

The leadership aspirations and careers of black and minority ethnic teachers

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Overview of the report

The main report is divided into four parts. Part 1 is a review of literature on black and minority ethnic (BME) teachers in the workforce and presents evidence on the monitoring of the careers of BME teachers, the case for an inclusive profession, factors influencing the recruitment and retention of BME teachers and BME teachers as leaders. A synthesis of the literature was used to inform the research instruments and methodology of the current study and set the context for the reporting and discussion of the research findings.

Part 2 of the report, encompassing chapters 2 to 6, is a report on the main survey. Chapter 2 outlines the research aims, methodology, instruments and processes and the details of the sampling strategy and the returned sample. Chapter 3 reports on the career histories and trajectories of the BME teachers in the returned sample disaggregating where possible by ethnicity, sex, phase and age. Chapter 4 looks at leadership motivation and aspirations in relation to the appointments process and the factors that drive BME teachers' careers, and reports on their future aspirations for career progression. Chapter 5 outlines the barriers and enablers that impact on the career choices and opportunities of the BME teachers in the returned sample, disaggregated again where possible by ethnicity, phase, sex and age. Chapter 6 reports the discrimination that BME teachers have experienced during their career and in the appointments process in particular in terms of ethnicity, gender, age, faith and sexual orientation. Further, it reports BME teachers' perceptions of leadership attributes, characteristics and cultures and explores how BME teachers perceive themselves and others as potential leaders. Data is again disaggregated by ethnicity, sex, phase and age.

Part 3 draws together the key findings, synthesising the emergent threads in a discussion of the themes drawing some broad conclusions and makes recommendations for action. Finally, Part 4 of the report contains the appendices. Appendix A is the bibliography. Appendix B contains the table of significant statistics. Appendix C contains supplementary tables and charts referred to in the main report which offer an alternative or more detailed perspective on the research findings. Appendix D contains the research instruments and Appendix E is a glossary of acronyms and abbreviations used in the report.

Part 1 Literature review

1 Career paths and leadership aspirations of BME teachers

1.1 Monitoring ethnicity in the workforce

The under-representation of black and minority ethnic (BME) teachers in relation to the BME constituency of the UK (Gordon, 2000) is mirrored by a paucity of research on BME teachers. The work and lives of BME leaders in the workforce has received even less attention. Evidence in particular emerges of a disturbing lack of information about even the number of BME teachers working in the UK.

A number of studies over the years have attempted, at the most basic level, to estimate the numbers of BME teachers in the workforce. In 1991 Brar reported that only 2.3 per cent of teachers in British schools were from a minority ethnic group (Brar, 1991). Twelve years later, Maylor et al (2003) estimated the numbers of BME teachers to be little more, at 2.4 per cent nationally (0.8 per cent black, 1.3 per cent Asian and 0.35 other), compared with 13 per cent of the pupil population. Ross (2000-2001) conducted a survey of the ethnicity of the teacher workforce in 22 local authorities (18 in London, two in the North West and two in the South East) and estimated the minority ethnic workforce at less than 5 per cent (Ross, 2001, 2003; Runnymede Trust, 2003). In an analysis of the sample workforce disaggregated by age and sex, Ross identified a lack of men across all ethnic groups and in all ages; relatively, however, black teachers had the highest representation of men and Asian teachers the lowest. Also, although the distribution white male and female teachers was bipolar, with peaks in the 45–54 and 25–35 age groups, BME teachers had in the main qualified relatively recently. Less than 50 per cent of the white teachers qualified in the 1990s, compared with 63 per cent of all black teachers, 69 per cent of Asian teachers and 62 per cent of mixed ethnic origin teachers. There was a marked increase in female Asian teachers in this period, particularly into the primary phase; nearly 18 per cent of all female Asian teachers were reported to be aged 25–29 years.

Ross (2002) also examined data for promoted posts of responsibility in the 22 local authorities. The data for women teachers showed little difference with 45.7 per cent of white women in promoted posts compared to 43.4 per cent of Asian women and 44.2 per cent of black women. However, a higher proportion of women ethnic minorities were on the mainscale: 50.8 per cent of black women and 52.2 per cent of Asian women, compared with 43.9 per cent of white women. This was a much smaller differential than found in the male teaching force, however, where a lower proportion of minority ethnic teachers in promoted posts was particularly evident. Whereas 53.5 per cent of white male teachers held promoted posts, only 47.9 per cent of black men and 47.6 per cent of Asian men did so. Conversely, although only 31.1 per cent of white male teachers were on the basic mainscale, 46.3 per cent of Asian men and 43.8 per cent of black men were on mainscale.

Ross (2002) further analysed the proportions of heads and deputy heads among teachers with over 15 years' experience (so as not to skew the sample by including the considerable numbers of BME teachers recently recruited into the profession). Among white teachers, some 10.7 per cent were headteachers and 10.1 per cent deputy headteachers. Only 4.9 per cent of Asian and 3.9 per cent of black teachers were heads and a further 7.9 per cent of black teachers and 8.6 per cent of Asian teachers were deputies. Restricting the sample to those who qualified between 1976 and 1986 (so as to exclude white teachers who may have had considerably more years of experience) the proportions showed a similarly disparate picture: 7.1 per cent of white teachers were headteachers compared with only 3.7 per cent of black and 4.8 per cent of Asian teachers. Reflecting on the possibility that BME teachers did not apply for posts of responsibility in proportions comparable to that of their white colleagues, Ross quotes evidence from the now rather dated study by Ranger (1988), who found that BME teachers applied for promoted posts more frequently than their white colleagues.

A study of motivation for seeking promotion to senior positions by Davidson et al (2005), however, corroborates this claim. Davidson et al surveyed 2,158 teachers in England and reported that men were twice as likely as women to seek promotion at every opportunity and found that the survey group most interested in promotion consisted of minority ethnic men. Over a quarter (27 per cent) of the survey respondents were not interested in promotion and they were most likely to be white women (31 per cent), followed by white men (26 per cent), followed by minority ethnic group women (14 per cent) and, finally, minority ethnic men (12 per cent). Overall, primary school respondents were less likely than their secondary school counterparts to be interested in promotion. This finding was consistent for both sexes.

Ethnic monitoring data on the teacher workforce, required by the (Home Office) Race Relations (Amendment) Act (2000), has in reality only recently begun to be collected systematically across all local authorities. Numbers and characteristics of BME teachers have yet to be analysed in detail (eg disaggregated by sex, age etc) by the DfES but there is evidence of an upward trend in numbers and a greater willingness to disclose details of ethnicity. In 2008 it was reported that 2.6 per cent of the teacher workforce were Asian, 1.7 per cent were black, 0.8 per cent were of mixed/dual race and 94.3 per cent were of white ethnic groups (see Table 1). This compares with a rapidly increasing BME pupil population of currently just under 20 per cent of non white ethnic groups (DCSF, 2008).

Table 1 Ethnicity of teachers in England, 2003–2008

Ethnicity		2003 (%)	2004 (%)	2005 (%)	2006 (%)	2007 (%)	2008(p) (%)
White	White – British	90.5	90.6	90.0	89.4	89.2	89.2
	White – Irish	1.1	1.1	1.2	1.2	1.3	1.3
	Any Other White background	3.7	3.6	3.9	4.1	4.1	3.8
	Total White	95.3	95.3	95.0	94.7	94.6	94.3
Mixed/dual background	White and Black Caribbean	0.1	0.1	0.1	0.2	0.2	0.2
	White and Black African	0.1	0.1	0.1	0.1	0.1	0.1
	White and Asian	0.1	0.1	0.2	0.2	0.2	0.2
	Any Other Mixed background	0.2	0.2	0.2	0.3	0.3	0.3
	Total Mixed/Dual background	0.5	0.6	0.6	0.8	0.8	0.8
Asian or Asian British	Indian	1.0	1.0	1.1	1.1	1.2	1.3
	Pakistani	0.5	0.5	0.5	0.5	0.6	0.6
	Bangladeshi	0.2	0.2	0.2	0.2	0.2	0.2
	Any Other Asian background	0.3	0.3	0.3	0.4	0.4	0.4
	Total Asian or Asian British	2.0	2.0	2.1	2.2	2.4	2.6
Black or black British	Black Caribbean	0.9	0.8	0.9	0.9	0.9	0.9
	Black – African	0.5	0.5	0.5	0.6	0.6	0.6
	Any Other Black background	0.2	0.2	0.2	0.2	0.2	0.2
	Total Black or Black British	1.5	1.5	1.6	1.7	1.7	1.7
Chinese	0.1	0.1	0.1	0.1	0.1	0.1	
Any other ethnic group	0.6	0.5	0.5	0.5	0.5	0.5	
Ethnicity details provided	78.1	82.3	85.3	86.4	86.3	85.4	
Refused	2.3	2.5	1.6	1.4	1.7		
Information not yet obtained	19.6	15.3	13.1	12.2	12.0	14.6	
<i>Source: DCSF School Workforce in England, Teacher Ethnicity (extracted data published 2003 to 2008)</i>							

Evidence of a gradual upward trend in proportions of BME teachers can also be gleaned from minority ethnic trainee recruitment, which overall has increased dramatically from 6 per cent overall in 1998–99 to 9 per cent primary and 15 per cent secondary in 2007–08. The variation across government office regions is marked, however, and ranges from 2 per cent primary to 4 per cent secondary in the North East to 20 per cent primary and 31 per cent secondary in London (TDA, 2007–08) (see Table 2).

Table 2 Characteristics of primary and secondary ITT sectors, by GOR

GOR	Primary				Secondary			
	Total trainees	Male	Minority ethnic	Aged 25+	Total trainees	Male	Minority ethnic	Aged 25 +
Eastern	1547	12%	8%	56%	1666	36%	12%	62%
East Midlands	1214	13%	6%	41%	1279	38%	14%	55%
London	3538	15%	20%	58%	3321	37%	31%	68%
North East	768	16%	2%	40%	849	40%	4%	52%
North West	2889	16%	6%	35%	2919	34%	10%	52%
South East	2527	14%	5%	45%	3330	38%	13%	64%
South West	1570	18%	3%	40%	2085	38%	8%	63%
West Midlands	1474	14%	10%	41%	1948	36%	15%	57%
Yorkshire & Humber	1712	16%	7%	33%	1876	40%	13%	52%
ITT totals and averages	17239	15%	9%	45%	19273	37%	15%	60%

Source: TDA, Characteristics of ITT by Region of 2007/08 Intake

The systematic monitoring of even the most basic numbers of BME teachers in the workforce has been difficult enough to establish, and robust national data on the numbers of BME leaders is virtually non-existent. One exception is the longitudinal dataset generated through systematic monitoring of the labour market for teaching and leadership posts by Education Data Surveys (EDS). Table 3, taken from the annual report conducted by EDS for the Association of School and College Leaders (ASCL) and National Association of Head Teachers (NAHT), shows that the number of BME men and women appointed to headships from 2002 to 2006 is small and, it would appear, has not improved in the last five years: 22 out of 1,110 in 2002, 24 out of 1,026 in 2003, 22 out of 995 in 2004, 13 out of 932 in 2005, 18 out of 812 in 2006 and 7 of 636 in 2007. No women from minority groups were reported to be appointed to secondary headships between 2004 and 2007 among the posts on which information was returned. Although the response rate varies between 40 per cent and 50 per cent from year to year, there is no reason to assume that this is not a representative sample.

Table 3 Sex and ethnicity in headship appointments, 2002–2007

Ethnicity		2002			2003			2004			2005			2006			2007		
		F	M	All															
Primary	White	632	258	890	580	258	838	544	253	797	563	221	784	477	203	680	402	127	529
	Mixed	1	0	1	3	2	5	2	6	8	1	1	2	0	1	1	1	2	3
	Asian/ British	6	1	7	8	2	10	4	2	6	5		5	4		4	2		2
	Black/ British	11	0	11	4	1	5	7	1	8	2		2	6	2	8	2		2
	Chinese/ Other										3		3	1		1			
	Total	650	259	909	595	263	858	557	262	819	574	222	796	488	206	694	407	129	536
Secondary	White	71	127	198	53	111	164	62	114	176	52	83	135	44	70	114	31	69	100
	Mixed				2	1	3							1	1				
	Asian/ British																		
	Black/ British	2	1	3	1		1					1	1		3	3			
	Chinese/ Other																		
	Total	73	128	201	56	112	168	62	114	176	52	84	136	44	74	118	31	69	100

Source: EDS (Howson, 2007), NAHT_ASCL data, 2002–2007

EDS's annual reports have repeatedly highlighted the shortages of BME teachers in senior posts in England and Wales. In 2004 serious concerns were expressed about "the tiny number of appointments to senior staff posts from minority ethnic groups" (Howson, 2004, p 92) and the fact that most of these were assistant headships in the primary sector. In 2005 concern was raised about "whether candidates who have successfully passed the NPQH, and who are from minority ethnic groups, are applying for Headships and whether or not they are successful in gaining Headships in proportion to their overall numbers." (Howson, 2005, p 115). In the 2006 report concern was again raised that "urgent steps need to be taken, about the recruitment of senior staff from ethnic minorities and for faith schools. We are especially concerned about the almost complete absence of appointments in the Special sector of any senior staff from among the ethnic minorities. We do not know whether or not such teachers are attracted to work in these schools; if others with access to the data do not, then we believe it is time for a more detailed investigation" (Howson, 2006, p 178).

There has been a long history in the UK of identifying problems in ethnic monitoring. Jenkins (1986, p 237), for example, raised concern that "Ethnic record-keeping is the exception rather than the rule, and monitored ethnic record-keeping appears to be very unusual... This lack of accountability is perhaps one of the most important preconditions for the flourishing of racism and discrimination within organisations." Parekh (2000, p 289) in 2000 found that "record-keeping and monitoring by ethnicity are in many public bodies not of a satisfactory standard. Officials do not have a grasp of fundamental principles; do not use appropriate categories; do not use professional methods of analysis; and do not see monitoring as a high priority, and therefore permit it to be obstructed or delayed by institutional inertia. Even when they do assemble meaningful data, they frequently see its collection as an end in itself rather than as a resource to be analysed and then acted on."

In 2003 a study by Menter et al (2003) of the monitoring of equal opportunities provisions for BME teachers concluded that despite some potentially optimistic signs for a change for the better, the situation remained 'distinctly unsatisfactory'. They reported that a big proportion of minority ethnic teachers did not apply for threshold assessment, the successful completion of which would have helped their career progression. Additionally, many of the BME teachers were in jobs where it would have been difficult to provide the kind of evidence required by the threshold assessment information forms. Menter et al (2003, p 322) raised four key points of

concern regarding the monitoring of BME teachers careers. First, they noted that existing procedures and mechanisms tended to omit central issues facing BME teachers. Second, they reported that these matters were “being widely replicated across the system, they have immense implications for the continuation of the discriminatory patterns which hold within the teaching force, and may well exacerbate patterns of racism, inequity and injustice already present. Third, in some ways the Threshold procedures are more open than the increasingly opaque mechanisms which will accompany movement up the upper pay spine. Fourth, without robust and genuine attempts to monitor and review the procedures and their outcomes, we are going to be reliant on unsubstantiated ‘spin’ and ‘critique’ – neither of which generates trust or transparency.”

Menter et al (2003) made a number of recommendations for improving the monitoring of BME teachers careers including: (1) the importance of having explicit and clear reasons for undertaking the monitoring; (2) the need for monitors and those monitored to understand what the monitoring is aiming to achieve, seen as crucial for the success of the exercise, as was the adherence to the declared aims and justifications when it came to application of the monitoring outcomes; (3) the need for sensitivity to the ways in which racism and discrimination, “although endemic or even routine, are not often highly visible or apparent” (p 323); (4) the value of consistency in following the categorisation used for the collection of national UK census data and for the categories to include a self-designation section to provide some opportunity for reflection on the range and diversity of populations and cohorts; the authors maintained that “statistics collected within such a common frame will enable more effective and powerful comparisons to be made, temporally, institutionally and regionally, and... the flexibility of open categories will facilitate a more dynamic interpretation of structures and populations” (p 324); (5) the importance of providing adequate training for the preparation, interpretation, analysis and communication of ethnic monitoring data; and (6) in order to avoid monitoring becoming a mechanistic activity “it is important that it is capable of reflecting and responding to particular and local contexts” (p 325), ie to be flexible and variable in style and approach.

1.2 The case for an inclusive profession

A number of reasons are commonly cited in the education literature for the importance of representativeness in the teacher workforce in relation to the demographics of the population (Swann, 1985; Ghuman, 1995; Bariso, 2001). First, that BME teachers could act as inspirational role models for students from similar backgrounds and thus improve their achievement. Second, that a correspondence between the ethnic composition of the teacher workforce and the composition of the local community was desirable. Third, that BME teachers can provide a bridge between minority ethnic groups and the majority group in order to help dispel stereotypical beliefs about minority ethnic groups. Fourth, that it is a legitimate right of members of minority groups to have fair opportunities for employment in the teaching profession.

A considerable level of recent debate in the UK has centred on the impact, if any, of the white, increasingly feminised, school system on the achievement of boys in general, and black boys in particular (see for example, NASUWT, 2006). The NASUWT report points to the “complex, controversial and contested nature of the debate” (p 38) The importance of creating a representative and inclusive teaching profession embracing BME teachers capable of acting as role models has been discussed widely, primarily in the context of the concerns about underachievement and disaffection of British minority ethnic boys (Rampton, 1981; Swann, 1985; Gillborn and Gipps, 1996; Gillborn and Mirza, 2000; Gillborn, 2001; Majors, 2001). David Lammy, the black MP for Tottenham, observed in a newspaper article (Learner, 2001): “It is also essential to have more ethnic-minority teachers coming through. [...] Positive role models are important”. Diane Abbott, the black MP for Hackney North and Stoke Newington, made a plea for more minority ethnic and male teachers as “Research both in this country and the US shows that black boys need men in the classroom” (Abbott, 2002).

In an experimental study in the USA, testing “the conventional wisdom that minority students are more likely to excel educationally when matched with teachers who share their race or

ethnicity", Dee (2004, p 197) found that matching students and teachers by 'race' in the kindergarten and elementary sectors was "associated with substantive gains in achievement for both black and white students". His results showed that the odds of a student being perceived as inattentive were increased by 33 percent where their racial or ethnic backgrounds differed from those of the teacher. He suggested that in the case of minority students, the presence of a teacher from a similar background might improve the students' educational performance by helping them to feel more focused and comfortable in the classroom. However, Dee (2004) and Steele and Aronson (1995) cautioned of a possible downside of having policies where improvement of educational outcomes of minority students was achieved through measures that lead to depressed majority achievement and vice versa.

The 'role model' argument, however, is not uncontested in the literature. Skelton (2006, p 26) claims "there is absolutely no evidence at all that matching pupils and teachers by gender makes any difference at all to achievement". In their article on equal opportunities in teacher recruitment in England and Wales Carrington and Skelton (2003) criticised the 'role model' rhetoric used to rationalise initiatives for improving achievement as a panacea for the barriers to educational achievement faced by British minority ethnic children. They pointed out that in most cases the BME teachers' efforts were focused on doing a professional job of work rather than being "charismatic heroes". The authors further argued that "While many young people might aspire to becoming a film star or pop idol, most young people do not identify with, wish to emulate, or see their teachers as 'role models'" (Carrington and Skelton, 2003, p 255; Skelton, 2001). Sutherland (1983), when writing of the possible advantages for female pupils in seeing someone of the same sex successfully achieving in a 'male subject' such as science, observed, "we must also recognize that the female teacher is not always considered an appropriate 'model' by the teenage girl" (p 68). Similarly, minority pupils do not always identify with teachers of the same ethnicity as themselves. For example, Pole's (1999) interviews with black and Asian teachers in the UK revealed "a reluctance on the part of some black pupils to accept black people in the role of the teacher" (p 322). Banks (1977) and Tellez (1999) pointed out that in an effort to be successful, some minority ethnic students might have adopted negative images of their own ethnic group and thus for them an minority ethnic teacher may be as ineffective as any culturally 'insensitive' ethnic majority teacher.

Assumptions are made about the 'special skills' and characteristics of BME teachers on the basis of their identity and the reasons they choose teaching as a career. Bishop (2003) and Bravette-Gordon (2001) stressed the importance of prompting BME community members to make sense of their roots and context through the cultural aspects of self-determination, reconciled aspirations, reciprocal learning and mediation of socioeconomic context, within the extended family and its collective vision. Quiocho and Rios (2000) urged caution, arguing that being a member of a minority group does not guarantee excellence in teaching. Rather, because of the success of BME teachers in their schools and in their home culture, the experiences they bring may make them more sensitive to and skilled in recognising and crossing cultural and linguistic boundaries in school contexts (Irvine, 1989). Also, it is the shared social and cultural experiences, as well as the cultural mediation skills BME teachers have developed for connecting between school and home, that strengthen their potential for effectiveness in teaching. Quiocho and Rios (2000) also emphasised that no students should be educated exclusively by members of their own minority ethnic group because of the need for recognising that BME teachers bring to students from majority ethnic groups not only positive images of people who may be physically different from them, and an understanding of the possibilities for learning from people of different backgrounds, but also a practical understanding of an increasingly 'multicultural' society (Shaw, 1996).

Mahrouse (2005) observed that it was often assumed on the basis of their identity that BME teachers were motivated to choose a teaching career by ideas related to social justice to: "help others like themselves overcome the odds and beat the system. They were believed to have 'cultural' awareness and a heightened understanding of racism, regardless of their individual backgrounds and experiences. Often they were thought to have gained employment and educational opportunities not on the basis of their academic qualifications, but because of their skin colour and the special skills and knowledge they have because of it" (p 28).

Mahrouse set out to examine how 'minority teachers' in Canadian school settings were constructed and how they constructed themselves in terms of identity. She analysed power and otherness to show how labels attributed to members of marginalised groups serve to ensure that they remain apart from the dominant group. She highlighted the importance in this process of the fact that some got constructed as 'Other' while non-minority teachers continued to be perceived as the unproblematic 'norm'. Mahrouse argued that highlighting the differences of 'minorities' in the teaching profession could serve as a technique of racialisation, creating a binary between 'minority teachers' and their majority colleagues.

Much of the research on BME teachers' careers involves notions of identity. The complexity of the concept of identity is increased even further when it is pragmatically applied to multicultural schools in England. BME teachers in the UK come from diverse backgrounds and experiences and may be working with pupils and colleagues from very different cultures. It has also long been acknowledged that schools are neither politically nor culturally neutral environments but places where public and governmental policies are played out and made tangible (Spring, 1994). Schools have an 'enculturation' role; that is, they are agents of cultural and social reproduction, preparing students for the roles they will take in their adult lives (Apple, 1990; McCarthy, 1998). Scheurich and Young (1997) demonstrated that apart from the question of what is accepted as 'knowledge' (ie incorporated into the curriculum), race and ethnicity-based practices shape what is perceived as appropriate: school-based behaviour; ways of 'talk'; ways of knowing; and ways of learning. Does the educator reproduce the status quo, or lead toward a new vision of the possibility of democracy (and, if so, how)? Indeed, both these courses of action are open in the UK; however, reproduction seems to be privileged over reconstruction. Sleeter (1992) proposed that the key strategy for change was to increase the number of BME teachers in the belief that they would offer a socio-cultural perspective that would raise awareness of racism embedded within the schooling system and promote a socially just agenda for society (generally) and schooling (specifically).

Osler in her seminal book *The Education and Careers of Black Teachers* (1997) explored the socio-cultural experiences of 48 black teachers of African, African Caribbean and Asian descent (28 women and 20 men) in the UK school system and identified eight themes as emerging:

- **Relationship with BME students** There was a strong commitment to BME (and other disadvantaged) pupils, grounded in equity and justice. Sometimes black teachers had to confront colleagues' attitudes, and at times the attitudes of African-Caribbean boys themselves towards education. Black girls were more positive about their studies and, like many of the black women teachers had been as children, keen to challenge stereotypes about lack of achievement (confirming other research, eg Mirza, 1992; Basit, 1997).
- **Isolation** Black teachers felt isolated not only from white teacher colleagues but from black pupils who sometimes perceived black teachers to be 'acting white'. Teachers also report feelings of vulnerability when dealing with issues of equality that affected them or their black pupils.
- **Promotion** Black teachers reported that progress on the leadership scale was more challenging for them than for their white colleagues.
- **Networking** Networking was seen as a positive in terms of the opportunities and experiences it afforded (eg confidence to seek promotion) but negative in terms of how it might be perceived by white colleagues.
- **Senior management support** This support was thought vital to ensure that professional learning experiences within school were inclusive.
- **Mentoring** Whether formal or informal, mentoring was felt to be desirable, not necessarily by someone of the same ethnic background.
- **Bilingualism** Some minority ethnic teachers felt their language skills were not valued or used; at the other extreme some felt that unreasonable expectations were held of them in terms of unremunerated responsibilities pertaining to their language skills.
- **Gender and identity** There was evidence that black women were networking more effectively and consciously than their male counterparts; it was felt that black men were less likely to consider a career in education (Wolverhampton Race Equality Council, 1999) or be qualified to embark on one.

Ten years later many of the same issues emerged in of a four year study (2002–2006) on the status of teachers and teaching commissioned by the DfES and conducted by Hargreaves et al (2007). One strand of the study reported on BME teachers' experiences and careers, and data was gathered from 12 focus groups of BME teachers (n=49) held in six English local authorities. The findings draw a generally negative picture of attitudes and experiences. Participants report racist attitudes of individuals and direct and indirect racial injustice endemic in institutions. They felt their ability to support BME pupils was hindered by negative and stereotypical attitudes of many teachers, and a mono-cultural, Eurocentric and inaccessible National Curriculum – also noted by Bariso (2001) and Osler (1997) – which combined to prevent them from being viewed positively. Further, they report being undermined by colleagues and headteachers, and passed over for promotion in preference for less experienced colleagues. Particular concerns were raised in relation to the 2005 review of staffing where BME teachers felt they had been assigned to teaching and pastoral whole school posts, not commensurate with the award of teaching and learning responsibilities (TLRs). Headteachers were felt to be unsupportive and even grossly biased and concern was expressed about the relative autonomy of headteachers in the review process, which they felt had led to a lack of equity. Although the participants agreed that promotion should never be tokenistic, they were concerned about the career progress of their BME colleagues, and were keen that the government should enforce and report ethnic monitoring, and even tracking of the careers of BME teachers.

1.3 The recruitment and retention of BME teachers

In one of the most comprehensive studies on the recruitment of BME teachers, Carrington and Tomlin (2000) investigated the factors influencing the recruitment and retention of ethnic minority students on Postgraduate Certificate in Education (PGCE) courses in England and Wales. They found that an institution's reputation for teacher training, staff attitudes during interview and the institution's proximity to the home of the applicant all play a major role in the decision of trainee teachers to apply for a course. The researchers found that the majority of the participants in their study had positive views of teaching, stressing intrinsic rather than extrinsic motivations for wanting to become teachers – wishing to have a more intense involvement with other people, having a profession which they see as altruistic, or expressing a generalised commitment to lifelong learning. They saw the potential to attract graduates into teaching who have a strong sense of vocation and for whom salary was not the only or even primary motivation, by stressing the importance of BME teachers as role models or advocates for black and Asian children.

Carrington and Tomlin (2000) also acknowledged the 'image problem' associated with the relatively low status of teaching profession; perceptions of the poor levels of pay and stressful working conditions could deter many prospective applicants from ethnic minorities. The status of the profession was identified as an issue of personal concern for potential BME applicants and their families. Similar conclusions were reached in the study of Bariso (2001) on race, representation and professionalism in British education and in the research of Osler (1999) and Ghuman (1995). Wilson et al (2007) identified two main factors – concerns about potential racist incidents, not only within the school but in the wider environment, and a possible negative view of teaching as a profession. An interesting finding was that often parental opposition to a career in teaching appeared to be even stronger in the case of men than women, since teaching was regarded as an 'acceptable' career for girls but not for boys, who were expected to be 'high flyers'. Dhingra and Dunkwu's (1995) evidence from more than a decade ago showed that 79 per cent of black secondary school and further education college students did not consider teaching as a career because of lack of BME role models (14 per cent), racism (10 per cent), negative experiences in schools (10 per cent), poor promotional prospects (10 per cent), lack of career advice (10 per cent), underachievement (10 per cent), stereotyping (4 per cent), poor employment prospects (4 per cent), low pay (4 per cent) and parental influence (4 per cent).

Anxieties about encountering racism in schools were found to be related to the retention of trainee teachers in a number of recent studies conducted on BME trainees and newly qualified teachers (Basit and McNamara, 2004; Basit et al 2006, 2007; Carrington et al, 2001).

Racism may be experienced in a variety of ways: through physical or verbal abuse, encountering impediments to progression, being refused help and support, or simply in overlooking occurrences where intervention is vital (Basit et al, 2007). It continues to be cited in all studies as a key feature of BME trainees' experiences. This is consistent with previous studies of teachers and trainees reported by Siraj-Blatchford (1991), Jones et al (1997), Osler (1997), Jones and Maguire (1998) and Pole (1999). Bariso (2001, p 177) identified "reports that black teachers were told that they were only suitable to work in highly multiethnic schools, whereas there is no evidence that white teachers were told that they should work only in predominantly white schools". More than a quarter of minority ethnic trainees in 2001 reported that they had encountered racism in schools in 2001 (Thornton and Mansell, 2001).

Carrington and Tomlin (2000) also found that BME teachers were especially vulnerable to the stress and pressures faced by inexperienced teachers who have to gain acceptance and establish a 'working consensus' with their classes. Because of the persistence of racial and ethnic partitions in society, the actions of BME teachers tended to be closely monitored by children of different ethnicity from their own. Also, due to the importance given to role models in popular culture, the BME teachers may be subjected to critical scrutiny from members of their own group. A number of studies provide evidence of low numbers of minority ethnic recruits to teaching and high rates of withdrawal from teacher training courses (Bush et al, 2006; Basit et al, 2006) compared with non-minority trainee teachers. An interesting problem in Dhingra and Dunkwu's (1995) study was the perception of more than half of the student participants that BME teachers had no specialism. BME teachers were viewed as helpers, support staff or substitute teachers and only 17 per cent of their activities were recognised as actual teaching. Basit et al (2006) in their study of minority ethnic trainees' withdrawal from initial teacher training courses reflected that if there was a prevailing perception that few minority teachers entered the teaching profession and even fewer had senior roles, teaching might look a non-inclusive profession or an occupation that did not offer a promising career path. Basit and McNamara (2004, p 113) note that "equality of opportunity has a strong pragmatic appeal concerned with the market, though it may also be used by those whose priority is social justice".

Basit and McNamara (2004) reported newly qualified BME teachers' perceptions of the advantages and disadvantages associated with belonging to a different ethnic or minority group. Advantages included being a role model, motivating ethnic minority pupils to higher academic achievement and thus opening up possibilities for the future career advancement of the newly qualified teachers. Another perceived advantage was the belief in obtaining a beneficial positioning, allowing both the challenging of some of the stereotypes ascribed by wider society to ethnic minorities and teachers, and gaining "valuable insights into social, cultural and religious norms and customs, which could inform their colleagues' understandings of minority ethnic issues, particularly those that may affect their pupils' education" (Basit and McNamara, 2004, p 109). The major disadvantage that newly qualified teachers of ethnic or minority groups listed as being related with their ethnic origin was encountering prejudice and stereotyping from colleagues, pupils or parents. Nevertheless, the newly qualified teachers aspired to leadership roles as trainers, advisers, heads of department and headteachers (p 111).

Carrington and Tomlin (2000) analysed the recruitment strategies of teacher training institutions for attracting students from ethnic minorities. Their findings emphasised factors such as location, proximity to concentrations of minority ethnic populations, and reputation as key for successful recruitment and retention. Often students' choice of institution is influenced by their beliefs that their experience of teacher training would be enriched by working in the types of schools associated with a particular institution's placements. Teacher training institutions successful in the recruitment of BME trainees in the study tended to present themselves as local providers with a commitment to equal opportunities and multiculturalism. Wilson et al (2007) largely confirmed these results and concluded that key factors supporting recruitment were associated with perceptions of the prospective course, impressions from initial contacts with the institution, locality and availability, provision of niche courses and financial support.

