



Increasing Diversity in ITT

Removing Barriers, Embracing Equity.

NASBTT

Thursday 15 January 2026

MISSION44

Speakers



Harroop Sandhu



Polly Butterfield- Tracey



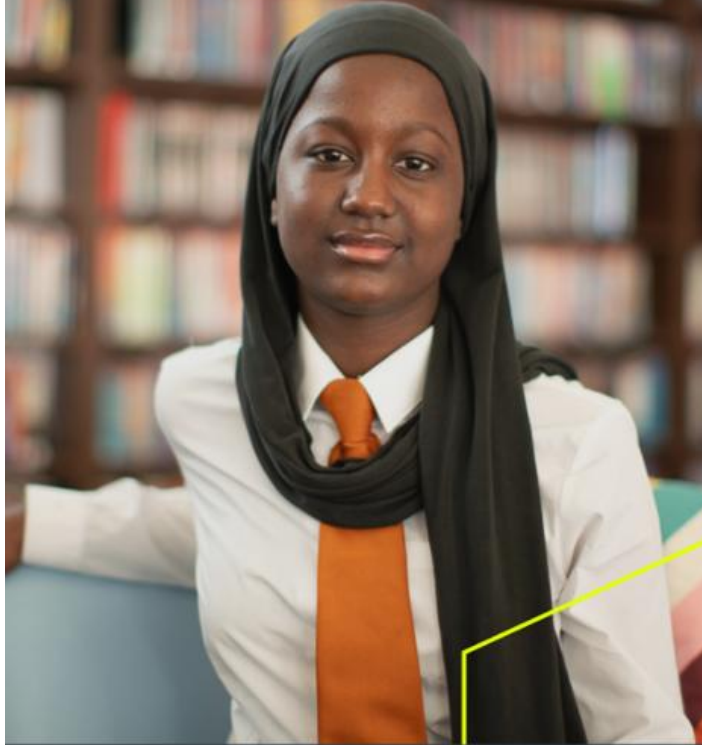
Becky Rose



Humayun Ahmed

A photograph of Lewis Hamilton, a professional racing driver, standing in a classroom with a group of students. He is smiling and looking towards the right. The students are dressed in school uniforms, including dark blazers and ties. One student on the left is wearing a hijab. The classroom has a whiteboard and various items on the walls. The text "MISSION 44" is overlaid in the center of the image, with the letter "I" in "MISSION" replaced by a yellow 3D rectangular prism.

