



North
Somerset
Teaching
Alliance



Leadership

Equality and diversity fund (E&D)

Guidance on completing the application form

2018-20

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Introduction

The equality and diversity (E&D) fund has been offered since 2014 and over 2000 teachers have taken part so far. Feedback from participants and schools tells us that the fund has proved successful in building the confidence of teachers to apply for and progress into leadership positions. The aim of the fund, is to increase the diversity of the school leadership workforce. Lead schools will have a supporting role in shaping delivery of the E&D fund in their localities and contribute to the career progression of teachers with protected characteristics.

Action

All applicants are required to complete the application form. Information on how to complete the application form is provided at the end of this document.

Completed applications should be sent to EqualityandDiversity@nsta.org.uk no later than **12.00 noon Monday 2nd July**.

Applications could cover both 2018/19 and or 2019/20 and specify the amount of grant requested for each year separately.

Funding allocations for both years will be identified at the end of the application process, but payment in the second year will be subject to the successful delivery of the first year.

Receipt of applications

Applications must be submitted by the deadline and it is the responsibility of the applicant to ensure that their application is submitted no later than the specified time. Applications received after the deadline will not be considered.

Notifications

Lead schools will be notified of the outcome of their applications by **Friday 13th July** Notification will be made via email to the contact email address provided in the application form.

Regional delivery model

Funding will be awarded to lead schools for individual school- led projects in their regions. Projects should run for no longer than one academic year and must be completed by the end of each respective summer term. Lead schools may be appointed to deliver the same project in both academic years, provided that a new cohort of participants is recruited in the second year.

Lead schools will be expected to identify a named project lead responsible for coordinating activity across the region. Any costs associated with the administration of the fund will need to be incorporated into applications, and should not exceed 10% of the total grant value.

Funding cannot be carried forward from year to year, but adjustments or claw back may be made to reflect underspend or underperformance. Payments will be made to the Teaching School. A full copy of the terms and conditions can be found here [Full copy of the collaborative fund terms and conditions](#).

Lead schools will be expected to demonstrate thorough needs analysis, that the projects they fund will tackle underrepresentation of one or more of the protected characteristics as defined in the Equality Act 2010. This is a legal requirement when funding positive action projects.

Individual schools wishing to deliver projects will need to apply for funding from the lead school: North Somerset Teaching Alliance (NSTA) who will aim to publish the contact details of each lead school on Monday 16th July once the application process is complete.

Eligibility Criteria

Lead Schools

Schools graded outstanding or good for overall effectiveness by Ofsted in their most recent inspection.

Schools running projects

Only schools graded outstanding or good for overall effectiveness by Ofsted in their most recent inspection will receive funding.

Participants

Teachers at any stage in their career, working in state funded schools in England, covered by at least one of the protected characteristics as defined in the Equality Act 2010:

- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- sex
- sexual orientation

Teachers working in other educational settings, including further education institutions are not eligible for funded provision, but schools may charge a fee to facilitate access for such participants.

Key Performance Indicators (KPIs)

All of the following KPIs apply across all projects in each region:

- 70% of participants to have started applying for promotion (or achieved promotion) within the lifespan of each project
- target number of participants as specified in bids achieved
- a participant retention rate of 85%
- a participant satisfaction rate of 90%
- **a maximum of £10,000** could be awarded as grant towards the cost of facilitating a programme
- all project delivery should be completed by the end of each summer term – extensions beyond this will not normally be permitted
- no more than 10% of funding used for administration
- minimum of 25% in-kind costs

Assessment of applications

The NSTA will apply the usual principles of transparency, equal treatment and proportionality.

Applications will be assessed solely on the information submitted in the application forms. Incomplete applications will not be accepted or assessed. There will be no opportunity to seek clarification on the information provided. Assessments will be moderated.

An assessment panel will score each application using the scoring matrix set out below.

Further information

If you require further information about the application process, please email EqualityandDiversity@nsta.org.uk. Please note that we can only discuss application process issues, and cannot provide advice about the content of individual applications.

Background

The equality and diversity (E&D) fund was introduced in 2014 to help increase the diversity of the school leadership workforce. It is targeted at teachers with one or more of the protected characteristics as defined in the [Equality Act 2010](#). The fund provides grant funding to schools to design and deliver leadership development projects. Based on local needs analysis, schools design activities that help to close development gaps and supports teachers from these groups gain next stage promotions.

In the past three years, over 2,000 teachers have received support through school led diversity leadership training covering eight of the nine protected characteristics.

