

# Jake Anders

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## Research Interests

Jake's research focuses on better understanding the causes and consequences of educational inequalities, evaluating policies and programmes aiming to reduce these inequalities, and how best to do this evaluation.

## Employment

- 2016– University College London
  - 2024– Professor of Quantitative Social Science,
    - \* Undertaking and leading an ambitious programme of research contributing to the profile of the Centre for Education Policy & Equalising Opportunities and securing large-scale funded research for this. Publishing research in high-impact national and international peer-reviewed journals.
    - \* Contributing to teaching, including Undergraduate and Master's-level courses, along with supervision of graduate (Master's and doctoral) research students.
  - 2019– Deputy Director, Centre for Education Policy & 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. Its interdisciplinary work seeks to understand where, how and why inequalities arise in skill development, educational achievement, and beyond.

- \* 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 Randomised Evaluations & 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. CREATE focuses on how best to use randomised controlled trials and related methods to understand the effect of complex interventions that are characteristic of education. As well as carrying out evaluations, CREATE critiques 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.
- 2019-2022 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 enterprise and innovation, research engagement and impact, research ethics, research mentoring, and research seminars, in support of this aim.
  - \* Led strategic direction on and departmental review of research funding applications to improve department's success in grant capture. Organised 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; deputised for Head of Department as required.
- Jan-Aug 2019 Interim Director, Centre for Education Improvement Science
  - \* Leadership and management of faculty flagship centre pending appointment of professorial centre director.
- 2019-2024 Associate Professor, Centre for Education Policy & Equalising Opportunities
- 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, im-

- pactful research.
- \* Responsible for enhancing the department’s methodological expertise through knowledge of advanced quantitative methods and experimental research design.
  - \* Reported to the Academic Head of Department for these responsibilities.
- 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.
  - House of Commons Education Committee,
    - 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 involved 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
  - Thesis Title: “Socio-economic inequality in access to higher education in England”
  - Supervisors: Prof. Lorraine Dearden and Prof. John Micklewright

- Advisory Panel: Prof. John Jerrim
- Examiners: Prof. Ian Walker and Prof. Alissa Goodman
- Passed with no corrections
- 2007–2010 BA (Hons.) Philosophy, Politics and Economics, University of Oxford,
  - 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) Pinto Pereira, S., Newlands, F., Anders, J., et al. (forthcoming). [Long COVID – what do we know now and what are the challenges ahead?](#) *Journal of the Royal Society of Medicine*.
- (2) Sims, S., Fletcher-Wood, H., O’Mara-Eves, A., Cottingham, S., Stansfield, C., Goodrich, J., Van Herwegen, J., & Anders, J., (forthcoming). [Effective teacher professional development: new theory and a meta-analytic test.](#) *Review of Educational Research*.
- (3) Harmey, S. & Anders, J. (forthcoming). [The Link Between Completing Reading Recovery and Performance on a Phonics Screening Check.](#) *Journal of Education for Students Placed at Risk*.
- (4) Lu, B., Anders, J., Siddiqui, N., & Shao, X. (2024). [How do academic selection systems affect pupils’ educational attainment? New evidence from an analysis of large-scale data on England.](#) *Educational Review*, 76(5), 1285–1306.
- (5) Anders, J., Jerrim, J., & Macmillan, L. (2023). [Socio-economic inequality in young people’s financial capabilities.](#) *British Journal of Education Studies*, 71(6), 609–635.
- (6) Sims, S., Anders, J., Inglis, M. & Lortie-Forgues, H. (2023). [Quantifying “promising trials bias” in randomized controlled trials in education.](#) *Journal of Research on Educational Effectiveness*, 16(4), 663–680.

An earlier version of this work appeared as 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), UCL Centre for Education Policy & Equalising Opportunities and on [EdArXiv](#).

- (7) Anders, J., Macmillan, L., Sturgis, P., & Wyness, G. (2023). [Inequalities in late adolescents’ educational experiences and wellbeing during the Covid-19 pandemic.](#) *Oxford Review of Education*, 49(5), 620–642.

An earlier version of this work appeared as: Anders, J., Macmillan, L., Sturgis, P., & Wyness, G. (2021). [Inequalities in young peoples’ educational experiences and wellbeing during the Covid-19 pandemic.](#) CEPEO Working Paper Series, No. 21-08 (July 2021), UCL Centre for Education Policy & Equalising Opportunities.

