

Evidence Advocates

As part of our membership of the national Research School Network, working with the Education Endowment Foundation (EEF), we are keen to develop a network of Evidence Advocates across the region. Aligned with the EEF's mission to break the link between family income and educational achievement, Evidence Advocates champion the use of research evidence within their own school/organisation and sphere of influence. They also contribute to a local network that shares effective practice, learning, and resources.

Evidence Advocates may have a particular area of specialism such as Literacy, Maths, Teaching and Learning, Behaviour and/or Attendance Support, Early Years, Primary, Secondary, or 16-19 education. We are looking for representation from a range of settings, phases, and areas of expertise. However, we would particularly welcome advocates from the Early Years and Primary and those with experience with teaching and leading Numeracy/Maths to compliment the specialisms of the core research school team.

Evidence Advocates must:

- ✓ Have the support of their Headteacher/Principal in applying for the role
- ✓ Have knowledge of and enthusiasm for evidence-informed practice
- ✓ Be committed to improving life chances for children facing socio-economic disadvantage
- ✓ Have the capacity to fulfil the Evidence Advocate role for the 2026/27 academic year including the commitments outlined below
- ✓ Be interested in developing their knowledge in a particular area of specialism
- ✓ Have a commitment to positive collaboration with colleagues within their organisation and sphere of influence and beyond

Commitment

Evidence Advocates will, as a minimum:

- Complete induction activities, including an online welcome session and engagement with pre-session content in the Autumn Term.
- Attend an online termly network meeting (1 hour 15 minutes) in the Spring Term focused on supporting blog writing.
- Attend live or watch the recording of the termly Yorks & Humber Leader Evidence Briefing.
- By the end of the 2026-27 year, write a 500–700-word blog for publication on the Research School Network website. Training, templates, support and personalised feedback will be provided.
- Attend a Yorkshire and Humber Core and Extended Team face to face training morning in the Summer Term which will lead into a Regional Inclusive Teaching Conference in the afternoon (30th June 2027).
- Advocate for the use of research evidence within their own organisation and sphere of influence, including by sharing learning from professional development and the latest EEF resources.

Evidence Advocates will initially join the network until the end of the EEF's current regional strategy in July 2028. Capacity to continue in the role will be reviewed at the end of each academic year.

What will Evidence Advocates gain?

Evidence Advocates will have opportunities to deepen their understanding of research evidence through the Research School Network training, regional network events, participating in Research School communications e.g. blogs and podcasts, and through other opportunities to contribute to evidence-informed practice within and beyond their setting and organisation.

Evidence Advocates are invited to attend professional development run centrally by the Education Endowment Foundation. This ensures that they remain up to date with the latest research and have opportunities to network with other colleagues to explore key themes. Some of these include:

Evidence Essentials: Builds and deepens knowledge within a particular area of specialism through expert input and study group discussion. These are two-hour online sessions, with a choice of two dates.

Community of Practice: Provides practical exemplification within a particular area of specialism, including modelling and scaffolding of approaches. These informal one-hour online sessions are offered three times across the year; there is no expectation to attend all three.

Wider Team Conference: Yorkshire and the Humber Research Schools

Evidence Advocates will have the opportunity to attend an annual full-day conference bringing together Research School colleagues from across Yorkshire and the Humber. These events provide opportunities to engage with evidence, explore key themes, and connect with the wider Research School community.

In 2025/26, the conference was hosted by The Exchange Partnership alongside its Inclusive Excellence conference. The 2024/25 conference was hosted by Huntington Research School and focused on the theme of ‘belonging’.

Additional Opportunities

Further events and professional development led by the Education Endowment Foundation and Research Schools Network may arise throughout the year, including early engagement with new guidance and resources. Evidence Advocates may also have opportunities to support the facilitation of online webinars and training programmes. This would be discussed on a case-by-case basis with the Evidence Advocate in conjunction with their host organisation.

Developing Diverse Voices

The Research Schools Network is intentional in promoting, developing and sustaining evidence advocates who represent a diverse range of backgrounds and perspectives. Through this, we want to make sure that our mission – to improve educational attainment for children and young people from socio-economically disadvantaged backgrounds across the diverse communities we serve – is reflected in everything we do.

Next Steps

- If you have any further queries or questions, please do get in touch with us at: hrradmin@huntington-ed.org.uk

- Submit a completed application form to l.balding@huntington-ed.org.uk by 12pm on Wednesday 21st October. **Please note the application requires a signature from a Headteacher/Senior Leader.**
- Applicants will be invited to a short online discussion of your application in early November.

We aim to welcome everyone who meets the criteria into the network, up to a cohort of approximately 15-20 Evidence Advocates. If applications exceed available places, we will use the published criteria to create a balanced cohort representing a range of settings, phases, and areas of expertise. We will aim to maintain links with unsuccessful applicants and identify other opportunities for them to engage with the Research School.

Information/ FAQs for Evidence Advocates

Do I have to be a school leader to become an evidence advocate?

We welcome advocates from a range of roles. You may be an experienced school leader who wishes to engage with a wider network and further your expertise. You may be a classroom teacher who has engaged with evidence in your role and wishes to develop further. We would expect applicants to have some familiarity with research evidence and some experience of mobilising evidence within their setting.

How long will this role last?

Roles will last at least until the end of the EEF's current regional strategy in July 2028. We will review your capacity to continue in the role at the end of each academic year.

Can more than one person from a setting apply?

Yes – we welcome all applicants who meet the criteria.

Is this a paid role?

There is no remuneration for this role. In any instances where Evidence Advocates may be asked to deliver beyond this remit as part of our wider Research School activity, schools will be funded to support this. We hope that colleagues see the relatively light request for time and expertise and the development opportunities as an enhancement to their role and seek to join an exciting new network.

Do I have to write a blog?

We appreciate that not everyone sees themselves as a writer. Our goal with the blog is to highlight excellent evidence-informed practice, so we will support you with guidance and coaching to allow you to share your work. We can also find opportunities to highlight great practice in other formats instead e.g. case studies for

training, video content such as Clips from the Classroom, produced by our research school and promoted by the EEF nationally.

Many thanks for your interest and engagement in joining our network. We look forward to reading your expression of interest.

Jane Elsworth and Julie Kettlewell, Huntington Research School