

Diversity in the Teaching Profession - Annual Data Report - 2024

September 2024

Diversity in the Teaching Profession – Annual Data Report – 2024

Contents

- Diversity in the Teaching Profession – Annual Data Report – 2024 1
- 1. Introduction 4
 - 1.1 Diversity in the Teaching Profession and Education Workforce group..... 4
- 2. Key Findings 5
 - 2.1 Employed teachers 5
 - 2.2 New teachers 5
 - 2.3 Initial Teacher Education (ITE) - Postgraduate Applicants and Acceptances 5
 - 2.4 Initial Teacher Education (ITE) - Entrants and Qualifiers 6
 - 2.5 Ethnicity data disclosure rates..... 6
- 3. Further Consideration..... 7
 - 3.1 What data is included in this report? 7
 - 3.2 HESA Entrant and Qualifiers data..... 7
- 4. Ongoing Policy Ambitions and Next Steps 8
 - 4.1 Anti-Racist Action Guide for Employers..... 8
 - 4.2 Developing Approaches to Sponsoring..... 8
 - 4.3 Anti-Racism Framework for Initial Teacher Education (ITE) 8
 - 4.4 Building Racial Literacy Programme 9
 - 4.5 The Scottish Association of Minority Ethnic Educators’ – Leadership, Mentoring and Wellbeing Programme 9
 - 4.6 Scottish Government’s Anti-Racist Employment Strategy 9
- 5. Annex A – ITE data tables..... 11
 - 5.1 Scottish domiciled applicants to postgraduate Initial Teacher Education (ITE) courses at UK Higher Education Institutions (HEIs), as at January Equal Consideration Deadline 2019-2024 11
 - 5.2 Scottish domiciled acceptances to postgraduate Initial Teacher Education (ITE) at UK Higher Education Institutions (HEIs), as at UCAS End of Cycle, 2019-2023 11
 - 5.3 Proportion of Scottish domiciled applicants accepted to postgraduate Initial Teacher Education (ITE) at UK Higher Education Institutions (HEIs), as the End of Cycle, 2019-2023
12
 - 5.4 Proportion of Scottish domiciled main scheme applications that received an offer to postgraduate Initial Teacher Education (ITE) at UK Higher Education Institutions (HEIs), as the End of Cycle, 2019-2023..... 12

6.	Annex B – Employed teacher data tables.....	13
6.1	Full time equivalent (FTE) minority ethnic teachers by grade and sector, 2019-2023	13
6.1.1	Minority ethnic teachers (FTE) by grade and Sector – All Posts.....	13
6.1.2	Minority ethnic teachers (FTE) by grade and Sector – Promoted Posts	13
6.1.3	Minority ethnic teachers (FTE) by grade and Sector – Teacher Posts	13
6.2	Minority ethnic teachers by grade and sector as a percentage of the teacher workforce, 2019-2023	14
6.2.1	Minority ethnic teachers (percentage) by grade and Sector – All Posts	14
6.2.2	Minority ethnic teachers (percentage) by grade and Sector – Promoted Posts	14
6.2.3	Minority ethnic teachers (percentage) by grade and Sector – Teacher Posts	14
6.3	Full time equivalent (FTE) minority ethnic teachers by sector and local authority, 2019-2023.....	14
6.3.1	Minority ethnic teachers (FTE) by local authority – Primary	14
6.3.2	Minority ethnic teachers (FTE) by local authority – Secondary	15
6.3.3	Minority ethnic teachers (FTE) by local authority – Special.....	16
6.4	Minority ethnic teachers by sector and local authority as a percentage of the teacher workforce, 2019-2023	17
6.4.1	Minority ethnic teachers (Percentage) by local authority – Primary	17
6.4.2	Minority ethnic teachers (Percentage) by local authority – Secondary	18
6.4.3	Minority ethnic teachers (Percentage) by local authority – Special.....	18
6.5	Full time equivalent (FTE) Teachers by ethnicity and local authority, 2023	19
6.6	Teachers by ethnicity and local authority as a percentage of the teacher workforce, 2023.....	20
6.7	Number of minority ethnic Teacher Induction Scheme (TIS) probationers by sector, for cohorts 2019/20 to 2023/24.....	21
6.8	Minority ethnic TIS probationers by sector as a percentage of the TIS probationer cohort, for cohorts 2019/20 to 2023/24	21
6.9	Percentage of TIS probationers teaching in the year following their probation, for cohorts 2019/20 to 2023/24.....	22
6.9.1	TIS probationers (percentage) teaching in the year following their probation – Primary, All ethnicities	22
6.9.2	TIS probationers (percentage) teaching in the year following their probation – Primary, Minority ethnic	22
6.9.3	TIS probationers (percentage) teaching in the year following their probation – Secondary, All ethnicities.....	22
6.9.4	TIS probationers (percentage) teaching in the year following their probation – Secondary, Minority ethnic	22

Symbols	23
7. Annex C – Background data tables	24
7.1 Scotland's Census 2011 - Ethnic Group by Local Authority	24
7.2 Pupil Ethnicity as reported in annual school census 2018 to 2023	25

1. Introduction

1.1 Diversity in the Teaching Profession and Education Workforce group

The Diversity in the Teaching Profession and Education Workforce (DITPEW) subgroup of the Scottish Government's Anti-Racism in Education Programme (AREP) is taking forward actions aimed at supporting the education sector to meet the target, stemming from recommendations made by Professor Rowena Arshad's in her 2018 and 2021 'Teaching in a Diverse Scotland' report¹, that by 2030 4% of Scottish teachers would identify as being minority ethnic. It is expected that, following the publication of the 2022 general census data there may be an increase in the percentage of Scotland's population identifying as being from a minority ethnic group. As such we anticipate the 4% by 2030 target being reviewed.

