



Increasing Diversity in ITT

Removing Barriers, Embracing Equity.

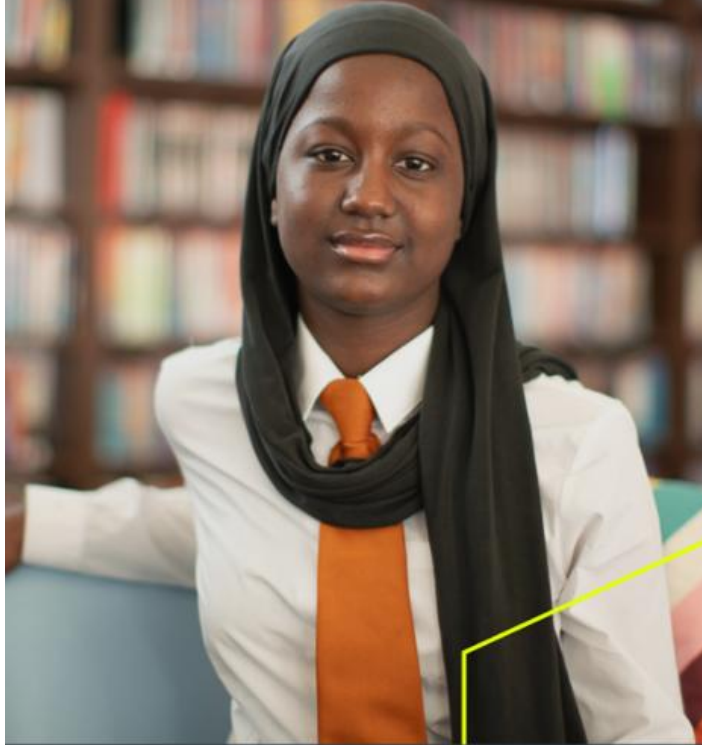
NASBTT

Wednesday 28 January 2026

MISSION44

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, both male and female, are dressed in school uniforms consisting of dark blazers, white shirts, and striped ties. One student on the left is wearing a hijab. The classroom has a white ceiling with fluorescent lights and a bulletin board in the background. The text "MISSION 44" is overlaid in the center of the image, with the letter "I" in "MISSION" replaced by a yellow-outlined icon of a car.