Smith (2007) differentiated between the effects of reputation, status and perceived accessibility on recruitment. She suggested that longstanding reputation may have a negative effect on the motivation of BME students to apply because they may associate institutional longevity with the values of discipline and strictness, "leading to the perception that these universities are less accessible to students without a 'traditional' educational background or inheritance" (p 427). This process was described by Reay et al (2001, p 863) as a "psychological self-exclusion in which traditional universities are often discounted". Smith (2007) also confirmed the importance of physical proximity and previous experience of an institution as factors for successful BME trainee teachers' recruitment. A survey by Connor et al (2004) revealed that family factors had a greater influence on the choice of institution than did the selection of available courses, and that staying at home while studying was of particular concern to the families of female Pakistani and Bangladeshi potential students.

Carrington and Tomlin (2000) observed a wide variety of recruitment strategies for attracting applications from minority ethnic communities – targeted advertising in the minority ethnic press, liaising with community organisations and offering taster courses for minority ethnic students and other under-represented groups. The study reported a significant 'grapevine' effect where past students recommended an institution to others in their community. Among constraints on recruitment, the study listed first conflicting messages conveying a negative image of the teaching profession coming from official sources, admissions tutors' attitude during early contacts, and entry requirements for the PGCE. Entry requirements were seen as inflexible and preventing some ethnic minority applicants from securing admission. Policies for higher average A level entry scores could become barriers, leading to the exclusion of the groups of students from disadvantaged backgrounds that the Higher Education Funding Council for England (HEFCE) is encouraging universities to accept through its Widening Access Initiative (HEFCE, 1999). Similar concerns were expressed by Bariso (2001).

This was especially evident in the case of BME teachers with non-UK qualifications which were not always recognised but represented an important source of minority ethnic recruitment to the profession. Research by Bush et al (2006, p 298) indicated that British BME school leaders were less likely to experience problems in career advancement "than those who were educated and/or previously worked abroad". Irrespective of experience and qualifications (non-European) overseas trained teachers are deemed as unqualified in the UK and the onerous nature of the UK Qualified Teacher Status (QTS) assessment process through the overseas trained teacher programme causes many overseas trained teachers to feel aggrieved. By far the largest number of overseas trained teachers entering the country in recent times were recruited to the UK during the supply crisis (between 2001 and 2003). The most prolific source country for teachers during this period was South Africa, which accounted for around 35 per cent (6,000) of the work permits issued to 'teachers and trainers' (McNamara et al 2006). South African trained teachers again accounted for 35 per cent of teachers registering for the overseas trained teachers programme during the period 2001–2004. Many of the overseas trained teachers recruited during that period reported the deeply damaging impact on confidence and self-esteem of being placed in some of the UK's most challenging schools, with an unfamiliar curriculum and little or no induction or professional support; 20 per cent reported incidents of discrimination mainly in respect of race or contractual issues (McNamara, Howson and Lewis, 2005; McNamara, Lewis and Howson, 2006, 2007).

The study of Basit et al (2006) on withdrawal of BME trainee teachers from initial teacher training courses made a number of policy recommendations for improving retention rates. The researchers stressed the importance of providing counselling to help trainees choose the most appropriate route into teaching, depending on their personal circumstances. They also stressed the need for close monitoring of the progress of all trainees and matching recruitment strategies with early intervention plans for those who find themselves in difficulties, and ensuring that trainees are aware of the support available, eg subject knowledge booster courses for those trainees who did not feel confident in their subjects. Bariso et al (2001) and Basit et al (2006) pointed out the often overlooked fact that withdrawal from teacher training courses should not be perceived as final and irreversible and that trainee drop-outs might want to return to teacher training at a later stage. The researchers recommended that the possibility of being readmitted to training courses should be promoted.

Carrington and Tomlin's (2000) policy recommendations for facilitating the recruitment and retention of BME teachers similarly stressed the importance of support provision by mentors, senior school staff and university tutors, as well as of paying particular attention to local and regional factors and making provisions for offsetting financial hardships during training. Lack of funds may prevent some students from completing a course, while others may jeopardise their chances of successful completion of their training by taking on part-time jobs to supplement their income. Ensuring availability of funding support was a key recommendation of the study of Basit et al (2006) on BME trainee teacher retention. They suggested that teacher training institutions should be offered incentives for retaining trainees until completion. Carrington and Tomlin (2000) emphasised that policies should aim at ensuring that schools reflect not just their local community, but the wider pattern of diversity in society.

1.4 BME leaders

Given the importance of effective leadership in schools (Leithwood and Riehl, 2003; Southworth, 2004; Rutherford, 2005), a more proactive approach towards the identification, development, succession and retention of leadership talent has been high on the agenda of policy-makers, such as the National College for School Leadership (NCSL), in recent years. A study by Rhodes and Brundrett (2006) highlighted a number of issues in the recruitment for leadership positions. Their findings suggest that leadership talent identification in schools depends considerably on the tacit knowledge of headteachers and that there appears to exist a certain degree of disparity between leadership potential characteristics as seen by headteachers and the characteristics that middle leaders perceive they need to demonstrate. Rhodes and Brundrett (2006) described succession planning as unstructured and highly context-dependent. Additionally, the school context was found to influence leadership priorities, the emergence of leadership opportunities and staff perceptions of such leadership opportunities, particularly in schools in challenging circumstances. Rhodes and Brundrett's study supports the three developmental requirements that Gronn and Lacey (2004) suggested as likely to be experienced by aspiring leaders. The first issue was related to identity, or a perception of oneself as a leader; a change in role to that of 'leader' may clash with the professional identity of 'teacher' and thus lead to an identity crisis for some individuals. Although identities are partly grounded in people's personal lives and their histories, interaction with other people in the workplace and work-related experiences can also have influence on identity formation and change. The second challenge was positioning, or a sense of belief in one's own abilities. Positioning also referred to the identification of the persons or potential patrons, who need to be convinced that the aspiring leaders 'have what it takes'. The third challenge was securing a reflective space, which would allow aspiring leaders to think through their proposed leadership and how this will impact on themselves and others.

Acknowledging and reflecting the rich diversity of the multi-ethnic British society in the teacher workforce is believed by Shah (2006, 2008) to increase the chances for successful building of leadership capacity to support school improvement. Shah analysed some issues of educational leadership from an Islamic perspective in her 2006 study. She strongly emphasised the need for overcoming ethnocentrism and for reconceptualising educational leadership in ways relevant to the experiences of diverse ethnic groups – students and communities. She pointed out that the reception of educational leadership by learners from diverse ethnic and cultural backgrounds interacts with their learning experience and performance and that therefore any analysis of perceptions of leadership in a particular society need to be understood and debated in context.

A study by Bush et al (2006) looked into facilitating and inhibiting factors to BME career progression, specifically with regard to school leadership. The study drew on evidence that exclusion from promotion could take place through unrepresentative governing body selection panels and provided illustrations for similar problems in BME school leadership from the USA and Canada. The authors report that most BME leaders do not favour positive discrimination but they do wish to see negative discrimination eliminated. They identify the key barriers relating to BME teachers securing promotion as follows.

- They tend to assume leadership positions at an older age than white teachers.
- They experience difficulties if they have been educated and/or employed outside Britain.
- Lack of mobility of some, notably Muslim women, limits their promotion opportunities.
- They experience racism, more in predominantly white schools than multi-ethnic schools. BME leaders also report examples of racism from senior managers, middle leaders, colleagues, local education authorities, parents and governors. These are sufficiently widespread to raise concerns about possible institutional racism.

According to Manuel and Slate (2003) a range of inhibitors could act against the career advancement of BME women in particular in the USA, suggesting the existence of a mid-management career 'glass ceiling' and the linking of race and gender into a 'double bind' hurdle for BME women leaders. Bush et al (2006) referred to the often invisible criteria for advancement selection, identified by Ortiz (2000), Manuel and Slate (2003) and Tallerico (2000): "because they do not appear... in advertisements of desired qualifications... Instead they manifest themselves behind the scenes... unwritten rules involve head hunters and school board members a) defining quality in terms of hierarchies of particular job titles, b) stereotyping by gender, c) showing complacency about acting affirmatively, and d) hypervaluing feelings of comfort and personal chemistry with the successful candidate" (Tallerico, 2000, p 37). These findings relate to the biased negative stereotyping reported by Singh (2002), involving misjudgement of potential and 'fit' of BME teachers by non-BME leaders.

In another example from the USA, Ortiz (2000) discussed the notions of sponsored mobility in which senior administrators mentored and helped the advancement of junior administrators throughout their careers. Ortiz explained that this practice effectively excluded Hispanic women from leadership posts since most senior administrators were men and European American and were thus likely to sponsor those most similar to themselves (Glass, 1992). Another mechanism posing barriers to the career progression of BME teachers consists of two types of executive appointments linked to personal contact, according to Ortiz. In the first, those on whom the appointment depends are able to validate the appointment personally, and in the second "the candidate actively develops personal networks among those groups, likely to be potential employers... women and minorities are not as likely to be hired as superintendents because they are unable to build strong, informal job contact systems based on professional ties" (Ortiz, 2000, p 559). Similar evidence for the English context is provided by Menter et al (2003) who studied BME achievement in the threshold assessment in English schools and found that there was a reluctance on the part of some headteachers to recommend BME teachers for participation in the assessment. The researchers concluded that there was implicit discrimination with "inconsistent and prejudicial judgement" (p 319).

Coleman (2002) observed that the advancement of BME teachers to headships and other leadership positions was often "against the odds". Ross (2003) demonstrated that a number of barriers to progression, identified previously by Osler, were still in place. Osler (1997) in her study reports that the promotion of black teachers onto the leadership scale was more challenging for them than their white colleagues; one participant observed: "It brought it home to me that they saw only a black women not a science teacher" (p 113). Ross provided examples of the difficulty that BME teachers have in being promoted: "Promotion may take longer: one has to 'serve time' to be promoted, and this time is longer than white teachers are perceived to serve" (2003, p 20). Ross observed that promotion was often not possible in the specialist subject of BME teachers who could only achieve advancement if they conceded to take up posts in multicultural education, or in English as an additional language. Bush et al concluded that the under-representation of BME teachers in leadership roles was unlikely to improve unless efforts were made to develop a pool of teachers from BME backgrounds to progress to school leadership positions. The researchers emphasised that "the presence of these leaders at all levels is needed to provide the role models that will encourage others to enter the profession, progress to leadership positions and remain as leaders to become the role models of the future" (2006, p 303).

Ross advanced a list of policy recommendations that he believed could address the issues, identified by research on the career of BME teachers and school leaders (2003, p 23). He

emphasised that BME teachers should not be assigned to “curriculum ghettos, or expected to specialise in areas of ‘race’” because if “they feel that their only opportunities for career development are in the areas of multi-cultural education or English as an additional language, then they will either become socially constructed into such roles, or they will leave the profession”. Further, Ross stressed the importance of the active promotion of staff development initiatives among ethnic minority teachers because “if these staff continue to feel marginalised, they will either not seek professional advancement, or feel constrained to specialise in areas that appear to be ‘reserved’ for minorities”. Ross recognised a particular need for BME teachers to develop middle management skills at an early stage of their career “rather than feeling that they have to demonstrate that they are better than their white counterparts, or that the need to ‘serve their time’ before applying for such posts”. He suggested that local authorities should provide active support for BME networking groups among teaching staff, that school governors and heads may also need formal training in non-discriminatory appointment techniques and that a better system for ethnic monitoring across all stages of the profession is needed.

Ross (2003) put particular emphasis on the problem that if at present there were not enough BME teachers to match the range of minority ethnic pupils in areas of high concentration of minorities, it would be highly unlikely that schools in areas where there were very few ethnic minorities had any BME teachers at all. His answer to this dilemma was that more BME teachers than the proportion of BME people in the population needed to be recruited into the profession. He suggested that “We probably need to be attracting ethnic minorities to be filling 15 per cent to 20 per cent of the places for teacher training, over a sustained period of a decade or two, in order to effectively address this situation. This would allow both the areas where there are many minority ethnic pupils to have a teaching force that attempts to represent their local community, and areas where there are few minority ethnic pupils to have a teaching force that represents the national community” (Ross, 2003, p 25).

Bush et al (2006) drew a portrait of BME school leaders in England, which was in agreement with the findings about career development factors for BME teachers reported in earlier research, including the influence of the sense of identity, the importance of family and professional support and the expectations of the teachers themselves. They report that most BME leaders are able to point to a key person who encouraged them into leadership positions; these ‘sponsors’ include headteachers, middle leaders and local education authority staff. They recommend that a range of support strategies, including mentoring, self-awareness training and role model development, should be made available for BME teachers and leaders. They also propose that equal opportunity policies and practice and diversity training should be included in all leadership development programmes for all staff. The authors report that successful BME school leaders are helped by having “a sense of vocation to their community, leading to a strong, pioneering feeling” (Bush et al, 2006, p 302) and claim that those who succeed are exceptional individuals rather than representative. The exceptional characteristics, identified by the researchers were: determination, hard work and courage; drive, commitment and confidence; thorough preparation for leadership; resilience; respect for other cultures; building positive relationships; and professionalism.

1.5 Conclusion

An indication of the limitations of the research literature relating to BME school leaders is that the literature search identified less than 20 papers as relevant for the purposes of the present study within the period 1997–2007. The majority of the existing studies are qualitative and often grounded in case studies or small sample surveys. The absence of BME teachers and school leaders in the workforce is paralleled by their relative invisibility in the UK academic study literature. Their peripheral position was evidenced in a search of dissertations related to BME teachers and leaders in the online Index to Theses in Great Britain and Northern Ireland for the period 2000–2007; no results were returned for most combinations of the search terms ‘minority’, ‘teachers’, ‘leadership’ and ‘careers’. In fact, only one thesis was identified as focusing on BME school leaders (McKeefry, 2005); another examined initial teacher training for BME teachers (Igbini, 2002). There is of course the possibility that other studies about the experiences of BME teachers and leaders may not have been identified in the review

owing to limitations in the literature search strategies. Reasons for this would include the possibility that theses were not listed explicitly as relating to BME teachers, not least for the precise reason that doing so would contribute to the racialising of the experiences of these teachers. Roach (2005), for example, in his thesis entitled 'Teacher identities and agency: a study in the persuasive use of life history', endeavours to explore "the identities and agency of black men teachers in a manner which seeks to defeat the dominant, essentialising and pathologising re-presentations of black people as the objects of racism".

In conclusion, this review of the literature focused primarily on the 'who' of the teaching workforce, adopting the view that 'who a person is' and 'what a person brings' matters and, indeed, is at the heart of what it means to be a teacher (Palmer, 1998). Thus it presented arguments supporting the need for examining the perceptions and experiences of BME individuals as they look at the teaching profession in terms of seeking possible employment, training, day to day teaching and leading schools and colleges. It also presented the case for monitoring ethnicity in the teaching workforce and teacher education to ensure that inclusive practices are in operation and effective differentially by ethnicity, religion and sex. It was led by the belief that what matters is not simply the presence of BME teachers in schools, but whether there exist opportunities for those individuals to raise awareness of the socio-culturally embedded ways of privileging different types of 'knowing' and 'knowledge', and attempts to change both the structures and teaching and learning processes.

The main themes, emerging from the reviewed literature were:

1. Ethnic monitoring of the teacher workforce is not sufficiently comprehensive, detailed, disaggregated or consistent and the data is not well analysed or used effectively in strategic planning.
2. In particular, more detailed data disaggregated by ethnicity and sex should be available nationally to allow career paths and progress on the leadership scale to be tracked.
3. BME teachers are under-represented in the teacher workforce, although there has been a gradual increase over the last decade in the numbers entering the profession.
4. BME teachers are particularly under-represented on the leadership scale.
5. There is a substantial corpus of evidence to indicate that discrimination on an individual and institutional level is still experienced in the teaching profession, and that the perceptions and realities of this impacts on the recruitment and retention of BME trainees.
6. There is evidence regarding the factors, including discrimination, that impede BME teachers' career progress and advancement on the leadership scale, but little direct evidence on the selection process itself, and the values, beliefs and attitudes that inform appointment panels in making judgements about candidates for senior leadership posts.
7. Little progress has been made in addressing the barriers to BME teachers' career progress in the past decade and there is little evidence of systematic development strategies used to support BME teachers in their career advancement.
8. Research into the teacher workforce is mono-cultural and Eurocentric; it is a study of 'whiteness' that is not in and of itself problematised. Minority ethnicity remains an especially marginal research issue in leadership studies. There is inadequate understanding of difference and diversity of identity, biographies and lived experiences both within and across minority ethnicities, and how they are played out in the context of prevailing models of school leadership.

Part 2 Main survey

2 Methodology

2.1 Aims of the study

This study was commissioned by the National Association of Schoolmasters Union of Women Teachers (NASUWT) and the National College for School Leadership (NCSL) to investigate the careers and leadership aspirations of black and minority (BME) ethnic teachers. It was specifically designed to investigate:

- the leadership aspirations and careers of BME teachers
- the basis of the leadership aspirations of BME teachers
- how BME teachers' aspirations relate to their actual career paths
- the enablers and barriers to career progression for BME teachers
- how these various factors vary between different groups of BME teachers
- strategies to overcome the barriers to BME teachers' career progression

2.2 Sampling strategy, distribution and instruments

The research team and representatives of the sponsoring bodies agreed at the outset that the most effective strategy to garner opinions of teachers at each stage of their career was to use the contact details already held by the funders, while accepting the limitations of their databases. The rationale for this approach centred on the likely difficulty in accessing significant numbers of BME teachers and leaders through a sample of schools or by targeting local authorities and other relevant organisations. It was clear, however, that the limitations which existed within the two databases, reflecting the constituencies from which they were drawn, were likely to be reflected in the returned sample. For example, overall the databases had disproportionately more teachers in the secondary phase.

Samples 1 and 2 consisted of teachers who described themselves as one of a number of black categories, one of a number of Asian categories, or as of mixed ethnic origin. The category titles used within each organisations database are available in Appendix C Table 29 and Table 30.

Sample 1 from NCSL database consisted of BME National Professional Qualification for Headteachers (NPQH) completers 2003–07. This was ideal in that having recently completed the NPQH, the respondents were well positioned to comment on the barriers and enablers to obtaining senior leadership positions in schools in England.

Sample 2 was taken from the NASUWT database of BME members; the majority had yet to obtain senior positions and this provided a large sample well positioned to comment on the aspirations of early career BME teachers.

The major data collection exercise was a questionnaire survey. Two very similar instruments (Appendix D) were developed for the two samples, both of which contained a mix of structured and open-ended questions. Differences, often simply in wording, were necessary to accommodate the different experiences of the two samples (one of teachers in senior leadership posts and the other primarily not). Respondents from both samples were incentivised by a prize draw for £100 of book vouchers.

The questionnaires were distributed to Sample 1 (the BME NPQH completers) by NCSL in early June 2008 with freepost envelopes and an accompanying letter from NCSL endorsing the research. The questionnaire (Appendix D) contained questions structured in five main sections: career history, career progression, barriers and enablers to leadership aspirations, experiences and perceptions, and strategic action. Respondents were assured of anonymity

and the confidentiality of information provided; they were asked if they were willing to be interviewed.

The questionnaires were distributed to Sample 2 (NASUWT BME members) by NASUWT in mid June with a letter of endorsement from the NASUWT General Secretary. The letter advised any members who had already received the NCSL questionnaire to complete the former, to avoid duplication and ensure that respondents completed the most appropriate instrument. The questionnaire (Appendix D) contained questions organised in five main sections: career history, barriers and enablers to progression, professional development, experiences and perceptions, and strategic action. In addition this questionnaire included a short section on access to continuing professional development and performance management. Respondents were assured of anonymity and the confidentiality of information provided; they were asked if they were willing to be interviewed.

2.3 Returned sample

Completed questionnaires from 556 respondents have been analysed for this report. Of these, there were 98 returned questionnaires from the sample provided by NCSL representing a completion rate of 16 per cent. Three questionnaires were excluded from the analysis because of substantial incomplete sections. From the instrument distributed to BME members of NASUWT, there were 458 analysed returned questionnaires representing a completion rate of nearly 10 per cent. One response was excluded from the analysis.

Sample disaggregated by ethnicity

The ethnic breakdown of returned Sample 1 was broadly representative of the population of BME teachers having completed the NPQH supplied by NCSL. The ethnic breakdown of returned Sample 2 was broadly representative of the population supplied by NASUWT of their BME teacher members.

The ethnic breakdown of the two samples was slightly different, primarily because of a greater proportion of African and fewer Caribbean teachers in the NASUWT sample. The returns from each questionnaire survey were representative of the populations from which they were drawn. The breakdown of the returns for each instrument can be found in Appendix C Tables 29 and 30, and the combined returns and sex breakdown are shown in Table 34.

Table 4 Mail-out populations and returns, by ethnicity and sex*

Ethnicity	Mail-out populations		Returned questionnaires			
	Sample 1 (%)	Sample 2 (%)	Total	%	Men	Women
African	6	15	72	13	35	36
Bangladeshi	3	3	14	3	5	9
Black British	1	0	1	0	0	1
Caribbean	25	14	87	16	15	72
Chinese	2	3	28	5	5	23
Indian	23	22	132	24	37	95
Other Asian background	5	5	18	3	5	12
Other Black background	3	3	8	1	2	6
Any Other Mixed	5	10	33	6	13	20
Other	2	8	27	5	13	14
Pakistani	11	12	70	13	19	50
White and Asian	9	2	26	5	8	18
White and Black African	2	1	10	2	0	10
White and Black Caribbean	4	2	23	4	3	20
Missing data			7	1	2	3
Total	100	100	556	100	162*	389*

*Not all respondents provided their sex.

Sample disaggregated by sex and age

In Sample 1 98 questionnaire responses were analysed; 70 per cent (n=69) of respondents were women and 30 per cent (n=29) were men. The average age of respondents was 43 years and the range from 31 to 60 years; this was almost identical for each sex. Nearly 80 per cent of the sample was aged between 36 and 50 years (see Table 5).

In Sample 2 458 questionnaire responses were analysed, 71 per cent (n=320) of respondents were women and 29 per cent (n=133) were men; a number of respondents chose not to indicate their age. The average age of respondents was 37 years and the range from 22 to 63 years, the average for men being marginally higher at 38 years (median=37) compared with the average for women of 36 years (median=34). Most respondents (83 per cent of the sample) were aged between 21 and 45 years. The composition of ethnic groupings of the returned sample was largely representative of the NASUWT BME population as a whole (see Table 5).

Of the 556 respondents (98 from Sample 1, NPQH completers, and 458 from Sample 2, NASUWT BME members), 71 per cent (n=389) were women and 29 per cent (n=162) were men. This is representative of the overall teacher workforce, which in 2007 was 70 per cent female (DCSF, 2008). The mean age for the sample was 38 years; men in the sample averaged slightly higher at 39 years compared with women at 37 years. The age ranges of the sample and subsamples are shown in Table 5. This is not representative of the teacher workforce, which displays a far greater proportion of teachers (41 per cent; DCSF, 2008) aged over 45 years. The reason for this is likely to be twofold. First, the limited numbers of NPQH completers made the sample of NASUWT members relatively disproportionate. Second, evidence from the literature presented in Chapter 1 and other sources such as Training and Development Agency (TDA) sector data show that overall 12 per cent of new recruits (8 per cent primary and 14 per cent secondary) in 2006–07 were BME, this proportion having risen steadily 6 per cent overall (5 per cent primary and 7 per cent secondary) in 1998–99. The effect of increasing proportions of BME teachers entering the profession over the last decade has as yet inevitably only had a minimal impact on the proportion of BME teachers in the workforce as a whole, which stands as only 5.7 per cent (DCSF, 2008).

Table 5 Number returning sample, by age

	Age								Total
	< 25 years	26–30 years	31–35 years	36–40 years	41–45 years	46–50 years	51–55 years	56 > years	
Sample 1			8	32	30	16	7	5	98
Per cent			8.2	32.7	30.6	16.3	7.1	5.1	100.0
Sample 2	46	91	96	67	67	35	28	14	444
Per cent	10.4	20.5	21.6	15.1	15.1	7.9	6.3	3.2	100.0
All (freq)	46	91	104	99	97	51	35	19	542
Per cent	8.5	16.8	19.2	18.3	17.9	9.4	6.5	3.5	100.0

Sample disaggregated by school phase and type

Overall, the respondent sample was biased towards the secondary sector; this reflected the distribution of the NASUWT membership, the largest constituent part of the overall sample. Nearly two-thirds (64 per cent) of responses came from teachers working in the secondary sector (state and independent), 30 per cent from the primary sector (state and independent) and 7 per cent in special schools or other settings. The independent sector made up only 6 per cent of the returns so for the purposes of this report the primary and secondary independent returns have been aggregated with their state equivalents to form the 'phase' samples that have been used in subsequent analyses. There were also insufficient respondents from the special sector to disaggregate them in the analysis.

Sample disaggregated by government office region

From the 304 respondents to the survey who identified the local authority in which they taught it was possible to compile a regional breakdown. Table 6 shows the returned sample by government office region (GOR) against the distribution of schools nationally by GOR. There are some observable trends. In the returned sample, three GORs have greater proportions of BME teachers than would be expected if there was no regional clustering of BME teachers: West Midlands (24 per cent), Outer London (20 per cent) and Inner London (13 per cent). All other regions, conversely, have lower proportions of BME teachers in the returned sample than the distribution of schools.

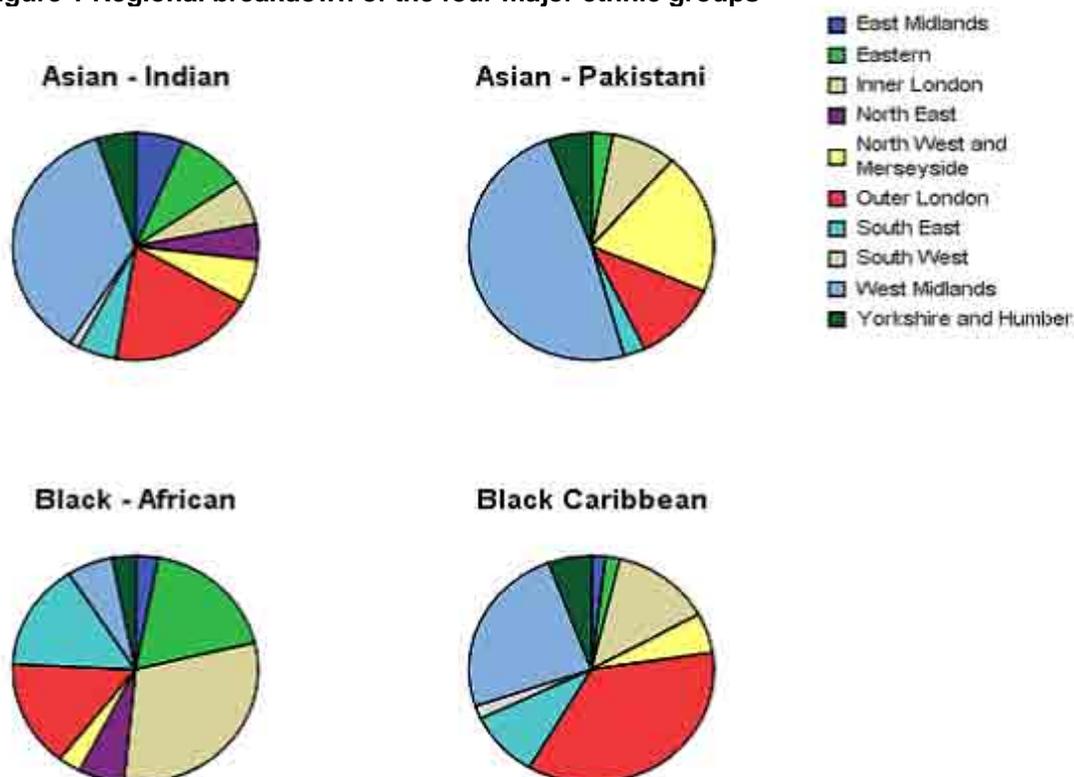
Table 6 Number returning sample, by GOR against a national school sample

GOR	All	%	Returns	%
East Midlands	2294	9.2	14	4.6
Eastern	2899	11.6	25	8.2
Inner London	1228	4.9	39	12.8
Outer London	1814	7.3	60	19.7
North East	1282	5.1	6	2.0
North West	3610	14.4	25	8.2
South East	4038	16.1	30	9.9
South West	2672	10.7	14	4.6
West Midlands	2675	10.7	72	23.7
Yorkshire and Humber	2506	10.0	19	6.3
Total	25018	100.0	304	100.0

Source: DCSF (2007): *Schools and pupils in England*

Figure 1 shows the different regional characteristics of ethnic groups within the survey returns. The most frequent ethnic groups were Pakistani in the West Midlands and North West; Indian in the West Midlands and Outer London; black African in Inner London; and black Caribbean in Outer London and West Midlands.

Figure 1 Regional breakdown of the four major ethnic groups



2.4 Analysis

Since the two survey instruments were largely identical, the data from the samples was combined for questions populated on both instruments. Questions that appeared on only one of the instruments were by necessity treated in isolation and have been identified as such within this report. The data was analysed by three career stages: mainscale; middle leadership and senior leadership. Where numbers permit, the data was analysed by sex and phase (primary and secondary). Selected questions have also been analysed by ethnic group. In these cases only Indian (132), Caribbean (87), Pakistani (70) and African (72) and groups had sufficient numbers; other ethnic groups have not been identified individually in the analysis. When percentages are reported they represent the percentage of the valid responses (those that provided a valid answer to the question).

There were insufficient returns from the special school sector to enable meaningful comparison with the primary and secondary phases. Thus data from respondents in this sector was included in the main analysis but not reported as a discrete sector. Similarly, a small number of respondents (n=7) were in 'out of school' posts (eg local authority roles) and their data has been included in the analysis where relevant.

In addition, common to most data gathered using this sampling method, it is likely that returns may be biased towards those with strong feelings about the status and careers of BME teachers, particularly those who feel that being BME has affected their career adversely, or those with a strong belief that positive action or discrimination and BME specific strategies should not be a factor in BME career development.

Due to relatively small numbers in the returned samples from teachers in independent and special schools, there is no disaggregated data for these sectors in the report. The lack of male BME members of the primary sector in the analysed samples has also limited what can be disaggregated by sex in the primary sector and to a lesser degree the comparison of findings across sectors.

Statistical tests have been used to determine where differences between groups are sufficient to suggest that there are real differences between the populations that they represent. Where a difference is significant, this has been flagged in the text like this: (sig1). Appendix B lists all of these significant differences.

In Sections 5.1 and 5.2, data from respondents were ranked according to the order in which issues were identified as barriers or enablers in the questionnaire. Those who identified an issue as the most important barrier or enabler were coded as worth '4', the second most important barrier worth '3', the third worth '2' and fourth worth '1'. These adjusted scores were then used to create the rankings used in this section of the report. Two spaces were provided for 'other' barriers and enablers but since no consistent themes emerged these have been excluded from the report.

3 The career trajectories of BME teachers

Summary of key points

1. Male BME teachers occupied proportionately more middle and senior leadership posts than female BME teachers. In the secondary phase 49 per cent of the senior leadership group were men, compared with 36 per cent in the secondary phase as a whole.
2. There were significant differences between ethnic groups in terms of career progression. First, over 60 per cent of African teachers were on mainscale compared with 50 per cent of Pakistani teachers, 40 per cent of Indian teachers and 30 per cent of Caribbean teachers. Second, the proportion of senior leaders varied across the four ethnic groups: 30 per cent of Caribbean teachers were senior leaders, 20 per cent of Indian, 18 per cent of Pakistani and just 12 per cent of African. Headteachers comprised 12 per cent of the Caribbean group compared with 6 per cent of African, 3 per cent of Pakistani and just 2 per cent of the Indian group.
3. BME teachers were employed in schools with an average of 36 per cent of BME pupils and 14 per cent of BME staff. In the primary phase the averages were 52 per cent BME pupils and 20 per cent BME staff, and in secondary the proportions were 30 per cent and 13 per cent respectively.
4. Senior leaders worked in significantly different contexts than their middle and mainscale counterparts: 75 per cent worked in schools in urban settings compared with just 62 per cent of BME teachers in the other career stages. Overall, 65 per cent of respondents reported working in urban contexts, 10 per cent in rural areas and 25 per cent in suburban areas. There was also a significant difference in the proportions of BME pupils and staff in schools where the senior leadership group were employed. BME senior leaders were employed in schools with a mean of 47 per cent BME pupils and 19 per cent BME staff, compared, for example with mainscale BME teachers who were employed in schools with 30 per cent BME pupils and 11 per cent BME staff. BME women teachers taught in schools with higher proportions of BME pupils than men. Pakistani teachers, 70 per cent of whom were women, taught in schools with the highest proportions of BME pupils and staff.
5. There were significant differences between the career paths of different groups of teachers and in particular the profile of those who had taught outside the UK at some point in their career: 61 per cent of African teachers had taught outside the UK compared with 21 per cent of Caribbean teachers, 12 per cent of Indian teachers and 7 per cent of Pakistani teachers. Of these, teachers on mainscale had the same length of teaching experience in the UK as their counterparts but had taught an additional seven years overseas. These teachers, a significant proportion of whom were African, had not benefited at all from their overseas experience in terms of career advancement.
6. Nearly half of the sample had pursued an alternative career before teaching: 56 per cent of men and 44 per cent of women. Of staff in senior leadership posts only 37 per cent had experience of prior careers; 46 per cent had experience of middle leadership and 51 per cent had experience of mainscale groups, which may in part be indicative of an increasing number of mid-career changers entering the profession. There was no evidence that having had a previous career advantaged teachers in attaining higher level posts. Indeed only 8 per cent of senior leaders had taught outside the UK.
7. Overall, 38 per cent of women and 27 per cent men had taken a break in service. This included nearly 40 per cent of senior and middle leadership staff, compared with 28 per cent mainscale teachers. There were stark differences between the sexes in terms of reasons for taking a career break: travel (30 per cent) and another job (38 per cent) were the main reasons for men to take breaks; maternity and adoption (85 per cent), illness (11 per cent) and caring responsibilities (7 per cent) were the reasons for women to take breaks.

