

LEADING WOMEN

The Life, Legacy and Inspiration of Elizabeth Garrett Anderson

Edited by Amy Wevill



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Preface

The Rt Hon Anne Milton MP

It is almost one hundred years since the Parliament (Qualification of Women) Act received Royal Assent, which made it possible for women to stand as parliamentary candidates – the ultimate recognition of the rights, and rightful place, of women in public life. In 2018, we will remember and celebrate this great milestone in our democracy. The centenary year is also an opportunity to reflect on the achievements of women across society, as well as the barriers that remain in their way. As the women in this publication reflect, there is much more still to do.

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With this year marking one hundred years since the death of Elizabeth Garrett Anderson, and preparing for the celebrations in 2018, it leads me inevitably to think of the relationship between Garrett Anderson’s accomplishments as a pioneer in medicine, with her family’s relentless campaigning for women’s rights. Garrett Anderson and her sister Millicent Garrett Fawcett, the leading suffragist and president of the National Union of Women’s Suffrage Societies, equally paved the way for women’s participation. Indeed, Garrett Anderson was involved in political life herself and

became the first woman Mayor and magistrate in Britain, in addition to being the first woman to qualify as a physician and surgeon.

Elizabeth Garrett Anderson forged a path when no woman could be her role model. We often say that “if you can see it you can be it”, and I believe I have benefitted from that sentiment, knowing that others have gone before me and laid the way for women to enter politics. Garrett Anderson was a true trailblazer, and like those brave first women Members of Parliament, made it possible for women to succeed everywhere. Because of these role models, I am part of the most diverse Parliament in British history. Garrett Anderson’s upbringing, and the Garrett family’s rejection of traditional beliefs about girls’ education, seems to have instilled in Elizabeth an ambition and passion to test the limits placed on women in

the late nineteenth century. Why then, one hundred years after her persistence, do we not see women at the top of every sector of the UK?

The following essays reveal there are many barriers remaining for women in their careers. Young women and girls are not ignorant to these facts, and see very clearly how the path ahead may not be as straightforward for them as their male peers. Outdated stereotypes and persistent social barriers are stifling the ambition and talent of many women in all sectors of British society.

If we are going to see real progress, we need more champions for change like the Garrett family, who recognised the far-reaching impact of their support for their daughters. And it is vital that young people continue to be inspired by Elizabeth Garrett Anderson who no doubt encountered her critics and her opponents and met them head-on with her ability and her aspiration. Where she faced limitations to practicing medicine, she founded a new hospital, in which she could define her role, her worth and that of those who would follow her.

Garrett Anderson's story is an inspiration, and one that should be the backdrop for the centenary celebrations so that young girls and women know they can define their roles and their worth without limits.



A 1900 portrait of Elizabeth Garrett Anderson by Reginald Grenville Eves

Introduction

Elizabeth Garrett Anderson was a pioneering woman of courage and persistence, who helped to pave the way for women in the medical profession and beyond. Gaining her medical degree from the University of Paris, she was the first Englishwoman to become a qualified doctor. She founded the New Hospital for Women, later known as the Elizabeth Garrett Anderson Hospital, in London in 1872, an institution staffed entirely by women. She co-founded and was later dean of the first English medical school to admit women, the London School of Medicine for Women. She was also a prominent suffragist and the first female mayor in the country.

Reflecting on Garrett Anderson's life one hundred years after her death gives us an opportunity to consider the position of women today. There are now more women training to be doctors than men and an almost equal gender split across doctors as a whole.¹ However, women are still underrepresented in medical leadership roles and academia.² Within higher education, though moving in the right direction, just one fifth of vice-chancellors or governing board members are women.³ 62 per cent of secondary school teachers are female, yet women represent only 36 per cent of headteachers.⁴ Women continue to face unique challenges in the development of their careers and in reaching levels of leadership.

Diana Quick sets the scene for this publication with her informative and inspiring exploration of the life of Elizabeth Garrett Anderson. The following essays from female leaders within the education sector consider gender differences today. They show that a variety of approaches might be taken to succeed in careers within education, but common themes concerning the challenges and necessary qualities of female leadership emerge.

Childcare is, perhaps unsurprisingly, one of these. The simplicity of the problem frustrates LAMDA Principal, Joanna Read, who suggests that affordable, flexible and reliable childcare is the key to unlocking female potential. There is continuing progress in this respect, with policies recently implemented to better enable flexible working and increase entitlement to free childcare. Technology may also allow greater flexibility, with the option of working from home becoming increasingly common practice. However, these options do not apply equally across sectors

and are perhaps less available in education, where face to face time is seen as critical. Astrea Chief Executive Libby Nicholas points to the specific challenges that women in education face, where flexibility may not be an option and childcare is often underprovided.

Taking time off to raise children, or having a period of part-time working, impacts career progression. Inspiration Trust's founder and Chief Executive, Dame Rachel de Souza, points out that equating talent with length of experience is detrimental to women and unnecessary. As well as refining recruitment processes, this situation might be somewhat improved as it is slowly becoming more acceptable, or indeed expected, that men share the childcare responsibility or take longer paternity leave. Though, of course, there is no escaping that childbearing falls to the woman and for many men anxiety about how an employer would take such requests persists. Of course, not all women choose or are able to have children and this does not remove gendered obstacles. Aspirations for women, whether personal or institutional, may be lower.

The importance of role models and mentors recurs in these essays. Elizabeth Garrett Anderson had hers. She was close to Emily Davies, who set up Girton College to give women access to a Cambridge education and Dr Elizabeth Blackwell, the first woman to receive a medicine degree in the United States (later returning to the UK). It is within education that these role models should first be established. Educators have a responsibility to encourage a belief in girls (as well as boys) that they can be great leaders and that their views are important and should be heard. Baroness Deech writes of how discouraging it can be for women to see portraits of men adorning the corridors of universities and medical colleges. Frances King, Chief Executive of Mill Hill School Foundation, suggests that not enough women put themselves forward due to lack of confidence, concern about work/life balance or not fitting the culture. A view put forward by GDST Chief Executive, Cheryl Giovannoni, is that it is this culture that should change, that we should broaden our view of leadership to include qualities such as communication, collaboration, effective delegation, creativity and empathy.

It is undeniable that women have increasingly succeeded as leaders over the past hundred years, but as these essays show, it would be complacent to consider that the battle has been won.

¹ General Medical Council, 'The State of Medical Education and Practice in the UK', 2016

² The King's Fund, 'Women and Medical Leadership', accessed via <<https://www.kingsfund.org.uk/audio-video/women-and-medical-leadership-infographics>> on 1/10/17

³ Jarboe, Norma, 'Leaders in Higher Education 2016', WomanCount, 2016

⁴ Department for Education, 'School workforce in England: November 2012', April 2013

Elizabeth Garrett Anderson: A Life Well Lived

Diana Quick

The Garrett clan, long established in Suffolk as blacksmiths, displayed a burst of entrepreneurial spirit and imaginative reach in the generation which produced Richard Garrett the 7th and his younger brother Newson – Elizabeth’s father. Richard was the force behind the development of steam-driven agricultural machines that found a wide market right across Europe and Russia, and transformed the family business into a significant industrial concern.¹

Newson distanced himself from the ironworks by living in Whitechapel, later moving his young family to Covent Garden, then back to Suffolk, where in due course he established a brickworks, built houses, owned a gasworks, became an agent for Lloyd’s, but is probably best remembered for developing the Maltings at Snape. With money borrowed from his father in law, he had acquired a corn and coal warehouse at Snape Bridge, and quickly became a successful trader between Slaughden Quay and up the coast to Norwich and Newcastle, and south to London. He started to malt grain himself, and within three years he was shipping 17,000 quarters of barley each year, owning half of the 24 ships in the port.

His daughter Elizabeth inherited that spirit of initiative and the will to succeed, which was to lead to her pre-eminence in the field of medicine. Let me try to place her in her time: born in London in 1836, her only memory of her young life in London’s Covent Garden was of seeing Queen Victoria driving by in a coach on the way to the Italian Opera when she was four years old. At the time, she was being dangled from her father’s shoulders out of a window above.

Her father’s interest in the coal and corn business had been financed by his wife’s family, and his wife happened to be the sister of the wife of his older brother, Richard – two brothers married two sisters. The sisters came from a dissenting background – their family were Unitarians – which meant a belief in the unity as opposed to the Trinity of God, and importantly, in the primacy of one’s own conscience in determining one’s behaviour. While Newson Garrett was an often

quarrelsome, larger than life personality, his tiny wife was, quietly and firmly, the centre of the household. She wrote difficult letters to clients, kept the accounts, and family legend has it that she took over family prayers when Newson, never a fluent reader, elided two passages having turned a page impetuously and, finding he had landed in the opening pages of a further long chapter, closed the family bible, saying, “For what we have already received may the Lord make us truly thankful”.

One can see the qualities of both confident father and quietly rigorous mother combining in their ten children, and particularly in Elizabeth and her sister Millicent, 11 years younger, who achieved prominence herself as a life-long campaigner for women’s rights. Millicent was to be the co-founder with her husband of the Fawcett Society, the charity which is still the pre-eminent guardian of gender equality, believing that “as a society we will be stronger, healthier and happier when all people, women and men, enjoy full equality and respect.” This quote from the Fawcett Society literature today could be the banner for a number of remarkable pioneers in the mid-19th century who set about transforming women’s lives across the boundaries of class and geography.

This freedom was unusual in a class-conscious age, where others may have confined their children to friendships with ‘their own kind’

The children of Newson and his wife roamed freely once the family moved to Aldeburgh and Elizabeth befriended fishermen and their wives, lifeboatmen, and became especially close to their groom and gardener Barham, whom she was to remember as “the gentlest, kindest, dearest man in the world”. This freedom was unusual in a class-conscious age, where others may have confined their children to friendships with ‘their own kind’, and it developed in them an unaffected simplicity in relating to others which Elizabeth was to keep for life. The open air

life gave her good health, too, and she was to work hard into her seventies without so much as a headache to slow her down.

