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November 2025



Celebrating 25 Years of Shaping Teacher Education Together

A welcome return to
an in-person event

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Welcome

It is such a joy to be able to gather in person again for our Conference with colleagues from across the sector, the first time we have done so since before the pandemic. In this milestone year for NASBTT, as we celebrate our 25th anniversary, we have a chance not only to reflect on all that has been achieved, but also to look forward with optimism and ambition for the future of teacher education.

We are so grateful to our keynote speakers, panellists and sponsors for helping to shape today's programme. Their generosity in sharing their time, knowledge and expertise means we can engage with some of the most important issues facing us all and leave with fresh perspectives and renewed energy. Don't forget to visit our exhibitors in the exhibition and refreshment area - a great opportunity to connect, explore and be inspired.

But most of all, I want to thank you – our Members. Everything we do is for you, and it is your passion, commitment and creativity that make our community so strong. This magazine is designed for you too – full of information about today's sessions, as well as articles from our panellists to support your thinking and practice. I hope you find it both useful and inspiring as we celebrate this milestone year together.



Emma Hollis
Chief Executive Officer, NASBTT

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Chartered College
of Teaching





NASBTT's Annual Conference 2025 Agenda



ARRIVAL, REFRESHMENTS AND NETWORKING

9.00a.m. - 9.30a.m.

WELCOME ADDRESS

Emma Hollis, Chief Executive Officer, NASBTT
Anna Richards, Chair of Trustees, NASBTT

9.30a.m. - 10.00a.m.

SYSTEM LEADERSHIP – BIG THINKING: PANEL DISCUSSION

10.00a.m. - 11.00a.m.

MORNING BREAK, REFRESHMENTS AND NETWORKING

11.00a.m. - 11.15a.m.

KEYNOTE ADDRESS: OFSTED

Andrea Shepherd, Senior His Majesty’s Inspector, Ofsted

11.15a.m. - 11.45a.m.

KEYNOTE ADDRESS: SHAPING THE FUTURE

Mark Sowards, Labour MP and Member of the Education Select Committee

11.45a.m. - 12.15p.m.

SEND AND INCLUSION IN ITT: PANEL DISCUSSION

12.15p.m. - 1.10p.m.

LUNCH AND NETWORKING

1.10p.m. - 2.10p.m.

DELIVERING A DIVERSE WORKFORCE OF THE FUTURE: PANEL DISCUSSION

2.10p.m. - 3.10p.m.

THE FUTURE OF ITT: PANEL DISCUSSION

3.10p.m. - 4.10p.m.

CLOSING PLENARY

Anna Richards, Chair of Trustees, NASBTT

4.10p.m. - 4.15p.m.

Delegates have the opportunity to connect with a range of high-quality exhibitors showcasing innovative products, services and resources designed to support Initial Teacher Training providers.

Scan for full agenda details



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Connected by Purpose: Voices of the Conference

We are delighted to welcome you to this year’s Annual Conference – our return to an in-person event.

Our keynote speakers, panellists and contributors bring a wealth of experience and insight, offering fresh perspectives on the challenges and opportunities we face together. Their voices will spark conversations, challenge thinking and inspire action.

You can explore the full agenda, timings and speaker profiles by scanning the QR code. Within this magazine, you will also find introductions to the speakers you will hear from today.

Mark Swards MP

Labour MP and Member of the Education Select Committee

Mark Swards has been the Labour Member of Parliament for Leeds South West and Morley since July 2024. He is a member of the Education Select Committee and is the chair of the All-Party Parliamentary Group (APPG) for Yorkshire & North Lincolnshire. He was previously a Leeds City Councillor representing Farnley & Wortley. Prior to his election as a MP, he was a maths teacher at a secondary school in South Leeds.



Andrea Shepherd

Senior His Majesty’s Inspector, Ofsted

Andrea is an experienced Inspector who leads on policy for the inspection of providers who offer Initial Teacher Education, Early Career Framework programmes and National Professional Qualifications. Prior to joining Ofsted, Andrea gained extensive senior leadership experience in the further education and skills sector. Her areas of specific expertise are Initial Teacher Education, adult learning and higher education.



Dame Alison Peacock

Chief Executive Officer, Chartered College of Teaching

Dame Alison Peacock is CEO of the Chartered College of Teaching and former Executive Headteacher of The Wroxham School. An Honorary Fellow of Queens’ College Cambridge, Hughes Hall Cambridge and UCL and a Visiting Professor. Her research is published in a series of books about learning without limits offering an alternative approach to inclusive school improvement.



Emma Hollis

Chief Executive Officer, NASBTT

Emma Hollis is CEO of NASBTT, leading the association’s work to support and represent school-based ITT providers nationally. A former teacher and SCITT leader, she is passionate about teacher education as a lifelong continuum and ensuring high-quality professional development across the sector. Emma is a regular contributor to national discussions on policy, teacher recruitment and retention and the future of ITT. She is dedicated to amplifying the voices of providers and ensuring their perspectives shape national debate.



Kikelomo Agunbiade

Research and Training Consultant

Kikelomo qualified as a science teacher through Teach First and has worked across the education charity sector in teacher development and school improvement. Her roles have included leading the DfE-funded Researchers in Schools ITT route, North London Manager for Teach First, and running CPD for Teaching Schools and leaders with SSAT, with a focus on tackling disadvantage and promoting equity, diversity and belonging. She has retrained as a barrister, specialising in Housing, Local Government, Education and Community Care Law, and is passionate about teacher development as a vital mechanism for school improvement.



