



# **Ethnic minority representation within the school workforce in Wales**

**Phase 2 report for the Welsh Government**

**Ben Lester**

**Rachel Price**

**April 2020**

## **1 Introduction and background**

The EWC has been asked by the Welsh Government to produce a rapid review of evidence relating to the ethnic diversity of the school workforce in Wales and the extent to which school teachers and learning support workers employed here are representative of those whom they are educating. The project represents 'phase two' of a broader stream of work commissioned by the Welsh Government and follows a report undertaken by Professor David Egan of Cardiff Metropolitan University, which provided a review of research evidence around the recruitment of BAME entrants into ITE, retention and progression of BAME teachers in the profession and the possible impact that having a more diverse workforce may have on the attainment of BAME pupils.

This report provides further analysis of the current picture in Wales, including quantitative ethnicity data relating to the teaching (and LSW) professionals that make up the workforce and of the current school pupil population. We also examine whether any information or research already exists on the matter of BAME representation in Welsh schools and whether there are any current initiatives in this area (either at local authority, consortium or national level). Evidence and initiatives from elsewhere in the UK and relevant lessons from these, are also considered. Examples are also presented from other professions and organisations, that have sought to diversify their workforces, highlighting best practice that could potentially be applied in Wales, to help develop a more ethnically diverse and representative school workforce.

The Welsh Government has asked the EWC to work with relevant stakeholders, including trade unions, representative bodies (such as Race Council Cymru) and grassroots BAME groups, as a key element of this research project. Unfortunately a large stakeholder engagement event, which had been scheduled to take place at Sophia Gardens cricket ground, in Cardiff, on 30 March 2020 (and would have been co-hosted by the EWC and Welsh Government) had to be cancelled, due to lockdown measures that were imposed to combat COVID-19. However, listening to the experiences and perspectives of diverse groups, from across Wales, on the issues around race and representation in the school workforce remains essential to the development of successful strategies to improve BAME representation amongst school teachers and learning support workers. Following discussions with the Welsh Government regarding possible approaches to stakeholder engagement, it has been agreed that a face to face consultation event will take place after social distancing has been relaxed, rather than pursuing alternative approaches, such as questionnaires or online engagement. It is intended that this will help to create a co-constructive approach to policy development, assisting the development of a sophisticated strategy that recognises the diversity that exists within the BAME grouping and across different parts of Wales.

The evidence gathered has been used to develop a series of recommendations advising the Welsh Government on policy responses that could help build a school (teacher and LSW) workforce in Wales that is more ethnically diverse and more representative of the school pupil population that it serves. In keeping with the EWC's remit, we have also included recommendations that look beyond the school workforce to include key sectors across all seven of our registrant groups, including FE teachers, FE learning support workers, work based learning practitioners, qualified youth workers and qualified youth support workers, as well as school teachers and learning support workers. Each of these groups makes a vital contribution to the delivery of education in Wales and it therefore makes sense to ensure that efforts to increase the ethnic diversity of education professionals are extended to cover them all.

## 2 Ethnic diversity in the Welsh school workforce – current data

This chapter details the current evidence base relating to the ethnic diversity of the school (teacher and LSW) workforce in Wales and considers the extent to which teachers and learning support workers are representative of the pupils that they are educating. Recent data sets relating to BAME representation within Welsh schools are considered. In order to understand whether the composition of the workforce may already be beginning to change the paper also considers the demographic characteristics of those entering the profession and undertaking Initial Teaching Education in Wales. The key data sets examined are:

<b>2011 Census</b>	Examining broad demographic trends relating to ethnicity in Wales.
<b>Pupil Level Annual Census</b>	PLASC data is used to examine the ethnic composition of the school pupil population in Wales and the extent to which this varies across the country and across different types of school
<b>EWC Register of Education Practitioners</b>	Data from the EWC's Register is examined to show the ethnic composition of the education workforce – looking at school teachers, school learning support workers and senior leaders. EWC data is also used to consider the ethnic characteristics of NQT's
<b>Initial Teacher Education Partnerships</b>	ITE partnership data is used to show the number of students currently studying to become teachers in Wales
<b>Higher Education Statistics Agency</b>	HESA data is used to compare the profile of all Welsh university graduates with those studying education related subjects.

### Ethnicity in Wales – 2011 Census

The results of the 2011 Census revealed that 95.6% of the population of Wales was white and showed Wales to be less ethnically diverse than any of the English regions. However, as highlighted within the Stats Wales Statistical Bulletin on Ethnicity, National Identity and Religion in Wales (Stats Wales, 2012), the 2011 Census also showed that Wales was becoming increasingly diverse:

- The proportion of the population of Wales describing themselves as White British fell from 96% to 93.2% between 2001 and 2011
- Non-white groups represented 4% of the population in 2011, up from 2.1% in 2001
- Those describing themselves as Asian were the second largest ethnic group, and had doubled from 1.1% in 2001 to 2.3% in 2011
- Other ethnic groups (Mixed ethnicity, Black or Black British and Other Ethnic Group) each represented less than 1% of the 2011 population.
- The highest proportion of minority ethnic groups was in Cardiff (15.2%), followed by Newport (10.1%) and Swansea (5.9%).

As a result of further net migration since 2011, both from within the EU and from further afield it is likely that the proportion of the population of Wales coming from minority ethnic groups will have grown since the last Census was undertaken. It is unclear whether this trend will continue over the coming decade. Following the 2016 Brexit referendum, EU net migration has fallen significantly, whilst non-EU net migration has remained high (ONS, 2019). However, the long-term impact of Brexit and the introduction of the planned 'points-based' immigration system being introduced by the UK Government, remains to be seen.

## Ethnicity in Wales: 2001 and 2011 Census results

Ethnic group	2001 population	2001 percentage	2011 population	2011 percentage
<b>White</b>	<b>2,841,505</b>	<b>97.9</b>	<b>2,928,253</b>	<b>95.6</b>
White: British	2,786,605	96.0	2,855,450	93.2
White: Irish	17,689	0.6	14,086	0.5
White: Irish Traveller/White Gypsy			2,785	0.1
White: Other	37,211	1.3	55,932	1.8
<b>Asian or Asian British</b>	<b>31,715</b>	<b>1.1</b>	<b>70,128</b>	<b>2.3</b>
Asian or Asian British: Indian	8,261	0.3	17,256	0.6
Asian or Asian British: Pakistani	8,287	0.3	12,229	0.4
Asian or Asian British: Bangladeshi	5,436	0.2	10,687	0.3
Asian or Asian British: Chinese	6,267	0.2	13,638	0.4
Asian or Asian British: Asian Other	3,464	0.1	16,318	0.5
<b>Black or Black British</b>	<b>7,069</b>	<b>0.2</b>	<b>18,276</b>	<b>0.6</b>
Black or Black British: Caribbean	2,597	0.1	3,809	0.1
Black or Black British: African	3,727	0.1	11,887	0.4
Black or Black British: Other	745	<0.1	2,580	0.1
<b>British Mixed</b>	<b>17,661</b>	<b>0.7</b>	<b>31,521</b>	<b>1.0</b>
Mixed: White and Caribbean	5,996	0.2	11,099	0.4
Mixed: White and African	2,413	0.1	4,424	0.1
Mixed: White and Asian	5,001	0.2	9,019	0.3
Mixed: Other Mixed	4,251	0.2	6,979	0.2
<b>Other</b>	<b>5,135</b>	<b>0.2</b>	<b>15,278</b>	<b>0.5</b>
Other: Arab			9,615	0.3
Other: Any other ethnic group	5,135	0.2	5,663	0.2
<b>Total</b>	<b>2,903,085</b>	<b>100</b>	<b>3,063,456</b>	<b>100</b>

Source: ONS

## Diversity of the Welsh school pupil population – Pupil Level Annual Census

The table on the following page details the ethnic background of all pupils aged five and over at primary, middle, secondary and special schools in Wales between 2015 and 2019. In line with broader demographic trends, the data shows that the proportion of White British pupils has fallen slightly over the past five years, whilst the number (and percentage) of pupils from all other ethnic groups has risen.

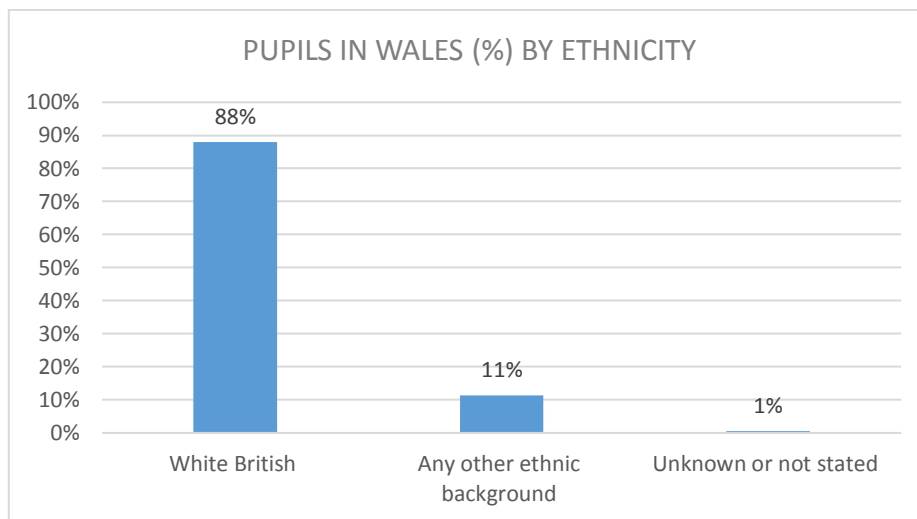
## Ethnic background of pupils in Wales

Ethnic background	2015		2016		2017		2018		2019	
	Number	%	Number	%	Number	%	Number	%	Number	%
<b>White</b>	<b>363,031</b>	<b>92.5</b>	<b>362,290</b>	<b>92.2</b>	<b>362,721</b>	<b>92.0</b>	<b>363,528</b>	<b>91.7</b>	<b>364,285</b>	<b>91.3</b>
White British	352,850	89.9	351,145	89.4	350,795	88.9	350,830	88.5	350,978	88.0
Traveller	378	0.1	385	0.1	389	0.1	433	0.1	446	0.1
Gypsy/ Roma	579	0.1	611	0.2	623	0.2	589	0.1	626	0.2
Any other White background	9,224	2.4	10,149	2.6	10,914	2.8	11,676	2.9	12,235	3.1
<b>Mixed</b>	<b>9,872</b>	<b>2.5</b>	<b>10,592</b>	<b>2.7</b>	<b>11,166</b>	<b>2.8</b>	<b>11,947</b>	<b>3.0</b>	<b>12,645</b>	<b>3.2</b>
White and Black Caribbean	2,227	0.6	2,314	0.6	2,374	0.6	2,456	0.6	2,534	0.6
White and Black African	1,244	0.3	1,398	0.4	1,524	0.4	1,691	0.4	1,825	0.5
White and Asian	2,212	0.6	2,351	0.6	2,436	0.6	2,594	0.7	2,659	0.7
Any other mixed background	4,189	1.1	4,529	1.2	4,832	1.2	5,206	1.3	5,627	1.4
<b>Asian</b>	<b>8,914</b>	<b>2.3</b>	<b>9,185</b>	<b>2.3</b>	<b>9,341</b>	<b>2.4</b>	<b>9,592</b>	<b>2.4</b>	<b>9,748</b>	<b>2.4</b>
Indian	1,931	0.5	2,056	0.5	2,130	0.5	2,200	0.6	2,292	0.6
Pakistani	2,947	0.8	3,009	0.8	3,057	0.8	3,081	0.8	3,133	0.8
Bangladeshi	3,119	0.8	3,188	0.8	3,203	0.8	3,273	0.8	3,259	0.8
Any other Asian background	917	0.2	932	0.2	951	0.2	1,038	0.3	1,064	0.3
<b>Black</b>	<b>3,169</b>	<b>0.8</b>	<b>3,355</b>	<b>0.9</b>	<b>3,462</b>	<b>0.9</b>	<b>3,596</b>	<b>0.9</b>	<b>3,676</b>	<b>0.9</b>
Black Caribbean	187	0.0	194	0.0	199	0.1	204	0.1	210	0.1
Black African	2,598	0.7	2,743	0.7	2,826	0.7	2,903	0.7	2,968	0.7
Any other Black background	384	0.1	418	0.1	437	0.1	489	0.1	498	0.1
<b>Chinese</b>	<b>702</b>	<b>0.2</b>	<b>720</b>	<b>0.2</b>	<b>751</b>	<b>0.2</b>	<b>777</b>	<b>0.2</b>	<b>776</b>	<b>0.2</b>
<b>Any other ethnic group</b>	<b>4,451</b>	<b>1.1</b>	<b>4,639</b>	<b>1.2</b>	<b>5,006</b>	<b>1.3</b>	<b>5,180</b>	<b>1.3</b>	<b>5,368</b>	<b>1.3</b>
Total with valid category	390,139	99.4	390,781	99.5	392,447	99.5	394,620	99.5	396,498	99.4
Unknown or not stated	2,201	0.6	2,081	0.5	1,935	0.5	1,928	0.5	2,293	0.6
<b>All pupils</b>	<b>392,340</b>	<b>100.0</b>	<b>392,862</b>	<b>100.0</b>	<b>394,382</b>	<b>100.0</b>	<b>396,548</b>	<b>100.0</b>	<b>398,791</b>	<b>100.0</b>

Source: Pupil Level Annual Census (PLASC)

The following charts summarise the PLASC data for 2019 and highlight the extent to which the overwhelming majority of school pupils in Wales, aged 5 and above, were from White British backgrounds. However, a significant minority of pupils (just over one in ten) were from other ethnic backgrounds and the ethnicity of just 1% was unknown or not stated.

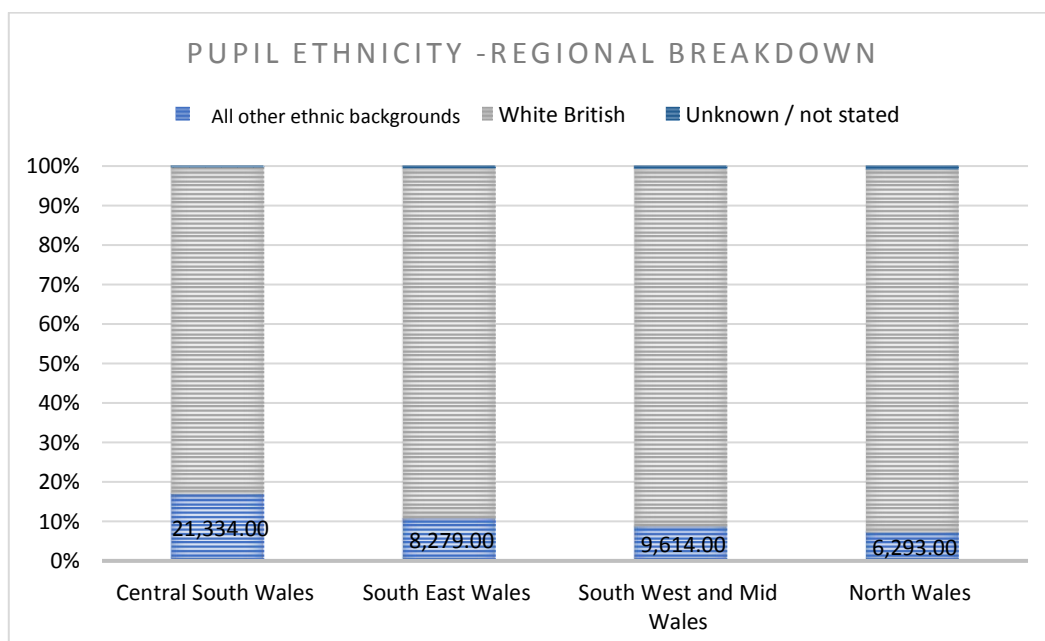
**Percentage of pupils (aged five and over) in Wales by Ethnicity, 2019**



Data source: PLASC

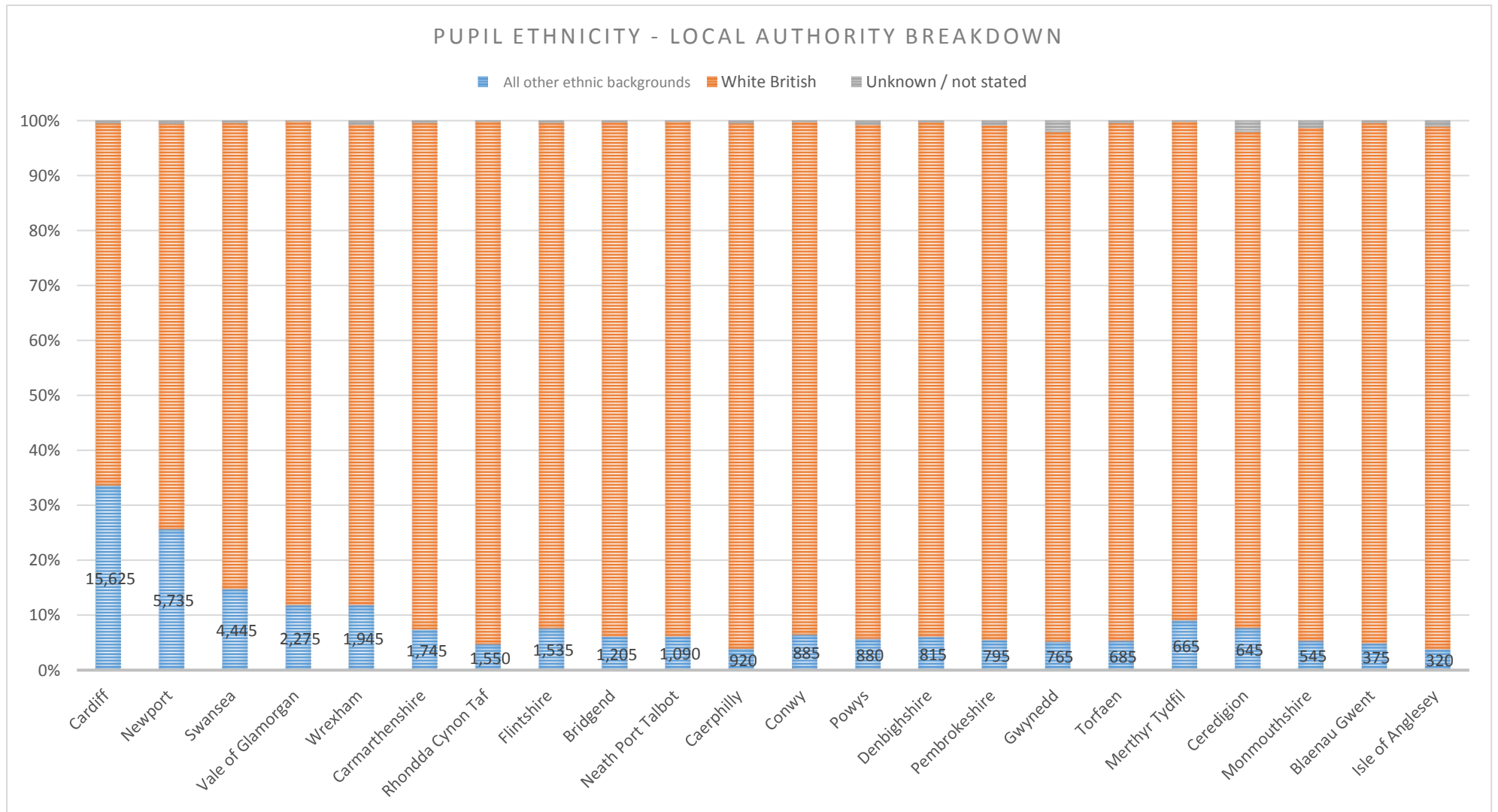
The regional breakdown of these figures, shows that there are particular areas of Wales in which pupils from ethnic minority backgrounds are more likely to be located. Central South Wales has the greatest concentration of pupils from BAME backgrounds (17% as compared to just 7% on North Wales) and also has the greatest number of BAME pupils in absolute terms, as shown below. However, the variation that exists within the regions (or at least some of them) is even more significant.

**Percentage of pupils (aged five and over) regional breakdown by Ethnicity, 2019**



Data source: PLASC

Percentage of pupils (aged five and over) local authority breakdown by Ethnicity, 2019



Data source: PLASC

At local authority level the percentage of pupils identifying as being from minority ethnic backgrounds ranges from 33.6% in Cardiff to just 3.54% in Anglesey. After Cardiff, the area with the highest proportion of BAME pupils is Newport (25.6%), which is then followed by Swansea (14.74%). Of the remaining local authority areas, only Vale of Glamorgan and Wrexham have in excess of one in ten pupils identifying as being from non- 'White British' ethnic backgrounds. Cardiff is also the local authority with the largest number of BAME pupils in absolute terms. It's 15,625 pupils from non- 'White British' ethnic backgrounds is significantly higher than the 5,725 pupils in this category in neighbouring Newport, whilst in 12 local authority areas<sup>1</sup> the number of pupils from BAME backgrounds is below a thousand. Nevertheless, as noted by Wiegand and Cifuentes (2018), BAME pupils in Wales are becoming more widely diffused geographically.