- (8) Wyness, G, Macmillan, L., Anders, J., & Dilnot, C. (2023). [Grade Expectations: How well can we predict future grades based on past performance?](#) *Education Economics*, 31(4), 397–418.  
An earlier version of this work appeared as Anders, J., Dilnot, C., Macmillan, L., & Wyness, G. (2020). [Grade Expectations: How well can we predict future grades based on past performance?](#) CEPEO Working Paper Series, No. 20-14 (August 2020), UCL Centre for Education Policy & Equalising Opportunities.
- (9) Parker, P., Sanders, T., Anders, J., Shure, N., Jerrim, J., Noetel, M., Parker, R., Ciarrochi, J., & Marsh, H. (2023). [School Socioeconomic Status Context and Social Adjustment in Children.](#) *Developmental Psychology*, 59(1), 15–29.
- (10) Zieger, L., Jerrim, J., Anders, J. & Shure, N. (2022). [Conditioning: How background variables can influence PISA scores.](#) *Assessment in Education: Principles, Policies and Practice*, 29(6), 632–652.  
An earlier version of this work appeared as Zieger, L., Jerrim, J., Anders, J. & Shure, N. (2020). [Conditioning: How background variables can influence PISA scores](#), CEPEO Working Paper Series, No. 20-09, UCL Centre for Education Policy & Equalising Opportunities (April 2020), UCL Centre for Education Policy & Equalising Opportunities.
- (11) Sims, S., Anders, J. & Zieger, L. (2022). [The internal validity of the school-level comparative interrupted time series design: evidence from four new within-study comparisons.](#) *Journal of Research on Educational Effectiveness*, 15(4) 876–897.
- (12) Anders, J., Foliano, F., Bursnall, M., Dorsett, R., Hudson, N., Runge, J., & Speckesser, S. (2022). [The effect of embedding formative assessment on pupil attainment.](#) *Journal of Research on Educational Effectiveness*, 15(4) 748–779.  
An earlier version of this work appeared as Anders, J., Foliano, F., Bursnall, M., Dorsett, R., Hudson, N., Runge, J., & Speckesser, S. (2021). [The effect of embedding formative assessment on pupil attainment.](#) CEPEO Working Paper Series, No. 21-10 (November 2021), UCL Centre for Education Policy & Equalising Opportunities.
- (13) Henderson, M., Anders, J., Green, F., & Henseke, G. (2022). [Does attending an English private school benefit mental health and life satisfaction? From adolescence to adulthood.](#) *Cambridge Journal of Education*, 52(5), 539–553.
- (14) Parker, P., Sanders, T., Anders, J., Duineveld, J. & Parker, R. (2021). [Maternal Judgments of Child Numeracy and Reading Ability Predict Gains in Academic Achievement and Interest.](#) *Child Development*, 92(5), 2020–2034.
- (15) Henseke, G., Anders, J., Green, F. & Henderson, M. (2021). [Income, housing wealth, and private school access in Britain.](#) *Education Economics*, 29(3), 252–268.
- (16) Anders, J., Burgess, S. & Portes, J. (2021). [The Long-Term Outcomes of Refugees: Tracking the Progress of the East African Asians.](#) *Journal of Refugee Studies*, 34(2), 1967–1998.  
An earlier version of this work appeared as: Anders, J., Burgess, S. & Portes, J. (2018). [The Long-Term Outcomes of Refugees: Tracking the Progress of the East African Asians.](#) IZA Discussion Paper, No. 11609 (June 2018) and as a [QSS Discussion Paper, No. 18-05](#).
- (17) Parker, P., Sanders, T., Anders, J., Sahdra, B., Shure, N., Jerrim, J. & Cull, N. (2021). [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*, 73, 101432.

