

Diversity in the Teaching Workforce in Lambeth



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Cover photo: Relaxing before the next lesson, teachers take a break in their office.
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1: Introduction

1.1 Policy concerns with diversity

There is a growing concern facing policymakers in Lambeth and England about the lack of diversity in schools. Research shows that there is a mismatch between the teacher workforce and student populations with the majority of 93% of school leaders and 87% of teachers having a White British ethnic background in England. This is despite 31% of students being ethnic minority. The relevance of teacher diversity also emerged as one of the most well-established findings in education research into the low achievement of some ethnic minority groups (Demie and See 2022; Gorard et al 2023). Schools should acknowledge, reflect, and celebrate diversity. We do not have enough ethnic minority teachers compared to those from a White British background and this can play out in fairness in disciplinary actions, expectations of students, and academic achievement levels.

Previous research (e.g., Demie and See 2022; Gorard, Miller 2021,2020; Demie 2022; Callender, 2020; Haque, 2017; Tereshchenko et al.,2020; Hague 2017; Haque and Elliot 2016; Cunningham and Hargreaves, 2007; Basit and Roberts, 2006; Macpherson 1999).) has highlighted the significant barriers for black and ethnic minority (BAME) teachers in schools and in relation to recruitment, retention and career progression. All these research findings found that teachers from black, Asian, and other ethnic backgrounds experienced racism and associated inequalities. The NfER's (2022) research on racial equality in the teacher workforce also shows that there is a significant under-representation of people from Asian, black, dual heritage and other ethnic minority backgrounds within the teaching profession.

DfE (2022) also investigated the under-representation of ethnic minority groups among school leaders, finding that teachers from ethnic minority groups were significantly less likely than teachers from white British backgrounds to progress to senior leadership. Previous research has identified a number of barriers to progression in the teaching profession for people from black, Asian, and other ethnic groups. These include factors such as government policy, racism, discrimination, institutional practices, and affiliation/group (Miller (2019).

The study by UCL Institute of Education (Tereshchenko et al.,2020) found ethnic minorities are underrepresented in England schools and that 46% of all schools in England have no black, Asian and minority ethnic (BAME) teachers. Even in ethnically diverse schools, BAME teachers are underrepresented in senior leadership teams. The researchers also found that only 16% of schools across England employ over a fifth of their teachers from BAME groups.

Demie and Hau's (2022) research suggest London has the most ethnic minority teachers and the most diverse teaching workforce in any region of England. The study also shows that disproportionality in the teaching workforce and students is worse in London than anywhere else. Gorard et al recent research (2023:1) also confirm similar findings and suggests that:

“A student lacking any teachers of the same ethnic group might be treated differently at school, and there is some evidence that this might affect their attainment outcomes. The study argued that the lack of ethnic diversity in some schools and areas, regardless of proportions, may impoverish the diversity of the whole school system. Several possible reasons for these patterns are noted in the paper, but it is clear that ethnic minority applicants to teacher training are less likely to be accepted, and less likely to obtain qualified teacher status or an eventual teaching post.”

Miller and Callender (2018:183) research on race and school leadership shows there are ‘fewer BAME teachers in the leadership role in education and there are only 230 BAME leaders in over 24,000 primary and secondary schools’. They argued for the need for the teaching workforce to reflect the communities it serves as schools have become more ethnically diverse in the UK. Research in an inner London borough also showed similar findings, whereby teachers and leaders from ethnic minority backgrounds are under-represented in the teaching profession with a small number of ethnic minority teachers at the leadership level (Demie 2019, 2022b).

There is now strong evidence in the UK that schools have become more ethnically diverse, and much research shows disproportionality in attainment between ethnic minority and white British pupils. All previous studies highlighted the lack of ethnic diversity within the teacher workforce and the need for it to reflect the communities it serves (Demie and See, 2022 and Gorard et al 2023) .

Disproportionality in the teaching workforce is not unique in England. There is an increasing concern amongst policymakers with the widening under-representation of minority teachers in the teaching workforce in Wales (Wightwick 2021), Scotland, and Ireland (McGuire 2021). In Wales, only 1.1% of school teachers and 0.5% of school leaders identified as being from an ethnic minority background, compared to 12% of learners (Wightwick 2021). Similar figures were reported for Scotland (Scottish Government 2021) and Ireland. Across the UK, schools have become more ethnically diverse.

In the UK, the issue of ethnic disproportionality in the school workforce has now been recognised by policy makers at the national level. There are many initiatives that have been launched to tackle disproportionality in the teaching workforce in England (see Gov.UK 2018), Wales (Welsh Government 2023), and Scotland (Scottish Government 2021).

The international research evidence also clearly shows disproportionality between ethnic minority students and teachers. This is despite the increased number and proportion of ethnic minority teachers in schools (Ingersoll et al 2021; Ingersoll et al 2020; Ingersoll, Merrill, and Stuckey 2017; Villegas and Irvine 2010).

A diverse workforce is important in promoting equal opportunities, cultural understanding, and inclusion at the local and national level. A growing body of evidence suggests that being taught by someone from the same ethnic group can have a positive impact on pupils’ social-emotional, attitudinal, academic, and behavioural outcomes, especially for pupils from black ethnic backgrounds (Demie and See 2022 and Gorard et al 2023; Haque, 2017; Tereshchenko et al., 2020). To address these inequalities, they argued the need for more research that tackles racial inequality.

1.2 The aims of the research

This research considers Lambeth local authority as a case study. The paper explores the diversity in the teaching workforce and the deployment of ethnic minority teachers. The main aims are to address four research questions:

- What does the trend data tell us about the growth in number of ethnic minority students and teachers in schools?
- What does the trend data tell us about disproportionality in teaching workforce?
- What are the contextual factors that influence the teaching workforce in schools?
- What are the implications for policy, practice and future research?

This article is organised around the four major themes of the teaching workforce in Lambeth during the last decade. The first section of the article is the review of literature and briefly describes the aims of the study and methodological approach for research. The second section explores the theoretical argument on why diversity matters. The third section of the article provides trends in the ethnic minority teacher workforce and student population in Lambeth. It also examines disproportionalities in the teaching workforce by ethnic background. The fourth section examines contextual factors that influence the trends in the teaching workforce in Lambeth. This includes changes in the teaching workforce by gender, age, ethnicity, type of school and local authority (LA). The final section presents a summary, conclusions and implications for policy and research.

1.3 The data

This study uses data from the School Workforce Census to analyse the characteristics of the school teaching workforce. The school workforce census is an annual statutory data collection of the composition of the school workforce in all primary, secondary and special maintained, academy and free schools in England. The census collects data on all teaching and support staff in regular employment. Schools must complete statutory censuses by law unless there is a good reason not to. The key lists of ethnic categories used at the national level are based on the 2011 and 2023 census categories (DfE 2023) and come from two sources and include:

School Workforce Census: Five main categories for teachers' data collection are used:-

- **Asian:** Indian; Pakistani; Bangladeshi; Chinese; any other Asian background.
- **Black:** Caribbean; African; any other black background.
- **Mixed ethnic background:** white and Black Caribbean; white and Black African; white and Asian; any other mixed or multiple ethnic background.
- **White:** English, Welsh, Scottish, Northern Irish, or British; Irish; Gypsy or Irish Traveller; Roma; any other white background.
- **Other ethnic background:** Arab; any other ethnic group.

School census: 19 categories for the ethnicity of pupils are used:-

- Asian - Any other Asian background
- Asian - Bangladeshi
- Asian - Chinese
- Asian - Indian
- Asian - Pakistani
- Black - Any other Black background
- Black - Black African
- Black - Black Caribbean
- Mixed - Any other Mixed background
- Mixed - White and Asian
- Mixed - White and Black African
- Mixed - White and Black Caribbean
- White - Any other White background
- White - Gypsy/Roma
- White - Irish
- White - Traveller of Irish heritage
- White - White British
- Any other ethnic group
- Unclassified

Ethnic minority: refers to all ethnic groups except the white British group. Ethnic minorities include white minorities, including Gypsy/Roma and Irish Traveller groups.

The term **BAME** refers in this study to Black, Asian, and Other Minority Ethnic groups and emphasises all ethnic minority groups including Asian, black, mixed ethnic group, other white and other ethnic groups.

In this research, changes over time and differences between ethnic groups and local authorities are described in terms of either percentage point changes or a percentage change. Percentage point changes are the unit difference between two percentages as opposed to the rate in which something has changed.

We use the term disproportionality to refer to the overrepresentation or underrepresentation of groups of pupils and teachers relative to the total population in schools and England.

2: Why teachers' diversity matters?

Much of the worldwide evidence on this issue of diversity is from the US and concerns black and Hispanic students. From literature reviews there are five major reasons for the need of diversifying the teaching workforce (Ingersoll et al 2020; Villegas and Irvine 2010; Goldhaber et al, 2019; Quintero and Hansen, 2017). These include 'teachers of colour serve as role models for all students; 'the potential of teachers of colour to improve the academic outcomes and school experiences of students of colour; and the workforce rationale.' (Villegas and Irvine 2010:176); high expectations; and tackling teacher shortages. These are discussed below.

Promote learning for students and high achievement

The first reason highlighted by researchers on the importance of diversifying the workforce was that diversity helps to promote learning for students of Black and Minority Ethnic backgrounds. A number of researchers highlighted that ethnic minority teachers are important to students (Villegas & Lucas, 2002) as they benefit from being taught by teachers of similar cultural backgrounds. Researchers argued that ethnic minority teachers are more likely to understand many aspects of the lives of minority students (Miller 2020, 2021; Callender, 1995 and 2021; Miller & Endo, 2005; Quiocho & Rios, 2000). They are able to challenge ethnic minority students better than their white peers ensuring that they engage and succeed academically (Foster, 1993; Demie 2022b, 2019b). This is further supported by a growing number of empirical studies that show ethnic minority teachers have a positive impact on students and can improve student outcomes, including test scores and lowering suspensions (see Gorard et al 2023; Demie and See 2022; Villegas & Irvine, 2010; Villegas & Lucas, 2004; Villegas, Strom & Lucas, 2012).

Positive role models for students

A second major reason for diversifying the teaching workforce is that teachers are important as role models for students. There is well-documented evidence that ethnic minority teachers play a key role by reflecting the racial and ethnic makeup of the student population. With increasing ethnic diversity in schools and changing school populations, there is a need for more teachers from ethnic groups as role models (e.g., Demie and See. B.H, 2022; Demie 2019; Villegas and Davis 2008; Villegas & Lucas, 2004; Clewell, and Villegas 1998). A significant body of literature now argues that teachers of ethnic minorities can play a role in helping students to strive for academic success and better student outcomes, (e.g., Ogbu, 1992; Demie 2019). Villegas & Lucas, 2004; Fordham & Ogbu, 1986; Adkintomide & Oluwatosin, 2011 and Cole (1986) also highlighted how ethnic minority teachers serve as role models for students of ethnic minorities.

Promote high expectations for ethnic minority students

The third reason for diversifying the teaching workforce also well documented in the literature is that ethnic minority teachers have high expectations of students (Irvine 1990; Rosenthal and Jacobson 1968). For example, a number of previous research has shown that by increasing teacher diversity, ethnic minority teachers are more likely to have high expectations for ethnic minority students (Ferguson, 2003; Villegas and Irvine, 2010; McKown & Weinstein, 2002; Demie, 2022b and 2019). There is also evidence in the literature that white teachers allow negative stereotypes to lower

expectations, which perpetuates poor performance of black and ethnic minority students (Demie, 2019;2022b,2021). Previous research in the United States (Villegas and Irvine, 2010: 180) suggests 'teachers from minority backgrounds are particularly likely to have expectations of ethnic minority students and they have also used culturally relevant teaching, for example, in terms of their use of language and confronting issues of racism through teaching.'

Tackle teacher shortages in disadvantaged areas

The fourth reason is that more ethnic minority teachers are needed in disadvantaged areas to tackle the shortage of teachers. The argument that Black and ethnic minority people can help to tackle the shortage of teachers in areas where ethnic minorities have settled, particularly in inner city urban areas, is supported by strong empirical evidence (Foster, 1997; Ladson-Billings, 1995; Quiocho & Rios, 2000; Villegas and Irvine, 2010). A significant number of researchers argued that there is a teacher shortage, particularly in disadvantaged areas and teachers from ethnic groups are likely to be well-suited to teach students. A number of previous research findings also confirm that ethnic minority teachers are more likely than white British teachers to seek employment in racially diverse areas and multicultural schools (see Foster, 1997; Ladson-Billings, 1995; Quiocho & Rios, 2000; Demie and See B.H 2021). Liu et al., 2008; See, B.H 2021 argued the critical need for diversification of the teaching workforce to tackle the problem of teacher shortages in disadvantaged areas.

Promote cultural diversity and create a more inclusive school community

The fifth reason is that diversity in the teaching workforce helps to build cultural backgrounds. A number of studies (Demie 2019,2021,2022a,b) argued for the importance of the cultural background of the students and the community the school serves. Teachers of different backgrounds are able to draw on their own cultural contexts in teaching and learning and tackling behavioural issues. A review of the literature suggests that black students are more disciplined than other students (e.g., Skiba et al., 2002; Demie 2019,2021,2022a,b) because of their understanding of cultural differences. It also shows that ethnic minority students with similarly ethnic minority teachers are less likely to be seen as disruptive (Dee 2005) or be excluded (Grissom et al. 2009, Lindsay and Hart 2017), or suspended from school (Wright 2015).

In general, the review of literature suggests that increasing the diversity of the teaching workforce is a crucial component of tackling inequality in education and closing the achievement gap between underachieving ethnic minority groups and white students in schools (Demie 2019a, 2022a,b; Villegas and Irvine 2010). A significant body of literature also argues that a match between the race and ethnicity of teachers and students and teacher diversity in schools helps to improve educational outcomes and reduces disciplinary problems (Ogbu, 1992; Villegas and Irvine 2010; Demie 2019). It is also clear from the previous research on the effects of teacher diversity that ethnic minority students do appear to benefit when they are taught by a teacher of the same race or ethnicity (Tereshchenko et al., 2020; Ingersoll et al 2021; Demie 2019,2022a,b; Villegas and Irvine 2010). There is also evidence from these studies that increasing the proportion of minorities can help to tackle educational inequality, raise their aspiration, and reduce school exclusions (Villegas and Irvine 2010; Demie 2019). It also helps in building a more representative workforce and school leadership.

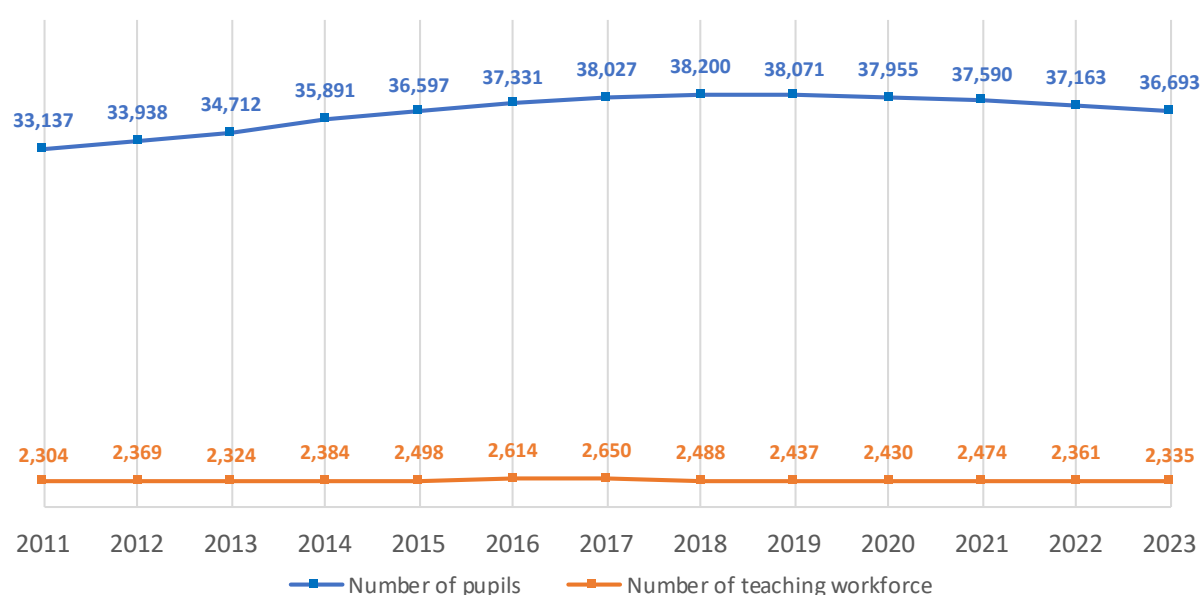
However, scant attention has been paid in the UK to develop policies for increasing the diversity in the ranks of teachers and school leaders. There is certainly a research gap in the literature in the United Kingdom research compared to the US, with little that examines the change in the teaching workforce over the years, as well as disproportionality in the teaching workforce by ethnic background using Department for Education school workforce and school census data.

