

# The Training and Development Agency for Schools

## Race and disability equality schemes and action plans



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## **Executive summary**

This is the Training and Development Agency for Schools' (TDA) first combined race and disability equality scheme (RDES). It outlines our commitment to equality in the way we employ staff, provide services and work with partners.

The RDES sets out our vision and priorities for the promotion of race and disability equality and the action plans detail the specific steps we will take over the next three years to achieve the vision.

The TDA has always recognised the promotion of equality as a key factor to its success. The RDES is a further step to embed the approach into everything we do.

A key aim of the plan is to further increase partnership working in the way we promote equality. To achieve this, we recognise that we need to continue to identify opportunities to engage with diverse groups and help to overcome barriers to inclusion. This is a challenge to which we are fully committed.

We will monitor and report progress against the action plans annually and review the RDES in 2010. We will build on the individual schemes and action plans as new duties are introduced to ensure that we both meet our legal requirements and follow effective practice in our approach to equality.

## **Statement from the chief executive**

Back in February 2004 the Teacher Training Agency (TTA) stated unequivocally its commitment to valuing diversity and to promoting equality in everything we do. We said that we would do this through our policies, our services and the way in which we manage our work and our staff.

The TDA, as we now are, has seen many changes since then. We have maintained our strong commitment to create an environment that supports diversity and is focused on meeting the varied needs of our customers and staff.

Over the past three years we have made excellent progress towards our objective of increasing the number of trainee teachers coming from a minority ethnic group and, indeed, by last year, had met our target of nine per cent by 2006. Early figures for 2005/06 suggest that we will meet our enhanced target of 10.5 per cent. During the same period we have seen an increase in the number of trainee teachers with disabilities to five per cent.

Legislative developments can only support our commitment to diversity – we are determined in any event to place customer need at the heart of all we do. It is nothing less than in the interests of the country that we should do so. To discharge that well, we need to understand better the differing needs of the current and aspiring school workforce and our own staff. Only then can we fulfil the TDA's principal aim of improving the life chances of *all* children.

This document is the result of significant consultation and should be regarded as work in progress. We will regularly review the scheme and our objectives and intend to monitor progress and review annually. We welcome your comments and suggestions on how to improve our approach.

Finally, I would like to express my thanks and appreciation to all those people both within and outside the Agency who have offered advice and guidance during the preparation of this scheme.

**Graham Holley**  
**Chief Executive Officer**

**August 2006**

## Introduction

The TDA came into being in September 2005. The new Agency was formed from the merger of the TTA and the National Remodelling Team (NRT) and the new name reflects its broader remit.

The TDA has responsibility for the initial recruitment and training of teachers and for promoting teaching as an attractive career option. In addition the TDA now has a wider remit for the training and development of the whole school workforce including support staff and serving teachers.

The TDA also has responsibilities for supporting the remodelling of the school workforce to meet modern challenges. This means helping to equip the school workforce to deliver increasingly personalised learning and to work with other professionals providing extended children's services.

The TDA is an executive non-departmental public body of the Department for Education and Skills.

### Principal aim

The principal aim of the TDA is to secure an effective school workforce that improves children's life chances. In order to achieve this, its guiding vision is *developing people, improving young lives*.

At the highest strategic level, the TDA plans to create the conditions in which schools can gain access to the reliable support they need to develop, remodel and modernise their workforce. It also strives to be the government's delivery arm for the people development aspects of its policies to raise standards in schools and give every child the opportunity to develop their potential. Improving the career structure for teachers and support staff will have a positive impact on children's education.

## **TDA values**

In all its activities and actions, the TDA will:

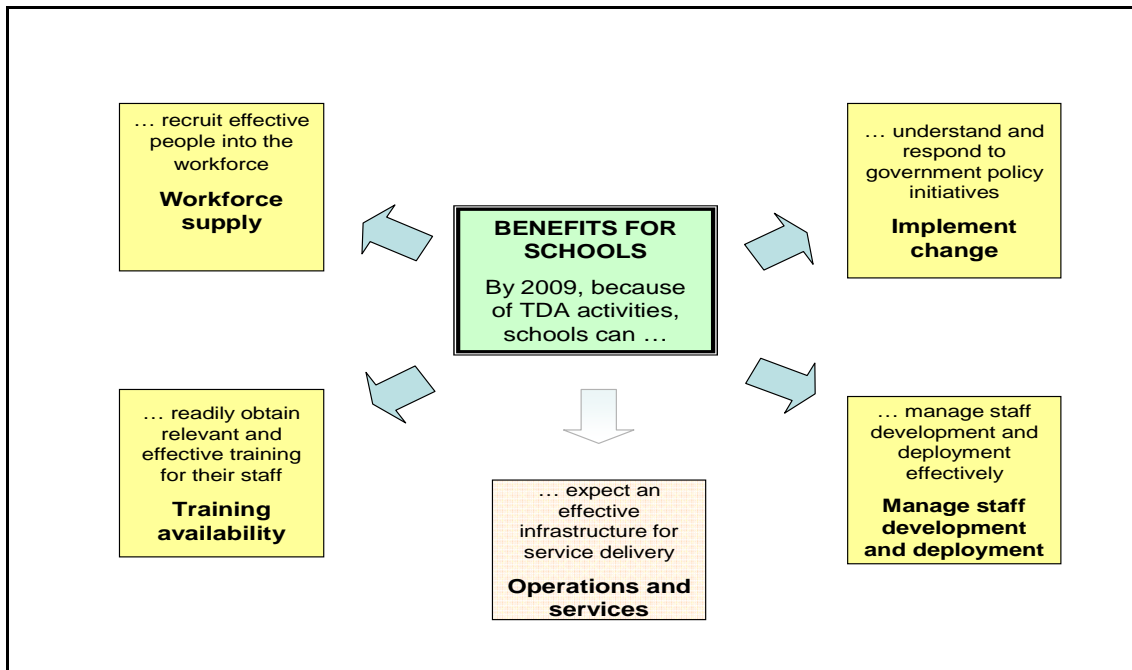
- listen to its  
customers  
partners  
colleagues
- improve  
the effectiveness of the school workforce  
working relationships with its partners and staff  
the skills of its staff, and
- deliver  
on time  
on budget  
on its promises  
to the highest possible quality.

The TDA will make sure that, in carrying out its roles, equality, diversity and anti-discrimination shall be integral to its strategies, plans and planned outcomes.

## **Benefits**

The TDA sees its success in terms of the benefits schools should experience as a result of their work. In particular it will focus, with its partners, on ensuring that schools can:

- i. recruit good-quality new people to their workforce, especially well-trained newly qualified teachers (NQTs)
- ii. readily obtain relevant and effective training for all their staff
- iii. secure high-quality advice and guidance on developing and deploying their staff effectively
- iv. understand the people development aspects of the government's modernisation agenda and know how to get reliable support to implement it, and
- v. expect TDA services to be provided efficiently.



Source: TDA

The benefits for schools have corresponding benefits for government. The TDA's success will enable ministers to be confident that:

- i. there is an adequate flow of skilled and well-trained people, particularly NQTs, into the school workforce
- ii. there are coherent and high-quality training and development opportunities for school staff
- iii. schools are supported to make the best use of their staff through effective development and deployment
- iv. schools and other partners understand government policy initiatives and are supported to implement them, and
- v. public money is well spent.



## **Purpose of this document**

This document outlines the TDA's corporate approach to meeting its legislative duties for equalities, realising its principal aim and achieving the benefits for its staff, schools, the government and its partners.

