



Statement of intent on the diversity of the teaching workforce – information about the activity of the co-signatories

Department for Education

The Department for Education will:

- Provide £2m of funding in new nationwide equality and diversity hubs to support aspiring leaders, including those from ethnic minority backgrounds, into headship
- Ensure recruitment for new gold standard National Professional Qualifications for school leadership are representative through key performance indicators
- Consider equality and diversity as a priority through our recruitment and retention strategy to ensure people from all backgrounds are supported and that barriers to their progression are removed
- Commit to working with the sector including teachers, multi-academy trusts and schools, governing bodies and grassroots groups to understand what practical support we can offer

National Association of Head Teachers

Paul Whiteman, General Secretary said:

“If we are to achieve the best outcomes for our pupils, we need to tap into the full potential of all staff in the school workforce, recognise and value them and enable them to move towards and into school leadership roles. “

NAHT will:

- Encourage school leaders to recognise and address the barriers to the recruitment, retention and progression of staff with protected characteristics.
- Over 2018/19, go further by developing a new suite of advice for our members to encourage them to develop the right support and conditions for staff with protected characteristics to feel valued and supported to reach their full career potential. Leaders are in a strong position to turn around the poor workforce diversity record in the education sector. NAHT will work with its members to drive this programme of activity forward

Association of School and College Leaders

Anna Cole, ASCL Parliamentary and Inclusion Specialist and Policy Lead for Equalities and Diversity, said:

“ASCL is committed to supporting and promoting equality and diversity in the teacher and school leader workforce. We wholeheartedly welcome today's announcement and we are already working with the DfE and others in a variety of ways to promote equalities in the education workforce, particularly in education leadership.”

ASCL will:

- Work closely with the DfE and other partners on the delivery of the Equalities and Diversities agenda
- Put in place from October 2018 a new Committee of ASCL Council (ASCL's policy-making body formed from a group of elected ASCL members) dedicated to Equalities and Inclusion
- Continue to chair a group of key education stakeholders on increasing the diversity of school and college leaders
- Endorse and encourage flexible working options to our members and develop cases studies of successful working practices to share with the sector
- Continue to promote equalities and showcase the diversity of our membership on our website and in our Leader magazine

Chartered College of Teaching

Professor Dame Alison Peacock, CEO of the Chartered College of Teaching said:

“The important role schools play in supporting community cohesion is needed now more than ever. With our communities becoming more diverse, schools need to reflect the areas where their pupils grow up. The positive impact of visible role models on young people from different backgrounds cannot be underestimated, it can help encourage pupils - no matter their ethnicity, gender or sexuality - to embrace who they are and be the best that they can be.

However, if teaching is to reflect our communities, teachers from different backgrounds need to see that they will have the opportunities to enter the profession and, importantly, have the same opportunities for progression and leadership. At the Chartered College we don't want to see the best teachers running into the closed doors of leadership because of their gender, ethnicity or sexuality. We want schools and pupils to benefit from teacher and leaders from all walks of life. That's why the Chartered College is happy to support this drive for a more diverse workforce.”

CCOT will:

- Work with the profession - through our Leadership Develop Advisory Group and elsewhere to ensure that in the 21st century we no longer see a disparity between the diversity of our pupils and the diversity of our teachers and leaders

National Governance Association

Emma Knights, Chief Executive of the National Governance Association said:

"For some time, the National Governance Association has been concerned about the underrepresentation of people from ethnic minorities on school governing boards as data from our annual survey has repeatedly shown a disconnect between the proportion of governors and trustees from ethnic minorities and the proportion of the population from ethnic minorities. We are delighted that the Department for Education and indeed the government as a whole is setting out this commitment to tackle underrepresentation both in the workforce and on governing boards. Diversity on boards makes for better decision making and will increase diversity across all levels of schools and trusts. This is important so that our increasingly diverse pupil population are better included in decision-making and have a stronger sense of belonging, with role models to grow their aspirations and belief in what they can achieve. Governing boards should reflect the communities they serve as well as the wider society in which young people live in."

The NGA will:

- Continue to deliver the 'Everyone on Board' campaign, in conjunction with Inspiring Governance. Recognising the long term issue of the underrepresentation of people from ethnic minorities on school governing boards, earlier this year the National Governance Association launched this campaign. This campaign set out to highlight to governing boards why it is important that they are diverse, and provides resources to governing boards to enable them to create this change. The campaign also encourages people from ethnic minorities and those aged under 40 to become a school governor by demonstrating how their skills and lived experience can make a valuable and significant contribution to schools and the pupils and staff within them. Since its launch in June 2018, over 300 volunteers have signed up to become a school governor as a direct result of the campaign.

