% increase compared to the previous year, which is very significant. This has resulted in a significant narrowing of the gap between our care experienced students and our 16-18 cohort average. It is now 3% lower than the achievement rate for all 16-18 students, last year the gap was 9%. The 2023/24 retention rate for care experienced students was 87%. This represents a +7% increase compared to 2022/23. The attendance rate for these students was 84.5%. This represents a +6% increase compared to 2022/23. These improvements demonstrate our commitment to supporting our vulnerable students effectively.

In 2023/2024, our safeguarding service supported 628 students, which is an increase of 124 students (a 24.6% increase) compared to 2022/2023, when we supported 504 students. A total of 1,790 incidents were recorded on CPOMS for these students, which is fewer than the 2,025 incidents reported in 2022/2023. This reduction in recorded incidents can be attributed to more efficient incident recording practices, such as including more detailed information in individual reports and enhancing the resolution of cases. Of the 628 students, 256 required involvements from external agencies, including mental health/counselling, police, children's services, health services, and the youth justice service. This represents a 12.7% increase compared to the previous year. Of these cases, 197 were identified as being major cases linked to agencies such as Children's Services, mental health services, or the police. This marks a 114% increase compared to the previous year. These figures highlight the complexity and significant challenges faced by our wellbeing and safeguarding team as they address a range of crisis. The overall achievement rate for students who had ongoing support from the service is 81.9%. This shows a +3.8% improvement compared to the previous year (2022/23). However, this is 4.1% lower than the achievement rate of those students who received no support (86%). Similarly, the retention rate for those supported was 86%. This shows a +0.9% improvement compared to the previous year (2022/23). However, it is 4.3% lower than the retention rate of those who didn't receive support (90.3%).

College Values, particularly 'Value and Respect Each Other'



Staff involvement in creating the College's values and behaviours framework has been a critical factor in creating and maintaining a culture that will support the successful delivery of our People Strategy and Target Outstanding Strategy. We have continued to embed the values and behaviours framework into key processes, e.g. 121s, appraisal (which was renamed 'It's My Responsibility' after that value), cultural related questions are embedded in staff and student feedback processes. It has been embedded in staff feedback processes and the management team have completed a further cultural web analysis in order to measure impact. The Staff Awards have been rebranded and now align to our College Values. This has been well received by staff with nominations increasing on previous years.

376 staff completed the Staff Survey in 2024/25 compared to 371 in 2023/24. At 89%, overall satisfaction indicates an increase of +3% on last year and is +5% above national average (NA). 93% of staff are happy to be working at the college, which is an improvement of +3% on last year and +9% above NA. A significant factor contributing to these improvements are the strategies we have taken to support staff with the cost of living issues, particularly the pay award. It is important that we continue to optimise the impact our pay structures for our staff. This is also important as we need to be competitive in a challenging recruitment environment. Cultural indicators are high across the college:

- 97% are aware of the Values and Behaviours Framework. This is +1% above last year and +5% above NA.
- 90% are satisfied that they are treated fairly and equally. This is an improvement of +2% and is +1% above NA.
- 96% are satisfied they are treated with respect by their colleagues. This is an improvement of +1% on last year and is +5% above NA.
- 82% are satisfied that their feedback is valued. This is an improvement of +4% since last and is +6% above NA.
- 96% are satisfied they are treated with respect by their colleagues. This is an improvement of +1% since last year and is +5% above NA.
- 97% are satisfied that they receive help from their colleagues if needed and 94% are satisfied their area works well as a team. These are both +1% above last year and are +3% and +6% above NA respectively.

- 96% are satisfied the college is a friendly place to work which is an improvement of +2% above last year and +5% above NA.
- 93% are happy to be working at the college which is an improvement of +3% on last year and +9% above NA.
- Most importantly, the reports showing results by age, sex and ethnicity indicate there are no significant differences in the responses from different groups.

Our Human Resources Team support any concerns or grievances and also oversee case management in line with our HR Policies. The detail of these cases is reported regularly to SLT and a summary overview is presented to Governors as part of the Annual HR Report. As part of this monitoring, SLT and Governors consider if there are any issues regarding our EDI Policy and Strategy. There were no issues relating to bullying, harassment or mistreatment of staff.

