



SHIPLEY COLLEGE
LIFE-CHANGING LEARNING

EQUALITY, DIVERSITY AND INCLUSION (EDI) ANNUAL REPORT

Celebrating Our Diverse Community
and Shared Success

ANNUAL REPORT | 2025/2026



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SHIPLEY COLLEGE: SHAPING THE FUTURE OF BRADFORD

ShIPLEY College is Bradford's catalyst for transformation; dedicated to delivering life-changing learning that empowers every individual, strengthens every business and builds a brighter, kinder future for Bradford City Region.

We are a learning community built on a profound culture of care and kindness. We understand our students are shaped by their pre-college lived experiences and work to understand their barriers to learning; moving quickly to enable access to learning and becoming a place of trust, therapy and advocacy around which many students anchor their life.

We work in true partnership with employers, teaching what they tell us is important now and in the future and co-deliver through masterclasses, employer-set briefs and work placement - to ensure all learning experiences are designed from the ground up with real-world application at their core.

Our dedicated, expert staff work tirelessly, not just to scaffold qualification success, but to build the person as a whole. Forging the behaviours needed to be successful in learning, life and work; such as resilience, empathy and inquisition, our colleagues are preparing students for their next steps and independence - enabling students to acquire high value cultural capital through community projects, enrichment and helping students see beyond their current horizon.

> ShIPLEY College is a safe place where students learn who they are and what they want to become. When inspired to dream big and see their place in the world, they leave us ready to make a difference.

> The College's activities are guided by the Strategic Plan, which is set, approved, and reviewed regularly by our Corporation to ensure it continues to meet the needs and shape the future.



PROVISION



Our qualification pathways from Entry Level through to Higher Education, including maths, English, digital skills and ESOL, have further enhanced our reputation for being able to provide an access point for all, and in particular, for those students with high needs, who account for nearly a quarter of our total provision for Young People.

Students can choose from a wide range of subjects delivered by highly qualified industry professionals who bring learning to life through both expertise and teaching skills. Our pathways include Childcare and Health and Social Care, including T Level qualifications, preparing individuals for roles in the NHS and local care providers in Bradford. Our teacher preparation programmes, from training Early Years Educators and Teaching Assistants to fully qualified teachers, transform one life, with the power to positively impact thousands more.

E-Sports and Business courses help prepare our students for diverse and exciting opportunities within Bradford and beyond, whilst our Floristry, Art, Design and Creative Media students progress into careers filled with colour, creativity and passion in roles ranging from marketing to fine art and textiles.

We offer an extensive Foundation Learning provision for a significant number of High Needs students, designed to prepare learners for independent adulthood with ambition at the heart of the curriculum.

Our Access to HE, PGCE, and Leisure and Lifestyle courses inspire lifelong learning, bring people together, and help build a stronger, more vibrant community.

KEY EQUALITY, DIVERSITY AND INCLUSION PRINCIPLES

ShIPLEY College is a STARS college, which means we take our role in removing barriers to learning seriously and recognise that every student's needs are different.

We provide a place of safety and sanctuary where students are supported with care, trust and advocacy. By enabling access to learning and life opportunities, we help students build resilience and craft the resources they will need to be successful in life beyond graduation.

We are committed to promoting equality, diversity, and inclusion for all students and staff, with particular regard to the nine protected characteristics outlined in the 2010 Equality Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The College staff and student body reflect a rich diversity of cultures, backgrounds, beliefs, values, and abilities. We enable inclusion and equity and celebrate our diversity to ensure every member of our community has the opportunity to thrive.

THE COLLEGE CONSIDERS ALL FORMS OF PREJUDICE AND DISCRIMINATION UNACCEPTABLE AND IS COMMITTED TO ENSURING:

- Fair treatment and equal opportunities for all.
- Teaching and learning that is inclusive, aspirational, that explores world affairs and events, and stereotypes and misconceptions through dialogue and debate that develops understanding and empathy.
- Continuous monitoring of policies, practices, and procedures to identify and eliminate prejudice and discrimination.
- Reasonable adjustments to ensure equity of opportunity.
- Enrichment opportunities for all students to enhance life experiences, opportunities, and aspirations.
- Promotional and marketing materials that are inclusive and reflect the diversity of the College and its communities.
- The identification and removal of barriers to learning or participation, particularly for students with Special Educational Needs and Disabilities (SEND), ensuring equitable access to education and college life.
- A workforce that reflects the diversity of the student body.
- Access to training and development opportunities that enhance staff skills, knowledge, and career prospects.



