

# Social Mobility Employer Index 2024

---

Index questionnaire

S\_CIAL  
MOBILITY  
F\_UNDATION®

EMPLOYER  
INDEX  
—2024

<b>Organisation information</b> .....	<b>3</b>
<b>Section 1: Schools outreach and work with young people</b> .....	<b>10</b>
<b>Section 2: Attraction and University outreach</b> .....	<b>32</b>
<b>Section 3: Recruitment and selection</b> .....	<b>44</b>
<b>Section 4: Routes into the employer</b> .....	<b>59</b>
<b>Section 5: Data collection</b> .....	<b>75</b>
<b>Section 6: Pay, progression and retention</b> .....	<b>85</b>
<b>Section 7: Culture and internal advocacy</b> .....	<b>98</b>
<b>Section 8: External advocacy</b> .....	<b>106</b>

Please note that this document is only for reference – all Index submissions must be submitted through the online portal.

**Your name: \*** **Dionne Corradine**

---

**Job title: \*** Chief Strategy Officer

---

**Email address: \*** cspt.edi@cityoflondon.gov.uk

---

**Telephone number \*** 02076063030 Click or tap here to enter text.

---

**Organisation: \*** City of London Corporation

---



**We are aware that there is a £1200 +VAT charge to enter the 2024 Employer Index**

---

# Organisation information

## 1. What is your organisation's address?

Guildhall, PO Box 270 London, EC2P 2EJ

**[This contact will only be used if your organisation is eligible to pay the entrant fee and is paying via invoice]**

## 2a. What is the name of your finance contact?

Niki Jago/ Mark Jarvis

**[This contact will only be used if your organisation is eligible to pay the entrant fee and is paying via invoice]**

## 2b. What is the email address of your finance contact?

CityProc.AP@cityoflondon.gov.uk

**[To enable us to share the advocacy pack and collect your logo please share:]**

## 2c. Name of your communications contact

Ryan Jones

**[To enable us to share the advocacy pack and collect your logo please share:]**

## 2d. Email address of your communications contact

Ryan.Jones@cityoflondon.gov.uk

## 3a. Is your organisation in the:

- Private sector
- Public sector
- Third sector, including charities, social enterprises, and not-for-profit organisations

**[If 3a = 'Private sector']**

## 3b. Please select the main sector your organisations:

- |  |   |
|--|---|
| <input type="checkbox"/> Arts and entertainment          | <input type="checkbox"/> Management consultancy |
| <input type="checkbox"/> Automotive                      | <input type="checkbox"/> Marketing              |
| <input type="checkbox"/> Banking, financial services and | <input type="checkbox"/> Media                  |
| <input type="checkbox"/> Broadcasting                    | <input type="checkbox"/> Pharmaceuticals        |
| <input type="checkbox"/> Construction                    | <input type="checkbox"/> Product design         |

<input type="checkbox"/> Energy, water or utility	<input type="checkbox"/> Professional services
<input type="checkbox"/> Engineering or industrial	<input type="checkbox"/> Public relations and communications
<input type="checkbox"/> Facilities management	<input type="checkbox"/> Publishing
<input type="checkbox"/> Fast-moving consumer goods	<input type="checkbox"/> Real Estate
<input type="checkbox"/> Gaming	<input type="checkbox"/> Retail
<input type="checkbox"/> Hospitality	<input type="checkbox"/> Recruitment
<input type="checkbox"/> Housing	<input type="checkbox"/> Social and market research
<input type="checkbox"/> Law	<input type="checkbox"/> Technology, software and computer
<input type="checkbox"/> Leisure, tourism and sport	<input type="checkbox"/> Telecommunications
<input type="checkbox"/> Life Sciences	<input type="checkbox"/> Transport and logistics
<input type="checkbox"/> Other, please specify	Click or tap here to enter text.

**[If 3a = 'Public sector']**

### 3c. What type of public sector organisation is it?

<input type="checkbox"/> Central government
<input checked="" type="checkbox"/> Local government
<input type="checkbox"/> A health authority or NHS trust
<input checked="" type="checkbox"/> Other - please specify in comments box below

### 4. Total number of UK employees:

4340

### 5. Please confirm if you are submitting data for:

<input checked="" type="checkbox"/> The whole UK workforce	
<input type="checkbox"/> A section of the UK workforce (please give details):	Click or tap here to enter text.

### 6. Please indicate below which regions and or nations of the UK your organisation has offices in:

(Please click all that apply)

<input checked="" type="checkbox"/> East of England	<input checked="" type="checkbox"/> South East
---	--

<input type="checkbox"/> East Midlands	<input type="checkbox"/> South West
<input checked="" type="checkbox"/> London	<input type="checkbox"/> Yorkshire and the Humber
<input type="checkbox"/> North East	<input type="checkbox"/> Wales
<input type="checkbox"/> North West	<input type="checkbox"/> West Midlands
<input type="checkbox"/> Northern Ireland	<input type="checkbox"/> No Central Office
<input type="checkbox"/> Scotland	

**7a. Do you have workforce based outside the UK?**

Yes       No

**[If 7a = 'Yes']**

**7b. If yes, which of the following best describes your organisation**

- We already collect data on some or all of our workforce outside of the UK
- We are considering how we might collect data from our workforce outside of the UK
- We are not considering how data might be collected from this population

**8. Employers are required to use a 12-month reporting period for the data submitted to the Index - please indicate below which you are using:**

- Calendar year (Jan 2023 - Dec 2023)
- Academic year (Sept 2022 - Aug 2023)
- Financial year (please specify dates): 01/04/2023-31/03/2024.

**9. Does your organisation want to submit to the Employer Index anonymously?**

Once you have received your ranking in the Index, we will contact you to confirm if you wish to remain anonymous or not.

Yes       No

**10a. Has your organisation submitted to the Employer Index previously?**

Yes       No

**[If 10a = 'Yes']**

**10b. Please select all years that apply:**

<input checked="" type="checkbox"/> 2023	<input checked="" type="checkbox"/> 2019
<input checked="" type="checkbox"/> 2022	<input checked="" type="checkbox"/> 2018
<input checked="" type="checkbox"/> 2021	<input checked="" type="checkbox"/> 2017
<input checked="" type="checkbox"/> 2020	

**[If 10b 2023 = 'Yes']**

**11. If you entered the Index in 2023, please provide a short summary of any changes you have made to your practices because of the advice we provided in your feedback report. (300 words)**

We launched a new Corporate Plan 2024-29 and Equality Objectives in April. The latter makes a firm public commitment to socio-economic diversity as a specific objective.

Our People Strategy 2024 – 2029 publication followed. Together, these commitments set a more robust framework to embed organisational outcomes and an inclusive and diverse culture, and articulate our focus on socio-economic diversity and intersectionality with our external communities and with our own staff.

Our Social Mobility Network launched this year, representing and advocating for colleagues from less privileged backgrounds. Members lead the way in their vocal and passionate advocacy of socio-economic diversity and attention to EEDI including all elements of intersectionality.

Our Members lead the way in their vocal and passionate advocacy of socio-economic diversity and attention to EEDI including all elements of intersectionality.

Socio-economic diversity is a priority for City Corporation. We want all our work in this area to have impact. In our ambition to truly be a world-class organisation, we are seeking reality, not rhetoric. We are still early on this journey in many respects, and we have made radical adjustments to our entire organisational approach. Our 2023 results provided helpful feedback to highlight the significance of this work we have begun.

We have developed a much more collaborative corporate approach to EEDI, exemplified by the writing of this submission where we sought input from colleagues across the organisation. Our EEDI team is restructuring including recruiting an Equalities Director responsible for progressing and reporting on our activities. Our recently appointed permanent Chief People Officer has enhanced our People and HR team to better support our organisational commitment to EEDI.

We look forward to using the process of this submission to continue to prioritise and hold ourselves accountable in the work we have begun.

## 12. How did your organisation first hear about the Employer Index.

(Please click all that apply)

<input checked="" type="checkbox"/>	Through your organisation's work with the Social Mobility Foundation on one of our student Programmes
<input type="checkbox"/>	Through direct contact from a Social Mobility Foundation employee (not related to your organisation's work on one of our Programmes)
<input type="checkbox"/>	Through your organisation's engagement with our advocacy and campaigning work
<input type="checkbox"/>	Via the Social Mobility Foundation's social media
<input type="checkbox"/>	From another employer who had previously submitted to the Social Mobility Employer Index
<input type="checkbox"/>	Through a trade association, please state which:
<input type="checkbox"/>	Through a professional body: please state which:
<input type="checkbox"/>	Through a diversity & inclusion consultancy, please state which:
<input type="checkbox"/>	Through a regulatory body, please state which:
<input type="checkbox"/>	At a webinar or event, please state which:
<input checked="" type="checkbox"/>	Your organisation's own research
<input type="checkbox"/>	Somewhere else, please write in:
<input type="checkbox"/>	Don't know

## 13. Why did you decide to enter the Index in 2024?

(Tick all that apply)

<input checked="" type="checkbox"/>	To help meet our diversity goals
<input checked="" type="checkbox"/>	The feedback helps to improve our organisation
<input type="checkbox"/>	We use our ranking in our publicity
<input type="checkbox"/>	We use our ranking to win business or contracts
<input checked="" type="checkbox"/>	Other: Commitment to socio-economic diversity is a core corporate objective in its own right; this will help us improve what we do



**14. Are there ways in which you operate as an employer that feel distinct, and which are helpful for us to understand as we consider the information you have shared? This might include, for example, organisational ownership (in the private sector), leadership structures, recent mergers/acquisitions, information about the clients or communities that you serve.**

City Corporation looks after the City of London ('the City' or 'Square Mile') on behalf of all who live, study, work, and visit; providing modern, efficient, and high-quality local services and policing for all.

We have a long history, a unique constitution, our own Lord Mayor, and a dedicated police service keeping the City safe.

Our independent and non-partisan political voice of 125 elected Members, Aldermen and Alderwomen and convening power enables us to promote the interests of people and organisations across London and the UK, and play a valued role on the world stage.

We aim to support our communities through responsible business, charitable giving, improving the capital's air quality, providing education and skills for young people, and delivering affordable housing across London.

The City Corporation provides residents, students, businesses, workers and tourists with a variety of essential day-to-day services. We have a number of very different departments that provide a wide range of services, from libraries and open spaces, through to schools and cultural institutions, alongside our own business support departments.

We protect and conserve 19 major green spaces in London and South East England – including Hampstead Heath and Epping Forest – and approximately 180 smaller ones in the Square Mile. They include important wildlife habitats, sites of scientific interest and national nature reserves. They are protected from being built on by special legislation.

We are the port health authority for London, the largest port health authority in the UK. We protect public health by preventing infectious disease, ensuring water quality, making vessel inspections, and enforcing environmental controls.

Further members of the City Corporation family are world leading institutions such as the Barbican Centre, City Bridge Foundation, City of London Police, City of London Freeman's school, City of London school for girls, City of London school, Guildhall School of Music and Drama, the Old Bailey, and the London Metropolitan Archives.

The City Corporation provides local government services for our 8,600 residents (Census 2021) and 614,500 City workers (Office for National Statistics 2022) based in the Square Mile. To be truly representative of its population, businesses and other organisations registered in the Square Mile are entitled to nominate voters to City elections so that, alongside registered residents, they can have a say on the way the City Corporation is run.

City of London Corporation is closely linked to the livery companies. All livery companies come under an element of control by the City of London's Court of Aldermen and play a role in electing the Lord Mayor.

The livery companies and the City of London share common goals and since the earliest beginnings of the City have both been strong and active in its support. The livery companies are integral to the City's governance: each year liverymen elect the Sheriffs of the City of London, endorse the election of the Lord Mayor and play a prominent part in major events.

# Section 1:

## Schools outreach and work with young people

Please note, when we refer to schools in this section, this also includes colleges.

Please indicate if your organisation will be submitting answers to Section 1: Schools outreach and work with young people

- Yes - we will be submitting answers to Section 1: Schools outreach and work with young people.
- 
- No - we will not be submitting answers to Section 1: Schools outreach and work with young people.
- 

If no, please state the reason why you are not submitting answers to this section:  
(150 words)

[Click or tap here to enter text.](#)

**For the 2024 reporting period:**

**1a. In which of these nations do you conduct outreach with young people (ages 11-18)?**

- England
- 
- Scotland
- 
- Wales
- 
- Northern Ireland
- 

**1b. Which activities did you carry out? Were these activities in person, virtual or a combination of both?**

	In person	Virtual	Both	We did not carry out this activity
School visits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Work experience</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other- please specify</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Detail of Schools outreach [editorial note: this section may need to be added to the very end depending on the online form]**

### **London Careers Festival (LCF)**

LCF 2023 (26 June - 7 July 2023) attracted over 12,000 young people across London (and beyond) and engaged primary, secondary and post-16 pupils across London in work related and skills development activities online and in-person. It included:

- Employer-led webinars and workshops exploring specific job roles, organisations and industries  
Webinars and workshops exploring different career access pathways;
- Workshops exploring entrepreneurship and entrepreneurial skills;
- Virtual and in-person talks from employers;
- Online and in-person skills building workshops and Q&As with experts and professionals.

Across the festival, the LCF team worked with a total of 77 businesses, arts organisations, training providers and Livery companies.

Data from 246 participants across LCF 2023 in-person delivery suggest that the majority of LCF 2023 participants found the experience highly positive, valuable, informative and conducive to them making informed career decisions. Of those young people interviewed, 90% of young people agreed that LCF 2023 helped them to think about their future, with 83% stating that it helped them learn about a range of jobs and careers. The data also suggest that LCF 2023 invited pupils to consider alternative career paths that they previously had either not considered or had not known had existed. Furthermore, 100% of teachers agreed that pupils learned about new job opportunities with 100% of teachers agreeing that it was highly relevant to careers and skills curriculum and school/college priorities.

LCF 2024 (26 Feb – 8 March) attracted over 17,000 young people from across the capital. City Corporation made a particular approach to SEN schools this year – implementing their feedback from the previous event. City Corporation City Corporation collaborated with over 130 organisations and livery companies.

LCF 2024 promoted access to knowledge and networks crucial for upward social mobility through skills and insight sessions provided by partners, including nine companies volunteered a skills or insight session at Guildhall or at their offices or site; 22 professionals volunteered as speed mentors, including City departments like Barbican Centre. City Corporation’s Cultural and Creative Learning Fund provided insight into the creative

industries, including creativity in tech, entrepreneurship, and building professional networks.

A specialist session for care experienced young people was attended by two groups from two state schools.

five inclusive / specialist sessions for those with Special Educational Needs (SEN) or with an Education Health and Care Plan were run.

There was an event for sixth formers which over 900 sixth form pupils attended in the Guildhall, and they were able to interact with businesses from professional services industry.

### **City Premium Grant**

The City Premium Grant, funded a by our Education Board, exemplifies City Corporation 's commitment to advancing social mobility. In 2023 the grant was £2,182,000, with specific allocations for the Disadvantaged Pupils Grant (based on Pupil Premium), Partnerships Grant, and Strategic Grant.

The grant is designed to enhance the educational offerings within our Family of Schools, emphasising additional support beyond the standard curriculum. Throughout last year, 78 projects were implemented across our schools to address various educational needs. These projects, aligned with our Education, Cultural & Creative Learning, and Skills Strategies, were strategically distributed across different funding streams.

the Partnerships and Strategic Grants facilitated the establishment of 29 unique project partnerships, showcasing collaboration both within and beyond our school network. While the majority of projects targeted secondary-age learners, a significant portion also focused on primary-age learners. Through rigorous evaluation processes, we continue to ensure accountability and strive for continuous improvement in fostering upwards social mobility within our educational community. Further detail here: [\(Public Pack\)Agenda Document for Education Board, 07/12/2023 09:45 \(cityoflondon.gov.uk\)](#)

### **Schools Visits Fund**

City Corporation 's Education Board allocates £20,000 annually to schools across London through its Schools Visits Fund. The fund enables schools to explore cultural and creative institutions within and beyond the Square Mile, aiming to enhance children and young people's cultural capital and foster upward social mobility. The fund targets schools with at least 35% of their pupil population eligible for Free School Meals (FSM). Since September 2023, 5519 learners from eligible schools have benefited from this initiative, with an average pupil premium rate of 51%.

### **Cultural and Creative Learning Fund**

City Corporation's Education Board commits £190,000 annually to support cultural and creative learning initiatives within the Square Mile and beyond, targeting state schools with the aim of enhancing enhance life outcomes, cultural capital and social mobility. This fund is allocated to partners who align with key thematic priorities set each academic year. For the current year, strategic themes encompass oracy, mental health and well-being,

environmental outdoor learning, youth voice, and financial literacy. Since September 2023, this initiative has benefited 6885 learners in London.