MISSION 44



Diversity in Education Fund
Grants Prospectus - Phase 1

The problem

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

About our consortium



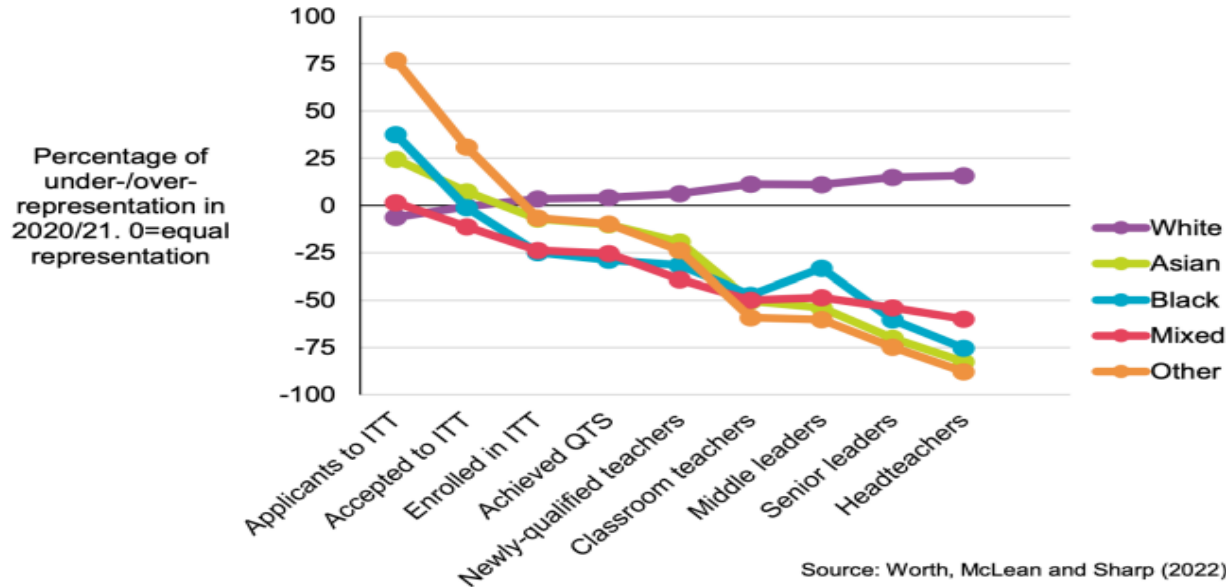
CHARTERED
COLLEGE OF
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CHILTERN
LEARNING
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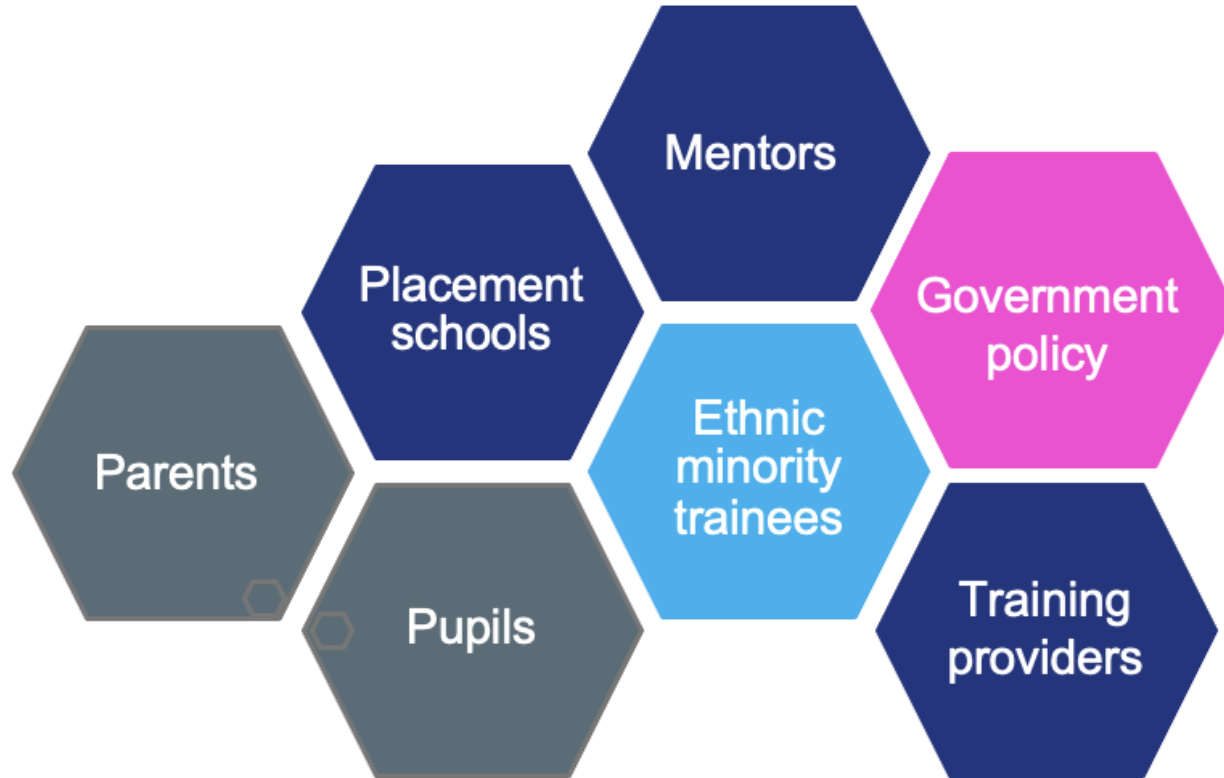
1: Why this work is important to us and to the sector

Figure 1 Representation in teaching compared with people of the same age in the wider population