Scan for more
speaker
information

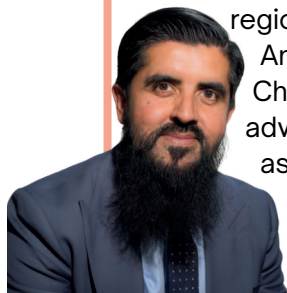
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Sufian Sadiq

Director, Chiltern Learning Trust

Sufian Sadiq is Chief Talent & Transformation Officer at Chiltern Learning Trust, overseeing SCITT provisions, two regional Hub areas and Behaviour and Attendance Hubs. An Ofsted Inspector and Co-President Elect for the Chartered College of Teaching, he is a leading advocate for race, equity and inclusion. He also serves as a Fellow of the Chartered Institute of Educational Assessors and contributes to several charities and educational organisations as a Trustee and governor.



Margaret Mulholland

SEND and Inclusion Specialist

Margaret Mulholland leads SEN & Inclusion Policy for the Association of School and College Leaders (ASCL). She is external SEN Advisor to the States of Jersey, SEN Advisor to multiple organisations including Challenge Partners and Whole Education and works with schools and trusts on inclusive school improvement. Margaret led the Teaching School Alliance for seven years at a leading special school in London, spent 13 years at UCL Institute of Education and taught history and politics in Oxfordshire and London schools. She is an Honorary Norham Fellow at the Department of Education, University of Oxford, writes a column for Tes and has recently been appointed to the IPPR SEND Task Force.



Francis Akinde

SEND Advisor

Francis Akinde is a qualified SENCO, former headteacher of a special school for learners with autism and now a SEND inspector, advisor and consultant. A neurodivergent educator with a hearing impairment, she draws on both professional and lived experience to train, mentor and promote inclusion. Frances co-launched the BAMEd SEND Hub, is an Anti-Racist Schools coach and author of 'Be an Ally, Not a Bystander', with her second book on Race and SEND due in 2026.



Simon Knight

Joint Head Teacher, Frank Wise School

Simon has sat on DfE panels developing Professional Standards for Teaching Assistants and the Standard for Teachers' Professional Development, and currently represents SEND on the Teaching School Hubs Council. He regularly contributes to publications and events on SEND and has been awarded an Honorary Doctorate of Education by Oxford Brookes University.



Evelyn Forde, MBE

Headteacher, Author and Consultant

Evelyn Forde is a nationally recognised Executive Leader and author whose career spans headship, governance and sector-wide reform. As Headteacher of Cophall School (2016–2023), she led its transformation into one of the country's top-performing schools, earning Tes Headteacher of the Year (2020) and an MBE for services to education. She was the first Black female President of ASCL, championing inclusive leadership, wellbeing and race equity and chaired the Commission on Teacher Retention. Author of 'Herstory: A Leadership Manifesto' (2024), Evelyn is a regular keynote speaker and media contributor, known for her authenticity, strategic insight and values-driven leadership.



James Coleman

Head of Operations, NASBTT

James trained at the Institute of Education and worked with SCITT providers in London before leading a primary SCITT in Hampshire. He is committed to raising professionalism in teaching, valuing collaboration and continuous learning and supporting teachers to build confidence, resilience and long, successful careers.



Yamina Bibi, FCCT

Project Specialist, Chiltern Learning Trust and Chartered College of Teaching

Yamina Bibi is a former Deputy Headteacher, English teacher, consultant and currently an Education Project Specialist at Chiltern Learning Trust. Yamina is also author of 'The Little Guide for Teachers: Thriving in Your First Years of Teaching'. Additionally, Yamina is co-founder of South Asian Educators' Network, an associate, trainer and coach for Belonging Effect and a #WomenEd Network Leader.





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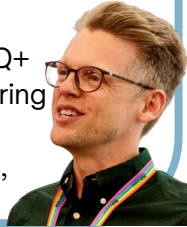


Connected by Purpose: Voices of the Conference

Dr Adam Brett

Lecturer and Researcher in Education, University of Derby and co-founder of Pride & Progress

Dr Adam Brett is a researcher and lecturer in education at the University of Derby. With over fifteen years' experience in teaching, leadership and Initial Teacher Education (ITE), he now supports the development of beginner teachers through his work on ITE programmes. His research focuses on LGBTQ+ inclusion and teacher professionalism, exploring how educators navigate and shape their professional roles. Along with Jo Brassington, Adam co-founded Pride & Progress.



Gareth Conyard

CEO, Teacher Development Trust

Gareth is CEO of the Teacher Development Trust, a charity supporting effective professional development for school leaders and teachers. Prior to joining TDT in 2022, he was a senior civil servant at the Department for Education, working across early years to higher education, with a period at the Department for International Development. He published his first book 'Improving Education Policy Together' (with Nansi Ellis) in 2024.



Annamarie Hassall, MBE

CEO, nasen

Annamarie Hassall is CEO of nasen – the national association for special educational needs – a leading membership charity of over 150,000. nasen champions, connects and supports those working across education, from early years through to post-16, as well as local authorities, health and social care professionals and wider community settings. Her career spans education, children's social care, early years and SEND. She chairs the National SEND Reference Group, advises the Inclusion Expert Advisory Group and was awarded an MBE in 2011.



Jack Worth

Lead Economist, NFER

An expert researcher on the education workforce, Jack focuses on staff recruitment, retention, development and diversity. A specialist in analysing large datasets such as the School Workforce Census and Labour Force Survey, he uses statistical analysis to inform policy and practice. His research is regularly cited in parliament and by major media outlets including the BBC, ITV, the Financial Times, Tes and Schools Week.



