



Education Workforce Council

Annual equality report 2024/25

Mae'r ddogfen hon ar gael yn y Gymraeg hefyd

Introduction

The Education Workforce Council (EWC) is the independent, professional regulator for the education workforce in Wales.

Established by the Education (Wales) Act 2014, we regulate education practitioners in 13 different registration categories spanning schools, further education (FE), youth work, and adult/work-based learning. Our Register of Education Practitioners is the biggest public register of any profession in Wales and the most wide-ranging register of education professionals in the world, with over 91,000 practitioners registered.

Promoting equality and diversity and fostering inclusion are fundamental principles that underpin every aspect of our work. Our [Strategic Equality Plan 2024-28 \(SEP\)](#) outlines how we will ensure that we meet our responsibilities under the Equality Act 2010, and the Wales-specific public sector equality duty (the equality duty). The SEP is aligned with the vision and objectives outlined within our Strategic Plan, and is supported by a detailed action plan, alongside robust quarterly and annual monitoring.

During the period of the 2024-28 plan, we will undertake annual reviews, and make any amendments as necessary, to ensure that the document remains relevant and up to date.

This annual equality report sets out the progress we have made in achieving our five equality objectives during 2024/25.

Our equality processes and procedures

Equalities is a standing agenda item at monthly senior management team meetings, providing a formal forum to discuss updates or matters arising.

In October 2024, our operational performance management processes and procedures were subject to an independent internal audit. Included within the scope was our compliance with statutory, regulatory and policy requirements and the monitoring of agreed KPIs for processes aligned to business plan requirements. The audit gave substantial assurance with no recommendations.

Integrated impact assessments

To ensure that equality is central to our work and to meet our legal obligations, relevant policies and procedures undergo an integrated impact assessment (IIA). These are stored in a central library, accessible to all staff. IIA's inform the development and approval process for any new (or reviewed) policy, helping to ensure that our decisions are evidence-based, and reflect a clear commitment to equality.

A comprehensive review of our IIA process took place in 2024, aiming to create a more holistic assessment process, which also considers socio-economic impacts and encourages a more collaborative and consultative approach. The new process launched in October 2024 with training provided to relevant staff.

All IIAs are reviewed by the Policy and Planning team, and approved at Director level. A summary of IIAs is scrutinised by the senior management team at its monthly meetings.

Procurement

As a public body, we have a responsibility to embedding equality in our procurement processes. Our procurement policy includes a dedicated section on equality, ensuring contractors and subcontractors understand their role in helping us eliminate unlawful discrimination and promote equality of opportunity and good relations. These expectations, aligned with the Equality Act, are also outlined in our [procurement statement](#).

Engagement

Throughout the year, we engaged with key stakeholders and networks to discuss equality issues relevant to our remit. We also shared equalities related information with registrants and other stakeholders.

We have continued to engage with a variety of equalities networks, groups, and partnerships – providing valuable insights to inform and strengthen our work. These have included:

- Public Sector Equality Duty (PSED) Network
- South East Wales Equalities Network (SEWEN)
- BAMEed Network Wales
- Anti-Racist Wales FE Steering Group
- Diversity and Anti-Racist Professional Learning (DARPL)
- Wales Equality and Human Rights Exchange Network
- Human Foundational Economy Group
- Colegau Cymru Equality and Diversity group

We are strongly committed to fulfilling our distinct role in delivering the key national priorities outlined in the Welsh Government's Anti-racist Wales Action Plan (ARWAP). Following the publication of the refreshed ARWAP in 2024 we reviewed the document and considered its impact on our organisation and work. The updated ARWAP therefore formed a key consideration as we worked on a refreshed version of the SEP, during Spring 2025. Key areas of focus that we reflected upon, in response to the refreshed ARWAP, included the role of leaders in promoting anti-racism within the EWC and how we can use of data and evidence more effectively to address issues of representation within our workforce.

Achieving our objectives

Objective 1: Build a diverse and inclusive EWC team

How will we achieve this objective?

