Representativeness and diversity within the teaching profession in England, 2010–2020

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ABSTRACT

The focus of this paper is the ethnic representativeness of the teaching profession in England. The novel methodology does more than simply count how many ethnicities exist, but also takes into account the relative size of the different ethnicities and tracks changes in the diversity of the teaching workforce compared to that of the general population over the ten years between the 2011 and 2021 census. It finds that while the teaching profession is getting more diverse, it is becoming less representative of the general population, which is increasing in diversity more rapidly. The paper's methodology shows the way forward for policy-makers and similar analyses in Developing and Global South economies where the collection of relevant data is less established.

1. Introduction

The ethnic diversity[2] of the teaching profession matters for a number of reasons. Firstly, there is some evidence that ethnic minority pupils, particularly in the younger age groups (Easton-Brooks et al., 2009; Eddy and Easton-Brooks, 2011), benefit from ethnically matched teachers, although that evidence is inconclusive and it is not clear whether the effect is on student learning or on *the teacher evaluation of* student learning (). Secondly, there is the issue of recruitment to, and retention and promotion within, the teaching profession where there is an acknowledged shortage of ethnic minority teachers in senior leadership roles. The two are related of course since any benefit to ethnic minority pupils of having teachers who 'look and sound' like them is redundant if ethnic minority teachers are not recruited to the profession in the first place.

The aspiration of successive UK governments[3] has been to achieve 'representativeness'; in other words, that the teaching profession looks and feels like the general population. There are two methodological problems when looking at representativeness, the first of which is to decide which population should be used as a baseline. Should the ethnic diversity of the teaching profession be compared to the ethnic diversity of the *general population*; or should it be compared to the *population of university graduates* say, since teachers are recruited from this cohort; or should it be compared to the diversity of the *pupil population*? If the primary concern is the educative benefit to pupils of having ethnically matched teachers, then it would be optimal to compare the diversity of the profession to the diversity of the pupil population since it cannot be assumed that the pupil population would mirror the general population - in terms of family size, say (Gov.uk, 2019) - for ethnic minority communities. On the other hand, if the primary concern is the recruitment, retention and promotion of teachers, it would be better to compare the diversity of the profession to the general population; and if the diversity of university graduates differs significantly from that of the general population, that is a separate, though not unimportant, issue. The focus of this paper is the ethnic representativeness of the teaching profession as a backdrop to the recruitment, retention and promotion of teachers, and not on the benefit to ethnic minority pupils of having ethnically matched teachers, so methodologically this paper compares the ethnic

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[2] This paper follows UK government guidance on nomenclature. Ethnic groups such as 'black' and 'white' are not capitalised. If a group's name includes a geographic place, it is capitalised (e.g. 'Asian' and 'Indian'). 'Ethnic minority' refers to all ethnic groups except 'white British'. When citing research, the nomenclature used in the original source is retained (e.g. 'Black American' and 'African American').

[3] Education is a devolved matter in the UK; that is to say, there are separate systems, datasets and schooling arrangements for England, Scotland, Wales and Northern Ireland. This paper focuses on England, but because the UK government sets the parameters for education devolution, it makes occasional reference to policies in other parts of the UK, notably Scotland.

diversity of the teaching profession to the ethnic diversity of the general population over the period covered by the last two UK censuses, 2011 and 2021. Education is a 'devolved matter' to Scotland, Wales and Northern Ireland administrations, so this paper looks solely at England and its nine regions.

Having decided on the baseline population to which the diversity of the teaching profession should be compared, the second methodological problem is how to do the comparison. The methodology section below addresses this issue in a way that goes beyond the current practice of simply counting the number of ethnicities and stating the percentage in each.

2. Review of UK policy reports and related theoretical literature

In April 2022, the Commission on Young Lives (COYL) published its report on helping black, Asian and minority ethnic (BAME) pupils in England to succeed in school (Commission on Young Lives, 2022). The report was published against the backdrop of some shocking ill-treatment of minority ethnic pupils such as the strip-searching by police of an innocent 15-year-old black girl in December 2020 in a school in Hackney, London, the most harrowing aspect of which was that while the young girl was being strip-searched by two female police officers looking for cannabis, her teachers 'remained outside' and the school did not contact her parents (BBC, 2022). It is relevant to ask whether a more representative teaching workforce and leadership team might have shown greater empathy for the accused girl because the COYL report (p.22) noted that 'although minoritised students make up around a third of state school rolls, the teaching force is more than 90 % white'. One of the recommendations of the report was that the teaching profession needed more black teachers in classrooms and in leadership roles (ibid: 57) in order partly to overcome the fact that 'non-black teachers may be more likely to negatively judge pupils from minority ethnic backgrounds' (Commission on Young Lives, 2022: 22).

The following month, May 2022, saw the publication of two important reports on ethnic diversity in the UK teaching profession: one from the Scottish government (Scottish Government, 2022); and one from the National Foundation for Educational Research (NFER) on diversity and career progression within teaching (Worth et al., 2022). The Scottish report directly linked the aspiration to have a more diverse teaching workforce to the racial profile *of the general population* in Scotland as captured by the national census; specifically, the aspiration to raise the 'minority ethnic background teaching workforce' from 1.4 % to 4 % by 2030, which target was said to be 'ambitious'. It also made explicit the benefits to pupils and to society generally of having a more representative workforce: ensuring that children have role models that are representative of their lived experience (Bhopal, 2020 and, 2023; Kloppenstein, 2005; Myers and Bhopal, 2021); having children identify better with teachers; developing better understanding within society; helping to break down stereotypes and negative misconceptions; creating societal cohesion and a more tolerant and fair society (Scottish Government, 2022: 4–5).

The Scottish report, while expressing some methodological concerns about how ethnicity data is treated and collated (ibid. 6,7), recorded a small increase in the number of minority ethnic teachers from 1.4 % of the workforce (725 teachers) in 2017–1.8 % of the workforce (945 teachers) in 2021, but acknowledged that minority ethnic teachers continue to be significantly underrepresented in Scotland's schools. The ethnicity of Scotland's general population *by local authority* was also included in the report because 'local' profile is just as important as 'national' profile. The Scottish report also presented Higher Education Statistics Agency data relating to Initial Teacher Education (ITE), which showed that ethnic minority representation among entrants and qualifiers had increased over the five years to 2021, but that minority ethnic teachers were less represented *in promoted posts* compared to the

profession as a whole, with less than 1 % of teachers in promoted posts identifying as being from a minority ethnic background.

The NFER report (Worth et al., 2022), like its Scottish equivalent, highlighted the benefits of better ethnic representation. It cited the Department for Education's policy on diversity in the teaching workforce ('*Setting the Case for a Diverse Teaching Workforce*') asserting that greater diversity was valuable in 'fostering social cohesion', in 'supporting an environment of visible diverse role models', in ensuring equal opportunities, in helping to realise student potential, and in generating economic strength and societal fairness (Department for Education, 2018: 2). Like the Scottish report, it further noted that a diverse teaching workforce brings a type of cultural capital (Wallace, 2018) that enriches schools and society as a whole and promotes greater cultural understanding. The NFER report stated categorically that all this could be achieved only by ensuring that the profession was 'representative *of society*' [my emphasis].

While the NFER report echoed the Scottish report in noting concerns about the quantitative evidence base, it used teaching workforce data to explore representation nationally and across the regions, just as the Scottish report did at the level of the local authority. The report found that all minority ethnic groups were under-represented at all career stages of the teaching profession and that generally there was 'significant over-representation of people from white backgrounds'. ITE was found to have 'significant under-representation of people from minority ethnic backgrounds', but interestingly, had an *over*-representation of minority ethnic *applicants*. It seems that there is no shortage of interest in joining the profession among BAME groups, but these categories are under-represented in the *qualified* profession (i.e., among those who have achieved qualified teacher status, QTS), which suggests that acceptance rates for applicants from minority ethnic backgrounds are lower than for white applicants. Within the profession, the under-representation of people from minority ethnic backgrounds is most pronounced at senior leadership levels: 96 per cent of headteachers are white, compared to 83 per cent of people in the general population nationally; 86 per cent of publicly-funded schools in England have all-white senior leadership teams; and 60 per cent of schools in England have an all-white teaching staff. Teachers from ethnic minority backgrounds are also less likely than their white counterparts to *stay* in teaching, but these differences depend largely on region because white teachers are less concentrated in London where there is a higher retention rate and higher rates of promotion to middle leadership.

While the benefits of representative diversity in the teaching profession have been clearly enunciated *in terms of the profession itself* - and the facts of this are the main investigative focus of this paper - there is also a claimed benefit *to pupils* in having teachers who are matched to them ethnically. Methodologically, this would require a comparison between the ethnic diversity of the teaching profession and the ethnic diversity of the pupil population. This comparison is not done in this paper, but it has been a recuring theme in the field of school improvement for many years and in many countries (Clotfelter et al., 2006 and, 2007; Crozier, 2005; Dee, 2004 and, 2005; Egalite et al., 2015; Fairlie et al., 2014; Gershenson et al., 2016; Gillborn, 1990; Gillborn et al., 2012; Holt and Gershenson, 2015; Jackson, 2009; Kirby et al., 1999; McGrady and Reynolds, 2013; Oates, 2003; Ouazad, 2007 and, 2014; Tikly et al., 2006), although it is unclear whether this is an issue of cognitive empathy (Shamay-Tsoory et al., 2009) or an issue of emotional contagion and synchrony (Boser et al., 2014). Many of the studies were conducted in the US, where race rather than social class in more prominent in the socio-political dialogue, and many of them have looked at the effect on formal assessment of ethnic symmetry; something not addressed as much in UK reports. The issue is more nuanced and disputed in the US than in other countries, although it is widely claimed to be 'the most important educational problem in the United States' (Dee, 2005). Found that the match between teachers' ethnicity (and

gender) and those of their students had little association with how much students *learned*, but in some instances had a significant impact on how teachers *evaluated* student learning. Dee (2004), evaluating test score data from Tennessee, found evidence that there are gains of three to four percent in mathematics and reading when students are assigned an own-race teacher, but when this methodology was extended by Howsen and Trawick (2007) to include the effects of innate student ability and teacher gender, the ethnic matching of students and teachers had no significant effect on attainment.

Non-cognitive outcomes like pupil behaviour are also the subject of ethnic matching research. Pigott and Cowen (2000) looked at the effects of teacher-student racial congruence on teacher ratings of 445 young pupils from 70 classrooms in 24 racially mixed urban schools. Ratings were provided by 26 African American and 44 white teachers, matched by age and years of experience. They found that African American pupils were judged by both African American and white teachers to have more serious school adjustment problems, fewer competencies, more stereo-typically negative qualities, and poorer future educational prognoses than white pupils. Downey and Pribesh (2004) similarly noted that black student classroom behaviour was rated more favourably by black teachers than by white teachers, which they suggested could be explained by white teacher bias rather than an 'oppositional culture' among black students, but Cullinan and Kaufmann (2005) found that black teachers rated *all* children as having more competencies and fewer problems, and had more positive academic expectations *for all children*, compared to white teachers.

In a similar vein, Saft and Pianta (2001) looked at teacher percep-tions of their relationships with pupils and how these perceptions varied as a function of the ethnic match between teacher and pupil, finding that (along with pupil age) ethnicity and ethnic match were consistently related to teacher perceptions, explaining up to 27 % of the variance in perceptions of negative aspects of teacher-child conflict. Put simply, when child and teacher had the same ethnicity, teachers rated their relationships with children more positively, although later studies (Takei and Shouse, 2008) suggest that this is moderated by both the academic subject and the *characteristics of the school*. The circumstances of the ethnic matching therefore seem to matter, and not just the mere fact of matching. Driessen's (2015) review of 24 quantitative studies from the US introduced further ambiguity by differentiating between 'one-to-one coupling' of a teacher to students and a generally larger share of ethnic minority teachers at ethnically mixed schools. This is an important point to make for the research reported in this paper: there may be cognitive and non-cognitive benefits to pupils in having a more ethnically representative teaching body *at the level of the school*, even when the benefits are disputed or negligible at the level of the classroom and individual teacher. And research needs to widen the scope of the field *beyond the black-white dichotomy*, as Redding's (2019) review did when looking at the extent to which Latino/Latina students receive more favourable ratings of behaviour and academic performance when assigned to a teacher of the same ethnicity. In fact, Redding (2019) found that assignment to a same-race teacher was associated with more favourable teacher ratings, but that the relationship differed by school level and that while there was strong evidence that black students scored higher on tests when assigned to a black teacher, the evidence was very inconclusive for Latino/Latina students. McGrady and Reynolds (2013) had earlier noted that while many researchers find evidence that white teachers depict some groups as more or less academically oriented than others, most of the research has been based only on comparisons of black and white students and teachers. Their analysis of Asian, black, Hispanic and white 10th grade students confirm that the effects of mismatch depend on the ethnic status of both teacher and student, having controlled for other school and student characteristics. Among white teachers, Asian students are usually viewed more positively than white students, while black students are perceived more negatively. The perception of Hispanic students by white teachers is similar to those of white students. Asian students benefit (in terms of perception) from

having white teachers, but there are 'surprisingly few' instances of black students benefitting from having more non-white teachers.

In summary, then, the evidence suggests that:

- ethnic diversity in the teaching profession probably has a positive effect on pupil attainment, although the size of that effect, whether it is direct or indirect, and the extent to which it is moderated by other factors is disputed. However, most of the research to date has focused on ethnic matching at the level of the individual teacher and it may be that there are benefits to pupils from having a more ethnically representative teaching body *at the level of the school (or district)*, even when the benefits are negligible at the level of the classroom.
- it is more widely accepted that ethnic diversity in the teaching workforce has positive effects on *non-cognitive* aspects of education: on the perception of pupil behaviour; on inclusion and distributional equity; and on creating healthy representative bureaucracies in schools.
- it may be wise to expand the scope of research beyond simple white / non-white dichotomies. To do this the field must move past the simple counting of ethnic group percentages to try to capture di-versity in the true sense of that word.
- ethnic diversity in the teaching profession, when it is representative of the base population, is important for recruitment and retention, and for promotion within the profession. The extent to which this representativeness exists in England, and the degree to which it has changed over the past decade, is the focus of this paper.

We will now discuss the problem of *measuring* representativeness, in response to the methodological concerns expressed in both the Scottish Government report (Scottish Government, 2022) and the NFER report (Worth et al., 2022), and in response to the research literature more generally.

3. Methodology for measuring ethnic diversity

Ethnicity is a social construct. It divides people based on shared characteristics such as culture, language, politics, economic engage-ment, historical baggage with the UK and sense of belonging. It is defined by the UK Department for Education (DfE) as the 'personal awareness of a common cultural identity' and 'a subjective decision that does not infer any other characteristics such as religion' (Department for Education, 2014: 31). It is not a predictor of underachievement at the student level (Strand, 2015; Sewell Report, 2021), but it is important for all kinds of reasons, academic and non-academic, to have a teaching profession that is broadly representative of society. The challenge is therefore to devise a method for measuring ethnic diversity across the teaching workforce that goes beyond the current practice of simply counting the number of ethnicities and stating the percentage in each. For example, it is clear that a teaching workforce with (say) 40 *equally populated* ethnic categories has twice the diversity of a workforce with 20 *equally populated* ethnicities, but how is diversity to be measured when the categories are *not* equally populated or when two distributions have a different range of ethnicities with different concentrations? Table 1 below shows a population of teachers with four fairly evenly populated categories and Table 2 shows a population with six unevenly populated categories. If greater diversity depends both on having more categories *and* on having a greater balance between the categories, it's not clear which population is more diverse. An index can answer this question.

What is needed is an index that does more than simply count *how*

Table 1
Example of an ethnicity table with four categories fairly evenly balanced.

Ethnicity Pop. 1	White British	Bangladeshi	Indian	Chinese
Numbers	25	20	15	40

Table 2
Example of an ethnicity table with six categories but unbalanced.

Ethnicity Pop. 2	White British	Bangladeshi	Chinese	Indian	Black - African	Mixed White & Asian
Numbers	46	6	3	10	5	30

many ethnicities exist within the teaching profession, but also takes account of the relative population size of the different ethnicities (Kelly, 2019). Such an index could then be compared (using national Census data) to an index for the national ethnic profile for England as a whole, and for its regions because both the NFER report (Worth et al., 2022) and the Scottish Government (2022) report indicate that differences in recruitment, retention and promotion are driven partly by region.

4. Developing an index for diversity

The number of ethnic types in a dataset is called 'richness' and the relative abundance of these types is called 'evenness'. Table 1 and Table 2 illustrate the difference. Population 1 and Population 2 have the same total number of teachers (100), but Population 1 has a 'richness' (R) of 4 and Population 2 has a 'richness' (R) of 6. Population 1 has a much greater 'evenness' because the population is more evenly distributed across its (four) types.

Two groups of diversity indices - Shannon and Simpson – will now be adapted for use in the field of ethnicity in the teaching workforce before discussing the concept of True Diversity as a means of comparing them (Kelly, 2019). The paper will then apply the indices to the teaching workforce in England and its regions (Gov.uk, 2021a,b; 2022; 2023) over the past decade, and to the general population of England using data from the 2011 and 2021 censuses.

