



# Impact Report



**412,000**

children and young people received  
improved teaching to lift their chances  
of success at school and beyond

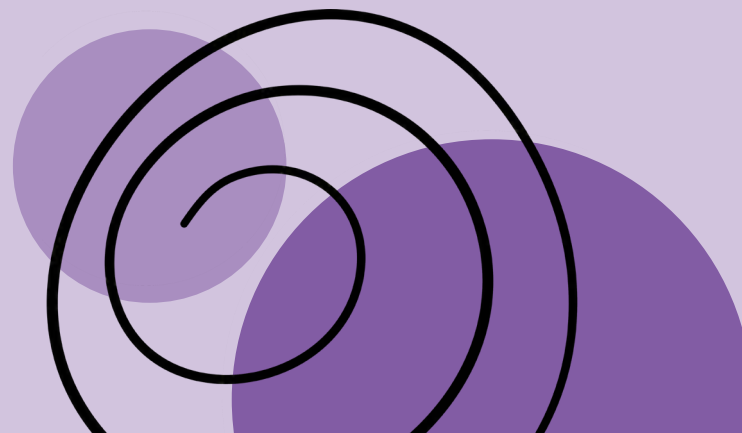
2024

# INTRODUCTION

The PTI improves educational outcomes, especially for disadvantaged pupils, by providing inspirational training that enhances their teachers' skills, subject expertise, and motivation: an approach backed by the best academic research.

The PTI's mission is crucial to addressing the deep-seated issues within our education system. With a robust track record of improving teacher retention, motivation, and subject-specific expertise, our work is making a tangible difference in the lives of 4,324 teachers and 412,000 students annually. The PTI is also an exceptionally efficient and effective way to impact on the fortunes of young people in England and Wales because every teacher whose teaching is enhanced will impact on hundreds of pupils in their schools.

This report sets out the evidence for our impact and shows the progress we are making in fulfilling our mission.





### **Subject Enrichment Residential**

Teachers participating in workshops that provide subject-specific knowledge and enrich teaching.

# SUMMARY OF PROGRESS

The PTI has an ambitious plan to extend its work, increasing the number of schools, teachers and pupils it works with and on whom it has a positive impact.

1 Overall number of participating schools grew from 430 to **664**

**664**  
schools

2 Overall teachers impacted increased from 3,938 to **4,324**

**4,324**  
teachers

3 Primary Hubs schools grew from 140 to **399** and Primary Hubs increased from 7 to **20**

**20**  
Primary  
Hubs

4 Continuing Professional Development (CPD) delivery days went from 174 to **199**

**199**  
delivery  
days

**In 2023/24, our direct teacher engagement was the largest in The PTI's history.<sup>1</sup>**

<sup>1</sup>Excepting the COVID years where online attendance peaked

# SUMMARY OF IMPACT

Teachers report a deep impact on their subject knowledge, teaching, students, and schools.



99%

OF TEACHERS WHO ATTENDED A COURSE WITH THE PTI REPORTED THAT IT WOULD HAVE A POSITIVE IMPACT ON THEIR PUPILS.



92%

FELT MORE ENTHUSIASTIC ABOUT TEACHING, INCLUDING INTRODUCING MORE CHALLENGING MATERIAL TO THEIR STUDENTS.



92%

BELIEVED THEY HAD GAINED NEW KNOWLEDGE, SKILLS, IDEAS, METHODS OR ACTIVITIES TO TAKE BACK INTO THEIR SCHOOLS AND CLASSROOMS.



100%

OF SCHOOL LEADERS ATTENDING OUR LEADERSHIP SYMPOSIUM BELIEVED THAT ATTENDING WOULD HAVE A POSITIVE IMPACT IN THEIR SCHOOLS.

By extending our work and increasing the number of teachers we reach, our impact is greatly increased. As the number of schools and teachers we reach grows, so does the number of students.

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**'In a climate where 12% of Maths lessons are taught by non-specialists, where the qualified Maths teachers are more likely to leave the profession than any other subject specialism, where the attainment gap between disadvantaged pupils and their peers grows ever wider, where over half of young people leave school without a grade 5 in Maths and a third leave without a grade 4, The PTI keeps showing up. The provision they offer has a monumental effect on the lives of both young people, and the adults who teach them.'** Lexie Wiseman, Maths Teacher at Eltham Hill School

**MUSIC TEACHER?**

**ACCOUNTANT?**

**ENVIRONMENTALIST?**

**ARCHITECT?**

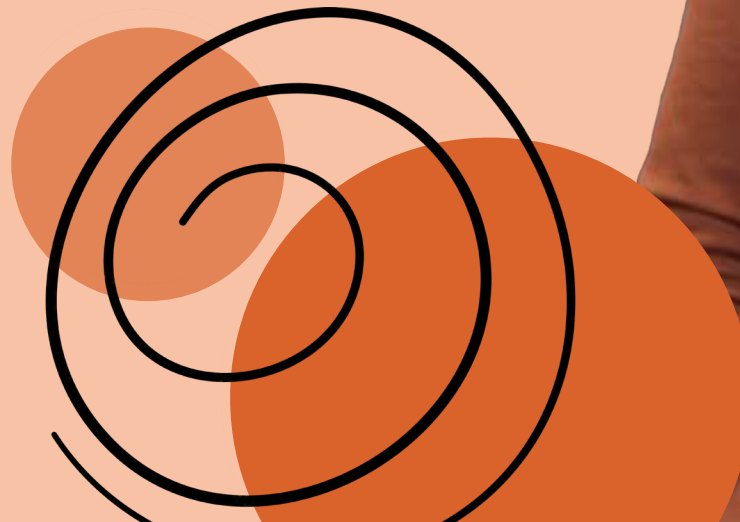
**CIVIL ENGINEER?**



# LUCY AMINZADE, ASSISTANT HEADTEACHER PLASHET SCHOOL, NEWHAM

**'Long term, meaningful engagement with The PTI and its guiding principles has supported an English curriculum so robust that it can withstand all manner of challenges. This year's Year 11 cohort had historical data which gestured to weaker outcomes than previous years - yet the final results were higher. The role of The PTI in this strength of subject knowledge and curriculum design cannot be overestimated.'**

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# HOW THE PTI CHANGES LIVES

## THE CHALLENGE

**Not every child receives a rich educational experience, provided by inspiring and knowledgeable teachers.**



Uninspiring and unengaging lessons contribute to poor attendance and are detrimental to young people's educational success.

Young people (particularly those from disadvantaged backgrounds) fall behind with their learning. Without solid qualifications, they are at risk of long-term unemployment and poverty.

## THE PTI'S RESPONSE

**The PTI provides training that helps classroom teachers to be more effective at teaching their subject.**



We develop subject leaders and heads of department to drive transformational change within their schools.

We support school leaders to focus on providing a deep and rich educational experience for all their children.