The document comprises six elements. Each element should be read as an integral part of a common approach. The six elements are:

- common equalities scheme (CES)
- common equalities action plan (CEAP)
- race equality scheme (RES)
- race equality action plan (REAP)
- disability equality scheme (DES)
- disability equality action plan (DEAP).

Together, these elements provide greater detail on the precise actions the TDA will take in relation to disability and race equalities respectively. In due course, and when appropriate, individual schemes and action plans for other equalities areas will be added.

## **Common equalities scheme (CES)**

The TDA is committed to promoting equality in everything it does. As a service provider and employer, the TDA will make equalities a key feature of all of its functions within these areas.

The TDA also recognises the role it can play as a national institution and influencer of public opinion. In all its activities, it will strive to encourage its stakeholders, partners and providers of services to embrace equality and diversity.

The TDA aims to adopt an integrated approach to the promotion of equality, embedding it fully into its business plan and ways of working. The CES outlines the core aspects of this integrated approach. As part of this approach, there is recognition of the need for distinct and targeted equality schemes and action plans to tackle specific issues facing people from diverse groups.

The TDA recognises that people do not belong exclusively to a homogeneous group and may be members of other diverse communities that are defined, for example, according to age, gender, sexual orientation, religion and belief.

### **Common equalities standards**

Given the current and future legislative agenda, the TDA believes that clearly defined standards will ensure that the implementation of individual schemes and plans for race and disability equalities is conducted in a positive and comprehensive way.

The CES outlines the following equalities standards and core areas that will enable the TDA to meet its legislative duties and also guide staff in the implementation process.

### **Leadership and commitment**

The TDA believes that leadership and commitment are key factors to enabling effective implementation of its diversity policies. It has therefore appointed an equality champion at a senior level of the Agency.

Whilst all staff at the TDA are responsible for meeting the respective duties under race and disability legislation, leadership and the operational push will be the responsibilities of the chief executive, the corporate leadership group (CLG), the equality and diversity steering group (EDSG) and the diversity directorate advisers (DDAs).

### **Impact assessment**

The TDA will meet its legislative duties under disability and race legislation to assess its relevant functions and policies. Targeted areas of its work will undergo a robust equalities impact assessment (EIA) process according to the TDA's specific guidance and toolkit and in keeping with the CES standards. In due course, further information about, and outcomes from, the TDA impact assessments will be communicated internally and externally.

### **Monitoring**

Monitoring is a key feature of equalities work. Comprehensive and meaningful data will be collected and used to build an evidence base to help the TDA assess its progress in meeting its targets and goals for equality. Data collection methods and analysis in key equalities areas such as race and disability will be enhanced. The evidence will then be used to embed equality considerations into the business of the TDA.

### **Information and communications**

The TDA aims to ensure that internal and external communications meet the requirements of all recipients. Staff will be made aware of their rights and responsibilities as employees of the TDA. Recipients of the TDA's services will be regularly informed of its work in the areas of race and disability equalities. The TDA will continue to produce innovative campaigns that show its commitment to equalities.

## **Training**

The TDA believes that training its staff to be knowledgeable about their rights and responsibilities is a vital part of effective implementation. In order to achieve this, the TDA will ensure that all current and new members of staff receive equality and diversity training and that they can apply their skills and knowledge to their work.

## **Employment**

The TDA aims to become an employer of first choice through understanding and meeting the diverse needs of its staff. It will continue to engage in active involvement and consultation with staff to measure satisfaction with employment, and will monitor key areas of the staff life cycle to ensure career progression by staff from all backgrounds. In drawing up the employment elements of the RDES, the TDA has taken account of *Delivering a diverse civil service: a 10-point plan*.

## **Engagement and consultation**

Developing and maintaining effective working relationships and consultation with all partners and stakeholders will have a positive impact on the TDA's success in promoting equality and diversity. The TDA will ensure that partnership working takes full account of relevant equality considerations and that consultation will be sustained, open and inclusive.

In addition, a key element of an effective impact assessment process involves active engagement and consultation with those likely to be affected by a policy. The TDA will therefore produce an involvement and consultation protocol that will indicate appropriate and effective ways of involving and consulting. As this process becomes embedded, a TDA-specific stakeholder contacts base will be developed for staff to use when conducting EIAs.

## **Procurement**

As a national agency, the TDA purchases products and commissions services from other agencies and companies. The tendering and procurement processes by which these products and services are agreed will be monitored to identify whether there are any unfair or discriminatory barriers.

## **Breaches**

Any breach of these policies is considered a serious matter, and appropriate investigatory systems are in place to deal with any such breaches. Where proven, action may be taken against the person(s) responsible.

## Common equalities action plan (CEAP)

Common equalities standard	Actions	Measures	By whom	By when
<b>Leadership and commitment</b>	Appoint an equality board sponsor to work with CLG member with responsibility for equality, and inform all staff of this appointment	Sponsor with relevant experience and knowledge appointed, and staff informed	The board	December 2006
	Ensure enhancement of the EDSG and the DDA roles to facilitate effective implementation of the action plans	(a) EDSG has a strong mandate, a clear set of deliverables and a robust work plan linked to delivery of the individual schemes  (b) DDAs have clear roles and responsibilities around delivery of the individual schemes	CSG equality team	February 2007
	Revise existing equality statement to reflect new remit	Revised statement produced	Strategy with EDSG	December 2006

Common equalities standard	Actions	Measures	By whom	By when
<b>Impact assessment</b>	Conduct internal audit to ensure that clear structures are in place to carry out required functions in equality implementation	Audit conducted and robust structures identified that will enable findings from EIAs and monitoring exercises to be fed into policy development	CSG and strategy	December 2006
	Ensure that EIAs meet legal requirements as identified in TDA impact assessment tool	TDA impact assessment tool in use by all directorates	CSG equality team with support from DDAs	December 2006
	Disseminate key findings from pilot EIA process across the TDA	Learning points and key messages included on TDA intranet	CSG equality team	December 2006
	Rollout of EIAs. EDSG to establish timeline for corporate-specific impact assessment process	EIAs conducted according to set timetable	CSG equality team	December 2006/ January 2007

Common equalities standard	Actions	Measures	By whom	By when
	<p>Coordinate completed EIAs. EDSG to measure responses against the following categories:</p> <ul style="list-style-type: none"> <li>a) No impact – review in future</li> <li>b) Negative impact – steps taken to mitigate or change policy</li> <li>c) Positive impact – consideration of how this information can be disseminated internally and externally</li> </ul> <p>Obtain feedback for review process – what went well, and what could have been done better</p>	<p>EDSG has considered responses against relevant categories and provided recommendations to CLG in the following areas: (a) accuracy of responses and where positive impact has been found, and (b) identifying ways in which such information can be disseminated</p> <p>Feedback to be incorporated into future review as appropriate</p>	<p>CSG equality team</p> <p>CSG equality team</p>	<p>From February 2007</p> <p>Ongoing</p>



Common equalities standard	Actions	Measures	By whom	By when
	<p>Include EIA findings on the equality and diversity section of the TDA website, with the following information:</p> <ul style="list-style-type: none"> <li>• a description and explanation of the proposed policy and a brief account of how the TDA assessed its possible effects</li> <li>• a summary of the results of its assessment including the likely impact of the proposed policy on promoting equality</li> <li>• any available technical reports and details of how to get them</li> </ul>	<p>Findings to be included on the equality and diversity section of the TDA's website</p>	<p>CSG equality team</p>	<p>Ongoing from February 2007</p>

