The Brilliant Club
Conference 2017

Getting In and Getting On:
The Whole Student Lifecycle

Saturday 8th July 2017
9.30am - 5.00pm
King’s College London
Welcome to The Brilliant Club’s fourth annual conference. We are delighted to be back at King’s College London as we alternate in-and-out of the capital each year. The university’s hospitality and support are central to the on-going success of the conference, so we would like to start by re-iterating our gratitude to Anne-Marie Canning and the widening participation team for their continued partnership, commitment to taking risks with us, and their thoughtful methodology to the charity’s approaches.

Even as we alternate between university and school, and at towns and cities across the country, we hope that our conference remains true to the principles that we established in the very first year. We wanted the conference to be a forum for teachers and schools, as well as widening participation professionals and academics. This is one of the reasons we are gathered here over the weekend. We wanted the conference to be about creative solutions to the challenges of fair access, not just about the problems. Finally, we wanted the conference to be active and not passive for delegates, to put together a programme that had a mixture of sessions not wholly reliant on the ubiquity of the panel.

We are confident that the programme for this year’s conference fulfils these ambitions. Delegates at today’s event will have the opportunity to take part in free unconscious bias training, to witness a live debate with contributions from school pupils and academics, and to take part in accredited teacher CPD. Alongside this, the conference theme – which encourages us to explore widening participation across the whole student lifecycle – promises to shine light on areas that have traditionally received less attention, as interventions have focused on transition from school to university. Given this we are delighted that there will be contributions from those working at opposite ends of the spectrum – from Dyke House College on their primary school programme right through to the Social Mobility Foundation on innovation in recruitment.

There are two strands that under-pin the theme of supporting pupils across the lifecycle. The first is the importance of evaluation and evidence-base. As ever, we are pleased that The Brilliant Club’s conference showcases recent research on some of the complex issues of widening participation. We are delighted to have sessions by organisations like UCAS and LKMCo which have been at the forefront of this work. We are also excited to hear how innovations like the Impact Toolkit can give control of evaluation to schools themselves. The second is the importance of sustainability and integration. If our organisations and interventions are genuinely going to support pupils across the lifecycle, they need to be built to last, so we are especially looking forward to hearing from different speakers, sectors and organisations on how they have stood the test of time. On the subject of integration, the conference will open with a keynote by Emran Main (Director of Strategy and Social Mobility at the Department for Education) that promises to address some of the big questions around the direction of our sector.

Thank you so much for coming today, and for your continued support of the charity and the conference. We hope you go back to your schools and universities, departments and charities, with a renewed sense of what is possible across the whole student lifecycle.

King’s College London is delighted to host and co-create this conference with one of our key partner organisations, The Brilliant Club. Welcome to our university and welcome to a day of insight, debate and networking. I hope you’ll agree that today’s programme goes beyond the usual conference fare and brings new and interesting voices into our debate about widening participation in the UK today. The most exciting breakthroughs in widening participation happen when people from different organisations come together to tackle the issue. The delegate list is diverse and includes university leaders, academics, PhD students, undergraduates, student unions, charities, policy makers, politicians, funding agencies, headteachers, subject teachers, charities, and, perhaps most importantly, students too. I know that by working together we can make faster progress in opening up our universities and ensuring talent can flourish. Old ways won’t open new doors and this conference offers a fresh take on tackling the issue of access to highly selective universities. Join the conversation and follow us on twitter @kclwp.
Delegate Information

Drinks Reception
All delegates are invited to join us for our drinks reception straight after the conference, from 4.40-5.30pm. We hope you will join us to continue your conversations, expand your contacts, and bring the day to a more relaxed close with a glass of wine (soft drinks are also available!).

Recording and Photography
Sessions may be recorded and broadcast after the event but there will be no livesreaming of any discussion on the day. Photographs will be taken on the day of conference and The Brilliant Club and King’s College London may use these photographs in conference publicity as well as in general Brilliant Club and KCL materials. If you are not happy to be photographed or recorded, please speak to a member of the conference team.

