

Annual Equality Report 2025–26

Mae'r ddogfen hon hefyd ar gael yn Gymraeg.

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 (the Register) 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 continue to 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 2025–26.

Our equality processes and procedures

Equality, diversity, and inclusion (EDI) is embedded within our governance and operation practices. It is a standing agenda item at monthly senior management team (SMT) meetings, providing a formal forum to discuss progress, review emerging issues, and agree on actions that support our organisational commitments.

EDI is also a permanent agenda item at the quarterly employee forum. These sessions enable the policy and planning team to communicate relevant updates and ensure that employees have a formal opportunity to provide feedback, raise concerns, and contribute ideas for improving our EDI practices. This two-way engagement helps promote inclusive decision-making and supports continuous improvement.

Integrated impact assessments

To ensure that EDI remains central to our work and to meet our legal obligations, all relevant policies and procedures undergo an integrated impact assessment (IIA). This process enables us to identify potential impacts, both positive or negative on groups with protected characteristics, and ensures that EDI considerations are embedded in decision-making from the outset.

All our IIAs are stored in a central library that is accessible to all employees. The assessments inform the development and approval process for any new or reviewed policy, helping to ensure that our decisions are evidence-based, and demonstrate a clear commitment to equality.

Following a comprehensive review of our IIA process in 2024, the assessments completed during the 2025–26 reporting year have been more collaborative, consultative, and holistic. This has supported more robust analysis and improved the quality of our evidence and decision making.

All IIAs are reviewed by the policy and planning team, and approved at director level. A summary of completed IIAs is then scrutinised by the SMT during its monthly meetings, ensuring effective oversight and accountability.

Procurement

As a public body, we have a responsibility to embed 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 EDI issues relevant to our remit. This included attending the Anti-Racist Wales education mini summit in March 2026, which brought together senior leaders from education and training providers across Wales to consider how collective action can support the delivery of the Anti-racist Wales Action Plan. We also shared EDI related information with registrants and other stakeholders to support awareness, engagement, and good practice.

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:

- BAMEed Network Wales
- BAME Mental Health Service
- Diversity and Anti-Racist Professional Learning (DARPL)
- EHRC Wales Equality and Human Rights Exchange Network
- Ethnic Minorities & Youth Support Team (EYST) Wales
- Human Foundational Economy: Education, Health, Social Care, Childcare and Emergency Services Cardiff Capital Region Skills Partnership (CCRSP) cluster group
- Public Sector Equality Duty (PSED) Network
- Race Council Cymru
- Welsh Government ITE Diversity in Recruitment working group

As outlined in detail within our SEP 2024–28, our commitment to equality, diversity, and inclusion includes a focus on promoting careers in the education sector, to help develop a workforce that more closely reflects the rich diversity of Wales. More broadly, we have continued to support the objectives set out within Welsh Government’s Anti-Racist Wales Action Plan, LGBTQ+ Action Plan for Wales, and the Disabled People’s Rights Plan 2025–2035.

Achieving our objectives

Objective 1: Build a diverse and inclusive EWC team

How will we achieve this objective?

We are committed to monitoring and improving our employment practices to ensure that the EWC is well placed to recruit, retain, and support a diverse workforce. This includes examining employee remuneration, recruitment processes, and career progression for employees, Council members, and committee/panel members¹. Our aim is to identify and remove any barriers to the development of a diverse workforce and governance structure.

Our actions in this area are focussed on:

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

Progress in 2025–26

During this reporting year we continued to strengthen our approach to EDI across our workforce and governance structures. A core part of this work involved improving the quality of our EDI data, enhancing the fairness and consistency of our recruitment processes, and ensuring that we are actively identifying and addressing any barriers to representation.

Employee equalities data was collected through our annual voluntary survey, which plays an important role in informing our IIAs, policy development, and training plans. To encourage participation, reminders were issued in our quarterly EDI newsletter. The March 2026 survey received 48 responses from 57 employees (representing an 84% response rate). A [detailed profile of our workforce can be found in Annex A](#).

Pay structures also continued to be monitored as part of our commitment to transparency and fairness. Employees progress through annual increments until they reach the top of their pay band, and we continue to analogue to Welsh Government's pay scales, adopting any changes announced by them. Our [gender pay information is reviewed annually and can also be found in Annex A](#).