3: Changes in student and teacher populations in Lambeth

3.1 Students and teaching workforce in Lambeth 2011–2023

The teacher and pupil demographic in the LA shows there have been significant changes over the last decade. The student population has increased steadily from 33,137 to 36,693, an increase of 11 percentage points between 2011 and 2023. The teaching workforce, however, has increased by just 31 over the period, from 2,304 in 2011 to 2,335 in 2023 (see Figure 1).

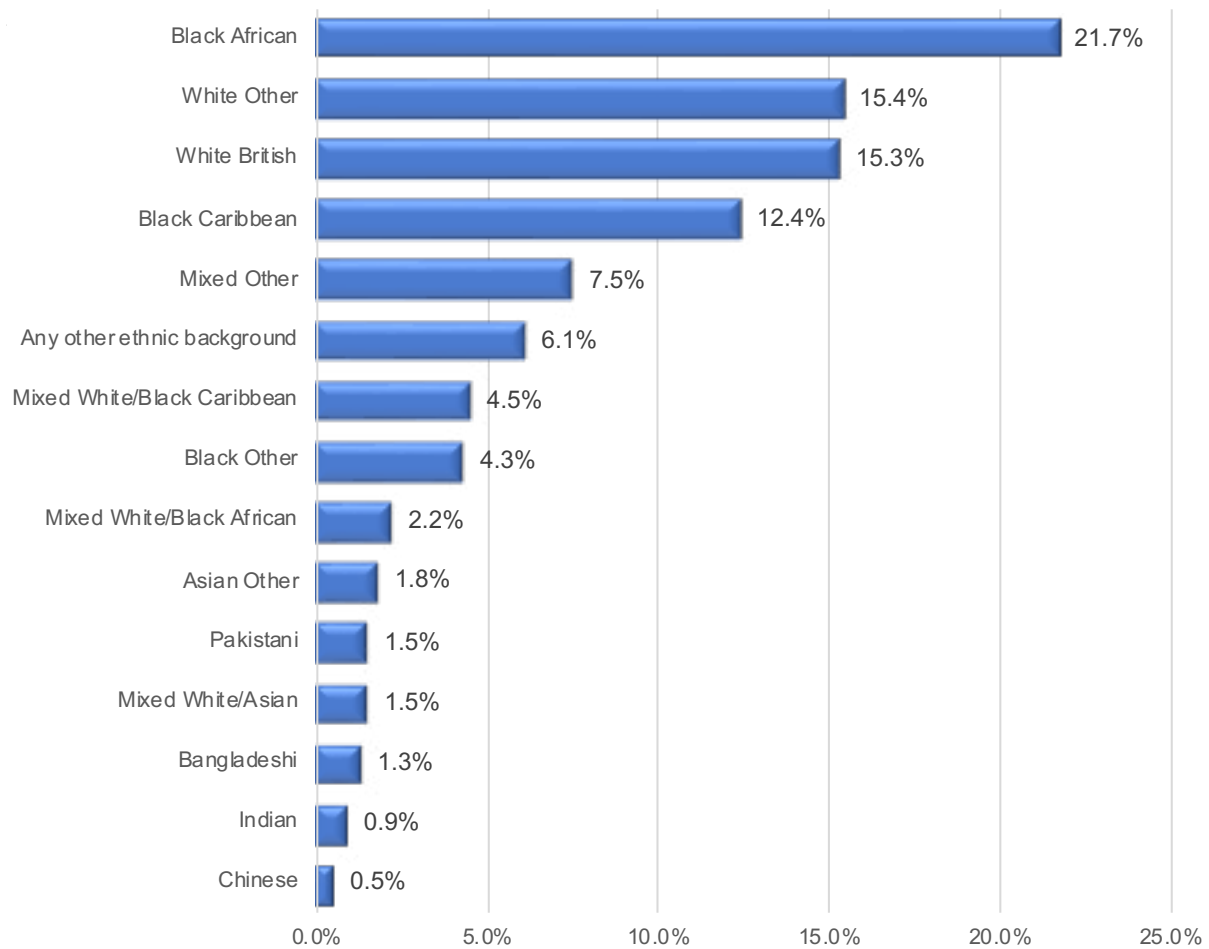
Figure 1: Trends in number of students and teaching workforce in Lambeth 2011–2023



Source: DfE School Census and School Workforce Census 2011–2023

3.2 Ethnic minority students and teaching workforce in Lambeth 2011–2023

Lambeth is an ethnically diverse borough, and the school population has changed in the last decade with a decreasing proportion of white British pupils and an increasing representation of ethnic minority groups. The 2023 school census data shows that the largest numbers of pupils in Lambeth schools were Black African (22%), followed by White Other (15%), White British (15%) and Black Caribbean (12%) (Figure 2).

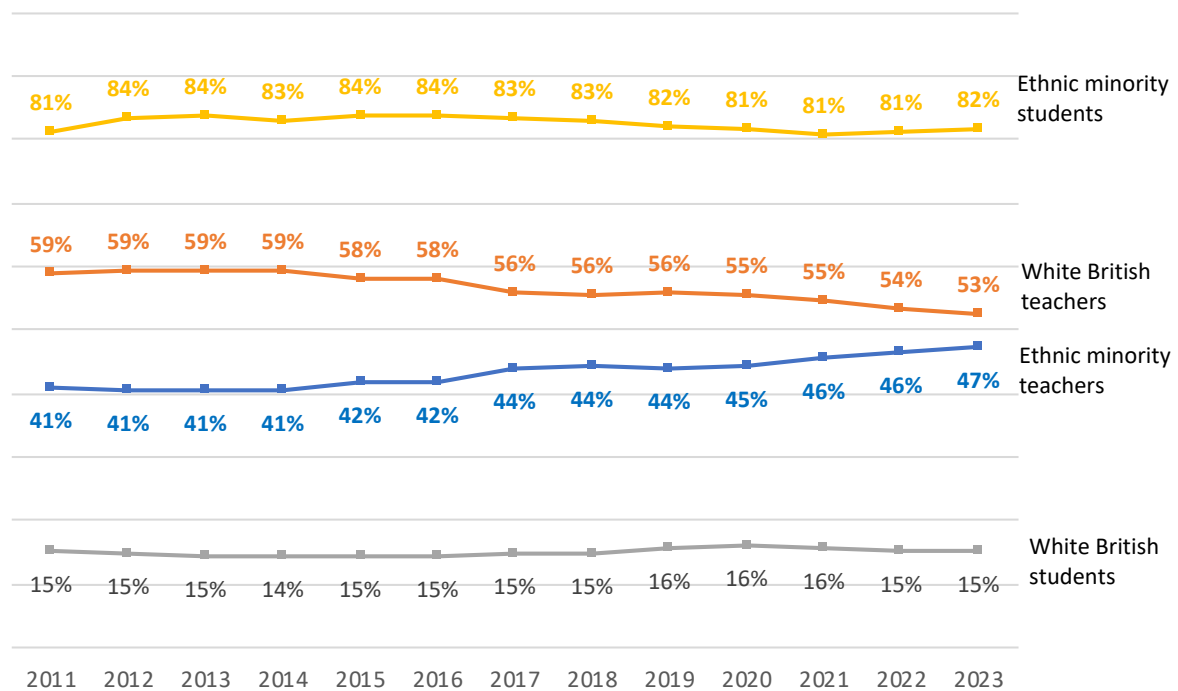
Figure 2: Ethnic background of pupils in Lambeth 2023 (%)

The disproportionality of ethnic minority teachers in Lambeth

Ethnic disproportionality in the teaching workforce has attracted considerable attention. Ethnic minority disproportionality is often referred to as the over-representation or under-representation of ethnic minority pupils or teachers compared with their percentage in the total population in the school and the national average. The empirical evidence in a number of the previous literature shows a worrying picture of the diversity in the teaching workforce. Racial disproportionality is a problem in the school teaching workforce in the United Kingdom and the United States (Gorard et al 2023; Demie and See 2022; Ingersoll et al 2020; Villegas and Irvine 2010) with a mismatch between the ethnic makeup of teacher and pupil numbers. This is also true in Lambeth.

Figure 3 shows the percentage change in the ethnic minority student and teacher populations since 2011. The data clearly show that there continues to be a persistent racial-ethnic parity gap between percentage of minority students and the percentage of minority teachers in Lambeth schools. For instance, in the 2023 school year, 82% of the student population was ethnic minority, compared to only 47% percent of teachers. This student-teacher gap also exists for each of the major minority subgroups.

Figure 3: Lambeth ethnic minority student and teacher population 2011–2023



Source: DfE School Workforce Census and Lambeth Education Statistics 2011–2023

4: Contextual factors that influence the teaching workforce in Lambeth

4.1 The change in the teaching workforce by gender

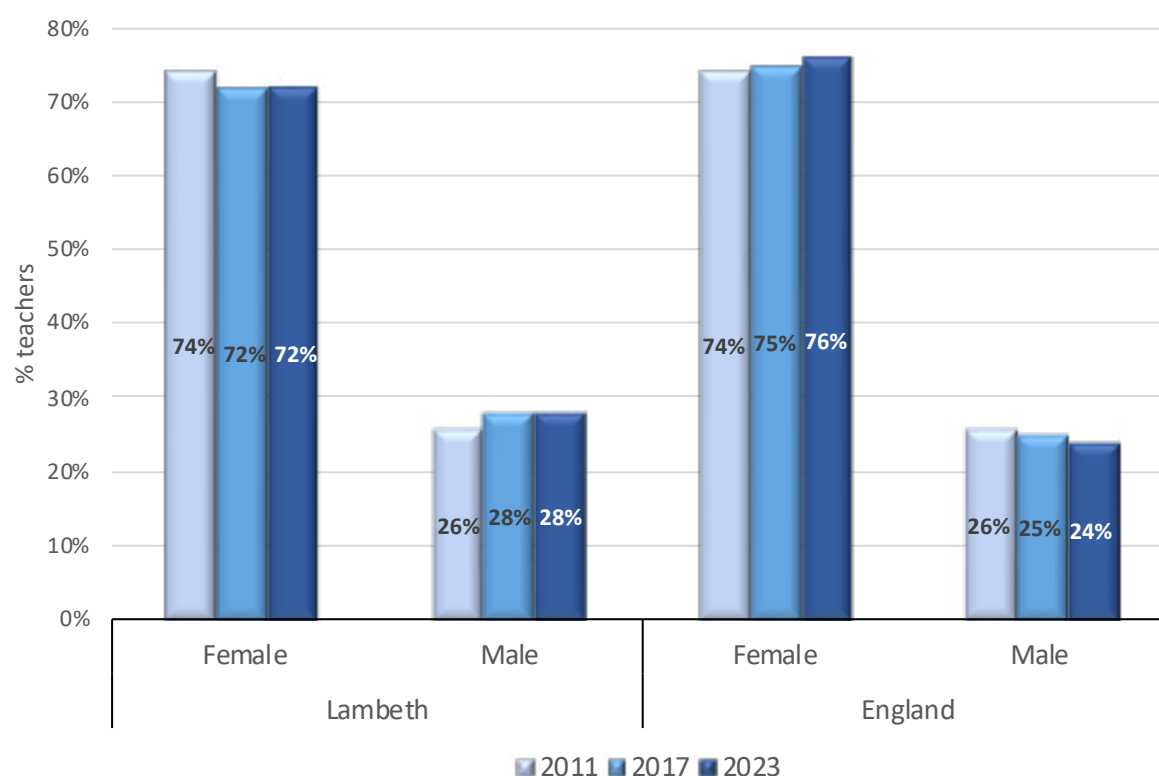
The teaching workforce in England is characterized by a predominate female representation, aligning with trends seen historically. Table 1 and Figure 4 show the change in the teaching workforce by gender. The key findings suggest:

- The teaching workforce in Lambeth is predominantly female (72%) compared to 76% in England.
- The gender balance of the Lambeth teaching workforce is commensurate with the trend in Inner London and England. However, since 2011, the Lambeth percentage of male teachers has risen by two percentage points, where nationally it has fallen by two percentage points.
- Overall, there are no appreciable differences between the trends in gender recorded for Lambeth and Inner London.

Table 1: Teaching workforce in Lambeth, Inner London and England by gender 2011-2023

	Lambeth			Inner London			England		
	Headcount	Female	Male	Headcount	Female	Male	Headcount	Female	Male
2011	2,304	74%	26%	26,168	73%	27%	485,859	74%	26%
2012	2,369	73%	27%	2,6216	73%	27%	483,487	75%	25%
2013	2,324	73%	27%	26,736	73%	27%	490,083	75%	25%
2014	2,384	74%	26%	28,157	73%	27%	494,642	75%	25%
2015	2,498	73%	27%	29,275	73%	27%	500,923	75%	25%
2016	2,614	72%	28%	29,704	72%	28%	503,118	75%	25%
2017	2,650	72%	28%	30,216	72%	28%	504,010	75%	25%
2018	2,488	73%	27%	29,396	72%	28%	498,219	76%	24%
2019	2,437	74%	26%	29,416	72%	28%	499,948	76%	24%
2020	2,430	74%	26%	29,367	73%	27%	500,772	76%	24%
2021	2,474	74%	26%	29,688	72%	28%	508,095	76%	24%
2022	2,361	72%	28%	29,126	73%	27%	512,011	76%	24%
2023	2,335	72%	28%	28,685	73%	27%	513,907	76%	24%

Source: DfE School Workforce Census 2011–2023

Figure 4: The gender balance of the teaching workforce in Lambeth and England 2011-2023

Source: DfE School Workforce Census 2011–2023

The teaching workforce by gender and school type

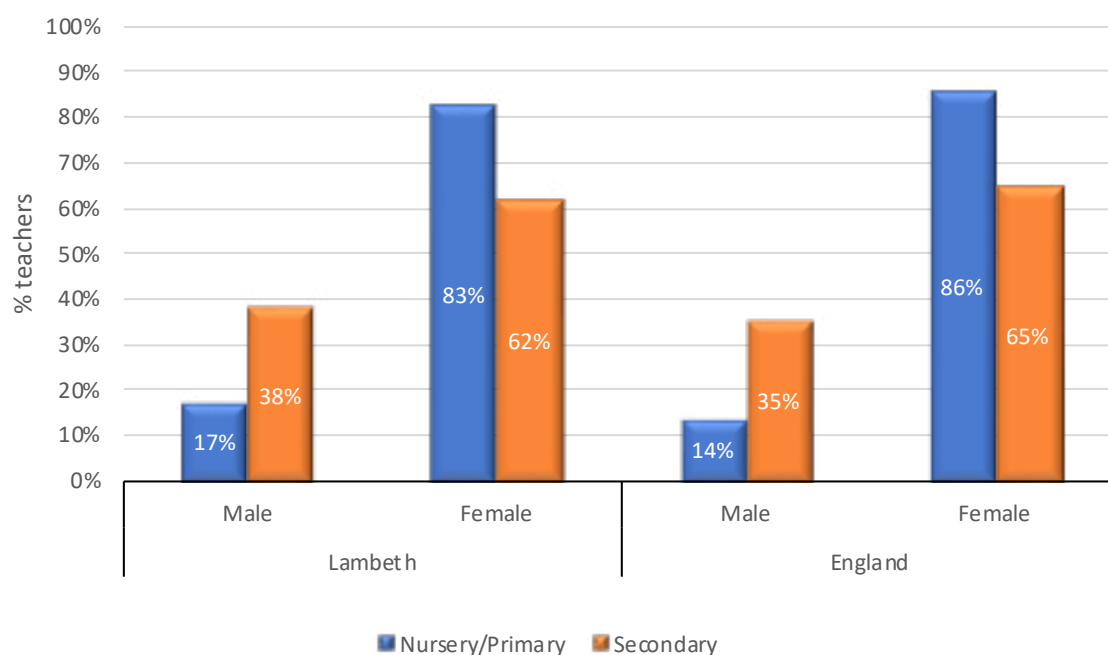
Table 2 and Figure 5 provides a comparative analysis of the gender balance of the teaching workforce in Lambeth and England, with a specific focus on phase of education. The data suggests that:

- Although the teaching workforce is predominantly female, secondary schools have a much higher proportion of male teachers than nursery/primary schools. In Lambeth schools, only 17% of the nursery/primary teaching workforce are male, compared to secondary schools where the figure is notable higher at 38%, over double the proportion size.
- This pattern is consistent with the figures for England, where 14% of primary teachers are male, compared to 35% of secondary teachers. However, Lambeth surpasses the national average of male teacher representation across each of the phases.

