



**Equality Objectives & Action Plan
2026-29**

Objective 1: Increase the representation of male support staff across Soke Education Trust

Rationale

Analysis of our pay and recruitment data has shown that the support staff roles across our trust, such as teaching assistants, administrative staff, and site staff, are predominantly occupied by women. To provide a diverse and representative workforce that reflects the communities we serve, we aim to actively encourage more men to apply for and take up these roles.

Actions

Action	Person Responsible	Resources Needed	Time frame	Success Criteria
Review job descriptions and advertisements to ensure they are gender-neutral and appeal to a diverse pool of applicants	HR Officers	Time to review and update job descriptions and advertisements	3 months	Job descriptions and advertisements are reviewed and updated to be gender-neutral
Develop and implement a targeted recruitment campaign to attract more male applicants for support staff roles	HR Officers, Marketing Team	Budget for advertising, promotional materials, and outreach activities	6 months	Increase in the number of male applicants for support staff roles by 20%
Provide training and support for male staff in support roles to help them feel valued and supported in their roles	HR Officers, Headteachers	Training budget, time for staff development activities	Ongoing	Positive feedback from male support staff on their experience and sense of belonging

Child-Friendly Objective

We want to have more men working in our schools to help with things like teaching, office work, and looking after the school building. We want everyone to feel welcome and included in our schools.

Objective 2: Reduce the attainment gap between disadvantaged and non-disadvantaged pupils across Soke Education Trust

Rationale

Our school data shows that there is an attainment gap between disadvantaged pupils (those eligible for pupil premium funding) and their non-disadvantaged peers, particularly in English and maths. We are committed to providing an inclusive and equitable education for all our pupils, and we aim to take targeted actions to address this gap.

Actions

Action	Person Responsible	Resources Needed	Time frame	Success Criteria
Conduct a detailed analysis of pupil performance data to identify the specific areas and year groups where the attainment gap is most pronounced	Director of Education, Headteachers	Time for data analysis, access to performance data	3 months	Detailed analysis of attainment gap completed and shared with school leaders
Develop and implement tailored intervention programmes to support disadvantaged pupils in the identified areas of need	Headteachers, SENCOs, Pupil Premium Leads	Funding for additional staff, resources, and training	6 months	Reduction in the attainment gap between disadvantaged and non-disadvantaged pupils by 10%
Provide additional training and support for teachers to help them better understand and meet the needs of disadvantaged pupils	Director of Education, CPD Lead	Training budget, time for staff development activities	Ongoing	Positive feedback from teachers on their confidence and ability to support disadvantaged pupils

Child-Friendly Objective

We want to help all the children in our schools do their best, especially those who might need a bit more support. We will work hard to make sure everyone can learn and achieve, no matter what their background is.

Objective 3: Foster greater understanding and appreciation of diversity within the Soke Education Trust community

Rationale

Our schools serve communities with diverse backgrounds, cultures, and beliefs. We believe it is important to celebrate this diversity and promote understanding and respect between all members of our community, including pupils, staff, and families. By fostering good relations across all protected characteristics, we can create a more inclusive and welcoming environment for everyone.

Actions

Action	Person Responsible	Resources Needed	Time frame	Success Criteria
Develop and implement a programme of assemblies, workshops, and curriculum content that celebrates diversity and promotes understanding of different cultures, religions, and protected characteristics	Headteachers, PSHE Lead, RE Lead	Time for planning and delivery, resources for activities	Ongoing	Positive feedback from pupils, staff, and families on the diversity-focused activities
Establish a Diversity and Inclusion Council, with representation from pupils, staff, and families, to advise on and support the implementation of initiatives that foster good relations	Director of Education, Headteachers	Time for meetings, budget for any	6 months	Diversity and Inclusion Council established and actively engaged in supporting diversity initiatives

Action	Person Responsible	Resources Needed	Time frame	Success Criteria
Provide training and support for all staff on diversity, inclusion, and promoting positive relationships between people with different protected characteristics	HR Officers, CPD Lead	initiatives or resources Training budget, time for staff development activities	Ongoing	Positive feedback from staff on their confidence and ability to promote diversity and inclusion

Child-Friendly Objective

We want everyone in our schools to feel welcome and respected, no matter who they are or where they come from. We will celebrate the different cultures, religions, and backgrounds of all the people in our school community, and help everyone to understand and appreciate each other.

Impact Statement

By successfully implementing these equality objectives, Soke Education Trust will be better equipped to create a more diverse, inclusive, and equitable environment for all members of our school community. We will have a more representative workforce that reflects the communities we serve, a reduced attainment gap for disadvantaged pupils, and a greater understanding and appreciation of diversity among our pupils, staff, and families.

These objectives will contribute to our overall goal of providing high-quality, aspirational, and inclusive education, and support our vision of making a difference together every day. By fostering a culture of respect, understanding, and belonging, we can empower the leaders of tomorrow and ensure that everyone in our schools has the opportunity to thrive.