### Looking in further detail at Cardiff, Swansea and Newport

As such a high proportion of the minority ethnic pupil population in Wales is concentrated within the country's three biggest cities, it is helpful to look in more detail at the ethnic characteristics of the school pupils in these areas in more detail. The bar charts on the following page break down the ethnic composition of school pupil populations in Cardiff, Swansea and Newport (excluding White British pupils). The charts show that there are both similarities and significant differences in the profiles of the three cities:

<b>Pupils from 'any other white' background</b>	This group comprised 20.7% of the pupil population in Cardiff but just 2.8% in Swansea and 2.5% in Newport.
<b>Asian pupil population</b>	Cardiff (9.2%) and Newport (8.9%) have significantly higher Asian <sup>2</sup> pupil populations than Swansea (3.8%).  In Cardiff the largest Asian groups are Bangladeshi and Pakistani (both representing 3.3% of the pupil population). The largest Asian group in Swansea schools is Bangladeshi (2.%). However, in Newport the largest Asian group is Pakistani (4.4%).
<b>Black pupil population</b>	The proportion of pupils from black <sup>3</sup> ethnic backgrounds is highest in Cardiff (5%) followed by Newport (1.9%) and then Swansea (0.9%).  The largest black ethnic group in all three cities is African.
<b>Chinese pupil population</b>	Numbers are low in all three authority areas but higher in Cardiff (0.6%) than in Swansea or Newport (0.3% and 0.2%, respectively).
<b>Mixed race pupils</b>	The largest Mixed race <sup>4</sup> pupil population was in Cardiff (7.8%) followed by Newport (5.6%) and then Swansea 3.3%.
<b>Traveller, gypsy and Roma pupils</b>	The number of pupils from these communities is very small (0.5% or less) in all three cities.
<b>Unknown or not stated ethnic</b>	The proportion in this category was similar across the three areas: 0.6% in Newport; 0.5% in Cardiff and 0.3% in Swansea).

<sup>1</sup> Merthyr Tydfil, Ceredigion, Conwy, Denbighshire, Powys, Pembrokeshire, Monmouthshire, Gwynedd, Torfaen, Blaenau Gwent, Caerphilly and Isle of Anglesey.

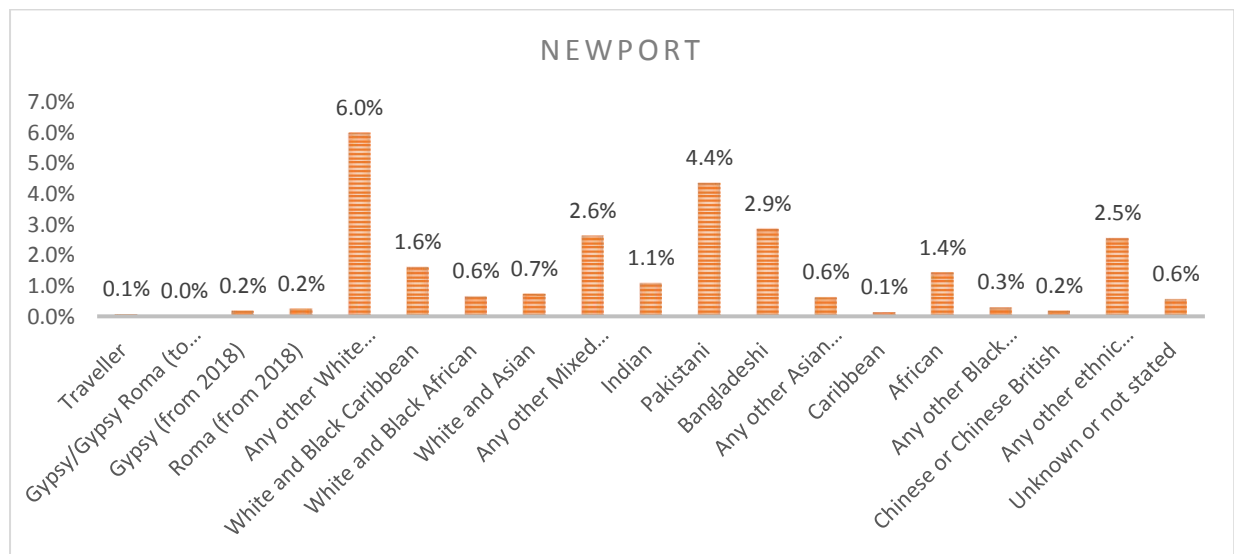
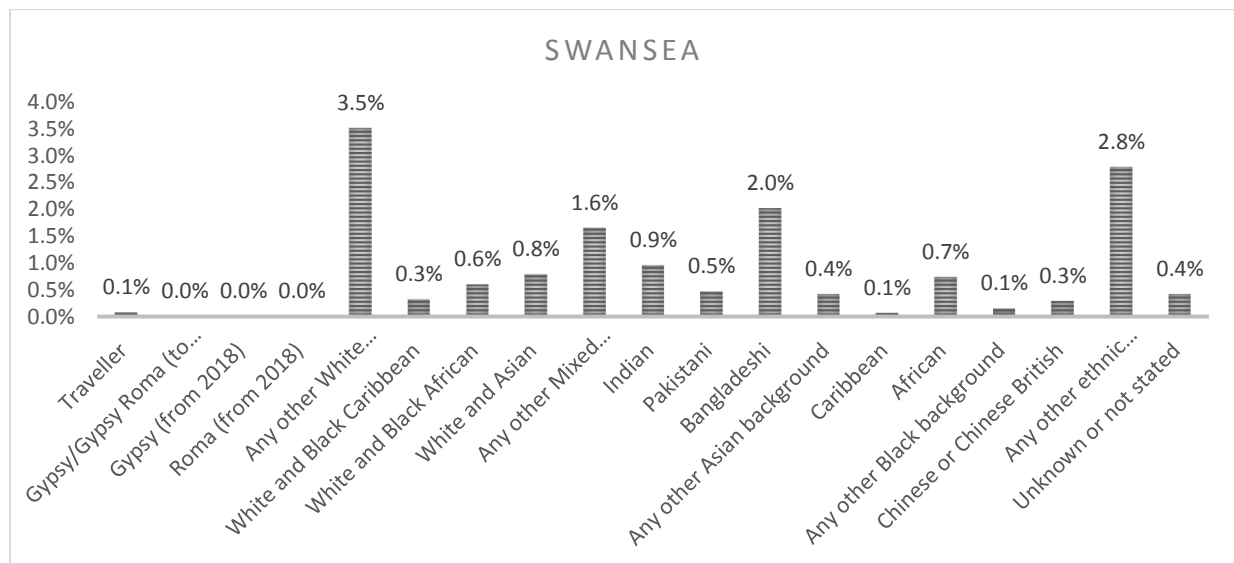
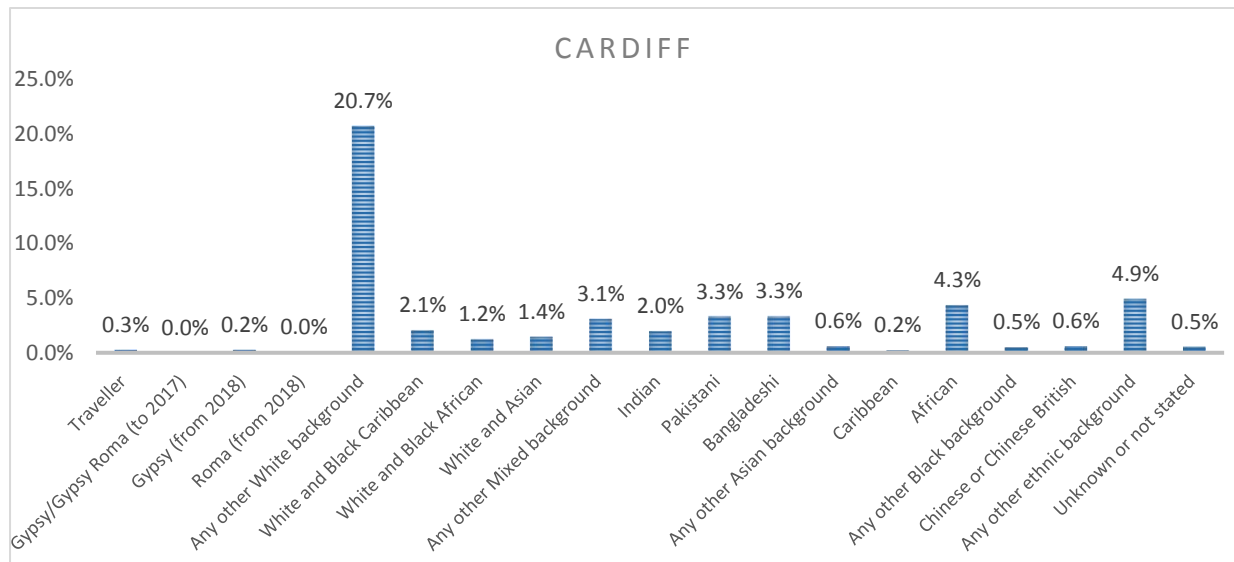
<sup>2</sup> Combining the total Indian, Pakistani, Bangladeshi and 'Any other Asian background' pupil numbers.

<sup>3</sup> Combining the total Caribbean, African and 'Any other Black background' pupil numbers.

<sup>4</sup> Combining the total 'White and Black Caribbean', 'White and Black African', 'White and Asian' and 'Any other Mixed background' groups.



### Cardiff, Swansea and Newport: % composition of non-‘White British’ school pupil population

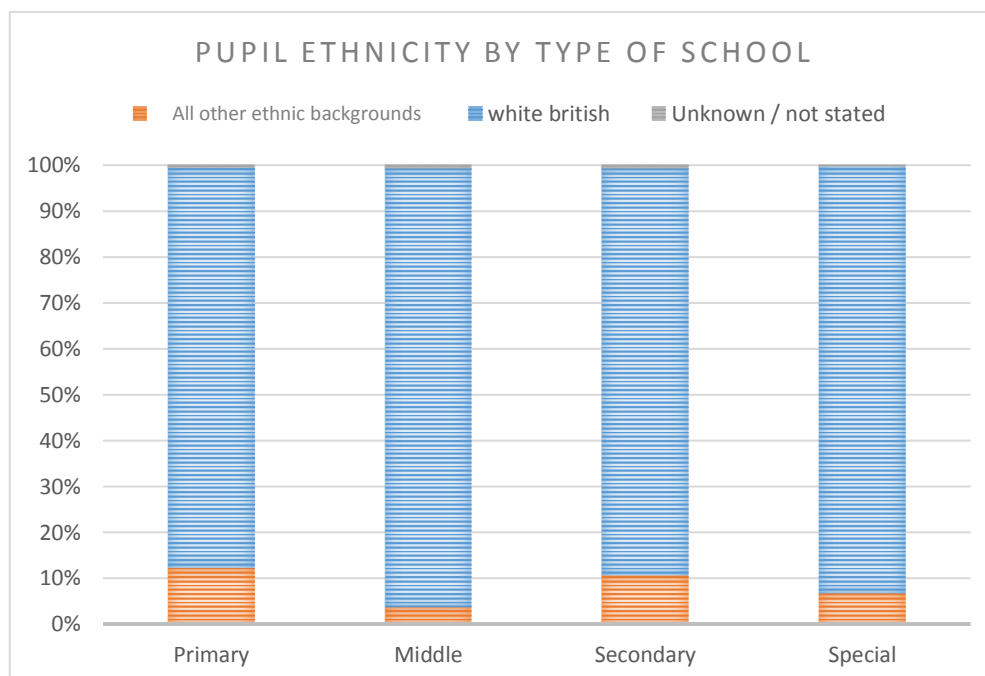


Source: PLASC

## Pupil ethnicity by Sector

Looking at the ethnicity of pupils in Wales across different types of school it is noticeable that there is a similar percentage of pupils from minority ethnic backgrounds across the primary and secondary sectors (11% and 12% respectively). Within middle schools the proportion of ethnic minority pupils is significantly lower (4%). However, there were only 16,025 pupils studying in middle schools across the whole of Wales, representing just 8% of the total pupil population<sup>5</sup>. It is also notable that a significantly lower proportion of special school pupils were from BAME backgrounds in comparison to those in mainstream primary and secondary schools.

### Percentage of pupils (aged five and over) by Ethnicity and Sector, 2018-19



Data source: PLASC

There are also particular issues around the representation of BAME communities within the special school sector. Salman (2017) argues that many children and families from black, Asian and minority ethnic communities experience a 'bias culture', which can amount to 'double discrimination' compounding disadvantages and prejudices that are suffered by disabled people with 'lack of cultural awareness and language barriers. There is often stigma about learning disability in their own communities too' (Salman, 2017).

<sup>5</sup> As of January 2019 there were just nine middle schools in Wales, with three of these in Ceredigion and the remainder (one each) in Gwynedd, Powys, Pembrokeshire, Neath Port Talbot, Vale of Glamorgan and RCT

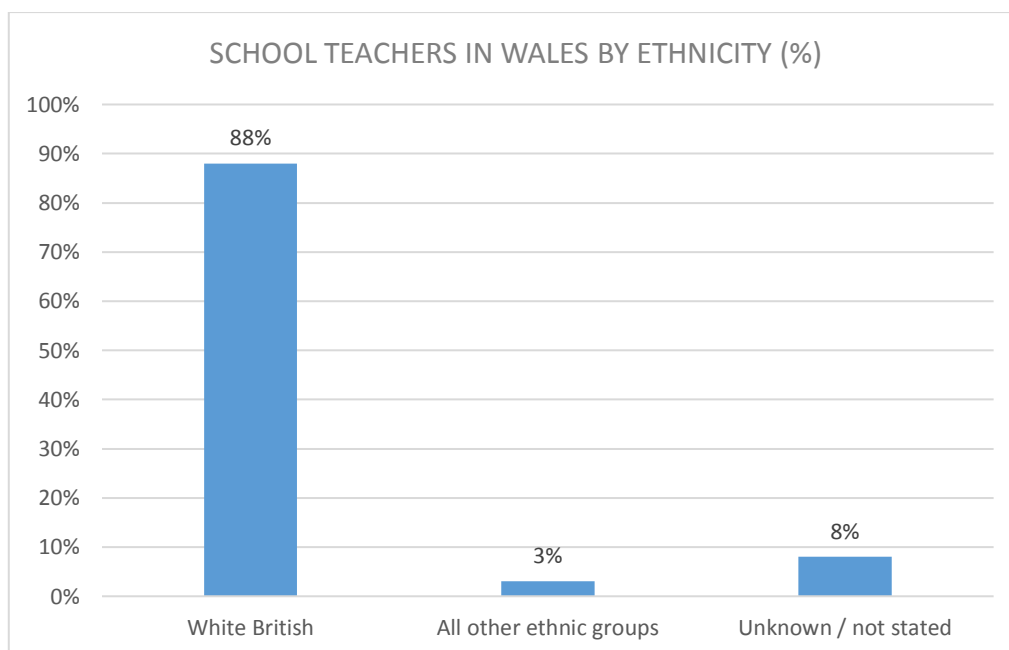
## Ethnic profile of the Welsh education workforce

As the regulatory body for education professionals in Wales, the Education Workforce Council holds data on over 80,000 registrants, covering school teachers and support staff (as well as FE lecturers and support staff, youth workers, youth support workers and work-based learning practitioners). The data that we hold includes information on the ethnicity of staff, which helps to build a picture of exactly how diverse the school workforce currently is.

### School teachers

EWC data shows that, as of 1 March 2019, over 88% of the 35,545 teachers on the register in Wales identified as White British. Only 3% identified themselves as being from another ethnic group, the largest of which were those from 'Any Other White' background (2%). The number of non-white teachers on the register was significantly lower (0.4% Asian or Asian British, 0.2% Black or Black British and 0.5% Mixed).

### Ethnicity of EWC registered school teachers, 2019



Source: EWC

The table on the following page provides a full breakdown of the ethnicity of registered school teachers in Wales between 2015 and 2019. This shows that the most significant change during this period has been a significant fall in the proportion of registrants whose ethnicity was unknown, reflecting successful efforts to collect more detailed information on registrants in the 'school teacher' category. There has also been a fall in the percentage of registered school teachers who did not wish their ethnic group to be recorded. Both of these trends have served to provide a more complete picture of the lack of ethnic diversity within the teaching workforce in Wales, with the percentage of school teachers coming from minority ethnic groups having only grown very slightly since 2015.

**Ethnicity of EWC registered school teachers in Wales, 2015-19**

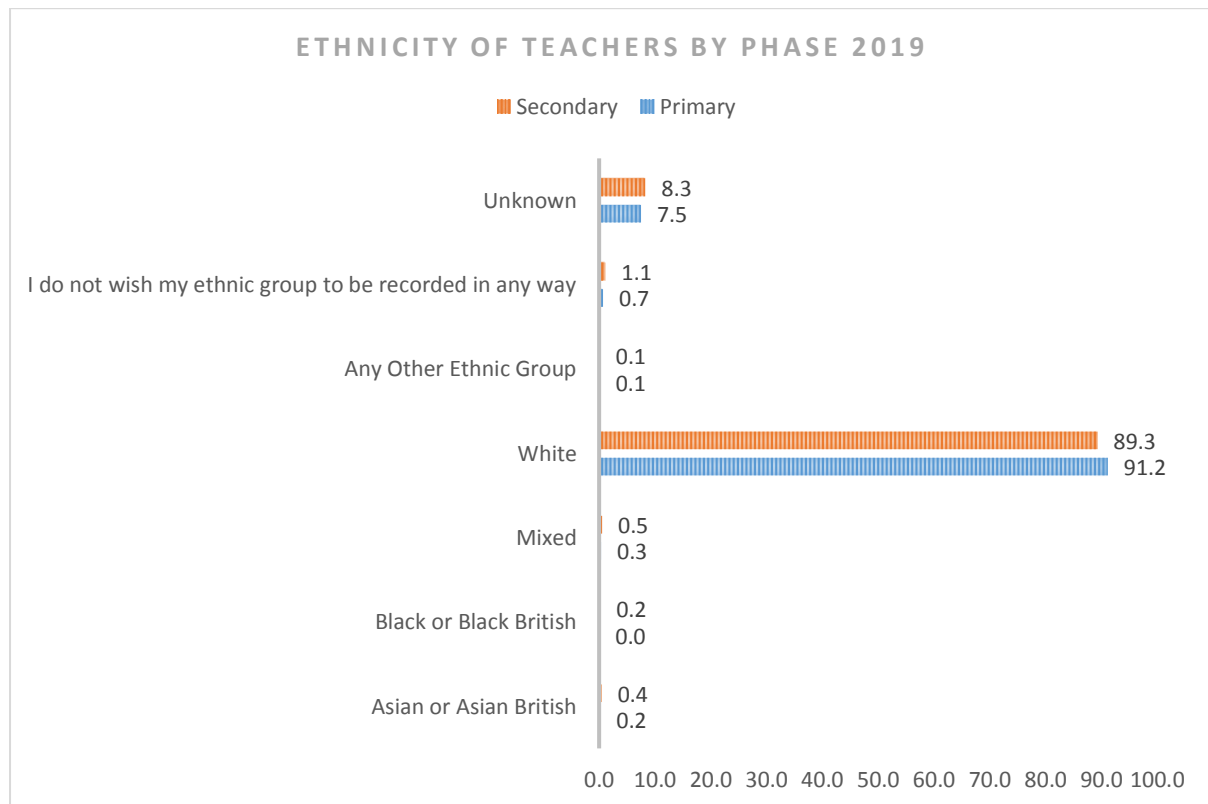
Ethnicity	2015		2016		2017		2018		2019	
	Total	%	Total	%	Total	%	Total	%	Total	%
Asian or Asian British: Any Other Asian Background	19	0.1	20	0.1	23	0.1	22	0.1	22	0.1
Asian or Asian British: Bangladeshi	13	0.0	13	0.0	14	0.0	18	0.1	21	0.1
Asian or Asian British: Chinese (from 2019)									20	0.1
Asian or Asian British: Indian	43	0.1	44	0.1	46	0.1	51	0.1	47	0.1
Asian or Asian British: Pakistani	46	0.1	47	0.1	45	0.1	44	0.1	49	0.1
Black or Black British: African	25	0.1	28	0.1	26	0.1	28	0.1	32	0.1
Black or Black British: Any Other Black Background	7	0.0	7	0.0	6	0.0	7	0.0	7	0.0
Black or Black British: Caribbean	20	0.1	23	0.1	27	0.1	23	0.1	23	0.1
Chinese or Chinese British (Up to 2019)	13	0.0	14	0.0	13	0.0	17	0.0		
Mixed: Any other mixed background	62	0.2	59	0.2	56	0.2	51	0.1	51	0.1
Mixed: White And Asian	51	0.1	53	0.1	49	0.1	65	0.2	63	0.2
Mixed: White And Black African	17	0.0	19	0.1	21	0.1	23	0.1	23	0.1
Mixed: White And Black Caribbean	26	0.1	30	0.1	33	0.1	33	0.1	34	0.1
Mixed: White And Chinese					2	0.0	2	0.0	5	0.0
Other: Arab									1	0.0
White: Any Other White Background	717	1.9	698	1.9	707	1.9	701	2.0	709	2.0
White: British	31,973	85.6	31,826	86.1	31,658	86.9	31,432	87.5	31,447	88.5
White: Gypsy or Irish Traveller (from 2019)									2	0.0
White: Irish (from 2019)									9	0.0
Any Other Ethnic Group	36	0.1	35	0.1	34	0.1	38	0.1	37	0.1
I do not wish my ethnic group to be recorded in any way	518	1.4	480	1.3	468	1.3	429	1.2	383	1.1
Unknown	3,769	10.1	3,555	9.6	3,198	8.8	2,945	8.2	2,560	7.2
<b>Total</b>	<b>37,355</b>	<b>100</b>	<b>36,951</b>	<b>100</b>	<b>36,426</b>	<b>100</b>	<b>35,929</b>	<b>100</b>	<b>35,545</b>	<b>100</b>

Source: EWC

### School teacher ethnicity by phase

The bar chart below contrasts the ethnic identity of primary and secondary school teachers on the EWC's register in March 2019. This shows that the teaching workforce in secondary schools is slightly more ethnically diverse than the primary school workforce. However, both phases are dominated by White staff (91.2 percent of Primary teachers and 89.3 percent of Secondary teachers) and most of these are White British (90.3 percent Primary and 87.1 Secondary).