Social Media
We would love you to join the conversation on social media by tweeting, sharing and commenting on the debate. Please use the hashtag #TBCxKCL17 throughout the conference.

Name Badges
As you will see from your delegate pack, we have a rich variety of delegates in attendance here today. Therefore, in the name of productive networking, we have left a space on your name badges to write down your particular area of interest and/or expertise in the widening participation, university or education sector. Please do use this as a talking point throughout the day, but in particular during the break, lunch and drinks reception.

Business Cards
In the world of education, we all too often have wonderful, productive conversations which are lost due to the lack of a business card. We have created business cards for you to use today, based on the information you provided when registering for the conference. We hope they encourage meaningful, long lasting connections and enriches your networking today!

Student Speakers
We are hugely privileged to have four student speakers taking part in this afternoon’s debate, ‘This House Believes that University is for Everyone’ in conjunction with the oracy charity, Debate Mate. All the students are experienced speakers who have completed Debate Mate’s Core Programme. We thank them today for giving up their time to enrich our discussion and provide a student perspective.

Thank You
A massive thanks to King’s College London for their ongoing support in hosting this event as well as to our sponsors and contributors. This conference would not happen without the commitment of many different organisations and individuals and we are hugely appreciative.

Conference Feedback
Your feedback from last year influenced significantly the planning for 2017. We hope that this year’s conference is shaped to maximise inclusion and debate. We acted on feedback by moving the event from a weekday to a weekend to enable more school-based staff to attend, and by holding the conference earler in July so that it takes place before the end of the academic year. We will be asking all delegates to fill in a feedback survey after the conference; please do share your thoughts with us as they are key to how we will plan for next year’s conference!

Conference Digest
We will be producing a conference digest with a short write-up of each session which will be sent to all delegates shortly after the conference.

Get in Touch
For more information about any aspect of the conference or about The Brilliant Club please contact:
Angela Sammon, Partnerships Director
The Brilliant Club, 66 Hammersmith Road, London, W14 8UD
020 7939 1946
angela.sammon@thebrilliantclub.org
**Contributor Biographies**

**Dr Sam Baars, Director of Research, LKMco**

Sam is Director of Research at LKMco and has particular interests in youth research, area-based inequalities and social science impact. His published academic work focuses on young people’s neighbourhood-based identities, and how their occupational aspirations are shaped by the areas they live in. In a recently-published book chapter he explores what notions of ‘meritocracy’ and the ‘raising aspirations’ agenda mean for white working class boys. Sam has written for the Guardian and the New Statesman and his PhD fieldwork with a group of white working class boys in Manchester led to the production of a short film on the garden cities movement. He co-authored a 2016 report for LKMco and King’s College London on the underrepresentation of white working class boys in higher education.

**Dr Lauren Bellaera, Monitoring and Evaluation Director, The Brilliant Club**

Lauren joined The Brilliant Club in December 2015 as their Monitoring and Evaluation Director. In her role, Lauren manages the Monitoring and Evaluation Department, which is responsible for assessing the impact of the charity’s programmes on pupil outcomes. Prior to this, Lauren worked at the University of Cambridge overseeing an evaluation project that assessed the impact of a set of online educational resources on students’ conceptual understanding and critical thinking skills. Lauren’s background is in cognitive psychology and, since completing her PhD in 2013, she has worked with a number of educational organisations, including IGGY and Macat.

**Kate Bowen-Viner, Associate, LKMco**

Kate is an LKMco associate. Kate taught English in London and Bristol and has experience of delivering government policies through her role at the Office for the South West Regional Schools Commissioner (Department for Education). Kate supported Ambitious about Autism with their campaign ‘When Will We Learn?’ She is undertaking a MSc in Policy Research from the University of Bristol and is interested in the relationship between education policy and social mobility. Since joining LKMco, Kate has worked on a range of projects including: research into the educational experiences of young homeless people and the educational experiences of Gypsy, Roma, Travellers in higher education.

