The MTPT Project
2025 Annual Diversity Report

Rationale

Inclusion is one of the core values of The MTPT Project. We serve an education system riddled with systemic injustices and discrimination and – whilst these societal issues are complex and not easily solved – we intend to be part of the solution, not the problem.

The academic year 2024-25 has focused on maintaining our positive culture of inclusion during a period of growth and evolution as a charity. In particular, as we have refined our strategic focus onto two key 3-5 year goals:

- Fully-funded parental transition support for teachers, leaders and support staff
- Equal and improved parental leave and pay for teachers, leaders and support staff, benchmarked against other similar graduate industries

These are exciting goals that will make a significant positive impact on the lives of members of our community, their families and their schools. We need to ensure that these advantages are enjoyed by *all* parent-educators, otherwise our work will play a part in widening gaps within our workforce, rather than empowering all colleagues. This is not what we want.

Our education system will never represent the equal and just society that we hope to create if we fail to show our students that the adults working in their schools are people just like them. We recognise that by retaining a diverse range of teachers, leaders and support staff in the education system when they become parents, we are providing our students with powerful role models.

We therefore don't just want our MTPT community demographic to reflect the diversity of the national workforce; we want the community that we empower to represent the student body that we serve.

Headlines – 2024-25

- Our coaching and workshop programmes empower colleagues of intersectional identities, specifically mothers who hold a racially minoritised identity

- Colleagues from racially minoritised backgrounds remain over-represented across our team in comparison to the teacher workforce, but underrepresented in relation to our student body

- We have seen a very slight increase in fathers engaging with our coaching programmes and workshops

- More could be done to support colleagues from Asian / Asian British backgrounds, fathers, support staff and higher education colleagues to engage with live versions of our coaching programmes and workshops

- Our campaigning work around equal and improved parental leave and pay remains our key vehicle for supporting father-colleagues

- More could be done to secure engagement from men and colleagues from racially minoritised backgrounds at our leadership events

A Note on Terminology*

Language is important, and we take it seriously at The MTPT Project. Throughout this report we mostly use the terms adopted by the School Workforce Census to describe identity in accordance with the 2010 Equality Act.

Following discussion at our October Trustee subcommittee meetings, we have decided to use the term "racially minoritised backgrounds" rather than "ethnically diverse", "ethnic minorities" or "global majority heritage" to describe colleagues who hold Black, Asian or Mixed Race identities.

We acknowledge the accuracy of the term "global majority heritage" on an international scale, but do not want to diminish the fact that in England, where most of our work takes place, the majority ethnicity of the population *and* our workforce is White British.

It is therefore important to consider the experience of holding a minoritised identity within this space, particularly when this minoritised identity is visible.

Aims – 2024-25

As an organisation that typically attracts middle class, heterosexual, cisgender white female teachers and leaders, we must work hard to ensure we are fully inclusive.

Our 2024 Diversity and Inclusion report, we outlined our most specific set of goals to date. These focused on:

- Relevant engagement from, and on behalf of men and fathers
- Securing the positive engagement from racially minoritised community members that we have enjoyed since 2022 as we move from protected funding to a fully-funded model on some of our programmes
- Improving our understanding of our LGBTQ+ community members
- Ensuring that our commitment to inclusion and diversity is a priority for all team members and volunteers

Our progress in relation to these specific goals can be found in our appendices.

2025 Figures

Since 2020, we have measured the diversity and inclusivity of our work on two key measurables:

- The MTPT Project Team
- Coaching and workshop programmes

Our coaching and workshop programmes have been divided according to how accurately we have been able to measure attendance at different events, and the evolution of our coaching offer. This year, two of our three group programmes in our Cradle to Classroom offer were fully-funded, so we are differentiating between our group and 1:1 coaching.

In response to our 2024 target to secure a 40% participation rate from male teachers on our Life Friendly Leadership programme or associated INSET / training sessions, we have also included leadership events as a new measurable.