Inclusive recruitment remained a clear priority throughout 2025–26. Aiming to reach a wide range of applicants, our job adverts explicitly encouraged applications from individuals from diverse backgrounds. To support this, a short animation on our website provides an overview of the EWC, our employee 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 employees undertake unconscious bias training in advance of sitting on selection panels.

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 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 one post and received seven diversity monitoring forms. The recruitment for the post of Chief Executive, and Director of Finance and Corporate Services was managed by an external agency who collected diversity information as part of their processes. Further details about the profile of direct applicants can be found in [Annex A](#).

This year also saw the completion of a comprehensive review of our recruitment processes and practices, with EDI considerations embedded throughout. This included:

- reviewing the language we use in recruitment materials – including advertising, job descriptions, application forms, and candidate packs – to ensure accessibility, remove potential barriers, and encourage a wide range of diverse applicants
- reviewing our current workplace accreditations, and setting a clear plan to progress further with these (for example, Disability Confident), as well as researching other potential opportunities
- reviewing the external websites we use to advertise our vacancies to seek further opportunities to reach more diverse audiences
- reviewing how we utilise our current networks and establishing vacancy sharing arrangements

The review concluded on 31 March 2026 with the changes being rolled out from April 2026.

We continued to collect equality data on our Council members based on the nine protected characteristics. Although appointments are made through the Welsh Government public appointments process, our data supports ongoing efforts to ensure diverse representation. As at 31 March 2026, there were three vacancies on the Council following the resignation of one member during the year and two vacancies remaining from resignations received in 2024–25. We have worked closely with Welsh Government to promote the vacancies to registrants, stakeholders, and networks, with the aim of attracting a diverse range of candidates to bring the Council to its full complement of 14 members.

Where we do have jurisdiction over the appointment of panel members², we seek to attract a broad range of candidates who are 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.

Throughout the year we also maintained our processes to monitor employment practices to identify barriers to recruitment and career progression, regularly reporting our findings to our Executive Committee and Council through our quarterly reports.

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

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

How will we achieve this objective?

We are committed to reducing, and ultimately eliminating the gender pay gap by ensuring that our policies and practices concerning pay and progression provide equal opportunities for all employees. It is essential that all employees are treated fairly and consistently in relation to pay and conditions, regardless of their gender. To achieve this, we closely monitor gender pay gap within the EWC, and take action to address or minimise any disparities identified. As a relatively small organisation, our gender pay gap can be significantly influenced by individual recruitment decisions, which can have a noticeable effect on overall figures.

Our work in this area focuses on:

- monitoring and publishing information relating to our gender pay gap
- improving our understanding of any links between gender and pay within the EWC
- ensuring that all employees have equal opportunities to progress within the EWC when opportunities arise, irrespective of gender

Progress in 2025-26

To ensure fairness in opportunities for progression, all EWC vacancies continued to be advertised both internally and externally. Prospective applicants were provided with contact details allowing them to discuss any aspects of the role or raise any concerns relating to potential barriers to progression, before applying.

During this reporting year, we undertook a gender pay analysis. This involved examining any gender pay gaps by job level, comparing full-time and part-time employees, and reviewing differences across departments. This analysis helped ensure that we understand the EWC's workforce profile and will inform future work to ensure equitable pay and progression for all employees.

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. By ensuring that all employees are valued and are treated fairly, we aim to nurture a culture in which everyone can flourish and fulfil their potential.

To achieve this, we focus on:

- ensuring that our offices are welcoming and accessible
- continuing to develop and promote anti-racist practices across the organisation
- organising events that celebrate and raise awareness of diversity and issues relevant to people who share different protected characteristics
- delivering an accessible and engaging programme of EDI training for all staff
- producing regular equalities newsletters to share information, encourage engagement, and celebrate diversity
- implementing a varied wellbeing programme and identifying any barriers to participation
- providing opportunities for employees to provide feedback, and empower everyone to raise concerns relating to EDI

Progress in 2025–26

During 2025–26, we continued to promote an inclusive and supportive working environment for employees, ensuring that wellbeing, engagement, and EDI remained central to our organisational culture.

In November 2025, our Chief Executive and Director of Professional Development, Accreditation and Policy attended Academi Wales' Driving forward anti-racist leadership symposium for change. Informed by proven anti-racist strategies and practical insights from lived experiences, the event explored how leaders across public bodies can drive meaningful change and support the effective delivery of the ARWAP. Attendance at the event has informed our intention to engage with Welsh Government's anti-racist maturity matrix during 2026–27.

