



Mission 44 Teach First

How to attract more
Black STEM trainees?

MISSION 44

T Teach
First



Background

Mission 44 founded by Sir Lewis Hamilton in 2021 to boost social mobility for young people facing disadvantage and discrimination



Partnership with Teach First builds on the findings of the **Hamilton Commission**, which highlighted the lack of representation of Black teachers in STEM as a key barrier to improving representation of Black people in STEM professions and UK motorsport

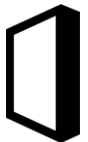
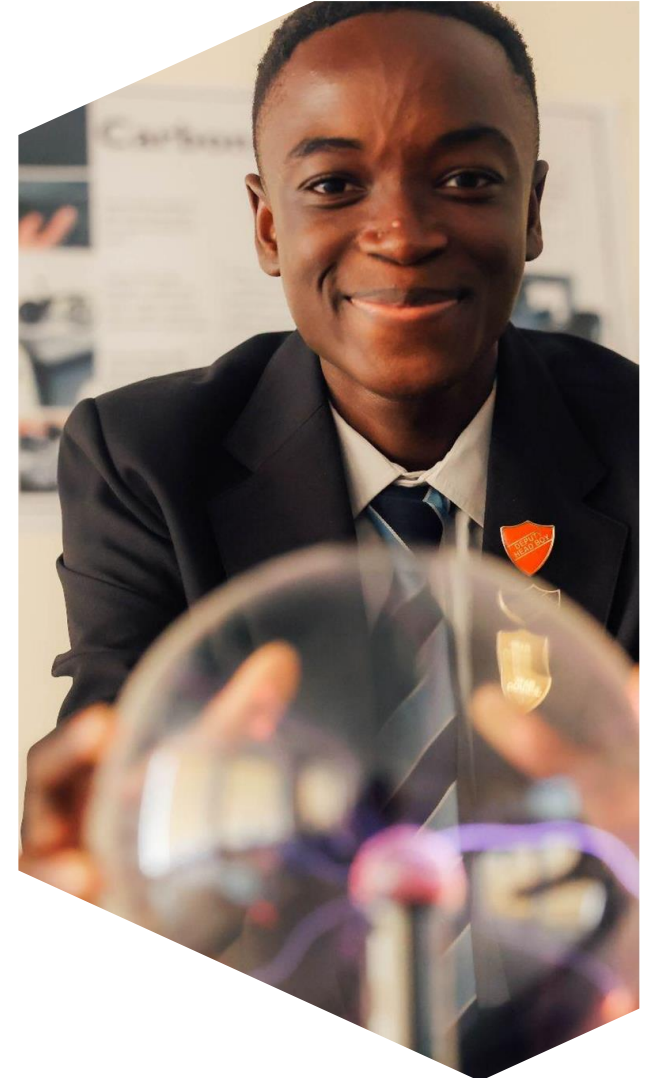


Aims of the partnership

Two year partnership to pilot a range of new approaches to identify good practices when recruiting Black STEM teachers