**Vicki Brown, Vice Principal, Dyke House College**

Vicki Brown has worked as a teacher of English for the past twenty years at Dyke House Sports and Technology College. Early in her career, she was instrumental in developing literacy across the curriculum and went on to become Head of English. Her passion for English Literature is something that she is keen to share with all, and strongly believes that we empower our pupils through their understanding of the spoken and written word. Since September 2015, Vicki has been a Vice Principal and Head of the Teaching School. During this time, she has been responsible for leading the school’s Aspiration Programme.

**Owen Carter, Impact Toolkit Project Manager, The Brilliant Club**

Owen is Impact Toolkit Project Manager at The Brilliant Club, working on a new platform to effectively evaluate the impact of the charity’s programmes. Previously, he worked as Content Lead at Optimus Education, connecting a network of over 1000 schools with the expertise of leading researchers and trainers. He has also worked for SAGE and Pearson.
Publishing, developing apps for primary and secondary school pupils. Owen writes for a number of educational publications, mainly on the application of research evidence to school and classroom practice.

Anne-Marie Canning, Director of Widening Participation, King’s College London
Anne-Marie Canning is the Director of Widening Participation at King’s College London. In this role she provides leadership and strategic direction for full lifecycle widening participation across the institution. Anne-Marie is currently leading a project with the Cabinet Office examining whether behavioural insights can improve the experience and outcomes of non-traditional learners at university. Anne-Marie is a member of the Universities UK Ministerial Advisory Group and recently served as Chair of the Russell Group Widening Participation Association.

In 2008 Anne-Marie was appointed as the first full-time Access Officer at University College, Oxford and her work at Univ earned her a University of Oxford Teaching Award. Anne-Marie has a degree in English and Related Literatures from the University of York and served a sabbatical term as the president of the students’ union. Anne-Marie has served as a local councillor and is now a community governor at the Archer Academy. You can follow her on Twitter @amcanning.

Dr Celeste Cheung, Research and Evaluation Manager, The Brilliant Club
Celeste joined The Brilliant Club in October 2016 as the Research and Evaluation Manager. In her role, she manages the charity’s evaluation work, including understanding the impact of the charity’s programmes on pupil outcomes. Celeste has a research background in Cognitive Psychology and Neuroscience, with a focus on attention and self-regulation. After completing her PhD in 2013, she continued her research in autism and attention-deficit/hyperactivity disorder (ADHD), and in infant development. Celeste also taught as a PhD tutor on The Scholars Programme in 2012, and has since been involved in other widening access initiatives.

Paul Chandler, Lead Data Scientist, UCAS
Paul is the Lead Data Scientist at UCAS with responsibility for products and services associated with social mobility and widening participation. The most notable of these is the STROBE service which was recently used to conduct an independent evaluation of the work of The Brilliant Club. Paul has been with UCAS for ten months now, having made the move from the insurance sector, and the public sector before that. Wherever he has worked, he has been an advocate for data and evidence led decision making. Paul has a degree in Economics from the University of Nottingham as well as statistical and coding certifications.

Rebecca Clark, Project Manager, Advancing Access
Rebecca is the Advancing Access project manager. Advancing Access is a collaborative programme led by the 24 universities in the Russell Group working together with schools and colleges. The project provides free, online CPD resources and events for teachers and advisers to help them support progression to leading universities. Rebecca graduated from the University of Leeds in 2007 and went on to build a career in widening participation. She has worked for Russell Group universities for over 10 years including roles at Durham University and the University of Leeds specialising in contextual admissions, schools development and fair access.