Table 2: The teaching workforce by gender and phase 2023

School Type	Lambeth				England			
	Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%
Nursery/Primary	198	17.4%	941	82.6%	34,818	14.0%	213,822	86.0%
Secondary	414	38.4%	663	61.6%	81,717	35.4%	149,380	64.6%
Special	43	39.4%	66	60.6%	7,213	24.8%	21,824	75.2%
Total	655	28.2%	1,670	71.8%	123,748	24.3%	385,026	75.7%

Source: DfE School Workforce Census 2023

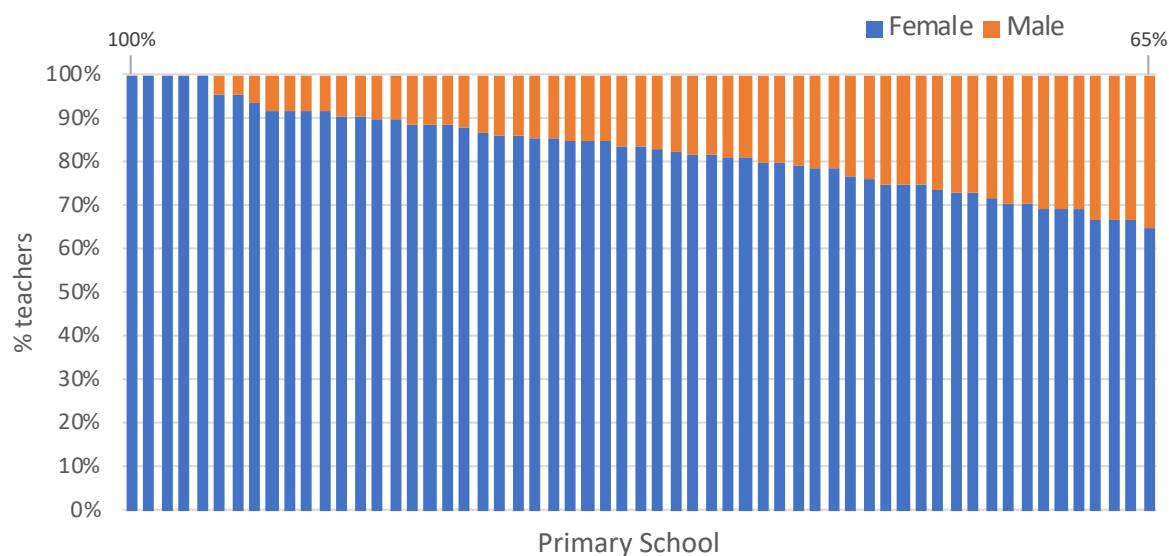
Figure 5: Teaching workforce by gender and phase 2023

Source: *DfE School Workforce Census 2023*

The teaching workforce by gender and school

Figure 6 shows the gender composition of teachers in Lambeth for individual schools within the primary phase. The data suggests a wide variation in the gender balance in Lambeth primary schools.

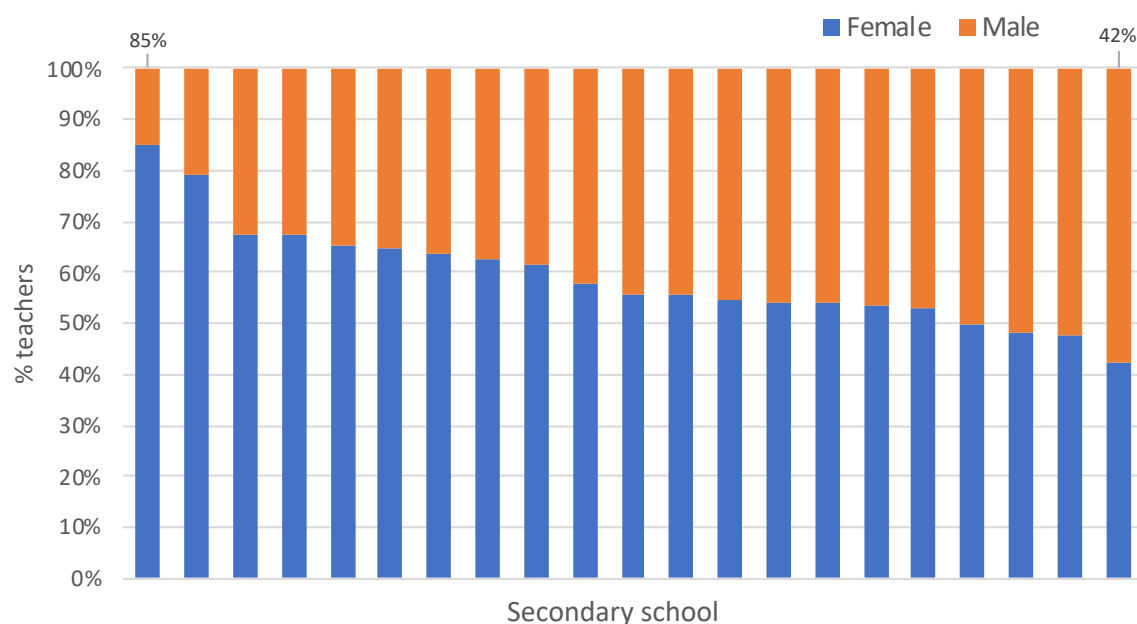
- In Lambeth primary schools, the mean average of the female teacher population is 83%. However, this ranged from some primary schools having 100% female teachers, down to a school with 65% female teachers, a 35 percentage point difference between the highest and the lowest.
- At the highest range, 14 primary schools of the 60 (approximately one in four) had less than 10% male teachers, including five schools who had no male teachers. At the other end of the spectrum, seven primary schools had more than 30% teachers who were male.
- Although there are clear differences, some caution should be taken when interpreting these figures as some primary schools are very small with lower numbers of teachers and may be disproportionately represented.

Figure 6: Teaching workforce gender by primary school in Lambeth 2023

Source: DfE School Workforce Census 2023

Figure 7 shows the gender composition within individual Lambeth secondary schools.

- In Lambeth secondary schools, the mean average of the female teaching population is 62%. However, this ranged from the highest secondary school with 85% female teachers, down to a school with 42% female teachers, a 43 percentage point difference between the highest and the lowest.
- Overall, Lambeth secondary schools are more closely clustered around the mean relative to the comparative analysis of primary schools. At the highest range, two secondary schools of the 21 had more than 75% of their teaching workforce who were female. At the other end of the spectrum, three secondary schools bucked the trend with more male teachers than female teachers (> 50% male)

Figure 7: Teaching workforce gender by secondary school in Lambeth 2023

Source: DfE School Workforce Census 2023

4.2 The change in the teaching workforce by age

The age distribution of the teaching workforce ranges from teachers who are earlier in their careers (under 30), mid career (30–49) and later in their career (50 and over) and aligns nationally with trends in newly qualified entrants and changes in retirement policy for the broader teaching profession. Table 3 and Figure 8 show the change in the teaching workforce in Lambeth by age.

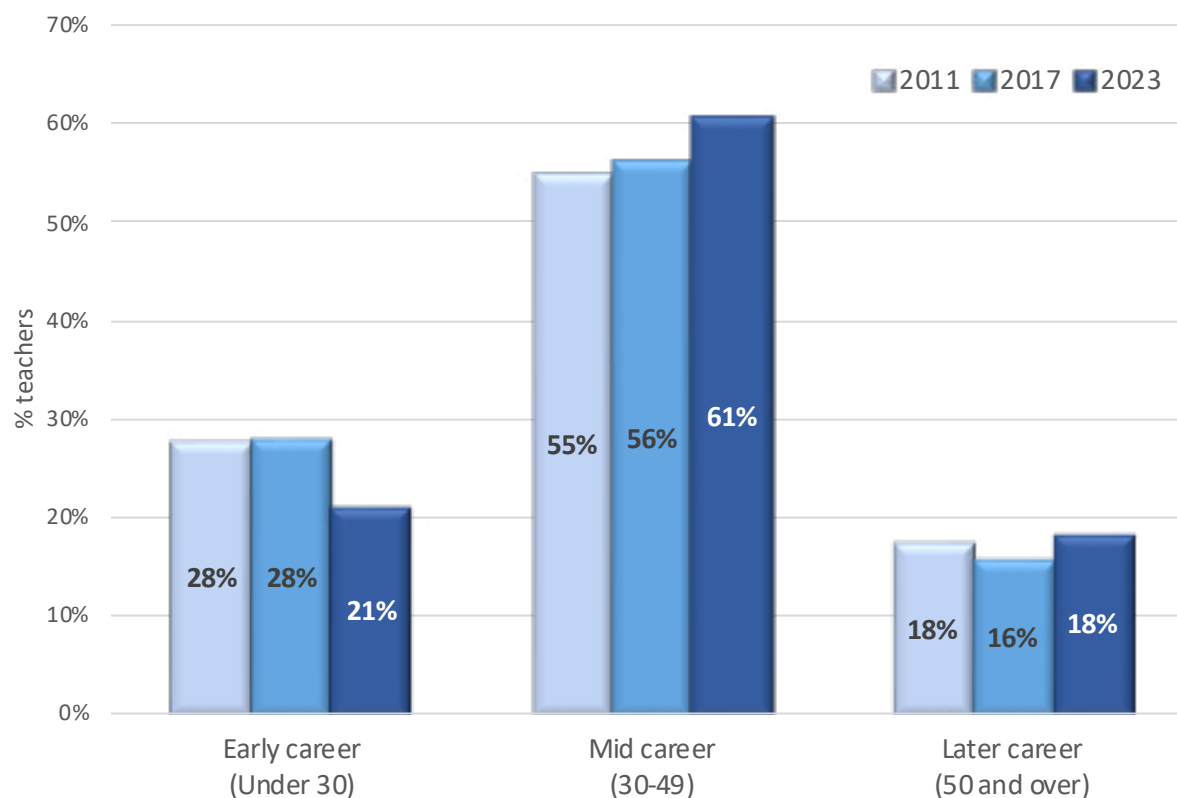
Table 3: The change in age of the teaching workforce in Lambeth 2011–2023

	Headcount	Teacher age					
		Under 25	25 to 29	30 to 39	40 to 49	50 to 59	60 and over
2011	2,304	4.9%	22.7%	34.7%	20.2%	14.4%	3.1%
2012	2,369	4.6%	21.5%	35.6%	21.2%	13.8%	3.2%
2013	2,324	5.4%	20.2%	37.1%	21.6%	12.0%	3.7%
2014	2,384	5.8%	22.5%	35.0%	21.2%	11.8%	3.6%
2015	2,498	5.6%	22.6%	36.2%	20.6%	11.7%	3.2%
2016	2,614	5.9%	22.5%	36.8%	19.9%	11.9%	3.0%
2017	2,650	5.1%	22.8%	36.6%	19.7%	12.5%	3.3%
2018	2,488	4.3%	22.5%	37.2%	20.4%	12.4%	3.3%
2019	2,437	4.3%	22.1%	36.3%	21.4%	12.8%	3.2%
2020	2,430	5.1%	21.9%	35.9%	21.6%	12.9%	2.6%
2021	2,474	4.2%	21.0%	37.1%	22.0%	13.1%	2.5%
2022	2,361	3.9%	18.6%	38.0%	22.0%	15.2%	2.4%
2023	2,335	3.9%	17.3%	37.1%	23.5%	15.5%	2.7%
+/- change	+31	-1.0%	-5.4%	+2.5%	+3.3%	+1.1%	-0.4%

Source: DfE School Workforce Census 2011–2023

The key findings suggest:

- The core of the teaching workforce is mid-career. 37% of the teaching workforce in Lambeth are aged 30–39 and is the largest age bracket. A further 24% are aged 40–49.
- Since 2011, the age demographic of Lambeth school teachers has changed. The age ranges that have seen the most proportional growth are mid-career teachers aged 30–39 (2.5 percentage points) and 40–49 (3.3 percentage points). Teachers earlier in their careers (aged under 30) have seen the biggest decline of 6.4 percentage points.

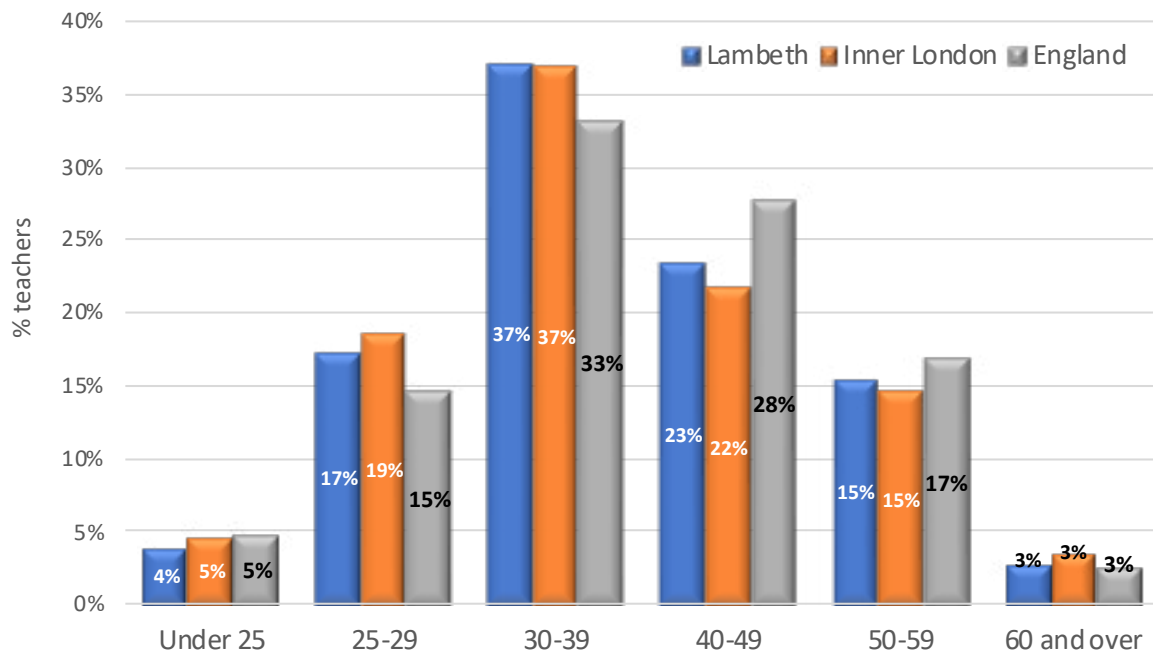
Figure 8: The change in age of the teaching workforce in Lambeth 2011, 2017 and 2023

Source: DfE School Workforce Census 2011–2023

The change in the teaching workforce by age in Lambeth compared to Inner London and England

Figure 9 compares the age demographic of teachers in Lambeth compared to Inner London and England in 2023. The findings show:

- Inner London local authorities, including Lambeth have on balance a younger teacher workforce than England as a whole. Inner London has a larger proportion of teachers in the age brackets 25–29 and 30–39 than England. In contrast, England overall have higher levels of teachers in the 40–49 and 50–59 age brackets.
- Compared to Inner London, the Lambeth teaching workforce has a lower representation of teachers earlier in their careers (aged under 30) and a marginally higher proportion who are mid to late career, especially in the age brackets of 40–49 and 50–59.

Figure 9: The age of the teaching workforce in Lambeth, Inner London, and England 2023

Source: DfE School Workforce Census 2023

Figures 10 and 11 show the change in the teaching workforce over the past decade in Lambeth, Inner London and England, for teachers at opposite ends of the age spectrum (aged under 30 and aged over 50). The data suggests:

- The proportion of teachers earlier in their careers has fallen. In 2011, Lambeth had higher levels of teachers aged under 30 than Inner London and the England average. However, after an initial rise seen nationally, the percentage of those under 30 has declined, with Lambeth seeing a proportionally larger fall with a six percentage point drop over the period.
- The proportion of teachers later in their careers is starting to rise. In 2011, Lambeth's teacher proportion who were later in their careers (aged over 50) was below that of Inner London and over seven percentage points below the England average. Since 2011, the data showed an initial dip but has been rising again in recent years. Lambeth's over 50 teacher representation is now in line with the Inner London average and surpassing the level recorded in 2011.

