

Postdoctoral Impact Fellowship: Application Form

Please ensure you have read the [Application Assessment Criteria](#) before completing your application.

Applicant Details	
Name:	[REDACTED]
Email Address:	[REDACTED]
PhD Department/Centre:	Education Studies
PhD Supervisor/s:	[REDACTED]
PhD Submission Date (planned/actual):	End of August 2024
PhD Viva Date (if known):	N/A
PhD Award Date (if known):	N/A

Project Details	
Project Title:	Strengthening how early career teachers deploy teaching assistants to enhance educational inclusion
Project Mentor: <i>Please note that the Project Mentor does not need to be your PhD Supervisor.</i>	[REDACTED]
Proposed Home Department:	Education Studies
Time Commitment:	☒ Full Time (1 Sept 2024 – 31 Aug 2025) ☐ Part Time (1 Sept 2024 – 31 Aug 2026)
In Plain English, summarise your proposal and how the project activities will result in impact: Max. 150 words	The promotion of educational inclusion and equity in schools continues to be an international priority for policymakers, practitioners and researchers. Amidst a deepening crisis in the English special educational needs system, the effective deployment of teaching assistants has been shown to be an integral component in the achievement of educational inclusion within the classroom. However, recent policy frameworks on teacher induction in England have underestimated the challenge early career teachers face in deploying teaching assistants for educational inclusion and the specific career-stage factors which shape this work. This project will address this challenge by: 1. Working with preservice teachers, early career teachers and teaching assistants to develop targeted training and support that facilitates equitable and inclusive approaches to teaching assistant deployment in the primary classroom. 2. Developing awareness amongst primary school staff and initial teacher educators of the challenges associated with deploying

	teaching assistants to strengthen preservice education and early career induction support.
Which of the following areas is your project concerned with? Please tick all that apply.	☒ Policy engagement activity - particularly that which aligns with University and UKRI/ESRC priorities. ☐ Activity looking to support regional growth and development and/or 'levelling-up'. ☐ Other activity. Please specify (briefly):
Does the proposed project relate to one or more of the Social Sciences Grand Challenge themes? Please tick all that apply.	☐ Environmental Sustainability & Climate Resilience ☒ Promoting Social Justice ☐ Data and the Production of Knowledge ☐ Understanding Behaviour & Experience ☒ Creating Inclusive Prosperity ☐ Health, Wellbeing, & Care
External, non-academic partner/s or organisation/s (if applicable): <i>It is not mandatory to have an external partner as part of your application.* However, if you will be working with specific external partners for your project, please list them here and ensure that you also complete the External Partner Form found at the end of this document.</i> <i>Please note that all overseas partners will be required to satisfactorily complete a UKRI mandated due diligence check. Where required, external partners will also need to sign a</i>	[REDACTED] Maximising the Impact of teaching assistants (MITA) [REDACTED] The TA Hub & University of Cambridge Primary School

collaboration agreement. The Research Support Manager will support these processes.	
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Case for Support Underpinning Research: Provide a brief, Plain-English summary of the subject and findings of the doctoral research which underpins the proposed impact activities. Max. 250 words: Informed by the findings of my published critical review of existing research on teaching assistant deployment, my thesis examines how early career teachers navigate the deployment of teaching assistants within the performative demands of the English primary schooling system. It found that: • Initial teacher education is limited in the extent it can prepare preservice teachers for the realities of teaching assistant deployment encountered as they transition to early career teacher. • Learning to participate in teaching assistant deployment as an early career teacher intersects with their socialisation into the school and normative pressures to assimilate existing forms of teaching assistant deployment. • For early career teachers, learning to lead teaching assistants is often an intense and emotional experience, shaped by differentials in accountability, expertise, and micropolitical status. • Early career teacher decisions in how teaching assistants are deployed in lessons are significantly shaped by the accountability demands placed upon them and the prevalence of bell-curve thinking within the system. • Pupils at the peripheries of these structures are often assigned to the teaching assistant, denying these pupils regular access to a qualified class teacher, and marginalising them from the mainstream classroom environment. Translating these findings into targeted programmes of support for early career teachers, preservice teachers, and teaching assistants is vital to: (a) developing the confidence of early career teachers to work collaboratively with teaching assistants; and (b) developing approaches to teaching assistant deployment that facilitate the educational inclusion of pupils identified with special educational needs and/or disabilities. Describe the fellowship activities you plan to undertake and how they will lead to impact: Explain how your proposed activities will develop and/or deliver upon the impact potential of your research, and how you will measure and evidence this impact. ('Impact' can be considered an <u>effect on, change or benefit to</u> the economy, society, culture, public policy or services, health, the environment, or quality of life for beneficiaries, stakeholders, end users or publics <u>outside of</u> academia.) <i>N.B.: The IAA funds the conversion of unique research into impact by supporting activities which engage and generate change for beneficiaries outside academia. <u>The IAA does not fund primary research.</u></i> Max. 300 words: Phase 1 – Dissemination - o Existing research (including the findings of the underpinning thesis) will be summarised into a research overview document. - o Preservice and early career teachers in Warwickshire will be invited to complete a questionnaire establishing their confidence in working with teaching assistants, how they access support, and initiatives that may be helpful to them. - o A working group of early career teachers, teaching assistants, preservice teachers, and sector experts (via questionnaire respondents and existing contacts [see next section]) will be formed to provide RAG rated feedback to establish how research can be
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translated into a programme of professional development that is both relevant and accessible.