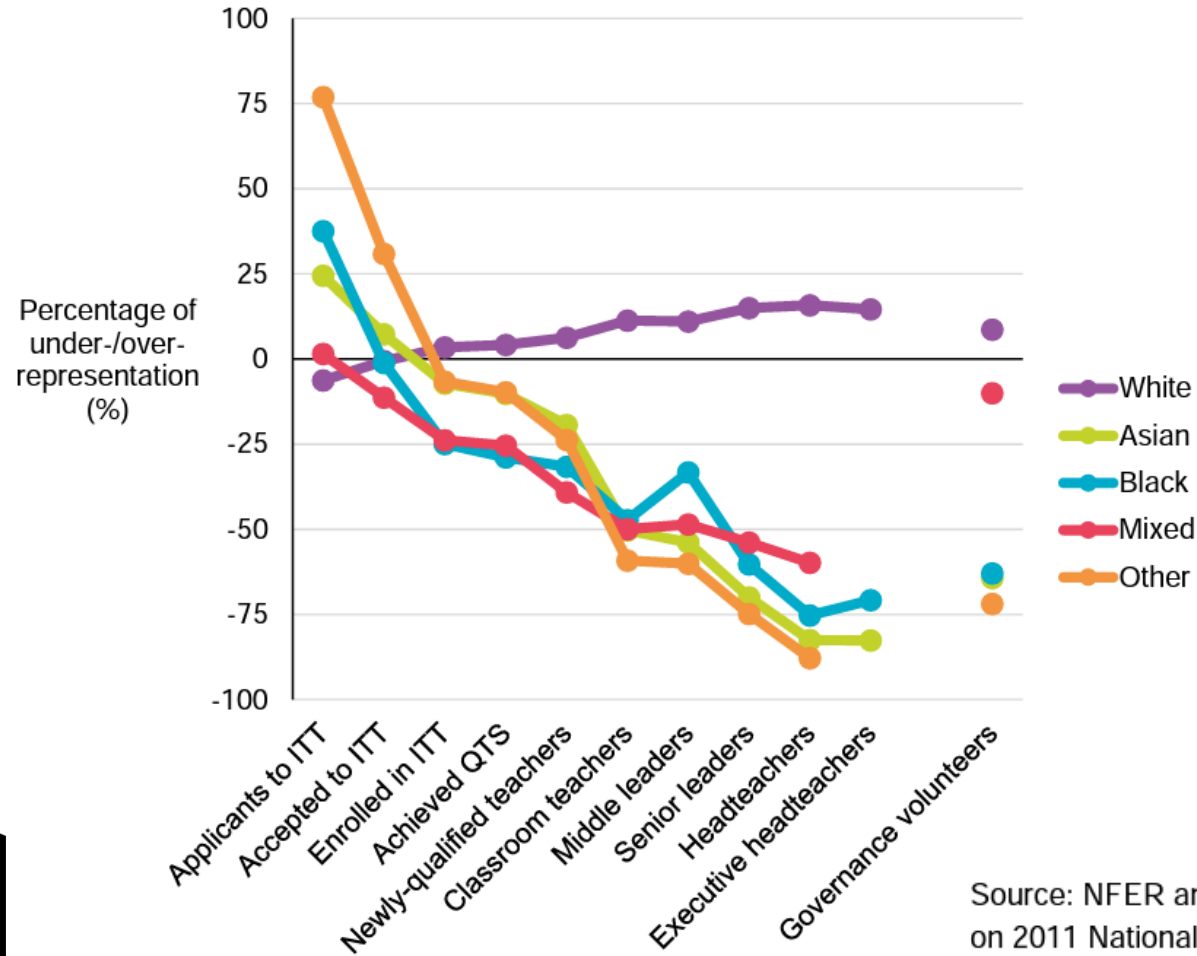
- Targeted marketing campaign
- Taster programmes for prospective candidates
- Review of selection criteria
- Research programme

Aims to create a framework for other educational bodies and recruiters to follow



Application to acceptance gap

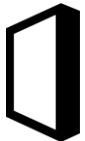
Figure 1: Representation of ethnic groups in the teacher profession in 2020/21



All ethnic groups except white are underrepresented at all career stages of the teaching profession, except for initial teacher training (ITT).

Applicants from black ethnic backgrounds are over-represented by 38%.

Source: NFER analysis of data from⁷: UCAS; TF; ITT-PP; SWC; and NGA. Population estimates are based on 2011 National Census data for England, projected forwards to 2021.



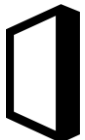
ITT route comparison

		Acceptance rate gaps (p.p.)			
		Asian	Black	Mixed	Other
Overall		13	21	9	21
ITT Route	Higher Education	11	19	8	23
	SCITT	8	28	6	10
	School Direct Fee	15	29	13	28
	School Direct Salaried	14	20	8	18
	Postgraduate Teaching Apprenticeship	13	18	-	-
	Teach First	8	10	-3	4

Compared to other ITT routes, Teach First demonstrates considerably smaller acceptance rate gaps between applicants from ethnic backgrounds and their white counterparts.

For three groups, Black, mixed and other, the narrowing of this gap is statistically significant.

