

DRIVING FORWARD PROFESSIONAL  
STANDARDS FOR TEACHERS



## Equality and Diversity Action Plan 2009 – 2010

End-of-Year Review at 31 March 2010

**NB:** Explanatory Note on the Status of Progress  
and Commentary set out on page 9

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## Equality and Diversity Action Plan 2009 – 2010 End-of-Year Review

This document summarises progress against the various objectives set in the Council's Equality and Diversity Action Plan for 2009 – 2010.

All organisational functions have been assessed and were considered to be relevant across all the equality strands within the remit of the General Teaching Council for Scotland. Barriers were considered for different equality groups in the process of assessing for relevance.

### Objective 1: Leadership/Governance

**We will develop governance and organisational structures, implement strategic planning, monitoring and reporting systems, and provide appropriate training to Council members and staff to enable the Council to deliver its equality and diversity commitment in carrying out its statutory responsibilities and acting in the public interest.**

Focus	Status of Progress	Key Achievements / Progress To Date
❖ Ensure that equality issues are addressed in preparing for the transition of GTC Scotland to a reconstituted independent, profession-led, regulatory body	2	❖ Equality and diversity impact assessments to be undertaken as part of the planning process in the move to independence. Process to be taken forward once the Draft GTC Scotland Order to replace the Teaching Council (Scotland) Act 1965 is available
❖ Report on the implementation of the Equality and Diversity Strategy and Action Plan to Council and externally on an annual basis	1	❖ End-of-Year Review of the Equality and Diversity Action Plan 2008-2009 approved by Council and placed on the GTC Scotland website
❖ Introduce equality monitoring of candidates standing for election and of voters in the 2009 election of registered teachers to membership of the Council	1	❖ Equality monitoring forms provided to, and completed by, all candidates in the 2009 Council election. (Younger age groups were not represented and representation of minority groups was minimal.)
	1	❖ Voters in the 2009 Council election invited to answer a number of equality questions when submitting their vote by post or online. (75% of voters were female and 20% male, with 5% not stated; 13% were in the younger age groups; and representation of minority groups was minimal.)
❖ Provide Equality and Diversity induction and training for members of the incoming Twelfth Council and its committees, for any members who join mid-term, and thereafter on an ongoing basis	2	❖ Equality and Diversity awareness covered during the two day Induction/Training event held in November 2009 for members of the Twelfth Council. Also to form part of the induction/training programme for members joining the Twelfth Council mid-term
❖ Monitor/...		

<ul style="list-style-type: none"> <li>❖ Monitor the diversity profile of the membership of the incoming Twelfth Council, its committees and conveners to determine whether there could be any barriers to taking up and holding these offices and roles</li> </ul>	1	<ul style="list-style-type: none"> <li>❖ Analysis carried out on the diversity profile of the membership of the Council, of committees and their conveners highlighted that currently younger age groups are not represented and representation of minority groups is minimal</li> </ul>
<ul style="list-style-type: none"> <li>❖ Endeavour to ensure diversity of representation in the membership of Panels in hearing procedures</li> </ul>	1	<ul style="list-style-type: none"> <li>❖ Steps taken to ensure that as far as possible GTC Scotland adjudication panels reflect the diversity of the membership of the Council, whilst at the same time meeting the required composition of membership category and registered teacher/lay member representation</li> </ul>

## Objective 2: Communication/Information

We will establish a communications strategy and process, including publications, events, presentations, consultation and development of the Council's website, to ensure that information is accessible and available to all audiences and to promote the equal sharing and exchange of information between the Council, the teaching profession, and other stakeholders.

Focus	Status of Progress	Key Achievements / Progress To Date
❖ Ensure equal access to information on the GTC Scotland website for all stakeholders	2	❖ Work undertaken to ensure equal access of information for all stakeholders, including links to documents which meet the accessibility requirements for those with physical or visual impairment and availability on request of material in other languages and formats, as part of the creation of the new GTC Scotland website (launched September 2010)
❖ Include in any consultation exercises questions aimed at assessing the equality implications of the issue in question	1	❖ Across all communications activities, questions included in any consultation exercises to identify, assess and address relevant equality issues
❖ Continue to ensure that the planning of events reflects the diversity of communities	2	❖ In planning for events due account taken of key events in religious and cultural calendars and of geographical locations, and specific groups targeted as appropriate

### Objective 3: Evidence Gathering

We will identify relevant evidence/data required to meet our equality objectives, put in place appropriate systems and processes to gather this information and use it to inform our work and achieve best practice in relation to employment, regulatory responsibilities and service provision.