- (18) Anders, J., Häs, S., Jerrim, J., Shure, N. & Zieger, L. (2021). [Is Canada really an education superpower? The impact of non-participation on results from PISA 2015.](#) *Educational Assessment, Evaluation and Accountability*, 33, 229–249.
- (19) 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.
- A pre-print version of this work is available as: Anders, J., Green, F., Henderson, M., & Henseke, G. (2020). [Determinants of private school participation: All about the money?](#) CEPEO Working Paper No. 20-06 (March 2020).
- (20) 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.
- (21) 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.
- (22) 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.
- (23) 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.
- (24) 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. An earlier version of this work appeared as: Anders, J., Henderson, M., Moulton, V. & Sullivan, A. (2017). [The role of schools in explaining individuals’ subject choices at age 14.](#) CLS Working Paper, No. 2017/9 (August 2017).
- (25) 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.
- An earlier version of this work appeared as: Anders, J., Henderson, M., Moulton, V. & Sullivan, A. (2017). [Incentivising specific combinations of subjects: does it make any difference to university access?](#) CLS Working Paper, No. 2017/11 (August 2017).
- (26) 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.
- (27) Sullivan, A., Henderson, M., Anders, J., & Moulton, V. (2018). [Inequalities and the curriculum.](#) *Oxford Review of Education*, 44 (1), 1–5.
- (28) 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.

An earlier version of this work appeared as: Henderson, M., Sullivan, A., Anders, J. & Moulton, V. (2016). [Social Class, Gender and Ethnic Differences in Subjects Taken at Age 14](#). CLS Working Paper, No. 2016/6 (December 2016).

(29) 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.

(30) 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”.

(31) 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*, 8 (1), 79–107.

An earlier version of this work appeared as: [NIESR Discussion Paper, No. 454](#), [LLAKES Research Paper, No. 55](#) and [CLS Working Paper, No. 2015/7](#)(October 2015). Journal pre-print version available [here](#).

(32) 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.

(33) 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.

(34) 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.

(35) 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.

(36) Anders, J. & Micklewright, J. (2015). [Teenagers' expectations of applying to university: how do they change?](#) *Education Sciences*, 5 (4), 281–305.

An earlier version of this work appeared as: Anders, J. & Micklewright, J. (2013) [Teenagers' expectations of applying to university: how do they change?](#) DoQSS Working Paper, No. 13-13 (October 2013).

(37) Anders, J. (2012). [The Link between Household Income, University Applications and University Attendance](#). *Fiscal Studies*, 33 (2), 185–210.

An earlier version of this work appeared as: Anders, J. (2012) [What's the link between household income and going to university?](#) DoQSS Working Paper, No. 12-01 (March 2012).

## Books and Book Chapters

- (38) Anders, J. (2024). [The pandemic, socioeconomic disadvantage, and learning outcomes in England](#). in Schnepf, S., Volante, L., Klingner, D. A., Giancola, O., & Salmieri, L. (eds.) [“The Pandemic, Socioeconomic Disadvantage, and Learning Outcomes: Cross-National Impact Analyses of Education Policy Reforms”](#). Publications Office of the European Union.
- (39) 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.
- (40) Anders, J. & Henderson, M. (2019). [Socioeconomic Inequality and Student Outcomes in English Schools](#). in Volante, L., Schnepf, S., Jerrim, J., & Klingner, D. (eds.) [Socioeconomic Inequality and Student Outcomes: National Trends, Policies, and Practices](#), Springer.
- (41) 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.
- (42) 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.
- (43) 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.
- (44) 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.
- (45) Anders, J. (2015). [Socio-economic inequality in access to higher education in England](#). PhD Thesis, University College London.
- (46) 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

- (47) Sims, S., Anders, J., Inglis, M., Lortie-Forgues, H., Styles, B., & Weidmann, B. (2023), [Experimental education research: rethinking why, how and when to use random assignment](#), CEPEO Working Paper Series, No. 23-07 (July 2023), UCL Centre for Education Policy & Equalising Opportunities.
- (48) Sims, S., Fletcher-Wood, H., O’Mara-Eves, A., Cottingham, S., Stansfield, C., Goodrich, J., Van Herwegen, J., & Anders, J., (2022), [Effective teacher professional development:](#)



[new theory and a meta-analytic test](#), CEPEO Working Paper Series, No. 22-02 (January 2022), UCL Centre for Education Policy & Equalising Opportunities.

A version of this work is also available as [EdWorkingPaper 22-507](#).