Interestingly, we decided to stop tracking male participation on our group and 1:1 coaching programmes in 2024, deciding that:

> "After four years of minimal engagement across our three core organisational groups, it is clear that the support that we offer to mother-teachers, is simply not relevant to father-teachers… Whilst our coaching programmes and workshops will remain explicitly welcoming of fathers, we need to consider a different set of engagement measurables for this group."

However, this year we have seen increased engagement from father-colleagues on our programmes, and so will continue to include them in our measurables.

The Teacher Workforce figures in the table below are taken from the June 2025 School Workforce Census (DfE) (reporting year 2024).

The Student Population figures in the table below are taken from the Academic Year 2024-25 *Schools, pupils and their characteristics* (DfE).

		% MTPT Project 2020	% MTPT Project 2024	% MTPT Project 2025	% Teacher Workforce	% Student Population
Racially minoritised background / Female	Cradle to Classroom – group programmes	10	13	18	8.63[1]	28.7[2]
	Cradle to Classroom – 1:1 programmes	10	12	17.6		
	The MTPT Project Team	5	14	13.5		
	Leadership Events			11		
White (British / Irish / Other) / Female	Cradle to Classroom – group programmes	90	77.5	82	67	68.1
	Cradle to Classroom – 1:1 programmes		81	82.4		
	The MTPT Project Team	90	86.5	67		
	Leadership Events			78.5		
Male	Cradle to Classroom – group programmes	0	0	2.2	24.2	50.9
	Cradle to Classroom – 1:1 programmes	0	0	1.9		
	The MTPT Project Team	5	5	2		
	Leadership Events			13		
LGBTQ+	Cradle to Classroom – group programmes		5	2.2	3.1[3] / 10[4]	
	Cradle to Classroom – 1:1 programmes					

[1] Why don't these figures look like the headline ethnicity data in the *School Workforce Census*?

- For **Racially minoritised background / Female** and **White (British / Irish / Other) / Female** we have disaggregated according to gender
- Headline figures from the *School Workforce Census* refer to men, women, and unknown gender

2 Why are these figures problematic in our table?

- We disaggregate the teacher workforce data by gender, but we cannot filter data in the same way with the *Schools, pupils and their characteristics documents*
- The 28.7% and 68.1% therefore includes male, female and nonbinary students rather than just female students, which would match the teacher workforce data

3 National data:
https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2020

4 Teacher workforce estimate (50,000) https://www.aru.ac.uk/research/impact-and-case-studies/ref/transforming-the-career-prospects-of-lgbtq-plus-teachers

	The MTPT Project Team		3.5	2		

Table 1: percentage of participants engaging in different areas of The MTPT Project's work, according to demographic

It is encouraging to see that – once again – colleagues from racially minoritised backgrounds are over-represented on our coaching programmes and on our team, in comparison to the wider school workforce.

In our 2024 Diversity and Inclusion report, we identified that providing fully-funded access to our Cradle to Classroom programmes, and the loss of funding that protected Sustain and Grow places for colleagues from racially minoritised backgrounds could pose a risk to access to our programmes. This year's data, however, indicates that this has not happened.

On our Sustain and Grow group coaching programmes, 24% of our participants this year were from Black, Asian or Mixed race backgrounds, which is getting close to our aspirational target of matching representation amongst our student body

Although we have some way to go to reach this aspirational target on our other programmes, it is clear that our coaching support has a positive intersectional impact on our workforce.

It is important to note that representation of team members from racially minoritised backgrounds has stagnated between 13-14% since 2023, and this is something that therefore merits discussion amongst our Trustee board.

> **Key Question: How can we authentically and meaningfully increase the racial diversity of our Regional Representative, Coaching, Conference and Trustee team?**

When disaggregated according to specific ethnicity, we see positive trends amongst participants from Black and Mixed backgrounds, and from other ethnic groups. This over-representation has been consistent since at least 2023 when we began looking more closely at these figures.

