

Jake Anders

UCL Centre for Education Policy
& Equalising Opportunities
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Twitter & LinkedIn

Research Interests

Jake's research focuses on understanding the causes and consequences of educational inequality and the evaluation of policies and programmes aiming to reduce it.

Employment

2016– UCL Institute of Education, University College London

2019– Associate Professor

Centre for Education Policy and Equalising Opportunities (CEPEO)

Developing an ambitious research programme that contributes to the research profile of the Centre for Education Policy and Equalising Opportunities and securing large-scale funded research for this. Publishing research in high impact national and international peer-reviewed journals.

Contributing to teaching, particularly through contribution to Master's-level courses and supervision of graduate research students.

2019– Deputy Director,

Centre for Education Policy and Equalising Opportunities (CEPEO)

CEPEO carries out cutting-edge research focused on making significant reductions to the structural barriers that engender inequalities across the life course, and equalising opportunities for all. Education is the key policy lever for improving life chances across the life course. Our interdisciplinary work seeks to understand where, how and why inequalities arise in skill development, educational achievement, and beyond. We offer new ways in which policy and practice can be used to reduce these inequalities and equalise opportunities for all.

Leadership of Early Years work stream. CEPEO's work in the early years seeks to understand and evaluate how children can best be supported to develop their skills during this critical period, when the returns to intervention are at their highest. Current projects engage with how best to provide high quality early childhood education through professional development, use of educational technology with children in their early years, and how changes in parental education can support early childhood skills development.

Leadership of Schools work stream. CEPEO's schools research explores this process, through approaches including rigorous quantitative analysis of longitudinal data and randomised evaluations, seeking ways in which education policy and practice can be improved to equalise opportunities. We have a particular focus on work on understanding how to attract, retain and develop the most talented teachers, and ensure great teaching is made available to children whatever their background.

Leadership of CREATE strand (Conducting Research, Evaluation and Trials in Education), which champions the development and application of expertise in the use of randomised evaluations and related methods to understand policies and programmes in the work of CEPEO and beyond. We focus on how best to use randomised controlled trials and related methods to understand the effect of complex and multi-component interventions that are characteristic of our field. As well as carrying out evaluations, we critique the approaches typically taken by studies of this type and are developing innovative alternative approaches aiming to understand not just what works, but how. One of the ways we do this is by facilitating informed and critical engagement between strands of education research

that too often does not occur, encouraging innovation and robustness of evaluation work in the field of education.

2019–2021 Academic Head of Research, Department of Learning and Leadership

Responsible to the Head of Department for strategic planning, leadership and development of a high-quality research culture within the department. Oversight and support of departmental leads for research engagement and impact, research ethics, research mentoring, and research seminars, in support of this aim.

Lead strategic direction on and departmental review of research funding applications to improve department's success in grant capture. Organisation of departmental research skills development programme to improve research capacity.

Member of departmental Senior Leadership Team; member of faculty Research Committee; chair of departmental Research Committee; deputise for Head of Department as required.

Jan.–Sep. 2019 Interim Director, Centre for Education Improvement Science

Management of IOE flagship centre pending appointment of professorial centre director.

2016–2018 Senior Research Fellow, Department of Learning and Leadership

Researcher responsible for development of, and participation in, funded research projects in line with departmental priorities, producing high quality, impactful research.

Responsible for enhancing the department's methodological expertise through knowledge of advanced quantitative methods and experimental research design.

Report to the Head of Academic Department regarding these responsibilities.

2014–2016 National Institute of Economic and Social Research

2015–2016 Research Fellow

2014–2015 Research Officer

Researcher working primarily on projects involving education or labour market transitions. Contributed to the writing of reports aimed at both academic and policy-making audiences.

Involved in projects commissioned by multiple government departments, including analysis of youth transitions into the labour market, evaluation of adult skills interventions, and analysis of patterns of education inequality.

Led successful applications for research contracts and funding from government departments and charitable foundations, including a large randomised controlled trial-based evaluation of a school-based intervention.

