

Hark

The Diversity in Education Fund

Annual Report 2025

Commissioned by
MISSION44

Executive Summary

The Diversity in Education Fund

The Diversity in Education Fund is a four-year investment by Mission 44, established to tackle the systemic barriers that prevent Global Majority teachers from entering, staying in, and progressing within the teaching profession. Rooted in Mission 44's ambition to build a fairer and more inclusive education system, the fund aims to build a diverse and inclusive teaching and school leadership workforce, sustained and supported by an anti-racist culture at a school, ITT and sector-wide level.

Mission 44 has funded partners working across the education system to deliver programmes which contribute to this aim. The design of the fund recognises that recruitment, retention and progression are interconnected challenges, and partners have therefore been funded to work across all stages of the pipeline. In this first year, activity has been weighted towards recruitment, with future years focusing more on retention and leadership progression.

The fund adopts a consortium approach to drive long-term systemic change, and partners have been selected for a careful balance of diversity of voice, reach, scale and approach. Mission 44 has continued to co create with partners throughout the year, ensuring the fund remains responsive to learning.

Hark was commissioned as the learning partner to support strategic planning, oversee monitoring and evaluation and facilitate shared learning across the fund.

Who the partners are

Mission 44 currently funds nine partners, six of whom work in two consortiums:

- **Aspiring Heads** – A social enterprise supporting Black educators to progress into senior leadership through mentoring, specialist professional development, and leadership programmes.
- **The Black Curriculum** – A social enterprise dedicated to embedding Black British history and anti-racist practice in schools. They have been supported to expand training, develop an online learning platform, and grow their Young Champions programme.

- **The Chartered College of Teaching, Being Luminary and Chiltern Learning Trust** – A consortium of organisations working through SCITTs to influence ITT recruitment, training and support. Their work includes anti-racism training for ITT staff, Global Majority coaching, exemplar recruitment materials, and funded Chartered Teacher pathways.
- **The National Institute of Teaching, Mindful Equity UK and Now Teach** – A newly formed consortium focusing on recruiting Global Majority career changers, embedding anti-racist curriculum design in ITT, and building cross-organisational knowledge and collaboration.
- **Rekindle** – A supplementary school designed with and for young people, ensuring the voices and experiences of young people inform the wider fund, and providing education environments led by relatable, diverse staff.

Together, these partners represent a carefully curated mix of lived-experience organisations, national bodies, and school-based providers, all working towards shared long-term change.

Key learnings and reflections

The Diversity in Education Fund is large and complex, and this first year has surfaced learnings applicable to a number of audiences. Here, we have drawn out key learnings for funders, funded delivery partners, learning partners, and the wider education sector.

For funders:

1. Even when planned for, challenges can still arise in practice. Assumptions made at the outset must be continuously tested and adapted as real contexts emerge.
2. Funders have an opportunity to use their position to bring partners together to learn from each other and share their learnings. Mission 44 has used the Diversity in Education Fund as a community of practice that can convene and share their progress and learnings – driving change across the sector by working together in different areas, applying their specialist knowledge in different contexts and collectively solving problems.
3. The deliberate selection of partners is essential, as choosing organisations with diverse expertise, lived experience and reach enables a more holistic response to systemic issues.

4. Having a Learning Partner is a useful tool that allows funders to provide specialist and external support to partners while analysing collective impact and building a strong evidence base. It is important that this is seen as, and functions as, a supportive element for partners and are not in place to evaluate and criticise partners but to support all partners and create more opportunities to share learning and evaluation strategies.
5. Developing a Theory of Change and being realistic about what can be achieved within a given timeframe is vital. This encourages clarity, shared expectations and a recognition that systemic change cannot be rushed.
6. Funders should recognise the need to provide adequate time for partners to set up, build relationships and establish strong foundations before delivery begins, as this enables more thoughtful and sustainable practice.
7. Funding systemic change interventions requires investing in different elements of a system simultaneously, acknowledging that progress relies on multiple actors influencing different levers rather than on isolated initiatives.
8. Long-term change needs time and isn't particularly showy, but bold in its ambition – requiring patience and time to establish ways of working and strategy before a steady but organised launch. This can be balanced with the need to demonstrate value at an early stage by being clear on the early signals of change.

For delivery partners:

1. With varying partners with different of different sizes and different scales of activity, it is important that equal contribution of all voices, including subject matter experts, is taken into account. When convening, partners all should be given equal space and the equality the projects are trying to drive should be visible within the communication and collaboration of the partners. Power imbalances can be replicated unintentionally through capacity differences, funding flows or convening arrangements, so partners must be careful to avoid and actively address these if they arise.
2. Dedicating sufficient time and energy to establishing relationships, clarifying expectations and embedding strong governance and working structures is invaluable in supporting smooth delivery as activity progresses. This also applies to clearly defining roles and responsibilities to allow partners to collaborate effectively and efficiently.
3. Investing time into monitoring, evaluation and learning from the earliest stages strengthens delivery. Building in opportunities for reflection, feedback and iteration enables partners to adapt their approaches in real time.

For learning partners:

- 1.** Creating a consistent, robust impact measurement for system change can be a challenge when delivery, target audience, and immediate outcomes can vary significantly. It is important to keep in mind the overall goals that unite the funded delivery partners. This allows the learning partner to support them in finding these links and building logical Theories of Change and impact frameworks. It is also vital to allow for bespoke measurement and metrics for each partner so they can talk about the impact of their activity in a compelling way, as well as in alignment with the wider fund.
- 2.** Taking the time to work with each individual partner on their specific project and measurement allows the sector to capture specific learnings but also work with them to report combined impact across multiple streams.
- 3.** Learning partners must carefully consider the capacity of delivery partners when creating space to engage in monitoring, evaluation and learning and when convening partners. Even the most well-intentioned processes can place a disproportionate burden on smaller organisations and risk limiting their ability to participate fully, so flexibility is essential. Adapting reporting requirements and allowing alternative modes of engagement helps protect partners' wellbeing and ensures that learning activity enhances rather than disrupts delivery.
- 4.** The division of roles and responsibilities between funder, learning partner and delivery partners needs to be very clear and explicit to avoid confusion or duplication of work.