### **City of London Natural Environment Learning Programme**

City Corporation provides learning programmes in its green spaces, engaging children and young people at three sites: Hampstead Heath, Epping Forest and West Ham Park: Participation in our Natural Environment Learning Programme 2023/24 has involved over 40,000 children and young people. The programme targets children and young people from some of London's highest areas of child poverty. The programme consists of a Schools service; a Youth programme for 13 – 25 year olds in need of support with education, employment or mental health support; play activities at Hampstead Heath (two play centres) for children, parents and carers; and programmes for children with autism and other special educational needs and disabilities.

The learning programme reaches schools in some of London's most deprived boroughs with high child poverty levels, including Tower Hamlets, Newham, Hackney, Haringey, Camden, Islington, and Waltham Forest. The programme is enhanced by a bespoke offer for children with SEN, children at risk of exclusion, and children in pupil referral units. Programmes include a tailored, long-term nature-based learning experiences for SEND students across Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), and Key Stage 2 (KS2), with increased opportunities to explore, play, and learn in natural environments, reaping the associated wellbeing benefits

Two play centres at Hampstead Heath provide both indoor and outdoor play facilities that serve diverse audiences and are staffed by skilled play workers. An Adventure Clubhouse provides play facilities for under-16s, and a One O'clock Club provides play facilities for under-fives and their parents/carers. The facilities provide essential opportunities for children to learn through play and to gain the wellbeing benefits associated with playing outdoors in nature. As part of our commitment to tackling disadvantage, both play centres engage children who are growing up in poverty who often have limited access to enrichment opportunities during the school holidays. Analysis of 2023 postcode data for Play Centre participants showed that participating children were from areas with an average of 40% child poverty. This compares to 33% for London and 29% for the UK.

A bespoke programme for 13 – 25-year-olds struggling with education, employment or mental health is provided in our green spaces. This year's participants have included: Pupil Referral Units; Special Needs Schools; Youth organisations/clubs; Young carers organisations; Family support organisations; Social prescribing practices; Refugee/asylum seeker support organisations.

### **Schools Programmes**

Since September 2023, our City of London schools have been running in-house projects supporting our social mobility ambitions.

### **WREN 300**

In partnership with City Corporation City Corporation, Diocese, City of London School, and St. Paul's Cathedral, this year-long initiative brought together pupils from diverse backgrounds across the City Family of Schools and beyond. Through music, visual art, and creative writing, pupils were immersed in Wren's architectural legacy, culminating in a final music concert at the Guildhall. The project's multi-phase approach, including workshops at historic sites and rehearsals at venues, not only nurtured artistic talents but also instilled a sense of pride, belonging and curiosity about London's rich heritage to pupils from across the capital. There was a key focus on developing cultural capital throughout the project which was significantly turbocharged through the City Family of Schools strategic partnerships. The positive feedback received from pupils, parents, and educators underscored the project's impact in inspiring and empowering young minds, transcending socio-economic barriers and fostering a culture of aspiration and achievement.

### **London Compact 2030 – Bridge The Gap**

In January 2024 at the Guildhall, the annual City Schools Conference took place. The conference was designed to improve social cohesion through the connection of disadvantaged young people to a wide range of opportunities across London, increase engagement in education and training to reduce participation and achievement gaps between advantaged and disadvantaged young people and to secure long-term economic prosperity through employers accessing and providing supported pathways for a large and diverse pool of local talent.

### **City Chess Tournament**

The annual Chess tournament, organised in collaboration with Chess in Schools and Communities (CSC), served as powerful catalyst for social mobility for pupils across the City Family of Schools. Through engaging online workshops and competitive tournaments, pupils were provided with a unique opportunity to develop strategic thinking, problem-solving skills, and resilience. By embracing a spirit of inclusivity and nurturing a love for chess among pupils of all backgrounds, these initiatives fostered a sense of achievement. With the generous support of CSC, each participant also gained access to ChessKid accounts, further enriching their learning experience and empowering them to thrive in the digital age.

### **City Maths Challenge**

The collaborative maths event held at Guildhall in February 2024, in partnership with Christ Hospital School, provided a transformative experience for Year 5 pupils from diverse backgrounds across London. Through engaging mathematical challenges and interactive stations, students honed their problem-solving skills and fostered a passion for STEM learning. By embracing a diverse cohort of learners and offering access to enriching

extracurricular activities, the event played a pivotal role in bridging educational inequalities and enhancing cultural capital. Feedback from participants underscored the event's profound impact in empowering young mathematicians, particularly those traditionally underrepresented in STEM fields, thereby fostering a more inclusive and equitable learning environment.

### **Apprenticeship information sharing**

We actively engage with schools in local boroughs, particularly those situated in areas identified as deprived, to promote the benefits of apprenticeships. Through remote sessions, we educate young people, parents, and school staff on the advantages of apprenticeships. These sessions cover the structure of apprenticeships, emphasising the balance between work and ongoing education. Furthermore, we provide guidance on how to identify suitable apprenticeship opportunities, offering a comprehensive list of current apprenticeships and directing participants to relevant apprenticeship websites. To ensure thorough support, we conduct follow-up face-to-face sessions. During these sessions, we assist participants in completing application forms and provide insights into the selection process, including interview preparation. Additional guidance is offered upon request, ensuring that each young person receives personalised support tailored to their needs. Through these initiatives, we aim to empower young individuals with the knowledge and resources necessary to embark on successful apprenticeship journeys, ultimately contributing to their personal and professional development.

### **Guildhall School of Music and Drama**

#### **Projects**

Our Access and Participation projects have criteria that target young people from lower socioeconomic backgrounds and support them to access Guildhall School of Music & Drama. This includes:

**Supported Application Scheme:** The scheme offers free application workshops, advice and guidance, invitations to performances, and travel bursaries for auditions to eligible undergraduate applicants.

**Originate:** This collaborative project, in partnership with RADA, Theatre Peckham, and Young & Talented, offers 18 young actors in London nine months of free training, culminating in an industry showcase.

**Monologue Bootcamp:** This is run in collaboration with Leeds Conservatoire, and prepares future Drama School applicants for the audition process, equipping them with the skills to choose, interpret, and deliver a monologue.

**Get Backstage:** This project introduces young people to our Production Arts programmes, offering hands-on workshops to try some of the skills and techniques we teach students. It provides an insight into the various degree options and information about the many career pathways available to graduates.

**Guildhall Young Artists (GYA) Bursaries:** We fund music training bursaries, in our under-



18 centres, to ensure that children are able to access sustained, high-quality music training, irrespective of their financial circumstances.

**Participation Bursaries:** These bursaries provide financial support to those living in low-income households, enabling participation in selected Short Courses by providing a full or half-bursary to cover course costs.

### **Guildhall Young Artists (GYA)**

Guildhall School of Music and Drama's network of centres provides sustained performing and production arts training, including one-to-one lessons for ages 4-18. Centres outside London include Norwich and Taunton, with an online centre for those unable to attend in person. Around 30% of GYA students come from lower income backgrounds and are supported via bursaries; and 40% are from the global majority.

GYA provides children and young people with valuable life skills and the means to develop their individual talents to the full. Many students (including those from low income/less represented groups) go on to study their chosen discipline as full time undergraduates, with 192 students progressing to performing and production arts degrees over the last four years. In 24/25 we aim to increase GYA places to 1,850 students.

Regular events are held (for example the recent GYA Brass & Percussion Day) on a pay-what-you can basis, removing financial barriers to access. We have approximately 50 children attend these events each term, and the aim is to increase this to 75-100 children in 24/25. The workshops offer students and parents advice on progression routes, and connects with external organisations such as Brass Bands England and Music Hubs.

### **LSSO Conductor in Residence**

GYA and Black Lives in Music recruit a young conductor to be resident with the London Schools Symphony Orchestra (LSSO) for a year. The residency for young conductors from under-represented groups is designed to nurture diverse talent and champion representation within the orchestra. A third conductor will be recruited in 24/25

### **Graduate Employment Scheme**

GYA offers paid work experience, training, and mentoring to recent Guildhall graduates, particularly aimed at those graduates from lower income and diverse backgrounds. Two-thirds of work experience placements found permanent employment within GYA in 23/24. The programme will be expanded to up to 10 graduates in 24/25.

### **Freemen's School**

20 Refugee families, predominantly from Ukraine, Afghanistan, and Syria, who live in the local area, joined a Refugee club to improve their English and to find out more about their community. Each young person was paired with one or two students. The buddies meet every Tuesday after school and had a chat or played games together. 24

Freemen’s students participated in the Club, and Freeman’s teachers also provided language support for the parents of the refugee families who attended. Activities included: a music workshop led by Surrey Arts; a fun tie-dye session where the buddies decorated t-shirts for each other; and a farewell party where each family brought in a traditional dish from their home country.

**2a. In total, in how many schools did you undertake outreach activities with during the 2024 Index reporting period?**

17 within our City Family of Schools but initiatives impact a wider number of schools, as evidenced above.

**2b. How did you access the schools which you worked with?**

(Tick all that apply)

<input checked="" type="checkbox"/>	We contacted the schools directly		
<input checked="" type="checkbox"/>	We contacted schools via Local Authorities		
<input type="checkbox"/>	We contacted them via the Local Enterprise Partnership		
<input type="checkbox"/>	We contacted schools via careers and skills agencies (Careers Enterprise Company, Developing the Young Workforce or Careers Wales)		
<input type="checkbox"/>	We worked with a charity or third party who identified young people on our behalf		
<input checked="" type="checkbox"/>	Other: <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;"></td> <td> <p>a. The expression “the City Family of Schools” means those schools for which the City has either direct responsibility as proprietor, sponsor or local authority, or historic links. These include but are not restricted to: The Aldgate Primary School, the City of London School, the City of London School for Girls, the City of London Freeman’s School, City Junior School and the academies managed by the City of London Academies Trust. Through this network, the Education Strategy Unit at City Corporation brings together all the schools through strategic partnership work, funded by City Corporation’s Education Board. The outreach the City Corporation has also expands beyond this, and through our leading role in the City Livery Education Network and through our cultural and creative partners, we are able to engage with and deliver projects and programmes to many more schools, reaching thousands more children and young people across the capital.</p> <p>b. There are multiple pathways for schools to engage with the Barbican Centre. We have a free offer that schools can access</p> </td> </tr> </table>		<p>a. The expression “the City Family of Schools” means those schools for which the City has either direct responsibility as proprietor, sponsor or local authority, or historic links. These include but are not restricted to: The Aldgate Primary School, the City of London School, the City of London School for Girls, the City of London Freeman’s School, City Junior School and the academies managed by the City of London Academies Trust. Through this network, the Education Strategy Unit at City Corporation brings together all the schools through strategic partnership work, funded by City Corporation’s Education Board. The outreach the City Corporation has also expands beyond this, and through our leading role in the City Livery Education Network and through our cultural and creative partners, we are able to engage with and deliver projects and programmes to many more schools, reaching thousands more children and young people across the capital.</p> <p>b. There are multiple pathways for schools to engage with the Barbican Centre. We have a free offer that schools can access</p>
	<p>a. The expression “the City Family of Schools” means those schools for which the City has either direct responsibility as proprietor, sponsor or local authority, or historic links. These include but are not restricted to: The Aldgate Primary School, the City of London School, the City of London School for Girls, the City of London Freeman’s School, City Junior School and the academies managed by the City of London Academies Trust. Through this network, the Education Strategy Unit at City Corporation brings together all the schools through strategic partnership work, funded by City Corporation’s Education Board. The outreach the City Corporation has also expands beyond this, and through our leading role in the City Livery Education Network and through our cultural and creative partners, we are able to engage with and deliver projects and programmes to many more schools, reaching thousands more children and young people across the capital.</p> <p>b. There are multiple pathways for schools to engage with the Barbican Centre. We have a free offer that schools can access</p>		

---

via our website or by contacting our education team. Our other offers are built on existing relationships with schools, some of whom are local to us with which we have an existing relationship.

---

## **2c. Why did you choose this approach?**

a. The approach of the City Family of Schools is uniquely valuable for outreach efforts due to its inclusive and comprehensive nature. By encompassing a diverse range of schools, including those directly managed by City Corporation, academies within the City of London Academies Trust, and institutions with historic ties, this model fosters collaboration and synergy across different educational sectors. This inclusive network allows for strategic partnership work facilitated by the Education Strategy Unit, supported by funding from City Corporation's Education Board. What sets this approach apart is its ability to transcend traditional boundaries, bringing together schools from various backgrounds and governance structures under a unified framework. City Corporation's involvement in the City Livery Education Network further expands outreach efforts, enabling engagement with a broader range of schools and significantly increasing the reach and impact of educational initiatives throughout the capital. This collaborative and inclusive approach enhances the effectiveness of outreach programmes.

b. The Barbican Centre has a multitude of offers for schools and Colleges, some of which are light touch such a gallery and conservatory visits, and we invite schools to take this type of offer up with us. Working in this way builds flexibility within our programme and allows us to provide access to our creative offer to more schools and colleges. We also work on longer term projects with schools and colleges, building programmes that support the needs and motivations of the schools we engage. For this work we take a more targeted approach to engagement, building sustainable relationships that we can build on, learn from and evolve our programmes, relationships and practice.

London Metropolitan Archives deliver a curriculum-linked core learning offer for Key Stages 1 – 4, centred on developing history enquiry skills through engaging children with our collections, the history of London, identity and place. Plans are being developed expand this service later this year.

The Lord Mayor also works on schools outreach, and makes an annual visit to Treloar's school. The Lord Mayor launched the Lord Mayor's Royal Mathematical School Scholarship at Christ's Hospital, and hosted the Livery Academy Awards in January. The Sheriffs and the Lady Mayoress attended a Lord Mayor's Appeal "We

Can Be” event at Guildhall in February, with young women from schools across London taking part in business-focused activities.

**2d. Where applicable, please provide the information below for each of the following activities for the past year:**

Please specify the number of young people participating in school outreach, mentoring and work experience in person and the number that participated virtually.

Please insert numbers only

	School outreach (in person)	School outreach (virtual)	Mentoring (in person)	Mentoring (virtual)	Work experience (in person)	Work experience (virtual)
<b>The number of young people participating</b>	3500	17000	300	300	100	200
<b>The number of schools participating</b>	47	95	29	53	17	41

**3. Please use the tick boxes below to indicate the targeting criteria your organisation uses for outreach activities, and the number of schools meeting these criteria:**

Criteria	Criteria used?	Number of schools meeting criteria
Schools/young people close to our offices (within roughly one hour’s travel)	<input checked="" type="checkbox"/>	15
Schools our employees attended	<input type="checkbox"/>	
Schools without existing relationships with employers like us	<input checked="" type="checkbox"/>	Over 175
Non-selective (on attainment) state schools	<input checked="" type="checkbox"/>	Directly 11 (but over 100 schools who

		benefit from our outreach work)
Schools in areas of the country which are social mobility cold spots	<input type="checkbox"/>	
Schools in areas of high deprivation (as determined by the Index of Multiple Deprivation)	<input type="checkbox"/>	
Schools in areas of high deprivation affecting children (as determined by the Income Deprivation Affecting Children Index)	<input type="checkbox"/>	
Schools in low participation areas (TUNDRA)	<input type="checkbox"/>	
Schools with a large proportion of free school meals eligible pupils	<input checked="" type="checkbox"/>	175
Other- please specify	<input checked="" type="checkbox"/>	As explained in 2b. We also use FSM and PP data as benchmarks for our outreach work.

\*Please see the below links to support your answer to this question:

[Social Mobility Cold Spots](#) (N.B the Social Mobility Commission has now moved away from using Cold Spots, but we are aware that employers may still be using this data to target outreach activities. This year we will assess employers based on whether they have taken a targeted approach to their outreach, which may involve using cold spots data.)

[Index of Multiple Deprivation](#)

[Income Deprivation Affecting Children Index](#)

[Low participation areas](#)

[Schools data](#)

**4. For each activity your organisation runs, please include the percentages requested below:**

If you have previous years of data, please provide below. If not, please provide the data you have available.

Please include any school outreach, mentoring or work experience whether in person, online, or a mixture of both (hybrid).