SUMMARY OF KEY FINDINGS FROM THE 2024/25 SELF ASSESSMENT REPORT (SAR)

A diverse and inclusive college: providing the highest quality, inspirational education and training that meets and exceeds the ambitions of individuals, businesses, and communities.



LEADERSHIP AND MANAGEMENT

Leaders and managers demonstrate a commitment to continuous improvement through accountability, course clinics, departmental reviews, performance reviews, and collaboration with Governors to address areas needing development.

They champion sustainability, influencing others through effective delivery of Sustainable Development Fund (SDF) projects and incorporating sustainability education into Personal, Social, Health and Economic education (PSHE) lessons.

They foster a culture of safeguarding and healthy relationships. Continuing Professional Development (CPD) through the Professional Learning Network, and industry updates, inspire staff engagement in training that enhances teaching quality and the student experience. Governors play a pivotal role in supporting and challenging leadership, ensuring the strategic goals of the college are met effectively.



AMBITION

Shipleigh College excels in equipping students with the skills demanded by employers through innovative, collaborative curriculum design and direct engagement with the workforce.

The college fosters a culture of professionalism, inclusion, and ambition, providing tailored support and high quality teaching by industry experts to help all students, including those with additional needs, succeed.

Enrichment activities, work placements, and social initiatives enhance students' employability, resilience and community engagement. As a regional leader in health training, the college drives innovative partnerships and leverages technology to pioneer modern, transformative education in healthcare and beyond.



STUDENT BEHAVIOUR AND ATTITUDE

Students demonstrate exemplary behaviours that foster a safe and respectful environment, contributing to a calm and positive atmosphere while practising skills relevant to learning and the workplace. Their consistently high-quality work earns external recognition, boosting confidence, resilience, and pride. Students are deeply invested in their college, taking ownership of and actively enhancing the overall college experience.

CO-DESIGNED CURRICULUM

Leaders and managers at the College work in close partnership with employers to co-design curricula that respond to regional industry needs and equip students with essential knowledge, skills, and behaviours. Employers help shape what we teach, because their business is our business.

As a key community institution, the college partners with civic and charitable groups to provide inclusive, transformative learning opportunities for underrepresented and under-resourced individuals, fostering access to work and further education.

With a strong emphasis on safety and high aspirations for all students, including those with High Needs (HN) and Special Educational Needs and Disabilities (SEND), the College delivers inclusive programmes that promote independence and confidence. We adopt a graduated approach to support, encouraging students to make decisions, take appropriate risks, and learn from mistakes within a safe and supportive environment.

Teachers excel in creating opportunities for students to develop employability, citizenship, and leadership skills, enhancing community cohesion and readiness for the modern workplace.



INNOVATIVE TEACHING, INDUSTRY COLLABORATION AND CONTINUOUS TEACHER DEVELOPMENT

The implementation focuses on delivering high-quality, innovative teaching and learning activities (TLA) that inspire curiosity and drive exceptional student achievement. Teachers leverage their understanding of students' knowledge and abilities to set ambitious targets, provide constructive feedback, and create tailored learning plans for rapid and sustained progress.

Through ongoing industry engagement and professional upskilling, teachers ensure students develop the knowledge and skills demanded by today's and tomorrow's employers. Employer co-delivery further enriches learning by connecting students with industry experts and real-world projects, strengthening practical skill development and workplace readiness.

Leaders, managers, and teachers ensure inclusive opportunities for High Needs students, with a strong focus on developing independence, confidence, integration, and work-ready skills. Teachers assess learning effectively and provide high-quality feedback to support skill development and progression. Additional learning support is tailored to individual needs, helping students overcome barriers to learning. Foundation Learning students benefit from well-planned work experience that strengthens their skills in real-world settings. High Needs students also take part in social action projects that foster active citizenship and community engagement.



STUDENT ACHIEVEMENT

The college demonstrates strong achievement among 16-18 students, with the vast majority successfully completing qualifications and progressing to positive destinations.

Staff employ effective strategies to support students' motivation, ensuring they remain engaged and achieve success. Managers and staff adeptly assess students' skills, including those with disabilities or challenges, to tailor individual programs that drive achievement and access to quality opportunities.

In addition, the delivery of Future Leaders and PSHE equips students with essential life and work skills, supporting their safety, employability, and readiness for employment. All students benefit from meaningful engagement with employers, ranging from employer-set briefs and projects to masterclasses, work placements, and simulated work activities that prepare them over time for independent working.