2: Our proposal

Core principle





The Core Project Team



Dr Cat Scutt MBE

Chartered College
of Teaching



Sufian Sadiq

Chiltern Learning Trust



Angie Browne

Being Luminary



Yamina Bibi

Chartered College of
Teaching &
Chiltern Learning Trust



Damilola Dauda

Chartered College
of Teaching



Dr Lisa-Maria Müller

Chartered College
of Teaching



Anais Justin

Chiltern Learning Trust



James Murphy

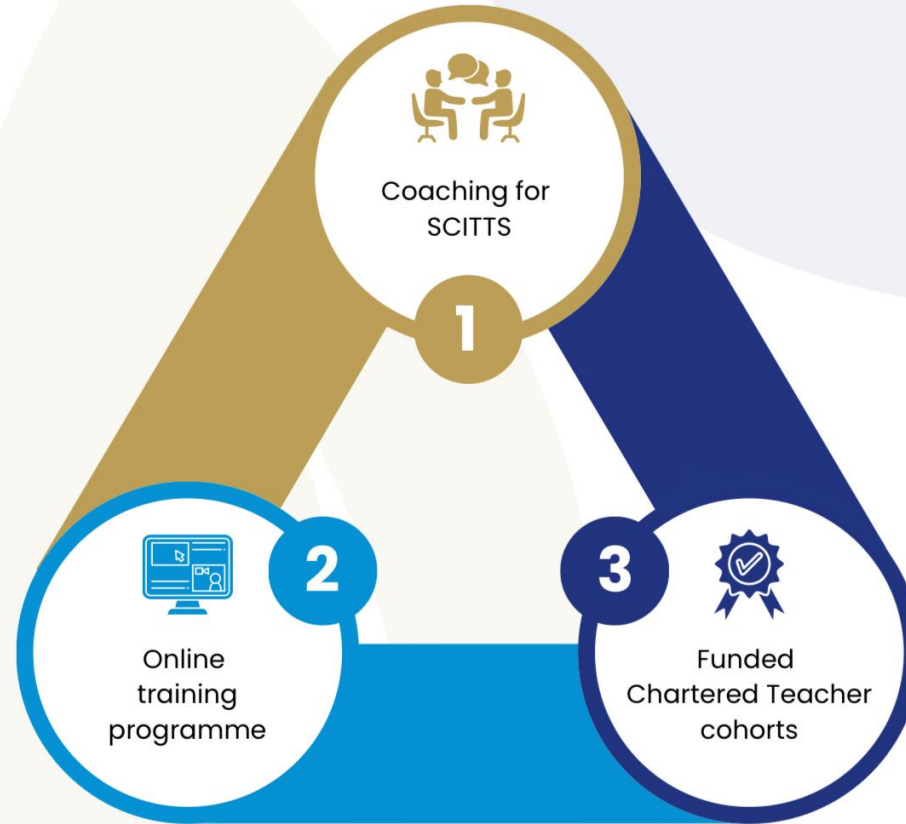
Chiltern Learning Trust

Find us on



Strands of the Project

The 3 core strands of the project are:



Project Highlights



Strand 1 – Coaches



Humayun Ahmed

With over 20 years in education, including leadership roles in the UK and abroad, Humayun is now Headteacher of an SEMH school in the West Midlands.



Remi Atoyebi

With over 25 years in education, Remi is a national adviser, leadership consultant, and transformational coach who champions equity and representation.



Pavandeep Aujia

As Quality of Education Leader across 16 schools, Pavandeep drives improvements in teaching, curriculum, and assessment, while also leading science across 11 secondary schools.



Ann Palmer

With over 35 years in education, Ann is an executive coach, and founder of the RACE Charter Mark, recognised for driving race equality across sectors; she leads multiple businesses and advises organisations.



Harroop Sandhu

Harroop is a Leadership Coach and EDI Consultant with over 20 years in education, known for empowering leaders to address systemic inequities, drawing on her expertise as an EMCC coach and EDI Fellow.



Yuvraj Singh Nirwal

Yuvraj is Director of Teaching and Learning and a primary school governor, with experience from the DfE's England-Shanghai teacher exchange that shaped his approach to teacher development and coaching.