Figure 10: Proportion of teachers aged under 30 in Lambeth, Inner London, and England 2011-2023

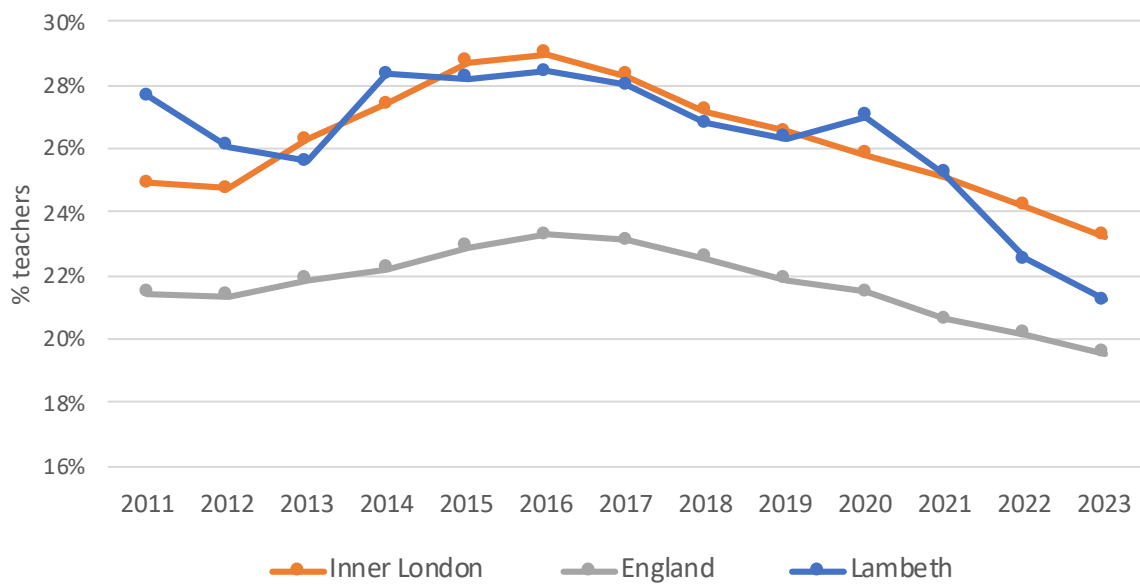
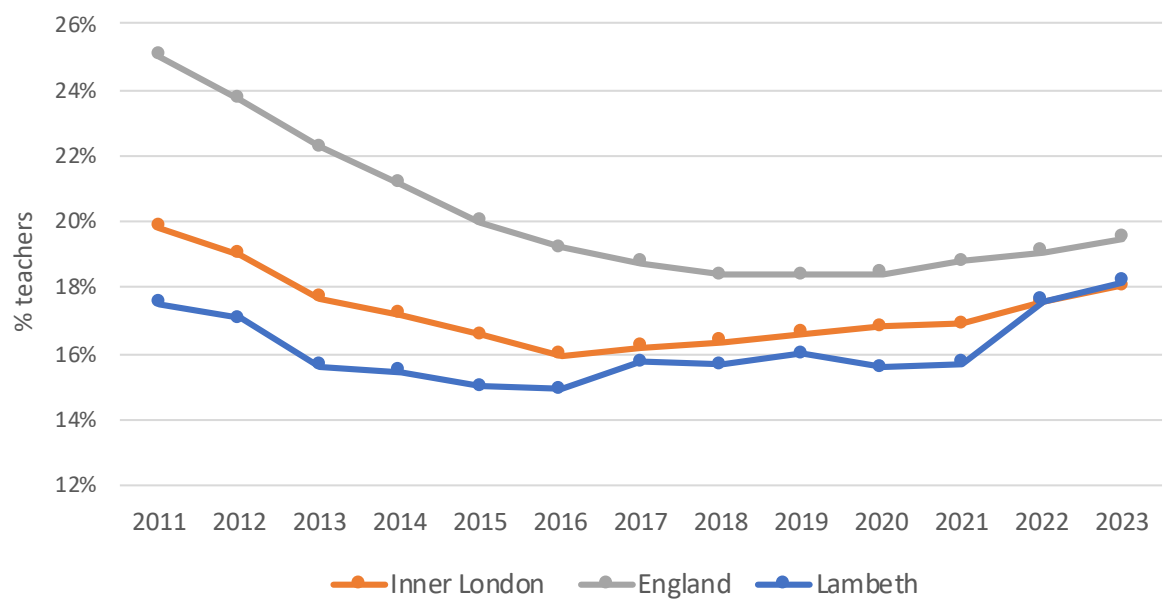


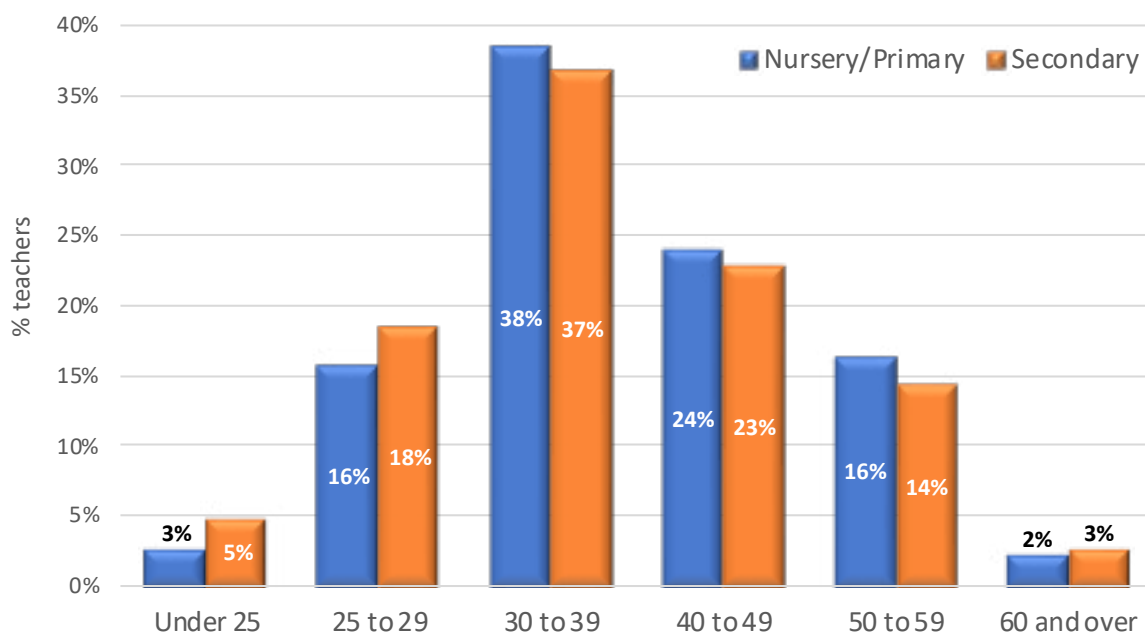
Figure 11: Proportion of teachers aged 50 and over in Lambeth, London, and England 2011-2023



The age of the teaching workforce by school type in Lambeth

Examining the age of the Lambeth teaching workforce by school phase suggests some differences across the primary and secondary sectors. Figure 12 shows the breakdown in 2023 and the findings suggest that the teacher workforce in Lambeth's nursery/primary schools is marginally older than that recorded in secondary schools. Secondary schools have a higher proportion of teachers early in their careers (aged under 30) than primaries with a four percentage point gap, whilst primary schools had marginally more teachers in the mid to late age brackets of 30–39, 40–49 and 50–59.

Figure 12: Age of the Lambeth teaching workforce by school phase 2023



The teaching workforce by age and school

Figure 13 shows the age demographic of individual Lambeth schools within the primary phase. The data shows a wide variation in the age make-up of teachers by school.

Although there are clear differences, some caution should be taken when interpreting these figures as some primary schools are very small with lower numbers of teachers and may be disproportionately represented.

- 19% of the Lambeth primary teaching workforce are aged under 30. However, this ranged from a school with 46% of their teaching workforce aged under 30 to eight primary schools recorded as having no earlier career teachers at all. One in five Lambeth primary schools have more than 30% of their teaching workforce who are aged under 30.
- The mean average for teachers aged 50 or over in Lambeth primary schools is also 19%. The data shows that approximately one in five Lambeth primary schools have over 30% of their teaching workforce aged 50 or above, including three schools with 50% or more. Three primary schools have no teachers who were aged 50 or over.

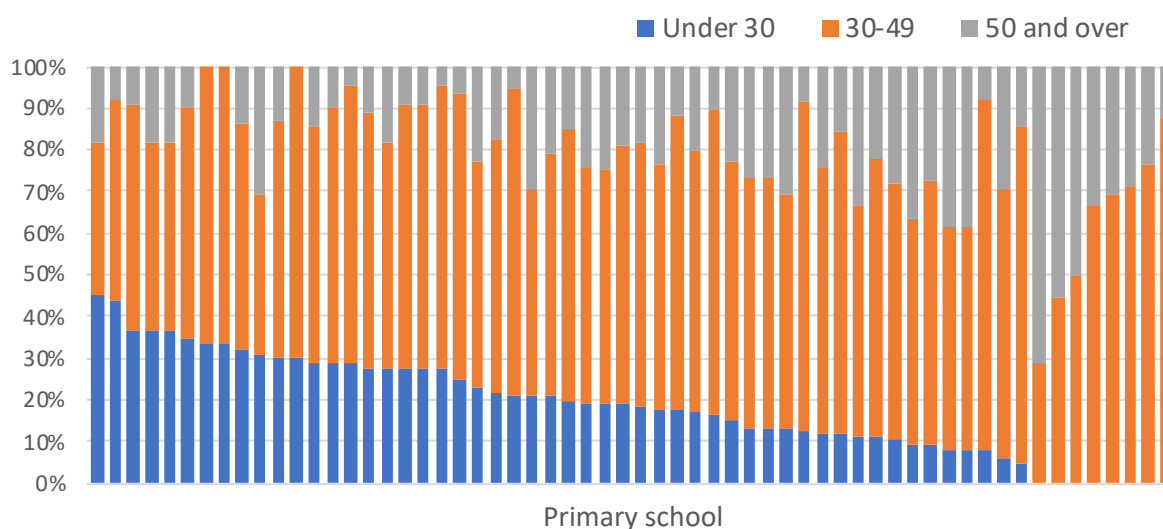
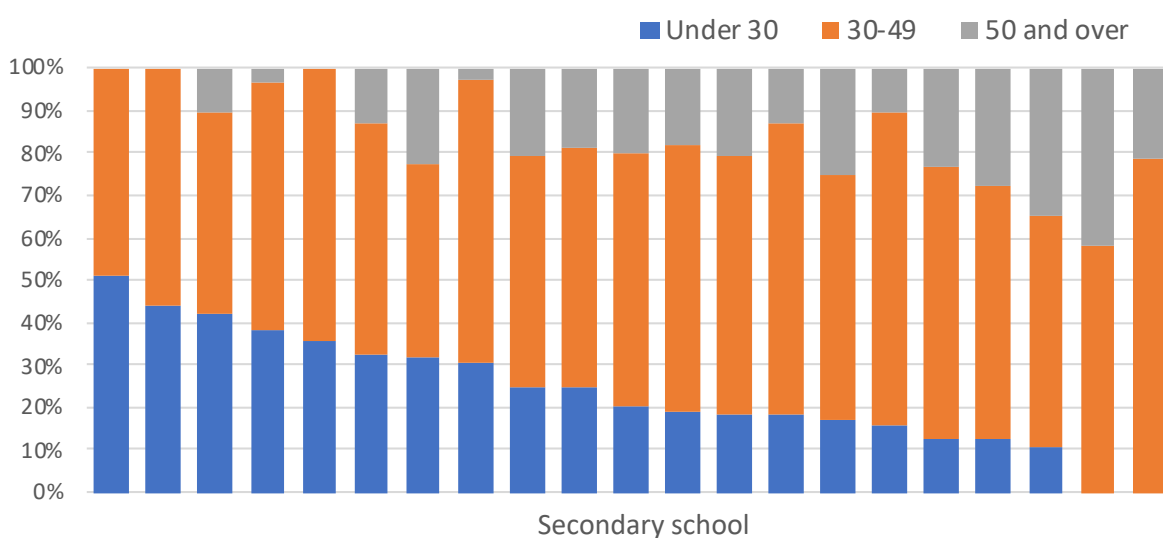
Figure 13: Teaching workforce age by primary school in Lambeth 2023

Figure 14 shows the age demographic of individual Lambeth secondary schools. The data again shows a wide variation in the age make-up of teachers by school.

- The Lambeth secondary school average of teachers aged under 30 is 23%. However, approximately one in three secondary schools have over 30% of their teaching workforce who are earlier in their careers, including three schools with over 40%. This compares to two of the 21 secondary schools at the other end of the range who have no teachers aged under 30.
- The secondary school average for teachers aged 50 or over is 17%. The data shows that two of the 21 secondary schools have over 30% of teachers aged 50 or over. However, approximately one fifth of Lambeth secondary schools had 3% or fewer teachers aged 50 or above, including two schools who had no teachers in this age range.

Figure 14: Teaching workforce age by secondary school in Lambeth 2023

4.3 The change in the teaching workforce by ethnicity in Lambeth

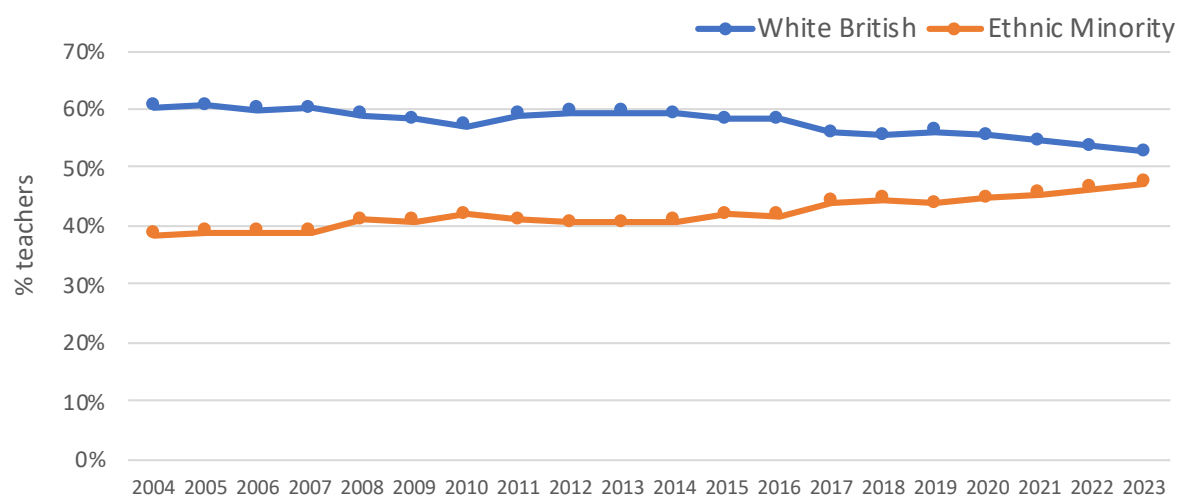
Lambeth, like much of Inner London, is an ethnically diverse local authority and has a multi-ethnic teaching workforce. Table 4 and Figure 15 show the change in the ethnic composition of the teaching workforce in Lambeth compared to Inner London and England. The key findings suggest:

- 53% of the teaching workforce in Lambeth schools are White British with 47% being recorded as ethnic minority. This is commensurate with the Inner London ethnic minority average, but significantly higher than the England average (16%).
- The teaching workforce in England has become more ethnically diverse. Since 2011, England has seen a proportional rise of four percentage points in ethnic minority teachers. Lambeth has seen a higher increase of six percentage points over the same period.

Table 4: Ethnic composition of the teaching workforce 2011-2023

	Lambeth		Inner London		England	
	White British	Ethnic Minority	White British	Ethnic Minority	White British	Ethnic Minority
2011	58.9%	41.1%	58.7%	41.3%	88.8%	11.2%
2012	59.4%	40.6%	59.6%	40.4%	88.7%	11.3%
2013	59.4%	40.6%	59.8%	40.2%	88.5%	11.5%
2014	59.3%	40.7%	59.6%	40.4%	87.9%	12.1%
2015	58.2%	41.8%	59.4%	40.6%	87.4%	12.6%
2016	58.2%	41.8%	58.3%	41.7%	86.9%	13.1%
2017	55.9%	44.1%	57.2%	42.8%	86.5%	13.5%
2018	55.6%	44.4%	56.4%	43.6%	86.2%	13.8%
2019	56.1%	43.9%	55.6%	44.4%	85.9%	14.1%
2020	55.4%	44.6%	54.9%	45.1%	85.7%	14.3%
2021	54.5%	45.5%	54.4%	45.6%	85.4%	14.6%
2022	53.6%	46.4%	53.7%	46.3%	85.1%	14.9%
2023	52.7%	47.3%	53.0%	47.0%	84.4%	15.6%
+/- change	-6.2%	+6.2%	-5.7%	+5.7%	-4.4%	+4.4%

Figure 15: Change in the ethnic composition of the Lambeth teaching workforce 2004–2023



Source: DfE School Workforce Census 2004–2023

Ethnic composition by type of school

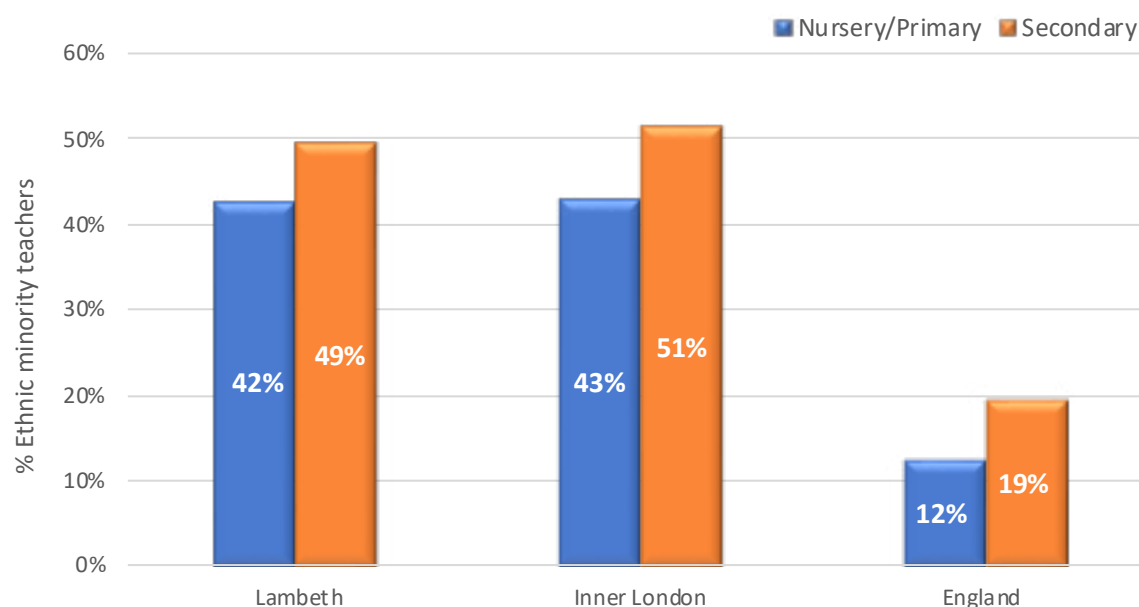
Examining the ethnic minority representation of the teaching workforce by school phase suggests a difference between the primary and secondary sectors. The data in Table 5 and Figure 16 shows that:

- Secondary schools in Lambeth have a higher representation of teachers who are ethnic minority (49%), compared to nursery and primary (42%), a difference of seven percentage points. The highest ethnic minority representation in Lambeth was seen in special schools (69%).
- This difference between phases is resonated more broadly in Inner London and England where representation of ethnic minority teachers is 7–8 percentage points higher in secondary schools than nursery/primary schools.