3.1 Biographical profile of BME teachers in relation to career stages

In order to develop an analytical purchase on the career trajectories of BME teachers who responded to the questionnaire, they were divided into three distinct groups (see Table 7). This was done on the basis of each respondent's current post. As is shown in Table 7 the first group, 'senior leadership', was constructed from those teachers who were already on the leadership scale (headteacher, deputy headteacher or assistant headteacher). The second group, 'middle leadership', was created from the groups of experienced teachers past threshold and those with paid whole school responsibility; these teachers were on Upper Pay Scale or TLR1–2. The third group, 'mainscale', was populated by teachers who had not passed through threshold and did not have any paid whole school responsibility. This analytical framework enabled investigation of the experiences of BME teachers at broadly different stages of their career trajectory, in sample sizes that could be compared statistically.

Table 7 Career stage, by pay scale

	Pay scale	Payscale frequency	Payscale (%)	Career stage (%)
Senior	Head	32	5.9	19.8
	Deputy	42	7.8	
	Assistant	33	6.1	
Middle	AST/ET	7	1.3	34.0
	Upper pay scale	56	10.4	
	TLR1	39	7.2	
	TLR2	71	13.1	
Mainscale	Mainscale	249	46.0	46.0
	Other	12	2.2	2.2

*AST=Advanced Skills Teachers, ET=Excellent Teacher, TLR=Teaching and Learning Responsibility

Table 8 shows how the ethnic groups were distributed across the career stages.

Table 8 Ethnicity, by career stage

	Senior	%	Middle	%	Mainscale	%
African	8	7	15	9	44	17
Bangladeshi	3	3	1	1	10	4
Black British	0	0	0	0	1	0
Caribbean	25	23	31	18	37	15
Chinese	3	3	6	4	19	7
Indian	26	24	47	28	54	21
Other Asian background	1	1	5	3	8	3
Other Black background	2	2	2	1	3	1
Any Other Mixed	11	10	8	5	12	5
Other	2	2	9	5	16	6
Pakistani	12	11	21	12	34	13
White and Asian	7	7	10	6	8	3
White and Black African	3	3	4	2	3	1
White and Black Caribbean	4	4	11	6	6	2
Total	107	100	170	100	255	100

Tables 3.3 and 3.4 show that the mainscale group had an average age of 35; men in this group had a mean age of 37 years and women a mean age three years younger at 34. The middle leadership group had an average age of 38; women were marginally younger with a mean of 38 years compared with men at 39 years. The senior leadership group had a mean age of 42 years with insignificant differences between sexes. The lack of difference in average age of teachers in senior leadership posts by sex, compared with those on the mainscale (where men are on average three years older), may be the result of men starting

their teaching careers later than women (see section 3.4) or may suggest that it has taken less time for men to obtain senior leadership posts. However, this is not borne out by the average number of years that senior leaders have spent in the UK, which is identical for each sex. The number of years taken to achieve a leadership post is also identical for each sex (5.1 years).

Table 9 Career stage, by age

	Age								Total
	< 25 years	26–30 years	31–35 years	36–40 years	41–45 years	46–50 years	51–55 years	56 > years	
Senior	0	0	13	37	29	14	9	3	105
%	0	0	12.4	35.2	27.6	13.3	8.6	2.9	100.0
Middle	3	37	32	33	29	13	11	9	3
%	1.8	22.2	19.2	19.8	17.4	7.8	6.6	5.4	1.8
Mainscale	42	53	56	25	33	22	10	3	244
%	17.2	21.7	23.0	10.2	13.5	9.0	4.1	1.2	100.0

Table 10 Mean age, by sex and career stage

	All		Mainscale		Middle		Senior	
	Men	Women	Men	Women	Men	Women	Men	Women
Mean age	39	37	37	34	39	38	42	42

3.2 Career progression of BME teachers in relation to sex and phase

Women BME teachers overall constituted 71 per cent of the returned sample: 85 per cent in primary schools and 64 per cent secondary schools. This is representative of the teacher workforce by sex for the sample as a whole and the primary sector and broadly representative in the secondary sector. Disaggregating this data, however, we see that male BME teachers occupied proportionately more senior leadership posts than women. In the secondary phase 49 per cent of the senior leadership group were men, compared with their proportion in the respondent sample as a whole at 36 per cent. In the middle leadership group men in the secondary sector were under-represented but marginally over-represented in the mainscale group compared with their 36 per cent proportion in the phase (see Table 11). The representativeness of our sample in terms of career stage is difficult to ascertain since data on BME teachers is not reported at post level. However, DCSF's 2008 teacher workforce data (DCSF, 2008) for leadership posts indicates that 62 per cent of heads are women (68 per cent in nursery and primary and 37 per cent in secondary) and 63 per cent of assistant and deputy heads are women (79 per cent in nursery and primary and 63 per cent in secondary). Our survey data shows that 49 per cent of secondary BME senior posts are held by men compared with 56 per cent overall nationally and 19 per cent of primary BME senior leadership posts are held by men compared with 27 per cent overall nationally.

Table 11 Career stage, by sex and phase

		Phase of education			Total
		Primary	Secondary	Other (inc. special)	
Senior	Men	11	19	2	32
	%	18.6	48.7	25.0	
	Women	48	20	6	74
	%	81.4	51.3	75.0	
Middle	Men	7	35	3	45
	%	20.6	29.2	42.9	
	Women	27	85	4	116
	%	79.4	70.8	57.1	
Mainscale	Men	5	66	1	72
	%	7.8%	38.6	14.3	
	Women	59	105	6	170
	%	92.2	61.4	85.7	

Table 12 shows the BME teachers' current posts disaggregated by phase and sex. The overall frequencies are headteacher (n=32), deputy head (n=42), assistant head (n=33), AST/ET (n=7), Upper Pay Scale (n=56), TLR1 (n=39), TLR2 (n=71) and mainscale (n=249). These frequencies computed by cross tabulations are lower than the actual numbers in each post because of the accumulated effect of data missing from each category.

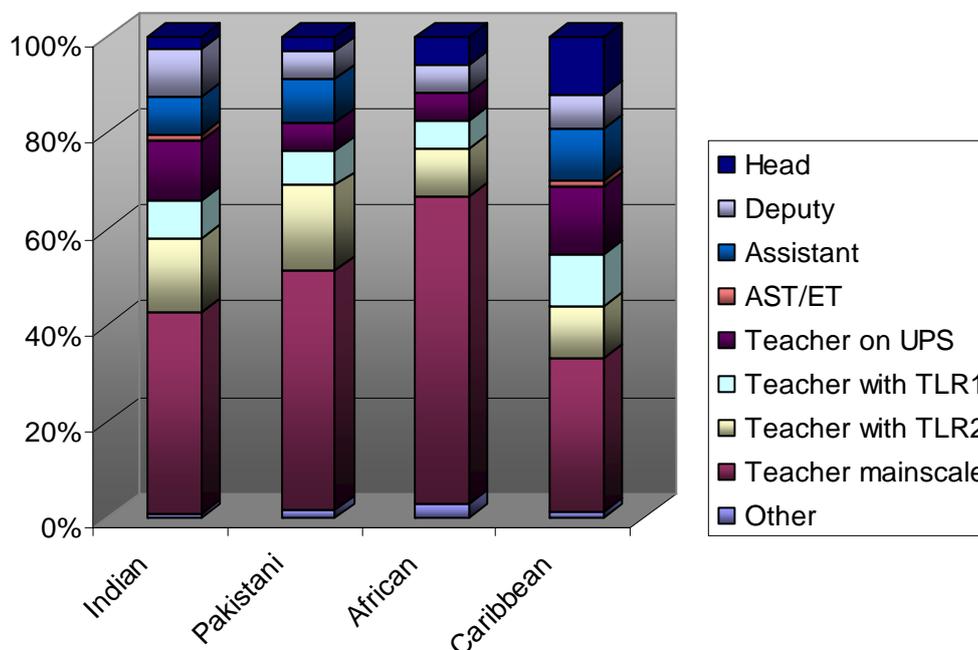
Table 12 Current post, by phase and sex

Sex	Present post title	Phase of education (frequency)			Total
		Primary	Secondary	Special and other	Primary
Men	Head	5	1	1	7
	Deputy	5	7	0	12
	Assistant	1	11	1	13
	AST/ET	1	2	0	3
	Teacher on UPS	5	7	1	13
	Teacher with TLR1	0	8	2	10
	Teacher with TLR2	1	18	0	19
	Teacher mainscale	5	66	1	72
	Other	1	0	1	2
	Total	24	120	7	151
Women	Head	22	2	1	25
	Deputy	20	7	3	30
	Assistant	6	11	2	19
	AST/ET	0	4	0	4
	Teacher on UPS	16	20	3	39
	Teacher with TLR1	3	22	1	26
	Teacher with TLR2	9	39	0	48
	Teacher mainscale	59	105	6	170
	Other	0	3	7	10
	Total		135	213	23

Significant (sig1 in Appendix B) differences can be seen in Figure 2, which shows the posts held by the main ethnic groups. First, over 60 per cent of African teachers are on mainscale

compared with 50 per cent Pakistani teachers, 40 per cent of Indian teachers and 30 per cent of Caribbean teachers. Second, the proportion of senior leaders varies across the four groups. Headteachers comprise 12 per cent of the Caribbean group compared with 6 per cent of the African group, 3 per cent of the Pakistani group and 2 per cent of the Indian group; and senior leaders comprise 30 per cent of the Caribbean group compared with 12 per cent of the African group, 18 per cent of the Pakistani group and 20 per cent of the Indian group.

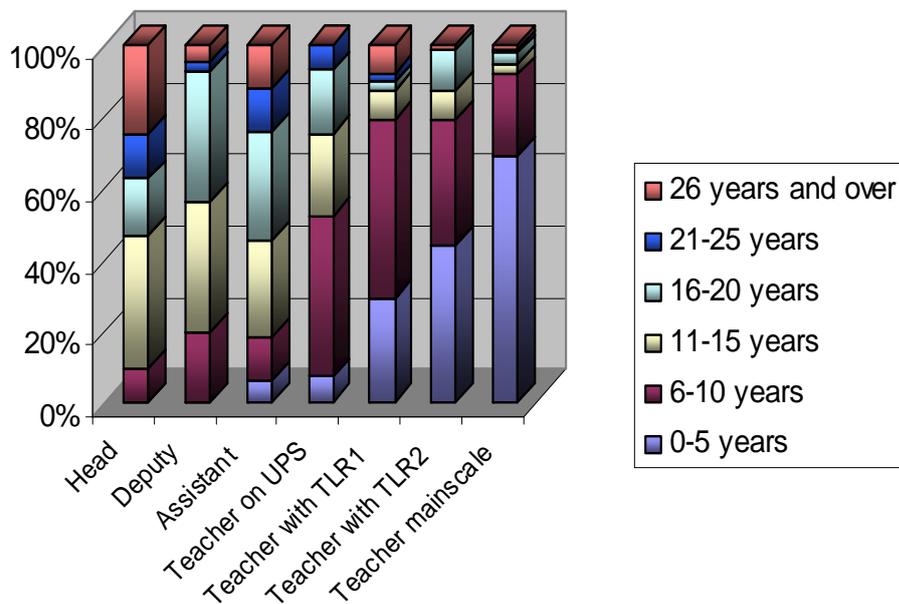
Figure 2 Current post, by ethnic group



Overall, respondents had been in their current post for an average of 3.4 years, although the range was from 1 to 24 years. No noticeable trends were identified in sex or phase of education. Differences were noticeable between the career stage groups, with a greater propensity to have longer durations in post in the middle leadership group (4.4 years) and shorter in the mainscale group (2.7 years).

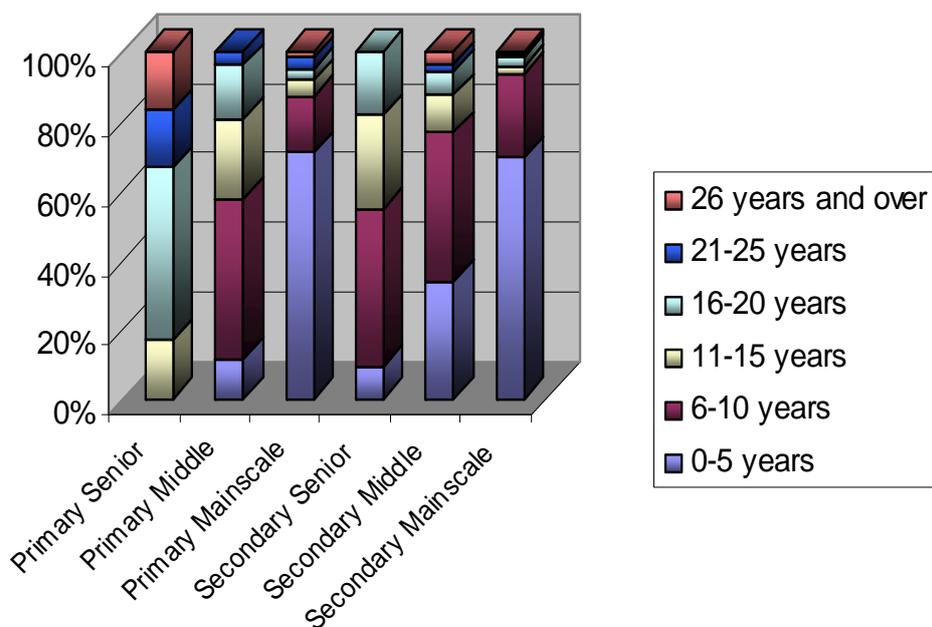
As would be expected, there was a clear relationship between the number of years taught and attainment of higher level posts (see Figure 3 and Appendix C Table 31): 91 per cent of the headteachers in the sample had been teaching for more than 10 years and 80 per cent of deputy heads had also been teaching for longer than 10 years. Assistant heads had taught for similar durations to headteachers and longer than deputy heads. The average length of time in the profession for senior leaders was as follows: headteachers had a mean of 18 years (median=15.5), deputy heads had a mean of 16 years (median=15) and assistant heads had a mean of 18 years (median=17.5). The higher length of service of assistant heads may in part reflect the impact of the 2005 staffing review on the relatively new post. Evidence from an NASUWT (2007) survey indicates that the use of management allowances for whole school responsibility decreased and the use of leadership scale points doubled, mainly with the creation of new assistant head posts. These may have been awarded, in the first instance, to long serving senior staff.

Figure 3 Years taught in UK, by level of current post (%)



Over two-thirds of mainscale teachers had been teaching in the UK for 5 years or less, less than a tenth had been teaching for more than 10 years (see Figure 4 and Appendix C Table 32). Only a fifth of teachers with TLRs had been teaching for more than 10 years. About 30 per cent of teachers with TLR1 and 45 per cent of teachers with TLR2 had taught for up to 5 years. Half of teachers on UPS had been teaching for between 6 and 10 years, and less than a tenth for 5 years and below.

Figure 4 Years taught in UK, by phase and career stage (%)



3.3 Career progression of BME teachers in relation to context

The respondents were asked whether their school was in an urban, rural or suburban setting (Table 13). Of those who responded, 65 per cent were in urban contexts, 10 per cent in rural contexts and 25 per cent in suburban contexts. Senior leaders worked in significantly (sig2) different contexts than their middle and mainscale counterparts; 75 per cent worked in schools in urban settings compared with 62 per cent of the remaining BME teachers. This difference is largely explained by proportionately fewer senior leaders being in suburban contexts. Respondents in the middle leadership group were broadly in line with the overall trend but fewer than average mainscale teachers were working in urban contexts (60 per cent). There were no significant differences between the main ethnic groups in respect to context.

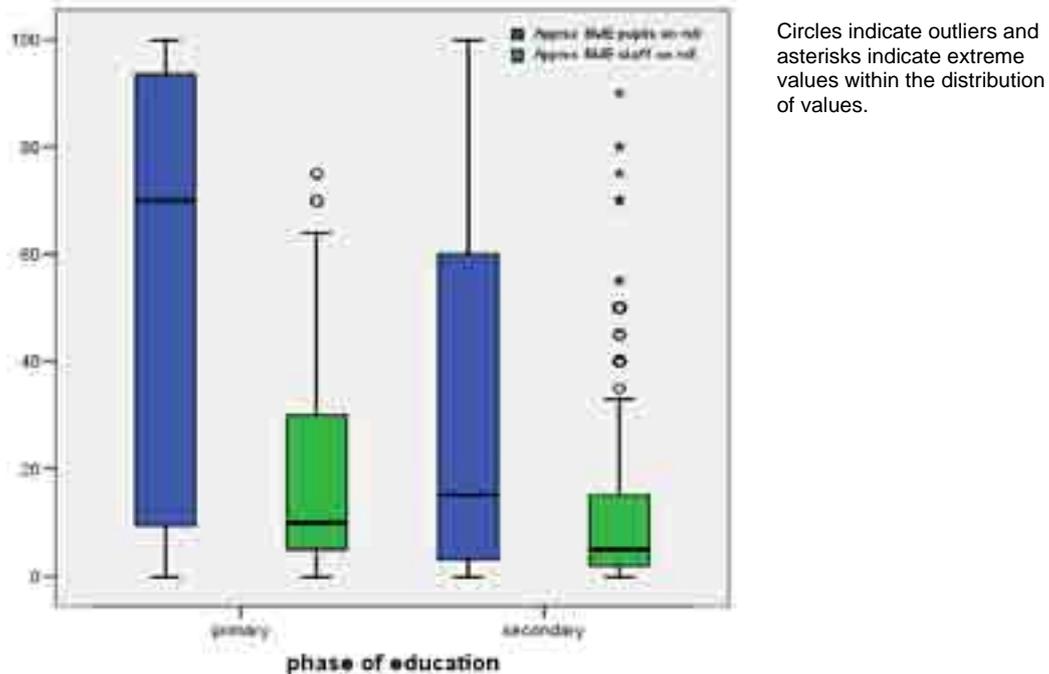
Table 13 School context, by post career stage

		School context		
		Urban (%)	Rural (%)	Suburban (%)
Career stage	Senior	74.5	10.8	14.7
	Middle	65.3	6.9	27.8
	Mainscale	59.5	11.9	28.6
All respondents		65.1	9.9	24.9

Respondents were invited to approximate the percentage of BME pupils and staff on roll in their schools. The data indicates a greater proportion of BME pupils than staff. The mean percentage of BME pupils from the settings was 36 per cent (median=20) and the mean proportion of BME staff in these settings was 14 per cent (median=7).

BME women teachers worked in schools with significantly (sig3) greater proportions of BME pupils and staff. In settings where women taught, 40 per cent (median=25) of pupils were BME compared with 29 per cent (median=10) in the case of men. Given the higher proportion of women teachers in the primary sector, this can in part explain the difference between phases. Figure 5 illustrates the greater proportion of BME pupils and BME teachers in the primary schools in which the BME respondents taught. Overall, the primary sector had a mean of 52 per cent (median=65) BME pupils and 20 per cent (median=10) BME staff. In the secondary sector the mean was 30 per cent (median=15) BME pupils and 13 per cent (median=5) BME staff. This compares to national figures in which 20% of pupils in primary and 17% of pupils in secondary and 6% of teachers in the workforce as a whole are from non-white backgrounds (DCSF, 2008).

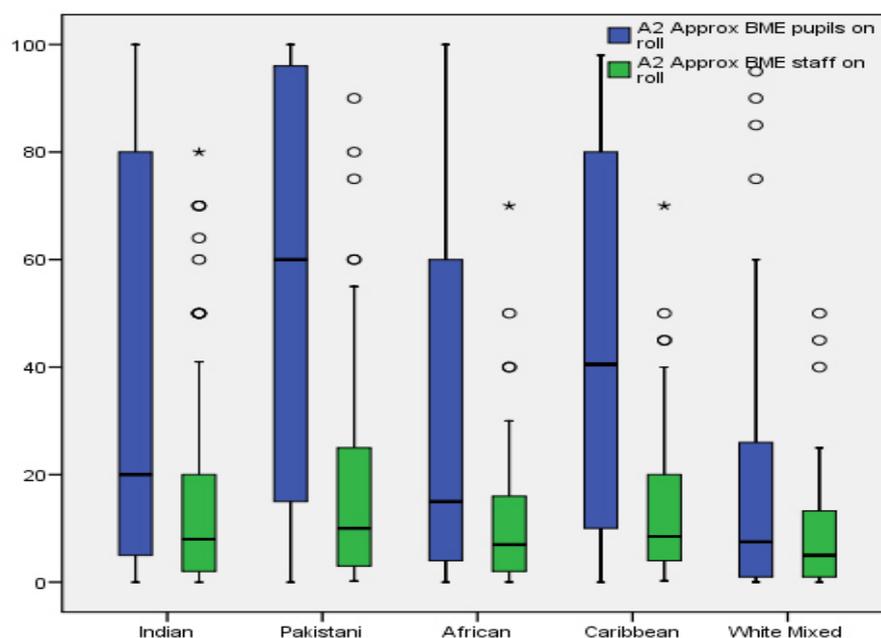
Figure 5 Proportion of BME pupils and staff, by phase



The differences between phases are likely to be caused by the sizes of the relative catchment zones. Secondary schools having characteristically a more extensive catchment would have a tendency to reduce the effects of clustering of ethnic groups in local communities which impacts significantly on primary schools.

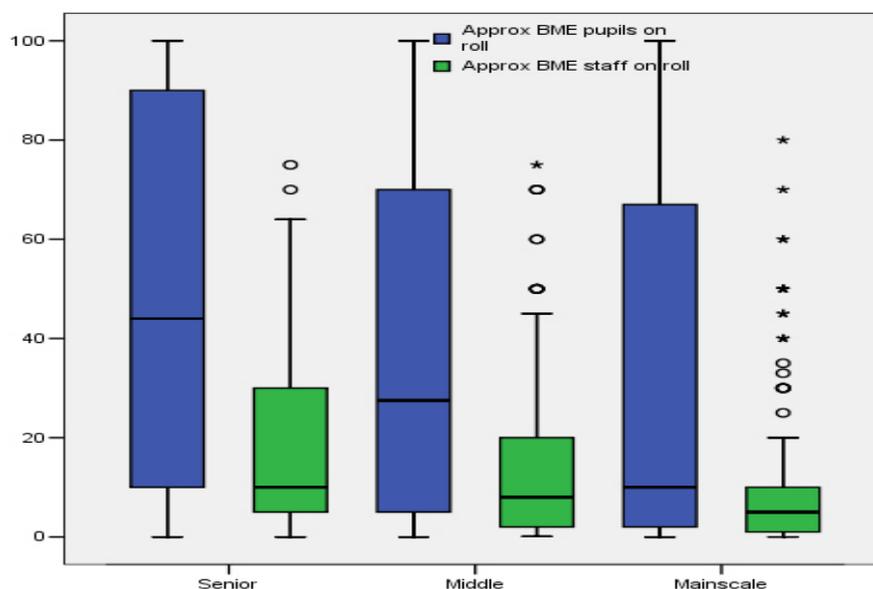
BME teachers were employed at schools with significantly (sig4.1 / sig4.2) different proportions of BME pupils and staff. The Pakistani group taught in schools with the highest proportions of BME staff and pupils compared with the other main ethnic groups; this may be an effect of the clustering of particular ethnic groups in local communities. The lowest proportions of BME pupils and staff were in the schools where the African ethnic group taught and the 'white mixed' group taught (see box plots in Figure 6).

Figure 6 Proportion of BME pupils and staff, by ethnic group



There was a significant (sig5 & sig6) difference in the proportions of BME pupils and staff in schools where the senior leadership group were employed. The latter schools had a mean of 47 per cent (median=40) BME pupils and 19 per cent (median=10) BME staff compared with the mainscale teachers who reported means of 30 per cent (median=10) pupils and 11 per cent (median=5) staff (see box plots in Figure 7).

Figure 7 Proportion of BME pupils and staff, by career stage



3.4 Career history of BME teachers including breaks in service

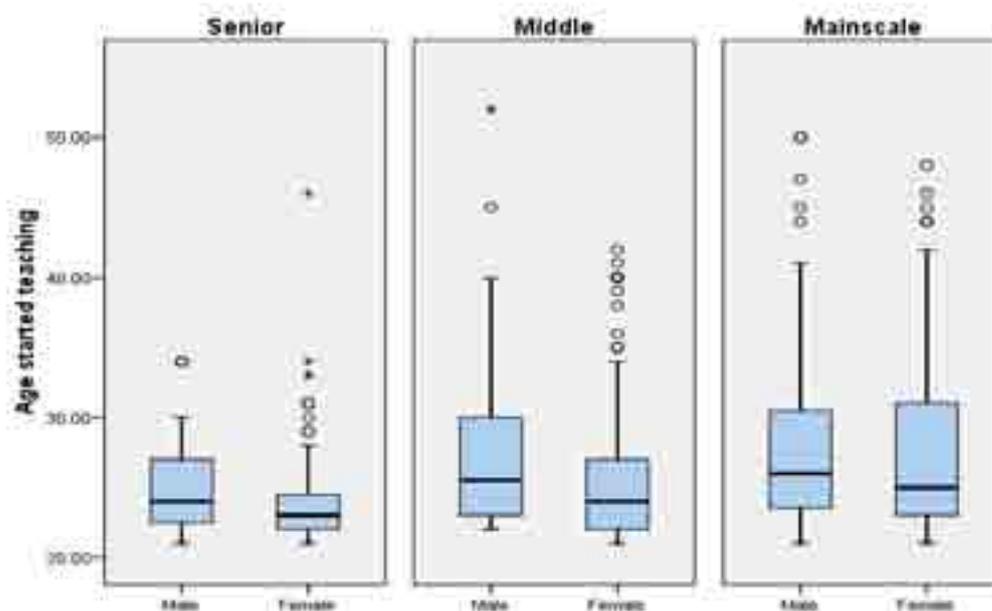
Looking back at the career history of BME teachers some interesting differences emerge. In Table 14, which shows the mean age and teaching experience of respondents disaggregated by ethnic group, the average age of African and Caribbean respondents is older than the overall mean and noticeably higher than that of the Indian and Pakistani groups. Those in the African group have the highest mean age and, on average, have taught in the UK for fewer years than those in the other main ethnic groups. Given that they started teaching at comparable ages to other groups, this indicates that a higher proportion of African teachers (61 per cent) have taught outside the UK compared with the average of all other ethnic groups (16 per cent).

Table 14 Average age, UK teaching years and age of entry to profession, by ethnicity

	Age		UK taught years		Age started teaching	
	N	Mean	N	Mean	N	Mean
African	68	41	70	6	57	28
Bangladeshi	14	31	14	6	12	24
Caribbean	84	40	86	11	81	28
Chinese	28	35	28	7	28	28
Indian	130	37	132	9	128	26
Other Asian background	17	42	17	7	17	29
Other Black background	8	42	8	17	7	26
Any Other Mixed	33	37	33	9	31	27
Other	37	39	27	9	27	29
Pakistani	68	35	70	8	64	26
White and Asian	26	39	26	11	25	27
White and Black African	10	39	10	9	10	30
White and Black Caribbean	23	38	23	12	20	26
Average		37		9		27

The respondents overall started teaching on average at 27 years old (median=25), with men starting at age 28, a year later than women at age 27. There were only marginal differences between the main ethnic groups; Indian and Pakistani respondents started teaching on average two years earlier than Africans and Caribbeans. Again, secondary teachers started teaching at 27 years compared with 26 years in the primary phase. There was evidence from the data that early entry into the profession was a significant (sig7) factor in attaining higher level posts; the average age at entry for the senior leadership group was 25 years compared with those in middle leadership and mainscale posts at 27 and 28 years respectively (see Figure 8).

Figure 8 Age of entry to profession, by sex and career stage



The length of teaching experience represented in the sample ranged from the inexperienced newly qualified teacher through to those with 40 years' experience (see Table 15). The mean average years taught in the UK was 9 years (median=7) and there was no significant difference between sexes. The greatest difference in this respect was in the African group whose members had a comparable age profile to the Caribbean group (41 and 40 respectively), for example, yet have much less experience teaching in the UK: 6 years, compared with 11 years for the Caribbean respondents, indicating that there is a greater proportion of Africans who have taught outside the UK.

As would be expected, there is a significant difference (sig8) between the experience of each of the three career stage groups: senior leadership staff had a mean of 17 years' experience (modal class 11–15 years with range from 5 to 38 years); middle leadership staff had 10 years' experience (modal class 6–10 years with a range from 2 to 31); and the mainscale staff had 5 years' experience (modal class 0–5 with a range of 0 to 32 years).

Table 15 Years taught in UK, by career stage

Career stage	Years taught in UK						Total
	0–5 years (%)	6–10 years (%)	11–15 years (%)	16–20 years (%)	21–25 years (%)	26 + years (%)	
Senior	1.9	14.2	34.0	28.3	8.5	13.2	100.0
Middle	26.9	41.5	14.0	11.7	2.9	2.9	100.0
Mainscale	69.1	22.4	3.3	2.8	1.2	1.2	100.0

One-fifth (21 per cent) of the sample indicated they had taught outside the UK, for an average of 7 years. For senior level posts, there is no evidence that having taught outside the UK has benefited teachers in terms of career advancement (only 8 per cent of senior leaders had taught outside the UK). As noted above, the African group had a much greater likelihood of having taught abroad (61 per cent), compared with the Indian (12 per cent), Pakistani (7 per cent) and Caribbean (21 per cent) groups. In middle leadership and mainscale posts more men than expected had taught outside the UK, whereas the reverse was true for women, reflecting a more mobile male population.