Baroness Mary Bousted

Teacher, Academic and Union Leader

Baroness Mary Bousted is a Labour Life Peer. She was Joint General Secretary of the National Education Union and prior to that General Secretary of the Association of Teachers and Lecturers. Mary has been involved in education for over four decades as a teacher, an academic and a union leader.

Mary chaired the Teaching Commission which in July this year produced a major report which provided the most comprehensive analysis of the state of the teaching profession and over 30 recommendations to improve teacher recruitment and retention: www.teachingcommission.co.uk/report/



Jon Severs

Editor, Tes

Jon Severs has been editor of Tes since 2021 and has been a journalist for more than 20 years. He was formerly a writer for numerous business publications and was in charge of teaching and learning articles on Tes from 2012-2016 and all feature articles from 2016-2020.



Anna Richards

Executive Leader, NESTT

Anna has worked in ITT for over nine years and is proud to be the Executive Leader of Norfolk, Essex and Suffolk Teacher Training (NESTT). Prior to this, she worked in a range of primary and special schools, finishing her teaching career with five years as a primary headteacher. It is this invaluable experience that informs her dedicated work with NESTT, ensuring the highest standards in teacher training. Anna is also Chair of Trustees for NASBTT.





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**Michael Simmons, Director
The John Taylor SCITT**



“Verbilly could be the game changer we have been looking for; a way to capture the verbal feedback trainees receive and format it in a user-friendly way...”

I am really excited to use Verbilly. We showed this year's trainees and they felt this was going to make a big difference to workload.”

**Pippa Procter, Director
Durham SCITT**

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Connected by Purpose: Voices of the Conference

Ann Palmer, FCCT

CEO, Fig Tree International Ltd

Ann Palmer has over 35 years' experience in education and established a background in leading and turning around schools in challenging circumstances. Her exposure within the wider aspects of education has been both broad and diverse. She held headship roles in large, culturally-diverse schools in both primary and secondary phases. She is described as "a leader who leads with flair and vision" and is described as "inspirational".



Georgina Durrant

National Inclusion Lead, Twinkl

Georgina Durrant is a respected SEND specialist, published author and advocate. With extensive experience supporting educators, parents and policymakers, she has been a prominent voice in ensuring inclusive education for all children. As the author of 'SEND Strategies for the Primary Years' and National Inclusion Lead at Twinkl, Georgina is a former teacher and SENDCo and author of four books on SEND.



Rachel Hewitt

Chief Executive, MillionPlus

Rachel Hewitt is Chief Executive of MillionPlus, the Association for Modern Universities, leading its work to champion and promote the role of modern universities with policymakers, the media and wider stakeholders. She was formerly Director of Policy and Advocacy at the Higher Education Policy Institute and previously worked at the Higher Education Statistics Agency, where she helped design the Graduate Outcomes Survey. Rachel is also an independent governor at Leeds Beckett University.



Reuben Moore

Executive Director, NlOT

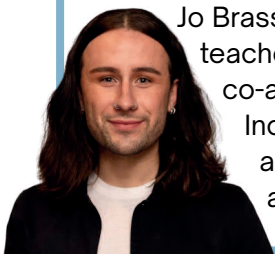
Reuben is the NlOT's Executive Director of Programmes. He was previously the executive director of programme development for Teach First. He was also a member of the government advisory groups that created the Core Content Framework, the Early Career Framework and the National Professional Qualifications. Reuben started his teaching career in 1997 and has held various teaching and leadership positions in schools and also in Higher Education.



Jo Brassington

Co-founder, Pride & Progress and Belonging Effect Associate

Jo Brassington (they/them) is a former primary school teacher, the co-founder of Pride & Progress and the co-author of 'Pride & Progress: Making Schools LGBT+ Inclusive Spaces'. They work with schools, universities and charities primarily around LGBT+ inclusion, trans awareness and children's mental health. Jo is a Lead Associate for Belonging Effect.



Sarah Botchway

Director, London South Teaching School Hub

Sarah has over 20 years' experience in education, from teaching early years through to secondary and adult learners in London and Paris. She has held significant leadership positions, including Headteacher and is now Director of the London South Teaching School Hub, part of The Charter Schools Educational Trust. In this role she leads DfE initiatives on teacher recruitment, retention and professional development across Lambeth, Lewisham and Southwark.



Lydia Chantler-Hicks

Senior Reporter, Schools Week

Lydia is a senior reporter at Schools Week, where she has a special focus on the teacher workforce, as well as Ofsted. Before specialising in education journalism, Lydia was a news reporter at the Evening Standard and worked in local news in Kent. She has won a number of awards for her investigations and features.





One of the things that sets NASBTT apart is the responsiveness – we don't just watch change happen, we help lead it.

Anna Richards, Chair of Trustees,
NASBTT

Celebrating 25 Years of NASBTT

25 Years of Driving Change in ITT

In 2025, NASBTT celebrates a landmark anniversary – 25 years of championing school-based Initial Teacher Training. What began at the turn of the millennium as a determined network of trailblazers has grown into a trusted national voice for ITT, shaping practice, policy and professional development across England's teacher training landscape.

This year is about more than just a milestone. It's a celebration of the people, the progress and the power of collaboration that have brought NASBTT to this point – and a bold look ahead to the next chapter.

A Return to Connection

In a fitting tribute to this special year, NASBTT's Annual Conference returns in person for the first time since 2019. After years of virtual gatherings, we are bringing our community back together to reconnect, reflect and re-energise. Alongside the Annual Conference, we are also hosting a special Anniversary Celebration Evening – a thank you to our Members, each of whom has been offered a complimentary place.

These events not only mark the occasion, but remind us all what NASBTT stands for: collaboration, innovation and unwavering support for the professionals shaping future generations of teachers.