Detail regarding progress to date and the broader work of the DITPEW subgroup can be found under the 'Ongoing Ambitions and Next Steps' section of this report. The Scottish Government remain committed to increasing the ethnic diversity of the Scottish teaching profession and continue to recognise the clear benefits for all learners of a more diverse workforce which results in:

- Children and young people having role models that are representative of their lived experience. Data in section 7 of this report shows that in 2023 11.3% of pupils reported as being minority ethnic, up from 7.8% in 2018;
- Increased engagement from children and young people as they can identify more readily with teachers who share their cultural, religious or linguistic traditions;
- An increased variety of perspectives within the education system - more perspectives lead to a better understanding of society itself, reflecting and responding to the needs of all involved;
- The breakdown of stereotypes and negative misconceptions about minority groups;
- An increase in diversity of language and thought reflecting the knowledge and experience of colleagues, children and young people and families;
- Breaking down barriers and ultimately creating cohesion among different ethnic groups, creating a more tolerant and fair society, free of racism.

¹ [Teaching in a diverse Scotland: increasing and retaining minority ethnic teachers](#)

2. Key Findings

2.1 Employed teachers

- There has been an increase in the number of minority ethnic teachers working within Scotland's schools from 980 in 2022 to 987 in 2023 (1.9% of the workforce, a slight increase from 1.8% last year).
- There is a higher proportion of ethnic minority teachers in the secondary sector (2.4% of the workforce) than in the primary sector (1.3% of the workforce).
- Minority ethnic teachers are less represented in promoted posts compared to the profession as a whole, with fewer than 1% of teachers in promoted posts identifying as being from a minority ethnic background.

2.2 New teachers

- The proportion of probationers from an ethnic minority background in both primary and secondary has increased since last year. In 2023, 4.3% of secondary probationary teachers and 2.6% of primary probationary teachers came from minority ethnic backgrounds (figures for 2022 were 3.6% and 2.2% respectively). There is a higher proportion of new teachers coming into the profession from minority ethnic backgrounds, compared to the overall teacher population.
- A lower proportion of ethnic minority probationers are employed in Scottish schools after finishing their probationary year compared to the whole probationer population. From the 2022/23 Teacher Induction Scheme cohort, 40% of primary school probationers from an ethnic minority background were in posts in publicly funded Scottish schools in their first year after probation. This is lower than the probationer cohort as a whole, which saw 62% of primary probationers in posts. However, the percentage of minority ethnic primary probationers in permanent posts the year after their probation was the same as for all probationers at 17%.
- The difference in employment outcomes is smaller in the secondary sector than the primary sector, where 82% of all secondary probationers and 71% of minority ethnic probationers from the 2022/23 Teacher Induction Scheme cohort were employed in posts the first year after their probation.

2.3 Initial Teacher Education (ITE) - Postgraduate Applicants and Acceptances

- As at the UCAS (Universities and Colleges Admissions Service) January equal consideration deadline (where all applications received must be considered), there were 2,580 Scottish domiciled applicants applying to a UK provider to study Postgraduate Teacher Training in 2024. 7.5% of Scottish domiciled applicants (with a known ethnicity) were minority ethnic, an increase of 0.8 percentage points from 2023.
- In the 2023 cycle, there were 1,890 Scottish domiciled placed applicants to postgraduate teacher training courses at a UK provider, with the vast majority accepted to Scottish providers. Of those with a known ethnicity, around 6.7% were minority ethnic an increase of 1.4 percentage points from 2022.

2.4 Initial Teacher Education (ITE) - Entrants and Qualifiers

- No new data on university entrants or qualifiers is available since last year's report. As reported last year, in 2021-22, 165 or 4.5% of UK-domiciled entrants to ITE programmes at Scottish HEIs came from ethnic minority backgrounds. The proportion of entrants from ethnic minorities was higher on postgraduate courses at 5.2% compared to undergraduate courses at 3.4%. All three percentages are noticeably higher than 2016-17 when only 2.7% of UK-domiciled entrants were from an ethnic minority background, including 3.3% and 1.3% to postgraduate and undergraduate courses respectively. A six-year time series is provided in Tables 5.3 and 5.4.
- There were 110 UK-domiciled qualifiers from ITE programmes at Scottish HEIs from an ethnic minority background in 2021-22. This represents 3.5%, an increase from 2.7% in 2016-17. The proportion of postgraduate qualifiers went up from 2.6% to 4.3% over the same time period, with the proportion of undergraduate qualifiers increasing from 2.2% in 2016-17 to 2.5% in 2021-22.

2.5 Ethnicity data disclosure rates

- In 2023 the number of teachers in Scotland not disclosing their ethnicity on the Teacher Census remained at 3%, the same as in 2022. There were also 3% of teachers where the ethnicity was reported by the local authority as 'Unknown'.
- The percentage of teachers identifying as being from an ethnic minority background is lower than this, at 2%. Continuing to reduce the incidence of teachers with an unknown ethnic background is fundamental to developing robust and informed policy, as well as providing a baseline to accurately record progress in meeting the 4% target set out in the Teaching in a Diverse Scotland report (2018).

3. Further Consideration

3.1 What data is included in this report?

Section 5 of this report presents new data published by the Universities and Colleges Admission Service (UCAS). It provides an insight into the numbers applying and accepted to postgraduate Initial Teacher Education (ITE) courses at universities.

Section 6 of this report presents data tables relating to the ethnicity of teachers working in schools in Scotland's local authorities and has been drawn from the annual Teacher Census. This report also contains information relating to students in their probationary year and on the employment of minority ethnic teachers in the year following probation between 2019 and 2023. The ethnicity of Scotland's teacher population by local authority is also included in this section.