For the wider sector:

- 1.** There are multiple avenues that can be used to start to influence systemic change. Our partners have made changes to teacher training content, coaching and mentoring, curriculum change, and recruitment training, all of which we are beginning to collect data for and look at the change being made.
- 2.** Strategies from featuring diverse role models in marketing to comprehensive anti-racist programme design that embeds culturally relevant pedagogy are effective in attracting more Global Majority teachers. Mentoring, representation and financial incentives can all encourage both recruitment to and retention within the profession.
- 3.** Working collaboratively with organisations across different aspects of the system can increase the impact and accelerate change, at the same time as balancing reach with lived experience expertise.

4. Collecting qualitative feedback from all activity is invaluable in finding specific elements that need adjusting, but time and space to adapt training and materials should be built in to allow the flexibility to improve projects as they roll out over time.
5. Measuring and evaluating can be burdensome, but with time and careful planning, impact and evaluation can feed in findings throughout a project and lead to ultimately stronger results.
6. Do not expect instant results. There are many different approaches that can be taken, some bolder than others, but do not let slow and steady improvement, in any area, be the enemy of progress.

Next steps

The Diversity in Education Fund is at the beginning of its journey and there is still much to learn as we work towards a more diverse and inclusive education sector. Our focus for the year ahead is to build on early progress by strengthening partnerships, deepening collaboration and improving our understanding of what works. Alongside continued work to support the recruitment of Global Majority teachers, we will begin identifying gaps in existing routes and turn greater attention to retaining diverse talent.

Next year, partners will continue to develop and deliver their programmes. We expect to see more equitable recruitment practices, increased confidence among trainees in addressing racism and expanded support for Global Majority teachers, including career changers. Early impact data will begin to show how the fund is influencing conditions and practices across the system, helping us to understand where change is emerging.

We will continue to refine our monitoring and evaluation processes and build a strong evidence base for the change we aim to create. There will be further opportunities to convene partners, and policy developments, including the schools White Paper and the government's workforce plan, may shape the context in which we work. We recognise that creating change within a complex system requires time, strong relationships and adaptability, and we remain committed to using our growing influence to maximise our impact.

Introduction

Purpose of this report

This report has been produced by Hark London (Hark), the Learning Partner of Mission 44's Diversity in Education Fund. Hark have been supported in the creation of this report by Mission 44, and by the partners of the Diversity in Education Fund who have provided reports of their activity and progress, and shared their learnings throughout the funding process and implementation of their funding. The report will first explain the fund's aims, underlying assumptions and design principles, before outlining the work of the funded partners and deliverables to date. We will then answer four key learning questions:

- 1 What progress has been made towards our outcomes?**
- 2 What are we learning about consortium working?**
- 3 What is the benefit of having a learning partner?**
- 4 What are we learning about measuring impact?**

The report will conclude with a discussion of the next steps for the Diversity in Education Fund.

Mission 44

Mission 44, founded by Sir Lewis Hamilton, is a charity who want to build a fairer, more inclusive future for young people. Part of their mission is to build an inclusive education system where every young person is supported to succeed and can thrive in school, regardless of their background. Key to this mission is addressing the problem of belonging in education, with more than 40% of children and young people saying that they don't feel a sense of belonging in school¹. The Diversity in Education Fund forms one element of Mission 44's work to tackle this, as it seeks to ensure that all pupils see themselves reflected in their teachers.

1. Harris, E., O'Brien, C., Gill, K., Menzies, L., Poku-Amanfo, E., Rooney, K. and Graham, J. (2025). WHO IS LOSING LEARNING? FINDING SOLUTIONS TO THE SCHOOL ENGAGEMENT CRISIS Institute for Public Policy Research. [online] Available at: https://ippr-org.files.svdcn.com/production/Downloads/Who_is_losing_learning_solutions_March25.pdf?dm=1742212659.



A note on language:

Mission 44 usually refers to ethnic minorities to recognise the specific impact of minoritisation in the context of England. Following consultation with stakeholders and partners, we as the Diversity in Education Fund have chosen to use the terminology “Global Majority” when discussing the representation we are aiming to see in the teaching workforce. Some individual partners may choose to use different terminology (e.g. “ethnically minoritised”). Throughout this report, we have respected our partners’ chosen terminology, while maintaining the “Global Majority” terminology as an overall fund.

The pronoun “we” is used throughout this report to refer to the Diversity in Education Fund as a whole, but specifically from the perspective of Mission 44 and Hark working in collaboration.

Why the fund was set up

Despite 38% of pupils in England coming from Global Majority backgrounds², 88.6% of all teachers in state-funded schools in England are White³. In fact, in 2021/22, 60% of schools in England had not a single teacher from a Global Majority background⁴. Those from Global Majority backgrounds are less likely to enter, stay in, and progress within the teaching profession, with all ethnic groups except White underrepresented at every career stage⁵. This underrepresentation impacts Global Majority students’ sense of belonging as they don’t see themselves reflected in their teachers, and can limit the academic and social growth for all pupils.

2 Schools, pupils and their characteristics, academic year 2024/25 (2025) GOV.UK. Available at: <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics/2024-25> (Accessed: 21 November 2025)

3 GOV.UK (2023). School teacher workforce. [online] [www.ethnicity-facts-figures.service.gov.uk](http://www.ethnicity-facts-figures.service.gov.uk/workforce-and-business/workforce-diversity/school-teacher-workforce/latest/). Available at: <https://www.ethnicity-facts-figures.service.gov.uk/workforce-and-business/workforce-diversity/school-teacher-workforce/latest/>.

4 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. rep. NFER. Available at: <https://www.nfer.ac.uk/publications/racial-equality-in-the-teacher-workforce/#:~:text=Jack%20Worth%2C%20Dawson%20McLean%20and,represented%20among%20trainees%20entering%20teaching.> (Accessed: 2025).

5 ibid

Retention is a huge challenge across the whole teaching workforce in England. The unfilled vacancy rate for teachers is 6 times higher than pre-pandemic⁶, and almost 10% of teachers left the profession in 2023, higher than all but three other countries in the OECD⁷. The government has recognised this issue and pledged to recruit 6,500 new teachers, with a commitment made to Mission 44 to ensure that this plan supports teachers from all backgrounds into the classroom. This has not yet come to fruition. The crisis is even greater among Global Majority teachers, with retention rates up to 4 percentage points lower than their White counterparts⁸.

Mission 44 have done previous work in this sphere. They have partnered with both Teach First and the National Foundation for Educational Research on a number of projects, from commissioning research into ethnic diversity in the teaching workforce, to producing resources to enhance the support available for Global Majority applicants to STEM teaching roles. As part of their partnership with Mission 44 between 2021 and 2023, Teach First launched a targeted campaign and adapted their recruitment processes to provide more bespoke support for diverse candidates, successfully recruiting 75 Black STEM trainee teachers. This more than doubled the proportion from 3.9% to 10.1%, and achieved a 28% intake of incoming Global Majority trainees overall. In 2024, Mission 44 began to build on this previous work with the development of the Diversity in Education Fund, aiming to build a more diverse education workforce that reflects the student population it serves.