## THE EVIDENCE

**Persistently disadvantaged young people are 22.9 months behind in their learning by age 16.**

Education Policy Institute Annual Report 2024<sup>1</sup>



**One in five pupils is persistently absent from school, and pupils from disadvantaged backgrounds are much more likely to be persistently absent.**

Department for Education (DfE) 'Pupil attendance in schools', July 2024<sup>2</sup>

**4,324 teachers from 664 schools benefitted from PTI training in 2023-4.**

**399**  
primary  
schools

**265**  
secondary  
schools

**199**  
CPD  
days

<sup>1</sup><https://epi.org.uk/annual-report-2024-disadvantage-2>

<sup>2</sup><https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools>

**'Data provides convincing evidence that, across the country, students are benefitting from the stimulus provided to their teachers from participating in The PTI Schools Programme.'** Professor Hugh Starkey, University College London

## THE OUTCOMES

Teachers who have taken part in PTI activities report a positive impact on their teaching and their likelihood of staying in teaching.

Schools which have benefitted from PTI activities report a positive impact on the planning and quality of the curriculum.

## THE IMPACT

The overall outcome of The PTI is a transformative educational experience that fosters young people's lifelong love for learning, empowering them to reach their full potential and thrive.

**'So much passion and enthusiasm in the room; great strategies to use in the classroom and take back to our departments in order to create the best experience for all learners.'**

Hamza Ashur, Head of French at Dixons Broadgreen Academy

**99%**

OF TEACHERS BELIEVED THAT THEY HAD GAINED KNOWLEDGE, IDEAS, METHODS OR ACTIVITIES THAT THEY COULD SHARE WITH COLLEAGUES AT SCHOOL.

**97%**

OF TEACHERS WHO ATTENDED A PRIMARY HUB BELIEVED THAT ATTENDING THE COURSE GAVE THEM THE KNOWLEDGE AND SKILLS TO BE A BETTER TEACHER.

**93%**

OF NEW TEACHERS ANTICIPATED AN IMPACT ON THEIR PUPILS' LEARNING, SAYING THE COURSE WOULD MAKE THEM A BETTER TEACHER.

**82%**

OF TEACHERS ATTENDING OUR SUBJECT ENRICHMENT RESIDENTIALS BELIEVED THAT THEY WERE LESS LIKELY TO LEAVE THE TEACHING PROFESSION.

# THE GREAT TRAINING THAT LEADS TO GREAT TEACHING

Everything The PTI does is directed towards ensuring that all young people receive excellent, inspiring teaching. At every stage of a teacher's career, we provide unique, high-quality training.

## **Subject inspiration** *for new teachers*

Teachers at the beginning of their careers need thoughtful support and encouragement to become excellent classroom practitioners.

Our Subject Expertise Certificate is developed by experienced teachers and features speakers from leading universities. The programme enhances subject knowledge and teaching strategy and provides new teachers with a network of peers.

## **Subject expertise** *for all teachers*

Our in-person days and online CPD sessions are designed for subject teachers to keep up-to-date with their subject knowledge and to find inspiration for their teaching.

## **Curriculum development** *for subject leaders*

Subject leaders and Heads of Department are key to the development of a rich, exciting curriculum and to promoting great teaching.

Our Subject Enrichment Residential offer a space for subject leaders from across the country to gain valuable insights from well-regarded speakers.

Our Department Development Programme supports curriculum leaders to bring about transformational change in their schools.

## **Thought leadership** *for headteachers*

Our annual leadership residentials and leadership programme give headteachers and senior school staff the chance to define their long-term school strategy, and the values that drive them.



# GREAT TEACHING THAT LEADS TO DEEP LEARNING

**‘The most effective teachers have deep knowledge of the subjects they teach.’**

Sutton Trust, Developing Teachers 2015

‘The PTI residential has helped me to reconnect with my passion for reading which was the very thing that drove me to an English degree and teaching. The essential experience of students having a ‘moment with a text’ has a lasting impact on them and this is why English teaching is crucial for students to become life-long readers.’

**Julia Rendall, English, Wymondham College**

‘The PTI Residential has re-awoken and re-energised my love of the subject. The lectures have inspired so many ideas that I will be able to use in my classroom for years to come.’

**Georgina Taylor, MFL, Bishop David Brown School**

‘I’ve attended two residentials with The PTI. Confronted with inspirational speakers and the staggering power of subject knowledge, I realised that a curriculum with an attitude of ‘let’s just stick with it!’ was not good enough. Collaboration with other teachers and academics, together with the time and space to sit and take stock, was impetus to change. Young people are entitled to a rich, broad curriculum.

Half of the literature syllabus has changed since working with The PTI. We’re now showing children a wider range of texts that connect with their personal concerns, as well as many different voices.

I’m blown away with how refreshed I felt about teaching English.’

**Alex Dry, Head of English, Plashet School**

‘This course has given valuable insights on to how to give new knowledge to students in a fun way so that it makes a positive difference to their lives! It has given me more confidence in delivering this knowledge.’

**Charu Gupta, Science, Hasmane High School**

# WHY WE PRIORITISE DISADVANTAGED STUDENTS

Those young people who have lost out in their education have the most to gain from great teaching.

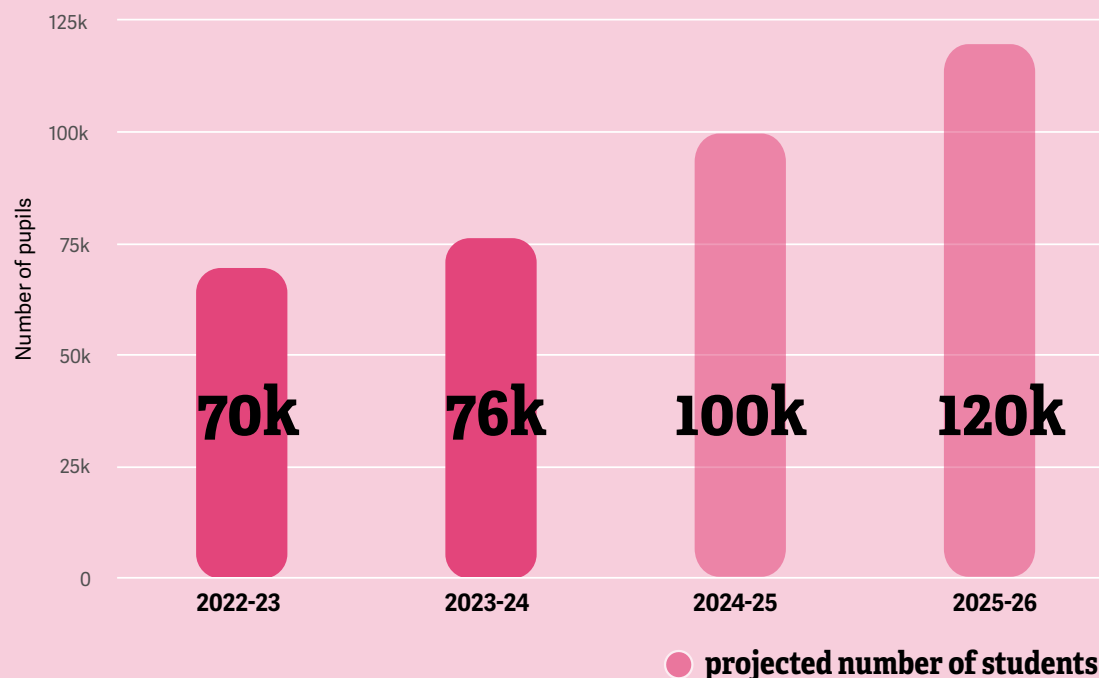
**'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. High-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'**

