**Recruitment Plan – Swansea University Schools’ Partnership – 2024/25**

**Review existing recruitment processes and interview panel arrangements:**

* Endeavour to involve BAME teachers and pupils from partnership schools in the interview process for prospective PGCE Primary and Secondary students
* Invite BAME teachers and students to act as ambassadors at PGCE Primary & Secondary Open Evenings/Days
* Mentor (Khudeza Siddika) to participate in PGCE Secondary interviews for 2023 entry
* Target community hubs for recruitment e.g., places of worship (Mosques), community centres and organisations that work with specific ethnic groups e.g. EYST, African Community Centre, Chinese in Wales Association
* Raise awareness of the BAME Teacher Training Incentive Scheme, once published by the Welsh Government, via physical and digital marketing and recruitment campaigns
* Develop internal and external digital marketing campaigns which target and attract applicants from ethnic minority groups
* Develop marketing materials which focus on the diversity of school pupils and communities from across Wales - e.g., imagery of pupils and teaching staff from wide backgrounds
* Promote teaching as a competitive career in terms of pay, holiday and benefits. Emphasize the tangible benefits of teaching careers alongside the ‘inspirational’ aspects of teaching
* Develop a suite of BAME student testimonials to feature on the website and social media channels
* Arrange a bespoke physical PGCE open evening with community organisation/centre staff and prospective students from the BAME community
* Work closely with partnership schools to identify eligible candidates who are already in the workforce in non-teaching roles (e.g. Teaching Assistants) to foster career development
* Engage and support WG Teaching Wales BAME digital marketing campaigns
* Work closely with the newly appointed BAME Recruitment Officer at the EWC
* Raise awareness of the The Betty Campbell (MBE) award for promoting the contributions and perspectives of Black, Asian and Minority Ethnic communities

**Persons responsible: Vanessa Thomas, Mark Jones, Khudeza Siddika, Emma Spacey, Dr Angella Cooze, Dr Helen Lewis & Dr Neil Lucas**

**Review and enhance the support arrangements for ethnic minority students at all stages of the application and study process:**

* Hold open days in schools prior to the application process to allow undergraduates and graduates to see and experience teaching in action before making the decision to apply
* Attend partner school careers and employability fairs to raise awareness of teaching as a future career option
* Endeavour to place trainee teachers from ethnic minority groups in schools with diverse staff (especially amongst the senior leadership team) and pupils

**Persons responsible: Vanessa Thomas, Dr Neil Lucas, Dr Angella Cooze, Dr Helen Lewis & the wider PGCE team**

**Review the application of the criteria for accreditation requirements in existing programmes and work with the Education Workforce Council (EWC), Estyn and stakeholder groups to strengthen and develop:**

* Our student teachers will be equipped to design lessons that ensure due consideration is given to inclusivity and accessibility. The inclusion of racial justice is an important element in our teacher education curriculum. Student teachers will be able to demonstrate that they can create learning materials that avoid stereotypes, promote diverse positive role models, and that can be adapted to meet the needs of all learners. The Welsh Government has commissioned a set of resources to promote and support the development of person-centred practice in early years, schools and colleges, and students will access these resources via the University’s Canvas Digital Learning Platform (DLP). Student teachers will have the opportunity to engage with sessions from organisations such as ‘Show Racism the Red Card’. We will ensure that the importance of working collaboratively and in diverse groups is understood and student teachers will promote multiculturalism through creative and respectful lesson design. Understanding how to ensure inclusive learning opportunities will be continuously reinforced in student teachers’ professional practice through the requirement to deliver lessons that demonstrate explicit planning for inclusion
* Our Practice and Theory (PaT) days will ensure that all student teachers communicate high expectations of Black and Mixed ethnicity pupils in classroom, pastoral and disciplinary interactions; draw on aspects of pupils’ identity related to race, ethnicity, nationality, culture and faith, in order to make them feel fully included and equally valued; deal confidently with topics relating to race, ethnicity and religion; use appropriate teaching and learning strategies with English as an additional language (EAL)/Welsh as an additional language (WAL) learners of Black, Mixed and other minority ethnicities; and appreciate the level of understanding and sensitivity needed when handling matters of behaviour with Black and Mixed ethnicity pupils
* Education Services for Asylum Seekers and Refugees: Swansea University is a founding member of Swansea City of Sanctuary. We support the Welsh Government initiative to build on our long history of welcoming people fleeing conflict, violence and persecution by becoming a true ‘Nation of Sanctuary’. The Nation of Sanctuary – Refugee and Asylum Seeker Plan (January 2019) outlines the work which will ensure that the inequalities experienced by people seeking sanctuary are reduced, their access to opportunities increased, and that good relations are fostered between these communities and wider society. For student teachers to be able to differentiate and personalise learning opportunities, it is important that they develop an understanding of the complex needs which asylum seekers and refugees experience and which create barriers to learning. The report will be made available to students via the University’s Canvas DLP
* Commit to providing staff development training to all PGCE Primary and Secondary team members as well as partnership schools

**Persons responsible: Dr Neil Lucas, Dr Angella Cooze, Dr Helen Lewis & Emma Spacey**

**Work with EWC to develop reporting of ethnic minority applications and acceptances on to courses as part of the ongoing monthly reporting process.**

* Work with Swansea University data teams to scope the possible development of a reporting tool to capture BAME application and acceptance data on a monthly basis. Currently such data is not available via UCAS or direct applications. This information is generally collated at the point of enrolment and is therefore unavailable for monthly Welsh Government recruitment reports

**Persons responsible: Vanessa Thomas & Dr Neil Lucas**