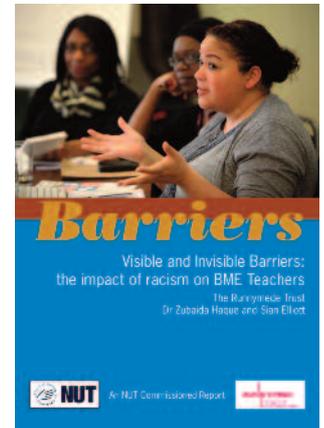


Annex A

Questionnaire Content



Demographic features

Respondents were asked categorical questions about their age, ethnicity and religion. They were also asked about their sexual orientation, including transgender, and whether they considered themselves to have a disability.

Teaching history

Respondents were asked about their careers before teaching, how they entered teaching, the length of their teaching careers, pay scales and annual salary.

Experiences in the workplace

Respondents were also asked to assess statements about their perceptions of treatment in their schools which were disaggregated by a five point Likert-scale (i.e. 1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-strongly agree). These statements included:

- Overall I enjoy working in the teaching profession
- My manager values my contribution and recognises my strengths
- The appraisal system is supportive rather than punitive
- I would tell my friends and family that my school/college is a good place to work
- I feel I can be myself at work
- I feel included by my teacher colleagues
- My line manager supports me in my career development and progression
- My total working hours are acceptable
- The balance between my home and work life is about right
- In the last 12 months I have considered leaving my school because of workload
- The school I work in is an inclusive welcoming environment for staff of all ethnic backgrounds
- The school I work in is an inclusive welcoming environment for students of all ethnic backgrounds
- The staff in my school are comfortable when talking about race or racism in my school
- Staff are proactive in identifying and responding to racism affecting pupils in my school

Experiences in the workplace

Respondents were also asked various questions about their career progression, including the number of times they had applied for promotion, whether they had been successful, whether their career has met their expectations, whether they had been encouraged into more senior roles and whether they felt they had been treated equally in opportunities for career progression.

Questionnaire administration

The questionnaire was designed by the NUT (after some consultation with the Runnymede Trust) and placed live on the Survey Monkey website for seven weeks between the 28 April 2016 and 17 June 2016. The survey link was sent to all registered BME teachers through NUT regional offices and Black member networks. Some 900 respondents responded to the survey in the first month (out of 11,000 BME members), so an email and text reminder was sent to NUT members at the beginning of June 2016. A total of 1,027 BME teachers responded to the survey by the closing date, 17 June 2016 (approx 9% of all BME teachers registered with the NUT). It is difficult to surmise why the response rate was not very high but two possible reasons could include the time of year the questionnaire was administered (near Key Stage school exams) as well as the length of the questionnaire. The relatively low response rate, however, means that the generalizability of these results needs to be treated with caution. In addition, it is worth noting that the distribution of the respondents by ethnic origin in this survey is not reflective of the national school workforce, where for instance, teachers of Indian origin comprise approx. 1.7% of the school workforce and Black Caribbean teachers approx 1%. The ethnic distribution in this survey is not fully representative as it has a greater proportion of Black respondents (particularly African Caribbean respondents) compared to Asian respondents, possibly due to the emphasis on 'Black' teachers in the promotion of this questionnaire. This means that we need to be cautious about the interpretations from the results in this data, taking care not to draw general conclusions about specific ethnic groups.

The questionnaires were targeted at BME teachers who were members of the National Union of Teachers. Almost half (46%) of the respondents were London based, following by around a fifth from the Yorkshire/Midland NUT region and 14% from the South East (Table A)

Table A: Geographical spread of teachers

NUT region	Number of respondents	Percentage
Northern	13	1.3
North West	78	7.6
Yorkshire/Midland	191	18.6
Eastern	47	4.6
Midlands	10	1.0
London	475	46.3
South East	148	14.4
South West	32	3.1
Wales/Cymru	6	0.6
Missing	27	2.6

The data

The data was checked for errors and inaccuracies. The level of missing data in the survey was explored for each question, and is reported in Annex A, Tables 1 and 2. There are several reasons why we may have missing data with regards to the questionnaire. One reason may be due to either poor recall or certain questions being misunderstood by the participants. So for instance, almost 93% of participants didn't respond to the question of 'where are you conducting your training', compared to 6% who didn't respond to the question about 'where their initial teacher training' was. The question 'where are you conducting your training' was clearly misunderstood or phrased ambiguously. Non-response could also be the result of sensitivity to questions deemed more private – such as salary or sexual identity. Another reason for missing data may be due to lack of knowledge in relation to certain questions – as reflected in the responses to the 'proportion of Black staff and Black pupils within a school'; here the non-response proportions were 18% and 19%, respectively.