4.1. Shannon-type indices

The Shannon Diversity Index (also known as the 'Shannon–Wiener Index' and the 'Shannon–Weaver Index') is based on an idea in cryptography, originally proposed by Claude Shannon to quantify the uncertainty of predicting letters contained in strings of text (Shannon and Weaver, 1948), that the more different letters there are, and the more *equal* their proportional populations, the more difficult it is to predict which letter will be next in a string (Kelly, 2019). Adapting it to the field of ethnic diversity in teaching, the Shannon Index (H) quantifies the uncertainty in predicting the next ethnic 'type' of a teacher taken at random from a cohort. It is given by the formula:

$$H = -\sum_{i=1}^{R} p_i \ln p_i$$

where *R* is richness (i.e. the total number of types in the population), p_i is the fraction of the population made up of the ith type in the dataset, and $\ln_{p_i}$ is the natural logarithm of p_i. Since the natural log of any fraction is negative, the purpose and effect of the negative sign in the formula is only to correct the sum to a positive total.

When all categories in the dataset are equally common, $p_i = 1/R$ for all i and the Shannon Index reaches its maximum value, $\ln R$.

The more unequal the category populations, the smaller the Shannon Index.[4] If nearly everyone is concentrated in one category and other categories have near-zero populations, the Shannon Index approaches zero; in other words, there is very little uncertainty in predicting the

ethnicity of the next randomly chosen teacher. So low diversity has a low H, and in extremis, when there is only one ethnic type in a dataset, H is zero (Kelly, 2019).[5]

4.2. Simpson-type indices

The Simpson Index was designed to measure the degree of concentration of individuals by type (Simpson, 1949). A similar index was proposed in 1945 by Hirschman and in 1950 by Herfindahl (see Hirschman, 1964; Lovett, 1988). The metric that is known as the Simpson Index in ecology is known as the Herfindahl-Hirschman Index in economics (Kelly, 2019). Adapting it here to the field of ethnic diversity in teaching, the Simpson Index (λ) is the probability that two teachers taken at random from a cohort have the same ethnicity.[6] It is given by the formula:

$$\lambda = \sum_{i=1}^{R} p_i{}^2$$

where p_i is the fraction of the population made up of the ith type in the dataset.

The lower the diversity, the *bigger* the Simpson Index. λ=0 represents infinite diversity and λ=1 represents no diversity (Kelly, 2019).[7]

4.3. Comparing indices: 'True diversity'

Indices of diversity are measures of uncertainty rather than of diversity itself. When all types *are equally common*, diversity is simply equal to the number of ethnicities (i.e. the richness, R), but when some ethnic categories are more heavily populated than others, finding the actual diversity of a cohort from its index amounts to finding an *equivalent* cohort (i.e., one with the same index) composed of *equally common* types. This is the concept of True Diversity (^qD). It allows different indices of diversity to be converted into *actual* diversities, which is important when comparisons are required. True Diversity is defined as the *effective number*[8] of ethnic types in a dataset; that is to say, the number of *equally populated* ethnic categories needed for the average fractional populations of the categories to be the same as it is in the actual dataset (Kelly, 2019).

No matter which diversity index is used from the Shannon or Simpson families, the same formula is used for True Diversity. Using the usual notation, it is:

$$qD = \left(\sum_{i=1}^{R} p_i^q\right)^{1/(1-q)}$$

Table 3 shows how to convert Shannon and Simpson indices into True Diversities (i.e. into what we will call 'True Shannon' and 'True Simpson') and it is easy to demonstrate that they are non-linear. For

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[4] The Shannon Index is sometimes called the Shannon Entropy. Most nonparametric diversity indices are referred to in the literature as 'entropies' (see Ricotta, 2003), but 'entropy' is not used here in the same sense that it is used in thermodynamics. Here it is a measure of the unpredictability or uncertainty in the outcome of a sampling process (Jost, 2006).

[5] A normalised version of the Shannon Index is the Shannon Equitability Index, E_H, which is calculated by dividing H by H_{max}. [E_H = H / $\ln R$]. The advantage of E_H is that its range is fixed from 0 to 1, with 1 representing a perfectly even distribution, whereas the range of the usual Shannon Index is not fixed but depends on richness, *R*.

[6] This interpretation assumes that the first individual teacher is 'replaced' in the dataset before the second one is chosen.

[7] The Simpson Index being small for high diversity and large for low diversity is counterintuitive to a layperson, so various versions of the Simpson can be found in the literature that use transformations to flip this around; that is to say, so that the index increases with greater diversity. I have found two such indices: the Inverse Simpson Index (1/ λ or λ^{-1}) and the Gini–Simpson Index (1 − λ). The Gini–Simpson index is sometimes (confusingly) called 'Simpson's Index of Diversity' and in ecology is called the 'Probability of Interspecific Encounter'. Both of these have at some stage been called 'the Simpson Index', so great care is needed when reviewing the literature.

[8] In economics, it is called the 'Numbers Equivalent'.

Table 3

The conversion of the Shannon and Simpson education indices to True Diversities.

Index	True Diversity
Shannon, $H = -\sum_{i=1}^{S} p_i \ln p_i$	True Shannon $= e^H$
Simpson, $\lambda = \sum_{i=1}^{S} p_i^2$	True Simpson $= 1/\lambda$

example, when the Shannon H=4, its True Diversity is $e^4 = 54.6$ types. When the Shannon H=5, its True Diversity is $e^5 = 148.4$ types. So for an increase of 25 % in the Shannon (from 4 to 5), the True Diversity increases by nearly 175 % (from 54 to 148).

4.4. The spatial component

There is also a spatial component to diversity, and ecologists use the terms 'alpha', 'beta' and 'gamma diversity' to describe it. Alpha diversity is the diversity of a local site; gamma diversity is the diversity of a region or multiple sites; and beta diversity is the ratio of gamma diversity to alpha diversity and is a measure of the *dissimilarity* between the local and the regional or national (Whittaker et al., 2001). For the purposes of this research, we treat the teaching workforce as the 'local' (with its diversity as an alpha) and the general population as the 'regional' (with its diversity as a gamma). In addition to treating England as a single area for both teaching workforce and general population, different datasets have been constructed for each of the nine regions in England; namely, North-East, North-West, Yorkshire and Humberside, East Midlands, West Midlands, East of England, London,[9] South-East and South-West (Gov. uk, 2021a,b). This follows the approach of both the Scottish Government report (Scottish Government, 2022) and the NFER report (Worth et al., 2022).

5. Methodology: The 2011 and 2021 censuses

All other things being equal, greater richness means greater diversity, but this can be counter-balanced by less evenness. The four diversity indices – the Simpson, the Shannon, the True Simpson and the True Shannon – reflect this tension between richness and evenness. Census 2011 used 94 'ethic' categories (Office for National Statistics, 2012) whereas the teaching workforce data had only 16 ethic categories (Gov.uk, 2021a,b). This is not problematic in itself if all we want to do is track each index itself over time, but in order to get a more accurate comparison between the diversity of the teaching workforce and the diversity of the general population, the 94 Census 2011 categories need to be reduced to the same 16 ethic categories used for the teaching workforce (See Appendix A). The accuracy of these post facto compressions were checked against the Official Labour Market Statistics from the National Online Manpower Information System (NOMIS), which uses the same ethnic categories as the teaching workforce data.[10] The NOMIS categorisation numbers were almost identical to this paper's compressed numbers from Census 2011; the tiny discrepancies between the two datasets being due to the fact that 'in order to protect against disclosure of personal information, records have been swapped between different geographic areas, so some counts will be affected' (National Online Manpower Information System, 2011; 2021a,b). The list of NOMIS labour market data ethnic categories in Appendix A shows how close is the compression of 94 categories from Census 2011 into the 16

matching the teaching workforce data categories; except for the categories 'Gypsy / Irish Traveller' and 'Arab', they are identical.

In a similar way, Census 2021 categories were reduced from the original 287 categories (Office for National Statistics, 2022) to the same 16 ethic categories used for the teaching workforce (See Appendix B).

Tables A1 and A2 in Appendix A show the raw ethnicity data from Census 2011 for England and its 9 regions, with the original 96 categories compressed into the 16 teaching workforce data categories.

Tables B1 and B2 in Appendix B show the raw ethnicity data from Census 2021 for England and its 9 regions, with the original 287 categories compressed into the 16 teaching workforce data categories.

6. Analysis of teacher workforce and census data

The diversity of the general population was calculated using the compressed 16 categories in Census 2011 (Office for National Statistics, 2012) and a comparison made against the diversity of the teaching workforce using the concept of 'beta diversity' (i.e., the ratio of the local diversity to the national diversity). This was done for England as a whole and for each of the nine regions.

Table 4 and Fig. 1 shows the four ethnicity indices for the teaching workforce *in England* for each school year in the decade 2010/11–2020/21. It is clear that diversity across the profession is increasing: the Simpson is falling (7 %); and the Shannon, the True Shannon and the True Simpson are rising (26 %, 8 % & 17 % respectively). [Reminder: the lower the Simpson, the greater the diversity.]

Tables 5–13 and Figs. 2–10 show the four ethnicity indices for the teaching workforce *in each of the nine regions* in England for the same period. Diversity across the profession is increasing in each region - the Simpsons are falling and the other three indices are rising – although the trend is quite flat in the North-East region. London shows the greatest increase in teaching workforce diversity (20 %, 19 %, 26 % & 30 % improvements in the Simpson, Shannon, True Simpson & True Shannon respectively), along with the West Midlands and to a lesser extent the East of England.

These are encouraging findings, but we need to look at the changing ethno-demographic of the general population to gauge whether (and to what extent) the teaching workforce is 'representative'. Unsurprisingly the ethnic diversity of the general population of England and its 9 regions also changed in the decade between 2011 and 2021. This can be seen, captured by the four indices, on Table 14 and Fig. 11 (for England overall) and Fig. 11a-e (for the 9 regions).

Table 15 and Fig. 12 show the beta diversity - namely, the ratio of teaching workforce diversity to general population diversity – for each of the four indices *for the census year 2011*. (It can only be done for that single year because the general population diversity is not known in the years between the censuses and we cannot assume linearity.) We use the same ethnic categories for both datasets.

SI/SIc is the ratio of the Simpson for the teaching workforce to the Simpson for the general population from the census; SH/SHc is the ratio of the Shannon for the teaching workforce to the Shannon for the

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[9] London is divided into 'Outer' and 'Inner' in the teaching workforce dataset. They have been merged in this paper.

[10] Actually, the NOMIS data on Labour Market Statistics used 18 categories; the extra two being 'Arab' and 'Gypsy or Irish Traveller' (National Online Manpower Information System, NOMIS, 2021a, b). For this paper, the former was amalgamated with 'Other' and the latter was amalgamated with 'White Other'.

Table 4

Ethnicity indices for the teacher workforce from 2010/11–2020/21 for England.

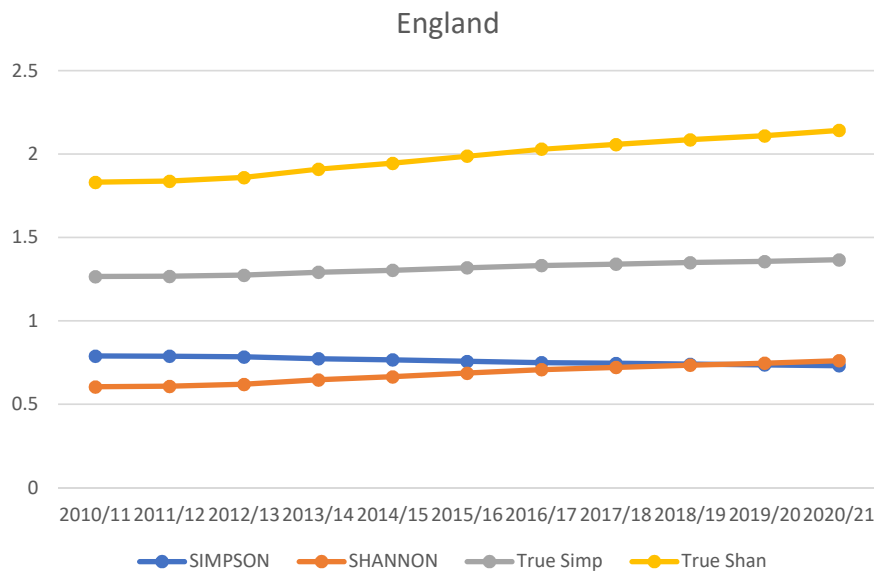| ENGLAND	SIMPSON	SHANNON	True Simpson	True Shannon
2010/11	0.7898	0.6049	1.2661	1.8311
2011/12	0.7887	0.6087	1.2679	1.8380
2012/13	0.7845	0.6206	1.2747	1.8600
2013/14	0.774	0.6471	1.2920	1.9100
2014/15	0.7669	0.6654	1.3040	1.9453
2015/16	0.7581	0.6873	1.3191	1.9883
2016/17	0.7506	0.7083	1.3323	2.0305
2017/18	0.7458	0.7217	1.3408	2.0579
2018/19	0.7408	0.7354	1.3499	2.0863
2019/20	0.7371	0.7467	1.3567	2.1100
2020/21	0.7317	0.762	1.3667	2.1426

England

Fig. 1. Ethnicity indices for the teacher workforce from 2010/11–2020/21 for England.

Table 5
Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the North-East region.

North-East	SIMPSON	SHANNON	True Simpson	True Shannon
2010/11	0.9549	0.1773	1.0472	1.1940
2011/12	0.9527	0.1841	1.0496	1.2021
2012/13	0.9514	0.1863	1.0511	1.2048
2013/14	0.9518	0.1871	1.0506	1.2057
2014/15	0.9517	0.185	1.0508	1.2032
2015/16	0.9504	0.1906	1.0522	1.2100
2016/17	0.952	0.1905	1.0504	1.2099
2017/18	0.9517	0.196	1.0508	1.2165
2018/19	0.9521	0.1969	1.0503	1.2176
2019/20	0.9503	0.2039	1.0523	1.2262
2020/21	0.9472	0.2117	1.0557	1.2358

Table 7
Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the Yorkshire & Humberside region.

Yorks & Humb.	SIMPSON	SHANNON	True Simpson	True Shannon
2010/11	0.8747	0.3813	1.1432	1.4642
2011/12	0.8787	0.3728	1.1380	1.4518
2012/13	0.8785	0.3731	1.1383	1.4522
2013/14	0.8761	0.3812	1.1414	1.4640
2014/15	0.8684	0.4017	1.1515	1.4944
2015/16	0.8638	0.4118	1.1577	1.5095
2016/17	0.8593	0.4233	1.1637	1.5270
2017/18	0.858	0.4267	1.1655	1.5322
2018/19	0.8533	0.438	1.1719	1.5496
2019/20	0.8508	0.4462	1.1754	1.5624
2020/21	0.8481	0.4533	1.1791	1.5735

Table 6
Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the North-West region.

North-West	SIMPSON	SHANNON	True Simpson	True Shannon
2010/11	0.9029	0.3103	1.10754	1.3638
2011/12	0.9002	0.3165	1.11086	1.3723
2012/13	0.8971	0.3237	1.11470	1.3822
2013/14	0.8917	0.339	1.12145	1.4035
2014/15	0.8892	0.3459	1.12461	1.4133
2015/16	0.8829	0.363	1.13263	1.4376
2016/17	0.8802	0.3716	1.13611	1.4501
2017/18	0.8769	0.3817	1.14038	1.4648
2018/19	0.8728	0.3936	1.14574	1.4823
2019/20	0.8696	0.4029	1.14995	1.4962
2020/21	0.8663	0.4136	1.15433	1.5123

Table 8
Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the East Midlands region.

East Midlands	SIMPSON	SHANNON	True Simpson	True Shannon
2010/11	0.8622	0.414	1.1598	1.5129
2011/12	0.8623	0.4118	1.1597	1.5095
2012/13	0.8604	0.4186	1.1623	1.5198
2013/14	0.8486	0.4464	1.1784	1.5627
2014/15	0.8471	0.4503	1.1805	1.5688
2015/16	0.8472	0.4475	1.1804	1.5644
2016/17	0.8459	0.4543	1.1822	1.5751
2017/18	0.8409	0.4662	1.1892	1.5939
2018/19	0.8348	0.4837	1.1979	1.6221
2019/20	0.8306	0.4959	1.2039	1.6420
2020/21	0.8283	0.5029	1.2073	1.6535

general population from the census; TSI/TSIc is the ratio of the two True Simpson indices; and TSH/TSHc is the ratio of the two True Shannon indices.

If a ratio = 1, the diversity of the teaching profession is a match to that of the general population. If the ratio SI/SIc > 1, the teaching profession is LESS diverse than that of the general population. For the other three ratios, < 1 means the teaching profession is LESS diverse than that of the general population.

It is clear from Table 15 and Fig. 12 that the teaching workforce is considerably less diverse than that of the general population in England overall and in every region in England since the SI/SIc bars are all clearly above the '1' line and the other three sets of bars are clearly below the line. The profession is closest to the local ethnic profile in the North-East and in the South-West because the general population is less diverse there. The situation is worst in London because the general population is most diverse there.

Table 16 and Fig. 13 show the beta diversity for each of the four indices *for the census year 2021* (just as Table 15 and Fig. 12 did for Census 2011). Comparing Fig. 12 (Census 2011) with Fig. 13 (Census 2021), it is clear that very little changed in the decade between 2011 and 2021 in terms of the diversity of the teaching profession relative to the general population. Again, the profession was closest to the local ethnic

Table 9
Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the West Midlands region.

West Midlands	SIMPSON	SHANNON	True Simpson	True Shannon
2010/11	0.7947	0.5885	1.2583	1.8013
2011/12	0.7949	0.5891	1.2580	1.8024
2012/13	0.7851	0.6124	1.2737	1.8449
2013/14	0.759	0.6741	1.3175	1.9623
2014/15	0.7592	0.6733	1.3172	1.9607
2015/16	0.7503	0.6956	1.3328	2.0049
2016/17	0.744	0.7153	1.3441	2.0448
2017/18	0.7386	0.7297	1.3539	2.0745
2018/19	0.7342	0.741	1.3620	2.0980
2019/20	0.7291	0.7554	1.3716	2.1285
2020/21	0.7228	0.7703	1.3835	2.1604

Table 10
Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the East region.