PERSONAL DEVELOPMENT

Shipley College places a strong emphasis on personal development, ensuring students attend regularly and benefit from targeted interventions that cultivate essential employability skills.

As an anchor institution within our community, we recognise that our role requires courage. While attendance, retention, and achievement data could be protected through a selective approach to who and where we teach, our mission is different. We are committed to reaching learners whose voices are seldom heard, those not yet ready to travel beyond their immediate community, and those facing complex mental or physical health challenges. Fulfilling this mission requires us to take risks and act boldly in our endeavours.

The curriculum goes beyond vocational training to foster empathy, tolerance, and respect, and to equip students with the knowledge and skills to stay safe from risks such as radicalisation, extremism, Child Sexual Exploitation, and County Lines.

Personalised Careers Education, Information, Advice, and Guidance (CEIAG) prepares students effectively for future opportunities, enabling them to realise their potential. Students confidently engage with Fundamental British Values (FBV) and demonstrate a strong understanding of Equality, Diversity, and Inclusion (EDI), equipping them for life in modern Britain.



EDI ACHIEVEMENTS: CELEBRATING STUDENT ACHIEVEMENT, SUCCESS AND PROGRESS

ACHIEVEMENT BY OVERALL DATA

Overall, 16-18 students maintained their positive performance and were above the benchmark.

The College is committed to supporting the most under-resourced members of our community, whether they are taking their first steps from school or returning to learning after a break. We aim to create social value by promoting happiness, mental well-being, and active citizenship.

As a STARs college, a college of kindness, we place empathy, respect, and positive behaviour at the heart of everything we do, recognising them as essential for both personal growth and professional success. Students are consistently praised for their conduct, and we embed these values into every aspect of education.

In pursuing our mission of life-changing learning, many students embrace new experiences and seize opportunities to apply their knowledge, skills, and behaviours in both life and work.

At Shipley College, the integration of Employer Set Briefs and Cultural Capital replaces traditional assignments, where possible, with practical, industry-led experiences. This approach ensures that students develop professional behaviours alongside in-demand technical skills, moving away from abstract classroom tasks towards work with real-world impact.

The collaboration between Care Dynamics and the Health and Social Care and Creative Media departments centred on a live digital rebranding project. Students were tasked with producing training materials and social media content that adhered to strict ethical and regulatory standards. This brief challenged learners to balance creative output with the professional sensitivity required when representing services for vulnerable users. It offered a practical lesson in professional integrity and accountability, ensuring their work met the standards of a regulated industry.

For Foundation Learning students, the focus on Cultural Capital is centred on independence and civic participation. Through the try the Train programme with Northern Rail, students were tasked with navigating the regional transport network. This required them to manage travel logistics, follow complex public instructions, and maintain appropriate conduct in busy public spaces. These activities are designed to develop the self-reliance and decision-making skills essential for adult life, helping students transition from a supported college environment to greater agency within their local community.

These combined experiences ensure that students leave with more than a qualification. By placing employer requirements and community engagement at the centre of the curriculum, the college provides a structured transition into the workplace. Students gain the confidence and resilience required to meet professional expectations, evidenced by the 90% of Level 3 students who successfully progress to higher education, apprenticeships, or employment.

ACHIEVEMENT BY GENDER

In summary, males slightly outperformed females in 16-18 Education and Training, with male achievement rates above both the provider group and national averages. Female students achievement continues to improve year on year.

In 19+ Education and Training, females represent approximately three times the volume of males, with performance consistent with last year. While this outcome falls below expectations, it is understandable in light of our focus on being courageous in engaging the community through ESOL, English, and maths provision - programmes that inherently carry greater risk than college-based technical courses.

In apprenticeships, females typically outperform males, reflecting the nature of apprenticeships, which often attract a higher proportion of male learners in areas such as Horticulture Operative.

Shipley College is dedicated to promoting equality and tackling poverty by ensuring female students have access to free sanitary products. These are available in all college toilets, and the Red Box Project provides tampons, pads, underwear, and spare clothing to students in need. Additionally, students can take home period products during half-term breaks, ensuring they are supported at home. The college also promotes sustainable period products such as menstrual cups and reusable pads. To raise awareness, the college has hosted stalls and drop-in sessions, and students created posters to educate peers on period poverty.

EDUCATION AND TRAINING ACHIEVEMENT BY ETHNICITY

In 16-18 Education and Training, the majority of students performed in line with or above their national peers. However, too few White students achieved their qualifications compared with our second largest statistically significant group, which is Asian.

