



Diversity in Education Fund
Grants Prospectus - Phase 1

About Mission 44

Established by Sir Lewis Hamilton in 2021, Mission 44 is a charitable foundation working to build a fairer future in which every young person has the power to succeed. The charity supports bold organisations, leaders and ideas to reimagine the future and transform the lives of young people from underserved communities. Through grantmaking, research and advocacy, Mission 44 is focused on building a more inclusive education system, supporting progression into STEM careers and empowering young people to be changemakers.

About the Diversity in Education Fund

To build a more inclusive education system, we believe that the teaching workforce must be reflective of the population it serves – and yet ethnic diversity is considerably under-represented in the teaching workforce, especially among school leaders.

While this issue is widely recognised, with the Department for Education issuing a statement of intent to increase the diversity of the teaching workforce in 2018, progress to address this underrepresentation has, to date, been limited (DfE, 2018b). Indeed, the single national initiative to encourage diversity in school leadership was brought to a close in 2020. It is this inaction which has led Mission 44 to make ethnic diversity in teaching one of our key objectives.

Over the last two years, we have worked in partnership with Teach First to pilot a range of new approaches to attract and support Black STEM teachers, with the aim to share good practice with the educational community. Building on this work, Mission 44 is now looking to expand our efforts in collaboration with others to increase the ethnic diversity of the overall teaching workforce and senior leadership.

The National Foundation for Educational Research (NFER) 2022 study of racial equality in the teacher workforce¹, in partnership with Teach First and Ambition Institute, identified the areas of the workforce where ethnic disparities in progression are largest. While under-representation of teachers from ethnic minority backgrounds is most pronounced in senior leadership, the study found that this is driven by disparities throughout different stages of progression, particularly in early career stages and initial teacher training (ITT).

In 2023 we commissioned NFER to undertake an evidence review of existing research on

¹ [Worth, J., McLean, D. and Sharp, C. \(2022\). Racial Equality in the Teacher Workforce: An Analysis of Representation and Progression Opportunities from Initial Teacher Training to Headship – Full Report. Slough: NFER](#)

the barriers and enablers to a more ethnically diverse teaching workforce². Some 60% of schools in England had an all-White teaching staff in 2021/22 and this is even more pronounced at senior level (with 86% of schools in England having an all-White senior leadership team). NFER identified a number of key findings contributing to this lack of representation:

- Despite being over-represented among applicants for initial teacher training (ITT) ethnic minority applicants are less likely to receive and accept an offer for ITT compared with their white peers, although the reasons behind this disparity are not clear. Negative experiences during ITT help to explain why fewer ethnic minority trainee teachers achieve qualified teacher status (QTS).
- Teacher retention is lower for ethnic minority teachers than for their white counterparts. Beyond high workload, key reasons for leaving include (1) overt and covert racial discrimination; (2) disillusionment with their ability to make a difference for pupils from ethnic minority backgrounds; and (3) lack of progression opportunities.
- Barriers to recruitment, retention and progression coalesce around the unequal treatment of ethnic minority teachers in a system that was not designed to support either ethnic or intersectional diversity. An anti-racist school culture is a key enabler of progression to ensure a positive working environment for teachers and leaders from diverse ethnic backgrounds.
- In England, there are currently no government targets, programmes or funding to improve ethnic diversity in the teaching workforce, in contrast to Scotland and Wales.
- While there are promising approaches for improving ethnic diversity, there is a lack of rigorous evidence on their effectiveness.

We know that there is good work already happening in the sector, with many organisations within the education community having signed a joint annual statement of action and commitments on equity, diversity, and inclusion in education (All-in Education et al., 2023). In addition to the NFER research, Mission 44 has consulted with stakeholders from across the education sector to help design our Diversity in Education Fund, convening a summit in October 2023 for those with an interest in building a more inclusive education system.

Through our Diversity in Education Fund we want to invest in innovators and systems changers, inspire continuing dialogue, connect and convene leaders and drive forward collective action to make teaching a more ethnically diverse profession.

² [Sharp, C. and Aston, K. \(2024\). Ethnic diversity in the teaching workforce: evidence review. Slough: NFER](#)

Phase 1 of the Fund

Our approach

We are clear there is a need to adopt a systemic approach to achieve the change that is needed to build a more inclusive education system. Over the next five years, we want to improve ethnic diversity in teaching and school leadership by:

- (1) improving the representation of ethnically diverse teachers and leaders in schools;
- (2) the adoption of racially inclusive practice in schools to support the retention of ethnically diverse teachers and leaders;
- (3) supporting the progression of ethnically diverse school leaders.

We use the terms 'ethnically diverse' and 'ethnic minority' to mean all groups who are minority groups in the context of England, while being part of majority groups in a global context, i.e. people from Asian, Black African, Black Caribbean, or mixed heritage backgrounds, as well as people from Gypsy, Roma and Traveller backgrounds.