	% Teacher Workforce (Female)	% Cradle to Classroom – group programmes **(total)**	% Cradle to Classroom – group programmes **(live/hybrid)**	% Cradle to Classroom – 1:1 programmes
Black or Black British	2	5.6	6.5	7.7
Asian or Asian British	4.5	7.6	3.2	3.8

Any other Mixed background	1.4	4.0	3.0	3.8
Any other ethnic group	0.7	0.6	0.5	1.9

Table 2: percentage of participants engaging in group and 1:1 coaching programmes according to ethnicity

Our 2023 Diversity and Inclusion report highlighted the lack of representation on our group and 1:1 coaching programmes from colleagues of Asian backgrounds. It is positive that this representation has increased from 2.5% to 7.6%, 3.2% and 3.8% respectively; however, there is a significant difference between sign up to our group programmes from Asian colleagues (7.6%) and live / hybrid attendance on our programmes (3.2%).

This same trend was seen amongst our male colleagues, where two thirds of the father participants on our Sustain and Grow group coaching programme, and all those who signed up to our Return to Work workshops accessed a recorded version of the programme.

The *opposite* was seen amongst LGBTQ+ mothers attending our Return to Work workshops, where the rate of live attendance was much higher (56%) than amongst heterosexual colleagues (34%).

Whilst recorded access is an important vehicle for inclusivity, it does prompt us to ask whether Asian and father colleagues feel there is a barrier to live attendance.

> **Key Question: Do fathers and community members from Asian backgrounds feel welcome in our live spaces, and assured of a sense of belonging?**

Key Actions – 2024-25

Over the academic year 2024-25, we have focused on three strategic actions to work towards our diversity and inclusion goals:

1. Equal Parental Leave and Pay

Following our roundtable series, *Can Teaching be a Sustainable Career Choice*, which brought together high-level stakeholders from across the education sector, *it was important to recognise that the needs of the father-educator community are different to our mother-educators.

Where mothers suffer a penalty at work, fathers enjoy a bonus. Where national and sector policies place privilege of parenting on mothers, they deny this to fathers in the first year of their child's life.

When fathers *do* take extended paternity, adoption or shared parental leave, their experiences mirror mothers. However, until our parental leave and pay policies are equalised, these fathers will remain in the minority.

It is for this reason that one of the points from our roundtable manifesto that we have prioritised over the next 3-5 years is securing **cross-sector benchmarked equal parental leave and pay for teachers, leaders and support staff, central funded as part of teacher pay and conditions,** a recommendation included in our 2024 *Missing Mothers* report, published with The New Britain Project.

We have now compiled a list of MATs and local authorities we know of that offer "better than Burgundy Book" maternity or paternity leave. This includes four organisations that have improved or equalised paternity leave through a paternity, shared or equal parental leave and pay offer:

- Lambeth local authority
- The Charter Schools Education Trust
- Prince Albert Community Trust
- Hounslow local authority

We have drawn attention to this good practice through ongoing media presence, and campaigning work:

- Parental leave must be about more than just maternity, Schools Week, November 2024
- From flexible working to better leave, DfE must offer teacher-parents more, TES, March 2024
- The sector has taken another big step in parent-teacher support, Schools Week, April 2025
- Commission calls for 'expert teacher' role to reward classroom elite, Schools Week, July 2025
- Why we've equalised parental pay – and the whole sector should too, Schools Week, July 2025
- Some schools have cracked parental leave, so why can't everyone? Schools Week, November 2025

The issue of improved and equal parental leave and pay is now being included in research and mainstream conversations around working conditions for the teacher workforce, including in the Teaching Commission report[5], the Public Accounts Committee[6], and numerous speeches and conversations with Bridget Phillipson[7].

[5] https://teachingcommission.co.uk/report/
[6] https://committees.parliament.uk/work/9048/increasing-teacher-numbers-secondary-and-further-education/publications/
[7] https://www.youtube.com/watch?v=SIjjaB63aGs

In June 2025, we began our initial review into Equal Parental Leave and Pay, interviewing colleagues who benefit from "better than Burgundy Book" conditions, or who were responsible for introducing improved packages in their organisations.

