Committee(s): Education Board	Dated: 09/10/2024
Subject: Research Projects for 2024/25	**Public**
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	**Diverse Engaged Communities** **Providing Excellent Services** **Vibrant Thriving Destination**
Does this proposal require extra revenue and/or capital spending?	**N**
If so, how much?	**N/A**
What is the source of Funding?	**Existing ESU budget**
Has this Funding Source been agreed with the Chamberlain's Department?	**Y**
Report of: Director of Community and Children's Services Department	**For Decision**
Report author: Scott Caizley	

Summary

This report seeks Members approval to proceed with two research projects from a list of proposed research projects for the upcoming academic year. These projects align with the new Education Strategy 2024-29, which focuses on achieving the five strategic priorities: Supporting Educational Excellence, Promoting Personal Development, Reinforcing Safety, Health & Wellbeing, Improving Employability, and Embracing Culture, Creativity & the Arts.

Each proposed project is designed to contribute to the strategic goals by fostering innovation, collaboration, new learning and evidence-based practices. Findings are intended to take the form of new knowledge to be shared locally, nationally and internationally if appropriate. The report does not request additional funds but rather seeks the Board's selection of the most relevant projects for the current academic year. A detailed outline of each project is provided in **Appendix One**.

Recommendation(s)

Members are asked to:

1. Approve two research projects from the list provided in this report for implementation in the current academic year.
2. Note that the selected projects will be funded within the existing budget, with no additional financial commitment required.
3. Endorse the alignment of the chosen projects with the Education Strategy 2024-29.

Main Report

Background

1. The Education Strategy Unit has developed a research programme aligned with the Education Strategy 2024-29. This programme is intended to support the strategic priorities by fostering innovation, evidence-based practices, and collaboration to offer new knowledge to the education landscape. Previous Education Board committee discussions have emphasised the need for research-driven initiatives to inform policy development and enhance outcomes for children and young people.

2. In September 2024, the Education Strategy 2024-29 was approved by Policy and Resources Committee. The strategy emphasises innovation, collaboration, and data-driven decision-making to achieve its goals.

Current Position

3. The Education Strategy Unit has identified several research projects that align with the strategic priorities. These projects have been developed in response to current educational challenges and future needs. The Board's approval is now required to proceed with Members' preferred projects for the current academic year.

4. The proposed research projects cover a range of critical areas, including youth leadership, mental health support in schools and media literacy. Each project has been designed to contribute directly to the strategic priorities and overall educational excellence.

Options

5. The Education Board has the option to select two projects from the proposed list for implementation this academic year. The Board may consider the potential impact, alignment with strategic priorities, and feasibility of each project when making their selection. *Please note, none of the proposed research projects will cost in excess of £10,000.*

6. The following projects are under consideration:
    1. **Teachers' and Mental Health Professionals' Perspectives on Integrating Specialist Mental Health Support in Schools: A City of London Study**

2. **Navigating the Post-Truth Era: Developing Critical Thinking and Media Literacy in Children, Young People, and Their Families**
3. **Exploring Parental Perspectives on Music Education: Understanding the Role of Parents in Shaping the Future of Music Education in Schools**
4. **Navigating the ITTECF: Lived Experiences of Early Career Teachers (ECTs) and the Impact on Supporting Pupils with SEND**

Proposals

7. The recommended course of action is for the Education Board to approve two of the proposed research projects. These projects should be selected by Members, based on their alignment with the strategic priorities, potential impact on educational outcomes, and feasibility for completion within the current academic year.
8. Approval of the selected projects will ensure that the Education Strategy Unit continues to drive innovation and excellence within the City Family of Schools and beyond. The selected projects will be implemented within the existing budget.

Key Data

The key data points include:
- The projects are designed to align with the five strategic priorities of the Education Strategy 2024-29.
- Implementation will be supported by existing resources and partnerships within the City Family of Schools and further afield.

Corporate & Strategic Implications

- Strategic implications: The selected projects will directly support the delivery of the Education Strategy 2024-29 and the City Corporate Plan 2024-29.
- Financial implications: The projects will be funded within the existing budget, with no additional financial commitment required.
- Resource implications: Implementation will be supported by the Education Strategy Unit and existing resources.
- Legal implications: There are no legal implications associated with the proposed projects.
- Risk implications: The primary risk is the potential for project delays; however, this will be mitigated through careful planning and monitoring.
- Equalities implications: The projects will be designed to promote equity, equality and inclusivity, with specific initiatives targeting underrepresented groups.
- Climate implications: None.
- Security implications: None.