### Ethnicity of registered school teachers by phase (Primary/Secondary), 2019<sup>6</sup>



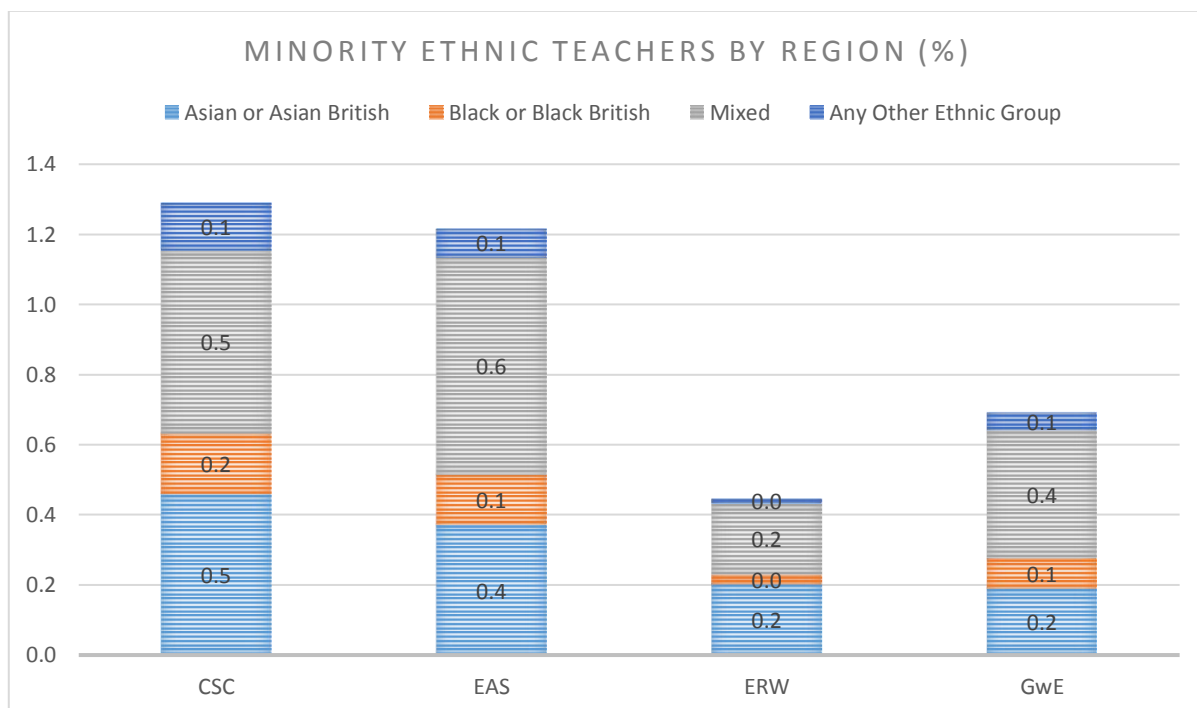
Source: EWC

<sup>6</sup> These figures do not include school teachers employed in nursery, pupil referral units and independent schools. Registered school teachers employed on a supply basis, individuals not employed in a school teacher role, those no longer employed in education and those with no employment recorded are also not included.

### School teacher ethnicity by region

The table below looks at the regional distribution of school teachers from minority ethnic groups (excluding those from non-British white backgrounds), across the four consortia. This shows that the Central South Wales and South East Wales regions have significantly more school teachers from minority ethnic backgrounds than either West Wales or North Wales. However, it is clear that across all four regions the ethnic make-up of teaching professionals fails to reflect the diversity of the wider areas or of the pupil population.

### Regional distribution of school teachers from (non-white) minority ethnic groups, 2019<sup>7</sup>



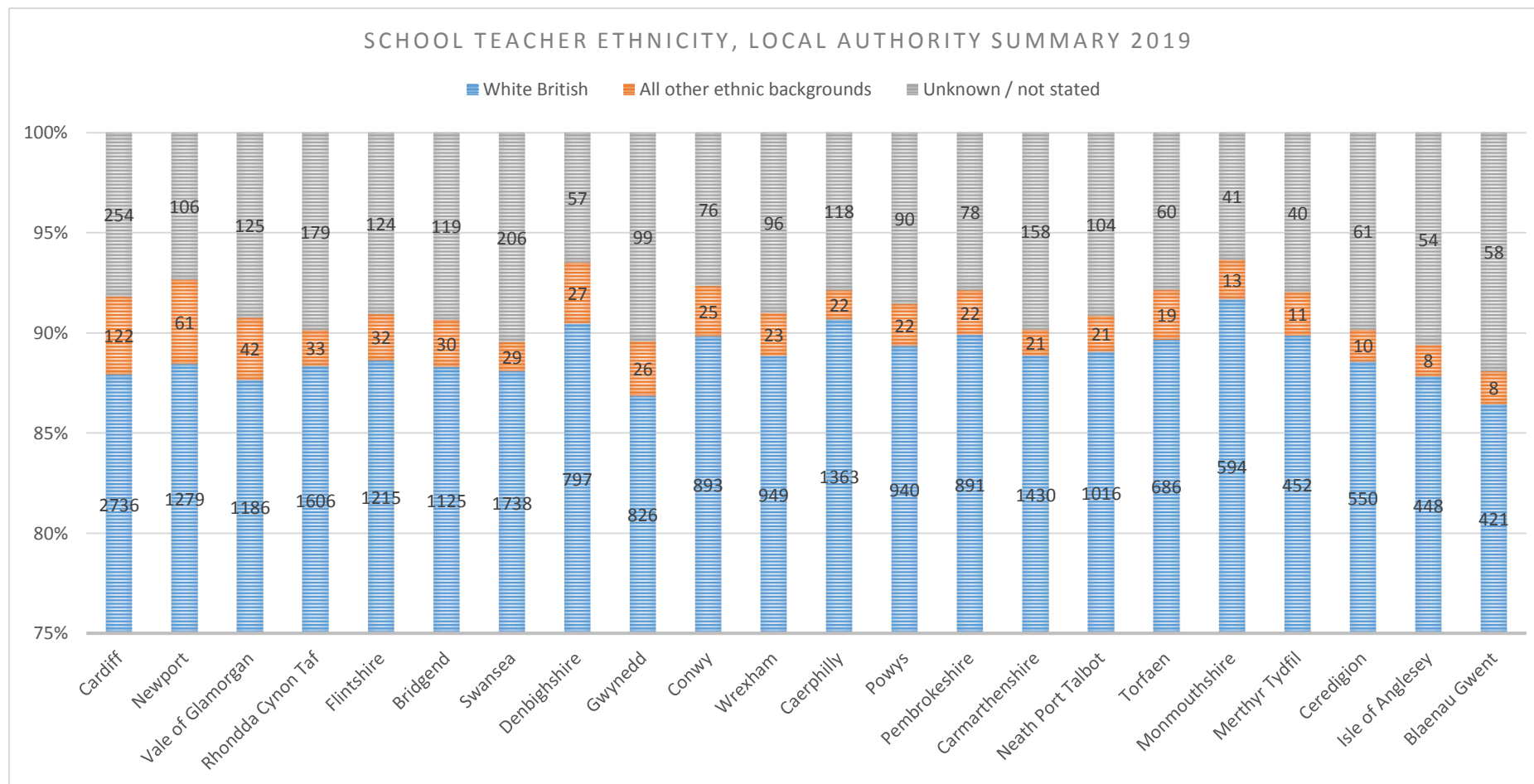
Source: EWC

### School Teacher Ethnicity by local authority area

As is the case with the data on pupil ethnicity, there is significant variation at local authority level with regard to the numbers of school teachers coming from minority ethnic groups. The chart on the following page provides a high level summary of the ethnic characteristics of school teachers across the 22 local authority areas, distinguishing between those whose ethnic identity is White British and those from all other ethnic backgrounds. This reflects the high level analysis of pupil ethnicity (on page five). It is hard to make a direct comparison and draw clear conclusions regarding the extent to which the proportion of minority ethnic school teachers in each area is reflective of pupil demographics, due to the significant variation in the proportion of teachers whose ethnicity is unknown. However, although the percentage of teachers from non-White British ethnic groups tends to be higher in more ethnically diverse areas, it is clear that across Wales school teachers are less ethnically diverse than the pupils that they are teaching.

<sup>7</sup> These figures do not include registered school teachers employed on a supply basis or individuals not employed in a school teacher role, no longer employed in education or those with no employment recorded

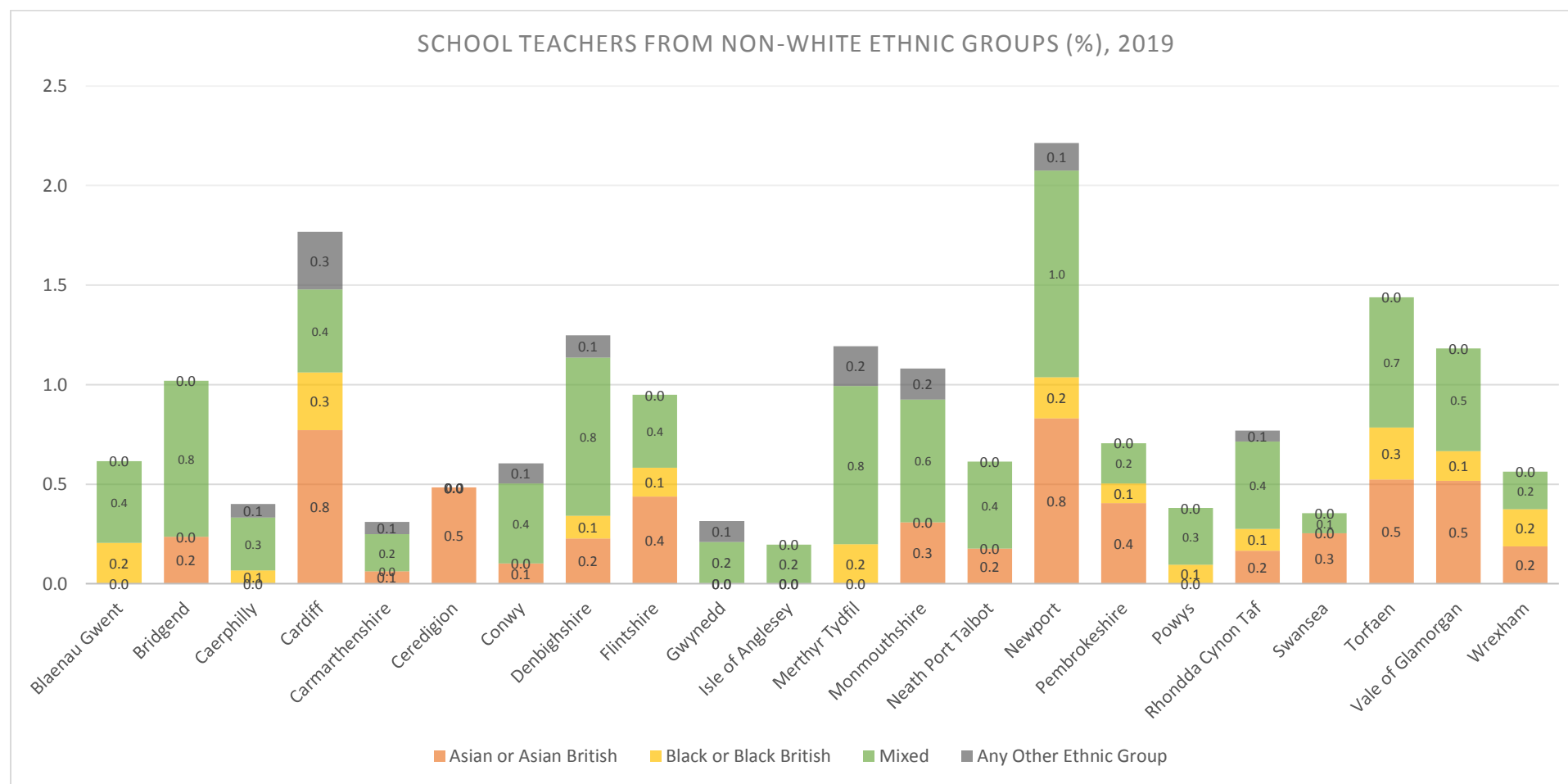
### High level summary of school teacher ethnicity by local authority (White British /All other ethnic groups), 2019<sup>8</sup>



Source: EWC

<sup>8</sup> These figures do not include registered school teachers employed on a supply basis or individuals not employed in a school teacher role, no longer employed in education or those with no employment recorded

Local authority distribution of school teachers from (non-white) minority ethnic groups, 2019<sup>9 10</sup>



Source: EWC

<sup>9</sup> These figures do not include registered school teachers employed on a supply basis or individuals not employed in a school teacher role, no longer employed in education or those with no employment recorded

<sup>10</sup> 'Any other ethnic group' includes Traveller, Gypsy, Roma and other non-White ethnic groups.



The chart on the previous page looks in further detail at the local authority level distribution of registered school teachers from non-white ethnic groups. As with the previous table, a strong caveat applies in relation to the significant number of teachers whose ethnic identity is unknown. However, it is striking that the local authorities that have the highest numbers of pupils from non-white ethnic groups do not necessarily seem to be those with the highest numbers of non-white teachers. It is of particular note that Newport and not Cardiff, is the local authority area with the highest numbers of non-white registered school teachers, whilst the proportion of teachers known to be from non-white minority ethnic groups in Swansea is significantly lower than the number of non-white pupils in the area.

## Pupil teacher ratios

Looking at the number of pupils from particular ethnic groups in proportion to the number of teachers from those groups, at local authority level, highlights the stark extent to which certain groups are underrepresented within the teaching workforce in particular parts of Wales.

<b>White pupils</b>	White <sup>11</sup> pupils are well represented across all LA areas. The ratio of White teachers to White pupils ranges from 12:1 (in Cardiff) to 20:1 (RCT).
<b>Asian and Asian British pupils</b>	Representation is particularly poor in areas with the highest Asian pupil numbers: Cardiff (189:1), Newport (170:1) and Swansea (248:1).  There are also significant pockets of Asian pupils outside the main urban areas, who are often underrepresented within the teaching workforce. For example, there are 200 Asian pupils in Carmarthenshire but just one Asian teacher. In Powys there are 125 Asian pupils but no Asian teachers.
<b>Black and Black British pupils</b>	Representation of this group is also poor in the big cities. There are no Black or Black British teachers in Swansea, despite there being 285 pupils from this group. Teacher to pupil ratios in Cardiff (261:1) and Newport (138:1) are also high.  There few other LA areas in Wales with significant Black populations but there is a particular pocket of under representation in the Vale of Glamorgan, where there are 180 Black pupils but just two Black teachers (90:1).
<b>Mixed ethnic group pupils</b>	In Cardiff, where there are 3,620 pupils from Mixed ethnic backgrounds, representation is worse than for the Black and Asian groups (278:1). This group is also very poorly represented in Swansea (503:1) and (to a lesser extent) in Newport (84:1).  Mixed ethnicity pupils are present in LA areas throughout Wales but teacher to pupil ratios are poor in most authority areas. For example in Anglesey there are 140 Mixed ethnicity pupils but just one teacher from that group.
<b>Other ethnic groups<sup>12</sup></b>	Despite the presence of significant pupil numbers from diverse ethnic groups in the main cities, representation is poor. Cardiff has a 280:1 ratio, whilst in Newport the ratio is 340:1 and Swansea has no teachers from 'Other' ethnic groups despite there being 860 pupils from these diverse communities.

<sup>11</sup> In this instance the White group includes all White groups and is not restricted to White British.

<sup>12</sup> Comprising Traveller, Gypsy, Roma and All Other non-white ethnic groups.

### Ethnic profile of school leaders

The under-representation of individuals from minority ethnic groups within the teaching profession in Wales is even more extreme amongst those serving in leadership roles. Amongst this group (comprising headteachers, deputy headteachers and assistant headteachers) just 15 individuals from non-white ethnic backgrounds were identifiable on the EWC's register in 2019.

### Ethnic identity of school leaders, 2019

Ethnicity	Total	%
Asian or Asian British	5	0.1
Black or Black British	1	0.03
Mixed	8	0.2
White: Any other White background	42	1.22
White: British	2,859	83.04
White: Irish	1	0.03
Any Other Ethnic Group	1	0.03
I do not wish my ethnic group to be recorded in any way	44	1.28
Unknown	482	14
<b>Total</b>	<b>3,443</b>	<b>100</b>

Source: EWC

The table below narrows the field of senior leaders down, looking at just headteachers and executive headteachers and shows that there are even lower levels of ethnic diversity amongst those occupying the most senior leadership positions, within Welsh schools. As of March 2019, just seven serving headteachers or executive headteachers were known to be from non-white ethnic backgrounds and none of these were Black or Black British.

### Ethnic identity of headteachers and executive headteachers

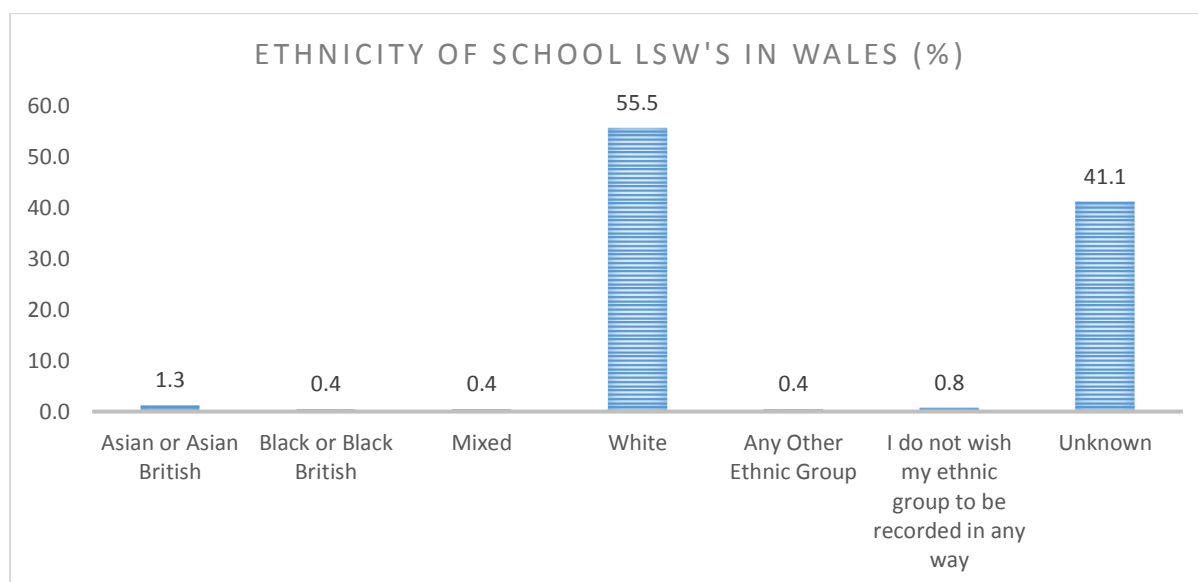
Ethnicity	Total	%
Asian or Asian British	2	0.1
Mixed	4	0.3
White: Any other White background	14	1.0
White: British	1,148	80.4
Any Other Ethnic Group	1	0.1
I do not wish my ethnic group to be recorded in any way	20	1.4
Unknown	239	16.7
<b>Total</b>	<b>1,428</b>	<b>100</b>

Source: EWC

## School learning support workers

As of 1 March 2019 there were 37,325 registrants eligible to practice as school learning support workers in Wales (outnumbering the 35,545 registrants eligible to practice as school teachers). However, data on these registrants is less comprehensive, as a result of the EWC having worked with employers to register existing staff 'en masse', when the register for school LSW's was created, in April 2016<sup>13</sup>. The ethnicity of a significant proportion of these professionals is therefore unknown and there is no useful trend data regarding ethnicity for registrants within this category. Ensuring that disclosure rates for ethnicity amongst school learning support workers is improved must therefore be a priority, to ensure that we have the fullest possible understanding of how diverse and representative the Welsh education workforce is.