When she was ten and her older sister Louie twelve, a governess was found, Miss Edgeworth, who never went away on holiday, and was no doubt leading a life typical for the 24,770 or so governesses who were working around this time. It was about the only respectable job for a middle-class woman who did not marry, and, such was the demand for work amongst such women, that for every post there was an average of 810 applicants.

But by the time she was 13, she and her older sister were sent off to board at a dame school in Blackheath, London, where Elizabeth was frustrated that she did little maths and no science, but had much French conversation – which was to serve her well later in her training when she had to go to take medical exams in France. She also learnt Italian and German and read widely in contemporary literature, acquiring a good style in English – two of her teachers took great pride in advertising that they were the step-aunts of Robert Browning, the Poet Laureate.

Elizabeth was frustrated that she did little maths and no science, but had much French conversation

After two years the sisters were deemed to be properly ‘finished’; Elizabeth having a lively curiosity about the world, bold but cautious, quick-witted like her father, but emotionally reserved, like her mother. They were taken touring in Europe, through Paris and the Rhineland, and on their return home, visited the Great Exhibition of 1851 in Hyde Park. Happening at the midpoint of the century, this celebration of all that was modern and innovative made an enormous impression on Elizabeth who would recall it in conversation for the rest of her life.

For the next nine years she was to remain at home, as was to be expected for a young girl of her class, and she generally loved her life in Aldeburgh; she rode with her father, went boating, and studied Latin and Maths with her brothers’ tutor. The Crimean War was a distant rumble, brought home to them when her father said “Heads up and shoulders down! Sebastopol is taken!”. But from the age of 18, she felt a troubling dissatisfaction, and when she went with her sister Louie to visit old school friends for an extended stay at their home in Gateshead, she met Emily Davies, the slightly older daughter of the rector, who was to become a lifelong friend and ally in the quest for female education and self-realisation.

Here she read the Life and Letters of Dr Arnold, founder of Rugby School, and with her Evangelical background, she found him an inspiration. He had a profound sense of duty – in his school he believed in developing the character of his older pupils by giving them a good deal of responsibility as prefects: one of his often-quoted beliefs was that “the difference between one man and another is not mere ability, it is energy” – and energy was certainly to be one of the most striking qualities of Elizabeth’s life. Dr Arnold’s order of priorities was: first, a code of moral behaviour, second, gentlemanly conduct, and only third academic prowess. She called Arnold ‘the lightbearer’, and I feel her conduct in later life very much

reflected his order of priorities. In conversation with Emily Davies and her school friends, they confided their ambitions for a life outside the domestic realm, and in subsequent letters and visits the girls continued to search for a cause to give greater meaning to their lives.

Back in Aldeburgh, when her older sister married, aged 21, Elizabeth moved up to become the ‘den mother’ for her six younger siblings, initiating a Sunday night “Talk on Things in General” with them all. Later in life she wrote about this time that “I was wicked enough not to feel comfortable. I was full of energy and vigour and the discontent that goes with unemployed activities... Everything seemed wrong to me...”.

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A year or so later she found salvation in reading a new publication, *The Englishwoman’s Journal*, first published in 1858, and intended as a genteel publication, ‘by ladies for ladies’. However, it was quite soon bought and effectively hijacked by the daughter of a progressive Unitarian, Bessie Rayner Parkes. Under her editorship, articles described the wretched condition of female workers as governesses, dressmakers and factory hands. A few months later, an editorial said, “it is work we ask for, room to work, encouragement to work, an open field with a fair day’s wages for a fair day’s work” – and thus began a revolution in middle class drawing rooms, with daughters like Elizabeth and her friends prepared to give up the privileges of comfort and leisure in return for being allowed to be individual people in the place of work.

She had still not quite found her path, but a year later a series on ‘Notable Women’ introduced Elizabeth Garrett to the remarkable career of Dr Elizabeth Blackwell in the United States where, unaided, she had trained in medicine in New York State and opened a dispensary for immigrant women and children in the city slums. Elizabeth Garrett was galvanized. When Dr Blackwell visited London soon after the article appeared, Newson Garrett read aloud the disparaging comment about her from *The Times* – “it is impossible that a woman whose hands reek with gore can be possessed of the same nature or feelings as the generality of women”.

His daughter challenged him to find out more before condemning her, and so the two of them, father and daughter, found their way through business acquaintances

to the friendship of the remarkable Barbara Bodichon, co-financier of *The Englishwoman's Journal*, who arranged for Elizabeth to meet the circle who were running the journal, all humorous, enthusiastic and confident women – and most of them, by the way, from dissenting religious backgrounds – who were by now aiming to facilitate jobs for unmarried working class women through their newly formed Society for Promoting the Employment of Women. But while their new organisation had done much with training schemes, a printing press, and maths lessons for shop assistants, they had not addressed the elephant in the room for people of their own background: as females, the liberal professions were closed to them because their very gender still banned them from training in these fields, or indeed from any form of higher education.

Later, listening to Dr Blackwell lecture on her practical experience as a physician, and her admiration for the informed skills of nuns caring for the sick in France, Elizabeth was very struck when this pioneer lady doctor described her sense of “belonging to the world...instead of [living] a crippled and isolated life”. This experience of hearing the legendary Dr Blackwell in the flesh, together with her ongoing discussions with her friends in Gateshead, Emily Davies and the Crow sisters, crystallised Elizabeth’s ideas for her future: she would become a doctor, no matter the obstacles in her path.

Let us pause for a moment and consider whether medicine had always been closed to women as a vocation: remarkably, it seems that back in the 10th century, King Edgar had enshrined the right of women to be doctors in Law – “Possunt et vir et femina medici esse” (“Both men and women may be doctors”). With the Norman Conquest came a strong continental tradition of female medicine, from ‘castle to cottage’, and especially within the religious orders. Civilian doctors were not unknown, and indeed during the Crusades it was suggested to Edward I that he send a band of women doctors to the Holy Land to win the locals’ confidence. The wife of Edward IV appointed Cecilia of Oxford as Court Surgeon – but soon this acceptance of wise women and female physicians was to be under threat, as the guilds emerged strong and insisted on a closed shop. At the end of the 14th century the guilds petitioned that all practitioners must have graduated “in the scoles of Fysik withyn some University”.

Under Henry V, an Act repealed the 10th century law of Edgar that gave medical women legal status. It could be argued that, as the main preoccupation with warfare declined, males now had the time to develop studies in anatomy,



Elizabeth Garrett Anderson. Photograph by Swaine. Image credit: Wellcome Library, London

medicine, and botany leading to a system of chemistry and drugs. The College of Physicians was founded which specifically excluded “an outlandish, ignorant, sorry woman” with all the ramifications of ignorance, sorcery and witchcraft. Yet some women still managed to practice, under licences issued by the bishops to practice ‘physic and surgery’, and at St Bartholomew’s Hospital women were officially employed for the treatment of skin diseases all through the 17th century, sometimes earning substantial fees. The last appointment of a woman at Barts was in 1708, and meanwhile women had administered care on both sides during the Civil War. Of course, the herbalist tradition continued in the countryside, with

wise women's cures sometimes crossing over into the medical pharmacopoeia – digitalis, from the foxglove, for instance, became the standard treatment for heart cases by 1785. The political economist Adam Smith thought that sometimes there was little to choose between a graduate doctor and “old women in the country [who] practice without exciting

The medical advances of the next 300 years were a male preserve, with women excluded from the guilds and the Royal Colleges

a murmur or complaint”. With the coming of the Industrial Revolution, a new, middle class began to emerge, who aspired towards gentrification and with it what has been called ‘the devitalising ideal of ladylike idleness’. So, by the end of the 18th century, medicine had become the preserve of the Royal College of Surgeons, and women were specifically excluded. Thus the medical advances of the next 300 years were pretty well a male preserve, with women excluded from the guilds and the Royal Colleges, and, unbelievably to our modern sensibilities (and this lasting into the 20th century), even from midwifery. By the time Elizabeth was knocking on the doors of the medical institutions to be admitted, Britain opposed a woman's wish to study medicine more stubbornly than anywhere in Europe.

Elizabeth had to wait for the right moment to tell her parents of her intentions – her father's business had been struggling and she knew that it would be expensive to ask for support during the six years at least that she would need financial help as she trained, even supposing that she could get access. Both parents reacted badly when she finally announced her wish. Newson, always hot tempered, declared: “the whole idea is so DISGUSTING I could not entertain it for a moment”.

In time, he was to come round, however, and became her staunchest ally, but her mother thought they would all be disgraced and made herself ill with crying. Elizabeth Blackwell, Garrett's inspiration, had of course trained in America, and had somehow persuaded the medical body in Britain to allow her to be registered as a practitioner; after that they firmly and specifically closed ranks against other women joining, so for Elizabeth Garrett, attempting to follow in her footsteps, there were many challenges to overcome.

If she was ever to be able to call herself Dr Garrett and practice, she would first of all have to study and thoroughly learn the academic background. She would then have to get practical training on the wards; and only then could she apply to be admitted to the legal medical body – the College of Physicians or the British

Medical Association (BMA). Pulling every string available to the family, her father helped her eventually to be admitted as an observer at the Middlesex Hospital in July 1860, just at the time that the Nightingale Fund, set up in the wake of Florence Nightingale's enormous reputation gained in the Crimean War, made nursing training available to the gentry for the first time. With the support of Sir Thomas Hawes, who was one of the Governors of the Hospital, it was understood that Elizabeth was there as a medical student/observer, NOT as a trainee nurse. It was a probationary period to test her stamina and her stomach for the more gruesome side of medicine. For the moment, she had to maintain the fiction that she was a nurse, and she observed in a letter that "everyone seems to fear my nerves or my health will break down, therefore I am determined by God's help to come through".