East	SIMPSON	SHANNON	True Simpson	True Shannon
2010/11	0.8227	0.5117	1.2155	1.6681
2011/12	0.8255	0.507	1.2114	1.6603
2012/13	0.821	0.5179	1.2180	1.6785
2013/14	0.8128	0.5382	1.2303	1.7129
2014/15	0.8031	0.5598	1.2452	1.7503
2015/16	0.7935	0.5825	1.2602	1.7905
2016/17	0.7874	0.5999	1.2700	1.8219
2017/18	0.7844	0.6113	1.2749	1.8428
2018/19	0.7808	0.6213	1.2807	1.8613
2019/20	0.7768	0.6346	1.2873	1.8863
2020/21	0.7718	0.6494	1.2957	1.9144

Table 11
Ethnicity indices for the teacher workforce from 2010/11–2020/21 for London.

London	SIMPSON	SHANNON	True Simpson	True Shannon
2010/11	0.4558	1.4027	2.1939	4.0662
2011/12	0.4561	1.406	2.1925	4.0796
2012/13	0.4522	1.4217	2.2114	4.1442
2013/14	0.4398	1.4569	2.2738	4.2926
2014/15	0.4259	1.4926	2.3480	4.4486
2015/16	0.4114	1.5298	2.4307	4.6173
2016/17	0.3957	1.5722	2.5272	4.8172
2017/18	0.3846	1.6038	2.6001	4.9719
2018/19	0.3771	1.6237	2.6518	5.0718
2019/20	0.3695	1.6463	2.7064	5.1877
2020/21	0.3617	1.6718	2.7647	5.3217

Table 12
Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the South-East region.

South-East	SIMPSON	SHANNON	True Simpson	True Shannon
2010/11	0.8346	0.471	1.1982	1.6016
2011/12	0.8342	0.4721	1.1988	1.6034
2012/13	0.8302	0.4832	1.2045	1.6213
2013/14	0.8273	0.4928	1.2088	1.6369
2014/15	0.8211	0.5073	1.2179	1.6608
2015/16	0.813	0.5266	1.2300	1.6932
2016/17	0.807	0.5416	1.2392	1.7188
2017/18	0.8027	0.5533	1.2458	1.7390
2018/19	0.7982	0.5667	1.2528	1.7624
2019/20	0.7945	0.5777	1.2587	1.7819
2020/21	0.7915	0.5876	1.2634	1.7997

Table 13
Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the South-West region.

South-West	SIMPSON	SHANNON	True Simpson	True Shannon
2010/11	0.9206	0.2433	1.0862	1.2755
2011/12	0.9182	0.2505	1.0891	1.2847
2012/13	0.915	0.2596	1.0929	1.2964
2013/14	0.9154	0.2581	1.0924	1.2945
2014/15	0.9125	0.2678	1.0959	1.3071
2015/16	0.911	0.2705	1.0977	1.3106
2016/17	0.9087	0.2775	1.1005	1.3198
2017/18	0.9065	0.2835	1.1031	1.3278
2018/19	0.9064	0.2856	1.1033	1.3306
2019/20	0.9045	0.2917	1.1056	1.3387
2020/21	0.9034	0.2938	1.1069	1.3415

profile in the North-East and in the South-West, and the situation was worst (i.e. the teaching profession was not as representative of the general population) in London.

Table 17 (which combines data from Table 15 and Table 16) and Fig. 14 show how the diversity ratio indices have changed between the two census years, 2011 and 2021. Remembering that a higher Simpson means a lower diversity, and for other indices a lower index means lower diversity, it can be seen that overall, things are getting worse relative to an increasingly diverse society. The teaching profession is getting more diverse, but is 'losing ground' relative to the general population. The most improved areas of England over the decade, taking account of the change in diversity of the general population there, are the West Midlands (17 %, 25 %, 20 % & 29 % improvements in the Simpson,

Fig. 2. Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the North-East region.
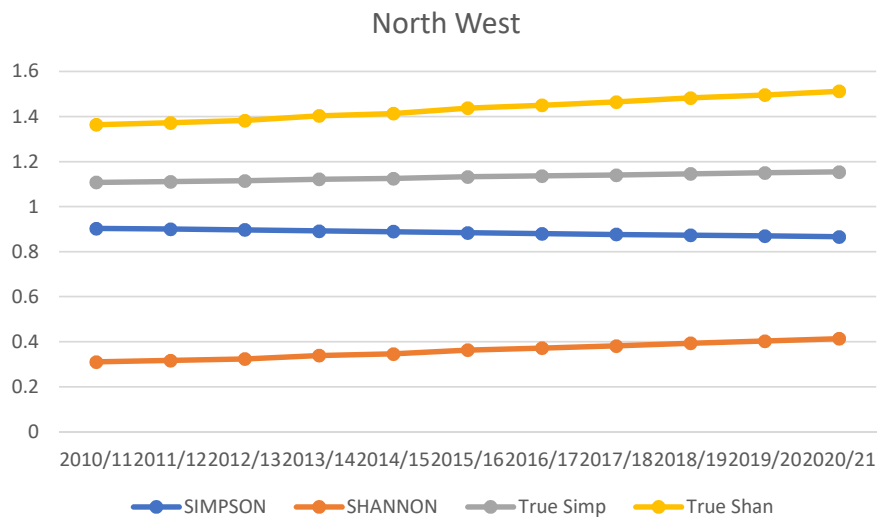
Fig. 3. Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the North-West region.
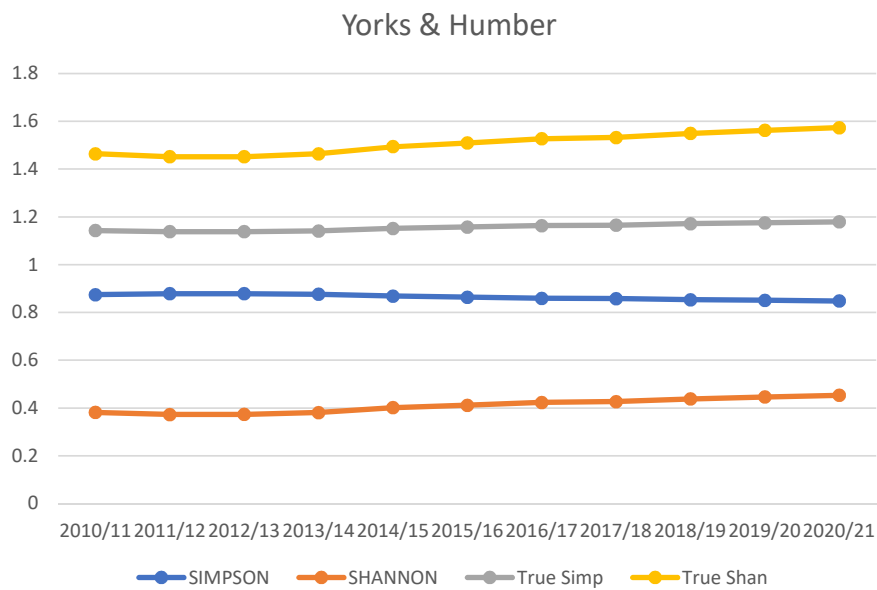
Fig. 4. Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the Yorkshire & Humberside region.
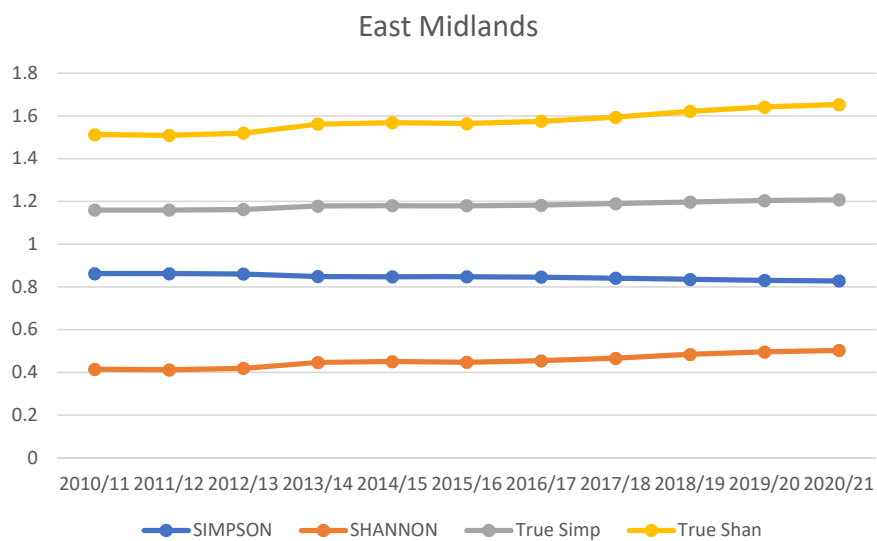
Fig. 5. Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the East Midlands region.
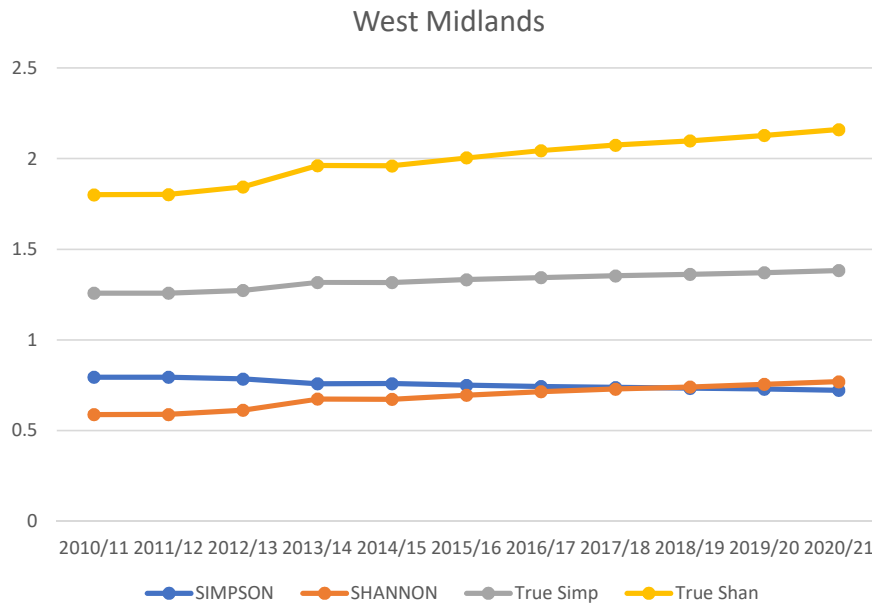
Fig. 6. Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the West Midlands region.
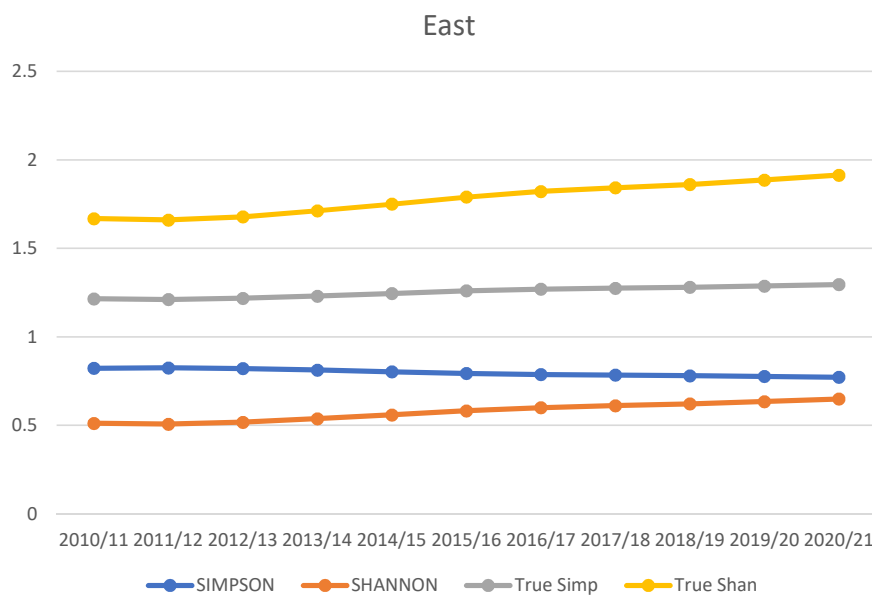
Fig. 7. Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the East region.

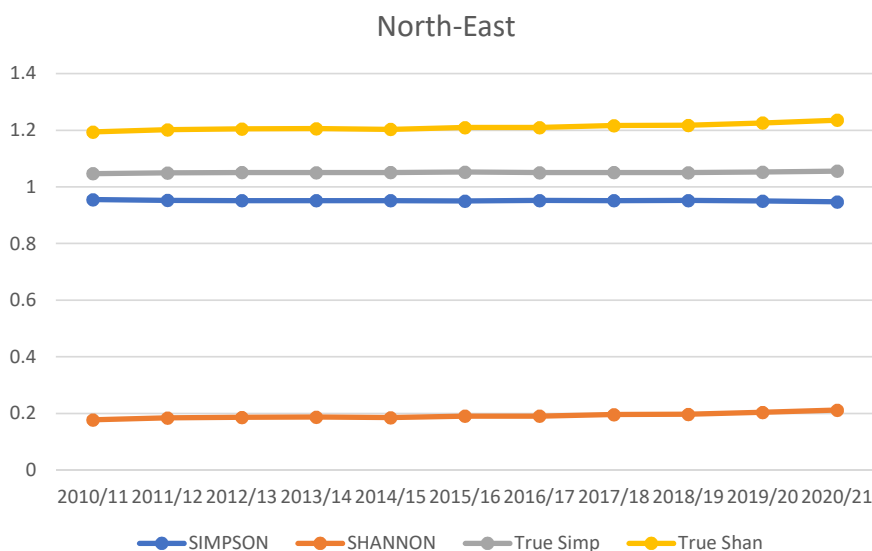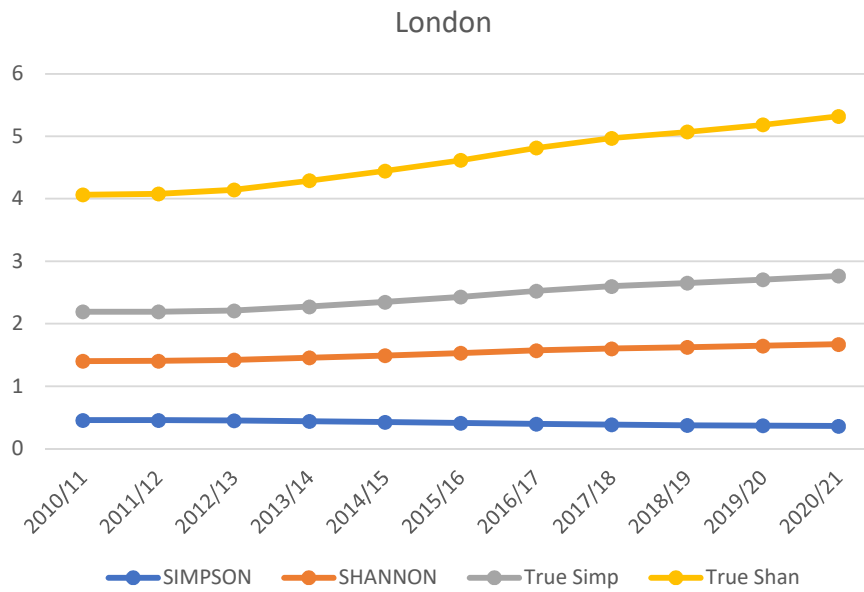**Fig. 8.** Ethnicity indices for the teacher workforce from 2010/11–2020/21 for London.
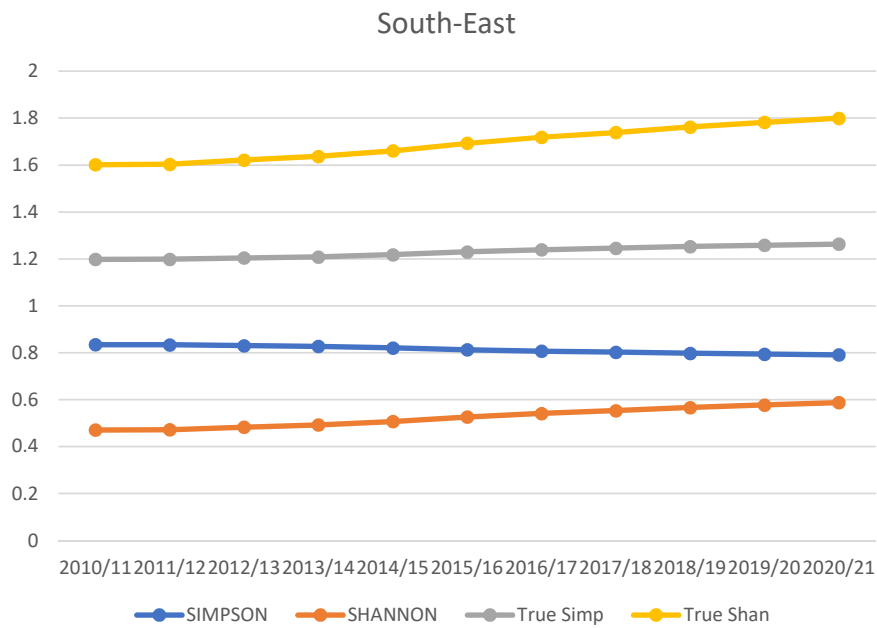
Fig. 9. Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the South-East region.
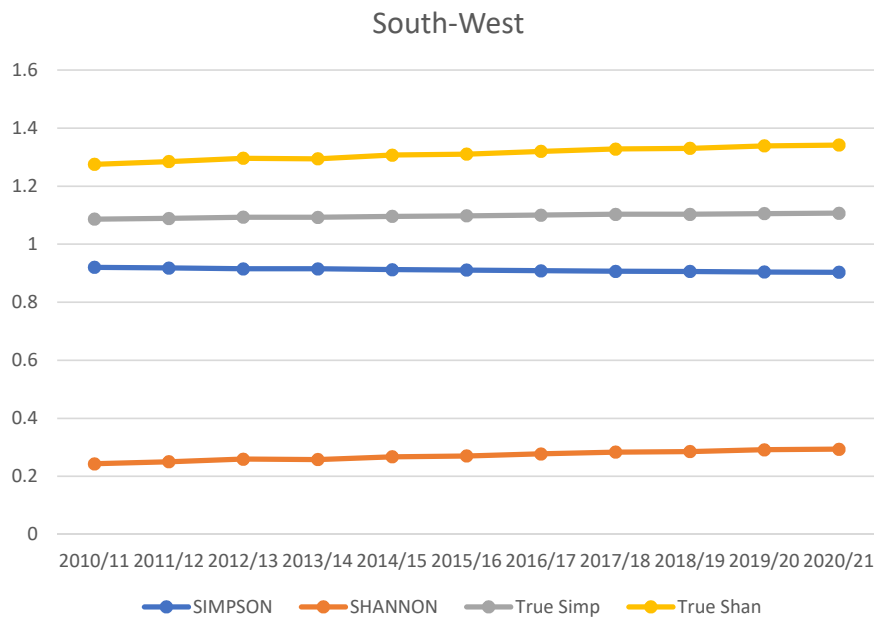
Fig. 10. Ethnicity indices for the teacher workforce from 2010/11–2020/21 for the South-West region.