We will monitor our employment practices. This will include examining staff remuneration and looking at staff, Council and committee/panel members¹ recruitment processes and career progression, with the aim of identifying and addressing any barriers that exist to the development of a diverse workforce and governance structure.

Developing a diverse and inclusive team, and nurturing their talents, will ensure that our organisation is able to benefit from a range of different skills and perspectives, enhancing decision-making processes, and align with our commitment to fairness and equality.

We will:

- monitor our employment practices to ensure that the EWC is well positioned to recruit and retain a diverse workforce
- gather (and actively monitor) comprehensive and meaningful equality data regarding our employees
- encourage greater disclosure rates (regarding protected characteristics) from staff, Council, and committee/panel members to gain a fuller understanding of the diversity of our workforce
- review and improve recruitment processes for staff, Council, and committee/panel members¹ to ensure fairness to all under-represented groups

Progress in 2024/25

Staff equalities data is collected through an annual (voluntary) survey and used to inform IIAs, policy development, and training plans. To encourage participation, we featured an article in our quarterly Equality, Diversity and Inclusion (EDI) newsletter, and highlighted its importance during an all-staff planning meeting in June 2024. In the March 2025 survey, 48 of 57 staff responded (an 84% response rate). Our staff profile can be seen in [annex A](#).

Our pay scales are transparent and employees receive annual increments until they reach the top of their pay band. We currently analogue to Welsh Government's pay scales and any changes to the scales announced by Welsh Government are adopted by EWC. Our gender pay information is reviewed annually. Information for 2024/25 can be found in [annex A](#).

¹ Including members of the Fitness to Practise (FtP) committee, Initial Teacher Education (ITE) accreditation board, and our Quality Mark for Youth Work (QMYW) assessors.

We have continued to monitor our recruitment processes and are working to develop and implement a strategy to remove barriers linked to specific protected characteristics. All posts are advertised externally to reach a wide range of applicants. Our job adverts actively encourage individuals from diverse backgrounds to apply. A short animation summarising the EWC as an organisation (on our website), outlines our staff values, positive organisational culture, and inclusive recruitment processes. A standardised recruitment requisition form, used to inform all recruitment exercises, ensures that common standards and processes are applied, while all staff undertake unconscious bias training in advance of sitting on selection panels.

We collect diversity information for all direct applicants, but our application process ensures that all references to names, contact details, or other potential indicators of protected characteristics are anonymised prior to being shared with the interview panel for shortlisting. In this reporting year, we advertised 11 posts and received 82 diversity monitoring forms. Further details about the profile of applicants can be found in [annex A](#).

We collect equality data on our Council members based on the nine protected characteristics. Although, members are appointed by Welsh Government (through the public appointments system) our data can help inform the process. In 2023, six new members were appointed and six members reappointed. The new Council commenced its term on 1 April 2023. Two additional members were appointed this year, bringing the Council to its full complement of 14 members. We supported Welsh Government's recruitment process through highlighting the vacancies to our registrants, stakeholders, and networks – aiming to attract a diverse pool of candidates.

Where we do have jurisdiction in appointing panel members², we seek to attract a wide range of candidates, representative of the diverse landscape of the education workforce in Wales. We collect equality information from our fitness to practise panel members, Initial Teacher Education (ITE) Accreditation Board members and pool of Quality Mark for Youth Work (QMYW) in Wales assessors. We will continue to do this on an annual basis to help inform future recruitment exercises.

As part of our processes to monitor employment practices to identify barriers to recruitment and career progression, we regularly report our findings to our Executive Committee and Council through our quarterly reports.

2 Including members of the FtP committee, ITE accreditation board, QMYW assessors.

Objective 2: Monitor the gender pay gap and identify opportunities to reduce it

How will we achieve this objective?

We will work towards eliminating the gender pay gap by ensuring the application of policies and practices relating to pay and progression provide equal opportunity for all. As a small organisation, the extent to which we are able to influence our overall gender pay gap is limited, with individual recruitment outcomes (for example, the appointment of a female to a senior position within the organisation), sometimes having significant impacts on the pay gap. However, we want to ensure that our employees are treated equally and fairly with respect to pay and conditions, regardless of their gender. It is therefore important that we closely monitor and understand the gender pay gap within the EWC, and take action to minimise it.