Education Endowment Foundation, Maximising Learning


**'For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.'**

Sutton Trust, 2011

**Number of disadvantaged pupils impacted by The PTI**



By the end of 2025 we will have increased the number of disadvantaged pupils impacted by **30%**

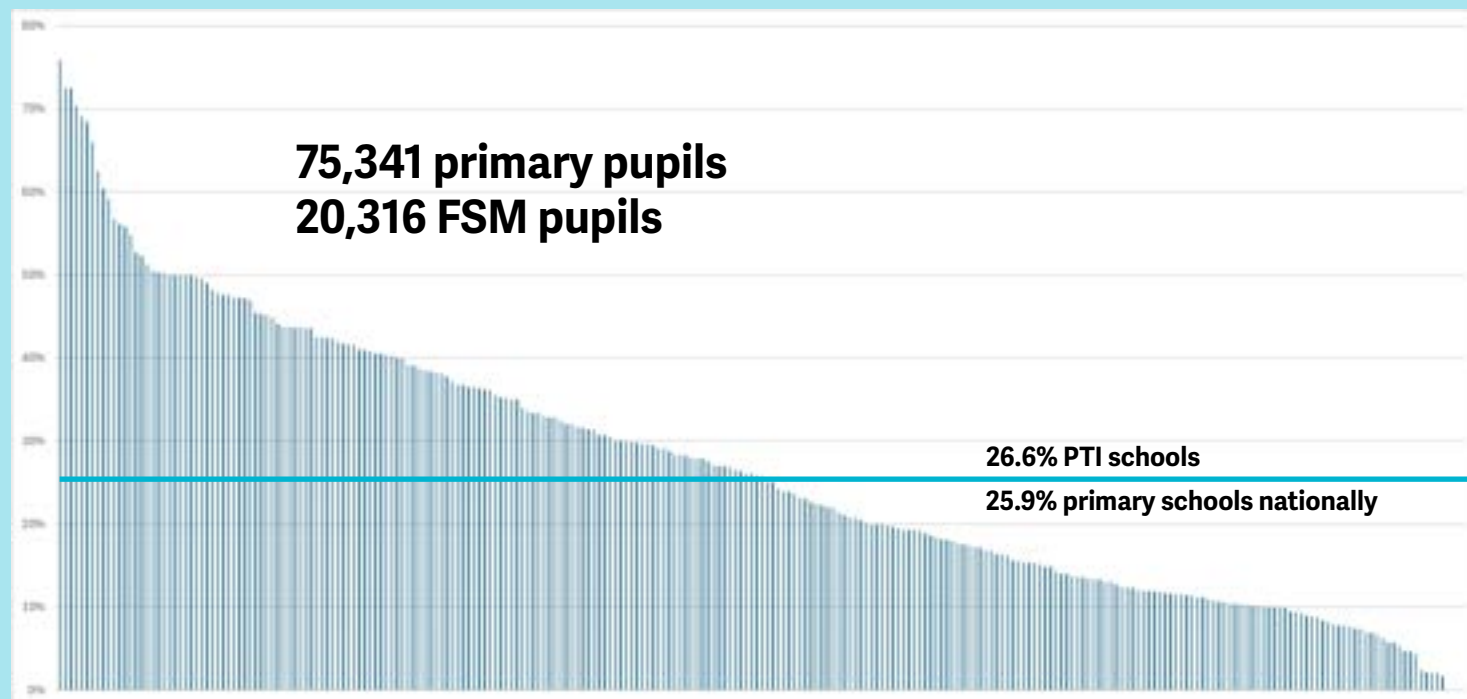


The students who receive a thorough education delivered by inspired teachers are the principal beneficiaries of The PTI's work.

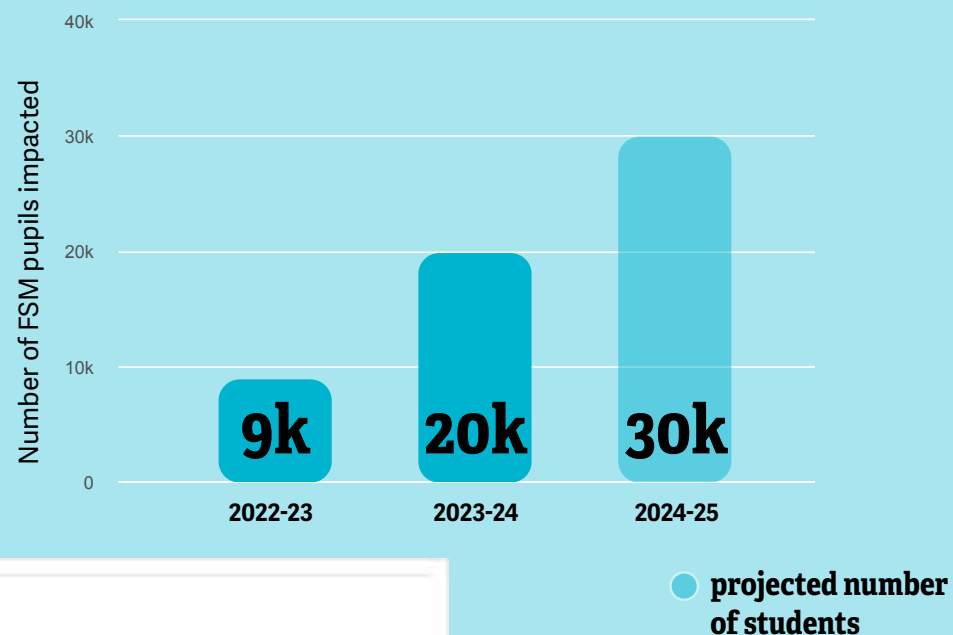
# PRIMARY SCHOOLS

The expansion of our Primary Hubs Programme has allowed prioritisation of high need areas and a rapid increase in the number of Free School Meal (FSM) pupils impacted.