Phase 2 – Uptake

- The project will recruit:
 - 8 - 10 primary early career teachers and teaching assistant teams working in schools in Warwickshire and surrounding areas.
 - 8 -10 preservice teachers at the Centre for Teacher Education at Warwick.
- The programme will adopt a project-orientated approach whereby participants are empowered to interpret and apply educational research to change practice within their context, consisting of:
 - Session 1: Introduction to the evidence base;
 - Session 2: Action planning;
 - Session 3: Reviewing learning;
 - Session 4: A half day case study workshop designed to share practice between preservice and early career teachers and teaching assistants to build further capacity in the system.
- Programme resources will be developed iteratively through the knowledge developed by users of the programme.
- An impact evaluation will be conducted midway through the programme aimed at assessing and developing its relevance, usefulness, and its specific impact.

Phase 3 – Implementation

- Programme materials will be revised based on Phase 2, and case study workshop materials will be incorporated into future iterations of the programme.
- Funders will be sought to facilitate continued delivery of the programme (e.g., NASEN, Nuffield Foundation, EEF).
- Stakeholders who have taken part in the programme will be invited to raise awareness of the programme by contributing to:
 - A presentation and blog post for the [Schools and Academies Show](#);
 - An article in the [Times Educational Supplement](#); and
 - An interview with [Twinkl Digest](#).

1. Proposed partner organisations:

Individual, role, organisation	Status in project	Previous activities
██████████ TA, the Teaching Assistant Hub & the University of Cambridge School	Expressed a commitment to be on the working group to support programme development	Keynote speaker at the Warwick Education Studies PGR Conference which I co-chaired.
██████████ Maximising the Impact of Teaching Assistants (MITA)	Expressed a commitment to be on the working group to support programme development	Liaison during inception of the underpinning doctoral project

2. Non-academic beneficiaries:

Non-academic beneficiaries	Number / Location	Pathways to contact
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Primary Early Career Teachers	8 – 10; schools in Warwickshire and surrounding areas	██████████ – has contacts with schools in Warwickshire with whom I participated in a panel at the Careers in Education Conference Personal contacts in North Oxfordshire area from my time as a primary school teacher Contacts via staff at the Department of Education Studies
Teaching assistants		
Pre-service teachers	8 – 10; University of Warwick Centre for Teacher Education	██████████ – works at Warwick CTE. I worked with ██████████ on a research project on practical science ██████████ – co-ordinates student engagement and experience at ██████████
School children	270 approximately, based on an average class size of 27	N/A

3. Other relevant contacts

Individual, role, organisation	Status in project
██████████, Twinkl TA Digest, Twinkl	██████████ has pledged to feature the project on Twinkl TA Digest
██████████, The Schools and Academies Show	██████████ has pledged presentation slots in both the November 2024 and 2025 shows

Project Management and Activity Timeline:

Provide a timeline of your proposed activities or a project management overview, including milestones for key outputs and/or outcomes. You could consider using a Gantt chart (or similar) to convey your plans and timelines.

Advice on planning your project can be sought from the ESRC IAA team on

ESRCImpactAccount@warwick.ac.uk.