The severe lack of diversity within the teaching workforce is an issue that must be addressed, and it is not enough to simply set recruitment targets for those from Global Majority backgrounds. We must take a systemic approach – looking at the whole recruitment process, conditions and cultures within schools which encourage retention, and barriers to retention and progression to leadership. With that in mind, the Diversity in Education fund has been set up to use Mission 44's funds to tackle the systemic barriers in the recruitment, retention and progression of Global Majority teachers across England. The fund focuses on the teaching workforce in secondary schools, to align with Mission 44's target age group.

6 NFER (2025). Teacher Labour Market in England Annual Report 2025. [online] NFER. Available at: <https://www.nfer.ac.uk/publications/teacher-labour-market-in-england-annual-report-2025/>.

7 OECD (2025), Education at a Glance 2025: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/1c0d9c79-en>.

8 Sharp, C. and Aston, K. (2024) Ethnic diversity in the teaching workforce: evidence review, NFER. Available at: <https://www.nfer.ac.uk/publications/ethnic-diversity-in-the-teaching-workforce-evidence-review/> (Accessed: 21 November 2025)

What the fund aimed to do

The Diversity in Education Fund's overall aim is to build a diverse and inclusive teaching and school leadership workforce, sustained and supported by an anti-racist culture at a school, ITT and sector-wide level. To date, Mission 44 have invested just under £2 million in this fund, with a further £2 million anticipated commitment over the next three years.

Mission 44 and Hark worked together to produce a fund-wide Theory of Change and Impact Framework to initially define the fund outcomes and how we anticipated measuring these. These documents guided partner selection through examining different routes to achieving this goal, but were refined as partnerships were embedded and the work took shape.

We recognise that teacher recruitment and retention is a large and complex landscape, with many stakeholders influencing different areas. Our aim is for our work to contribute to long-term systemic change, meaning that we want to address the root causes of the issue of underrepresentation in the teaching and school leadership workforce. We want to effect change in the underlying structures and cultures which influence teaching recruitment and progression practices, as well as retention levels within the profession. While we want to see greater numbers of Global Majority teachers, we do not want to track this alone. We hope to effect whole system change through a number of key outcomes, including:

- A greater number of people from Global Majority backgrounds successfully qualifying to become teachers and secure employment in schools
- Recruitment and progression processes becoming more equitable
- Global Majority trainees and teachers having a positive experience of ITT and teaching
- Global Majority teachers feeling a sense of safety and belonging within the teaching profession
- More Global Majority teachers staying in the profession
- More Global Majority teachers being promoted to senior leadership roles within schools, including headship
- School leaders, the government and the general public having an enhanced understanding of the benefits of and barriers to a diverse workforce and why this is important

These, and our other outcomes, can be seen in the simplified version of our Theory of Change below.

Our Theory of Change

01 Inputs

- Funding
- Learning networks across partners
- Time
- Expertise and knowledge
- Channels and networks

02 Activities

- Learning and sharing best practices
- Changing systems of recruitment and progression to be more equitable
- Providing targeted support for ethnically diverse teachers and applicants
- Creating accountability
- Raising awareness and demanding change

03 Outcomes

School/ITT level:

- A greater number of people from Global Majority backgrounds successfully qualify to become teachers and secure employment in schools
- Developing diverse school workforces becomes a social norm
- Schools take an active role in diversifying their workforce
- Recruitment and progression processes are more equitable
- Schools are empowered to uphold their legal responsibility to tackle racism against staff and develop an anti-racist culture in the school

- More Global Majority teachers stay in the profession
- More Global Majority teachers are promoted to senior leadership roles

Wider sector

- Schools, the government and the general public have an enhanced understanding of the benefits of and barriers to a diverse workforce and why this is important
- Global Majority teachers feel that teaching is a safe profession where they can see a future

04 Impact goal

A diverse and inclusive teaching and school leadership workforce, sustained by an anti-racist culture.

Year One

2025 was the first year of the Diversity in Education fund. This year has seen the development of projects and processes, as well as initial delivery from some partners. This means that, while we have been able to make reflections on the delivery of some partners' work, this first annual report is weighted more towards the set up and design of the fund and learnings from that process, with more impact and delivery-focussed learnings to come in future years. The benefits and challenges of this initial year will be addressed in our discussion of Learning Question 2: What are we learning about consortium working?

How the fund was designed

Recruitment, retention and progression

The lack of diversity within the teaching workforce is a prevalent challenge at all stages of the career pipeline, from recruitment to Initial Teacher Training (ITT), to retention, through to promotion into senior leadership roles⁹. The issues of recruitment, retention and progression are all connected, and none can be looked at in isolation. The Diversity in Education fund has therefore funded partners to work within each of these stages, taking a multi-faceted approach to effecting systemic change. However, in this first year, our initial focus has been weighted towards recruitment so as to build up the Global Majority workforce. In future years we will focus on retention and progression into leadership.

Collaboration and co-creation

Our Theory of Change sets out our desired outcomes, which we are aiming to achieve through a range of planned activities. To give ourselves the best chance of success, certain Mechanisms of Change must be in place. The most relevant of these at this stage of the fund is:

“

At all stages, it is vital to include Global Majority voices and those of lived experience experts, as well as encourage collaboration between all key stakeholders to achieve a common goal.

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⁹ 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. rep. NFER. Available at: <https://www.nfer.ac.uk/publications/racial-equality-in-the-teacher-workforce/#:~:text=Jack%20Worth%2C%20Dawson%20McLean%20and,represented%20among%20trainees%20entering%20teaching.> (Accessed: 2025).

With this in mind, the fund has been designed using a consortium approach, with the assumption that working collaboratively across the education sector will effect greater change than individual organisations working alone. This has also ensured that lived experience and Global Majority organisations are at the forefront of this work, and able to work with bigger organisations to influence the wider sector.