It was crucial that she convince the sceptical physicians and surgeons of her calm competence, and quite soon she did so. They started to allow her to attend the rounds and explained surgical procedures. She had to find a way of conducting herself around the often-rowdy male pupils, and she decided to be as low key as possible; "as long as they merely speak to me of the matter in hand, I think it is wiser not to appear too frigid or stiff with them. If they will forget my sex and treat me as a fellow student, it is just the right kind of feeling".

She was a pioneer in establishing a new working relationship between the sexes – friendly, equal, and detached – and wrote to her friend Emily Davies that getting away from home and making a new start was just what women needed – "a great deal more stirring up" she called it.

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By three months in, she was de facto accepted as a student of medicine, although the treasurer of the medical school insisted she was an amateur only and could never hope to be admitted formally. She studied hard, arranging tutoring with two of the hospital doctors to cover Latin, anatomy, physiology and materia medica.² She was given a small room, formerly a cupboard, in which to stay and to study. Not in fact academically brilliant, she was thorough in her reading

and tenacious of purpose – perhaps remembering the precepts of her early inspiration Dr Arnold, that the order of priorities should be, first, moral purpose, second, gentlemanly behaviour, and third, academic prowess. The next year she

wrote to Dr Blackwell, now back in America, that “each doctor is willing to help me privately and singly, but they are afraid to countenance the movement by helping me in their collective capacity. This will, however, come in time, I trust”.

“young females as passive spectators in the operating theatre is an outrage to our natural instincts...”

Ironically the bar to her progress here at the hospital was to come from the students themselves. 43 male students petitioned to have her removed, arguing that her presence inhibited the free discussion of essential medical facts. They felt that “young females as passive spectators in the operating theatre is an outrage to our natural instincts...and calculated to destroy those sentiments of respect and admiration with which the opposite sex is regarded by right-minded men” – and they also, perhaps as significantly, feared the ridicule of members of other medical schools. The result of the petition was that the Medical Committee excluded her from all future lectures, although at the same time sending her a personal letter praising her “union of judgement and delicacy which commanded their entire esteem”.

There then ensued a campaign, orchestrated by powerful friends, to find another seat of learning which might accept her; she was declined at Oxford, Cambridge, Glasgow and Edinburgh, and the Royal College of Surgeons absolutely refused her application to study Midwifery saying they could “in no way countenance the entry of women into the medical profession”.

She was no more successful at the University of London, just then considering the adoption of a new charter which would admit women – Elizabeth, her father and their friends led a concerted campaign, writing more than a thousand letters to influential people, but despite their petitions, the vote was split, and for the time being women were not to be admitted.

The only loophole, and the route which was to set her back on track, was that the Charter of the rather more lowly Society of Apothecaries did not explicitly exclude women. Elizabeth applied to be allowed in theory to take their exam, after suitable study. She needed to be apprenticed for five years to a medical practitioner, and Joshua Plaskett, under whom she had already been studying, accepted her. She also needed three years of medical school which proved more difficult to arrange. She set about studying further for the preliminary qualifications for matriculation,

attending public lectures on botany, physics, natural history and physiology – these last two taught by T. H. Huxley, himself a forward thinker, who had campaigned alongside Darwin to establish science as a modern and legitimate study.

Although Huxley thought most women to be “in the doll stage of evolution”, he was open to the idea of women as equals and comrades, saying: “Let us have sweet girl graduates by all means. They will be none the less sweet for a little wisdom; and the golden hair will not curl less gracefully outside the head by reason of there being brains within”.

Other aspiring females began to attend Huxley’s lectures, and at last it seemed that the tide was turning for women. Elizabeth moved in a circle of young women in London, who during the 1860s started to make significant improvements to the lot of women across the board – developing proper nursing of incurable paupers, reforming schools for abandoned children, and at the Langham Circle, a meeting ground for like-minded and energetic young reformers, instituting courses for women in book keeping, plan drawing, shorthand and typing, and law copying – much of which was inspired by their earnest wish to get women out of prostitution by providing them with legitimate ways to keep themselves.



Dispensary, New Hospital for Women. Image credit: Wellcome Library, London

Elizabeth was not to stay long in London; her quest to learn the requisite subjects took her to Scotland, where she managed to study for a while at St Andrews and then at Edinburgh, finally returning to Middlesex in London to complete a private course in toxicology and forensic medicine. At last she could show that she had achieved the 18 certificates and the five periods of clinical study necessary before she could be examined, and by the summer of 1865, now 29, she was dismayed to find that the Society of Apothecaries were threatening to rescind the agreement that she could be examined by them. Her father Newson, who had been her staunch ally through her years of study, helping to open many doors when they appeared firmly shut in her face, and of course subbing her as she studied both privately and in the various hospitals somewhat sheepishly allowing her access, now threatened to sue them, and in September she was at last examined and received her certificate, the first woman to be qualified as a medical practitioner in the country. She still was not an MB however, and without this qualification could not legally practice in a hospital. Her solution was to set up a private dispensary for women and children in North Marylebone, and after a slow start, a cholera epidemic brought people flocking through her door. The rest, as they say, is history..

Soon after setting up her practice as an apothecary on Upper Berkeley St, Gladstone introduced a Reform Bill to the Commons. Barbara Bodichon, who had been instrumental in introducing Elizabeth to Emily Blackwell, now petitioned John Stuart Mill to add a clause to the Reform Bill which would extend the vote to women Householders and to women with an annual income above £10. They were advised to collect 100 signatures and in fact collected around 1500. The first Womens' Suffrage Committee met in Elizabeth's dining room, but despite their efforts, the petition was defeated by a small margin.

The first Womens' Suffrage Committee met in Elizabeth's dining room

Elizabeth continued to support and sponsor the activities of the Committee, but declined to be publicly named, fearing that any publicity would jeopardise her pioneering work in medicine. In due course, she was to part company with them over her support for the Contagious Diseases (Women) Acts passing through the House at various stages in the mid to late 1860s, which regulated prostitution in garrison towns. It was felt that prostitution could not be banned in such places, but the acts sought to have any woman suspected of prostitution be subject to a mandatory medical examination and treatment, if necessary. The Womens' Suffrage movement believed it to be an infringement of female liberty: but

Elizabeth's practical experience of the condition of London's poor, and especially of children born through no fault of their own and suffering the dreadful effects of hereditary syphilis, made her support the measures. A rift opened between her and the suffragists.

Meanwhile, her sister Millicent was growing up: 11 years younger than Elizabeth, she went to an evening soiree chaperoned by their older sister Louie, and was heard commenting on the recent assassination of Abraham Lincoln, declaring it to be "the greatest misfortune that could've befallen the world, greater than the loss of any of the crowned heads of Europe".

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Henry Fawcett, a blind whig politician, overheard this and asked to be introduced. He successfully wooed her over the next two years and they married in 1867, going on to be very effective campaigners for the suffragists – who believed in the constitutional reform of women's franchise, rather than violent action. Together, they established the Fawcett Society, to this day the effective guardian and champion of gender equality. Later in life, Millicent was to say firmly: "for my part, I think that the spirit of generosity in men and of enterprise in women, is the spirit that brings progress".

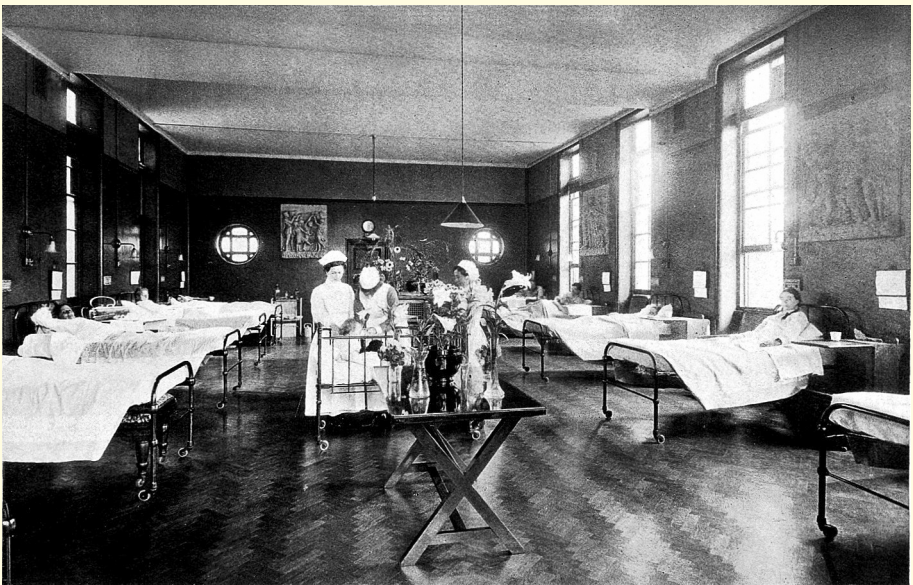
In the mid-1860s, Zurich decided to allow women to enter the faculties of Law and Medicine, and when Paris followed suit, allowing women to sit for the MD qualification, Elizabeth set to with her usual thoroughness to sit for and pass the requisite series of exams in French, including written papers, several searching viva examinations, and a thesis on a subject of her choice. She chose to write on migraine. She returned to London a triumphant MD and set about winning over the British medical establishment one by one, through her medical skill, her discretion and her sheer tenacity of purpose. The Royal Colleges of Physicians and Surgeons continued for many years to decline membership to women, however sound their hard-won qualifications, and it took Elizabeth another four years to convince the BMA London branch to admit her.