### Ethnicity of EWC registered school learning support workers, 2019



Source: EWC

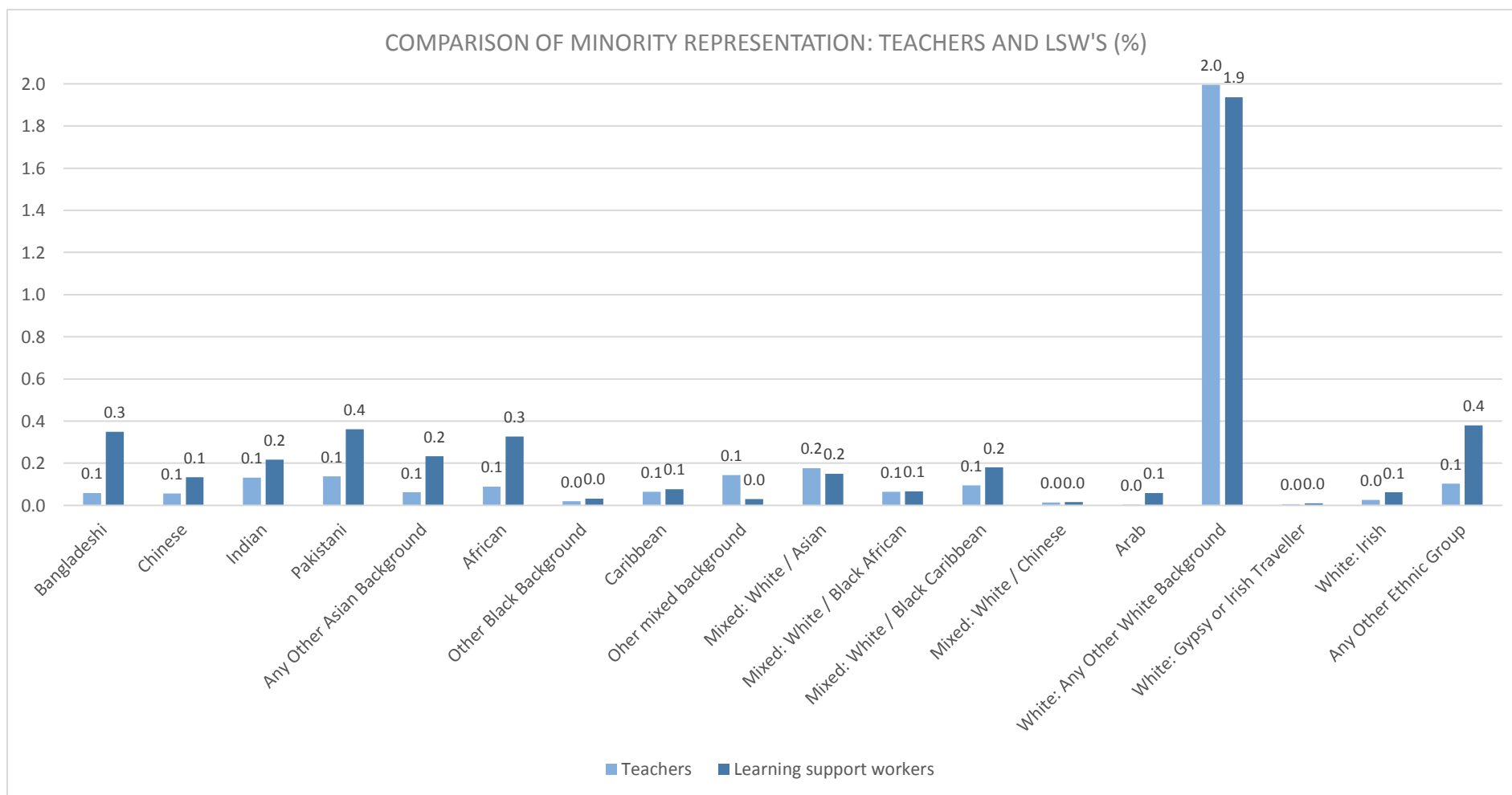
The bar chart above shows that, as of March 2019, 55.5% of registered school learning support workers were 'white'. However, 41.1% of registrants in the category were of unknown ethnicity and a further 0.8% did not want their ethnic group to be recorded. Of the minority ethnic groups, the largest was Asian or Asian British (1.3%).

### Comparing the ethnic diversity of school teachers and school learning support workers

Even with the current low levels of reporting amongst school learning support workers, it is evident that there is greater ethnic diversity amongst registrants in this category than exists amongst school teachers. The bar chart on the following page, shows the proportion of all teaching and LSW registrants that are known to come from each minority ethnic group. White British registrants, those refusing to disclose their ethnicity and individuals whose ethnicity was unknown have been excluded from the chart, in order to draw attention to the contrasting representation across the BAME groups. The chart shows that across most of the categories of ethnicity there are higher levels of representation amongst school learning support workers than school teachers.

<sup>13</sup> When this happened the EWC only required a minimal amount of data on each practitioner to complete their initial registration.

Comparing ethnic minority representation amongst the school teacher and school LSW registrant groups, 2019<sup>14</sup>



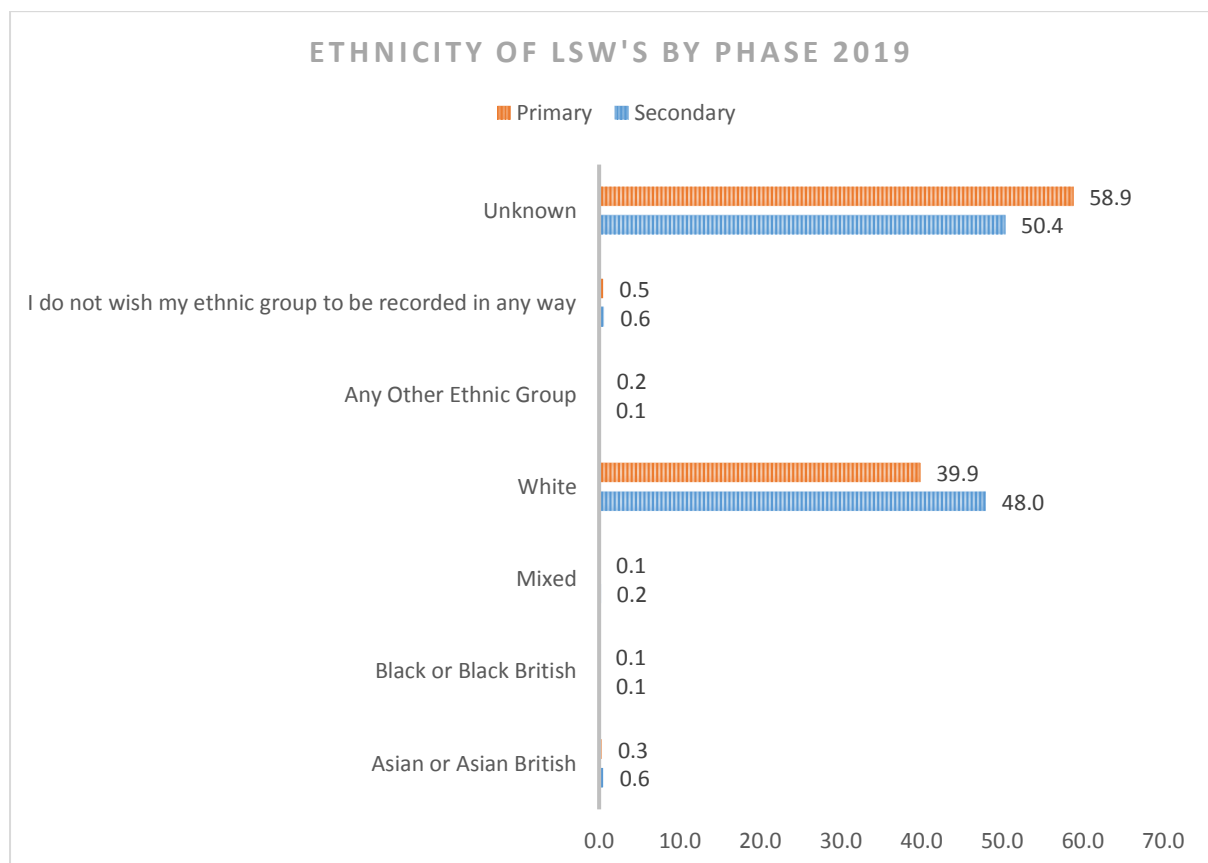
Source: EWC

<sup>14</sup> The data in this table excludes 'White British' registrants, individuals unwilling to disclose their ethnicity and those whose ethnicity was unknown.

### School learning support worker ethnicity by phase

The bar chart below contrasts the ethnic identity of primary and secondary school learning support workers on the EWC’s register in March 2019. Whereas amongst registered school teachers there was a clear picture of a slightly more ethnically diverse workforce in secondary schools there is no such clear pattern amongst school learning support workers. However, meaningful comparison between the two phases within this registrant group is hampered by the extremely high proportion of individuals whose ethnicity is not known.

### Ethnicity of registered school learning support workers by phase (Primary/Secondary), 2019<sup>15</sup>



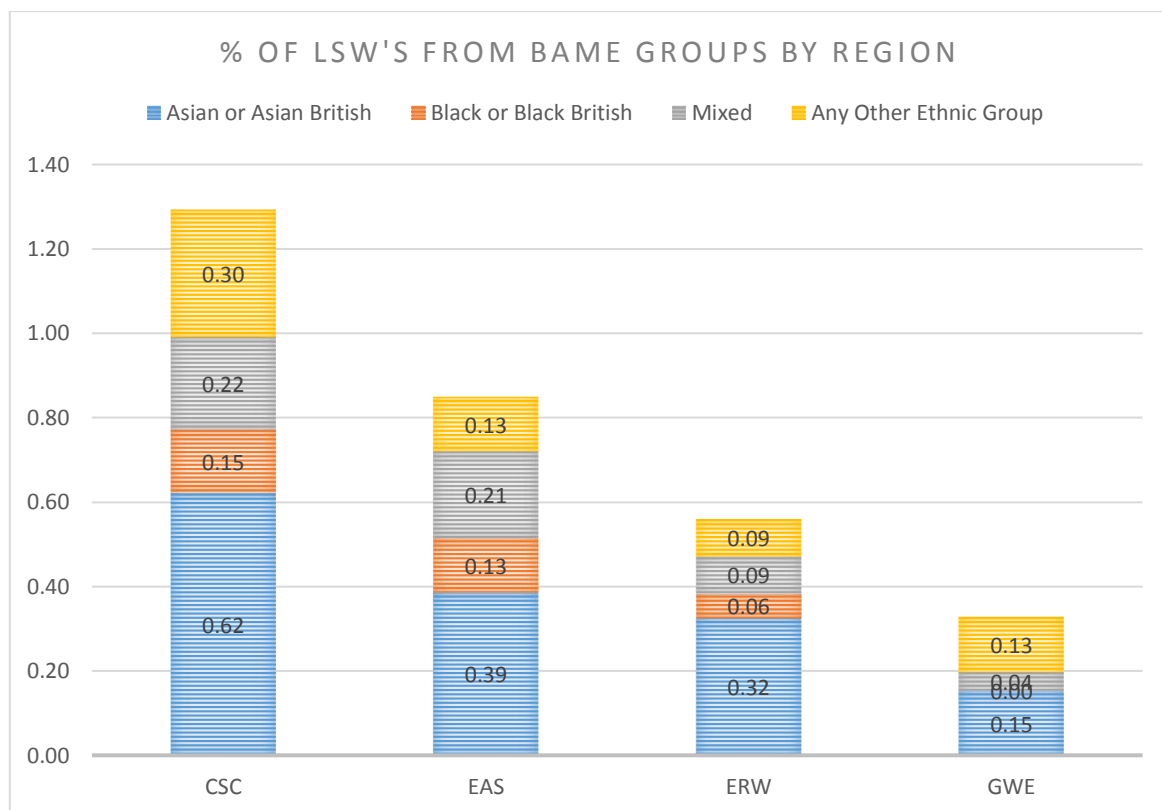
Source: EWC

<sup>15</sup> These figures do not include: 183 registered school learning support workers employed in nursery, pupil referral units and independent schools; 16,151 registered school learning workers employed on a supply basis; individuals not employed in a school learning support worker role; those no longer employed in education and those with no employment recorded.

### School learning support worker ethnicity by region

The table below looks at the regional distribution of school learning support workers from BAME ethnic groups (not including those from 'other white ethnic' backgrounds), across the four consortia. This shows that the Central South Wales region has significantly more school learning support workers from minority ethnic backgrounds than the other regions, being followed by EAS, ERW and finally GWE. This pattern is slightly different to that amongst school teachers (shown on page 11). However, despite the slightly higher levels of BAME representation amongst school learning support workers, across all four regions the ethnic make-up of this registrant group still fails to reflect the diversity of the wider areas or of the pupil population.

### Regional distribution of school learning support workers from minority ethnic groups (by consortia), 2019



Source: EWC

### Ethnicity of School Learning Support Workers by local authority area

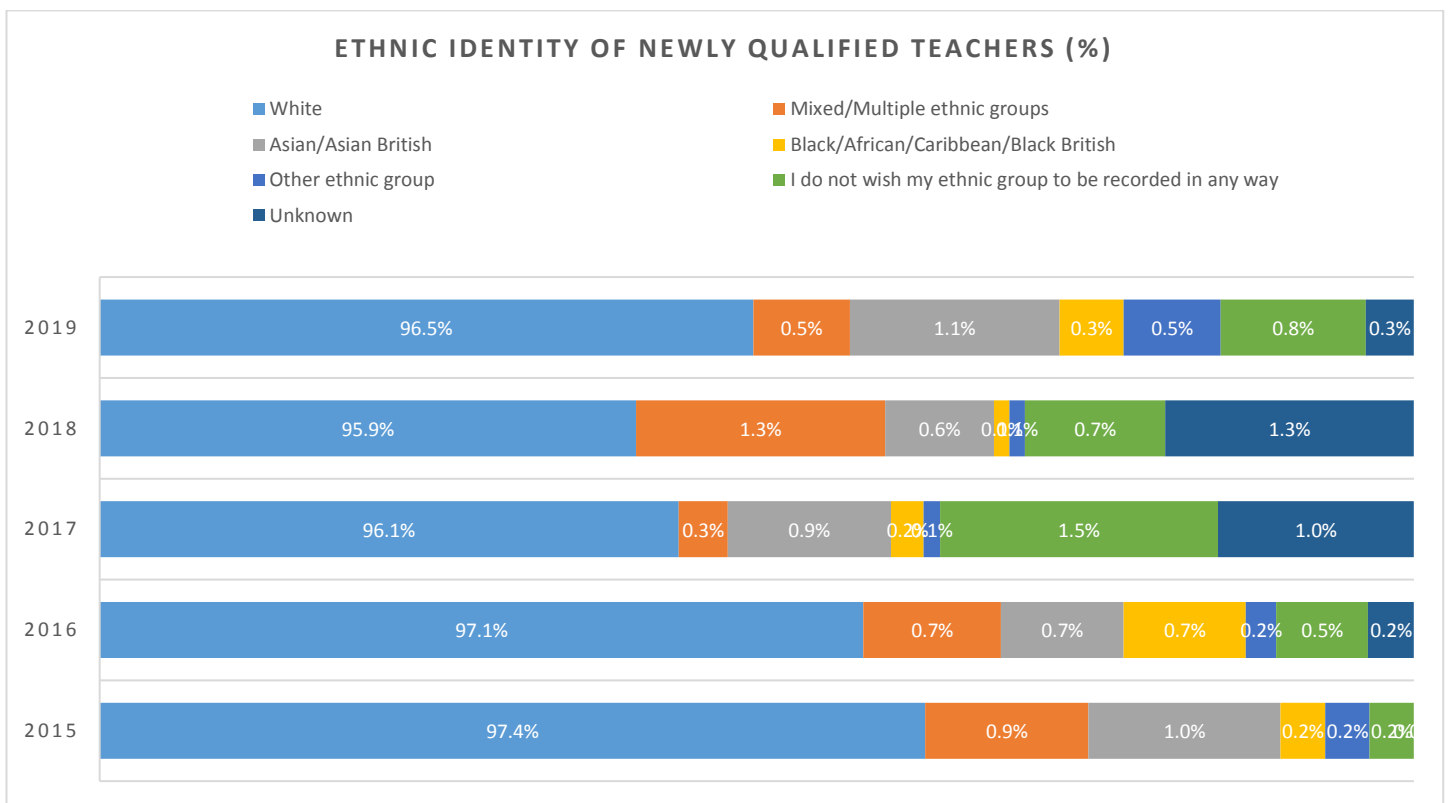
Due to the high numbers of school learning support workers whose ethnicity is unknown, it is not currently possible to produce a meaningful analysis with respect to the ethnicity of school staff from this group at local authority level. However, as the ethnicity data held on the EWC's register becomes more complete, it will be useful to monitor this data set, in order to gain a more in depth understanding of the extent to which learning support workers are representative of pupil populations in different parts of Wales.

### Are recently qualified teachers more diverse?

In order to provide further insight into the ethnic composition of registered school teachers in Wales, the chart below details the ethnic identity of newly qualified teachers taking up positions in schools in Wales between 2015 and 2019. Despite a significantly lower proportion of school teachers within this category being of unknown ethnicity (or not wishing to disclose their ethnicity) the proportion of these registrants coming from minority ethnic groups is not significantly different from that amongst registered school teachers as a whole.

The data also shows that, whilst some fluctuation has taken place, there has been relatively little change in the ethnic profile of new teachers entering the profession in recent years and the proportion of new teachers from minority ethnic backgrounds entering the profession has been consistently low throughout the period. The raw data shows that of 1,165 NQT's in 2019, there were 6 from mixed backgrounds, 13 Asian, 4 Black and 6 from other ethnic groups.

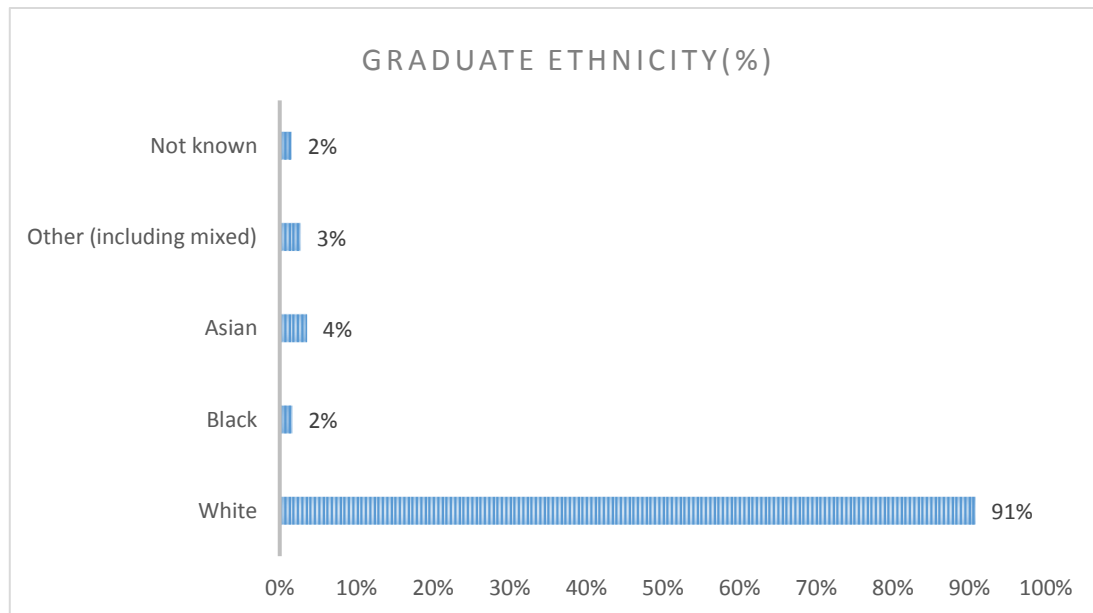
### Ethnic identity of newly qualified teachers registered with the EWC, 2015-2019



Source: EWC

For comparison, the chart on the following page examines the ethnicity of all Welsh university leavers in 2016/17 (the most recent data available from HESA). It is notable that the proportion of graduates coming from each of the minority ethnic groups is significantly higher than in the chart above, underlining the extent to which those entering the teaching profession are less diverse than the overall cohort group of leavers from Welsh universities.

## Graduate ethnicity – all leavers of Welsh universities 2016/17

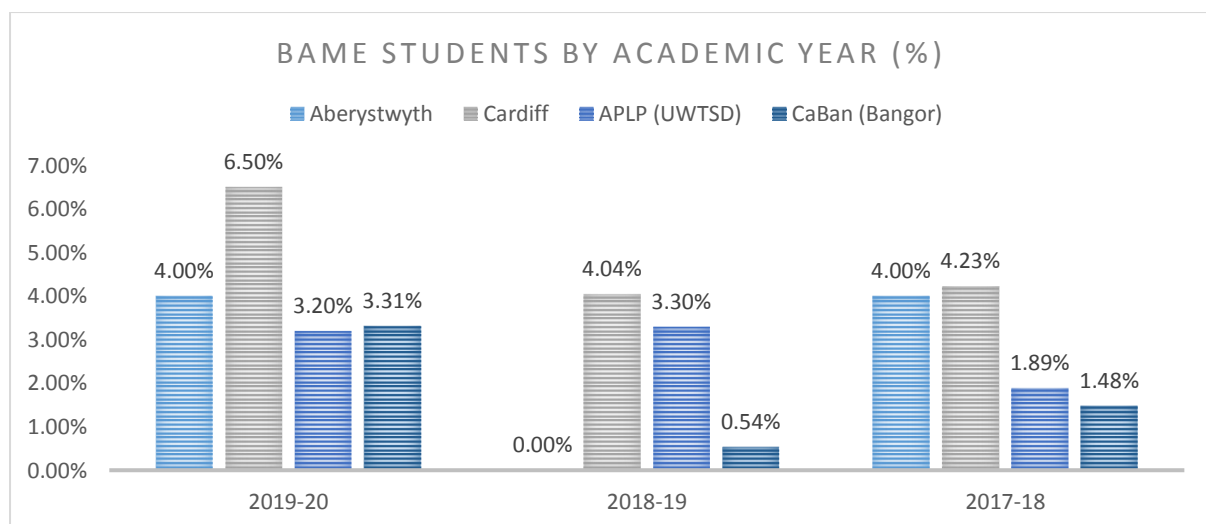


Source: HESA

## The pipeline - BAME students signed up for ITE course in Wales

To obtain newly qualified teaching status (QTS) in Wales, new teachers need to undertake their professional education by studying on an ITE programme, accredited by the EWC's ITE Accreditation Board. Attracting students from diverse demographic backgrounds to study on these courses is therefore essential if the ethnic profile of school teachers working in Wales is to become more diverse.