2013 House of Commons Education Committee,

Jan.–Jul. 2013 Committee Specialist

Secondment from PhD. Acted as in-house specialist for committee of Members of Parliament, including giving written and verbal briefings for Members of the Committee.

Role also involved acting as an Inquiry Manager with tasks including: researching possible areas of interest for the Committee; organising evidence sessions (including proposing, inviting and briefing potential witnesses); managing relationships with stakeholders (witnesses, external specialist advisers, civil servants, Members' staff, and others); drafting Committee reports; assisting in the preparation of press notices; and briefing for relevant Parliamentary debates.

As the role involves strict deadlines, and frequently responsibility for more than one ongoing inquiry at a time, excellent time management skills were vital. Also involved in improving Committee's public engagement, through social media.

Education

2011–2014 Ph.D. Economics of Education, UCL Institute of Education

Thesis Title: “Socio-economic inequality in access to higher education in England”

Supervisors: Lorraine Dearden, John Micklewright

Advisory Panel: Prof. John Jerrim

Examiners: Prof. Ian Walker and Prof. Alissa Goodman

Passed with no corrections

BA (Hons.) Philosophy, Politics and Economics, University of Oxford, 2007

Finals papers in: Microeconomics, Macroeconomics, Quantitative Economics, International Economics, Public Economics, International Relations, British Politics and Government since 1900, Modern British Government, Theory of Politics.

Publications

Journal Articles

1. Parker, P., Sanders, T., Anders, J., Duineveld, J. & Parker, R. (forthcoming) Maternal Judgments of Child Numeracy and Reading Ability Predict Gains in Academic Achievement and Interest. *Child Development*.
2. Henseke, G., Anders, J., Green, F. & Henderson, M. (forthcoming). Income, housing wealth, and private school access in Britain. *Education Economics*.
3. Anders, J., Burgess, S. & Portes, J. (forthcoming). The Long-Term Outcomes of Refugees: Tracking the Progress of the East African Asians. *Journal of Refugee Studies*.
4. Parker, P., Sanders, T., Anders, J., Sahdra, B., Shure, N., Jerrim, J. & Cull, N. (forthcoming). Does School Average Achievement Explain the Effect of Socioeconomic Status on Math and Reading Interest? A Test of the Information Distortion Model. *Learning and Instruction*, 46 (5), 967-992.
5. Anders, J., Häs, S., Jerrim, J., Shure, N. & Zieger, L. (forthcoming) Is Canada really an education superpower? The impact of non-participation on results from PISA 2015. *Educational Assessment, Evaluation and Accountability*.
6. Anders, J., Green, F., Henderson, M., & Henseke, G. (2020) Determinants of private school participation: All about the money? *British Educational Research Journal*, 46 (5), 267-992.
7. Green, F., Anders, J., Henderson, M. & Henseke, G. (2020) Private benefits? External benefits? Outcomes of private schooling in 21st Century Britain. *Journal of Social Policy*, 49 (4), 724-743.
8. Henderson, M., Anders, J., Green, F. & Henseke, G. (2020) Private Schooling, Subject Choice, Upper Secondary Attainment and Progression to University. *Oxford Review of Education*, 46 (3), 295-312.
9. Mintz, J., Hick, P., Solomon, Y., Matziari, A., Ó'Murchú, F., Hall, K., Cahill, K., Curtin, C., Anders, J., & Margariti, D. (2020). The reality of reality shock for inclusion: How does teacher attitude, perceived knowledge and self-efficacy in relation to effective inclusion in the classroom change from the pre-service to novice teacher year? *Teaching and Teacher Education* 91, 103042.
10. Godfrey, D., Seleznyov, S., Anders, J., Wollaston, N. & Barrera-Pedemonte, F. (2019). A developmental evaluation approach to lesson study: exploring the impact of lesson study in London schools. *Professional Development in Education* 45 (2), 325–340.
11. Anders, J., Moulton, V., Henderson, M. & Sullivan, A. (2018). The role of schools in explaining individuals' subject choices at age 14. *Oxford Review of Education* 44 (1), 75–93.
12. Anders, J., Henderson, M., Moulton, V. & Sullivan, A. (2018). Incentivising specific combinations of subjects: does it make any difference to university access? *National Institute Economic Review* 243, R37–R52.