Section 7 of this report presents background data tables relating to the ethnicity of Scotland's population at the 2011 Scotland census and pupil ethnicity from 2018 to 2023.

3.2 HESA Entrant and Qualifiers data

Section 5 of last year's report ² presented data tables relating to ITE programmes at Scottish Universities. The data captured six-year time series (between 2016/17 and 2021/22) for entrants and qualifiers which looked at ethnicity breakdowns and other relevant characteristics. These tables were drawn from the Higher Education Statistics Agency (HESA) student data. This data has not been included this year as it is unchanged from last year's report as new HESA data is currently unavailable. HESA have been undergoing a sector-wide data transformation programme on how data is collected from universities.³ As such, data covering the 2022-23 academic year is expected to be finalised in the summer of 2024⁴.

² [Diversity in the teaching profession: annual data report - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/annual-data-report-2022-23/pages/2022-23-annual-data-report-2022-23.aspx)

³ [Data Futures | HESA](https://www.gov.scot/publications/data-futures/pages/2022-23-data-futures.aspx)

⁴ [Upcoming data releases | HESA](https://www.gov.scot/publications/upcoming-data-releases/pages/2022-23-upcoming-data-releases.aspx)

4. Ongoing Policy Ambitions and Next Steps

The overarching ambition that by 2030 4% of teachers will identify as being from a minority ethnic background is based upon the results of the 2011 general census, where 4% of Scotland's overall population identified as such. This will need to be reviewed as the results of the 2022 general census emerge. It is anticipated that Scotland's minority ethnic population will have increased between 2011 and 2022.

The Scottish Government remains absolutely committed to diversifying Scotland's teaching workforce and a number of key actions are being taken forward across the Scottish Government's AREP and in particular within the DiTPEW subgroup. These actions are aimed at identifying and addressing barriers that minority ethnic teachers face to successful recruitment, retention and progression. Actions underway include:

4.1 Anti-Racist Action Guide for Employers

Local authorities have identified the need for additional support in terms of taking forward anti-racist action related to the recruitment, retention and progression of their minority ethnic teachers. As a result the Scottish Government have contracted Calabar Education Consultants, on behalf of the AREP and in partnership with the Association of Directors of Education in Scotland (ADES), to develop an anti-racist action guide for education employers. The purpose of this guide will be to equip employers with information on how to embed anti-racist practice within their policies for the recruitment, retention and progression of minority ethnic teachers. Going forward the DiTPEW will support the implementation of the action guide.

4.2 Developing Approaches to Sponsoring

As part of a Scottish Government funded secondment of a National Race Diversity Lead, placed in the General Teaching Council for Scotland, a report on sponsoring is being developed and will be published in the near future. Sponsoring is a strategy aimed at improving career progression among BME teachers. The report will promote understanding of this concept, state a case for its use, and define its essential components. It will provide a structure which employers of teachers and BME teachers can use to examine the key issues and to co-design successful Sponsoring initiatives.

4.3 Anti-Racism Framework for Initial Teacher Education (ITE)

Following the soft launch of the National Anti-Racism Framework for Initial Teacher Education in March 2023, ITE providers began to develop action plans to take forward actions outlined in the framework within their institutions. These were shared with the Scottish Council of Deans of Education in November. To support the creation and implementation of action plans, the Anti-Racism in Initial Teacher Education (ARITE) Network was formed by Asif Chishti, General Teaching Council for Scotland National Race Diversity Lead, and Louise Barrett, Scottish Council of Deans of Education Equality, Diversity and Inclusion Lead. The network brings together representatives from each of the ITE providers. Regular meetings have taken place and these have involved speakers with expertise relating to the areas of the framework, including Professor Vini Lander on anti-racist curriculum and pedagogy, and Dr Khadija

Mohammed on teacher identity and positionality. Input from expert speakers has stimulated discussion and ideas for members to take back to their institutions. At a meeting in November, progress in relation to action plans was shared and members reported on activities such as staff development and partnership working with local authorities. Asif Chishti's secondment as National Race Diversity Lead came to an end and, although he will continue to work for GTC Scotland and attend ARITE network meetings, he stepped back from his role as co-Chair of the network. Heather Earnshaw of Edinburgh Napier University will take his place. It is the intention that the network will begin to explore actions outlined in the framework which would benefit from collaborative working across ITE providers

4.4 Building Racial Literacy Programme

As part of its work programme, the Anti-Racism in Education Programme seeks to address the issue of racism and racial discrimination within school settings and funds the [Building Racial Literacy Programme](#). This is a programme that is open to individuals from across the education workforce in Scotland, regardless of previous anti-racist knowledge. It seeks to improve their racial literacy and encourages them to develop an anti-racist action plan that can then be taken into and implemented within their own setting. Over 400 educators have experienced learning on the BRL programme and Cohort 4 had priority spaces for school leaders.

4.5 The Scottish Association of Minority Ethnic Educators' – Leadership, Mentoring and Wellbeing Programme

The Scottish Government provides funding to the Scottish Association of Minority Ethnic Educators (SAMEE), a leading anti-racism organisation within the education landscape in Scotland, to deliver their "Leadership, Mentoring and Wellbeing Programme". This programme aims to provide safe, positive spaces for Black and minority ethnic educators to acknowledge their experiences, affirm their skills and competencies, define actions to support career progression and develop into race-cognisant advocates. This addresses some of the issues that we know contribute to the decision of minority ethnic educators to leave the teaching profession.