CELEBRATING EQUALITY, DIVERSITY AND INCLUSION

Throughout the academic year, the College has delivered a wide range of activities and events recognising individual and collective achievements while celebrating the cultural and social diversity of the college community. These initiatives are central to promoting success, inspiring students to recognise their potential, and creating opportunities for individuals to feel valued and important within the college community. They also play a key role in promoting a strong sense of belonging, raising awareness, and creating an inclusive environment in which all students feel respected, supported, and able to thrive. Examples of these activities are outlined below.

COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY

Students participated in a range of community-focused initiatives that strengthened their sense of social responsibility while building meaningful connections with local communities.

- Students volunteered at a local community venue providing warmth and food to individuals in need, developing empathy, social awareness and a deeper understanding of community responsibility.
- Learners prepared and delivered meals for vulnerable members of the community through Welcome Space, with some students supporting families in a crèche setting, strengthening teamwork, cooking and time management skills.
- Our vulnerable students visited a local Nursing Home, engaging residents through creative activities, music and conversation. These visits helped develop students' confidence, communication skills and interest in careers in elderly care.
- Students participated in the Big Hog-Friendly Litter Pick Challenge, where Shipley College achieved first place in the college category for collecting the most litter. The activity promoted environmental stewardship and supported the UN Sustainable Development Goals for sustainable communities and biodiversity.
- Horticulture apprentices completed a voluntary project focused on restoring clay tennis courts at Beckfoot, contributing to community wellbeing and increasing access to sporting facilities.
- Students supported local cultural events, including the Saltaire Advent Event and offered tours about local history and heritage.

CULTURAL AWARENESS, DIVERSITY AND INCLUSION

The college delivered a wide range of activities celebrating cultural diversity and promoting inclusion, enabling students to engage with different perspectives and experiences.

- The college hosted its annual Pride celebration during LGBTQIA+ and History Month, transforming the Exhibition Hall into a vibrant festival space celebrating diversity, inclusion and student success. The event involved external partners including MESMAC, Locala, Equity Partnership and TransLeeds alongside student-led activities such as a Pride Wall, exhibitions and creative competitions.
- Students designed Pride-themed T-shirts to celebrate diversity, inclusion and self-expression, with learners achieving Silver and Bronze awards while developing creative planning and project management skills.
- Students across courses contributed to the planning and delivery of the annual Shipley College Culture Event at Victoria Hall, which brought together students, staff and partner organisations to celebrate cultural diversity through music, dance, food and artistic performances. Students from the Next Steps Employability group organised all the food from a range of countries, encouraging greater appreciation of global cultures and traditions.
- Travel and Tourism students visited the Peace Museum to explore the history of peace movements, social reform and global cooperation, broadening their understanding of social justice and international perspectives.
- The College hosted its annual Iftar meal, welcoming students, their families, and staff for a special evening to break the fast during Ramadan. Now in its fourth consecutive year, the event continues to

grow in both size and significance, becoming one of the most special occasions in the College calendar. It is always a joy to see students take such pride in the celebration, with many bringing family members to share in the experience and the sense of community the evening represents. As in previous years, those attending expressed their gratitude to the catering team for their hard work in preparing the meal and for helping to make the Iftar evening such a memorable and enjoyable event for all.

PERSONAL DEVELOPMENT, CONFIDENCE AND WELLBEING

Many initiatives focused on developing confidence, resilience and wellbeing while encouraging students to recognise their potential and strengths.

- Students participated in the Duke of Edinburgh Bronze Award, building resilience, teamwork and self-awareness through volunteering, physical activity and expedition challenges.
- Entry Level learners completed a John Muir Expedition, developing independence and navigation skills while building confidence through outdoor learning experiences.
- The Shipley College Ability Counts football team represented both the college and the Yorkshire and Humber region at the National Championships, demonstrating resilience, teamwork and determination throughout the tournament.
- Vulnerable students were treated to a special visit from local artist Rachel Errington, a specialist in art therapy and enhancing wellbeing. In what proved to be an incredibly therapeutic session, Rachel helped the group create their own tote bags using both freestyle and mandala art.
- British Red Cross workshops supported learners in developing life skills, including first aid, resilience and empathy, alongside understanding the experiences of others through topics such as migration and humanitarian support.