Non-selective state schools are state schools that accept students of all abilities, i.e. not grammar schools

### 2024 Index reporting period

Please insert number (e.g. 78% = 78)

	<b>School outreach e.g. visits to schools</b>	<b>Mentoring</b>	<b>Work experience</b>
<b>% of young people eligible for free school meals/pupil premium</b>	Our outreach is too great to store this level of data at present. Our large projects and programmes and the majority of our intake are eligible for FSM and if not, for example, like the School Visits Fund (see 1b, we set a threshold for at least 35% of the schools we fund to have that number on roll eligible).	Click or tap here to enter text.	Click or tap here to enter text.
<b>% of young people who are connected to employees or clients, such as friends/family</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>% of young people who are care-experienced</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

### 2023 Index reporting period

Please insert number (e.g. 78% = 78)

	<b>School outreach e.g. visits to schools</b>	<b>Mentoring</b>	<b>Work experience</b>
<b>% of young people eligible for free school meals/pupil premium</b>	As above		
<b>% of young people who are connected to employees or clients, such as friends/family</b>			
<b>% of young people who are care-experienced</b>			

### 2022 Index reporting period

Please insert number (e.g. 78% = 78)

	<b>School outreach e.g. visits to schools</b>	<b>Mentoring</b>	<b>Work experience</b>
<b>% of young people eligible for free school meals/pupil premium</b>	As above		
<b>% of young people who are connected to employees or clients, such as friends/family</b>			
<b>% of young people who are care-experienced</b>			

### 2021 Index reporting period

Please insert number (e.g. 78% = 78)

	School outreach e.g. visits to schools	Mentoring	Work experience
<b>% of young people eligible for free school meals/pupil premium</b>	As above		
<b>% of young people who are connected to employees or clients, such as friends/family</b>			
<b>% of young people who are care-experienced</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**5. After the initial contact with the young people on your activities, what follow-up activities do you run, if any?**

<input type="checkbox"/> Application support for roles at your organisation	<input checked="" type="checkbox"/>	Work experience
<input type="checkbox"/> Mentoring (formal)	<input checked="" type="checkbox"/>	Scholarships/bursaries
<input checked="" type="checkbox"/> Follow up events	<input checked="" type="checkbox"/>	Application support for further study such as university or apprenticeship
<input type="checkbox"/> Online support	<input type="checkbox"/>	Fast tracking applicants who participated in school outreach in your application process
<input type="checkbox"/> None	<input checked="" type="checkbox"/>	Other

**6a. Do you offer staff specific training relating to socioeconomic background before running outreach and follow-up activities? If yes, please describe the objective(s) and what is covered in the training.**

(200 words)

Schools-focussed staff are provided with frequent opportunities to engage in various events, roundtables, workshops, and data sessions aimed at identifying and highlighting



emerging trends and policy data concerning socioeconomic background EEDI. Participation in external conferences and workshops support continuing professional development and enables staff to remain current with the social mobility agenda. Proactive engagement with external partners such as academics and think tanks is prioritised to stay informed on the latest guidance, advice, and best practices in this field. This commitment to continuous learning and collaboration empowers staff to enact informed strategies that advance social mobility and foster inclusive educational environments.

**6b. Do you brief staff on making outreach activities (including online activities) accessible and inclusive for those from lower socioeconomic backgrounds? If yes, please explain what support is given to staff.**

(200 words)

Staff work closely with experts across diverse industries to ensure that our outreach activities, including online, are accessible and inclusive for individuals from lower socioeconomic backgrounds. Through this approach, we integrate best practices into our operations to address the needs of all those we aim to serve. Toolkits are designed to be accessible to a wide range of audiences, incorporating various formats and mediums to cater to different learning preferences. We prioritise diversity and inclusion, ensuring that our communication methods resonate with our communities. This is part of our policy and research focus and actively embedded in our operations, reflecting our evidence-driven approach. By implementing best practice, we strive to make our outreach efforts as effective and inclusive as possible, advancing our mission of promoting social mobility and equitable access to education. Staff are encouraged to take part in internal training to ensure that what we do is inclusive.

Staff at the Barbican Centre are also trained to communicate with audiences in the way that is most accessible to the audience in question. This process is supported by ensuring that written correspondence is written in 'plain English', and visual content produced is understood to be in the most accessible format.

**7. Do you offer guidance or support on ‘professional expectations and behaviours’ to young people from lower socioeconomic backgrounds participating in work experience (in person or online)? For example, guidance on approaches to in-person and virtual meetings, expectations about dress, tone of email communications, or client/customer/stakeholder engagement. If yes, please explain what support is given.**

(200 words)

As work experience is currently being reintroduced via a standardised process, guidance and support (online and in-person) offers are being developed, so we can provide support to and engage young people during their placements. Using qualitative data from apprenticeship recruitment, we have identified and are addressing a significant need for soft skills to fill gaps not currently met by careers advisors in schools or other education institutions.

The Barbican Centre complete induction sessions for our programmes. This includes guidance on conduct, appropriate behaviour and language and our expectations as an employer. We then develop an ‘exchange of expectations’ document with the young people that we work with, this supports them and us to navigate our expectations and experiences.

**8. Where relevant, please indicate which statement below best describes the reach of the activity in question:**

Please only select one statement per activity column

	School outreach (in person)	School outreach (virtual)	Mentoring (in person)	Mentoring (virtual)	Work experience (in person)	Work experience (virtual)
<b>We only have one office and the young people/schools participating come</b>	n/a	n/a	n/a	n/a	n/a	n/a

<b>from the surrounding area</b>						
<b>We have multiple offices and this activity is provided in some of these offices</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>We have multiple offices and this activity is provided in all of these offices</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>We run initiatives to support young people from far beyond the location of our offices (e.g. through e-mentoring)</b>	X	X	X	X	X	X

**9a. Do you take steps to ensure that in-person sessions and/or work experience are accessible to those who do not live locally?**

(Please tick all that apply)

- Account for travel time, starting later or finishing earlier to enable people to travel at reasonable times if they are not based near the office

<input type="checkbox"/>	Provide accommodation for those who do not live locally
<input type="checkbox"/>	Pay for relevant travel costs
<input type="checkbox"/>	Pay for relevant subsistence costs
<input checked="" type="checkbox"/>	Coordinate travel where sufficient numbers of young people are travelling from the same geographic location and/or school
<input checked="" type="checkbox"/>	Provide practical non-financial support, for example, meeting participants at relevant train stations
<input type="checkbox"/>	Provide financial reimbursement for loss of earnings or any additional costs
<input checked="" type="checkbox"/>	Other: <p>No, however at the discretion of supervising departments work experiences placements can claim expenses in the event travel to other sites outside regular office location is required, expenses are primarily for lunch.</p> <p>For work delivered in the Education Strategy Unit, there are trips, projects and programmes where we fund our partners to deliver their activities with free travel. Where we deliver in-house projects with specific schools to external venues, we also fund transportation (i.e. coaches).</p> <p>The Barbican Centre: For schools in receipt of Pupil Premium above 35% the Corporation of London provides a £300 bursary to be used towards costs related to visiting our venue (up to 3 times per year per school).</p>

**[If 9a any response= 'Yes']**

**9b. Do you actively advertise this support when promoting opportunities to young people and their schools? If yes, please explain how.**

(200 words)

We publicise opportunities across our social media feeds as well as through City Corporation communications channels, including press releases. In the case of the Barbican centre, support is advertised in their termly school newsletter and on their website. for some of our philanthropic commitments, we ensure that the provided financial assistance also covers the travel costs for the trips young people take.

**[If 9a 'Pay for travel costs'= 'Yes']**

**9c. If you pay for travel costs, please indicate which of the following options apply**

Means tested, please specify the criteria:

This varies, but a key example here would be our Schools Visit Fund as highlighted in section 1b.

---

Not means tested

---

Paid upfront/booked for the student

---

Reimbursed following travel

---

**[If 9a 'Provide accommodation for those who do not live locally' or 'Pay for relevant travel costs'= 'No' ]**

**9d. If you do not provide any support for travel and/or accommodation, please explain why.**

(200 words)

For general work experience posts and at the discretion of supervising departments (per the work experience policy) individuals on work experience placements can claim expenses in the event of travel to other sites that are located outside the regular office location, where necessary.

The Barbican centre support individual young people who are engaged with their programmes – this is in the form of travel and or subsistence as appropriate. Support is provided for young carers as appropriate.

**10. If your organisation works beyond its office locations, how does it reach young people that do not live nearby?**

(Please tick all that apply)

By providing online resources to help them understand our organisation or develop their skills

---

By providing e-mentors

---

By providing residential work experience placements

---

By offering virtual work experience provided by an external provider on an external platform, e.g. Inside Sherpa

---

- By running virtual work experience tailored to the organisation with direct interaction between participants and members of the business, e.g. including video calls with employees

---

- By enabling employees to provide outreach in locations in the country beyond your office locations, e.g. by covering their travel costs, or allowing them to use volunteering hours to provide mentoring

---

- In another way, please write in:
 

In another way, please write in:	We work with and fund many organisations across London who work on a local and pan London basis. To this extent each project and programme differs. We have strong relationships with LAs in the boroughs where our schools are placed and we also work with schools and organisations to ensure our work is advertised as widely as possible. A good example here is London Careers Festival.
----------------------------------	--

**11a. If you offer hybrid or virtual work experience placements, do you ensure that the young people invited have all the equipment they need to take part in the virtual element?**

- Yes – This aligns with the current workplace attendance policy

---

- No

---

- We haven't offered any hybrid or virtual work experience placements

**[If 11a = 'Yes']**

**11b. What equipment do you offer to young people to ensure they can complete online work experience, if they do not have it? Please select all that apply.**

- Laptops

---

- Wi-Fi routers, dongles, data bundles or other equipment to ensure they have access to the internet

---

- Headsets

---

- Webcams

---

- Microphones

---

- None of the above

---

- Other - please specify:
 

Other - please specify:	Any specialist equipment required for placements to carry out activities will be directly arranged by supervising department - supervising departments
-------------------------	--

need to factor any risks attached to equipment usage by carrying out a risk assessment

**12a. Do you flag students who take part in any of your outreach work in your recruitment process?**

Yes  No

**[If 12a = 'Yes']**

**12b. If you flag students from your outreach work in the recruitment process, please indicate below the number of participants that have applied to date, and how many were successful:**

Please insert numbers only

	Total applications	Applications from flagged students	Total successful applicants	Successful applicants who were flagged
<b>Pipeline programmes e.g. first year undergraduate insight weeks, penultimate year internships/vacation schemes</b>	n/a	n/a	n/a	n/a
<b>Permanent roles</b>	n/a	n/a	n/a	n/a
<b>Other, please specify</b>	n/a	n/a	n/a	n/a

**13a. If you or your external partners evaluate the impact of your activities with young people, please tick all of the methods used:**

We do not evaluate our activities with young people

Collecting ad-hoc feedback from participants

Conducting pre and post feedback surveys

- Exploring impact via interviews with participants, teachers, or parents/guardians (individually or in focus groups)

---

- We commission external evaluation from an appropriately experienced third-party organisation

---

- Tracking educational outcomes

---

- Tracking career outcomes

---

- Comparing the impact of the initiative year-on-year to improve outcomes

---

- Parent/teacher surveys

---

**[If 13a = any answer except 'We do not evaluate our activities with young people']**

**13b. Please tell us what you have found in your evaluation, specifically about the impact achieved by your activities:**

(200 words)

We employ a multifaceted approach to gather comprehensive feedback, assess the impact of and improve the outcomes of our initiatives. This includes collecting ad-hoc feedback from participants and conducting pre- and post-feedback surveys using mixed-methods approaches, adhering to ethical guidelines and best practices to ensure data reliability. Data are analysed and presented to City Corporation 's Education Board.

Impact is explored through interviews with participants, teachers, or parents/carers, and we commission external evaluations with HEIs and Think-Tanks to generate new insights into social mobility and outcomes. We track educational outcomes by partnering with research organisations to monitor attainment against our funded projects and programmes, particularly through the City Premium Grant.

Evaluation indicated that impacts included: Enrichment (22 projects), Attainment (17 projects), Skills development (10 projects), Future pathways, (10 projects), Pastoral care, (9 projects), Behaviour (5 projects), - Continued Professional Development (CPD) (3 projects); Rewards, (2 projects). Examples of projects are included at the end of this form.



## Section 2:

# Attraction and University outreach

Please indicate if your organisation will be submitting answers to Section 2: Attraction and University outreach

- Yes - we will be submitting answers to Section 2: Attraction and University outreach
- 
- No - we will not be submitting answers to Section2: Attraction and University outreach
- 

If no, please state the reason why you are not submitting answers to this section: (150 words)

Click or tap here to enter text.

### 1a. Does your organisation conduct university outreach, either in person or virtually, to raise awareness of your graduate opportunities?

(tick all that apply)

- In person
- 
- Virtually (direct engagement with specific universities)
- 
- We undertake university outreach in partnership with a third-party organisation
- 
- No - Any outreach is conducted by the Local Government Association (LGA), it's possible that the LGA may promote the National Graduate Development Programme directly to universities aiming to generate interest amongst final year students. City Corporation is not party to this.
- 
- N/a, we do not offer graduate opportunities
- 

**[If 1a 'Virtually' = 'Yes']**

**1b. If you conduct university outreach exclusively virtually or both in person and virtually, please explain which activities are conducted virtually and the rationale for this.**

(200 words)

n/a

**[If 1a 'Virtually' = 'Yes']**

**2a. In total, how many universities did you conduct direct outreach with (virtually or in person – and not including reaching institutions through general social media messaging) in the 2024 reporting period?**

n/a

**2b. Please indicate below which criteria (if any) you use when selecting universities to conduct outreach with, and the number and percentage of universities you work with that meet each criterion.**

<b>Criteria</b>	<b>Criteria used?</b>	<b>Number of universities meeting criteria</b>
Universities with an above average proportion of students from a low participation neighbourhood (greater than 12.1%)*	<input type="checkbox"/>	n/a
Universities with a high proportion of students that attended a state school (greater than 90.3%)*	<input type="checkbox"/>	n/a
Russell group universities*	<input type="checkbox"/>	n/a
Non- Russell group universities*	<input type="checkbox"/>	n/a
Universities which are close to our offices (within roughly an hour's travel)	<input type="checkbox"/>	n/a
Other, please specify	<input type="checkbox"/>	n/a

\*Please find below links which will support you with your answer to this question:

[University data – proportion of students from a low participation neighbourhood](#)

[University data - Proportion of state school students](#)

[List of Russell group universities](#)

**2c. Which universities did you work with most frequently in the 2024 reporting period and how many outreach activities did you conduct with these universities?**

<b>Position</b>	<b>University</b>	<b>Total number of interactions/events</b>	<b>Number of in person events/interactions</b>	<b>Number of online events/interactions</b>
<b>1</b>	n/a	n/a	n/a	n/a
<b>2</b>	n/a	n/a	n/a	n/a
<b>3</b>	n/a	n/a	n/a	n/a
<b>4</b>	n/a	n/a	n/a	n/a
<b>5</b>	n/a	n/a	n/a	n/a
<b>6</b>	n/a	n/a	n/a	n/a
<b>7</b>	n/a	n/a	n/a	n/a
<b>8</b>	n/a	n/a	n/a	n/a
<b>9</b>	n/a	n/a	n/a	n/a
<b>10</b>	n/a	n/a	n/a	n/a

**3a. Does your organisation partner with any widening participation and/or careers teams at any university (this might include joint planning of programmes or shared approaches to targeting young people)?**

Yes, please specify how many:

Click or tap here to enter text.

No

**[If 3a = 'Yes']**

**3b. Please tell us how you have worked widening participation and/or careers teams to increase the number of students from lower socioeconomic backgrounds attending your events.**

(200 words)

n/a

**4a. Does your organisation monitor the socioeconomic background of attendees at university events?**

Yes  No

**[If 4a = 'Yes']**

**4b. If yes, please complete the below table where known.**

<b>Activity</b>	<b>Number of students reached</b>	<b>%from a lower socioeconomic background by parental/guardian occupation</b>	<b>% who were eligible for free school meal</b>	<b>% attended state school</b>	<b>% attended non-selective state school</b>	<b>% first generation to attend university</b>	<b>% from a low participation area (POLAR4 or TUNDRA)</b>
<b>Attendance at careers fairs</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>In-person events</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Webinars</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a

<b>Mentoring</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Application support</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**[If 4a = 'No']**

**4c. If no, why does your organisation not monitor the socioeconomic background of attendees at university events?**

(200 words)

EDI monitoring with the aim of attracting candidates within a particular socioeconomic background is primarily carried out by the Local Government Association directly as the organising body for our graduate programme – a programme open to Local Authorities in general. This mechanism gives us a more impactful and broader reach into the pool of interested graduates than we could achieve ourselves. Further monitoring can be made by City Corporation at interview stage of recruiting candidates when data on backgrounds can be gathered.

There is school-specific engagement with universities that is not captured centrally, for example via our independent schools. These will either follow localised information arrangements or approaches agreed by individual School Boards.