Table 14
Changes in general population diversity between Census 2011 and Census 2021 in England and its 9 regions.

2011 Census	SI	SH	TSI	TSH
ENGLAND	0.6415	1.0069	1.5588	2.7371
NORTH EAST	0.8776	0.393	1.1395	1.4814
NORTH WEST	0.761	0.6999	1.3141	2.0136
YORK HUMB	0.7392	0.7353	1.3528	2.0861
EAST MID	0.7329	0.7572	1.3644	2.1323
WEST MID	0.6328	1.0133	1.5803	2.7547
EAST	0.7306	0.777	1.3687	2.1749
LONDON	0.2339	2.0476	4.2753	7.7493
SOUTH EAST	0.7298	0.7754	1.3702	2.1715
SOUTH WEST	0.8447	0.4763	1.1839	1.6101
2021 Census	**SI**	**SH**	**TSI**	**TSH**
ENGLAND	0.5491	1.214	1.8213	3.3668
NORTH EAST	0.8214	0.5407	1.2175	1.7173
NORTH WEST	0.6628	0.9335	1.5087	2.5435
YORK HUMB	0.6592	0.9185	1.5169	2.5056
EAST MID	0.6392	0.9659	1.5643	2.6272
WEST MID	0.5253	1.2673	1.9038	3.5511
EAST	0.6412	1.2337	1.5595	3.4338
LONDON	0.1822	2.1746	5.4889	8.7986
SOUTH EAST	0.6281	1.0049	1.5921	2.7318
SOUTH WEST	0.7744	0.6385	1.2914	1.8937

Fig. 11. Changes in general population diversity in England between 2011 and 2021.
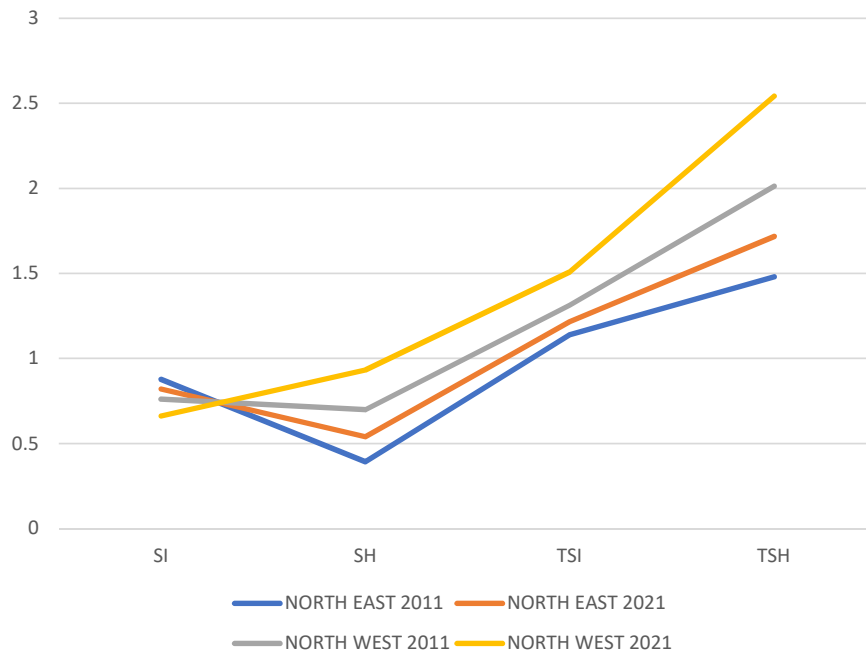
Fig. 11a. Changes in general population diversity in the North East and North West regions between 2011 and 2021.
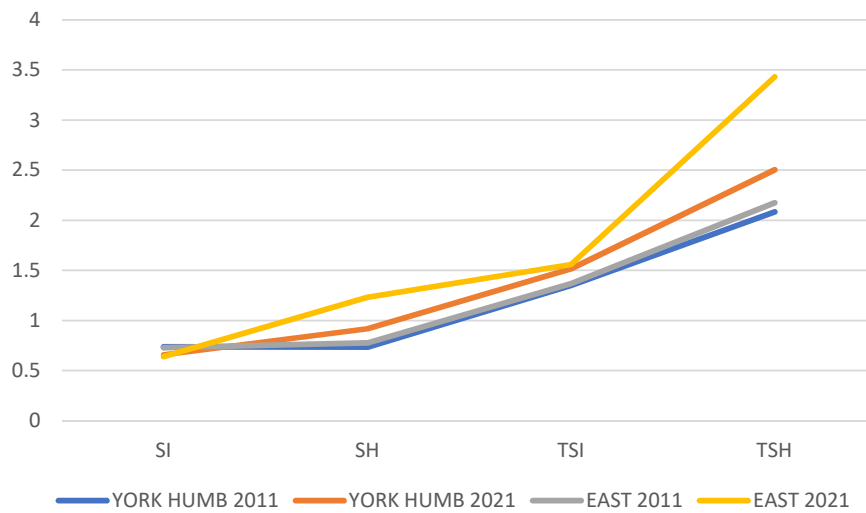
Fig. 11b. Changes in general population diversity in the Yorkshire and Humberside and East regions between 2011 and 2021.
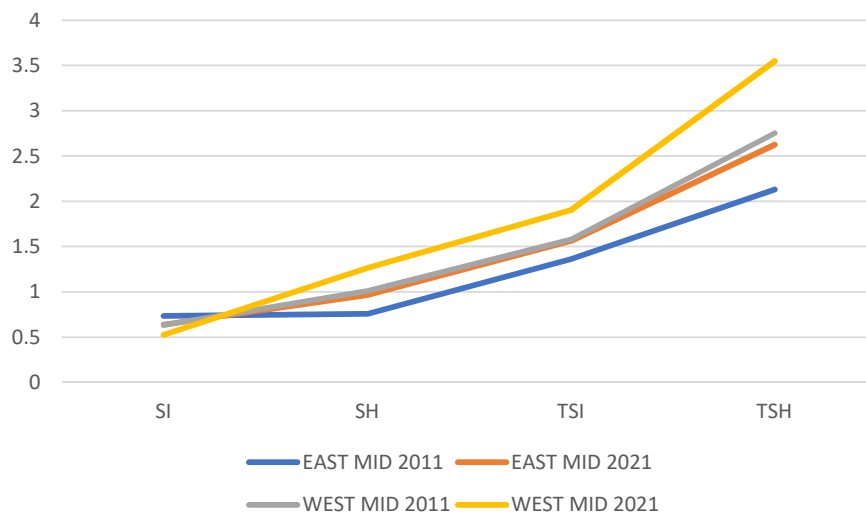
Fig. 11c. Changes in general population diversity in the East Midlands and West Midlands regions between 2011 and 2021.

Fig. 11d. Changes in general population diversity in the London region between 2011 and 2021.
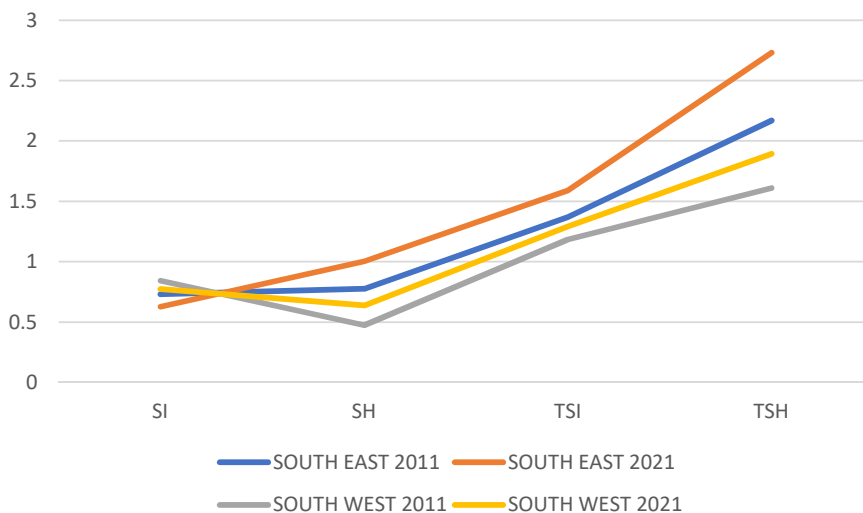
Fig. 11e. Changes in general population diversity in the South East and South West regions between 2011 and 2021.

Table 15

Ratio of teacher workforce diversity to general population diversity in England and the nine regions in 2011 (compressing the Census2011 ethnic categories for gen.pop. to match the DfE ethnic categories for the teacher workforce).

2011	SI / SIc	SH / SHc	TSI / TSIc	TSH / TSHc
ENGLAND overall	1.2312	0.6008	0.8122	0.6691
NORTH-EAST	1.0881	0.4511	0.919	0.806
NORTH-WEST	1.1865	0.4433	0.8428	0.6773
YORKS & HUMB	1.1833	0.5186	0.8451	0.7019
EAST MIDLANDS	1.1764	0.5468	0.85	0.7095
WEST MIDLANDS	1.2558	0.5808	0.7963	0.6539
EAST	1.1261	0.6586	0.8881	0.7670
LONDON	1.9487	0.6850	0.5132	0.5247
SOUTH-EAST	1.1436	0.6074	0.8744	0.7376
SOUTH-WEST	1.0899	0.5108	0.9176	0.7922

Shannon, True Simpson & True Shannon respectively) and the South East (14 %, 30 %, 16 % & 26 % improvements in the Simpson, Shannon, True Simpson & True Shannon respectively). The regions where the teaching profession is least representative (relative to the general population of those regions) are the South West and the North East regions.

7. Further discussion and conclusion

The shortfall in the diversity of the teaching workforce relative to society generally is particularly concerning because as the NFER report notes, graduates from BAME backgrounds are *over-represented* among applicants to ITE but under-represented in the qualified profession; and for those who *do* make it into the practitioner ranks, there is even greater under-representation at senior leadership level (Worth et al., 2022). Clearly, achieving representativeness in the teaching profession – and as we have seen, there are benefits to pupils as well as to teachers from having an ethnically representative teaching body at the level of the school - needs target-setting in ITE recruitment and greater encouragement to those who enrol to complete the course to QTS and beyond. A rough estimate would suggest that approximately 10 % of all new teachers would need to come from ethnic minority groups to make the profession representative, a significant shift from the current position.

In contrast, the Scottish Government's *Diversity in the Teaching Profession and Education Workforce* subgroup, which is part of the *Race Equality and Anti-Racism in Education* programme, is one attempt at supporting, retaining and promoting existing BAME staff, as well as increasing the numbers undertaking and completing ITE, but there is no overall initiative for the UK as a whole. There is a pressing need for one: to develop better mechanisms of support, to share best practice, and to

Fig. 12. Ratio of teacher workforce diversity to general population diversity in England and regions in 2011 (compressing the Census2011 ethnic categories for gen. pop. to match the DfE ethnic categories for the teacher workforce).

Table 16
Ratio of teacher workforce diversity to general population diversity in England and the nine regions in 2021 (using the same ethnic categories).

2021	SI/Sic	SH/SHc	TSI/TSIc	TSH/TSHc
ENGLAND overall	1.3325	0.6277	0.7504	0.6364
NORTH-EAST	1.1532	0.3915	0.8671	0.7196
NORTH-WEST	1.307	0.4431	0.7651	0.5946
YORKS & HUMB	1.2866	0.4935	0.7773	0.6280
EAST MIDLANDS	1.2958	0.5207	0.7718	0.6294
WEST MIDLANDS	1.376	0.6078	0.7267	0.6084
EAST OF ENGLAND	1.2037	0.5264	0.8308	0.5575
LONDON	1.9852	0.7688	0.5037	0.6048
SOUTH-EAST	1.2601	0.5847	0.7936	0.6588
SOUTH-WEST	1.1666	0.4601	0.8572	0.7084

support minority ethnic probationers and qualified teachers so that they are retained and promoted within the system. And Ofsted and related government agencies need to work with ITE leaders in universities and in school-based ITE routes to review their selection procedures and generally to have good data-informed frameworks in place to increase the number of BAME trainees and support them through their journey and into permanent jobs.

One of the difficulties for trainee teachers on school-based routes is that there is *already* the known problem of under-representation in the staffroom and among the higher leadership ranks in schools, although these routes do offer greater certainty for individuals with progression to permanent posts. The presence (or absence) of ethnic minority head-teachers influences ethnic minority teachers just as the presence of ethnic minority teachers influences ethnic minority students. Policy-makers need to establish a 'representative bureaucracy' in the teacher pipeline as a whole, from ITE application through QTS to senior lead-ership. The concept is well established in public organisations trying to serve shifting target populations (Meier et al., 1999) and it is widely accepted that having better ethnic representation within an organisation or a profession increases competitiveness, increases effectiveness in