Common equalities standard	Actions	Measures	By whom	By when
	<ul style="list-style-type: none"> <li>• a review of the proposed policy (or policy options) in the light of the assessment and</li> <li>• a statement of what the TDA plans to do next</li> </ul> <p>Monitoring – published information and outcomes should include:</p> <ul style="list-style-type: none"> <li>• figures and actions completed for the relevant period, and whether progress has been achieved in comparison to previous periods</li> </ul>			

Common equalities standard	Actions	Measures	By whom	By when
<b>Monitoring</b>	Audit of monitoring processes to ensure that the TDA's performance is robust and comprehensive, and that it measures equality implementation	Audit completed with recommendations complementary to legal equalities requirements, comparable to other national agencies and good practice in the education sector	CSG	Ongoing
<b>Information and communications</b>	<p>TDA intranet to include relevant tools for conducting impact assessment (eg. the TDA impact assessment tool)</p> <p>TDA website to include completed EIAs, monitoring information, relevant schemes, policies and plans</p> <p>Web-based tools to be road-tested by staff focus groups to ensure they are fit for purpose</p>	<p>Provision of detailed and accessible information on EIAs</p> <p>Provision of clear, accessible and comprehensive information on completed EIAs</p> <p>Outcomes from focus groups used to review process</p>	<p>CSG equality team with internal communications</p> <p>Communications and marketing, commissioning editors</p> <p>Pilot groups</p>	<p>December 2006</p> <p>Ongoing from February 2007</p> <p>December 2006</p>

Common equalities standard	Actions	Measures	By whom	By when
	<p>Provide equalities knowledge base – general equalities information concerning good and bad practice to be collected by the TDA for dissemination and intervention internally and externally as appropriate</p> <p>Produce an effective communication strategy around the TDA's positive commitment to equalities</p>	<p>Rolling programme of information gathering by the TDA</p> <p>Positive feedback received from stakeholders</p>	<p>All TDA directorates feeding into knowledge base managed by CSG equality team</p> <p>Communications and marketing</p>	<p>Ongoing from 2007</p> <p>December 2007</p>
<b>Training</b>	<p>Conduct a review of the TDA's training and staff development programmes to ensure that they are accessible to all staff</p>	<p>Training and staff development opportunities accessible to all staff</p>	<p>CSG human resources (HR)</p>	<p>Ongoing</p>

Common equalities standard	Actions	Measures	By whom	By when
	<p>Ensure that staff are appropriately trained on an ongoing basis and can apply skills, competencies and knowledge to their roles</p> <p>Monitor the levels of black and minority ethnic (BME) and disabled staff attending and successfully completing training programmes</p>	<p>All staff are aware of the knowledge, skills and behaviours to promote equality and anti-discrimination in their respective jobs</p> <p>High level of BME and disabled staff participation and satisfaction with training programmes achieved</p>	<p>CSG HR and equality team</p> <p>CSG HR</p>	<p>Ongoing</p> <p>Ongoing</p>
<b>Employment</b>	<p>Ensure that an EIA of recruitment and selection policies and practices, including a comprehensive race and disability employment audit, is carried out</p>	<p>The TDA seen as an exemplary employer of a diverse workforce</p>	<p>CSG HR</p>	<p>December 2007</p>

Common equalities standard	Actions	Measures	By whom	By when
	Assess recruitment material and recruitment agencies for their promotion of equalities, giving due regard to strand-specific requirements	To be assessed through periodic evaluation by stakeholders	CSG HR	April 2007
	Analyse career progression and development for a cross-section of TDA staff at all pay bands and determine what, if any, positive action is needed to overcome identified career barriers	Uptake of career development and promotion opportunities by staff from diverse backgrounds	CSG HR	December 2007
	Objectives for all staff to include consideration of equality (eg. positive work undertaken) as appropriate and according to team action plans	Inclusion of equality considerations within performance review and staff appraisal system	CSG HR	April 2007

Common equalities standard	Actions	Measures	By whom	By when
<b>Engagement and consultation</b>	Provide an equality involvement and consultation protocol for use at the TDA	Provision of protocol, with review against practice on a yearly basis	CSG equality team	February 2007
	Prepare and maintain an equalities stakeholder contacts base for use by all relevant staff at the TDA	Contacts database created, building on consultative forums used to assess these schemes and on action plans and current directorate contacts	CSG equality team	Ongoing from December 2006
	Develop enhanced feedback channels with appropriate partners for the TDA's performance on equalities	Formal partnership agreements with selected partners for benchmarking and sharing experiences on equalities	Communications and marketing	March 2007
	Participate in and, where appropriate, lead relevant consortia	Consortia developed where appropriate and used for information-sharing and strategic reviews of good practices and challenges	CSG equality team	Ongoing

Common equalities standard	Actions	Measures	By whom	By when
	<p>Commission stakeholder research to inform and ensure effective delivery of equality schemes</p> <p>Produce best practice guidance with appropriate stakeholders on effectively consulting and engaging with appropriate participants on how best to achieve race and disability equalities across the school workforce</p>	<p>Effective consultation and engagement with appropriate diverse groups in the development and delivery of equality schemes achieved, with feedback that the content of the equalities is effectively communicated and consulted upon, and an increase in equalities strand-specific evaluation data</p> <p>Production of best practice guidelines</p>	<p>CSG equality team working with strategy group (research strategy)</p> <p>Communications and marketing</p>	<p>2007/08</p> <p>December 2007</p>



Common equalities standard	Actions	Measures	By whom	By when
	<p>Develop enhanced evaluation processes to capture the views of diverse participants taking part in TDA-funded training, eg. on the grounds of disability and race</p> <p>Share equality schemes with partner organisations to provide a focus for joint working</p>	<p>The TDA acknowledged as championing accessible training for teachers and others working in schools</p> <p>Equalities standard set</p>	<p>ITT recruitment in partnership with strategy, wider workforce and teachers directorates</p> <p>All directorates</p>	<p>2008</p> <p>Ongoing from 2007</p>
<b>Procurement</b>	<p>Ensure that all major contracts with contractors, suppliers and partners contain a clause indicating commitment to the equality duties</p>	<p>Clause inserted</p>	<p>Contracts management team</p>	<p>Completed</p>

Common equalities standard	Actions	Measures	By whom	By when
	<p>Check tendering documentation to ensure that equality objectives form an integral part of tendering</p> <p>Establish and monitor diversity data on procured suppliers and assess equality in the procurement process, including the identification of any barriers to race and disability equalities</p>	<p>The TDA reported to have robust monitoring processes</p> <p>Review report shows TDA procurement processes reflect the vision of the race and disability equality scheme (RDES)</p>	<p>Contracts management team</p> <p>Contracts management team</p>	<p>July 2007</p> <p>December 2007</p>

## **Race equality scheme (RES)**

The RES represents the TDA's approach to meeting its legal duties on race equality. This document follows from the publication of the TDA's voluntary RES in 2003. It reflects the TDA's achievements to date and sets out what it intends to do from 2007 until 2010.

The RES should be read in conjunction with all of the other five elements of this document.

The aim of this specific section is to show how the TDA will meet its requirements under the Race Relations Act 1976 (as amended by the Race Relations [Amendment] Act 2000) and build on the TDA's previous work on race equality within the context of its extended remit.

The TDA is bound by the general and employment duties under the Race Relations [Amendment] Act 2000, which amended the Race Relations Act 1976. The precise elements of these two duties are as follows:

### **General duty**

The TDA must have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity, and
- promote good relations between people of different racial groups.

The general duty is a proactive duty, which means the TDA has to ensure that it takes active steps to promote race equality by working towards the three strands listed above.