For students the College's Values and Behaviours Framework is focused on during Induction to ensure learners have self-identified the behaviours they expect from themselves and one another. Of 3956 students who responded, 95% are satisfied that they are treated fairly and equally. EDI themes are a significant theme in our personal development strategies. Behaviours that underpin all five values ensure there is focus on creating an orderly and supportive environment that is conducive to learning. The tutorial programme builds on this, incorporating a wide range of topics including promoting high expectations and positive attitudes towards learning enabling the learners to gain knowledge, personal skills and attributes for both learning and employment. These topics link clearly to behaviours and attitudes and are also supported by the college Acceptable Behaviours Policy which, has ensured inappropriate or unacceptable behaviour is swiftly challenged and dealt with in a fair and appropriate manner. Furthermore, within the curriculum, tutorials and general behaviour management reference is regularly made to the behaviours and professional standards that are expected in the work place. This promotes good practice and skill development, but also ensures the potential consequences of unacceptable behaviours are considered and understood. 96% of students are satisfied that behaviour in their class is good, which is the same as 2023/24. There is a robust and well-managed approach to dealing with any challenging or inappropriate behaviour. Expectations are made clear and reinforced throughout the year. Behaviour management has been more challenging due to the impact of COVID, as we have experienced more behaviour issues that can be linked to the impact of isolation and missed education as well as the ever changing social distancing rules. We are also experiencing more challenging behaviour linked to an increase in support needs, particularly ADHD and autism. Support of these learners is always part of the consideration when dealing with the behaviour issues. Any inappropriate behaviour within the classroom and the wider College environment is dealt with immediately and any action or targets required to prevent recurrence is instigated. Our behaviour management activity is closely monitored, with discrimination being a key area of focus. SLT receive a regular update on student behaviour and the governing body receive an annual report in order to monitor student behaviour and obtain a sense of the culture within the College. There have not been any significant behaviour issues related to EDI, although some of the abusive behaviour we have dealt with has contained elements of behaviour that does not adhere to our EDI Policy or College culture, e.g. language used. The main EDI related issues are peer on peer sexual abuse and the use of inappropriate language or low level behavioural issues. These issues are challenged well, in both the classroom and in the general College environment. All instances have been acted on swiftly and appropriately, with action taken to prevent recurrence.

Anti-Bullying Week – November 2024

During Anti-Bullying Week, a range of engaging and supportive activities were held across the college to raise awareness and promote kindness, respect and inclusion. The theme "Choose Respect" and the *Odd Socks Day* campaign were promoted through digital screens. Tutorials focused on anti-bullying, including cyberbullying and included a creative activity where students coloured in odd sock templates, which were later displayed in reception areas to symbolise individuality and acceptance.





Enrichment sessions also supported the anti-bullying theme with wellbeing-focused events, LGBTQ+ support groups, and breakfast clubs promoted through posters and QR codes. Reception areas featured interactive stands where students could pick up odd sock sheets and enjoy sock-shaped biscuits, thoughtfully provided by the college bakery, with icing pens available for students to decorate their treats. In addition, curriculum-based activities, were focused on area specific activities promoting kindness and tackling bullying, signposting students to support.

Other coordinated cross College theme weeks and events ensure there is a constant focus on positively promoting and celebrating EDI themes. Events supported include EDI Week, LGBTQ+ Awareness Month, Week, World Mental Health Day, International Women's Day. Tutorial content, student services / enrichment activities and a relevant focus in curriculum content support the positive promotion of these themes. In addition, there are many enrichment activities aimed at supporting our EDI objectives, e.g., ESOL Badminton, Female-Only Sports sessions, Aspirations gym and sports sessions.

EDI Week: 10th March - 14th March.

As part of our ongoing commitment to promoting Equality, Diversity, and Inclusion (EDI), the College hosted Cross-College EDI Week from 10 to 14 March 2025, celebrating our inclusive culture and prioritising the wellbeing and representation of all individuals in our community. Throughout the week, departments across the College participated in a range of activities designed to foster awareness and encourage meaningful dialogue. For example, the Computing department engaged students with a series of thoughtful and interactive tasks tailored to promote inclusion within the tech field. Activities included researching diverse pioneers in computing, analysing bias in AI and data, and exploring accessibility in UI/UX design. Students also participated in inclusive coding challenges, designed socially-conscious tech solutions, and engaged in ethical role-play discussions around bias and fairness in technology. These tasks helped students recognise the importance of representation, accessibility and equity in the digital world, reinforcing the College's broader EDI comments and values.

Throughout EDI Week, student hubs featured interactive displays inviting learners to share what Equality, Diversity and Inclusion (EDI) means to them. Students wrote down their thoughts and attached them to either a "Reflection Tree" or a mannequin, symbolising collective voices and experiences around EDI themes.