governance, and creates gains for the organisation as a whole (Pitts, 2007). The fact that some sections of a population might respond more positively to representativeness than other sections should not detract from the general benefit to all. However, representative bureaucracy needs good data to track progress and one of the problems for the teaching profession is that while data on the diversity of the workforce is available annually, the census data on the diversity of the denominator general population is only collected every decade. This situation locks existing policies (and policy-makers) into response mode, destined every ten years to acknowledge the need to catch-up instead of monitoring the trend and taking early steps, which at a minimum should include pub-lishing diversity data on ITE applicants, trainees and qualified teachers from all ITE providers, multi-academy trusts, executive headteachers, supply agencies and school inspectorates. With so much at stake for society, for young people and for minority communities themselves, it would be a mistake to wait until Census 2031 to address the fact that those at the chalkface don't look and sound like the communities they serve.
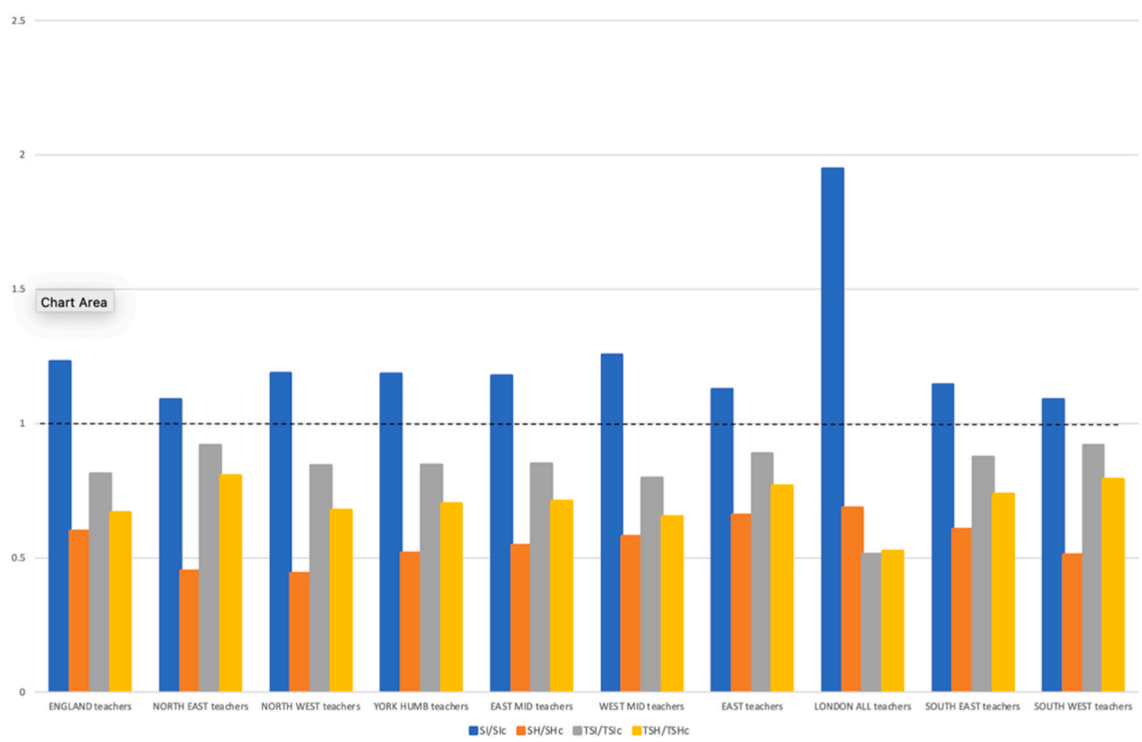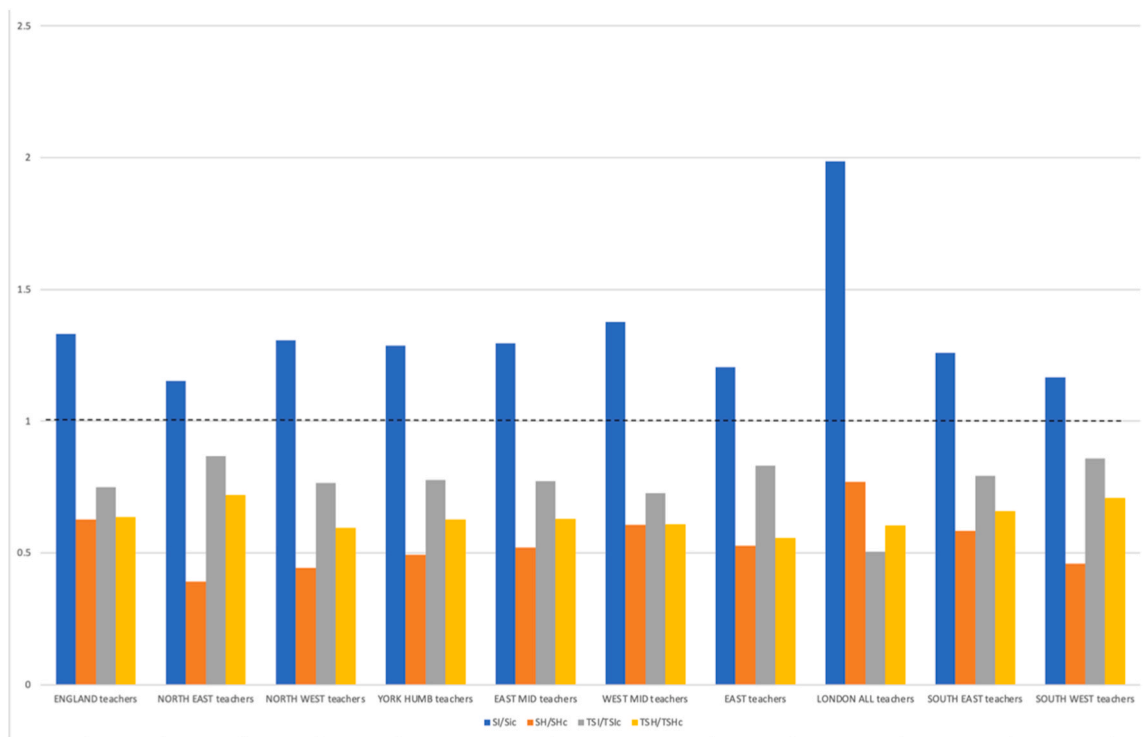
Fig. 13. Ratio of teacher workforce diversity to general population diversity in England and the nine regions in 2021 (using the same ethnic categories).

Table 17
Comparison of ratios of teacher workforce diversity to general population diversity in England and the nine regions for 2011 and 2021 (using the same ethnic categories).

	SI/Sic 2011	SI/Sic 2021	SH/SHc 2021	SH/SHc 2021	TSI/TSIc 2011	TSI/TSIc 2021	TSH/TSHc 2011	TSH/TSHc 2021
ENGLAND overall	1.2312	1.3325	0.6008	0.6277	0.8122	0.7504	0.6691	0.6364
NORTH-EAST	1.0881	1.1532	0.4511	0.3915	0.919	0.8671	0.806	0.7196
NORTH-WEST	1.1865	1.3070	0.4433	0.4431	0.8428	0.7651	0.6773	0.5946
YORKS & HUMB	1.1833	1.2866	0.5186	0.4935	0.8451	0.7773	0.7019	0.6280
EAST MIDLANDS	1.1764	1.2958	0.5468	0.5207	0.8500	0.7718	0.7095	0.6294
WEST MIDLANDS	1.2558	1.376	0.5808	0.6078	0.7963	0.7267	0.6539	0.6084
EAST	1.1261	1.2037	0.6586	0.5264	0.8881	0.8308	0.7670	0.5575
LONDON	1.9487	1.9852	0.6850	0.7688	0.5132	0.5037	0.5247	0.6048
SOUTH-EAST	1.1436	1.2601	0.6074	0.5847	0.8744	0.7936	0.7376	0.6588
SOUTH-WEST	1.0899	1.1666	0.5108	0.4601	0.9176	0.8572	0.7922	0.7084

CRediT authorship contribution statement

Anthony Kelly: Writing – review & editing, Writing – original draft, Methodology, Formal analysis, Conceptualization.

Declaration of Competing Interest

The author has no conflicts.

APPENDIX A. : CENSUS 2011 ETHNIC DATA

Census 2011 – full list of 94 ethnic categories (Office for National Statistics, 2012**)**

White English/Welsh/Scottish/Northern Irish/British, White Irish, Gypsy or Irish Traveller, Other White, White and Black Caribbean, White and Black African, White and Asian, Other Mixed, Indian, Pakistani, Bangladeshi, Chinese, Other Asian, African, Caribbean, Other Black, Arab, Any other ethnic group, Afghan, African/Arab, Albanian, Anglo Indian, Argentinian, Australian/New Zealander, Baltic States, Black and Asian, Black and Chinese, Black and White, Black British, Black European, Black/African American, Bosnian, Brazilian, British Asian, Burmese, Cambodia, Caribbean Asian, Chilean, Chinese and White, Colombian, Commonwealth of (Russian) Independent States, Croatian, Cuban, Cypriot, East African Asian, Ecuadorian, European Mixed, Filipino, Greek, Greek Cypriot, Indonesian, Iranian, Israeli, Italian, Japanese, Kashmiri, Korean, Kosovan, Kurdish, Latin/South/Central American, Malaysian, Mexican, Moroccan, Multi-ethnic islands, Nepalese (includes Gurkha), Nigerian, North African, North American, Other Eastern European, Other Middle East, Other Western European, Peruvian, Polish, Polynesia/Micronesia/Melanesia, Punjabi, Serbian,
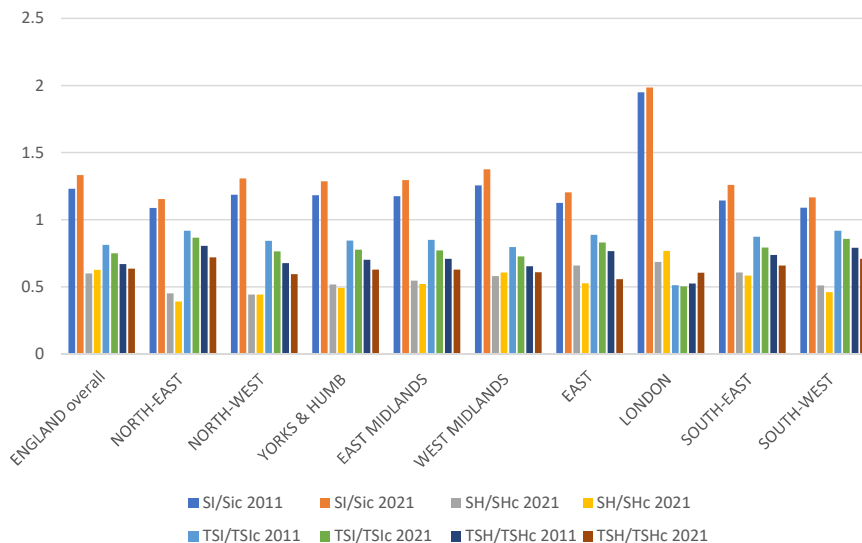
Fig. 14. Comparison of ratios of teacher workforce diversity to general population diversity in England and the nine regions in 2011 and 2021. (Reminder: a higher Simpson means a lower diversity. For other indices, lower means lower diversity.).

Sinhalese, Somali, Somalilander, South Asian and Chinese, Sri Lankan, Taiwanese, Tamil, Thai, Turkish, Turkish Cypriot, Venezuelan, Vietnamese, White African, White and Arab, White and East Asian, White and North African or Middle Eastern, White and South Asian, White Caribbean.

   Teaching workforce – full list of 16 ethnic categories

   1. Bangladeshi,
   2. Indian,
   3. Pakistani,
   4. Asian Other,
   5. Black African,
   6. Black Caribbean,
   7. Black Other,
   8. Mixed White/Asian,
   9. Mixed White/Black African,
   10. Mixed White/Black Caribbean,
   11. Mixed Other,
   12. White British,
   13. White Irish,
   14. White Other,
   15. Chinese,
   16. Any other.

   NOMIS (Official Labour Market Statistics) – full list of 18 ethic categories
   The NOMIS data comprises the full list of (16) teaching workforce ethic categories plus 2 additional categories (Gypsy or Irish Traveller & Arab). Bangladeshi, Indian, Pakistani, Asian Other, Black African, Black Caribbean, Black Other, Mixed White/Asian, Mixed White/Black African, Mixed White/Black Caribbean, Mixed Other, White British, White Irish, White Other, Chinese, Any other, Gypsy or Irish Traveller & Arab (National Online Manpower Information System, NOMIS, 2021a,b).
   Census 2011 – list of 16 ethnic categories used in the teaching workforce data showing how the 94 Census ethnic categories were compressed into them

   1. Bangladeshi
   2. Indian
   3. Pakistani
   4. Asian Other (*which includes Afghan, Caribbean Asian, Vietnamese, Thai, Tamil, Sri Lankan, Sinhalese, Punjabi, Nepalese / Gurkha, Indonesian, Korean, Filipino, Malaysian, Japanese, Kashmiri, East African Asian, Burmese, Cambodia & British Asian*)
   5. Black African (*which includes Nigerian, Somali & Somalilander*),
   6. Black Caribbean
   7. Black Other (*which includes Black European, Black/African American & Black British*),
   8. Mixed White/Asian (*which includes Chinese and White, White and South Asian, White and East Asian, Anglo Indian*)
   9. Mixed White/Black African
   10. Mixed White/Black Caribbean
   11. Mixed Other (*which includes White and Arab, White and North African or Middle Eastern, South Asian and Chinese, African/Arab, European Mixed, Black and Chinese, Black and Asian & Black and White*)

12. White British
13. White Irish
14. White Other (*which includes White Caribbean, White African, Greek, Greek Cypriot, Cypriot, Italian, Polish, Serbian, Croatian, Other Eastern European, Israeli, Russian Independent States, Australian/New Zealander, Baltic States, North American, Other Western European*)
15. Chinese (*which includes Taiwanese*)
16. Any Other (*which includes Arab, Gypsy or Irish Traveller, Venezuelan, Polynesia/Micronesia/Melanesia, Peruvian, Cuban, Ecuadorian, Latin/South/Central American, Mexican, Multi-ethnic islands, Kurdish, Turkish, Turkish Cypriot, Other Middle East, Iranian, Chilean, Colombian, Albanian, Kosovan, Argentinian, Bosnian, Brazilian, Moroccan & North African*).

Table A1 shows the raw ethnicity data from Census 2011 for England and its 9 regions, showing the original 96 categories (Office for National Statistics, 2012). Table A2 shows the raw ethnicity data from Census 2011 for England and its 9 regions, showing the original 96 categories compressed into the same 16 categories used in the teaching workforce data (and except for 'Gypsy / Irish Traveller' and 'Arab', also used as the categories in NOMIS, the Official Labour Market Statistics).

Table A1
Ethnicities from Census 2011 for England and its 9 regions showing all 96 categories.

CENSUS 2011	ENGLAND	NORTH-EAST	NORTH-WEST	YORKS & HUMB	EAST MID	WEST MID	EAST	LONDON	SOUTH-EAST	SOUTH-WEST
White British	42327606	2432,250	6144,892	4533,993	3873,718	4439,306	4989,600	3691,371	7364,163	4858,313
Irish	521,342	8084	65,262	26,616	28,891	55,603	56,003	177,903	74,163	28,817
Gypsy or Irish Traveller	55,144	1696	4182	4387	3430	4750	8188	8261	14,590	5660
Other White	253,845	4589	17,102	13,278	14,212	13,879	27,391	110,136	36,579	16,679
White and Black Caribbean	416,256	5942	39,246	33,286	40,451	68,600	37,268	119,708	46,054	25,701
White and Black African	161,930	3554	18,423	9345	8825	9257	15,433	65,635	22,877	8581
White and Asian	336,118	8087	30,766	26,184	21,882	32,804	32,561	102,862	59,345	21,627
Other Mixed	71,367	1031	5939	3709	4270	5825	6503	29,823	10,186	4081
Indian or British Indian	1402,403	15,870	107,697	69,517	169,365	219,224	87,253	546,016	152,987	34,474
Pakistani or British Pakistani	1114,781	19,875	189,778	226,268	49,055	227,696	66,401	224,569	99,474	11,665
Bangladeshi, Brit. Bangladeshi	437,263	10,992	45,955	22,461	13,279	52,565	33,035	222,545	27,997	8434
Chinese	385,365	14,415	48,817	28,846	24,718	31,722	34,097	126,349	53,865	22,536
Other Asian	81,736	1041	3864	4756	6986	18,870	4431	29,925	9856	2007
African	1063,696	11,941	62,957	48,764	45,610	68,137	79,645	607,441	108,976	30,225
Caribbean	602,495	1288	23,731	23,871	29,380	87,661	34,555	350,694	35,687	15,628
Other Black	49,118	203	2575	1832	1752	4754	2816	30,845	2717	1624
Arab	230,556	6134	25,588	22,155	10,238	18,782	10,912	110,207	20,494	6046
Any other ethnic group	62,550	969	2219	3733	5482	14,890	2851	24,558	6725	1123
Afghan	72,238	933	4152	3401	2464	8038	2648	44,505	5379	718
African/Arab	3276	42	275	171	156	344	122	1755	323	88
Albanian	13,903	126	377	428	493	689	1187	8932	1361	310
Anglo Indian	9297	59	379	321	322	356	1020	4487	1806	547
Argentinian	1798	13	78	78	55	45	134	914	362	119
Australian/New Zealander	83,674	792	3095	2373	2171	2217	6457	47,758	13,846	4965
Baltic States	107,777	1421	6294	9698	12,918	7747	17,051	35,303	12,570	4775
Black and Asian	9849	47	504	369	623	1452	733	4986	896	238
Black and Chinese	694	1	57	27	33	81	48	376	59	13
Black and White	15,366	150	1446	963	1243	1673	1998	5335	1655	903
Black British	140,317	528	8584	5556	5128	17,027	6946	85,507	6746	4295
Black European	1241	27	88	86	44	80	146	672	78	20
Black/African American	5126	19	219	397	191	174	1307	2158	477	184
Bosnian	3445	71	239	355	319	395	362	1381	253	70
Brazilian	21,146	154	604	454	500	562	1564	13,161	2795	1352
British Asian	26,408	407	2654	1810	2440	2889	1664	11,239	2766	539
Burmese	8132	187	702	826	177	340	494	4312	774	320
Cambodia	929	14	51	20	16	38	50	401	280	59
Caribbean Asian	7197	19	218	223	253	507	607	4278	924	168
Chilean	1498	16	110	112	67	104	151	636	191	111
Chinese and White	14,329	281	1592	869	844	1041	1589	4591	2575	947
Colombian	4460	45	75	64	54	61	203	3425	384	149
Russian CIS	62,861	1126	3937	3310	3089	3207	5370	29,354	9888	3580
Croatian	4275	124	126	91	280	146	359	2362	656	131
Cuban	544	13	27	19	20	39	43	271	79	33
Cypriot	18,700	224	1194	676	818	991	1527	11,014	1766	490
East African Asian	9048	47	779	251	832	976	833	4160	1002	168
Ecuadorian	1015	4	17	12	15	16	26	848	69	8
European Mixed	309,817	3839	18,039	15,084	18,057	16,756	33,260	134,044	50,467	20,271
Filipino	132,697	3680	8169	6584	5427	8771	14,786	52,216	24,471	8593
Greek	46,999	960	2848	1898	1730	2178	3825	25,552	6144	1864
Greek Cypriot	30,752	101	908	414	829	1318	2617	22,267	1646	652
Indonesian	5571	182	505	284	345	396	415	1981	1010	453
Iranian	74,155	2655	7491	5261	2644	5283	3747	36,250	8254	2570
Israeli	4380	34	258	99	60	72	333	2947	424	153
Italian	121,997	1286	6433	4238	5463	5016	16,801	58,568	17,701	6491

Table A1 (*continued*)