Opportunities for convening and sharing learning have been built in at all times, and the selection of funded partners was made carefully and deliberately, ensuring:

- The inclusion of a diverse range of voices, including those of lived experience experts
- A wide reach across the sector and geographical spread across England
- The structures and scale needed to achieve systemic change
- A range of different routes and approaches to teacher recruitment, retention and progression (e.g. a specific focus on career changers as well as new graduates) to maximise opportunities to enhance diversity

Mission 44 has been dedicated to co-creation of the solution throughout the lifespan of the fund to date. They consulted with stakeholders from across the education sector to help design the Diversity in Education Fund, ensuring that it would meet the needs of the sector and be effective in creating change across the system. Although the goal was clear, there has been consistent and ongoing co-creation with the funded partners to develop the activities that will help to achieve that goal. This allowed those working on the ground to bring their expertise to the design of the fund, as well as leaving room for flexibility to respond to learnings as the fund continued to develop. This iterative approach has allowed all members of the fund to share learnings and develop processes as the work has continued.

Learning partner

Given the strong focus on sharing learnings, Hark, an independent education and youth agency with a wide range of monitoring and evaluation expertise, was commissioned as the Learning Partner for the Diversity in Education Fund. Hark's role has been to support the development of clear strategic plans for the fund and to measure the impact of the fund as a whole. Hark also facilitated the sharing of learning between partners and beyond, primarily in the form of learning sessions which have brought all partners together in virtual or face-to-face workshops. The purpose of these has been to share challenges, successes and best practices, as well as to ensure that all partners can benefit from each other's experience and expertise. These sessions have been attended by at least one representative from Mission 44 and each of the funded partners named below.

The partners

Nine partners are currently funded by Mission 44 to drive systemic change across the teaching and school leadership workforce, six of whom are working in two consortiums.

Aspiring Heads

Aspiring Heads is a social enterprise dedicated to breaking down racial barriers in education in the UK. Their goal is to increase representation of black teachers and educators in school leadership through support, mentoring and guidance from successful black leaders in education. They were awarded Diversity in Education funding to:

- Increase their team's capacity
- Expand their flagship programme focussing on professional development for Black educators, Senior Leaders and Headteachers
- Develop their growth strategy

The Black Curriculum

The Black Curriculum is a social enterprise founded by Lavinya Stennett in 2019 to address the Eurocentricity in local and national curricula. They were awarded funding through the Diversity in Education Fund to enhance their capacity to:

- Host a conference focussing embedding anti-racism in education.
- Develop an online training platform for teachers to supplement their existing training programme, focused on embedding anti-racist practices and Black British history in teaching.
- Increase the capacity and number of Young Champions to support and drive forward the work of The Black Curriculum.

The Chartered College of Teaching, Being Luminary, and Chiltern Learning Trust [consortium]

This consortium of three organisations (CCOT, BL and CLT) has chosen to focus their work through SCITTs because of the impact on networks of schools and direct in-school activity. They aim to directly impact diversity in initial teacher (ITT) and those achieving Qualified Teacher Status (QTS) through providing:

- Training and resources for ITT staff involved in recruitment and selection
- Training and resources for ITT staff that support trainees (including SCITT staff, mentors, school placement staff, school leaders and professional tutors).
- Providing exemplar application resources for ITT providers
- Providing Global Majority coaches working alongside ITT providers
- Funded Chartered Teacher cohorts for Global Majority teachers : specialist tailored development pathways to support diverse educators.

Through these activities, they aim to ensure that ITT staff feel confident to identify their own biases and speak about and address racism, and that Global Majority trainees feel a sense of belonging and inclusion throughout the ITT process.

The National Institute of Teaching, Mindful Equity UK, and Now Teach [consortium]

This consortium (NIOT, MEUK and NT) formed a new partnership specifically for their work with the Diversity in Education Fund. They will work to create a strong consortium and directly impact Initial Teacher Education (ITE) and teacher recruitment, as well as having a focus on recruiting Global Majority career changers into the sector. Due to being a newly formed consortium, this first year has focused on set up before delivery.

Their work will focus on:

- Establishing a Cross-Organisational Working Group to lead the project and build anti-racist expertise and mindsets across the three organisations in the consortium

- Launching a recruitment campaign to attract career changers from Global Majority backgrounds within the West Midlands, supporting them through the teaching recruitment process
- Developing an anti-racist curriculum and practices to embed throughout the National Institute of Teaching's Initial Teacher Education (ITE) programme.

The consortium hopes to increase the number of Global Majority teachers recruited to the profession by tapping into the career changer market, as well as changing their recruitment and training practices to be more inclusive.

Rekindle

Rekindle run supplementary schools informed by the feedback and experiences of young people, creating a better education system based on what young people envision it could look and feel like. As a partner, Rekindle's focus is on supporting diverse communities of young people by providing teachers and staff who can relate to young people and support them in their education. They also play a role in feeding back young people's insights to other partners who may not be working with young people directly.

What has been delivered so far?

Raising awareness

The Anti-Racism in the Curriculum Conference 2025

Organised by the Black Curriculum, this conference was a day of learning for those across the education sector, focusing on themes of systemic inequality, anti-racist values, and supporting and empowering teachers. It attracted over 150 attendees – including educators, youth participants, exhibitors, and national stakeholders – and received positive participant feedback and media coverage.

Young Champions

The Black Curriculum has engaged a team of 10 young people aged 16–24 who are actively involved in creating and promoting education content, attending events, leveraging social media, and engaging schools and external organisations, driving to decolonise the curriculum from a grassroots and youth centred level.

Literature review

NIOT, MEUK and NT have conducted a dive into existing research on how to recruit, support and retain new teachers from minoritised groups. The review recommended strategies from featuring diverse role models in marketing to comprehensive anti-racist programme design that embeds culturally relevant pedagogy, as well as highlighting the importance of mentoring, representation and financial incentives.

Influencing practice

ITT staff training

Full training programmes have been delivered by CCOT, BL and CLT to a cohort of six Global Majority coaches and feedback has been positive. Training for ITT staff has also been delivered including School-Centred Initial Teacher Training

(SCITT) leaders receiving training and journalling exercises. To date, this training has reached 177 members of The National Association of School-Based Teacher Trainers (NASBTT), spanning 1,401 schools.

Diversifying recruitment materials

Content for ITT staff who support trainees has been developed with the aim to increase diversity in ITT, with the first materials focusing on recruitment launched in November. The programme has been developed with contributions from senior experts in the field and includes videos of Early Career Teachers (ECTs) and trainee teachers from Global Majority backgrounds sharing their experiences.

Developing content for new ITT curricular

Content has been developed for NIOT, MEUK and NT's anti-racist ITT curriculum drawing on research and established frameworks, due to be launched in September 2026. Research and learnings from across the Diversity in Education Fund will also support the development of this content.