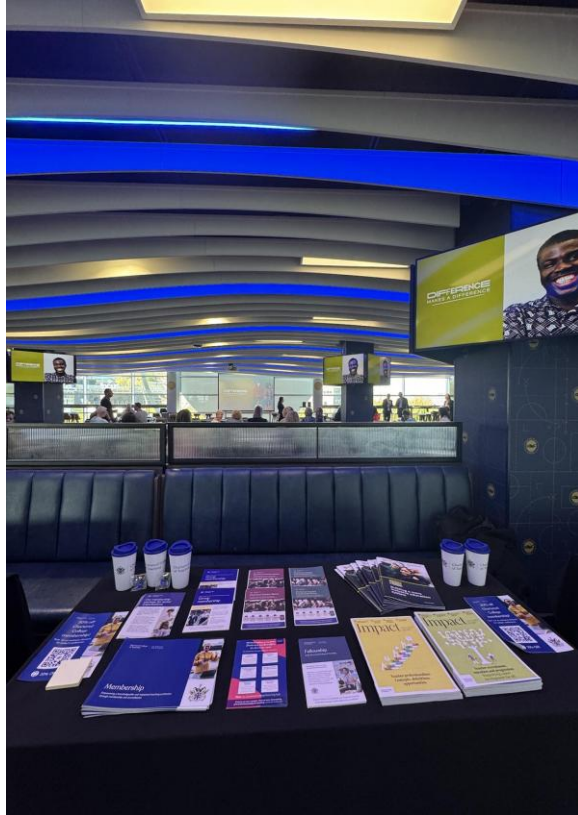
Strand 1 – Cohort 1 of SCITTs



Strand 1 – Cohort 2 of SCITTs



Project Highlights



Project Highlights

We must address racism to solve the recruitment and retention crisis



The sector is missing out on a huge pool of talent as a result failing to tackle racism in a meaningful way. Here's what to do about it



Yamina Bibi

Commissioner, The Teaching Commission

© 11 Mar 2025, 5:00



Increasing Diversity in ITT – Pilot Online Course

"I absolutely loved it. I'm a total geek anyway, so I absolutely love doing stuff like that, so I absolutely smashed through it in one afternoon, because I just wanted to engage with it."

"I think the resources, the way they're set out are really good. ... it also seems very, very bespoke to the program, in the sense of there doesn't seem to be much generalisation."

"I love the fact that it is kind of rooted in evidence, and that's really clear, and there's specific case studies...there is regular opportunity to pause and reflect."

"The reflective questions are genuinely thought-provoking and challenging"

"I've really enjoyed the online program. I've done a few courses through the Chartered College before, and I think it's really easily accessible."

SCITT Coaching – Harroop Sandhu

Harroop is a Leadership Coach and EDI Consultant with over 20 years of experience in education. She is passionate about helping leaders enhance their EDI efforts without shame or blame, empowering them to take meaningful action and create the lasting legacies they envision.

She works with the leaders to build inclusive practices to ensure that systemic inequities are being addressed strategically with measurable results, utilising her knowledge and skills as an EMCC coach and EDI fellow with the Institute of Educational and Social Equity.

As a working parent of three, she understands how our relationships with various identities evolve over time, shaping the way we lead and engage with others. Encouraging leaders to constantly examine the question of how do we lead with empathy, when we don't all share the same lived experiences.



SCITT Coaching – KMT SCITT Perspective

KMT | QUALITY
TEACHER
TRAINING

*Polly Butterfield-Tracey FCCT, SCITT Director of KMT
and Deputy Director of The Leigh Institute*

*Polly Butterfield-Tracey FCCT is the SCITT Director of
KMT, a leading provider of Initial Teacher Training in the
South East, and Deputy Director of The Leigh Institute.*

*Previously, she served as Project Director for CESET, a DfE
innovation pilot featured in the 2019 Recruitment &
Retention Strategy.*