Conclusion

The proposed research projects represent a strategic opportunity to advance the goals of the Education Strategy 2024-29. By selecting and approving two projects for the current academic year, the Education Board will contribute to the continuous improvement of educational outcomes for young Londoners and further afield. The projects align with strategic priorities, will be cost-effective, and have the potential to make a significant impact on the educational landscape.

Appendices
- **Appendix One – Research Project Outlines**

Background Papers
Please see the Literature Review provided to the Education Board by the Education Strategy Unit at its meeting on 6 April 2024 which maps the terrain of the existing and future education challenges on a local, national and international level.

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<u>**Appendix One: Research Project Outlines**</u>

1. **Teachers' and Mental Health Professionals' Perspectives on Integrating Specialist Mental Health Support in Schools: A City of London Study**

Introduction and Rationale:
The UK government's upcoming initiative to provide access to specialist mental health professionals in every school underscores the critical need for early intervention in mental health issues among children and young people. The City of London Corporation, committed to evidence-driven policy and educational excellence, recognises the importance of ensuring that this initiative is implemented effectively. To do so, it is crucial to capture the insights and experiences of those on the front lines: teachers and mental health professionals.

This research project aims to explore the perspectives of teachers and mental health professionals. By focusing on the experiences, challenges, and expectations of these key stakeholders, the study will provide valuable evidence to inform the Department for Education (DfE) and guide the effective integration of mental health support in schools.

Objectives:
1. **Capture Teacher Insights:**
   Understand teachers' perspectives on the integration of mental health professionals in schools, including their views on potential benefits, challenges, and the practicalities of collaboration.

2. **Explore Mental Health Professionals' Experiences:**
   Document the experiences of mental health professionals already working in schools to identify best practices and areas for improvement in service delivery.

3. **Identify Barriers and Enablers:**
   Identify the key barriers and enablers to successful collaboration between teachers and mental health professionals, focusing on the specific context of City of London schools.

4. **Provide Evidence to the DfE and Think-Tanks:**
   Generate evidence-based recommendations for the DfE and Think-Tanks on how to best implement and support this initiative, ensuring it meets the needs of both educators and learners.

Methodology:
Participant Selection:

- **Target Group:**
  Select a representative sample of 5-7 schools across London. Participants will include a diverse mix of teachers across different key stages, as well as mental health professionals already working within these schools. If mental professionals do not work in our schools, we will extend the call for evidence further afield.

2. Data Collection:
- **Qualitative Methods:**

  - **Interviews:**
    Conduct semi-structured interviews with teachers to capture their views on how the integration of mental health professionals can enhance or challenge their teaching practice and learners well-being.

  - **Focus Groups:**
    Organise focus groups with mental health professionals to discuss their experiences of working in schools, the challenges they face, and what support they need to be effective.

  - **Joint Workshops:**
    Facilitate workshops where teachers and mental health professionals collaborate to discuss the practicalities of integrating mental health support in schools. These sessions will also serve as a platform to co-develop strategies for effective collaboration.

- **Quantitative Methods:**

  - **Surveys:**
    Administer surveys to a broader sample of teachers and mental health professionals across schools based in London to quantify their attitudes, perceived challenges, and anticipated outcomes of the initiative. Surveys will include both Likert-scale questions and open-ended responses to capture nuanced views.

3. Data Analysis:
- **Thematic Analysis:**
  Analyse qualitative data from interviews, focus groups, and workshops to identify common themes, such as perceived benefits, challenges, and recommendations for successful implementation.

- **Statistical Analysis:**
  Analyse survey data to identify trends and correlations in teacher and mental health professional attitudes. This will include demographic breakdowns to see if perspectives differ based on factors such as teaching experience, school type, or professional background.

4. Reporting and Dissemination:

- **Interim Reports:**
  Provide interim findings to the City of London Corporation Education Board to inform ongoing discussions and adjustments to the project as needed.

- **Final Report:**
  Produce a comprehensive final report, including actionable recommendations for the DfE on how to best implement the mental health professional initiative. The report will be designed for dissemination to policymakers, school leaders, and educators.

Expected Outcomes:
1. **Teacher-Centric Insights:**
   Detailed insights into how teachers perceive the integration of mental health professionals in schools, including their expectations, concerns, and suggestions for successful implementation.