Anna Richards, Chair of Trustees, NASBTT

Voices that Shaped a Movement

Throughout the year, we have amplified the voices of those who have been part of NASBTT's story. We have heard directly from those who were there from the beginning and those who are leading the way now.

Martin Thompson recalled the seismic changes that led to the formation of NASBTT – the move from sole university-led training to school-based models and the need for a collective voice. In its infancy, NASBTT was not a large organisation but it was nimble, purposeful and deeply rooted in its mission.

These voices bring to life just how far NASBTT has come. From modest beginnings – designing letterheaded paper and hand-assembling conference packs – to becoming a highly respected organisation engaging with the Department for Education, Ofsted and Ofqual, the growth is undeniable.

We've gone from a kitchen table organisation to one that's shaping national dialogue.

Gill Kendall, Administrator Support Partner for NASBTT

Driving Real Change in ITT

Over 25 years, NASBTT has been instrumental in driving change where it matters. The commemorative video captures just some of the major developments:

- Introducing formal mentor training long before national frameworks demanded it.
- Championing wellbeing in ITT, recognising early that high standards must go hand-in-hand with high support.
- Shaping policy by providing a unified voice for SCITTs and School Direct providers at government level.
- Launching innovative resources like the Teacher Educator and Mentoring Zone (TEMZ), setting the benchmark for professional development tools.

NASBTT's proactive, Member-driven model has enabled it to move fast in times of change. During the COVID-19 pandemic, for instance, it quickly adapted training, provided clarity when national messaging was unclear and launched digital networks that kept the community connected.

NASBTT has always stood in the gap – between government policy and practical implementation – helping us make sense of it all.

Jackie Atkin, Former Member

Looking Forward

This anniversary is not just a reflection – it is a relaunch. With national conversations ongoing around the future of ITT, workload, retention and curriculum reform, NASBTT is as vital as ever.

With a strong pipeline of leadership, a growing consultant network and a track record of delivering impact, NASBTT's sights are firmly set on the next 25 years. As we look back with pride and forward with purpose, 2025 becomes more than an anniversary – it is a rallying cry. For all of us who believe in high-quality, school-led teacher training, the work continues.

Initial Teacher Training Timeline: A Look Back



Pre-1999

The 1990s brought major reform: Ofsted was established (1992), SCITTs were introduced (1994) and funding began to shift towards schools. Circular 10/97 laid the groundwork for competency-based teacher training and alternative routes into the profession.

1999: Introduction of Qualified Teacher Status (QTS)

QTS became the national benchmark for teaching standards, ensuring a baseline of professional competence and opening up new training routes.

2000: Expansion of Teacher Training Routes

School-based and university-led programmes were broadened to attract more diverse entrants and offer flexible pathways into teaching.

2004: Introduction of Teaching Standards

Clear, structured Teaching Standards were introduced to guide teacher development and assessment throughout their careers.

2002: Skills Tests and Teach First

Professional Skills Tests ensured trainees had essential English, maths and ICT skills. Teach First launched, placing top graduates in challenging schools.

2001: Launch of the Graduate Teacher Programme (GTP)

The GTP introduced a salaried, employment-based route aimed at high-calibre candidates seeking practical entry into the profession.

2005: Increased Funding for ITT

Government investment increased to support quality improvement and boost recruitment, particularly among underrepresented groups.

2007: TDA Established

The Training and Development Agency (TDA) for Schools took the lead on teacher recruitment and training, driving national improvements.

2008: Focus on Subject Specialism

Shortages in maths and science led to targeted bursaries and incentives to grow subject-specific expertise across the system.

2009: Masters in Teaching and Learning (MTL)

The MTL aimed to embed CPD at Masters level, supporting progression and deepening professional learning.

2019: New Ofsted Inspection Framework

The revised framework focused more closely on the quality and impact of ITT, with a new three-year inspection cycle.

2020: ITT Market Review

A system-wide review examined the supply, demand and quality of ITT provision, signalling further reform ahead.

2021: Emphasis on Teacher Retention

Policy attention shifted to workload, wellbeing and career progression to address teacher attrition and long-term retention.

2018: Early Career Framework (ECF)

The ECF introduced structured support and professional development for new teachers, with a focus on retention.

2022: Revised ITT Core Content Framework

The updated framework reflected sector feedback and aimed to better prepare trainees for real-world teaching challenges.

2017: Expansion of Bursaries and Charity Status

Enhanced bursaries targeted subject shortages. NASBTT became a registered charity, further cementing its role in the sector.

2023: Mental Health and Wellbeing in ITT

Wellbeing became a formal focus, with ITT providers embedding strategies to support trainee mental health and resilience.

2024: A Changing Landscape

Major reforms reshaped ITT: fewer providers, larger partnerships, quality requirements for mentor training and new expectations around intensive practice.

2016: Core Content Framework Introduced

A new framework defined essential training content for all ITT programmes, promoting curriculum consistency across providers.

2015: NCTL Established

The National College for Teaching and Leadership (NCTL) merged the TDA and leadership development into a single national body.

2014: Carter Review of ITT

The Carter Review spotlighted quality in ITT provision and called for greater consistency and evidence-informed training.

2010: Shift to SCITT Growth

David Hargreaves' think piece influenced a rise in SCITT providers, highlighting the power of self-improving school systems.

2012: Introduction of School Direct

School Direct gave schools autonomy in trainee selection and programme design, increasing school ownership of teacher training.

2013: Reform of Teachers' Standards

Updated Teachers' Standards placed renewed focus on subject knowledge, pedagogy and professionalism.





