

# Stockton Sixth Form College

Supporting Student Success

## 3 yearly report on gender action plan 2007/10

College has a duty to promote equality and prevent discrimination on the grounds of gender.

We currently employ 49 full time teaching staff of whom 20 are male and 29 are female. Part-time staff comprises 6 male and 15 female. The College is prepared to be flexible, accommodating personal circumstances, we have 2 job shares, one in maths and one in psychology. A number of staff approaching retirement have become part-time. SMT has a balance of 3 males and 3 females. There are 29 promoted posts, with 11 occupied by males and 18 by females. This balance has not changed significantly over the 3 years and shows that the culture of the organisation is one in which females are confident to apply for promoted posts and are successful. There has been an increase in the employment of part-time staff, partly caused by full-time staff applying to reduce hours. We currently have 6 male and 15 female part-time teaching staff. In other areas of College staffing the recruitment has followed a more stereotypical pattern. The administrative staff include a male Director of Finance and 6 females. We employ 19 support staff/technicians of whom 11 are female. Both caretakers are male, and we have 23 cleaners, 8 are male. We have 20 members of the Corporation 5 are female and our current chair is male.

We actively seek to ensure that the prospectus represents all students in College including ethnic minorities, disabled students, males and females. Where appropriate we seek to challenge stereotypes for instance using pen portraits of male linguists, female scientists, male health and social care students etc. Staff are aware of these issues in promoting their subjects at Open Evenings and in their wall displays.

Staff are aware of the equal opportunities policy which requires teachers to challenge gender stereotyping in classroom practice. This is now incorporated systematically into lesson observation and sensitivity to equality and diversity issues is scored. There has been whole staff training looking at equality and diversity in the classroom.

Issues of equality and diversity are included in the pastoral programme. Students are made aware of relevant legislation and the College Equal Opportunities policy. Discussions centre on rights but also on their responsibilities as potential future managers. College notice boards are also used to flag up these issues. We also include a discussion of gender issues which impact on safeguarding. The Student Council has almost equal representation of males and females – although we do not work a quota system, tutors try to ensure that all groups in College are represented. Our current Vice Chair, who will chair the group next year is female.

Over the 3 years we have recruited less males than females to our A level programme. This is a consistent trend and reflects the results in our partner schools where girls outperform boys and also the work traditions in our area and so Modern Apprenticeships are an appealing alternative to College for some boys. The more highly prized apprenticeships expect 5 A-C's and so directly compete with recruitment to A level courses. There has been a downward trend in the overall recruitment of males and females to our one year programme but not a consistent pattern in terms of gender.

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The discrepancy in achievement between males and females at A2 and AS has narrowed over the 3 years – there was very little discrepancy in 2009 results. Subject specific gender differences in recruitment and achievement are addressed in department SAR's. Departments have shared good practice in this area with some departments making presentations, during training week on strategies which they had used to engage boys. Departments are now requested to analyse results by gender and to include strategies to improve performance where the analysis throws up a significant discrepancy. This was made a specific theme for staff QIP in 2008.

There has been an improving pattern of retention on the one year course. In 2007 there was a marked difference between the retention of males and females on this course, with an unsatisfactory retention of girls. This figure included 5 girls with significant personal problems, the remainder of leavers had found Modern Apprenticeships in more practical areas. Retention in 2008/9 improved and retention among one year students did not manifest a significance gender dimension.

Retention on the AS programme was higher for males than females in 2007/8. Retention for this group improved in 2008/9 with a slightly higher retention rate for males.

A2 retention is very good for all.

We seek to support all students in College although we expect high standards of attendance and work output. Each student has a personal tutor and with almost all students there are prior discussions with the student and often also with parents before students leave mid year. We know the circumstances of each decision to leave and VMH reports on all leavers to SMT. There are no overwhelming and consistent explanations for retention linked to gender but we will continue to monitor the pattern.