EMPLOYABILITY, PROGRESSION AND INDUSTRY ENGAGEMENT

Students engaged with employers, industry partners and higher education providers to develop professional skills and explore future career pathways.

- Shipley College hosted the Apprenticeships Unlocked Event at Victoria Hall in partnership with Bradford College, Keighley College and SkillsHouse, connecting employers with prospective apprentices across the Bradford district and showcasing opportunities across a range of sectors and skill levels.
- Through the 'Try the Train programme' delivered by Northern Rail, learners gained practical travel experience and confidence in using public transport independently.
- Business students attended Network Rail's International Women's Day events, participating in masterclasses focused on equality, leadership and professional communication.
- Creative Media and Games Design students attended the BBC Young Reporters Festival at the University of Bradford during Industry Skills Week, taking part in workshops with industry professionals and exploring careers in journalism, broadcasting and digital media.
- Esports students visited Sheffield Hallam University for an Esports taster day, including shout-casting workshops, video editing sessions and discussions with current university students.
- Games Design and Art & Design students attended the UCAS Discovery Event at Leeds Beckett University, engaging with over 100 universities and exploring progression routes into higher education and creative industries.
- T Level Health and Education students met with regional council leaders during a City Region Board visit, sharing their placement experiences and strengthening their confidence in professional communication.
- Students participated in the Young Ambassador programme at Bradford Museums, supporting public events and engaging younger audiences in history and art.

SUSTAINABILITY AND ENVIRONMENTAL AWARENESS

Environmental responsibility and sustainability are embedded in several enrichment activities, encouraging students to consider their role in protecting the planet.

- T Level Art students delivered a Fashion Fiesta in partnership with Shoo Media, highlighting the environmental impact of fast fashion and promoting sustainable design practices.
- Childcare students visited Parliament to present their ideas on improving sustainability practices and developed a sustainability pledge to encourage positive environmental action.
- Students participated in the House of Lords Environment and Climate Change Committee Youth Engagement Conference, where they delivered a presentation on how the college and its learners are addressing environmental sustainability.

RECOGNITION OF STUDENT ACHIEVEMENT

The college celebrates and recognises exceptional student achievement, reinforcing a culture of aspiration and excellence.

- Shipley College celebrated the success of NCFE Learner of the Year winner Isabelle, who received the national award in recognition of her outstanding commitment to Health and Social Care and the completion of over 115 hours of work placement.



Shipley College's culture day

LEADERSHIP, VOICE AND STUDENT-LED INITIATIVES

Students were given meaningful opportunities to contribute to decision-making, represent the college and take ownership of projects that influence their communities.

- Shipley College hosted our 5th regional Equality, Diversity and Inclusion (EDI) Summit at Victoria Hall, bringing together over sixty students and staff from local colleges. Learners shared how EDI principles are embedded across campuses and engaged with external speakers from organisations including MESMAC and City of Sanctuary. Students across several programmes attended the summit, strengthening their understanding of and developing their confidence in discussing equality issues with peers and professionals.
- Esports students organised and delivered a live charity streaming event, selecting causes that were personally meaningful while developing project management and technical broadcasting skills.
- Performing Arts students took full ownership of a major production, managing the process from planning to performance and developing independence, teamwork and creative leadership.



Student at Shipley College's annual Iftar 2026

NATIONAL LEARNER OF THE YEAR





STUDENT MENTAL HEALTH, WELLBEING AND SAFEGUARDING SUPPORT

EXPANSION OF STUDENT WELLBEING SUPPORT

The Student Experience Team expanded its provision by recruiting an additional member of staff as a Student Wellbeing Coach. This role was created to work alongside the existing Wellbeing Team to further support student wellbeing and mental health. The Wellbeing Coach has supported students to build resilience, manage personal challenges, remain engaged in their learning, and ultimately achieve successful outcomes, including progression into employment, higher education, or independent adulthood. In addition, the Wellbeing Coach has led the promotion of cross-college wellbeing and inclusion activities, helping to foster a culture of kindness, positive mental health, and wellbeing across the college community.

SUMMARY OF WELLBEING AND SAFEGUARDING SUPPORT OFFERED

During the 2024/25 academic year, the Student Experience Wellbeing Team supported 241 students, representing a 45% increase compared with the previous academic year. Of these students, 129 self-identified mental health as a concern, which is a 13% increase from the previous year.

The Wellbeing Team works closely with a range of external agencies to ensure students receive appropriate and coordinated support. During the year, 45 students accessed additional support from external services, including Children's Social Services, the Leaving Care Team, the Early Help and Intervention Team, Child and Adolescent Mental Health Services (CAMHS), Cellar Trust, and Talking Therapies.