We will:

- monitor and publish information relating to our gender pay gap
- improve our understanding of any links between gender and pay within the EWC
- ensure that male and female staff have equal opportunities to progress within the EWC when opportunities arise

Progress in 2024/25

In August 2024 we published our Annual Report and Accounts 2023/24, which included information relating to our gender pay gap.

All EWC vacancies are advertised both internally and externally, and all prospective applicants are provided with contact details allowing them to discuss any aspects of the role, and raise any questions or concerns (including in relation to barriers to progression), prior to applying.

This year, we have conducted a benchmarking exercise comparing the composition of the EWC's workforce (in relation to protected characteristics) against the wider working age population of Wales (using data from the 2021 Census). This will help us better understand the make-up of our workforce and improve our understanding of any links between protected characteristics, including gender, and pay within the EWC.

Objective 3: An inclusive workplace where diversity is celebrated

How will we achieve this objective?

We want the EWC to be an inclusive organisation where employees feel safe, respected, and are supported to perform to the best of their ability, irrespective of any protected characteristic they may have. Through ensuring that all employees feel valued and are treated fairly, we want to nurture a culture where staff can flourish and fulfil their potential.

We will:

- ensure our offices are welcoming and accessible
- organise events that celebrate and raise awareness of different groups and issues relevant to the protected characteristics, to reinforce the importance of embracing diversity
- deliver an engaging and accessible programme of training on equality and diversity matters for all employees
- produce regular equalities newsletters to share information, encourage engagement, and celebrate diversity
- implement a varied wellbeing programme and seek to increase engagement with these activities by identifying any barriers to engagement
- provide opportunities for employees to provide feedback, and empowering them to speak out in relation to any issues or concerns relating to equality and diversity

Progress in 2024/25

We have a formal hybrid working policy that allows staff to combine working in the office with remote working (from home). All employees are also able to make use of our flexi-time system, which particularly benefits those with caring responsibilities.

Our annual wellbeing programme, offers a range of activities and opportunities to support staff. We actively seek staff feedback on the programme, and welcome suggestions for future activities, which can be made through our employee forum.

We publish quarterly Equality, Diversity, and Inclusion (EDI) newsletters on our intranet, providing staff with information, support, and resources. Over the past year the EDI newsletters have highlighted awareness days, promoted engagement with campaigns, and outlined internal news and developments. They also encourage staff to consider EDI in their daily interactions and decision-making, helping to embed a positive and welcoming culture.

All staff are provided with access to Care First's 24/7 employee assistance helpline providing confidential support that includes telephone counselling. Care First also provide free online wellbeing webinars, covering a range of topics. In September 2024, we acquired access to a dedicated wellness hub, providing staff with resources promoting and improving health, fitness and wellbeing, including an NHS approved app for the prevention, early detection, and self-management of common mental health conditions.

All staff receive regular training relating to the public sector equality duty and our annual training plan includes at least one mandatory session for all staff on equality matters. This year, staff completed two online training modules covering domestic abuse awareness and LGBTQ+. When new staff are appointed, our induction process introduces them to our employee values (which reinforce our commitment to equality), and provides an overview of our statutory duties relating to equality.

We use our annual performance and development review (PDR) process to identify individual training and development needs, review progress, and discuss any barriers to access. All employees have equal access to professional development opportunities relevant to their role. We also analyse training completed each year for equality monitoring purposes. As all employee equality data is anonymised, no specific data relating to the protected characteristics of employees who undertook individual training is available.

We currently have four members of staff who are trained mental health first aiders. A further two will undertake the training in 2025/26.

In March 2025, in response to staff feedback, we created a new staff room, offering a comfortable space for staff to have lunch or to take a break during the day. A multipurpose quiet room was also opened, offering a calm and private space for prayer, reflection and other activities.

We use our staff intranet to share information, raise awareness, and actively promote cultural and identity-based events and festivals over the calendar year. This year this has included information about the Welsh language Commissioner's 'Defnyddia dy Gymraeg' campaign, menopause awareness week, black history month, and world mental health day.