13. Moulton, V., Sullivan, A., Henderson, M. & Anders, J. (2018). Does what you study at age 14-16 matter for educational transitions post-16? *Oxford Review of Education* 44 (1), 94–117.
14. Sullivan, A., Henderson, M., Anders, J., & Moulton, V. (2018). Inequalities and the curriculum. *Oxford Review of Education* 44 (1), 1–5.
15. Henderson, M., Sullivan, A., Anders, J. & Moulton, V. (2018). Social Class, Gender and Ethnic Differences in Subjects Taken at Age 14. *The Curriculum Journal* 29 (3), 298–318.
16. Parker, P., Marsh, H. W., Guo, J., Anders, J., Shure, N. & Dicke, T. (2018). An information distortion model of social class differences in math self-concept, intrinsic value and utility value. *Journal of Educational Psychology* 110 (3), 445–463.
17. Anders, J. (2017). The influence of socioeconomic status on changes in young people’s expectations of applying to university. *Oxford Review of Education* 43 (4), 381–401. Part of special issue on “The Best of British: new educational researchers in the UK”.
18. Anders, J. & Dorsett, R. (2017). What young English people do once they reach school-leaving age: a cross-cohort comparison for the last 30 years. *Longitudinal and Life Course Studies* 4 (1), 79–107.
19. Anders, J., Jerrim, J. & McCulloch, A. (2016). How much progress do children in Shanghai make over one academic year? Evidence from PISA. *AERA Open* 2 (4), 1–13.
20. Parker, P., Jerrim, J., & Anders, J. (2016). What effect did the Global Financial Crisis have upon youth wellbeing? Evidence from four Australian cohorts. *Developmental Psychology* 52 (4), 640–651.
21. Jerrim, J., Parker, P., Chmielewski, A. K. & Anders, J. (2016). Private schooling, educational transitions and early labour market outcomes: Evidence from three Anglophone countries. *European Sociological Review* 32 (1), 280–294.
22. Parker, P., Jerrim, J., Anders, J. & Astell-Burt, T. (2016). Does living closer to a university increase aspirations, exposure to information sessions and higher education entry? Evidence from an Australian longitudinal study. *Journal of Youth and Adolescence* 45 (6), 1156–1175.
23. Anders, J. & Micklewright, J. (2015). Teenagers’ expectations of applying to university: how do they change? *Education Sciences* 5 (4), 281–305.
24. Anders, J. (2012). The Link between Household Income, University Applications and University Attendance. *Fiscal Studies* 33 (2), 185–210.

Books and Book Chapters

25. Stokes, L., Anders, J., Bernini, M. & Gray, H. (2020). Understanding school context in coastal communities in Ovenden-Hope, T. & Passey, R. (eds.) *Exploring Teacher Recruitment and Retention: contextual challenges from international perspectives*, Routledge.
26. Anders, J. & Henderson, M. (2019). Socioeconomic Inequality and Student Outcomes in English Schools. in Volante, L., Schnepf, S., Jerrim, J., & Klinger, D. (eds.) *Socioeconomic Inequality and Student Outcomes: National Trends, Policies, and Practices*, Springer.
27. Wyse, D., & Anders, J. (2019). Primary education curricula across the world: qualitative and quantitative methodology in international comparison. in Suter, L. (ed.) *SAGE Handbook of Comparative Studies in Education*, SAGE.
28. Anders, J. & Jerrim, J. (2017). The socio-economic gradient in educational attainment and labour market outcomes: a cross-national comparison. in Schoon, I. & Silbereisen, R. K. (eds.) *Pathways to Adulthood: Social inequalities, structure and agency and social change*, UCL IOE Press.
29. Whitty, G. & Anders, J. (2017). ‘Closing the achievement gap’ in English cities and towns in the twenty-first century. in Pink, W. & Noblit, G. (eds.) *Second International Handbook of Urban Education*, Springer.