That she finally succeeded was due in no small part to her personal conduct and style; later, when she had started the Training Hospital for Women known as the Royal Free, she advised her students that "the first thing a woman must learn is to

behave like gentlemen – be courteous, avoid personal publicity, no loud or hearty manners, and discrete dress”. This did not mean that she was averse to feminine touches, on one occasion saying to a young colleague “put on your smartest evening gown, my dear, and come with me to a reception. I want you to look pretty and charming” – and one of her female graduates later commented that “it did a great deal for women doctors that (Mrs Anderson) dressed so well”...

The mid-1860s to the mid-1870s was a time of great strides forward for women in general, and for Elizabeth in particular: her long-time friend, Emily Davies, succeeded in her own personal ambition of securing the right for women to study at Cambridge, and set up Girton College, at first with just six students.

Elizabeth had achieved her dream of being made an MB in Paris, and came back to start, at last, her Hospital for Women. There, she met James Anderson, who was recommended to her as a financial consultant. Their easy professional association grew into love over the next couple of years, and Elizabeth found herself, in her mid-thirties, happily married to a man who adored and supported her work, although he was not above remarking that Elizabeth had received a little too much butter (as in buttering up), and over the next 25 years was good at



Front surgical ward, New Hospital for Women. Image credit: Wellcome Library, London

providing not only companionship, but a certain Scottish brusqueness to balance her own strong will. It seems to me to have been a strikingly modern relationship, each confident enough to leave the other to get on with their work, and at times to holiday separately, but always happy in each other's company. Said James Anderson during their engagement: "I take a decided line in this matter. I mean to be if I can a successful man of business neither interfering with your pursuits nor being interfered with by you (but having our confidences at off times and mutually advising and fortifying one another) I must let people know unmistakably not to come bothering me about your public affairs".

Elizabeth herself said that she lived two lives – one the professional doctor's life working indefatigably both in her own clinical practice and in the support of other women and needy causes, not hesitating to exploit her contacts among the great and the good in their interests, and the other the domestic one with her husband and in due course, children, and the extended family of nephews, nieces and great nephews and nieces whom she welcomed warmly to her home, both in London and then later in Aldeburgh. Quantities of them accompanied her on her travels when, later, she retired from a busy public life in medicine and settled permanently in the house in Aldeburgh her father Newson had built for them to entice them to settle near him.

She loved to garden, and she loved to walk, but her old age was also surprisingly radical; she accepted the nomination for Mayor of Aldeburgh after the death of both her father Newson, who had held the position, and the death of her beloved husband James. She was practical and extremely active in this capacity, and was returned for a second term, the first female mayor in the world. Her reign only came to an end perhaps because, having been a moderate suffragist earlier in her campaigning life, she now decided, aged 73, to support Emmeline Pankhurst's Women's Social and Political Union. In 1910 she led a brigade of so called Portias, or learned professional women, when they marched on the Commons to protest the need for women who had either a household or an income of £10 p.a. to be given the vote at last. She gave her reasons for this new radicalism as three-fold:

- 1) women who paid taxes should vote for Parliamentary representatives;
- 2) broadly speaking, the present arrangement left out half of humanity and
- 3) the need to support women at work – she said, "they seem to imagine all women would be so much better sitting on a sofa".

In November that year, when parliament reconvened, Mrs Pankhurst and Elizabeth Garrett Anderson led a deputation to Prime Minister Asquith, asking him to withdraw the veto on the conciliation bill before Parliament dissolved. They were accompanied by a police escort, which, unbeknownst to Elizabeth, had been privately arranged with the government in order to protect her from possible injuries. Behind her, the women who advanced for the next six hours were assaulted, kicked and flung into the crowd of sightseers. Elizabeth would have been furious had she known she was being accorded special treatment, but she had surely earned it, after such an exemplary life...a life that had been very well lived.

Elizabeth herself said that she lived two lives - one the professional doctor's life... and the other the domestic one with her husband and in due course, children

Postscript

Soon after this, Elizabeth was to part company with the Suffragettes when they began to smash windows and escalate the violence of their protests. She was reconciled with her sister Millicent's suffragist movement, feeling Emmeline's daughter, Christabel, now in charge while her mother was on a speaking tour of the US, was making "a very big blunder".

¹ At first producing horse drawn hoeing and threshing machines, by 1850 the firm produced steam driven rollers, drillers and threshers that sold particularly well in Germany and Russia.

² The body of remedial substances used in the practice of medicine.

Eating Beef and Bread with the Boys: Why Women Have the Skills to Drive New Economies

Alice Barnard

The same year Elizabeth Garrett Anderson was awarded her medical degree from the University of Paris – having been refused admission to half a dozen medical schools in Britain on account of her sex – a not insignificant piece of legislation passed through the British Parliament.

The Married Women’s Property Act of 1870 allowed married women the right to retain ownership of money and property which previously would have automatically transferred to the control of her husband.

Of course, on one hand the introduction of the bill was a victory for the increasingly vigorous campaign for equality and the enfranchisement of women, but we cannot ignore the context of the dramatic changes in the world which had already made women more visible in the labour market and more economically active.

By the latter part of the 19th century, women had increasingly become a substantial part of the nation’s workforce, not just the working classes in manual, low-skilled jobs, but also in creative professions such as artists, actresses, writers and musicians. Indeed, women dominated in certain sectors. According to the 1851 census, women accounted for 86 per cent of the workforce in domestic services, just as today women occupy around 80 per cent of the jobs in health and social care in the UK. We might consider that women are biologically predetermined to be care-givers or that we raise girls to develop more caring characteristics, but either way it remains a low-status and low-salary occupation.

The seismic shifts in employment which took place as Garrett Anderson and her contemporaries were pioneering new career pathways for women are echoed by the changes in employment patterns and opportunities as consequences of the digital revolution today. Before the rise of factories, most textile manufacture was

a cottage industry in the home and the majority of the workers, spinners and weavers were women working for a piece-rate wage.

*The invention of
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onto the factory floor*

The invention of new machinery moved women out of the home and onto the factory floor. Employers found it easier to recruit women who would more readily adopt new working practices than an established male workforce resistant to change or unable to adapt. And female labour is cheaper of course...

For better or for ill, the more pluralistic labour market afforded an opportunity to women at least for some economic independence, if not personal freedom. 'Female skills' were deemed to be particularly suited to a number of occupations. After domestic service, the textile and clothing industry, particularly in the North with the explosion of cotton and woollen factories, was the sector which employed the most women. However, they also worked extensively in metal wares and pottery, confectionary, brewing, seamstressing, laundry work, cleaning and retailing.

The dexterity required for roles in the textile trade was seen as an intrinsically 'female' skill. The new spinning machines called for agility and attention to detail, not physical strength – a 'male' virtuosity. Of course, although a more 'feminised' skill mix acquired a greater value, it didn't translate into a bigger wage packet.

In 1886, women cotton weavers in Lancashire earned 68 per cent of the average male wage. In 1968, the women sewing machinists at car manufacturer Ford went on strike because their 'less skilled' jobs were paid at 15 per cent less than men. In the seventies, women's earnings were on average 63 per cent of that of men, not much of an improvement on almost a century before. Earlier this summer, journalists at the Financial Times threatened industrial action when it transpired that they were paid 13 per cent less than their male counterparts. The Fawcett Society puts the current gender pay gap at 13.9 per cent.

Since the 1970s and early 1980s, the most dramatic change in Britain's economy has been the decline in manufacturing and the rise of the service sector. I suggest that just as women embraced the opportunities the industrial revolution offered, and adapted and exploited their 'women's skills' at the end of the 19th century, so women have at the end of the 20th century.

Just as mechanisation led to the loss of manual jobs, so digital technology is already impacting on middle management and low-skilled roles. The so-called ‘soft skills’, most readily associated with women – communication, teamwork, resilience – are acquiring a greater value in the workplace. Many sectors which are seeing exponential growth in Britain, such as hospitality or healthcare, are crying out for those skills which can’t be replicated by a robot.

The so-called ‘soft skills’ associated with women – communication, teamwork, resilience – are acquiring a greater value in the workplace

In 1874, Garrett Anderson was appointed Dean of the London School of Medicine for Women which she had helped to found. She also published a riposte to an essay, *Sex and Mind in Education*, by British psychiatrist, the eponymous Henry Maudsley, in which he argued that women’s physiology made them unsuited to education and that its pursuit was injurious and would leave them “unfit for the best discharge of maternal functions, and...apt to suffer from a variety of troublesome and serious disorders in connection with them”. While acknowledging

the differences between the genders, Garrett Anderson suggests that it should no more prevent women from following the same education path “than these same functions prevent them from eating beef and bread with as much benefit as men”.

Invention and technological development has moved at a more rapid pace in the century since Garrett Anderson’s death than in all the millennia since man crawled out of his cave. New technologies are demanding new skills and women are well-equipped to meet that demand.

To Forge Ahead Regardless

The Baroness Deech DBE

Female leadership questions are similar across the professions. I wrote a report in 2009 on *Women Doctors: Making a Difference*, the aim of which was to discover why women did not reach the top in medicine.¹ One of the issues uncovered was the lack of role models: one has but to walk around the entrance halls of any of the royal colleges of medicine and see nothing but portraits of men to understand how discouraging that can be. To this day, Oxford, the university I know best, has a paucity of portraits of women and is belatedly trying to rectify this. The image of male leadership in national higher education is firmly embedded, even though there is change at the top of individual universities and other institutions.