Sufian Sadiq is Chief Talent & Transformation Officer at Chiltern Learning Trust, with responsibility for overseeing two Teaching School Hub areas and four regional SCITT provisions. Sufian is a passionate activist within the educational landscape around race, equity and inclusion. He is a Fellow and Board Member of the Chartered College of Teaching and now the Co-President Elect, as well as a Fellow of the Chartered Institute of Educational Assessors. He plays an active role in numerous charitable organisations as a Trustee and also holds key governance roles within educational organisations. He is a serving Ofsted inspector and richly contributes to the education landscape.

Inspiring ITT Leadership with Sufian Sadiq

Ahead of our Annual Conference panel on System Leadership – Big Thinking, we met Chiltern Learning Trust’s Chief Talent & Transformation Officer Sufian Sadiq who has responsibility for four SCITTs and two Teaching School Hubs.

Big thinking, in the context of system leadership in ITT: what is top of your mind?

“Diversity. The teacher workforce does not necessarily reflect the communities we serve. We do not have a big pool of ethnic minority leaders in ITT, but there is at least growing recognition that things need to happen to allow those leaders to come through and offer greater representation at the top. However, the current glaring lack of diversity in system leadership is a real problem because we know that headteacher and senior staff levels are shocking within that context. What nobody has really looked at yet and given a clear picture on nationally – including at education organisations leading or serving the sector – is just how poor that is. I often go to conferences for system leaders where I am the only person from a diverse background speaking, but I am also mostly the only person in the entirety of the audience from a diverse background. It is dire.”

In terms of the government's ambition for 6,500 new teachers, do you see diversity as the biggest issue to crack within the system?

“What we know is there are people wanting to train to teach that are not being allowed to do so. It is like me

saying I need more people to come through my Drive Thru takeaway and I am now advertising all around the country, but for some people massive speed bumps the size of a mountain are stopping them getting through the actual Drive Thru. For teaching, the obvious place to start is to look at those who have a positive intent to apply, who are qualified enough to apply and understand how to remove the barriers. That also requires a bit of soul searching and for us to use words like racism and EDI which can be uncomfortable. The issue is that the system has lots of people that do want to teach, they just happen to be the wrong colour. If we do not make a conscious effort to make the system more inclusive, we will not make a dent in that 6,500. The government's approach to make teaching more attractive to those who do not want to teach should not be our starting point."

How are you seeking to address the diversity challenge in your provision at Chiltern?

"We have been able to get diversity up year-on-year in our secondary and primary ITT provisions, making sure we remove the barriers we know exist. The part that makes me really proud is that on the back of outstanding Ofsted inspections we can say that the drive for inclusion and diversity in the teachers we train has not been an act of charity or any form of positive discrimination. If you look at primary school trainees up and down the country, the chances of finding anyone that is not a white female are extremely low. We had a picture a few years ago where the secondary and primary cohorts had their graduation; we had a diverse cohort for secondary and then all these primary trainees came up and were exclusively white. This year we have got 51% of trainees from a diverse background. When people say, 'what's the single most important factor?', I say see it to believe it. Because when they are coming in to find out more about training to teach, or when they are getting an interview and they see me on the other side of the desk, they can see themselves in the profession and, importantly, they see someone that looks like them."

In what ways can providers support change in the sector?

"The question I would ask providers – the smaller ITT providers, not these mega-factories that are producing trainees – is 'what is it like to recruit in this climate?' I would bet the majority are struggling to recruit. We have had record numbers – it has

been our strongest year in over 10 years – and clearly there is something we are doing that is working, without compromising on standards. I recently contributed a case study on 'Inspire and retain a diverse workforce using a community-based approach' to The Key and I would recommend looking at that. My solution is that actually there is no quick fix. Inclusivity requires cultural change; cultural change does not happen overnight and you have got to take a three to five-year strategy. How many schools, how many institutions and organisations, have continued their journey of inclusivity beyond a few events? The Increasing Diversity in ITT Project (as discussed with Yamina Bibi later in this magazine) is also an important step forward."



Tell us about your approach to culture and some of the underpinning initiatives.

"We are focused on how we make a sense of belonging, recognising that we need to remove barriers that make people either leave because they do not feel included or stop them from applying because of the way our culture is perceived in our community. Fundamentally, we need to link development back to Abraham Maslow's Hierarchy of Needs. Our current cohort of teachers coming through did not do adulting in the 'normal' way as they were growing up through the pandemic, the cost of living crisis means that 90% of trainees are still living at home and there is a mental health crisis amongst young people. When people come to work, they want human interaction. We have started a strand of Social CPD, so for example we have CPD on Friday nights in a jazz club and in a petting farm where colleagues can bring their children and

we then all have supper together. More people want to take part in these than traditional CPD. What that tells me is what teachers need to thrive is a sense of belonging and to fill what may be missing in their lives: the ability to engage, interact with and learn from other people. You have got to inject things into your community to allow people to connect.”

What makes you most proud of your ITT provision?

“The quality is really important, but I am most proud of the fact we have a very diverse provision that is making teaching accessible for people who are passionate about making a difference to young people’s lives. We ensure we remove any barriers, but we deliver that training to the highest possible level. I want us to be standard setters, which is why when Ofsted came for a thematic visit I asked them for a show of hands on whether it is the best provision they have ever been to or not. Because if it isn’t, then I am disappointed, as I don’t wake up ever thinking we are going to be the second-best provision in the country and I want them to tell me

what we are doing that is revolutionising and changing the system. Additionally, I do a lot of work with our team on customer service as we are a business generating lots of income. It is recognising that our trainees are spending real money and we are at their service. Every year we recognise we could do better, but our objective is to be the very best from the moment a trainee first interacts with us to the moment they graduate.”