We ensure that all of our staff policies and their accompanying IIAs are reviewed regularly to ensure that they are up to date. Policies reviewed this year have included our Dignity at Work policy, and Mental Health and Wellbeing policy. In January 2025, we also introduced a new Sexual Harassment risk assessment for staff and all staff undertook mandatory training on sexual harassment in the workplace in March 2025.

We incorporate equality focussed training into our annual programme for Council and committee/panel members³, encouraging open dialogue in relation to discrimination and individuals' lived experiences. This helps to ensure these individuals are aware of relevant issues and legal frameworks, as well as serving to advance equality of opportunity and foster good relations between people who share a particular protected characteristic and those who do not.

³ Including members of the FtP committee, ITE accreditation board, and our Quality Mark for Youth Work (QMYW) assessors.

Objective 4: Deliver accessible services for registrants and stakeholders

How will we achieve this objective?

We want to ensure that all of our services are accessible for registrants and stakeholders, irrespective of their diverse needs and abilities. We will strive to continuously improve the accessibility of our services, aligning with best practice and legal requirements.

We are required to ensure that we identify, mitigate, and (where possible) remove any barriers that our registrants and other stakeholders (including learners and parents/guardians) might face when interacting with us, or using our services.

We will:

- listen to registrants to ensure our services meet their diverse needs
- identify any barriers faced by registrants and stakeholders when interacting with the EWC, and take steps to remove these, as appropriate and proportionate
- investigate opportunities to broaden the accessibility of our services
- identify opportunities to bring our work to the attention of a wide range of audiences with diverse needs and characteristics

Progress in 2024/25

We are committed to making our communications and information as accessible as possible.

Our website currently conforms to level AA standard of the Web Content Accessibility Guidelines (WCAG) 2.2 and we continually research best practice and gather feedback to help drive further improvements to accessibility. We ensure that our online information is logically organised and located, and easy to find using search engines. In March 2025, we attended an accessibility training event hosted by the Digital Accessibility Centre - subsequently updating our website to further improve accessibility.

We offer users of our website access to the ReachDeck Toolbar web accessibility software - supporting those with visual impairments and hidden disabilities, as well as individuals lacking basic digital skills, and people wanting to read the website in a language other than Welsh or English.

All video content (with sound) that is added to our website in Welsh and English is fully captioned. Any audio only content (such as podcasts) is uploaded with an accompanying transcript in both Welsh and English. Whilst our publications are usually in electronic format, we do offer alternative formats on request. An increasing number of our publications are also now published in HTML, as well as other accessible formats. In January 2025, we published two of our key corporate animation videos with British Sign Language. We continue to review our publications to ensure they are accessible and inclusive for our registrants and the public.

As part of the enhanced IIA process introduced this year, we assessed our approach to engagement and events. Consultation involved managers whose teams are involved in delivering training, presentations and/or events and considered previous feedback requests for reasonable adjustments. The process involved significant cross-team collaboration and engagement, and will inform practice across the organisation.

We have held a number of online events throughout the year. Registration to these events has been facilitated through TicketSource, which allows attendees to indicate any reasonable adjustments they may require. We have made adjustments for 13 attendees during the year, including advising an attendee on how to access live subtitling facility, ensuring the presenter faced the camera at all times so individuals could lip read, and providing presentation slides to an individual in advance of another event.

BSL interpretation is available for deaf and hard of hearing professionals or registrants who have been involved in fitness to practise hearings.

For service users who wish to receive paper copies of any of our documentation, we provide this upon request via post.

Throughout the reporting year, we have used meetings with key stakeholders and interest groups to discuss equalities issues appropriate to our remit. We also partnered with DARPL to help organise and promote their second national diversity and anti-racist leadership conference, in June 2024. In addition, we also formally collaborated with Ethnic Minorities and Youth Support Team Wales (EYST) in July 2024, to help us identify opportunities to bring our work to the attention of a wide range of audiences with diverse needs and characteristics.

We are a part of the BAMEed Network Wales and have also attended meetings of the SEWEN, PSED Network, and the Anti-Racist Wales FE Steering Group, and a number of events and webinars focused on equality issues.