CENSUS 2011	ENGLAND	NORTH-EAST	NORTH-WEST	YORKS & HUMB	EAST MID	WEST MID	EAST	LONDON	SOUTH-EAST	SOUTH-WEST
Japanese	34,472	445	1108	865	834	1124	2065	21,441	5031	1559
Kashmiri	25,285	147	4347	4330	1387	9105	2984	1336	1603	46
Korean	22,108	320	971	719	534	966	1223	12,612	3660	1103
Kosovan	14,358	43	474	452	201	415	669	11,156	810	138
Kurdish	47,871	1221	4808	5723	3108	6121	2315	20,988	2446	1141
Latin/South/Central American	70,404	645	2531	1867	1567	1584	4477	48,065	7037	2631
Malaysian	19,067	905	1965	1904	1747	1402	1612	5687	2799	1046
Mexican	4106	81	342	279	177	175	632	1479	686	255
Moroccan	6612	20	216	97	83	120	385	4970	526	195
Multi-ethnic islands	47,017	241	1525	960	1524	1395	4597	28,209	7072	1494
Nepalese (includes Gurkha)	58,893	357	851	2340	960	2510	2370	22,067	24,024	3414
Nigerian	2308	40	203	52	88	103	131	1501	142	48
North African	21,622	381	1316	786	713	915	1105	13,562	2,270	574
North American	102270	1764	5119	5130	4559	3717	17,821	37,409	19,507	7244
Other Eastern European	194,241	3014	13,228	12,992	10,825	13,345	18,280	79,653	30,875	12,029
Other Middle East	29,415	678	2869	3448	1333	3607	1096	13,528	2163	693
Other Western European	406,293	5954	21,834	14,542	16,304	16,421	41,278	181,603	78,468	29,889
Peruvian	1013	13	99	37	41	52	82	466	160	63
Polish	498,184	8081	47,311	43,347	48,022	48,314	54,741	136,597	71,969	39,802
Polynesia / Micronesia / Melanesia	6987	59	399	604	319	565	560	1812	1524	1145
Punjabi	2622	20	81	84	295	835	118	783	359	47
Serbian	7471	79	257	418	720	517	745	3529	959	247
Sinhalese	1748	22	65	61	45	82	176	1022	231	44
Somali	44,604	26	2603	1691	2494	6140	234	27,707	1115	2593
Somalilander	5793	1	430	411	86	632	30	3641	155	408
South Asian and Chinese	1316	8	67	57	66	90	138	641	199	50
Sri Lankan	148,140	1346	3963	2200	4841	5698	10,818	100,039	17,024	2211
Taiwanese	1978	68	133	151	120	166	145	758	307	130
Tamil	24,930	73	328	198	553	587	1120	19,734	2038	299
Thai	34,526	1181	3260	2419	2114	2488	3744	9475	6762	3083
Turkish	100,315	983	3356	2999	2890	2384	6313	71,301	7267	2822
Turkish Cypriot	19,035	14	92	63	106	227	1175	16,609	656	93
Venezuelan	733	7	43	37	24	16	66	334	152	54
Vietnamese	28,525	371	2128	821	1282	2687	1474	16,499	2420	843
White African	7176	99	393	319	399	326	862	2487	1672	619
White & Arab	9651	306	989	729	410	789	736	3729	1407	556
White & East Asian	4495	70	259	224	226	209	422	1835	992	258
White and North African or Middle Eastern	2241	110	249	181	103	152	211	696	391	148
White and South Asian	4461	75	346	277	340	366	477	1519	797	264
White Caribbean	1688	31	102	96	118	150	172	667	263	89
TOTALS	53,012,456	2596,886	7052,177	5283,733	4533,222	5601,847	5846,965	8173,941	8634,750	5288,935

Table A2

Ethnicities from Census 2011 for England and its 9 regions, with the original 96 categories compressed into the same 16 categories as Teacher Workforce data.

CENSUS 2011	ENGLAND	NORTH-EAST	NORTH-WEST	YORKS & HUMB	EAST MIDLANDS	WEST MIDLANDS	EAST	LONDON	SOUTH-EAST	SOUTH-WEST
Bangladeshi	437,263	10,992	45,955	22,461	13,279	52,565	33,035	222,545	27,997	8434
Indian	1402,403	15,870	107,697	69,517	169,365	219,224	87,253	546,016	152,987	34,474
Pakistani	1114,781	19,875	189,778	226,268	49,055	227,696	66,401	224,569	99,474	11,665
Asian other	744,272	11,697	40,161	34,096	33,532	68,309	53,632	363,712	112,413	26,720
Black African	1116,401	12,008	66,193	50,918	48,278	75,012	80,040	640,290	110,388	33,274
Black Carrib.	602,495	1288	23,731	23,871	29,380	87,661	34,555	350,694	35,687	15,628
Black Other	195,802	777	11,466	7871	7115	22,035	11,215	119,182	10,018	6123
Mixed White/ Asian	368,700	8572	33,342	27,875	23,614	34,776	36,069	115,294	65,515	23,643
Mixed White/ Black Africn	161,930	3554	18,423	9345	8825	9257	15,433	65,635	22,877	8581
Mixed White/ Black Carrbn	416,256	5942	39,246	33,286	40,451	68,600	37,268	119,708	46,054	25,701
Mixed Other	423,577	5534	27,565	21,290	24,961	27,162	43,749	181,385	65,583	26,348
White British	42327606	2432250	6144892	4533993	3873718	4439306	4989600	3691371	7364163	4858313
White Irish	521,342	8084	65,262	26,616	28,891	55,603	56,003	177,903	74,163	28,817
White Other	1952,583	29679.00	130,439	112,919	122,517	119,561	215,630	787,206	304,933	129,699
Chinese	387,343	14,483	48,950	28,997	24,838	31,888	34,242	127,107	54,172	22,666
Any other	839,702	16,282	59,077	54,410	35,403	63,192	52,840	441,323	88,326	28,849
TOTALS	53,012,456	2596,886	7052,177	5283,733	4533,222	5601,847	5846,965	8173,941	8634,750	5288,935

APPENDIX B. : CENSUS 2021 ETHNIC DATA

Census 2021 – full list of 287 ethnic categories (Office for National Statistics, 2022**)**

Bangladeshi, Indian, Pakistani, Afghan, African unspecified, African Asian, Anglo Indian, Arab, Asian British, Black and Asian, English/Welsh/Scottish/Northern Irish/British Asian, Filipino, Indonesian, Iranian, Japanese, Kashmiri, Korean, Kurdish, Malaysian, Mauritian/Seychellois/Maldivian/Sao Tomean/St Helenian, Mixed South Asian, Myanmar or Burmese, Nepali (includes Gurkha), Other Asian, Asian unspecified, Other East Asian/ East Asian unspecified, Other Middle East, Other Mixed, Punjabi, Sikh, Sinhalese, Sri Lankan, Taiwanese, Tajikistani / Kazakhstani / Kyrgystani / Turkmenistani / Uzbekistani, Tamil, Thai, Turkish, Vietnamese, Any other Asian ethnic group, African unspecified, Angolan, Arab

Black British, Cameroonian, Cote D'Ivoire, Democratic Republic of the Congo, English/Welsh/Scottish/Northern Irish/British, Eritrean, Ethiopian, Gambian, Ghanaian, Kenyan, Malawian, Mauritian / Seychellois / Maldivian / Sao Tomean / St Helenian, Mixed Black, Moroccan, Nigerian, Other / unspecified Black, Other Mixed, Other North African, Portuguese, Sierra Leone, Somali, Somalilander, South African, Sudanese, Tanzanian, Ugandan, Zambian, Zimbabwean, Any other ethnic group, African unspecified, Black Caribbean, Black and European, Black British, Black/African American, English / Welsh / Scottish / Northern Irish /British, Ghanaian, Mauritian / Seychellois / Maldivian / Sao Tomean / St Helenian, Mixed Black, Nigerian, Other Black, Black unspecified, Other Mixed, Polynesian / Micronesian / Melanesian, Somali, Any other ethnic group, Mixed White/Asian, Mixed White/Black African, Mixed White/Black Caribbean, African unspecified, African Asian, African/Arab, Anglo Indian, Arab, Asian (unspecified) and European, Black and Asian, Black and European, Black and White (unspecified), Black British, Brazilian, Caribbean, Caribbean Asian, Chinese, Chinese and other Asian, Chinese and White, English, English / Welsh / Scottish / Northern Irish / British, European and Black African, European and Black Caribbean, European and North African or Middle Eastern, European Mixed/unspecified/other European, Greek Cypriot, Hispanic or Latin American, Indian or British Indian, Iranian, Italian, Jewish, Mauritian / Seychellois / Maldivian / Sao Tomean / St Helenian, Mexican, Mixed Black, Mixed Irish, Mixed South Asian, Mixed White, Moroccan, Other/ unspecified Asian, Other Middle East, Other Mixed, Other White, White unspecified, Pakistani or British Pakistani, Polynesian / Micronesian / Melanesian, Portuguese, South African, South American, South Asian and European, Spanish, Turkish, Turkish Cypriot, White African, White and Arab, White and East Asian, White and North African or Middle Eastern, White and South Asian, White Caribbean, Any other ethnic group, White British, White Other-Cornish, White Irish, White African unspecified, Albanian, Algerian, Arab, Argentinian, Armenian, Australian/New Zealander, Austrian, Belarusian, Belgian, Bosnian, Brazilian, Bulgarian, Colombian, Croatian, Cypriot, Czech, Danish, Dutch, Estonian, European Mixed, Finnish, French, Georgian, German, Greek, Greek Cypriot, Gypsy or Irish Traveller, Hispanic or Latin American, Hungarian, Iranian, Israeli, Italian, Jewish, Kosovan, Kurdish, Latvian, Lithuanian, Maltese, Mixed Irish, Mixed White, Moldovan, North American, North Macedonian, Norwegian, Other Eastern European, Other Middle East, Other Mixed, Other North African, Other Traveller, Other White & unspecified, Polish, Portuguese, Roma, Romanian, Russian, Serbian, Slovakian, Slovenian, South African, South American, Spanish, Swedish, Swiss, Turkish, Turkish Cypriot, Ukrainian, White African, White and North African or Middle Eastern, White Caribbean, Zimbabwean, Any other ethnic group, Chinese, Other Afghan, other African unspecified; other African Asian, other Albanian, other Algerian, other Arab, other Armenian, (other) Asian British, Bangladeshi, British Bangladeshi, Black and Asian, Brazilian, Bulgarian, Caribbean, Caribbean Asian, Chinese, Colombian, Cornish, Cypriot, Czech, East Asian/ East Asian unspecified, English, English/Welsh/Scottish/Northern Irish/British, European Mixed, European unspecified, other European, Filipino, Greek, Greek Cypriot, Gypsy/Romany, Hispanic or Latin American, Indian or British Indian, Iranian, Italian, Japanese, Jewish, Kashmiri, Kurdish, Lithuanian, Mauritian / Seychellois /Maldivian / Sao Tomean / St Helenian, Mexican, Moroccan, Muslim, Nepali (includes Gurkha), North African, Other Asian, Asian unspecified, Other Eastern European, Other Middle East, Other Mixed, Other / unspecified White, Pakistani or British Pakistani, Polish, Polynesia / Micronesia / Melanesia, Portuguese, Punjabi, Roma, Romanian, Sikh, Slovakian, Somali, Somalilander, South American, Spanish, Sri Lankan, Tamil, Thai, Turkish, Turkish Cypriot, Vietnamese, White African, Any other ethnic group.

The 16 teaching workforce ethnic categories are shown in Appendix A

Census 2021 – list of 16 ethnic categories used in the teaching workforce data showing how the 287 Census ethnic categories were compressed into them

1. Bangladeshi
2. Indian
3. Pakistani
4. Asian Other (*which includes Afghan, African unspecified, African Asian, Anglo Indian, Arab, Asian British, Black and Asian, English/Welsh/Scottish/Northern Irish/British Asian, Filipino, Indonesian, Iranian, Japanese, Kashmiri, Korean, Kurdish, Malaysian, Mauritian/Seychellois/Maldivian/Sao Tomean/St Helenian, Mixed South Asian, Myanmar or Burmese, Nepali (includes Gurkha), Other Asian, Asian unspecified, Other East Asian/ East Asian unspecified, Other Middle East, Other Mixed, Punjabi, Sikh, Sinhalese, Sri Lankan, Taiwanese, Tajikistani / Kazakhstani / Kyrgystani / Turkmenistani / Uzbekistani, Tamil, Thai, Turkish, Vietnamese, Any other Asian ethnic group*)
5. Black African (*which includes ('Black, Black British, Black Welsh of African background') African unspecified, Angolan, Arab Black British, Cameroonian, Cote D'Ivoire, Democratic Republic of the Congo, English/Welsh/Scottish/Northern Irish/British, Eritrean, Ethiopian, Gambian, Ghanaian, Kenyan, Malawian, Mauritian/Seychellois/Maldivian/Sao Tomean/St Helenian, Mixed Black, Moroccan, Nigerian, Other / unspecified Black, Other Mixed, Other North African, Portuguese, Sierra Leone, Somali, Somalilander, South African, Sudanese, Tanzanian, Ugandan, Zambian, Zimbabwean, Any other ethnic group, African unspecified*)
6. Black Caribbean
7. Black Other (*which includes ('Black, Black British, Black Welsh or Caribbean background') Black and European, Black British, Black/African American, English/Welsh/Scottish/Northern Irish/British, Ghanaian, Mauritian/Seychellois/Maldivian/Sao Tomean/St Helenian, Mixed Black, Nigerian, Other Black, Black unspecified, Other Mixed, Polynesian/Micronesian/Melanesian, Somali, Any other ethnic group*)
8. Mixed White/Asian
9. Mixed White/Black African
10. Mixed White/Black Caribbean
11. Mixed Other (*which includes African unspecified, African Asian, African/Arab, Anglo Indian, Arab, Asian (unspecified) and European, Black and Asian, Black and European, Black and White (unspecified), Black British, Brazilian, Caribbean, Caribbean Asian, Chinese, Chinese and other Asian, Chinese and White, English, English / Welsh / Scottish / Northern Irish / British, European and Black African, European and Black Caribbean, European and North African or Middle Eastern, European Mixed/unspecified/other European, Greek Cypriot, Hispanic or Latin American, Indian or British Indian, Iranian, Italian, Jewish, Mauritian / Seychellois / Maldivian / Sao Tomean / St Helenian, Mexican, Mixed Black, Mixed Irish, Mixed South*

Asian, Mixed White, Moroccan, Other/ unspecified Asian, Other Middle East, Other Mixed, Other White, White unspecified, Pakistani or British Pakistani, Polynesian / Micronesian / Melanesian, Portuguese, South African, South American, South Asian and European, Spanish, Turkish, Turkish Cypriot, White African, White and Arab, White and East Asian, White and North African or Middle Eastern, White and South Asian, White Caribbean, Any other ethnic group)

12. White British (*which includes White Other-Cornish*)
13. White Irish
14. White Other (*which includes White African unspecified, Albanian, Algerian, Arab, Argentinian, Armenian, Australian/New Zealander, Austrian, Belarusian, Belgian, Bosnian, Brazilian, Bulgarian, Colombian, Croatian, Cypriot, Czech, Danish, Dutch, Estonian, European Mixed, Finnish, French, Georgian, German, Greek, Greek Cypriot, Gypsy or Irish Traveller, Hispanic or Latin American, Hungarian, Iranian, Israeli, Italian, Jewish, Kosovan, Kurdish, Latvian, Lithuanian, Maltese, Mixed Irish, Mixed White, Moldovan, North American, North Macedonian, Norwegian, Other Eastern European, Other Middle East, Other Mixed, Other North African, Other Traveller, Other White & unspecified, Polish, Portuguese, Roma, Romanian, Russian, Serbian, Slovakian, Slovenian, South African, South American, Spanish, Swedish, Swiss, Turkish, Turkish Cypriot, Ukrainian, White African, White and North African or Middle Eastern, White Caribbean, Zimbabwean, Any other ethnic group*)
15. Chinese (*which includes Taiwanese*)
16. Any Other (*which includes Other Afghan, other African unspecified; other African Asian, other Albanian, other Algerian, other Arab, other Armenian, (other) Asian British, Bangladeshi, British Bangladeshi, Black and Asian, Brazilian, Bulgarian, Caribbean, Caribbean Asian, Chinese, Colombian, Cornish, Cypriot, Czech, East Asian/ East Asian unspecified, English, English / Welsh / Scottish / Northern Irish / British, European Mixed, European unspecified, other European, Filipino, Greek, Greek Cypriot, Gypsy/Romany, Hispanic or Latin American, Indian or British Indian, Iranian, Italian, Japanese, Jewish, Kashmiri, Kurdish, Lithuanian, Mauritian / Seychellois / Maldivian / Sao Tomean / St Helenian, Mexican, Moroccan, Muslim, Nepali (includes Gurkha), North African, Other Asian, Asian unspecified, Other Eastern European, Other Middle East, Other Mixed, Other / unspecified White, Pakistani or British Pakistani, Polish, Polynesia / Micronesia / Melanesia, Portuguese, Punjabi, Roma, Romanian, Sikh, Slovakian, Somali, Somalilander, South American, Spanish, Sri Lankan, Tamil, Thai, Turkish, Turkish Cypriot, Vietnamese, White African, Any other ethnic group*).

Table B1 shows the raw ethnicity data from Census 2021 for England and its 9 regions, showing the original 287 categories (Office for National Statistics, 2022). Table B2 shows the raw ethnicity data from Census 2021 for England and its 9 regions, showing the original 287 categories compressed into the same 16 categories used in the teaching workforce data.

Table B1

Census 2021 for England and its 9 regions, showing all 287 categories.