## Ever Six Free School Meal entitlement



## Number of primary pupils on FSM impacted by The PTI

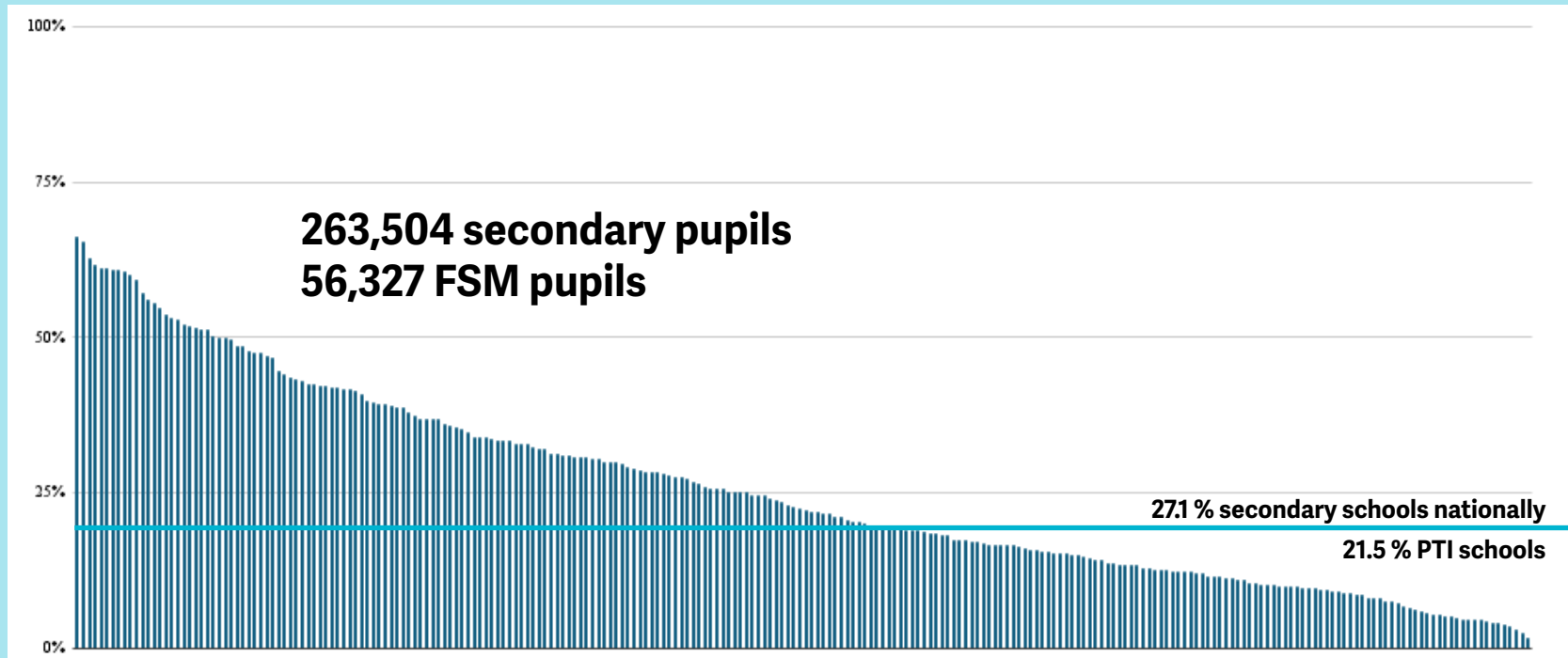
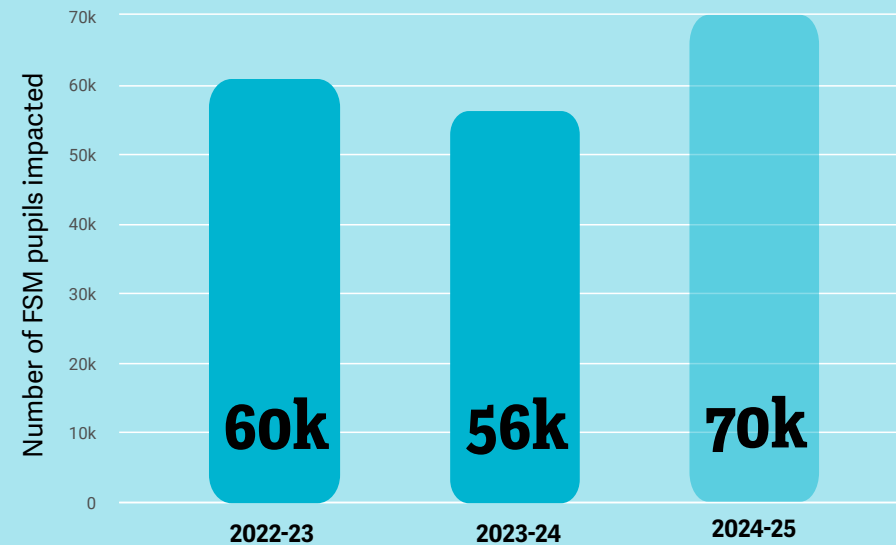


# SECONDARY SCHOOLS

We do not select secondary school partners based on demography. The number of FSM pupils in participating schools fell slightly in 2023-24.