## Percentage of first year students from minority ethnic groups – last three academic years<sup>16</sup>



Source: EWC

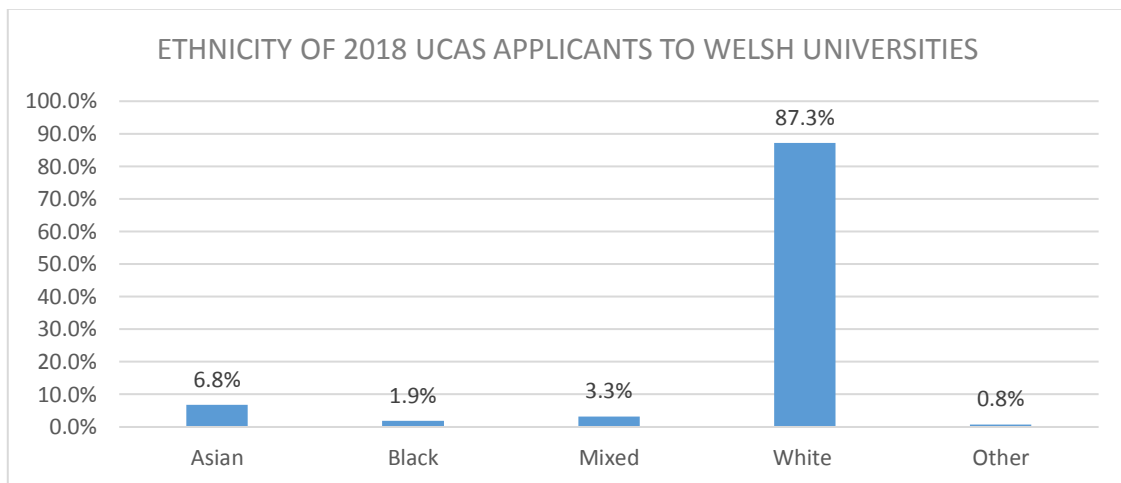
<sup>16</sup> New ITE partnerships commenced in 2019-20. Previously provision was operated by individual HEI's (Aberystwyth, Cardiff Metropolitan, UWTSD and Bangor).



The chart above shows that, across the four partnerships, there is some progress being made with respect to attracting a more diverse cohort of students to study ITE courses. Indeed, across the four partnerships the total number of new BAME students rose from 29 in 2017-18 to 48 in 2019-20. However, Egan (2020) notes that UCAS applicants from ethnic minority groups are significantly less likely than white applicants to be accepted onto ITE courses in Wales, with half of the ethnic minority applicants being offered places in 2018 compared to 67% of white students.

The chart below, showing the ethnic profile of all applicants to Welsh universities, underlines the extent to which ITE courses are still failing to recruit students from ethnically diverse backgrounds.

### Ethnicity of (all) 2018 UCAS applicants to Welsh universities



Source: UCAS

### Chapter summary – key findings

The data set out within this chapter paints a clear picture of a school (teacher and LSW) workforce in Wales that is significantly less ethnically diverse than both the wider population of Wales and the pupil population in Welsh schools. Key findings are as follows:

- In line with broader demographic trends, the school pupil population in Wales is becoming increasingly ethnically diverse
- Ethnic minority pupils attend schools in all parts of Wales, however, the most significant BAME populations are concentrated in Cardiff, Newport and Swansea
- Across all parts of Wales, registered school teachers are significantly less likely than pupils to come from a minority ethnic background
- Underrepresentation exists in relation to all ethnic groups other than White British, including Asian, Black, Chinese, Other White and Gypsy, Roma and Irish traveller groups
- Teachers working in secondary schools are slightly more likely to come from a BAME group than those employed in the primary phase
- There are particular pockets of underrepresentation, in Cardiff, Newport and Swansea (corresponding with the areas that have the highest BAME populations)
- BAME underrepresentation is particularly acute when it comes to senior positions, such as headteacher roles
- School LSW's in Wales are more likely to be from a minority ethnic group than teachers but still significantly less ethnically diverse than the pupil population

- Whilst the percentage of ITE students from BAME groups studying on accredited courses in Wales has grown slightly in recent years these courses continue to attract an intake that is significantly less diverse than those of many other university programmes
- Increasing the ethnic diversity of those successfully applying to study ITE is essential to the creation of a pipeline of BAME talent that will help make the profession more representative in the years to come

### 3 Action on BAME representation in schools – Wales and beyond

The data examined in chapter two demonstrates that the workforce of school teachers and learning support workers, employed in schools in Wales, does not reflect the ethnic diversity of the pupils whom they are educating. However, it is important to note that this is not just a recently observed phenomenon. In 2003, the EWC's predecessor organisation, the General Teaching Council for Wales (GTCW), published an *Action plan for teacher recruitment and retention in Wales*, which highlighted the under-representation of ethnic minorities in the teaching profession and the need to address this, within the context of a broader strategy for attracting more people into teaching, stating that:

'the lack of ethnic minority teachers in areas which have a significant ethnic minority populations means that certain groups of pupils do not have positive role models...However, the need for teachers from a diverse ethnic background is not restricted to areas that have a significant population from ethnic minority backgrounds. In today's increasingly multi-cultural society there is a need to ensure that more pupils come into contact with individuals from different ethnic and cultural backgrounds. Teachers from different ethnic and cultural backgrounds, as well as making excellent teachers, can also help develop an understanding among pupils of the needs of individuals from different backgrounds' (GTCW, 2003).

The action plan went on to make a number of specific recommendations to address the issue of ethnic minority underrepresentation amongst school teachers in Wales, focussing on:

- developing a strategy (including use of positive role models from different ethnic groups), to help promote teaching as a career;
- gathering further information and working with different groups to identify ways of making the teaching profession more accessible;
- providing guidance to ensure that school environments are conducive to the employment of teachers from different backgrounds; and;
- organisations involved in recruiting teachers working with race equality groups to identify ways of making teaching a more accessible career (GTCW, 2003).

Ten years later, the GTCW once again highlighted the lack of ethnic minority representation within the school workforce. In an article for the *Western Mail*, published after data from the 2011 census had shown a significant increase in the ethnic diversity of the population of Wales, the GTCW's Chair (current Chair of the EWC) argued that schools are 'a microcosm of society and, as society changes, schools need to do the same thing. This issue has lurked in the background for some years...now is the time to start addressing it seriously' (Jardine, cited within Evans, 2013). The article also highlighted voices within ethnic minority communities in Wales who were also calling for change, including that of Saleem Kidwai, Secretary General of the Muslim Council for Wales, who had suggested that more should be done to reach out to minority communities and encourage young people from all backgrounds to think of teaching as a respected and aspirational profession (Jardine, cited in Evans, 2013).

More recently, in 2017, the Chief Executive of Race Council Cymru, Uzo Iwobi, called for the recruitment of a more diverse workforce in Welsh schools, arguing that the low number of ethnic minority staff was 'very concerning and something needs to be done'. Iwobi argued that a more diverse teaching workforce could play a key role in combatting racism in society, stating that 'lack of tolerance comes from a lack of exposure to people who are in positions of authority or who impart knowledge'. She also contended that, in order to increase representation, there needed to be more ethnic minority role models within the teaching profession (Betteley, 2017).

In 2018, a collaborative report (*Experiences of racism and race in schools in Wales*) written by Ethnic Minorities and Youth Support Team Wales (EYST), Show Racism the Red Card, Race Council Cymru and Tros Gynnal Plant, highlighted the fact that ‘whereas pupils in Wales are becoming a more ethnically diverse group, teachers in Wales are not’ (Wiegand and Cifuentes, 2018). *Experiences of racism and race in schools in Wales* made a series of recommendations that focused on the experiences of BAME pupils in Welsh schools and their experiences of how issues relating to racism and race were being dealt with. The report concluded that ‘experience of racism is an everyday almost normalised one, with lasting and damaging impact’ The authors argued that the experiences of pupils in schools in Wales ‘bring into sharp focus the critical role of schools and teachers and how they respond to racism, with this response found to be severely lacking on the whole’ (Wiegand and Cifuentes, 2018). A ‘white-washed curriculum’ was also highlighted as having a negative impact on pupils ‘self worth and understanding of their place and value in the world’ (Ibid).

Wiegand and Cifuentes (2018) make a series of wide-ranging recommendations concerning how the experiences of BAME pupils can be improved and attainment levels raised. These include:

- a focus on anti-racist education
- mandatory reporting of incidents of racist bullying in schools (in line with recommendations previously made by the Children’s Commissioner for Wales and Equality and Human Rights Commission Wales)
- a diverse curriculum that engages with BAME pupils and communities
- Improving awareness of issues around race and culture amongst education professionals
- Increasing BAME representation amongst teachers and other employees, ‘at all levels of the education system...particularly at senior level by promoting the recruitment, retention and progression of BAME educators as well as BAME policy makers within the education sector’.

## **Initiatives to improve ethnic minority representation in schools in Wales**

### National and regional action

It is clear that the underrepresentation of ethnic minority groups amongst those educating children in Welsh schools has been a matter of significant (and growing) concern, within the education sector in Wales, over a long period of time. It has also been an increasingly contentious issue within BAME communities (Evans, 2013; Betteley, 2017). However, thus far there has been little concerted action, at either a national, regional or local level, to address the problem. Indeed, to date, there have been no major national, Welsh Government led, strategies, policy initiatives or campaigns to increase the ethnic diversity of school teachers and learning support workers working in Wales. Neither has the issue been on the agenda of the regional consortia, as it lies outside their remit, which focusses on delivering improvements to teaching and learning.

### Local authority action

In considering the efforts that have been made by local authorities in Wales to address the underrepresentation of BAME groups amongst school teachers and learning support workers, the EWC focussed on the three local authority areas identified within the previous chapter as having (by far) the largest populations of ethnic minority pupils: Cardiff; Swansea and Newport. The rationale for this was that these authorities were considered to be more likely than others in Wales to have developed policies around BAME representation in the school workforce as a result of their higher

ethnic minority populations. Furthermore (and for the same reason) they are also the areas in which a major step-change in representation is required. However, at present the actions that are taking place are limited.

In **Swansea**, the council's recently published *Strategic Equality Plan 2020-24* (Swansea Council, 2020) states that the authority will 'support schools and other learning environments to promote a greater awareness of equality and diversity issues'. However, email correspondence with the county's Director of Education confirmed that the authority did not currently have (or intend to develop) any specific policies designed to increase the representation of ethnic minority groups within the school workforce.

**Cardiff** Council's recently published *Cardiff 2030: A ten year vision for a capital city of learning and opportunity*, establishes a goal of achieving a workforce which is 'diverse and representative of the city it serves'. This is a new aim for the council, having not been included within the authority's previous (2020) plan. However, as yet, there is no detail around specific actions that will be taken in the capital order for this to be achieved. Correspondence with Cardiff Council has confirmed that it had not launched any specific initiatives designed to increase BAME representation amongst school teachers and learning support workers. The authority did inform the EWC that it had recently launched a new recruitment portal, which will be introduced to school in '*the next phase...which states that "we welcome applications from those that are underrepresented in our workforce"*', but this does not represent the sort of concerted action that will be required in order to achieve the levels of diversity and representation to which the council aspires.

In **Newport**, the Council's *People and Culture Strategy*, includes an objective to 'ensure the workforce is more representative of the population we serve, encouraging diversity and using data and metrics to inform forecasting and planning/decisions' (Newport Council, 2017). This echoes the objective set out in the council's *Strategic Equality Plan*, which states that 'the Council's workforce will be representative of the population we service and the workforce are involved in decisions that affect them' (Newport Council, 2016). The local authority informed the EWC that it is 'mindful of the need to recruit and retain BAME staff across all sectors within its workforce (including school teachers and learning support staff) and will shortly be commencing a review of recruitment and retention processes. The authority has also established a BAME staff network, which works on various aspects of the council's business and will be contributing to the recruitment and retention review. It is also seeking to broaden the membership of the BAME staff network, so that it is more representative of a broader range of the council's staff, including those working in the city's schools.

### **Initiatives to improve ethnic minority representation in schools outside Wales**

The evidence gathered from Cardiff, Swansea and Newport suggests that local authorities in Wales are beginning to recognise the importance of recruiting a more ethnically diverse school workforce. However, this is generally within the context of broader equality initiatives, across all areas of the workforce and covering all of the protected characteristics that are outlined within the Equality Act 2010. As such, the range of specific initiatives designed to increase BAME teacher and learning support worker numbers in Wales has, to date, been very limited. In comparison, our research found that elsewhere, innovative approaches to increasing ethnic minority representation within the school workforce (particularly teachers) are beginning to yield results.

In England individuals from ethnic minority backgrounds made up 11% of primary school teachers and 17% of secondary school teachers in 2019, as compared to just 3%, of all teachers in Wales. This is

partly reflective of the significantly higher BAME population in England, where pupils from ethnic minority backgrounds comprise 32% of the school pupil population (compared to 11% in Wales) (Whittaker, 2019). However, while many English local authorities have achieved considerable success in attracting more individuals from ethnic minority backgrounds into teaching, last year, the then Secretary of State for Education, Damian Hinds MP, commented that *'although the number of teachers and heads [in England] from minority ethnic backgrounds is certainly going up, that is from a rather low base...and we need to see more of them being represented in leadership positions'*. As well as calling for 'far more teachers from ethnic minorities' Hinds also highlighted the role of BAME teachers as role models, stating that 'seeing teachers, and a headteacher in particular from minorities can help to motivate young people and help...them to strive for their goals. It's a virtuous circle, more teachers from racial and ethnic minorities are positive role models, which in turn can drive academic achievement' (Whittaker, 2019).

The more ethnically diverse population of England means that the country faces distinct challenges, when it comes to building a school workforce that is more representative of society. Experiences of increasing BAME representation in schools in London or other major metropolitan areas, such as Manchester or Birmingham, may therefore be of limited relevance in Wales, where the ethnic minority population is concentrated in three much smaller cities. However, our research has found two useful examples from core cities in England of innovative (and successful) initiatives that are helping to increase ethnic minority representation within the school workforce.

### Bristol

As the closest English city to the urban areas of South Wales and one that has a long established ethnic minority community, which is comparable with that in Cardiff (Egan, 2020), Bristol provides an interesting case study of a local authority area where a number of different approaches have been employed, in recent years, to try to increase ethnic minority representation within the teaching workforce. A key factor driving the city's recent policy agenda in this area was a recognition by the local authority that it had fallen behind other areas of England in terms of the proportion of school teachers within the city coming from ethnic minority backgrounds. According to 2017 data from the Department for Education only 9.5% of teachers in Bristol came from BAME backgrounds compared to almost 14% nationally and 32% in Birmingham (Bristol City Council, 2018). Around this time, Bristol was also the subject of a report by the Runnymede Trust, *Bristol: a city divided?* (2017), which found that it was the most racially segregated core city in Britain and highlighted the city's schools as a key nexus of this division. The Runnymede Trust argued that 'not enough is being done to "get out there" and actively recruit BAME people into the teaching profession'. The report also focussed on the 'unrepresentativeness of the curriculum' which was described as having been drawn up by people who are 'not able to create a learning framework which caters for children from different upbringings and cultural backgrounds' (Runnymede Trust, 2017).

A key element of Bristol's response to the challenge of increasing ethnic minority representation in the school workforce has been the formation of a Race Equality in Education Group (REEG) which reports to the Bristol Commission for Race Equality. The REEG works with key stakeholders within the city, including schools, academics, early-years settings and the wider community to address racism in education and improve the learning outcomes of BAME children and young people in the city.

Events organised to promote the teaching profession to BAME communities in Bristol have included, a free information event at Bristol City Hall (held in 2018), which was specifically aimed at people from

ethnic minority groups who were interested in pursuing careers in teaching. The event covered key routes into teaching and career planning, as well as providing attendees with information on issues such as finances, study skills and routes into the profession for those with qualifications that were gained overseas. There were also presentations about the qualities headteachers look for in new recruits, a panel discussion and a Q&A session. Information was also provided about routes into teaching (including PGCE and Teach First) and representatives of the University of Bristol, the University of the West of England and Bath Spa University were in attendance, to allow for networking opportunities. Bristol REEG now plans to hold three annual events around BAME teacher recruitment and retention and Councillor Anna Keen, Bristol's Cabinet Member for Education and Skills has commented that such events represent part of a 'long journey' to rectifying the lack of diversity amongst the city's teachers (Bristol City Council, 2018). The Council has reported that by December 2019 a 33% increase in 'applications into teaching' has been achieved (Bristol City Council, 2019).

The Cabot Learning Federation<sup>17</sup> (CLF) Institute, which plays a key role in the delivery of teacher education and professional development, within the city of Bristol and surrounding counties, also ran its own BAME recruitment event last year, for individuals from ethnic minority backgrounds considering careers in teaching, including those already working within education and looking to progress their careers. The event programme included talks from existing BAME staff and a keynote speech from Diana Osagie, a respected and experienced consultant headteacher and leadership coach. The CLF Institute has also launched a series of BAME leadership courses, taking place throughout 2020, with a programme that covers leadership skills, applying for leadership roles, navigating interviews, overcoming barriers and handling challenges. Participants are also provided with networking opportunities and one to one coaching (CLF Institute, 2020).

Alongside attempts to increase the diversity of those entering the teaching profession in Bristol, the city has also launched the Bristol One Curriculum, which provides a range of resources to schools that help them to provide pupils with a more rounded view of the city's history, which recognises the contribution of minority communities and was developed in response to the Runnymede Trust's criticisms of an education system in Bristol that 'favours children from a mainly white middle class background' (Runnymede Trust, 2017). The project was designed using a collaborative approach that involved community groups, the city council and the REEG and sought to create a curriculum that was more representative of the city's different communities, as well as promoting engagement, through community groups and workshops and bringing BAME role models into the classroom (Wilson, 2019).

## Leeds

Leeds City Council's *Equality Improvement Priorities Summary*, which was published last year acknowledged that the ethnic profile of its current workforce was not representative of the city (Leeds City Council, 2019). The issue of BAME underrepresentation within the council's workforce was also highlighted in the city's *Equality Annual Report* (Leeds City Council, 2019a) which identified 'difficulties in changing the levels of representation due to the current approach to recruitment'. As a result, the council undertook a review of its recruitment processes during 2019, which led to the launch of a new 'values-based approach' to recruitment. The new approach is designed to help develop greater diversity within the city's workforce, with services encouraging applications from underrepresented groups when vacancies arise (Leeds City Council, 2019a).

---

<sup>17</sup> CLF is a multi-academy trust sponsored by the University of the West of England and Rolls Royce, which comprises over 20 schools and other entities. The trust serves the educational needs of 11,000 children and young people aged 3 to 19, across Bristol and neighbouring North Somerset and South Gloucestershire.

Leeds City Council has also conducted a number of pilot schemes and research projects that have focussed specifically on broadening the ethnic diversity of the teaching profession and encouraging individuals from BAME groups to progress into more senior roles. A key element of the authority's strategy has been an evidence-based approach, informed by a 'deep dive' analysis of data relating to the ethnicity of staff working in the city's schools and other educational settings. This analysis included a focus on the number and proportion of BAME senior leaders and headteachers employed within the city. Further analysis was also conducted to ensure that 'visible' minorities were identifiable within the data (as the broad BAME categorisation also includes substantial groups such as White Irish, around which issues of representation are perhaps not as pertinent). The results of the data analysis provided the basis for discussion, a review of processes and the development of projects to address the issues raised.

Subsequent actions have included the development of a collaborative project involving Leeds City Council and the Yorkshire Inclusive Teaching School Alliance (YITSA)<sup>18</sup> focussing on supporting progression amongst BAME school staff, including encouraging school learning support workers to consider careers as teachers. The project sought to provide interested individuals with a variety of support, including mentors, assessment centres, support with interview techniques and specific advice on progressing into leadership roles. Another element of the collaboration between LCC and YITSA has been a drive to increase the number of BAME governors in the city's schools (and on recruitment and selection panels). This has included engaging with communities, including through talks by existing governors and placing stalls at community events to highlight the importance of representation on school governing bodies.

In addition, Education Leeds, a not-for-profit company, wholly owned by the local authority, which has responsibility for providing leadership and support for all schools within the city, ran a project called *Investing in Diversity*, in partnership with National College, which involved interviewing staff, running assessment centres and arranging mentoring opportunities. The scheme was designed to build the skills and confidence of ethnic minority staff, in order to persuade more to continue and progress their careers within education. The programme also sought to encourage more teachers from BAME backgrounds to consider taking leadership qualifications such as the National Professional Qualification for Middle Leadership (NPQML), National Professional Qualification for Senior Leadership (NQPSL), National Professional Qualification for Headship (NPQH) and National Professional Qualification for Executive Leadership (NPQEL). Education Leeds also offered BAME staff the opportunity to access an OFSTED shadowing scheme, as a further opportunity to develop skills that would help them to progress their careers.

Another initiative within the city involved a series of community outreach projects, conducted as part of the city's strategic plan to increase ethnic minority achievement. Meetings with community and faith groups, held in venues such as community centres were used to provide information on routes into teaching alongside information on literacy, mathematics and learning with their children. Activities linked to the project included providing individuals with advice on completing application forms and preparing supporting statements.