SCITT Coaching – KMT SCITT Perspective

KMT

QUALITY
TEACHER
TRAINING

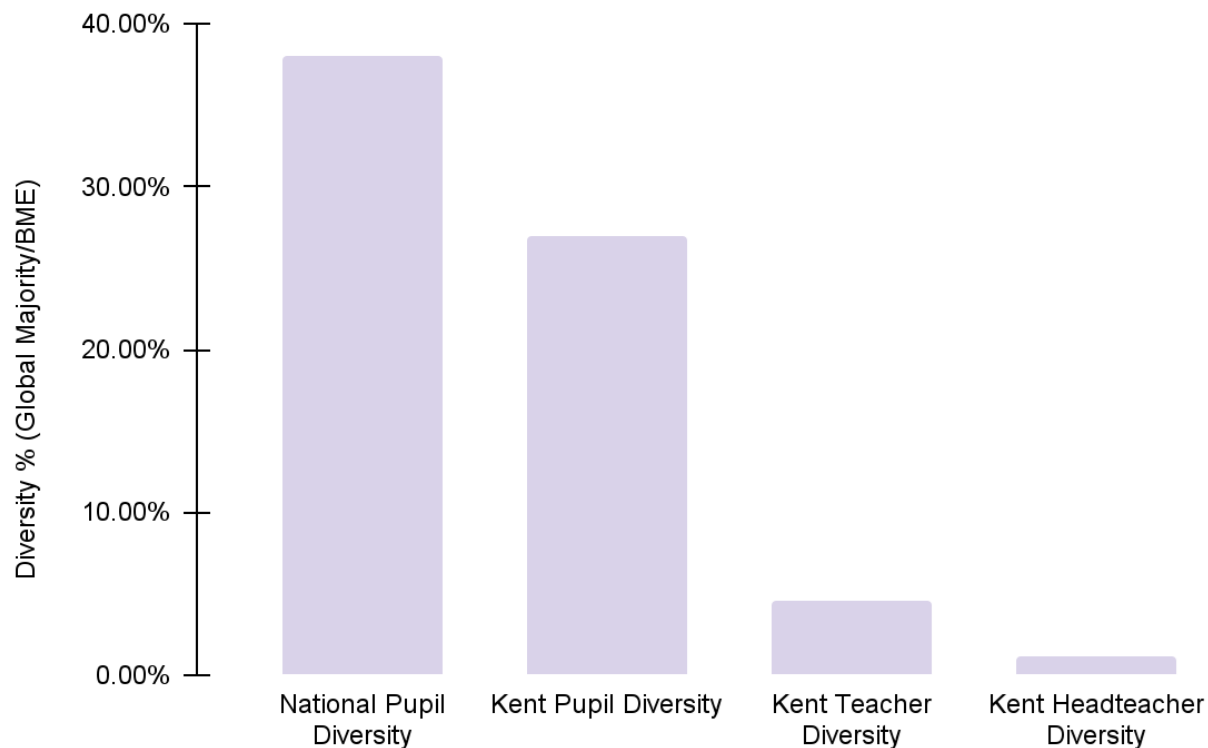


Beyond checklists and good intentions



- KMT has been training teachers for 30 years, and is one of the most established SCITTs in the region.
- Our partnership represents over half of all schools in Kent, including primary, secondary, selective, non-selective, special and independent.
- Our pupil reach, as defined by Mission 44, exceeds 187,600 pupils across our Trust and wider placement schools.
- We are a widening participation provider, actively dismantling barriers to entry to our profession
- 71% of our cohort is over 25, compared to 53% nationally
- 30.5% of our cohort declared a health condition or disability, compared to 19% nationally

The Uncomfortable Truth: Why KMT Took Action



Beyond the Checklist: Our Stage 1 Transformation

Assume positive intent.

Recognition of varied lived experiences - Lens and approach will be different based on this.

Permission to get it wrong.

Lots of first- so there will be mistakes.

Maintain high challenge culture- understand people at different points on the journey.

Identify high leverage changes- even if difficult

Shared mission and goal.

Confronting Bias: The Internal Shift

Project Foundation: Stage 1 was not about fixing recruitment first. It was about fixing us.

Creating Brave Spaces: We engaged our entire team - from leadership to administration - in challenging training. This process was about creating 'brave spaces' to acknowledge bias and ask the truly difficult questions.

My Transformation: This process was personally transformative. It gave me the confidence to confront uncomfortable truths about the barriers to ITT for our global majority applicants.

Changing the Conversation: The most powerful outcome is that this project has fundamentally changed the questions I ask myself and my team every single day.

From Reflection to Implementation: New Practices

Inclusive recruitment:

- Trainee experience - We gathered feedback, reviewed our website, stated our vision and shared our trainee stories.
- We launched tailored, pre-interview 'Insight Sessions', provisioning bespoke guidance on navigating overseas qualifications or visa requirements, ensuring every candidate has an equal chance.

Responsive training:

- The training curriculum changed too. We are now training future educators to be inclusive leaders - confidently discussing race, racism, and actively addressing discrimination by providing responsive training to emerging themes

The Immediate Impact: Measuring Psychological Safety

- 'I **feel heard**, that is the most important thing for me.'
- 'I have access to the multi faith room where I have been asked multiple times if it has everything I need. This is not something I have had in previous work places and I **feel so supported** by the school.'
- 'Knowing that **my concern was taken seriously** and resolved promptly reinforces the idea that inclusion is not only about classroom practice but also about fostering strong professional relationships and **psychological safety**.'