Max. 200 words:

	2024				2025							
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1. Phase 1 – Dissemination												
Questionnaire design and dissemination												
Create research summary document												
Establish working group												
Work group meetings												
Programme/resource development												
Key output: final draft of					◆							

coproduced programme													
Impact milestone: gather testimonials from working group													
2. Phase 2 – Uptake													
Recruitment of educational settings for programme uptake													
Impact milestone: pre- and post-programme questionnaire													
Validation of programme in schools and initial teacher education settings, including iterative feedback													
Impact milestone: Impact evaluation													
Key output: End of programme half-day case study workshop													
Impact milestone: testimonials from programme users, schools and Warwick Centre for Teacher Education													
3. Phase 3 – Implementation													
Revisions to programme based on data gathered in phase 2													
Key output: revised programme materials													
Invite programme users to share experiences of participation on the project with a wider audience													
Approach funders for continued programme delivery													
4. Post-project period													
By 3 months: Key output: Programme users to present at sector facing conferences and write blog posts/articles Impact milestone: Collected documentation from conference presentations, blog posts and other outputs By 6 months Impact milestone: 6-month follow up interviews/discussions with programme users Impact milestone: Continued interest and take up of the programme in settings that have already engaged with the project - Programme taken on by an external funder													
Project Budget: Provide an outline of the proposed budget for your project, including justification of cost for each item. The maximum budget is £2,000. Max. 200 words:													
	Company		Unit cost		Total cost								
Programme development													
Bespoke illustrations for programme resources	Sketchnotes UK		£150 pound per illustration group x 5		£750								
Half-day workshop sessions													
Tea and coffee	University of Warwick		£15.75 per 10 people for 30		£47.25								

Cake	Tesco	£2.50 per 8 people for 30	£10.00
Cover payments to schools	-	£100 for ten schools	£1000.00
Schools and Academies Show attendance			
Contribution to travel for Schools and Academies Show for programme users		£30 per attendee for up to five attendees	£150.00
Total:			£1957.25

What are your impact objectives?			
Please note that you will be asked to report against these objectives once your project is complete. We recognise that your impact objectives may evolve or need to be adjusted as your project develops.			
Objective:	Beneficiary/Stakeholder:	Reach:	Evidence:
<i>E.g., what in society, the economy or culture are you hoping to change or improve? How will non-academic stakeholders or audiences be affected by your research findings?</i> Max. 100 words per box	<i>E.g., who will benefit from this change? Why are you targeting them? What role will they play in bringing about the impact (if applicable)?</i> Max. 100 words per box	<i>E.g., how will you reach your target groups or beneficiaries? How will they be engaged? How will you get your findings in front of the most relevant people? How will you maximise the chances of change being made?</i> Max. 100 words per box	<i>E.g., what evidence of change or benefit will you gather? How will you evaluate your impact? What are your indicators for success?</i> Max. 100 words per box
1. To develop targeted training and support for early career teachers, preservice teachers and teaching assistants, that facilitates equitable and inclusive forms of teaching assistant deployment.	Key beneficiaries: Primary early career teachers, preservice teachers, teaching assistants, and school pupils Reasons for targeting: - To develop capacity amongst early career teachers, preservice teachers, and teaching assistants to develop inclusive forms of teaching assistant deployment - To improve the educational experiences of pupils with special educational needs and/or disabilities Stakeholder involvement in impact: - Establishing the benefit, relevance and accessibility of the programme - Coproducing and developing the programme in context - Communicating the programme to a wider audience	- A 'soft' approach to reaching target groups will be taken, utilising the existing networks of known contacts to facilitate engagement with the project - A co-productive approach is utilised at each phase to sustain engagement amongst early career teachers and teaching assistants - Relationships with stakeholders will be made sustainable by providing opportunities to continue engagement with the project at the implementation stage (e.g., through conference presentations, sharing practice).	Phase 1: - Testimonials from early career teachers, preservice teachers, and teaching assistants in the working group Phase 2: - Pre and post programme participation questionnaires to measure the change brought about by the programme - Mid-programme impact evaluation assessing relevance, usefulness and commitment to, the programme - Documents produced as part of the case study workshops - Found evidence produced as part of the programme – e.g., changes to planning documents, feedback emails, observation, and self-audits of practice, other testimonial evidence Phase 3: - Documentation used in conference presentations, e.g., PowerPoints - Participant written evidence, e.g., blog posts, article contributions Long term impact:

			Six month follow up meetings/interviews with programme participants to explore lasting impact
2. To facilitate and empower early career teachers, preservice teachers and teaching assistants to lead the implementation of inclusive teaching assistant deployment in the classroom.	Key beneficiaries: Primary early career teachers, preservice teachers, and teaching assistants Reasons for targeting: - To develop capacity for early career teachers, preservice teachers, and teaching assistants to lead evidence-informed change in the classroom - To empower early career teachers, preservice teachers and teaching assistants to work collaboratively Stakeholders involved in impact: - Establishing the benefit, relevance and accessibility of the programme - Coproducing and developing the programme - Recognising and overcoming the specific contextual barriers to inclusive teaching assistant deployment - Communicating the programme to a wider audience	- A 'soft' approach to reaching target groups will be taken, utilising the existing networks of known contacts to facilitate engagement with the project - A co-productive approach is utilised at each phase to sustain engagement amongst early career teachers and teaching assistants - Relationships with stakeholders will be made sustainable by providing opportunities to continue engagement with the project at the implementation stage (e.g., continuing to participate in the programme as an early career teacher)	Phase 1: - Testimonials from preservice teachers in the working group Phase 2: - Pre and post programme participation questionnaires to measure the change brought about by the programme - Mid-programme impact evaluation assessing relevance, usefulness and commitment to, the programme - Documents produced as part of the case study workshops - Found evidence produced as part of the programme – e.g., changes to planning documents, induction evaluations, feedback emails, observation, and self-audits of practice, other testimonial evidence Phase 3: - Documentation used in conference presentations, e.g., PowerPoints - Participant written evidence, e.g., blog posts, article contributions Long term impact: - Six month follow up meetings/interviews with programme participants to explore impact of programme on transition to qualified teacher
3. To develop awareness amongst school staff and initial teacher educators of the challenges associated with deploying teaching assistants to strengthen preservice education and early career induction support.	Key beneficiaries: Primary early career teachers, teaching assistants, and preservice teachers Reasons for targeting:	A snowballing approach will be used to widen the reach of the project, utilising early career teacher participation in the project to share and discuss the key aims of the project with senior leaders and school mentors	Phase 2: Testimonials from headteachers, induction mentors, and initial teacher educators on the perceived impact of the programme on early career teachers and preservice teachers

	- To raise awareness of the challenges facing early career teachers in their deployment of teaching assistants Stakeholders involved in impact: - Participants in the programme will be actively engaged in communicating the programme to a wider audience through: - Sharing case studies of their experiences of using the programme - Leading change in their classroom and school	- Contacts in Warwick Centre for Teacher Education will be approached to explore how the project resources could be used to benefit current Warwick preservice teachers more widely - Awareness of the project will be sustained more generally through, for example: - Articles written for and by practitioner-facing websites and magazines, for example, Twinkl TA Digest and the Times Educational Supplement - Conference presentations, for example, the Schools and Academies Show in November 2024 and 2025 - Social media updates and blog posts	- Post-programme feedback forms to evaluate perceptions of the programme in schools - Mid-programme impact evaluation assessing relevance, usefulness and commitment to, the programme Long term impact: - Continued interest and take up of the programme in settings that have already engaged with the project
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Research Governance and Compliance	
If your project has an overseas or international dimension, confirm you have read the University guidance on International Working and discussed any risks or implications with the relevant Departmental Administrator:	☐ Yes ☐ No ☒ N/A
The University takes seriously its commitment towards the provision of a healthy research culture for all staff, students, and research participants. Researchers supported by the ESRC IAA 2023-28 are therefore required to undertake either the concise or full version of the Epigeum Research Integrity Training, which can be accessed here. <i>Please note that completion of this training will be reviewed when applying for any future internal funds.</i>	Please tick here to confirm that you have understood this requirement: ☒
Does the proposed project require ethical review and, if so, by which committee? If not, please provide a brief explanation as to why. <i>Information on ethics approvals is available here.</i>	☒ Yes ☐ No Details: Gathering data via questionnaire may need to be reviewed by the Humanities & Social Sciences Research Ethics Committee (HSSREC)
Researchers need to complete a Risk Assessment for activities beyond desk-based research, which requires approval by Heads of Department and/or Departmental Administrators. It's possible that Ethics Approval might not be necessary for a project, but a Risk Assessment might be. Funding is subject to satisfactory sign-off of a Risk Assessment where required.	Please tick here to confirm that you have understood this requirement: ☒
Are any of the following applicable to your project? Please tick all that apply.	☒ Involvement of human participants, their data or tissue. ☐ Working with minors or vulnerable adults. ☒ Use of data that has been obtained via social media (including to recruit stakeholder participants, as a data source, as a data collection tool, or as a stakeholder communication tool). ☐ Involvement of NHS patients, staff, premises, or facilities and/or an overseas clinical trial.