In order to meet the general duty, the TDA must undertake the following specific duties:

- Identify which of its functions and policies are relevant to the general duty
- Prioritise its functions and policies based on their relevance to the general duty
- Assess its relevant functions and policies against the general duty (impact assessment), and
- Consider whether any changes need to be made to meet the general duty, and make those changes accordingly.

### **Employment duty**

Under the employment duty, the TDA has a series of monitoring requirements in relation to race:

- The number of staff in post
- Applicants for employment, training and promotion

As the TDA has more than 150 full-time staff, it also has to monitor the following areas in relation to racial group:

- Staff who receive training
- Staff who benefit or suffer detriment as a result of the TDA's performance assessment procedures
- Staff who are involved in grievance procedures
- Staff who are the subject of disciplinary procedures
- Staff who cease employment with the TDA.

The TDA must publish the results of its monitoring on an annual basis.

The above requirements outline the minimum legal requirements for the TDA. To meet these requirements, the TDA has agreed a race equality action plan (REAP). This plan is based on the common equality standards and core areas in the CES, the TDA's assessment of its past achievements and additional race-specific standards or core areas. These are outlined below.

### **Current work and performance on race equality**

The TDA, previously the TTA, demonstrated a growing level of commitment to race equality. For example, although the TTA was not originally required to produce a RES, it nonetheless created a voluntary scheme and action plan in 2003. This not only demonstrates the TDA's commitment to equality, but has also provided a focus for a great deal of initiatives. These include the following:

#### **Initial teacher training (ITT)**

- Increasing the number of black and minority ethnic (BME) trainee teachers to nine per cent from 2003
- Looking into withdrawals from training, and sharing this information with providers
- Ensuring that key communications (such as the *Use your head. Teach.* campaign) are representative in their portrayal of BME groups and portray the profession as one that can be respected amongst different communities.

#### **Equipping trainees to work effectively in multicultural classrooms**

- The TDA provided funding to subject associations and specialists to develop induction packs and programmes to support new providers of ITT. These packs included elements that addressed issues of diversity in ITT pedagogy. The TDA also helped to develop an induction pack that had a specific focus on English as an additional language

- The 2006 survey of NQTs showed that they felt better prepared for diversity and inclusion. Thirty-six per cent rated their training as good or very good in preparing them to teach pupils from BME backgrounds (up one percentage point on the previous year) and 32 per cent rated it as good or very good in preparing them to work with children with English as an additional language (up four percentage points on the previous year).

### **Promoting race equality in the TDA's employment function**

The TDA has:

- provided compulsory training on race equality for all staff, included in a wider diversity training context
- provided training on EIAs for members of the EDSG and the DDAs, and
- ensured that BME representation attending training is in line with the benchmark standard. By the end of 2005 BME staff represented 21 per cent of all attendees on courses.

Key results include a decrease in the percentage of BME staff leaving the TDA from 21 per cent of leavers in 2004 to 16 per cent in 2005. Of the staff in post at 31 March 2006, 18 per cent were from BME backgrounds and two per cent had not declared their ethnic origin.

BME representation at senior level is below the proportion in other pay bands. The TDA intends to explore this area as a high priority.

### **Findings from recent staff survey**

The TDA staff survey of 2005 measured the staff's perceptions concerning their employment along a range of different areas.

Whilst there are areas where BME staff's perceptions are above the average of other categories, such as the TDA's purpose, values and work ethos along with its leadership, there are other areas, such as performance appraisal and agreed development, where perceptions are slightly below the average. The findings of this survey will accordingly feed into appropriate impact assessment mechanisms.

## **Equality impact assessments**

The TDA is required to identify which of its functions are relevant to race equality and to prioritise them into high, medium and low categories. Areas that are prioritised as highly relevant to race equality will be checked first against the TDA's impact assessment process. Those that are prioritised as being of medium and low relevance will be checked thereafter.

Given the TDA's new remit, it would not be appropriate simply to review the priorities identified in the previous RES. Instead, the TDA will agree these priorities (and appropriate timelines for impact assessment) at programme level in partnership with the EDSG. This information will then be approved by the CLG and published internally and externally.

Where the TDA is not able to conduct impact assessments due to ownership of a project by another organisation, it will work, where possible, to ensure that race equality considerations are built into processes and implementation as appropriate. Further information on this can be found in the REAP that accompanies this scheme.

The TDA's approach to EIAs is outlined in the CES and CEAP.

## **Monitoring**

The TDA will ensure that its monitoring information in relation to employment and service provision offers:

- comprehensive benchmarks against which the TDA can monitor progress and engage in positive action, where appropriate
- a quantitative basis for impact assessment, where appropriate.

The TDA will continue to monitor the required areas under the employment duty and will report and benchmark progress on an annual basis. This information will be used to identify gaps in representation. Where gaps are identified, ways will be explored to enable the TDA to meet the general duty more fully. Gaps in representation through the impact assessments process such as BME progression to senior management levels will be investigated.

### **Engagement and communications**

The TDA is committed to making its actions taken in relation to race equality more widely known by publicising them in a range of different media. This means that the website will not be the only means of communication, and the TDA will look at other media, such as participation in events, as appropriate.

### **Partnership**

Partnership work is an essential part of the TDA's business. Race equality considerations will be embedded in its work with partners to help make sure that discrimination does not occur.

### **Procurement**

The TDA will undertake to assess race equality considerations in its procurement processes. It has started this process by inserting an equality clause in all relevant TDA contracts and will develop monitoring processes in this area to inform further development.



## Race equality action plan (REAP)

This REAP outlines how the TDA intends to deliver specific actions and measures to promote race equality and contribute towards the TDA achieving its principal aim and core objectives. These actions and measures are intended to nurture and support a positive culture within the TDA, increase awareness of race equality issues and identify the benefits of positively managing race equality.

Race equality standards	Actions	Measures	By whom	By when
<b>Leadership and commitment</b>	Ensure that the equality and diversity project is mapped to the appropriate corporate benefit and a relevant key performance indicator monitored through programme boards	Equality and diversity mapped to the appropriate corporate benefit and monitored accordingly	CSG	April 2007
	Appoint a champion for race equality from the CLG	Champion appointed	CLG	December 2006
	Each directorate to identify its own race equality priorities	Agreed race equality priorities are complementary to the RES	Directors	July 2007

Race equality standards	Actions	Measures	By whom	By when
<b>EIAs</b>	<p>EDSG and directors to review urgently list of functions and policies of the TDA and prioritise by relevance to the race equality general duty</p> <p>Conduct EIA of HR function in line with legal requirements and as identified by the CES and CEAP</p> <p>Ensure that race EIA process meets legal requirements as provided under the CES and CEAP</p>	<p>Functions reviewed and agreed by the TDA programme boards. Agreement for review on a three-yearly basis</p> <p>Race EIAs published with clear indication of positive and negative impact in relation to staff life cycle</p> <p>Race EIA guidance produced that is comprehensive and meets legal requirements</p>	<p>EDSG and programme boards for review, CLG for ratification</p> <p>CSG HR</p> <p>CSG equality team</p>	<p>As soon as operationally possible</p> <p>Ongoing from February 2007</p> <p>December 2006</p>
<b>Monitoring</b>	<p>Ensure that, under the common monitoring processes in the CEAP, race equality is prioritised</p>	<p>Race specific data and information effectively coordinated, used and disseminated</p>	<p>CSG HR</p>	<p>Ongoing</p>