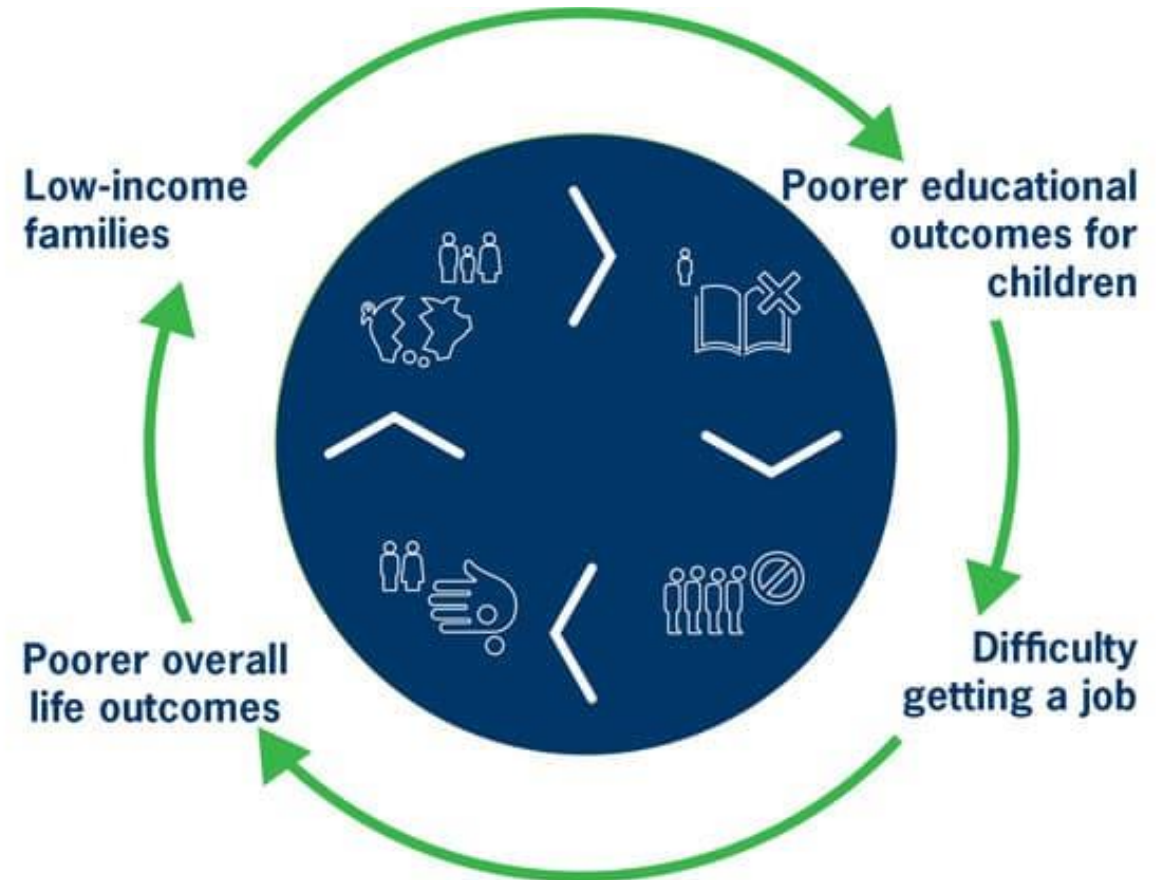
- The acceptance rate gap for Black applicants applying to Teach First is half that of the overall average across ITT providers.



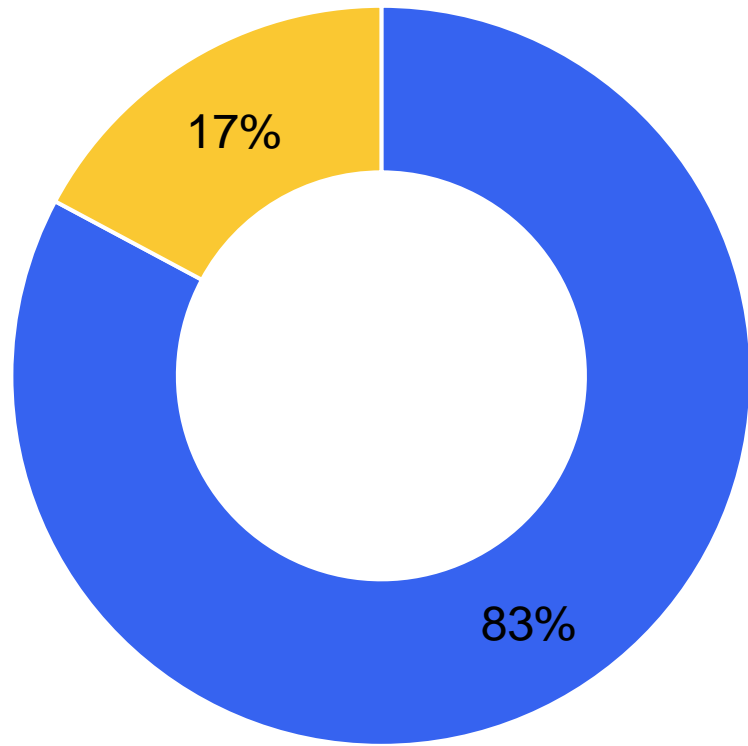
What is contextual recruitment?