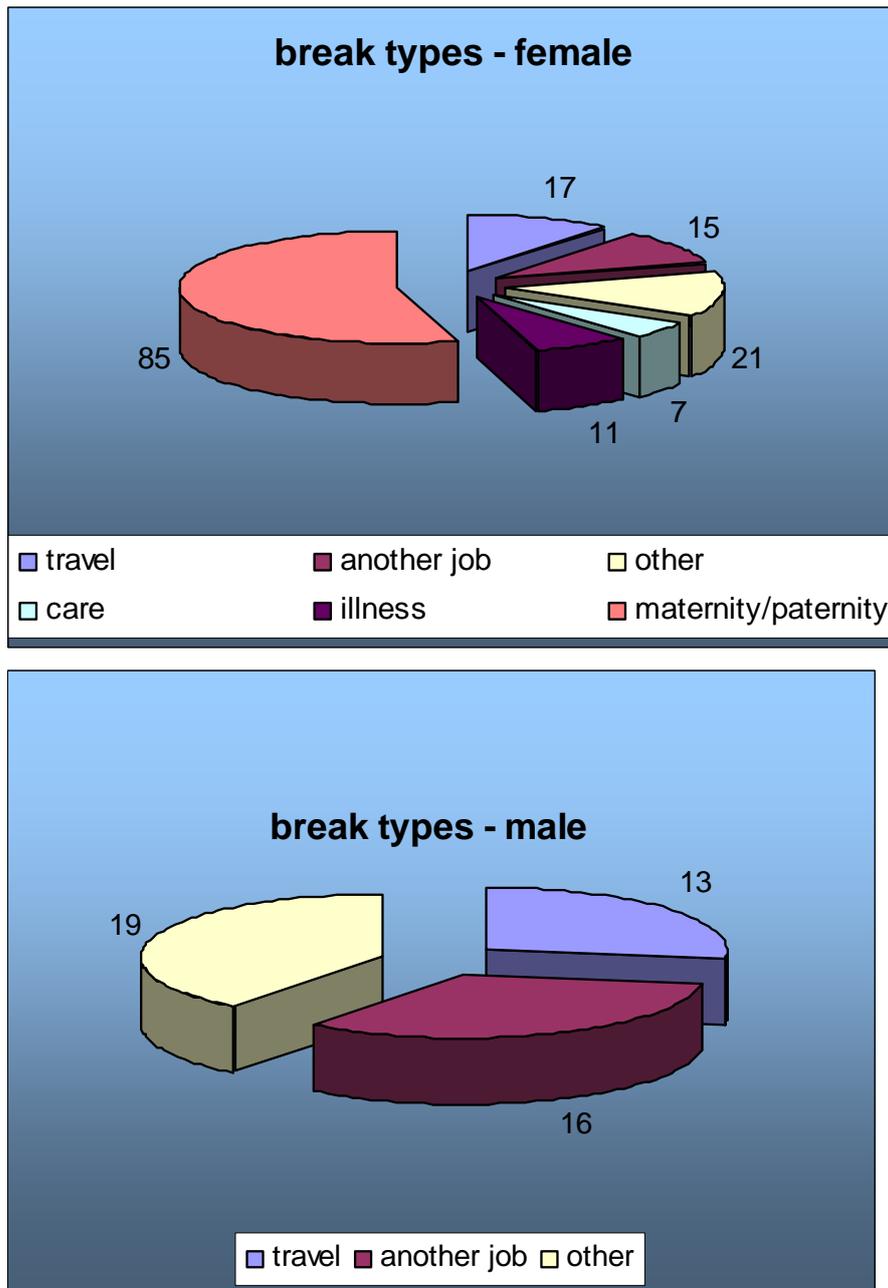
Teachers on mainscale who had taught outside the UK were on average 7 years older than their wholly UK based counterparts and although they had taught almost exactly the same number of years in UK they had on average taught an additional 7 years abroad that appeared not to have benefited them in terms of career advancement. It is interesting to note that 37 per cent (n=44) of this group were African and it can be conjectured that a large proportion were part of the cohorts recruited during the teacher supply crisis of 2001–2003 (see 1.3). Interestingly the African group is identified in almost all of the data as being markedly and often significantly different from other ethnic groups, most particularly in the levels of discrimination reported overall and in the selection and recruitment process (see Chapter 6).

Nearly half (48 per cent, n=256) of the sample had pursued an alternative career before teaching, with a marked difference between sexes, 56 per cent of men and 44 per cent of women having followed alternative careers. Proportionately there were fewer teachers in senior and middle leadership posts with prior careers than was the case with those in mainscale posts; of staff in senior leadership posts only 37 per cent had experience of other careers compared with 46 per cent of middle leadership and 51 per cent of mainscale groups. This may well reflect the fact that proportionately greater numbers of teachers entering the profession in the last 10 years were career changers. Of teachers who had taught for 10 years or less, there was no significant difference in the proportions who had progressed to senior or middle leadership posts when compared with those who had not pursued an alternative career, which means there was no evidence that wider career experience had not advantaged them in the short term. This may become a significant issue for the career advancement of BME teachers, of whom 57 per cent with no more than five years' teaching experience in the UK had pursued an alternative career.

Over a third (35 per cent) of the respondents had taken a break in service since starting teaching and in this there was a significant difference between women (38 per cent) and men (27 per cent). Breaks in service were more common in the primary than secondary phase, probably reflecting the greater proportion of women primary teachers. There was again a significant difference between the proportions of senior and middle leadership staff who had taken breaks (39 per cent) compared with mainscale teachers (28 per cent). This is likely to reflect the mainscale teachers' average age and length of time in the profession. The most common break type by far was for maternity or paternity leave, taken by 46 per cent (n=86) of those taking a break; another job was cited by 17 per cent (n=31); travel by 16 per cent (n=30); illness by 6 per cent (n=11); caring responsibilities by 4 per cent (n=7); and other (ie study) by 22 per cent (n=40).

There were stark differences between the types of break taken by the sexes (see Figure 9). Travel (30 per cent), another job (38 per cent) and other (44 per cent) account for all breaks types by men. Only women identified maternity/paternity/adoption (85 per cent), illness (11 per cent) or caring responsibilities (7 per cent) as a reason for a break.

Figure 9 Reasons why female and male teachers take breaks



4 Leadership motivations and aspirations

Summary of key points

1. The motivations BME teachers most often cited for seeking a new post were: *professional ambition* (42 per cent); *seeking a fresh challenge* (41 per cent); *leadership ambition* (31 per cent); *award of teaching qualification/the NPQH* (28 per cent); and *aspiration to be a BME leader/role model* (25 per cent). The most significant difference was regarding *leadership ambition* where 40 per cent of male teachers reported it a motivational factor but only 28 per cent of female teachers. Women teachers cited *personal support and advice* more frequently (21 per cent) than their male counterparts (16 per cent).

2. A significant lack of motivation was shown by middle leaders for the *aspiration to be a BME leader/role model* (25 per cent) compared with senior leaders (41 per cent). Only 17 per cent of mainscale teachers cited being a BME role model as a motivational factor. *Leadership ambition* was more likely to be cited by Caribbean teachers than by other ethnic groups. *Professional ambition* was cited by over 50 per cent of African teachers compared with an average of 42 per cent for all groups. *Aspiration to be a BME leader/role model* was again most commonly cited by African teachers (37 per cent) and least by Indian teachers (20 per cent).

3 Respondents were asked if they had ever requested to go on leadership courses/the NPQH and been refused: 11 per cent of the respondents had been refused by school, local authority or Diocesan gatekeepers. This was true more of women (12 per cent) than men (9 per cent). The two most commonly stated reasons for refusal related to lack of support from senior colleagues and lack of available funds or limited spaces.

4. The three most positive factors that were considered when deciding whether to apply for a headship were: *ability to make a difference*, followed by *leading/status/power/managing*; *possession of relevant skills/experience and confidence*; and *career progression/professional development*. Of the negative factors the most frequently cited was *workload/work-life balance*. Other reasons given include a number of factors that relate specifically to BME teachers: *lack of support/role models*; *discrimination*; *lack of acceptance* by staff, governors and the community being served. Perceptions of the most important leadership skills were associated with management of the school and people skills followed by *vision*, *leadership* and *communication skills*.

5. Two-thirds of respondents felt that they would need to change school to progress their careers (71 per cent of men and 65 per cent of women). Those in middle leadership posts felt there was less need to change school (59 per cent) than those in senior leadership (69 per cent) and mainscale posts (71 per cent). However, only 54 per cent of respondents were willing to relocate in order to progress their careers, with noticeably more men (65 per cent) than women (50 per cent) being prepared to move. The differences between those who were willing to relocate and those who were not were also significant between phases: teachers in primary education (45 per cent) were more reluctant to relocate than those in secondary education (57 per cent). Of the respondents willing to relocate, 67 per cent would do so regionally, 41 per cent nationally and 37 per cent internationally. The most frequently cited constraints were family issues, particularly those relating to the education of a respondent's children and their partner's career, and financial reasons, including the cost of housing.

6. More than 80 per cent of respondents identified themselves as very or reasonably ambitious and less than 3 per cent as not at all ambitious. No senior leaders identified themselves as not ambitious at all, and only 6 per cent saw themselves as not particularly ambitious. Nearly half (44 per cent) of senior leaders also claimed to be very ambitious compared with 26 per cent of mainscale teachers. Of ethnic groups, African teachers were most ambitious: 99 per cent claimed to be very or reasonably ambitious. Proportionately more men (38 per cent) than women (28 per cent) identified with being 'very' ambitious.

7. Over 40 per cent of the respondents were currently seeking a new post, with fewer in the primary phase (36 per cent) than secondary (44 per cent) and fewer women (37 per cent) than men (51 per cent). Less than 20 per cent of BME teachers expected to be in the same post in five years but 71 per cent expected still to be in education (in a new post). Of the 29 per cent who expected not to be in education, 11 per cent expected to be working in a job outside education, 4 per cent to be taking a career break, 2 per cent to have retired and the remainder did not respond. Most (20 of the 21) planned career breaks were planned by women. Marginally more men (15 per cent) expected to leave the sector than women (11 per cent).

4.1 Applying for posts

Respondents were asked the number of applications they had made before they secured their current post. The median number of applications was 2 (mean=4.68) but there was a range from 0 (indicating no formal appointment process) up to 60 applications; overall 91% had made 10 or fewer applications. The box plot in Figure 10 shows the range of applications required to secure posts at the different career stages. There are a few extremes off the scale.

Figure 10 Number of applications made before securing current post, by level of post

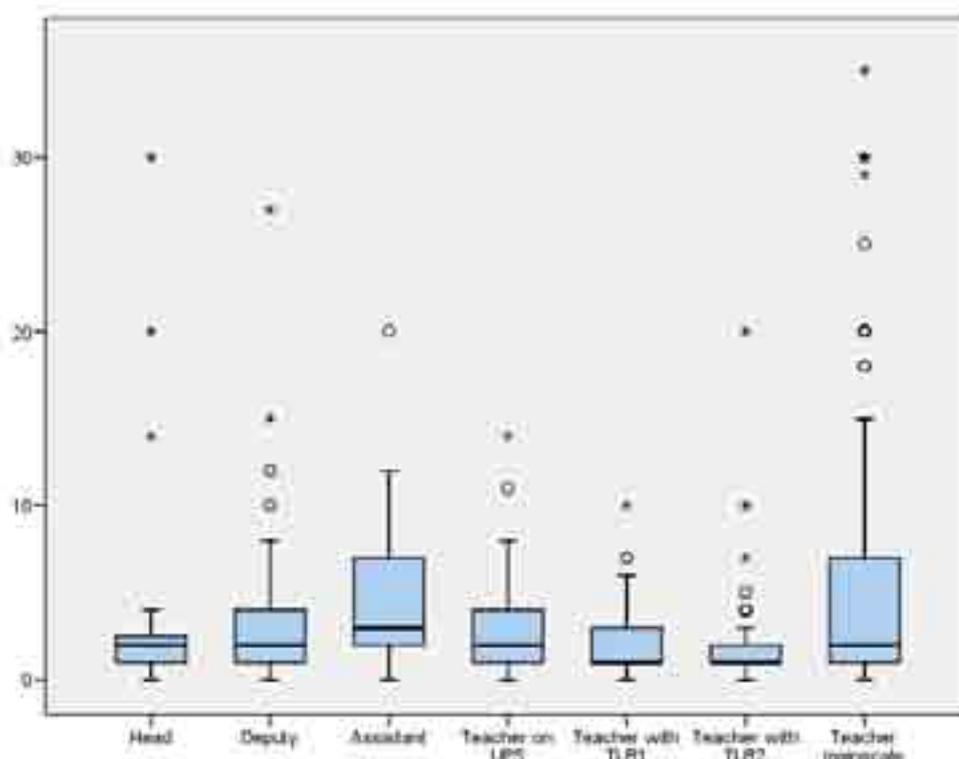


Table 16 shows the number of applications submitted by BME teachers before they had obtained their current post and the number of interviews offered in the process. Most applications are for mainscale posts as a result of the distribution of the sample – although newly qualified teachers applying for first appointments reported having to submit fewer applications (mean=3.53, median=2) than those in a posts other than their first (mean=5, median=2). For appointments to senior management positions the mean numbers of applications was higher than for appointments to middle management positions.

Table 16 Number of applications and interviews required to obtain current post

Post	Count	Jobs applied for		Interviews	
		Mean	Median	Mean	Median
Head	32	3.52	2	2.38	2

Deputy	42	3.93	2	2.79	2
Assistant	33	4.60	3	3.17	2
Teacher on UPS	56	2.46	2	1.83	1.5
Teacher with TLR1	39	2.08	1	1.64	1
Teacher with TLR2	71	2.91	1	1.75	1
Teacher mainscale	249	6.25	2	2.61	2

A high proportion (90 per cent) of the sample took the first post that was offered. Those interviewed for senior positions had a greater propensity to take the first offer (head=97 per cent, deputy=98 per cent, assistant=97 per cent) whereas candidates being interviewed for mainscale and TLR1 posts were less likely to take the first offer (82 per cent and 87 per cent respectively).

4.2 Motivation for seeking current posts

The motivations BME teachers most often cited for seeking their present post were: *professional ambition* (42 per cent); *seeking a fresh challenge* (41 per cent); *award of teaching qualification/the NPQH* (28 per cent); *leadership ambition* (31 per cent); and *aspiration to be a BME leader/role model* (25 per cent) (see Table 17). The picture for men was broadly similar to that for women although on all but one factor men scored more highly than women, but this may be attributed to a greater propensity among male respondents to identify with more factors (average 2.7 factors selected by men and 2.2 by women). The most significant (sig9) difference was regarding *leadership ambition* where 40 per cent of men teachers reported it a motivational factor but only 28 per cent of women teachers. Women teachers scored *personal support and advice* more highly than their male counterparts.

Table 17 Motivation for seeking present post, by sex

	All (n=532)		Men (n=154)		Women (n=374)	
	N	%	N	%	n	%
Personal support and advice	105	20	24	16	80	21
Professional support and advice	105	20	31	20	72	19
Relocation	58	11	21	14	37	10
Redundancy, school closure or merger	28	5	12	8	16	4
Financial concerns	87	16	32	21	52	14
Award of teaching qualification/the NPQH	148	28	41	27	106	28
Leadership ambition	167	31	61	40	105	28
Dissatisfaction in previous school	96	18	29	19	67	18
Seeking a fresh challenge	218	41	64	42	154	41
Professional ambition	225	42	69	45	155	41
Aspiration to be a BME leader/role model	132	25	44	29	88	24
Other motivation	53	10	14	9	39	10

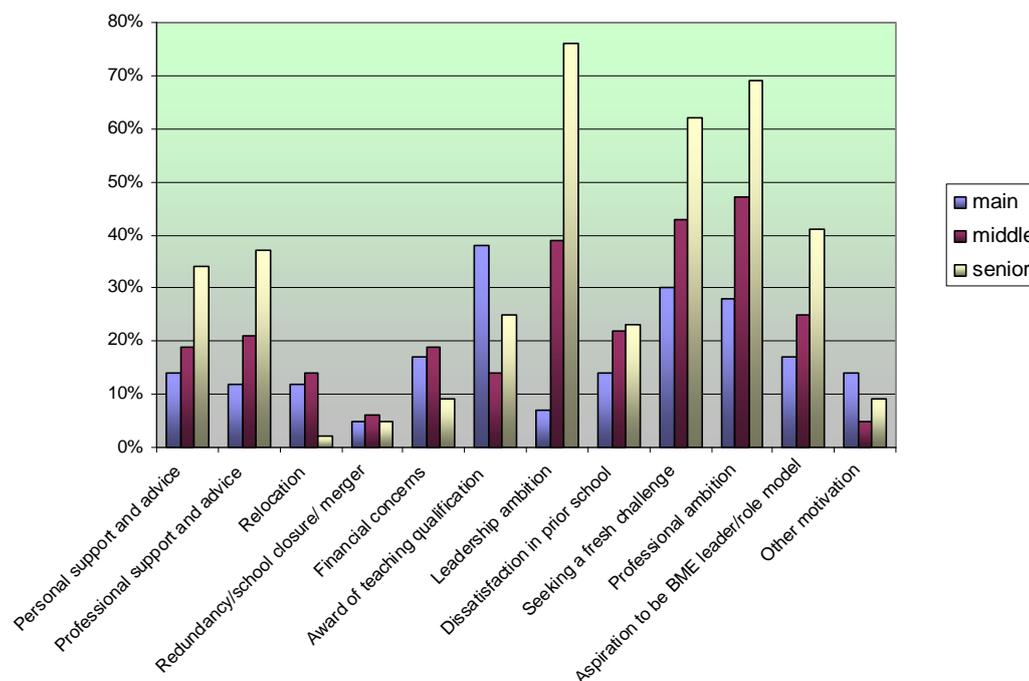
Even after allowing for the differing proportions of male and female teachers there are still noticeable differences between the motivations reported in the primary and secondary phases. Table 18 shows that the greatest difference is in those motivated by the *award of teaching qualification/the NPQH* where 35 per cent in primary education consider this a factor compared with 25 per cent in secondary education. In addition, a greater proportion of the secondary sector were motivated to seek posts by *relocation* (secondary=14 per cent, primary=5 per cent) and financial concerns (secondary 18 per cent, primary 12 per cent). Primary teachers were more likely to be motivated by *professional ambition* and *leadership ambition*.

Table 18 Motivation for seeking present post, by phase

	All (n=532)		Primary (n=156)		Secondary (n=340)	
	N	%	N	%	N	%
Personal support and advice	105	20	35	22	61	18
Professional support and advice	105	20	38	24	62	18
Relocation	58	11	7	5	45	13
Redundancy/school closure/ merger	28	5	6	4	17	5
Financial concerns	87	16	19	12	62	18
Award of teaching qualification/NPQH	148	28	54	35	86	25
Leadership ambition	167	31	56	36	98	29
Dissatisfaction in prior school	96	18	28	18	58	17
Seeking a fresh challenge	218	41	66	42	139	41
Professional ambition	225	42	75	48	140	41
Aspiration to be a BME leader/role model	132	25	42	27	84	25
Other motivation	53	10	17	11	32	9

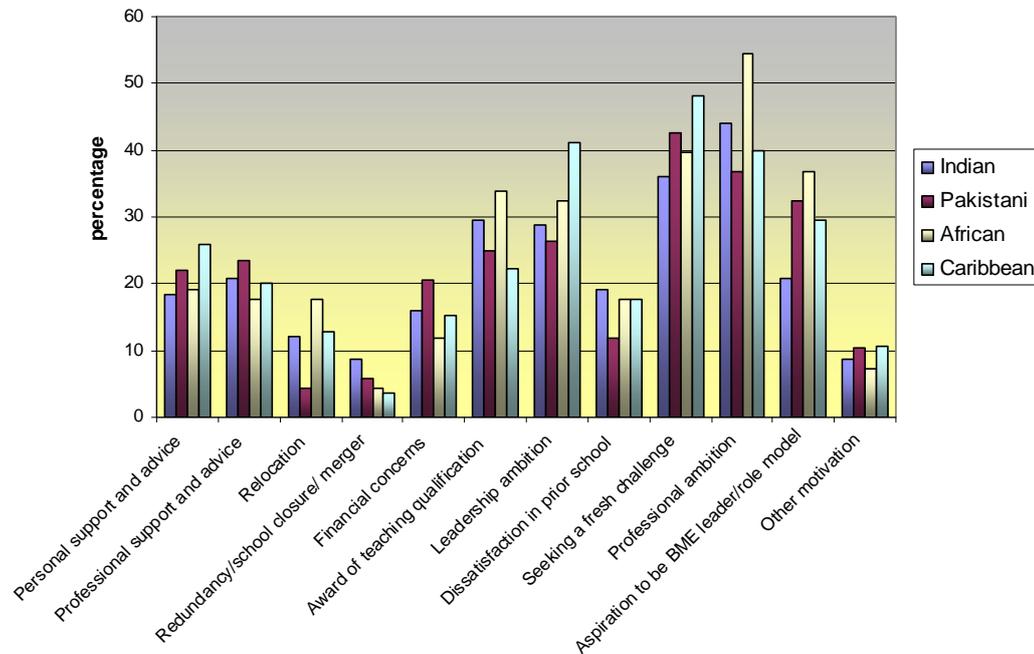
The greatest differences in motivation are to be found when disaggregating by career stage (see Figure 11 and Appendix C Table 33), for instance, *award of teaching qualification/the NPQH* is identified by substantially more respondents in the mainscale and senior leadership groups reflecting the number of people in the sample who have just achieved QTS or the NPQH. There are similarly stark differences in *professional ambition* and *leadership ambition* between senior leadership and mainscale groups, many of the latter having only just embarked on their teaching career. *Relocation* and *financial concerns* are identified by more of the mainscale and middle leadership respondents. The value of support and advice is more evident in the middle and senior leadership stages. Interestingly, a significant (sig10) lack of motivation is shown by middle leaders to aspire to *be a BME leader/role model* (25 per cent) compared with senior leaders (41 per cent). Only 17 per cent of mainscale teachers cite being a BME role model as a motivational factor.

Figure 11 Motivation for seeking present post, by career stage (%)



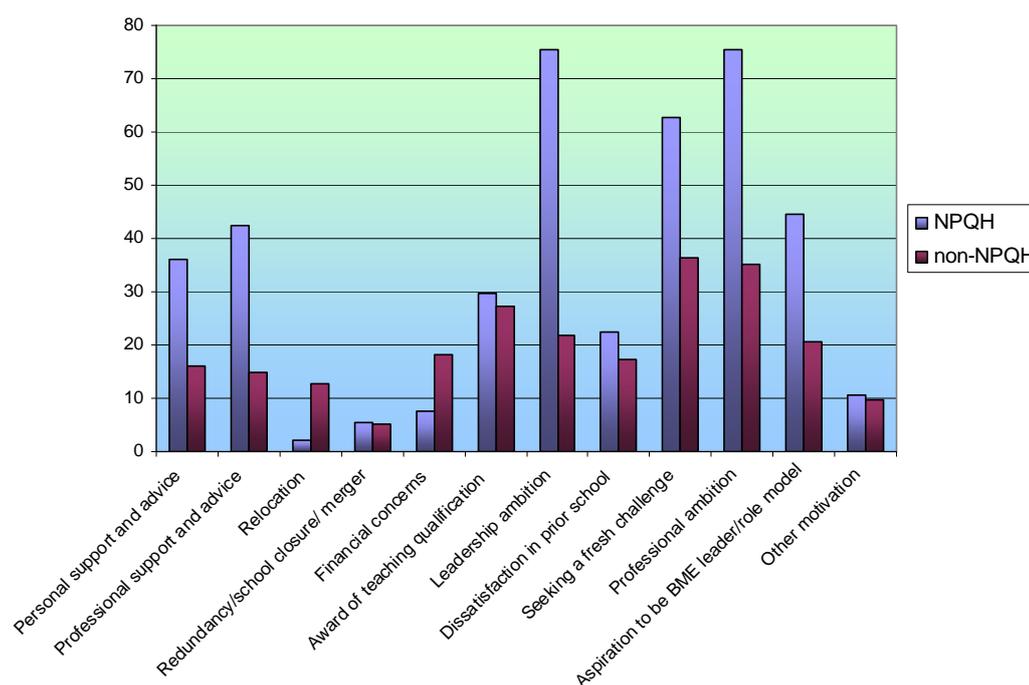
A few differences were noticeable in the motivations cited by the main ethnic groups (see Figure 12). Pakistani teachers were least likely to have sought their current post for *relocation* reasons whereas African teachers were most likely to have done so. Caribbean teachers were more likely than other ethnic groups to have sought their current post because of their *leadership ambition*. When asked why they had sought their current post, African teachers cited *professional ambition* most often, followed by *aspiration to be a BME leader/role model*; the latter was cited least by Indian respondents.

Figure 12 Motivation for seeking current post, by main ethnic group (%)



A number of differences emerge when comparing the motivational factors cited by teachers with the NPQH to those without (see Figure 13). Understandably, *leadership ambition* and *professional ambition* carry the greatest difference. Other factors that are cited noticeably more frequently by teachers with the NPQH are *seeking a fresh challenge*; *personal support and advice*; *professional support and advice*; and *aspiration to be a BME leader/role model*.

Figure 13 Motivation for seeking current post, by NPQH qualification (%)



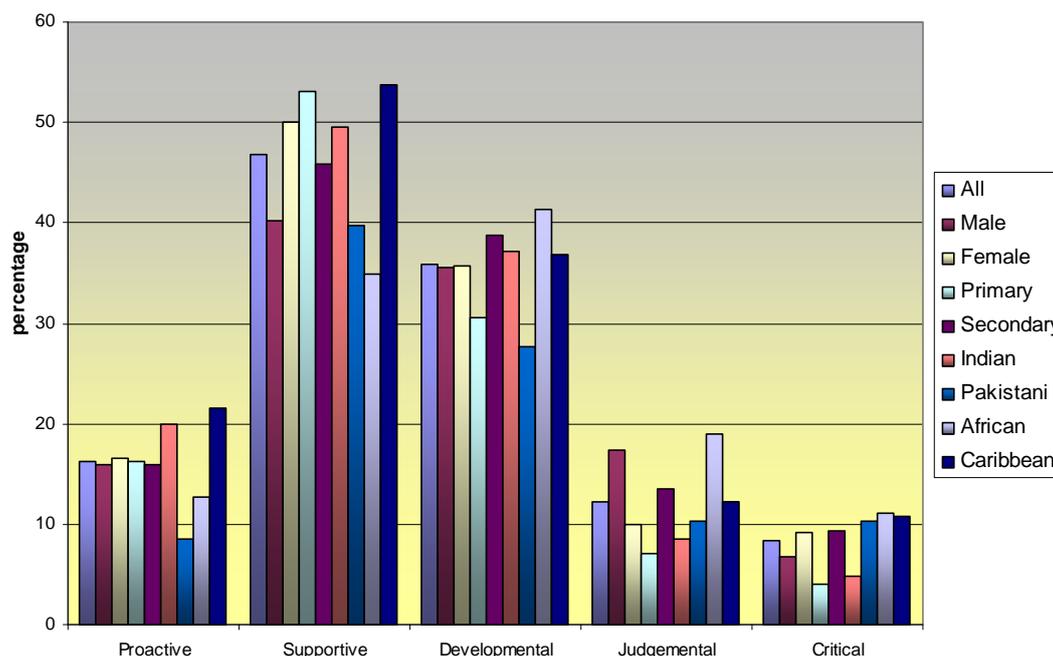
4.3 Performance review and professional development opportunities

Respondents were asked about their experience of the performance review process. Of those answering, 78 per cent reported having had a review of performance within the last three years, including 81 per cent of teachers in the secondary phase and 75 per cent of teachers in the primary phase. Marginally more women than men had an annual review of performance and there were no noticeable differences between the proportions of the main ethnic groups. Significantly fewer teachers in mainscale positions (70 per cent) were involved in an annual review process than middle leaders (94 per cent). Those with fewest years' teaching experience in the UK were least likely to have been involved in annual review.

The respondents were asked if, in general, the discussions on their performance had been *proactive*, *supportive*, *developmental*, *judgemental* or *critical* (respondents were able to select more than one category). Of the BME teachers responding, 16 per cent thought the discussions had been *proactive*; 47 per cent that they were *supportive*; 36 per cent that they had been *developmental*; 12 per cent indicated they were *judgemental*; and 8 per cent that they had been *critical* (see Figure 14). Disaggregating for sex, the two greatest differences were that: 50 per cent of women but only 40 per cent of men BME teachers thought their discussions were *supportive*; and 17 per cent of men but only 10 per cent of women thought the discussions had been *judgemental*. At phase level, greater proportions of primary teachers thought the discussions *supportive*, but fewer thought they were *developmental*, *judgemental* or *critical* than their secondary counterparts. Mainscale teachers were less likely to consider the discussions *proactive*, *supportive*, *developmental* or *judgemental* and more likely to consider them *critical* than teachers in middle leader positions.

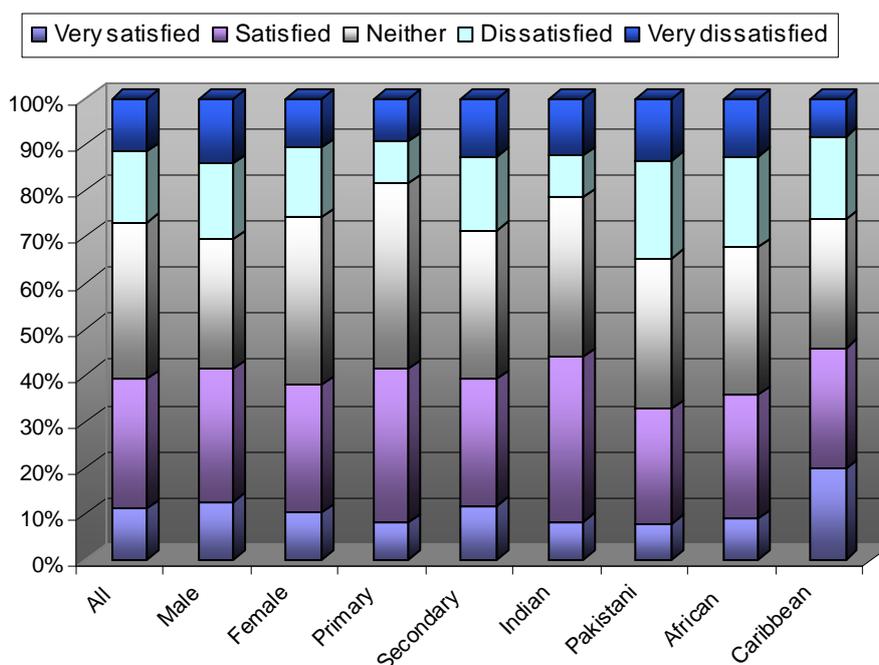
There were differences between the experiences of the four main ethnic groups although there were noticeably different proportions of subgroups (sex, phase, career stage) within each. Caribbean and Indian teachers were most likely to find the discussions *proactive* or *supportive*. African teachers were most likely to find the discussions *developmental* and Pakistani teachers least likely. African teachers were most likely to find the discussions *judgemental* and Indian teachers least likely to find them *critical*.

Figure 14 Views on discussion at performance review, by sex, phase and main ethnic group (%)



Respondents were also asked about the effectiveness of their professional development opportunities and its appropriateness to their needs. Asked to rate how satisfied they had been with their CPD experience in the last three years, 11 per cent were very satisfied, 28 per cent satisfied, 15 per cent dissatisfied and 12 per cent very dissatisfied. There were no major differences between the sexes in this regard. Overall, secondary teachers were more dissatisfied than their primary counterparts (see Figure 15). Teachers in mainscale positions were also more likely to be dissatisfied overall than teachers in more senior positions.

Figure 15 Relative satisfaction with CPD experience by sex, career stage and main ethnic group (%)



Asked if they thought their CPD had met the needs of the school more than themselves, 62 per cent of teachers responding agreed (19 per cent omitted to answer). There were no clear

differences between the sexes in this matter but there were proportionately more BME teachers in secondary schools who agreed than in primary (63 per cent and 58 per cent respectively). Teachers in mainscale positions were slightly more likely than more senior teachers to feel the CPD they experienced met the needs of the school more than themselves personally. When disaggregating for ethnicity there were significant (sig23) differences: 76 per cent of Pakistani teachers and 71 per cent of African teachers thought the CPD met the needs of the school rather than themselves, but only 56 per cent and 52 per cent of Indian and Caribbean teachers thought the needs so.

4.4 Access to the NPQH/leadership courses

BME teachers who had completed the NPQH were asked how many years teaching it had taken for them to achieve their first post on the leadership scale. The range of answers from the 95 responses varied greatly from 1 year to 26 years (mean=9). There were no differences between men and women teachers. However, there was a noticeable difference between phases. Teachers in the primary phase took an average of 8 years (median=8) to achieve their first leadership post, whereas teachers in the secondary phase took 12 years (median=10).

There was a large range of responses to a question asking how many years of teaching respondents had completed before enrolling on the NPQH. The average was 13 years, and range 3 to 32, with no differences between sexes but a difference between phases, with primary teachers taking an average of 12 years (median=11) and secondary teachers taking an average of 14 years (median=13).

When enrolling on the NPQH, the most commonly held post was that of deputy head (n=39) followed by assistant head (n=20). The other posts varied but included acting headteachers and deputies, heads of year, phase and subject, SENCOs, team leaders and senior teachers.

Respondents were asked if they had ever requested to go on leadership courses/the NPQH and been refused; 11 per cent of the respondents had been refused, with more women (12 per cent) than men (9 per cent) having experienced this. Understandably, a larger proportion (14 per cent) of those in senior or middle leadership posts had been denied an opportunity than those in mainscale posts (10 per cent). The two most commonly stated reasons for refusal related to conflicts with, or lack of support from, senior colleagues, resulting in failed applications and lack of available funds or limited spaces on offer. Other reasons for being denied the opportunities included the lack of experience of the individual concerned and the financial implications for the school.