I was Principal of St Anne's College, Oxford, from 1991 to 2004. I approved of the College's move to coeducation in 1979. I believe that the male leaders of the future will have more respect for the intellect of their women colleagues, and will develop an attitude of greater equality in social settings, if they study in close proximity to them, rather than seeing them in the university setting as a separate, protected species. My philosophy as leader of a mixed college was one I have followed all my life, namely, to behave as if equality between the sexes prevails, to ignore barriers, to forge ahead regardless, never to espouse the 'victim mentality', and to be robust in the face of alleged sexual and religious discrimination, always defending my position as a woman and a Jew in fairly blunt terms. Insouciance worked well for me and equally for others of my generation. Some younger women seem to belong to a more sensitive and victimised species, a stance I find baseless and self-defeating. I did, however, ensure that women finalists were encouraged to reflect on the ways in which their emotions and their attitudes to learning might disadvantage them in examinations.

I may have succeeded because I was one of the few women to enter and remain in university politics from my mid-career. I volunteered for administration and found that I enjoyed committee work, even though any Oxford academic who spends a great deal of time on administration faces the jibe that those who choose to do so are failed academics. Many missions came my way because I was a woman (childcare, health, welfare and equal opportunities), not all of which were to my

taste, but I concluded that if I did not tackle these things, nobody else would. It is an advantage on a committee to speak up and speak out. Some women waste their time on committees by sitting quietly. A loud clear voice and a direct, relatively concise way of saying things are the most influential methods.

My main achievement at Oxford was setting up day care centres for staff children, in response to the overwhelming and almost tragic lack of such provision. The childcare battle, however, proved painful and difficult. There was hostility, even fear, expressed by some male colleagues and their non-working wives to this project. Affordable childcare is the essential avenue to female leadership: in my experience taking even a few years off to stay at home can be a permanent set back. By staying on track, even with shorter hours, the average woman could rise in tandem with the average man in university positions. Making sure that the university has equal opportunities and non-discrimination provisions, and that these are enforced, is the next safeguard.

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Another obstacle to women's rise is lack of time. Many do not publish as much as they need to because they do not have the long uninterrupted days to devote to research and writing, which most of their male colleagues enjoy. This was especially detrimental before the days of the internet, when access to academic material was limited to library

opening hours. Ensuring that women have equal access to research assistance, secretaries and sabbaticals is the way to get on and up. We do not have the wifely back up that men often enjoy. Women tend to be burdened with more teaching hours than men, and maybe they are better at it; but for decades universities have rewarded only research, not good teaching, despite words to the contrary. Leaders tended to be drawn from acclaimed researchers, regardless of aptitude for the post.

In retrospect, I realise that my time at a very strict boarding school was a great influence on my life. It gave me resilience and insight into the establishment way of thinking. Punctuality was drilled into us, we were made to eat whatever was put before us, we prayed, we played hockey in all weathers, we supported each other and we declaimed poetry. One of the other female heads of college at Oxford was from the same school, and this can be no coincidence. We were never allowed to think that we would not have to work for a living, married or not.

Leadership can be lonely and the companionship of other women in the same position, as well as professional male colleagues outside the university, has been invaluable to me. I have a policy of lowering the barriers between home and work life, in that I believe that the capacity and stamina to mingle socially is extremely important in progress to the top. Many a problem has been solved, and an advance planned, by networking around the dinner table. I tried to ensure that my colleagues were my friends and that I could take on administrative tasks to leave them free to do their teaching. A leader needs buoyancy, not to mind too much if she loses a battle, and the ability to take refuge from work in the home and vice versa. A thick skin is necessary for incessant fundraising.

A leader needs buoyancy and the ability to take refuge from work in the home and vice versa

In sum, to become a leader one has to reach out for opportunities, apply, volunteer and step up, as advancement is unlikely to find you behind a closed door. As a leader, one has to think through the politics of the day, avoid management speak, put oneself in the shoes of those one is leading and avoid being too grand, give them cheer, and paint for them the path to a better future.

¹ Department of Health, 'Report of the Chair of the National Working Group on Women in Medicine', 2009

Doing Different: Learning the Lessons of East Anglia's Heroines

Dame Rachel De Souza

East Anglia has always been a place that likes to do a little different, so it is perhaps no surprise that Elizabeth Garrett Anderson – who inspired this publication – came from Suffolk stock. Her father came from Leiston in Suffolk, one of many generations of ironworkers, and she grew up in nearby Snape and Aldeburgh.

Shaking off her family history to become a pioneer medical student, she could almost have been an early Inspiration Trust student: not hemmed in by her background, she was determined to take and create opportunities to better herself and make a lasting contribution to society.

That passion also seized her contemporary Elizabeth Fry, recently deposed from the £5 note. Born in Norwich and part of the family that founded Barclays Bank, she campaigned for years for improved conditions in prisons, for support for the homeless, and for the abolition of transportation ships.

Women round here don't like to be held back | Some 500 years earlier another pioneer woman from the east – Mother Julian of Norwich – wrote her *Revelations of Divine Love* from her small cell in the city. It is now regarded as the first book in English to be written by a woman.

Down the road in King's Lynn, Margery Kempe – a Christian mystic – was chronicling her life and experiences, in what was probably the first English language autobiography.

Women round here don't like to be held back.

At the Inspiration Trust we encourage our students – both male and female – to learn from these impressive women, to see how they can be the change in their own worlds; but it is not just our pupils. We want our staff to reach out too.

Like most organisations, we have some way to go before women have complete parity but we have a female chief executive, director of education, and half of our principals are women. Our senior pay levels are set by role, and not by gender. Wherever possible we encourage rapid promotion of our female staff.

One of our most challenging schools, The Hewett Academy in Norwich, is led by Rebecca Handley Kirk. Rebecca joined us as a vice principal at our science and maths specialist college, Sir Isaac Newton Sixth Form. She quickly proved her skills, taking on the leadership of Sir Isaac for two years before transferring to The Hewett Academy – a high school and sixth form nearly twice the size – for this September.

At primary level, our head at Cobholm Primary Academy in Great Yarmouth, Kimberly Morton, has also risen quickly. She grew up on Norwich's Larkman estate, known for its long-term low social mobility and poor attainment; but that wasn't going to be her destiny. She read for a degree and a Masters before training as a teacher, working both in the UK and abroad. She returned to our Norwich Primary Academy, back in the area where she grew up, as Assistant Principal, helping children she shared so much with to get the best possible start. Now she leads her own school, helping yet more pupils to succeed and choose their own paths.

Rebecca and Kimberly weren't promoted because they were women, but because they are talented, capable, and driven people, with a deep-rooted passion for education and a desire to make life better for those around them. They were also promoted because the Trust as an organisation isn't wedded to old-fashioned approaches to leadership that equate time served with talent. It's a mindset that is damaging for everyone and forgoes much male talent, but is particularly problematic for women who may often take a career break or work part time to have children.

For me personally, I am forever grateful that those that picked me to run my first academy – Barnfield West in Luton – didn't take that approach. The shortlist pool was largely made up of older men, with years of uneventful headship under their collective belts.

I had barely got my feet under the table as deputy head at a nearby school, having only recently returned to teaching after the birth of my son, initially teaching part

*Recruitment processes
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time. I wasn't the safe choice for that role, or perhaps on paper the most experienced given my career break. The outcomes, though, speak for themselves: the academy moved from the bottom one per cent in the country to the top one per cent in just two years, with every child getting at least five good GCSEs. Of course, it wasn't all my doing – I had fantastic teaching and support staff that helped me at every turn, and children that were itching to learn given the right encouragement – but the selection

panel's vision in looking beyond timelines on CVs was also a deciding factor in that turnaround story.

Women don't need special help to get on in education, but our life patterns do differ from those of men. We may now have shared leave at childbirth and flexible working enshrined in law – things that those campaigning and pioneering East Anglian women of the past might have had strong views on if they had lived today – but biology still dictates that childbearing falls to the female.

So we do need acknowledgement that selection and recruitment processes that look coldly at talent and experience as something only earned through endurance are letting down employers and employees alike.

We need to nurture talent wherever it lies and not get caught out focusing on starting points, much like we do with each new cohort of pupils to our schools each September. Everyone deserves the chance to succeed and to give back to society, whatever their background – that's our mantra, in the classroom and in the staffroom.

Perspectives on Women's Leadership

Cheryl Giovannoni

My route into the world of education was an unusual one.

I grew up in South Africa, one of four daughters. When I graduated from secondary school, my mother wanted me to go to finishing school so I could bag myself a rich husband and have lots of children of my own. But I had other plans. I rebelled and got myself a job at Ogilvy, a multinational advertising agency.

Thirty years (and several companies, jobs, promotions, and a University degree) later, I was Ogilvy's London CEO.

It wasn't easy. It never is, for men or for women. For example, in the advertising industry, where I worked for so long, 97 per cent of creative directors, a senior and prestigious position, are men, even though nearly half of employees in the sector are women.

This imbalance translates into the ads we see around us. There are about twice as many male characters as female characters on screen in ads. Men get about four times as much screen time as women, they speak about seven times more than women, and, during speaking time, have three times as much dialogue as women. Men's lines are more likely to contain words associated with power and achievement than lines spoken by women.¹

With power seen so much as a masculine trait, it's no wonder that so many women aspiring to leadership positions – whether in education or other sectors – suffer from 'imposter syndrome'.

Yet there is a mass of evidence that women make extremely effective leaders, leaders that are different from their male counterparts.

One of the reasons I made the move from the world of marketing to that of education is that I want to make a real difference to the lives of girls and young women. I want to use my experience to help nurture the next generation of leaders.

Broadening leadership

I know from working with the inspiring leaders of our schools that there are many leadership styles. I am in awe of their unflagging energy, their educational expertise, and their thoughtful care for their staff and pupils.