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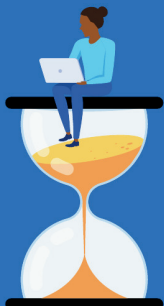
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SEND and Inclusion in ITT: Preparing Teachers for Every Learner

**By Georgina
Durrant**

I'm Georgina Durrant, published author, former teacher and SENDCo, Twinkl's National Inclusion Lead and host of the popular SEND podcast 'SEND in the Experts'. I'm passionate about supporting children and young people with Special Educational Needs and Disabilities (SEND), and helping the adults around them – the teachers, parents and carers – to feel both empowered and equipped to meet their needs.

Over the years, I've had the privilege of working with children and young people with a range of needs, supported families navigating our complex SEND system and worked to upskill teachers at all stages of their careers of best practice relating to SEND support. I've seen first-hand the difference inclusive practice can make, but I've also seen the gaps in training, confidence and understanding of SEND that needs further support.



That's why I'm so pleased to be joining the panel discussion on SEND and Inclusion in ITT at NASBTT's Annual Conference. It is such an important and timely conversation to be having and I'm privileged to be part of it.

One of the biggest challenges faced in ITT is the historic tendency to treat SEND as a standalone topic – perhaps a single lecture on autism or a few PowerPoint slides on adaptive teaching tucked into a wide presentation. I feel strongly that we need to move away from this. Inclusion by its very definition isn't something to be ticked off a list, but something that should be woven seamlessly into every single aspect of teacher training, from pedagogy to behaviour management and from curriculum to culture.

How do we do this? I'm under no illusion about this being an easy task. But it must start by shifting our thinking. Moving from 'How do I teach a child with SEND?' to 'How do I make my teaching accessible to all?'. We need to shift from seeing SEND as a challenge to be managed, and instead move towards seeing inclusion as a core part of good teaching. This mirrors the direction of travel likely to be set out in the Government's upcoming (at the time of writing) Schools White Paper.

What should effective SEND training look like?

For me, it needs to include three key ingredients: understanding, experience and flexibility.

Firstly, trainees need a solid understanding of SEND. They need to understand not just the diagnoses like autism, ADHD and dyslexia (and the impacts of these and support needed) but, due to the fact that many children and young people may be undiagnosed, they also need to have a broad understanding of the various areas of need that children and young people may present with. This spans speech and language, motor skills, concentration, sensory differences, emotional dysregulation and more. They also need support in understanding the broader principles of inclusive education, such as how to put in place adaptive teaching, how to work effectively with a TA and how to create classroom environments that are safe, predictable and support sensory differences.

But theory is never enough, and that's why the second ingredient of 'experience' is so important.

Trainees need to see inclusive practice in action. They need to be put in placements where inclusion isn't just talked about, but lived and breathed throughout the culture of a setting. They need mentors who are experts in inclusive strategies and can reflect honestly and openly about what they have got right/wrong when teaching. Trainees also need opportunities to try things out, make mistakes and learn from them.

Thirdly, they need to be given the opportunity and confidence to be flexible. Perhaps the most vital skill of inclusive teaching is your ability to adapt to the unexpected. Trainees need to learn how to respond on their feet to emergent needs, to rethink and adapt lesson plans on the spot, to adjust their communication and maybe even modify the environment to suit individual learners and their needs. Flexibility also means being open to feedback and willing to try new things and pivot when it isn't working. Mentors that can demonstrate these skills are incredibly important.

Throughout all this we need to ensure that trainees know that it's OK to not have all the answers now, as long as they are willing to listen, question and learn from others.

The role of ITT providers

ITT providers have a pivotal part to play in this. They have such an important role in setting the expectations, culture and values that trainees will carry with them throughout their careers. But it's not just down to providers; it's also schools, mentors, leaders. We all have a responsibility to model inclusive practice and support new teachers as they learn and develop.

Looking to the future

As we head into the panel discussion at BMA House, I'm looking forward to honest conversations about what is working, where the gaps are and how we can do better. But most of all I want us to remember why this matters. Inclusion at its very heart isn't actually about policies, PowerPoints or pedagogy ... but people. Support for children and young people should be at the very heart of these discussions. We need to ensure everything we do ensures children and young people with SEND feel seen, valued, included and supported. That starts with getting it right for training teachers.

A portrait of Yamina Bibi, a woman wearing a maroon hijab and a dark blue blazer, smiling at the camera. The background is a plain, light-colored wall.

Talking Diversity in ITT ... with Yamina Bibi: “Representation in education is essential for tackling prejudice early on”

From her own experiences of underrepresentation to leading national change, Yamina Bibi explains why a diverse teaching workforce is vital for every child.

Yamina Bibi is Project Specialist for the Increasing Diversity in ITT Project, in partnership with the Chartered College of Teaching, Chiltern Learning Trust and Being Luminary, funded by Mission 44. We caught up with Yamina ahead of our Annual Conference panel on Delivering a Diverse Workforce of the Future to discuss the project in more detail.

Firstly, what inspired you to get involved in the Increasing Diversity in ITT Project?

“I was previously Acting Deputy Headteacher in an East London school, and teaching and learning is really my first love with pedagogy and practice central to everything I do. However, in my role as a trainer with Diverse Educators (now Belonging Effect), it was really powerful to see the impact of the work we delivered around inclusive classrooms; the same with the Diversity, Equity and Inclusion (DEI) work I do within my own organisation. Last December I decided to step back from school leadership after realising I wanted to have a structural impact beyond just one school. I was invited to join the Teaching Commission and one of the most powerful aspects we looked at was research highlighting a clear disparity in global majority candidates being well-represented at the application stage for ITT programmes, yet less likely to be accepted, complete their training and qualify, and progress into leadership roles. When this role came up, it was the perfect opportunity to continue this work and have a wider impact. The timing aligned well and I knew I had to go for it.”