Table 5: Ethnic composition in Lambeth by type of school 2023

	Headcount	Ethnic Minority	White British
Nursery/Primary	1063	42.4%	57.6%
<i>LA maintained</i>	934	42.6%	57.4%
<i>Academy</i>	129	41.1%	58.9%
Secondary	995	49.3%	50.7%
<i>LA maintained</i>	491	46.2%	53.8%
<i>Academy</i>	504	52.4%	47.6%
Special	101	69.3%	30.7%
<i>LA maintained</i>	98	70.4%	29.6%
<i>Academy</i>	3	33.3%	66.7%

Figure 16: Ethnic minority teacher % by phase in Lambeth, Inner London and England 2023



Source: DfE School Workforce Census 2023

The teaching workforce by ethnic composition and school

The ethnic composition of the teaching workforce varies widely between individual Lambeth schools. Figure 17 shows a comparison of the ethnic make up of the teaching workforce between Lambeth primary schools. Although there are clear differences, some caution should be taken when interpreting these figures as some primary schools are very small with lower numbers of teachers and may be disproportionately represented.

- In Lambeth primary schools, the mean ethnic minority teacher average is 42%. However, within this, ethnic minority representation for individual schools ranges from 93% in the highest to 13% in the lowest.
- Approximately one in five primary schools have over 70% of their teaching workforce who are recorded as ethnic minority. Also, however, one fifth of all Lambeth primary schools have less than 30% ethnic minority teachers in their school.

Figure 17: Lambeth primary schools - % ethnic minority teachers 2023

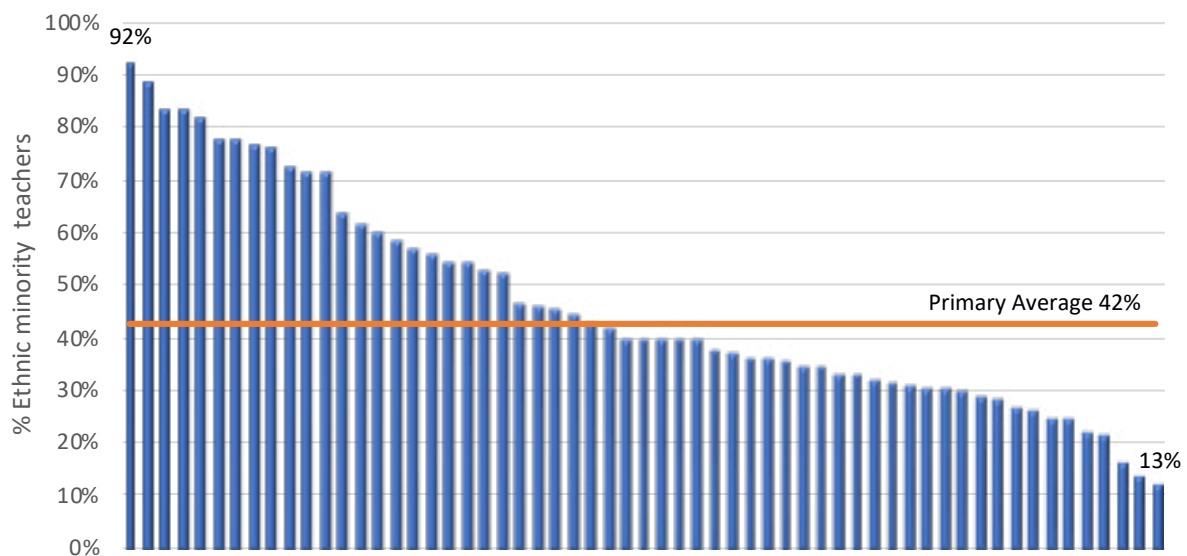
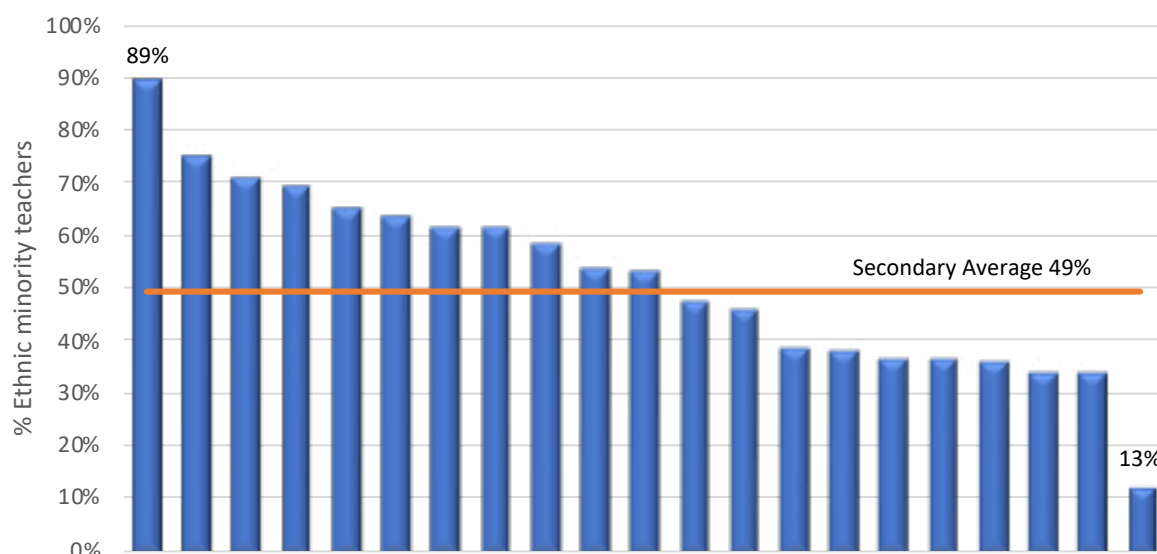


Figure 18 shows a comparison of the ethnic composition of teachers between Lambeth secondary schools with the data showing:

- The mean ethnic minority teacher average for Lambeth secondary schools is 49%. However, ethnic minority representation ranges from 89% in the highest to 13% in the lowest.
- Overall, Lambeth secondary schools show a noticeable degree of variation. At the higher end, three of the 21 secondary schools have over 70% representation of ethnic minority in their teaching workforce. At the lower end, three of the 21 secondary schools had less than 35% ethnic minority teachers.

Figure 18: Lambeth secondary schools - % ethnic minority teachers 2023

Source: DfE School Workforce Census 2023

Ethnic background of the teaching workforce

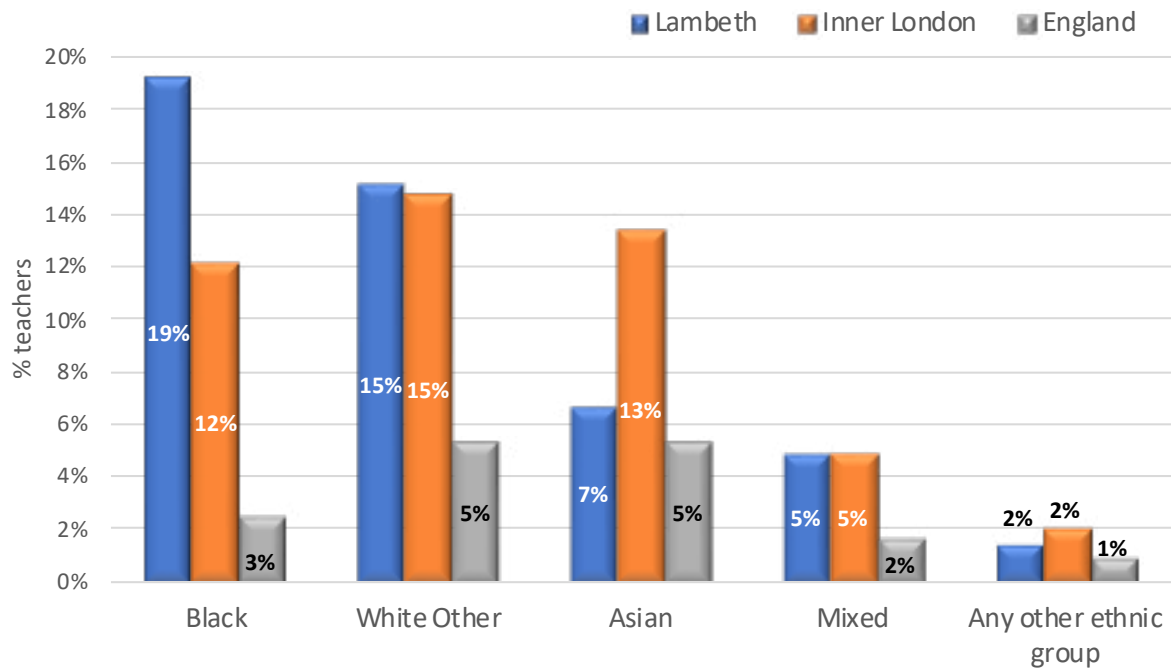
Table 6 and Figure 19 show a breakdown of the recorded ethnic background of the teaching workforce in Lambeth schools in 2023 with comparisons to Inner London and England.

The data shows:

- Of those who are recorded as ethnic minority, the largest ethnic group of teachers in Lambeth schools are those who identify as being black or black British (19%). This is followed by white minorities (15%) and Asian or Asian British (7%).
- Although the ethnic minority representation of teachers in Lambeth is commensurate with Inner London, comparisons of specific ethnic groups show some stark differences. Lambeth schools have proportionally more black teachers than the average for Inner London, a significant difference of 7 percentage points. However, Lambeth schools had proportionally fewer Asian teachers than the Inner London average with a 6.6 percentage point gap. Representation of white minority teachers, mixed heritage teachers and other ethnic group teachers are broadly similar.
- Across England, the largest ethnic categories of ethnic minority teachers are white minorities (5%) and Asian (5%).

Table 6: Ethnic background of the teaching workforce in Lambeth, Inner London and England 2023

Ethnic Category	Headcount	Lambeth	Inner London	England
White British	1,147	52.7%	53.0%	84.4%
Black	408	19.1%	12.1%	2.5%
White Other	304	15.1%	14.7%	5.3%
Asian	144	6.7%	13.3%	5.3%
Mixed	104	4.9%	4.9%	1.7%
Any other ethnic group	33	1.5%	2.1%	0.9%

Figure 19: Ethnicity of ethnic minority teachers in Lambeth, Inner London, and England 2023

Source: DfE School Workforce Census 2023

Ethnicity data for the Lambeth teaching workforce has been collected historically from the School Workforce Census and previous to that, Form 618G. Comparisons with historical data shows that in Lambeth, the teaching workforce has become more diversified. Table 7 and Figure 20 show the changes in the main ethnic categories of the Lambeth teaching workforce from 2004 to 2023. The data shows:

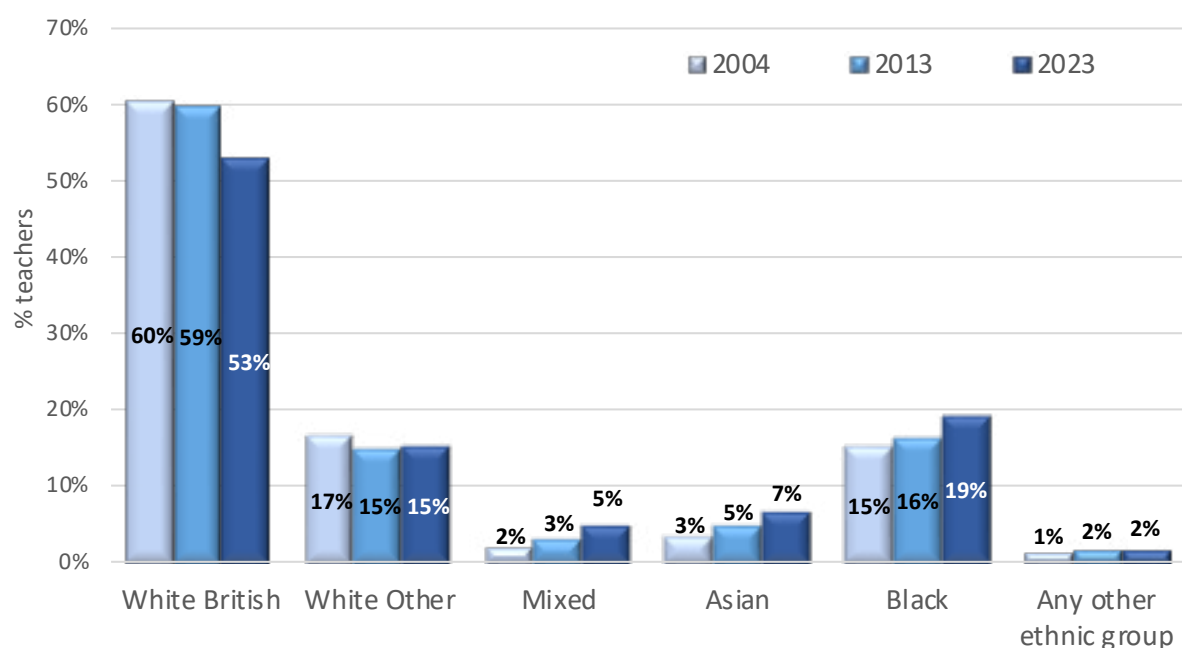
- The proportion of the Lambeth teaching workforce who are white has fallen. This has mainly been driven by a significant drop in the proportion of White British teachers (down nearly eight percentage points).
- The ethnic background that has grown the most is teachers recorded as black or black British, who have seen an increase in Lambeth of four percentage points, currently making up 19% of all teachers.
- Although a comparatively smaller ethnic group in the Lambeth teaching workforce, Asian or Asian British teachers have also grown by four percentage points from just 3% in 2004 to 7% in 2023.
- Teachers from a mixed background have also increased representation from 2% to 5%, a rise of three percentage points.