Alongside this focus on equality in parenting and family policies, we have appointed our first Father Trustee, and have seen sufficient engagement from fathers on our Return to Work and group coaching programmes to maintain Fathers as a measurable in our Diversity and Inclusion report.

2. Improving Tracking Processes

We now request gender, sexuality and ethnicity data as standard on all of our group and 1:1 coaching, as well as job title, which gives us some indication of phase / setting.

By combining this data from our group coaching programmes (as seen in Table 1), we are able to track trends according to different identity markers. This allows us to identify the engagement gaps we can see in Table 2, and consider what more helpful support may be available to fathers.

> **Key Question: How can we secure feedback from Fathers and audience members of Asian heritage regarding the preferred format of support, and what feels like a safe and welcoming space to join live?**

Requesting job titles also allows us to see that just 6.4% of total participants our group *and* 1:1 coaching programmes were members of support staff. More than half of our total schools workforce are support staff, so this is far below the national figure. However, the School Workforce Census tells us that the majority of Teaching Assistants fall into the 40-59 age bracket (53.9%) and only 21.6% are aged 30-39 – our key "childbearing" demographic.

> **Key Question: How can we better understand our support staff audience, and explicitly invite Teaching Assistants and other colleagues to join us on our group and 1:1 coaching programmes?**

The job titles provided by our 1:1 coaching participants means that we can discern the phase / type of school of 39 out of 52 participants:

- 64% were secondary teachers, leaders or members of support staff
- 23% were primary teachers or leaders
- 2.5% worked in a PRU
- 2.5% held Trust-wide roles

- 2.5% worked in a sixth form college
- 2.5% worked as an ITT lecturer

Next academic year, we will explicitly request phase and setting details for sign ups to all of our programmes to further understand whether our engagement is representative of our wider education workforce.

Our tracking across leadership events has been less accurate than on our group and 1:1 coaching programmes. This is because leadership events such as INSETs, conference sessions or events where an MTPT representative is invited to speak online or in person do not necessarily include a sign up process, and not all organisations track attendance according to demographic in the same way we do

When delivering, we therefore depend on finding a moment to take a mental snapshot of the room and make assumptions about our audience's identity based on visible ethnicity and gender. The accuracy of tracking engagement in this way has obvious restrictions, and is made more difficult at online events when cameras are turned off and we only have screen names as indicators.

A full table of leadership events where we were able to collect mostly accurate data about participants is included in our appendices. Across 21 events, an average of 13% of delegates were male, and 11% were colleagues from racially minoritised backgrounds.

Of the three events run by The MTPT Project where identity data collected at sign up, we still did not meet the 40% target set in our 2023 Diversity and Inclusion report.

Event	**% Male Delegates** (target 24%+)	**% Delegates from Racially Minoritised Backgrounds** (target 31%+)	**% White British Delegates (Female)** (target > 70%, <50%)
Life Friendly Leadership – November 2024 Cohort	7	20	80
Missing Mothers – March 2025			
Sign Ups	1	12	77
Attendees	1	9	84
Speakers	19	25	56

Life Friendly Leadership – May 2025 Cohort	0	14	86

Table 3: percentage of participants engaging in MTPT-run leadership events, according to demographic

Key Question: What is a more realistic target for male participation at our leadership events for next academic year?

3. Diverse Trustee Recruitment

This academic year, we recruited four new Trustees to provide insight that was lacking on our Board:

- Community Trustees (x 2) – a colleague currently, or recently returned from parental leave, working in education
- Father Trustee – a male colleague with a young family, working in education
- Safeguarding Trustee – a colleague with safeguarding experience in education, the charity sector, or a related field

Our application and interview process was thorough and focused on Safer Recruitment and Diverse Hiring. This included:

- Visible representation of colleagues from racially minoritised backgrounds and fathers in our advertising fliers
- Explicit messaging at every stage of the process: "We strongly welcome applications from diverse backgrounds and identities"
- Application and pre-interview questions agreed by three Trustee interview leads and the charity Founder
- An anonymous scoring document provided for all interviewing Trustees to score applications for shortlisting, and at the pre- and interview stage
- Questions inviting feedback from applicants about the accessibility of the recruitment process
- Questions asking shortlisted applicants to identify anything that would make them feel more comfortable when interviewing
- Adjustments put in place for a deaf interview candidate, and a neurodiverse candidate at the point of interview