**5. Please indicate below if there is an advantage in your recruitment process for students who have attended university outreach events – and if this is made clear on your website/recruitment materials**

	<b>Advantage in your recruitment process?</b>	<b>Is this made clear on your website?</b>	<b>Link to website or recruitment material</b>
<b>Yes - candidates are flagged during the recruitment process</b>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
<b>Yes - information is provided at university events in more detail than on our website</b>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
<b>Yes - other, please specify:</b>	<input type="checkbox"/>	<input type="checkbox"/>	n/a

<b>No</b>	<input checked="" type="checkbox"/>		Outreach is conducted by the Local Government Association (LGA), on behalf of the overall the National Graduate Development Programme directly to universities. City Corporation is not party to this.
-----------	-------------------------------------	--	--

**6a. Does your organisation reach out to students at universities it doesn't hold virtual or in person events visits with?**

Yes       No

**6b. Please tick below any ways in which your organisation engages with students at universities you do not visit:**

- Regional university fairs
- Chat forums/Webinars
- E-mentoring
- Access to the same resources given out/presented at virtual or in person university visits
- Social media
- Virtual experiences (not including virtual visits that have replaced in person ones due to Covid-19)

<input checked="" type="checkbox"/> Something else, please write in:	Recruitment is primarily through the LGA.
--	---

**[If 6b = Any option]**

**6c. Please detail below any information you have on the socioeconomic background of those who access the additional support.**

(200 words)

For example, if resources are made available online, are they being accessed by students at universities outside of the Russell Group?

n/a

**7a. Does your organisation operate any initiatives/partnerships to attract applications and/or increase the success rate of applicants - from lower**

**socioeconomic backgrounds into your graduate recruitment programmes?**

Yes  No

**[If 7a = 'Yes']**

**7b. Please give details for each initiative/partnership below.**

	<b>Initiative/partnership name</b>	<b>Please describe the initiative or partnership, including: Target group, participants' age, activities run, length of intervention, location of intervention/partnership</b>	<b>Eligibility criteria</b>	<b>Number of participants (please insert numbers only)</b>	<b>Number of people that have applied to your organisation directly as result of the initiative (please insert numbers only)</b>	<b>Number of people that obtained position they applied for (please insert numbers only)</b>
<b>Initiative/partnership 1</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Initiative/partnership 2</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Initiative/partnership 3</b>	n/a	n/a	n/a	n/a	n/a	n/a

**[If 7a = 'No']**

**7c. If your organisation does not currently operate any initiatives to attract candidates from lower socioeconomic backgrounds, are there plans in place to do so?**

(200 words)

Our People Strategy 2024-29 aims to increase a more diverse range of candidates, including from lower socioeconomic backgrounds and work will develop over the next few years.

City Corporation will take steps to improve and support success rates of applicants from lower socioeconomic backgrounds via recruitment strategies such as ring-fencing some placements for applicants from non-Russell group universities. Plans for this are still under development, and will be realised as part of the next round of graduate recruitment.

Our Young Employees Network has supported the pilot of a Graduate Scheme (as part of the Local Authority Graduate Scheme), and will be providing support for the new intake later this year.

**8a. If your organisation offers apprenticeships, does your organisation operate any initiatives/partnerships to attract applications or increase the success rate of applicants from lower socioeconomic backgrounds within your apprenticeships schemes?**

Yes

---

No

---

We do not offer apprenticeships

---

City Corporation offers a wide range of apprenticeships, spanning from level 2 to level 7, catering to both new apprentices and the upskilling of current employees. This benefits existing employees from lower social economic backgrounds.

Our commitment to fostering talent is evident in our support for 100 entry-level apprenticeships within our organisation at all times.

These apprenticeships are specifically ringfenced for applicants with GCSE and lower levels of qualifications, ensuring equitable access to opportunities for individuals from diverse backgrounds. In exceptional cases where positions remain unfilled, we may extend opportunities to applicants with A levels, albeit no higher.

Collaborating with employment agencies across local areas, we actively participate in recruitment events targeting individuals from lower socioeconomic backgrounds. Our primary partner in this endeavour is the Prince's Trust: this collaboration enables us to reach and support a broader spectrum of potential candidates



**[If 8a = 'Yes']**

**8b. Please give details for each initiative/partnership below.**

	<b>Initiative/partnership name</b>	<b>Please describe the initiative or partnership, including: Target group, participants' age, activities run, length of intervention, location of intervention/partnership</b>	<b>Eligibility criteria</b>	<b>Apprenticeship level that this initiative supports (e.g. Degree apprentices, Level 4/5 etc.)</b>	<b>Number of participants (please insert numbers only)</b>	<b>Number of people that have applied to your organisation directly as result of the initiative (please insert numbers only)</b>	<b>Number of people that obtained position they applied for (please insert numbers only)</b>
<b>Initiative/partnership 1</b>	Princes Trust	16- 30	Lower level of education GCSE and below	Level 2& 3	30	19	2
<b>Initiative/partnership 2</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Initiative/partnership 3</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**[If 8a = 'No']**

**8c. If your organisation does not currently operate any initiatives to attract candidates from lower socioeconomic backgrounds within your apprenticeship schemes, are there plans in place to do so?**

(200 words)

n/a

**9a. If your organisation offers a school leaver programme, does your organisation operate any initiatives/partnerships to attract applications or increase the success rate of applicants from lower socioeconomic backgrounds?**

Yes

No

We do not offer a school leaver programme

**[If 9a = 'Yes']**

**9b. Please give details for each initiative/partnership below.**

	Initiative/partnership name	Please describe the initiative or partnership, including: Target group, participants' age, activities run, length of intervention, location of intervention/partnership	Eligibility criteria	Number of participants (please insert numbers only)	Number of people that have applied to your organisation directly as result of the initiative (please insert numbers only)	Number of people that obtained position they applied for (please insert numbers only)
<b>Initiative/partnership 1</b>	National Apprenticeship programme	We work with young adults from the age of 16 years old and beyond. Provide national qualifications and training. Programmes are delivered from 12 months to 3 years. This is dependent on	16 plus	A maximum of a 100 per session. A 'role on roll off' programme.	Approximately 200 – 300 per annum	Approximately 30 long term contracts - some temporary or short term contractual arrangements following the completion of

		the course. Courses can take place either at the Guildhall or at a local college or training provider.				apprenticeship courses
<b>Initiative/ partnership 2</b>	Internship	Work experience opportunities for young people	16 – 24-year-old with full assessments.	Contracted number of 25 participants	Awaiting the outcome of young adults who have been assessed and qualifies for the Internment programme	Awaiting assessment outcome
<b>Initiative/ partnership 3</b>	NEETS – between the age of 16-25 years old	Work with young unemployed people. Provide appropriate training and skills. Prepare ILPS and delivery action plans to assist with further training, education and skills. Employment is also an important outcome	16-25years old – Those who are economically inactive – Not in employment or training	Target number is 1000	Project started in April 2024, so far a total of 100 applicants	Not yet achieved- the aim is to ensure that 80% of participants are able to secure employment or further education and skills.

**[If 9a = 'No']**

**9c. If your organisation does not currently operate any initiatives to attract candidates from lower socioeconomic backgrounds within your school leaver schemes, are there plans in place to do so?**

(200 words)

n/a

## Section 3: Recruitment and selection

Please indicate if your organisation will be submitting answers to Section 3:  
Recruitment and selection

- Yes - we will be submitting answers to Section 3: Recruitment and selection
- 
- No - we will not be submitting answers to Section 3: Recruitment and selection
- 

If no, please state the reason why you are not submitting answers to this section:  
(150 words)

Click or tap here to enter text.

### 1a. During the recruitment process, is it advantageous for candidates to apply early?

- Yes  No
- 

**[If 1a = 'Yes']**

### 1b. Is this made clear on your website/in your recruitment materials?

- Yes  No
- 

### 2a. If your organisation works with external diversity partners specifically on socioeconomic background to supply candidates for roles, do you:

- Provide additional support for these candidates
- 
- Flag those candidates during the recruitment process
- 
- Fast-track candidates to move them through particular stages of the process (e.g. straight to interview)
- 
- We do not work with external diversity partners
- 
- Other - please specify:  Click or tap here to enter text.
-

**[If 2a = Yes to any other than We do not work with external diversity partners]**

**2b. Which external partners do you work with to increase the diversity of your applications by socioeconomic background? (Please simply state the name of the organisation and/or initiative)**

(150 words)

n/a

**3a. Where your organisation uses external recruitment agencies, are they given a brief specifically asking to see a diverse range of candidates on socioeconomic background?**

Yes

No

We do not use external recruitment agencies.

**[If 3a = 'Yes']**

**3b. If yes, please paste the wording of a recent brief below.**

(150 words)

City Corporation values the rich diversity and creative potential people with diverse backgrounds, skills and abilities bring to the workplace. Please detail how your organisation will address Equality, Diversity and Inclusion challenges through the delivery and management of this recruitment process. We have an inclusive approach to recruitment and require you to put forward candidates from a range of backgrounds, particularly women, people from minority ethnic backgrounds, people with disabilities who are currently underrepresented at senior grades, and to include social mobility. It is therefore important that you include details about how you will conduct your search to enable a diverse shortlist for interviews to be achieved.

**4. Are those involved in the recruitment process trained on unconscious bias, in particular accent bias?**

Yes, please explain what training is provided in relation to socioeconomic background:

There is a recruitment policy, and we have mandatory recruitment and selection training for anyone involved in managing recruitment processes, which includes fair recruitment and

unconscious bias training. The training is available to anyone involved in recruitment.

No

**5a. Does your organisation utilise artificial intelligence when sifting applications?**

Yes, please identify which tool is used.

Click or tap here to enter text.

No

**[If 5a = 'Yes']**

**5b. Have you explored the impact of this on the number of candidates from lower socioeconomic backgrounds who progress to the next stage in the application process.**

Yes  No

**[If 5b = 'Yes']**

**5c. Please share your findings (including links to any relevant research you have carried out). For example, has the use of technology/AI to sift applications resulted in an increase or decrease in the number of candidates from a lower socioeconomic background being progressed to the next stage.**

(300 words)

Click or tap here to enter text.

**6a. Do you ensure that the pay range for every role is clearly stated in all job adverts?**

Yes  No

**[If 6a = 'No']**

**6b. If you do not advertise the pay range for roles, what is the reason for this?**

(200 words)

Click or tap here to enter text.

**6c. Do you ask candidates applying for roles within your organisation what their current salary is?**

Yes  No

---

**7a. Does your organisation offer financial incentives to employees that recommend a candidate who is then hired?**

Yes  No

---

**[If 7a = 'Yes']**

**7b. Are employee recommendations or referrals scored favourably in the recruitment process?**

Yes  No

---

**[If 7a = 'Yes']**

**7c. What do you know (if anything) about the socioeconomic background of those who join your organisation due to a recommendation from a current employee?**

(250 words)

Click or tap here to enter text.

**8. Please provide a link to the recruitment pages on your website:**

[City of London Corporation Jobs](#)

**9a Do any of your entry routes have minimum academic requirements?**

	Yes	No	Sometimes	We do not offer these
<b>Degree apprentice</b>	<input checked="" type="checkbox"/> Criteria set by ESFA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<b>Apprentice (level 5/ SCQF 8 and below)</b>	<input type="checkbox"/>	<input type="checkbox"/>	GCSE requirements <input type="checkbox"/>	<input type="checkbox"/>
<b>School leaver</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Graduate</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Experienced hires</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**[If 9a = 'Yes' or 'Sometimes' to any]**

**9b. Please detail below the average minimum academic requirements for roles at your organisation (where relevant) and the rationale behind them. Please specify whether the rationale has been set by you as the employer, the training provider, a regulator, or elsewhere:**

Please only differentiate different levels of apprenticeships and graduate schemes where the minimum grade requirements differ.

For levels where your organisation does not have minimum grade requirements, please write 'none' in the minimum grade requirements column.

<b>Role</b>	<b>Minimum grade requirements</b>	<b>Rationale</b>
<b>Degree apprentice</b>		ESFA set educational requirements to selected apprenticeships
<b>Apprentice (level 5/ SCQF 8 and below)</b>	Varies. Selected apprenticeships require evidence of English and Maths GCSE Grade C/5 equivalent	This is a national requirement set by the apprenticeship levy.
<b>School leaver</b>	Click or tap here to enter text.	Click or tap here to enter text.
<b>Graduate</b>	2.2 or higher	This is consistent with the approach other firms take to recruiting graduates.
<b>Experienced hires</b>		

**10a. Do you collect data on the number of successful applicants meeting/exceeding your minimum grade requirements?**

Yes       No

**[If 10a = 'Yes']**

**10b. Please tell us how many of your applicants in the past year met the minimum requirements and how many exceeded the minimum grade requirement:**

Please insert numbers only\*

	<b>Total intake</b>	<b>Number that met but did not exceed the minimum requirements</b>	<b>Number that exceeded the minimum requirements</b>	<b>Number that did not initially meet the minimum requirements but did so with the use of contextual recruitment or other similar measures</b>
<b>Degree apprentices (level 6/7 or SCQF 9 and above)</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Apprentices (level 5 or SCQF 8 and below)</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>School leaver</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Graduate</b>				
<b>Experienced hires</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**11a. Are candidates' academic grades considered in context?**

- Yes - using a contextualised recruitment tool e.g. RARE, REALRating etc
- Yes - informally or using our own scoring system

No - grades are not considered in context

We don't look at candidates' grades

---

**[If 11a = either 'Yes' option]**

**11b. If a candidate's academic grades are looked at, when and how is this information used in the application process?**

(200 words)

Our standard process for recruitment is that we consider grades in context, and will ask for these or relevant skills and experience for the role. This gives us a holistic picture of the candidate and encourages those who may have lower grades or gaps in qualifications but still have relevant experience and capabilities.

In the process of selecting candidates for entry-level apprenticeships, our focus remains on supporting individuals with lower levels of education, specifically GCSE and below. This approach ensures equitable opportunities for candidates from diverse educational backgrounds, aligning with our commitment to fostering inclusivity and accessibility within our organisation.

For vacancies that are challenging to fill, we may extend consideration to applicants with A levels. However, it is important to note that candidates with higher levels of education are not considered for entry-level apprenticeships. This strategic decision is aimed at maintaining consistency in our selection process and optimizing opportunities for individuals with varying educational experiences to thrive within our apprenticeship programs.

By adhering to these selection criteria, we uphold our commitment to providing a supportive and inclusive environment for apprenticeship candidates, fostering their growth and development as they embark on their professional journeys with us.

**[If 11a = either 'Yes' option]**

**11c. Do you have evidence that this approach has improved the proportion of candidates from lower socioeconomic backgrounds who are successful?**

Yes       No

---

**[If 11c = 'Yes']**

**11d. If yes, please provide data showing the increase in the number of candidates from a lower socioeconomic background who were hired as a result of using contextual recruitment.**

Click or tap here to enter text.

**12. Has your organisation assessed whether there is a correlation between a candidate's grades and their performance in role? If yes, please explain your findings.**

(300 words)

N/a

**13a. Please indicate below if the following information is visible to the hiring manager/panel considering the application at any stage of the recruitment process.**

Please select yes only if the information is visible to the hiring manager/panel. If this information is visible to others such as those in HR, but not the hiring manager/panel, please select No.

	Yes	No
Candidates' names	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Candidates' school / college attended for the majority of key stage 4 and key stage 5/5 studies	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Candidates' grades (school – and university attainment where appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Candidates' university (where appropriate, and recognising courses that include relevant professional qualifications may need to be included)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Candidates' hometown	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**[If any 13a are selected]**

**13b. If any of the above characteristics are visible during the recruitment process, please explain at which stage they become visible and the rationale for this.**

(200 words)

Candidate name is visible from shortlisting stage and functions as the current application identifier. Candidate grades are visible as part of shortlisting stage. We

are planning to move to anonymised recruitment in due course as part of a systems update. This will enable us to have blind recruitment and selection.

Candidates are asked to refer to the Job Description and Person Specification and give details of all relevant work-related or professional memberships and qualifications. If they do not have required qualification or professional membership, candidates are asked to give details of the relevant equivalent experience held in the supporting statement section of the application form.

Candidate address is visible from shortlisting.

**14a. Do you flag students with certain socioeconomic background characteristics in your recruitment process?**

- Yes       No
- 

**[If 14a = 'Yes']**

**14b. If yes, what information is flagged?**

Tick all that apply.

- Parental occupation
- 
- Applicant was eligible for free school meals
- 
- Applicant attended state school
- 
- Applicant attended non-selective state school
- 
- Neither of the applicants' parents/guardians attended university
- 
- Applicant attended secondary education in an area of high deprivation or a social mobility cold spot
- 
- Applicant was on a social mobility programme
- 
- Other - please specify:
- 

**[If 14a = 'Yes']**

**14c. What did you do to support applicants who were flagged? Select each type of support that was used in at least one instance.**

Tick all that apply.

- Second-look
- 
- Coaching provided
-

Mentoring provided

Buddying provided

Other - please specify:

Click or tap here to enter text.