Change will only come when we start preparing our future female leaders long before they reach the boardroom – at schools and in the classroom

The effectiveness of this sort of leadership style in the business world, as well as that of education, is supported by a study which shows that, in general, women exhibit many of the traits associated with effective leadership – effective communication, a tendency to empower all team members, and creative problem solving – and are more likely to adopt these effective leadership styles than men.²

We need to broaden our view of leadership, to embrace a whole host of skills and qualities that are sometimes undervalued by the prevailing culture, including communication, collaboration, effective delegation, creativity, and empathy. That's not yet a message that's getting through to our children and young people. I want to work to make leadership a gender-neutral concept. With just 25 per cent of senior leadership roles held by women globally, there is a long way to go.³

I firmly believe that fundamental change will only come when we start preparing our future female leaders long before they reach the boardroom – at schools and in the classroom.

From classroom to boardroom – and beyond

While the evidence for diverse leadership is there, the reality is that it's still tougher than it should be for women to break through to the upper echelons in every sector.

This is where educators play an instrumental role in helping a new generation of girls and boys appreciate their talents and gain the confidence to make their voices heard. We know that students currently in school will face difficult challenges in the world of work, so it's important for them to develop mental resilience. Education needs to help girls (and indeed boys) to cope with a world that is increasingly

volatile, uncertain, complex and ambiguous. I don't believe in wrapping girls in cotton wool; on the contrary, I know that many girls are far stronger, more resilient, more opinionated and feisty than they are given credit for.

Many women working their way through the career labyrinth still suffer setbacks and challenges because of their sex. Equipping young women with relevant leadership skills – including teamwork, communication, negotiation, problem solving and financial management – will allow them to overcome any obstacles placed in their way.

We need to broaden our view of leadership to embrace communication, collaboration and empathy

At GDST we run initiatives that give girls exposure to the realities of the working world. For example, our CareerStart programme equips girls with practical know-how, like presentation skills, interview skills and managing online profiles. Our annual Young Leaders' conference also gives Sixth Formers in our schools the chance to develop their leadership potential. And GDST alumnae have access to the 75,000-plus members of the GDST Alumnae Network – past pupils doing all sorts of jobs and from all walks of life, on hand to offer support including mentoring, work experience and careers advice.

Importantly, as parents and educators, we need to teach our girls to value themselves, their contribution and their abilities. That way, they won't feel they have to put up with employers who pay them less or promote less qualified candidates above them. And they certainly won't work for organisations that don't reflect the diverse world in which they live and the values they hold dear.

Onward and upward?

We will continue to help our students overcome any limitations imposed on them. To be progressive and transgressive. To reshape the world for the better.

Increased diversity makes sense in an age when the priorities of the workforce are changing. One research study found that over two thirds of people think businesses, governments and not-for-profits need to deliver more social and environmental change. Nearly three-quarters want to see more transparency, and 81 per cent want more accountability.⁴

With the rise of the millennials in the workforce, commitments to more than just the bottom line will be increasingly important: the same study found that half of millennials would choose purposeful work over a high salary and two-thirds want to work for a company that makes a difference to the world.⁵

We need our young women to lead and innovate in a world that needs their contribution.

The young women I know have a vision that is personal; that is local to their own communities; and that is global in its reach and its ambition. They are aware of how much progress has been made in the Western world, and how lucky they are to have been born and brought up here, and they want this progress to be matched in all parts of the developing world too.

I am always telling my daughters that they are lucky to have been born in what I call ‘The Century for Women’, where there are so many choices, where women from diverse backgrounds are achieving success across business, the arts and the media, and where women are paving the way for others like never before. I believe we are on the cusp of changing the course of history again, as the evidence for a gender-equal world becomes ever more compelling and women continue to shatter glass ceilings, defy convention and change the world for the better.

¹ J. Walter Thompson Intelligence, ‘Gender Bias in Advertising: Research, Trends and New Visual Language’, 2017

² Eagly A.H., Johannesen-Schmidt M.C. and van Engen, M.L., ‘Transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing women and men’ in *Psychology Bulletin*, July 2003, 129(4), pp.569-91

³ Thornton, Grant, ‘Women in Business: New Perspectives on Risk and Reward’, March 2017

⁴ Global Tolerance, ‘The Values Revolution’, 2015

⁵ *Ibid.*

Women Leaders in the Independent Sector in the UK

Frances King

It is generally acknowledged that women, just as men, can make great leaders. This argument has been taken further by McKinsey & Co which, since 2005, has commissioned global research to inform its annual report, *Women Matter*, to investigate the place of women in the workplace.¹ Year on year this report confirms that diversity within the workplace can, in fact, improve the performance of companies. Given the challenges that face independent schools over the coming years, governing bodies would do well to take note of this research when they look to appoint new head teachers. With statistics from the top independent schools' professional organisation, the Headmasters and Headmistresses Conference (HMC), indicating that 22 per cent of their members are now female, there is a long way to go.

I was appointed as the first woman Headteacher and CEO of the Mill Hill School Foundation in 2016. Since my appointment things seem to be going well, our numbers have increased, our exam grades have gone up and the pupils and parents appear to be happy. A good time, therefore, to ask me to comment on the issue of female leadership within the independent school sector!

My past history means that I have a strong interest in the role of female leadership as I previously held the headship of Roedean, one of the schools that led the way in pressing for equal educational opportunities for girls within the independent sector. Roedean was established in 1885 to prepare girls for entrance to the newly opened Cambridge women's colleges of Girton and Newnham. Its establishment was clearly inspired by that of the pioneer girls' schools of Cheltenham Ladies' College and North London Collegiate School just a few decades previously. The success of Elizabeth Garrett Anderson in establishing her medical career by the 1880s, together with the growing voices of the suffragettes, would have added to the arguments of the girls of Roedean on their need for a good education.

As society changed, women got the vote, and opportunities for women's careers gradually took off, so the number of girls' schools grew. With this came the golden period for women to take on the leadership roles of running these establishments. Whilst women's careers were still restricted until the 1975 Equal Opportunities Act, the accepted norm was for single sex education, thus providing women with the chance to run their own schools.

Fast forward through history to 1975 and things start to change. The financial pressures that came about following the abolition of the financing of schools by direct grant together with the Sex Discrimination Act of 1975, led to the opening of doors by boys' schools to girls. Whether this was to ease their financial pressures, raise the academic standards, or to better manage the boisterous behaviour of boys, girls were welcomed into more and more formerly all boys' schools.

The rise of the co-educational school has had a distinct impact on opportunities for women leaders within independent education. Given that it was boys' schools that more often went co-educational and proved to be attractive due to their history, reputation, superior facilities and more influential alumni, the market for girls' only schools diminished. However strongly they have stressed the significance of girls in these schools, it has taken a long time for these former boys' schools to contemplate a woman as head. On a rough count, once the girls' only schools are removed from the HMC figures in the UK, there are 242 schools left of which 25 are run by women – just 10 per cent. Throughout its history since 1869 there has been only one female chairman of the HMC – in 2005.

Many women lack confidence and are anxious about the impact such a role will have on their already imbalanced work/life balance

Is the issue simply down to the sexist views of the governing bodies of these schools who are reluctant to appoint women leaders due to unconscious bias and homophily – the tendency to hire and interact with people like yourself? Are they worried about the break in tradition, the perception of what the old boys might think or the concern that women cannot manage to discipline boys effectively? How much time is,

indeed, given to the needs of the girls within these co-educational schools when so often tradition is easier to manage than innovation?

Thankfully, the mood is changing gradually within the appointment boards of HMC schools and a few key schools within the organisation have appointed women as heads. The challenge now, however, for the headhunters is, in fact, to find enough credible women candidates who are willing to put themselves forward. The issues raised over the last decade within the McKinsey reports are cited by the recruiting agents: many women lack confidence, do not put themselves forward, are anxious about not fitting with the dominant culture, and about the impact such a role will have on their already imbalanced work/life balance. However, for those women who do put themselves forward, there are still a good number of hurdles to get through in order to get that leadership role.

Part of the challenge lying behind this issue is the task of changing the views of 235 individual and independent governing bodies within the HMC schools in England alone. The independence of the sector means exactly that; each board will act as it chooses. It must be simpler, surely, in a large organisation when the CEO can set a directive from the top and all schools follow this. This was, indeed, the action taken by the CEO of my former company, a multi national for-profit educational business. When I joined the company only 4 out of the 24 school heads were women – 11 per cent; with a clear directive from the top to encourage more women leaders, this has now significantly improved such that there are now 11 women heads out of 46 schools, or 23 per cent.

More girls must be encouraged to believe that they have worthwhile skills and the duty to use these skills for the benefit of others

If women are to be encouraged to take the step of applying for headship and to present themselves as credible candidates, the work has to begin early. Mill Hill School worked during 2017 with the Institute of Physics and Kings College London on *Opening Doors*, a project which seeks to address the social issues which shape pupils' concepts of self and gender, and subsequently their subject and then life choices. Caroline Dinenage MP, then Parliamentary Under Secretary of State for Women, Equalities and Family Justice, wrote within the foreword for this project, "I hope that this guide will stimulate debate, encourage action and that it will encourage schools to continue to create an environment in which all students have the confidence, opportunity and encouragement to go as far as they can."

These words clearly hand back to the schools the challenge of recognising their role in helping to prepare the leaders of the future. More girls must be encouraged to believe that they have worthwhile skills and, indeed, the duty to use these skills for the benefit of others. Women bring a different perspective to leadership and, from the McKinsey report, those companies that have recognised this, have indeed flourished. Independent schools as a whole would do well to note such advice.

¹ McKinsey & Co, 'Women Matter 2016: Reinventing the workplace to unlock the potential of gender diversity', December 2016

Leaning In: The Unvarnished Truth about Women in Leadership

Libby Nicholas

Amanda Spielman, Vicky Beer, Dame Rachel de Souza, Lucy Heller, Rebecca Clark, Janet Renou, Sally Collier: never has education had so many senior leaders that are women. And whilst we should celebrate the growing number of women in these positions, the truth is that we would have even more women in leadership roles were it not for the barriers and attitudes that sadly still prevail in education.