2. **Best Practices for Collaboration:**
   Identification of best practices for effective collaboration between teachers and mental health professionals, ensuring that both groups can work together to support learner well-being.

3. **Recommendations for the DfE:**
   Evidence-based recommendations to the DfE on how to structure and support the integration of mental health professionals in schools, ensuring that the initiative is practical, effective, and responsive to the needs of educators and learners.

4. **Enhanced Understanding of School Needs:**
   A clearer understanding of the specific needs and challenges faced by schools in the City Family of Schools, enabling more targeted and effective allocation of resources through the City Premium Grant.

Timeline:
- **Month 1:** Recruitment of schools and participants, finalisation of research tools, and initial interviews.

- **Month 2:** Data collection through surveys, focus groups, and workshops.

- **Month 3:** Analysis of qualitative and quantitative data.

- **Month 4:** Interim reporting and feedback sessions with key stakeholders.

- **Month 5-6:** Final data analysis, report writing, and dissemination of findings.

Conclusion:
This research project places teachers' and mental health professionals' voices at the forefront of the conversation about integrating mental health support in schools. By

focusing on their experiences and insights, the City of London Corporation can ensure that the forthcoming government initiative is implemented effectively, with the needs of educators and learners at its core. The findings will not only guide the DfE but will also support the City of London in making informed, evidence-driven decisions about future educational initiatives and resource allocation.

2. Navigating the Post-Truth Era: Developing Critical Thinking and Media Literacy in children, young people and their families

Introduction:
The post-truth era is characterised by widespread misinformation, where objective facts are less influential in shaping public opinion than appeals to emotion and personal belief. This has significant implications for young people who are constantly exposed to information through digital media. The Toolkit aims to empower children, young people and their families with the skills necessary to critically evaluate information, distinguish between fact and opinion, and develop resilience against misinformation.

Objectives:
1. Identify the challenges children, young people and their families face in the post-truth era.
2. Assess the current level of media literacy and critical thinking skills among children, young people and their families.
3. Deliver a series of workshops at the Guildhall (three in total) with professionals in the sector and tailor these for children, young people and their families.
4. Develop a resource schools can share with children, young people and their families which will enhance media literacy.
5. Evaluate the effectiveness of these interventions through a mixed-methods analysis.
6. Collaborate with educational and media organisations to support these objectives to get the resource widespread.

Methodology:
1. Literature Review:
- Conduct a comprehensive review of existing literature on media literacy, misinformation, and the educational challenges posed by the post-truth era.
- Identify successful case studies and best practices in other regions or educational systems.
2. Needs Assessment:
Online Surveys: Conduct an online survey for children, young people and their families across London to identify knowledge gaps and challenges related to media literacy. Use networks such as: Schools Newsletter, Members, EB and LEN to get as much feedback as possible.
Interviews: Conduct online interviews with experts in education, tech, psychology, and media studies to gather insights into effective strategies for teaching critical thinking. Their critical feedback will inform the content of the Toolkit.

3. Workshops:

The ESU will co-host a series of innovative workshops at the Guildhall, designed to empower children, young people and their families to navigate the complexities of the post-truth era. These workshops will be offered both in-person and online to ensure accessibility and wider participation. We will invite experts in media literacy, digital resilience, and critical thinking to facilitate creative and engaging sessions. These experts will employ interactive methods, such as role-playing, group discussions, and case studies, to provide participants with practical skills and strategies. The workshops will focus on enhancing the agency and confidence of young people and their families by equipping them with the tools to critically evaluate information, identify misinformation, and understand media influences. Additionally, sessions tailored for teachers will offer insights into integrating media literacy into the curriculum/ classroom, while those for families will emphasise creating supportive home environments for developing critical thinking and offering advice on staying safe online. By fostering a collaborative learning environment, these workshops aim to build a community of informed individuals capable of confidently navigating the digital landscape in a post-truth era.

3. Implementation of Online Resource
Get the Toolkit on a dedicated webpage on the City (where the future strategy and other Toolkits will sit) so children, young people and their families can download the resource.

4. Evaluation:
Pre- and Post-Tests: Conduct pre- and post-tests of the workshops to measure differences in confidence in participants critical thinking and media literacy skills with follow up semi-structured interviews to measure impact against the strategic priority of the Education Strategy 2024-29.