We continue to gather equality data from registrants who are subject to fitness to practise proceedings through our case management system. In August 2024, we published our fitness to practise annual report, which included equality data for all registrant groups.

To support our registrants, and increase awareness of mental health issues, we have made several recommendations through Meddwl Mawr (our book and journal club) on topics relevant to equality and diversity over the past year, including mindfulness, neurodiversity in children, and multilingualism in educational settings.

Objective 5: Help develop an education workforce that is representative of the diverse population of Wales

How will we achieve this objective?

We want to see an education workforce in Wales that reflects the diversity of the wider population of Wales. We believe that the education workforce should mirror the richness of society, encompassing diverse backgrounds, perspectives, and experiences. It is therefore essential to ensure fair and equitable career opportunities, and to break down any barriers that may be preventing people from diverse backgrounds from working within the registered education professions.

Our regulatory responsibilities include promoting careers in the education professions and advising Welsh Government on matters related to the education workforce, and teaching and learning. In addition, we are identified within Welsh Government's Anti-racist Wales Action Plan as a key partner/lead on increasing the ethnic diversity of the education workforce. We are also aware of the aims of other key plans and strategies for promoting diversity, including the LGBTQ+ Action Plan for Wales.

We believe that building a more diverse education workforce will play a key role in fostering social cohesion by enabling learners and young people to grow and develop in an environment where there are visible, diverse role models. A more diverse workforce will also allow learners and young people to be exposed to a wider range of perspectives, enriching their educational experience, and preparing them to be informed global citizens.

We will:

- use the unique data from our Register to monitor the diversity of registered education professionals in Wales
- ensure the Register provides the fullest possible data regarding workforce ethnicity (as well as in relation to age, disability, and sex)
- use our platform to highlight issues relating to diversity within the workforce
- work with registrants and stakeholders to promote careers in education to a diverse audience (with a particular emphasis on increasing ethnic diversity), promoting the Educators Wales website and advisory service as a means of supporting this work
- play a contributing role, through Educators Wales, in the recruitment of a more diverse workforce

Progress in 2024/25

Our Register of Education Practitioners offers a high-quality evidence base in relation to the diversity of the education workforce in Wales. We have undertaken a number of actions over the last year to enhance the completeness of the data on our Register. In November 2024, we contacted 17,587 registrants, 8,286 of which had a gap on their record with regards to ethnicity, as part of a strategy to improve the completeness of data that we hold on the protected characteristics. Data analysis to measure the impact of correspondence showed an overall response rate of 31.1% resulting in a reduction in the number of null or unknown fields on the Register.

In July 2024, we published the Annual Education Workforce Statistics for Wales. This included equalities information on practitioners across our registrant groups⁴. In October 2024, we hosted a stakeholder briefing event to present the findings of the Annual Workforce Statistics 2024, where data and accompanying analyses on diversity within the workforce was presented. We have also published other statistical releases throughout the year which have included data on equalities such as ITE student results and data on newly qualified teachers.

At our Policy Briefing event in November 2024, we used our knowledge and unique data to highlight key trends, challenges, and policy issues relating to learning support workers in Wales, including in relation to gender, ethnicity, and disability.

In November 2024, in collaboration with Welsh Government, we allocated ITE intake numbers to ITE partnerships for programmes commencing in September 2025. As part of this, we provided partnerships with specific targets for the recruitment of Welsh medium teachers (30% of total recruitment), and teachers from black, Asian, and minority ethnic communities (5% of total recruitment). We monitor recruitment to programmes (including in relation to these indicators), and report this to Welsh Government.

Our Educators Wales advocacy and support team has developed recruitment and engagement plans which include targeted recruitment activity for black, Asian and minority ethnic people. To lead the implementation of these targeted plans, we have a dedicated recruitment and support officer in post (a role for which we actively encouraged applications from black, Asian and minority ethnic candidates). Work in this area has included ongoing engagement with diverse groups from across Wales, including the North Wales Africa Society, EYST, Kidcare4u, Cynefin Pamoja, Urban Circle, Cathays High Family Engagement, Riverside Community Development Centre, BAME Mental Health Service, South Riverside Community Development Centre, Maindee Festival, Cardiff Mela, Grange Pavilion Youth Forum, DARPL, BAMEed Network, ITE Partners and secondary schools across Wales with a high proportion of students identifying as black, Asian and minority ethnic.