Joe Collin, Pre 16 Widening Participation Officer, King’s College London
Joe Collin is Pre-16 Widening Participation Officer at King’s College London. After graduating from Oxford in 2014, Joe participated in the Teach First programme teaching History in Birmingham. Since joining King’s, Joe has led the King’s Scholars scheme, a 3 year initiative for underrepresented KS3 pupils which uses a combination of meta-cognitive skills, information and guidance and parental engagement to enhance children’s chances of progressing to a highly selective university. In March 2017, Joe also launched www.gameplan.ac.uk, a gamified website that allows 10-14 year olds and their parents to explore university.
Deb Conner, Chief Operating Officer, Social Mobility Foundation

Deb is COO at the Social Mobility Foundation. She was previously seconded to this role from KPMG LLP where she was Head of Social Mobility, and Head of Community Investment in the UK before that. Her work at KPMG included the development of Access Accountancy, a profession wide initiative to improve access to employment, and the development and launch of the KPMG Audit School Leaver Programme as part of a small cross-firm team.

She has worked in the voluntary, public and private sector organisations including the Industrial Society, Action Resource Centre, Business in the Community, Lambeth Council and IBM, and has spent this time focused on building cross-sector partnerships to deliver common goals. She recently completed an MST in Sustainability Leadership at Cambridge University. Her dissertation explored the connection between socio-economic background and access to training roles in professional services.

Deb is a governor at Elm Court School in Lambeth, a special secondary school for students with Learning Difficulties and associated Social and Communication Needs, a Director of SGOSS, member of the Career Academy UK curriculum advisory board, and a trustee of The Bridge Group which is a charitable policy association researching and promoting socio-economic diversity and equality in the UK. She recently completed an MST in Sustainability Leadership at Cambridge University. Her dissertation explored the connection between socio-economic background and access to training roles in professional services.

Simon Coyle, Co Founder & Co-CEO, The Brilliant Club

Simon Coyle is one of the co-founders and co-CEOs of The Brilliant Club. He taught in a North London state school through the Teach First programme, leaving the classroom in 2010 to establish The Brilliant Club with his colleague Jonny Sobczyk. Simon has overseen The Brilliant Club’s strategy and operations over the past seven years, and is interested in strategy within the social business sector more widely. He is also a co-founder of AccessEd, a non-profit organisation that exists to support the development of university access programmes overseas.

Martha Crawford

Martha Crawford joined Citizens UK in November 2015. She is the Operations Manager for the Good Jobs Campaign – a movement to tackle social mobility and the growing skills gap through a unique partnership between businesses, schools, colleges and young people. Before joining the Citizens UK Martha was a Knowledge Exchange Development Manager at London South Bank University in their Research, Enterprise and Innovation department. In this role Martha managed the Knowledge Transfer Partnership portfolio which covered the innovation projects businesses and academics. Martha was one of the co-founders and directors of the AXNS Collective who specialise in creative projects exploring the relationship between art and science. Martha has a degree in Drama from the University of Exeter and is currently completing the MA in Community Organising at Queen Mary, University of London.

Dr Michael Englard, Director of Research, HE Access Network

Dr Michael Englard is the Director of Research at the HE Access Network. Recent publications include: “Making a Statement” co-written with Dr Steven Jones and published by the Sutton Trust. After attending a summer school as a pupil, Michael went on to complete a doctorate at the University of Cambridge where he has served as a Director of Studies and continues to teach. He is a Committee Member of the Stephen Spender Trust. He is particularly interested in working with teachers to make systemic and institutional change in the Widening Participation sector.

Naomi Kellman, Schools, Universities and Data Manager, Rare Recruitment

Naomi Kellman is Rare’s Schools, Universities and Data Manager. She manages Rare’s programmes for school students, relationships with universities, and the Rare Contextual Recruitment System data.

Naomi studied Philosophy, Politics and Economics at the University of Oxford. On graduating in 2011, she joined diversity specialist Rare. In this role she founded Target Oxbridge, a programme that has helped 46 black African and Caribbean students secure offers from Oxford and Cambridge.
In 2012, Naomi joined the Civil Service Fast Stream and worked on education policy at both the Department for Education and the Treasury. She also co-founded the BAME Fast Stream Network, which aims to improve progression for ethnic minority graduates in the Civil Service.

Naomi returned to Rare in 2015 and has recently secured the support of Oxford and Cambridge to expand Target Oxbridge to 60 places in 2018.