Race equality standards	Actions	Measures	By whom	By when
	Ensure that race equality monitoring meets the requirements of the employment duty under race equality legislation	Response rate of 90 per cent realised in the following areas: staff in post; applicants for employment; training and promotion, including the internal promotions board; grievance and discipline, impact of performance assessment procedures and leavers	CSG HR	Ongoing
	Ensure that the RES remains relevant to the work of the TDA	RES reviewed on an annual basis, with progress report provided on equality and diversity section of the TDA's website	CSG equality team	At least annually from December 2007
	Conduct benchmark analysis of staff survey questions in relation to ethnicity, and track progress of race equality implementation through the staff survey	Progress of race equality implementation tracked through staff survey	CSG HR	Annually

Race equality standards	Actions	Measures	By whom	By when
<b>Communication, engagement and consultations</b>	<p>Publish the TDA's work on race equality in a range of accessible media. Evaluate the reach of publicity</p> <p>Ensure robust involvement and consultation procedures in place both internally and externally</p> <p>As part of the involvement and consultation protocol, establish internal and external stakeholder base to ensure regular dialogue with BME communities</p>	<p>Relevant information disseminated</p> <p>Enhanced contributions and level of participation from a range of constituencies and communities of interest</p> <p>Feedback obtained and incorporated into communications activity as appropriate</p>	<p>Communications and marketing</p> <p>CSG equality team and all directorates</p> <p>CSG equality team with communications and marketing</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<b>Partnership</b>	<p>Embed race equality considerations in protocols for working with partners</p>	<p>Race equality considerations in all relevant partnership activities</p>	<p>Strategy with communications and marketing</p>	<p>Ongoing from December 2006</p>

Race equality standards	Actions	Measures	By whom	By when
<b>Procurement</b>	<p>Assess procurement process to identify any barriers to race equality</p> <p>Ensure that all major contracts with contractors, suppliers and partners contain a clause indicating commitment to the race equality duties</p>	<p>Tendering and procurement processes reflect race equality considerations</p> <p>Clause inserted into all relevant TDA contracts and updated as appropriate</p>	<p>CSG contracts management team</p> <p>CSG contracts management team</p>	<p>December 2007</p> <p>Completed</p>
<b>The school workforce</b>	<p>Establish what attracts/discourages prospective BME teachers and support staff entering the workforce</p> <p>Maintain the June 2005 targets for recruitment and retention of BME ITT trainees for a three-year period with annual reviews and reports towards progress</p>	<p>Capture and analyse data on BME pupils, teachers, trainee teacher numbers census, NQT survey and performance profiles, and feed findings into future data capture exercises</p> <p>Regular review and achievement of targets</p>	<p>ITT in partnership with strategy</p> <p>ITT recruitment</p>	<p>Ongoing from 2007</p> <p>Ongoing</p>

Race equality standards	Actions	Measures	By whom	By when
	Assess levels of satisfaction on all ITT courses and support providers to improve retention, especially among BME trainees	At least 80 per cent of BME ITT trainees to rate training provision as good or better and performance profiles to show improvement in retention rates	ITT recruitment and strategy	Annually
	Review the three-year outlook for teachers to include race equality considerations	Three-year outlook and the development of TDA-funded training to include provision for race equality considerations, including issues specific to BME candidates	Teachers	2008/09
	Collect data from candidates on wider workforce TDA-funded programmes and identify issues from support staff survey	Data on race collected and compared to general data available from stakeholder base	Wider workforce	December 2007

Race equality standards	Actions	Measures	By whom	By when
	Use positive action initiatives to assist the TDA in meeting set targets	Initial research and scoping of issues. The identification of positive action. Positive action measures underway with learning points noted	ITT, teachers and wider workforce	Initial research in 2007/08 and actions underway in 2008/09
	Assess uptake and quality of training as they relate to BME staff, particularly regarding access and completion	Collect and analyse information on the quality of training and the specific learning needs of BME trainees. Positive feedback on BME training evaluations received through appropriate feedback channels	Teachers, wider workforce, ITT development	2008/09
	Ensure that models of performance development for teachers and support staff incorporate requirements under the race equality duty	Models of performance development have due regard to the race equality duty	TDA development (TDAD)	To coincide with 'phase two' for teachers and 'start-up' for the wider workforce

Race equality standards	Actions	Measures	By whom	By when
	<p>The TDA's contribution to any future review of professional and occupational standards for support staff, trainee teachers and qualified teachers to reflect requirements under the race equality duty</p>	<p>The TDA's recommendations on standards have due regard to race equality duty</p>	<p>Wider workforce, ITT development, teachers</p>	<p>2010</p>
<p><b>Children's workforce</b></p>	<p>Contribute to a robust race equality foundation for the area of children's workforce</p>	<p>Race equality considerations and targets managed at policy group level. Priority areas to include:</p> <ul style="list-style-type: none"> <li>- the early years workforce</li> <li>- cooperating with other children's services</li> <li>- offering a range of extended services</li> <li>- engaging parents and local communities</li> <li>- working across a range of services and identifying</li> </ul>	<p>Children's workforce</p>	<p>Ongoing</p>



Race equality standards	Actions	Measures	By whom	By when
		<p>children with additional needs at an early stage using the common assessment framework and sharing information, and</p> <ul style="list-style-type: none"> <li>- identifying concerns about a child that need urgent action</li> </ul>		
	Continue to build race equality considerations into special educational needs (SEN) projects and disability projects	Race equality embedded into training materials	Teachers directorate	Ongoing
	Build race equality considerations into the work of parent support advisers	Race equality embedded into training materials	Children's workforce	Ongoing
	Ensure the TDA's contribution to the work on <i>Every child matters</i> involves an assessment of race equality considerations	Consideration of race equality occurs and is embedded into appropriate project plans	Children's workforce	Ongoing

## **Disability equality scheme (DES)**

The TDA is committed to eliminating all forms of discrimination and to promoting disability equality in its employment of staff and provision of services.

The TDA recognises that, as well as making all reasonable adjustments to meet the additional disability-related needs of individuals, it is essential to remove barriers to inclusion strategically.

The DES represents this commitment to remove barriers to inclusion and outlines the TDA's approach to meeting its legal duties on disability equality.

The DES should be read in conjunction with all of the other five elements of this document.

The aim of this specific section is to show how the TDA will meet its requirements under the Disability Discrimination Act 2005 and build on the TDA's previous work on disability equality within the context of its extended remit.

### **About the duty**

The Disability Discrimination Act 2005 places a duty on all public bodies to promote disability equality. The duty moves the focus from individual cases of disability discrimination and instead requires public bodies to be positive and proactive in removing the barriers that can prevent disabled people from accessing both employment opportunities and services.

## **General duty**

The general duty within the Act means that public bodies must:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled people that is related to their disabilities
- promote positive attitudes towards disabled people
- encourage participation of disabled people in public life, and
- take steps to take account of disabled people's disabilities, even when that involves treating disabled people more favourably than other people.

### **Source: Duty to promote disability equality, statutory code of practice – England and Wales**

In meeting the general duty of the Act, the TDA is required to:

- carry out impact assessments
- gather evidence to identify and address gaps in access and provision
- identify and prioritise actions
- involve disabled people
- publicise plans to address gaps
- train staff in disability equality issues, and
- work in partnership with others to promote and deliver disability equality.

## **Specific duty**

The TDA is a named public authority under the Act. This means that it also has a specific legal duty to prepare a DES that sets out:

- how disabled people were involved in the development of the scheme
- the functions of the TDA
- what the TDA is currently doing to promote disability equality
- how evidence will be collected and used in the future
- how the TDA will assess the impact of its work on disabled people
- how the TDA will promote employment opportunities for disabled people
- a three-year action plan, and
- how the TDA will monitor and review its progress in promoting disability equality.