	☐ Commissioned by (or relating to research commissioned by) the military. ☐ Commissioned under (or relating to research commissioned under) an EU security call. ☐ Acquisition of security clearance is required (or relating to research for which security clearance was required). ☐ Concerns terrorist or extreme groups. ☒ Collection, processing, or storage of Protected, Restricted, or Reserved data. ☐ Not for publication on University or funder webpages.
You may be required to undertake a DBS check if your project involves working with minors or vulnerable adults.	Please tick here to confirm that you have understood this requirement: ☒
Export Control: are any of the following applicable to your project? Please tick all that apply. <i>International export controls and sanctions apply to universities with regards to the transfer of technology, equipment, or know-how from a University to an overseas organisation. This is because research that may appear benign and/or intended for use with civilian purposes may have a potential military application and therefore require an Export Control Licence. Answering 'yes' to any of these questions will trigger a discussion with R&IS to ensure that either:</i> <i>The project has an acceptable exemption;</i> <i>Or supports PIs to progress the relevant documentation.</i> <i>Export Control guidance notes have been produced and are available here.</i>	☐ Collaboration with (or relating to research which was commissioned or funded by) a non-UK military organisation. (Military organisation means organisations, departments, or individuals authorized by a Governmental Entity to defend or engage in combat for a country, or who otherwise engage in activities of a military nature or function.) ☐ The physical, electronic, or verbal transfer of any technologies, material, equipment, or know-how listed in the categories below, to any non-UK organisation: • Nuclear materials, facilities, and equipment • Special materials and related equipment • Materials processing • Electronics • Computers • Telecommunications and "information security" • Sensors and lasers • Navigation and avionics • Marine • Aerospace and Propulsion ☐ The technologies, material, equipment, or know-how has potential to support the design, development, production, stockpiling or use of nuclear, chemical, or biological weapons. ☐ You have concerns that the end user of this research could use the technology, material, equipment, or know-how to support the design, development, production, stockpiling or use of nuclear, chemical, or biological weapons. (The end user can be one or any of the following: • The funder of research; • Partners and/or collaborators in the research project and organisations that these partners/collaborators engage with, whether or not these are directly involved in the project;

	• Organisations that you are sharing data/materials/know-how with, whether or not these organisations are directly involved in the production of the research.) ☐ You are receiving technology, material, equipment, or know-how from the US or which is subject to US export control. ☐ You intend to transfer either physically, electronically, or orally this technology, material, equipment, or know-how to a collaborator or third party outside of the UK.
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*External partner statement of support and involvement (if applicable) <i>A supporting letter can be attached to the application in addition to/in place of the supporting statement here. Please note that it is not mandatory to have an external partner as part of your application.</i> See attached

Project Mentor Statement of Support This application is not complete unless supported by a named mentor, who should be an academic experienced in developing research impact either within or outside your own discipline and be based at the University of Warwick. Please note that the Project Mentor does not need to be your PhD Supervisor. Advice on identifying potential mentors can be sought from the ESRC IAA team via: ESRCImpactAccount@warwick.ac.uk. Max. 150 words:	
Mentor signature:	

Home Department Support Please confirm that the applicant has secured support in principle from the proposed 'Home' Department:	
Head of Department signature:	

Please submit the completed form, together with any relevant supporting statements and documents – including a CV of up to two sides of A4 - to: ESRCImpactAccount@warwick.ac.uk

External Partner Form

*This form is to collect the details of collaborative partners to support collaboration agreements and/or due diligence searches, where these are required. Please complete for **all external, non-academic partners**.*

	Partner 1:	Partner 2:	Partner 3:
Name of partner or organisation	██████████ at Teaching Assistant Hub / University of Cambridge Primary School	██████████ at Maximizing the Impact of Teaching Assistants	
Type of organisation/ practitioner (E.g.: charity; theatre group; museum curator; etc.)	School	Professional development provider	
Primary contact name/s (If different to above)	-	-	
Role/s in organisation (If applicable)	████████████████████	████████████████████	
Email address/es	████████████████████	████████████████████	
Phone number/s	████████████████████	-	
Address (E.g., postal address/address of organisation's offices)	████████████████████ ████████████████████ ████████████████████	-	
Webpage (If applicable)	https://universityprimaryschool.org.uk/	https://www.maximisingtas.co.uk/	
Overseas partner? (Y/N)	N	N	
Charity number (If applicable)	-	-	
Amount of funding going directly to the partner (If applicable)	-	-	
Any other relevant information?	-	-	

Please add/delete columns as required. If you have a large number of external partners and the above table will not be sufficient, please get in touch on ESRCImpactAccount@warwick.ac.uk so that this information can be captured via an alternative method.