“**I became the teacher I never had.**”

Tell us about your experiences as a teacher and how this has shaped your practice.

“When I first started as an NQT in 2010, I quickly realised there were not enough people that looked like me in senior leadership positions in the schools I worked, and 15 years on we still have the same problem. I became a teacher because my parents told me it was the best job you could ever do. They genuinely believed education was the gateway to success, so all my sisters became teachers and they would talk about the impact they were having on young people and local communities. Growing up

in Tower Hamlets and later the Isle of Dogs, I experienced significant racism and Islamophobia, including being spat at, both in the community and at school. The lack of representation and support, especially as a South Asian, hijab-wearing woman, deeply impacted me and motivated me to become the teacher I never had. I saw the power of challenging stereotypes and changing perceptions through my presence and teaching and used English literature as a tool to explore social justice issues, helping students reflect critically on race, identity and inequality.”

“**Representation in education is essential for tackling prejudice early on, and ITT is a crucial starting point.**”

The four-year project addresses the systemic barriers that global majority trainee teachers face through their ITT journey. Tell us more.

“Representation in education is essential for tackling prejudice early on, and ITT is a crucial starting point. If schools and the profession are to reflect and serve diverse communities effectively, we must begin by addressing underrepresentation at the entry level, and we know there is a higher number of people from global majority backgrounds applying to ITT who are being rejected from the beginning compared to their white peers. There is actually a lower percentage of teachers from white backgrounds applying, but they are more likely to be accepted. They are also more likely to be retained and more likely to be in leadership positions, so we are exploring what is happening in the profession as a whole. Whiteness is held up as a dominant figure in the sector and structural racism is there. We cannot deny that any longer – the data is clear and it has been for a long time – so beyond SCITTs we are currently looking at how global majority teachers talk about the issues and barriers they are facing and what we as a sector can do to support that. The issue is not a shortage of global majority teachers, but a system that fails to support and retain them.”

What are the strands of the Increasing Diversity in ITT Project and how is it progressing?

“It has been one of the best things I have done, it really is, and NASBTT has been key to recruiting 40

SCITTs to this project. We have three strands, in partnership with Being Luminary, the Chartered College of Teaching and Chiltern Learning Trust:

- Coaching for SCITTs – where a group of global majority Fellows of the Chartered College of Teaching have been trained by one of the consortium partners, Angie Browne, Founder of Being Luminary, as ‘coaches’ to work with SCITTs on DEI and drive change in recruitment, retention – particularly looking at school placements – and assessment practices (we have four cohorts on this programme, one for each year);
- Online training for SCITT and placement school staff, and anyone who encounters trainee teachers – a new, free, comprehensive programme on effective inclusive and anti-racist practice is being developed in partnership with sector experts which will offer practical solutions;
- Funded Chartered Teacher cohorts for global majority teachers – Chartered Teacher and Chartered Teacher (Leadership) to support progression into roles focused on teacher development and teacher education.

We need more leaders from diverse backgrounds in teacher education to dismantle existing structures in the profession, and for colleagues from white backgrounds to be allies, advocates or sponsors of this.”

“ ———
The issue is not a shortage of global majority teachers, but a system that fails to support and retain them. ——— ”

Do you have a ‘call to action’ for other SCITTs reading this who may not be directly involved in the project but can still benefit from it?

“The online training programme, when this is finalised, is going to be really important and the blueprint for what we do going forward so we would love every single SCITT to eventually complete that. In the meantime, we would encourage interested SCITTs to register for project updates and potentially take some ideas from those, but they

should also feel free to send in any enquiries to us and I will respond to those. They could also begin to reflect on the recruitment and retention context in their own organisations and perhaps consider hiring a DEI consultant to support them. Ultimately, our objective is to increase the proportion of teachers from global majority backgrounds. With the SCITTs we are working with we are looking for steps forward in the number of racially minoritised trainee teachers, collecting data at the start of the project and through its duration. However, beyond that this is about creating broader awareness of children and young people’s need to be taught by a diverse teaching workforce, one which represents the communities and world we live in. We are not judging anyone, we are not telling anyone off. This really is an initiative about reflecting on our own practice and thinking about what can we do better.”

Scan the QR Code for further information and reading on the Increasing Diversity in ITT Project



Yamina Bibi is a former Acting Deputy Headteacher and English teacher from London currently working as an Education Project Specialist at Chiltern Learning Trust and a freelance consultant. Alongside this work, Yamina is a Commissioner on the Teaching Commission, Co-Founder of South Asian Educators’ Network, a Belonging Effect Associate and #WomenEd Network Leader. Yamina is also author of ‘The Little Guide for Teachers: Thriving in Your First Years of Teaching’ and a contributing writer for ‘Diverse Educators: A Manifesto’ and Sarah Mullin’s ‘What They Don’t Teach Me On My PGCE’. Yamina’s vast experience within education includes leading Teaching and Learning, Progress and Outcomes, Curriculum and Mentoring and Coaching of teachers at all stages of their career, including Early Career Teachers. Yamina previously led the Tes English Team of the Year at Forest Gate Community School as Assistant Headteacher – English in 2020 and won the We Are in City’s Rising Star Award in Education and Academia in 2021.