Nearly one-quarter (24 per cent) of mainscale teachers, 46 per cent of middle leaders and 68 per cent of senior leaders had been encouraged to pursue leadership opportunities. Of those responding positively there was only a marginal difference between the sexes (36 per cent of men and 34 per cent of women) and phases (36 per cent of primary and 34 per cent of secondary); the data showed no evidence of any particular ethnic group being favoured. Those responding positively were on average three years younger than those who felt they had not been encouraged. There was no difference in age between men and women who were encouraged to pursue leadership opportunities.

4.5 BME teachers' perceptions about applying for headship

NPQH completers were asked to list the three most significant positive and negative factors in their decision to apply for a headship. Table 19 shows the positive factors which do not appear to be particularly BME specific. The factors mentioned most frequently by respondents were: *ability to make a difference* (n=41); *leading/status/power/managing* (n=28); *possession of relevant skills/experience and confidence* (n=25); *career progression/professional development* (n=18); *role models* (n=11); and *financial benefits* (n=11).

Table 19 The most positive factors in deciding whether to apply for a headship

	Frequency
Make a difference/influence	41
Status/power/leading/managing	28
Relevant skills/experience	25
Career progress	18
Vision	11
Financial benefits	11
Support from/opinion of others	11
Role model(s)	11
Challenge/change	10

Of the negative factors (see Table 20) the most frequently cited was *workload/work-life balance* (n=47). Other reasons given include a number of factors which relate specifically to BME teachers: *lack of support / role models* (n=21), *discrimination* (n=19); *lack of acceptance* (n=14) by staff, governors and the community being served; *lack of support/lack of role models* (n=21); *responsibilities of headship* (n=15); *lack of self-confidence* (n=11); and *lack of ability, skills and qualifications* (n=5).

Table 20 The most negative factors in deciding whether to apply for a headship

	Frequency
Workload/work-life balance	47
Lack of support/role models	21
Discrimination	19
Responsibilities of headship/role	15
Lack of acceptance by staff/community	14
Lack of confidence/ability	11
Personal/family/geographical issues	11
Bureaucracy/government initiatives	11

NPQH completers were also asked to evaluate the most important skills required for appointment to headship (Table 21). They reported that the most important were skills associated with management of the school and people skills (n=52). *Vision, leadership* and *communication skills* were also highly rated by our sample (35, 32 and 21 respectively). *Teaching ability* and identification of skills that have a direct impact on *benefits for students/children* were identified by 5 and 11 respondents. *Commitment, dedication and work ethic* was considered less important but mentioned by 11 respondents; *knowledge and experience* was perceived to be important by 13 respondents.

Table 21 The most important skills required for headship

	Frequency
Management and people skills	52
Vision	35
Leadership	32
Communication	21
Knowledge and experience	13
Commitment, dedication and worth ethic	11
Students/children	11
Teaching ability	5

4.6 Mobility

Two-thirds of respondents felt that they would need to change school to progress their careers. More men (71 per cent) than women (65 per cent) felt there was a need to change but there was no significant difference between phases. Those in middle leadership posts felt there was less need to change school (59 per cent) than those in senior leadership (69 per cent) and mainscale posts (71 per cent).

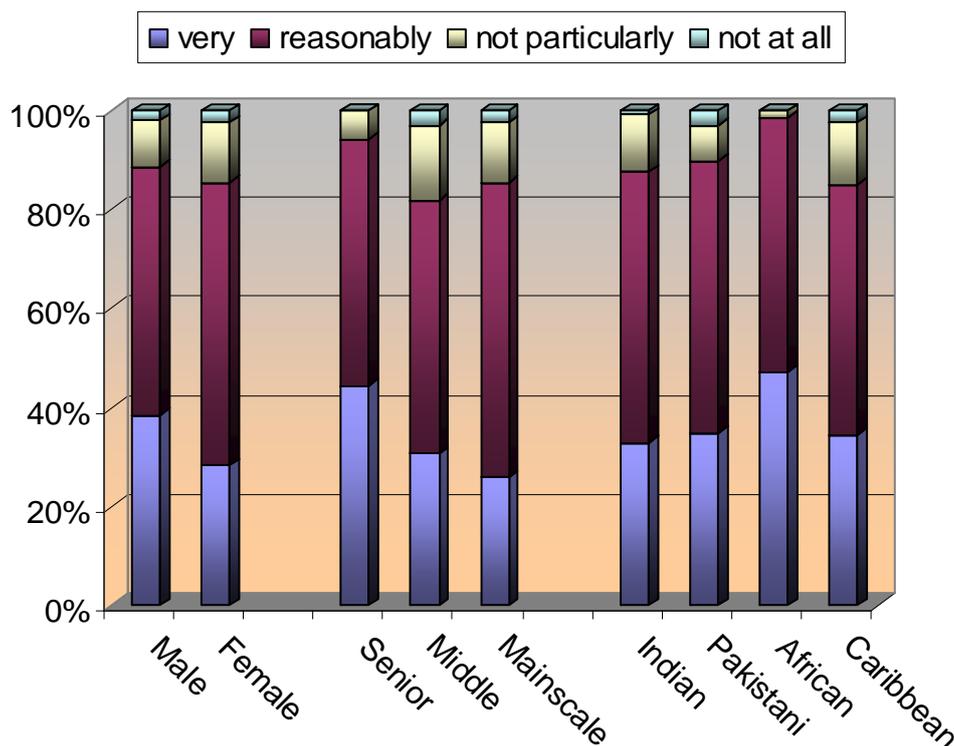
Only 54 per cent of respondents, however, were willing to relocate in order to progress their careers; noticeably more men (65 per cent) than women (50 per cent). The differences were also significant (sig11) between phases; teachers in the primary sector (45 per cent) were more reluctant to relocate than those in the secondary sector (57 per cent). Willingness to relocate was seemingly not strongly affected by career stage. Of the respondents willing to relocate, 67 per cent would do so regionally, 41 per cent nationally and 37 per cent internationally.

The types of constraints that had to be taken into consideration were varied – family issues (n=184) was the most common, particularly those relating to the education of respondents' children and partners' careers. Financial reasons (including the cost of housing) were given by 45 respondents. School location and specific factors relating to the school type (ie state/non-selective, school ethos, proportion of BME pupils) were also mentioned frequently.

4.7 Ambitions

Overall, the respondents were very ambitious: more than 80 per cent defined themselves as very or reasonably ambitious and less than 3 per cent as not at all ambitious (see Appendix C Table 34). Of those in senior leadership posts no one identified themselves as not ambitious at all, and only 6 per cent saw themselves as not particularly ambitious. There was also a trend towards teachers in senior leadership posts being more ambitious (44 per cent very ambitious) than those on mainscale (26 per cent). Looking at the main ethnic groups, African teachers had the highest aspirations with 99 per cent defining themselves as very or reasonably ambitious, all the more remarkable because two-thirds of the group were mainscale teachers who, as a whole, have lower levels of ambition. Less surprisingly, however, proportionately more men (38 per cent) than women (28 per cent) identified with being very ambitious (see Figure 16).

Figure 16 Relative ambition by sex, career stage and ethnicity (%)



4.8 Plans for the future

More than one-third (41 per cent) of respondents were seeking a new post at the time of the survey. Fewer teachers in primary settings (36 per cent) were looking for a new post than in secondary (44 per cent) and men were noticeably more keen to move on (51 per cent) than women (37 per cent). This difference between sexes was consistent in each career stage: in mainscale 48 per cent of men compared with 35 per cent of women were seeking a new post; in middle leadership 54 per cent of men compared with 40 per cent of women were seeking a new post; and in senior leadership 53 per cent of men were seeking a new post compared with 38 per cent of women. Disaggregating further, in the senior leadership group two-thirds of male deputy and assistant heads but less than half of their female counterparts were seeking a new post.

Respondents were asked where they saw themselves next year, and in 5 and 10 years' time (same post, job out of education, career break, retired or new role in education).

Next year

The vast majority of the sample expected still to be in education in the following year. Only 6 per cent expected to be in a job out of education, taking a career break or retired. Male respondents were less likely to think they would be in the same post, particularly those in the middle leadership group where only 57 per cent expected to be in the same post compared with 73 per cent of women. The senior leadership group all expected to be working in the sector next year and 76 per cent expected to be the same post.

In five years

Respondents' perception of where they would be in five years was markedly different – less than 20 per cent expected to be in the same post but 71 per cent expected still to be in

education (same/new post). Of the remaining 29 per cent, 11 per cent expected to be working in a job outside education, 4 per cent to be taking a career break, 2 per cent to be retired and the remainder did not know or complete. Most of the planned career breaks (20 of 21) were being taken by women. Marginally more men (15 per cent) expected to leave the sector than women (11 per cent).

In ten years

Three-quarters of the sample indicated the role they expected to be undertaking in 10 years' time: 8 per cent expected to be in the same post; 55 per cent expected to be in a role/post in education other than their present one; 4 per cent planned to be taking a career break; 10 per cent expected to have retired; and 20 per cent thought they would be in a job outside education. The numbers are too small to draw conclusive trends between the career stages; however, there are a few minor differences between the expected posts of the two sexes as shown in Table 22.

Table 22 BME teachers' expected post in 10 years

		Sex		Total
		Men	Women	
Same post		9	24	33
	% within sex	7.6	8.7	8.4
New post in education unspec		2	5	7
	% within sex	1.7	1.8	1.8
Job out of education		26	61	87
	% within sex	22.0	22.1	22.1
Career break		3	12	15
	% within sex	2.5	4.3	3.8
Retired		13	27	40
	% within sex	11.0	9.8	10.2
Post up to assist HOD		3	7	10
	% within sex	2.5	2.5	2.5
HOD/middle management		7	34	41
	% within sex	5.9	12.3	10.4
Asst Head/Deputy Head/Senior management		13	27	40
	% within sex	11.0	9.8	10.2
Headteacher		23	39	62
	% within sex	19.5	14.1	15.7
Misc post		5	18	23
	% within sex	4.2	6.5	5.8
Multiple options		3	14	17
	% within sex	2.5	5.1	4.3
Management post		11	8	19
	% within sex	9.3	2.9	4.8
Total		118	276	394
	% within sex	100.0	100.0	100.0

Ambitions of headteachers All the headteachers who answered expected to be performing their current role next year. Although only 10 per cent expected not to be working in education in 5 years' time, only 40 per cent thought they would still be a headteacher in 10 years' time; 20 per cent expected to be in a job outside education and 24 per cent retired.

Ambitions of deputy and assistant headteachers More than two-thirds (69 per cent) of deputy and assistant headteachers expected to be in the same post next year; 18 per cent saw themselves in the post of headteacher. More than half (54 per cent) expected to be a headteacher in 5 years' time, and 55 per cent expected to be one in 10 years' time. Few teachers expected to leave education within the next 5 years, but 12 per cent of respondents in this category expected to be in a job outside education within the next 10 years, 2 per cent taking a career break and 16 per cent retired.

Ambitions of UPS teachers There was no strong urge among UPS staff to advance to headship within the three time frames set out – only 8 per cent saw themselves taking that role in 5 or 10 years' time. A significant proportion expected to be in a job outside teaching in 5 (21 per cent) and 10 years' time (29 per cent). Of those who wished to stay in education, the majority saw themselves in middle or senior management roles.

Ambitions of teachers with TLRs Nearly four-fifths (79 per cent) of teachers with TLRs who provided a response expected to remain in education for the next 5 years and 71 per cent still expected to be in education in 10 years' time. No one expected to be a headteacher within 5 years, but 18 per cent expected to be a headteacher within the next 10 years. Including those who wish to be a head, 57 per cent of TLRs saw themselves in middle or senior management in 10 years' time.

Ambition of mainscale teachers Teachers in mainscale posts were on the whole expecting to advance their careers although some expected to be in a job outside education in 5 years (14 per cent) and 10 years (22 per cent). Only 4 per cent saw themselves being a headteacher within 10 years; however, in total, 43 per cent expected to be in a middle or senior management post.

5 Barriers and enablers to leadership ambitions

Summary of key points

1. The greatest barrier to leadership aspirations overall was *workload*, and for nearly all groups disaggregated by sex, phase, career stage and ethnicity it appeared in first or second position, apart from African teachers who ranked it seventh and Pakistani teachers who ranked it third. Lack of *self-confidence* was overall rated second and was cited in the top four barriers for all groups of respondents, except men and African teachers, where it dropped to eighth position. *Discrimination* featured third overall but was first for men and African teachers and second in the secondary phase. *Attitude of senior colleagues* and *my ethnicity* again featured in the overall top 10 barriers and these barriers were cited by virtually all groups of respondents.
2. The differences between the barriers to the leadership ambitions of men and women were marked and as women comprised 70 per cent of the sample this impacted significantly on the overall rankings. BME male teachers perceived *discrimination* as their greatest barrier compared with their female counterparts who ranked it sixth. For women (lack of) *self-confidence* was the second most commonly cited barrier but featured only eighth in the list of barriers by their male counterparts. *Caring/family responsibilities* were cited as the third most important barrier for women, but did not even feature in the top 10 for men. Female BME teachers also cite *performance management* more highly (fifth) than their male counterparts (tenth) and rank involvement in *professional networks* and *access to mentoring and coaching*.
3. Differences between the barriers to the leadership ambitions of different ethnic groups were also apparent. *Caring/family responsibilities* and the *attitude of senior colleagues* were the most important barriers for Pakistani teachers; both were higher in the weighted ranked list than for any other groups. The barriers identified by African teachers were again markedly different: *discrimination* and *my ethnicity* took clear precedence over other factors and (lack of recognition of) *overseas experience and qualifications* was identified as the third most important barrier. *Workload*, *self-confidence* and (reflecting a higher proportion of men in this ethnic group) *caring/family responsibilities* were much less important for this ethnic group than the norm.
4. Lack of *self-confidence* was rated as the most important barrier to leadership ambitions for those in the senior leadership group but was less important for those in middle leadership and mainscale posts who identified *workload* to be their most important barrier. Teachers in senior leadership posts also gave more priority to the role played by the *attitude of senior colleagues* and *recruitment policies/procedures*.
5. The two overriding enablers were *qualifications and experience* and *self-confidence*. The other factors that were ranked consistently highly by each group and the sample as a whole were the *availability of suitable posts*, the *attitude of senior colleagues*, professional development through *access to CPD opportunities*, *access to leadership programmes* and *performance management*. Female BME teachers cited *performance management* more highly (fifth) than their male counterparts (tenth) and also rated involvement in *professional networks* and *access to mentoring and coaching*.
6. Of the differences between the leadership ambitions of ethnic groups, the most noticeable were that *mentoring/coaching* and *BME role models* were more important for the Pakistani group than other groups. *Succession planning procedures* were more important for the African group and *involvement in professional networks* for the Caribbean group. *Access to leadership programmes* was an important enabler for every ethnic group except African teachers.

5.1 Barriers

Fundamental to the research was the identification of significant barriers that impact on BME teachers' career trajectories. The respondents were asked to rank from a list of 32 options the four most important barriers/anticipated barriers in achieving their current/possible future leadership roles. The order with which respondents ranked the factors was used to create a weighted score (see section 2.4) that allowed the relative importance respondents attached to barriers to be factored in. Because of the difference in size of the various groups used in analysis to disaggregate the data (phase, sex, ethnicity etc), the weighted scores cannot be used to contrast across groups but only to compare relative strength of feeling within a group.

The 10 most important barriers in terms of their weighted score overall are listed in Table 23 and Table 24 shows the full range of responses disaggregated by individual groups. Perhaps unsurprisingly, a common factor for all teachers, *workload*, was seen to provide the greatest barrier to leadership aspirations overall, and for nearly all groups disaggregated by sex, phase, career stage and ethnicity it appeared in first or second position, apart from African teachers who ranked it seventh and Pakistani teachers who ranked it third. Lack of *self-confidence* was overall rated second and was cited in the top four barriers for all groups of respondents, except men and African teachers, where it dropped to eighth position. *Discrimination* featured third overall but first for men and African teachers. *Caring/family responsibilities* again featured highly overall (fourth) and appeared in the top 10 barriers for all groups of respondents, except, again, men. *My ethnicity*, *recruitment policies/procedures* and *attitude of senior colleagues* all featured in the overall top 10 barriers and were almost all cited by all groups of respondents. *Qualifications and experience* was cited in the top 10 by all groups apart from senior leaders.

Table 23 Top 10 barriers to leadership ambitions for all respondents

	Weighted score	Frequency
1 Workload	516	183
2 Self-confidence	368	140
3 Discrimination	337	122
4 Caring/family responsibilities	327	128
5 Qualifications and experience	290	99
6 Availability of suitable posts	279	111
7 Attitude of senior colleagues	255	97
8 My ethnicity	229	81
9 My age	221	88
10 Recruitment policies/procedures	218	86

Table 24 Barriers to leadership ambitions, by subgroup

Barriers	All groups	Men	Women	Primary	Secondary	Senior	Middle	Mainscale	Indian	Pakistani	African	Caribbean
Workload	1	2	1	1	1	2	1	1	1	3	7	2
Self-confidence	2	8	2	2	4	1	3	4	2	4	8	1
Discrimination	3	1	6	8	2	5	5	3	8	5	1	7
Caring/family responsibilities	4		3	3	5	7	2	5	5	1	10	6
Qualifications and experience	5	7	4	5	3		6	2	3	7		3
Availability of suitable posts	6	4	5	6	6	6	4	8	7	8		9
Attitude of senior colleagues	7	9	7	4	8	3	7	10	9	2	5=	5
My ethnicity	8	6	9		7	8	10	7	10	6	2	10
My age	9	10	8	7	10	9	9	6	6			
Recruitment policies/procedures	10	3		10		4			4		4	
Access to leadership programmes	11	5	10	9	9		8	9		9	5=	4
Access to CPD opportunities	12									10	9	8
Access to mentoring/coaching	13					10						
Attitudes to BME teachers	14											
Social and cultural factors	15											
Attitude of staff to BME teachers	16											
Overseas experience and qualifications	17										3	
Taking a career/maternity break	18											
My age of entry to profession	19											
Performance management	20											
BME role models	21											
Access to Fast Track programme	22											
Involvement in professional networks	23											
Awareness of available posts	24											
Where I live	25											
Proportion of BME in local area	26											
Proportion of BME staff at school	27											
BME specific training /networks	28											
Membership of trade union	29											
Succession planning procedures	30											

Table 25 shows some notable differences in the barriers to leadership ambitions cited by men and women teachers. Most marked among them was *discrimination*, which BME male teachers perceived as their greatest barrier compared with their female counterparts who ranked it sixth. For women (lack of) *self-confidence* was the second most commonly cited barrier but featured only eighth in the list by their male counterparts. *Caring/family responsibilities* were cited as the third most important barrier for women, but did not even feature in the top 10 for men. Conversely, men ranked third *recruitment policies/procedures*, a factor which did not feature in the top 10 for women.

Table 25 Top 10 barriers to leadership ambitions, by sex

Barriers for men	Weighted score	Freq	Barriers for women	Weighted score	Freq
1 Discrimination	130	44	1 Workload	404	139
2 Workload	105	42	2 Self-confidence	293	110
3 Recruitment policies/procedures	103	36	3 Caring/family responsibilities	262	104
4 Availability of suitable posts	78	33	4 Qualifications and experience	214	74
5 Access to leadership programmes	77	28	5 Availability of suitable posts	201	78
6 My ethnicity	77	29	6 Discrimination (positive or negative)	199	76
7 Qualifications and experience	76	25	7 Attitude of senior colleagues	184	74
8 Self-confidence	75	30	8 My age	155	59
9 Attitude of senior colleagues	68	22	9 My ethnicity	142	49
10 My age	66	29	10 Access to leadership programmes	133	49

There were again notable differences between the four main ethnic groups (see Table 24). *Caring/family responsibilities* and the *attitude of senior colleagues* were the most important barriers for Pakistani teachers; both are higher in the weighted ranked list than for any other groups. The barriers identified by African teachers are again markedly different: *discrimination* and *my ethnicity* took clear precedence over other barriers in the weighed score. Bearing in mind that over 60 per cent of the African sample had taught outside the UK, it is understandable that (the lack of recognition of) *overseas experience and qualifications* were identified as the third most important barrier. *Workload*, *self-confidence* and (reflecting a higher proportion of men in this ethnic group) *caring/family responsibilities* were much less important for this ethnic group than the norm. Other differences included *recruitment policies/procedures*, which Indian teachers ranked fourth in comparison to tenth in the sample overall, and (lack of) *access to leadership programmes*, which Caribbean teachers ranked fourth whereas overall it did not appear in the top 10.

Disaggregating by phase, there were noteworthy differences in the barriers to ambition identified. The same kinds of patterns emerge as found in Table 24. The most identified barriers were *workload*, *self-confidence* and *caring/family responsibilities* for teachers in the primary sector and *workload* and *discrimination* for teachers in the secondary sector. This is likely to be as a result of the relative proportions of women teachers in the primary and secondary phases.

Again there were noticeable differences when the data was disaggregated by career stage. For instance (lack of) *self-confidence* was rated as the most important barrier to ambition for those in the senior leadership group but was less important for those in middle leadership and mainscale posts who identified *workload* to be their most important barrier. Teachers in senior leadership posts also gave more priority to the role played by the *attitude of senior colleagues* and *recruitment policies/procedures*. In mainscale and middle leadership posts (lack of) *qualifications and experience* was a crucial barrier that was not identified by those in senior leadership posts.

5.2 Enablers

The enablers affecting BME teachers' career trajectories identified by the respondents show a much greater degree of consistency among the various groups than the barriers. The top 10 enablers overall are shown in Table 26 and the full list of enablers disaggregated by individual groups in Table 27

The two overriding enablers were *qualifications and experience* and *self-confidence*. The other factors that were ranked consistently highly by each group and the sample as a whole were the *availability of suitable posts*, the *attitude of senior colleagues*, professional

development through *access to CPD opportunities, access to leadership programmes and performance management.*

Table 26 Top 10 enablers to leadership ambitions for all respondents

	Weighted score	Frequency
1 Qualifications and experience	911	267
2 Self-confidence	654	219
3 Availability of suitable posts	289	121
4 Attitude of senior colleagues	246	89
5 Access to CPD opportunities	187	84
6 Access to leadership programmes	186	77
7 Performance management	178	77
8 Awareness of available posts	156	70
9 Involvement in professional networks	118	53
10 My age	110	43

Table 27 Enablers to leadership ambitions, by subgroup

Enablers	All groups	Men	Women	Primary	Secondary	Senior	Middle	Mainscale	Indian	Pakistani	African	Caribbean
Qualifications and experience	1	1	1	1	1	1	1	1	1	1	1	1
Self-confidence	2	2	2	2	2	2	2	2	2	2	2	2
Availability of suitable posts	3	3	3	4	3	5	3	3	3	6	3	3
Attitude of senior colleagues	4	4	4	3	4	3	4	4	4	5	7	4
Access to CPD opportunities	5	6	6	5	6	4	9	5	6	8	4	7
Access to leadership programmes	6	5	7	8	5	6	6	8	8	3		5=
Performance management	7	10	5	6	7	8	5	6	5	9	6	
Awareness of available posts	8	7	8	10	8		7	7	7		10	
Involvement in professional networks	9		9	9		7						5=
My age	10	9			10		8					
Access to mentoring/coaching	11		10		9	10		9		4		
My age of entry to profession	12						10		9			
Where I live	13			7		9						9
Social and cultural factors	14	8								7	8=	8
Succession planning procedures	15							10			5	
My ethnicity	16								10			
BME role models	17									10		
Overseas experience & qualifications	18										8=	
Proportion of BME in local area	19											
Recruitment policies/procedures	20											
Attitude of staff to BME teachers	21											
Membership of trade union	22											
Access to Fast Track programme	23											
Proportion of BME staff at school	24											
BME specific training /networks	25											10
Caring/family responsibilities	26											
Discrimination (positive or negative)	27											
Attitudes to BME teachers	28											
Workload	29											
Taking a career/maternity break	30											

Of the few differences that emerged between ethnic groups, the most noticeable were that the role of *access to mentoring/coaching* and *BME role models* were more important for the Pakistani group, *succession planning procedures* for the African group and *involvement in professional networks* for the Caribbean group. *Access to leadership programmes* was a major enabler for each ethnic group except for African teachers.

Table 28 shows little differences in the top 10 enablers to leadership ambitions disaggregated by sex. The top four enablers were identical although female BME teachers cited *performance management* more highly (fifth) than their male counterparts (tenth) and also rated *involvement in professional networks* and *access to mentoring and coaching*.

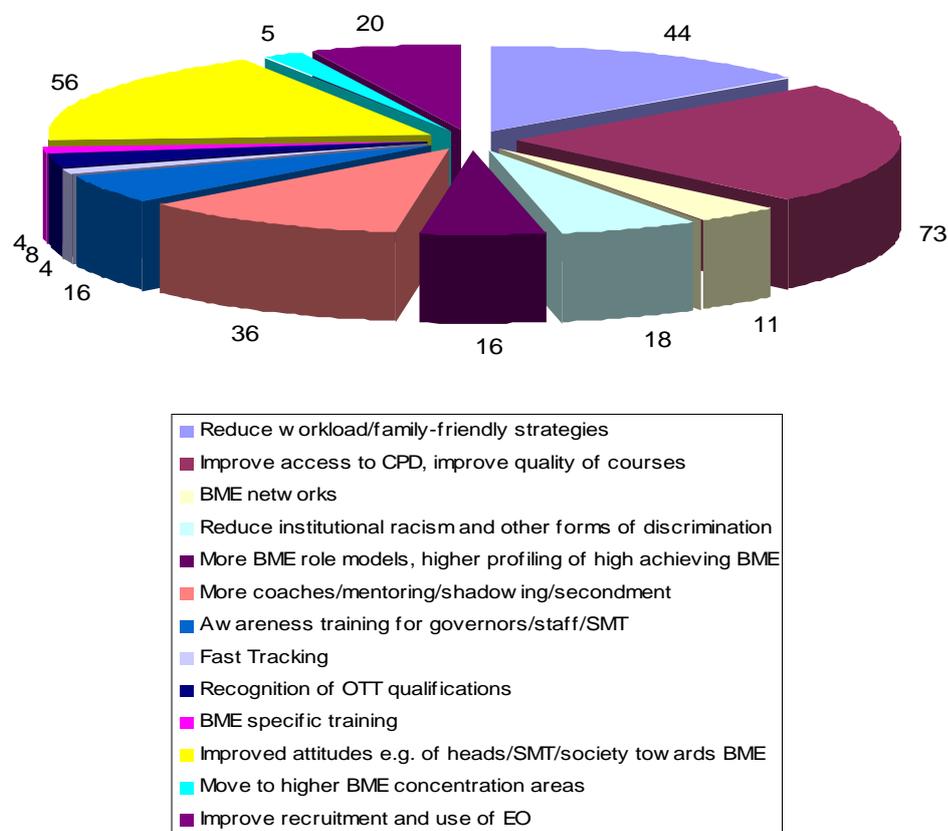
Table 28 Top 10 ranked enablers to leadership ambitions, by sex

For men	Weighted score	Freq	For women	Weighted score	Freq
1 Qualifications and experience	240	71	1 Qualifications and experience	657	192
2 Self-confidence	195	64	2 Self-confidence	453	153
3 Availability of suitable posts	73	34	3 Availability of suitable posts	216	87
4 Attitude of senior colleagues	58	20	4 Attitude of senior colleagues	184	68
5 Access to leadership programmes	57	25	5 Performance management	137	59
6 Access to CPD opportunities	50	22	6 Access to CPD opportunities	134	61
7 Awareness of available posts	45	22	7 Access to leadership programmes	127	51
8 Social and cultural factors	43	18	8 Awareness of available posts	111	48
9 My age	41	17	9 Involvement in professional networks	82	38
10 Performance management	40	17	10 Access to mentoring/coaching	76	33

5.3 Strategies to overcome barriers

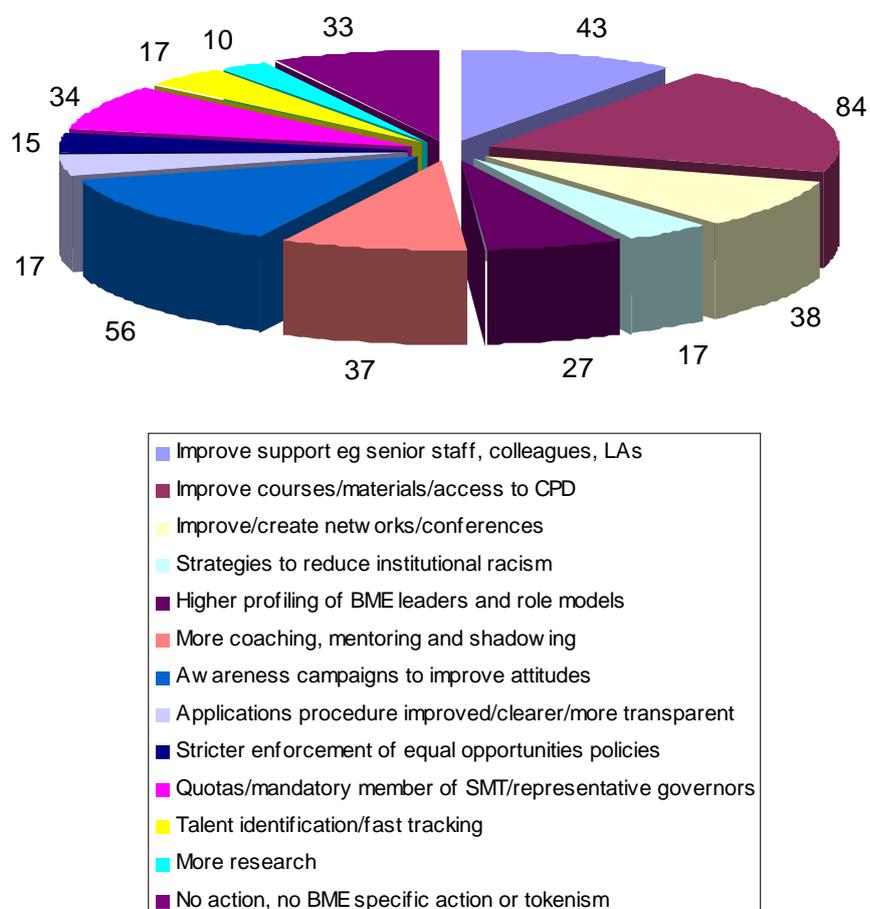
Respondents were asked about specific ways to overcome the barriers that would or did help them achieve their leadership ambitions. Responses to the question were varied, reflecting the large range of personal, societal and institutional barriers faced by the teachers (see Figure 17). The most frequent suggestions were: 'improved access to CPD and better quality CPD' (n=73); 'improved attitudes towards BME teachers generally from headteachers, senior leaders, staff and society' (n=56); and 'a reduction in workload and more family-friendly practices' (n=44).

Figure 17 Suggested ways to overcome barriers (frequencies)



Respondents to the survey were asked what strategic actions would help BME teachers with leadership ambitions. The suggestions included (see Figure 18): 'improving courses/materials/access to CPD' (n=84); 'awareness campaigns to improve attitudes' (n=56); 'improved support' (n=43); 'improve/create networks/conferences' (n=38); 'more coaching, mentoring and shadowing' (n=37); and 'higher profiling of BME leaders and role models' (n=27). Although a notable number suggested the use of 'quotas/mandatory member of SMT [Senior Management Team]/representative governors' (n=34) there were almost equal numbers who were adamant that there should be 'no action, BME specific action or tokenism' (n=33).