Cindy Ma, Executive Programme Director (Overseas Programmes), Debate Mate

Cindy has worked extensively in children’s programming, having mentored with Debate Mate throughout her time at LSE and taught creative writing and theatre for over five years in her native Ottawa. She has led international summer programmes in Jamaica and Kenya, and now oversees the permanent Debate Mate programme in the Caribbean. In the UK, Cindy works on the monitoring and evaluation of Debate Mate’s programmes.

Emma Maslin, Aspirations Coordinator, Dyke House College

Emma is the current Pre-16 Aspirations Coordinator at Dyke House Sports and Technology College in Hartlepool. Within her role, Emma is responsible for delivering and managing a series of internal and external programmes across Years 4 to 11 that encourages students to maximise their potential with a particular emphasis on higher education.

Previous to the role, Emma completed a Research Masters at Durham University under the supervision of Dr Jonathan Tummons exploring low-income students’ experiences of an elite university using the Bourdieusian lens of habitus and cultural capital.

Calum Mechie, Teacher, Researchers Into Schools

Dr Calum Mechie has a DPhil from the University of Oxford for work on George Orwell. He is Second-in-Charge of the English Department at Brentford School for Girls in West London where he is responsible for the A-Level Syllabus and for leading on research in the school. He cares a lot about teaching students to read and write and he tweets @calumcm.

Emran Mian, Director of Strategy and Social Mobility at DfE, Department for Education

Emran Mian is Director of Strategy and Social Mobility at the Department for Education. Emran joined the UK civil service in 2002, from an initial background as a lawyer. He has worked in Ministry of Justice, the Department for Business and Cabinet Office. He went on a career break from government in 2013 to run the Social Market Foundation; and then joined DfE in his current role in February 2017.

Ellie Mulcahy, Research Associate, LKMco

Ellie is a Research Associate at LKMco. She has experience in Psychology and Education research has particular interests in children and young people’s mental health and educational inequality research. Ellie holds a PGCE with a specialism in the Early Years and believes that the Foundation Stage plays a crucially important role in shaping children’s attitudes to education. Since joining LKMco she has carried out research into the national speech, language and communication landscape, inequalities in Higher Education and the impact of literacy interventions in prisons. Ellie co-authored a 2016 report for LKMco and King’s College London on the underrepresentation of white working class boys in higher education. Her most recent research has focused on the barriers to higher education access faced by Gypsies, Roma and Travellers.

Andrew Murphy, Head of College, Dyke House College

Andrew was born in Zimbabwe and spent much of his early childhood living there. Having always had a passion for sport and education, Andrew completed his Sports Science degree at Teesside University before embarking on his teacher training at Edge Hill University. Within school Andrew has held a series of leadership roles focusing on both academic and pastoral areas before becoming Headteacher. Andrew absolutely loves his job and is passionate
# Programme for the day