## Ever Six Free School Meal entitlement

Number of secondary pupils on FSM impacted by The PTI



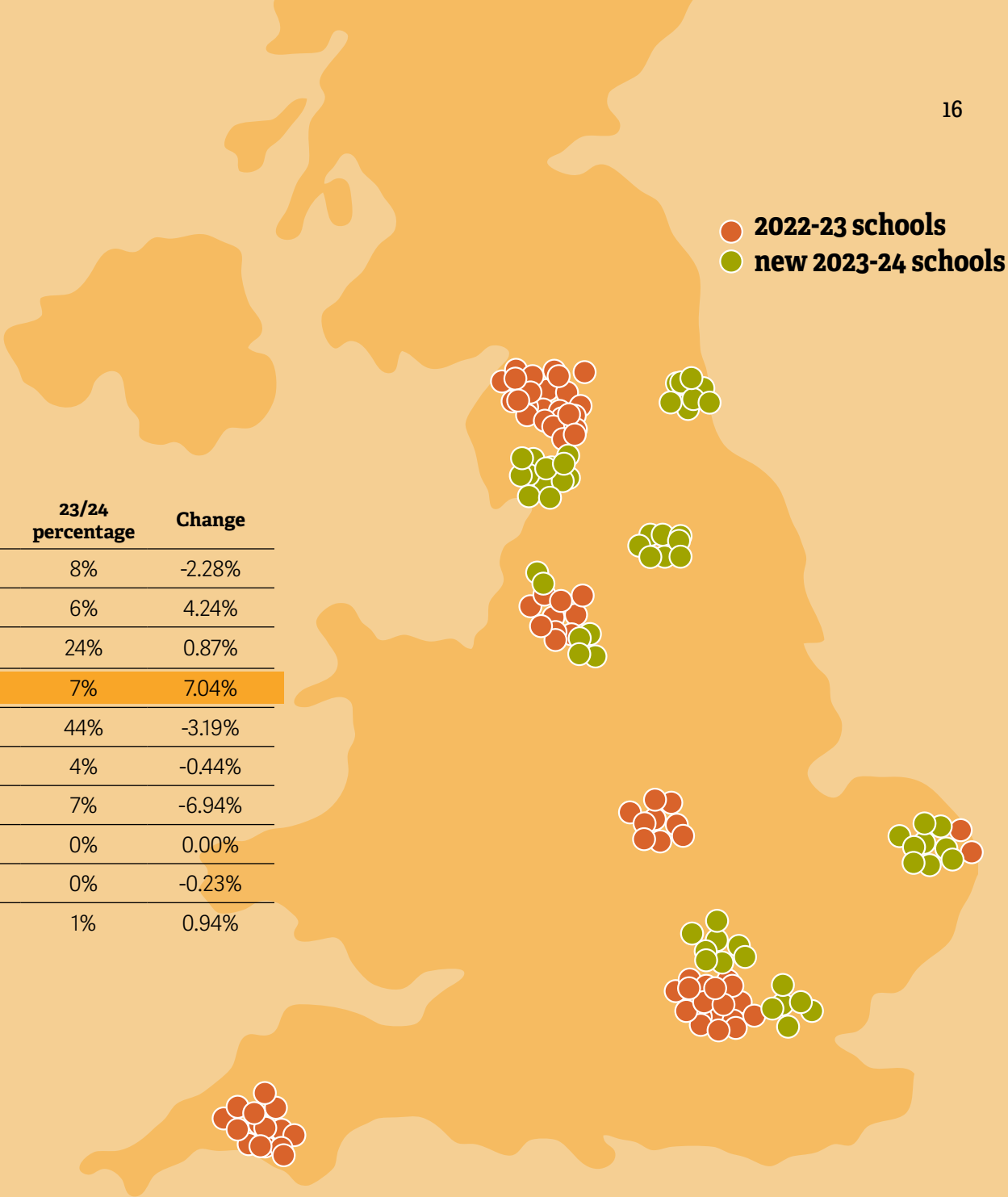
● projected number of students

# PRIMARY SCHOOLS

Primary Hub expansion has considerably increased our presence in the north-east of England.

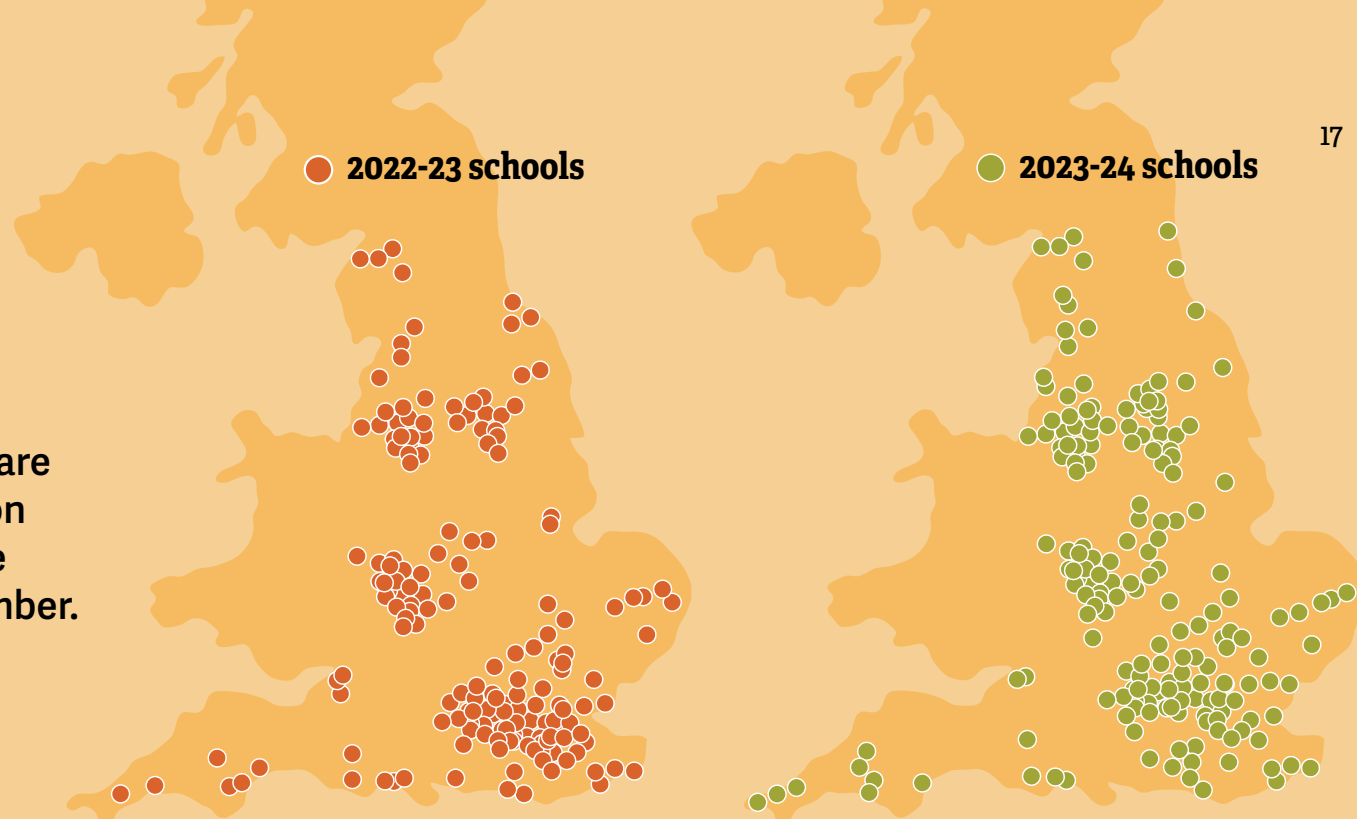
Region	22/23 schools	22/23 percentage	23/24 schools	23/24 percentage	Change
East Midlands	14	10%	16	8%	-2.28%
East of England	2	1%	12	6%	4.24%
London	33	23%	51	24%	0.87%
North East	0	0%	15	7%	7.04%
North West	67	47%	93	44%	-3.19%
South East	6	4%	8	4%	-0.44%
South West	20	14%	15	7%	-6.94%
Wales	0	0%	0	0%	0.00%
West Midlands	1	1%	1	0%	-0.23%
Yorkshire and the Humber	0	0%	2	1%	0.94%

Map shows transition from 7-12 hubs. We currently have 20 hubs signed up for 2024-25.