CENSUS 2021	ENGLND	NORTH-EAST	NORTH-WEST	YORKS & HUMB	EAST MID	WEST MID	EAST	LOND	SOUTH-EAST	SOUTH WEST
Asian, Asian British or Asian Welsh: Afghan	94,750	1361	6026	4246	3447	10,995	4778	54,294	8167	1436
Asian, Asian British or Asian Welsh: African unspecified	3269	11	233	61	273	374	380	1514	389	35
Asian, Asian British or Asian Welsh: African Asian	5509	45	491	143	592	634	487	2396	613	108
Asian, Asian British or Asian Welsh: Anglo Indian	2032	9	70	55	71	86	250	932	454	105
Asian, Asian British or Asian Welsh: Arab	5031	207	985	610	185	653	155	1799	295	138
Asian, Asian British or Asian Welsh: Asian British	15,253	310	1213	900	1257	1593	1242	6000	2121	617
Asian, Asian British or Asian Welsh: Bangladeshi, British Bangladeshi	629,567	16,355	60,859	29,018	20,980	77,518	50,685	322,054	39,881	12,217
Asian, Asian British or Asian Welsh: Black and Asian	1962	13	91	51	147	140	238	1018	223	42
Asian, Asian British or Asian Welsh: Chinese	431,165	14,442	54,051	29,589	22,973	33,301	38,444	147,520	64,329	26,516
Asian, Asian British or Asian Welsh: English/Welsh/Scottish/Northern Irish/British	2330	49	186	221	184	254	182	914	280	58
Asian, Asian British or Asian Welsh: Filipino	155,996	4599	9624	6891	6643	9357	19,115	57,867	29,760	12,138
Asian, Asian British or Asian Welsh: Indian or British Indian	1843,248	22,021	140,413	81,322	229,831	276,030	136,974	656,272	241,537	58,847
Asian, Asian British or Asian Welsh: Indonesian	7145	239	560	526	492	605	551	2188	1310	673
Asian, Asian British or Asian Welsh: Iranian	38,105	2031	6316	3768	1624	4115	1779	13,732	3408	1332
Asian, Asian British or Asian Welsh: Japanese	29,027	357	1129	663	742	1009	2108	16,868	4424	1726
Asian, Asian British or Asian Welsh: Kashmiri	39,208	460	5813	8164	2750	11,721	4713	2358	3036	194
Asian, Asian British or Asian Welsh: Korean	20,776	264	839	668	555	1024	1366	11,833	3264	964
Asian, Asian British or Asian Welsh: Kurdish	11,858	723	1830	2370	1151	2246	720	1670	744	404
Asian, Asian British or Asian Welsh: Malaysian	12,407	419	1262	896	675	949	1023	4437	1844	901

Table B1 (*continued*)

CENSUS 2021	ENGLND	NORTH-EAST	NORTH-WEST	YORKS & HUMB	EAST MID	WEST MID	EAST	LOND	SOUTH-EAST	SOUTH WEST
Asian, Asian British or Asian Welsh: Mauritian/Seychellois/Maldivian/Sao Tomean/St Helenian	17,089	84	494	277	504	519	2017	10,195	2563	435
Asian, Asian British or Asian Welsh: Mixed South Asian	6385	54	721	566	394	1159	513	2330	566	82
Asian, Asian British or Asian Welsh: Myanmar or Burmese	7338	167	696	672	179	289	617	3330	985	402
Asian, Asian British or Asian Welsh: Nepali (includes Gurkha)	87,076	385	1708	3073	2138	4738	4201	25,063	38,155	7615
Asian, Asian British or Asian Welsh: Other Asian, Asian unspecified	22,982	470	1878	1507	1382	2810	1950	8591	3367	1027
Asian, Asian British or Asian Welsh: Other East Asian/ East Asian unspecified	14,295	241	1494	693	719	749	1472	4872	3094	963
Asian, Asian British or Asian Welsh: Other Middle East	13,415	605	2056	2066	859	2163	681	3614	943	428
Asian, Asian British or Asian Welsh: Other Mixed	6968	122	510	442	343	550	651	2988	1007	353
Asian, Asian British or Asian Welsh: Pakistani or British Pakistani	1570,285	27,290	303,611	296,437	71,038	319,165	99,452	290,549	145,311	17,432
Asian, Asian British or Asian Welsh: Punjabi	8090	76	189	311	961	2669	348	2114	1303	119
Asian, Asian British or Asian Welsh: Sikh	22,644	190	433	887	2541	7895	801	6888	2805	204
Asian, Asian British or Asian Welsh: Sinhalese	2451	21	107	125	111	197	349	1048	401	93
Asian, Asian British or Asian Welsh: Sri Lankan	146,892	1661	6618	3182	7782	7996	14,502	78,975	22,462	3714
Asian, Asian British or Asian Welsh: Taiwanese	4149	111	207	263	138	218	362	2006	596	249
Asian, Asian British or Asian Welsh: Tajikistani/Kazakhstani/Kyrgystani/Turkmenistani/Uzbekistani	3612	92	131	98	89	167	222	2112	483	216
Asian, Asian British or Asian Welsh: Tamil	45,243	251	1171	415	1281	2297	3271	30,742	5154	661
Asian, Asian British or Asian Welsh: Thai	38,279	1352	4072	2919	2618	2759	4664	7856	7885	4157
Asian, Asian British or Asian Welsh: Turkish	7316	91	477	430	459	331	678	3685	782	384
Asian, Asian British or Asian Welsh: Vietnamese	36,643	645	3083	1820	1993	3039	2363	18,069	4166	1467
Asian, Asian British or Asian Welsh: Any other ethnic group	16,604	225	1036	705	1003	1952	1565	6950	2438	730
Black, Black British, Black Welsh of African background: African unspecified	605,355	11,088	58,647	40,576	36,309	64,903	52,169	258,536	66,148	16,979
Black, Black British, Black Welsh of African background: Angolan	5181	118	682	305	210	467	258	2856	221	60
Black, Black British, Black Welsh of African background: Arab	2873	140	298	210	285	579	120	889	230	122
Black, Black British, Black Welsh of African background: Black British	49,130	735	3897	2194	2429	3298	4390	25,507	5564	1118
Black, Black British, Black Welsh of African background: Cameroonian	4095	120	432	318	334	619	317	1410	434	110
Black, Black British, Black Welsh of African background: Cote D'Ivoire	2860	40	122	112	92	263	104	1883	210	34
Black, Black British, Black Welsh of African background: Democratic Republic of the Congo	24,537	282	2398	1241	753	2280	1199	14,971	1148	264
Black, Black British, Black Welsh of African background: English/Welsh/Scottish/Northern Irish/British	3638	43	277	128	148	294	340	1897	401	110
Black, Black British, Black Welsh of African background: Eritrean	24,400	534	2077	2563	767	4123	396	12,986	632	323
Black, Black British, Black Welsh of African background: Ethiopian	14,950	302	1484	1102	398	1231	403	8947	846	235
Black, Black British, Black Welsh of African background: Gambian	4088	45	427	478	250	838	212	1197	426	215
Black, Black British, Black Welsh of African background: Ghanaian	112,397	475	4439	3805	6335	8699	10,621	63,523	12,648	1852
Black, Black British, Black Welsh of African background: Kenyan	14,810	195	974	751	1307	1069	1946	4639	2896	1033

Table B1 (*continued*)

CENSUS 2021	ENGLND	NORTH-EAST	NORTH-WEST	YORKS & HUMB	EAST MID	WEST MID	EAST	LOND	SOUTH-EAST	SOUTH WEST
Black, Black British, Black Welsh of African background: Malawian	1732	19	280	170	378	156	178	210	226	116
Black, Black British, Black Welsh of African backgrnd: Mauritian/Seychellois/Maldivian/Sao Tomean/St Helenian	3232	21	281	130	76	122	404	1551	560	88
Black, Black British, Black Welsh of African background: Mixed Black	1596	15	108	71	45	137	101	960	112	45
Black, Black British, Black Welsh of African background: Moroccan	1733	15	150	80	72	140	139	892	203	42
Black, Black British, Black Welsh of African background: Nigerian	268,308	4705	24,693	10,178	13,374	17,908	29,236	128,896	33,119	6197
Black, Black British, Black Welsh of African background: Other Black, Black unspecified	1836	43	193	186	280	224	137	558	162	52
Black, Black British, Black Welsh of African background: Other Mixed	2100	33	148	86	86	106	179	1123	265	77
Black, Black British, Black Welsh of African background: Other North African	3592	108	440	381	190	352	167	1450	363	141
Black, Black British, Black Welsh of African background: Portuguese	2013	59	400	145	58	111	304	821	68	46
Black, Black British, Black Welsh of African background: Sierra Leone	7732	106	315	139	196	238	406	5565	673	92
Black, Black British, Black Welsh of African background: Somali	149,093	255	9703	3791	7458	19,464	1356	95,665	4401	7000
Black, Black British, Black Welsh of African background: Somalilander	24,052	33	1710	1753	494	2691	199	14,670	663	1839
Black, Black British, Black Welsh of African background: South African	7730	209	706	492	520	742	914	2134	1497	515
Black, Black British, Black Welsh of African background: Sudanese	11,041	373	1447	1099	914	2298	333	3057	877	646
Black, Black British, Black Welsh of African background: Tanzanian	1787	19	92	66	191	230	91	646	404	48
Black, Black British, Black Welsh of African background: Ugandan	16,482	126	567	495	584	666	1229	10,502	1954	356
Black, Black British, Black Welsh of African background: Zambian	2642	26	227	249	219	186	283	853	440	159
Black, Black British, Black Welsh of African background: Zimbabwean	42,777	937	3641	4117	5363	6380	6330	6192	7921	1894
Black, Black British, Black Welsh of African background: Any other ethnic group	26,501	484	3097	1807	1474	2852	2235	11,166	2497	889
Black, Black British, Black Welsh or Caribbean background: African unspecified	24,905	369	2307	1750	1587	2493	2083	11,258	2406	653
Black, Black British, Black Welsh or Caribbean background: Black and European	3135	132	763	220	278	277	278	797	322	68
Black, Black British, Black Welsh or Caribbean background: Black British	194,347	1897	14,027	9029	10,217	21,927	15,851	97,473	18,321	5602
Black, Black British, Black Welsh or Caribbean background: Black/African American	2860	19	115	115	109	99	1026	953	303	123
Black, Black British, Black Welsh or Caribbean background: Caribbean	618,697	1700	25,869	22,674	30,807	90,115	41,837	345,044	43,453	17,195
Black, Black British, Black Welsh or Caribbean background: English/Welsh/Scottish/Northern Irish/British	7609	67	548	376	346	909	640	3769	756	198
Black, Black British, Black Welsh or Caribbean background: Ghanaian	2245	3	78	62	96	114	225	1401	247	19
Black, Black British, Black Welsh or Caribbean background: Mauritian/Seychellois/Maldivian/Sao Tomean/St Helenian	1991	14	118	79	74	57	165	787	601	96
Black, Black British, Black Welsh or Caribbean background: Mixed Black	12,215	45	395	292	488	830	1023	8039	893	213
Black, Black British, Black Welsh or Caribbean background: Nigerian	4203	48	336	102	136	220	400	2426	486	50
Black, Black British, Black Welsh or Caribbean background: Other Black, Black unspecified	36,885	330	2556	2075	2746	5709	2703	16,592	2939	1235

Table B1 (*continued*)

CENSUS 2021	ENGLND	NORTH-EAST	NORTH-WEST	YORKS & HUMB	EAST MID	WEST MID	EAST	LOND	SOUTH-EAST	SOUTH WEST
Black, Black British, Black Welsh or Caribbean background: Other Mixed	1984	23	141	87	129	143	154	983	268	56
Black, Black British, Black Welsh or Caribbean background: Polynesian/Micronesian/ Melanesian	1691	26	67	178	143	175	106	90	461	445
Black, Black British, Black Welsh or Caribbean background: Somali	6273	10	546	214	361	657	54	3938	224	271
Black, Black British, Black Welsh or Caribbean background: Any other ethnic group	18,394	257	1702	1173	874	1617	1712	8667	1701	694
Mixed or Multiple ethnic groups: African unspecified	3817	89	368	186	259	305	297	1620	496	197
Mixed or Multiple ethnic groups: African Asian	4043	46	295	212	313	343	359	1786	566	127
Mixed or Multiple ethnic groups: African/Arab	1891	39	160	59	157	197	98	885	242	53
Mixed or Multiple ethnic groups: Anglo Indian	2427	20	87	115	119	98	334	938	533	183
Mixed or Multiple ethnic groups: Arab	7356	263	917	584	348	708	567	2473	1078	418
Mixed or Multiple ethnic groups: Asian (unspecified) and European	2748	44	176	109	94	175	322	1145	521	161
Mixed or Multiple ethnic groups: Black and Asian	14,184	121	826	608	825	1720	1283	6863	1539	399
Mixed or Multiple ethnic groups: Black and European	2154	31	160	91	117	142	229	994	254	136
Mixed or Multiple ethnic groups: Black and White (unspecified)	17,680	223	1682	1102	1260	1609	2479	5237	2767	1320
Mixed or Multiple ethnic groups: Black British	2012	20	189	88	117	212	156	864	268	97
Mixed or Multiple ethnic groups: Brazilian	6443	78	456	215	235	293	677	2685	1132	672
Mixed or Multiple ethnic groups: Caribbean	7456	66	450	362	497	693	722	3262	1024	380
Mixed or Multiple ethnic groups: Caribbean Asian	7443	64	382	294	433	1038	632	3394	966	240
Mixed or Multiple ethnic groups: Chinese	2814	58	366	169	181	238	290	849	489	176
Mixed or Multiple ethnic groups: Chinese and other Asian	1819	23	122	66	107	133	201	797	287	83
Mixed or Multiple ethnic groups: Chinese and White	7463	112	901	539	486	619	777	2084	1428	515
Mixed or Multiple ethnic groups: English	3744	105	298	258	249	279	483	954	789	328
Mixed or Multiple ethnic groups: English/Welsh/Scottish/Northern Irish/British	11,506	338	1315	760	793	950	1308	2700	2281	1060
Mixed or Multiple ethnic groups: European and Black African	3387	48	250	154	180	152	383	1467	561	191
Mixed or Multiple ethnic groups: European and Black Caribbean	2236	25	131	75	99	176	249	1151	222	110
Mixed or Multiple ethnic groups: European and North African or Middle Eastern	2955	36	153	117	124	175	254	1557	423	115
Mixed or Multiple ethnic groups: European Mixed, European unspecified, other European	25,876	587	2097	1517	1554	1604	3556	8352	4566	2043
Mixed or Multiple ethnic groups: Greek Cypriot	1937	11	106	34	70	131	320	945	224	95
Mixed or Multiple ethnic groups: Hispanic or Latin American	27,548	414	1808	1095	967	1089	2798	13,392	4037	1948
Mixed or Multiple ethnic groups: Indian or British Indian	3422	50	271	228	216	296	376	1166	599	221
Mixed or Multiple ethnic groups: Iranian	5224	210	568	322	204	256	488	1744	998	433
Mixed or Multiple ethnic groups: Italian	2066	39	218	112	174	185	282	580	325	152
Mixed or Multiple ethnic groups: Jewish	2553	21	225	114	68	67	213	1285	338	219
Mixed or Multiple ethnic groups: Mauritian/Seychellois/Maldivian/ Sao Tomean/St Helenian	5667	70	262	168	274	300	785	1941	1385	483

Table B1 (*continued*)