## Scotland

In November 2018, the Scottish Government published *Teaching in a diverse Scotland: Increasing and retaining minority ethnic teachers in Scotland's schools*. The document argued that, in common with

---

<sup>18</sup> YITSA is a partnership that includes the local authority, schools, colleges and universities.



other countries globally, the teaching workforce in Scotland had been characterised by a lack of ethnic diversity, stating that the issue was ‘becoming increasingly pressing and visible, as the pupil population in Scotland is getting more diverse’. The report was prepared in response to the Scottish Race Equality Action Plan for 2017-2021 which asked the country’s Strategic Board for Teaching Education (SBTE) to establish a working group to consider how the number of teachers from underrepresented groups could be increased (Scottish Government, 2018).

The central aim of *Teaching in a Diverse Scotland* is for the number of black and minority ethnic teachers in Scottish schools to be at least on a par with the country’s BAME population (at the time of the last census) by 2030. A series of 17 recommendations are made to achieve this, organised around the themes of: closing the awareness gap, attractiveness of Initial Teacher Education (ITE) to students from minority ethnic backgrounds; effectiveness of University admissions processes in attracting diverse applicants into ITE; student placement experiences and support for students; retaining students and teachers from minority backgrounds while securing promotion at all levels; and the responsibility of the education sector (the contribution of all stakeholders within the sector to tackling the issue). The approach that is advocated is therefore a holistic one, which takes all of the factors hindering the development of a more diverse workforce into consideration, rather than narrow focus on ‘recruitment’.

Some of the recommendations, covering areas such as ensuring that individuals from ethnic minority groups have viable pathways for promotion, reflect elements of the strategies deployed in Bristol and Leeds. However, there are a number of distinct elements including a strong emphasis on promoting a clear and unambiguous culture of anti-racism throughout the education system in Scotland, in order to ensure that it is a welcoming environment for staff and students from all ethnic backgrounds. There are also a series of recommendations relating to university ITE provision in Scotland, highlighting the importance of ensuring fair and effective admissions processes and making sure that BAME students are supported. Some of the key recommendations from the report include:

- General Teaching Council for Scotland (GTCS) should review professional standards, ensuring that race issues are explicitly covered, within the context of inclusion, equality and diversity.
- Education Scotland should ensure that curricular materials available to teachers are more reflective of racial diversity and include ‘quality anti-racist resources...alongside appropriate staff development for teachers and clear guidance on how resources should be used’.
- Local authorities should provide detailed guidance helping practitioners to understand legal and statutory requirements around race and diversity and their rights as employees, if they encounter discrimination or harassment
- A national mentoring network for ethnic minority staff, should be developed, led by the GTCS, in partnership with BAME teachers and relevant groups with experience in this area. The group could facilitate mentoring and support and provide opportunities for staff to spend time in another school or authority to shadow a more senior member of staff.
- Boards and other bodies involved in the Governance of Scottish education should ensure that their membership includes representation from minority ethnic teachers, this includes the membership of the GTCS, the Scottish Education Council, Teachers’ Panel, Curriculum Advisory Board, the Education Leaders Forum and Strategic Board for Teacher Education (SBTE)
- ITE providers should review admissions processes and gather detailed data on applications, interviews, completion rates etc.
- ITE providers should embed ‘culturally responsive pedagogies and anti-racist education’ in their curriculum content

- Students should be issued with advice within programme and placement handbooks detailing support that can be accessed if the encounter discrimination or harassment (Scottish Government, 2018).

## Chapter summary

The evidence outlined in this chapter helps build a picture of the range of different interventions that could be deployed in Wales in order to help increase the representation of BAME communities within the education workforce. Evidence from English cities, such as Bristol and Leeds demonstrates that increasingly the ethnic diversity of the school workforce will require a sophisticated long-term approach to increase the appeal and accessibility of the professions and to ensure that individuals from ethnic minority backgrounds are able to fulfil their potential.

### Key ideas that we might wish to employ in Wales include:

<b>Community engagement</b>	<ul style="list-style-type: none"> <li>Undertake a range of initiatives to promote recruitment to teaching (and LSW) careers from BAME communities</li> <li>Talking (and listening) to diverse groups to promote the profession</li> <li>Providing information on pathways into teaching (and LSW) jobs</li> <li>Developing understanding of barriers for particular groups</li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>Reflecting the importance of diversity at all levels</li> <li>BAME teachers represented at all levels of governance</li> <li>Ensuring schools are welcoming for and promote and celebrate diversity</li> <li>Mandatory reporting of racist incidents in schools</li> <li>Anti-racist education embedded in the curriculum</li> </ul>
<b>Career development, promotion and retention</b>	<ul style="list-style-type: none"> <li>Supporting BAME staff (at all levels) in career development</li> <li>Ensuring employees are aware of legal and statutory duties around race and their rights, should they encounter discrimination</li> <li>BAME staff networks to provide support and nurture talent</li> <li>Encouraging talented LSW's to consider becoming teachers</li> <li>Build skills and confidence of teachers seeking to move into management</li> </ul>
<b>HEI action</b>	<ul style="list-style-type: none"> <li>Increasing BAME recruitment to ITE courses</li> <li>Fair admissions processes</li> <li>Improved support for BAME placement students</li> </ul>
<b>Target setting</b>	<ul style="list-style-type: none"> <li>Making the workforce more reflective of (national/local) demographics</li> <li>Evidence-based approaches, with local authorities using data to identify issues of underrepresentation and drive strategy</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>Working together (through local partnerships as in Bristol and Leeds or a co-ordinated national approach, as in Scotland) to deliver joined-up strategies</li> </ul>

## 4 Learning from other professions and employers

In considering how to increase the ethnic diversity of teachers and learning support workers employed in schools (and of the broader education workforce) in Wales, there are valuable lessons to be learned from other professions and organisations which have sought to address the issue. The independent McGregor Smith Review (2017), which examined BAME participation and progress in the workplace across the UK, found that the employment rate for ethnic minority groups in 2015 stood at 62.8%, compared to 75.6% for white workers. For some minority groups the gap was even wider than this, with the employment rate for those from Pakistani or Bangladeshi backgrounds standing at just 54.9%. It is therefore clear that the underrepresentation of individuals from minority ethnic groups amongst school teachers and learning support workers is reflective of wider societal trends and issues.

The lack of BAME individuals employed in senior leadership roles in schools in Wales is also reflective of broader trends. A 2015 report by Business in the Community found that BAME individuals made up 14% of the overall working-age population but provided only 10% of the UK workforce and held only 6% of top management positions (Business in the Community, 2015). The Parker Review, which examined the ethnic diversity of UK boards, found that there were even lower levels of BAME representation at the highest levels of Britain's biggest publicly listed companies, with just 85 out of 1,050 people occupied as FTSE 100 director positions (1.5%) coming from minority ethnic groups (Parker, 2017).

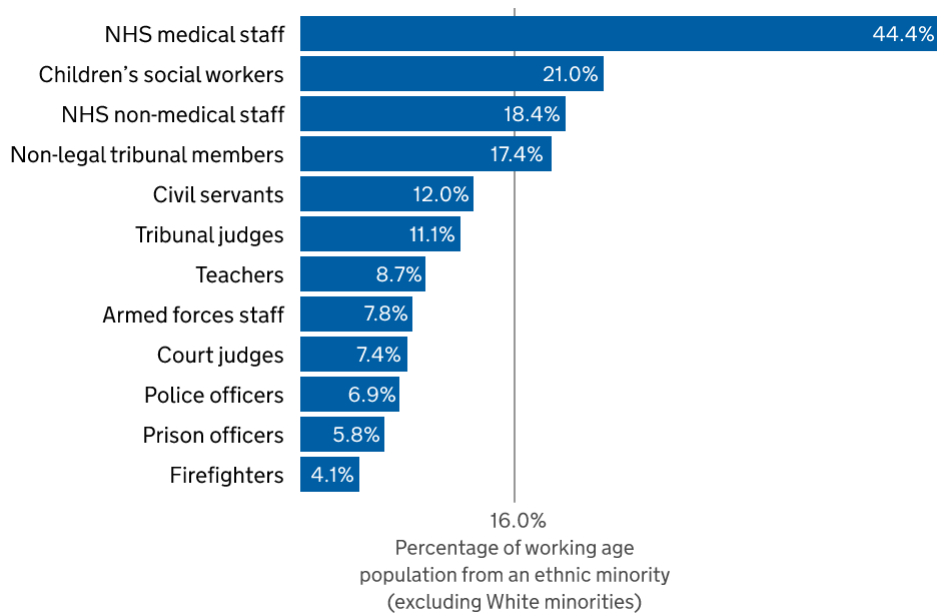
Although Britain has made great progress since the 1970s, when ethnic minority groups were routinely subjected to overt racism and racially motivated violence, disadvantages based on race are still entrenched across many areas of society and discrimination still 'remains rife' (Olusoga, 2016). Whilst incidents of overt racism, whether in public life, workplaces or football stadia, are now generally viewed as completely unacceptable, McGregor-Smith (2017) argues 'unconscious bias is much more pervasive and potentially more insidious because of the difficulty in identifying it or calling it out'. In this context, there are a range of obstacles that continue to impede the development of a more representative workforce in the UK. These are the product of 'a structural, historical bias that favours certain individuals. This does not just stand in the way of ethnic minorities but women, those with disabilities and others' (McGregor-Smith, 2017).

A 2019 report produced by the Cabinet Office's 'Race Disparity Unit' demonstrated that underrepresentation of minority ethnic groups in the workplace persists across many areas of the public sector. Their report considered the ethnic diversity of the workforce across 9 different public sector organisations, along with independent court and tribunal judges. The data sets cover a range of geographical areas within the UK (for example the teacher data is England only, whilst the Civil Service figure is for the UK as a whole) and represent the most recent (2018 or 2019) data that was available at the time of publication<sup>19</sup>. The report notes that whilst 16% of the working age population of England and Wales, in 2017, were from non-white ethnic minorities only four out of the twelve workforces examined had a percentage of ethnic minority staff that was higher than this (Race Disparity Unit, 2019).

---

<sup>19</sup> Areas covered are as follows: Armed forces staff, civil servants (UK); police officers, prison officers, court judges (England and Wales); NHS staff, teachers, firefighters, children's social workers (England); tribunal judges, non-legal members of tribunals (England, Scotland and Wales with some minor exceptions).

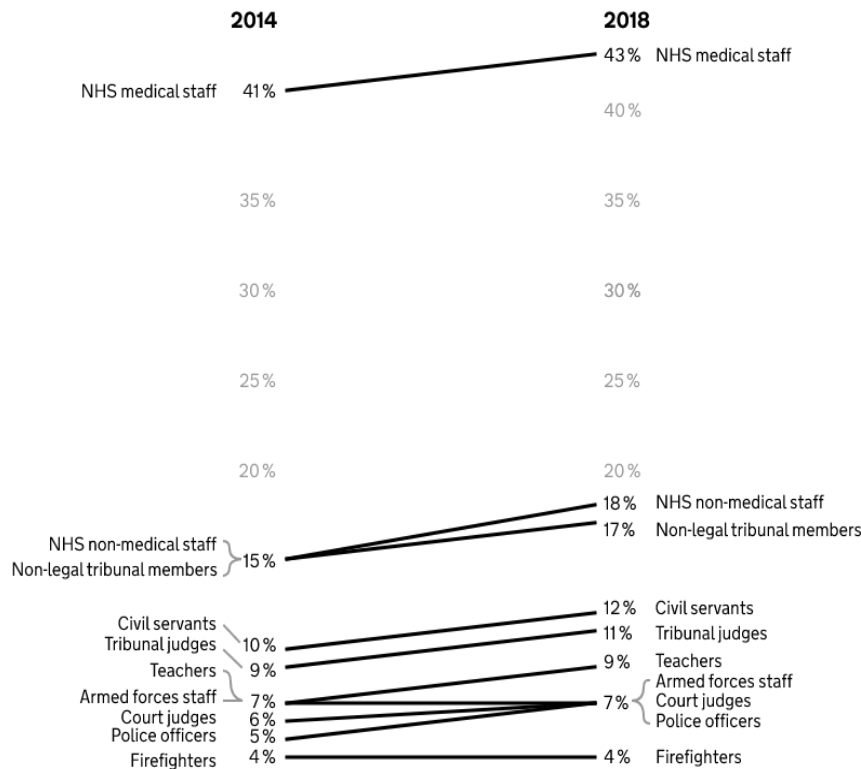
**Percentage of public sector staff from an ethnic minority (excluding white minorities)**



Source: Race Disparity Unity, 2019

The Race Disparity Unit also examined how the proportion of public sector staff from ethnic minorities had changed over time. Looking at the period from 2014 to 2018 (and excluding workforces with missing data) they found that the percentage of workforces from ethnic minorities went up in all of the areas examined, within a range of 0.3 and 2.5 percentage points.

**Percentage of public sector staff from an ethnic minority – change between 2014 and 2018**



Source: Race Disparity Unit, 2019

The Race Disparity Unit found that the biggest improvement in ethnic minority representation took place in the NHS, where BAME representation increased by 2.5% amongst non-medical staff, whilst change was slowest amongst fire fighters and the armed forces (Race Disparity Unit, 2019).

### **What lessons can be learned?**

Looking at how other professions and organisations within the public sector have sought to address the under representation of ethnic minority groups demonstrates that a wide range of different approaches have been used, with varying degrees of success. Although working within a school offers a very different challenge from most other professions within the public sector, there are nevertheless important lessons that can be learned from successful initiatives that have taken place elsewhere, as we seek to improve the recruitment, retention and progression for BAME individuals working within Welsh schools (and indeed across the wider education workforce in Wales).

Within this report we focus on five professions / organisations that have sought to address ethnic minority underrepresentation in recent years. These are:

- the police service;
- the fire service;
- the NHS;
- HM Land Registry; and;
- the Parole Board.

Whilst each of these organisations faces specific challenges in terms of the need to increase their diversity, all have shown a willingness to engage with BAME communities and to use innovative approaches to increase the proportion of their staff that come from minority ethnic groups. The case studies also showcase organisations that have demonstrated a long-term commitment to transforming their workforces and improving fairness and have made doing so a strategic priority. The same level of focus will be required in order to ensure that schools in Wales become more inclusive workplaces and ensure that the teachers and learning support workers who teach our children are fully representative of the communities in which they are working.

## Police Force

### Key issues

Their unique role within society and the need to ‘police by consent’ means that it is essential for police forces to have the trust and respect of the communities that they serve. However, the tensions that have existed (and continue to exist, in areas of the country) between some ethnic minority communities and the police, mean that building and maintaining trust can be challenging. Ensuring that police forces become more representative of the communities that they are serving is therefore regarded as essential, in order to change public perceptions within ethnic minority communities and to ensure that police forces (and individual officers) are able to understand and relate to people from diverse backgrounds. However, despite numerous initiatives designed to increase ethnic diversity, underrepresentation of minority ethnic groups remains a problem across all police forces in the UK.

The publication of the Macpherson report in 1999, which investigated the circumstances surrounding the racially motivated killing of Stephen Lawrence and sought to learn lessons from the handling of the subsequent murder investigation, was a key catalyst for change within the police. Macpherson famously concluded that the Metropolitan Police was ‘institutionally racist’ and one of his key recommendations was that ‘Police forces should reflect the cultural and ethnic mix of the communities they serve’ (Macpherson 1999). At the time of the report’s publication, just 2% of police officers in England and Wales were from minority ethnic backgrounds, compared to 6.5% of the population and 9.5% of the UK workforce (Home Affairs Committee, 2016).

A report published this year by the Police Foundation, entitled *A Diversity uplift?* (Hales, 2020), examined gender and ethnicity trends within the police from 2007 to 2018 and prospects for the future. The report demonstrated that the police had achieved some success in attracting more recruits from minority ethnic groups during the period. However, whilst the proportion of officers from minority ethnic backgrounds had risen to 6.5% in 2018 (Hales, 2020), the goal of a police force that is fully representative of the wider population remains distant (19.5% of the total population of England and Wales came from minority ethnic (non-White British) backgrounds at the time of the 2011 census). As of 2018, none of the 43 police force in England and Wales was representative of its geographical area in terms of ethnic diversity (Webber, 2020).

The Police Foundation’s findings, underline the extent and complexity of the challenge of building a more ethnically representative workforce in a key public service, with the report emphasising that ‘the story is rather more complex than BAME versus white’ (Hales, 2020). Across England and Wales, police forces have had also had greatly varying levels of success in attracting greater numbers of recruits from different ethnic minority groups. Levels of success amongst the different groups have also varied depending on particular roles within the force and levels of seniority. This is shown in the table on the following page.

## Police recruitment form ethnic minority groups 2007-2018 – Key trends

<b>Police officers</b>	Black police officer numbers across England and Wales ‘barely increased’ (growing from 1,412 to 1498). The number of Asian or British Asian police officers increased from 2,164 to 2,380, the number who were Chinese or from another ethnic group increased from 640 to 864 and those of mixed ethnicity increased from 1,463 to 2,384
<b>Community Support Officers</b>	Numbers decreased among all ethnic groups as overall PCSO numbers fell from 13,748 to 10,406. More worryingly, the proportion of Asian or Asian British PCSOs dropped from 5.1% to 4.2% in 2018; Black and Black British PSCO representation dropped from 3.8% to 2.8%; and Mixed ethnicity PCSOs fell from 1.8% to 1.4%.
<b>Police support staff</b>	<p>The number of Black or Black British support staff declined from 2,060 to 1,283 and staff who were Chinese or belonged to another ethnic group also fell, from 507 to 364. However, the number of Asian or Asian British support staff increased from 1,904 to 2,085 and those of mixed ethnicity increased from 506 to 638.</p> <p>Black representation among police staff also declined (from 2.8% in 2007 to 2% in 2018), while the proportion of staff with Asian or mixed ethnic backgrounds rose slightly in percentage terms (from 2.5% to 3.2% and from 0.7% to 1% respectively).</p>
<b>Senior Police Officers</b>	Attempts to increase ethnic diversity at the most senior levels of the police have largely failed. The Shadow Policing Minister, Louise Hague, noted in February 2020 that there has only ever been one black Chief Constable, and that the number of Asian officers at the most senior level has declined.

(Sources: Hales, 2020; Webber, 2020; Hague, 2020)

Hales (2020) argues that this complex picture demonstrates the need for the use of distinct approaches to help recruit individuals from diverse ethnic groups. He has also highlighted the significance of the relationship between ethnic identity and other protected characteristics. For example, whilst ‘good progress’ has been made in increasing the recruitment of Asian and mixed ethnicity police officers, and especially Asian men’, attempts to recruit male and female Black and female Asian officers have been less successful. We should therefore ‘always keep in mind the importance of looking beyond the broad BAME grouping...having in mind the intersections between race and gender’ (cited in Webber, 2020). The nature of the recruitment strategies that might be appropriate may also be dependent on the geographical and demographic characteristics of the areas in which different police forces operate. As such, conversations about ethnic diversity at a national level are ‘meaningless’, as the diversity of police forces should be dependent on the diversity of the areas they serve (Hales, 2020).

## **Action and initiatives**

Whilst there is clearly a lot of work still to be done across all police forces, in order for them to become more representative of local demographics, there have been a number of successful initiatives to increase recruitment from ethnic minority communities (most notably amongst Asian and mixed ethnicity groups). These should not be overlooked and the case studies outlined below demonstrate a range of approaches that have been taken by police forces across England and Wales, to try to increase their diversity.

### Metropolitan Police

The Metropolitan Police Force redesigned its recruitment for police constables in an attempt to reduce disproportionality in its selection process as well as launching marketing campaigns targeted at applicants from minority ethnic backgrounds. This has included targeted recruitment campaigns to attract candidates with a second language and the placing of greater emphasis on skills and behaviours needed for policing in the recruitment process (McCullough, 2017).

In a bid to recruit more ethnic minority officers, the force also introduced a London residency criteria (Mayor of London / London Assembly, 2015), which only allowed Londoners to apply for police constable positions. It also holds *Meet the Met* events and pre-assessment workshops for prospective ethnic minority (and female) applicants, to provide assistance with the application process (McCullough, 2017).

### **Impact:**

The Metropolitan Police saw an increase in the number of new police constable recruits from minority ethnic groups from 16% in 2014-15 to over 28% in 2015-16 and this was maintained for 2016-17 (McCullough, 2017). However, as of 2019, only 14% of officers (4,200) are currently from black, Asian and minority ethnic backgrounds, compared to 40% of the London's population. The force has admitted that, at the current rate of progress, it will take 100 years for the Metropolitan Police to become ethnically representative of the community that they serve (Dearden, 2019).

### Greater Manchester Police

Greater Manchester Police developed a carefully targeted recruitment campaign (Williams, 2017) which included:

- enlisting the help of influential community members from the worlds of business, academia, media and faith;
- holding 400 events in the course of a year to promote police careers directly to minority ethnic communities in the area;
- when vacancies occurred, directly emailing anybody who had already expressed an interest in joining the force following its extensive community engagement work.



**Impact:**

Following Greater Manchester Police's recruitment campaign, a third of the 283 student officers externally recruited by the force were from minority ethnic backgrounds (Williams, 2017).

Overall figures for BAME officers increased from 4.9% in 2016 to 7.3% in 2019 (Home Office, 2019)

**Sussex Police**

In Sussex, the police force's efforts to attract more ethnically diverse applicants have included two targeted recruitment campaigns and the recruitment of a dedicated full-time Police Sergeant, with experience of working with diverse communities, to help develop long-term engagement (Sussex Police and Crime Commissioner, 2017). Other elements of the strategy have included:

- providing enhanced levels of support for minority ethnic candidates throughout the recruitment process;
- contacting previous minority ethnic applicants to encourage them to reapply;
- offering minority ethnic candidates' one-to-one support;
- using more images of serving ethnic minority officers in campaign literature, along with information and stories about their experiences;
- engagement with minority ethnic communities through District Commanders; and;
- inviting members of the force's Race Advisory Group to sit on interview panels.