30. Whitty, G. & Anders, J. (2016). 'Closing the achievement gap': Rhetoric or reality? in Whitty (eds.) *Research and Policy in Education: Evidence, ideology and impact*, UCL IOE Press.
31. Anders, J. (2015). *Socio-economic inequality in access to higher education in England*. PhD Thesis, UCL Institute of Education, University College London.
32. Whitty, G. & Anders, J. (2013) *The socio-economic gradient in educational attainment and labour market outcomes: a cross-national comparison*. in Clark., J. (ed.) *Closing the Achievement Gap from an International Perspective*, Springer.

Working Papers

33. Sims, S., Anders, J., Inglis, M. & Lortie-Forgues, H. (2020). Quantifying 'promising trials bias' in randomized controlled trials in education, CEPEO Working Paper Series, No. 20-16 (November 2020).
34. Anders, J., Dilnot, C., Wyness, G. & Macmillan, L. (2020). Grade Expectations: How well can we predict future grades based on past performance?, CEPEO Working Paper Series, No. 20-14 (August 2020).
35. Anders, J., Dickerson, A., Gregg, P. & Macmillan, L. (2020). Unemployment: The Coming Storm, Who Gets Hit, Who Gets Hurt, and Policy Remedies, CEPEO Working Paper Series, No. 20-12 (July 2020).
36. Häs, S., Anders, J. & Shure, N. (2020). Monetary and time investments in children's education: how do they differ in workless households?, CEPEO Working Paper Series, No. 20-10 (April 2020).
37. Zieger, L., Jerrim, J., Anders, J. & Shure, N. (2020) Conditioning: How background variables can influence PISA scores CEPEO Working Paper Series, No. 20-09 (April 2020).
38. Green, F., Anders, J., Henderson, M. & Henseke, G. (2017). Who Chooses Private Schooling in Britain and Why? LLAKES Research Papers, No. 62 (December 2017).
39. Anders, J., Henderson, M., Moulton, V. & Sullivan, A. (2017). A note on subject choice at age 14 and socio-economic inequality in access to university. CLS Working Papers, No. 2017/10 (August 2017).
40. Anders, J. (2015). Does socioeconomic background affect pay growth among early entrants to high-status jobs? NIESR Discussion Papers, No. 453 (August 2015).
41. Anders, J. (2014). Does an aptitude test affect socioeconomic and gender gaps in attendance at an elite university? DoQSS Working Papers, No. 14-07 (April 2014).
42. Anders, J. (2012). Using the Longitudinal Study of Young People in England for research into Higher Education access. DoQSS Working Papers, No. 12-13 (December 2012).

Research Reports

43. Wright, H., Carr, D., Wiese, J., Stokes, L., Runge, J., Dorsett, R., Heal, J., & Anders, J. (2020) *Using Research Tools to Improve Language in the Early Years: Evaluation report*. Education Endowment Foundation (February 2020).
44. Wright, H., Dorsett, R., Anders, J., Buzzeo, J., Runge, J., & Sanders, M. (2019) *Improving Working Memory: Evaluation report*. Education Endowment Foundation (May 2019).
45. Stokes, L., Hudson-Sharp, N., Dorsett, R., Rolfe, H., Anders, J., George, A., Buzzeo, J., & Munro-Lott, N. (2018) *Mathematical Reasoning: Evaluation report*. Education Endowment Foundation (December 2018).
46. Speckesser, S. Runge, J., Foliano, F., Burnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018). *Embedding Formative Assessment, Evaluation Report* (July 2018), Education Endowment Foundation.
47. Anders, J., Dorsett, R. & Stokes, L. (2018). *The relative effectiveness of blended versus face-to-face adult English and maths learning*. DfE Research Report, No. 794 (February 2018), Department for Education.