Education comes pretty near bottom of the class when it comes to making strategic moves which would enable women to progress to the top. Financial services, tech, retail – even the House of Commons – have all recognised the need to change the way they think about their female employees and the support they provide. Nurseries and creches, spaces allocated for breastfeeding, genuinely flexible hours: these are all becoming increasingly commonplace in many a workplace, but rarely in education.

We would have even more women in leadership roles were it not for the barriers that sadly still prevail in education

And, as a result, too many women in the most senior positions in education are still having to choose. Sometimes between having children at all, other times – as I did – to having only one child. These are choices that no one should have to make, and yet whilst we are certainly seeing more women in senior positions, that has often come at a very high personal cost. I know it did for me, and it is something that I think about a lot.

But it's not just about how we organise our physical assets, or our working days. Some will see this as controversial, but education suffers from acute everyday sexism. Much of it may be subconscious, but education is rife with it. I have sat on interview panels where male members of the panel have made key decisions about whether to hire a candidate based on her attractiveness, rather than her ability to do the job. Male employers also think nothing of phoning at all hours, or expecting

meetings when it suits them – without a thought as to whether that means a parent is missing out on reading to their child, or if it is the only time that week they have had a chance to speak properly to their partner about anything other than just household logistics on bins, school runs and buying milk.

That's why at Astrea I love and value it when a colleague says: "I can't that day it's my child's nativity" or: "I can't dial in as I'm doing school pick up". I always wanted Astrea to be a human organisation rather than a corporate one. I would like for Astrea colleagues to work with me through births, deaths, illness, marriage – and the full gamut of human experience in between. To do this, an organisation must be able to 'flex' to respond to individual needs – be that secondments, moving to part time, or negotiating a period of absence. Decisions should be made with people in mind, not policy.

Some of this will change with time – as more women become leaders, these types of attitudes and behaviours will subside, but this will not happen overnight. I know that many of my peers share my impatience and frustration at the pace of change, and so in the meantime I would urge women who are progressing up the ranks to get a mentor who is a woman and to make the time to meet with her regularly.

My own mentor has been an utter inspiration to me, and I'm sure she wouldn't mind me sharing the three most important points I take from her. First: always read papers before meetings as most other people will not have done so. Second: take the time to switch from operational thinking to strategic thinking; one is practical and the other imaginative. The brain needs a different mode for each type of thinking to be successful. And third – and perhaps the most important one: remember it's a marathon not a sprint. Take time when it's important – family and friends should trump everything else. Any sense of urgency is self-determined not set by others.

As for my own advice to those moving into leadership positions – well, of course it is important to be resilient and to keep dreaming. But in all honesty, the most important thing any woman can do is to make sure that whomever you choose as a partner is genuinely happy and able to support you. When you become a leader, your partner becomes a leader as well. And if you have children? Get really good childcare. Even ask for a salary rise if the difference would mean your child is with very high-quality care, as you will both be happier and better able to focus on the job.

The bottom line is that currently the choices we make either deter or enable us to become leaders. Today's working environment in education typically means that it is not simply a question of whether you think you are capable of taking the next step up when it comes to leadership. Until we have a more receptive and responsive system, it is more a question of whether your life can support that step.

*Things are changing,
but not fast enough. Too
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This is an issue that affects not just women. As the stereotypical male/female accepted norms continue to dissolve with more women choosing to have a family and work full or part-time, leaders of both genders are having to make these choices, balancing professional fulfilment with a whole raft of personal and family commitments.

This balancing act can feel like a never-ending tightrope walk, with the worst case scenario feeling like you have failed on all fronts, and the best often amounting to little more than a sense of relief that you got through another week.

Things are changing, but not fast enough. Too many talented women progress no further than middle management for all the reasons outlined above. Too often, they feel that the sacrifices do not outweigh the benefits. Too often, as women we find it difficult to state explicitly what we want and by when. Too many of us suffer from "good-girl-itis": eager for praise and waiting for that all-important external validation. But of course, to truly direct one's own career, that validation must come from within first. And until we have a sector that actively embraces and values the full joyous complexity of our lives and the things that make us capable of being leaders in the first place, we must continue to challenge and test behaviours and attitudes that prevent us from rising to the top.

Change Comes Creeping Slowly

Joanna Read

A HEFCE report from April 2016 found that less than one-fifth of senior leadership roles in UK universities were held by women.¹ This statistic is both frustrating and unsurprising; change comes creeping slowly. When you consider the same report commented that men replace incumbent men in positions, so a male vice-chancellor will be replaced by another male vice-chancellor, it seems a minor miracle that there are even 20 per cent of women scraping through to the top.

I lead LAMDA, The London Academy of Music and Dramatic Art, a conservatoire offering degrees in acting, directing, technical and production arts for stage and screen. LAMDA was founded in 1861 and at 156 years old is the oldest drama school in the UK. It has a reputation in the industry for being a radical, forward thinking institution, not hide bound by tradition or the establishment, yet surprisingly, when I was appointed in 2010, I was the first female principal.

Coming from theatre, where I was previously Artistic Director and Joint Chief Executive of Salisbury Playhouse, I didn't think twice about my gender when considering the leadership of LAMDA. The arts have a slightly better track record on female leadership than higher education. For example, The Royal Court, The Donmar, The Tricycle, and now the Tate are all led by women. I wasn't aware of breaking new ground. It's only when others remarked upon it that I realised this was seen as noteworthy. Surely, I thought, in 2010 this can't be a thing, and yet, here I am seven years later contributing to a journal discussing the challenges and barriers to women in leadership. Where has the time gone and where is the progress?

There are, if you look to the small specialist performing arts institutions, some success stories. A large number of small specialist institutions in the performing arts are led by women – LAMDA, Rambert School of Ballet and Contemporary Dance, Guildhall School of Music and Drama, London School of Contemporary Dance, National Centre for Circus Arts, and Central School of Ballet to name check some of my colleagues. These institutions are more influenced by their art

form and their discipline than traditional academia and the structures of higher education. The multi-tasking required to lead a small institution is a prerequisite of these roles; they need a combination of artist, practitioner and executive within their leaders. Are they therefore better suited to women, the consummate multi-tasker, or is it women who are fearless enough to take on these demanding appointments? Do these institutions have boards that wish to change the status quo, who are willing to look beyond themselves when making their senior appointments? Boards of small specialist institutions are often made up of practitioners and artists as well as academics, who look to the arts these institutions fuel and follow their lead.

The barriers for women to obtaining leadership roles in any sphere, not just higher education, can be frustratingly basic. Juggling children or caring responsibilities that still generally fall to women can make the hours traditionally required

Behind every successful woman is affordable, flexible, reliable childcare

in these roles impossible and therefore the position out of reach. If behind every successful man there is a great woman, well, behind every successful woman is affordable, flexible, reliable childcare. Limited availability and poor quality, inflexible and expensive childcare limits a woman's options when they return to work and so prevents their progression up the ladder. Taking a career break to raise children can take you out of the running altogether regardless of your skill or experience. If Sally is only working three days and Paul is working five, who gets the promotion? Name me the last vice-chancellor position that was offered as a job share?

Other barriers are less obvious but equally damning. There is still a lack of role models for young women who aspire to be leaders to emulate. Never underestimate the power of a role model. When I was growing up in the eighties there were a number of very visible women running theatres in the regions that I could look to follow including Ruth Mackenzie, Claire Veneables, Annie Castledine and Jude Kelly. I'm sure that made my ambition achievable, and my potential career demonstrable to those I needed to convince, and to myself. I could point to others who had done it and say, "I want to do that".

As ever it starts young. Our first experience of leadership usually comes from school. Review the head teachers at your local secondary schools, are they male or female? Would it surprise you to know that just over a third of secondary school head teachers are female, so two thirds of us are introduced to leadership with a male role model; at an influential point in their development most young people

don't have the example of a women leading and influencing the institution that is most significant to them after home. Now what about your primary school? Male or female? I'm guessing female. So we teach our children that men can lead large, complex institutions and women can lead smaller ones, filled with young children who need looking after and mothering more than leading. Where I grew up, all the schools in the area apart from the girl's grammar had male head teachers. Why do women have to run women things? Why don't we just run things?

Even if you can find your role model there is still a lack of obvious, well-trodden paths into leadership for young women to follow. I knew whom I wanted to emulate, but not how to get there. This means a lack of progression. If the pathway is clear and obvious you are more likely to walk down it and have a successful journey.

Unconscious bias is a given in the workplace. We all like to recruit in our own image or within the norms that we know. That can both limit our ambition for ourselves and our ambitions for others. The way out of this is education and confidence building, start young and widen the horizons of young women, and bring in those female head teachers.

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What can change? Any successful culture change has to be embraced at the top. University boards are responsible for hiring the senior team and agreeing the structure of governance within their institutions. Therefore, we need to consider carefully how the constituents of these boards are chosen. If they are primarily constituted of white, middle class males who have always had full-time careers then change is less likely to happen. A diverse board composed

of those with a broad and wide-ranging set of experiences is more likely to embrace diverse recruitment. So, if you are a board member, when you step down, recruit someone who looks nothing like you, has nothing in common with you, didn't follow your path, but has the experience one needs to do the job. In general, higher education does better than business on gender diversity amongst its boards, with over 30 per cent female makeup, but it's still only 30 per cent. Why not 40 per cent? Ask boards to sign up to it. Dare I say it but introduce a quota, set a target and meet it; it will make change sooner than some well-meaning intentions.

