

Teach London - Promoting teaching as a career within London's Black Asian and Minority Ethnic (BAME) communities

1. Teach London

[Teach London](#) is:

- Helping ITT providers recruit and retain teachers in London schools
- Providing online resources and messaging on the benefits of being a London teacher
- Leading a London-focused campaign to supplement DfE's national activity.

This is an initiative of the Teaching Schools Council in London and Pan London Initial Teacher Training (ITT) Group supported by the Mayor of London and a wider partnership. The campaign launched in December 2018.

Teach London's [research](#):

- Identifies why teaching in London is attractive
- Highlights challenges in recruitment and retention
- Offers ideas and potential solutions.

London challenges are:

- Funding pressures resulting from the new school funding formula
- Increasing pupil numbers – increasing demand for teachers
- Churn of teachers.

Our research shows factors encouraging teachers to stay in London are, help with high cost of housing and childcare, support for teachers making rapid career progression, flexible working opportunities for better work-life balance, and support for health and wellbeing.

2. A more diverse teaching workforce in London

[London's population diversity](#)

In London there is **a considerable gap between the proportion of BAME teachers compared to the pupil population**¹. Although, there is a higher proportion of BAME educators in London schools compared with the rest of England.

The table below (Haque, 2017) shows that in inner London the proportion of BAME teachers is 26% while the proportion of BAME pupils is 81% and in outer London the figures are 22% and 65% respectively.

Region	% of BAME pupils	% of BAME teachers
Inner London	81%	26%
Outer London	65%	22%
South East	21.1%	4.3%
East of England	21.8%	5.1%

¹ Haque, Z. (2017) *Visible Minorities, Invisible Teachers: BME Teachers in the Education System in England*. Runnymede Trust and NASUWT. <https://www.teachers.org.uk/equality/equality-matters/barriers-report>

One focus group participant in LKMco's forthcoming Teach London research report² contrasted their experience of London to their experience elsewhere in the UK and Europe:

"I love the fact that in London I am who I am. I don't have to offer an explanation to anyone about who I am. As soon as you step out of London, people will always ask you where you come from."

Recruiting a more diverse teacher workforce

The GLA's [Boys on Track research](#) by LKMco³ is focused on black Caribbean boys and free school meal-eligible white boys, two of the largest underperforming groups in London and the boys are less likely to achieve good educational outcomes.

Recommendation 5 of the seven recommended areas for action is that **"teachers and school leaders from a diverse range of backgrounds need to be recruited and retained in London, as well as supported into leadership roles"**.

These practitioners would bring a diverse range of experience as well as helping to fill shortfalls in the workforce. Some research suggests that there are academic benefits to students from minority ethnic backgrounds being taught by a teacher from the same ethnic background and when the teacher workforce in their school represents different ethnicities equitably.

Young people in the Boys on Track focus groups said they find being taught by someone 'like them' can be helpful. In this powerful [video clip](#) a BAME primary school teacher explains why this is important for her.

In the GLA's Boys on Track research⁴, practitioners, experts and young people talked about the need for a more diverse teaching workforce. This is particularly relevant in London, where participants felt that ethnically- and culturally-diverse pupil intakes were not currently reflected in the capital's school workforce (as supported by the data above). While all pupils in London stand to gain from a more ethnically diverse teaching workforce, interviewees felt boys from black Caribbean and poor white backgrounds could disproportionately benefit.

Retaining and developing BAME teachers

Forthcoming LKMco research for Teach London (Small et al) suggests from small focus group and survey work, that similarly to other teachers, the three most important retention factors for BAME teachers were reduced workload, marking and increased pay.