The College also maintains long-standing partnerships with the Youth Service, Locala and Hale, who regularly deliver workshops and on-site drop-in sessions at Shipleigh College, strengthening the support available to students and ensuring a coordinated approach to wellbeing.

The College also has staff trained in Mental Health First Aid to support students experiencing mental health difficulties and to provide an immediate response where needed.

Students supported by the Student Experience Wellbeing Team were represented across all full-time departments, as well as learners from part-time and apprenticeship programmes. Support was distributed across departments in proportions broadly reflecting departmental size.

Of the 241 students supported by the Wellbeing Team, 88% successfully completed their course. This is a significant outcome, as many of these students faced personal challenges that could otherwise have impacted their ability to remain on their course.

We understand that many employers are struggling to recruit people with the skills they need for now and that they have concerns about meeting future skills needs. We recognise that the College has a unique role to play in supporting our employers to map out their future skills needs and provide training that will develop talent in the region, for the region and enable our businesses to grow and prosper.

EMPLOYEE EDI MONITORING – ANNUAL REVIEW

WORKFORCE PROFILE BY GENDER

ShIPLEY College has a high proportion of female staff (71%). Over half of all roles are part-time, a pattern traditionally more popular with females than males. Part-time roles exist across the organisation and at a variety of levels, including management positions.

Six per cent of College positions fall within the management spine, with a gender split of 61% female and 39% male. The Senior Post Holder (SPH) team is a small group of higher-paid individuals (4). As of March 2025, the SPH team had an equal gender split of 50% male and 50% female. The College's highest-paid individual (the Principal) is female.

WORKFORCE PROFILE BY ETHNICITY

The majority of ShIPLEY College employees identify as White British (72.3%), a slight increase from the previous year. It is noted, however, that there has been a decrease in staff who prefer not to state their ethnicity. In comparison, 61.1% of the Bradford district population identifies as White British. The district also has the second-largest proportion of people of Pakistani ethnic origin in England (25.5%), with those identifying as Asian/Asian British making up 31.1% of the population (Bradford.gov.uk, Census 2021; data unchanged as of March 2026). This is mirrored in College employment statistics, with Asian/Asian British staff forming the second-largest ethnic group at 13.8%.

WORKFORCE PROFILE BY DISABILITY

The Equality Act (2010) defines disability as “a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities,” with “long term” defined as lasting over 12 months (GOV.UK).

As of September 2025, ShIPLEY College has recorded the highest level of disability disclosures in the last 10 years (10%), representing significant progress. We will continue to work with all staff to ensure they feel supported in disclosing their disability status, while recognising that disclosure cannot be forced.

WORKFORCE PROFILE BY AGE

The age band with the largest proportion of the workforce remains 50–59 years. This reflects, more generally, for the FE Sector. While the 50–59 age group remains the largest, the workforce at ShIPLEY College has grown among staff aged 20 to 49 compared with the previous year. This suggests a slightly younger demographic overall, with the average age across all staff at 45.



RECRUITMENT

ShIPLEY College is a community-based employer at the heart of Bradford, a city characterised by its diverse culture, world-class talent and history. Bradford has a diverse population, encompassing multiple ethnicities, backgrounds, and talents, enabling the College to recruit from a broad and skilled local talent pool.

In the last academic year (1 September 2024 to 31 August 2025), the College recruited 128 individuals. Of these, 45 (35%) were from non-White British backgrounds, and 19 (15%) declared a disability.

The College's workforce comprises 29% male and 71% female staff. This profile largely reflects the higher proportion of females in part-time roles, including administration, learning support, part-time lecturer (PTL), and assessor positions, and more generally mirrors the pattern seen across Further Education colleges.

STAFF WELLBEING

Significant time, resources, and attention have been dedicated to staff wellbeing throughout the year, with a wide range of initiatives designed to support physical, mental, and emotional health. These include regular wellbeing check-ins, access to counselling and support services, volunteering days, and specialist groups such as carers, bereavement, and menopause support. The People and Culture team also oversees a Wellbeing Council (forum) and conducts regular wellbeing surveys to identify emerging issues and shape future provision.

In addition, staff have participated in a variety of wellbeing activities during Quality Improvement (QI) Days, providing valuable opportunities to connect with colleagues across the wider College community and foster a stronger sense of belonging.

Report compiled by Head of Student Experience



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