- (49) 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), UCL Centre for Education Policy & Equalising Opportunities.
- (50) 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), UCL Centre for Education Policy & Equalising Opportunities.
- (51) Green, F., Anders, J., Henderson, M. & Henseke, G. (2017). [Who Chooses Private Schooling in Britain and Why?](#) LLAKES Research Papers, No. 62 (December 2017), LLAKES Centre for Learning and Life Chances, UCL.
- (52) 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), UCL Centre for Longitudinal Studies.
- (53) Anders, J. (2015). [Does socioeconomic background affect pay growth among early entrants to high-status jobs?](#) NIESR Discussion Papers, No. 453 (August 2015), National Institute of Economic and Social Research.
- This work also appeared as a [Sutton Trust Report](#). The Sutton Trust also produced a [Research Brief](#) summarising the findings and details of the [press coverage](#) it received.
- (54) 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), UCL Social Research Institute.
- (55) 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), UCL Social Research Institute.

## Research Reports

- (56) Hodgen, J., Bretscher, N., Hardman, M., Anders, J. & Lawson, H. (2023). [SMART Spaces: Spaced Learning Revision Programme: Evaluation Report](#). Education Endowment Foundation (July 2023).
- (57) Hodgen, J., Hardman, M., Bretscher, N., Gandolfi, H., Lawson, H. & Anders, J. (2023). [SMART Spaces: Chemistry Teaching: Pilot Report](#), Education Endowment Foundation (July 2023).
- (58) Godfrey, D., Anders, J., Stoll, L., Jerrim, J., Munoz-Chereau, B., McGinity, R. & Greany, T. (2023). [Schools Partnership Programme: Evaluation Report](#), Education Endowment Foundation (March 2023).
- (59) Wyse, D., Aarts, B., Anders, J., Sing, S., De Gennaro, A., Dockrell, J. & Manyukhina, Y. (2022). [Grammar and Writing in England's National Curriculum: A Randomised Controlled Trial and Implementation and Process Evaluation of Englicious](#). UCL Institute of Education (March 2022).

- (60) Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen, J., & Anders, J. (2021). [What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis](#), Education Endowment Foundation (October 2021).
- (61) Anders, J., Shure, N., Wyse, D., Bohling, K., Sutherland, A., Barnard, M., & Frerichs, J. (2021). [Learning About Culture: Overarching Evaluators' Report](#), Education Endowment Foundation (September 2021).
- (62) Anders, J., Shure, N., Wyse, D., Barnard, M., Frerichs, J., & Bohling, K. (2021). [The Craft of Writing: Evaluation Report](#), Education Endowment Foundation (September 2021).
- (63) Anders, J., Shure, N., Wyse, D., Barnard, M., Abdi, F., & Frerichs, J. (2021). [Power of Pictures: Evaluation Report](#), Education Endowment Foundation (September 2021).
- (64) Anders, J., Shure, N., Wyse, D., Barnard, M., Frerichs, J., Evans, A., & Bohling, K. (2021). [Young Journalist Academy: Evaluation Report](#), Education Endowment Foundation (September 2021).
- (65) Bohling K., Barnard M., Crouch L., Whitefield A., Murphy B., Gunzinger F., Anders J., Shure N., & Wyse D. (2021). [First Thing Music: Evaluation Report](#), Education Endowment Foundation (September 2021).
- (66) Bohling, K., Tankelevitch, L., Vinnitchok, A., Barnard, M., Anders, J., Shure, N., & Wyse, D. (2021). [Speech Bubbles: Evaluation Report](#), Education Endowment Foundation (September 2021).
- (67) Sims, S., Anders, J. & Zieger, L. (2021). [Can we replicate the findings of EEF trials using school level comparative interrupted time series evaluations? Non-technical report](#), Education Endowment Foundation (June 2021).
- (68) 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).
- (69) Wright, H., Dorsett, R., Anders, J., Buzzeo, J., Runge, J., & Sanders, M. (2019). [Improving Working Memory: Evaluation Report](#), Education Endowment Foundation (May 2019).
- (70) 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).
- (71) Speckesser, S. Runge, J., Foliano, F., Burnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018). [Embedding Formative Assessment: Evaluation Report](#), Education Endowment Foundation (July 2018).
- (72) 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.
- (73) 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.
- (74) 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.
- (75) 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).
- (76) 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 (October 2017).
- (77) 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).
- (78) 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).
- (79) Anders, J., Bernini, M., Bewley, H. & Stokes, L. (2016). [School performance in coastal communities.](#) Report to the UK Department for Education (May 2016).
- (80) 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

