**RETENTION OF TEACHERS FROM MINORITY ETHNIC GROUPS IN DISADVANTAGED SCHOOLS IN ENGLAND**

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<https://www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-teachers-and-teaching-research/retention-teachers-minority-ethnic-groups-disadvantaged-schools>

**Abstract**

This research will produce new and timely evidence on the critical policy issue of teacher retention in England. We will focus on the under researched area of minority ethnic teacher retention in disadvantaged schools – schools that tend to have high numbers of minority ethnic students. Available data suggest that schools in urban deprived areas hire more minority and young teachers than affluent schools, but experience higher turnover rates amongst these teachers than with white British teachers. Focusing on the perspectives of minority teachers from different demographics and professional backgrounds, we will investigate why minority ethnic teachers leave schools that employ high numbers of minority ethnic staff and enrol students from similar backgrounds, and what should be done to support their retention. The research findings will be published alongside actionable messages and good practice recommendations to enable a range of stakeholders to implement measures that can increase minority teacher retention.

**Note on methodology**

An approach using narrative interview techniques was used to illicit the experiences of teachers throughout their professional careers. Their stories and reflections were critical to understanding and analysing teacher retention. Drawing on critical race methodology, we used discussion of the teachers’ decisions to stay in or leave certain schools or in some cases the profession, to explore the impact of racism, and how race interacted with other aspects of identity. In total, 24 interviews lasting on average one hour were carried out during the 2019-20 school year. All but two of the interviews were with serving teachers, although some of the interviewees were doing only limited supply teaching at the time. The key characteristics of the 24 interviewees included:

* Ethnicity: 14 Black African or Caribbean teachers, 8 teachers from various Asian ethnic sub-groups, 2 Mixed White and Black teachers.
* Years of service: 11 early career teachers (5 years or less), 13 experienced teachers (over 5 years).
* Gender: 18 female, 6 male teachers.
* School type: 9 primary, 15 secondary teachers.
* Location: 18 teachers worked in London, 6 worked elsewhere in England.

The majority of interviews were done on the phone or Zoom, due to Covid-19. Thus, often unclear bits in transcription due to connectivity issues.

**Annonymisation of the interview data**

**Antonina Tereshchenko and Manuela Mendoza**

**Key to removed data:**

* [name] of the interviewee
* [name] [surname] of any other people mentioned
* [name] of schools (or of the academy trust)
* [area in the UK] [area in England] for all references to geographic places in the UK or England which may identify the interviewees
* [name of council] which may identify the location of the interviewees
* [borough] of London which may identify the interviewees
* [age] of the interviewees
* [city] or [country] abroad for any countries in which the respondents have worked or lived in
* [nationality] of the interviewees
* [university] where degree or PGCE was obtained
* [programme of study] if too specific and may identify the respondents

References to ethnicity have been kept in the transcripts, since they are crucial data for the topic of the research study.