48. Panayiotou, S., Hingley, S., Bouldon, K., Kyriakopoulos, G., Romanou, E., Dorsett, R., Anders, J., Stokes, L., Weale, M., Smith, J. & Boyle, A. (2018). Quantitative programme of research for adult English and maths: Longitudinal survey of adult learners waves 1 and 2. DfE Research Report, No. 791 (February 2018), Department for Education.
49. Panayiotou, S., Hingley, S., Bouldon, K., Kyriakopoulos, G., Romanou, E., Dorsett, R., Anders, J., Stokes, L., Weale, M., Smith, J. & Boyle, A. (2018). Quantitative programme of research for adult English and maths: Longitudinal survey of adult learners final research report. DfE Research Report, No. 792 (February 2018), Department for Education.
50. Anders, J., Henderson, M., Moulton, V. & Sullivan, A. (2017). Socio-economic status and subject choice at 14: do they interact to affect university access. End of project report to Nuffield Foundation (November 2017).
51. Anders, J., Brown, C., Ehren, M., Greany, T., Nelson, R., Heal, J., Groot, A., Sanders, M., & Allen, R. (2017). Evaluation of Complex Whole-School Interventions: Methodological and Practical Considerations. Report to the Education Endowment Foundation.
52. Anders, J. & Dorsett, R. (2017). A review of the matching process for the impact analysis of the HMP Peterborough Social Impact Bond. Report to UK Ministry of Justice (July 2017).
53. Anders, J. & Dorsett, R. (2017). HMP Peterborough Social Impact Bond - cohort 2 and final cohort impact evaluation. Report to UK Ministry of Justice (July 2017).
54. Anders, J., Bernini, M., Bewley, H. & Stokes, L. (2016). School performance in coastal communities. Report to the UK Department for Education.
55. Speckesser, S., Anders, J., de Coulon, A., Dorsett, R., Espinoza Bustos, H., Kirchner Sala, L. & Nafilyan, V. (2015). Empirical research on Youth Transitions to, and within, the labour market. BIS Research Papers, No. 255 (October 2015), Department for Business, Innovation and Skills.

Policy Outputs

56. Anders, J., Macmillan, L. & Wyness, G. (2020) How should the academic achievements of school students be assessed this year? *Economics Observatory*.
57. Anders, J. (2020). How should universities select students? *CEPEO Briefing Note 8, November 2020*.
58. Anders, J. & Macmillan, L. (2020). The unequal scarring effects of a recession on young people's life chances *CEPEO Briefing Note 6, June 2020*.
59. Wyse, D., Anders, J. & Flewitt, R. (2018). Life Chances. *Written evidence submitted by the Helen Hamlyn Centre for Pedagogy, Department of Learning and Leadership, UCL Institute of Education to UK Parliament House of Commons Education Committee*.
60. Anders, J., Wyse, D., Roberts-Holmes, G. & Ehren, M. (2016). Primary Assessment. *Written evidence from the Department of Learning and Leadership, UCL Institute of Education to UK Parliament Education Select Committee*.

Book Reviews

61. Anders, J. (2020). Review of Erzsébet Bukodi and John H. Goldthorpe, Social Mobility and Education in Britain: Research, Politics and Policy. *Journal of Social Policy*. 49 (1), 229–231.
62. Anders, J. (2018). Review of Andreas Hadjar and Christiane Gross (eds) Educational Systems and Inequalities: International Comparisons. *Journal of Social Policy*. 47 (4), 861–863.

Funding

Assessing the impact of COVID-19 on young people's learning, motivation, wellbeing, and aspirations using a representative probability panel. Co-Investigator, UKRI Ideas to Address COVID-19 Fund, £200,000. September 2020 – August 2021.

Evaluation of the West London Zone Early Intervention Programme. Principal Investigator, West London Zone, £150,000. March 2020 – December 2024.

English grammar teaching in primary schools: assessing the efficacy of Englicious. Co-Investigator and RCT lead, Nuffield Foundation, £333,735. January 2019 – December 2020.

Private schooling in the UK in the 21st Century: participation and outcomes. Co-Investigator, Economic and Social Research Council, £185,000, November 2017 – September 2019.

The Effects of Teacher Pay Reforms on Teacher Pay, Teacher Careers and Student Attainment. Co-Investigator, £200,000, Economic and Social Research Council, December 2017 – December 2020.

Evaluation of five Cultural Learning interventions. Principal Investigator, Education Endowment Foundation and Royal Society of Arts, £400,000. July 2017 – September 2020.