# SECONDARY SCHOOLS

PTI partner Secondary Schools are now concentrated less in London and more in the North-West, the South-West and Yorkshire / Humber.



Region	22/23 schools	22/23 percentage	23/24 schools	23/24 percentage	Change
East Midlands	10	4%	12	4%	0.00%
East of England	43	15%	43	15%	-0.49%
London	90	32%	78	27%	-5.20%
North East	1	0%	3	1%	0.69%
North West	32	12%	43	15%	3.47%
South East	44	16%	46	16%	0.20%
South West	12	4%	21	7%	3.00%
Wales	6	2%	5	2%	-0.42%
West Midlands	29	10%	20	7%	-3.46%
Yorkshire and the Humber	11	4%	15	5%	1.27%



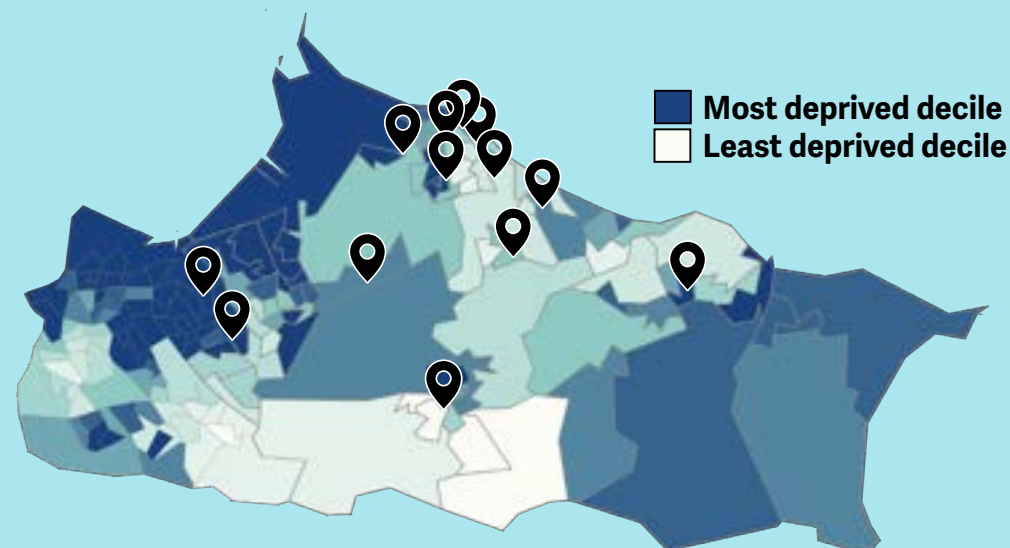
# LOCAL CASE STUDY 1: TEESSIDE PRIMARY HUB

In 2019, Middlesbrough in Teesside was the most deprived local authority in England based on the Proportion of LSOAs (Lower Super Output Areas) in the most deprived 10% nationally.

① **40.6 %**  
OF CHILDREN IN  
MIDDLESBROUGH ARE  
**GROWING UP IN POVERTY.**

② NUMBER OF PUPILS ON FREE  
SCHOOL MEALS IN TEESSIDE  
PRIMARY HUB SCHOOLS:  
**1,314**

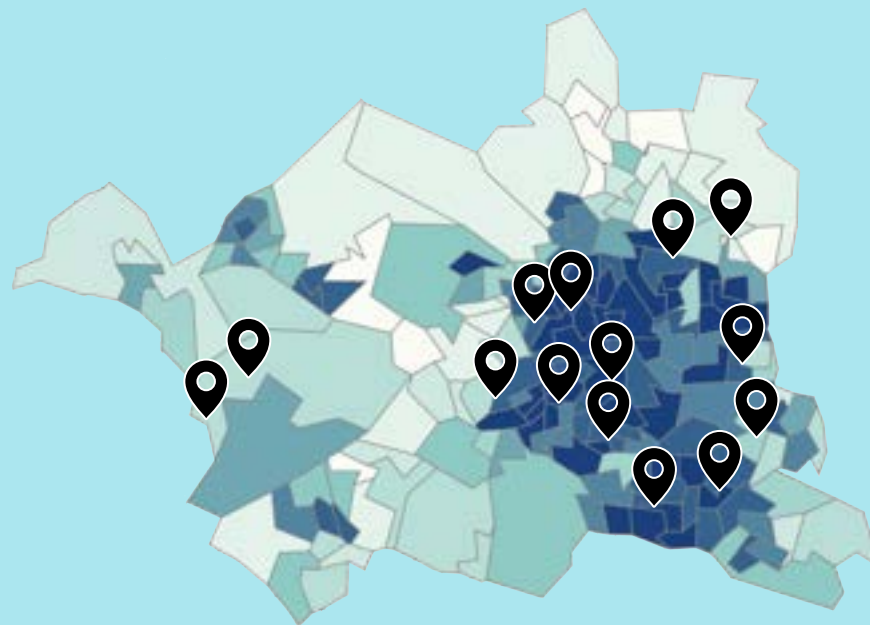
<https://endchildpoverty.org.uk/child-poverty/>



Map of Teesside showing PTI schools and the Index of Multiple Deprivation by Lower Super Output Area

# LOCAL CASE STUDY 2: BOLTON PRIMARY HUB

In the Index of Multiple Deprivation 2019, Bolton was ranked the 34th most deprived local authority in the country (out of 317).



Most deprived decile  
 Least deprived decile

Map of Bolton showing PTI schools and Index of Multiple Deprivation by Lower Super Output Area

① **41.6 %**  
OF CHILDREN  
IN BOLTON ARE  
**GROWING  
UP IN  
POVERTY.**

② NUMBER OF  
PUPILS ON  
FREE SCHOOL  
MEALS IN  
BOLTON HUB  
SCHOOLS:  
**885**

<https://endchildpoverty.org.uk/child-poverty>

# WHY WE ADDRESS DISADVANTAGE

**'Even at the age of five, there are significant differences in achievement at school. Only 57% of children who are eligible for free school meals are assessed as having a good level of development in meeting early learning goals, compared with 74% of children from better off households. These inequalities persist through primary school, into secondary school and beyond.'** Institute of Fiscal Studies, 2022.

**'Whether you succeed at school or not, whether you enjoy success in public exams, is closely connected with the socio-economic circumstances in which you grow up.'** Dr Hugh Rayment-Pickard MBE, Co-Director of The PTI.