NASBTT's Manifesto for Change: Rethinking the Future of Initial Teacher Training

The Need for Change

As the education sector faces one of its most pressing challenges to date - chronic teacher shortages, under-recruitment across subjects and increasing pressures on training providers - NASBTT has launched The Future of Initial Teacher Training: A Manifesto for Change.

This bold and practical Manifesto sets out five clear proposals to ensure the sustainability and quality of school-based ITT provision and to make teaching a more accessible and attractive profession for the future.

- Teacher recruitment targets have been missed for over a decade.
- Workforce data shows record numbers leaving the profession.
- High-quality school-based providers have been lost despite strong Ofsted ratings.

A Call to Action

The Manifesto is a rallying cry to policymakers, leaders and training providers to think strategically, act decisively and invest meaningfully in the profession.

Scan the QR code to read the full Manifesto and join the movement for meaningful change.

The Five Asks



Make Teacher Training Affordable to Everyone

Bursaries for all trainees, regionally responsive financial support and student loan repayment incentives are needed to address the cost barriers that exclude potential candidates - particularly from underrepresented groups.



Tackle Public Perceptions About Teaching

A long-term, cross-party vision is vital. DfE-commissioned research should explore why undergraduates are turning away from teaching, informing a strategy that repositions education as a desirable, stable career.



Incentivise Schools to Engage in ITT

All schools must play a role in ITT, supported by funding and retention bonuses for hosting trainees. Without broad engagement, the teacher supply crisis will worsen.



Invest in Mentoring Capacity

Introducing a fully funded Teacher Professional Development Lead in every school would embed mentoring as a whole-school responsibility and ensure ITT quality requirements are met effectively.



Flexible Working: Less Talk, More Action

More ambitious approaches to flexible working could help meet the expectations of the next generation of teachers. NASBTT is working with the DfE to pilot and support new models in ITT provision.

SCAN ME



From Foundations to Future: 25 Years of School-Based Teacher Training



NASBTT spoke to Derek Boyle and Gill Kendall from Bromley Schools' Collegiate about how the ITT landscape has evolved.

As part of NASBTT's 25th Anniversary celebrations, we spoke to long-standing Members Derek Boyle (SCITT Director) and Gill Kendall (Administrator) to reflect on how the Initial Teacher Training (ITT) sector has developed over the past 25 years. From hand written applications and paper-based portfolios to national programmes and sector influence, their journey charts the transformation of school-based training and its growing professional standing.

Building from the Ground Up

"When I first started, we didn't even have an email address," Gill recalls. "Applications came in handwritten - bags of post every morning." Back then, the provision offered just 24 secondary places but received hundreds of applications for each subject.

Trainees were expected to compile up to 99 pieces of evidence - typed or handwritten - to meet the newly emerging Teaching Standards. At the same time, the team faced regular and often overlapping Ofsted inspections. "It was intense," Derek explains. "You could have a geography inspection and a full programme inspection within weeks of each other."

Expanding the Vision

Moving into primary training brought initial resistance from some school leaders. "We said we'd apply the same principles that had served us well in secondary - but we needed their expertise," Derek reflects. By drawing in skilled practitioners from partner primaries, the team created a truly collaborative model.

Their responsiveness did not stop there. When approached by a school in Eltham, they developed a bespoke Assessment Only Route in collaboration with the DfE. "We wanted to do it to the highest standard," Derek says. "Now we deliver up to 24 places a year and many trainees go on to leadership roles."

People at the Heart

Gill is affectionately known as 'Auntie Gill' by many trainees. "When something goes wrong, she's the one they turn to," says Derek. "Everyone needs a Gill - but we're not sharing her!"

"We've always trained the kind of teacher I'd want for my children - and now, my grandchildren."



Mentors are another cornerstone of the programme's success. "They give so much - often out of goodwill," says Gill. "They're with the trainees day-to-day and play a vital role in their development." Many mentors are alumni of the programme, often training future colleagues for their own departments.

In recognition, the team now focuses on supporting mentors too, offering CPD and wellbeing initiatives. "It's about building the team around the trainee - and the team around the mentor," Derek adds.

Sector Impact and Looking Forward

Derek and Gill's contributions extend beyond their own provision. They co-authored the ITT Administrator Handbook and remain active in NASBTT's wider work. "It's lovely to support others in the sector," Gill says. "You're never working in isolation in ITT."

As the policy and practice landscape continues to evolve, their goal remains steadfast. "We've always trained the kind of teacher I'd want for my children - and now, my grandchildren," says Gill.



Scan the QR
code to
watch the
interview

SCAN ME



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Our 2025–2026 Events Calendar is packed with opportunities to grow, connect and stay ahead. From Member Workshops on ITaPs, mentoring and SEND and Inclusion, to Safer Recruitment and External Moderator training, plus our Effective ITT Leadership and Management programme - there is something for everyone.

We have also added free Insight Sessions, termly Networking Forums and a dedicated Administrator Forum.

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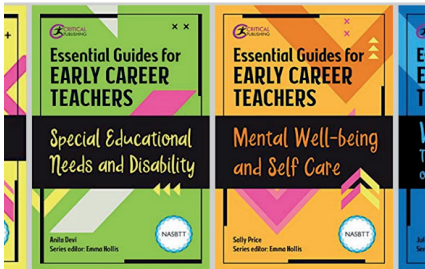
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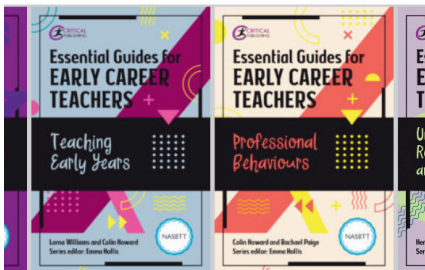


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