Our hybrid working policy continued to enable employees to combine office-based working with remote working from home, while our flexi-time system allowed them to vary their start and finish times to better suit their individual needs. Within our office space, dedicated spaces such as the staff room and multipurpose quiet room offered employees' comfortable areas for breaks, eating, prayer, reflection, and other activities.

We published quarterly EDI newsletters on our intranet, providing employees with information, guidance, and resources. Over the year, newsletters highlighted awareness days, promoted engagement with national and internal campaigns, and shared organisational updates. They also encouraged employees to consider EDI in their daily actions and decision-making, helping to embed a positive and inclusive culture across the organisation.

Throughout the year, we continued to use our intranet to share information and raise awareness of cultural and identity-based events and festivals. Featured topics included the Welsh language Commissioner's 'Defnyddia dy Gymraeg' campaign, seasonal affective disorder, child safeguarding week, and autism acceptance month.

Training remained an important part of our approach to promoting equality. All employees received regular training relating to the equality duty, and our annual training plan included at least one mandatory equality focussed session. This year's session covered anti-racist practice and was delivered by Race Council Cymru. New employees were also introduced to our employee values and our statutory duties relating to equality during induction.

Through the annual performance and development review process, staff and managers identified individual training and development needs, reviewed progress, and discussed any barriers to accessing development opportunities. All employees have equal access to professional development relevant to their role and training data is analysed annually for equality monitoring purposes. Because our equality data is anonymised, no information relating to protected characteristics is linked to specific training records.

We also incorporated equality-focussed training into our annual programme for Council and committee/panel members³. These sessions supported open discussion of discrimination and lived experience, helping members to understand 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.

Our annual wellbeing programme continued to offer employees a range of activities designed to support their wellbeing. Feedback and suggestions were regularly sought through the employee forum to ensure activities were relevant and accessible. This year's programme included a nutritional workshop, personal safety awareness training, and opportunities for group volunteering at a local nature reserve.

Employees also had access to Optima Health's range of wellbeing webinars, guidance and information, and a 24/7 employee assistance helpline, which provides confidential support including telephone counselling. In addition, employees were able to access a dedicated wellness hub, providing resources on health, fitness, and wellbeing, including an NHS approved app for the prevention, early detection, and self-management of common mental health conditions.

We currently have four trained mental health first aiders within the organisation, with two more employees due to complete the training in 2026-27.

We also continued to review and update our employment policies and accompanying IIAs to ensure that they are up to date. Policies reviewed this year included our learning and development policy, and career break policy.

3 Including members of the FtP committee, ITE accreditation board, and our QMYW assessors.

Objective 4: Deliver accessible services for registrants and stakeholders

How will we achieve this objective?

We want to ensure that all our services are accessible for registrants and stakeholders, taking account of diverse needs and abilities. Our aim is to continuously improve the accessibility of our services in line with best practice and legal requirements.

We are committed to identifying, mitigating, and, where possible, removing any barriers that our registrants and other stakeholders, including learners and young people, and parents or guardians, may experience when interacting with us or using our services.

Our work in this area focuses on:

- listening to registrants to ensure our services meet their diverse needs
- identifying barriers that registrants and stakeholders may face when interacting with the EWC, and taking steps to remove these, as appropriate and proportionate
- identifying opportunities to broaden the accessibility of our services and making appropriate and proportionate improvements
- seeking opportunities to bring our work to the attention of a wide range of audiences with diverse needs and characteristics

Progress in 2025–26

During this reporting year, we continued to prioritise the accessibility of our services for registrants and stakeholders.

We remain committed to making our communications and information as accessible as possible. Our website conforms to level AA of the Web Content Accessibility Guidelines (WCAG) 2.2, and we continue to monitor best practice and gather feedback to support ongoing improvements. Online content is organised to ensure ease of navigation, and information can be easily found using search engines.

To support users with diverse needs, our website includes the ReachDeck toolbar, which offers functions designed to assist people with visual impairments, lower digital skills, or a preference to view content in a language other than Welsh or English. Employees also regularly attend accessibility-focussed webinars and events, such as those hosted by the Centre for Digital Public Services (CDPS) to improve our understanding of emerging best practice.

All video content, that includes speech, published on our website (in Welsh and English) is fully captioned. Audio-only content (such as podcasts) is accompanied by transcripts in both languages. We also issue all our publications digitally, with alternative formats available on request. We are gradually increasing the number of publications available in HTML, and are working towards a position where all documents on our website will be available in this format.