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**WRITER?**

**HISTORIAN?**



**MUSICIAN?**

**DESIGNER?**

**GEOGRAPHER?**



**ATHLETE?**

# PRIMARY HUBS FEEDBACK

## THE IMPACT OF OUR WORK WITH THE PRIMARY HUB IN OUR OWN SCHOOL HAS BEEN IMMEASURABLE

**'The impact of our work with the primary hub in our own school has been immeasurable. It has created a real buzz amongst our entire staff which continues to resonate after two years. Our children have not only benefited from development of their curriculum and introduction of exciting new resources but also from teachers who have been inspired, motivated and enthused by their work with The PTI.'**

David Spruce, Headteacher of Appleby Primary School, Cumbria

**'Having experienced a Primary Hub firsthand, I can attest to the exceptional quality of training provided for subject leads. The collaborative atmosphere fostered within the hub is truly inspiring, leading to significant improvements in curriculum across the South Lakes. It's a testament to the value placed on collaborative working and the dedication to excellence that defines PTI Hubs.'**

Brian Jones, Headteacher of St Mary's Church of England School, Kirkby Lonsdale



**David Spruce**  
Headteacher of Appleby  
Primary School, Cumbria

## IT HAS CREATED A REAL BUZZ AMONGST OUR ENTIRE STAFF

**'Teachers from across Greenwich schools have told me that the hub days make them feel valued and reignites their passion for a range of subjects... This learning makes its way back into Greenwich classrooms, strengthening the quality of teaching and learning, widening learning experiences and improving outcomes for children.'**

Jo Graham, Headteacher of Meridian Greenwich Primary School

# PRIMARY HUBS: GROWTH

By 2028 we will be  
serving 10% of  
Primary Schools ...

**1,800**  
schools

2018  
**1 Primary Hub**  
• 18 schools  
• 120 teachers  
• 5,400 students

2022  
**7 Primary Hubs**  
• 126 schools  
• 840 teachers  
• 37,800 students

2024  
**20 Primary Hubs**  
• 360 schools  
• 2,000 teachers  
• 108,000 students

2026-7  
**50 Primary Hubs**  
• 900 schools  
• 3,500 teachers  
• 270,000 students

2027 -8  
**75 Primary Hubs**  
• 1,350 schools  
• 9,000 teachers  
• 405,000 students

2028-9  
**100 Primary Hubs**  
• 1,800 schools  
• 10,000 teachers  
• 540,000 students

... reaching  
540,000 children  
each year

**10,000**  
teachers

## JOHN WILKINSON GEOGRAPHY TEACHER LEADER



Fieldwork opportunities on the school grounds: PTI teacher leaders upskill primary school teachers in developing a working knowledge of fieldwork techniques and strategies through the Bolton Primary Hub.





## HUGH CASTLE PARALLEL HISTORIES

Hugh Castle from Parallel Histories, which empowers students to think critically when analysing contested histories, speaking at The PTI Subject Enrichment Residential in York, July 2024.

# THE PTI'S WORK IMPROVES TEACHER RETENTION

The PTI's training re-engages teachers with passion for their subject. This is particularly vital in a context where many teachers have left, or are thinking of leaving, the profession.

- 1 The number of teachers who are considering leaving the profession **increased by 44%** in **2022/23**.\*
- 2 Teacher **turnover is greatest** in schools that serve students experiencing poverty.
- 3 In schools serving the least deprived students, **only 19% of teachers left** the profession. In schools serving the most deprived students, **29% of teachers left** the profession.\*\*

**'Teacher turnover in all its forms deprives students of continuity of care, with deleterious effects.'**\*\*\*

## Impact of The PTI's course for Early Career Teachers

**Before**

**42%** OF DELEGATES AGREED OR STRONGLY AGREED THAT THEY HAVE **CONSIDERED LEAVING THE TEACHING PROFESSION.**

**After**

**61%** AGREED OR STRONGLY AGREED THAT THEY ARE MORE LIKELY TO **REMAIN IN TEACHING.**

\* Dawson McLean, Jack Worth and Andrew Smith, *Teacher Labour Market in England Annual Report 2024*, NFER 2024.

\*\* 'Examining School-Level Teacher Turnover Trends from 2021 to 2023: A New Angle on a Pervasive Issue', *Education Resource Strategies*, 2024.

\*\*\* Menzies, L. (2023). *Continuity and churn: understanding and responding to the impact of teacher turnover*. *London Review of Education*, 21(1).



**Subject Enrichment Residential,**  
PE workshops, Cambridge July 2024

# TEACHER RETENTION IS ALL THE MORE IMPORTANT BECAUSE OF THE SHORTAGE OF PEOPLE ENTERING THE PROFESSION.

- 1 **10** out of **17** secondary subjects are likely to under-recruit in 2024/25. The National Foundation For Educational Research (NFER) forecasts that the government is on track to miss its teacher recruitment targets in 2024-25 by **40 per cent** at secondary level and **17 per cent** at primary.\*
- 2 In 2023, shortages of teachers meant that GCSE pupils had **75 million lessons with non-specialist teachers**\*\*

**10** out of **17**  
subjects predicted  
to under-recruit

**75 million**  
GCSE lessons with  
non-specialists

Improvements in continuing professional development – such as that offered by The PTI – have been highlighted as one of the crucial factors for keeping teachers in the profession.\*\*\*

\*NFER's ITT recruitment forecast, based on applications made up to February 2024.

\*\* <https://explore-education-statistics.service.gov.uk/data-tables/permalink/339a3889-41a3-4bf9-7788-08db997aeba0>.

\*\*\* 'Learning to Save', Pro Bono Economics / The PTI, 2022.

# PTI AWARDS 2024

Our awards celebrate excellence in subject leadership within schools, recognising departments that have put quality subject teaching at the heart of the classroom. They recognise departments in schools that have made significant changes following their work with The PTI.



Randhir Purewal, The Warren School, won the Bernice McCabe Award for his maths department in 2024. St Mary's Kirkby Lonsdale won the Primary Impact award for their work developing a music curriculum. Previous winners, pictured: Calstock Community Primary School; St Edward's College, Liverpool; Thomas Tallis School, London; Leeds West Academy; Broadway Academy, Birmingham.



**Leadership Symposium**  
York, February 2025

# LETTER FROM THE PTI CHAIRMAN

I am delighted to share The PTI's 2024 Impact Report, celebrating another year of exceptional achievements and growth.

We are proud to report that we have achieved great success and increased our reach to 664 schools—marking a significant expansion from the previous year's 430 schools. Through our work, we have positively impacted the lives of at least 410,000 pupils, and our support now extends to over 4,300 teachers, empowering them with enhanced subject knowledge, teaching strategies, and confidence. Notably, our Primary Hubs network has expanded from 7 to 20 Hubs, a major achievement, demonstrating our commitment to driving change in primary education across high-need areas.

Behind these numbers lie countless stories of teachers whose dedication and expertise are strengthened through The PTI's programmes. One teacher from our Teesside Primary Hub shared that 'The PTI's high-quality training and collaborative networks have sparked a buzz that resonates across our school.' Such feedback highlights the impact of our work through teachers to inspire a love of learning in their pupils—a testament to the lasting value of subject-focused Continuing Professional Development (CPD).