- (81) Yarde, J., Shao, X., Anders, J., Cullinane, C., Holt-White, E., Latham, K., & Montacute, R. (2023). [Wave 2 Initial Findings: Post-18 Opportunities and Aspirations.](#) COVID Social Mobility & Opportunities study (COSMO) Briefing No. 2. London: UCL Centre for Education Policy & Equalising Opportunities & Sutton Trust.
- (82) Holt-White, E., Latham, K., Anders, J., Cullinane, C., Early, E., Montacute, R., Shao, X., & Yarde, J. (2023). [Wave 2 Initial Findings: Mental and Physical Health.](#) COVID Social Mobility & Opportunities study (COSMO) Briefing No. 1. London: UCL Centre for Education Policy & Equalising Opportunities & Sutton Trust.
- (83) Macmillan, M. & Anders, J. (2023). [Equal Access.](#) Fabian Review, Summer 2023. London: The Fabian Society.
- (84) Cullinane, C., Yarde, J., Shao, X., Anders, J., De Gennaro, A., Holt-White, E., & Montacute, R. (2023). [Wave 1 Initial Findings: Financial Inequalities and the Pandemic.](#) COVID Social Mobility & Opportunities (COSMO) study Briefing No. 6. London: UCL Centre for Education Policy & Equalising Opportunities & Sutton Trust.
- (85) Holt-White, E., Shao, X., Montacute, R., Anders, J., Cullinane, C., Yarde, J., & De Gennaro, A. (2023). [Wave 1 Initial Findings: Health Impacts and Behaviours.](#) COVID Social Mobility & Opportunities (COSMO) study Briefing No. 5. London: UCL Centre for Education Policy & Equalising Opportunities & Sutton Trust.

- (86) Holt-White, E., De Gennaro, A., Anders, J., Cullinane, C., Early, E., Montacute, R., Shao, X., & Yarde, J. (2022). [Wave 1 Initial Findings: Mental Health and Wellbeing](#). COVID Social Mobility & Opportunities (COSMO) study Briefing No. 4. London: UCL Centre for Education Policy & Equalising Opportunities & Sutton Trust.
- (87) Yarde, J., Shao, X., Anders, J., Cullinane, C., De Gennaro, A., Early, E., Holt-White, E., & Montacute, R. (2022). [Wave 1 Initial Findings: Future Plans and Aspirations](#). COVID Social Mobility & Opportunities (COSMO) study Briefing No. 3. London: UCL Centre for Education Policy & Equalising Opportunities & Sutton Trust.
- (88) Montacute, R., Holt-White, E., Anders, J., Cullinane, C., De Gennaro, A., Early, E., Shao, X., & Yarde, J. (2022). [Wave 1 Initial Findings: Education Recovery and Catch Up](#). COVID Social Mobility & Opportunities (COSMO) study Briefing No. 2. London: UCL Centre for Education Policy & Equalising Opportunities & Sutton Trust.
- (89) Cullinane, C., Anders, J., De Gennaro, A., Early, E., Holt-White, E., Montacute, R., Shao, X., & Yarde, J. (2022). [Wave 1 Initial Findings: Lockdown Learning](#). COVID Social Mobility & Opportunities (COSMO) study Briefing No. 1. London: UCL Centre for Education Policy & Equalising Opportunities & Sutton Trust.
- (90) Anders, J., Crawford, C. & Wyness, G. (2022). [Gender differences in uptake of STEM subjects: the facts](#). Written evidence submitted by UCL Centre for Education Policy & Equalising Opportunities to UK Parliament House of Commons Science and Technology Committee.
- (91) Anders, J. & Macmillan, L. (2021). [The likely unequal scarring effects on young people's life chances of economic challenges post-COVID-19](#). London: UCL Centre for Education Policy & Equalising Opportunities Written evidence submitted by UCL Centre for Education Policy & Equalising Opportunities to UK Parliament House of Lords Youth Unemployment Committee.
- (92) Anders, J., Macmillan, L. & Wyness, G. (2021). [Does education raise people's productivity or does it just signal their existing ability?](#) CEPEO Briefing Note 12, April 2021. London: UCL Centre for Education Policy & Equalising Opportunities.
- (93) Anders, J., Macmillan, L. & Wyness, G. (2020) [How should the academic achievements of school students be assessed this year?](#) Bristol: Economics Observatory.
- (94) Anders, J. (2020). [How should universities select students?](#) CEPEO Briefing Note 8, November 2020. London: UCL Centre for Education Policy & Equalising Opportunities.
- (95) Anders, J. & Macmillan, L. (2020). [The unequal scarring effects of a recession on young people's life chances](#), CEPEO Briefing Note 6, June 2020. London: UCL Centre for Education Policy & Equalising Opportunities.
- (96) 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.
- (97) 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 House of Commons Education Select Committee.