Figure 18 Suggested strategic actions to help BME teachers with leadership aspirations (frequencies)



Selected comments from teachers about the enablers that would or did help them to achieve their leadership ambitions

“Open discussion, dialogue about barriers and how to overcome instead of tripping over them in the course of my career and then feeling badly wounded. Practical, professional support and advice.” (Pakistani, female, middle leader)

“Research and communication to broaden perspectives. Experience of common aspects of leadership competencies in contexts outside of school. Secondment/shadowing – CPD for staff in other non-teaching contexts.” (Black African, male, mainscale)

“LA [local authority] being tougher with schools who have a record of not putting ethnic minorities into leadership, complaints of racism/discrimination being taken more seriously by LA.” (Pakistani, male, mainscale)

“Seeing other teachers achieve their leadership goals and learning from their experiences will enable teachers like myself to gain the confidence to apply for leadership posts. Training/network opportunities would also be useful. Financial support – childcare costs would help teachers with young families to take on further education/training.” (Indian, female, mainscale)

“Proper training – being overseas trained teacher (new to system) I needed more professional support and guidance for leadership job. Trend is changing as many EM teachers are coming to this profession.” (Pakistani, female, mainscale)

“Actively creating level playing field for all applicants based on experience and qualifications, skills, competence/attributes rather than subjective criteria. Change in attitude/perception of BME teachers.” (Black African, female, senior leader)

“I would like a role model from a similar ethnic background to mentor me and help me to actualize my goals. Recognition of achievement by SMT.” (Indian, female, mainscale)

“Positive use of young BME role models in the press, especially teaching. This could overcome misconceptions that we/I only get the job because of my age and race!” (Mixed white and black Caribbean, female, mainscale)

“Working in a situation that recognised and rewards skills and experience rather than ‘who you are mates with’ or a system that puts someone else first just because they have been there longer than you.” (Mixed white and black Caribbean, female, mainscale)

6 Experiences and perceptions of discrimination

Summary of key points

1. Overall, 54 per cent of all BME teachers responding to the survey reported they had experienced discrimination during their career in respect of ethnicity (44 per cent), gender (11 per cent), age (10 per cent) and faith (10 per cent). Significantly more African teachers (80 per cent) reported discrimination than the average, followed by 61 per cent of Pakistani teachers, 53 per cent of Caribbean teachers and 48 per cent of Indian teachers. Senior leaders (67 per cent) reported more discrimination than mainscale (53 per cent) and middle leaders (48 per cent).

2. Discrimination on the basis of ethnicity was reported by 44 per cent of the sample overall, and by more men (49 per cent) than women (42 per cent). There were significant differences between the ethnic groups: 74 per cent of the African teachers reported that they had experienced ethnic discrimination followed by 49 per cent of the Pakistani teachers and 39 per cent of Indian and Caribbean teachers.

3. One in ten (11 per cent) of the sample experienced incidents of gender discrimination; this was most noticeable among teachers in senior leadership posts (20 per cent) compared with mainscale posts (8 per cent) and women (14 per cent) compared with men (3 per cent). Of the senior leaders, it was mostly women (90 per cent) who reported gender discrimination. There were variations in the degree of discrimination different ethnic groups experienced: 15 per cent of Indian teachers reported gender discrimination but only 3 per cent of African teachers; 40 per cent of Indian women but only 7 per cent of their African counterparts who had experienced discrimination felt it was in relation to gender.

4. Overall, 10 per cent of the sample reported discrimination in relation to faith. It was more prevalent among certain ethnic groups: 39 per cent of Pakistani teachers experienced this type of discrimination compared with just 3 per cent of Caribbean teachers. It was also more frequently reported by men (13 per cent) than women (9 per cent) and more by senior leaders (16 per cent) than middle leaders (8 per cent) and mainscale teachers (10 per cent).

5. Overall, 38 per cent reported they had experienced negative discrimination in applying for posts (33 per cent in the primary phase to 39 per cent in secondary) and of these 59 per cent had encountered it at the shortlisting stage, 66 per cent at the interviewing stage and 34 per cent at both stages. There were significant ethnic differences with regard to reporting of discrimination in the selection process: 65 per cent of African teachers, 40 per cent of Pakistani teachers, and 34 per cent of both Indian and Caribbean teachers had experienced discrimination when applying for posts.

6. More than two-thirds (70 per cent) of respondents felt that it was harder for BME teachers than for white teachers to secure leadership posts. There were significant differences between the ethnic groups: 93 per cent of Africans thought it was harder for BME teachers to secure leadership posts while only 51 per cent of teachers from 'white mixed' ethnic groups felt it was harder.

7. Overall, 71 per cent felt white teachers were perceived as better leaders and only 2 per cent felt that BME teachers were so perceived, but there were significant differences among the ethnic groups whose members held this view: 90 per cent of African teachers felt that white teachers were stereotypically perceived as better leaders, compared with 81 per cent of Caribbean teachers, 77 per cent of Pakistani teachers, 69 per cent of Indian teachers and 57 per cent of teachers from 'white mixed' groups who held this view.

8. More than half of the respondents (59 per cent) thought there was perceived to be no difference between the leadership potential ethnic groups. Of the respondents who thought

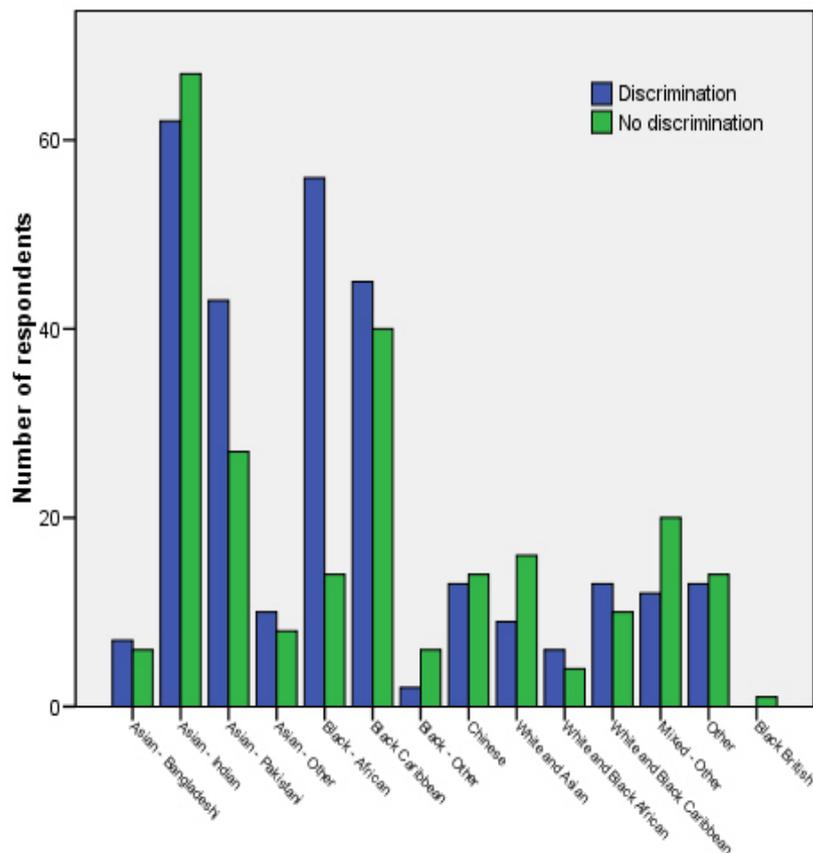
there was a difference, Indian teachers (23 per cent) were most frequently perceived as better leaders followed by Caribbean (12 per cent), African (8 per cent) and Pakistani (3 per cent).

9. BME men were stereotypically perceived as better leaders (32 per cent) than BME women (14 per cent). More men thought BME men were perceived as better leaders (31 per cent) than thought BME women were so perceived (23 per cent). Women also felt BME men were perceived as better leaders (36 per cent) than BME women (13 per cent). Indian (39 per cent) and Pakistani (44 per cent) teachers felt strongly that BME men were perceived as better leaders. African teachers, however, felt women (27 per cent) were perceived as better leaders than men (16 per cent).

6.1 Discrimination

Respondents were asked whether they felt that they had experienced discrimination during their career. Overall, 54 per cent of those responding to the survey reported that they had experienced discrimination during their career. Although there were no significant differences between the sexes in this respect there were variations in the nature of the discrimination – proportionately more women reported gender discrimination and proportionately more men reported ethnic discrimination. Analysed by career stage, senior leaders (67 per cent) reported most discrimination, followed by mainscale teachers (53 per cent) and middle leaders (48 per cent). Four in five (80 per cent) of African teachers reported discrimination, which was a significantly (sig12) higher level than the average, followed by 61 per cent of Pakistani teachers, 53 per cent of Caribbean teachers and 48 per cent of Indian teachers. Figure 19 shows the frequency of discrimination experienced by all ethnic groups involved in the survey.

Figure 19 Experience of any discrimination, by all ethnic groups



Comments from teachers experiencing discrimination in the school system:

“Overtly: from students displaying prejudice. From staff – not overtly but clear prejudice.”
(White and Asian, female, middle leader – experienced ethnic discrimination)

“Even on supply some SMT would not have me; they’d rather have their own, no matter how useless! Sorry, this is a fact and on supply I can’t even complain as it’s my bread and butter.”
(Indian, male, mainscale – ethnic and age discrimination)

“As a BME teacher you are already looked upon as bog standard teacher. However, if you are a woman and Muslim you will not get a chance.”
(Bangladeshi, female, mainscale – ethnic, faith and gender discrimination)

“I have observed a difference in attitudes by middle-class parents and certain colleagues to me which I can only explain by being BME.”
(Indian, female, mainscale – ethnic discrimination)

“I was working in a church school with no chance of promotion due to wrong religion.”
(Indian, female, senior leader – faith discrimination)

“I am the only young, Asian female teacher at my school and I am finding it difficult to professionally progress.”
(Indian, female, mainscale – ethnic, gender and age discrimination)

“Was physically assaulted by a student (who was white). Handed incident report sheet to senior management at school. Student was excluded for a week, but did not return and dad made a complaint to school. School already suffering from racial tension between students, advised me not to pursue matter further.”
(Pakistani, male, mainscale – ethnic discrimination)

“Some people think my ‘image doesn’t fit’ some post in the school because I don’t go to the pub on Friday afternoon with the ‘Click’ group.”
(African, female, middle leader – ethnic and faith discrimination)

“Often seen as hard working and not argumentative so given the task of doing and not managing.”
(Indian, female, middle leader – gender discrimination)

“I am a very big man, 6ft 5in and black (former sportsman). This has restricted me in non BME areas.”
(Caribbean, male, middle leader – ethnic discrimination)

“Denied days off for EID and refused prayer facility.”
(White and Asian, male, senior leader – faith discrimination)

“Overt racism/discrimination is easy to explain. On the other side is covert racism/discrimination which is difficult to explain. This I believe I have experienced and suffered in the course of the many headship applications I submitted without any success. As a BME teacher, it’s easier for me to sense or see covert racism/discrimination particularly in my current employment authority.”
African, male, senior leader – ethnic discrimination)

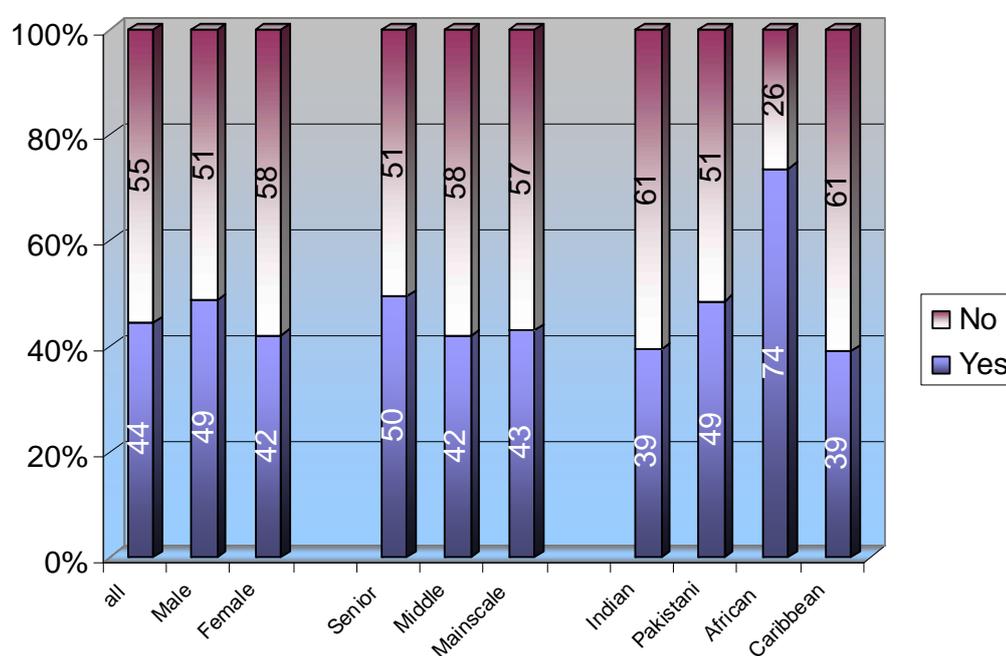
“As the only BME female member of staff I have to constantly ‘prove’ my capabilities over and above other teachers. I am overlooked [when there are] opportunities [to] progress with less qualified [people] being chosen above me. I am challenged if I step an inch out of line.”
(Caribbean, female, middle leader – ethnic discrimination)

“The rhetoric is often ‘politically correct’ but it’s the ‘sense of discrimination’ that’s impossible to explain, quantify or prove!”
(Chinese, female, senior leader - ethnic and gender discrimination)

Ethnic discrimination

Within the sample as a whole, 44 per cent of respondents reported that they had experienced ethnic discrimination. Of those who had experienced any kind of discrimination, 86 per cent had experienced ethnic discrimination (respondents were able to identify more than one discrimination type). More men (49 per cent) than women (42 per cent) reported ethnic discrimination. Overall, senior leaders reported most discrimination (50 per cent) and middle leaders least (42 per cent). However, when disaggregated further by sex all discrimination experienced by male middle leaders (n=23) was in relation to ethnicity. There were significant (sig13) differences between the ethnic groups reporting ethnic discrimination: 74 per cent of the African teachers reported having experienced ethnic discrimination followed by 49 per cent of the Pakistani teachers and 39 per cent of Indian and Caribbean teachers (see Figure 20).

Figure 20 Experience of ethnic discrimination, by sex, career stage and ethnicity (%)

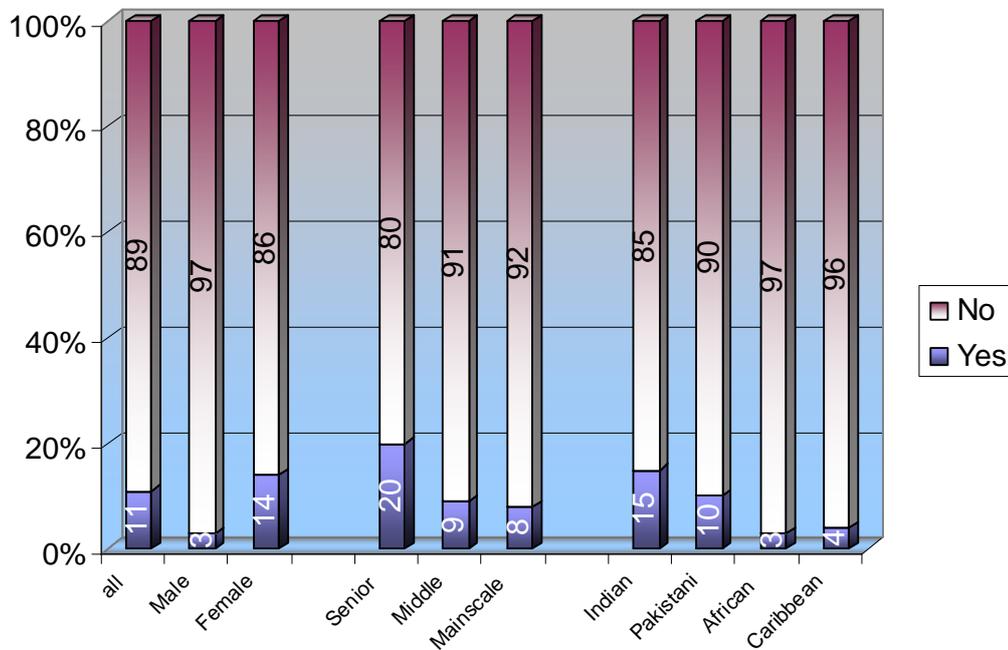


Gender discrimination

Within the sample as a whole 11 per cent of respondents had experienced gender discrimination. 22 per cent of those who experienced any discrimination had experienced gender discrimination. Overwhelmingly (sig14), women teachers reported experiencing gender discrimination: 92 per cent of all gender discrimination was identified by women despite them making up only 71 per cent of the sample, and 3 per cent of men and 14 per cent of women had experienced gender discrimination. Gender discrimination had been experienced more often among teachers in senior leadership posts (20 per cent) than those in mainscale posts (8 per cent). Of the gender discrimination within the senior leadership group only 10 per cent was reported by men and 90 per cent by women despite men making up 30 per cent of the group (sig15). No men in the middle leadership group reported gender discrimination but 13 per cent of women did (sig16). Of the gender discrimination at mainscale, 86 per cent was from women teachers and 14 per cent from male teachers (70 per cent of mainscale teachers in the sample are women). There were borderline significant differences in the gender discrimination reported by ethnic groups. For example, 15 per cent of Indian teachers reported gender discrimination compared with 3 per cent of African teachers. This difference can in part be explained by the gender balance within these two groups (72 per cent and 51 per cent respectively). Interestingly, 40 per cent of Indian women

who had experienced discrimination felt it was in relation to gender, yet African women reported gender to be a cause of discrimination in only 7 per cent of cases; 27 of the 35 African men in the sample reported discrimination but did not encounter any gender discrimination.

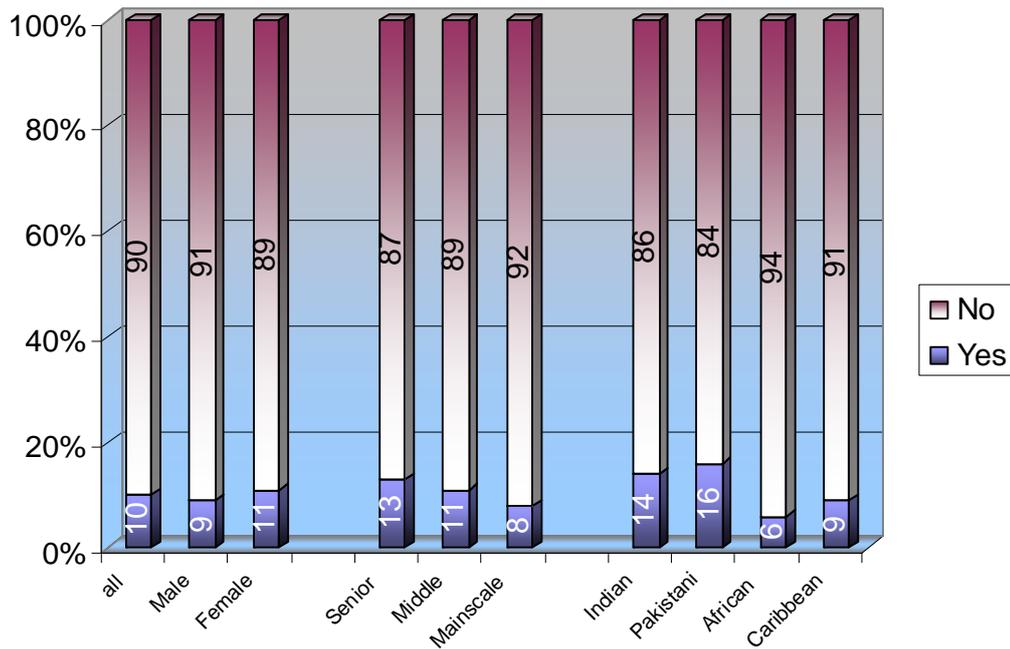
Figure 21 Experience of gender discrimination, by sex, career stage and ethnicity (%)



Age discrimination

Overall, 10 per cent of respondents had experienced age discrimination. 20 per cent of those who had experienced any discrimination had experienced age discrimination. Disaggregating by sex, career stage and ethnicity there were few marked differences in the patterns of discrimination that would not be expected. Slightly more of the senior leadership group (13 per cent) reported age discrimination than the mainscale group (8 per cent).

Figure 22 Experience of age discrimination, by sex, career stage and ethnicity (%)



Although the age at which these incidents took place is not known, the distribution indicates that proportionately more early and late career teachers have experienced age discrimination (see Figure 23). This phenomenon is also evident for early and late career teachers in mainscale posts (see Figure 24).

Figure 23 Age of teachers experiencing age discrimination (%)

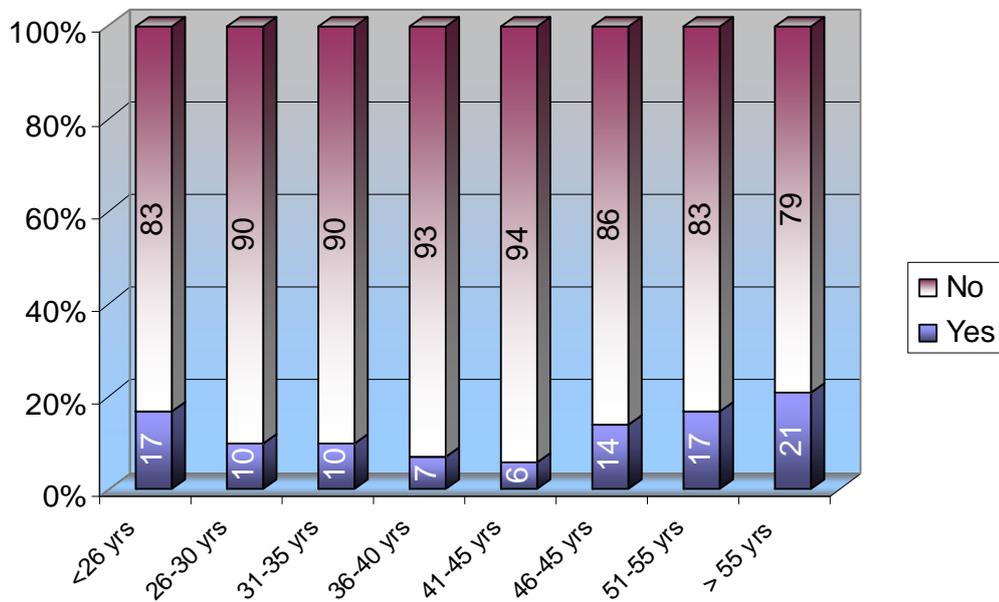
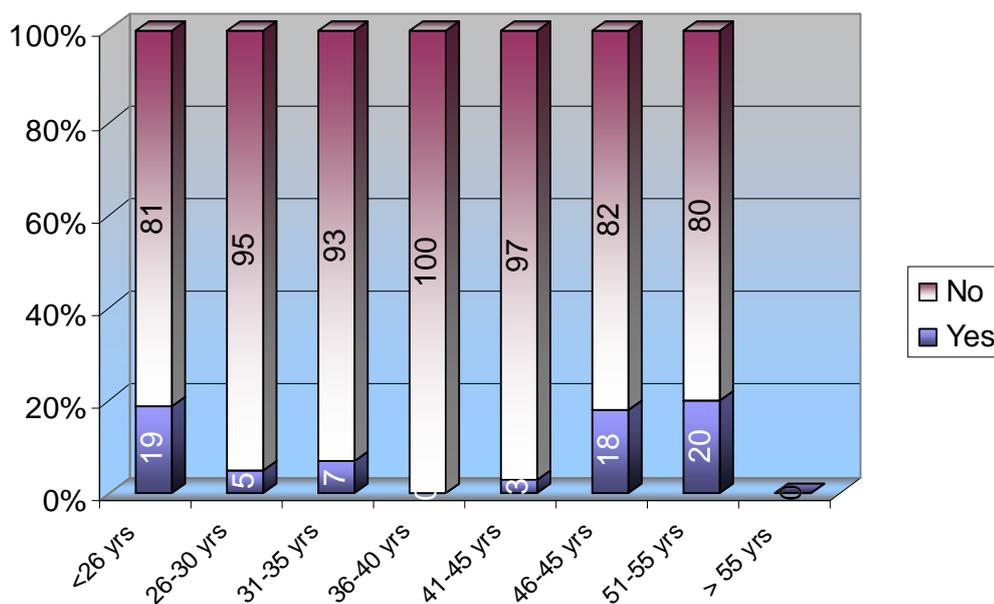


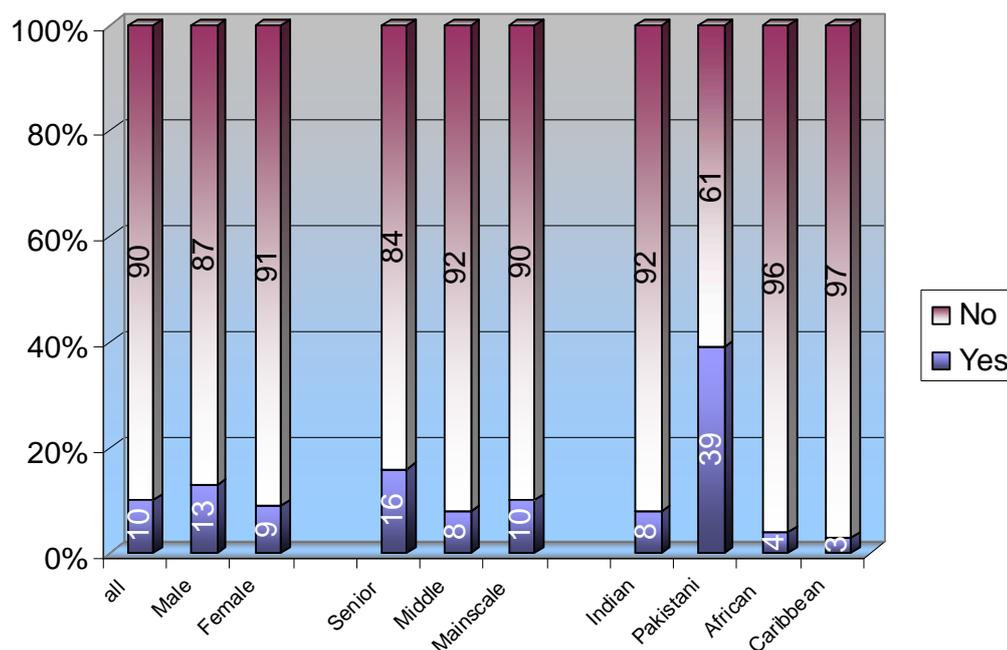
Figure 24 Age of mainscale teachers experiencing age discrimination (%)



Faith discrimination

Overall, 10 per cent of the sample reported discrimination in relation to faith. 21 per cent of those who had experienced any discrimination had experienced faith discrimination. Faith discrimination was more prevalent among the men (13 per cent) than women (9 per cent) in the sample. More faith discrimination was reported by teachers occupying senior leadership posts (16 per cent) than middle leaders (8 per cent) and mainscale (10 per cent). This is likely to be as a result of the decision in voluntary aided and controlled schools to appoint headteachers who are of the faith. There were some statistically significant differences (sig17) in respect to ethnicity: 39 per cent of Pakistani teachers reported faith discrimination compared with just 3 per cent of Caribbean teachers, 4 per cent of African and 8 per cent of Indian teachers.

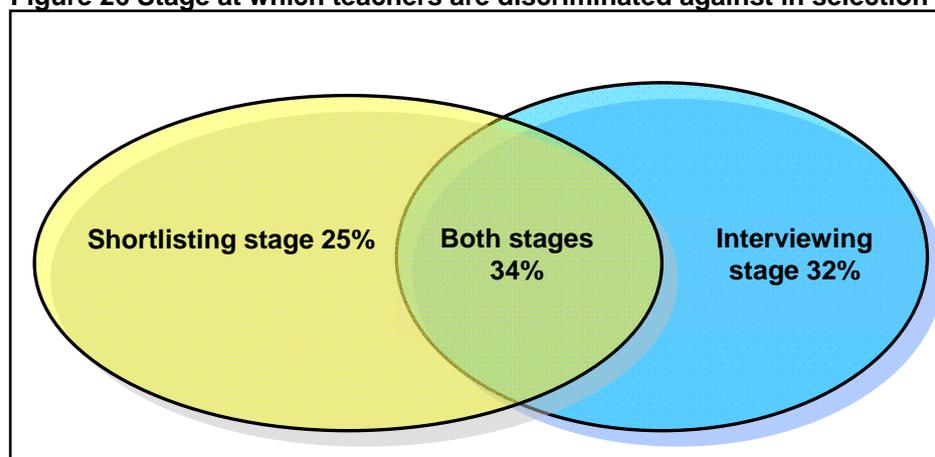
Figure 25 Experience of faith discrimination, by sex, career stage and ethnicity (%)



6.2 Discrimination in the selection process

Respondents were asked ‘do you feel you have experienced negative discrimination in applying for posts?’ Overall, 38 per cent felt that they had experienced negative discrimination in applying for posts (33 per cent in the primary phase to 39 per cent in secondary). Within this group 59 per cent had encountered this at the shortlisting stage, 66 per cent at the interviewing stage and 34 per cent at both stages. There were no noticeable trends regarding sex, phase or career stage. There were significant differences (sig18) with regard to ethnicity, the highest reported incidence of discrimination in the selection process being among African teachers (65 per cent): 70 per cent at the shortlisting stage, 70 per cent at the interviewing stage and 40 per cent at both stages. More than one-third of Pakistani teachers (40 per cent) and Indian and Caribbean teachers (both 34 per cent) reported negative discrimination in the selection process.

Figure 26 Stage at which teachers are discriminated against in selection process (%)



Comments from teachers who had experienced discrimination in the selection process

"I passed my PGCE with a group of friends who were of white backgrounds and our applications were similar but I found I was not invited for interviews very often – which was disheartening for me. I feel privileged to have worked at my present school as my confidence has grown." **(Indian, female, mainscale)**

"Difficult to explain but I am perceived as a troublemaker on account of being a rep." **(African, female, middle leader)**

"I have an English sounding surname and I have no foreign accent so I feel my ethnic appearance comes as a shock at interviews. People have told me my Christian name sounds Irish!" **(Indian, female, mainscale)**

"At shortlisting I was discriminated against because of my age and time spent in selective education." **(Indian, male, senior leader)**

"Overseas qualifications are not recognised. Management would rather see an English teacher with less experience than an overseas teacher. It is less culturally challenging." **(Other ethnic, female, mainscale)**

"Prior interview, the HOD told me I should apply to a school in Peckham or another deprived area because she said that's obviously the kind of background I'm from – it isn't!" **(Caribbean, female, middle leader)**

"No other applicant ticked as many boxes, but the head was reluctant to appoint, but in the end had no choice. It was because I was giving up other responsibility and she didn't want to have to find a replacement." **(Indian, female, middle leader)**

"An application form for one school didn't have a 'tick box' for my ethnicity in the application form 'Black British'." **(Caribbean, female, post level undisclosed)**

"In previous school, I applied for a promotion post – was invited for interview – a day before the interview was told it was cancelled, and that my application will be on file for [the] future. When [the] future came, I was told [I was] not qualified for [the] job." **(African, male, middle leader)**

"Never passed shortlisting stage. When they see the name, you just get rejected. When I carried out an experiment, I found that for a period of time 100% of the schools I have visited before I applied did not shortlist. After interview I have been given feedback which could not be substantiated and did not take into consideration my experience or qualifications. For example, when I met particular competencies I was told to develop such competencies." **(Caribbean, female, senior leader)**

Overall, 37 per cent of the respondents felt that they had experienced positive action when applying for posts (see text box below), although interpretation of the term positive action clearly varied and in many cases did not relate to the conventional use of the term. Greater proportions of women (42 per cent) felt they had experienced positive action than men (26 per cent). Fewer teachers in senior leadership posts had experienced positive action when applying for posts (32 per cent) than those in middle leadership posts (36 per cent) and mainscale (40 per cent). Just over half (51 per cent) of women in primary schools report positive action compared with 29 per cent of men; in the secondary phase the corresponding figures are 37 per cent of women and 26 per cent respectively.

Comments from teachers who had experienced positive action in recruitment

"[I] feel as though I have been offered jobs to be a BME role model." (African, female, mainscale)

"I think being a BME worked to my advantage. Ticked a few boxes!" (Indian, female, middle leader)

"Actively encouraged by line manager to apply for a head of faculty job despite only completing QTS in 2004." (Pakistani, female, middle leader)

"Difficult to prove but for LEA's Equal Opps policy – having a BME applicant is good for school image." (Bangladeshi, male, senior leader)

"I was appointed in an all/mostly white middle class suburban school for a temporary 1 year contract in order to 'counter racist attitudes'." (Pakistani, male, mainscale)

"Was offered two jobs without interview." (Caribbean, female, mainscale)

"I was chosen because of my level on the pay scheme (M3) compared to those on UPS1." (African, male, mainscale)

"I feel that I may be being recruited for who I am rather than what I can do. This is unfair on others as there isn't a level playing field and is somewhat patronising." (Asian – other, female, mainscale)

"I have always been invited for an interview at all the schools I applied for." (Caribbean, female, senior leader)

Overall, 70 per cent of respondents felt it was harder for BME teachers than other teachers to secure leadership posts; slightly more men (73 per cent) than women (69 per cent) thought this to be the case. The largest differences were found in the mainscale group where 82 per cent of male teachers and 68 per cent of female thought it is harder for BME teachers. These differences were reversed for middle leadership and senior leadership groups where more women believe this to be true (75 per cent women compared with 67 per cent men in senior leadership posts, 68 per cent women compared with 64 per cent men in middle leadership posts). In the secondary sector the feeling was strongest in men (73 per cent compared with 63 per cent women). There were also significant (sig19) differences between the ethnic groups: 93 per cent of Africans thought it was harder for BME teachers to secure leadership posts. Only 51 per cent of teachers from 'white mixed' (eg white and African) ethnic groups felt it was harder for BME teachers than other teachers to secure leadership posts.