Table 7: Ethnic background of the teaching workforce in Lambeth schools 2004–2023

	Headcount	White British	White Other	Mixed	Asian	Black	Any other ethnic group
2004	1,670*	60.4%	16.6%	2.0%	3.3%	15.4%	1.2%
2005	1,770*	60.6%	15.7%	2.1%	3.7%	15.7%	1.6%
2006	1,740*	59.9%	16.8%	2.3%	3.4%	15.4%	1.1%
2007	1,810*	60.0%	16.0%	2.0%	4.0%	16.0%	1.0%
2008	1,850*	59.0%	17.0%	2.0%	4.0%	17.0%	1.0%
2009	1,950*	58.3%	15.6%	3.0%	5.4%	15.4%	1.3%
2010	2,343	57.0%	16.0%	3.0%	5.0%	16.0%	2.0%
2011	2,304	58.9%	15.0%	3.1%	4.9%	16.2%	1.8%
2012	2,369	59.4%	15.2%	3.1%	4.7%	16.2%	1.4%
2013	2,324	59.4%	14.8%	3.1%	4.8%	16.3%	1.6%
2014	2,384	59.3%	15.0%	2.8%	4.3%	17.0%	1.7%
2015	2,498	58.2%	14.7%	3.1%	4.5%	17.9%	1.6%
2016	2,614	58.2%	15.0%	3.6%	4.4%	17.1%	1.7%
2017	2,650	55.9%	16.4%	4.1%	5.0%	17.1%	1.5%
2018	2,488	55.6%	15.7%	3.8%	5.4%	18.1%	1.5%
2019	2,437	56.1%	15.3%	4.3%	5.7%	17.1%	1.5%
2020	2,430	55.4%	16.0%	4.2%	5.9%	17.1%	1.5%
2021	2,474	54.5%	15.3%	4.6%	6.4%	17.7%	1.5%
2022	2,361	53.6%	15.4%	4.6%	6.7%	18.1%	1.6%
2023	2,335	52.7%	15.1%	4.9%	6.7%	19.1%	1.5%

*FTE only pre–2010

Source: DfE School Workforce Census and Form 618G 2004–2023

Figure 20: Ethnic background of the teaching workforce in Lambeth schools 2004–2023

The teaching workforce by ethnicity and role

The teaching workforce in England is made up of headteachers, assistant headteachers, deputy headteachers and classroom teachers. Table 8 shows the teaching workforce by role. The data shows there were 2,335 teaching staff in Lambeth schools in 2023. Of these 1,971 were classroom teachers, 175 assistant headteachers, 90 deputy headteachers and 99 headteachers.

Table 8: The teaching workforce by role in Lambeth, Inner London and England 2023

Grade	Headcount			Percentage		
	Lambeth	Inner London	England	Lambeth	Inner London	England
Classroom teacher	1,971	24,109	440,109	84.4%	84.0%	85.6%
Assistant head teacher	175	2,275	32,439	7.5%	7.9%	6.3%
Deputy head teacher	90	1,176	18,816	3.9%	4.1%	3.7%
Head teacher	99	1,125	22,543	4.2%	3.9%	4.4%
Total leadership	364	4,576	73,798	15.6%	16.0%	14.4%
Total teachers	2,335	28,685	513,907	100.0%	100.0%	100.0%

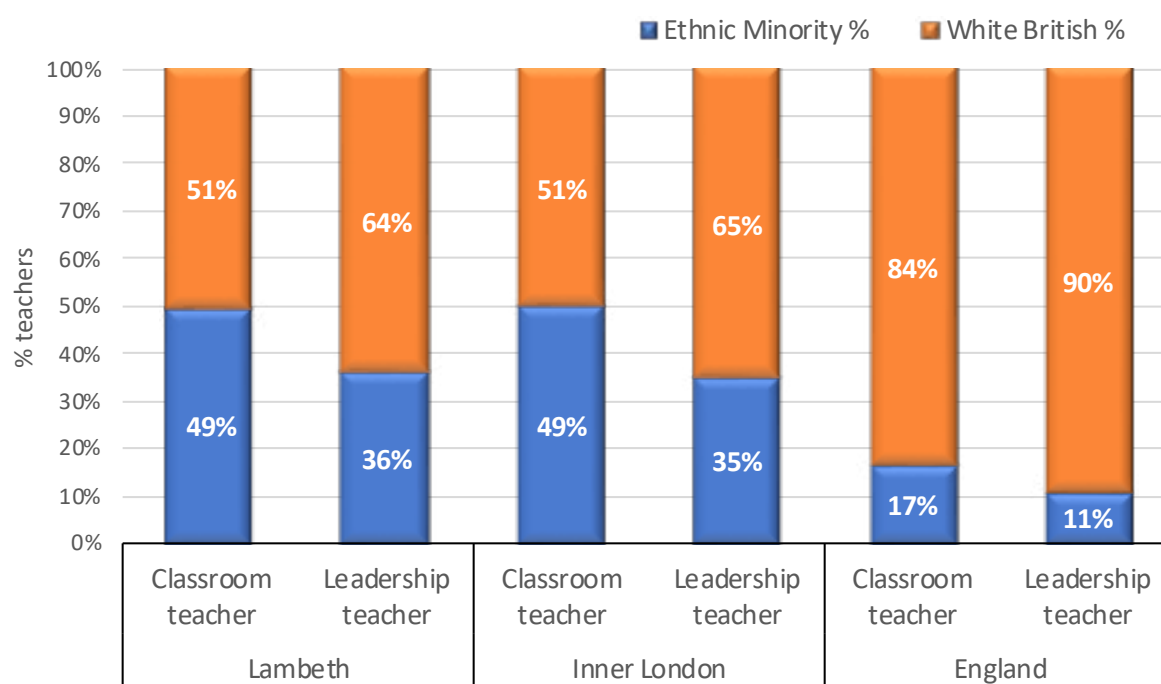
Source: DfE School Workforce Census 2023

DfE policy only permits local authorities to access school workforce census returns for LA maintained schools and excludes all academies. Consequently, contextual analysis by sub-categories such as teacher role for all schools in the LA cannot be done locally and any analysis is limited by what is available nationally in the DfE published data. Table 9 reflects data received from a Freedom of Information (FOI) request submitted to the DfE. This is unscaled data but provides indicative figures for all Lambeth schools including academies for the composition of the teaching workforce broken down by teacher grade. The data in Table 9 and Figure 21 suggests:

- Of the teaching workforce in Lambeth schools, the ethnic composition of **classroom teachers** is broadly equal with 49% recorded as ethnic minority and 51% recorded as White British.
- Of the teaching workforce who were in a **school leadership** role (headteachers/principals, deputy heads/principals and assistant heads/principals), 36% in Lambeth schools are recorded as ethnic minority, with a clear majority being White British (64%).
- The breakdown for Lambeth is proportionally commensurate to Inner London where ethnic minority classroom teachers are also recorded as 49% and ethnic minority leadership teachers recorded as 35%.
- There is a clear gap between ethnic minority representation of classroom teachers to that of school leadership teachers, with school leadership teachers being less likely to be from an ethnic minority. This difference prevails in the data locally, regionally and nationally. However, the gap between classroom teachers and school leadership, for Lambeth (13 percentage points) and Inner London (14 percentage points) is over twice the size of the 6 percentage point gap in England as a whole.

Table 9: Ethnic composition of Lambeth teaching workforce by role 2023

Grade	Lambeth		Inner London		England	
	Ethnic Minority %	White British %	Ethnic Minority %	White British %	Ethnic Minority %	White British %
Classroom teacher	49.1%	50.9%	49.4%	50.6%	16.5%	83.5%
Leadership teacher	36.0%	64.0%	34.8%	65.2%	10.5%	89.5%
All teachers	47.3%	52.7%	47.0%	53.0%	15.6%	84.4%

Figure 21: Ethnic composition of teachers by role in Lambeth, Inner London, and England 2023

Source: DfE FOI response based on School Workforce Census data 2023

The teaching workforce by ethnicity and role

LA-maintained schools only (excluding academies) 2023

Further detail by sub-category of ethnic group for all schools (including academies), is not available from the DfE. However, data from Lambeth maintained schools only (excluding academies), is accessible via the local administration of the school workforce census for which the LA has a statutory duty. This data provides a reflection from 70 of the 92 schools in the borough (22 being academies whose data is not available).

Ethnicity data from LA-maintained schools is provided in Table 10 and shows the data is proportionally similar and broadly aligns with all Lambeth schools including academies with only marginal differences. This suggests that an analysis of ethnic sub-categories in Lambeth maintained schools is likely to be representative of the broader Lambeth total teaching workforce context.

Table 10: The teaching workforce by ethnicity and role - LA-maintained schools only 2023

Ethnic Category	Lambeth LA-maintained		Lambeth All	
	Headcount	%	Headcount	%
White British	818	54.2%	1,147	52.7%
Black	271	18.0%	408	19.1%
White Other	240	15.9%	304	15.1%
Asian	93	6.2%	144	6.7%
Mixed	64	4.2%	104	4.9%
Any other ethnic group	22	1.5%	33	1.5%
Ethnic Minority	690	45.8%	993	47.3%
Total	1,508	100.0%	2,140	100.0%

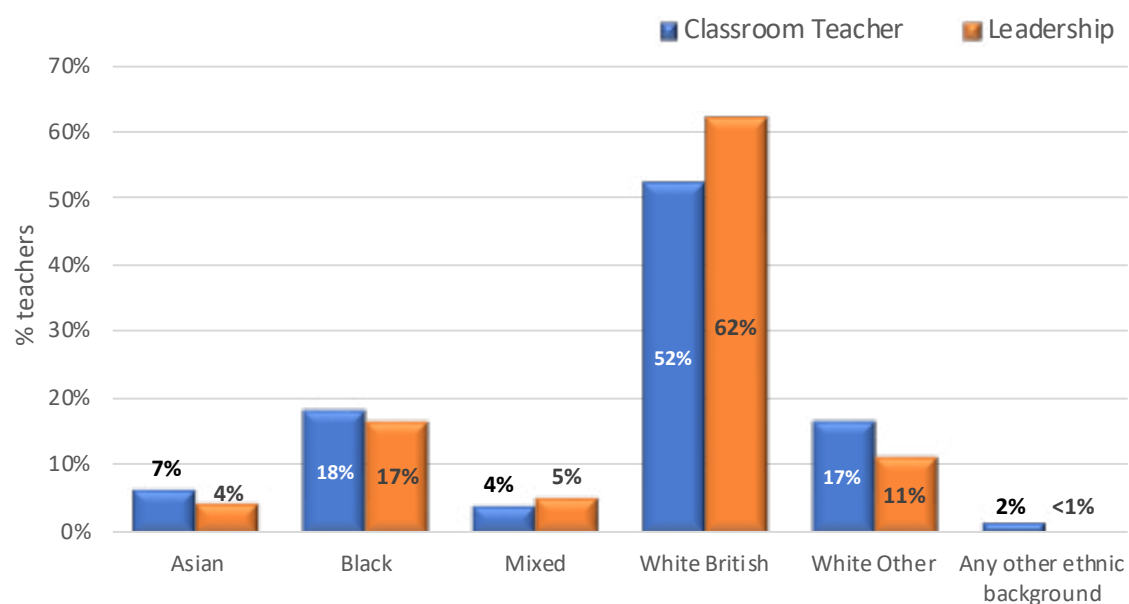
Analysing the data, from Lambeth maintained schools, Table 11 shows a narrower picture of the ethnic breakdown in Lambeth by teacher role. The main findings suggest that:

- Of the 253 **school leadership** staff for whom ethnicity was collected, 74% are recorded as white, predominantly White British, where 62% are represented within this percentage.
- Of the 69 **headteachers** (including Executive Heads) in Lambeth maintained schools, 70% are recorded as white, with the vast majority (65%) being White British. The largest ethnic minority group of headteachers is black or black British (17%), predominantly of a Black Caribbean background (15%). For reference only, 93% of headteachers in all state-funded schools in England are recorded as White British.
- Of the 184 **assistant and deputy headteachers** in Lambeth maintained schools, the large majority again are recorded as white (75%), predominantly White British (61%) and a further 5% identifying as White Irish. The largest ethnic minority group of assistant/deputy headteachers in Lambeth maintained schools is Black Caribbean (10%), followed by White Other (9%). For reference, 90% of assistant/deputy headteachers in England are recorded as White British.
- Of the 1255 **classroom teachers** for whom ethnicity information was collected from Lambeth maintained schools, the majority are again recorded as white (69%). However, within this percentage the proportion who are White British (52%) was lower than that represented by school leadership grades with White Other (14%) being the largest ethnic minority group of classroom teachers. This was followed by Black Caribbean (9%) and Black African (8%). Nationally, 84% of classroom teachers are recorded as White British.

Table 11: Ethnic background (minor) by teacher role in Lambeth 2023 (LA Maintained ONLY)

Ethnicity	Classroom Teacher		Assistant/ Deputy Head		Headteacher		All Leadership		All Teachers	
	No.	%	No.	%	No.	%	No.	%	No.	%
Asian	82	6.5%	7	3.8%	4	5.8%	11	4.3%	93	6.2%
Bangladeshi	13	1.0%	1	0.5%	0	0.0%	1	0.4%	14	0.9%
Indian	17	1.4%	3	1.6%	2	2.9%	5	2.0%	22	1.5%
Pakistani	20	1.6%	1	0.5%	1	1.4%	2	0.8%	22	1.5%
Chinese	5	0.4%	0	0.0%	0	0.0%	0	0.0%	5	0.3%
Asian Other	27	2.2%	2	1.1%	1	1.4%	3	1.2%	30	2.0%
Black	231	18.4%	30	16.3%	12	17.4%	42	16.6%	273	18.1%
Black African	88	7.0%	9	4.9%	1	1.4%	10	4.0%	98	6.5%
Black Caribbean	107	8.5%	19	10.3%	10	14.5%	29	11.5%	136	9.0%
Black Other	36	2.9%	2	1.1%	1	1.4%	3	1.2%	39	2.6%
Mixed	52	4.1%	9	4.9%	4	5.8%	13	5.1%	65	4.3%
White/Asian	7	0.6%	1	0.5%	1	1.4%	2	0.8%	9	0.6%
White/Black African	3	0.2%	2	1.1%	0	0.0%	2	0.8%	5	0.3%
White/Black Caribbean	27	2.2%	2	1.1%	2	2.9%	4	1.6%	31	2.1%
Mixed Other	15	1.2%	4	2.2%	1	1.4%	5	2.0%	20	1.3%
White	869	69.2%	138	75.0%	48	69.6%	186	73.5%	1,055	70.0%
White British	658	52.4%	112	60.9%	45	65.2%	157	62.1%	815	54.0%
White Irish	32	2.5%	10	5.4%	2	2.9%	12	4.7%	44	2.9%
White Other	179	14.3%	16	8.7%	1	1.4%	17	6.7%	196	13.0%
Any other ethnic	21	1.7%	0	0.0%	1	1.4%	1	0.4%	22	1.5%
Grand Total	1,255	-	184	-	69	-	253	-	1,508	-

Source: Lambeth School Workforce Census 2023

Figure 22: Ethnic breakdown (minor) of teachers by role in Lambeth maintained schools 2023

Source: DfE School Workforce Census 2023

The ethnic minority teaching workforce in Lambeth compared to London local authorities

The ethnic composition of the teaching profession is not equally distributed across the country, just as it isn't with the general population. London has a large ethnic minority population when compared with the rest of England, which accounts for the higher levels of ethnic minority teachers in this region. In terms of representation, it is meaningful to examine the proportion of ethnic minority teachers in relation to the population they serve. For this, the percentage of ethnic minority pupils in defined areas has been used as a proxy indicator. The findings suggest:

- In England, 36% of the pupil population are ethnic minority. However, there are wide variations in how this is dispersed across regions of England. The region with the largest percentage of ethnic minority pupils, by far, is London (74%), with the next largest being the West Midlands (41%). The lowest percentage of ethnic minority pupil populations are found in the North East (15%) and the South West (17%).
- The London local authorities with the highest percentage of ethnic minority pupils are Newham (94%), Tower Hamlets (91%) and Harrow (91%). 29 of 33 London local authorities have an ethnic minority pupil population above 50%, including 18 who were over 75%. Lambeth are in the top quartile of ethnic minority pupil representation in London, with 82%.
- All London local authorities have a higher percentage of ethnic minority teachers than the national mean. However, there are marked differences between London LAs. There is a 47 percentage point difference between the local authority with the highest proportion of ethnic minority teachers (Newham – 63%) and the lowest (City of London – 16%). Lambeth are just above the London mean with 47% of ethnic minority teachers (Figure 23).