To achieve the greatest impact we will:

- Invest in innovators and systems changers;
- Connect our partners to share learning, inspire collaboration and collective action; and
- Campaign for change, using our platform to raise understanding of the issues, build a business case and advocate for changes in policy and practice.

In the first instance we will be focusing our investment on increasing the representation of ethnically diverse teachers **at the recruitment and selection stage**.

Announcements on further phases of the fund will follow in early 2025 as we continue to consult with sector experts, researchers, leaders and young people to help inform our approach.

Who is this fund for?

This fund is open to ITT providers and not for profit organisations involved in teacher recruitment. Eligible organisations should be able to answer "yes" to the following questions:

- You are based in and deliver work in England
- Your work in this area is focused primarily on secondary education
- Your work will specifically address the under representation of ethnically diverse teachers entering the profession
- You are committed to embedding learning and building an evidence base for

improvements in teacher recruitment practice and priorities.

- You are willing to work alongside an external learning partner - including collecting and sharing data as needed - to monitor and evaluate the Fund's impact and generate learning for the wider educational community
- You are committed to joining a community of practice to share learning about what does and doesn't work and adopt new ways of working to improve your effectiveness
- Your annual income is at least £100k per annum³
- You are able to demonstrate your organisation's commitment to promoting equity, diversity and inclusion

We would especially like to hear from:

1. Organisations working outside of London
2. Organisations that recognise the value of collaboration and are keen to work with others to provide the most impactful solution
3. Collaborations involving ethnic minority-led or smaller not for profit organisations who bring important lived expertise to this work. When we say 'ethnic-minority led' we mean where the most senior leader (CEO or Chair of Trustee Board) self-identifies as such, and 50% or more of the Board of Trustees/Management Committee, senior staff self-identify as ethnic minorities
4. Organisations that share the [values](#) of Mission 44, and consistently demonstrate them in their approach to this work.

Who is this fund NOT for?

This Fund is not open to statutory bodies such as local authority run schools and local authorities. We are also unable to directly fund individuals through sponsorship, bursaries or support with fees in this phase of the Fund.

As a general rule, Mission 44 will only consider funding for-profit organisations **by exception** and where funding will be ring fenced for a not-for-profit initiative.

What we're looking for in proposals

We are looking to invest in **two** proposals that will address the lack of representation of ethnically diverse teachers at the recruitment and selection stage of teaching. We want to invest in interventions that address shortcomings in current practice, test alternative solutions and respond to the areas of under representation identified by evidence. As such we are seeking proposals that will fundamentally shift current practices in teacher recruitment rather than business as usual.

³ If you are applying as part of a consortium of organisations, this would only apply to the lead organisation.

While few interventions to date have been rigorously evaluated to assess effectiveness, there are some promising approaches emerging in the sector which learning from our work to date and consultations have highlighted. (NB these are intended as a guide, rather than a prescriptive list as we are looking to those working in this space to propose the most effective solutions).

- Strategies (such as advertising, job experience, events and tasters) to make a career in teaching more attractive to ethnically diverse talent
- Alternative entry routes into teaching
- Strategies to increase ITT success rates for ethnically diverse applicants eg widening eligibility criteria, pre-assessment centre workshops
- Tackling racial bias in internal ITT policy and practice e.g. inclusive recruitment training, embed EDI metrics, ITT curriculum and training such as anti racism training and racial literacy
- Access to mentors and reverse mentoring
- Increase support networks for ethnically diverse teachers

We are seeking proposals that clearly demonstrate how your work will support the following outcomes for this phase of the Fund:

Phase 1 Fund outcomes:

- Significantly increase the proportion (%) of ethnically diverse applicants securing ITT places
- Increase the number of ethnically diverse applicants successfully completing ITT and achieving Qualified Teacher Status
- Proactively embed Equity, Diversity and Inclusion practice within teacher recruitment and selection

We are evidence-led and are keen that the organisations we partner with are too. We will ask you to consider the role of evidence in your proposal development. Our hope is that through working with our partners we generate useful learning that will inform and influence policy and practice across the wider sector. To support this we are commissioning an independent learning partner who will help us to select partners and provide ongoing support for partners from designing a Theory of Change through to data collection, analysis, and impact measurement. Selected partners will be expected to work closely with our learning partner throughout the duration of your project.

We anticipate the learning partner will:

- Be a critical friend to Mission 44 and partners

- Co-create a learning approach for demonstrating impact and sharing learning with funded partners (this would probably include system mapping and a Theory of Change workshop to refine Fund-level outcomes)
- Convene and facilitate a community of practice to share learning across the partners
- Assess the impact across the Fund and at partner level.

What can I apply for?