In September 2025, we published our revised Code of Professional Conduct and Practice (the Code) in British Sign Language (BSL). We also refreshed two key corporate animations to include BSL, bringing the total number of BSL media assets in our library to three. 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 in 2024, this year, we reviewed our approach to engagement and events. This work saw the communications team working with managers across several teams that are involved in delivering training, presentations, and/or events and drew upon previous feedback relating to reasonable adjustments. The process was highly collaborative and will inform future practice across the organisation.

We delivered several online events throughout the year. Registration was facilitated through the online ticketing platform, TicketSource, which allows attendees to indicate any accessibility issues they may have. We then contact those who have noted potential accessibility issues to confirm what adjustments we can offer to help them access the event. Adjustments made during the year included ensuring presenters always faced the camera for lip-reading purposes, and providing slides in advance to attendees on request. In total, adjustments were made for seven participants, across the year.

BSL interpretation continued to be available for deaf and hard-of-hearing professionals or registrants involved in fitness to practise hearings.

For individuals preferring paper copies of any of our documentation, we provided printed materials, by post, upon request.

Engagement with stakeholders remained an important part of our work. Throughout the year, we used meetings with key stakeholders and interest groups to discuss equality and diversity issues relevant to our remit. In June 2025, we established a partnership with KidsCare4U, working alongside them at several events to promote careers to individuals from Black, Asian, and ethnic minority backgrounds. We also renewed our formal partnership with Ethnic Minorities and Youth Support Team Wales (EYST), helping us to reach audiences with a wide range of needs and characteristics.

We maintained our engagement with a range of EDI networks and groups, including BAMEed Network Wales and attended meetings of the PSED Network and Schools Research Network. We also participated in several events and webinars focussed on EDI issues.

We have continued to gather equality data from registrants who are subject to fitness to practise proceedings through our case management database. In August 2025, we published our fitness to practise annual report, which included equality data for all registrant groups.

Finally, to support our registrants, and promote awareness of mental health issues, we highlighted several equality, diversity, and inclusion related resources to our registrants through Meddwl Mawr, our book and journal club. This included providing free access to a selection of books by Dr Dean Burnett, covering neuroscience in education, following our Masterclass event in May 2025, at which he was the guest speaker.

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 (ARWAP) as a key partner/lead on contributing to increasing the ethnic diversity of the education workforce. We also embrace the aims of other key plans and strategies for promoting diversity, including the LGBTQ+ Action Plan for Wales.

A more diverse education workforce will play a key role in fostering social cohesion by ensuring learners and young people can see themselves reflected in the role models around them. It will also enrich their educational experience, by exposing them to a wider range of perspectives, helping prepare them to be informed and engaged global citizens.

To support this objective, we focus on:

- using our Register to monitor the diversity of the education workforce
- improving the completeness of the data we hold on the ethnic diversity of the workforce (as well as in relation to age, disability, and sex)
- using our platform to highlight issues relating to diversity
- fulfilling our statutory function to promote careers in education and engaging a diverse audience, with a particular emphasis on increasing ethnic diversity
- promoting the Educators Wales website and advisory service and engaging face-to-face with individuals from diverse communities
- investigating opportunities to better understand diverse groups and communities and to identify any barriers to pursuing careers in education

Progress in 2025–26

During this reporting year, we continued to strengthen our work to support the development of a diverse education workforce, using our statutory functions, data, and partnerships to drive progress.

Our Register provides 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 December 2025, we contacted 13,915 registrants, including 7,013 who had gaps in their ethnicity data. This targeted approach resulted in a 31.1% response rate and a reduction in the number of null or unknown fields. As of 31 March 2026, this engagement had resulted in a reduction of 2% in unknown data fields relating to ethnicity on the Register.

In July 2025, we published the Annual Education Workforce Statistics for Wales (AEWS), which included data detailing the diversity of practitioners across our registrant groups. For the first time since new legislation was enacted in May 2024, the data set included information on adult learning practitioners, and further education principals and senior leaders. In October 2025, we hosted a stakeholder briefing event to present the findings of the AEWS, where data and accompanying analyses on diversity within the workforce was presented.

