

About Centre for Policy Research on Men and Boys

1. The Centre for Policy Research on Men and Boys is a research organisation dedicated to understanding and addressing issues that uniquely affect men and boys in the UK. It was launched in May 2025.
2. Its vision is a world where men and boys of all backgrounds thrive in their families and communities, one where the sexes can rise together by supporting each other. It will do this by supporting the development of new research, thinking and insight into policy affecting men and boys. This is by focusing on critical areas where they face unique challenges, promoting policy change, and fostering public awareness and understanding.
3. These include seven core areas: Health (suicide, mental and physical); Education, Fatherhood and Family, Economy, Employment and Skills, Criminal Justice, and Portrayal of Men in Media and Culture.
4. Our primary concern on teaching numbers is the gender inequality with respect to the demographics of teachers.

Executive Summary

5. There is a growing shortage of male teachers in England's schools and current recruitment trends are not changing.
6. Currently, just 24.3% of teachers in all schools in England are male with only one in seven teachers being male in primary/nursery schools (13.9%) and just over one third in secondary schools (35.3%). There are only 533 extra male teachers in England's schools (2023/24) than in 2010/11. There are 27,346 extra female teachers.
7. Current teacher recruitment trends will not address this change.
8. With declining traditional 'male industries' accelerated by artificial intelligence, there is a broader economic and employment need to widen male employment opportunities. Improving numbers working in education can be considered as a key avenue.
9. There has been no known specific, sustained and targeted recruitment campaign by the Department for Education with respect to recruiting more

male teachers. However, there has been a long-standing and welcome campaign to promote STEM careers for women and girls.

10. There has been a regular flow of data and research showing men in the UK are not entering the teaching profession. There has been no known formal policy response to this research.

Statistics: Workforce¹

11. The latest Department for Education statistics on the gender of teaching workforce in England shows:

	2010/11			2023/24			Change
	Total	Female	Male	Total	Female	Male	
Total*	485859	361,252 (74.4%)	124,358 (25.6%)	513878	388,688 (75.6)	124,891 (24.3%)	533
State-funded nursery and primary	221481	193,205 (87.3%)	28,180 (12.7%)	245320	211,179 (86.1%)	34,001 (13.9%)	5821
State-funded secondary	233778 (62.3%)	145,445 (62.3%)	88,187 (37.7%)	232767	150,399 (65.7%)	82,231 (35.3%)	-5956
State-funded special or PRU	16758	12,457 (74.4%)	4,293 (25.6%)	30213	22,745 (75.3%)	7,446 (24.7%)	3153
Centrally Employed	10146	10,146 (73.3%)	3,699(26.7%)	5582	4,366 (78.2%)	1,214 (21.8%)	-2485

*Total includes 249 genders unclassified in 2011/12 and 299 in 2023/24. Percentages based on discounting gender unclassified numbers.

12. The data shows (the latest published DfE data) that over a 13 year period:
 - The overall proportion of male teachers has fallen from 25.6% to 24.3%.
 - There are only 533 male teachers in 2023/24 than in 2020/11 – with an increase (5,821) in primary/nursery school teachers and a commensurate fall in secondary school teachers (5,956). There has been an increase of 27,436 in female teachers.
 - Only one in seven primary/nursery teachers are male – and according to research² from Joshua Fullard for the Education Policy Institute, 30 per cent of primary schools have no male teachers at all.
 - The number of male teachers in secondary schools in broadly one on three (35.3%) has been falling as a percentage (37.7% in 2020/11).

Statistics: Teaching Workforce³

13. In terms of teachers entering the profession, the latest figures are below.

2023/24				
	Total	Female	Male	Difference
Total state-funded	17,462	13,148	4,272	8,876

schools		(75.5%)	(24.5%)	
State-funded nursery and primary	8,071	7,017 (87.1)	1,038 (12.9%)	5979
State-funded secondary	8,669	5,566 (64.3%)	3,081 (35.6%)	2,485
State-funded special or PRU	719	563 (78.6%)	153 (21.3%)	410

* Total includes 42 genders unclassified in 2011/12

14. The debate on whether more male teachers improves the education of students, particularly boys, and how important they are in providing role models, particularly boys, is a much debated and little evidenced field of policy. In many respects, that is a question for another committee.
15. The core area for this committee to focus on is that the current gender demographic of school teachers (especially at primary and nursery level) is not reflective of the gender of the school population – and – not reflective of the wider need to increase male employment in non-traditional ‘male’ employment sectors. This is a reflection of the decline in those traditional; ‘male’ industrial field and the accelerating artificial intelligence into some of those areas.
16. In addition to the current gender imbalance is the fact that those entering the profession is not changing either.
17. To broaden the male employment opportunities, including young men, means that education is one area of male under-representation which is an opportunity for growth.

Recommendations

18. The two questions for the committee to consider are:
19. **Recruitment Campaigns:** There has been no known specific, sustained and targeted recruitment programme to persuade more male teenagers; male university students; and more middle-aged men (especially those who want to change careers, have skills to offer- especially vocational education); to enter the profession. A promotional campaign specifically aimed at men is an issue for the committee to consider and recommend.
20. It is noteworthy that there has been a welcome specific, sustained and targeted recruitment programmes to persuade more women and girls to enter professions such as STEM, where they have been historically under-represented.
21. **Research Programme:** There has been a regular flow of data and also research on why men in the UK are not entering the teaching profession. Reasons range from societal and cultural perceptions of teaching such as low

status, stigma and gender stereotyping; economic and structural barriers such as pay, workload and progression; accessibility to training; and the lack of male representation becoming self-perpetuating. There has been no known formal policy response to this research with respect to how it can be adjusted to increase the number of male teachers. This is an additional issue of the committee to consider and recommend action takes place.

¹ Department for Education, *School workforce in England June 2024*: <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

² Joshua Fullard, The Education Policy Institute, *Trends in the diversity of teachers in England, 2020*: https://epi.org.uk/wp-content/uploads/2020/10/Trends-teacher-diversity_EPI.pdf

³ Department for Education, *School workforce in England, June 2024*: <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>