As a result, a diverse group of candidates were shortlisted, interviewed and appointed:

- Two of our applicants were from global majority backgrounds – one was appointed as our Safeguarding Trustee
- One identified as disabled – and was appointed as one of our two Community Trustees
- One identified as LGBTQ+
- One identified as neurodiverse
- One was currently on maternity leave – and was appointed as one of our two Community Trustees
- One was pregnant
- One was a man and a father – and was appointed as our Father Trustee
- The ages of applicants ranged from their thirties to their fifties

Four of the applicants explicitly shared that the whole recruitment process had been positive and inclusive, and comments from one shortlisted candidate is included in our appendices.

Next Steps

- **Continue to strive for the ambitious 40% target of male representation at leadership events into next academic year**

- ***Explore strategies to secure informal verbal feedback, or formal feedback from Asian colleagues, particularly those engaging with recorded versions of the Cradle to Classroom offer**

- ***Prioritise promotional strategies that will increase visibility amongst the Asian community, including increasing the promotion of Cradle to Classroom programmes in regions with large Asian populations, and increasing the visibility of Asian community members through blogs and case studies**

- **Ongoing focus on diversifying case studies:**
    - One website case study from a gay father sharing their experience of adoption and adoption leave
    - One website case study from a lesbian mother sharing their experience of maternity / adoption / shared parental leave
    - One case study from a colleague working in AP / PRU sharing their experience of maternityCPD
    - One case study from a colleague working in EYFS sharing their experience of maternityCPD

    - Two case studies from colleagues working in support staff roles

- ***Find data to set accurate targets around support staff engagement in Cradle to Classroom programmes**

- **Raise profile of Diversity and Inclusion foci as an essential aspect of being part of The MTPT Project team:**
    - Diversity and Inclusion report, 2025 shared and discussed with Regional Representative team via WhatsApp group
    - Diversity and Inclusion report, 2025 shared during the onboarding process for new volunteers

We know that embedding and sustaining a culture of diversity and inclusion takes ongoing commitment, and that if one of our foci begins to take a back seat because of other priorities, we need to review and address this.

If you have any further suggestions, please get in contact with Emma Sheppard at mtptproject@gmail.com

Review

The 2025 Diversity and Inclusion report is subject to review by the Board of Trustees in: October 2025 (subcommittee meeting).

All members of The MTPT Project's Trustee board, volunteer and coaching team were invited to review The MTPT Project's 2025 Diversity report in September 2025.

Editions indicated with a * throughout the report were made following the review by members of the above teams.

A summary of this subcommittee meeting can be found below:

Summary

Diversity Report Review Discussion

The meeting focused on reviewing a diversity and inclusion report. The group discussed terminology options for describing minority groups, ultimately favoring "racially minoritised" as it balances global and local perspectives while acknowledging the small percentages of diverse representation in their programs and workforce. **Suggestion:** add a footnote to explain the chosen terminology.

Enhancing Father Representation in Programs

The group discussed the representation of fathers in their programs and the challenges faced by men. Two fathers recently participated in a live return-to-work workshop, which was encouraging. Concerns were raised about focusing too much on father representation because of the reality of national policies and the fatherhood bonus. **Suggestion:** provide more context in their report about the challenges faced by men in taking extended parental leave.

Group Coaching Engagement Patterns

The group inquired about specific barriers preventing Asian colleagues from attending live programs, and discussed the possibility of including more voices from that background in their communications.

Engagement patterns of participants in group coaching programs were discussed, noting that while sign-ups are tracked, there's no reliable way to monitor whether participants watch the recordings. A discrepancy between live engagement and recorded views was observed, particularly for the Return to Work workshop, which led to a broader discussion about cultural and religious influences on participation. It was highlighted that other support systems, such as LGBTQ+ networks or religious communities, might affect individuals' likelihood of engaging with the program, suggesting that some participants might not see the offered support as relevant to their needs.