A system that allows you to assess a candidates' school performance data in the context of their social background.

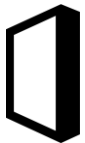
CR attempts to offset the impact of disadvantage in recognition of the fact that academic attainment is not a reliable indicator of potential.



Passed via CR



■ No ■ Yes



Started Programme

T

	SI 2018	SI 2019	SI 2020
% of applicants where form was passed due to CR	14.6%	17.5%	12.4%
Number of applicants where form was passed due to CR	184	301	211

Perceptions of teaching among Black STEM students and graduates



Who did we talk to?

- 24 participants in 4 equal focus groups
- March 2022
- Participants aged between 19 and 38
- Equal gender split



- diverse school experiences from private schools, to schools where STEM subjects were prioritised; from majority White schools to majority Black schools

- 71% from Black African backgrounds, 21% from Black Caribbean background, 8% Mixed Black backgrounds
- 75% with STEM degrees, 25% STEM-eligible due to A-levels



Key findings

Teaching isn't seen as compatible with Black STEM students and graduates' aspirations

"if I told my parents I wanted to become a teacher, they wouldn't be too happy about that...my family tend to have quite high expectations when it comes to careers. They put you through this time in education and they just wouldn't see you becoming a teacher"

Diversity (and lack of) is on their minds when thinking about the next steps

"I don't want to be the only Black teacher in the school ..."

Salary is important to them when choosing careers

"things are getting so expensive that as young people...as much as they want to say they want to do something that they love...they also like to enjoy their lives ... So, money is quite important"

**How can we amend the
training programme
offering to appeal to Black
STEM candidates?**



Discrete choice experiment

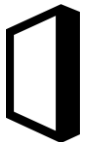
People are given a number of choices and asked to choose their preferred option



People are asked to make multiple choices until we can evaluate which factor drives their choices the most

Four attributes were tested

- 1. Offer**
- 2. Location**
- 3. Leadership**
- 4. Lifestyle benefits**



What did the respondents prefer?

Offer	Chosen option
Base salary	9%
+£2,000 each year	22%
+£3,000 each year	31%
+£4,000 each year	38%

With four offer options, if none of them were preferred, we would expect that each option would be chosen 25% of the time

Leadership	Chosen option
Optional placement	23%
Guaranteed placement	27%
Black leader/edu	24%
Black leader/STEM	26%

Location	Chosen option
Anywhere	26%
London	30%
60 mins	44%

Lifestyle benefits	Chosen option
Yes	63%
No	37%



Attracting more Black STEM teachers – key insights



We could add to our programme offer, but without a desirable salary, or at least a promise of salary progression, we will continue to struggle to attract (Black) STEM graduates



They'd like to see programmes where you spend half of time in the classroom and half of the time in the industry – with a choice of options. Choosing a path is daunting to them.



They would prefer to teach in more diverse schools



By the time they finish their degrees, teaching isn't on their radar, they want to do internships early on



**Supporting more teachers from
ethnic minority backgrounds to
progress into leadership positions**



Retention is even lower for Black teachers than for White teachers

Table 17: Retention rates are significantly lower for teachers from Asian, black, mixed and other ethnic groups than for teachers from white ethnic backgrounds