Launch of career changers recruitment campaign

NIOT, NT and MEUK have launched a recruitment campaign to specifically attract career changers from Global Majority backgrounds in the West Midlands, using relatable role models and a place-based approach to target key audiences using local leaders and networks. Local agencies helped to create the recruitment campaign and a recruitment site was launched as a key element, with progress frequently reviewed by a working group. Applications were received from 18 Black and/or South Asian individuals, comprising 45% of all applications in the West Midlands. 2 of these applications led to successful recruitment, equal to 25% of all West Midlands recruits.

Ways of working

Developing a Cross-Organisational Working Group

NIOT, MEUK and NT have developed their Cross-Organisational Working Group. This has given their employees and trainees confidence that they are prepared to have open discussions about race and ethnicities and work efficiently as a consortium.

Key learnings and reflections

We have already learned so much in the first year of the Diversity in Education Fund. Some of this is new learning, but there has also been room for a lot of reflection on things we knew at the beginning of the fund and how they have worked in practice. Even though the fund was designed to mitigate certain issues – for example, the importance of strong working relationships within a consortium, or the need to balance robust evidence with partners' MEL capacity – some challenges have still arisen.

As mentioned above, our learnings at this stage have been predominantly focused on the set up and design process, which we hope will prove valuable for others working in this space. There are learnings here for a number of key audiences. At this stage, many of these learnings are most useful for funders, learning partners, and funded delivery partners, but as we gather more impact data we hope to be able to share valuable learnings for the wider sector including school and policy leaders as well.

The learning questions we have focused on this year are:

- 1 What progress has been made towards our outcomes?**
- 2 What are we learning about consortium working?**
- 3 What is the benefit of having a learning partner?**
- 4 What are we learning about measuring impact?**

Hark and Mission 44 have gathered these learnings through continuous communication with our delivery partners, in the form of monthly meetings, quarterly convening sessions, and interim and annual reports from each partner.

As we've collected these learnings, we can see that our progress has been supported by making deliberate design choices, such as funding a portfolio of diverse organisations working within a range of contexts to tackle the problem from various angles. A further condition for success has been the flexibility built into the fund to be co-constructed and responsive to emerging findings.

We also know that our progress has been hindered at times by our approach to convening, and capacity challenges within these same organisations, which we will discuss in more detail below.

Learning question 1: What progress has been made towards our outcomes?

Each of the partners of the Diversity in Education Fund are at different stages in their journeys towards driving systemic change in education. In this first year, many have created detailed plans, including Theories of Change and impact frameworks, that allow them to focus their projects and ensure they are thinking about the outcomes and impact on those involved. This is true of those that are starting work from scratch, such as the NIOT, MEUK and NT consortium, and those that have established projects but are making changes or adding new elements and measurements, such as Rekindle. Some of the partners have begun collecting impact and evaluation data, but most are establishing immediate impacts or measuring baselines.

Despite this, we can see that the activities that each partner is carrying out, aligns clearly not only with their own Theory of Change (with logical links between their planned delivery and activity and their outcomes) but also with that of the fund as a whole.

Each partner forms one piece of the overall picture, and each is making a contribution to the systemic change we want to see as a result of the Diversity in Education Fund: a diverse and inclusive teaching and school leadership workforce, sustained and supported by an anti-racist culture at a school, ITT and sector-wide level. Some of our desired outcomes – including a greater number of people from Global Majority backgrounds successfully qualifying to become teachers, securing employment in schools and staying in the profession – cannot be quantifiably reported on at this early stage, and will rely on later data collection. However, we can clearly identify where partners' activity is contributing to the fund's other desired outputs and outcomes – ultimately helping to shift the dial on the diversity of the teaching and school leadership workforce.

Desired outcome: Recruitment and progression processes are more equitable

Due to their large reach and influence in the sector, as well as their extensive expertise, both consortium partners can drive improvement in the equity of recruitment processes. CCOT, BL and CLT have provided training and resources for ITT staff involved in recruitment and selection, alongside exemplar application materials to support fairer candidate assessment. Six Global Majority coaches have worked directly with ITT providers, leading to immediate changes such as diversifying imagery in promotional materials, forming interview panels that include Global Majority staff, and critically reviewing recruitment documentation. Data collection has begun across SCITTs to monitor Global Majority applications and admissions, enabling early insights into progress. NIOT, MEUK and NT's place-based recruitment campaign meets the needs of

Global Majority applicants, while findings from their literature review are being implemented into their ITT curriculum and practices.

Desired outcomes: Global Majority trainees and teachers have a positive experience of ITT and teaching; Global Majority teachers feeling a sense of safety and belonging within the teaching profession

Aspiring Heads, NIOT, MEUK and NT are increasing access to support and mentoring targeted at Global Majority teachers and have plans in place for measurement and reporting of the impact this support will have. CCOT, BL and CLT have rolled out their training and coaching to their first cohort and have begun looking at the impact this has, as well as preparing their online training programme for initial roll out. The feedback they have gathered from this early activity has already helped them restructure the clarity of roles for the second cohort.

Early feedback suggests that this training is supporting SCITT staff to recognise where their practice can be improved, with one coach reflecting that “simple yet effective changes, such as updating photographs to showcase a diverse range of individuals representing the global majority, forming interview panels that included global majority staff, and critically examining existing recruitment documents for potential barriers. These adjustments served as a significant eye-opener for the SCITTs, allowing them to recognise the need for changes that would better reflect the communities they aim to serve.” Further evaluation of participants’ confidence and experience is expected in May 2026.

Desired outcome: More Global Majority teachers are promoted to senior leadership roles

Aspiring Heads’ training programme is increasing confidence that progression pathways are open and accessible to Global Majority teachers. The programme fosters resilience, ambition, and a strong network. As a result of the Aspiring Heads Leadership Programme, 95% of participants have reported an increase in knowledge and understanding of leadership competencies, and 91% of participants reported feeling more equipped with overcoming current and potential barriers. Ultimately, 95% of participants feel more confident with applying for a progressive roles (including Senior Leadership and Headship).

Desired outcome: School leaders, the government and the general public have an enhanced understanding of the benefits of and barriers to a diverse workforce and why this is important

The literature review led by NIOT, MEUK and NT has made information about the barriers to a diverse workforce more accessible and readily available to all stakeholders and the general public. The Black Curriculum has raised awareness of a number of key issues relating to anti-racism in education through their

conference, and all partners have been widely sharing their learnings and best practices through social and traditional media. CCOT, BL and CLT have published regular social media posts and blogs written by participants in their programme, and have a newsletter with 180 subscribers. In July 2025, the Teaching Commission launched its 'Shaping the Future of Teaching' report. This included a chapter titled 'Race to the Top', written by commissioners Yamina Bibi and Angelina Idun, which notes this consortium's Mission 44 funded project.