## Book Reviews

- (98) 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.](#)
- (99) 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

### Research funding

Total research funding as principal or co-investigator: >£10million

- *ADR UK Youth Transitions Community Catalyst*. Co-investigator, ADR UK/UKRI, ~£550,000. January 2024-March 2026.
- *Longitudinal Educational Achievements: Reducing iNequalities (LEARN)*. Co-investigator, EU Horizon Europe funding, €3million. January 2024-December 2026.
- *Building policy impact from the COVID Social Mobility & Opportunities study (COSMO)*. Project lead, Research England QR Policy Support Fund/UCL Public Policy, £8,000. February-July 2023.
- *COVID Social Mobility & Opportunities study (COSMO): wave 2*. Principal Investigator, ESRC World Class Labs capital funding/data infrastructure funding, ~£1.9m. March 2022-July 2023.
- *COVID Social Mobility & Opportunities study (COSMO): wave 1*. Principal Investigator, UKRI Ideas to Address COVID-19 Fund, ~£2.7m. March 2021-July 2022.
- *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.
- *The competitive effects of Free Schools in England on student outcomes in neighbouring schools*. Co-Investigator, Nuffield Foundation, ~£300,000. May 2021 – April 2023.
- *English grammar teaching in primary schools: assessing the efficacy of Englicious*. Co-Investigator and RCT lead, Nuffield Foundation, ~£330,000. 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, Economic and Social Research Council, ~£200,000. 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.
- *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.
- *The influence of socio-economic status on financial success in professional occupations*. Principal Investigator, The Sutton Trust/upReach, ~£10,000. January – May 2015.
- *“The Access Project: Evaluation Support”*. Co-Investigator, Centre for Social Action Innovation Fund (NESTA), ~£15,000. September – December 2014.

### **Enterprise and Consultancy**

- *Analysis of the implications of different post-16 admissions criteria*. Eton College and Star Academies. ~£20,400. November 2021 – July 2022.
- *Independent Assessment of Cohort 2 and Final Cohort for the HMP Peterborough Payment by Results pilot*. Ministry of Justice, ~£90,000. March 2015 – June 2016.
- *Analysis of the performance of coastal schools*. Department for Education, ~£15,000. November – December 2015.
- *Research Programme into Adult English and Maths Skills*. Department of Business Innovation and Skills, ~£250,000. September 2014 – March 2016.
- *Research on Youth Transitions to and within the labour market*. Department of Business Innovation and Skills, ~£30,000. September 2014 – March 2015.

### **Awards & Scholarships**

- Included in Oxford Review of Education special issue on “Best of New British Educational Research”
- Helen Robinson Award for Best Paper by a Young Economist, WPEG Conference
- ESRC NCRM ADMIN Node PhD Studentship, UCL Institute of Education, London

- Advanced Quantitative Methods Stipend, UCL Institute of Education, London
- Academic Scholarship, New College, University of Oxford