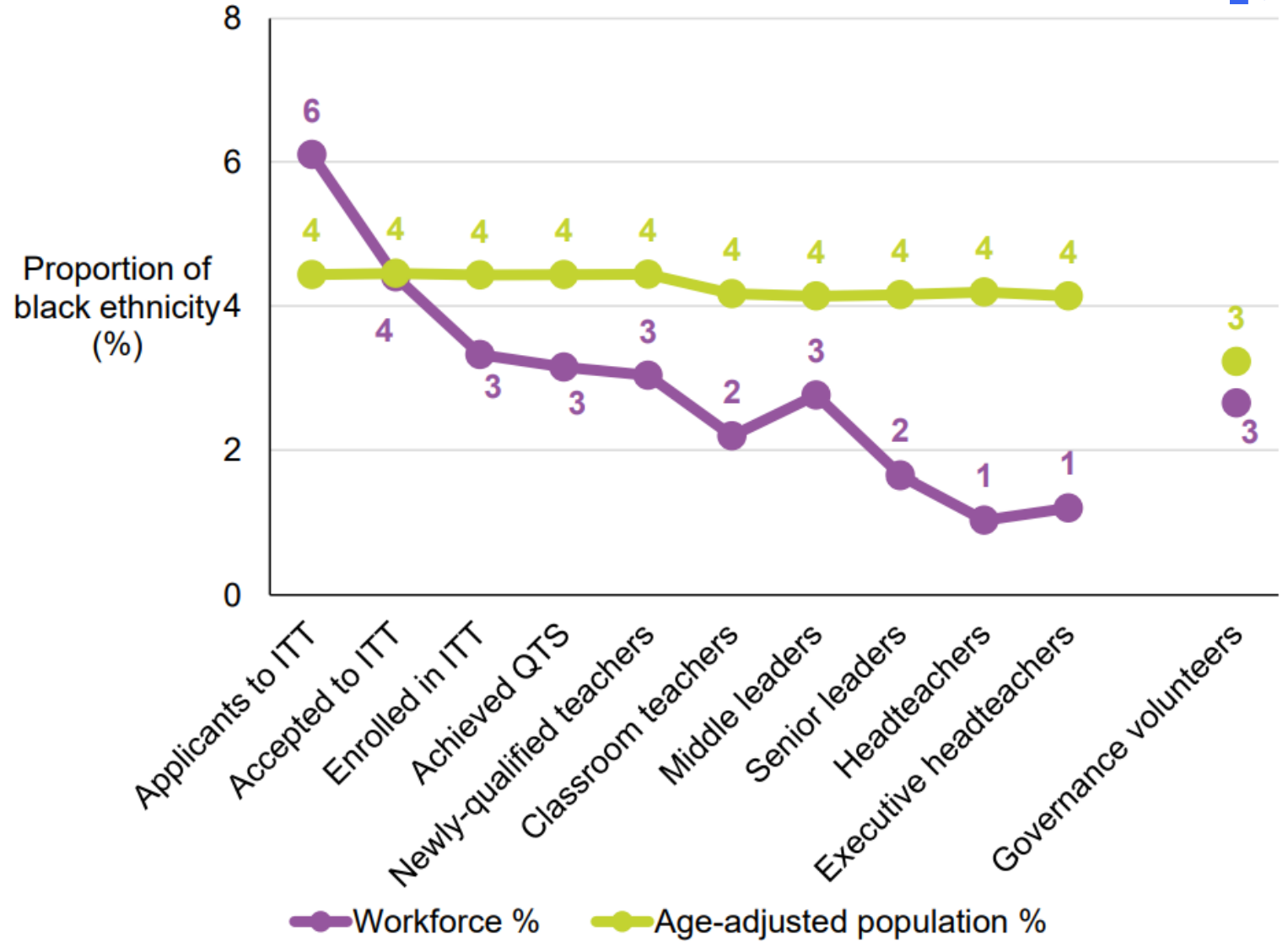
Ethnic group	Retention rate (%)	White-Group gap (p.p.)	Statistically significant difference?
White	91	-	-
Asian	90	1	Yes
Black	88	2	Yes
Mixed	89	2	Yes
Other	87	4	Yes

Source: NFER analysis of SWC data for 2019/20.

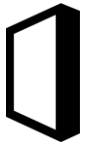
Also, this gap significantly widened since 2013/14 when it was at 1% point.



Black teachers are underrepresented at all stages from ITT enrolment onwards



Source: NFER analysis of UCAS, TF, ITT-PP, SWC and NGA data for 2019/20.



Key findings

Participants reported **many of the instances of racism and stereotyping** reported in the previous research, but the findings also show how successful Black leaders do overcome barriers and succeed in their careers.

Successful school leaders are proud of their ethnic identity and see it as a strength

They show high levels of resilience, and they refuse to be limited by others.

They have strong support, and they strategically choose their mentors



Progress and next steps

- Dedicated 'STEM from Black' campaign
- Targeted recruitment efforts
- Widening eligibility for black STEM applicants
- Pre-Development Centre Day
- School matching
- Mentoring and Black STEM networks
- Build on research and experience

<https://www.linkedin.com/feed/update/urn:li:ugcPost:6990947223345758209/>





Thank you.

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