CENSUS 2021	ENGLND	NORTH-EAST	NORTH-WEST	YORKS & HUMB	EAST MID	WEST MID	EAST	LOND	SOUTH-EAST	SOUTH WEST
Mixed or Multiple ethnic groups: Mexican	2591	89	215	164	142	145	451	704	410	272
Mixed or Multiple ethnic groups: Mixed Black	4928	38	305	186	188	421	503	2651	498	136
Mixed or Multiple ethnic groups: Mixed Irish	4332	52	359	215	193	376	529	1662	687	258
Mixed or Multiple ethnic groups: Mixed South Asian	1974	25	263	147	144	379	154	700	155	8
Mixed or Multiple ethnic groups: Mixed White	6228	158	574	352	397	445	771	1803	1277	451
Mixed or Multiple ethnic groups: Moroccan	1842	26	162	64	64	101	177	857	278	114
Mixed or Multiple ethnic groups: Other Asian, Asian unspecified	2798	36	221	163	159	204	267	1250	380	116
Mixed or Multiple ethnic groups: Other Middle East	3529	108	338	241	188	242	302	1381	522	206
Mixed or Multiple ethnic groups: Other Mixed	105,408	1603	9027	5411	6158	8402	11,003	40,491	16,595	6718
Mixed or Multiple ethnic groups: Other White, White unspecified	10,296	291	881	757	814	1028	1067	2943	1582	933
Mixed or Multiple ethnic groups: Pakistani or British Pakistani	1663	34	235	251	88	208	135	486	179	49
Mixed or Multiple ethnic groups: Polynesian/Micronesian/Melanesian	4716	110	389	334	284	302	462	1179	956	699
Mixed or Multiple ethnic groups: Portuguese	2411	61	190	90	145	131	387	853	407	143
Mixed or Multiple ethnic groups: South African	1589	28	129	62	74	88	201	509	343	155
Mixed or Multiple ethnic groups: South American	5880	85	353	230	229	191	540	2717	1015	519
Mixed or Multiple ethnic groups: South Asian and European	2925	35	233	138	151	201	319	1296	432	119
Mixed or Multiple ethnic groups: Spanish	1745	36	169	77	95	101	180	625	345	117
Mixed or Multiple ethnic groups: Turkish	4897	206	498	294	255	280	638	1775	632	320
Mixed or Multiple ethnic groups: Turkish Cypriot	1976	8	43	32	43	37	364	1140	264	44
Mixed or Multiple ethnic groups: White African	1961	38	196	76	124	148	259	590	382	148
Mixed or Multiple ethnic groups: White and Arab	15,551	654	1834	1260	729	1240	1454	4908	2435	1036
Mixed or Multiple ethnic groups: White and Asian (unspecified)	474,190	12,490	47,829	36,888	30,803	46,478	51,448	125,188	88,106	34,960
Mixed or Multiple ethnic groups: White and Black African	241,528	6527	30,011	15,644	14,341	16,011	27,376	77,341	38,633	15,644
Mixed or Multiple ethnic groups: White and Black Caribbean	499,310	5650	46,962	39,296	46,400	81,193	51,950	132,555	62,087	33,217
Mixed or Multiple ethnic groups: White and East Asian	3023	55	261	196	190	241	373	916	583	208
Mixed or Multiple ethnic groups: White and North African or Middle Eastern	12,542	399	1302	946	605	779	1255	4040	2192	1024
Mixed or Multiple ethnic groups: White and South Asian	3736	119	347	316	285	473	372	857	691	276
Mixed or Multiple ethnic groups: White Caribbean	2989	29	274	220	235	357	314	839	524	196
Mixed or Multiple ethnic groups: Any other ethnic group	52,952	1030	4407	3213	3199	3837	5482	20,408	7946	3430
White: African unspecified	2687	50	186	127	164	272	232	693	712	251
White: Albanian	40,418	664	1488	1478	1888	2553	4029	22,918	4343	1057
White: Algerian	1768	65	67	33	39	44	125	1168	166	59
White: Arab	3804	126	390	281	238	177	211	1818	395	167
White: Argentinian	2111	25	126	69	71	74	184	1011	424	128
White: Armenian	3752	37	142	96	84	120	306	2317	499	151
White: Australian/New Zealander	59,809	685	2715	1940	1911	2027	5527	28,396	11,857	4751
White: Austrian	5706	83	305	223	208	198	558	2575	1152	404
White: Belarusian	2478	55	193	93	140	155	238	1006	436	162
White: Belgian	7403	128	426	256	276	328	633	3301	1511	545
White: Bosnian	2615	32	164	272	232	315	290	983	253	75
White: Brazilian	24,023	187	1839	592	734	863	1981	11,769	3955	2103
White: Bulgarian	87,282	830	5906	2934	4397	6363	8836	38,435	14,058	5523
White: Colombian	1951	17	63	24	37	41	145	1200	319	105
White: Cornish	43,306	53	200	165	259	246	366	562	899	40,557

Table B1 (*continued*)

CENSUS 2021	ENGLND	NORTH-EAST	NORTH-WEST	YORKS & HUMB	EAST MID	WEST MID	EAST	LOND	SOUTH-EAST	SOUTH WEST
White: Croatian	6823	157	310	265	524	420	677	2834	1323	313
White: Cypriot (part not stated)	5851	128	314	239	300	292	637	3098	626	219
White: Czech	24,011	1031	3232	2404	1703	2228	2414	4682	4334	1983
White: Danish	9266	150	455	387	395	387	1090	3367	2292	745
White: Dutch	22,895	535	1476	1103	1143	1224	2724	6558	5631	2503
White: English, Welsh, Scot., N. Irish or British	41,497,485	2397,504	6019,185	4431,100	3882,132	4275,311	4971,783	3238,719	7314,159	4967,591
White: Estonian	5009	78	376	313	386	350	547	1671	936	354
White: European Mixed	631,220	8936	43,918	33,639	42,591	38,670	74,635	225,334	111,769	51,726
White: Finnish	7723	133	438	296	294	310	829	3096	1706	621
White: French	77,200	836	3360	1922	2190	2953	5896	40,878	13,530	5635
White: Georgian	2108	56	107	147	40	122	164	1153	218	101
White: German	64,222	1335	3801	2842	3121	3135	7348	23,490	13,068	6081
White: Greek	72,176	1479	4962	3151	3217	4270	7005	33,970	10,531	3590
White: Greek Cypriot	29,173	200	1035	644	956	1368	4043	17,551	2477	899
White: Gypsy or Irish Traveller	60,073	2362	5307	5529	4160	5888	8319	6891	15,921	5696
White: Hispanic or Latin American	31,875	316	1777	1108	957	1386	2607	16,497	5081	2146
White: Hungarian	63,984	621	6111	3601	4507	4725	8128	16,980	13,493	5818
White: Iranian	7258	184	568	374	223	359	486	3764	1009	291
White: Irish	494,251	8384	61,422	25,215	27,130	47,886	57,964	156,333	78,219	31,698
White: Israeli	2957	20	292	56	45	50	252	1869	298	74
White: Italian	145,873	1760	8057	4561	5563	5749	17,184	73,300	21,487	8212
White: Jewish	33,844	458	2947	910	426	623	3503	21,280	2567	1131
White: Kosovan	13,110	39	322	355	235	301	1085	9867	785	120
White: Kurdish	5037	83	253	271	173	196	424	3152	326	159
White: Latvian	47,346	560	4100	6934	9069	6135	6400	5834	5728	2587
White: Lithuanian	95,573	1161	5371	7269	11,858	6062	22,501	25,967	11,049	4331
White: Maltese	4768	111	376	218	254	257	639	1481	1007	425
White: Mixed Irish	19,776	358	1711	1144	1104	1402	2323	6140	3618	1976
White: Mixed White	2912	58	228	138	159	141	355	999	552	281
White: Moldovan	3187	21	133	108	528	205	293	1393	416	89
White: North American	80,831	1530	4376	3941	3891	3424	14,092	28,125	14,765	6690
White: North Macedonian	3423	17	100	47	128	131	352	1410	1063	172
White: Norwegian	6564	193	470	347	268	230	567	2460	1419	611
White: Other Eastern European	164,264	1780	9180	8376	11,595	10,286	21,967	66,417	24,878	9785
White: Other Middle East	6369	89	466	247	219	279	414	3613	836	206
White: Other Mixed	20,632	417	1252	1095	893	985	2374	7490	4120	2006
White: Other North African	3344	23	195	84	120	111	224	2137	373	76
White: Other Traveller	4145	259	434	362	460	319	658	141	827	686
White: Other White, White unspecified	207,160	2931	13,670	11,182	16,580	14,292	26,178	77,837	30,942	13,548
White: Polish	592,562	10,261	65,065	60,383	68,623	62,984	66,321	116,056	91,470	51,397
White: Portuguese	91,512	722	4708	2631	4722	4510	13,980	35,038	17,509	7695
White: Roma	99,138	2375	7359	9464	7196	6809	9675	37,689	12,786	5785
White: Romanian	337,170	4531	20,518	19,727	29,918	35,414	45,758	115,125	46,730	19,448
White: Russian	43,781	783	2298	1871	2186	2080	4173	19,785	8205	2400
White: Serbian	7804	97	309	338	704	460	816	3697	1125	256
White: Slovakian	35,687	694	3638	4917	3940	4050	3753	6044	6133	2518
White: Slovenian	3619	57	233	253	242	264	423	1267	643	237
White: South African	56,271	780	2564	1728	2683	2499	7179	13,440	19,524	5874
White: South American	6535	39	460	131	188	197	507	3494	1061	457
White: Spanish	79,639	953	6107	2800	2857	3223	7374	35,206	14,201	6918
White: Swedish	15,855	226	683	478	512	536	1336	7493	3428	1163
White: Swiss	6858	96	339	190	210	216	632	3152	1431	587
White: Turkish	60,084	691	2368	1523	2116	1902	5680	37,029	6578	2196
White: Turkish Cypriot	9373	6	77	62	78	112	1191	7278	504	64
White: Ukrainian	16,076	228	1186	754	842	771	1447	7698	2298	852
White: White African	19,743	350	1044	764	1015	911	2477	4983	6101	2100
White: White and North African or Middle Eastern	2003	55	189	85	80	67	183	867	341	135
White: White Caribbean	3400	41	300	172	193	164	323	1289	632	285
White: Zimbabwean	1740	18	62	73	160	80	215	291	579	263
White: Any other group	21,728	384	1586	1114	1094	1534	2177	8327	3741	1771
Other ethnic group: Afghan	20,469	337	1676	948	1174	2762	1059	9805	2271	437
Other ethnic group: African unspecified	14,138	358	1788	1292	882	1914	796	5576	1098	434
Other ethnic group: African Asian	2438	10	192	75	199	314	185	1118	302	45
Other ethnic group: Albanian	4664	60	218	206	285	402	393	2655	342	102
Other ethnic group: Algerian	1742	21	81	64	61	79	95	1149	150	42
Other ethnic group: Arab	320,203	10,406	43,865	25,474	13,360	31,790	15,639	139,791	29,574	10,302
Other ethnic group: Armenian	2003	21	137	82	51	114	103	1122	293	78
Other ethnic group: Asian British	2048	52	176	109	125	186	162	887	299	55
Other ethnic group: Bangladeshi, British Bangladeshi	2301	63	230	107	74	215	160	1187	198	62
Other ethnic group: Black and Asian	1907	9	137	89	82	162	170	932	255	73

Table B1 (*continued*)

CENSUS 2021	ENGLND	NORTH-EAST	NORTH-WEST	YORKS & HUMB	EAST MID	WEST MID	EAST	LOND	SOUTH-EAST	SOUTH WEST
Other ethnic group: Brazilian	5724	50	315	149	170	223	457	2999	897	465
Other ethnic group: Bulgarian	6639	50	572	283	616	341	503	3163	800	312
Other ethnic group: Caribbean	2763	16	111	89	134	199	193	1629	320	71
Other ethnic group: Caribbean Asian	3281	17	78	76	120	188	309	2001	429	67
Other ethnic group: Chinese	9268	250	1312	748	560	851	757	3058	1301	431
Other ethnic group: Colombian	2096	14	70	25	19	29	98	1617	159	65
Other ethnic group: Cornish	4878	5	18	15	13	25	33	54	100	4616
Other ethnic group: Cypriot (part not stated)	2432	14	68	49	77	131	290	1560	194	49
Other ethnic group: Czech	2510	362	511	583	178	308	147	114	194	111
Other ethnic group: East Asian/ East Asian unspecified	4636	52	401	208	166	255	641	1629	982	302
Other ethnic group: English	2256	65	243	212	204	167	269	567	340	190
Other ethnic group: English/Welsh/ Scottish/Northern Irish/British	4730	87	414	322	288	384	452	1892	603	288
Other ethnic group: European Mixed, European unspecified, other European	32,521	471	2464	1800	2083	2207	3786	12,499	4954	2255
Other ethnic group: Filipino	13,167	259	834	575	517	914	1336	6132	2012	585
Other ethnic group: Greek	3774	67	252	138	198	289	401	1799	487	148
Other ethnic group: Greek Cypriot	14,499	46	475	218	510	1025	2015	9004	852	350
Other ethnic group: Gypsy/Romany	1925	75	158	471	186	268	174	250	258	86
Other ethnic group: Hispanic or Latin American	74,718	896	3569	2022	1512	1949	4417	50,534	7024	2795
Other ethnic group: Indian or British Indian	9541	97	559	285	1164	1311	706	4020	1040	357
Other ethnic group: Iranian	53,190	1834	6026	3305	1747	3766	3070	25,407	6221	1813
Other ethnic group: Italian	4704	54	439	214	301	344	656	1830	609	257
Other ethnic group: Japanese	2536	31	93	81	75	86	199	1411	440	119
Other ethnic group: Jewish	31,064	590	3043	809	434	425	3031	20,089	1828	815
Other ethnic group: Kashmiri	18,809	245	3054	3253	1239	5979	2225	1108	1601	105
Other ethnic group: Kurdish	73,510	2706	9698	9366	4727	9624	4193	26,048	4595	2549
Other ethnic group: Lithuanian	2152	18	133	177	245	167	475	619	223	96
Other ethnic group: Mauritian/ Seychellois/ Maldivian/ Sao Tomean/St Helenian	12,899	41	327	252	371	412	1478	7548	2046	426
Other ethnic group: Mexican	1901	52	166	107	92	114	342	567	299	161
Other ethnic group: Moroccan	4258	13	164	95	80	213	226	2990	390	88
Other ethnic group: Muslim	2921	46	192	140	148	129	255	1761	171	79
Other ethnic group: Nepali (includes Gurkha)	15,234	35	198	407	541	755	821	4860	6377	1242
Other ethnic group: North African	13,878	158	1012	491	420	519	900	8427	1542	411
Other ethnic group: Other Asian, Asian unspecified	14,596	282	1404	749	672	1953	1138	5372	2368	660
Other ethnic group: Other Eastern European	6784	60	324	357	453	503	920	2989	845	334
Other ethnic group: Other Middle East	18,759	631	2025	1398	830	1800	1023	8417	1907	729
Other ethnic group: Other Mixed	14,071	249	1188	747	708	966	1113	6540	1881	680
Other ethnic group: Other White, White unspecified	7762	123	516	388	632	585	1008	2954	1141	416
Other ethnic group: Pakistani or British Pakistani	5166	101	1226	845	251	956	347	941	446	51
Other ethnic group: Polish	9601	134	910	1089	1108	1055	1146	2040	1387	732
Other ethnic group: Polynesia/ Micronesia/Melanesia	5046	135	214	519	295	468	385	628	1168	1232
Other ethnic group: Portuguese	4841	37	369	127	253	234	589	2064	780	390
Other ethnic group: Punjabi	8277	98	143	251	960	2553	453	2373	1356	92
Other ethnic group: Roma	1734	132	152	736	175	148	79	128	143	37
Other ethnic group: Romanian	21,991	481	1682	1716	1967	3249	2944	6602	2336	1014
Other ethnic group: Sikh	76,022	861	1535	3576	8381	24,543	3010	22,573	10,697	843
Other ethnic group: Slovakian	5886	361	523	2533	805	424	260	217	703	58
Other ethnic group: Somali	11,166	3	735	459	693	1795	65	6681	324	408
Other ethnic group: Somalilander	1699	0	129	156	34	292	3	958	42	84
Other ethnic group: South American	9642	77	356	163	171	281	586	6565	1078	365
Other ethnic group: Spanish	3986	59	375	147	151	177	274	2121	501	178
Other ethnic group: Sri Lankan	8040	96	361	180	439	553	614	4557	1074	168
Other ethnic group: Tamil	22,935	170	669	336	780	1281	1675	14,783	2843	398
Other ethnic group: Thai	1673	59	224	147	80	133	156	446	307	121
Other ethnic group: Turkish	54,752	757	2538	2157	2034	1693	5116	33,479	4804	2173
Other ethnic group: Turkish Cypriot	20,056	42	145	73	194	351	2288	15,677	1166	120
Other ethnic group: Vietnamese	3057	25	302	128	142	493	175	1440	244	108
Other ethnic group: White African	2086	27	106	78	92	88	221	939	417	124
Other ethnic group: Any other ethnic group	79,204	1298	6536	4637	4219	6117	7024	33,870	11,646	3856
TOTALS	56,490,070	2647,030	7417,395	5480,778	4880,047	5950,743	6335,064	8799,726	9278,061	5701,187

Table B2

Ethnicities from Census 2021 for England and its 9 regions, with the original 287 categories compressed into the same 16 categories as Teacher Workforce data.

CENSUS 2021	ENGLAND	NORTH-EAST	NORTH-WEST	YORKS & HUMB	EAST MIDLANDS	WEST MIDLANDS	EAST	LONDON	SOUTH-EAST	South West
Bangladeshi	629,567	16,355	60,859	29,018	20,980	77,518	50,685	322,054	39,881	12,217
Indian	1843,248	22,021	140,413	81,322	229,831	276,030	136,974	656,272	241,537	58,847
Pakistani	1570,285	27,290	303,611	296,437	71,038	319,165	99,452	290,549	145,311	17,432
Asian other	952,127	17,938	63,751	50,689	46,281	88,250	80,314	401,245	159,487	44,172
Black African	1468,474	22,066	126,608	80,907	83,161	146,089	118,731	697,054	150,540	43,318
Black Carrib	619,419	1704	25,919	22,736	30,828	90,192	41,884	345,405	43,523	17,226
Black Other	293,831	2865	21,391	14,000	15,997	32,738	24,334	145,911	27,521	9070
Mixed White/Asian	474,190	12,490	47,829	36,888	30,803	46,478	51,448	125,188	88,106	34,960
Mixed White / Black Afrin	241,528	6527	30,011	15,644	14,341	16,011	27,376	77,341	38,633	15,644
Mixed White /Black Carrb	499,310	5650	46,962	39,296	46,400	81,193	51,950	132,555	62,087	33,217
Mixed Other	454,350	8604	38,443	25,189	25,703	34,542	48,880	170,691	72,045	30,253
White British	41,540,791	2397,557	6019,385	4431,265	3882,390	4275,557	4972,149	3239,281	7315,058	5008,149
White Irish	494,251	8384	61,422	25,215	27,130	47,886	57,964	156,333	78,219	31,698
White Other (incl Gypsy, Roma & Trav. Irish)	3748,359	56,779	266,587	223,485	270,254	261,581	448,251	1335,558	616,103	269,761
Chinese	431,165	14,442	54,051	29,589	22,973	33,301	38,444	147,520	64,329	26,516
Any other (incl Arab)	1229,153	26,342	110,156	79,094	61,944	124,226	862,342	556,768	135,683	48,706
TOTALS	56,490,048	2647,014	7417,398	5480,774	4880,054	5950,757	6335,068	8799,725	9278,063	5701,186

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