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



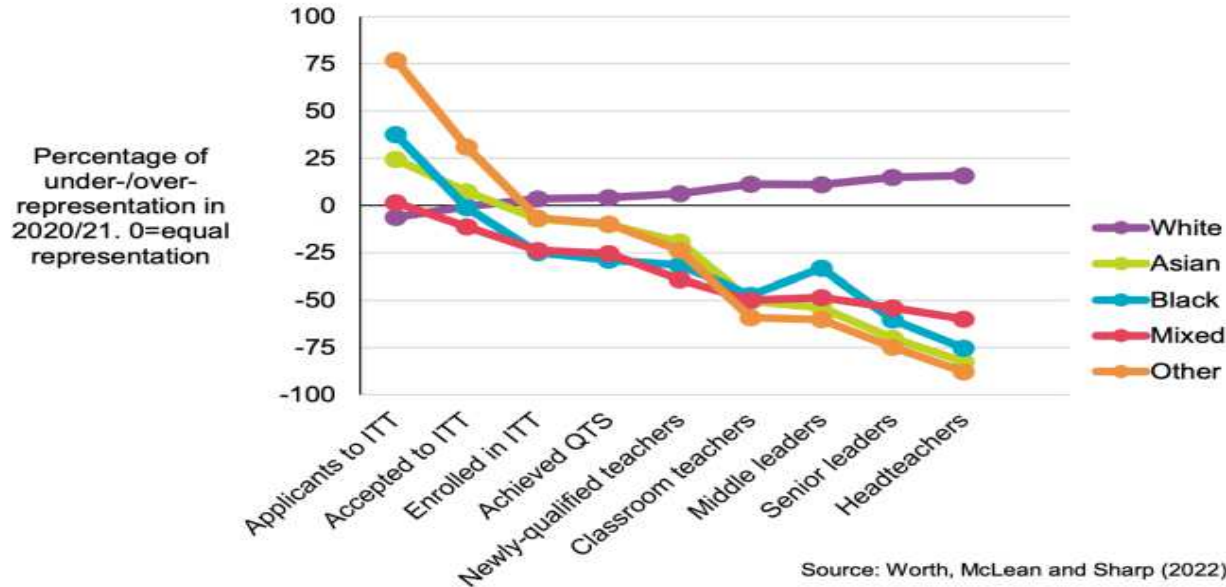
CHARTERED
COLLEGE OF
TEACHING



CHILTERN
LEARNING
TRUST

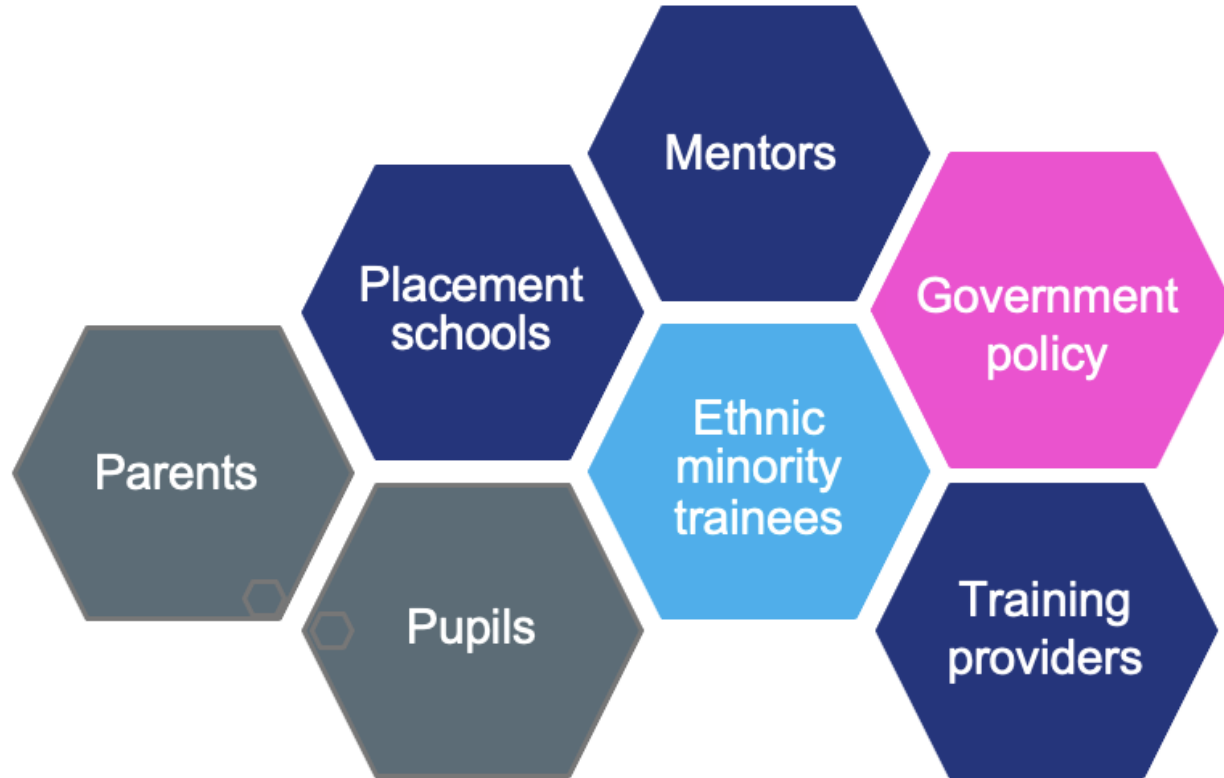
1: Why this work is important to us and to the sector

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
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Damilola Dauda

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Dr Lisa-Maria Müller

Chartered College
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Anais Justin