4.6 Scottish Government's Anti-Racist Employment Strategy

The Scottish Government's "Anti-Racist Employment Strategy"⁵ was published in December 2022. The strategy is a call for action and guide for addressing the issues and disadvantages experienced by racialised minorities within the Scottish labour market. Although the strategy is broader than education there are clear implications for the teaching workforce and the work of the DiTPEW subgroup and as such the group's members have been engaging closely with it. The strategy provides a number of resources for employers relating to diversifying their workforce, these resources include:

- [Minority ethnic toolkit](#)
- [guide-to-engaging-with-bme-communities.pdf \(skillsdevelopmentscotland.co.uk\)](#)
- [Diversify your workforce - Equality and diversity guidance for employers](#)

⁵ [Scottish Government's Anti-Racist Employment Strategy](#)

The Anti-Racist Employment Strategy also commits to producing guidance on the use of positive action as per the Equality Act 2010 to support public sector employers by the end of 2024. The DITPEW subgroup will continue to engage closely with this work and to support the development and delivery of this guidance within the education sector.

The strategy's actions form part of the Fair Work Action Plan, which also brings together and takes an intersectional approach to the actions within the existing Fair Work, Gender Pay Gap and Disability Employment Gap Action Plans. These actions will be monitored and measured through the Fair Work Evidence Plan that was published in 2024.

5. Annex A – ITE data tables

5.1 Scottish domiciled applicants to postgraduate Initial Teacher Education (ITE) courses at UK Higher Education Institutions (HEIs), as at January Equal Consideration Deadline 2019-2024

Ethnicity	2019	2020	2021	2022	2023	2024
White	3,690	3,770	4,980	3,390	2,520	2,360
Asian	140	120	150	110	90	110
Black	20	30	30	20	20	20
Mixed	50	50	70	60	50	30
Other	20	30	60	30	30	30
Unknown	40	30	60	30	30	30
Total	3,950	4,030	5,300	3,630	2,730	2,580
% Minority Ethnic	5.6%	5.8%	5.0%	5.8%	6.7%	7.5%

Source: UCAS, 2024 Cycle Applicant Figures – January Equal Consideration Deadline
 Numbers relate to position as at January. Applicants can still apply later in the year
 Applicant numbers for 2021 and 2022 will be influenced by the COVID pandemic
 Figures have been rounded to the nearest 10

% Minority Ethnic is based on rounded numbers and excludes unknowns

5.2 Scottish domiciled acceptances to postgraduate Initial Teacher Education (ITE) at UK Higher Education Institutions (HEIs), as at UCAS End of Cycle, 2019-2023

Ethnicity	2019	2020	2021	2022	2023
White	2,255	2,430	2,315	2,040	1,745
Asian	65	70	65	55	55
Black	5	10	15	10	10
Mixed	25	30	35	40	45
Other	5	15	10	5	15
Unknown	20	20	30	30	20
Total	2,385	2,580	2,465	2,185	1,890
% Minority Ethnic	4.7%	5.1%	4.9%	5.3%	6.7%

Source: UCAS, End of Cycle 2023 report

Acceptance numbers for 2020, 2021 and 2022 will be influenced by the COVID pandemic

Figures have been rounded to the nearest 5

% Minority Ethnic is based on rounded numbers and excludes unknowns

5.3 Proportion of Scottish domiciled applicants accepted to postgraduate Initial Teacher Education (ITE) at UK Higher Education Institutions (HEIs), as the End of Cycle, 2019-2023

Ethnicity	2019	2020	2021	2022	2023	Change between 2019 and 2023
White	51.7%	52.6%	42.5%	53.1%	57.1%	+5.4PP
Asian	38.8%	47.4%	39.6%	45.6%	46.7%	+7.9PP
Black	*	25.6%	36.6%	42.3%	29.4%	*
Mixed	40.9%	47.7%	42.9%	51.4%	58.1%	+17.2PP
Other	*	47.2%	32.3%	*	46.7%	*
Unknown	46.8%	42.2%	41.7%	59.2%	50.0%	+3.2PP
Total	50.7%	52.0%	42.3%	52.7%	56.3%	+5.6PP

Source: UCAS, End of Cycle 2023 report

Acceptance rates for 2020, 2021 and 2022 will be influenced by the COVID pandemic

PP = Percentage Point Change

* Number suppressed

% Minority Ethnic is based on rounded numbers and excludes unknowns

5.4 Proportion of Scottish domiciled main scheme applications that received an offer to postgraduate Initial Teacher Education (ITE) at UK Higher Education Institutions (HEIs), as the End of Cycle, 2019-2023

Ethnicity	2019	2020	2021	2022	2023	Change between 2019 and 2023
White	23.2%	24.3%	20.5%	25.8%	29.2%	+6.0PP
Asian	18.2%	20.0%	19.5%	21.0%	20.0%	+1.8PP
Black	10.5%	10.0%	16.9%	22.4%	17.1%	+6.6PP
Mixed	20.5%	22.5%	21.2%	32.2%	29.0%	+8.5PP
Other	*	19.1%	*	17.5%	21.3%	*
Unknown	21.6%	28.1%	23.7%	29.6%	31.1%	+9.5PP
Total	22.9%	24.0%	20.4%	25.7%	28.7%	+5.8PP

Source: UCAS, End of Cycle 2023 report

Offer rates for 2020, 2021 and 2022 will be influenced by the COVID pandemic

PP = Percentage Point Change

* Number suppressed

% Minority Ethnic is based on rounded numbers and excludes unknowns

6. Annex B – Employed teacher data tables

Ethnic minority in the following tables includes the categories: African – African /Scottish /British, Caribbean or Black – Caribbean /British /Scottish, Asian – Indian /British /Scottish, Asian – Pakistani / British / Scottish, Asian –Bangladeshi / British / Scottish, Asian – Chinese / British / Scottish, Mixed or multiple ethnic groups, Asian – Other, Caribbean or Black – Other, African – Other, Other – Arab, Other – Other.