Following a roundtable event hosted at 10 Downing Street and attended by representatives from Mission 44 in June 2025, the government pledged to support Mission 44 in their mission to build a more inclusive education system for young people. This included a pledge to work with Mission 44 and partners across education to get teachers from all backgrounds into the classroom.

Staying on track

The partners within the Diversity in Education Fund have all made the progress we had expected to see within the first year. All are on track with their delivery and are continuing to work towards further implementation of their activities. Theories of Change and Impact Frameworks for all partners have been established, aligning their goals and evaluation with the overall fund. Ways of working have been established, and the development of various materials and plans for delivery are underway. Measurement and evaluation tools have been prepared, and qualitative and quantitative baseline data has begun to be collected.

What we're expecting to achieve in Year 2

Our partners will continue with the delivery and iteration of their activity, while some will also launch new activity, training and modules.

More quantitative data will be collected, allowing some elements to begin comparisons between baseline data that has been gathered, and others to start tracking baseline data.

Over the next year, we expect to be able to track:

- **Among Global Majority trainees and teachers:**
 - Feelings of belonging, support and inclusion (April onwards)
 - Increased proportion of Global Majority trainees (May onwards)
- **Among ITT and school staff:**
 - Confidence to act inclusively (February onwards)

- Ability to identify own biases (February onwards)
- Changes in recruitment practices (May onwards)
- Confidence to teach about racial and ethnic issues (September)
- Identifying and challenging biases and racism (September)
- Understanding of anti-racism (September)
- **Among young people (January):**
 - Confidence
 - Perceptions of level of support, nourishment, achievement and protection
 - Perceptions of levels of critical thinking, creativity, changemaking, cultural education
 - Feelings of belonging and inclusion
- **Generally:**
 - Reach and engagement levels

The partners will continue to convene and address progress on collecting data and any challenges that the fund can tackle as a group. They'll discuss findings so far and indications of impact.

Learning question 2: What are we learning about consortium working?

The Diversity in Education fund was launched with collaboration as a key principle. The assumption was that taking a consortium or portfolio approach would have a greater impact on effecting systemic change, due to being able to have a greater reach and level of influence over multiple aspects of the education system. Mission 44 therefore chose to fund two consortiums of multiple organisations working together on two distinct projects, alongside three additional individual partners. Together, these form a portfolio of organisations working towards one ambitious goal: a diverse and inclusive teaching and school leadership workforce, sustained and supported by an anti-racist culture at both a school, ITT and sector-wide level.

The value of the consortium model

Consortium working brings significant benefits. It combines diverse expertise and perspectives, amplifies influence through a shared voice, and accelerates learning by creating a supportive network. This collaborative model helps partners overcome the isolation often experienced in Diversity, Equity and Inclusion (DEI) work, while fostering trust and innovation across the sector. Funding a number of partners working in different contexts not only allows for the diversity of thought across organisations, but also for collaboration across multiple parts of the education sector – ultimately influencing systemic change through multiple avenues. This is an important learning for both funders and delivery partners: working in collaboration across the sector (and funding the means to do so) can accelerate systemic change by influencing a number of different facets at the same time.

The consortium model also allows us to balance the importance of reach and credibility brought by large organisations with ensuring that lived experience was meaningfully integrated into any intervention design. Historically, Global Majority-led organisations have been underfunded or had their experience and expertise extracted without adequate compensation. Mission 44 were keen to avoid reproducing these harmful practices or other systemic power imbalances and therefore carefully selected partners which could work in unison.

The importance of time for setting up and establishing processes

Due to being a newly formed consortium, NIOT, MEUK and NT's partnership agreement with Mission 44 allowed for a full year of set up time before any delivery began. This set up year has proven invaluable in embedding working relationships, planning deliverables, and firmly rooting project plans in evidence.

There have been valuable lessons learned here about setting up a new partnership. Towards the beginning of the year, the organisations found it challenging to navigate a number of stakeholders' diaries and priorities – a challenge shared by the CCOT, BL and CLT consortium. Over the last 12 months, the dedicated set up time allowed NIOT, MEUK and NT to successfully develop a governance structure which underpins effective collaboration and gives clarity around roles and responsibilities. This has allowed them to work effectively and efficiently as a consortium, as well as to respond proactively to emerging needs. The establishment of working groups has "fostered open communication and knowledge exchange, ensuring that all partners remain aligned with the project's aims and that a culture of accountability and mutual support is sustained".

A further benefit of allowing a dedicated year for planning and set up is the space allowed for thoughtfully designed monitoring, evaluation and learning (MEL) plans. Alongside NIOT, MEUK and NT, all partners have dedicated time this year to establishing how and when to evaluate their work, as well as to

conducting some baseline evaluation. Rekindle, in particular, have found that early data collection is showing smaller, more gentle impact than they anticipated. However, from reflecting and qualitative feedback they are finding that longer, slower, 'quieter' activities are often the areas having more impact. They highlight that the flashy, bold activities are the elements that sound attractive, particularly to funders, but are not always the most effective. Focusing on relationships, belonging and trust with staff is what they see as the way to creating steady but noticeable change with regards to young people's confidence and engagement levels in education – data for which we hope to be available in early 2026.

Funders can learn from this to consider that long-term change needs time and isn't particularly showy, but bold in its ambition – requiring time to establish ways of working and strategy before a steady but organised launch. There are challenges here: a dedicated set up year and funding long-term change leads to a delay in being able to evidence impact. Consideration should be given to how to balance the benefits of more measured and strategic starts with the need to demonstrate value at an earlier stage. This can be achieved by being clear on what early signals of change might be – for example, increasing expressions of interest among applicants – as well as being realistic about when we can expect to see change.