Partnerships and Collaborations:
Identify and collaborate with organisations and stakeholders who can support the project:

- o Possible Partners (including academics, charities, organisations)
- o Spotted project: [Spotted – School Policies To Tackle and Detect fake news (spottedproject.org)](spottedproject.org)
- o The National Literacy Trust (Newswise): [NewsWise | National Literacy Trust]
- o [Dr Yvonne Skipper], University of Glasgow - School of Education
- o Dr Daniel Jolley, Northumbria University
- o Dr Joe Reddington, eQuality Time

Expected Outcomes:

1. Improved Critical Thinking Skills: Children, young people, educators and families will be better equipped to evaluate information critically and make informed decisions.
2. Enhanced Media Literacy: Children and young people will develop a deeper understanding of how media influences perceptions and behaviour at a societal level.
3. Digital Resilience: Children and young people will become more resilient to misinformation and better prepared to navigate digital environments safely.
4. Online resource: Develop an online resource that can be used by children, young people, schools and families.

Timeline:
- Month 1-3: Literature review and stakeholder analysis
- Month 4-5: Development of workshops
- Month 6-7: Development of Toolkit
- Month 8-10: Evaluation and reporting

Conclusion:
This research project aims to equip children, young people, educators and their families with essential skills to navigate a post-truth world. By fostering critical thinking and media literacy, we can empower the next generation and their families to navigate complex information landscapes confidently and responsibly.

3. **Exploring Parental Perspectives on Music Education: Understanding the Role of Parents in Shaping the Future of Music Education in Schools**

Introduction and Rationale:
The UK government's recent manifesto outlined plans to introduce a new national music education network, a "one-stop shop" to provide information on music courses and classes for parents, teachers, and children. Despite the National Plan for Music Education (2022), significant challenges remain in schools, where the overall quality of music education continues to lag. Research consistently highlights the positive impact of music education on academic outcomes, social mobility, and the health and well-being of children and young people.

Research underscores the crucial role of parents and caregivers as primary stakeholders in facilitating children's and young people's journeys into higher music education. Additionally, studies demonstrate that parental involvement is a key driver of upward social mobility, particularly in relation to creative arts education.

Given this, the City of London Corporation aims to conduct a research project focused on the experiences and perspectives of parents regarding music education. Our rationale is rooted in the understanding that high-quality music education cannot be achieved without the active engagement and support of parents. By capturing their insights, this research will inform our wider work on parental engagement and help shape future government initiatives to ensure music remains an integral part of every child's educational journey, regardless of their background. Special attention will be given to understanding the barriers to participation in music education faced by underserved and underrepresented groups, such as those form FSM, South Asian children and young people and other minority groups we will identify.

Objectives:

1. **Understand Parental Perspectives:**
   Explore the attitudes, beliefs, and experiences of parents and caregivers regarding music education in schools.

2. **Identify Barriers to Participation:**
   Investigate the challenges faced by parents, particularly from underserved and underrepresented groups, in supporting their children's participation in music education.

3. **Assess the Impact of Music Education:**
   Examine parents' perceptions of how music education contributes to their children's academic achievement, social mobility, and overall well-being.

4. **Inform Policy and Practice:**
   Generate evidence-based recommendations to inform future government proposals for enhancing music education through greater parental engagement. We will hope to provide evidence to the governments new music network.

5. **Promote Inclusivity:**
   Develop programmes, projects and activities to increase participation in music education among children from diverse backgrounds, ensuring that all learners have access to high-quality music education opportunities.

Methodology:

1. Literature Review:

- **Music Education and Parental Involvement:** Conduct a comprehensive review of existing literature on the role of parents in music education, focusing on studies that link parental involvement to improved educational outcomes and social mobility.

- **Barriers to Participation:** Review research on the barriers faced by underserved and underrepresented groups in accessing music education, with a particular focus on the most underserved communities.

2. Participant Selection:

- **Diverse Sampling:** Use a stratified sampling method to select a representative sample of 100 parents and caregivers across England, ensuring diversity in terms of socioeconomic background, ethnicity, and geographic location. Participant recruitment strategies are to be discussed with the Strategic Director.

3. Data Collection:

- **Surveys:** Administer a detailed online survey to the selected parents and caregivers to gather quantitative data on their views and experiences related to music education. The survey will include questions on their children's

participation in music activities, perceived benefits, challenges, and overall satisfaction with the current state of music education. This will also allow to reach far and wide and to capture experiences beyond Greater London.