Evaluation of EDT Schools Partnership Programme. Principal Investigator, Education Endowment Foundation, £240,000. May 2017 – March 2021.

Evaluation of SMART Spaces: Spaced Learning. Co-Investigator, Education Endowment Foundation, £240,000. July 2018 – August 2020.

Review of approach to evaluation of complex, whole-school interventions. Principal Investigator, Education Endowment Foundation, £35,000. December 2016 – April 2017.

Five Year review of project reporting to date. Co-Principal Investigator, Education Endowment Foundation, £20,000. June 2016 – August 2016.

Socio-economic status and subject choice at 14: do they interact to affect university access? Principal Investigator, Nuffield Foundation, £32,000. July 2015 – April 2017.

Evaluation of Embedding Formative Assessment: A cluster randomised controlled trial in schools. Principal Investigator, Education Endowment Foundation, £100,000. April 2015 – March 2018.

Independent Assessment of Cohort 2 and Final Cohort for the HMP Peterborough Payment by Results pilot. Co-Investigator, Ministry of Justice, £90,000. March 2015 – June 2016.

Research Programme into Adult English and Maths Skills. Co-investigator, Department of Business Innovation and Skills, £250,000 (at NIESR). September 2014 – March 2016.

The influence of socio-economic status on financial success in professional occupations. Principal Investigator, The Sutton Trust/upReach £10,000. January – May 2015.

Research on Youth Transitions to and within the labour market. Co-investigator, Department of Business Innovation and Skills, £30,000 (at NIESR). September 2014 – March 2015.

“The Access Project: Evaluation Support”. Co-Investigator, Centre for Social Action Innovation Fund (NESTA), £15,000. September – December 2014.

Awards & Scholarships

2017 Accepted for Oxford Review of Education special issue on “Best of New British Educational Research”

2014 Helen Robinson Award for Best Paper by a Young Economist, WPEG Conference

2011–14 ESRC NCRM ADMIN Node PhD Studentship, UCL Institute of Education, London

2011–14 Advanced Quantitative Methods Stipend, UCL Institute of Education, London

2008–10 Academic Scholarship, New College, University of Oxford

Conferences, Seminars & Invited Talks

“The impact of COVID-19 on Children and Young People Across the Globe”. Invited member of panel discussion. IAFOR European Conference on Education (ECE), July 2020.

“The Effects of Student Grouping Practices in England: Addressing the Challenge of Research at Scale” [Symposium]. AERA Annual Meeting, San Francisco, CA (Conference Cancelled), April 2020.

“The effects of pay decentralisation on teachers’ pay and teacher retention” [Parallel session]. Society for Research on Educational Effectiveness annual conference, Washington, DC (Conference Cancelled), March 2020.

“False discoveries and erroneous findings in randomised controlled trials in education” [Parallel session]. Society for Research on Educational Effectiveness annual conference, Washington, DC (Conference Cancelled), March 2020.

“The effect of embedding formative assessment on pupil attainment” [Invited talk]. University of Oxford Department of Education seminar series, Oxford, UK, February 2020.

“Social mobility in higher education: the best new ideas” [Invited talk]. Behavioural Exchange 2019, London, UK.

“Determinants of private school participation: all about the money?” Parallel session at British Sociological Association, April 2018; Invited talk as part of WZB Anglo-German Workshop Series on “Skill Formation in Context”, April 2019; Parallel session at Dynamics of Inequality Across the Lifecourse (DIAL) conference, June 2019; Part of symposium at Society of Longitudinal and Lifecourse Studies (SLLS) conference, September 2019; Invited talk at University of Oxford Department of Education seminar series, November 2019.

“Inequality in child development during secondary schooling.” [Invited talk] CiFAR Workshop on “Child Well-Being: Advancing Our Understanding of Inequalities in Child Development through Interdisciplinary and International Research”, December 2017.

“Subject choice at age 14 and early labour market outcomes.” [Invited talk] WZB Anglo-German Workshop Series on “Skill Formation in Context”, November 2017.