Focus	Status of Progress	Key Achievements / Progress To Date
<ul style="list-style-type: none"> <li>❖ Review across the organisation the range of equality information currently gathered, and develop and implement a policy/process to identify and capture the range of information necessary to inform policy, research and the setting of appropriate equality and diversity targets in GTC Scotland's work</li> </ul>	2	<ul style="list-style-type: none"> <li>❖ Following research undertaken into the range of equality information gathered by the other UK General Teaching Councils, (until such time as confirmation is received as to whether or not GTC Scotland is to be subject to the specific duties under the Equality Act 2010), decision made to continue the current range of data capture covering:               <ul style="list-style-type: none"> <li>• gender, age and ethnic background (given a 26.3% response rate for the latter) for all applicants for registration with a view to informing policy, research and the setting of appropriate equality and diversity targets in the Council's work; and</li> <li>• disability status for probationer teachers required for placement on the Teacher Induction Scheme</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>❖ Continue to investigate ways in which to incorporate equality and diversity into future research projects carried out by GTC Scotland and how this can be utilised to inform policy-making</li> </ul>	1  1	<ul style="list-style-type: none"> <li>❖ GTC Scotland Annual Statistical Digest developed to incorporate ethnic monitoring data relating to all registered teachers and disability status relating to probationer teachers</li> <li>❖ Equality and diversity issues considered in the design of specific research projects – currently questionnaire being designed for proposed research into support for teachers with disabilities who obtained full registration through the Teacher Induction Scheme</li> </ul>
<ul style="list-style-type: none"> <li>❖ Actively consult with stakeholders to ensure that GTC Scotland has the right type of policies and that its policy-making addresses equality issues</li> </ul>	1  2	<ul style="list-style-type: none"> <li>❖ Equality and diversity issues feature as an area in the consideration of all Initial Teacher Education, Chartered Teacher, and Standard for Headship programmes for accreditation or re-accreditation</li> <li>❖ Following/...</li> </ul>

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	2	<ul style="list-style-type: none"><li>❖ Following a recommendation in the former Disability Rights Commission Autumn 2008 Report that GTC Scotland prepare guidance for the universities in relation to student teachers in terms of defining 'reasonable adjustments', work being undertaken in conjunction with the Scottish Social Services Council (SSSC) and draft advice currently being taken through Council processes before publication</li></ul>
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#### Objective 4: Employment (Training and Awareness)

We will put in place appropriate recruitment, training and development, and monitoring systems, policies and procedures to ensure a diverse staff with equal access to benefits and appropriate development opportunities able to play their part in promoting equality and diversity in the organisation

Focus	Status of Progress	Key Achievements / Progress To Date
<ul style="list-style-type: none"> <li>❖ Analyse information gathered on the composition of GTC Scotland's workforce and applicants for jobs, promotion and training to determine whether there could be any barriers to accessing employment, promotion or training</li> </ul>	1	<ul style="list-style-type: none"> <li>❖ Information on the composition of the workforce and applicants for jobs, promotion and training gathered and analysed to determine whether there are any barriers to accessing employment, promotion and training. Resulting statistics found to reflect the diversity of the community around GTC Scotland, with no action needed at present but the position to be kept under review</li> </ul>
<ul style="list-style-type: none"> <li>❖ Take action to reduce or remove any real or perceived barriers to accessing employment, promotion or training which have been identified</li> </ul>	1	<ul style="list-style-type: none"> <li>❖ Agreed that no action needed to be taken at present. To be kept under review</li> </ul>
<ul style="list-style-type: none"> <li>❖ Consider if there is a need for an equal pay audit to determine whether there are any problems with equal pay</li> </ul>	3	<ul style="list-style-type: none"> <li>❖ Proposed review to assess whether there is a need for an equal pay audit carried forward to 2010/2011 due to independence priorities</li> </ul>
<ul style="list-style-type: none"> <li>❖ Take into account the needs of different groups when undertaking review of GTC Scotland's flexible working procedures</li> </ul>	2	<ul style="list-style-type: none"> <li>❖ Review of GTC Scotland's flexible working procedures, taking account of the needs of different groups, extended to 2010/2011 due to independence priorities</li> </ul>
<ul style="list-style-type: none"> <li>❖ Develop an internal Equality and Diversity Awareness workshop for new staff and formalise a process of regular updates for staff</li> </ul>	2	<ul style="list-style-type: none"> <li>❖ Comparative analysis undertaken of the Equality and Diversity Awareness staff training programmes of other bodies with a view to developing for 2010/2011 a suitable programme of training for new staff within the first year of joining GTC Scotland and short refresher updates for current staff</li> </ul>