- **Interviews:** Conduct semi-structured interviews with a subset of 20 parents, selected to ensure a mix of demographic backgrounds. These interviews will provide in-depth qualitative insights into the challenges and opportunities parents see in supporting their children's music education.

4. Data Analysis:
- **Quantitative Analysis:** Analyse survey data using statistical methods to identify trends and correlations between parental involvement in music education and various demographic factors, such as socioeconomic status, ethnicity, and education level.

- **Qualitative Analysis:** Employ thematic analysis to identify key themes from the interviews and focus groups, paying particular attention to the barriers and facilitators of music education participation.

Innovative Aspects:
1. **Intersectional Analysis:**
   Apply an intersectional framework to the analysis, ensuring that the diverse experiences of parents are fully understood in the context of their socioeconomic background, ethnicity, and other relevant factors.

2. **Parent-Driven Recommendations:**
   Involve parents directly in the development of recommendations through co-production, where they will have the opportunity to contribute ideas and solutions based on their lived experiences.

3. **Cultural Sensitivity:**
   Develop culturally sensitive strategies to engage parents from diverse backgrounds, ensuring that the research is inclusive and reflective of the communities it aims to serve.

Expected Outcomes:
1. **Comprehensive Understanding of Parental Perspectives:**
   Provide a detailed account of how parents view music education, including their expectations, challenges, and perceived benefits for their children.

2. **Evidence-Based Policy Recommendations:**
   Offer actionable recommendations for the DfE and the City of London Corporation on how to improve music education through increased parental engagement and support.

3. **Increased Inclusivity in Music Education:**
   Develop strategies to enhance the participation of underserved and underrepresented groups in music education, ensuring that all children have the opportunity to benefit from high-quality music instruction.

4. **Enhanced Parental Engagement:**
   Inform the City of London Corporation's broader work on parental engagement, positioning parents as key stakeholders in the educational journeys of children and young people.

5. **Publication and Dissemination:**
   Publish the research findings in academic journals and present them at relevant conferences. Additionally, create a report and presentation to share with the new music network group at the DfE, and other stakeholders.

Timeline:
- **Month 1-2:** Literature review and finalisation of research design.

- **Month 3-4:** Participant recruitment and survey distribution.

- **Month 5:** Conduct interviews.

- **Month 6:** Data analysis and intersectional analysis.

- **Month 7:** Develop recommendations.

- **Month 8-9:** Report writing, policy recommendation development, and preparation of report publication.

- **Month 10:** Dissemination of findings to stakeholders, including DfE, and implementation planning for future initiatives.

Conclusion:
This research project will provide critical insights into the perspectives of parents on music education, with a particular focus on the role they play in shaping their children's educational journeys. By employing an intersectional approach, the study will ensure that the diverse experiences of parents are fully understood and considered in future policy and practice. The findings will inform the City of London Corporation's strategies for enhancing music education through greater parental engagement, contributing to the development of high-quality music education that benefits all children, regardless of their background.

4. Navigating the ITTECF: Lived Experiences of Early Career Teachers (ECTs) and the Impact on Supporting Pupils with SEND

Introduction and Rationale:
From September 2025, the Initial Teacher Training and Early Career Framework (ITTECF) will replace the current Early Career Framework (ECF). This new framework underscores the importance of high-quality teaching in improving educational outcomes, particularly for pupils with Special Educational Needs and Disabilities (SEND). The ITTECF has undergone extensive revisions, integrating more content related to adaptive teaching and supporting pupils with SEND, reflecting the Department for Education's (DfE) commitment to evidence-based practice. As this framework is implemented, it is crucial to understand the lived experiences of Early Career Teachers (ECTs) who are navigating this new system. This research project aims to explore the opportunities and challenges that ECTs face under the ITTECF, with a focus on how well it equips them to support pupils with SEND. By capturing the diverse experiences of ECTs through an intersectional lens, this study will provide valuable insights that can inform the City of London Corporation's future CPD programmes and contribute to broader educational policy discussions.

Objectives:
1. **Capture Lived Experiences:**
   Document the lived experiences of ECTs as they navigate the ITTECF, focusing on their perspectives on its strengths, challenges, and overall effectiveness in preparing them to support pupils with SEND.

2. **Explore Intersectionality:**
   Analyse how factors such as gender, race, socioeconomic background, disability, religion, age, and sexuality intersect to shape the experiences and perceptions of ECTs regarding the ITTECF.