“Subject choice at age 14: Does incentivising specific combinations of subjects make any difference to university entry? Do subjects studied explain inequality in university access?” Parallel session, WPEG Annual Conference, University of Sheffield, July 2017; Parallel session, British Educational Research Association Annual Conference 2017, September 2017; DfE policy seminar, Department for Education, November 2017.

“The role of schools in explaining individuals’ subject choice at age 14.” Parallel session and symposium organiser (“The determinants of subject ‘choice’ and its role in determining future academic pathways”), Society for Longitudinal and Lifecourse Studies Annual Conference, Bamberg, October 2016; Department of Education seminar, University of Oxford, November 2016.

“Does socio-economic background affect pay growth among early entrants to high-status jobs?” Parallel session, WPEG Annual Conference, University of Sheffield, July 2015; Parallel session, Association for Public Policy Analysis and Management International Conference, June 2016.

“The influence of socio-economic status on changes to young people’s expectations of applying to university.” ‘Brown Bag’ seminar series, Institute of Positive Psychology, Australian Catholic University, February 2018; Plenary session, Survival Analysis for Junior Researchers conference, University of Warwick, April 2014; Parallel session, WPEG Annual Conference, University of Sheffield, July 2014; Poster presentation, EALE/SOLE Conference, Montreal, June 2015.

“What young English people do once they reach school-leaving age: A cross-cohort comparison for the last 30 years.” Parallel session, CLS Cohort Studies Conference, UCL Institute of Education, March 2015; Parallel session, Society of Longitudinal and Lifecourse Studies Annual Conference, Dublin, October 2015; IAB-UCL Anglo-Germany Early Career Quantitative Education Researchers’ Network, April 2019.

“Does an aptitude test affect socioeconomic and gender gaps in attendance at an elite university?” Parallel session, RES Postgraduate Presentation Meeting and Job Market, University College London, January 2014; Parallel session, RES Annual Conference, University of Manchester, April 2014; Department of Education seminar, University of Oxford, May 2014; DoQSS seminar, Institute of Education, London, June 2014.

“What’s the link between household income and going to university?” Plenary session, CMPO Doctoral Conference, University of Bristol, May 2012; Parallel session, Institute of Education Doctoral Conference, London, June 2012; Parallel session, European Association of Labour Economists Annual Conference, Bonn, September 2012; Parallel session, WPEG Annual Conference, University of Sheffield, September 2012; Parallel session, Soci-

ety of Longitudinal and Lifecourse Studies Annual Conference, Paris, October 2012; Parallel session, Centre for Longitudinal Studies Cohort Conference, Institute of Education, London, November 2012.

Professional Activities

External service, advisory roles and professional memberships:

Member of *What Works Trial Advice Panel*, Cabinet Office, UK Government

External Referee for Promotions Committee: London School of Economics and Political Science (LSE); University of Newcastle, Australia

Funding Peer Reviews: British Academy; Nuffield Foundation; Canadian Social Science and Humanities Research Council

Journal Peer Reviews: European Sociological Review; Economics of Education Review; Journal of the Royal Statistical Society; Journal of Child Psychology and Psychiatry; Education Economics; Oxford Review of Education; British Educational Research Journal; Cambridge Journal of Education; National Institute Economic Review; Teaching and Teacher Education; Longitudinal & Life Course Studies; Assessment in Education: Principles, Policy & Practice; Social Science Research; Education Sciences; Thinking Skills & Creativity

Other Peer Reviews: Education Endowment Foundation (reports and analytical plans)

Editorial Board Member: National Institute Economic Review (2015–16)

Member: Royal Economics Society; British Educational Research Association; Society for Longitudinal and Life Course Studies

University and faculty service:

Ethics Reviewer, UCL Institute of Education

Additional member of five recruitment committees as non-departmental member

Departmental service:

Academic Head of Research (2019–2022)

Member of Departmental Senior Leadership Team (2018–)

Peer Reviewer for Departmental Output Review Exercise (2018–)

Member of Departmental Research Committee (2017–)

Chair of one and additional member of three recruitment committees within department

Additional affiliations:

Adjunct Member, Teachers & Teaching Research Centre, University of Newcastle, Australia (2018–)

Associate Fellow, Jacob's Foundation Pathways to Adulthood Programme (2014–2017)

Honorary Research Fellow, Department of Social Science, UCL Institute of Education (2015–2017)

Research Supervision

Doctoral - Current

Sylvan Häs (2021, expected), subsidiary supervisor with Prof. John Jerrim.