## Objective 5: Services and Facilities

We will put in place measures to ensure that the Council's services are accessible to all stakeholders and are appropriate to stakeholders' needs and to enable the Council to achieve best practice in relation to its equality and other statutory responsibilities.

Focus	Status of Progress	Key Achievements / Progress To Date
❖ Consider the feasibility of equalities monitoring in respect of GTC Scotland's regulatory process to identify any aspects which might impact adversely on any particular group and whether any particular group may be disproportionately represented	2	❖ Small scale research on disability issues within the Teacher Induction Scheme commenced, with a proposal for further research currently in hand
	2	❖ In reviewing referral to GTC Scotland hearings and processes, within the Teacher Induction Scheme males who have been mature students and late entrants to teaching have been identified as disproportionately likely to have problems. Advice on this to be given to university staff, Teacher Induction Scheme managers and students
❖ Take into account the needs of different groups when planning the refurbishment of facilities in Clerwood House	1	❖ Refurbishment of kitchen and toilet facilities at Clerwood House, incorporating facilities accessible to groups with different needs, completed

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**Objective 6: Procurement & Partnerships**

We will develop and implement policies, procedures, monitoring processes, and training for Council members and staff to ensure adherence to and promotion of equality and diversity in the procuring of services by the Council and on the part of its service providers.

<b>Focus</b>	<b>Status of Progress</b>	<b>Key Achievements / Progress To Date</b>
❖ Continue to monitor the initial and continuing compliance of suppliers, contractors etc	2	❖ Ongoing monitoring of initial and continuing compliance of suppliers and contractors. Documentation to be developed further going forward

Status of Progress	Commentary
The following coding system is used:	A brief indication is given of:
<p><b>1</b> 'Focus' area has been achieved</p> <p>or</p> <p>Good progress towards achievement of the expected result in question is being made and this is not thought likely to be significantly affected by impediments and risks</p>	<ul style="list-style-type: none"> <li>• Date of completion;</li> <li>• Any impact additional to the performance indicator ("What Success Will Look Like")</li>   <li>• What we have done so far</li> </ul>
<p><b>2</b> Progress towards achievement of the expected result may be affected by certain factors, with action required to overcome the effects of delays, impediments or risks</p>	<ul style="list-style-type: none"> <li>• What we have done so far;</li> <li>• What we have been unable to do so far and why;</li> <li>• Corrective action taken or proposed</li> </ul>
<p><b>3</b> There is a real possibility that the expected result will not be achieved, owing to impediments or risks considered likely to have a significant impact on progress</p>	<ul style="list-style-type: none"> <li>• What we have done so far;</li> <li>• What we have been unable to do so far and why;</li> <li>• Alternative action taken or proposed</li> </ul>

*GTC Scotland aims to promote equality and diversity in all its activities*

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Scotland

## Direct weblinks

**Main site:**

[www.gtcs.org.uk](http://www.gtcs.org.uk)

**Probation department:**

[www.gtcs.org.uk/probation](http://www.gtcs.org.uk/probation)

**Probation site for teachers:**

[www.probationerteacherscotland.org.uk](http://www.probationerteacherscotland.org.uk)

**Registration department:**

[www.gtcs.org.uk/registration](http://www.gtcs.org.uk/registration)

**Chartered teachers:**

[www.gtcs.org.uk/charteredteacher](http://www.gtcs.org.uk/charteredteacher)

**Professional recognition:**

[www.gtcs.org.uk/professionalrecognition](http://www.gtcs.org.uk/professionalrecognition)

**Professional conduct:**

[www.gtcs.org.uk/professionalconduct](http://www.gtcs.org.uk/professionalconduct)

**Research:**

[www.gtcs.org.uk/research](http://www.gtcs.org.uk/research)

Code: GTCS.....