**[If 14a = 'Yes']**

**14d. Please fill in the table below for the 2024 Index reporting period.**

	Total number of applicants	Number of flagged applicants	Total number of interviewed candidates	Number of flagged candidates interviewed	Total number of offers made	Number of offers made to flagged candidates	Total number of hires	Number of flagged candidates hired
<b>Graduate</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Degree apprentices (level 6/7 or SCQF 9 and above)</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Apprentices (level 5 or SCQF 8 and below)</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>School leaver</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Experienced hires</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**15a. Do you provide training and guidance to staff to make it clear that candidates should be hired based on the skills and competences required for the job, and not on other aspects that are irrelevant to job performance?**

Yes  No

---

**[If 15a = 'Yes']**

**15b. If yes, please explain what training is provided and copy and paste the guidance given to hiring managers.**

(300 words)

Face to face training is offered to any staff who recruit any new staff. This includes the process to be undertaken, candidate experience, bias free recruitment and best practice around organising interview panels and shortlisting. Staff must have completed this training before they can undertake recruitment. There is also an eLearning package for refresher training for recruitment for staff to undertake if they have not recruited for a while.

**16a. Does your organisation operate any system of taking a 'second- look' at candidates from lower socioeconomic backgrounds if they are set to be rejected after the initial sift?**

Yes  No

---

**[If 16a = 'Yes']**

**16b. Please provide details of what you do and what difference it has made:**

(150 words)

Click or tap here to enter text.

**17a. Where an applicant is required to travel to appear in person (e.g. interview, assessment centre) do you...**

- Account for travel time, starting later or finishing earlier to enable people to travel at reasonable times if they are not based near the office
  - Provide accommodation for those who do not live locally
  - Pay for relevant travel costs
-

Provide financial reimbursement for loss of earnings or any additional costs

No in person element

Other - please specify:

Offer flexible scheduling to meet their needs

**[If 17a 'Pay for relevant travel costs' = 'Yes']**

**17b. If you pay for travel costs, please indicate which of the following options apply:**

Means tested, please specify the criteria:

Not means tested

Paid upfront/booked for the student

Reimbursed following travel

**18. In interviews, do you ensure that only standardised questions are asked and that there is a standardised scoring system for these?**

Yes  No

**19a. Which of the following types of questions are asked during interview for each entry level:**

Please see [here](#) for an explanation of the types of interview questions.

Types of question	Apprenticeships	School Leaver	Graduate	Experienced hires
Strength based questions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency based questions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technical questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Motivation questions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



<b>Other, please specify:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>N/A- we do not offer this entry route</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**19b. Please explain the rationale for the types of questions chosen and provide a copy, where available, of the guidance given to hiring managers on selecting interview questions:**

(300 words)

To ensure consistency and fairness, interview questions will be phrased to avoid bias and all candidates will be asked competency-based questions (i.e., questions related to the criteria on the job and person specification). Probing follow up questions and/or questions relating to the information provided by the individual on their application form may also be asked as necessary. Care will be taken, however, to avoid questions being asked that could be construed as being discriminatory (e.g., questions about personal circumstances that are unrelated to the job).

Where it is proposed to use tests or assessment centres within the selection process, the manager should consult with People & HR regarding the assessment process. Tests should be relevant to the post, fair to all candidates and based on the essential criteria. They should be applied equally to all candidates with reasonable adjustments being made for candidates with disabilities. All individual results should be recorded in the recruitment papers and collective results should be retained centrally.

**20a. Does your organisation ask applicants for feedback on the recruitment process?**

- Yes, successful applicants
- Yes, unsuccessful applicants
- No

**[If 20a = 'Yes']**

**20b. Do you analyse the feedback by socioeconomic background?**

- Yes, successful applicants
- Yes, unsuccessful applicants

No

---

**[If 20c = 'Yes']**

**20c. What are your findings? Please provide details for data from both successful and unsuccessful applicants, where this is recorded.**

(200 words)

Click or tap here to enter text.

**21. Does your organisation provide feedback to unsuccessful applicants? If yes, at what stage feedback is provided and share broadly the level of detail of this feedback.**

(200 words)

Feedback is provided to unsuccessful candidates who have declared a disability and indicated they would like to be considered under the guaranteed interview scheme.

Feedback is provided to unsuccessful candidates after interview. Structure of the feedback is to refer to interview notes and give a summary of what the candidate did well and what could have been improved.

**22a. Does your organisation monitor its recruitment process to identify whether there are stages of the recruitment process where there are unequal rates of success by socioeconomic background?**

Yes  No

---

**[If 22a = 'Yes']**

**22b. Please detail here which stages have been identified as barriers, and what actions have been taken to rectify this, and what difference these changes have made:**

(300 words)

Click or tap here to enter text.

**23a. Have you analysed whether those from lower socioeconomic backgrounds who are either successful or unsuccessful in your recruitment process are disproportionately a particular gender or ethnicity?**

Yes  No

---

**[If 23a = 'Yes']**

**23b. If yes, please give details of what you found and what actions you have taken as a result of your findings:**

(300 words)

Click or tap here to enter text.

# Section 4:

## Routes into the employer

Please indicate if your organisation will be submitting answers to Section 4: Routes into the employer

Yes - we will be submitting answers to Section 4: Routes into the employer

No - we will not be submitting answers to Section 4: Routes into the employer

If no, please state the reason why you are not submitting answers to this section:  
(150 words)

Click or tap here to enter text.

**1. Does your organisation offer internships? (N.B please see the employer guidance for a definition of internships).**

Yes  No

**[If 1 Internships = 'Yes']**

**2. How many paid and unpaid internships were offered in the 2024 reporting period?**

	Number of interns
<b>Total number of interns appointed</b>	n/a
<b>Unpaid</b>	n/a
<b>Paid expenses only</b>	n/a
<b>Paid National Minimum Wage only</b>	n/a
<b>Paid Living Wage or higher</b>	n/a

**[If 1 Internships = 'Yes']**

**3. Please select the statements that best describe the selection process for your internships:**

All our internships are advertised externally with clear information about the timeframe, pay and role description.

---

- Our internships all have a rigorous, consistently applied selection process

---

- Some of our internships have a rigorous selection process and some are offered informally (such as to family and friends of employees or clients / stakeholders)

---

- All our internships are offered informally (such as to family and friends of employees or clients / stakeholders)

---

**[If 1 Internships = 'Yes']**

**4a. Are any of your internships ring-fenced for candidates from lower socioeconomic backgrounds?**

- Yes       No - n/a
- 

**[If 4a = 'Yes']**

**4b. Please provide details on ring-fenced internship(s) (e.g. name of programme, whether it is run with a charity partner, whether it is publicly advertised as ring-fenced for those from lower socioeconomic backgrounds, how many places, the age group, length):**

(200 words)

n/a

**[If 4a = 'Yes']**

**4c. What criteria do you use?**

(Please click all that apply)

- Candidates from a lower socioeconomic background (based on parental/guardian occupation)

---

- Candidates eligible for free school meals at any time during secondary education

---

- Candidates' parents/guardians did not attend university

---

- Candidates live in a social mobility cold spot

---

<input type="checkbox"/>	Candidates attended a non-selective state school	
<input type="checkbox"/>	Candidates are care-experienced	
<input type="checkbox"/>	Candidates were on one of our social mobility programmes, please state which:	Click or tap here to enter text.
<input type="checkbox"/>	Other - please specify:	Click or tap here to enter text.

**[If 4a = 'Yes']**

**4d. Please tell us how many internship places you hosted overall, and how many places were ring-fenced. If you hosted one intern and their place was not ring-fenced please enter 1 and 0 below. If you hosted two interns, of which one was a ring-fenced place, please enter 2 and 1 below.**

(if your internships are ring-fenced based on a number of diversity characteristics, please provide the number that met your socioeconomic eligibility criteria, rather than the overall number of places available on the Programme).

<b>The total overall number of internship places offered by your organisation for its latest intake</b>	n/a
<b>The total number of internships ring-fenced for candidates from lower socioeconomic backgrounds in the latest intake</b>	n/a
<b>The total number of internship places ring-fenced for care-experienced candidates</b>	n/a

**[If 1 Internships = 'Yes']**

**5. Do you provide regular development feedback to your interns on their performance?**

Yes       No - n/a

If yes, please describe any processes you have in place to provide feedback to interns.

Click or tap here to enter text.

[If 1 Internships = 'Yes']

6. Are interns provided with a reference following their internship?

Yes       No - n/a

[If 1 Internships = 'Yes']

7. Where collected, please provide below the data for your internships:

	Route not offered	Total number of interns	% interns from a lower socioeconomic background (based on parental/guardian occupation data)	% interns eligible for Free school meals/pupil premium	% interns attended a non-selective state school	% interns whose parents/guardians did not attend university
<b>2024 reporting period intake</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>2023 reporting period intake</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>2022 reporting period intake</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>2021 reporting period intake</b>	n/a	n/a	n/a	n/a	n/a	n/a

8a. Did you offer apprenticeships in the 2024 Index reporting period?

Yes       No

---

**[If 8a = 'Yes']**

**8b. Do you offer any of the following apprenticeships? If yes, please complete the number of apprenticeships in each category for the 2024 Index reporting period.**

Apprenticeship type	Number of apprenticeships
Apprenticeships as part of a school leaver programme	No
Apprenticeships for new starters	50
Apprenticeships for current employees	133
N/A we do not provide apprenticeships	<input type="checkbox"/>

**[If 8= any answer except 'N/A we do not provide apprenticeships']**

**9. Please provide data on the number offered in each nation for the 2024 reporting period:**

Nation	Number of apprenticeships
England	300 (offered)
Northern Ireland	Click or tap here to enter text.
Scotland	Click or tap here to enter text.
Wales	Click or tap here to enter text.

**[If 8= any answer except 'N/A we do not provide apprenticeships']**

**10. Where known, please provide below the data for your apprenticeships:**



## 2024 Index Reporting Period

	Not offered	Total number of apprentices	% new intake	% existing employees	% apprentices from a lower socioeconomic background (based on parental/guardian occupation data)	% apprentices eligible for free school meals/pupil premium	% apprentices attended a non-selective state school	% apprentices whose parents/guardians did not attend university
<b>Level 6/7 or SCQF 9 and above (Degree apprenticeships)</b>		49	8%	92%	Not recorded	Not recorded	Not recorded	Not recorded
<b>Level 4/5 or SCQF 7/8</b>		60	2%	98%	Not recorded	Not recorded	Not recorded	Not recorded
<b>Level 3 or SCQF 6</b>		54	57%	43%	Not recorded	Not recorded	Not recorded	Not recorded
<b>Level 2 or SCQF 5</b>		20	70%	30%	Not recorded	Not recorded	Not recorded	Not recorded

## 2023 Index Reporting Period

	Not offered	Total number of apprentices	% new intake	% existing employees	% apprentices from a lower socioeconomic background (based on parental/guardian occupation data)	% apprentices eligible for free school meals/pupil premium	% apprentices attended a non-selective state school	% apprentices whose parents/guardians did not attend university
<b>Level 6/7 or SCQF 9 and above (degree apprenticeships)</b>		10	50%	50%	Not Recorded	Not Recorded	Not Recorded	Not Recorded
<b>Level 4/5 or SCQF 7/8</b>	Click or tap here to enter text.	15	67%	33%	Not Recorded	Not Recorded	Not Recorded	Not Recorded
<b>Level 3 or SCQF 6</b>	Click or tap here to enter text.	43	62%	38%	Not Recorded	Not Recorded	Not Recorded	Not Recorded
<b>Level 2 or SCQF 5</b>	Click or tap here to enter text.	4	100%	0	Not Recorded	Not Recorded	Not Recorded	Not Recorded

## 2022 Index Reporting Period

	<b>Not offered</b>	<b>Total number of apprentices</b>	<b>% new intake</b>	<b>% existing employees</b>	<b>% apprentices from a lower socioeconomic background (based on parental/guardian occupation data)</b>	<b>% apprentices eligible for free school meals/pupil premium</b>	<b>% apprentices attended a non-selective state school</b>	<b>% apprentices whose parents/guardians did not attend university</b>
<b>Level 6/7 or SCQF 9 and above (degree apprenticeships)</b>	Click or tap here to enter text.	5	100%	0	Not recorded	Not recorded	Not recorded	Not recorded
<b>Level 4/5 or SCQF 7/8</b>	Click or tap here to enter text.	3	33%	67%	Not recorded	Not recorded	Not recorded	Not recorded
<b>Level 3 or SCQF 6</b>	Click or tap here to enter text.	27 Click or tap here to enter text.	96%	4%	Not recorded	Not recorded	Not recorded	Not recorded
<b>Level 2 or SCQF 5</b>	Click or tap here to enter text.	8	100%	0	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

## 2021 Index Reporting Period

	Not offered	Total number of apprentices	% new intake	% existing employees	% apprentices from a lower socioeconomic background (based on parental/guardian occupation data)	% apprentices eligible for free school meals/pupil premium	% apprentices attended a non-selective state school	% apprentices whose parents/guardians did not attend university
<b>Level 6/7 or SCQF 9 and above (degree apprenticeships)</b>		5	60%	40%	Not recorded	Not recorded	Not recorded	Not recorded
<b>Level 4/5 or SCQF 7/8</b>		3 Click or tap here to enter text.	0	100%	Not recorded	Not recorded	Not recorded	Not recorded
<b>Level 3 or SCQF 6</b>	Click or tap here to enter text.	42	95%	5%	Not recorded Not recorded	Not recorded	Not recorded	Not recorded
<b>Level 2 or SCQF 5</b>	Click or tap here to enter text.	4	10%	Not recorded	Not recorded	Not recorded	Not recorded	Not recorded

### 11. Are all your apprentices paid the National Minimum Wage or National Living Wage as appropriate?

Please only select an option if all apprentices are paid at that level.

- Paid National Minimum Wage (apprentice rate)
- 
- Paid National Minimum Wage (standard rate)
-

- Paid Living Wage (apprentice rate)
- 
- Paid Living Wage (standard rate) or higher (London living wage L2 London living wage +2% level 3)
- 
- Paid National Minimum Wage (apprentice rate)
- 

**12. Does your organisation offer a school leaver programme?**

- Yes       No
- 

**[If 12= 'Yes']**

**13. Where known, please provide below the data for your school leaver programme:**

	Route not offered	Total number of interns	% school leavers from a lower socioeconomic background (based on parental/guardian occupation data)	% school leavers eligible for free school meals/pupil premium	% school leavers attended a non-selective state school	% school leavers whose parents/guardians did not attend university
<b>2024 reporting period intake</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>2023 reporting period intake</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>2022 reporting period intake</b>	n/a	n/a	n/a	n/a	n/a	n/a

<b>2021 reporting period intake</b>	n/a	n/a	n/a	n/a	n/a	n/a
-------------------------------------	-----	-----	-----	-----	-----	-----

**[If 12= 'Yes']**

**14. For your school leavers, do you know/ publish any of the following**

	Known		Published		We do not request this in the recruitment process	
	Yes	No	Yes	No		
<b>The average A-Level/Highers / BTEC grades or equivalent of successful hires</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	What are the average A-Level/Highers/ BTEC grades or equivalent? (200 words)  Click or tap here to enter text.
<b>The average GCSE/National 5 grades or equivalent of successful hires</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	What are the average GCSE/National 5 grades or equivalent? (200 words)  Click or tap here to enter text.