During autumn 2025, we also published a range of data insights, which included EDI information. These covered:

- recruitment and retention (across all registrant groups)
- newly qualified school teachers
- school teachers – leadership and National Professional Qualification for Headship (NPQH) qualification
- school teachers – workforce profile of Welsh language ability
- school learning support workers – qualifications
- supply school teachers and supply school learning support workers

At our data and policy briefing event in November 2025, we presented analysis based on our data and intelligence, supported by research undertaken by our policy team to highlight key trends, challenges, and policy issues affecting recruitment and retention in the education workforce.

In November 2025, we worked with Welsh Government to allocate ITE intake numbers to ITE partnerships for programmes commencing in September 2026. As part of this, we communicated to partnerships the expectation that the recruitment of Welsh medium teachers should be 30% of total recruitment, and teachers from Black, Asian, and minority ethnic communities should make up 5% of total recruitment. We monitor recruitment to programmes monthly (including in relation to these indicators), and report this to Welsh Government. We also annually publish ITE student results.

Our Educators Wales advocacy and support team delivered targeted recruitment and engagement work throughout the year, including activity designed to encourage people from Black, Asian and ethnic minority communities to consider a career in education. This work was led by a dedicated recruitment and support officer, who continued to play a central role in coordinating and delivering targeted activity across Wales.

Engagement during the year included work with national and sector-wide organisations and networks such as the Black, Asian and Minority Ethnic Education (BAMEEd) Network, ITE Partners, Ethnic Minorities and Youth Support Team Wales (EYST) and DARPL.

We also worked closely with a wide range of community-based organisations and local groups across Wales, including Amanah Cymru, KidsCare4u, Ethnic Minority Welsh Women Achievement Association, Cynefin Pamoja, Cathays High Family Engagement, Maindee Festival, Pill Carnival, Cardiff Mela, Grange Pavilion Youth Forum, South Riverside Community Development Centre, Urban Circle, North Wales Africa Society, the Welsh Islamic Cultural Association (Swansea), and secondary schools across Wales with a high proportion of learners from Black, Asian and minority ethnic backgrounds.

During 2025–26, we have delivered or contributed to 41 targeted events aimed at promoting careers in education to people from Black, Asian, and ethnic minority backgrounds. We renewed our formal partnership with EYST, attending two of their sessions and delivering three open evenings in targeted communities across Wales. EYST also attended a recruitment event alongside Educators Wales at the University South Wales. A second partnership agreement was established with KidsCare4u, enabling participation in two of their events and delivery of a bespoke session to their members on careers within the education sector in Wales.

We continued to support registrants in upholding their professional duty to demonstrate a commitment to EDI, as set out in one of the six key principles of the Code of Professional Conduct and Practice. To support this, we recorded a webinar, published a series of FtP case studies, and delivered 47 training sessions on the Code, between 1 April 2025 and 31 March 2026.

Annex A – Employment information

Number of people employed by protected characteristic

We gather employee equalities data through our annual diversity monitoring survey. Employees are informed that completing the survey is voluntary, but that providing this information enables us to better understand the composition of our workforce and examine our practices more fully. This, in turn, helps us to target our activities and priorities where under-representation or inequalities are identified. The data is used to inform impact assessments, policy development, and training plans. Our most recent survey took place in March 2026. 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	14
35-44	12
45-54	15
55-64	7
65 and over	*
Prefer not to say	*

Sex

Female	34
Male	14
Other - prefer to self-describe	*
Prefer not to say	*

Is the gender you identify with the same as your sex registered at birth?

Yes	48
No	*
Prefer not to say	*

Sexual orientation

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

What is your legal marital or registered civil partnership status?

Never married and never registered in a civil partnership	22
Married	23
In a registered civil partnership	*
Separated, but still legally married	*
Separated, but still legally in a civil partnership	*
Divorced	*
Formerly in a civil partnership which is now legally dissolved	*
Widowed	*
Surviving partner from a civil partnership	*
Prefer not to say	*

Religion or belief

No religion or belief	26
Christian (all denominations)	19
Buddhist	*
Hindu	*
Jewish	*
Muslim	*
Sikh	*
Any other religion (please state)	*
Prefer not to say	*

National identity

Welsh	37
English	*
Scottish	*
Northern Irish	*
British	10
Other	*
Prefer not to say	*

Ethnic group

White	Welsh/English/Scottish/ Norther Irish/British	44
	Irish	*
	Gypsy or Irish traveller	*
	Roma	*
	Any other white background, please state	*
Mixed/multiple ethnic group	White and Black Caribbean	*
	White and Black African	*
	White and Asian	*
	Any other mixed/multiple ethnic background, please state	*
Asian/Asian British	Indian	*
	Pakistani	*
	Bangladeshi	*
	Chinese	*
	Any other Asian background, please state	*
Black/African/ Caribbean/Black British	Caribbean	
	African	*
	Any other Black/African/ Caribbean background, please state	*
Other ethnic group	Arab	*
	Any other ethnic group, please state	*
Prefer not to say		*

Do you have any caring responsibilities?