Participant Feedback Challenges Discussed

The challenges of securing feedback was discussed, and the group noted that only 3 out of 26 hybrid or recorded-access participants had provided feedback, highlighting the difficulty in gathering input from those who do not attend live sessions. **Suggestion:** a more indirect approach to gathering feedback, emphasizing the importance of not making assumptions about participants' backgrounds. **Suggestion:** an anonymous branching feedback form to increase honesty and participation. The group agreed that the current feedback system might need improvement to better understand participant experiences and engagement.

Engagement Patterns in Asian British Regions

Engagement patterns among Asian British participants were discussed, noting higher engagement in regions like Oxfordshire and Bedfordshire but lower engagement in areas with higher Asian populations, such as Leicestershire. Asian representation is higher in the Sustain and Grow group coaching program. Data from last year was also shared, showing that participants were primarily from Bedfordshire, Birmingham, Manchester, and East London. **Suggestion**: focus on these regions to maximize engagement until word spreads.

Rebranding Challenges and Support Strategies

The challenges of rebranding the organization due to the name's association with teachers, which could exclude support staff, was discussed. There is the possibility of beginning a two-year rebranding process with the help of a marketing expert. The group also talked about the diversity and inclusion report, noting that it primarily focused on women and mainstream teachers. **Suggestion:** gather more baseline data to better understand the audience and the impact of potential rebranding. The differences in support for returning parents between primary and secondary schools was also discussed, with the question about whether primary schools invest as much in such support raised.

Enhancing Diversity in Workforce Engagement

Suggestion: gather feedback from British Asian colleagues who have engaged in their programs to better understand engagement patterns. **Suggestion:** find accurate data on support staff and the 30-39 age bracket for gender and ethnicity. **Suggestion:** increase visibility for British Asians through intentional posts and comments. An anecdotal success story of a participant who gained confidence and secured a new role after attending a coffee morning was shared, suggesting the potential for more case studies.

Post-COVID Engagement and Data Strategies

The group discussed challenges in engagement post-COVID, noting a decline in grassroots organization participation and reduced activity on social media platforms. The importance of capturing individual impact and balancing the need to spread positive stories without appearing to virtue signal was discussed. The group also touched on the organization's data collection efforts, which are a point of pride when it comes to the effective use of data expressing pride in their effective use of data for inclusivity and representation purposes.

Appendix i – Previous Actions Review

Achieved
Partially Achieved
Not Achieved

2023 Action	Activity throughout 2023-24	RAG-rating
Secure a 40% participation rate from male teachers on our Life Friendly Leadership programme or associated INSET / training sessions (where data collection is possible).	Tracked attendance at 19 leadership events throughout the year according to gender and ethnicity. **13% of attendees at leadership events were men.**	
Identify one school / MAT where fathers and non-birthing partners enjoy more than two weeks of parental leave, at pay better than statutory rate.	Began compiling a tracker of MATs / local authorities offering "Better than Burgundy Book" pay. Chose Equal Parental Leave and Pay as one of two of our 3-5 year goals, in response to the roundtable series, *Can Teaching be a Sustainable Career Choice?* Campaigned through Schools Week / TES articles, social media presence and our research network to advocate for improved and equal parental leave and pay. **Identified three MATs / local authorities where improved / equal parental leave and pay are available.** **Supported PACT in Birmingham to equalise their parental leave and pay offer.**	
Match the representation of colleagues from racially minoritised backgrounds seen in 2023-24 on 1:1 and group coaching programmes.	**Representation of colleagues from racially minoritised backgrounds on our group and 1:1 programmes has increased since 2023-24.** Total, and live / hybrid attendance on programmes by Black, Asian and Mixed race colleagues is higher than the representation within the teacher workforce. Colleagues from Asian and "Any Other Ethnic Group" have been identified as a focus for live / hybrid attendance next academic year.	