⁴ The 2024 Annual Workforce statistics included data on 11 of 13 registration categories. The remaining two groups (those employed as principals, or senior leaders (directly managing teaching and learning), in FE institutions and practitioners of community-based adult learning practitioners), only joined the Register following the enactment of legislation introducing two new categories of registered practitioners in May 2024. All 13 registrant groups will be included within the 2025 Annual Education Workforce Statistics.

During 2024/25, we have delivered/been involved in 43 targeted events aimed at promoting careers in education to people from black, Asian, and ethnic minority backgrounds. In July 2024, we formally partnered with EYST, attending four of their employability events and delivering three open evenings in targeted communities across Wales. The work of the Educators Wales team was also highlighted in EYSTs stakeholder newsletter, in November 2024.

This year, we have published two blogs relating to equality. One highlighting the ReachDeck toolbar available on our website (May 2024), and another highlighting purposeful steps to an anti-racist Wales (October 2024).

Under one of the five key principles of the Code of Professional Conduct and Practice (the Code), registrants of the EWC have a professional duty to demonstrate a commitment to equality and diversity. We are committed to supporting our registrants in upholding the Code and to this end we have recorded a webinar, published a series of FtP case studies and delivered 46 training sessions specifically on the Code, since 1 April 2024.

Annex A – employment information

Number of people employed by protected characteristic

We gather staff equalities data through our annual staff survey. When requesting the information, we inform staff that completion of the form is voluntary, but in doing so, we will be better enabled to understand the composition of our workforce and examine our practices fully. This gives us an opportunity to target our activities and priorities where any under-representation or inequalities are found. The data is used to inform impact assessments, policy development, and training plans. Our most recent survey took place in March 2025. Of the 57 staff in post at the time, 48 responses were received (84% response rate). Due to the size of our organisation, figures accounting for 10% or less of the responses have been redacted (represented by an *) to prevent individuals from being identified.

Age

16-24	*
25-34	13
35-44	14
45-54	12
55-64	8
65 & over	*
Prefer not to say	*

Gender/sex

Man	13
Woman	35
Non-Binary	*
Intersex	*
Prefer not to say	*

Are you trans?

Yes	*
No	47
Prefer not to say	*

Sexual orientation

Asexual or aromantic	*
Bisexual	*
Gay/lesbian	*
Heterosexual / straight	43
Prefer not to say	*
Other	*

Relationship status

Married or in a civil partnership	23
Divorced	*
Single	8
Living with a partner in a long-term relationship	16
Separated	*
Widowed	*
Prefer not to say	*
Other	*

Religion or belief

No religion	24
Atheist	*
Christian	14
Buddhist	*
Hindu	*
Humanist	*
Jewish	*
Muslim	*
Pagan	*
Sikh	*
Prefer not to say	*
Other	*

Ethnicity

White – Welsh/English/Scottish/Northern Irish/British	43
Irish	*
Gypsy or Irish Traveller	*
Mixed – white and black Caribbean	*
Mixed – white and black African	*
Mixed – white and Asian	*
Asian/Asian British – Indian	*
Asian/Asian British – Pakistani	*
Asian/Asian British – Bangladeshi	*
Asian/Asian British – Chinese	*
Black/Caribbean	*
Black/African	*
Arab	*
Other	*

National identity

Welsh	33
English	*
Scottish	*
Irish	*
British	12
Other	*

Caring responsibilities

None	25
Primary carer of a child/children (under 18)	17
Primary carer of a disabled child/children	*
Primary carer of a disabled adult (18 and over)	*
Primary carer of older person/people (65 and over)	*
Secondary carer	*
Prefer not to say	*

Disability

Do you consider yourself to have a disability?