The force also decided to waive the requirement to hold a full driving licence for one particular campaign, as previous campaigns had shown that members of minority ethnic groups were less likely to have a license, due to a number of societal and cultural factors.

**Impact:**

Following the targeted recruitment campaign, a total of 871 applications were received. Whilst both the total number of applications and those received from minority ethnic candidates were reduced from the previous campaign, the proportion of applications from minority ethnic candidates increased from 3.8% in February 2016 to 5.2%. However, the impact on overall figures has remained low, with an increase in the percentage of BAME officers from 2% in 2016 to 2.4% in 2019 (Home Office, 2019)

**Surrey Police**

Surrey Police introduced a number of initiatives to increase representation from minority ethnic communities (CIPD, 2017), which included:

- introducing Surrey Police Association of Culture and Ethnicity (SPACE) team that forges links with minority ethnic communities to "get to know people";
- targeting young people by attending community events in schools, colleges, universities and faith festivals;

- creating *myth-busting* resources to overcome negative perceptions of the police and of policing as a career, within minority communities;
- introducing a mentoring scheme, with existing officers identifying talented individuals in minority ethnic communities and working with potential recruits; and;
- deploying minority ethnic officers to recruitment fairs.

### **Impact:**

Between January and December 2017 Surrey Police saw an average 8.4% application rate from minority ethnic applicants (compared to zero applicants seen between April and December 2015), and 23 minority ethnic officers joined via the SPACE scheme. However, the impact on overall figures has remained low, with an increase in the percentage of BAME officers from 4% in 2016 to 4.6% in 2019 (Home Office, 2019)

## **Fire Service**

### **Key Issues**

In 2016, official figures showed that just 4.4% of full-time firefighters in England and Wales were from non-white communities. Looking just at Wales, the proportion of firefighters from minority ethnic groups was considerably lower at just 0.9%, in contrast to the 4% of Wales' population that are from BAME communities. The South Wales Fire and Rescue Service, which serves an area that includes Cardiff and Newport, where a large proportion of the population are from minority ethnic groups, had just 20 BAME firefighters out of 1,880 in 2016, representing just 1.1% of the force (BBC News, 2016).

The (UK Government) Fire Minister at the time this data was published, Mike Penning, responded by stating that 'firefighters, like police officers and other local emergency services personnel, should reflect the communities they serve and we expect fire and rescue authorities to do much more to improve BME...representation'. (BBC News, 2016). The lack of firefighters from minority ethnic groups was also criticised by the Fire Brigades Union (FBU) which described the figures as 'totally unacceptable' (BBC News, 2016).

In 2017 the Local Government Association (LGA) published *An inclusive service: the twenty first century fire and rescue service*, which further highlighted the lack of diversity within the fire service. The report stated that, 'the public respect us, but too many of them do not see us as potential employers', going on to state that, 'we are denying ourselves access to an enormous pool of talent' (LGA, 2017). The report also provides a number of case studies showcasing examples of good and innovative recruitment practices, across several English regions. However, it also notes that:

'Even innovative approaches to recruitment can only achieve so much. A change of culture and perception is required if our efforts are to meet a receptive audience of potential recruits. Action on diversity should not be confined to recruitment at entry level. We need to open ourselves to the wealth of external talent available to fill senior posts and to making the most of the talent we already have by ensuring diversity in promotion and development. We need to be and to be seen as an inclusive workplace' (LGA, 2017).

## Action and initiatives

Some examples of successful attempts, from different fire service areas, to increase the ethnic diversity of their personnel are set out below.

### West Midlands Fire Service

West Midlands Fire Service launched a campaign to increase diversity, which focussed on shifting public perceptions of what the role involves (Eaton, 2019). The campaign sought to increase representation from both women and minority ethnic applicants by using specific strategies, such as talking to local communities alongside more traditional approaches. The service's diversity, inclusion, cohesion and equality (DICE) team also utilised social media to try to recruit people it might not have reached through more traditional routes.

#### **Impact:**

Of all of its successful candidates since the service changed its approach in January 2018, 33% were women and 32% were minority ethnic candidates. For 2020 to 2021, WMFS is aiming for 60% of its new starters to be women, and for 35% of entrants to be BAME. Overall figures for BAME firefighters have increased from 8.3% in 2017 to 9.3% in 2018 (Home Office, 2018).

### Gloucestershire Fire and Rescue Service

A recruitment initiative, launched by Gloucestershire Fire and Rescue Service, in 2016, also focused on challenging misconceptions that modern fire and rescue services have *'little to offer'* in terms of opportunities for women and ethnic minorities. The approach in Gloucestershire also sought to move away from 'tokenistic gestures traditionally associated with equality and recruitment campaigns' (LGA, 2017). Key elements of their approach included:

- meeting individuals such as mosque leaders, local councillors and LGBT representatives;
- grassroots engagement, including visiting sports facilities, schools, community groups, and fast food outlets;
- developing FAQs to address concerns regarding the services attitude to cultural and religious diversity;
- using diverse media outlets, including community radio, leaflets, posters and social media;
- initiatives such as *have a go* days;
- following up face to face contact by registering interested individuals to receive automatic email updates;
- developing displayable printed publicity material (adaptable for social media) designed to visually reflect black, Asian and ethnic minority communities.

#### **Impact:**

Gloucestershire Fire and Rescue service's 2016 campaign achieved significant success in attracting applications from BAME communities with the proportion of minority applicants (5.1%) - only marginally less than the county's overall BAME population of 6.2% (LGA, 2017). However, between

2017 and 2018, the overall percentage of firefighters from BAME backgrounds dropped from 3.2% to 2.7% (Home Office, 2018)

### Cambridgeshire Fire and Rescue Service

Cambridgeshire Fire and Rescue Service's recruitment campaign in 2015 included a number of similar initiatives designed to increase diversity, such as running *have a go* sessions and holding information sessions in community centres in ethnically and culturally diverse areas. Advertising on social media was used to reach a broader audience and profiles of firefighters and staff who identify as minority ethnic were published on their website. The service also launched a poster campaign, promoting firefighting careers, focussed on cities and towns with highest levels of ethnic diversity. Advertising was also utilised through the Women in the Fire Service and Asian Fire Service Association Networks (LGA, 2017).

Other notable elements of the campaign included:

- ensuring those working within the service understood the principle of *positive action*; and;
- running *have a go* sessions exclusively for reporters to ensure print and broadcast media coverage.

### **Impact:**

A total of 221 applications were received, of which 13% were from women (compared to 7% in 2014); 6% of applicants identified as being of black or ethnic minority group (compared to 4% in 2014); 5% requested reasonable adjustments; and 3% identified as lesbian, gay or bisexual (LGB). Of the successful recruits, 29% were women and 10% identify as minority ethnic. This is the highest percentage of both women and BAME the service had ever had in one intake (LGA, 2017). However, between 2017 and 2018, the percentage of firefighters from BAME backgrounds has remained the same – 2.3% (Home Office, 2018).

## **NHS**

### **Key Issues**

The NHS is one of the largest employers in the world and is the biggest in Europe, with 1.3 million staff across the UK (NHS Jobs, 2020). However, unlike other public services, such as education and policing, the NHS does not have a problem with regards to the ethnic diversity of its frontline staff. Indeed, the health service is the largest employer of minority ethnic staff in the UK with 20% of nurses and 37% of doctors coming from BAME backgrounds. The reasons for this are complex and relate both to issues of supply and demand and the high esteem in which careers in healthcare have traditionally been viewed within many ethnic minority groups. For example, a career as a doctor has traditionally been held in particularly high regard by many people within South Asian communities (Asian Image, 2018).

Whilst there is great diversity amongst frontline NHS staff, at Board level and in the most senior management positions there is often significant under representation of minority ethnic groups (Kline, 2015). Indeed, as of 2018, across 121 English NHS trusts, 52% had no Black and minority ethnic representation in the 'very senior manager' pay band (NHS Equality and Diversity Council, 2019). The health service has recognised this as being problematic and a number of initiatives have been launched to help ensure that ethnic minority representation in senior management positions comes into line with that across the NHS workforce as a whole. Notably, within the service, this is principally framed in terms of the positive impact that it will have on service users:

'the need to ensure BME representation at senior management matches that across the rest of the NHS workforce is not for political correctness; a diverse workforce at all levels will lead to better patient outcomes and increased organisational efficiency' (NHS Equality Council, 2019).

### **Action and initiatives**

Strategies being deployed within the NHS to increase minority ethnic representation in senior leadership roles include the *Stepping Up* programme, a leadership development programme designed specifically for aspiring BAME healthcare professionals (working for the NHS or organisations providing NHS care) (NHS Leadership Academy, 2020). The programme has been running for several years and focusses on areas such as increasing the self-awareness of individuals *regarding 'the leadership strengths that their diversity brings'* and encouraging and motivating individuals from diverse ethnic backgrounds to progress and fulfil their potential. Participants in the programme engage with a blend of learning, over a five-month period, that includes face-to face, self-directed and workplace-based elements, as well as two residential visits, providing a three-day and two-day face to face workshop (NHS Leadership Academy, 2016).

Running alongside *Stepping Up*, the *Ready Now* programme, which began in 2015, is designed to help existing senior leaders from minority ethnic groups, who are interested in further progression, into board level or even more senior positions within the NHS. This programme includes taught and self-taught elements, group work, psychodynamic processes and experiential learning, aiming to provide the NHS with *'outstanding, inclusive leaders for the future'* (NHS Leadership Academy, 2020a).

Another ongoing initiative, within the NHS in England, is the *Next Generation Career Acceleration Workshop*, which also began in 2015 and aims to support nursing and midwifery staff, from minority ethnic groups to progress to become executive leaders. This programme includes group workshops and bespoke one-to-one career development and coaching, covering areas such as how to apply for a senior role and providing information on the interview process. There are also guest speakers who share their own experiences of applying for and working within senior and board level roles, with the participants. Following an initial two-day course, those taking part are provided with ongoing support and mentoring, with each participant linked with an existing Chief Nurse sponsor (NHS, 2015). At the time of the programme's launch, Martin Hancock, Associate Director of the NHS Leadership Academy, stated that it would 'help to address the chronic under-representation of BME nursing professionals at the most senior levels of the NHS' allowing 'a talented, motivated and impressive group of colleagues to...realise their career ambitions' (NHS, 2015).

## **Impact**

The most recently published data from the NHS Equality and Diversity Council, covering 2017 to 2018, shows that initiatives such as those outlined above seem to be contributing to improved outcomes, in terms of ethnic minority representation within senior NHS roles in England. The proportion of staff from minority ethnic backgrounds in very senior manager (VSM) positions increased from 5.7% in 2017 to 6.9% in 2018 and although this remains a lot lower than the overall proportion of BAME staff (19.1%) within English NHS trusts it still represents significant progress. The net number of board members from ethnic minority groups also increased, with 11 more executive BAME board members across NHS trusts in 2018, compared to 2017 (NHS Equality and Diversity Council, 2019).

In spite of the progress that has been made, the NHS Equality and Diversity Council also draws attention to the fact that 71.5% of BAME staff in 2018 believed that their trust provides equal opportunities for career progression or promotion - lower than the 75.5% who did so in 2016. In contrast 86.6% of white staff believed that their trust provides equal opportunities for career progression or promotion (NHS Equality and Diversity Council, 2019). A collaborative report produced by the Kings Fund, Health Foundation and Nuffield Trust (Beech et al, 2019) also highlighted ongoing 'considerable issues with inequality in pay and progression opportunities in the [English] NHS'. This underlines the scale and ongoing nature of the challenge.

## **HM Land Registry**

### **Key Issues**

In 2017, only 5% of staff within HM Land Registry came from ethnic minority backgrounds (HM Land Registry, 2017), which was significantly lower than the proportion of individuals from such backgrounds across the UK population as a whole. The department had also fallen behind many other areas of the Civil Service in terms of ethnic minority representation. Amongst the reasons for this were the department's historic very low staff turnover levels, which had been compounded by a recruitment freeze that took place across the Civil Service between 2010 and 2014 (CIPD, 2017).

### **Action and initiatives**

The Land Registry has actively sought to increase the ethnic diversity of its staff, in order to enhance its decision-making and be more representative of the communities within which it works (CIPD, 2017). A specific two-year recruitment target was established to attract and appoint people from minority ethnic backgrounds. Action has included ensuring all job descriptions and adverts use inclusive language, and training ten minority ethnic staff, from junior grades, to sit on recruitment panels. Further initiatives include 'Pathways Programme Workshops', which aim to provide participants with necessary skills for progression within the organisation and the formation of a 'BAME working party' to redesign mentoring programmes for underrepresented staff (HM Land Registry, 2017).

### **Impact**

Figures published by HM Land Registry in 2017, show an improvement in the attraction rate amongst minority ethnic candidates and a significant improvement in the appointment rate, which had

increased by almost 6% since the programme started compared with the previous year. However, as of 2018, it remained the case that only 6% of HMLR staff were from minority ethnic backgrounds. The department's new Equality Objectives for 2019 therefore committed the organisation to further improving BAME representation (HM Land Registry, 2018).

## **Parole Board**

### **Key Issues**

A 2017 review, undertaken by David Lammy MP, examined the treatment of individuals from minority ethnic groups within the criminal justice system and highlighted the extent to which a lack of diversity can impact on trust and public confidence (Lammy, 2017). It also found that there was 'disproportionate, differential treatment of Black, Asian and Minority Ethnic groups throughout the criminal justice system' (Jones, 2019). In response to the Lammy review, the Chief Executive of the Parole Board, reviewed the representation of ethnic minority groups amongst its board members and reported that (in 2016) fewer than 5% of the Board's members identified as being from a minority ethnic background. The Chief Executive of the Parole Board, Martin Jones, has stated that 'such a mismatch has potential to cause a loss of trust, but it also carries a risk of unconscious bias in decisions' (2019).

### **Action and initiatives**

The Parole Board's recruitment activities had traditionally been based around major national campaigns. As this approach was clearly failing to successfully engage with people in minority ethnic communities, the Board launched a new approach in 2018, based around:

- grass-roots engagement, via a social media campaign (the @parole\_board twitter account);
- explaining the work of the Board using a dedicated #workwithus web page;
- changing its recruitment strategy, to undertake regional rather than national campaigns;
- developing a network of third-party champions to reach out to different communities; and;
- hosting two outreach events (in Bradford and Sheffield), which were attended by well over 200 people who had the chance to talk to the Chief Executive and Parole Board members (Jones, 2019).

### **Impact**

One recruitment campaign, in the north of England, saw a record number of individuals from minority ethnic groups joining the Parole Board. Of 53 independent members who joined, 48% were from minority ethnic backgrounds. In separate campaigns, 3 retired judges and 20 psychologists, including 17% from a minority ethnic background, were also appointed across England and Wales. As a result of these appointments, the proportion of BAME Parole Board members has increased from 5% to 13% (Parole Board, 2019).

## Learning from other professions - key findings

The evidence gathered from other professions demonstrates that organisations that have been most successful in increasing recruitment from ethnic minority communities have usually done so by deploying a combination of different approaches. Many of the initiatives described share common characteristics, even though the various professions examined face specific challenges, relating both to the nature of the work that they do and the need to counter pre-existing perceptions of them within different minority communities. However, it is clear that the professions that have made significant progress with regards to broadening their ethnic diversity have done so through genuine engagement with individuals and organisations from minority communities – often over a long period of time. Looking across the various case studies, it is possible to identify a suite of approaches that could be deployed in order to help make the school workforce in Wales more representative of the ethnic diversity of pupils and the wider population of the country.

### Key actions for recruiting a more diverse workforce:

<b>Targeted recruitment campaigns</b>	Using innovative approaches to reach specific target groups, rather than treating ‘BAME’ as a monolithic group of people that think and act in the same way  Ensuring that campaigns use inclusive language
<b>Long-term community engagement</b>	Targeted activity within schools and colleges and at community events and faith festivals  Hiring specialist staff with experience of working with minority ethnic communities to lead long-term local engagement  Forging links with influential community members and groups
<b>A proactive approach</b>	Using direct contact and following up ‘leads’, where members of minority ethnic groups have expressed an interest in particular careers
<b>Increasing visibility of BAME individuals</b>	Ensuring that individuals from minority ethnic groups are featured in campaign literature and at recruitment events.  Using existing minority ethnic staff as figureheads or ambassadors
<b>Providing information to overcome negative perceptions</b>	Developing <i>myth-busting</i> resources and <i>FAQ’s</i> , to clarify issues and address concerns
<b>Social media campaigns</b>	Using twitter and other platforms to target individuals who might be harder to reach through more traditional routes
<b>Opportunities to gain experience</b>	Organising events where people can gain practical experience of aspects of the job: workshops, taster days and have a go’ sessions
<b>Target setting</b>	Setting specific targets in order to provide a strong (often national) focus



<b>Reflecting local demographics</b>	Recognising that recruitment strategies and campaigns should seek reflect the ethnic mix of particular areas, in order to help ensure that organisations are representative of the communities they serve
<b>Action around selection</b>	<p>Reviewing selection processes for new applicants</p> <p>Changing recruitment policies in order to be sensitive to cultural differences and address barriers for particular groups</p> <p>Offering pre- application/assessment support (including one-to one support)</p> <p>Ensuring that interview panels are diverse and (or) sensitive to issues around diversity</p>

Evidence from other professions also shows that, in order to build a more representative workforce, sophisticated approaches to the recruitment of ethnic minority staff should also be complemented by initiatives to ensure that these and existing BAME staff are retained and are able to progress to the most senior positions within organisations. Examples of how this can be achieved are outlined below.

**Key actions for improving retention and progression for ethnic minority staff:**

<b>Improving selection processes to eliminate bias</b>	<p>Ensuring that more interview panels include individuals from ethnic minorities</p> <p>Providing staff with training in unconscious bias</p>
<b>Providing mentoring and support networks</b>	Using mentors and buddying programmes to provide individuals with support, advice and friendship
<b>Leadership programmes</b>	Establishing dedicated leadership programmes, aimed at individuals from minority ethnic groups

## 5 Conclusions and recommendations

The education system in Wales is experiencing a period of significant change, with the introduction of new *Curriculum for Wales 2022* marking a key moment in the Welsh Government's national mission to raise standards. The same radical drive for change is now required with respect to developing a school (teacher and LSW) workforce that reflects the ethnic diversity of the children attending our schools.

Lack of ethnic diversity in the school workforce has been persistently identified as a problem that should be addressed in Wales (GTCW, 2003; Evans, 2013; Betteley, 2017; Wiegand and Cifuentes, 2018). However, whilst the number of teachers and teaching assistants from BAME backgrounds employed in Welsh schools has grown since these issues were first highlighted, ethnic diversity within the profession has failed to keep pace with demographic changes that have taken place in Welsh society, which have accelerated in recent decades. For this reason, the issue of ethnic minority representation in the school workforce is an increasingly visible issue and one that now needs to be addressed.

Evidence gathered from other parts of the UK (where various strategies to improve BAME teacher recruitment and retention have been developed) and from other professions that have sought to increase the ethnic diversity of their personnel, demonstrates that there are range of strategies that can be deployed (and combined) in order to deliver change. These range from fairly traditional marketing and recruitment practices to sophisticated strategies designed to transform the experiences and perceptions that BAME communities have of schools, both as inclusive and welcoming places of learning and as workplaces in which they can potentially build fulfilling careers. However, it is clear that superficial approaches, such as simply including a more diverse range of individuals in marketing materials will not be sufficient to achieve the step-change that is required. Radical action and meaningful engagement with ethnic minority communities throughout Wales is therefore required.

As noted in chapter one, the EWC's role as the independent regulator for the education workforce in Wales extends beyond school teachers and learning support workers and also covers teachers and support staff in further education settings, qualified youth workers and youth support workers and work-based learning professionals. Whilst we have been specifically asked to consider diversity issues amongst school teachers and learning support workers, professionals from all seven of our registrant groups play essential roles within the education system in Wales. We therefore believe that it is important that the aspiration of developing a workforce that is more reflective of the ethnic diversity of Wales in the 2020's should be extended to include all education professionals in Wales and this is reflected within our recommendations.

The following list (on p.52) outlines a suite of policies which could potentially be used by the Welsh Government to increase the ethnic diversity of the school (and broader education) workforce in Wales. In line with the remit of this project, the recommendations are focussed on school teachers and learning support workers. However, many of them are equally relevant and applicable to other areas and could be deployed as part of a more ambitious strategy, to help increase BAME representation across the entire education workforce. We have also identified the Educators Wales brand as having a key role to play in increasing diversity in the school workforce. Notably, Educators Wales promotes careers across all seven registrant groups, recognising that education is not just delivered within schools but in multiple settings. Using Educators Wales to lead engagement with BAME communities could therefore help increase ethnic diversity across the wider education workforce by highlighting the range of roles within education.

As outlined in chapter one, it is proposed that early stakeholder engagement with diverse communities from across Wales, will take place as soon as Covid-19 related social-distancing measures are sufficiently relaxed. It is hoped that this will lead to a co-constructive approach to policy development, focussed on achieving the shared goal of an education workforce that reflects the ethnic diversity of the communities in which they work. Consultation should also take place with other key stakeholders within the education system in Wales.