3. **Identify Opportunities and Challenges:**
   Highlight key opportunities and challenges identified by ECTs in implementing the ITTECF, particularly in relation to supporting pupils with SEND.

4. **Provide Evidence-Based Recommendations:**
   Generate actionable recommendations for the City of London Corporation to enhance CPD opportunities for ECTs across schools based in London, informed by the research findings.

5. **Influence Policy and Practice:**
   Present the findings to the DfE and other relevant stakeholders to contribute to ongoing discussions about the effectiveness of the ITTECF and the support provided to ECTs.

Methodology:
1. Literature Review:

- **Frameworks and SEND:** Conduct a comprehensive review of existing literature on the ITTECF, focusing on its intended impact on teacher development and SEND support. Include studies on the intersectionality of teacher experiences within training frameworks.

- **Policy Analysis:** Analyse the evolution of the ECF to ITTECF, particularly the DfE's revisions and their implications for ECTs and pupils with SEND.

2. Participant Selection:

- **Representative Sampling:** Use a purposive sampling method to select a diverse group of 50-60 ECTs from across London, ensuring representation across gender, race, socioeconomic background, disability, religion, age, and sexuality.

- **Intersectionality Framework:** Apply an intersectional analysis to the participant selection process to ensure the sample reflects the complex interplay of various identities and backgrounds.

3. Data Collection:

- **In-Depth Interviews:** Conduct semi-structured interviews with the selected ECTs to gather detailed qualitative data on their experiences with the ITTECF. Focus on their perceptions of the framework's effectiveness in preparing them to support pupils with SEND and the specific challenges they face.

- **Focus Groups:** Organise focus groups with ECTs from similar intersectional backgrounds to facilitate discussions on shared experiences and challenges. This will help to identify common themes and divergences in their experiences.

- **Surveys:** Distribute a detailed online survey to a broader sample of ECTs across London to capture quantitative data on their experiences with the ITTECF and support for SEND pupils.

4. Data Analysis:

- **Thematic Analysis:** Use thematic analysis to identify recurring themes, opportunities, and challenges from the interview and focus group data. Pay particular attention to how these themes differ across various intersectional identities.

- **Intersectional Analysis:** Apply an intersectional lens to the data analysis, examining how different aspects of identity influence ECTs' experiences and perceptions of the ITTECF.

- **Comparative Analysis:** Compare the survey data with qualitative findings to validate the themes identified and ensure a comprehensive understanding of the ECTs' experiences.

Innovative Aspects:

1. **Intersectionality Focus:**
   The research will explicitly incorporate an intersectional approach, acknowledging the diverse identities of ECTs and how these intersect to shape their experiences of the ITTECF. This nuanced analysis will provide deeper insights into the framework's impact on different groups of teachers.

Expected Outcomes:
1. **Detailed Insight into ECT Experiences:**
   Provide a comprehensive understanding of how ECTs experience the ITTECF, with a specific focus on the framework's effectiveness in preparing them to support pupils with SEND.

2. **Policy Recommendations:**
   Offer evidence-based recommendations to the DfE and the City of London Corporation on how to improve the ITTECF and the CPD support provided to ECTs, particularly in the context of SEND.

3. **Enhanced CPD Programmes:**
   Bring a wealth of new practices back to City-Linked institutions to inform the development of future CPD opportunities, hosted and facilitated by the Education Strategy Unit, ensuring we are responsive to the needs and challenges identified by ECTs in this research.

4. **Publication and Dissemination:**
   Publish the research findings in academic journals and present them at relevant conferences. Additionally, create a report and presentation to share with the DfE, City of London Corporation, and other stakeholders.

Timeline:
- **Month 1-2:** Conduct literature review and finalise research design.

- **Month 3-4:** Participant recruitment and data collection (interviews, focus groups, and surveys).

- **Month 5-6:** Data analysis and intersectional analysis.

- **Month 7-9:** Report writing, policy recommendation development, and preparation of academic publications.

- **Month 10:** Dissemination of findings to stakeholders, including DfE, and implementation planning for CPD programmes.

Conclusion:
This research project will provide critical insights into the lived experiences of ECTs navigating the ITTECF, with a particular focus on the framework's effectiveness in preparing them to support pupils with SEND. By employing an intersectional approach, the study will ensure that the diverse experiences of ECTs are fully understood and considered in future policy and practice. The findings will inform the

City of London Corporation's CPD initiatives, contributing to the ongoing development of high-quality teaching that improves outcomes for all pupils, particularly those with SEND.