Track sexuality data across all coaching and workshop programmes to begin compiling a multi-year data set for this demographic.	**Sufficient data available from Return to Work workshops and Parental Leave group coaching programmes to report on engagement within this reporting year (2024-25).** **Sexuality data now tracked across all group and 1:1 coaching programmes.**	
Secure more successful visible role-modelling through more specific targets for foci rated as red / yellow from the 2023 Diversity and Inclusion report.	**Two case studies from mothers from visibly racially minoritised backgrounds sharing their experience of maternityCPD.** The case studies on our website have been reorganised so that they are categorised according to parenting stage, to match our Cradle to Classroom programme: • Expectancy • Parental Leave • Return to Work This means that the approach to ensuring diverse representation in our case studies needs to take a different approach going forwards. Still relevant: • Father's experience of adoption leave – heterosexual / gay father • Lesbian mother's experience of parental leave • A colleague working in an AP / PRU setting • A colleague working in an EYFS setting • Move the single parent case study to the Return to Work section, as it is currently lost in the blogs New foci: • Increased number of expectancy case studies, including an experience of fertility treatment from mother / father's perspective • Refresh the leadership case studies so that they are updated and relevant • Increased number of written case studies focusing on flexible working as a return to work support, and at leadership level	

Diversity and Inclusion report, 2024 shared *and discussed* with Regional Representative team via WhatsApp group.	2024 report shared on WhatsApp and via email, but only members of the Diversity and Inclusion and Trustee team commented. **Diversity and Inclusion report remains "off the radar" for most Regional Representatives.**	
Diversity and Inclusion report, 2024 shared during the onboarding process for new volunteers.	**Shared with one new Regional Representative and all Trustee applicants and recruits.** One new Regional Representative, and a new Coach did not receive the 2024 Diversity and Inclusion report. Greater consistency is needed with this onboarding process.	
Reconnect with 'loose contacts': Men Teach Primary, Black Men Teach, NEU LGBTQ+ and Black Educators networks, Step Up Network, GEC and hold at least one email / Zoom conversation.	**Some contact with GEC but no engagement with other networks.** Question: • How far are these organisations still active / relevant to The MTPT Project? • How far does The MTPT Project community already include the necessary experience and expertise? • How clear are our aims and the purpose of engaging with these organisations?	
Strengthen relationship with Aspiring Heads to offer 3 further 1:1 coaching opportunities.	**Coaching places offered, but none taken up.** Nadine Bernard hosted a panel at the 2025 Missing Mothers conference, nominated a colleague to join her on the panel, and is in semi-regular contact. Missing Mothers attendees commented, "It was also great to see some diversity in the session leaders. I particularly enjoyed the motherhood and headship session. It was inspiring to see two black women talking about their leadership journeys. I drew a lot of strength from that."	

Appendix ii – Training Data Tracker

Over-represented
Target representation
Close to target representation
Below target representation

Event	Male Delegates (target 24%+)		Delegates from Racially minoritised Backgrounds (target 31%+)		White British Delegates (Female) (target > 70%, <50%)	
ResearchEd National – September 2024	5	25%	4 (5)	25%	11	55%
HR / SLT Information Event – September 2024	0	0%	0	0%	6	100%
Fifth roundtable – October 2024	12	25%	3	6%	34	69%
Life Friendly Leadership Cohort – November 2024	1	7%	2 (3)	20%	12	80%
Chiltern TSH Events – October 2024	0	0%	9	29%	22	71%
Alban TSH Events – October 2024	0	0%	1	2%	25	98%
OTSA TSH Event – November 2024*	6	32%	2	11%	11	58%
Kennet School Event – November 2024	5	21%	0	0%	18	78%
HR / SLT Information Event – November 2024	3	11.5%	3	11.5%	20	77%
Sixth roundtable – February 2025	3	17%	1	5%	18	77%
Lancashire Flex Network – February 2025	2	29%	0	0%	5	61%
Shropshire Headteachers' Meetings* - February 2025	5	14%	0	0%	32	76%
MTPT Trustee Applications – February 2025	1	13%	2	25%	5	62%
Cambridgeshire Headteachers' Meeting – March 2025	17	63%	0	0%	10	37%
Missing Mothers – March 2024 (speakers)	6	19%	8	25%	18	56%
Missing Mothers – March 2025 (sign ups)	2	1%	24	12%	147	77%