<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am</td>
<td>Arrival &amp; Registration</td>
</tr>
<tr>
<td>10.00am</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10.15am</td>
<td>Keynote</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10.45am</td>
<td>Research and Innovation Session 1</td>
</tr>
<tr>
<td></td>
<td>The under-representation of Gypsy, Roma and Traveller pupils in Higher Education.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10.55am</td>
<td>Research and Innovation Session 2</td>
</tr>
<tr>
<td></td>
<td>‘Impact Toolkit: targeting and evaluating interventions from start to finish (and beyond)’</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00am</td>
<td>Research and Innovation Session 3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>11.35am</td>
<td>Transition</td>
</tr>
<tr>
<td>11.45am</td>
<td>Workshop 1</td>
</tr>
<tr>
<td></td>
<td>‘Normalise, Systematise, Glamorise’ Creating a Culture of University Progression</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>11.50am</td>
<td>Workshop 2</td>
</tr>
<tr>
<td></td>
<td>Early Interventions: Getting on starts young</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>12.05am</td>
<td>Workshop 3</td>
</tr>
<tr>
<td></td>
<td>Preparing the Next Generation of Professionals: Recruitment Trends and Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>12.35pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.15pm</td>
<td>Workshop 1</td>
</tr>
<tr>
<td></td>
<td>‘Getting on’ in Personal Statements</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.20pm</td>
<td>Workshop 2</td>
</tr>
<tr>
<td></td>
<td>Early Interventions: Getting on starts young</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.05pm</td>
<td>Transition</td>
</tr>
<tr>
<td>2.15pm</td>
<td>Unconscious Bias Training</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.15pm</td>
<td>Refreshments</td>
</tr>
<tr>
<td>3.40pm</td>
<td>Debate: ‘This House Believes... University is for everyone.’</td>
</tr>
<tr>
<td></td>
<td>Debate Mate Core Programme Student Graduates, Ade Odu sola and Keanna Williams</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chaired by Cindy Ma, Executive Programme Director (Overseas Programmes), Debate Mate</td>
</tr>
<tr>
<td>4.30pm</td>
<td>Close The Brilliant Club</td>
</tr>
<tr>
<td>4.40-5.30pm</td>
<td>Drinks Reception</td>
</tr>
</tbody>
</table>
Research and Innovation Session 4
Scalable Solutions to Big Problems: How Successful Collaboration Across the Sector Can Lead to Effective Monitoring and Evaluation.
Paul Chandler, UCAS

Workshop 4
Monitoring and Evaluation: ‘How to Evaluate Pupil Interventions’
3 Dr Lauren Bellaera
8 Dr Celeste Cheung
The Brilliant Club

Workshop 5
Parental Engagement
7 Anne-Marie Canning
11 Joseph Collin
14 Martha Crawford
26 Eliza Selley
King’s College London
Citizens UK
Behavioural Insights Team
about eradicating educational disadvantage. He believes that all young people should have access to the very best education and be provided with opportunities throughout their education to inspire them.

Ade Odu sola, Programme Director, Debate Mate
Ade has been involved with Debate Mate in various capacities since 2008, starting on the programme as a student before going on to represent the social enterprise as a mentor in the UK as well as in Nigeria. He read Economics and Philosophy at the University of Nottingham, where he took a special interest in issues of Social Philosophy and starred in the ‘Kings and Queens of Speech’, a documentary series about Debate Mate that aired on Sky 1. As a part of the Debate Mate team, Ade heads up the Nottingham region while also running the Re-Engagement programme in primary schools for students with behavioural difficulties.

Michael Slavinsky, Education Development Director, The Brilliant Club
Michael Slavinsky is a founding Director of The Brilliant Club and Education Development Director for Researchers in Schools and The Scholars Programme. He taught French at London Academy, Edgware where as Head of Department he was responsible for mentoring new teachers, and as a Sixth Form tutor supported students with their university application processes. After leaving the classroom in 2011, Michael was appointed Teaching and Learning Director of The Brilliant Club’s Researcher Development Programme, designing and delivering the training curriculum that equipped doctoral and post-doctoral researchers with the teaching skills to design courses based on their own specialisms for school-age pupils. He then set up the training programme for Researchers in Schools.

Eliza Selley
Eliza is an Associate Advisor at the Behavioural Insights Team. She supports the design, analysis and implementation of randomised controlled trials across a range of education projects, with particular focus on access to higher education. Eliza is also undertaking a PhD at University College London where her research focuses on how role models can be used to reduce identity-based barriers to academic education for white working-class boys. Before joining the Behavioural Insights Team, Eliza worked at the Russell Group of Universities where she advised on issues relating to university admissions and widening participation. She also managed a DfE-funded schools outreach programme and developed resources designed to support students from disadvantaged backgrounds applying to selective universities. Prior to this, Eliza worked in science education policy with a particular focus on promoting research-based practice.

Liridon Sylisufi, Trainee Solicitor/Graduate of Aspiring Professionals Programme, Jones Day
Liridon joined the SMF as a student on their Aspiring Professionals Programme in 2010 and received a mentor, Christopher, from Nabarro law firm, a week’s work experience with magic circle law firm, Clifford Chance alongside a week’s work experience with the Bar Council to see the differences of working at a law firm and a barrister’s chambers. Liridon went on to study law at the University of Cambridge and is currently in the second year of his training contract and will be qualifying into the transactional practice at Jones Day from September 2017.