Promoted posts include head teachers, deputy head teacher or principal teachers. From 2022 promoted posts also include lead teachers.

Teachers includes posts of Teacher or Chartered Teacher.

Centrally employed teachers are not included in the tables. Centrally employed teachers include peripatetic/visiting specialists, hospital teaching service and home visiting tutors. They also include supply teachers from the mainstream permanent pool who had a short- term cover school post at the time of the census. There are some differences in the way in which authorities deal with visiting specialists - some are allocated to the schools where they teach and have been included in the school sector data, others are reported as centrally employed staff. In 2023 there were 43.7 FTE centrally employed minority ethnic teachers, 3.9% of all centrally employed teachers. There were 8.5 FTE centrally employed minority ethnic teachers in promoted posts, 4.1% of all centrally employed teachers in promoted posts.

6.1 Full time equivalent (FTE) minority ethnic teachers by grade and sector, 2019-2023

6.1.1 Minority ethnic teachers (FTE) by grade and Sector – All Posts

	2019	2020	2021	2022	2023
Primary	296	324	323	317	318
Secondary	444	496	537	571	590
Special	33	34	36	39	35

6.1.2 Minority ethnic teachers (FTE) by grade and Sector – Promoted Posts

	2019	2020	2021	2022	2023
Primary	24	32	29	28	31
Secondary	58	56	58	58	56
Special	c	c	5	c	c

6.1.3 Minority ethnic teachers (FTE) by grade and Sector – Teacher Posts

	2019	2020	2021	2022	2023
Primary	272	292	293	288	287
Secondary	386	439	479	513	534
Special	c	c	31	c	c

6.2 Minority ethnic teachers by grade and sector as a percentage of the teacher workforce, 2019-2023

6.2.1 Minority ethnic teachers (percentage) by grade and Sector – All Posts

	2019	2020	2021	2022	2023
Primary	1.2	1.3	1.3	1.2	1.3
Secondary	1.9	2.1	2.2	2.3	2.4
Special	1.7	1.8	1.8	1.9	1.7

6.2.2 Minority ethnic teachers (percentage) by grade and Sector – Promoted Posts

	2019	2020	2021	2022	2023
Primary	0.5	0.6	0.6	0.6	0.7
Secondary	0.9	0.8	0.9	0.8	0.8
Special	c	c	1.1	c	c

6.2.3 Minority ethnic teachers (percentage) by grade and Sector – Teacher Posts

	2019	2020	2021	2022	2023
Primary	1.4	1.4	1.4	1.4	1.4
Secondary	2.3	2.5	2.7	2.8	3.0
Special	c	c	2.0	c	c

6.3 Full time equivalent (FTE) minority ethnic teachers by sector and local authority, 2019-2023

Local authority FTEs are rounded separately so the breakdown may not sum to the total shown for all local authorities.

Excludes centrally employed teachers and grant-aided schools.

6.3.1 Minority ethnic teachers (FTE) by local authority – Primary

	2019	2020	2021	2022	2023
Aberdeen City	18	21	19	23	21
Aberdeenshire	16	18	21	16	17
Angus	7	6	c	c	c
Argyll and Bute	c	5	c	c	c
City of Edinburgh	31	29	29	29	34
Clackmannanshire	c	c	c	c	c
Dumfries and Galloway	6	c	5	c	5
Dundee City	13	12	12	12	12
East Ayrshire	c	c	c	c	c
East Dunbartonshire	11	14	16	11	11
East Lothian	c	c	c	c	5
East Renfrewshire	14	17	13	11	13

	2019	2020	2021	2022	2023
Falkirk	8	8	8	6	5
Fife	14	17	14	16	14
Glasgow City	76	84	79	83	77
Highland	c	c	c	5	6
Inverclyde	c	c	6	6	5
Midlothian	6	5	6	5	8
Moray	c	c	c	c	c
Na h-Eileanan Siar	0	0	0	0	0
North Ayrshire	c	c	c	c	c
North Lanarkshire	12	18	22	17	16
Orkney Islands	0	0	0	0	0
Perth and Kinross	c	c	c	c	5
Renfrewshire	5	7	7	6	9
Scottish Borders	c	c	c	c	c
Shetland Islands	c	c	c	c	c
South Ayrshire	c	c	c	c	c
South Lanarkshire	12	12	9	11	13
Stirling	c	c	c	c	c
West Dunbartonshire	c	c	c	c	c
West Lothian	13	17	16	19	14
All local authorities	296	324	322	316	317

6.3.2 Minority ethnic teachers (FTE) by local authority – Secondary

	2019	2020	2021	2022	2023
Aberdeen City	29	31	35	46	51
Aberdeenshire	31	32	31	35	40
Angus	9	8	c	7	9
Argyll and Bute	c	5	7	c	c
City of Edinburgh	40	44	49	70	79
Clackmannanshire	c	c	c	5	5
Dumfries and Galloway	c	5	5	5	7
Dundee City	16	14	18	16	12
East Ayrshire	9	10	9	10	7
East Dunbartonshire	12	16	15	14	11
East Lothian	5	5	8	6	4
East Renfrewshire	18	23	27	20	18
Falkirk	9	11	11	13	10
Fife	20	24	26	22	24
Glasgow City	103	111	125	133	130
Highland	10	11	15	13	16
Inverclyde	c	c	c	5	c
Midlothian	11	13	13	13	13
Moray	c	c	6	c	c
Na h-Eileanan Siar	c	0	0	0	0
North Ayrshire	5	5	5	5	5