In tutorials, students engaged in an in-depth session exploring the core principles of Equality, Diversity, and Inclusion, with a specific focus on the nine protected characteristics. These discussions unpacked common stereotypes and the real-world challenges people often face because of their identity. The aim was to deepen students' awareness, encourage self-reflection, and promote a more respectful and inclusive culture, both within the college and in their future workplaces.

This careers team lead a 'Diversity in Careers' initiative captured the interest of students, significantly enhancing their awareness and understanding of EDI principles in careers and employment. The positive response to this activity not only drew widespread attention but also elevated the visibility and importance of EDI within the context of professional development, careers and workplace inclusivity. The Careers Team further enhanced the week by curating dynamic and informative displays that celebrated diversity in the professional world. These featured profiles of influential individuals across various sectors, highlighting their achievements and the barriers they've overcome due to factors such as race, gender, disability, and sexual orientation. Enrichment also had some activities

to support EDI week. Across the week, there was a walking football session, sit-down volleyball and female only sports sessions.

EDI Week: 'Diversity in Careers'

In each of the student hubs, the Careers and Progression team created engaging and informative displays that showcased Diversity in Careers during EDI week. The purpose of this was to highlight a range of prominent figures across a variety of industries, featuring their significant contributions and the unique challenges they faced related to their protected characteristics, such as race, gender, disability and sexual orientation. This was designed to build upon the work we do in our everyday interactions with students to bust stereotypes of certain jobs/industries only being open to certain people. The purpose of these displays was to springboard thoughts and discussions around encouraging students to consider areas of industry they may not have previously considered, and to encourage them to reflect on any stereotyping or bias around this.



In addition to these activities, curriculum have also focused on EDI themes within their lessons, either during EDI Week or at a relevant point in the year. For example:

- Access To HE students explored the issues related to violence towards women, the evolutionary approach and challenges facing women during menopause and exploration of genetics and nurture versus nature
- Health and Social Care had several units and research projects across the all groups looking at how EDI characteristics influence development, affect economic outcomes and how they impact vulnerabilities to negative events (e.g. cultural impacts on FGM, abuse etc.).
- Sport students considered the current issue of transgender athletes in sports and were posed questions on this to form a constructive debate on the topic.
- Catering students explore various cultural topics when running theme nights, for example when hosting a Caribbean night during Black History month. Staff also explore various themes when supporting cross College activity, e.g., anti-bullying, mental health initiatives.
- A-Levels: Film and media students analysed and evaluated the representation of marginalised groups in the media. Classics students discussed gender and social class differences in ancient Greek theatre. Chemistry students identified key contributions made to science from scientists with one of the protected characteristics.
- Business students planned a culture day where students worked in teams to discuss their cultural heritage. They undertook activities which resulted in various displays linked to their heritage and dressed in traditional clothing. In addition, there are many other EDI related activities embedded within the course, for example students attended an equality branding masterclass to explore diverse representation in the media.
- Travel and Tourism students considered diversity related themes within the travel industry, for example the improved awareness and recognition of the LGBTQI+ community and how this relates to the travel and tourism industry.

In conclusion, the pictures below show the importance of celebrating achievement, their successes, and our complete commitment to ensuring there is culture of diversity and inclusion within the College and that this permeates through everything we do. The following pictures evidence the diversity of our Summer 2025 Student Award Winners.

Study Programme Award Winners – Summer 2025



Adult Award Winners – Summer 2025



An Internship Award Winner – Summer 2025



An Aspirations Award Winner – Summer 2025



Staff Training and Development

Mandatory EDI training is provided for all new staff as part of our induction processes and this is complemented by other training and awareness raising activity throughout the year. During 2024/25 the SEND Strategy Group has led the strategic developments to account for the ever changing local and national policy to ensure we can effectively support our students in the coming years. Inset Days have focused on developing staff awareness and understanding of SEND themes, including how we support students with Educational Health Care Plans (EHCPs). Teachers who have high needs learners in their class have received specific support, particularly around setting targets linked to EHCPs. This has been further supported with staff briefings. This work will continue into 2025/26.

College Governing Body

The College's Governing Body is continually reviewing the characteristics of its members in order to ensure there is fair representation. As of 1st May 2025, there were 17 governors in post at the College and their profile is summarised in the following table:

Sex	Male = 11, Female = 6
Age Range	16 – 18 = 2, 19 – 24 = 2, 25 to 34 = 0, 35 to 44 = 2, 45 to 54 = 6, 55 to 64 = 3, 65+ = 2
Disability	Yes = 1, No = 16
Ethnicity	White British = 13, Pakistani = 3, Caribbean = 1