Emine Pehlivan (2021, expected), subsidiary supervisor with Dr. Stuart Tannock.

Doctoral - Former

Eliza Kozman (2020), principal supervisor with Prof. Peter John (KCL). Thesis title: "Addressing barriers to university progression for white working-class boys". Passed with minor corrections. Now working at TASO.

Sandra Mathers (2019), subsidiary supervisor with Prof. Iram Siraj (Oxford). Thesis title: “Observing Language Pedagogy (OLP): Developing and piloting a contextualised video-based measure of early childhood teachers’ pedagogical language knowledge”. Passed with no corrections.

Bibi Groot (2018), subsidiary supervisor with Prof. Peter John (KCL). Thesis title: “Social support and academic success: field experiments in further education in England”. Passed with no corrections. Now working at CLOO Behavioral Insights Unit.

Natasha Codiroli-McMaster (2018), maternity cover subsidiary supervisor with Prof. Alice Sullivan and Prof. Lindsey Macmillan. Thesis title: “Stratification by field of study in Higher Education”. Passed with minor corrections. Now working at Advance HE.

Masters

Dissertation supervision for MA Early Years Education and/or MA Primary Education (2017, 2018)

Report supervision for MSc Quantitative Research Methods (2017)

Examination

Upgrade examination for three MPhil/PhD students at IOE.

Teaching

“Impact evaluation and randomised controlled trials in Education” (Autumn 2019, Spring 2020) Lecture, part of Understanding Research (UR) MA module, Department of Curriculum, Pedagogy and Assessment, IOE.

Contributions to “Researching Early Years and Primary Education” (REYPE) (Autumn 2017, 2018, 2019) lectures, MA module, Department of Learning and Leadership, UCL Institute of Education (IOE).

“More Stata programming: calculating, debugging and using” (Spring 2018, 2019) Lecture & computer class, part of Using Stata Efficiently and Effectively MA module, Department of Social Science, IOE.

“Quantitative Methods: Introduction” (Autumn 2016) Lecture, part of Doing and Using Research (DUR) MA module, Department of Learning and Leadership, IOE.

“Education and Social Mobility” (Autumn 2015, 2016, 2017, 2018, 2019) Lecture and class, part of Economic Perspectives on Education Policy (EPEP) MA module, Department of Education, Practice and Society, IOE.

“Panel data models: Fixed effects and random effects” (Spring 2014, 2015, 2016, 2017) Lecture and computer class, part of Longitudinal Research and Analysis (LRA) MA module, Department of Social Science, IOE.

“Higher Education Funding and Access” (Spring 2014) Lecture and class, part of Economic Value of Education (EVE, but since combined into EPEP) MA module, Department of Social Science, IOE.

Other Relevant Information

University Training

Mandatory Training including: ‘Diversity in the workplace’, ‘Safety induction’, ‘Information Security Induction’, ‘Green Awareness’

HR Recruitment and Selection Policy Training

Research Student Supervision Training (eligible to act as principal supervisor to doctoral students)

Effective People Management Training

Information Security Awareness Training

General Data Protection Regulation (GDPR) and Data Protection Act 2018 (DPA2018) Training

IT Skills

Highly competent. Wide range of experience with Mac, Windows and Linux:

advanced skills with statistical software Stata;

developing skills in statistical language R;

highly skilled with Microsoft Office and LaTeX;

basic knowledge of web development languages, particularly HTML, CSS and PHP.

Miscellaneous

Languages: French and Spanish, functional, spoken and written.

NHS Data Security Awareness Level 1 Training (renewed annually)

UK Data Service (UKDS) Safe User of Research data Environments (SURE) Training

Office for National Statistics (ONS) Accredited Researcher

DBS Standard Disclosure (October 2020)

References available on request.

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