Comments from teachers who thought it harder for BME teachers than other teachers to secure leadership posts

"The lack of BME leaders would implant in current leaders' minds their inability to be leaders." (Pakistani, male, mainscale)

"If the name is not English or easy. Some parents complain if their children are taught by black teachers." (African, male, mainscale)

"BME teachers traditionally come from working class backgrounds and therefore have working class accents/dialects. They are therefore perceived to be less educated than white middle class teachers." (Pakistani, male, mainscale)

"Historic attitudes 'BME leaders should be in BME predominant schools' – unacceptable!" (Bangladeshi, male, senior leader)

"I do not feel there are many BME attracted to the positions." (Bangladeshi, female, mainscale)

"I have been told [this] by many teachers who have been in the profession for many years." (Caribbean, female, middle leader)

"Most schools around here are C of E schools (or RC). Not sure about the appointment of Muslim DH or HT." (White and Asian, male, middle leader)

"During my experiences I have come across BME teachers who have applied for leadership posts and have been rejected, despite being excellent teachers and colleagues to work with." (Pakistani, female, mainscale)

"English is not their first language so they are not seen highly." (Pakistani, female, mainscale)

"People naturally appoint people who are like them in some way, class, education, sex all play a role in that." (Chinese, male, mainscale)

"Stereotyping of BME teachers, lack of experience in leadership post because we are busy teaching and motivating BME students." (African, female, middle leader)

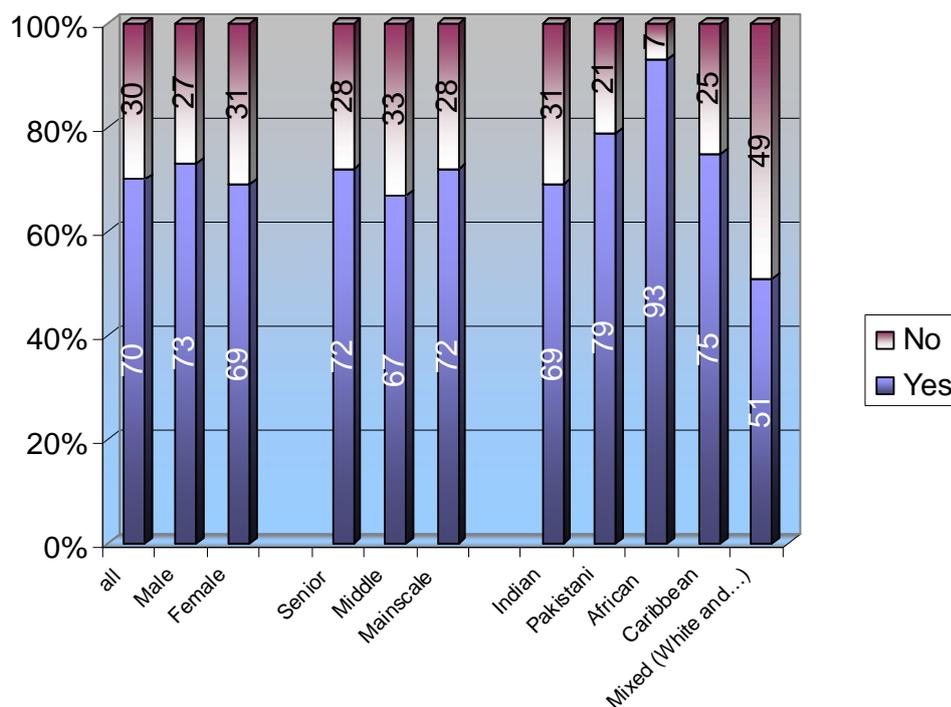
"I have been personally denied the post of being in charge of KS5 mathematics – this was given to a junior staff – Mr XX has also experienced similar discrimination. Both positions were given to junior white teachers." (African, male, mainscale)

"Despite the % of BME children in the school, in all of the grammar schools in the area I have yet to meet a fellow BME teacher with responsibilities." (Indian, female, middle leader)

"I feel you have to prove yourself more. As BME you can sometimes feel alienated if you don't drink/go to bars or clubs. People don't try to understand you." (Indian, female, mainscale)

"I have worked in my current LEA for 5 years going on to become a deputy head. Immediately after completion of my NPQH I met with a very senior official of the LEA... He forewarned me of the severe difficulties I was to have in my headship applications in [named] LA because of my BME status." (African, male, senior leader)

Figure 27 Those who feel it is harder for BME teachers than other teachers to secure leadership posts, by sex, career stage and ethnicity (%)



6.3 Leadership characteristics and cultures

BME leaders compared with white leaders

The respondents were asked whether they felt that white or BME teachers were stereotypically perceived to be better leaders, or whether there was no difference. 71 per cent felt white teachers were perceived as better leaders, 27 per cent felt there was no difference, and only 2 per cent felt that BME teachers were perceived as better leaders. This view was held most strongly among African teachers, 90 per cent of whom felt that white teachers were stereotypically perceived as better leaders, compared with Indian teachers (69 per cent), Pakistani teachers (77 per cent), Caribbean teachers (81 per cent) and teachers from 'white mixed' ethnic groups (57 per cent). There were only small differences between sex, phase and career stage, the most noticeable being between mainscale men (76 per cent) and mainscale women (67 per cent).

Comments from teachers who felt white teachers were perceived as better leaders

"There are more 'white teachers' in leadership roles and this can give an impression that they are better leaders." (Indian, female, mainscale)

"This is the role model painted by brochures, magazines and leadership mail." (Chinese, female, middle leader)

"The fact that most school leaders fall into this category attests to the fact that white teachers are stereotypically perceived as better leaders." (Black African, female, senior leader)

"I have worked in 6/7 different organisations during last 20 years and come across only one BME teacher in a leading role (who was forced to leave after 3 years)." (Pakistani, female, mainscale)

"Inherent racial, cultural and socio-economic ideas embedded historically." (White and black Caribbean, female, middle leader)

"It's just that I find people seem to do a double take when they find it is not a white person leading the school." (Black African, female, post level undisclosed)

"Black people are often perceived as being physically intimidating, particularly black men. Expressing an opinion is regarded as aggressive behaviour or belligerence." (Black Caribbean, female, middle leader)

"White teachers seem more professional and helpful. BME have sometime cultural factors to hinder them." (Other ethnic, male, middle leader)

"White teachers are part of the 'dominant' race in the UK (for want of a better word)." (Bangladeshi, female, mainscale)

Comments from teachers who felt there was no difference in which ethnic group was perceived as better leaders

"My local authority has employed a number of 'BME' headteachers/teachers recently – hopefully on merit." (Black – other, female, middle leader)

"[There are] some very successful schools in XX LA that are led by teachers from [an] ethnic minority." (Pakistani, female, middle leader)

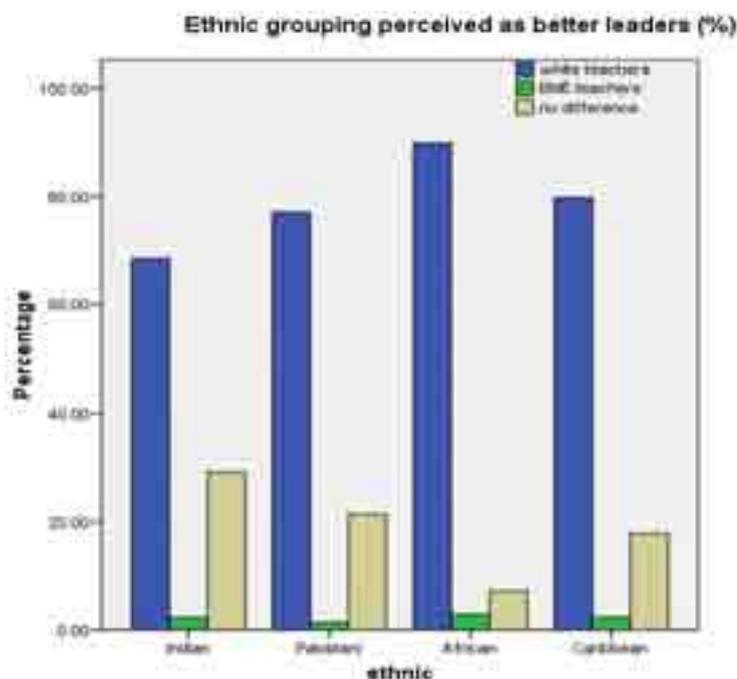
"Stupid question: race doesn't come into leadership." (Mixed – other, female, middle leader)

"From my experience I have not felt any difference between the leaders from various ethnic backgrounds. Good leaders all have ambition, good vision, excellent management skills, which has nothing to do with ethnicity." (Chinese, female, mainscale)

"In my experience leaders from an ethnic background are 'judged' on their ability." (Indian, female, middle leader)

"I think it often is a social perspective that hinders BME applicants and by default (if you like) leadership posts get filled by white teachers because they're the only ones going for [the] job." (White and Asian, female, middle leader)

Figure 28 Perceptions of whether BME or white teachers are better leaders, by ethnic group (%)

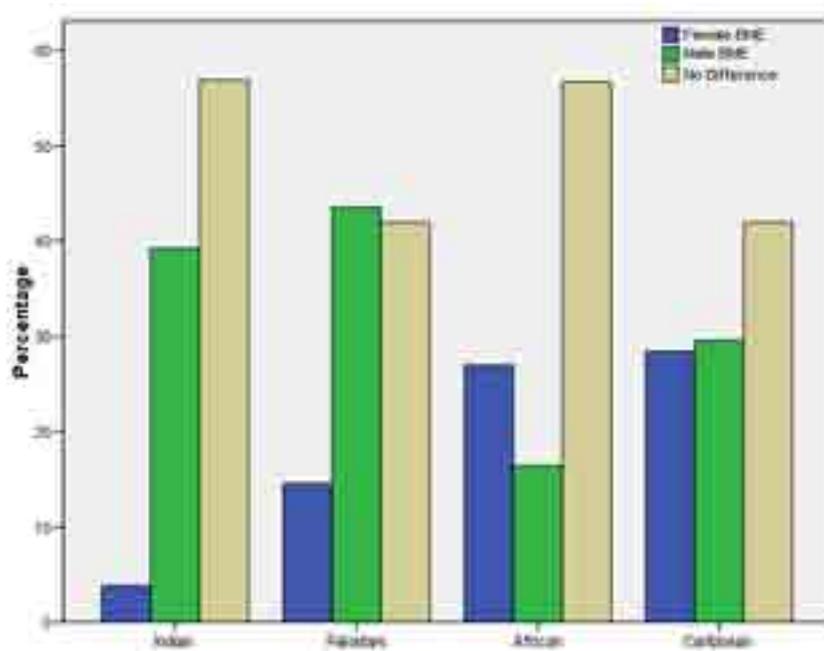


Differences between BME leaders

When respondents were asked which minority ethnic groups (Indian, Pakistani, Other Asian, Caribbean, African and Other Black) they felt were stereotypically perceived to be better leaders, 59 per cent of respondents thought there was no difference between the ethnic groups. Of those who thought there was a difference, Indian teachers (23 per cent) were most frequently perceived as better leaders followed by Caribbean teachers (12 per cent), African teachers (8 per cent) and Pakistani teachers (3 per cent) (respondents were able to tick more than one group).

Nearly one-third (32 per cent) said that they felt that BME men were perceived to be better leaders than BME women and 14 per cent said that they felt BME women were perceived to be better leaders than men; over half (54 per cent) thought there was no difference. However, there were significant (sig20) differences between the views of men and women on this subject. More BME men thought that men were perceived to be better leaders (23 per cent) than women (16 per cent); 61 per cent thought there was no difference. However, a much larger proportion of BME women felt that BME men were perceived to be better leaders (36 per cent) than women (13 per cent); 51 per cent felt there was no difference. Indian (39 per cent) and Pakistani (44 per cent) teachers felt strongly that BME men were perceived to be better leaders (see Figure 29). African teachers, however, felt women (27 per cent) were perceived to be better leaders than men (16 per cent) and Caribbeans had no strong views on this matter (sig21).

Figure 29 Perceptions of whether BME women or BME men are perceived to be better leaders, by ethnic group (%)



Leadership cultures

Respondents were asked whether they feel that current school leadership cultures / policies are barriers to BME teachers' ambitions. Two-fifths (41 per cent) of the respondents thought current school leadership cultures/policies were barriers to BME teachers' ambitions - 46 per cent of male teachers and 39 per cent of female teachers. Those in mainscale positions felt this most strongly (45 per cent), compared to 37% of middle leaders and 39% of senior leaders. More than half (51 per cent) of male teachers on the mainscale felt the cultures/policies of the current school leadership were a barrier to BME teachers' ambitions and 36 per cent of women in middle leadership posts held this view. There were significant (sig 22) differences between the attitudes of the ethnic groups: 75 per cent of African teachers, 33 per cent of Indian teachers and 20 per cent of 'white mixed' believed that the current school leadership cultures/policies were a barrier to BME teachers' ambitions.

Comments from teachers who felt the leadership culture/policies were a barrier to BME teachers' ambitions

"Culture of white middle class 'come to save the city' males as SLT." (Caribbean, female, middle leader)

"Most governing bodies are predominantly white with limited awareness/appreciation of issues relevant to BME members." (Other ethnic, female, mainscale)

"I don't necessarily blame policies, the issue is more of culture within schools and a lack of appreciation of the values and beliefs of others." (White and Asian, male, mainscale)

"The cultures and backgrounds of BME leaders are not embraced and BME leaders are forced to conform to the white, middle class, status quo." (Indian, male, senior leader)

"They included nothing that suggests/acknowledges a need for BME awareness or inclusion of BME teachers. Mostly job roles are filled to get the 'quota' of colour needed, then go no further." (Caribbean, female, middle leader)

"With more white/English people being in leadership, they find it easier to deal with people of the same background." (Other ethnic, female, mainscale)

"[A] similar analogy can be drawn from young BME pupils that can be stopped from flourishing. Few, incompetent BME teachers are generalized which can affect confidence of 'not so confident' others." (African, male, middle leader)

"Too much is decided over a drink at the pub after school and cliques exist in most schools to stop certain types of teachers getting the top jobs." (Indian, female, middle leader)

"Because they don't account for differences in experience, cultural knowledge not given a priority. EO [equal opportunity] policies in recruitment don't work, still too many ways around it." (Pakistani, female, middle leader)

"Not stated in literal terms but indirectly, somehow white teachers get these jobs." (Indian, female, mainscale)

"BME teachers (particular Muslims) traditionally have more conservative views on discipline, which goes against the liberal leftist attitudes of discipline which LAs want to promote." (Pakistani, male, mainscale)

"The culture is to employ somebody who they can identify with and feel 'comfortable' around; somebody who 'looks' like them – namely a white person." (Caribbean, female, senior leader)

Part 3 Key findings

7 Summary of findings, conclusions and recommendations

7.1 Summary of findings

The careers paths of BME teachers

1. Male BME teachers occupied proportionately more middle and senior leadership posts than female BME teachers. In the secondary phase half of the senior leadership group were men, compared with just 36 per cent in the secondary phase as a whole. There were also significant differences between ethnic groups in terms of career progression. Over 60 per cent of African teachers held mainscale posts compared with just 50 per cent of Pakistani teachers, 40 per cent of Indian teachers and 30 per cent of Caribbean teachers. A contrasting pattern is evident in terms of senior leadership posts, which were held by 30 per cent of Caribbean teachers compared with 20 per cent of Indian teachers, 18 per cent of Pakistani teachers and just 12 per cent of African teachers. Caribbean teachers were also twice as likely to be headteachers as any of the other main ethnic groups.

2. BME teachers were employed in schools where there were a high proportion of BME pupils and staff. In the primary phase the averages were 52 per cent BME pupils and 20 per cent BME staff, and in the secondary phase the proportions were 30 per cent and 13 per cent respectively. In terms of sex and ethnicity, BME women teachers and Pakistani teachers taught in schools with the highest proportions of BME pupils and staff. Most marked was that BME senior leaders were employed in significantly different schools than teachers in other career stages. Senior leaders were employed in schools with an average of 47 per cent BME pupils compared with mainscale BME teachers where the average was 30 per cent. The comparative figures for BME staff were 19 per cent in schools where BME senior leaders were employed, compared with 11 per cent in schools where mainscale teachers worked. BME senior leaders were also significantly more likely to be employed in urban contexts. 75% of senior leaders worked in urban schools compared to only 62% of teachers in the other career stages.

3. There were significant differences between the career paths of different groups of teachers and in particular the profile of those who had taught outside the UK at some point in their career: 61 per cent of African teachers fell into this category, compared with 21 per cent of Caribbean teachers, 12 per cent of Indian teachers and 7 per cent of Pakistani teachers. Of these, teachers on mainscale had the same length of UK teaching experience as their counterparts and, additionally, had taught an average of seven years outside the UK. This group, a significant proportion of whom were African teachers, had not benefited at all from their overseas experience in terms of career advancement. In addition to overseas teaching experience nearly half the respondents had pursued an alternative career before teaching and again this prior experience did not appear to have significantly benefited them in terms of career progression. 38 per cent of women and 27 per cent of men had taken breaks in service at some point in their teaching career. There were stark differences between sexes in their reasons for taking a service break: *travel* and *another job* were the main break types for men; *maternity/adoption*, *illness* and *caring responsibilities* were the main categories for women.

The leadership aspirations of BME teachers

4. Overall more than 80 per cent of respondents identified themselves as very or reasonably ambitious and less than 3 per cent as not at all ambitious. African teachers were most ambitious followed by senior leaders. Proportionately more men than women identified with being 'very' ambitious. Two-thirds of respondents, again more men than women, felt that they would need to change school to progress their careers. Just over half were willing to relocate to achieve their ambition, again more men than women, and significantly more secondary

than primary teachers. Of respondents willing to relocate, 67 per cent would do so regionally, 41 per cent nationally and 37 per cent internationally. Just over 40 per cent of respondents were currently seeking a new post; again the figure was higher for secondary teachers and significantly more prevalent among men. Less than 20 per cent of BME teachers expected to be in the same post in five years' time but 71 per cent expected still to be in education.

The basis of BME teachers' leadership aspirations

5. The motivations BME teachers most often cited for seeking a new post were: *professional ambition, seeking a fresh challenge, leadership ambition, award of a qualification and aspiration to be a BME leader/role model*. The most significant difference within any category was that 40 per cent of men reported *leadership ambition* as a motivational factor but only 28 per cent of women. Women scored *personal support and advice* more frequently than their male counterparts. Senior leaders reported more *aspiration to be a BME leader/role model* than middle leaders and mainscale teachers were least motivated by the thought. There were also significant differences in terms of ethnicity: nearly 40 per cent of African teachers but only 20 per cent of Indian teachers saw being a *BME leader/role model* as an aspiration. *Leadership ambition* was most likely to be cited by Caribbean teachers and *professional ambition* by African teachers. The most common positive factor that was considered when deciding whether to seek a headship was the *ability to make a difference*, followed by *leading/status/power/managing, possession of relevant skills/experience and confidence and career progression/professional development*. The most common negative factor that was considered when deciding whether to seek a headship post was *workload/work-life balance*, followed by *lack of support/role models, discrimination, responsibilities of headship/role and lack of acceptance* by staff, governors and the community being served.

The enablers to career progression identified by BME teachers

6. The two overriding enablers to career progression were *qualifications and experience and self-confidence*. The other factors that were consistently ranked highly by each group, and the sample as a whole, were the *availability of suitable posts, the attitude of senior colleagues, professional development through access to CPD opportunities, access to leadership programmes and performance management*. Female BME teachers cited *performance management* more highly than their male counterparts and also ranked *involvement in professional networks and access to mentoring and coaching*. Of the differences between ethnic groups, the most noticeable were that *mentoring/coaching and BME role models* was ranked particularly highly by Pakistani teachers, *succession planning procedures* was ranked particularly highly by African teachers and *involvement in professional networks* was ranked particularly highly by Caribbean teachers

The barriers to career progression identified by BME teachers

7. *Workload* was seen to provide by far the greatest barrier to leadership aspirations overall, and for all groups disaggregated by sex, phase, career stage and ethnicity it appeared in first or second position. Lack of *self-confidence* was overall ranked second and was cited in the top four barriers for all groups of respondents, except men, where it dropped to eighth position. *Discrimination, my ethnicity, recruitment policies/procedures and attitude of senior colleagues* all featured in the overall top 10 barriers and were almost all cited by all groups of respondents. Male BME teachers perceived *discrimination* as their greatest barrier compared with their female counterparts who ranked it sixth. For women (*lack of*) *self-confidence* was the second most commonly cited barrier but featured only eighth in the list of their male counterparts. *Caring/family responsibilities* were cited as the third most important barrier for women, but did not even feature in the top 10 for men. *Caring/family responsibilities* and the *attitude of senior colleagues* were the most important barriers for Pakistani teachers; both were ranked higher than for any other groups. The barriers identified by African teachers were again markedly different: *discrimination* and *my ethnicity* took clear precedence over other

factors and (*lack of recognition of*) *overseas experience and qualifications* were identified as the third most important barrier. Conversely *workload, self-confidence* and *caring/family responsibilities* were much less important for this ethnic group than the norm. Lack of *self-confidence* was ranked as the most important barrier for those in the senior leadership group but was less important for those in middle leadership and mainscale posts who identified *workload* to be their most important barrier. Teachers in senior leadership posts also gave more priority to the role played by the *attitude of senior colleagues* and *recruitment policies/procedures*.

The discrimination encountered by BME teachers

8. Over half of all respondents to the survey felt that they had experienced discrimination during their career: 44 per cent ethnic discrimination, 11 per cent gender discrimination, 10 per cent age discrimination and 10 per cent faith discrimination. More discrimination was reported by senior leaders than mainscale teachers and least by middle leaders. 80 per cent of African teachers reported having experienced discrimination, compared with 61 per cent of Pakistani teachers, 53 per cent of Caribbean teachers and 48 per cent of Indian teachers. More men than women reported having experienced ethnic discrimination and there were significant differences between the ethnic groups: nearly three-quarters of African teachers reported such incidences but only 40 per cent of Caribbean teachers. Gender discrimination was significantly more prevalent among senior leaders than mainscale teachers and among women than men. Virtually all gender discrimination reported by senior leaders had been experienced by women. Indian women who had experienced gender discrimination were six times more likely to report it than their African counterparts. Faith discrimination was four times more prevalent among Pakistani teachers than any other ethnic group. It was also more frequently reported by men than women and by senior leaders than middle leaders and mainscale teachers. Overall 38 per cent reported that they felt they had experienced negative discrimination in applying for posts; of these 59 per cent had encountered it at the shortlisting stage, 66 per cent at the interviewing stage and 34 per cent at both stages. There were significant ethnic differences in the reporting of discrimination in the selection process: this was reported by 65 per cent of African teachers, 40 per cent of Pakistani teachers, and 34 per cent of Indian and Caribbean teachers.

BME teachers' perceptions of school leadership cultures and models

9. Overall, 70 per cent of respondents felt it harder for BME teachers to secure leadership posts than other teachers. There were significant differences between the ethnic groups; African teachers reported most difficulty, reflecting the reality of the proportion of the group in senior leadership positions. White teachers were felt to be perceived as better leaders by 70 per cent of respondents, and BME teachers by only 2 per cent. Again African teachers were most persuaded that white teachers were perceived to be better leaders. Overall, 60 per cent thought there was no difference in the perceived leadership potential of ethnic groups. Of the respondents who thought there was a difference, Indian teachers were most frequently felt to be perceived as the best leaders followed by Caribbean, African and Pakistani. BME men were felt to be perceived to be better leaders by 32 per cent of respondents and BME women by 14 per cent of respondents. In this regard there were significant differences between the sexes where women were more persuaded of this than men. Pakistani and Indian teachers felt most strongly that BME men were perceived to be better leaders; African teachers felt that women were perceived to be better leaders than men.

10. Overall, 41 per cent of respondents thought current school leadership cultures/policies were barriers to BME teachers' ambitions. Mainscale and male teachers felt this most strongly in terms of factors such as recruitment policies, beliefs and values and social norms. There were significant differences between the attitudes of the ethnic groups: three-quarters of African teachers but only a third of Indian teachers believed the cultures/policies were a barrier.

7.2 Conclusion

The UK school system operates within a complex nexus of political, social and cultural normative practices at national and local community levels. The ensuing dynamic can result in tensions and contradictions. However, it is clear from the literature, or rather the absence of literature, that minority ethnicity remains an especially marginal research issue in leadership studies in education. More importantly, there has been little serious attempt to understand difference and diversity of identity, biographies and lived experiences, and how these are played out in the context of prevailing models of school leadership. This is apparent both within and across minority ethnicities.

The case for creating an inclusive profession is undoubtedly compelling and good progress has been made in attracting BME teachers into the profession, as is demonstrated by the more than twofold increase in the number of BME trainees recruited in the last decade. The key message that emerges from this research, however, is that the profession as a whole is not perceived by the majority of BME teachers to be inclusive. If it cannot be made more so in a number of respects, then the upward trajectory already achieved will not be sustained, and many of the current cohort of BME early career teachers will become disillusioned with their career choice, and some disaffected to the extent that they will not remain in the profession. This will inevitably have a subsequent effect on further recruitment.

The governing bodies of schools have a statutory duty to make race equality a central part of their functions and this involves promoting race equality to ensure that BME teachers are not disadvantaged by process, policy or practice. BME teachers will have to be convinced that the reality matches the rhetoric if they are to be persuaded to persevere in the profession, and empowered to make a real difference. Our research suggests that this is not happening in significant ways, and this is illustrated in a number of key themes emerging from the findings.

Foremost, and most worrying, it is clear that the incidence of discrimination reported by BME teachers and leaders within the school system is indicative of an endemic culture of institutional racism. Over half the sample reported incidence of discrimination, although within that figure there were some marked variations: 80 per cent of African teachers reported incidences of some form of discrimination, for example, compared with 48 per cent of Indian teachers. Senior leaders reported significantly more experience of discrimination than teachers at other career stages. Overwhelmingly, discrimination was on the ground of respondents' ethnicity. This amounted to four times the proportion of discrimination reported in respect of gender, age or faith. Ethnic discrimination was again highest for African teachers (and significantly more so for men than women): three-quarters of this group experienced ethnic discrimination compared, for example, with 20 per cent of Caribbean and Indian teachers. Discrimination in the recruitment process at some stage in their career was reported by nearly two-fifths of teachers, slightly more being at interviewing than shortlisting stage. Equally disturbing, discrimination on the grounds of faith was reported four times more frequently by Pakistani teachers than by the sample as a whole.

Second, it is clear that many of the key factors that BME teachers report they encounter as barriers to their career progression are ones that impact differentially with respect to ethnicity. The differences between women and men were also marked and, as women comprised 70 per cent of the sample, this impacted significantly on the overall rankings. These factors overlie the problems reported by the teaching force as a whole. Thus, a common factor for all teachers, *workload*, was also ranked the highest barrier overall by all BME teachers but only second by male BME teachers. Interestingly, and perhaps reflecting the nature of socio-cultural norms and expectations, it was ranked only seventh by African teachers. This was even more marked because the African respondents included a high proportion of mainscale teachers for whom the perception of workload as a barrier was greater than for teachers at other career stages. *Self-confidence* was ranked second overall and by women teachers but only eighth by male teachers. More surprisingly, it was ranked first by Caribbean teachers but eighth by African teachers. Discrimination was ranked third overall as a barrier to progression and disaggregating the data reflects the pattern of discrimination reported. Men ranked *discrimination* first overall, compared with women who ranked it sixth. BME teachers in the secondary phase ranked it second, compared with teachers in the primary phase who ranked

it eighth. African teachers, reflecting their exceptionally high levels of reported discrimination, ranked it first whereas Indian teachers ranked it only eighth.

Another reported barrier to progression impacting differentially on one particular group of the sample was lack of recognition of *overseas experience and qualifications*, which was identified as the third most important barrier by the African teachers, three-fifths of whom had taught abroad. Other reported barriers impacting differentially included *caring responsibilities*, ranked third by women but not in the top 10 at all for men. Disaggregating by ethnicity, Pakistani teachers ranked caring responsibilities first, but this was likely in part to be because they had a higher proportion of female teachers. The *attitudes of senior colleagues* was ranked second by Pakistani teachers, and third by senior leaders.

Third, ensuring that teachers have equal access to leadership posts, and in particular to headships, is fundamental for a profession dedicated to equal opportunities, and a number of factors indicate that this is not happening. First, data collected nationally from a survey of appointments to headships over the last six years shows overall only 1.3 per cent non-white headteachers appointed in the secondary phase and only 2 per cent non-white headteachers in the primary phase (Howson, 2007). This is far from representative of the teacher workforce as a whole, which DCSF current figures (DCSF, 2008) indicate comprised overall 5.7 per cent non-white teachers. Second, BME leaders have a significantly greater likelihood of being appointed to urban schools. Data from this study indicates that 75 per cent of BME senior leaders worked in urban schools compared with 62 per cent of BME teachers across the sample as a whole, and BME leaders were less likely to be appointed to suburban schools than the sample as a whole. Third, BME leaders are employed in schools with significantly greater proportions of BME pupils and staff. BME leaders work in schools where just less than a half of the pupils are BME, along with 20 per cent of the staff compared with middle and mainscale BME teachers who are employed in schools where only one-third of pupils and less than 13 per cent of staff are BME. Pakistani leaders were employed in schools with higher proportions of pupils and staff than other groups, which is in part an effect of the proportion of primary and women teachers in the group.

It may be conjectured that the reason BME teachers progress less swiftly to leadership posts is because they lack ambition, but this seemed not to be the case. Overall, four-fifths of respondents considered themselves to be 'very' or 'reasonably' ambitious, significantly more so in the case of male BME teachers than their female counterparts, and virtually all African teachers felt this to be the case. Approximately half of BME deputy and assistant heads saw themselves as headteachers in 5 or 10 years' time; mainscale teachers were equally ambitious to climb the ladder. Middle leaders were the least ambitious group, but not significantly so.

Fourth, it is important to develop an awareness of difference and diversity of identity, culture, biography and experiences, both within and across minority ethnicities. African teachers, for example, were notable as being significantly different in their responses to the sample as a whole, particularly the men, although in practice each group was distinctive. African teachers were different in a number of biographical respects from the sample overall: half were male, 60 per cent had taught outside the UK, 60 per cent were on mainscale. Reportedly they experienced significantly higher levels of discrimination and had high levels of ambition and aspiration to be a role model, although they perceived it to be significantly harder for BME teachers to achieve leadership posts than did other groups, citing *overseas qualifications and experience* as the third more important barrier to progression after *discrimination and my ethnicity*. Since very few in this group had taught in the UK before 2001, it can be conjectured that a sizeable proportion of them were overseas trained teachers recruited during the teacher supply crisis of 2001-03 (see literature review 1.3). African teachers comprised almost half of the mainscale teachers who had taught outside the UK, although they had taught almost exactly the same number of years in the UK as their wholly UK-based counterparts. They were on average seven years older, however, and those years that had been spent teaching abroad appeared not to have benefited them in terms of career advancement.

Pakistani teachers were again biographically, and in other significant ways, different from the sample overall. They were the youngest group, and included proportionately more women than other groups. They were employed in schools with proportionately more BME pupils and staff, and experienced four times higher levels of faith discrimination than the sample overall. *Caring and family responsibilities* were reported to be their greatest barrier to career progression and the *attitude of senior colleagues* the second greatest.

Caribbean teachers, who had more teaching experience and had secured higher proportions of senior leadership posts, reported proportionately lower levels of discrimination but saw *self-confidence* as the major barrier to career progress. Indian teachers experienced least discrimination but reported *recruitment policies* as a more important barrier than did Caribbean and Pakistani teachers. They were the group most likely to be perceived by other BME teachers as better leaders, although, interestingly, they were the group with the second highest proportion of senior leaders but the fewest headships. Indian teachers were also least likely to be motivated by the aspiration to be a role model.