Alaba Okuyiga Training Consultant, ENEI
Alaba is responsible for delivering enei’s equality and inclusion training and consultancy products and services to both Members and non-Members. Prior to working for enei, Alaba gained 20 years of public and commercial experience as a Diversity and Inclusion training consultant. He brings a varied work background as a college lecturer, NHS Foundation Trust non-Exec Director, Home Secretary’s representative on a Police Authority and older adult psychology care specialist.

Liridon joined the SMF as a student on their Aspiring Professionals Programme in 2010 and received a mentor, Christopher, from Nabarro law firm, a week’s work experience with magic circle law firm, Clifford Chance alongside a week’s work experience with the Bar Council to see the differences of working at a law firm and a barrister’s chambers. Liridon went on to study law at the University of Cambridge and is currently in the second year of his training contract and will be qualifying into the transactional practice at Jones Day from September 2017.

Professor Thomas Ward PhD, FIMA, PFHEA, Deputy Vice-Chancellor, University of Leeds
‘Tom Ward is Deputy Vice-Chancellor: Student Education and Professor of Mathematics. After
attending schools in Zambia and Swaziland he studied Mathematics at the University of Warwick and spent several years working at the University of Maryland College Park and the Ohio State University. At UEA he was Head of Department from 2002-7, and appointed Pro-Vice-Chancellor (Academic) in 2008, serving on the Executive Team, Planning & Resources, Senate and Council, and chairing the Learning and Teaching, Equality and Diversity, and Student Experience Committees. He sat on several external groups including the UUK-ICO working group on Freedom of Information for Higher Education. At Durham University he served on the University Executive and chaired the Council of John Snow College for four years. He spent many years on the London Mathematical Society Publications Committee and has been editor or managing editor of several journals. His research area is Algebraic Dynamical Systems, with particular emphasis on interactions between Ergodic Theory, Homogeneous Dynamics, and Number Theory. He is the author of several monographs, including “Heights of polynomials and entropy in algebraic dynamics” with Graham Everest and “Ergodic theory with a view towards Number Theory” with Manfred Einsiedler.

James Turner,
Deputy Chief Executive, Education Endowment Foundation and Trustee of The Brilliant Club

James became the first Deputy Chief Executive of the Education Endowment Foundation in late 2015, and works across all areas of its activity. James has been involved in the EEF since its start, first leading the Sutton Trust’s successful bid to the Department for Education, then setting up the charity’s infrastructure and strategy, and latterly serving as a founding trustee. Prior to his role at EEF, James was the Director of Programmes and Partnerships at the social mobility charity the Sutton Trust, where he worked for ten years on policy, research and practical projects, and where he remains an advisor. James was also a founding trustee of the work experience charity PRIME and the Children’s University Trust. He is currently the Vice Chair of The Brilliant Club, one of the largest university access charities in English secondary schools, and a governor of a comprehensive school in the East Midlands where he lives.

Keanna Williams, Assistant Programme Director, Debate Mate

Keanna Williams was raised in Brixton and currently studies International Law and Globalisation at the University of Birmingham. At the University of Birmingham, Keanna is currently the Events Manager for the African and Caribbean Society and is launching a Caribbean Development Forum at her university to discuss issues facing Caribbean students and the wider Caribbean Diaspora. Keanna was a student on the Debate Mate programme whilst in high school and has continued to work closely with Debate Mate as a mentor and Assistant Programme Director, giving back all the valuable lessons and skills she learnt to other students. Keanna is extremely passionate about social mobility and breaking down barriers which prevent those who are labelled as disadvantaged from succeeding.