The above requirements outline the minimum legal requirements for the TDA. To meet these requirements, the TDA has agreed a DEAP. This plan is based on the common equality standards and core areas in the CES, and the TDA's assessment of its past achievements. These are outlined below.

## **Involving disabled people**

The TDA recognises the value of engaging key stakeholders in the development and implementation of all of its strategies and work programmes.

In developing its DES, the TDA has endeavoured to involve a broad range of disabled stakeholders.

## **Internal involvement**

As part of its assessment of ways to enhance employment opportunities for disabled people, the TDA invited disabled employees to participate in one-to-one interviews with independent consultants. This helped to identify opportunities and challenges that can be encountered by disabled people, both in the recruitment process and whilst working for the TDA. The outcome of the interviews helped to form the direction of the DEAP in the area of recruitment and retention of TDA staff. It also created a basis for ongoing consultation between the TDA and disabled employees on employment issues.

## **External involvement**

With the intention of informing the DES, and its associated action plan, the TDA supported Skill (the National Bureau for Students with Disabilities) in surveying disabled people concerning perceived opportunities and barriers in accessing teacher training and the wider workforce within schools. The survey was designed to ensure it targeted disabled people with a wide range of impairments and from diverse backgrounds.

Over 260 questionnaires were distributed through universities, teaching unions and other channels. The survey will continue during the consultation period for the DES and its results will inform the final version.

## **Consultation**

Both the internal and external involvement outlined above was designed to enable the TDA to identify and engage a representative group of disabled stakeholders to assist with the development of the DES and its associated action plan. As well as comprehensive online and offline consultations, representatives from both groups were asked to comment on the DES and their willingness to be involved in further consultation on its implementation.

## **Engaging disabled expertise**

In seeking expert advice and assistance to develop its DES, the TDA recruited two disabled consultants to work with its senior management team. This followed a comprehensive tendering process to ensure that the consultants engaged had the relevant experience and expertise to support the project.

## **Diverse procurement**

The TDA is committed to monitoring its supplier diversity to identify whether there are any barriers in the procurement process that deter businesses that are owned and run by disabled people from working with the TDA.

## **Evidence base**

The TDA acknowledges the importance of data gathering in developing and implementing an effective DES. This ensures a realistic assessment of need and enables it to evaluate its DES over its three-year period.

## Disabled people in employment at the TDA

The TDA gathers diversity data on employees and has the following disability related information:

### Disabled staff in post by ethnicity and gender (2005–06)

Ethnicity	Totals	%
<b>Female</b>		
Ethnic minority	1	50
White	1	50
Unknown	0	0
	<b>2</b>	

Ethnicity	Totals	%
<b>Male</b>		
Ethnic minority	1	17
White	4	67
Unknown	1	17
	<b>6</b>	

Ethnicity	Totals	%
<b>Total</b>		
Ethnic minority	2	25
White	5	63
Unknown	1	13
	<b>8</b>	

Note: percentages are rounded and may not total 100.

Source: TDA

Out of the total staff employed at the TDA 2.5 per cent of the workforce has a self-declared disability. The DES sets a three-year target for increasing this to five per cent.

The TDA also tracks numbers of disabled candidates throughout the recruitment process, including agency recruitment. This is used by HR to monitor its workforce diversity and the TDA plans to review all of its disability diversity monitoring as part of its DEAP. This data will be monitored on an ongoing basis and used as part of the annual review of the DES. The DEAP outlines additional measures that the

TDA will be taking to increase the number of disabled people it employs to help it achieve the five per cent target.

### Disabled people entering teacher training

Encouraging new teachers into the profession remains a priority for the TDA. It is committed to increasing the number of applicants from under-represented groups and is making every effort to ensure that the national school workforce reflects the diversity of the communities it serves.

A key performance target within the TDA's corporate plan 2006–09 is to maintain a minimum target of five per cent of applicants to ITT to be people who have self-declared as disabled.

The data below shows the most recent comparison between disabled and non-disabled applicants entering ITT:

Year	No disability	%	Disability declared	%	Not known	%	Total
<b>2002/03</b>	31,339	93	1,268	4	1,001	3	33,608
<b>2003/04</b>	34,559	92	1,494	4	1,525	4	37,578
<b>2004/05</b>	36,078	91	1,803	5	1,981	5	39,862
<b>*2005/06</b>	32,971	93	1,640	5	981	3	35,592

Note: percentages are rounded and may not total 100.

\* Based on early returns. Final figures will be available in summer 2007.

Source: TDA

Whilst pleased that the target for recruiting disabled people to ITT was reached in 2004/05, the TDA recognises that it is a significant benchmark to maintain. It will continue to work with ITT providers to review attraction strategies and recruitment processes to ensure that disabled people who want to will have every opportunity to enter



teacher training. This will include a review of all pre-training opportunities, such as school tasters and work experience, to ensure all reasonable adjustments can be made to enable disabled people to participate.

The TDA's publication *Able to teach* provides information and advice to providers of ITT on meeting their duties under the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001 and the *Fitness to teach* requirements. The TDA will be reviewing the guidance during the period covered by this scheme. It will continue to work with its partners to establish effective practice in supporting disabled people to work in the school workforce. The TDA will also review the accessibility of its information and publications.

The TDA provides information and advice to trainee teachers and those considering teaching as a career. The following information provides a comparison of the number of disabled people to non-disabled people who have contacted the teaching information line.

Recruitment year	Enquiries from candidates with a disability	Enquiries from candidates without a disability	Total
2003/04	375	16,293	16,668
2004/05	226	11,842	12,068
2005/06	18	635	653
<b>Total</b>	<b>619</b>	<b>28,770</b>	<b>29,389</b>

Source: TDA

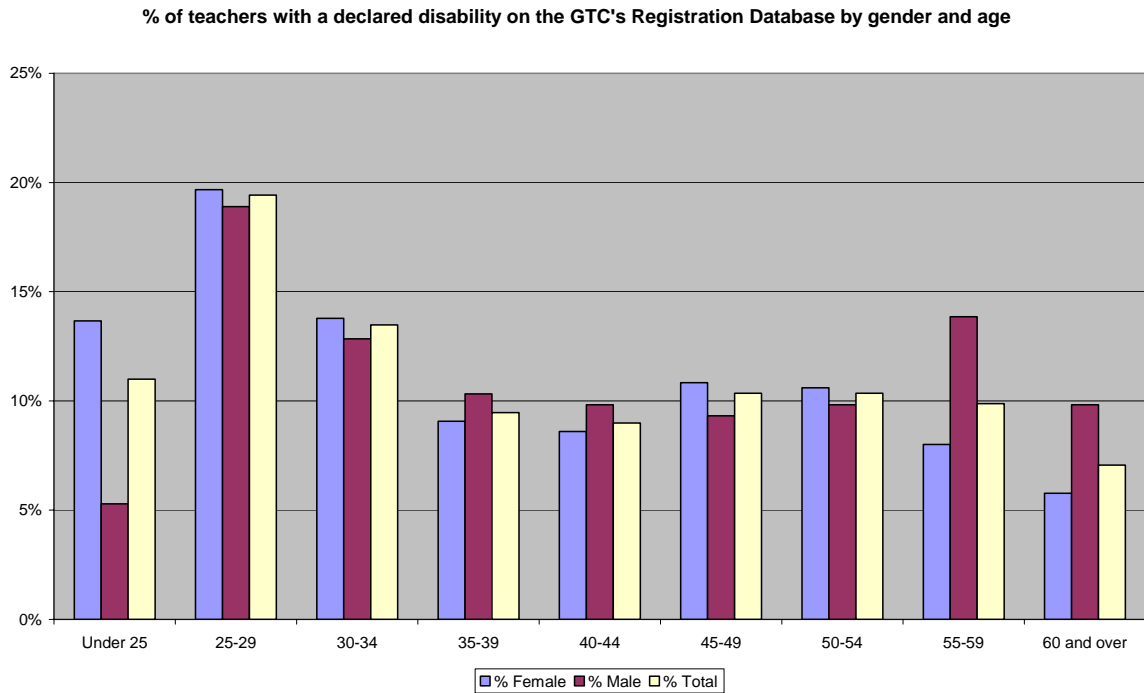
## Disabled people and teaching

With its partners, the TDA has worked to collate credible data on the number of disabled people entering and remaining in teaching. Much of the current data is quantitative, but the TDA is now working with others to collate robust qualitative evidence on the opportunities and barriers that disabled people entering teaching face.