Looking Ahead: Stage 2 and Beyond

- **The foundation is set:** We now have the confidence, the processes, and the commitment.
- **Next steps (Stage 2):**
 - Evaluating the impact of these changes with our current cohort
 - Embedding this work across our entire partnership - retention of trainees and employment as ECTs to partnership schools
 - Expanding our third space mentoring programme
- **Final call:** Commitment must be measured in genuine change, not just good intentions.

SCITT Coaching – GITEP SCITT Perspective

Becky Rose – former secondary teacher and leader, now SCITT Director for the **Gloucestershire ITE Partnership (GITEP)**, CEO of Teach Glos, a professional development organisation for teachers and support staff, and an Evidence Lead in Education for Gloucestershire Research School.

Becky is a member of Belonging Effect's DEI in ITTE network and author of two NASBTT Mentor Development Modules focused on diversity, equity and inclusion.



Our context

- Well-established, medium-sized SCITT based in Gloucestershire
- Tuition fee, Salaried, Assessment Only, full-time and part-time routes
- c.40 secondary and c.10 primary partner schools
- Trainee cohort diversity monitoring 2025-6:
- 67% over 25
- 72% female, 26% male, 2% non-binary
- 16% declared health condition or SEND
- 8% EAL
- 15% LGBTQ+
- 7% Global Majority



Why we wanted to take part in this project

- Glos adult GM population c.7% but pupils are 19%
- Our GM applications were 22% but offers were 11%
- Low numbers of withdrawals/‘struggling’ trainees but GM trainees are overrepresented in this group
- Prioritise inclusion
- Better understand barriers
- Identify and address our blind spots
- Move beyond good intentions to develop a more strategic approach
- Core values: Partnership & Community; Wellbeing & Support

Stage 1: Recruitment

Aims: Increase global majority applications and improve conversion from application to interview to offer.

Actions to date:

- More visible inclusion statements and diverse images on website and in marketing materials.
- Testimonials from current and previous GM trainees.
- More teacher taster days and online Q&A sessions.
- More guidance on what makes a strong application and interview.
- Revised sift paperwork, interview procedures, and selection paperwork – more inclusive.
- Recruitment staff training on inclusion and unconscious bias

Stage 2: Retention

Aims: Improve tracking & monitoring, and improve support & guidance for trainees, and school-based colleagues.

Actions to date:

- More precise data analysis on GM trainee experiences and assessment progress.
- Updated Trainee Support Handbook with enhanced guidance for supporting trainees from GM backgrounds.
- Specific guidance sheet for supporting trainees from GM backgrounds
- Signposted support networks such as Black Men Teach, BAMEed, Belonging Effect, Black Teachers Connect
- Training for school-based colleagues on inclusion for trainees and SCITT approaches/expectations.

Next steps

- *Measuring and evaluating impact*
- *Building and extending knowledge further*
- *Sustaining and extending commitment*

- **Recruitment:** Engage in targeted community outreach and marketing; increase diversity at marketing events; increase diversity of interview panels; consider anonymised application sifting.
- **Retention:** Establish third space mentoring programme.
- **Project Stage 3:** Assessment of trainees

Reflections

- Engaging in the work has meant getting comfortable with being uncomfortable.
- We have needed to be more specific in our aims and more intentional in our actions.
- Where possible, we have adapted and improved *existing* processes and mechanisms.
- Inclusion benefits everyone.
- Coaching experience has been transformational!
- Chartered College of Teaching training materials are brilliant!

SCITT Coaching – Humayun Ahmed

Humayun Ahmed has over 20 years of experience in education, with more than 15 years in leadership roles where he has effectively mentored and coached both teachers and leaders. His international experience includes a notable tenure as Deputy Head of Secondary at a British International School in Cairo, Egypt, where he served for five years. Currently, he holds the position of Headteacher at a Social, Emotional, and Mental Health (SEMH) school in the West Midlands. In addition to his educational career, Humayun has a background as a Youth Worker, has operated his own business, and has been involved in various community projects. He is fervently passionate about inclusive education, dedicated to nurturing the next generation, and committed to challenging prejudice and cultural barriers that affect us all.



Breakout Room Activity

Questions to discuss:

1. What have you learned about the issues impacting trainee teachers and teachers from global majority backgrounds?
1. Reflecting on the presentations from coaches and SCITTs on the project, what are some of the key takeaways from this for you to apply to your own organisation?



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Any Questions?