Power dynamics

The fund has been set up with the underlying principle that integrating lived experience is vital when conducting Diversity, Equity and Inclusion (DEI) work. It was also set up to challenge systemic power imbalances. However, at times, we have inadvertently reproduced these same imbalances. Funding organisations of different sizes also means taking into account different capacity levels; often, DEI organisations are Global Majority-led, working in small teams of up to 3 people, with greater demands on their team when compared to larger organisations. At times, we have made the mistake of assuming that providing equitable funding and opportunities has given equal access to all organisations. This is not necessarily the case. As an example, funding often flows through the largest organisation in a consortium, which then becomes the de facto lead organisation. This reinforces power imbalances by implying that the largest organisation is the most important, rather than an equal partner in a consortium. Additionally, asking partners to attend a convening session in person requires these smaller organisations to cease all activity for a full day and account for travel time and costs, where larger organisations have more scope to send representatives. To combat this, we began offering hybrid convening sessions; however, this led to the voices of Global Majority business leaders receiving less time than those who were able to attend in person.

With varying partners of different sizes and different scales of activity, it is important that equal contribution of all voices, including subject matter experts, is taken into account. When convening, partners all should be given equal

space, and the equality the projects are trying to drive should be visible within the communication and collaboration of the partners.

To mitigate these challenges moving forwards, we are exploring options to alternate face-to-face and fully virtual convening sessions, so as to balance the value of in person connection with equal opportunity to participate.

Although we tried to embed anti-racism within the fund, we still ended up reinforcing some racial power imbalances through the capacity and convening challenges mentioned here. We therefore have more work to do to co-create an anti-racism approach for all partners, including Hark and Mission 44. To address this, we are engaging with anti-racism training across the fund in order to expose and counteract our unconscious or systemic biases.

Learning question 3: What is the benefit of having a learning partner?

Dedicated learning support

From the outset, Mission 44 recognised that achieving systemic change required more than funding individual projects – it demanded a shared understanding of impact and a commitment to continuous learning. To support this, Mission 44 commissioned Hark as the learning partner for the Diversity in Education Fund. This also supported Mission 44's intention to influence policy and practice by ensuring they collected robust and meaningful data and insights to share. It was important that this learning partner was external in order to reliably and independently evaluate the progress that Mission 44 were making through the Diversity in Education Fund.

The purpose of a learning partner was to ensure that insights from across all funded partners were aligned with a strategic plan and could be evaluated against this plan. This strategic framework took the form of a Theory of Change, which provided a collective roadmap for how activities would lead to improved ethnic diversity in the teaching workforce. Hark was then able to provide external support to partners, helping them design and embed robust Monitoring, Evaluation and Learning (MEL) approaches within their programmes. This support ensured that each partner could measure progress effectively and reflect on their practice in real time.

A key feature of Hark's involvement was the facilitation of learning sessions, bringing all funded partners together to share emerging findings and address challenges collaboratively. These convening opportunities created a space for dialogue, enabling partners to learn from one another and strengthen their approaches collectively. They also gave Mission 44 as funders access to learning and insights as they developed, allowing them to take an iterative approach to the fund.

In their end of year reports provided to Mission 44, funded partners consistently stated their belief that engagement with the learning partner enhanced the quality of their work. By embedding the Theory of Change and impact measurement across recruitment, ITT curriculum, and outreach activities, partners were able to adopt a culture of reflective practice and continuous improvement. This strategic alignment not only supported robust evaluation but also ensured that the fund's activities remained focused on long-term systemic change.

Challenges

The focus on continuous learning, overseen by the learning partner, has proven burdensome for some of the smaller grassroots organisations, despite our best intentions. We have tried to mitigate the challenges of capacity within these organisations by allowing extra flexibility on reporting and data collection to protect the wellbeing of our partners and avoid burnout among individuals working in or leading these organisations.

With so many stakeholders involved with and passionate about the Diversity in Education fund, the division of roles and responsibilities between funder, learning partner and delivery partners has needed to be very clear and explicit. This has required frequent and open communication between Hark as the learning partner and Mission 44 as the funder, as well as each of the delivery partners. This is not necessarily a new learning: from the beginning of the fund, we understood the importance of clear communication. It has, however, been something for us to continuously reflect on. Even with our best intentions, challenges still arose in terms of the burden on smaller organisations, for example. The key learning here is that it is always important to continue to collect feedback and evolve practices in real time.

Learning question 4: What are we learning about measuring impact?

Collective impact

Creating a consistent, robust impact measurement for systemic change is a challenge for learning partners when delivery, target audience, and immediate outcomes can vary significantly across delivery partners. It is important to keep in mind the overall goals that unite the funded delivery partners and drive a combined impact. With that in mind, Mission 44 and Hark worked together to develop a fund-wide Theory of Change and Impact Framework. These served to define the overall goals of the fund and the outputs and outcomes we planned to measure. With these tools in place, we have a core set of outcomes that we are able to track across the portfolio, and can be clear on the role each partner plays in contributing to these outcomes.

It can also be a challenge to find alignment and balance between individual and collective impact, and measure both. Some activities will have other benefits and impacts beyond the goal of the fund, and having a plan to measure these can help individual partners tell the story of their impact themselves.

Despite knowing and preparing for the challenges this would present, it has still been important for us to continue to reflect on how we are addressing these challenges in practice. In the coming year, we will be amplifying our emphasis on consolidating the learnings from each individual partner and analysing collective impact against the fund's Theory of Change, while continuing to provide support to partners in their individual evaluation processes.

Individual Impact Frameworks

Throughout the lifespan of the fund, the learning partner (Hark) has worked with all of the partners directly to support the impact and evaluation of their funded activities. In this way, each partner's project has its own set of goals and evaluation criteria, but Hark has ensured that each aligns with and contributes to that of the fund as a whole. Partners with less experience collecting impact and evaluation data for these areas used the development of their Impact Framework to help them create strong fundamentals for their measurement.

Embedding learning into everyday activity

Setting up iterative processes that allow adaptation to activities based on early feedback is powerful. The partners are developing new content and using different techniques and methods to drive change; building in flexibility during early delivery helps avoid recreating structural inequalities that may have been missed earlier in development, and allows addition or adjustment of elements to improve delivery.

Collecting qualitative feedback from participants (e.g. staff, mentors, coaches, trainees) is a powerful way to capture early feedback and drive iteration. It should be done early in the process and continue throughout delivery. Both the CCOT, BL and CLT consortium and Rekindle built in opportunities to collect qualitative feedback early in their delivery. CCOT, BL, and CLT spoke to fellows and SCITTs after their first welcome event in July and found that there was still some uncertainty around roles. This allowed them to make adjustments for their second cohort in October, who reported a clearer understanding of roles and time commitments.

Challenges of balancing high ambitions with ensuring outcomes are measurable

We have high ambitions for the Diversity in Education fund, and believe that it can make a positive difference to the diversity of the teaching and school leadership workforce. We have also had to consider, however, how much we can expect to achieve within a finite timeframe.