What can women do? Perversely we can do the opposite, embrace the unconscious bias and appoint in your own image, give each other a leg up. Talk about your work and tell others how you got there, be a role model and mentor yourself. Encourage others to go beyond where you can go yourself. Tell your daughters, your granddaughters, your nieces, that they can and they should.

Women should change our language and own some of that traditional male ground. We have to encourage young women to see and aim beyond what they know. As I get older and more confident and care less, I am comfortable describing myself as a leader, saying no and pointing out my achievements. Yes, I'm a team player. Yes, I've got soft and fluffy skills – I am woman, watch me enable. But I'm also in charge and will tell you what to do and it only works if I own that.

Above all shine a light on the path you took, and whilst you are there, knock some illuminated signposts into the ground for all to follow. Something obvious like 'Women Leaders This Way', or 'Education Welcomes Female Leaders'. There is no point in subtlety in this time; the time for stealth is over. Elizabeth Garret Anderson, for all her pioneering, had to go around the houses to reach her achievements and was often the sole woman in her cohort with the door happily slammed behind her by the patriarchy. It's time to knock the house down now. Now, can the last woman in not shut the door, but knock out the doorframe so more of us can get in after her.

¹ Jarboe, Norma, 'Leaders in Higher Education 2016', WomanCount, 2016

About the Authors



Alice Barnard, Chief Executive, Edge Foundation

After graduating from Cambridge University with an MA in history, Alice Barnard pursued a career in journalism before moving into publishing. Since then she has led several high-profile organisations, notably as Chief Executive of the Countryside Alliance, having previously been a Regional Director, and also as Chief Executive of the Peter Jones Foundation. She joined Edge in February 2016, a charity which aims to shape the UK education system to suit the 21st century labour market.



The Baroness Deech DBE

Ruth Deech read law at St Anne's College Oxford and was tutor in law there from 1970 until elected Principal (1991 to 2004). At Oxford she was Senior Proctor, a member of Hebdomadal Council, Pro Vice-Chancellor and Chair of the Admissions Committee. From 1994-2002 she chaired the Human Fertilisation & Embryology Authority, was a Governor of the BBC (2002-2006) and a Rhodes Scholarships Trustee (1996-2006). She was called to the Bar and is an honorary Bencher of the Inner Temple and Honorary QC, Fellow of the Royal Society of Medicine and co-author of *From IVF to Immortality*.

From 2004 to 2008 she was the first Independent Adjudicator for Higher Education. She was Gresham Professor of Law (2008-12) and chaired the Bar Standards Board (2009-15). In 2009 she completed a report for the Department of Health on *Women Doctors – Making a Difference*. She was created a Dame in 2002 and a life peer in 2005.



Dame Rachel de Souza, Chief Executive, Inspiration Trust

Dame Rachel de Souza is Chief Executive of the Inspiration Trust, an innovative family of 14 schools in East Anglia, and is well known across Britain for her work in transforming education – including turning around two failing schools to reach a top Outstanding rating.

Dame Rachel is the founder of the Parents and Teachers for Excellence campaign group, serves on the East of England and North-East London Headteacher Board and the Education Honours Committee, and regularly hosts events and attends conferences advising on the development of multi-academy trusts and set up of free schools. She is a trustee of Shakespeare's Globe Theatre in London.



Cheryl Giovannoni, Chief Executive, Girls' Day School Trust

Before joining the GDST in 2016, Cheryl had a long and successful career with WPP, the marketing communications group, running three of its companies, her most recent role being Chief Executive of Ogilvy & Mather, the advertising agency. Before this, Cheryl was European President of Landor Associates, and Chief Executive of Coley Porter Bell.

Cheryl enjoys mentoring and coaching, supporting young women either informally as their mentor or through WACL (Women in Advertising and Communication London). She was previously involved with Fearless Futures, a charity that seeks to empower young women to become leaders in society.

Cheryl was born and brought up in South Africa and has a BA in English, Communication and Psychology from the University of South Africa.



Frances King, Chief Executive, Mill Hill School Foundation

Frances King was appointed as Head of Mill Hill School and Chief Executive of the Mill Hill School Foundation in January 2016. Prior to this she was Director of College Alpin International Beau Soleil, a co-ed IB and French Bac international school located in the Swiss Alps. Her previous headships included Roedean and Heathfield School.

Before her move into educational management Frances taught Religious Studies, following a degree in Theology from the University of Oxford. She continued her studies with an MA course in Philosophy and Ethics (Heythrop College, University of London) and later an MBA in Global Educational Leadership (University of Hull). Frances is a governor at Edge Grove Prep School and the London Academy of Excellence, Tottenham.



The Rt Hon Anne Milton MP, Minister of State for Apprenticeships and Skills and Minister for Women

Anne Milton was appointed Minister of State at the Department for Education and Minister for Women in June 2017 and has been MP for Guildford since 2005. As Minister for Women she has overall responsibility for policy on gender equality.

Anne served on the Health Select Committee until December 2006, following her appointment as Shadow Minister for Tourism. In summer 2007 David Cameron appointed her Shadow Minister for Health. Between 2010 and 2012 she served as a Parliamentary Under-Secretary of State (Public Health), and was appointed to the government as a whip with responsibility for HM Treasury and HM Household.

Outside of politics, Anne trained as a nurse at St Bartholomew's Hospital in London and worked for the NHS for 25 years, as a district nurse and for people requiring palliative care.



Libby Nicholas, Chief Executive, Astrea Academy Trust

Libby Nicholas is the Chief Executive of Astrea Academy Trust. She was formerly Regional Director of Education for the South & West at the Academies Enterprise Trust. Libby began her career as an English teacher, progressing to roles including Head of Year, Head of Teaching & Learning, Assistant Head, Deputy Head and, finally, Headmistress. She is also a former Deputy Director of Education at the Girls' Day School Trust. Libby is the co-author of *Understanding Leadership* (with John West-Burnham).



Diana Quick, Director, Writer and Actor

Since 1966 Diana Quick has acted in the British premieres of work by numerous notable directors. Recently she has appeared as Clytemnestra in Sophocles' *Electra* at The Old Vic, and in *Babette's Feast* at the Printroom.

Best known as Julia in *Brideshead Revisited*, she has played a wide range of roles in television, most recently in *Houdini and Doyle* and *The Missing*. Films include *Mother's Milk*, *The Revenger's Tragedy*, *The Discovery of Heaven, A.K.A.*, *Saving Grace*, *Vigo*, *Nostradamus*, *Wilt*, *Vroom*, *The Duellists*, *1919*, *Max Mon Amour*, *Nicholas and Alexandra* and *The Death of Stalin*. She translated and performed de Beauvoir's *The*

Woman Destroyed. Her memoir, *A Tug on the Thread* is published by Virago, and she contributed an essay to Virago's *Fifty Shades of Feminism*.

She was Director of the Aldeburgh Documentary Festival for seven years and was awarded an Honorary Doctorate at Suffolk University for services to cultural life.



Joanna Read, Principal, LAMDA

Joanna Read is Principal and Chief Executive of LAMDA, The London Academy of Dramatic Arts. A theatre director by profession and previously Artistic Director of Salisbury Playhouse, Joanna took up the position at LAMDA in 2010. She is currently a board member of the Regional Theatre Young Directors Scheme, the President of Guildford Shakespeare Company and an external examiner for the LIR Theatre Academy, Trinity College Dublin.

She has won multiple awards for her work including a Theatrical Management Association Award for her production of *The Hired Man* at Salisbury Playhouse and the Olwen Wymark Award from the Writers Guild of Great Britain for her work nurturing new writing at LAMDA and elsewhere.



Amy Wevill, Director, Research and Events, Wild Search

Amy Wevill manages executive and non-executive recruitment assignments and heads Wild Research, the thought leadership division of specialist executive search firm Wild Search. Responding to the centenary of the death of Elizabeth Garrett Anderson, as editor of *Leading Women*, Amy has brought together a range of views to reveal the ongoing challenges for women in leadership roles in the education sector.

Amy has a Public Policy MA from King's College London, and a background in international research and programming high-level events, most recently at Chatham House (The Royal Institute of International Affairs).

Amy has a History of Art BA from University College London and retains her interest in the arts, most notably through organising exhibitions and events for The Mill, a Walthamstow-based charity with which she has been involved since 2013.

About Wild Search

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About VTCT

Vocational Training Charitable Trust (VTCT) is the market leading specialist examination board and qualification body for the UK hair and beauty industries, providing vocational and technical qualifications, including the assessment of the new, professional Apprenticeship Standards, in a range of service sectors.

Continuously striving to provide smarter support to enable students to have brighter futures, VTCT is involved in many of the new initiatives being introduced into the education system including: the use of artificial intelligence in assessment; blended learning and online resources.

VTCT values equality and diversity and also recognises that there is an existing gender bias within its specialist industries; hairdressing is traditionally viewed as a ‘women-led’ industry, and yet the highest-paid and most well-known stylists are men.

VTCT is focused on providing the highest standard of qualifications to all, as well as supporting women throughout their careers. We recently commissioned the *Skills Foresight Report* for the hair and beauty sector to identify the skills needs of the future for the profession, and are currently working with industry employers to ensure the profession’s needs for higher level skills in areas such as lasers and chemical skin applications are addressed in a way which provides opportunities for all learners whatever their starting point.

VTCT’s ongoing commitment to changing lives through qualifications that develop and recognise world-class skills is delivered through the more than 2300 worldwide VTCT approved centres and its 125,000 learners.

Vocational and technical education makes learning accessible to all people to give them a direct line of sight to a job and higher level skills. VTCT is proud to be sponsoring the *Leading Women* report and event in partnership with Wild Search.

Alan Woods OBE, Chief Executive





Published by Wild Research, November 2017



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