Chris Wilson,
The Brilliant Club, Co-CEO

Chris is a Co-Founder of Researchers in Schools and has been the National Programme Director for The Scholars Programme, where he oversees recruitment and university relationships. Chris became interested in medieval history at Fitzwilliam College, University of Cambridge, where he completed his undergraduate and MPhil degrees, receiving a double first and ‘distinguished performance’ (distinction) respectively. During this time there he was awarded the Taylor Scholarship. After leaving Cambridge he spent two years working as a government lobbyist in London for Keene Public Affairs. During the course of his PhD research at the University of Exeter he taught on the Department of History’s Foundation Course for three years and was a lead tutor on the course for two. During this time he became an Associate of the Higher Education Academy. Chris’ research focused on thirteenth-century ecclesiastical history and was generously funded by a University of Exeter College of Humanities Studentship.
What is The Brilliant Club?

The Brilliant Club?
Fair access to university is a challenge at all levels, but is acute at the most-selective institutions. One in three privately-educated pupils will progress to a Russell Group university, compared to one in 40 pupils from low-income backgrounds. Privately-educated pupils have one in 20 odds of entering Oxbridge, while for pupils from low-income backgrounds it is closer to one in 1,500. The Brilliant Club exists to address this specific challenge. Our mission is to increase the number of pupils from under-represented backgrounds that progress to highly-selective universities. The charity was co-founded in 2011 by two teachers, who piloted the idea of recruiting, training and placing PhD tutors in schools to deliver university-style tutorials to high potential pupils. The Brilliant Club is now active across England, Scotland and Wales, working with more than 400 schools and 30 universities. This year, we will support 500 PhD researchers to reach 10,000 pupils. Recent evidence from UCAS demonstrates the success of the charity, 58% of pupils eligible for Free School Meals taking part in the programme secured a place at a highly selective university compared to a national average of 11%, with FSM pupils outperforming the overall cohort.

The Scholars Programme
Through The Scholars Programme PhD tutors deliver courses of university-style teaching to small groups of pupils aged 10–18, disseminating their subject knowledge, passion and expertise. The courses consist of seven university-style tutorials, two study skills workshops and a challenging final assignment. Pupils start and finish their course with trips to highly-selective universities, where they experience a range of targeted and age-appropriate information, advice and guidance sessions. PhD Tutors design the courses based on their own cutting-edge research, and topics are as diverse as 'Fighting in Feathers: Native Americans in World War Two' and 'How many engineers does it take to make ice-cream?'

By the end of 2016-17 we will have worked with over 10,000 pupils on The Scholars Programme in 540 schools across England, Scotland and Wales. The programme is targeted: so far this year 100% of our pupils we've worked with attend non-selective state schools; 47% of pupils are eligible for free school meals and over 60% of pupils live in postcode areas in the lowest two quintiles of the Income Deprivation Affecting Children Index.

A recent evaluation by UCAS of our Summer 2015 Year 12 cohort found that pupils on The Scholars Programme were significantly more likely to progress to a highly-selective university. This was in comparison to a control group of pupils matched for characteristics including postcode and GCSE attainment. Of Ever6FSM pupils from the cohort, 58% progressed to a highly-selective university compared to a national progression rate of 11%.

Researchers in Schools (RIS)
Researchers in Schools is the world's only teacher training programme for participants with a PhD in their teaching subject. It exists to attract talented subject specialists into the teaching profession. By training researchers to become highly-effective classroom teachers and future subject leaders in the education sector, Researchers in Schools aims to increase and disseminate subject expertise, promote research and champion university access within schools primarily through our unique in-school intervention programme, Uni Pathways.

At the same time, the RIS programme enables trainees to maintain an academic profile by providing the opportunity to become an Honorary Research Associate at King’s College London, or a Visiting Academic at the University of Southampton. We currently have over 100 participants training to become teachers in over 60 non-selective state schools across the country.
Our Partners

Alongside the 400 state schools we are proud to sponsor with, we would like to recognise the particular contribution of the following organisations:

The school partners who host our events and collaborate on innovations

The university partners who host our trips and mobilise their PhD researchers

The corporate partners who support the Researchers in Schools Programme