You can apply for a four-year grant totalling up to £500,000 to be split across the four-year period, with delivery expected to begin at the start of the 2024/25 academic year. We will consider all eligible costs that are essential to the delivery of your proposal. The grant will be restricted to supporting the outcomes of this phase of the Fund.

As you will be working with our learning partner to evaluate the impact of your work and share learning on effective practice with other partners across this Fund, we encourage you to consider any additional support you will need to actively participate in this learning approach and include this in your overall budget. As a guide we anticipate this to be approximately 1 day per month.

What can't I apply for?

- Funding for teacher salaries
- Capital costs including building work and renovations
- Spending that has already taken place
- Activity that takes place outside of the UK
- Party political lobbying activity
- The practice or promotion of religion or any particular belief systems
- Loan repayments
- Costs for which you have already received funding (duplication)
- Investments
- To help with debt repayments.

How to apply

Application stages

There is a two-stage process:

1. **Expression of Interest:** a short summary of what you plan to do and how much it will cost. Once you submit your short outline proposal, we will be in touch with

you within one month to let you know whether we are interested in taking your proposal forward to the second stage. We will only take a small number of proposals through to the second stage.

2. **Develop a more detailed proposal:** we will invite you to develop a more detailed proposal. We will provide clear guidance on the additional information we require and spend time working through this with you and the learning partner.

Your Expression of Interest

We will use the expression of interest to understand more about your organisation and your work. We can accept expressions of interest in different formats, e.g. Word document, slidedeck or similar. As a guide we would expect your expression of interest to be the equivalent of no more than 6 sides of A4 in accessible sized font.

In your expression of interest you should include the following:

1. Information about your organisation

Please include:

- The name, pronouns and role of your key contact and their contact details
- What type of organisation you are eg registered charity, not for profit organisation, statutory organisation etc
- Whether you have a board of directors, trustees or other governance structure (how many directors/trustees)
- What geography you work in currently

2. An outline of what you intend to do

Please provide a short description of what you are seeking funding for, including:

- What your activities or interventions will be
- Whether you will be working in collaboration with any other organisations (and, if so, who they are and how they will help you achieve your outcomes).
- How this is different to your current approach, **and/or** will shift current practice, or significantly increase the scale of a previously piloted successful intervention

3. How your interventions will meet the outcomes of Phase 1 of the Fund

Please:

- Identify any high level outcomes you expect to achieve over the four years
- Tell us what your monitoring, evaluation and learning approach is

4. Duration and cost of your proposal

Please include:

- The amount of funding requested per year (ideally with a short breakdown of how this would be spent or allocated)
- Any other funding or in kind support you or others will be contributing
- What proportion of your budget will be allocated to any other organisations you will be working with

5. Along with your proposal, we will also ask for the following documents (please provide links if the most up to date versions are available online):

- A copy of your organisation's DEI policy or plans
- Your organisation's safeguarding policy
- Your latest set of accounts

The deadline for receiving your expression of interest is **29th March 2024**. Please email your completed expression of interest to grant.enquiries@mission44.org

Accessibility

We want to ensure our application process is as accessible as possible. We will facilitate alternative ways of submitting information in accessible formats should you need to do so. If you need support, or would like to request the guidance in other formats, please do get in touch with grant.enquiries@mission44.org.

Decision making

Shortlisting expressions of interest will be done by Mission 44's Impact Committee, consisting of representative members of our [Youth Advisory Board](#), our CEO and members of our [Board of Trustees](#). The process will be supported by our learning partner and members of Mission 44's staff team.

Final decisions will be made by Mission 44's [Board of Trustees](#).

Timelines

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| Deadline for EOIs | 29th March |
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| Invite second stage proposals | w/c 29th April |
| Deadline for second stage proposals | 7th June |
| Proposal development meetings with second stage organisations | Mid June - early July |
| Decisions | By 31st July 2024 |
| Partner kick off meetings | Sept 2024 |

The decision timeline may be extended to September should the proposal development stage require additional time.

Being a funded partner

We will adopt a relational approach through our funding, regularly catching up with our partners to reflect and review how delivery is progressing. This is so that everyone is clear on mutual expectations and to help build long-standing relationships based on trust.

We try to ensure that our reporting and payment processes are flexible and purposeful, enabling organisations to focus on delivery rather than reporting and administration. We will only ask for information we need and use. We will agree to reporting milestones with you as part of the selection and onboarding process.

Wherever possible, we will encourage you to submit a report you're already producing. This could be an Impact Report, a report for your trustee board, a progress report you've written for another funder, or your Annual Report. We are also keen to support information being provided in alternative formats should that be required.

We don't just want to hear about your successes! We want to know when things don't work out; why they don't go well; and how you learn from it and use that knowledge to move forward. How openly you report to us, and how you learn and change over the course of our grant, can be key to a further grant.

Further information

If you have any questions about the process please email the Mission 44 Impact Team at grant.enquiries@mission44.org