We are thankful to the incredible work of The PTI Team, all the teachers and people who have helped us deliver this exceptional performance and the generosity of our supporters, whose commitment has made all this possible.

There is much more to accomplish. Many pupils still lack the high-quality subject teaching they deserve, particularly those from disadvantaged backgrounds, who are nearly two years behind their peers by age 16. We have spent the past few years with a particular focus on these schools and by 2028, we aim to be supporting over 250,000 disadvantaged pupils each year, strengthening primary education, where teachers are tasked with delivering 13 different subjects.

In the current climate, with teacher recruitment falling short and challenges mounting, our work has never been more crucial. Our work revitalises teachers' passion for their subjects and strengthens their dedication to the profession. This is essential, as inspired teaching shapes the futures of countless young people.

At The PTI, we firmly believe that every young person deserves an inspiring and enriching education, and our supporters are vital in helping us achieve this vision. Thank you for your continued commitment.

**Keith Breslauer**



# FINANCIAL SUMMARY

	Total Funds 2024 £	Total Funds 2023 £
Income and endowments from:		
Grants and donations	856,285	759,511
Charitable activities:		
Secondary Affiliation Fees	227,552	267,892
Primary Hubs	72,000	42,000
Leadership Residentials and Programmes	14,971	7,175
New Teacher Subject Days	12,540	25,534
Subject Enrichment Residentials	9,040	13,185
Other Continuing Professional Development	11,728	24,255
Other trading activities	18,640	16,432
Investments	20,931	16,709
Total Income	1,243,687	1,172,693
Expenditure on:		
Raising funds	139,958	137,776
Charitable activities:		
Subject Leadership Programme	202,472	203,956
Subject Enrichment Residentials	283,576	292,237
Primary Hubs	240,081	168,352
Leadership Residentials and Programmes	164,539	157,916
New Teacher Subject Days	216,721	220,457
Continuing Professional Development	247,118	238,692
Website and CRM	43,047	46,089
Total Cost of Charitable Activities	1,397,554	1,327,699
Total Expenditure	1,537,512	1,465,475
Transfer from Endowment Fund	145,022	286,136
Net gains on investments	29,555	6,809
Net income / (expenditure) for the year	(119,248)	163
Total funds at 1 October 2023	857,676	857,513
Total funds at 30 September 2024	738,428	857,676

	2024 £	2024 £	2023 £	2023 £
<b>Fixed Assets</b>				
Tangible fixed assets		30,106		46,007
Investments		3,651,875		3,693,705
		<u>3,681,981</u>		<u>3,739,712</u>
<b>Current Assets</b>				
Debtors	367,396		413,084	
Cash at bank and in hand	687,984		368,825	
	<u>1,055,380</u>		<u>781,909</u>	
<b>Creditors</b>				
Amounts falling due within one year	(338,718)		(322,441)	
<b>Net current assets</b>		716,662		459,468
<b>Creditors</b>				
Amounts falling due after one year		(8,340)		(18,109)
<b>Net assets</b>		<u>4,390,303</u>		<u>4,181,071</u>
<b>Funds</b>				
Restricted funds		-		-
Endowment funds		3,651,875		3,323,395
Unrestricted funds		738,428		857,676
		<u>4,390,303</u>		<u>4,181,071</u>

# AMBASSADORS, TRUSTEES, DEVELOPMENT COMMITTEE

Our Royal Founding Patron, HM the King (as the former HRH Prince of Wales)

## **President**

Sir Harvey McGrath

## **Chairman**

Keith Breslauer

## **Trustees**

Fraser Greenshields

Richard Sheriff OBE

Julie Mercer

Jonathan Slater

Katrina Morley OBE

Cliff Smith

## **Co-Directors**

Dr Hugh Rayment-Pickard MBE

Carolyn Roberts MBE

## **Development Committee**

Nicholas Bos

Clare Carolan

Pia Corlette

Blake Daffey

Jenny Eastwood

Ben Iversen

Jon May

Natalia Mikheev

Vanessa Mitchell-Thomson

Esther Tager

Basil Zirinis

## **Ambassadors**

Jeffrey Boakye

Sophie Conran

Danielle de Niese

Andrew Graham-Dixon

Professor Marcus du Sautoy OBE

Sir Stephen Fry

Rosie Galligan

Dame Evelyn Glennie CH DBE

Howard Goodall CBE

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A portrait of Jeffrey Boakye, a Black man with short dreadlocks, wearing glasses and a white polo shirt. He is smiling slightly and looking towards the camera. The background of the portrait is a solid purple color.

## NEW AMBASSADOR SPOTLIGHT: JEFFREY BOAKYE

Author, broadcaster and journalist. Jeffrey spent 15 years as an English teacher and has dedicated his career to exploring and challenging social narratives through the lens of literature, identity and education.

**'I am absolutely thrilled and honoured to be taking on the role as ambassador for The PTI. The importance of this work in empowering educators and supporting English teachers is both vital and energising, perfectly aligned to my passion for literature and criticality. I can't wait to see what this new collaboration brings.'**

PHOTO CREDIT: In the Den Photography

A decorative graphic in the bottom right corner consisting of several concentric black circles and a solid purple circle, creating a stylized ripple effect.

Bobby is an English mathematics teacher, broadcaster and writer. He appeared on the television programme University Challenge in 2017 and has authored books about the importance of Maths.

**'Sharing my enthusiasm for Maths with the next generation is the most important (and fun) thing I can do with my life. The PTI is an incredible institution that inspires the inspirers, our teachers.'**



## **NEW AMBASSADOR SPOTLIGHT: BOBBY SEAGULL**

## NEW AMBASSADOR SPOTLIGHT: ROSIE GALLIGAN

Rosie is a world-class rugby player representing England at the highest level. She joined the Subject Enrichment Residential in Cambridge for our first ever PE subject training. Her sporting journey exemplifies the importance of resilience, teamwork and commitment when striving for sporting excellence.

**'It is a huge honour to be an ambassador for The PTI. Physical Education and Sport at school have contributed significantly to the person I am today. The skills and experiences I learnt at such an influential age have allowed me to grow and develop both on and off the sports field. I feel lucky to be able to share my knowledge and honest feedback with teachers to enhance their relationships with their pupils both on an educational and human level. Thank you to my PE teachers for believing in me and helping me fulfil my potential.'**



## NEW AMBASSADOR SPOTLIGHT: KADIATU KANNEH-MASON

Kadiatu Kanneh-Mason is a British academic and author. She wrote the memoir *House of Music: Raising the Kanneh-Masons*, which details her experience raising her children: seven exceptionally talented classical musicians. A passionate advocate for music education, Kadiatu recently spoke at The PTI Music Dinner, sharing insights on the vital importance of music teaching.

PHOTO CREDIT: Jake Turney





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