The General Teaching Council for England (GTC) holds the complete database of all registered teachers in England. The

majority of the records on the database have been received from the previous teacher database held by the government, which did not routinely record numbers of disabled people. However, teachers who have come into the profession in the last four years have had the option of declaring their disability by completing an equality monitoring form. The GTC holds the following data for those who have declared their disability. All the data presented is aggregated.

From the data collated 1,246 (0.2 per cent) of qualified teachers declared a disability as of 31 January 2006, with the following gender/age breakdown.



Source: GTC

The TDA is a member of the disabled teacher taskforce, chaired by the GTC. Through its continued involvement with this group, it will use available data to further support the recruitment and retention of disabled teachers.

## Employment

Approximately 2.5 per cent of the TDA's workforce has self-declared disabilities. To meet its growing remit, it is important that the organisation can employ and retain the best people for the job.

It recognises the value of effectively recruiting and retaining disabled people and acknowledges the need to increase the number of disabled people it employs.

The TDA understands that there are a wide range of physical, social and attitudinal barriers that can prevent disabled people from entering or remaining in employment and will ensure that its approach to recruitment, retention and career progression reduces these barriers wherever possible.

The TDA acknowledges the likelihood of employing a number of disabled people who have not declared their disability. A key objective of the organisation in promoting disability equality in employment is to create an environment where disabled people have greater confidence in declaring impairment, knowing that there is a firm commitment to manage disability issues positively.

The TDA is already an accredited user of Job Centre Plus's 'Positive about disability' two-tick symbol. This commits the organisation to the following five actions:

- to interview all disabled applicants who meet the minimum criteria for a job vacancy and consider them on their abilities
- to ensure there is a mechanism in place to discuss at any time, but at least once a year, with disabled employees what they can do to make sure they can develop and use their abilities
- to make every effort to ensure that when employees become disabled they can stay in employment
- to take action to ensure that all employees develop the appropriate level of disability awareness needed to make the commitments work, and

- to review each year the five commitments and what has been achieved, to plan ways to improve on them and to let employees know about the progress and future plans.

To further its ability to recruit and retain talented disabled people, the TDA's HR department is continuing to work with other directorates to ensure that:

- both the physical and information technology (IT) environments are accessible to disabled employees through continuing assessment of the working environment
- reasonable adjustments can be identified and implemented effectively
- all employees responsible for the recruitment and retention of disabled employees have the appropriate knowledge on disability issues, and
- employment agencies engaged by the TDA are reflecting the TDA's positive approach to employing and retaining disabled people.

To achieve the targets outlined above, the TDA is aware that it needs to work in partnership with disabled employees. It recognises that this dialogue needs to be both formal and informal to provide the best opportunity for the TDA to succeed in attracting, employing and retaining disabled staff. The DEAP outlines a number of specific actions the TDA intends to take to meet these objectives, including a full review of its employment policies, practices and procedures to ensure that barriers to disabled people working at the TDA are identified and removed where possible.

### **Equality impact assessments**

EIAs are important in enabling the TDA to ensure that policies, projects and services properly meet the needs of its customers and staff. They help to increase the effectiveness of the TDA's work and measure the impact of projects on a range of different stakeholders.

The TDA is committed to making EIAs an integral part of its project management process and ensuring that project managers have the skills and abilities to carry them out effectively.

All EIAs will be published on the TDA website. As well as using its current network, the TDA intends to consult regularly with relevant stakeholders on the effectiveness of its EIA policy process and outcomes.

The TDA is already building up a database of information to be used as part of the EIA screening and assessment process. The TDA intends to develop this further and develop an assessment toolkit on its intranet that will consolidate relevant data, offer comprehensive guidance on carrying out EIAs and provide further learning opportunities.

## **Training**

Initial training for appropriate staff on how to carry out effective EIAs has already been developed and rolled out across some parts of the TDA. The training will be kept under review as the process develops and best practice evolves. Project managers will be provided with additional knowledge and information on disability-related issues to build their capacity to carry out disability impact assessments.

## Disability equality action plan (DEAP)

This DEAP outlines how the TDA intends to deliver specific measures to promote disability equality. The plan is intended to further develop a disability-confident culture within the organisation that ensures there is not only an increased awareness of disability issues but also an understanding of the benefit of managing disability issues positively, and how this can contribute towards the TDA achieving its core objectives.

Disability standards	Actions	Measures	By whom	By when
<b>Leadership and commitment</b>	EDSG to produce six-monthly progress reports on achieving disability equality	The importance of disability equality understood across the TDA and linked to measurement of TDA performance	EDSG	Ongoing
	EDSG and the DDAs to facilitate effective implementation of the DEAP	EDSG and DDAs have a strong mandate, a clear set of deliverables and a robust work plan linked to delivery of the DES	CSG equality team	July 2007

Disability standards	Actions	Measures	By whom	By when
	Revise existing equality statement to reflect the TDA's new remit and the DDAs' specific duties	Comprehensive equality statement produced	Strategy with EDSG	December 2006
<b>Engagement and consultation</b>	<p>Carry out effective consultation and engagement with appropriate diverse groups in the development and delivery of the DES</p> <p>Develop engagement and feedback channels with appropriate partners to inform the TDA's performance on disability equality</p>	<p>The TDA recognised as actively engaging relevant diverse groups in the development and delivery of its DES</p> <p>Increased involvement by disabled people in the delivery of the DES</p>	<p>CSG equality team</p> <p>Communications and marketing and TDAD</p>	<p>December 2006</p> <p>December 2007</p>

Disability standards	Actions	Measures	By whom	By when
	Commission and analyse stakeholder research and use findings to inform and ensure effective delivery of the DES	Internal and external stakeholder base to ensure regular dialogue with disabled people and organisations established	CSG equality team	Ongoing
<b>Employment – to provide an accessible working environment</b>	<p>Ensure relocation project manager and his/her team are disability aware</p> <p>Carry out access audit on new TDA building</p>	<p>Outstanding issues from access audit of new building reviewed and addressed prior to move</p> <p>Review of access challenges at the current site, and of relevant practices, completed and incorporated into action plan</p>	<p>CSG</p> <p>CSG</p>	<p>2010</p> <p>2010</p>



