



White Rose Doctoral Training Partnership (WRDTP) Research in Practice (RinP) Placement Opportunity

The following information has been provided by the Host Organisation and outlines the placement opportunity available. Any queries about this placement should be addressed to the Host Organisation at the details provided below.

All placements must meet the criteria listed in the [WRDTP RinP Placement Framework](#).

This opportunity is aimed at Postgraduate Researchers who have funding through a Doctoral Training Partnership to undertake a placement as part of their studentship.

Host Details	
Name of Host Organisation:	Chartered College of Teaching
Host location:	London (but hybrid/remote work is common in the organisation and the whole Research and Policy team works remotely)
Brief description of the Host Organisation: <i>Please include a link to a website if you have one.</i>	The Chartered College of Teaching is the professional body for teachers in England. Our mission is to empower a knowledgeable and respected teaching profession through membership and accreditation. As a professional body, we sit on the intersection between research, policy and practice and offer a range of professional learning opportunities to teachers, including a peer-reviewed, termly practitioner journal, online courses and events. Our Research and Policy department focuses on improving the links between research, policy and practice through the publication of reports, internally and externally funded research projects and our thought leadership work, which includes responding to open government consultations.
Host contact details:	<i>Any queries about this opportunity should be addressed to the Host Organisation:</i> Dr Lisa-Maria Muller, Head of Research and Policy on lmuller@chartered.college

Project Description	
Placement role title: <i>e.g. Project Assistant</i>	Research Assistant

Background/ expected impact of the project:	The aim of this project is to study the impact of a professional body of teaching on teachers' feelings of professionalism, agency and belonging in the profession. The project will sit under the umbrella of our work into teacher professionalism and alongside our cross-sector working group on teacher agency, which placement students will be invited to attend as observers. Agency is an important component of professionalism and has been shown to positively impact teacher recruitment and retention. It is crucial to consider its role in curriculum reform implementation and its impact on teacher shortages at a time of rapid educational reform. This project is hugely important for us as a professional body and the sector more widely as it will help us to understand how teacher professionalism can be fostered through our work and help us to shape future activities.
Outline of duties:	• Conduct focus groups/interviews with teachers at various stages of their careers (students, classroom-teachers, school leaders), including initial contact and setting up suitable times/dates, signing of consent forms etc. • Transcribe and analyse data inductively • Write up data into a report • Present results at a team meeting • Support with day-to-day management of teacher agency working group • Attend meetings of teacher agency working party (where possible)
Expected output(s)/ deliverable(s):	• A report outlining findings about the College's impact on teachers' feelings of professionalism, agency and belonging in the profession • A presentation at a team meeting
Support for Postgraduate Researcher:	• Line management and mentoring from an experienced researcher • Regular feedback on your work • Support with contacting potential research participants • Support with the development of a coding framework • Attendance at bi-weekly online departmental meetings • Attendance at weekly online team meetings to get a better understanding of the organisation • Attendance at in-person team meeting in March to learn more about the College and meet team members (if possible) • Shadowing of key staff members at external meetings/conferences where possible • Online meetings with other key staff members to better understand the work of the organisation

Skills and experience required for the role:	• Qualitative research experience • Experience conducting focus groups/interviews • A good understanding of GDPR procedures • Experience analysis qualitative data inductively • A working understanding of teacher professionalism/teacher agency • Experience using online meeting software (e.g. Zoom) • Experience transcribing qualitative data for research purposes
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Key Information	
Placement ideal start date:	March 2026
Placement duration:	3 months full-time or 6 months part-time
Full-time or part-time: <i>e.g. 37.5 hours per week or usually 18-19 hours per week</i>	We are open to discuss what works best for you
In-person, online or hybrid:	Online/hybrid - this is mainly a remote role
Security/ health and safety restrictions (if relevant):	None
Anticipated costs and financial support the Host can offer to help cover these (if relevant): <i>e.g. travel and subsistence costs.</i>	As this is mainly a remote role, we do not anticipate any costs to arise. We expect the placement student to have their own laptop and work set-up, either at home or at their university.

How to Apply	
Closing date and time for applications:	31/12/2025
Application format: <i>e.g. CV, cover letter, application form, etc</i>	<i>Please confirm on your application that you are a Postgraduate Researcher who has funding through a DTP to undertake a placement as part of your studentship and indicate which DTP you are a member of.</i> Up-to-date CV Cover letter outlining how your past experience matches the job description and your motivation to complete your placement with us.

How to submit an application:	<i>Please note this opportunity has been advertised across multiple Doctoral Training Partnerships (DTPs).</i> Please submit your application to Dr Lisa-Maria Muller, Head of Research and Policy at lmuller@chartered.college
Recruitment process:	<i>The Host Organisation is responsible for processing the applications received for this opportunity and applications will be processed as follows:</i> 1. Applications will be reviewed for completeness. Only complete applications will be considered. 2. All complete applications will be assessed against suitability criteria. 3. Shortlisted candidates will be invited to one round of online interviews, most likely in the w/c 19th of January 2026.