Bame Ed

Allana Gay, Amjad Ali, Penny Rabiger, Nick Dennis, Lizana Oberholzer, Abdul Chohan, Hannah Tyreman steering group of BAMEed said:

"We are encouraged that the Department of Education has cemented their commitment to a diverse education workforce at all levels of seniority. We look forward to working with them and our cosignatories on the actions towards creating substantive, sustained diversity in education."

BAMEed will:

- Advance the education sector in general (and particularly amongst education leadership) on the subject of ethnic diversity and to promote research to develop all aspects of that subject
- Work in partnership to increase ethnic diversity on entry to ITT and leadership programmes
- Work to develop a sustainable model of mentorship and networking that will allow BAME educators across the country to be supported
- Promote equality and diversity for the public benefit by:
 - o Promoting activities to empower BAME educators
 - o Promoting activities to foster understanding between people from diverse backgrounds
 - o Promoting engagement with non BAME educators to cultivate a sentiment in favour of equality and diversity
 - o Conducting or supporting research on equality and diversity issues

Women Ed

Sameena Choudry, Jules Daulby, Keziah Featherstone, Vivienne Porritt and Hannah Wilson, co-founders and national leaders of #WomenEd, said:

“We support the Department for Education and co-signatories in prioritising a coherent, cohesive approach to develop a more diverse workforce in schools so that our students and our communities see themselves in the adults that support, teach and lead them.”

Women Ed will:

- Continue to connect, support and empower aspiring and existing women leaders
- Champion the importance and value of a more diverse workforce
- Advocate for flexible working practices to enable teachers to progress and have a family life
- Collaborate with partners to achieve a more equitable balance in terms of gender and ethnicity in leadership roles
- Collaborate with other grassroots movements to explore the intersectionality of our Workforce’s protected characteristics

LGBT Ed

Hannah Jepson, co-founder of LGBT Ed said:

“We are delighted to support the DfE’s statement of intent and believe that EDI is an absolutely vital part of education. We need to support our LGBT+ community in education to be themselves, so that

can show our students there is a richness in society that they can be a part of without fear of intolerance or hatred. ”

LGBT Ed will:

- Continue to grow our network so that we can build deep understanding of the lived experiences of the LGBT+ community in education
- Ensure we give our network the chance to meet, debate and share best practice.
- Share best practice by keeping our network informed of the latest research
- Continue to work with DfE and other partner organisations to make sure the wider debate is more inclusive of LGBT+ issues
- Build strong relationships with corporate partners who have a great track record of making their workplace an inclusive environment

Disability Ed

Vivienne Porritt, Ruth Golding, Maria Turkenburg and Lyn Haynes, members of the #DisabilityEd Development Group, said

“We value the recognition of teachers with a disability by the Department for Education and the importance of a diverse workforce in schools. We want all people with a disability to receive genuine support and accommodation so that their talent is retained by schools.

Disability Ed will:

- Educate people to see beyond labels and think differently about disability
- Raise awareness of the inequity experienced by many people with a disability in education
- Advocate for colleagues with a disability to receive the appropriate support and accommodation to enable them to work in education without apology

Ambition School Leadership and the Institute for Teaching

Melanie Renowden, deputy CEO said:

“Ambition School Leadership is a national charity with the mission to end educational disadvantage through transformative school leadership. We deliver leadership development programmes at all levels - from teachers aspiring to their first middle leadership role through to multi-academy trust CEOs and governors. We are committed to increasing equality, diversity and inclusion in the school leadership workforce and welcome the Department for Education's announcement today.”

Ambition School Leadership and the Institute for Teaching will:

- Ensure all application forms for our leadership development programmes are anonymised

- Deliver anti-bias training to all assessors on our selective programmes for school leaders
- Role model different styles of leadership through our programme leads and facilitators, employing experts with diverse backgrounds and life stories to shape and deliver our content
- Support programme participants to develop their own authentic leadership style, encouraging different models of leadership
- Continue to deliver our first women-only NPQH programme, launched in March 2018, in collaboration with WomenEd and the Leading Women's Alliance
- Deliver the 'Under Construction' campaign, launched in September 2018 to inspire more high-potential teachers and leaders - from all backgrounds and walks of life - to take the next step in their career. This will support the school leadership pipeline and better reflect the diversity of the pupils and communities school leaders serve

All-in Education

Johan Jensen, Director of All-in Education said:

“If schools of all types are to attract, promote and retain the best talent – for the benefit of pupils, staff and their wider community – their approach to diversity and inclusion must change. All leaders in education have a crucial role to play in bringing this to the forefront and to take a lead.”

All-in Education will:

- Continue to help Multi-Academy Trusts, Local Authorities and Teaching School Alliances become more diverse and inclusive workplaces
- All-in Education currently works to implement practical and impactful changes to recruitment practices, talent management processes and leadership behaviours to achieve more inclusive schools and organisations

Work with us

Share your intention to work with us by contacting: Teacher.DIVERSITY@education.gov.uk.

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