Chiltern Learning Trust



James Murphy

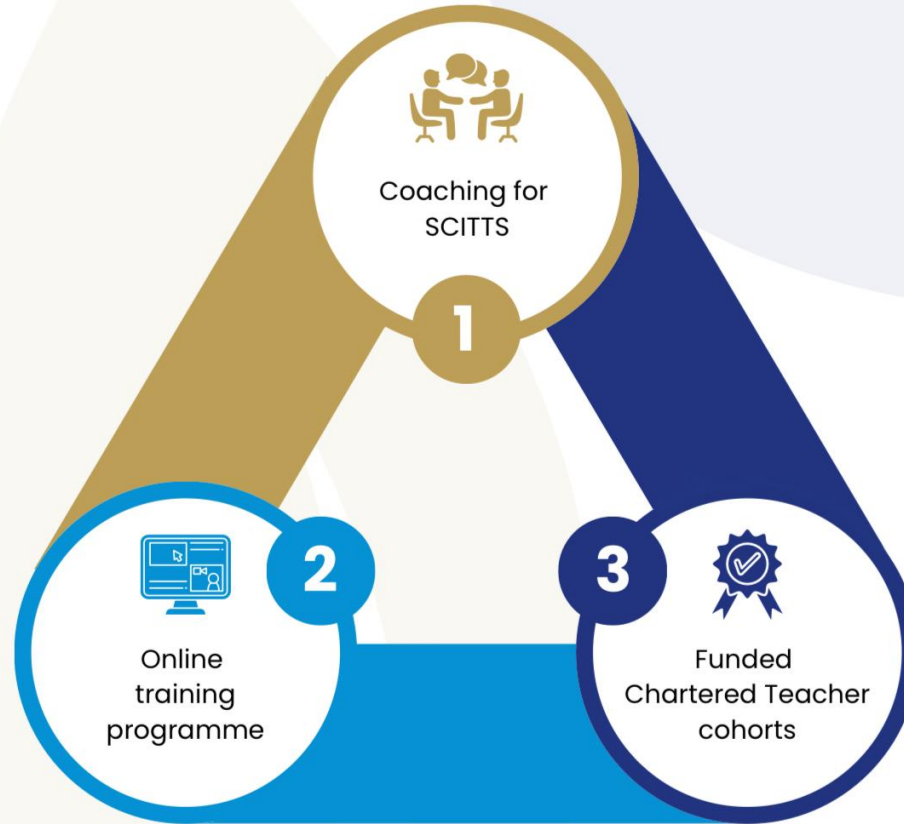
Chiltern Learning Trust

Find us on



PROJECT STRANDS

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.



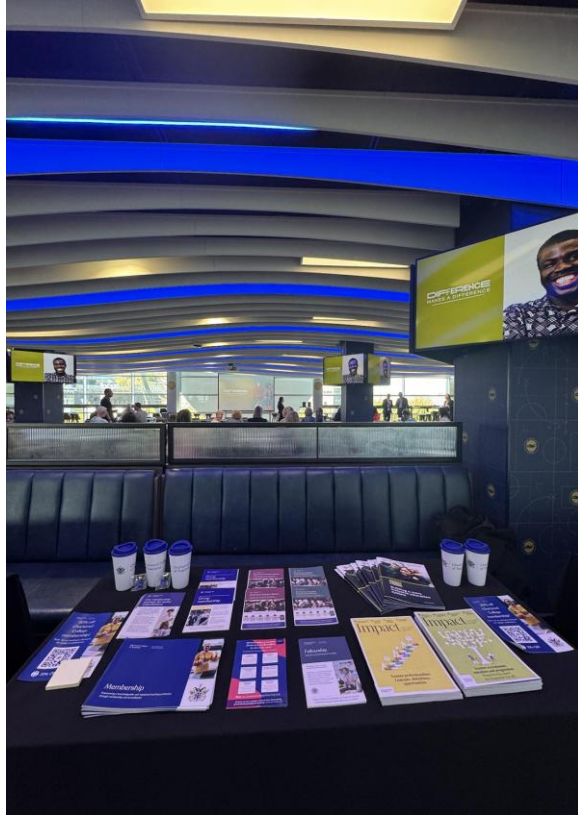
Strand 1 – Cohort 1 of SCITTs



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



SCITT Coaching – Harroop Sandhu

Harroop Sandhu 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

***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.

KMT | QUALITY
TEACHER
TRAINING



SCITT Coaching – 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.

SCITT Coaching – SCITT Perspective

Helen Shaw, Director of Inspiring Future Teachers

With over twenty five years of experience in education, Helen has been fortunate to hold a variety of teaching and leadership roles encompassing pastoral and curriculum as well as raising standards and assessment within schools, local networks and within multi academy trusts.

Initially training as a secondary science teacher, Helen maintains a keen interest in her subject as well as her professional development.

Helen is passionate about developing the teaching and learning skills of others and supporting teachers to effectively plan lessons and employ timely interventions. As Director of Inspiring Future Teachers (and previously as Director of GLF Teaching School Hub), Helen leads the School Centred Initial Teacher Training and supports the development of the next generation of high-quality teachers through the programme. She believes that collaboration is key to creating best practice solutions and has supported the innovative work on resilience and workload for trainee teachers, with other local and national organisations. Helen continues to strive to ensure that young people are supported to achieve the best possible outcomes through supporting and developing future teachers.



Breakout Room Activity