**[If 12= 'Yes']**

**15. Are all your school leavers paid the National Minimum Wage, or National Living Wage as appropriate or higher? Please only select an option if all school leavers are paid at that level.**

- Paid National Minimum Wage only
- Paid Living Wage or higher
- N/A- we do not offer school leaver programmes

## 16. Does your organisation offer a graduate scheme?

Yes       No

[If 16= 'Yes']

## 17. Where known, please provide below the data for your graduate programme:

	Route not offered	Total number of graduates	% graduates from a lower socioeconomic background (based on parental/guardian occupation data)	% graduates eligible for free school meals/pupil premium	% graduates attended a non-selective state school	% graduates whose parents/guardians did not attend university
<b>2024 reporting period intake</b>	Will commence in September 2024	Will commence in September 2024	Will commence in September 2024	Will commence in September 2024	Will commence in September 2024	Will commence in September 2024
<b>2023 reporting period intake</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>2022 reporting period intake</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>2021 reporting period intake</b>	n/a	n/a	n/a	n/a	n/a	n/a

**[If 16= 'Yes']**

**18a. Does your organisation accept degrees from any UK university for its graduate scheme?**

Yes  No

---

**[If 18a = 'Yes']**

**18b. How many different UK universities were represented in the following graduate intakes?**

For example, 25 UK universities. Please insert numbers only

	Number of graduates hired	Number of universities represented
<b>2024 Index reporting period</b>	Will commence in September 2024, Data should be available after onboarding	Will commence in September 2024, Data should be available after onboarding
<b>2023 Index reporting period</b>	n/a	n/a
<b>2022 Index reporting period</b>	n/a	n/a
<b>2021 Index reporting period</b>	n/a	n/a

**[If 16= 'Yes']**

**19a. Do you know/publish any of the following?**

	Known		Published		We do not request this in the recruitment process
	Yes	No	Yes	No	
<b>The most common universities attended by successful hires</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>The most common UK degree</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



<b>disciplines of successful hires</b>					
<b>The most common degree classifications</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>The average A-Level/Highers / BTEC grades or equivalent of successful hires</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>The average GCSE/National 5 grades or equivalent of successful hires</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**[If 19a 'The most common universities attended by successful hires' = 'Known']**

**19b. What are the top five most common universities attended by successful hires and the % of successful hires who attended these universities?**

<b>Position</b>	<b>University name</b>	<b>% of successful hires who attended this university</b>
<b>1</b>	n/a	n/a
<b>2</b>	n/a	n/a
<b>3</b>	n/a	n/a
<b>4</b>	n/a	n/a
<b>5</b>	n/a	n/a

**[If 19a 'The most common UK degree disciplines of successful hires' = 'Known']**

**19c. What are the top five most common degree disciplines of successful hires and the % of successful hires who studied these disciplines?**

Position	Degree discipline	% of successful hires who studied this discipline
<b>1</b>	n/a	n/a
<b>2</b>	n/a	n/a
<b>3</b>	n/a	n/a
<b>4</b>	n/a	n/a
<b>5</b>	n/a	n/a

**[If 19a 'The most common degree classifications' = 'Known']**

**19d. What are the % of successful hires who achieved these each of the below degree classifications?**

Degree classification	% of successful hires achieving this classification
<b>First</b>	n/a
<b>2:1</b>	n/a
<b>2:2</b>	n/a
<b>Third or below</b>	n/a

**[If 16= 'Yes']**

**20. Please supply a breakdown of applications and acceptances for your UK graduate entry intake in the reporting periods below for which you have data. For the avoidance of doubt, this should only include UK universities.**

Please insert numbers only

	Russell group universities*	All other UK universities

	<b>Data not collected</b>	<b>Number of Applicants</b>	<b>Number accepted</b>	<b>Data not collected</b>	<b>Number of Applicants</b>	<b>Number accepted</b>
<b>2024 Index reporting period</b>	Graduate scheme to commence in September 2024. Data should be available after onboarding	Graduate scheme to commence in September 2024. Data should be available after onboarding	Graduate scheme to commence in September 2024. Data should be available after onboarding	Graduate scheme to commence in September 2024. Data should be available after onboarding	Graduate scheme to commence in September 2024. Data should be available after onboarding	Graduate scheme to commence in September 2024. Data should be available after onboarding
<b>2023 Index reporting period</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>2022 Index reporting period</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>2021 Index reporting period</b>	n/a	n/a	n/a	n/a	n/a	n/a

\*Please see the list of Russell group universities [here](#)

# Section 5:

## Data collection

Please indicate if your organisation will be submitting answers to Section 5: Data collection

- Yes - we will be submitting answers to Section 5: Data collection
- 
- No - we will not be submitting answers to Section 5: Data collection
- 

If no, please state the reason why you are not submitting answers to this section:  
(150 words)

[Click or tap here to enter text.](#)

### 1. Does the data you are submitting for Section 5 relate to the whole of your UK workforce?

Please only submit data relating to employees (not contractors).

- Yes       No       Don't know
- 

**[If 1a = 'No']**

### 1b. Please explain which departments, functions, locations or level(s) of seniority the data relates to.

(200 words)

All departments that fall under City Corporation . This includes:

- Corporate Departments(Chamberlain's, Communications and External Affairs, People and HR, City Surveyor's, Corporate Strategy & Performance, Comptroller and City Solicitors, Town Clerk's Department, )
- Institutions – Barbican Centre, City Bridge Foundation, City Junior School, City of London Police (Civilians), City of London School for Girls, Freeman's School Guildhall School For Music and Drama. These departments are based at their respected locations
- Services – Community and Children's Services, Environment, Innovation and Growth

City Corporation is based across many sites including the Guildhall, Open Spaces (Various including Epping Forest), Mansion House, the Old Baily and Heathrow.

The data will be based on all levels of seniority at City Corporation

**2a. Does your organisation administer an annual or regular diversity survey?**

Yes       No

---

**[If 2a = 'Yes']**

**2b. Is response to the survey compulsory (always with an option for “prefer not to say” and “I do not know”)?**

Yes       No

---

**3a. Please indicate below which of the following data points your organisation is collecting for unsuccessful applicants, new hires and current employees:**

Please note, it is not generally expected that organisations will collect data in all of these categories.

	<b>Unsuccessful applicants</b>	<b>New hires</b>	<b>Current employees</b>	<b>We do not collect this data</b>
<b>Type of school attended</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Type of school attended with 'state school' broken down into selective and non-selective</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Occupation of parent/guardian</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Eligibility for free school meals/pupil premium</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Whether or not their parents/guardians attended university</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	-------------------------------------	-------------------------------------	--------------------------

**If 3a = 'We do not collect this data' for all options]**

**3b. If you are not currently collecting information for any of these groups, do you have plans in place to do so? Please include timescales.**

(150 words)

We have started collecting socio-economic data for current employees but we are not collecting the socio-economic data for applicants. We are in the process of reviewing the selection criteria and questions for the collection of all diversity data, including Socio Economic data for applicants and current employees.

**4a. Where data is collected, please provide the percentage completion rate for each question for the reporting periods below.**

Your completion rates should include people who have answered 'prefer not to say'. Please only provide data for employees, and do not include data for contractors.

**2024 Index reporting period**

Please insert number (e.g. 78% = 78)

	<b>% completion unsuccessful applicants</b>	<b>% completion new hires</b>	<b>% completion current employees</b>
<b>Type of school attended</b>	N/A	21%	16.5%
<b>Type of school attended with 'state school' broken down into selective and non-selective (by attainment)</b>	N/A	Of the 21% completed Selective 7.88% Non-selective – 64.85%	Of the 16.5% completed Selective – 11.57%

			Non-Selective-62.3%
<b>Parental/guardian occupation</b>	N/A	20.3%	16%
<b>Eligibility for free school meals/pupil premium</b>	N/A	20.87%	16.48%
<b>Whether or not their parents/guardians went to university</b>	N/A	20.75	16.5%

### 2023 Index reporting period

Please insert number (e.g. 78% = 78)

		% completion unsuccessful applicants	% completion new hires	% completion current employees
<b>Type of school attended</b>		N/A	24.42%	14.89%
<b>14Type of school attended with 'state school' broken down into selective and non-selective (by attainment)</b>	Click or tap here to enter text.	N/A	Out of the 24.42% completed  Selective 10.99%  Non-Selective 68.06%	Out of the 14.89% completed  Selective – 13.11%  Non Selective 67.73%
<b>Parental/guardian occupation</b>		N/A	23.66%	14.44%
<b>Eligibility for free school meals/pupil premium</b>	Click or tap here to enter text.	N/A	23.79%	14.79%

<b>Whether or not their parents/guardians went to university</b>	Click or tap here to enter text.	N/A	24.17%	14.84%
--	----------------------------------	-----	--------	--------

### 2022 Index reporting period

Please insert number (e.g. 78% = 78)

	<b>% completion unsuccessful applicants</b>	<b>% completion new hires</b>	<b>% completion current employees</b>
<b>Type of school attended</b>	N/A	12.7%	11.33%
<b>Type of school attended with 'state school' broken down into selective and non-selective (by attainment)</b>	N/A	Of the 12.7% Completed Selective 11.29% Non-Selective 70.97%	Of the 11.33% completed Selective 13.90% Non-Selective 68.56%
<b>Parental/guardian occupation</b>	N/A	12.5%	10.96%
<b>Eligibility for free school meals/pupil premium</b>	N/A	13.32%	11.33%
<b>Whether or not their parents/guardians went to university</b>	N/A	12.91%	11.27%

### 2021 Index reporting period

Please insert number (e.g. 78% = 78)



	<b>% completion unsuccessful applicants</b>	<b>% completion new hires</b>	<b>% completion current employees</b>
<b>Type of school attended</b>	N/A	7.84%	9.12%
<b>Type of school attended with 'state school' broken down into selective and non-selective (by attainment)</b>	N/A	Of the 7.84% Completed Selective 8% Non Selective 72%	Of the 9.12% Completed Selective 14.59% Non Selective 67.90%
<b>Parental/guardian occupation</b>	N/A	7.84%	8.76%
<b>Eligibility for free school meals/pupil premium</b>	N/A	8.15%	9.05%
<b>Whether or not their parents/guardians went to university</b>	N/A	8.15%	9%

**5. What proportion of employees answered 'prefer not to say' or 'I don't know' in the 2024 Index reporting year?**

**2024 Index reporting period**

Please insert number (e.g. 78% = 78)

	<b>% of new hires who responded 'prefer not to say'</b>	<b>% of current employees who responded 'prefer not to say'</b>	<b>% of current employees who responded 'I don't know'</b>	<b>% of new hires who responded 'I don't know'</b>
<b>Type of school attended</b>	1.5%	0.91%	N/A	N/A
<b>Type of school attended with</b>	1.5%	0.91%	N/A	N/A

<b>'state school' broken down into selective and non- selective</b>				
<b>Parental/guardian occupation</b>	1.53%	1.53%	N/A	N/A
<b>Eligibility for free school meals/pupil premium</b>	0.61%	0.74%	N/A	N/A
<b>Whether or not their parents/guardians went to university</b>	0.31%	0.95%	N/A	N/A

**6. Please fill in details below, up to and including your UK Board/Management Committee.**

### Key

<b>UK Board/Management Committee:</b>	Sit on the leadership team and or report to the CEO
<b>Senior:</b>	Those in the most senior roles by grade / band or reporting directly to this group and / or leading large teams. May also include high level specialist roles.
<b>Middle:</b>	With developing professional experience, working under some supervision or autonomously on smaller projects.
<b>Junior:</b>	Undertaking closely supervised work, with little or no supervisory responsibility, including entry level roles.

Seniority level (please use categories in key)	How many people do you have data for	% that are from a lower socioeconomic background (based on parental/guardian occupation)	% that attended a state school	% that attended a non-selective state school	% eligible for free school meals/pupil premium	% that were the first generation in their family to attend university
UK Board/Management Committee	10 (data is incomplete at present)	10%	70%	60%	11%	60%
Senior	40 (data is incomplete at present)	20%	75%	63%	20%	56%
Middle	319 (data is incomplete at present)	13%	73%	61%	13%	38%
Junior	352 (data is incomplete at present)	17%	85%	74%	18%	28%

**7a. Does your organisation collect data on the socioeconomic background of any non-executive directors?**

- Yes
- 
- No
- 
- N/A we do not have any non-executive directors
- 

**[If 7a = 'Yes']**

**7b. Please provide the below data in relation to your non-executive directors, where known.**

Criteria	Percentage
----------	------------

<b>% that are from a lower socioeconomic background (based on parental/guardian occupation)</b>	Click or tap here to enter text.
<b>% that attended a state school</b>	Click or tap here to enter text.
<b>% that attended a non-selective state school</b>	Click or tap here to enter text.
<b>% eligible for free school meals/pupil premium</b>	Click or tap here to enter text.
<b>% that were the first generation in their family to attend university</b>	

**8. Does your workforce data show any differences in different parts of the organisation or job roles by socioeconomic background? Where this is the case, what action have you taken in response to this?**

There is currently insufficient data on socioeconomic background to identify differences in job roles by socioeconomic background. However, we are aware that there are pockets of areas more widely in our society where differences in job roles exist and we will be working across the organisation to consider prioritised activity on the basis of contextual organisational need as we continue to improve our data collection.

**9. Do you review data on the socioeconomic profile of your workforce against national benchmarks, and against peer organisations where possible – e.g. through a sector consortium focused on socioeconomic background?**

Yes  No

**10a. Is data on the socioeconomic profile of your workforce published externally?**

Yes (please provide a link):

No

**[If 10a = 'Yes']**

**10b. Please indicate below which data points are published:**

- % that are from a lower socioeconomic background (based on parental/guardian occupation)

---
- % that attended a state school

---
- % that attended a non-selective state school

---
- % eligible for free school meals/pupil premium

---
- % that were the first generation in their family to attend university

---

**11. Is your socioeconomic background data presented to your UK Board/Management Committee?**

- Yes       No
-

## Section 6: Pay, progression and retention

Please indicate if your organisation will be submitting answers to Section 6: Pay, progression and retention.

- Yes - we will be submitting answers to Section 6: Pay, progression and retention
- 
- No - we will not be submitting answers to Section 6: Pay, progression and retention
- 

If no, please state the reason why you are not submitting answers to this section: (150 words)

Click or tap here to enter text.

### 1a. Do you measure your Class Pay Gap?

- Yes, and we follow the best practice guidance published in October 2023 ([link](#))
- 
- Yes, but we take a different approach compared with the one outlined above
- 
- No
- 
- No, but we intend to in the next year
- 

**[If 1a = 'Yes']**

### 1b. If yes, do you publish your findings?

- Yes (please provide a link):
- 
- No
- 

**[If 1a = 'Yes']**

### 1c. Do you have targets for closing your Class Pay Gap?

- Yes (please provide a link):
- 
- No
-

**[If 1c = 'Yes']**

**1d. Are these targets published externally?**

Yes

No

We have internal targets and public targets. Please specify (150 words):

Click or tap here to enter text.

**2a. Does your organisation routinely offer variable pay depending on individual or collective performance?**

Yes



No

**[If 2a = 'Yes']**

**2b. Please explain which roles have variable pay depending on individual or collective performance and the rationale for this.**

(200 words)

Although variable individual and collective performance pay is not currently routinely offered across the organisation (with a small number exceptions), a priority programme of work underway as part of our first ever People Strategy 2024-2029. This is entitled Ambition 25, and involves a review of our entire system of job descriptions to implement a manageable number of succinct and outcome focused role profiles that objectively defines each role's purpose, responsibilities, accountabilities, knowledge, skills, and experience within a job family structure. We will create a new pay structure and job evaluation system that evaluates and grades roles in a way that simplifies regrading and promotion processes to acknowledge job growth, performance, and exceptional contribution in a more equitable and objective way. We will develop a total reward approach to pay, recognising contribution and offering flexibility and choice through a benefits portal that includes a range of recognition mechanisms. This is a significant programme of work that has begun this year, and that crosses submission year boundaries. The programme will create a flexible, sustainable, equitable, and transparent reward and recognitions system for our people, creating action plans to address pay gaps, and developing mechanisms to identify and address any other pay inconsistencies.

**3. Does your organisation have proactive succession planning procedures in place?**

Yes



No

**4a. Does your organisation analyse the below data by socioeconomic background?**

	Yes	No	Is this data published?	If provided, please provide a link to the data:	This is not applicable in our organisation
<b>Retention</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Progression</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Appraisal grades (Performance)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Professional exams/qualifications</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Take up of training</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Preparing teams to pitch for work with prospective clients</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Work allocation</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Bonus allocation</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Take up of flexible working options</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Take up of hybrid working</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Perception of workplace culture</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>



<b>Employee job satisfaction</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Promotion expectations</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>
<b>Take up of mentoring</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.	<input type="checkbox"/>

**[If 4a = 'Yes' for 'Retention']**

**4b. Please outline what your data on retention by socioeconomic background shows and what actions you have taken to address the findings and the difference any changes made if any:**

(250 words)

Whilst we collect and currently analyse this data, we are taking the necessary steps to continue to increase our declaration rates to enable better and more reliable analysis: current disclosure rates are not sufficient for making reliable targeted interventions at this stage, should this be relevant or needed.

**[If 4a = 'Yes' for 'Take up of Hybrid working']**

**4c. Please outline what your data on take up of hybrid working by socioeconomic background shows and what actions you have taken to address the findings and the difference any changes made if any:**

(250 words)

n/a

**[If 4a = 'Yes' for 'Bonus allocation']**

**4d. Please outline what your data on bonus allocation by socioeconomic background shows and what actions you have taken to address the findings and the difference any changes made if any:**

(250 words)

Click or tap here to enter text.

**[If 4a = 'Yes' for any option]**

**4e. Have you analysed whether those from lower socioeconomic backgrounds who may experience unequal outcomes are also disproportionately from a background with a protected characteristic e.g. gender or ethnicity?**

Yes  No

---

**[If 4e = 'Yes']**

**4f. Please tell us what you have found:**

(300 words)

We currently have insufficient socioeconomic data available to analyse intersectional elements of other EDI protected characteristics. We will be able to analyse this data once we have sufficient reporting of socioeconomic background within the organisation. Initiatives are in place and underway to turn this around over the course of this year.

**5a. Have you (or a third party) analysed your workforce data to understand whether there are unequal progression rates in your organisation by socioeconomic background?**

Yes  No

---

**[If 5a = 'Yes']**

**5b. Briefly outline your methodology and your findings**

(300 words)

Click or tap here to enter text.