Yes, day to day activities limited a lot	*
Yes, day to day activities limited a little	*
No	43
Not sure	*
Prefer not to say	*

Please tick those impairments or health conditions that apply to you

Cognitive impairment (for example neurological conditions, or dementia)	*
Learning impairment or disability (for example dyslexia, Downs syndrome, Autism etc.)	*
Long-term health condition (for example epilepsy, diabetes, or cancer)	*
Mental ill health (for example depression, anxiety, or schizophrenia)	*
Sensory impairment (for example visual or hearing impairment)	*
Blind or partially sighted	*
Deaf (sign language user)	*
Hard of hearing or deaf	*
Mobility impairment	*
Other (Cerebral Palsy mild form)	*
Prefer not to say	*

Do you have a disability, as defined by the Equality Act 2010?⁵

Yes	*
No	40
Prefer not to say	*

⁵ You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Recruitment data

Where possible, we collect and analyse equalities information relating to staff recruitment. In some instances, where limited applications are received and the use of a recruitment agency is necessary, equalities information is not always provided. Additionally, where internal staff apply for posts, completion of a diversity monitoring form is not mandatory.

In the reporting period, 11 posts were advertised for external recruitment. All direct candidates were provided with the opportunity to complete a diversity monitoring form at the point of application. We received 113 direct applications, from which we received 82 completed diversity monitoring forms. Categories where the response was zero have not been included in the data reported below.

Number of applications received by protected characteristic (where a diversity monitoring form was completed)

Gender/sex

Male	20
Female	60

Are you trans?

No	82
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Age

16-24	5
25-34	32
35-44	21
45-54	21
55-64	3

Sexual orientation

Bisexual	1
Gay/lesbian	5
Heterosexual	75
Prefer not to say	1

Relationship status

Married	31
Single	29
Living with a partner in a long-term relationship	20
Partner	1
Prefer not to say	1

Religion or belief

No religion or belief	49
Atheist	1
Christian (all denominations)	21
Buddhist	1
Muslim	4
Prefer not to say	6

Ethnicity⁶

White – Welsh	56
White – English	8
White – British	13
Other mixed/multiple ethnic group	1
Asian/Asian British – Indian	1
Asian/Asian British – Pakistani	1
Asian/Asian British – Bangladeshi	2
Other black/African/Caribbean/black British background	1

National identity⁷

Welsh	56
English	3
British	18
Other	6

6 Some candidates identified themselves in more than one ethnic group.

7 Some candidates identified themselves with more than one national identity.

Do you have any caring responsibilities?⁸

None	16
Primary carer of a child/children (under 18)	17
Primary carer of a disabled child/children	1
Secondary carer	2
Prefer not to say	5

Disability - do you consider yourself to have a disability?

Yes, day to day activities limited a little	8
No	71
Prefer not to say	2

Disability - Do you have a disability, as defined by the Equality Act 2010?

Yes	9
No	70
Prefer not to say	1

Grievance procedures

No grievances were upheld during 2024/25 and there are no ongoing grievance procedures.

Disciplinary procedures

No employees were subject to disciplinary procedures during 2024/25 and there are no ongoing disciplinary procedures.

Leavers

As all employee equality data is anonymised, no specific data relating to the protected characteristics of employees who left the organisation is available.

⁸ Some candidates selected more than one option for their caring responsibilities.

Additional gender pay information as at 31 March 2025

Salary	Grade	Male	Female	Total
£24,420 - £28,246	Team support	0	2	2
£29,657 - £33,748	EO	5	21	26
£35,787 - £43,758	HEO	5	8	13
£45,974 - £54,430	SEO	3	8	11
£58,918 - £70,450	Grade 7	0	1	1
£73,978 - £84,881	Grade 6	1	2	3
£95,231 - £111,359	Chief Executive	1	0	1
Total		15	42	57

Contract type	Male	Female	Total
Permanent	15	41	56
Fixed term	0	1	1
Temporary	0	0	0
Total	15	42	57

Working pattern	Male	Female	Total
Full time	14	39	53
Part time	1	3	4
Total	15	42	57

Analysis includes officers on maternity leave.