	2019	2020	2021	2022	2023
North Lanarkshire	11	13	16	18	15
Orkney Islands	c	c	c	c	c
Perth and Kinross	5	c	6	5	5
Renfrewshire	10	15	12	16	15
Scottish Borders	c	12	8	11	8
Shetland Islands	c	c	c	c	c
South Ayrshire	c	5	7	5	6
South Lanarkshire	34	34	33	33	38
Stirling	c	5	5	c	7
West Dunbartonshire	8	5	5	6	7
West Lothian	17	20	20	21	27
All local authorities	444	496	536	570	590

6.3.3 Minority ethnic teachers (FTE) by local authority – Special

	2019	2020	2021	2022	2023
Aberdeen City	c	c	0	c	c
Aberdeenshire	c	c	c	c	c
Angus	z	z	z	z	z
Argyll and Bute	0	0	0	0	0
City of Edinburgh	6	6	8	7	6
Clackmannanshire	0	0	0	0	0
Dumfries and Galloway	0	c	0	0	0
Dundee City	c	c	0	c	c
East Ayrshire	0	0	0	c	c
East Dunbartonshire	c	c	c	c	c
East Lothian	z	z	z	z	z
East Renfrewshire	c	c	c	c	c
Falkirk	c	c	c	c	0
Fife	c	0	0	0	c
Glasgow City	5	8	9	11	7
Highland	c	c	c	0	0
Inverclyde	c	c	c	c	c
Midlothian	0	0	0	c	c
Moray	z	z	z	z	z
Na h-Eileanan Siar	z	z	z	z	z
North Ayrshire	0	0	0	0	0
North Lanarkshire	c	c	c	c	c
Orkney Islands	z	z	z	z	z
Perth and Kinross	0	0	0	0	0
Renfrewshire	c	c	c	c	c
Scottish Borders	0	0	0	0	0
Shetland Islands	z	z	z	z	z
South Ayrshire	0	0	0	0	0
South Lanarkshire	c	c	c	c	c
Stirling	0	0	0	0	0

	2019	2020	2021	2022	2023
West Dunbartonshire	c	c	c	c	c
West Lothian	c	c	c	c	c
All local authorities	33	34	36	39	35

6.4 Minority ethnic teachers by sector and local authority as a percentage of the teacher workforce, 2019-2023

Excludes centrally employed teachers and grant-aided schools.

6.4.1 Minority ethnic teachers (Percentage) by local authority – Primary

	2019	2020	2021	2022	2023
Aberdeen City	2	2	2	3	2
Aberdeenshire	1	1	1	1	1
Angus	1	1	c	c	c
Argyll and Bute	c	1	c	c	c
City of Edinburgh	2	2	2	2	2
Clackmannanshire	c	c	c	c	c
Dumfries and Galloway	1	c	1	c	1
Dundee City	2	2	2	2	2
East Ayrshire	c	c	c	c	c
East Dunbartonshire	2	2	3	2	2
East Lothian	c	c	c	c	1
East Renfrewshire	2	3	2	2	2
Falkirk	1	1	1	1	1
Fife	1	1	1	1	1
Glasgow City	3	3	3	3	3
Highland	c	c	c	0	1
Inverclyde	c	c	2	2	1
Midlothian	1	1	1	1	1
Moray	c	c	c	c	c
Na h-Eileanan Siar	0	0	0	0	0
North Ayrshire	c	c	c	c	c
North Lanarkshire	1	1	1	1	1
Orkney Islands	0	0	0	0	0
Perth and Kinross	c	c	c	c	1
Renfrewshire	1	1	1	1	1
Scottish Borders	c	c	c	c	c
Shetland Islands	c	c	c	c	c
South Ayrshire	c	c	c	c	c
South Lanarkshire	1	1	1	1	1
Stirling	c	c	c	c	c
West Dunbartonshire	c	c	c	c	c
West Lothian	1	2	2	2	1
All local authorities	1	1	1	1	1

6.4.2 Minority ethnic teachers (Percentage) by local authority – Secondary

	2019	2020	2021	2022	2023
Aberdeen City	4	4	5	6	6
Aberdeenshire	3	3	2	3	3
Angus	2	1	c	1	2
Argyll and Bute	c	1	2	c	c
City of Edinburgh	3	3	3	4	4
Clackmannanshire	c	c	c	2	2
Dumfries and Galloway	c	1	1	1	1
Dundee City	3	2	3	3	2
East Ayrshire	2	2	2	2	1
East Dunbartonshire	2	2	2	2	2
East Lothian	1	1	2	1	1
East Renfrewshire	3	3	4	3	3
Falkirk	1	1	1	2	1
Fife	1	1	2	1	1
Glasgow City	5	5	5	5	5
Highland	1	1	1	1	1
Inverclyde	c	c	c	1	c
Midlothian	3	3	3	3	3
Moray	c	c	1	c	c
Na h-Eileanan Siar	c	0	0	0	0
North Ayrshire	1	1	1	1	1
North Lanarkshire	1	1	1	1	1
Orkney Islands	c	c	c	c	c
Perth and Kinross	1	c	1	1	1
Renfrewshire	1	2	1	2	2
Scottish Borders	c	2	2	2	2
Shetland Islands	c	c	c	c	c
South Ayrshire	c	1	1	1	1
South Lanarkshire	2	2	2	2	2
Stirling	c	1	1	c	1
West Dunbartonshire	2	1	1	1	2
West Lothian	2	2	2	2	3
All local authorities	2	2	2	2	2