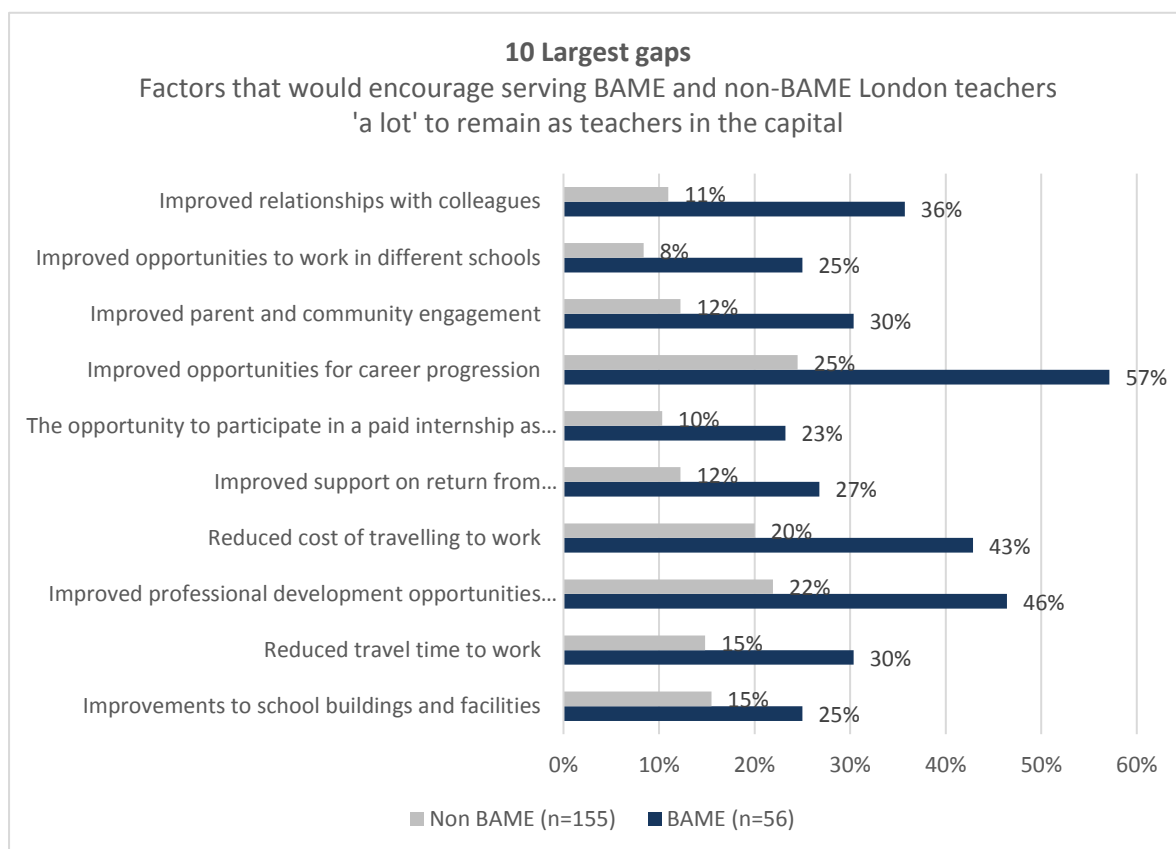
However, BAME teachers appeared more readily convinced to stay as teachers in London. Among respondents who were BAME teachers in London, a greater proportion said they would be 'much more likely' to remain as teachers in London in response to all the retention factors included in our survey, with the exception of increased school funding (see table below). Five of the six largest gaps between London BAME teachers and London non-BAME teachers were in relation to professional life and career development.

² Small I, Trethewey A, Menzies L, Bowen-Viner K and Shaw B (2018) *Teach London: Improving teacher recruitment and retention in London*. LKMco. forthcoming.

³ Millard W, Bowen-Finer K, Baars S, Trethewey A and Menzies L (2018) *Boys on Track: Improving support for Black Caribbean and Free School Meals Eligible White Boys in London*. London. LKMCo. https://www.london.gov.uk/sites/default/files/lkmco_boys_on_track_report.pdf

⁴ This was during the interviews, focus groups and steering group discussions.

Teach London research shows that there is considerable appetite for improved career progression and further CPD among BAME teachers in London, such as through secondments and internships.



The Mayor of London’s [Getting Ahead London scheme](#) is in its third year to help create London’s next generation of headteachers. It helps talented senior leaders to become future headteachers or principals through coaching, mentoring and work shadowing.

The diversity of the group has increased year on year: over half (52%) of year three participants are from a BAME or non-White background and female leaders have represented two-thirds of the group in each year. One quarter of those who took part in the first two-years of Getting Ahead London have become headteachers.

3. Background

We know that London is facing a shortage of both teachers and headteachers, with [recent research](#) showing that more than 4 out of 10 teachers in London quit the profession within five years of qualifying. [Teach London research](#) by NFER⁵ found that London has a steady net outflow of teachers who move to teach elsewhere, particularly those in their thirties and forties.

⁵ NFER and Mayor of London, *Teacher Supply, Retention and Mobility in London*. NFER. 2018.