**[If 5a = 'Yes']**

**5c. What actions have you taken in response to these findings**

(200 words)

Click or tap here to enter text.

**6a. Have you examined the role of internal sponsors within your organisation (i.e. senior staff who support the career progression of more junior staff) to see whether junior staff from lower socioeconomic backgrounds receive a comparable level of sponsorship or work allocation to those from more advantaged backgrounds?**

Yes       No

---

**[If 6a = 'Yes']**

**6b. If yes, please give details of what you have found, whether any changes were made, and what differences you have seen as a result:**

(300 words)

Although the response to 6a.in Section 6 (internal sponsoring) is no, City of London Corporation has embarked on a pilot scheme that incorporates both mentoring and reverse mentoring which will be rolled out more widely across the entire organisation in 2024/25 and which includes our most senior leaders working with more junior staff to support career progression, confidence, and network building. As yet, it is too soon to measure the difference these schemes will make. Additionally, although the role of sponsors at an individual staff level is not in formally in place at City Corporation, each staff network within the organisation benefits from two senior leaders as sponsors who actively guide and support the members of the network. These arrangements are well established, and they have made a demonstrable difference in encouraging the voices of the staff EDI networks to expand their memberships, to be heard, and to positively influence culture and system change. Finally, all staff network Chairs benefit from a specified work allocation of their time that enables them to spend dedicated time supporting the career progression of all staff, including those in the social mobility network (detail in section 8), to progress their careers.

**7a. Does your organisation specifically target any of the following activities at those from lower socioeconomic groups:**

Please provide detail of each one clicked.

We are looking here for activities specifically targeted at those from lower socioeconomic groups, as opposed to activities targeted at women or non-white employees.

	Yes	No	Please provide detail
<b>Buddying/mentoring/sponsorship scheme</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Mentor Connect
<b>Support with passing the required qualifications</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Functional Skills
<b>Workshops/Masterclasses/Training (e.g. on work skills)</b>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
<b>A network of employees from similar backgrounds</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Social Mobility Network
<b>Mentoring/leadership programmes to encourage progression</b>	<input type="checkbox"/>	<input type="checkbox"/>	Pilot mentoring scheme underway; leadership programme to support management development
<b>Flexible working arrangements, like part-time positions or job shares</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Flexible Working
<b>Reverse mentoring</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reverse Mentoring (for young employees)

**[If 7a = 'Yes' to any option]**

**7b. Please describe the impact of these schemes, with particular reference to their impact on progression and retention.**

(200 words)

We are founding member of the Mentor Connect initiative, in collaboration with various London Councils in the Heads of OD Network. Mentor Connect is a unique opportunity to connect, learn, and grow with participants from different London councils.

This scheme provides an opportunity for staff to accelerate their professional growth and achieve their career goals. Through mentoring by senior professionals, staff may realise career aspirations, address development needs and progress within the workforce – helping us retain talent.

We champion flexible working and have a policy that is designed to promote a positive approach to working arrangements that supports employees from different socio-economic backgrounds may need working patterns based upon personal responsibilities.

Launching in June 2024, the Social Mobility staff network aims to empower and advocate for individuals from low socio-economic backgrounds, raising awareness about the importance of socio-economic diversity and providing opportunities for training and support.

The Young Employees Network recently launched a five-month reverse mentoring programme, allowing senior leaders to learn from early careers starters, and enabling young employees to share ideas and perspectives. The scheme contributes to the inclusivity and diversity of the organisation, and supports progression and retention through learning

**8. Are the criteria your organisation use to determine pay, pay levels and opportunities for progression accessible and available to your employees? If yes, please explain how.**

Determining pay, pay levels, and providing accessible progression opportunities is linked directly to the Ambition 25 programme of work (see question 2b). This work includes the development of career path maps based on job families, including access to apprenticeships for existing employees, secondments, and shadowing opportunities to inform progression and promotions. Additional related work includes the introduction of an annual manual process (ultimately automated with the new Enterprise Resource Planning system connecting finance and people data) to undertake a workforce planning exercise that enables us to understand our current and future progression and succession planning needs, including identifying and addressing skills gaps, understanding critical roles, and improving recruitment and progression processes and timelines. As a unique and complex organisation that incorporates work across public, private, and third sector elements, City Corporation offers unique and unparalleled opportunities for our employees to access career and progression opportunities across a wide array of professions and organisation types. The work underway that will be underpinned by Ambition 25 will improve clarity and transparency that enables our people to develop in their current roles and to access and progress into future roles anywhere across City Corporation.

**9. Do you have processes in place to ensure that work allocation and distribution is based as objectively as possible on skills and competence? If yes, please explain these processes – and how they achieve outcomes that guard against disadvantaging those from lower socioeconomic backgrounds. (200 words)**

*Here we are particularly interested in processes you have to ensure that employees from lower socioeconomic backgrounds have equal access to profile-raising internal projects and work with prestigious clients/accounts.*

Our Ambition 25 project is currently reviewing the roles and responsibilities that are included across over 2500 job descriptions within the organisation. This will result in a replacement of these with a smaller number of approximately 500 role profiles that will enable increased visibility to our leaders and staff across the organisation of what is included within these role profiles. The project will make it easier to identify skills and competencies that would be necessary for any employee to develop their career and progress through the organisation. Coupling this project with improving data availability over time on socioeconomic backgrounds will enable us to identify any processes that exist that may disadvantage those from lower socioeconomic backgrounds and will provide us with the opportunity to pay particular attention to ensuring opportunities and work allocations are equitable for all.

**10a. Does your organisation have strategies in place for improving retention and/or progression for those from under-represented socioeconomic backgrounds?**

Yes       No

**[If 10a = 'Yes']**

**10b. Please provide a copy of the documentation where this is stated and indicate page numbers of relevant pages:**

Relevant pages : (e.g. p.7 – 11)\*

	Document Title	Page Number(S)
<b>Reference 1</b>	<a href="#">Social Mobility Strategy 2018-2028</a>	2-13
<b>Reference 2</b>	<a href="#">People Strategy</a>	26-47
<b>Reference 3</b>	Equality Objectives	n/a - website

**11a. Upon completion of a school leaver programme/apprenticeship, can these employees progress at the same rate as a graduate hire?**

Yes

---

No

---

N/A we do not offer these entry routes

---

**[If 11a = 'Yes']**

**11b. If yes, please provide data to demonstrate the progression rates of school leavers and/or apprentices in comparison to graduates.**

(300 words)

Upon completion of their apprenticeship, apprentices are provided with avenues for advancement, including progression to a higher level of apprenticeship or application for a permanent role within the organisation. While the average apprentice achiever typically secures a salary one grade below that of a graduate, they have the opportunity to continue their professional and personal development through the next level of apprenticeship, thereby advancing along a structured development pathway. Notably, 80% of apprenticeship achievers successfully secured roles, with a pay grade commensurate with their qualifications and experience. This achievement underscores the effectiveness of our apprenticeship programs in facilitating career progression and supporting the transition of apprentices into permanent roles within the organisation

(Please provide evidence for any or all routes where this applies)

**12a. If someone on an apprenticeship, graduate scheme, or school leaver scheme does not pass any sponsored exams, do they have to pay for retakes?**

Yes

---

No

---

N/A we do not offer these entry routes

---

**[If 12a = 'Yes']**

**12b. At what point do they need to pay?**

At first retake

After first retake

Other - please state (required):

**[If 12a = 'Yes']**

**12c. Is it made clear in recruitment materials that employees are required to pay for retakes of sponsored exams?**

Yes, please provide a link to where this information is provided:

No

**13a. Do you monitor drop out rates by socioeconomic background for your apprenticeships, graduate schemes, or school leaver schemes?**

	Yes	No
<b>Apprenticeship</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Graduate</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>School leavers</b>	<input type="checkbox"/>	

**[If 13a = yes to any]**

**13b. If yes, what did you find, what action did you take on the findings and what difference did these actions make?**

(200 words)



**14a. Does your organisation implement exit fees for graduates, apprentices, and school leavers who do not complete their scheme or role with you?**

Employers operating such schemes require graduates to sign contracts that stipulate that those who depart during the set period have to reimburse training costs.

	Yes	No
<b>Apprenticeship</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Graduate</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>School leavers</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**[If 14a = Any 'Yes']**

**14b. Is this practice clearly included in your job role adverts?**

Yes  No

**[If 14a = Any 'Yes']**

**14c. Why do you implement this practice?**

- To recoup the costs of training
- To deter graduates from leaving
- Other - please state (required):

Click or tap here to enter text.

**15a. Do you offer retention bonuses to employees?**

Yes  No

**[If 15a = 'Yes']**

**15b. Have you explored the proportion of employees receiving retention bonuses who are from a lower socioeconomic background?**

- Yes, please provide the % of employee in receipt of a retention bonus who are from a lower socioeconomic background.
- No

**16a. Do you conduct exit interviews with employees when they leave your organisation?**

- Yes- we conduct exit interviews internally
- 
- Yes- we commission a third party to undertake confidential interviews
- 
- No
- 

**[If 16a = 'Yes']**

**16b. Do you analyse the findings from your exit interviews by socioeconomic background?**

- Yes       No
- 

**If 16a = 'Yes']**

**16c. Please explain your findings and the changes you have made as a result.**

(400 words)

We have recently started to collect this information as part of our exit interview process. We anticipate meaningful trend data and findings to develop over time, and intend to monitor and analyse these more fully as soon as this becomes possible.

## Section 7: Culture and internal advocacy

Please indicate if your organisation will be submitting answers to Section 7: Culture and internal advocacy

- Yes - we will be submitting answers to Section 7: Culture and internal advocacy
- 
- No - we will not be submitting answers to Section 7: Culture and internal advocacy
- 

If no, please state the reason why you are not submitting answers to this section:  
(150 words)

Click or tap here to enter text.

### 1a. What steps have you taken to explore whether employees from lower socioeconomic backgrounds feel that the culture of your workplace is welcoming to them?

- We have conducted a survey specifically relating to socioeconomic background.
- 
- We have conducted a general diversity survey and analysed the results by socioeconomic background.
- 
- Other, please specify:
- 
- We have not yet taken steps to explore whether employees from lower socioeconomic backgrounds feel that our culture is welcoming.
- 

City of London Corporation runs or hosts a large number of events, and this can be a huge change for us as they often require a high level of formality.

We have a cross-corporate EDI and Events working group that has two priorities as follows:

- Accessibility in event design to reflect the requirements of a diverse audience, giving consideration to, for example, dress code, timings, event content and catering.
- Event guidance to support guests attending a City event for the first-time outlining protocol, dress codes, event formats, and table settings.

**1b. If you conducted a survey, please provide a list of the questions that were asked in relation to socioeconomic background, or that were analysed by socioeconomic background.**

The all-staff survey has taken place over April-May 2024 and the results will be analysed and action plans created in June-July 2024. This is the first time we have included questions on social mobility.

<p>What was the occupation of the main earner in your household when you were aged about 14?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clerical or intermediate occupation</li> <li><input type="checkbox"/> In full-time education</li> <li><input type="checkbox"/> Unemployed</li> <li><input type="checkbox"/> Professional occupation</li> <li><input type="checkbox"/> Retired</li> <li><input type="checkbox"/> Routine, semi-routine manual or service occupation</li> <li><input type="checkbox"/> Senior, middle or junior manager or administrator</li> <li><input type="checkbox"/> Small business owner</li> <li><input type="checkbox"/> Technical or craft occupation</li> <li><input type="checkbox"/> This question does not apply to me</li> <li><input type="checkbox"/> I don't know</li> <li><input type="checkbox"/> Prefer not to say</li> </ul>
<p>Which type of school did you attend for the most time between ages of 11 and 16?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A state-run or state-funded school</li> <li><input type="checkbox"/> Independent or fee-paying school</li> <li><input type="checkbox"/> Independent or fee-paying school, where I received a bursary covering 90% or more of my tuition</li> <li><input type="checkbox"/> Not applicable</li> <li><input type="checkbox"/> I don't know</li> <li><input type="checkbox"/> Prefer not to say</li> </ul>
<p>If you finished school after 1980 in the UK, were you eligible for free school meals at any point during your school years?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Not applicable (finished school before 1980 or went to school overseas)</li> <li><input type="checkbox"/> I don't know</li> <li><input type="checkbox"/> Prefer not to say</li> </ul>

**1c. Please give details of your findings and the actions you have taken as a result of these.**

*(300 words) Please tell us how this was done, what was found, and what difference it made. Click or tap here to enter text.*

City Corporation have included socio-economic background questions along with questions on all protected characteristics for the first time in our April-May 2024 all-staff survey (hosted by an external supplier partner). Results of the staff survey will be analysed once the survey closes on 17 May 2024. While the survey provides assurances of anonymity for all who complete it, including these questions will provide a set of helpful anonymised baseline data to have positive and proactive conversations about why the questions were included and the value and importance of sharing socio-economic data to inform action planning to increase socio-economic diversity across the organisation.

Socio-economic background questions are new to many staff. A continuing communications campaign in conjunction with other programmes of work within our new People Strategy to develop a positive culture will be required over the course of the months and years to come to build the trust necessary for individuals to want to share this information with the organisation. We are at the start of this part of our journey.

**2a. Does your organisation offer diversity awareness training with a particular focus on social mobility?**

We're looking here for training specifically focused on diversity of socioeconomic background, as above.

Yes       No

---

**[If 2a = 'Yes']**

**2b. If yes, do you offer distinct training on social mobility specifically?**

- Separate modules or sessions focused on social mobility
  - Covered as part of a broader diversity & inclusion session, for example unconscious bias training
-

**3a. Does your organisation offer diversity training specifically to managers and leaders focused on diversity of socioeconomic background?**

Yes  No

---

**[If 3a = 'Yes']**

**3b. What is covered in the training? Does the additional training cover typical signals of socioeconomic status such as accent?**

(300 words)

Click or tap here to enter text.

**[If 3a = 'Yes']**

**3c. What percentage of managers/leaders have participated in this training?**

Click or tap here to enter text.

**4. Do departmental/section/team managers routinely receive reports on the socioeconomic diversity of the team(s) for which they are responsible?**

Yes  No

---

**5a. Do you have a member of staff who is specifically responsible for your organisation's approach to social mobility?**

Yes  No

---

**[If 5a = 'Yes']**

**5b. Please specify their name and position:**

**Name:\*** Dionne Corradine

---

**Job title:\*** Chief Strategy Officer (role will divert to Equalities Director once recruited)

---

**6. Who is the most senior person within your organisation accountable for the organisation's approach to social mobility?**

**Name:\*** **Dionne Corradine**

---

**Job title:\*** Chief Strategy Officer (role will divert to Equalities Director once recruited)

---

**Job level**

- Board Member

---

- Executive Team (e.g. CEO, COO)

---

- President/Vice President

---

- Head of Department

---

- Managing Partner/Managing Director

---

- Partner/Director

---

- Senior Manager

---

- Manager

---

**7. Does your organisation have a staff network specifically focused on social mobility/socioeconomic background?**

Yes       No

---

**8a. Do you encourage employees to share their social mobility stories within the organisation to raise awareness and help others to feel more comfortable at work, for example through blogs or organising a social mobility week?**

Yes       No

---

**[If 8a = 'Yes']**

**8b. Please give details:**

(200 words)

The City Corporation's Social Mobility Network (detail in section 8) launched this year, and is planning a series of events to encourage staff to raise awareness about socio economic diversity. This includes:

- Lunch and launch of the Network to coincide with Social Mobility Awareness Day which is scheduled to take place on 13<sup>th</sup> June 2024. This includes the production of lanyards and badges designed to encourage staff to share their social mobility stories, while championing socio-economic diversity.
- In Conversation with CoL leaders from low-socio-economic backgrounds, online talk planned to take place Autumn/Winter 2024.
- Ongoing campaign titled “Personal Sensitive Information” which is designed to encourage staff to submit their socio-economic diversity data.

**9a. Does your organisation have any targets relating to socioeconomic background or diversity?**

Yes       No

---

**[If 9a = ‘Yes’]**

**9b. If yes, please click the area(s) these targets relate to:**

- Applicants by socioeconomic background (at entry level)

---

- Success rates of applicants by socioeconomic background (at entry level)

---

- Applicants by socioeconomic background (at all levels)

---

- Success rates of applicants by socioeconomic background (at all levels)

---

- Overall workforce diversity

---

- Workforce diversity disaggregated by occupational area

---

- Workforce diversity disaggregated by seniority

---

- Progression gaps by socioeconomic background

---

- Other – please specify (150 words):

---

- Click or tap here to enter text.