## Policy Options

<b>A culture that reflects and celebrates diversity</b>	1	Ensure that individuals at all levels of the education system in Wales understand the benefits of a more diverse and representative workforce, including insuring that unconscious bias training is provided to all staff.	All stakeholders
	2	Review the Professional Standards for teachers and for support staff to ensure that issues of race, equality and diversity are fully covered.	EWC, WG
	3	Develop a good practice guide on issues relating to race in the (school) workplace.	EWC
	4	Create a free online training resource on unconscious bias.	EWC
	5	Ensure BAME teachers are represented within the governance structures of key organisations within the education system in Wales.	All stakeholders
	6	Introduce mandatory reporting of racist incidents in schools.	WG
<b>A curriculum that reflects a diverse Wales</b>	7	Develop the new curriculum to ensure that all learners in Wales (as ethical informed citizens of the world) are exposed to (and able to gain an understanding of) issues relating to diversity, even if the teaching workforce or pupil population in their schools is not diverse	WG, consortia, LA's schools
	8	Ensure high-quality anti-racist educational resources are made available to assist with the delivery of the new curriculum in Wales	WG, regional consortia, LA's, schools
	9	Ensure that the curriculum allows diverse cultures and experiences within Welsh society (and history) to be taught within schools, promotes engagement with community groups and brings BAME experts and role models into the classroom	WG, regional consortia, LA's, schools
<b>Action on recruitment and retention</b>	10	Use Educators Wales and the EWC's advisory and advocacy capacity to promote recruitment to careers within all seven registrant groups to individuals from BAME communities.	Educators Wales, EWC
	11	Use innovative approaches to deliver messages to 'difficult to reach' groups	Educators Wales, LA's, HEI's

<b>12</b>	Increase the visibility of BAME individuals in marketing materials and at recruitment events.	Educators Wales, LA's, HEI's
<b>13</b>	Use existing BAME staff (and university students) as figureheads or ambassadors.	Educators Wales, LA's, HEI's
<b>14</b>	Develop myth-busting resources and FAQ's to address particular concerns amongst BAME communities.	Educators Wales, LA's, HEI's
<b>15</b>	Provide individuals from BAME communities with support in applying for jobs (including advice on applications etc.)	Educators Wales, LA's, HEI's
<b>16</b>	Ensure recruitment policies are sensitive to cultural differences and free of (conscious or unconscious) bias.	LA's, HEI's, schools
<b>17</b>	Ensure that interview panels are diverse and (or) sensitive to issues around diversity.	LA's, HEI's schools
<b>18</b>	Develop a National Mentoring Network for BAME teachers in Wales, providing support, advice and friendship.	EWC, partner organisations
<b>19</b>	Establish a BAME leadership programme, providing a suite of support and advice (including one to one help) to build confidence and capacity amongst those interested in applying for leadership roles.	NAEL
<b>20</b>	Encourage talented LSW's from ethnic minority groups to consider becoming teachers and providing them with support in doing so.	Educators Wales, schools
<b>21</b>	Ensure that practitioners understand the statutory frameworks and around race and equalities in Wales and their rights in the event that they encounter racial discrimination.	Schools, LA's

<b>Action from universities</b>	<b>22</b>	Review admissions processes to ensure that all bias (conscious and unconscious) is eliminated.	HEI's
	<b>23</b>	Ensure that the curriculum and pedagogies used for ITE courses reflects cultural diversity and fosters awareness of issues around race and cultural diversity amongst student teachers	HEI's, EWC
	<b>24</b>	Gather detailed data around student admissions (applications, interviews etc.) and completion rates to highlight any issues relating to particular groups.	HEI's, EWC
	<b>25</b>	Incentivise ITE providers to increase BAME student recruitment (including financial incentives) and use Fee and Access Plans as a tool to drive diversity.	WG, HEFCW, HEI's
	<b>26</b>	Ensure students on placement are fully supported and understand their employment rights in the event that they experience discrimination or harassment.	HEI's, LA's, schools
	<b>27</b>	Consider providing specific scholarships to support ITE students from ethnic minority groups.	WG, HEI's
	<b>28</b>	HEI's in S.E Wales and Swansea should play a particularly important role in increasing diversity given the particular need for more diverse ITE graduates in Cardiff, Swansea and Newport.	HEI's
<b>Work experience opportunities</b>	<b>29</b>	Provide more work experience opportunities for those interested in working in schools (and other education settings), possibly including paid internships.	WG, LA's, schools
<b>Targets and data analysis</b>	<b>30</b>	Set a target date for delivering a school (and wider education) workforce that is ethnically representative of the wider Welsh population.	WG
	<b>31</b>	Local authorities should set their own targets on representation, reflecting the ethnic diversity of their communities.	WG, LA's
	<b>32</b>	Specific targets should be set to address the particularly poor levels of representation (teachers and LSW's) seen in Cardiff, Newport and Swansea, where the highest concentration of BAME pupils exists.	WG, LA's
	<b>33</b>	Specific targets with respect to BAME representation in senior management roles.	WG, LA's
	<b>34</b>	Ongoing (annual) analysis of trend data in relation to BAME teachers and LSW's and of other education professionals registered in Wales.	EWC

- |    |  |               |
|----|--|---------------|
| 35 | A concerted effort to collect more complete data with respect to the ethnicity of learning support workers (and other groups) registered with the EWC.                       | EWC           |
| 36 | Develop understanding of the intersectional dimension to BAME recruitment – whether there are ‘groups within groups’ that are particularly hard to reach.                    | HEI’s, LA’s   |
| 37 | Develop understanding of whether there are particular ‘trigger points’ at which BAME staff might be leaving the profession and whether specific issues need to be addressed. | LA’s, schools |
| 38 | Introduce mandatory publishing of specific equalities data around school workforces, highlighting any pay gaps that exist.   | LA’s          |
- 

**Long-term  
community  
engagement**

- |    |  |  |
|----|--|--|
| 39 | Targeted recruitment activity within schools and colleges and at community events and faith festivals.                                       | Educators<br>Wales, LA’s,<br>HEI’s     |
| 40 | Hire specialist staff with experience of working with BAME communities to lead engagement.   | LA’s, HEI’s                            |
| 41 | Forge links with influential umbrella groups and community members.  | Educators<br>Wales, WG,<br>LA’s, HEI’s |
| 42 | Increase the number of parents from BAME communities becoming governors to make governing bodies (and interview panels) more representative. | Schools, LA’s                          |

## References

Asian Image (2018): Careers: 'In Asian families, parents want their children to be doctors not a nurse'

Available at: <https://www.asianimage.co.uk/news/17277893.careers-in-asian-families-parents-want-their-children-to-be-doctors-not-a-nurse/>

Accessed on 24.03.2020

BBC News (2016): Fire Brigades 'need to improve ethnic diversity'

Available at: <https://www.bbc.co.uk/news/uk-wales-35793572>

Accessed on 13.03.2020

Betteley, C (2017): Racism in schools 'putting off' non-white teachers

Available at: <https://www.bbc.co.uk/news/uk-wales-40300849>

Accessed on 02.04.2020

Beech, J; Bottery, s; Charlesworth, A; Evans, H; Gershlick, B; Hemmings, N; Imison, C; Kahtan, P; McKenna, H; Murray, R and Palmer, B (2019): Closing the gap. Key areas for action on the health and care workforce

Available at: <https://www.kingsfund.org.uk/sites/default/files/2019-03/closing-the-gap-health-care-workforce-full-report.pdf>

Accessed on 25.03.2020

Bristol City Council (2018): Event to boost Bristol's diversity in teaching

Available at: <https://news.bristol.gov.uk/news/event-to-boost-brisstols-diversity-in-teaching>

Accessed on: 03.04.2020

Business in the Community (2015): 'Race at Work 2015'

Available at: <https://www.maryseacolettrust.org.uk/wp-content/uploads/2018/11/Race-at-Work-2015-%E2%80%93-Business-in-the-Community.pdf>

Accessed on 24.01.2020



Cabot Learning Federation Institute (2020): BME Leadership

Available at: <https://www.clfinstitute.net/professional-development/clf-leadership-development-courses/bme-leadership/>

Accessed on 03.04.2020

Cardiff Council (2019): Cardiff 2030. A ten year vision for a capital city of learning and opportunity

Available at: <https://www.cardiff.gov.uk/ENG/resident/Schools-and-learning/Cardiff-2030/Documents/2030%20CARDIFF%20VISION%20low%20a.pdf>

Accessed on 02.04.2020

CIPD (2015): Quotas and targets. How do they affect diversity progress?

Available at: [https://www.cipd.co.uk/Images/quotas-and-targets\\_june-2015-how-affect-diversity-progress\\_tcm18-10824.pdf](https://www.cipd.co.uk/Images/quotas-and-targets_june-2015-how-affect-diversity-progress_tcm18-10824.pdf)

Accessed on 28.01.2020

CIPD (2017): Addressing the barriers to BAME employee career progression to the top

Available at: [https://www.cipd.co.uk/Images/addressing-the-barriers-to-BAME-employee-career-progression-to-the-top\\_tcm18-33336.pdf](https://www.cipd.co.uk/Images/addressing-the-barriers-to-BAME-employee-career-progression-to-the-top_tcm18-33336.pdf)

Accessed on 25.03.2020

CIPD (2020): Race inclusion in the workplace.

Available at: <https://www.cipd.co.uk/news-views/viewpoint/race-inclusion-workplace>

Accessed on 24.01.2020

Dearden, L(2019): 'Met Police will take 100 years to ethnically represent London, force admits'. From independent.co.uk.

Available at: <https://www.independent.co.uk/news/uk/crime/met-police-racism-stephen-lawrence-ethnic-diversity-london-bme-macpherson-a8786811.html>

Accessed 30.03.2020

Eaton, L (2019): 'Guardian Public Service Awards: workforce diversity winner'

Available at: <https://www.theguardian.com/society/2019/nov/27/guardian-public-service-awards-workforce-diversity-winner>

Accessed: 30.03.2020

Egan, D (2020): Ethnic minority recruitment to the teaching profession in Wales: outcomes of a rapid review of background research evidence (unpublished research paper for the Welsh Government)

Evans, G (2013): Our classrooms must reflect our diverse society

Available at: <https://www.walesonline.co.uk/news/local-news/classrooms-must-reflect-diverse-society-2495504>

Accessed on 01.04.2020

GTCW (2003): Action plan for teacher recruitment and retention in Wales

Available at:

<file:///C:/Users/Ben.Lester/Downloads/Action%20plan%20for%20teacher%20recruitment%20and%20retention%20in%20Wales%202003.pdf>

Accessed on 01.04.2020

Hague, L (2020): Radical action is needed to tackle the 'race gap'

Available at: <https://www.newstatesman.com/politics/staggers/2020/02/radical-action-needed-tackle-race-gap>

Accessed on 27.02.2020

Hales, G (2020): A Diversity Uplift? Police workforce gender and ethnicity trends from 2007 to 2018 and prospects for the future

Available at: [http://www.police-foundation.org.uk/2017/wp-content/uploads/2010/10/perspectives\\_workforce\\_diversity.pdf](http://www.police-foundation.org.uk/2017/wp-content/uploads/2010/10/perspectives_workforce_diversity.pdf)

Accessed on 16.03.2020

HM Land Registry (2017): Equality Information Report 2017

Available at: <https://www.gov.uk/government/publications/hm-land-registry-equality-information-2017/equality-information-report-2017>

Accessed on 25.03.2020

HM Land Registry (2018): Equality Information Report 2018

Available at: <https://www.gov.uk/government/publications/hm-land-registry-equality-information-2018/equality-information-report-2018>

Accessed on 25.03.2020

Home Office (2017): Fire and rescue workforce and pensions statistics: England April 2016 to March 2017 second edition

Available at: <https://www.gov.uk/government/statistics/fire-and-rescue-workforce-and-pensions-statistics-england-april-2016-to-march-2017>

Accessed 30.03.2020

Home Office (2018): Fire and rescue workforce and pensions statistics: England April 2017 to March 2018

Available at: <https://www.gov.uk/government/statistics/fire-and-rescue-workforce-and-pensions-statistics-england-april-2017-to-march-2018>

Accessed 30.03.2020

Home Office (2016): Police workforce England and Wales, 31 March 2016

Available at: <https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2016>

Accessed: 30.03.2020

Home Office (2019): Police workforce England and Wales, 31 March 2019 second edition

Available at: <https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2019>

Accessed: 30.03.2020

House of Commons Home Affairs Committee (2016): Police diversity. First report of Session 2016-17

Available at: <https://publications.parliament.uk/pa/cm201617/cmselect/cmhaff/27/27.pdf>

Accessed on 16.03.2020

Jones, M (2019): The Parole Board. Improving diversity at the Parole Board by reflecting our society.

Available at: [https://www.blackhistorymonth.org.uk/article/profile/section/cjs/the-parole-board/#.XeZGYScMT\\_s.twitter](https://www.blackhistorymonth.org.uk/article/profile/section/cjs/the-parole-board/#.XeZGYScMT_s.twitter)

Accessed on 13.03.2020

Kline, R (2015): Executive search agencies – another set of ‘snowy white peaks’

Available at: <https://www.leadershipacademy.nhs.uk/blog/executive-search-agencies-another-set-snowy-white-peaks>

Accessed on 13.03.2020

Lammy, D (2017): The Lammy Review. An independent review into the treatment of, and outcomes for, Black, Asian and Minority Ethnic individuals in the Criminal Justice System.

Available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/643001/lammy-review-final-report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/643001/lammy-review-final-report.pdf)

Accessed on 13.03.2020

Leeds City Council (2019): Equality improvement priorities summary 2018-2022. Update August 2019

Available at:

<https://www.leeds.gov.uk/docs/Equality%20Improvement%20Priorities%20Summary%202019.pdf>

Accessed on 03.04.2020

Leeds City Council (2019a): Equality progress 2018-19

Available at: <https://www.leeds.gov.uk/docs/Annual%20Report%202019%20online%20version.pdf>

Accessed on 03.04.2020

Local Government Association, (2017): An inclusive service. The twenty-first century fire and rescue service

Available at:

[https://www.local.gov.uk/sites/default/files/documents/10.5%20final%20An%20Inclusive%20Service%20-%20Twenty%20first%20century%20FRS\\_web.pdf](https://www.local.gov.uk/sites/default/files/documents/10.5%20final%20An%20Inclusive%20Service%20-%20Twenty%20first%20century%20FRS_web.pdf)

Accessed on 16.03.2020

Macpherson, W (1999): The Stephen Lawrence Inquiry. Report of an Inquiry by Sir William Macpherson of Cluny.

Available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277111/4262.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf)

Accessed on 13.03.2020

Mayor of London / London Assembly (2015): 'Met BME recruits more than double in first year of London only policy'

Available at: <https://www.london.gov.uk/press-releases/mayoral/london-only-recruitment>

Accessed on 30.03.2020

McGregor-Smith, R (2017): Race in the workplace. The McGregor-Smith Review.

Available at: <https://www.gov.uk/government/publications/race-in-the-workplace-the-mcgregor-smith-review>

Accessed on 24.01.2020

McCullough, A (2017): 'Metropolitan Police collars award for diversity and inclusion'. From Personnel Today

Available at: <https://www.personneltoday.com/hr/personnel-today-awards-2017-award-diversity-inclusion/>

Accessed on 30.03.2020

Newport Council (2016): Strategic Equality Plan 2016-2020

Available at: <http://www.newport.gov.uk/documents/Council-and-Democracy/Equalities-and-Welsh-language-/NCC-Strategic-Equality-Plan-and-Equality-Objectives-2016-1.1-Eng.pdf>

Accessed on 02.04.2020

Newport Council (2017): People and Culture Strategy 2017-2022

Available at: <http://www.newport.gov.uk/documents/Policies/HR-People-and-Culture-ENGLISH.pdf>

Accessed on 02.04.2022

NHS (2015): BME career acceleration programme for our next generation of nurse and midwifery leaders

Available at: <https://www.england.nhs.uk/london/2015/10/02/career-acceleration/>

Accessed on 24.03.2020

NHS equality and diversity council (2019): NHS workforce race equality standard

Available at: <https://www.england.nhs.uk/wp-content/uploads/2018/12/wres-2018-report-v1.pdf>

Accessed on 24.03.2020

NHS Jobs website (2020): Working in the NHS

Available at: [https://www.jobs.nhs.uk/about\\_nhs.html](https://www.jobs.nhs.uk/about_nhs.html)

Accessed on 24.03.2020

NHS Leadership Academy (2016): Stepping up programme applicant guide

Available at:

[https://www.tvwleadershipacademy.nhs.uk/sites/default/files/Stepping%20Up%20applicant%20guide\\_FINAL.pdf](https://www.tvwleadershipacademy.nhs.uk/sites/default/files/Stepping%20Up%20applicant%20guide_FINAL.pdf)

Accessed on 24.03.2020

NHS Leadership Academy (2020): Stepping up programme

Available at: <https://www.leadershipacademy.nhs.uk/programmes/the-stepping-up-programme/>

Accessed on 23.03.2020

NHS Leadership Academy (2020a) Ready now programme

Available at: <https://www.leadershipacademy.nhs.uk/programmes/the-ready-now-programme/>

Accessed on 24.03.2020

Olusoga (2016): The reality of being black in today's Britain

Available at: <https://www.theguardian.com/commentisfree/2016/oct/30/what-it-means-to-be-black-in-britain-today>

Accessed on 27.03.2020

ONS (2012): Ethnicity and National Identity in England and Wales: 2011

Available at:

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/articles/ethnicityandnationalidentityinenglandandwales/2012-12-11>

Accessed on 02.03.2020

ONS (2019): Migration Statistics Quarterly Report February 2019

Available at:

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/february2019>

Accessed on 02.03.2020

ONS (2018): Population of England and Wales – spreadsheet

Available at: <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest>

Accessed on 20.03.2020

Parker, J (2017): A Report into the Ethnic Diversity of UK Boards. The Parker Review Committee. Final Report.

Available at: [https://assets.ey.com/content/dam/ey-sites/ey-com/en\\_uk/news/2020/02/ey-parker-review-2017-report-final.pdf](https://assets.ey.com/content/dam/ey-sites/ey-com/en_uk/news/2020/02/ey-parker-review-2017-report-final.pdf)

Accessed on 24.01.2020

Parole Board (2019): Parole Board triples its diversity

Available at: <https://www.gov.uk/government/news/parole-board-triples-its-diversity>

Accessed on 25.03.2020

Race Disparity Unit (2019): Ethnic diversity of public sector workforces

Available at: <https://www.gov.uk/government/publications/ethnic-diversity-of-public-sector-workforces/ethnic-diversity-of-public-sector-workforces>

Accessed on 27.03.2019

Runnymede Trust (2017): Bristol: a city divided?

Available at: <https://www.runnymedetrust.org/uploads/CoDE%20Briefing%20Bristol%20v2.pdf>

Accessed on 03.04.2020

Salman, S (2017): I was told that my learning disabled son would have better care than in India. The Guardian 08.08.2017

Available at: <https://www.theguardian.com/society/2017/aug/08/midlands-mother-autistic-son-ingrained-minority-ethnic-prejudice>

Accessed on 12.02.2020

Scottish Government (2018): Teaching in a diverse Scotland: Increasing and retaining minority ethnic teachers in Scotland's schools

Available at: <https://www.gov.scot/publications/teaching-diverse-scotland-increasing-retaining-minority-ethnic-teachers-scotlands-schools/>

Accessed on: 24.01.2020

Stats Wales (2012): Statistical Bulletin. 2011 Census: First Results for Ethnicity, National Identity, and Religion for Wales

Accessible at: <https://gov.wales/sites/default/files/statistics-and-research/2018-12/121217sb1262012en.pdf>

Accessed on 02.03.2020

Sussex Police and Crime Commissioner 2017: Police Officer Recruitment Diversity Outcomes 2016

Available at: <http://www2.westsussex.gov.uk/ds/cttee/pcp/pcp300617i9.pdf>

Accessed: 30.03.2020

Swansea Council (2020): Strategic Equality Plan 2020-2024

Available at: <https://www.swansea.gov.uk/sep>

Accessed on 03.04.2020

Webber, A (2020): Black police representation has barely increased in 20 years. From Personnel Today.com

Available at: <https://www.personneltoday.com/hr/bame-police-representation-police-foundation/>

Accessed on 17.03.2020

Wiegand, G and Cifuentes, R (2018): Experiences of Racism and 'Race' in Schools in Wales. A collaborative Paper by Ethnic Minorities and You Support Team Wales, Show Racism the Red Card, Race Council Cymru and Tros Gynnal Plant

Available at: <http://eyst.org.uk/assets/experiences-of-racism-and-race-in-schools-in-wales.pdf>

Accessed on 25.03.2020



Wilson, K (2019): Half-a-dozen Bristol schools sign up to curriculum that focusses on black history

Available at: <https://www.bristolpost.co.uk/news/bristol-news/half-dozen-bristol-schools-sign-3393105>

Accessed on 03.04.2020

Whittaker, F (2019): Teacher shortage won't be addressed without more BAME teachers warns Hinds

Available at: <https://schoolsweek.co.uk/teacher-shortage-wont-be-addressed-without-more-bame-teachers-warns-hinds/>

Accessed on 06.04.2020

Williams, R (2017): 'Guardian Public Service Awards 2017 recruitment and HR winner: Greater Manchester Police'.

Available at: <https://www.theguardian.com/society/2017/nov/29/guardian-public-service-awards-2017-recruitment-and-hr-greater-manchester-police>

Accessed: 30.03.2020