6.4.3 Minority ethnic teachers (Percentage) by local authority – Special

	2019	2020	2021	2022	2023
Aberdeen City	c	c	0	c	c
Aberdeenshire	c	c	c	c	c
Angus	z	z	z	z	z
Argyll and Bute	0	0	0	0	0
City of Edinburgh	4	4	5	4	3
Clackmannanshire	0	0	0	0	0

	2019	2020	2021	2022	2023
Dumfries and Galloway	0	c	0	0	0
Dundee City	c	c	0	c	c
East Ayrshire	0	0	0	c	c
East Dunbartonshire	c	c	c	c	c
East Lothian	z	z	z	z	z
East Renfrewshire	c	c	c	c	c
Falkirk	c	c	c	c	0
Fife	c	0	0	0	c
Glasgow City	2	3	3	3	2
Highland	c	c	c	0	0
Inverclyde	c	c	c	c	c
Midlothian	0	0	0	c	c
Moray	z	z	z	z	z
Na h-Eileanan Siar	z	z	z	z	z
North Ayrshire	0	0	0	0	0
North Lanarkshire	c	c	c	c	c
Orkney Islands	z	z	z	z	z
Perth and Kinross	0	0	0	0	0
Renfrewshire	c	c	c	c	c
Scottish Borders	0	0	0	0	0
Shetland Islands	z	z	z	z	z
South Ayrshire	0	0	0	0	0
South Lanarkshire	c	c	c	c	c
Stirling	0	0	0	0	0
West Dunbartonshire	c	c	c	c	c
West Lothian	c	c	c	c	c
All local authorities	2	2	2	2	2

6.5 Full time equivalent (FTE) Teachers by ethnicity and local authority, 2023

Local authority FTEs are rounded separately so the breakdown may not sum to the total shown for all local authorities.

Excludes centrally employed teachers and grant-aided schools.

	White	Minority Ethnic	Not Disclosed	Not Known
Aberdeen City	1,561	73	126	61
Aberdeenshire	2,607	62	41	6
Angus	1,071	13	37	37
Argyll and Bute	806	7	16	1
City of Edinburgh	3,451	125	61	73
Clackmannanshire	531	8	3	9
Dumfries and Galloway	1,247	12	36	87
Dundee City	1,326	27	23	19
East Ayrshire	1,178	10	9	0
East Dunbartonshire	1,280	25	45	21

	White	Minority Ethnic	Not Disclosed	Not Known
East Lothian	950	9	35	39
East Renfrewshire	1,313	32	24	2
Falkirk	1,634	15	9	20
Fife	3,384	41	96	94
Glasgow City	4,429	233	725	224
Highland	2,174	22	63	44
Inverclyde	734	9	9	13
Midlothian	984	22	13	59
Moray	895	9	21	17
Na h-Eileanan Siar	288	c	c	13
North Ayrshire	1,314	7	29	60
North Lanarkshire	3,521	37	49	57
Orkney Islands	245	c	c	3
Perth and Kinross	1,174	10	66	119
Renfrewshire	1,624	26	31	57
Scottish Borders	1,009	9	22	2
Shetland Islands	320	4	1	2
South Ayrshire	1,113	11	8	5
South Lanarkshire	3,268	54	57	113
Stirling	916	9	15	28
West Dunbartonshire	891	12	3	5
West Lothian	1,870	45	48	95
All local authorities	49,110	985	1,730	1,381

6.6 Teachers by ethnicity and local authority as a percentage of the teacher workforce, 2023

Excludes centrally employed teachers and grant-aided schools.

	White	Minority Ethnic	Not Disclosed	Not Known
Aberdeen City	86	4	7	3
Aberdeenshire	96	2	2	0
Angus	93	1	3	3
Argyll and Bute	97	1	2	0
City of Edinburgh	93	3	2	2
Clackmannanshire	96	1	1	2
Dumfries and Galloway	90	1	3	6
Dundee City	95	2	2	1
East Ayrshire	98	1	1	0
East Dunbartonshire	93	2	3	2
East Lothian	92	1	3	4
East Renfrewshire	96	2	2	0
Falkirk	97	1	1	1
Fife	94	1	3	3

	White	Minority Ethnic	Not Disclosed	Not Known
Glasgow City	79	4	13	4
Highland	94	1	3	2
Inverclyde	96	1	1	2
Midlothian	91	2	1	5
Moray	95	1	2	2
Na h-Eileanan Siar	93	c	c	4
North Ayrshire	93	0	2	4
North Lanarkshire	96	1	1	2
Orkney Islands	97	c	c	1
Perth and Kinross	86	1	5	9
Renfrewshire	93	1	2	3
Scottish Borders	97	1	2	0
Shetland Islands	98	1	0	1
South Ayrshire	98	1	1	0
South Lanarkshire	94	2	2	3
Stirling	95	1	2	3
West Dunbartonshire	98	1	0	1
West Lothian	91	2	2	5
All local authorities	92	2	3	3

6.7 Number of minority ethnic Teacher Induction Scheme (TIS) probationers by sector, for cohorts 2019/20 to 2023/24

Does not include probationers in special schools or centrally employed.

	2019/20	2020/21	2021/22	2022/23	2023/24
Primary	37	38	33	35	41
Secondary	34	58	57	47	46

6.8 Minority ethnic TIS probationers by sector as a percentage of the TIS probationer cohort, for cohorts 2019/20 to 2023/24

Does not include probationers in special schools or centrally employed.