As both funders and learning partners, we understand the importance of creating realistic and achievable Theories of Change and Impact Frameworks, and invested heavily in this process from the beginning. Despite this, it is still important for us to reflect on how this has worked in practice. Creating systemic change is not an overnight process. It will take all the partners working on individual areas to start to move the dial, and funders' expectations should be tapered, as large quantifiable impacts may not be visible within a single year of activity. Tracking impact over time – and not being afraid of slower progress in some areas early in the delivery – should be included in planning. While most have only started gathering baseline data, this helps set our expectations. The literature review by the NIOT, MEUK and NT consortium has helped reassure all partners that the work we're delivering is targeting the correct areas, but that impact may not be large or widespread initially.

All stakeholders, including delivery partners themselves, must be careful to avoid sacrificing delivery to achieve easier impact measurement. While measurement is important to evidence impact, a projects' impact can sometimes be negatively affected if time and resource is sacrificed to collect more robust data. Rekindle have noted that even adapting the delivery can cause issues, such as adding regular surveys to the end of sessions, as they change participants' experience and perceptions of the delivery and can feel extractive. By speaking with partners about their delivery, the learning partner is able to advise on this balance, ensuring we gather the minimum data (e.g. baseline surveys and recruitment data, end point surveys and data) and also get value for participants (e.g. focus groups and interviews are opportunity to be heard and improve the experience for future participants).

Next steps

The Diversity in Education Fund is only just getting started, and there's still lots more for us to learn and achieve as we continue this journey towards a more diverse and inclusive education sector.

We have high ambitions for the year ahead. Everything we have learned so far is front of mind as we move forward, and we remain committed to an iterative process that is responsive to emerging findings. This will mean monitoring, evaluating and adapting as we go, all while continuing to share what we learn across and beyond the fund to drive systemic change.

As we move into 2026, our focus will be on building on the successes and achievements of the Diversity in Education Fund. We'll do this by deepening the partnerships that have been central to our progress, strengthening collaboration across the community of practice and improving our understanding of what works. As well as continuing our work to enhance the recruitment of Global Majority teachers, we will be identifying any gaps in recruitment routes into teaching within our current portfolio and moving attention to what is required to retain diverse talent in teaching.

What to expect from us next year

Our funded partners will be continuing to develop and roll out their work in the coming year. We expect to see recruitment processes becoming more equitable through further cohorts on training and coaching programmes, and for trainee teachers to increase their confidence in speaking about and addressing racism through the launch of anti-racist ITT curricula and the Black Curriculum's learning portal. There will be more support available for teachers from Global Majority backgrounds, including targeted support for career changers.

As this work continues, we expect to see the first wave of impact and data on the impact the fund is having on the education system. This will help us to answer our next learning questions: 'How and to what extent are our programmes contributing to changes in the conditions, relationships, or practices that enable better outcomes for Global Majority teachers?', and 'What early signs of system change are emerging and how do these relate to the fund-level outcomes?'

We will be embedding and tightening our monitoring and evaluation processes to ensure that we are capturing the progress made. We're doing this by continuing to support individual partners with their impact measurement, as well as by increasing our focus on tracking collective impact against the fund wide

outcomes. We'll be using the data that each of our partners collect to build up a strong evidence base for the change we are making.

We'll be exploring the mechanisms and systems that can be leveraged for lasting change, ensuring that we are continuing to drive towards our goal of a teaching and leadership workforce that truly reflects the diversity of the society it serves.

Opportunities and challenges

There are some exciting opportunities ahead of us this year. There will be many more opportunities for us to convene our partners and work together to make the greatest impact. Anti-racism training for all partners – including Mission 44 and Hark – will ensure that we address unconscious bias and work from a shared foundation.

Beyond the fund, the anticipated schools White Paper will set out the government's agenda for education; we hope this will echo our commitment to creating a more inclusive education system, where all young people feel they belong and within which there is a more representative diverse teacher workforce that reflects the student population. We expect the government's workforce plan to explicitly mention how they plan to recruit and retain diverse teachers.

We recognise that driving change within large and complex institutional systems, such as the education system, requires patience, adaptability, and strong partnerships. We are committed to building on the positive relationships we have established with the Department for Education, and our regular engagement and growing influence position us well to navigate this context and maximise our impact.

Appendices

Glossary of terms

BL	Being Luminary	Being Luminary is a diversity, equity, and inclusion consultancy that works with education leaders and organisations offering training, consultancy and support.
CCOT	Chartered College of Teaching	The professional body for teachers, working to develop effective, evidence-informed teachers and leaders, improve the quality of professional learning, establish more robust career pathways for teachers, and improve job satisfaction within the teaching profession.
CLT	Chiltern Learning Trust	A multi-academy trust with 18 schools across Bedfordshire and Luton.
DEI	Diversity, Equity and Inclusion	A conceptual framework that promotes the fair treatment and full participation of all people, especially in the workplace, including populations who have historically been underrepresented or subject to discrimination because of their background, identity, disability, etc.
DfE	Department for Education	Government department responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
IF	Impact Framework	A tool for defining, measuring, and communicating the changes an initiative creates.
ITE/ITT	Initial Teacher Education/Initial Teacher Training	The early period of professional training and development that new teachers undertake before entering the classroom.

MEL	Monitoring, Evaluation and Learning	Tracking a project's progress (Monitoring), understanding its impact (Evaluation), and gaining insights which may be used to improve implementation and future initiatives (Learning).
MEUK	Mindful Equity UK	Dedicated to supporting Black and Asian educators right from the very start of their careers, beginning with trainee teacher status and continuing throughout their professional journey.
NASBTT	The National Association of School-Based Teacher Trainers	A registered charity which represents the interests of schools-led teacher training provision in relation to the development and implementation of national policy developments.
NIOT	National Institute of Teaching	An organisation aiming to enhance the quality of teaching and school leadership by carrying out research, applying the insights to its professional development programmes, and sharing findings with the sector.
NT	Now Teach	A charity that finds and supports career changers in teaching.
QTS	Qualified Teacher Status	The official certification required to teach in state-funded primary, secondary, and special schools in England, demonstrating a teacher meets professional standards for competence and practice.
SCITT	School-centred Initial Teacher Training	A hands-on, school-based route to becoming a qualified teacher in England, where graduates learn "on the job" in schools.
ToC	Theory of Change	A comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.

Hark

harklondon.com