---

**[If 9b = ‘Yes’ to any option]**

**9c. Are these targets monitored at Board level?**

Yes       No

---



**[If 9b = 'Yes' to any option]**

**9d. Are your targets published externally?**

Yes, please provide a link:

No

We have internal targets and public targets. Please specify (150 words):

**[If 9a = 'No']**

**9e. If your organisation does not have any targets related to socioeconomic diversity and inclusion, are targets being considered?**

Yes  No

**[If 9e = 'No']**

**9f. Have targets ever been considered?**

Yes  No

**[If 9f = 'Yes']**

**9g. If targets have been considered as an option and rejected, please explain why:**

(200 words)

Targets are being considered as part of the ambitions set out in our People Strategy 2024-29, and are also linked to our Equality Objectives 2024-29.

Our first People Strategy launched in April 2024 and covers the next five years. Public reporting will take place bi-annually to our Corporate Services Committee beginning in 2024/25. Starting with a review of 2023/24 data, targets will be established in all areas of EDI where we have sufficient data for 2024/25 and each year thereafter. In areas such as socioeconomic status where reporting is still low, we will be working to increase confidence across the organisation for disclosure to be able to establish a sufficient evidence base of data to create targets.

As referred to earlier, at the end of March 2024 we published our Equality Objectives 2024-29, of which socio-economic diversity is one. We are now in the process of developing workstreams and plans to achieve these objectives.

Our ambitions include:

- Continuing to use our influence to advance socio-economic diversity across the City, building on the success of the Socio-Economic Diversity Taskforce report and its recommendations

- Collaborating with a variety of communities to enable opportunities for those from lower socio-economic backgrounds to get in, get on, and belong in the City Corporation
- Continuing to measure our performance as an employer across the eight areas set out in the Social Mobility Index
- Closer working across City Corporation family to tackle barriers collectively and holistically for underrepresented groups.

Progress against our ambitions will be regularly reported at Board level, as well as to our EDI sub-committee of elected Members – all of whom will provide scrutiny and oversight of delivery. Papers for this are (and will be) in the public domain. Development of work to progress the Objectives is in early stages and will continue over the course of the next five years.

# Section 8:

## External advocacy

Please indicate if your organisation will be submitting answers to Section 8:  
External advocacy

Yes - we will be submitting answers to Section 8: External advocacy

---

No - we will not be submitting answers to Section 8: External advocacy

---

If no, please state the reason why you are not submitting answers to this section:  
(150 words)

Click or tap here to enter text.

### 1. Have clients or other organisations that you work with demanded action on improving the diversity of your workforce in relation to:

The word 'clients' can be used synonymously with customers, recipients or service users

Gender

---

Race

---

Socioeconomic background

---

Other (please fill in): Disability

---

Our clients have not communicated their preferences

---

### 2a. Do you work with any clients to improve their approach to employer-led social mobility?

Yes  No

---

**[If 2a = 'Yes']**

**2b. Please give details below including any actions your clients have taken in relation to social mobility as a result of your work together and the difference they have made:**

(200 words)

City Corporation was commissioned by HM Treasury and the Department for Business, Energy and Industrial Strategy in 2020 to lead a taskforce to improve socio-economic diversity at senior levels in UK financial and professional services. City Corporation convened over 80 FPS organisations across the UK, and ran until 2022. The outputs from the Taskforce included the first sector-wide data collection on socio-economic diversity at senior levels, a business case report which explored the business benefits of increasing socio-economic diversity at senior levels in UK FPS, a recommendations report that sets out what employers, sector bodies, regulators and the government can do to boost socio-economic diversity, and the launch of an independent membership body.

Progress Together continues this work. City Corporation is one of 12 founding partners of Progress Together, a membership body that aims to drive socio-economic diversity at senior level across UK financial services. City Corporation provides essential funding and in-kind support to Progress Together, and sits on their advisory board. City Corporation continues to champion the need for greater socio-economic diversity at all levels across UK FPS and creates opportunities to profile and support Progress Together to deliver this.

### **3a. Do you encourage your suppliers to take any actions regarding social mobility?**

For example, by asking about it in tender documents or during the procurement process

Yes       No

---

**[If 3a= 'Yes']**

### **3b. Please give details of the specific social mobility actions you ask them to take, examples of these being implemented, and the result:**

(200 words)

The City's Responsible Procurement Commitment for work-related opportunities (commitment five) asks suppliers to promote social mobility through work. Work related opportunities statistics from our impact report:

- 7 apprentices supported, including engineering and business administration through our contracts

- 20 people supported through other work-related opportunities, including internships and graduates
- 92 Young people supported through a digital skill-boosting programme encouraging social mobility and entry into the technology sector with two suppliers on a major project
- 1 T-Level Construction placement from City of Westminster College on a major project

The City’s Social Value Menu (commitment six) promotes social mobility including provision of CV Workshops, careers fairs, outreach programmes and industry events to promote social mobility. At the London Careers Festival three supplier supported by:

- A Software Provider engaged students at the Guildhall providing hands-on experiences with their HoloLens, inspiring students to explore technology
- A Large Consultancy Firm: ‘a Day in the Life of a Consultant’ workshop to 20 students offered insights into technology-focused school-leaver programmes spotlighting unconventional career paths
- A Construction provider hosted a workshop at the Guildhall on ‘Careers in Construction’, showcasing the diverse roles available. They hosted students on one of their construction sites, offering a glimpse into the live environment.

**4a. Does your organisation take part in any social mobility initiatives across your sector or industry?**

Yes       No

**[If 4a = ‘Yes’]**

**4b. If yes, please give details of the initiatives you’re working on, who you are working with, and the difference they have made.**

	<b>Initiative/ partnership name</b>	<b>Please describe the initiative or partnership, including: who is involved, the initiative’s aim and the target group.</b>	<b>Please explain the impact of the initiative, including data to demonstrate the initiative’s impact where relevant:</b>
<b>Initiative/ partnership 1</b>	Progress Together	Progress Together was created to drive socio-	They have created a collaborative peer network

		<p>economic diversity at senior level across UK financial services. As mentioned above, the City Corporation is a founding partner and continues to fund PT.</p>	<p>that has shared best practice, collected data, given advice on internal programmes, etc. Members represent over 1/3 of the FS sector across the UK an employee base of more than 364,000. They have insights backed by academic rigour into the impact of socio-economic diversity on financial services, including their <a href="#">Shaping Our Economy</a> report</p>
<b>Initiative/ partnership 2</b>	New Financial	<p>New Financial is a think tank that, among other focus areas, brings businesses together to improve EDI. They work with different sectors across the industry – investors, issuers, banks, and policymakers, with a focus on capital markets. They are the delivery partner for HMT’s Women in Finance Charter.</p>	<p>New Financial provides their members with practical and relevant insights into the challenges facing their business and the wider industry. They produce reports, toolkits and hold events related to EDI and act as a convening force across the sector.</p>
<b>Initiative/ partnership 3</b>	City Surveyors Department internal diversity drive	<p><b>New London Architecture</b> – the department’s original Equalities Action Plan was based on best practice developed by the NLA. Their three themes of Recruitment, Progression and Advocacy are still in use</p> <p><b>Chartered Institute of Building</b> – the department engaged with the equalities lead in the CIOB to review the departmental EEDI action plan and receive feedback and suggestions for enhancement</p>	<p>Not restricted to social mobility, but including it, the City Surveyors department has been learning good practice on equalities from external peers (historically this is a sector that has lacked diversity more generally). The Department has unique pressures because of its skills requirements that are not replicated in other parts of the business and wishes to recruit and retain potential candidates from all backgrounds</p>

**5a. Aside from any work with young people covered in Section 1: Schools outreach and work with young people and Section 3: Recruitment and selection, do you work with any charity partners to improve social mobility?**

Examples of such work could include charity fundraising, advocacy and campaigning work.

Yes  No

---

**[If 5a = 'Yes']**

**5b. If yes, please provide details on the work your organisation does with charity partners:**

(200 words)

Through the Community Infrastructure Levy Neighbourhood Fund, we fund the “We Can Be” project delivered by the Lord Mayor’s Appeal. This encourages women and girls from disadvantaged backgrounds to consider City Careers. Through the Combined Education charity, we fund Birbeck University to provide bursaries for students from disadvantaged backgrounds to access higher education. We also fund Goldsmiths Universities Equity Awards Scheme which provides means-tested bursaries supporting Black, Asian and Minority Ethnic students at Goldsmiths to achieve their full potential by removing financial and other barriers.

**6a. Does your organisation share the changes it has made to improve socioeconomic diversity and inclusion with other organisations – including evidence of impact?**

Yes  No

---

**[If 6a = 'Yes']**

**6b. Please give details including any specific examples where you feel sharing what you have has led to other organisations changing their practices:**

(300 words)

The City Belonging Project is a new initiative to build a more inclusive and connected Square Mile, supporting and improving the links between diversity networks, and ensuring that the City’s institutions and events are more open to our

communities than ever before. One role of City Corporation is to bring the City together: more than half a million people from every imaginable community who work, live, inspire and innovate within a few minutes of one another. Through the City Belonging Project, and in collaboration with partners we want to achieve the this by:

- Ensure our events, activities and spaces are more inclusive and better promoted to members of our community, especially those in diversity networks.
- Use our convening power to bring together groups and individuals from across the City to create and incubate new inter-company networks.
- Promote the growth of new and existing diversity groups at workplaces of all sizes, signposting to partners with specialist expertise to support their development.
- Ensure that cultural events and activities across the Square Mile are better advertised and promoted, and facilitate the creation of new events that directly serve the needs of our community.
- Help to provide a warm welcome for new starters in the City, and do whatever we can to introduce them to the Square Mile and its community.
- Promote democratic engagement within the City, encouraging those from under-represented groups to stand in City elections and get involved in the civic life of the Square Mile

**7. Does your organisation share reporting data or best practice with any of the following?**

Local Government

---

Devolved Government (where applicable)

---

UK Government

---

Social Mobility Commission

---

Media

---

Other, please specify

---

None of the above

---



**8a. Does your organisation share any information about your work to improve social mobility outside your organisation through any of the following?**

(Please click all that apply)

- Social media

---

- Participating in or holding external events

---

- Advertising or marketing campaigns

---

- Specific annual diversity report

---

- Corporate reporting

---

- Other, please specify Member reports

---

Click or tap here to enter text.

---

**[If 8a = 'Yes' to any option]**

**8b. Please give details on who you share information with and why, including any specific examples:**

(300 words)

Our social media promotes our projects and planned activities, and we share information specific to the project or initiative with students, learners, apprentices, educators, parents and guardians, community groups, policy makers, journalists and the wider public wherever possible. For example, for the Careers Festival we reach out on social media targeting exhibitors to present at the festival and teachers/schools to sign-up and attend.

Sharing information about our work with a view to equality, inclusion, and diversity through social media ensures we reach and engage diverse audiences effectively. By targeting specific groups such as students, educators, parents, community organisations, policymakers, and the general public, we can foster a more inclusive society and drive meaningful change. Through strategic use of social media campaigns, webinars, challenges, and resource sharing, we amplify our impact and promote the values of EEDI in education.

As previously mentioned it is our intention to publish progress against our ambitions for both our Equalities Objectives, our People Strategy 2024-29 and Corporate Plan 2024-29. All of these will be available in the public domain. As part of the reporting on the Equalities Objectives we aim to look at how we can report on our wider impact in delivering the objectives.

As part of our Public Sector Equality Duty we publish an annual staff diversity report - our Equality Information: [Equality Information Report 2023 \(cityoflondon.gov.uk\)](#)

Pay gap data is also reported annually (the Equalities & Inclusion Monitoring report): [Appendix 1 - Annual Equalities and Inclusion Monitoring Report March 2022.pdf \(cityoflondon.gov.uk\)](#) – please note an improved and updated version of this will be available in July 2024.

We are improving and expanding relevant equalities (including social mobility) datasets for these reports, to learn and analyse year on year change. Data are also published by central government and benchmarked against other local authorities.

**9. Finally, please use this space to include any additional information about your work which you feel has not already been covered in the questionnaire, particularly any innovative practices. This could include details of any new initiatives or concrete plans for changes in the coming year. Please do not use this space to repeat anything you have included elsewhere in the submission**

#### **Our Social mobility Objective (Objective 4) in full:**

Our public commitment to Socio-Economic Diversity (Objective 4) states: Someone's socio-economic background should not limit their potential to flourish. Activities (cognisant with the Social Mobility Index recommendations for improvement) may include:

- Continue to use our influence to advance socio-economic diversity across the City, building on the success of the Socio-Economic Diversity Taskforce report and its recommendations.
- Collaborate with a variety of communities to enable opportunities for those from lower socio-economic backgrounds to get in, get on, and belong in the City Corporation.
- Continue to measure our performance as an employer across the eight areas set out in the Social Mobility Index.

Link to our Equality Objectives: [Equality and inclusion - City of London](#)

Link to our Corporate Plan 2024-29: [Our Corporate Plan 2024-29 - City of London](#)

Link to our People Strategy 2024-29: [Our People Strategy 2024-29 - City of London](#)

Link to the Responsible Procurement: [Responsible Procurement policy - City of London](#)

### **Further Information on our new Social Mobility Network**

City Corporation launched The Social Mobility Network in 2024. The purpose of the network is to represent and advocate for colleagues from less-privileged backgrounds to achieve their development goals, collectively share their experiences and support one another to make a difference and build a stronger, more inclusive, and socio-economically diverse culture at City Corporation .

The key aims of the Social Mobility Network are as follows:

- Empower colleagues from less-privileged backgrounds to achieve their development goals and identify barriers and perceived barriers in the workplace which might be holding them back.
- Provide a safe space for colleagues from low socio-economic backgrounds to collectively share their experiences and support one another.
- Advocate and enable for the recruitment and retention of individuals from low socio-economic backgrounds.
- Enhance the resources, training, and networking opportunities available to individuals from low socio-economic backgrounds.

Some of the programmes of work this staff network is implementing which was not mentioned in the previous sections of this submission include:

- A programme of events which includes training on accent bias, networking and imposter syndrome which will empower staff to embrace their socio-economic diversity.
- Speed networking event this is designed to bring staff from different socio-economic backgrounds together.
- Cross collaboration project with Learning and Development during February 2025 to coincide with National Apprenticeships which focuses on telling the stories of apprentices and recognising their lives experiences of work.

### **City Corporation and support for Care Leavers**

City Corporation recently signed up to the London Care Leaver Compact. This supports promoting opportunities for Care Leavers across London. As part of this work, we have

- Increased access to apprenticeship opportunities for Care Leavers
- Prioritised their eligibility for our Housing
- Paid for their annual bus passes
- Supported meeting the costs of their Council Tax

All this work supports our commitment to ensuring that we treat Care Leavers as if it were a protected characteristic and in doing so, support them to achieve better education, health and wellbeing outcomes and enhancing their social mobility opportunities.

### **Detail of the projects funded by the City Premium Grant**

For the current period, the Education Board distributed £2,162,293 of City Premium Grant funding for extracurricular activities across the City Family of Schools.

Projects included the following:

- ‘EAL Flash Academy’: Designed to support primary learners who are new to English or have English as a second language, to learn social and curriculum vocabulary, grammar, phonics, and handwriting. The project saw improvements in oracy confidence, written communication and school engagement.
- ‘Boxing Therapy’: Aimed to reduce the number of exclusions and negative peer interactions through pioneering boxing based therapy. The pastoral team noted that this initiative had a notable impact on reducing student anxiety and improved motivation and wellbeing.
- ‘Enrichment’: Funding made additional enrichment opportunities available to students, including music tuition, an Outward Bound residential, Duke of Edinburgh Scheme, additional studies and female empowerment sessions. The project resulted in 50 music scholars in year 8 continuing to play an instrument, all year 12s successfully achieving the Bronze Duke of Edinburgh qualification, and Outward Bound participants reporting positive Page 49 impact on their confidence, resilience and leadership skills.
- ‘Ivy League Programme - US SAT Preparation’: Bespoke SAT support was provided for students applying to Ivy League and other competitive U.S. universities. As a result, 9 students applied to US universities, with 2

students receiving offers to Stanford and NYU, whilst one was waitlisted for Princeton.

- 'KS4 Pre-Apprenticeship Academy': Secondary learners most at risk of, or who are going through the process of permanent exclusion received additional support with the primary aim of reducing permanent exclusions in KS4 across CoLAT. The project has seen an improvement in attendance and all year 11 students applying for post-16 qualifications.

'Debate Mate': Learners and teachers engaged in a 17-week programme developing debating and oracy skills, as well as their critical thinking and confidence. Following the project, pupils took part in two debates in the Urban Debate League, winning one of them. Additionally, two pupils won Best Speaker awards at the City Schools Debating Day, and successfully reached the finals.

---

Please contact [employerindex@socialmobility.org.uk](mailto:employerindex@socialmobility.org.uk) if you have any queries regarding the Index or your feedback

S\_CIAL  
MOBILITY  
F\_UNDATION®

EMPLOYER  
INDEX  
—2024