	2019/20	2020/21	2021/22	2022/23	2023/24
Primary	2.1	2.2	1.9	2.2	2.6
Secondary	2.6	4.3	3.8	3.6	4.3

6.9 Percentage of TIS probationers teaching in the year following their probation, for cohorts 2019/20 to 2023/24

6.9.1 TIS probationers (percentage) teaching in the year following their probation – Primary, All ethnicities

Primary Cohort	2018/19	2019/20	2020/21	2021/22	2022/23
Permanent	43	30	23	20	17
Temporary	41	54	54	44	45
Other	17	17	23	36	38
Headcount of teachers in Cohort	1,625	1,774	1,767	1,709	1,600

6.9.2 TIS probationers (percentage) teaching in the year following their probation – Primary, Minority ethnic

Primary Cohort	2018/19	2019/20	2020/21	2021/22	2022/23
Permanent	21	22	16	c	17
Temporary	46	49	55	c	23
Other	33	30	29	52	60
Headcount of teachers in Cohort	24	37	38	33	35

6.9.3 TIS probationers (percentage) teaching in the year following their probation – Secondary, All ethnicities

Secondary Cohort	2018/19	2019/20	2020/21	2021/22	2022/23
Permanent	59	52	45	50	47
Temporary	26	35	40	27	35
Other	15	14	16	23	18
Headcount of teachers in Cohort	1,213	1,308	1,365	1,508	1,293

6.9.4 TIS probationers (percentage) teaching in the year following their probation – Secondary, Minority ethnic

Secondary Cohort	2018/19	2019/20	2020/21	2021/22	2022/23
Permanent	48	26	40	23	45
Temporary	24	41	38	35	26
Other	27	32	22	42	30
Headcount of teachers in Cohort	33	34	58	57	47

Data suppression

Data points which are four or less are suppressed in the data sets included in this section, as personal data revealing racial or ethnic origin is categorised as a special category of data in General Data Protection Regulation.

The Scottish Government use appropriate statistical disclosure control methods to ensure any statistics produced do not reveal the identity of an individual or organisation, or any private information relating to them. In order to follow General Data Protection Regulation and Government Statistical Service guidance, any cell with 4 or less has been suppressed.

Symbols

The following symbols are used:

0 = nil or rounds to nil

z = not applicable

c = suppressed data where the full time equivalent of teachers is between 1 and 4 inclusive or where, if shown, it would be possible to calculate other values of 4 or less.

7. Annex C – Background data tables

7.1 Scotland's Census 2011 - Ethnic Group by Local Authority

	White: Scottish	White: Other British	White: Irish	White: Polish	White: Other including White: Gypsy/ Traveller	Asian, Asian Scottish or Asian British	Other ethnic groups	Minority ethnic
Total	84%	8%	1%	1%	2%	3%	1%	4%
Aberdeen City	75%	8%	1%	3%	5%	4%	4%	8%
Aberdeenshire	82%	12%	0%	1%	2%	1%	1%	2%
Angus	88%	8%	0%	1%	1%	1%	1%	1%
Argyll and Bute	79%	17%	1%	1%	2%	1%	1%	1%
City of Edinburgh	70%	12%	2%	3%	5%	6%	3%	8%
Clackmannanshire	88%	7%	1%	1%	1%	1%	1%	2%
Dumfries and Galloway	80%	16%	1%	1%	1%	1%	0%	1%
Dundee City	84%	5%	1%	1%	2%	4%	2%	6%
East Ayrshire	93%	5%	1%	0%	1%	1%	0%	1%
East Dunbartonshire	89%	5%	1%	0%	1%	3%	1%	4%
East Lothian	86%	9%	1%	1%	2%	1%	1%	2%
East Renfrewshire	87%	4%	2%	0%	1%	5%	1%	6%
Falkirk	91%	5%	1%	1%	1%	1%	1%	2%
Fife	86%	9%	1%	1%	2%	2%	1%	2%
Glasgow City	79%	4%	2%	1%	2%	8%	4%	12%
Highland	80%	15%	1%	1%	2%	1%	1%	1%
Inverclyde	94%	3%	1%	0%	1%	1%	0%	1%
Midlothian	90%	6%	1%	1%	1%	1%	1%	2%
Moray	78%	18%	0%	1%	2%	1%	0%	1%
Na h-Eileanan Siar	87%	10%	0%	0%	1%	1%	0%	1%
North Ayrshire	92%	5%	1%	0%	1%	1%	0%	1%
North Lanarkshire	93%	2%	1%	1%	1%	2%	0%	2%
Orkney Islands	79%	18%	0%	0%	1%	0%	0%	1%
Perth and Kinross	82%	11%	1%	2%	2%	1%	1%	2%
Renfrewshire	91%	3%	1%	1%	1%	2%	1%	3%
Scottish Borders	79%	16%	1%	1%	2%	1%	1%	1%
Shetland Islands	81%	14%	1%	1%	2%	1%	1%	2%
South Ayrshire	90%	7%	1%	0%	1%	1%	0%	1%
South Lanarkshire	92%	4%	1%	0%	1%	2%	1%	2%
Stirling	82%	11%	1%	1%	2%	2%	1%	3%
West Dunbartonshire	93%	3%	1%	0%	1%	1%	1%	2%
West Lothian	88%	6%	1%	2%	1%	2%	1%	2%

7.2 Pupil Ethnicity as reported in annual school census 2018 to 2023

School census year	% of pupil roll Minority ethnic
2018	7.80%
2019	8.30%
2020	8.60%
2021	9.20%
2022	10.10%
2023	11.30%



© Crown copyright 2024



This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3 or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.scot

Any enquiries regarding this publication should be sent to us at

The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

ISBN: 978-1-83601-339-6 (web only)

Published by The Scottish Government, September 2024

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS1462738 (09/24)

W W W . g o v . s c o t