Evidence

Teachers from certain protected groups, such as women and those from minority ethnic backgrounds are underrepresented in leadership roles compared with wider population. Although progress is being made, the latest figures from the School Workforce Census 2016 show that:

- 73% of heads in primary schools were female, compared with 85% of all teachers in primary schools.
- 39% of heads in secondary schools were female, compared with 62% of all teachers in secondary schools.

- 94% of heads in primary schools were white British, compared with 89% of all teachers in primary schools.
- 91% of heads in secondary schools were white British, compared with 84% of all teachers in secondary schools

Advice on completing the application form including evidence that you might include

Application form	
Section 1 – School delivery model and scope	
<p>2.1 How have you identified that there is a need for a programme in your area for the characteristic group or groups you are focusing on?</p>	<ul style="list-style-type: none"> • Evidence of needs analysis demonstrating that there is leadership disparity among teachers with protected characteristics in your region. • Evidence must be data-driven, for example: Current leadership profile in your region. Percentage of senior and/or middle leaders from a particular protected characteristic in your area. • This should be appropriate to the need in your area
Question	Evidence
<p>2.2. Please provide a breakdown of your overall costs.</p> <p>Please show an estimated split of set-up costs and ongoing delivery costs.</p> <p>Please detail your in-kind contributions. Explain how will you achieve value for money?</p>	<ul style="list-style-type: none"> • What the money will be used for. • Detail any in-kind costs that you will be not be asking for as part of the grant for example, paying for cover for participants. These should account for 25% of the grant. • Administration costs for running the programme should also be identified, broken down and be no more than 10% of the total grant requested. • If you will be applying for 2 years identify the costs for both years.

	<ul style="list-style-type: none"> • You should include the total cost of the programme including in-kind costs. • You should include the total amount of ED grant that you are applying for.
<p>2.3. What are your aims, objectives, expected outcomes? How will you evaluate the impact of the programme?</p>	<p>Using bullet points or similar:</p> <ul style="list-style-type: none"> • Briefly identify 2-3 key aims of the programme. (What are your overall goals?) • Briefly up to 4 key objectives of the programme. (What do you expect to achieve?) • Explain how you will measure the impact of the programme. (How will you know if the programme will be successful? This could be Head teacher and participant satisfaction surveys, promotion of candidates etc.)
<p>Question</p>	<p>Evidence</p>
<p>2.4. How will you recruit participants and retain them on the programme?</p>	<ul style="list-style-type: none"> • Explain how you will recruit participants using your regional links and network. • Explain how you will ensure participants will be retained and complete the programme. • How will you support participants during the programme? • Demonstrate your experience and track record of successfully delivering leadership programmes.

Question	Evidence
2.5. Briefly explain the structure and content of your programme?	Using bullet points: <ul style="list-style-type: none"> • How will the programme be launched? • How many days or part days will the programme run for? • Brief overview of topics covered and how the programme will work • Who will deliver the programme, who will be key note speakers? • Possible venues? • Methods of communication with participants?
2.6. What is your delivery plan including key milestones?	Detail key milestones for delivering the programme on-time including: <ul style="list-style-type: none"> • marketing the programme • deadline for applications • deadline recruitment of participants • brokering of coaches • key note speakers • programme outlines written • resources prepared • launch date and dates for face-to-face days • finish date for the programme
2.7. How will you disseminate learning, build capacity and sustainability?	Using bullet points: <ul style="list-style-type: none"> • What methods will use to share and disseminate learning with participants? • How will learning be shared with the participants' school?

Scoring matrix

Unless otherwise stated, the scoring guidelines below will be used to ensure that a consistent approach is taken to scoring applications.

Evaluators will have the scope to use their own judgement and discretion when awarding scores and they should make appropriate notes to validate all scores awarded.

Each assessor will mark each question against the following: Score	Definition
5	The response demonstrates multiple examples of specific evidence that the application meets this requirement, and furthermore demonstrates additional high value and/or impact in this area
4	The response demonstrates sufficient and specific evidence that the application meets this requirement, and furthermore demonstrates additional appropriate evidence beyond that required
3	The response demonstrates sufficient evidence that the application meets this requirement, but may be more generic rather than specific.
2	The response demonstrates some evidence, likely to be generic, that the application meets this requirement
1	The response demonstrates insufficient evidence that the application meets this requirement
0	The response does not demonstrate any evidence that the application meets this requirement. If any applicant scores "0" on any question, then the application should not be taken any further, e.g. stop scoring