Missing Mothers – March 2025 (attendees)	1	1%	9	8.6%	84	81%
Life Friendly Leadership Cohort – May 2025	0	0%	1	14%	6	86%
Festival of Education – Missing Mothers session	1	4%	3	13%	19	82%
TCSET Conference	0	0%	3	21%	11	79%

Average		13%		11%		70%

* Where virtual events mean that participants cannot be seen, figures are based on assumptions (names / Google or LinkedIn searches)

Appendix iii – 2024-25 Feedback

Strategy	Prompted / Unprompted	Feedback	Characteristic details
Providing clear timelines and next steps for the Trustee recruitment procedure with applicants.	Unprompted	"I really appreciate how thorough you have been and how beautifully you have woven in preparation time. This is a rare thing and something that as some who identifies as neurodiverse welcome and am truly warmed by."	White, neurodiverse, female, (older)
Recorded access to Sustain and Grow group coaching as a separate strand and for live access to accommodate clashes / emergencies.	Unprompted	"Thank you so much for accommodating a recording of the session. I definitely tried to commit to too many things that day so ended up being a bit frazzled."	Black, female, mother
Recorded "catch up" access to Life Friendly Leadership programme to accommodate for clashes / emergencies.	Unprompted	"Thank you for this link I just watched the zoom session – very interesting and thought provoking – you have opened my eyes and made me aware of my own biases and privileges."	Asian, male, higher education
Explicitly diverse representation at speaking events – Missing Mothers 2025	Unprompted	"The most inspiring speakers for me were the two black heads who spoke candidly about the barriers faced by black teachers wanting to get into leadership and how they overcame that." "It was also great to see some diversity in the session leaders. I particularly enjoyed the motherhood and headship session. It was inspiring to see two black women talking about their leadership journeys. I drew a lot of strength from that."	Black, female, middle leader, LGBTQ+

		"it would have been nice to see some more intersectional work to show disparities between different groups of women."	
Providing room for "did not enjoy" / "what would you change?" feedback on event forms – Missing Mothers 2025	Unprompted	"The only change I would make is ensuring more men take responsibility and are present in the attendee list. Supporting mothers to stay in the profession is not the responsibility of mothers alone." "Pity there aren't more men in attendance."	White, male, working outside of education White, female, union leader
Explicitly requesting feedback on inclusion – Missing Mothers 2025	Prompted	**Statement: "The MTPT Project's Missing Mothers conference was an inclusive and event."** 28/36 respondents agree or strongly agree (78%) 7/36 disagree or strongly disagree (19%) **Statement: "I felt that my identity was positively represented and reflected at The MTPT Project's Missing Mothers conference."** 25/36 respondents agree or strongly agree (69%) 7/36 disagree or strongly disagree (19%) Additional comments from the disagree / strongly disagrees included: "We need more men and male leaders in on these." "How we can look to support unpaid carers" "It would have been nice to see some more intersectional work to show disparities between different groups of women."	
Recorded "catch up" access to Sustain and Grow programme to accommodate for clashes / emergencies Feedback form statement: **"What impact did the option**	Prompted	"It really helped when my son had an emergency eye appointment due to a fall, and also when my other son had norovirus. It made a huge impact - I couldn't have completed the course without this option." "I joined late as school due to the delay in getting permission from school to	White, female, TLR holder White, female, TLR holder

of recorded access have on your participation on the programme?"		take part so being able to catch up on the first session was great"	
		"It helped when I was off sick one week, and it also helped when I had another work commitment pop up unexpectedly that I knew I could still participate."	White, female, HLTA
		"This was great for when I was unexpectedly unable to join the live meeting. It meant I did not miss out, though I definitely preferred the live sessions. I like the fact that I have access to them and can revisit them if I want to."	Black, female, middle leader, LGBTQ+, single parent