Figure 23: Ethnic composition of the teaching workforce in London local authorities 2023

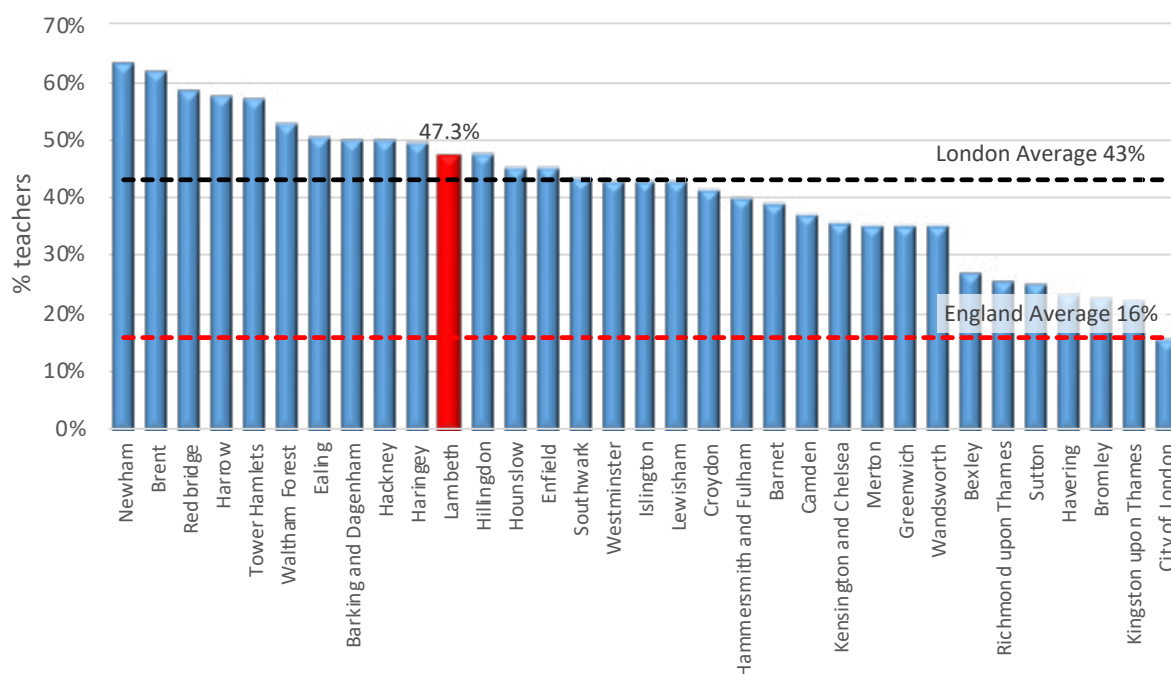


Table 12 shows the local authority side by side comparisons between the ethnic minority pupil and teacher populations in each LA, ranked by the percentage point gap. The data suggests:

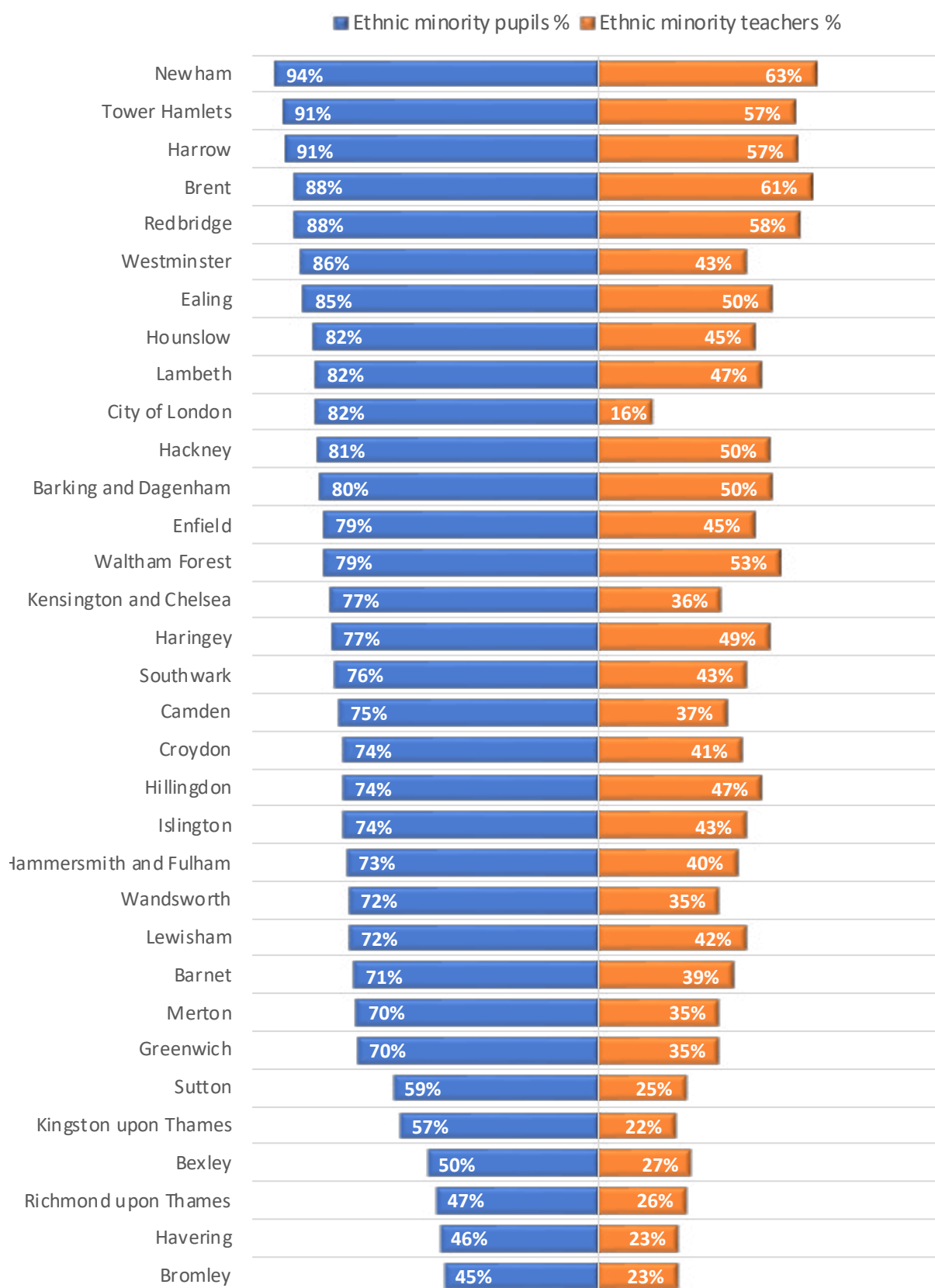
- In England, ethnic minority teachers are under-represented proportionally when compared to the national ethnic minority pupil population. Nationally, 16% of the teaching workforce are ethnic minority, serving a pupil population that is 36% ethnic minority, a 20 percentage point difference.

- In London, 43% of the teaching workforce are ethnic minority compared to 74% of the London pupil population, a gap of 31 percentage points, wider than that seen in England.
- Within this, Lambeth's teaching workforce is 47% ethnic minority serving a pupil population that is 82% ethnic minority, a gap of 34 percentage points and wider than that of London.

Table 12: Ethnic minority teachers and pupils in London local authorities 2023

Local Authority	Ethnic minority pupils %	Ethnic minority teachers %	EM pupil/EM teacher (% point gap)
City of London	81.5%	16.0%	65.5
Westminster	85.9%	42.5%	43.4
Kensington and Chelsea	77.3%	35.6%	41.7
Camden	75.0%	37.0%	38.0
Wandsworth	72.0%	34.9%	37.1
Hounslow	82.2%	45.2%	37.0
Kingston upon Thames	57.3%	22.3%	35.0
Ealing	85.1%	50.2%	34.9
Merton	69.9%	35.0%	34.9
Greenwich	69.6%	34.9%	34.7
Tower Hamlets	91.2%	56.6%	34.6
Enfield	79.3%	44.9%	34.4
Lambeth	81.7%	47.3%	34.4
Sutton	59.4%	25.3%	34.1
Southwark	76.1%	42.9%	33.2
Harrow	90.5%	57.4%	33.1
Hammersmith and Fulham	72.6%	40.0%	32.6
Croydon	73.7%	41.3%	32.4
Barnet	70.6%	38.8%	31.8
Hackney	81.4%	49.6%	31.8
London (Mean)	74.5%	43.2%	31.3
Islington	73.5%	42.5%	31.0
Newham	93.5%	62.8%	30.7
Barking and Dagenham	80.3%	49.8%	30.5
Lewisham	72.0%	42.4%	29.6
Redbridge	87.6%	58.1%	29.5
Haringey	77.1%	49.4%	27.7
Waltham Forest	79.3%	52.6%	26.7
Brent	87.9%	61.4%	26.5
Hillingdon	73.7%	47.2%	26.5
Havering	46.0%	23.4%	22.6
Bexley	49.6%	27.1%	22.5
Bromley	44.8%	22.9%	21.9
Richmond upon Thames	47.0%	25.6%	21.4

Source: DfE School Workforce Census 2023

Figure 24: Ethnic minority teachers and pupils in London local authorities 2023

Source: DfE School Workforce Census 2023

Ethnic background of the ethnic minority teacher population in London local authorities

Ethnic minority teachers in London show a wide array of teachers from different ethnic backgrounds between different local authorities.

Figures 25, 26 and 27 show a London local authority comparison of the percentage of teachers recorded as Asian or Asian British, Black, or Black British and White Other (white minorities). The findings suggest:

- The local authorities with the highest representation of Asian or Asian British teachers, are Redbridge (33%), Newham (32%), Tower Hamlets (32%) and Harrow (27%), where over a quarter of the teaching workforce identify as Asian or Asian British. Lambeth have proportionally fewer Asian teachers (7%) in the workforce, below the London average of 12%.
- The local authorities in London with the highest representation of black or black British teachers, are Lewisham (19%) and Lambeth (19%), followed by Croydon (17%) and Southwark (17%). Lambeth have one of the highest representation of teachers who are recorded as black or black British, a sizeable difference to the London average for black teachers of 9%.
- The local authorities in London with the highest representation of white minority teachers, are Islington, Hammersmith and Fulham, Westminster, Kensington and Chelsea and Brent (all 19%). They are closely followed by a group of local authorities, which includes Lambeth for whom 15% of the teaching workforce are recorded as White Other just above the London average of 13%

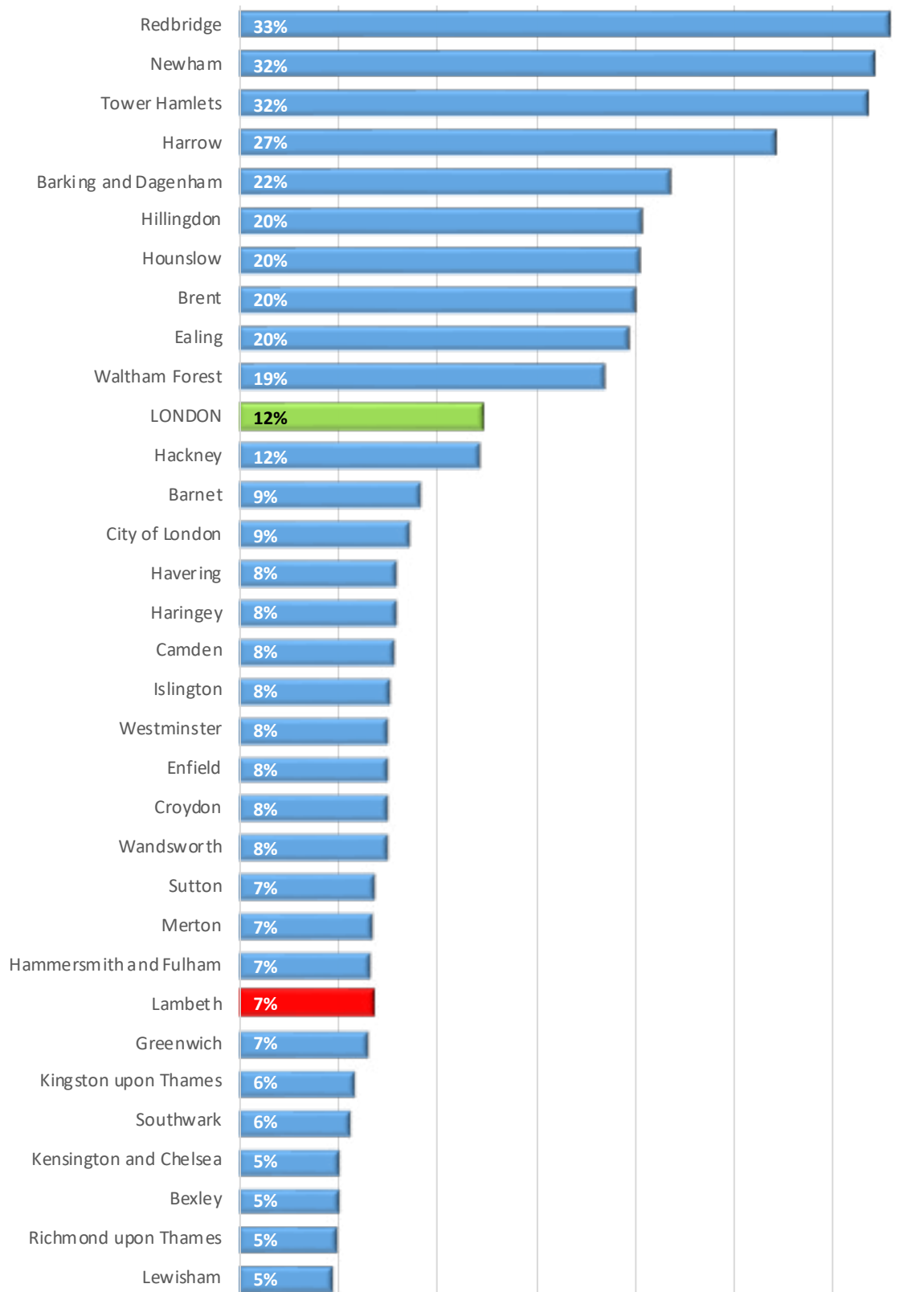
Figure 25: Asian or Asian British teachers in London local authorities 2023

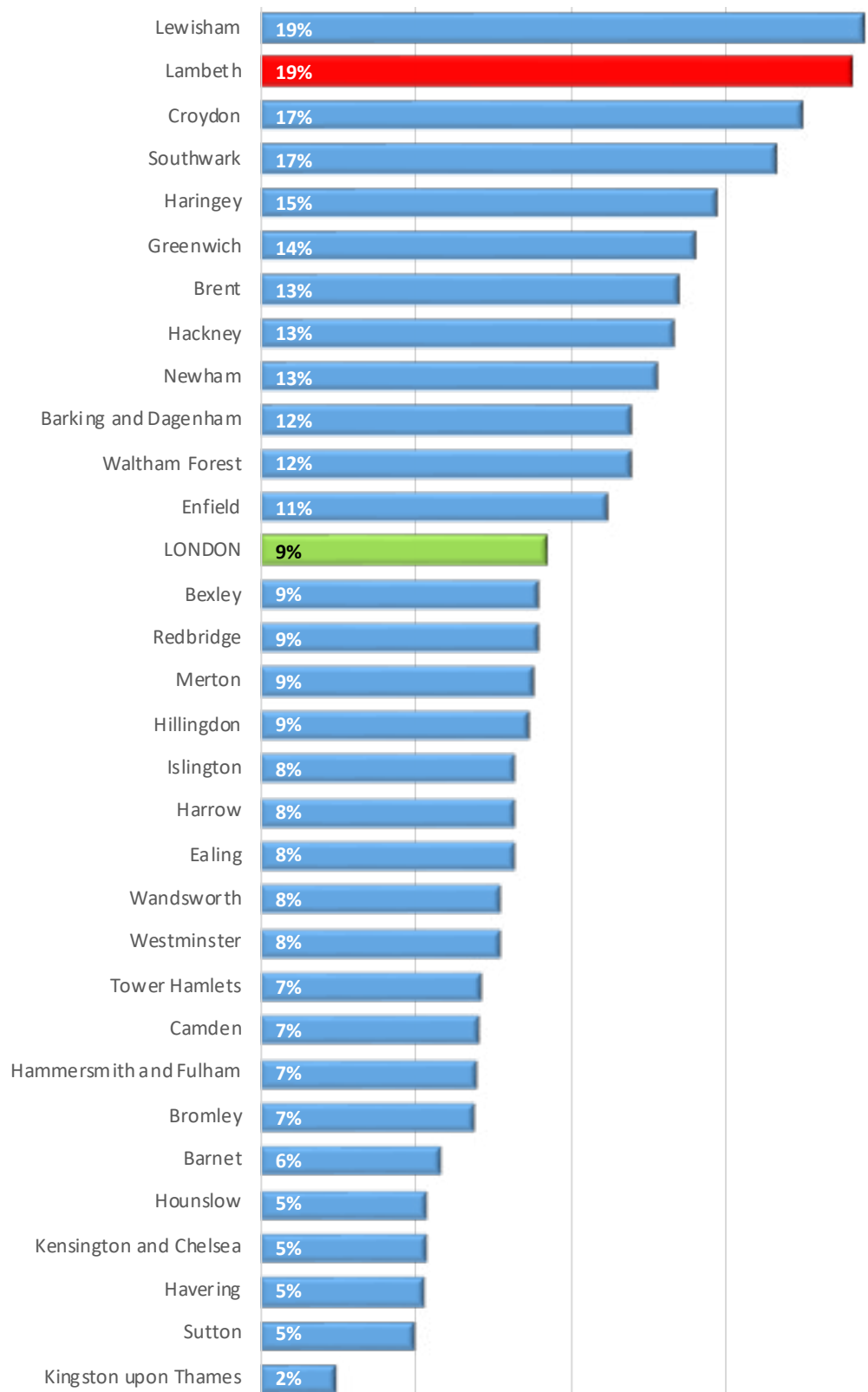
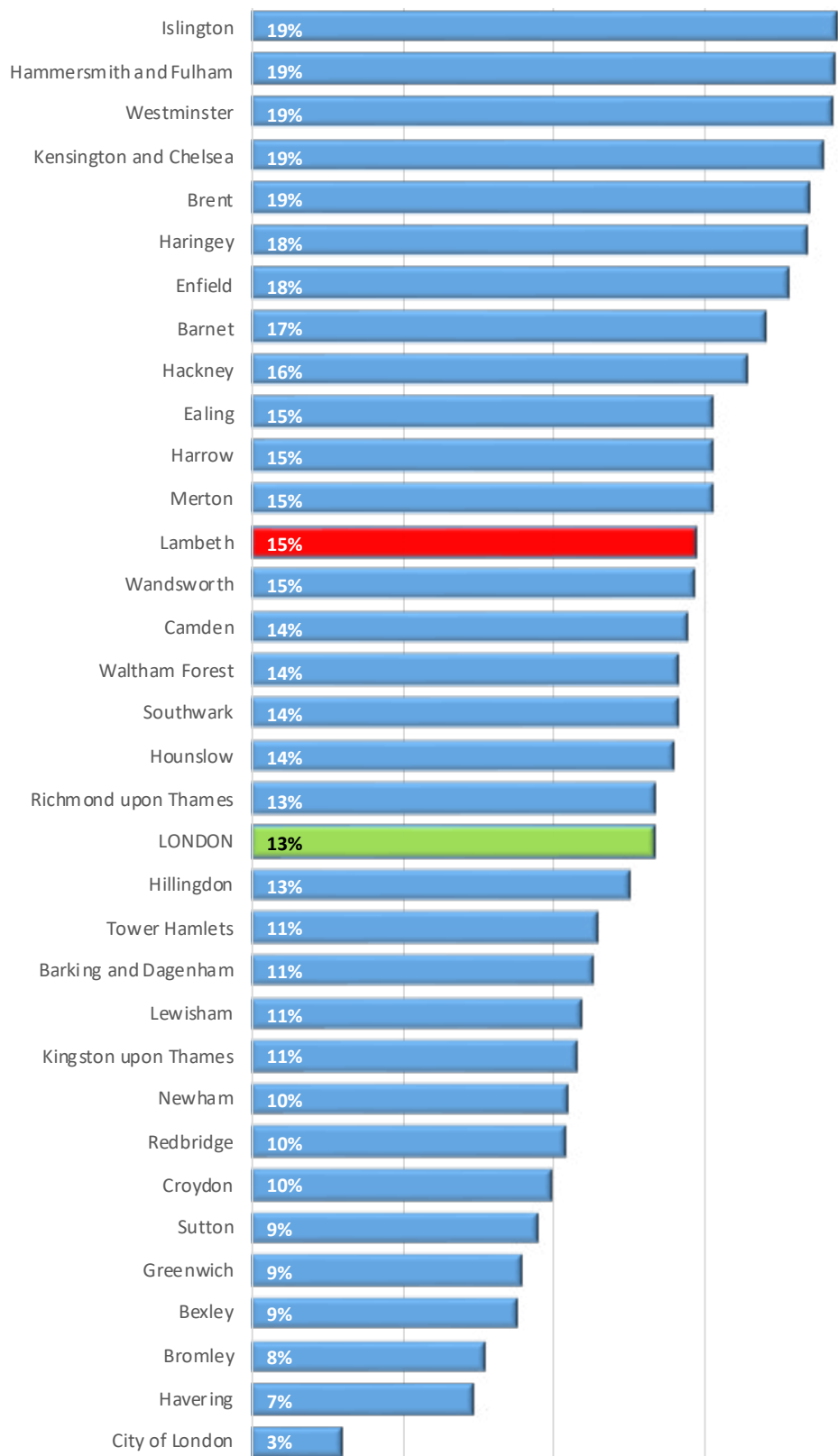
Figure 26: Black or black British teachers in London local authorities 2023