Disability standards	Actions	Measures	By whom	By when
<p><b>– to ensure accessibility of existing and future IT</b></p>	<p>Review team-working methods as part of disability employment review</p>	<p>Inclusive design objectives incorporated into ‘refurbishment’ criteria and are part of sign-off</p>	<p>CSG</p>	<p>2010</p>
	<p>Establish and retain compatibility of TDA hardware and software platforms with general range of assistive technology and ensure maximum flexibility in meeting individual needs</p>	<p>Audit and testing of existing IT against general assistive technology portfolio carried out</p>	<p>CSG information technology management services (ITMS)</p>	<p>2008</p>
		<p>Access requirements and operational guidance incorporated in new build and ongoing IT specifications</p>	<p>CSG ITMS</p>	<p>2008</p>
		<p>Capture of disability-related IT needs within individual reasonable adjustment profiles</p>	<p>CSG HR</p>	<p>2007</p>

Disability standards	Actions	Measures	By whom	By when
<b>Information and communication – to build disability awareness into every aspect of the way the TDA communicates</b>	Produce an effective communication strategy around the TDA’s positive commitment to its DES	Effective communication strategy produced	Communications and marketing	December 2006
	Ensure an understanding and awareness of the need for accessible communication, and introduce standards and operational guidance around how the TDA ensures communication to all	TDA-wide disability equality plan developed, for communication that promotes positive attitudes towards disability	Communications and marketing	December 2007
		Communication plans include time/provision for reasonable adjustments	All teams coordinated by communications and marketing	December 2006

Disability standards	Actions	Measures	By whom	By when
		<p>TDA disability equality event toolkit, drawing upon the good practice of TDAD, created and implemented</p> <p>TDA internal and external communications found to be promoting disability equality where appropriate during periodic evaluation</p>	<p>Communications and marketing</p> <p>Communications and marketing</p>	<p>December 2007</p> <p>December 2007</p>
<p><b>Employment – the TDA to promote disability equality in recruitment to move towards a more diverse and representative workforce</b></p>	<p>Ensure open access to employment opportunities</p> <p>Ensure all recruitment is merit based</p>	<p>Recruitment incorporated into a comprehensive disability employment audit covering both policy and practice</p> <p>Recruitment material and recruitment agencies assessed for their promotion of disability equality</p>	<p>CSG HR</p> <p>CSG HR</p>	<p>July 2007</p> <p>March 2007</p>

Disability standards	Actions	Measures	By whom	By when
<p><b>The TDA to promote disability equality in the retention of employees, maximise the potential of all staff, including staff with disabilities, and move towards a more diverse and representative workforce</b></p>	<p>Ensure all related policy, practice and procedure reflects best practice</p>	<p>Review and revise how monitoring data relating to disabled recruits and potential recruits is collected and used</p>	<p>CSG HR</p>	<p>July 2007</p>
	<p>Ensure that retention and career development are merit-based</p>	<p>Retention and access to training incorporated into a comprehensive disability employment audit covering both policy and practice</p>	<p>CSG HR</p>	<p>July 2007</p>
	<p>Ensure that related policy, practice and procedure reflect best practice</p>	<p>TDA-wide reasonable adjustment policy devised and implemented</p>	<p>CSG HR</p>	<p>December 2007</p>
	<p></p>	<p>TDA line managers provided with additional and bespoke disability awareness training on managing disabled employees</p>	<p>CSG HR</p>	<p>Ongoing, as required</p>

Disability standards	Actions	Measures	By whom	By when
		<p>Collection and use of data relating to disabled employees reviewed and revised as appropriate</p> <p>Opportunities for disclosure of a disability reviewed</p>	<p>CSG HR</p> <p>CSG HR</p>	<p>July 2007</p> <p>July 2007</p>
<b>Procurement</b>	Ensure equal access to procurement opportunities for businesses owned and/or run by disabled people	<p>Review procurement process to ensure that any barriers to disabled-led businesses are identified</p> <p>Processes for monitoring diversity of suppliers established</p>	<p>CSG contracts management team</p> <p>CSG contracts management team</p>	<p>December 2007</p> <p>December 2007</p>

Disability standards	Actions	Measures	By whom	By when
<b>ITT – the TDA to champion best practice in recruitment to teaching</b>	Promote equal access to ITT for suitably qualified disabled candidates	Diversity data collection for ITT established and monitored	Strategy information management group	2007
		All ITT marketing and customer care activity reviewed to ensure promotion of disability equality	ITT recruitment and communications and marketing	2008
		Reasonable adjustments made in order to provide equal access to pre-employment activities such as school tasters	ITT recruitment with providers	2007

Disability standards	Actions	Measures	By whom	By when
		<p>Examples of disability equality and achievement in ITT, including profiles and case studies, identified and promoted</p> <p>Additional training for advice line consultants provided</p>	<p>ITT recruitment</p> <p>ITT recruitment</p>	<p>2007/08</p> <p>2007</p>
<p><b>School workforce – the TDA to promote disability equality in the training of teachers, support staff and the wider school workforce</b></p>	<p>Explore the possibility of developing a TDA approach and measure in disability confidence</p>	<p>Enhanced evaluation processes developed to capture the views of disabled participants who have taken part in TDA-funded training</p>	<p>ITT recruitment in partnership with strategy, wider workforce and teachers directorates</p>	<p>2008</p>

Disability standards	Actions	Measures	By whom	By when
		<p>The TDA champions and recognises best practice in accessible training for teacher and school workforce training and development</p> <p>Review of <i>Able to teach</i> carried out</p> <p>The TDA continues to promote disability equality in its SEN and disability projects</p>	<p>ITT recruitment, wider workforce, teachers and TDA directorates</p> <p>ITT in consultation with teachers and wider workforce directorates</p> <p>Teachers directorate</p>	<p>Ongoing from 2007</p> <p>2007</p> <p>Ongoing from 2007</p>



Disability standards	Actions	Measures	By whom	By when
<b>School workforce – the TDA to promote and support disability confidence in the development and deployment of school staff</b>	The TDA to promote and signpost best practice guidance and support in achieving disability equality in the school environment	Relevant guidance available from the TDA via its websites and through other forms of accessible communication	TDAD	2007
<b>School workforce – the TDA to promote and support disability equality in every aspect of school workforce re-modelling</b>	The TDA to promote the importance of disability equality as schools manage change	Additional support for change management teams in achieving disability equality signposted	TDAD	2008

Disability standards	Actions	Measures	By whom	By when
<p><b>School workforce – TDA to ensure that its strategy and operational plan on disability equality is open, transparent, and aligned to maximise the support it can offer its stakeholders</b></p>	<p>The TDA to communicate and consult effectively on its DES with stakeholders</p>	<p>The content of the DES effectively communicated and consulted upon</p>	<p>CSG equality team</p>	<p>February 2007</p>
<p><b>Children’s workforce – TDA to promote disability equality through its contribution to the work on <i>Every child matters</i></b></p>	<p>Ensure that the TDA’s contribution to the work on <i>Every child matters</i> involves an assessment of disability equality considerations</p>	<p>Consideration of disability equality occurs and is embedded into appropriate project plans.</p>	<p>Development directorate</p>	<p>Ongoing</p>

## Glossary

BME	black and minority ethnic
CEAP	common equalities action plan
CES	common equalities scheme
CLG	corporate leadership group
CSG	corporate services group
DDA	directorate diversity adviser (TDA-specific), also the Disability Discrimination Act
DEAP	disability equality action plan
DES	disability equality scheme
EDSG	equality and diversity steering group
EIA	equality impact assessment
GTC	General Teaching Council
ITMS	information technology management services
ITT	initial teacher training
NQT	newly qualified teacher
NRT	National Remodelling Team
RDES	race and disability equality scheme
REAP	race equality action plan
RES	race equality scheme
SEN	special educational needs
TDA	Training and Development Agency for Schools
TDAD	Training and Development Agency (Development) Directorate
TTA	Teacher Training Agency (previous name of the TDA)