None	29
Primary carer of a child/children (under 18)	18
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	44
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.)	*
Mobility impairment	*
Mental ill health (for example depression, anxiety, or schizophrenia)	*
Sensory impairment (for example visual or hearing impairment). Please specify	*
Blind or partially sighted	*
Deaf (sign language user)	*
Hard of hearing, or deaf	*
Long-term health condition (for example epilepsy, diabetes or cancer)	*
Other, please state	*

Do you have a disability, as defined by the Equality Act 2010?⁴

Yes	*
No	45
Prefer not to say	*

⁴ You are 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, completing a diversity monitoring form is not mandatory.

In the reporting period, one post was advertised by the EWC for external recruitment⁵. All direct candidates were provided with the opportunity to complete a diversity monitoring form at the point of application⁶. We received 10 direct applications, from which we received seven 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

Woman	7
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Are you trans?

No	7
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Age

25-34	2
35-44	2
45-54	3

Sexual orientation

Heterosexual	7
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Relationship status

Married	4
Single	1
Living with a partner in a long-term relationship	2

Religion or belief

No religion or belief	4
Christian (all denominations)	3

⁵ External consultants were contracted to undertake the recruitment exercises for the vacancies within the senior management team; Chief Executive, and Director of Finance and Corporate Services.

⁶ In quarter four of 2025-26, we undertook a comprehensive recruitment review which included reviewing our diversity monitoring forms. The information recorded on the forms in this report relate to the forms used throughout the reporting year prior to the review.

Ethnicity

White – Welsh	7
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National identity⁷

Welsh	5
British	1

Do you have any caring responsibilities?

None	3
Primary carer of a child/children (under 18)	3
Primary carer of older person/people (65 and over)	1

Disability

Do you consider yourself to have a disability?

Yes, day to day activities limited a little	2
No	4
Not sure	1

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

Yes	1
No	5
Prefer not to say	1

Grievance procedures

No grievances were upheld during 2025-26 and there are no ongoing grievances procedures.

Disciplinary procedures

No employees were subject to disciplinary procedures during 2025-26 and there are no ongoing disciplinary procedures.

Leavers

As all staff diversity data is anonymised, no specific data relating to the protected characteristics of individuals who left the organisation is available.

⁷ One candidate did not answer this question on national identity.

Additional gender pay information as at 31 March 2026

Salary	Grade	Male	Female	Total
£27,303 - £29,292	Team support	0	2	2
£30,755 - £34,997	EO	4	23	27
£37,112 - £45,379	HEO	6	9	15
£47,676- £56,445	SEO	2	8	10
£61,098 - £73,057	Grade 7	1	1	2
£76,716 - £88,023	Grade 6	1	2	3
£98,755 - £115,479	Chief Executive	0	1	1
Total		14	46	60

Contract type	Male	Female	Total
Permanent	14	42	56
Fixed term	0	4	4
Temporary	0	0	0
Total	14	46	60

Analysis includes employees on maternity leave.

Glossary

AEWS – Annual Education Workforce Statistics for Wales

ARWAP – Anti-Racist Wales Action Plan

BAME – Black, Asian, and minority ethnic

BAMEed – Black, Asian and Minority Ethnic educators

BSL – British Sign Language

CDPS – Centre for Digital Public Services

The Code – Code of Professional Conduct and Practice

DARPL – Diversity and Anti-Racist Professional Learning

EDI – Equality, diversity and inclusion

The equality duty – Wales-specific public sector equality duty

EWCC – Education Workforce Council

EYST – Ethnic Minorities and Youth Support Team

FE – Further education

IIA – Integrated Impact Assessment

ITE – Initial Teacher Education

LGBTQ+ – Lesbian, gay, bisexual, transgender, non-binary, intersex, asexual, aromantic, queer and questioning people

PSED – Public Sector Equality Duty

QMYW – Quality Mark for Youth Work

The Register – Register of Education Practitioners

SEP – Strategic Equality Plan

SMT – Senior Management Team