Figure 27: White other teachers in London local authorities 2023

5: Summary and conclusions

In the 21st century, ethnic , language and cultural diversity need to be increasingly recognised and included into the core of educational values, educational practices, curriculum, and educational policy in schools. Yet evidence from research shows that this is not the case and there is still a long way to go to close the equality gap in England. Research in England shows that there is a mismatch between the teacher workforce and student populations with the majority of 93% of school leaders and 87% of teachers having a White British ethnic background in England. This is despite 31% of students being of ethnic minority background (DfE 2022). Previous research (e.g. Gorard et al 2023; Demie and See 2022; Miller 2021,2020; NFER 2022; DfE, 2022; Demie and Hau, 2022; Callender, 2020; Tereshchenko et al.,2020; Ingersoll et al., 2020; Hague 2017; Haque and Elliot 2016; Villegas and Irvine 2010; Cunningham and Hargreaves, 2007; Basit and Roberts, 2006; Macpherson 1999) also highlighted racial disproportionality is a problem in the school teaching workforce in the United Kingdom and the United States. It also shows the significant barriers for black and ethnic minority (BAME) teachers in schools and in relation to recruitment, retention, and career progression.

This research considers Lambeth local authority as a case study. The paper explores the diversity in the teaching workforce in school and address four research questions:

- What does the trend data tell us about number of ethnic minority students and teachers?
- What does the trend data tell us about disproportionality in the teaching workforce?
- What are the contextual factors that influence the teaching workforce in school?
- What are the implications for policy and practice?

The key messages from the data analysis suggest that:-

- Lambeth is a multi-ethnic local authority where many languages are spoken in schools. The 2023 DfE School Census shows 82% of the pupil population in the local authority are ethnic minority. These are comprised of Black African (22%), White Other (15%), White British (15%), followed by Black Caribbean (12%), Mixed Other (8%), Any other group (6%), Mixed White and Black Caribbean (5%), Black other (4%), Mixed White and Black African (2%), Asian Other (2%), Pakistani (2%), Mixed White and Asian (2%), Bangladeshi (1%), Indian (1%) and Chinese (<1%).
- The pupil population in Lambeth has grown from 33,137 in 2011 to 36,693 in 2023, an increase of 11% over the period.
- The ethnic minority pupil population has also grown from 25,745 in 2011 to 29,986 in 2023, an increase of 16% over the period. The overall proportion of pupils who are ethnic minority has increased from 81% to 82%, an increase of one percentage point.
- The teaching workforce in Lambeth has grown marginally from 2,304 in 2011 to 2,335 in 2023. During this period, the Lambeth teaching workforce has become more diverse, with the proportion who are from an ethnic minority background growing from 41% to 47%, an increase of six percentage points.
- The teaching workforce in Lambeth is predominantly female (72%) compared to 76% in England. The gender balance differs between primary and secondary, where Lambeth secondary schools have over double the representation of male teachers than primary schools.

- The core of the teaching workforce is mid-career with the largest age bracket in Lambeth for teachers being 30–39, where 37% of all teachers fall into this category. This is followed by 24% of teachers aged 40–49. The proportion of teachers who are earlier in their careers has declined over the past decade with Lambeth seeing a six percentage point drop in representation of teachers aged under 30.
- In primary schools, ethnic minority representation in the teaching workforce ranges from 93% in the highest to 13% in the lowest school with an average of 42% in all primary schools. In secondary schools, ethnic minority representation ranges from 89% in the highest to 13% in the lowest school with an average of 49% in all secondary schools.
- The local authorities in London with the highest representation of black teachers, are Lambeth (19%), Lewisham (19%), Croydon (17%) and Southwark (17%). Lambeth have the second highest proportion of teachers who are recorded as black or black British, a notably higher than the London average of 9%.
- The school workforce data shows there were 2335 teaching staff in Lambeth. Of these 1,971 were teachers, 178 Assistant headteachers, 90 Deputy headteachers and 99 headteachers. The data also confirms that:
 - > 65% of headteachers in Lambeth maintained schools (excluding academies) are recorded as White British. This is followed by 15% who are Black Caribbean.
 - > 61% of assistant and deputy headteachers in Lambeth maintained schools (excluding academies) are White British. This is followed by Black Caribbean (10%) and White Other (9%).
 - > 52% of classroom teachers in Lambeth maintained schools (excluding academies), are recorded as White British. This is followed by White Other (14%), Black Caribbean (9%) and Black African (8%).
 - > The disproportionality in ethnic minority teachers/student numbers is most marked at the school leadership level. The data shows that 65% of headteachers and 61% of deputy and assistant headteachers in Lambeth maintained schools are White British, compared to 52% of classroom teachers, but serving a pupil population who are 82% ethnic minority. This does put Lambeth in a positive position however, when compared to the England average which shows 93% of headteachers, 90% of deputy and assistant headteachers and 85% of classroom teachers are White British.
- There have been changes in the demographic of Lambeth's teaching workforce when comparing 2011 to 2023 (see Figure 28)

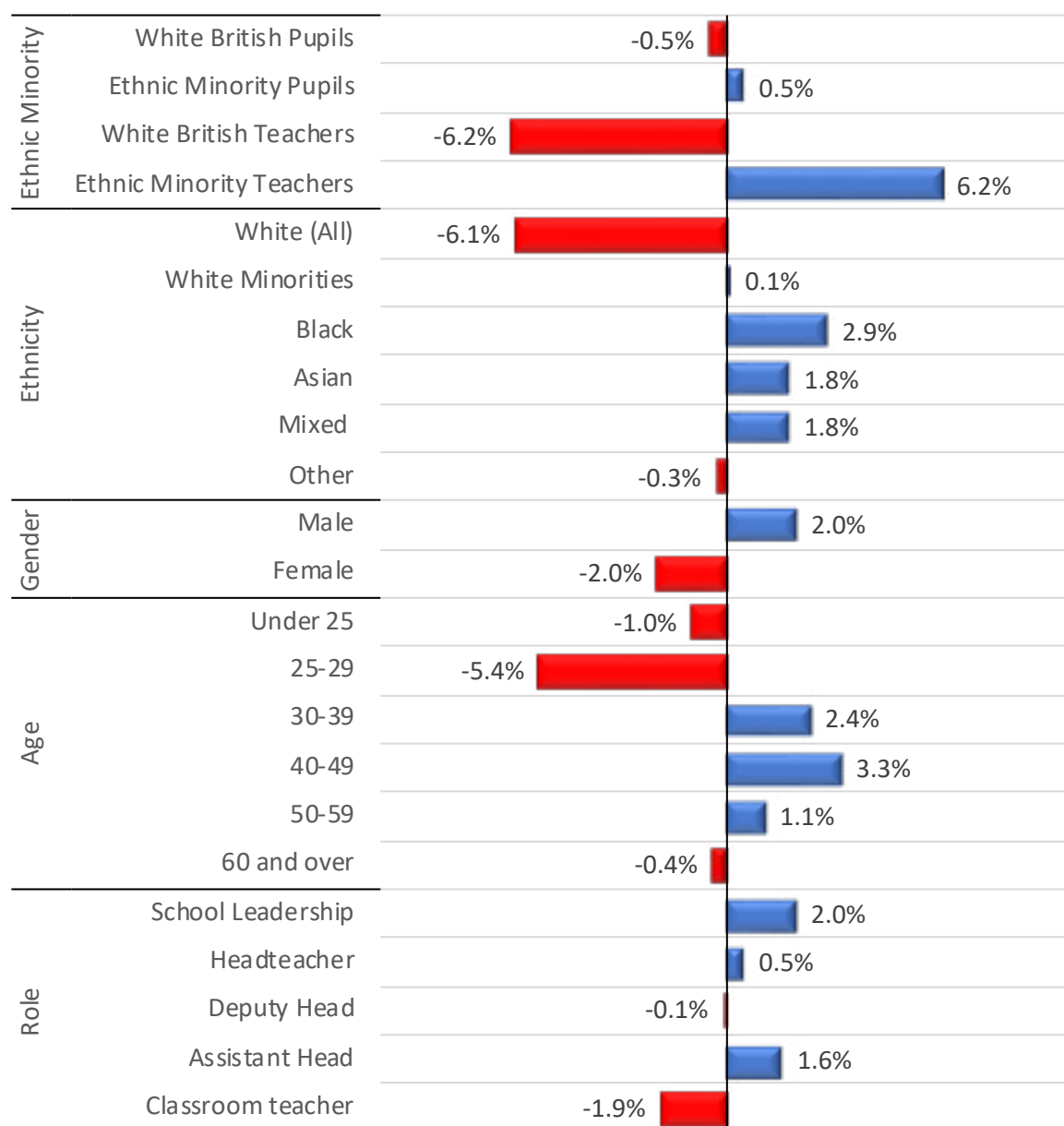
Figure 28: Lambeth teaching workforce 2011 & 2023 (%)

Figure 28 shows that:

- > The balance of gender in the Lambeth teaching workforce overall has marginally changed. Since 2011, the proportion of female teachers has dropped with male teacher representation growing by 2% in 2023.
- > The age demographic of Lambeth teaching workforce has changed with a 2.4 percentage point rise in the 30–39 age bracket and 3.3 percentage point rise in the 40–49 range. The age bracket showing the largest fall is the 25–29 age range with a 5.4 percentage point fall.
- > Since 2011, both the pupil population and the teaching workforce have increased in size in London and England. The ethnic minority demographic of both pupils and teachers have also increased during this period. (see Figure 28)
- > There have been notable changes in the ethnic composition of the teaching workforce in Lambeth since 2011. White teachers remain the largest ethnic cohort of teachers working in schools, but the proportion has fallen since 2011. Ethnic minority representation has grown by 6.2 percentage points while the white British teaching workforce has gone down by 6.2 percentage points. The growth in ethnic minority teachers is mainly driven by a notable rise in black teachers by 2.9 percentage points, mixed ethnic group (1.8%) and Asian (1.8%) since 2011.
- > The constitution of the teaching workforce has changed. Lambeth schools have seen a two percentage point proportional increase of teachers in leadership positions, with the percentage of headteachers in the teaching workforce growing by 0.5 percentage points and assistant headteachers increasing by 1.6 percentage points. The representation by classroom teachers has fallen by 1.9%.

The overall conclusions of the study suggest that diversity really matters and is at the heart of the work of schools. In general, the review of literature suggests that increasing the diversity of the teaching force can help to tackle educational inequality, raise aspirations, reduce school exclusions and promoting learning for students and high achievement. It also helps in promoting cultural diversity and to tackle the shortage of teachers in disadvantaged areas. The analysis of trend data also confirms that the education system in Lambeth and England is marked by a disproportionality in the school teaching workforce. In particular, there continues to be a persistent racial-ethnic parity gap between the percentage of ethnic minority students and the percentage of ethnic minority teachers in schools. Since 2011, the proportion of Lambeth ethnic minority teachers has increased from 41% to 47%, whilst the ethnic minority student population has increased from 81% to 82%. However, despite this growth, the size of the ethnic minority teacher population still lags far behind that of the student population with a gap of 35 percentage points.

6: Policy implications and recommendations

The composition of the teaching workforce shows a variety of trends and characterisations distinct to the teaching profession across England.

The high proportion of females across the teaching workforce in Lambeth, reflects the gender balance in England's teaching profession, both currently and historically. Male teachers are under-represented, particularly in primary schools and may have implications on the impact of role models on pupils, with some Lambeth schools having no male teacher influence present.

The age distribution of the teaching workforce in Lambeth and England has been fluid over the past decade. Where Inner London local authorities, including Lambeth, show a comparatively younger teacher population than the average for England, the proportion of younger teachers (aged under 30) has declined, raising considerations over recruitment and retention and the benefits of fresh perspectives both in terms of diversity in role models and pedagogy.

Lambeth teachers should be representative of the Lambeth school population. The disproportionately low number of BAME teachers and school leaders in education highlights a wider diversity issue within teaching on both a local and national scale. The current teaching workforce has not diversified as much as the changing pupil population and has remained a largely white teaching workforce. The teaching profession is also far from engaging sufficiently with the pertinent issues around the lack of BAME role models for ethnic minority pupils and the experience of racism and discrimination for both BAME pupils and teachers within schools and the lack of diversity in the teaching profession.

We would argue that diversity is critical for a more inclusive and diverse school community that reflects the wider society. Diversity also brings different perspectives and life experiences, exposing our children to cultural diversity, which reflects the languages, cultures, and ethnic backgrounds of the local community and society at large. The research evidence shows there is a mismatch between the ethnic makeup of teachers and the local authority students. It also raises concerns about the recruitment and retentions experiences of teachers from black and minority ethnic backgrounds and argue that addressing the issues that prevent ethnic minority teachers entering the teaching profession and staying in the profession is essential for a truly equitable education system.

The recommendations from this study are that policymakers should consider policies to increase the diversity of the teacher workforce to close racial and ethnic achievement gaps in schools. We also need to recognise first the importance of cultural and ethnic diversity if we are serious about racial inequality and disproportionality in the teaching workforce. This should be backed by a national conversation about racism in the education system through an ongoing dialogue in the form of events, media and resources for teachers, academics, and policy makers to reflect on the challenges facing ethnic minority teachers and the ongoing problem of racism in the education system.

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