The picture emerging is very complex in terms of individual differences across and within ethnicities and until these issues are addressed BME teachers will continue to see the teaching profession as not inclusive in terms of cultures, characteristics and leadership models and this will have an impact on their ambitions and career aspirations. The figures are stark. Overall, 40 per cent of BME teachers thought that current school leadership cultures and models were a barrier to their ambitions, and 70 per cent of all groups of BME teachers perceived it 'harder for BME teachers to secure leadership posts than their white counterparts' and the same proportions thought white teachers were stereotypically perceived to be better leaders.

7.3 Recommendations

1. Ethnic monitoring of the teacher workforce should be undertaken in a more systematic fashion at school, local authority and national levels so that data can be collated, analysed and used more effectively in strategic planning. Specifically, more comprehensive and detailed data on recruitment and retention, disaggregated by ethnicity, sex and local authority, should be available nationally to allow BME teachers' career paths to be tracked.
2. BME teachers' progress on the leadership scale in particular should be more effectively monitored. All NPQH completers should be tracked from the point of completion of the award to their appointment to headship; data including the time taken to progress to headship and the characteristics of the schools to which they are appointed should be recorded. This data should be available nationally disaggregated by ethnicity and sex to allow BME leaders' career paths to be tracked.
3. Further research needs to be undertaken to ascertain the levels of discrimination endemic in the school system in respect of ethnicity, gender and faith. The research needs to examine the complex ways in which such institutionalised discrimination operates in militating against the career progression of BME teachers and recommend how it may be overcome.
4. Further research needs to be undertaken to examine the factors that cause a disproportionately high number of BME senior leaders to be appointed to urban schools and schools with high proportions of BME pupils on the roll. In particular, research needs to establish to what degree the high concentration of BME senior leaders in these schools results from discrimination in the recruitment and selection process, understand how and when during the process such discrimination occurs, and recommend how it may be overcome. The recommendations should, in particular, address how the appointment panels may be helped to recognise and acknowledge the value of overseas qualifications and experience.
5. The barriers to BME teachers' leadership aspirations are well documented. In addition to tackling the discrimination as outlined above, systematic support targeted at individual needs across and within ethnicities should be provided to mitigate the various barriers including

workload, self-confidence, caring responsibilities and access to high quality leadership development opportunities. Strategies might include the development of support networks, mentoring and sources of guidance and support by people who understand the challenges faced by BME teachers in progressing their careers.

6. When depicting teachers in leadership posts, BME role models should be used wherever possible, in order create an image of an inclusive profession and to challenge the dominant cultural perceptions that BME teachers do not make good leaders.

Part 4 Appendices

Appendix A Bibliography

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Appendix B Table of significant statistics

Significance no	Notes	Type	Statistics
Sig1		Chi-sq	$\chi^2(3)=16.39, p=.001$
Sig2		Chi-sq	$\chi^2(2)=7.676, p=.022$
Sig3		Mann-Whitney	$p=.019$, two-tailed
Sig4.1/4.2	BME pupils	Kruskal-Wallis	$H(4)=24.381, p=.000$
	BME staff (comparison of Pakistani v white- mixed)	Mann-Whitney	$p=.021$, two-tailed
Sig5		Kruskal-Wallis	$H(2)=10.814, p=.003$
Sig6		Kruskal-Wallis	$H(2)=18.391, p=.001$
Sig7		Kruskal-Wallis	$H(2)=21.434, p=.000$
Sig8		Kruskal-Wallis	$H(2)=228.391, p=.000$
Sig9		Chi-sq	$\chi^2(1)=6.820, p=.009$
Sig10		Chi-sq	$\chi^2(2)=22.579, p=.000$
Sig11		Chi-sq	$\chi^2(1)=6.633, p=.010$
Sig12		Chi-sq	$\chi^2(3)=20.390, p=.000$
Sig13		Chi-sq	$\chi^2(3)=25.622, p=.000$
Sig14		Chi-sq	$\chi^2(1)=14.398, p=.000$
Sig15		Chi-sq	$\chi^2(1)=5.178, p=.023$
Sig16		Chi-sq	$\chi^2(1)=7.011, p=.008$
Sig17		Chi-sq	$\chi^2(3)=59.837, p=.000$
Sig18		Chi-sq	$\chi^2(3)=19.230, p=.000$
Sig19		Chi-sq	$\chi^2(3)=14.466, p=.002$
Sig20		Chi-sq	$\chi^2(2)=8.733, p=.013$
Sig21		Chi-sq	$\chi^2(6)=37.873, p=.000$
Sig22		Chi-sq	$\chi^2(4)=43.393, p=.000$
Sig23		Chi-sq	$\chi^2(3)=8.889, p=.031$

Appendix C Supplementary tables

Appendix C Table 29 Sample 1 mail-out and returns, by ethnicity

Ethnic group*	Sample 1 (%)	Total	%
African	6	7	7.1
Bangladeshi	3	1	1
Black British	1		
Caribbean	25	21	21.4
Chinese	2	3	3.1
Indian	23	27	27.6
Other Asian background	5	1	1
Other Black background	3	2	2
Any Other Mixed	5	7	7.1
Other	2	3	3.1
Pakistani	11	11	11.2
White and Asian	9	8	8.2
White and Black African	2	3	3.1
White and Black Caribbean	4	4	4.1
Missing data			
Total	100	98	100

*Ethnic group titles within mail-out database are: Any Other Asian background, Bangladeshi, Indian, Pakistani, African, Caribbean, Any Other Black background, Chinese, Other, Any Other Mixed, White and Asian, White and Black African, White and Black Caribbean.

Appendix C Table 30 Sample 2 mail-out and returns, by ethnicity

Ethnic group*	Sample 2 (%)	Total	%
African	15	65	14.2
Bangladeshi	3	13	2.8
Black British	0	1	0.2
Caribbean	14	66	14.4
Chinese	3	25	5.5
Indian	22	105	22.9
Other Asian background	5	17	3.7
Other Black background	3	6	1.3
Any Other Mixed	10	26	5.7
Other	8	24	5.2
Pakistani	12	59	12.9
White and Asian	2	18	3.9
White and Black African	1	7	1.5
White and Black Caribbean	2	19	4.1
Missing data		7	1.5
Total	100	458	100

*Ethnic group titles within mail-out database are African, Bangladeshi, Black/British, Caribbean, Chinese, Indian, Other Asian background, Other Black background, Other Ethnic Group, Other Mixed background, Pakistani, White and Asian, White and Black African, White and Black Caribbean.

Appendix C Table 31 Mean years taught in the UK, by post

Present post title	Mean	N	Median	Minimum	Maximum
Head	18.5313	32	16.5	6	38
Deputy	15.4390	41	15	7	28
Assistant	17.2424	33	16	5	35
AST/ET	15.0000	7	12	6	31
Teacher on UPS	11.8393	56	10	3	24
Teacher with TLR1	9.1410	39	7	2	31
Teacher with TLR2	7.5958	71	6	2	30
Teacher mainscale	4.7951	246	3	0	32
Other	12.0833	12	6.5	1	40

Appendix C Table 32 Mean years taught in the UK, by phase and post level

Phase	Post level	Mean	N	Median	Minimum	Maximum
Primary	Senior	16.6271	59	15	5	38
	Middle	11.2353	34	10	3	22
	Mainscale	5.0887	62	3	0	28
Secondary	Senior	16.6579	38	15	5	34
	Middle	8.6122	123	7	2	31
	Mainscale	4.4889	171	3	0	28

Appendix C Table 33 Motivation for seeking present post, by post level

	Mainscale (n=241)		Middle (n=171)		Senior (n=106)	
	n	%	n	%	n	%
Personal support and advice	33	14	33	19	36	34
Professional support and advice	30	12	35	21	39	37
Relocation	30	12	23	14	2	2
Redundancy/school closure/merger	11	5	11	6	5	5
Financial concerns	40	17	33	19	10	9
Award of teaching qualification/NPQH	92	38	24	14	26	25
Leadership ambition	17	7	67	39	80	76
Dissatisfaction in prior school	33	14	37	22	24	23
Seeking a fresh challenge	72	30	74	43	66	62
Professional ambition	68	28	81	47	73	69
Aspiration to be a BME leader/role model	41	17	43	25	43	41
Other motivation	34	14	8	5	9	9

Appendix C Table 34 Levels of ambition, by sex, post level and ethnicity

	Very ambitious		Reasonably ambitious		Not particularly ambitious		Not at all ambitious	
	N	%	N	%	N	%	N	%
All	171	31.1	302	55	63	11.5	13	2.4
Men	61	38.4	80	50.3	15	9.4	3	1.9
Women	109	28.3	220	57.1	47	12.2	9	2.3
Senior	47	44.3	53	50	6	5.7	0	0
Middle	52	30.6	87	51.2	26	15.3	5	2.9
Mainscale	64	25.9	147	59.5	30	12.1	6	2.4
Indian	43	32.8	72	55	15	11.5	1	0.8
Pakistani	24	34.8	38	55.1	5	7.2	2	2.9
African	34	47.2	37	51.4	1	1.4	0	0
Caribbean	30	34.5	44	50.6	11	12.6	2	2.3

Appendix E Glossary

ASCL	Association of School and College Leaders
AST	Advanced Skills Teacher status
BME	Black and minority ethnic
CPD	Continuing professional development
DCSF	Department for Children, Schools and Families
DfES	Department for Education and Skills
EDS	Education data surveys
EM	Ethnic minority
EO	Equal opportunity (policy)
ET	Excellent Teacher status
GOR	Government office region
HEFCE	Higher Education Funding Council for England
HOD	Head of department
NAHT	National Association of Head Teachers
NASUWT	National Association of Schoolmasters Union of Women Teachers
NCSL	National College for School Leadership
NPQH	National Professional Qualification for Headship
PGCE	Postgraduate Certificate in Education
QTS	Qualified Teacher Status
SMT	Senior Management Team
TDA	Training and Development Agency
TLR	Teaching and learning responsibility
UPS	Upper Pay Scale

Appendix E Survey instruments

Sample 1 survey instrument ([used with NCSL sample](#)):



The Career Aspirations of Black and Minority Ethnic Teachers

BACKGROUND

The National College for School Leadership and the NASUWT are deeply committed to equal opportunities and recognise the under representation of black and minority ethnic (BME) teachers in school leadership roles and seek to put in place a range of strategic actions to support the development of a more diverse cadre of senior leaders in educational contexts.

Working in partnership NCSL and NASUWT have commissioned a team of researchers at the University of Manchester and Education Data Surveys to carry out a study of the current situation and recommend further action.

The purpose of the questionnaire is to understand your views/perceptions on the barriers and enablers to BME teachers' leadership ambitions and your ideas of strategies that would enable other BME teachers to realise their career aspirations as a BME Teacher or Leader.

Following this questionnaire the University of Manchester intend to carry out a few short follow up telephone interviews.

We appreciate your contribution to this important study and would be very grateful if you could complete the full questionnaire, the University of Manchester assure complete anonymity and the confidentiality of any information that you provide.

COMPLETION INSTRUCTIONS

Please complete the questionnaire and return in the pre-paid envelope by **Monday 14th July 2008**.

If you return the questionnaire with your contact details by 14th July 2008 you will be entered into a prize draw and the winner will receive book vouchers to the value of £100.

If you have any queries please do not hesitate in contacting Professor Olwen McNamara of the University of Manchester at Olwen.McNamara@manchester.ac.uk.

Return in the freepost envelope supplied to:

Professor Olwen McNamara
University of Manchester
Ellen Wilkinson Building
FREEPOST NAT 12243
Manchester M13 1ZG

Thank you in advance for giving this important research your consideration and attention.

SECTION A - YOUR CAREER HISTORY

A1. Your professional background

UK Qualified Teacher Status?	<input type="checkbox"/>
European recognised teaching qualification?	<input type="checkbox"/>
Leading From The Middle (LFTM)	<input type="checkbox"/>
NPQH	<input type="checkbox"/>
If so, when did you enrol?	___/___ (mm/yy)
If so, when did you complete?	___/___ (mm/yy)
LPSH/ Head for the Future	<input type="checkbox"/>
Other post-graduate qualifications (please specify)	

A2. Where do you currently teach?

Primary state ⁽¹⁾	<input type="checkbox"/>	Primary Independent ⁽⁴⁾	<input type="checkbox"/>
Secondary State ⁽²⁾	<input type="checkbox"/>	Secondary Independent ⁽⁵⁾	<input type="checkbox"/>
Special ⁽³⁾	<input type="checkbox"/>	Other ⁽⁶⁾ (specify below)	<input type="checkbox"/>
Local Authority			
Is your school urban <input type="checkbox"/> rural <input type="checkbox"/> suburban <input type="checkbox"/>			
Approx number of pupils on school roll			
Approx percent of BME pupils on roll			%
Approx percent of BME teaching staff			%

A3. Please tell us about your working career

How many years have you taught in the UK?	_____ yrs	At what age did you start teaching?	_____ yrs
How many years have you taught outside the UK?	_____ yrs		
Have you had a break(s) in service since you started teaching?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If YES, how long	_____ yrs
If YES, was it as a result of			
<input type="checkbox"/> ⁽¹⁾ Caring responsibilities	<input type="checkbox"/> ⁽²⁾ Illness	<input type="checkbox"/> ⁽³⁾ Maternity/Paternity/Adoption	
<input type="checkbox"/> ⁽⁴⁾ Travel	<input type="checkbox"/> ⁽⁵⁾ Another job	<input type="checkbox"/> ⁽⁶⁾ Other (specify)	
Did you pursue an alternate career elsewhere prior to teaching?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If YES, how long	_____ yrs

A4. What is your current post?

<input type="checkbox"/> Head/Principal	<input type="checkbox"/> Deputy head	<input type="checkbox"/> Assistant head	<input type="checkbox"/> Other (specify)
How many years have you been in your current post?			_____ yrs

A5. Applying for your current post

How many jobs did you apply for in the course of securing your current post?	_____
How many interviews were you invited to attend?	_____
Did you accept the first post you were offered?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If NO, how many did you decline?	_____

A6. How many posts (state number) have you held at each of the levels below?

⁽¹⁾ Advanced Skills Teacher	<input type="text"/>	⁽³⁾ Assistant head	<input type="text"/>	⁽⁵⁾ Deputy Head	<input type="text"/>	⁽⁷⁾ Head / Principal	<input type="text"/>
⁽²⁾ Excellent Teacher	<input type="text"/>	⁽⁴⁾ Acting Assistant head	<input type="text"/>	⁽⁶⁾ Acting Deputy head	<input type="text"/>	⁽⁸⁾ Acting Head / Principal	<input type="text"/>

SECTION B - YOUR CAREER PROGRESSION

B1. How ambitious do you consider yourself to be?	<input type="checkbox"/> very	<input type="checkbox"/> reasonably	<input type="checkbox"/> not particularly	<input type="checkbox"/> not at all
B2. After how many years teaching did you achieve your first post on the leadership scale?				yrs
B3. If you are / were enrolled on NPQH, after how many years teaching did you enrol?				yrs
B4. What post were you holding at the time you enrolled on NPQH?				
B5. Have you at any point asked to go on leadership/NPQH programmes and been refused?				<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, why?				
B6. Are you currently actively seeking a new role/post?				<input type="checkbox"/> Yes <input type="checkbox"/> No
B7. Do you feel that you will need to change school to progress your career?				<input type="checkbox"/> Yes <input type="checkbox"/> No
B8. Did you/would you be prepared to relocate for a headship?				<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, would you move <input type="checkbox"/> Regionally <input type="checkbox"/> Nationally <input type="checkbox"/> Internationally (tick whichever applies)				
B9. Are there or were there any other constraints to your headship applications?				<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, please specify				

B10. List below the 3 most significant positive and negative factors you considered when deciding whether to progress your HEADSHIP ambitions.

Positive	Negative
1.	1.
2.	2.
3.	3.

B11. From your perspective what do you think should be the most important skills for appointment to headship?

B12. Where do you see yourself in the future?

	Same post	New post in education (specify role)	Job out of education	Career break	Retired
Next year	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In 5 years	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In 10 years	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C - BARRIERS AND ENABLERS TO YOUR LEADERSHIP ASPIRATIONS

C1. What motivated you in seeking a leadership role (please tick any that applied)

<input type="checkbox"/> (1) Personal support and advice	<input type="checkbox"/> (7) Leadership ambition
<input type="checkbox"/> (2) Professional support and advice	<input type="checkbox"/> (8) Dissatisfaction in prior school (environment/staff)
<input type="checkbox"/> (3) Relocation	<input type="checkbox"/> (9) Seeking a fresh challenge
<input type="checkbox"/> (4) Redundancy/school closure/ merger	<input type="checkbox"/> (10) Professional ambition
<input type="checkbox"/> (5) Financial concerns	<input type="checkbox"/> (11) Aspiration to be BME leader/role model
<input type="checkbox"/> (6) Completion of NPQH	<input type="checkbox"/> (12) Other (please specify)

C2. What factors have helped or hindered you in achieving your current leadership role?

From the list 1-32 below please RANK the four most important enablers and barriers to you achieving your current leadership position (1st being the most important)

Barriers

1st 2nd 3rd 4th

Enablers

1st 2nd 3rd 4th

1	Qualifications and experience	18	My ethnicity
2	Overseas experience and qualifications	19	Social and cultural factors
3	Self-confidence	20	Taking a career/maternity break
4	Recruitment policies/procedures	21	My age of entry to profession
5	Discrimination (positive or negative)	22	Where I live
6	Performance management	23	Proportion of BME in local area
7	Access to mentoring/coaching	24	Proportion of BME staff at school
8	Access to leadership programmes	25	Availability of suitable posts
9	Access to Fast Track programme	26	Awareness of available posts
10	Access to CPD opportunities	27	Succession planning procedures
11	Involvement in professional networks	28	Attitude of senior colleagues
12	Membership of trade union	29	Attitude of staff to BME teachers
13	BME specific training /networks	30	Attitudes to BME teachers
14	BME role models	31	Other (please specify)
15	Workload		
16	Caring/family responsibilities	32	Other (please specify)
17	My age		

C3. What specifically would have helped you overcome these barriers to your leadership ambitions?

SECTION D - YOUR EXPERIENCES AND PERCEPTIONS OF BME CAREERS

D1. As a BME teacher do you feel you have experienced discrimination in your career? Yes No

If YES, has it been in relation to ethnicity? faith? gender? disability? age? sexual orientation?

Please explain

D2. Do you feel you have experienced negative discrimination in applying for posts?		<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, has it been at <input type="checkbox"/> the short listing stage <input type="checkbox"/> the interview stage or <input type="checkbox"/> both stages Please explain		
D3. Do you feel you have experienced positive action when applying for posts?		<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, please explain		
D4. Do you feel BME teachers find it harder to secure leadership posts than other teachers?		<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, please explain		
D5. Which ethnic grouping do you feel is stereotypically perceived as better leaders?		<input type="checkbox"/> (1) BME teachers <input type="checkbox"/> (2) White teachers <input type="checkbox"/> (3) No difference
Please explain		
D6. Within the BME grouping which minority ethnic group do you feel is stereotypically perceived as BETTER leaders?		<input type="checkbox"/> (1) Indian <input type="checkbox"/> (5) Black Caribbean <input type="checkbox"/> (2) Pakistani <input type="checkbox"/> (6) Black African <input type="checkbox"/> (3) Other Asian <input type="checkbox"/> (7) Other Black <input type="checkbox"/> (4) No difference
Please explain		
D7. Which gender of BME teachers do you feel is stereotypically perceived as BETTER leaders?		<input type="checkbox"/> (1) Female BME teachers <input type="checkbox"/> (2) Male BME teachers <input type="checkbox"/> (3) No difference
Please explain		
D8. Do you feel current school leadership cultures/policies are barriers to BME teachers' ambitions?		<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, please explain		

SECTION E - STRATEGIC ACTIONS AND ADDITIONAL COMMENTS

Please use the space below to tell us what strategic actions you think would help BME teachers with leadership aspirations.

SECTION F - YOUR BACKGROUND

In order to analyse responses to this questionnaire it is vital we have all the following information to enable us to understand how different groups report different experiences

Age: Sex: Male Female Disability: Yes No

Ethnicity:

- | | | |
|--|--|---|
| <input type="checkbox"/> (1) Asian – Bangladeshi | <input type="checkbox"/> (5) Black – African | <input type="checkbox"/> (9) Mixed - White and Asian |
| <input type="checkbox"/> (2) Asian – Indian | <input type="checkbox"/> (6) Black – Caribbean | <input type="checkbox"/> (10) Mixed – White and Black African |
| <input type="checkbox"/> (3) Asian – Pakistani | <input type="checkbox"/> (7) Black – Other | <input type="checkbox"/> (11) Mixed - White and Black Caribbean |
| <input type="checkbox"/> (4) Asian – Other | <input type="checkbox"/> (8) Chinese | <input type="checkbox"/> (12) Mixed – Other |
| <input type="checkbox"/> (13) Other (please specify) | | |

If you wish to be entered for the prize draw complete your details here

Name:

Contact telephone:

Email.....

If you are willing to be contacted for a very short telephone interview tick here

Thank you for taking the time to answer this questionnaire. Your support is much appreciated and we hope it will lead to a positive outcome in terms of enabling BME teachers to realise their leadership aspirations.

Sample 2 survey instrument ([used with NASUWT sample](#)):



THE CAREERS AND ASPIRATIONS OF BLACK AND MINORITY ETHNIC TEACHERS

We appreciate your contribution to this important study and would be very grateful if you could complete the full questionnaire. In particular it is vital you complete the final section giving your background details as this will enable us to analyse your response. The University of Manchester will assure you complete anonymity and the confidentiality of any information that you provide. Whether you offer to be interviewed or not (see tick box at the end of the questionnaire), if you complete and return the questionnaire with your contact details by the deadline of 14th July 2008 you will be entered into a prize draw and the winner will receive book vouchers to the value of £100.

SECTION A - CAREER HISTORY

A1. Which of the following do you hold?

UK Qualified Teacher Status?	<input type="checkbox"/>
European recognised teaching qualification?	<input type="checkbox"/>
Teaching qualification NOT recognised in UK	<input type="checkbox"/>
LFTM	<input type="checkbox"/>
LPSH/ Head for the Future	<input type="checkbox"/>
NPQH	<input type="checkbox"/>

A2 Where do you currently teach?

Primary state (1)	<input type="checkbox"/>	Primary Independent (4)	<input type="checkbox"/>
Secondary State (2)	<input type="checkbox"/>	Secondary Independent (5)	<input type="checkbox"/>
Special (3)	<input type="checkbox"/>	Other (5) (please specify below)	<input type="checkbox"/>
Is your school (1) urban <input type="checkbox"/>	(2) rural <input type="checkbox"/>	(3) suburban <input type="checkbox"/>	
Local Authority			
Approx number of pupils on school roll			
Approx percent of BME pupils on roll			%
Approx percent of BME teaching staff			%

A3. What is the nature of your current contract? (tick as many as apply):

(1) Full time <input type="checkbox"/>	(2) Part time <input type="checkbox"/>	(3) Acting <input type="checkbox"/>	(4) Permanent <input type="checkbox"/>	(5) Temporary <input type="checkbox"/>	(6) Supply <input type="checkbox"/>
--	--	-------------------------------------	--	--	-------------------------------------

Do you have a formal written contract?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you have a job description?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

A4. Please order the teaching posts you have held numerically, 1 being your current post

(1) Head / Principal	(4) AST/ET	(7) Teacher with TLR2 (or equivalent)
(2) Deputy Head	(5) Teacher on UPS	(8) Teacher main scale
(3) Assistant Head	(6) Teacher with TLR1 (or equivalent)	(9) Other (specify)

A5. Applying for your current post

How many years have you been in your current post?		yrs
How many jobs did you apply for in the course of securing your current post?		
How many interviews were you invited to attend?		
Did you accept the first post you were offered? Yes <input type="checkbox"/> No <input type="checkbox"/>	If NO, how many did you decline?	

A6. Please tell us about your working career

How many years have you taught in the UK?	yrs	At what age did you start teaching?	yrs
How many years have you taught outside the UK?	yrs		
Have you had break(s) in service since you started teaching?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If YES, for how long	yrs
If YES, was it as a result of	<input type="checkbox"/> (1) Caring responsibilities	<input type="checkbox"/> (2) Illness	<input type="checkbox"/> (3) Maternity/Paternity/Adoption
	<input type="checkbox"/> (4) Travel	<input type="checkbox"/> (5) Another job	<input type="checkbox"/> (6) Other (specify)
Did you pursue an alternative career elsewhere prior to teaching?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If YES, how long	yrs

Please return your questionnaire to the freepost address: Professor Olwen McNamara, University of Manchester, Ellen Wilkinson Building, FREEPOST NAT12243, Manchester, M13 1ZG

SECTION B – BARRIERS AND ENABLERS TO CAREER PROGRESSION

B1. What motivated you to seek your present post? (please tick any that applied)

<input type="checkbox"/> (1) Personal support and advice	<input type="checkbox"/> (7) Leadership ambition
<input type="checkbox"/> (2) Professional support and advice	<input type="checkbox"/> (8) Dissatisfaction in prior school (environment/staff)
<input type="checkbox"/> (3) Relocation	<input type="checkbox"/> (9) Seeking a fresh challenge
<input type="checkbox"/> (4) Redundancy/school closure/ merger	<input type="checkbox"/> (10) Professional ambition
<input type="checkbox"/> (5) Financial concerns	<input type="checkbox"/> (11) Aspiration to be BME leader/role model
<input type="checkbox"/> (6) Award of teaching qualification	<input type="checkbox"/> (12) Other (please specify)

B2. What are the enablers and barriers to you achieving a leadership position. From the list 1-32 below, RANK the four most important. (1st being the most important)

Barriers

Enablers

1st 2nd 3rd 4th

1st 2nd 3rd 4th

1	Qualifications and experience	18	My ethnicity
2	Overseas experience and qualifications	19	Social and cultural factors
3	Self-confidence	20	Taking a career/maternity break
4	Recruitment policies/procedures	21	My age of entry to profession
5	Discrimination (positive or negative)	22	Where I live
6	Performance management	23	Proportion of BME in local area
7	Access to mentoring/coaching	24	Proportion of BME staff at school
8	Access to leadership programmes	25	Availability of suitable posts
9	Access to Fast Track programme	26	Awareness of available posts
10	Access to CPD opportunities	27	Succession planning procedures
11	Involvement in professional networks	28	Attitude of senior colleagues
12	Membership of trade union	29	Attitude of staff to BME teachers
13	BME specific training /networks	30	Attitudes to BME teachers
14	BME role models	31	Other (please specify)
15	Workload		
16	Caring/family responsibilities	32	Other (please specify)
17	My age		

B3. What specifically would help you overcome these barriers to your leadership ambitions?

B4. Where do you see yourself in the future?

	Same post	New post in teaching (specify role)	Job out of teaching	Career break	Retired
Next year	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In 5 years	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In 10 years	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B5. Planning your next move

How ambitious do you consider yourself to be?	very <input type="checkbox"/> reasonably <input type="checkbox"/> not particularly <input type="checkbox"/> not at all <input type="checkbox"/>
Are you currently actively seeking a new role/post?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do you feel that you will need to change school to progress your career ambitions?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Would you be prepared to relocate for a new post?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If YES, would you move? (tick as applies)	Regionally <input type="checkbox"/> Nationally <input type="checkbox"/> Internationally <input type="checkbox"/>
What other constraints do you have to take into consideration?	

Please return your questionnaire to the freepost address: Professor Olwen McNamara, University of Manchester, Ellen Wilkinson Building, FREEPOST NAT12243, Manchester, M13 1ZG

SECTION C – YOUR PROFESSIONAL DEVELOPMENT

C1. In the last three years (or less if you are new to teaching) have you had an annual review of performance as part of a performance management/ appraisal system?	Yes <input type="checkbox"/> No <input type="checkbox"/>
C2. Have any significant issues been raised/emerged in performance reviews/appraisals?	
C3. In general, has the discussion on your performance been: proactive <input type="checkbox"/> supportive <input type="checkbox"/> developmental <input type="checkbox"/> judgemental <input type="checkbox"/> critical <input type="checkbox"/>	
C4. Have you been encouraged by your line manager to pursue leadership opportunities?	Yes <input type="checkbox"/> No <input type="checkbox"/>
C5. Have you at any point asked to go on leadership/NPQH programmes and been refused?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If YES, why?	
C6. In the last 3 years (or less if applicable) how satisfied have you been with your CPD experience? very satisfied <input type="checkbox"/> satisfied <input type="checkbox"/> neither satisfied nor dissatisfied <input type="checkbox"/> dissatisfied <input type="checkbox"/> very dissatisfied <input type="checkbox"/>	
C7. Do you think your CPD has met the needs of the school more than you personally?	Yes <input type="checkbox"/> No <input type="checkbox"/>

SECTION D – YOUR EXPERIENCES AND PERCEPTIONS

D1. As a BME teacher do you feel you have experienced discrimination in your career?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If YES, was it in relation to: ethnicity <input type="checkbox"/> faith <input type="checkbox"/> gender <input type="checkbox"/> disability <input type="checkbox"/> age <input type="checkbox"/> sexual orientation <input type="checkbox"/> Please explain	
D2. Do you feel you have experienced negative discrimination in applying for posts?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If YES, has it been at the short listing stage <input type="checkbox"/> the interview stage <input type="checkbox"/> both stages <input type="checkbox"/> Please explain	
D3. Do you feel you have experienced positive action when applying for posts?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If YES, please explain	
D4. Do you feel BME teachers find it harder to secure leadership posts than other teachers?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If YES, please explain	
D5. Which ethnic group do you feel is stereotypically perceived as BETTER leaders?	<input type="checkbox"/> (1) White teachers <input type="checkbox"/> (2) BME teachers <input type="checkbox"/> (3) No difference
Please explain	
D6. Within the BME grouping which minority ethnic group do you feel is stereotypically perceived as BETTER leaders?	<input type="checkbox"/> (1) Indian <input type="checkbox"/> (2) Pakistani <input type="checkbox"/> (3) Other Asian <input type="checkbox"/> (4) No difference <input type="checkbox"/> (5) Black Caribbean <input type="checkbox"/> (6) Black African <input type="checkbox"/> (7) Other Black
Please explain	

Please return your questionnaire to the freepost address: Professor Olwen McNamara, University of Manchester, Ellen Wilkinson Building, FREEPOST NAT12243, Manchester, M13 1ZG

D7. Which gender of BME teachers do you feel is stereotypically perceived as BETTER leaders?	<input type="checkbox"/> (1) Female BME teachers <input type="checkbox"/> (2) Male BME teachers <input type="checkbox"/> (3) No difference
Please explain	
D8. Do you feel current school leadership cultures/policies are barriers to BME teachers' ambitions?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If YES please explain	

SECTION E – STRATEGIC ACTION AND ADDITIONAL COMMENTS

Please use the space below to tell us what strategic actions you think would help BME teachers with leadership aspirations

SECTION F – YOUR BACKGROUND

In order to analyse responses to this questionnaire it is vital we have all the following information to enable us to understand how different groups report different experiences

Age Sex: Male Female Disability: Yes No

Ethnicity:

<input type="checkbox"/> (1) Asian – Bangladeshi	<input type="checkbox"/> (5) Black – African	<input type="checkbox"/> (9) Mixed - White and Asian
<input type="checkbox"/> (2) Asian – Indian	<input type="checkbox"/> (6) Black – Caribbean	<input type="checkbox"/> (10) Mixed – White and Black African
<input type="checkbox"/> (3) Asian – Pakistani	<input type="checkbox"/> (7) Black – Other	<input type="checkbox"/> (11) Mixed - White and Black Caribbean
<input type="checkbox"/> (4) Asian – Other	<input type="checkbox"/> (8) Chinese	<input type="checkbox"/> (12) Mixed – Other
<input type="checkbox"/> (13) Other (please specify)		

If you wish to be entered for the prize draw complete your details here

Name: Contact telephone:

Email:

If you are willing to be contacted for a very short telephone interview tick here

Thank you for taking the time to answer this questionnaire. Your support is much appreciated and we hope it will lead to a positive outcome in terms of enabling BME teachers to realise their leadership aspirations.

Please return your questionnaire to the freepost address: Professor Olwen McNamara, University of Manchester, Ellen Wilkinson Building, FREEPOST NAT12243, Manchester, M13 1ZG