## Conferences, Seminars & Invited Talks

- “Young people’s subjective wellbeing in the wake of the COVID-19 pandemic: evidence from a representative cohort study in England”. Centre for Educational Neuroscience, Birkbeck, University of London seminar series, July 2024.
- “Young people’s mental health and wellbeing in the wake of the COVID-19 pandemic”. Keynote presentation, Children and Young People’s Mental Health conference, Open Forum Events, London, April 2024.
- “Experimental education research: rethinking why, how and when to use random assignment”. Invited presentation and roundtable at “Educational interventions in the classroom: Challenges and solutions”, University of London Centre for Educational Neuroscience and Université Paris Cité, May 2023; Education Endowment Foundation seminar series, October 2023; Department for Education seminar series, January 2024.
- “The COVID Social Mobility & Opportunities (COSMO) study: A cohort study tracking the unequal impacts of the COVID-19 pandemic in England”. Long Term Study of the Impacts of the Pandemic on Learners and Education in Wales conference, Welsh Government. Cardiff, November 2023.
- “The unequal effects of the COVID-19 pandemic on young people’s education and wellbeing: The COVID Social Mobility & Opportunities study (COSMO)”. Society for Longitudinal and Lifecourse Studies (SLLS) International Annual Conference, Ludwig Maximilian University of Munich, October 2023.
- “The COVID Social Mobility and Opportunities Study (COSMO) as a new resource for well-being research”. Presentation for What Works Wellbeing, August 2023.
- “Do targeted higher-value conditional incentives improve survey response and representation in longitudinal studies? Evidence from the COVID Social Mobility & Opportunities Study (COSMO) in England”. European Survey Research Association conference, Milan, July 2023.
- “The COVID Social Mobility & Opportunities study (COSMO): challenges and opportunities of using push-to-web to recruit a new youth cohort study in England during the pandemic”. European Survey Research Association conference, Milan, July 2023.
- “Private school pupils’ performance in GCSEs (and IGCSEs)”. Children of the noughties: a conference to celebrate 21 years of the Millennium Cohort Study, London, June 2023.
- “How unequal circumstances have led to unequal outcomes from the COVID-19 pandemic”. Invited keynote. UCL Educational Psychology Group, UCL Faculty of Psychology and Language Sciences, London, March 2023.
- Oral evidence to the House of Lords Communications and Digital Committee inquiry on “Digital exclusion and the cost of living”, February 2022.
- “A New Youth Cohort Study on the Effects of the COVID-19 Pandemic on Young People’s Education and Wellbeing: The COVID Social Mobility and Opportunities Study (COSMO)”

in symposium “International Cohorts Showcase: New Longitudinal Studies in the UK”. Society for Longitudinal and Lifecourse Studies (SLLS) International Annual Conference, Case Western Reserve University, Ohio, October 2022.

- Oral evidence to the House of Commons Science and Technology Committee inquiry on “Diversity in STEM”, February 2022.
- “The unequal effects of the COVID-19 pandemic on young people’s education and well-being: new evidence from the first wave of the COVID Social Mobility & Opportunities study (COSMO)”. British Educational Research Association (BERA) Annual Conference, University of Liverpool, September 2022; Durham University Department of Sociology seminar series, October 2022; LSE Centre for Analysis of Social Exclusion (CASE) Seminar series, December 2022; University of Oxford Department for Education seminar series, January 2023; University of Warwick Department of Education Studies seminar series, April 2023.
- “Financing social innovation through payment by results: reflections from the evaluations of two large-scale case studies from the evaluations of two large-scale case studies”. [Social Outcomes Conference 2021](#), Blavatnik School of Government, University of Oxford, September 2021.
- “COVID-19 and labour market scarring”. Invited presentation and roundtable. UK Government Strategic Economic Policy Group, May 2021.
- [“The Effects of Pay Decentralisation on Teachers’ Pay and Teacher Retention”](#). [NBER Economics of Education Program Meeting, Spring 2021](#). By invitation.
- “Grade Expectations: How well can past performance predict future grades?” [Parallel session](#), Scottish Economic Society Annual Conference, Online, April 2021.
- [“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, September 2019.
- “Determinants of private school participation: all about the money?” Parallel session at British Sociological Association annual conference, 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) con-



ference, 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 Centre for Longitudinal Studies, 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, UCL Social Research Institute, 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, UCL 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, Society of Longitudinal and Lifecourse Studies Annual Conference, Paris, Octo-

ber 2012; Parallel session, CLS Cohort Conference, UCL Centre for Longitudinal Studies, London, November 2012.

## Professional Activities

### External service, advisory roles and professional memberships

- *Member, Evaluation and Trial Advice Panel*, Cabinet Office, UK Government (2020–25)
- *External Referee for Promotions Committee*: London School of Economics and Political Science (LSE); University of Newcastle, Australia.
- *Funding Peer Reviews*: Economic and Social Research Council (Member of Peer Review College; Funding Panel Membership); British Academy; Nuffield Foundation; Canadian Social Science and Humanities Research Council.
- *Journal Editorial Experience*: PLOS ONE Editorial Board (2024– ); National Institute Economic Review Editorial Board (2015–16).
- *Journal Peer Reviews*: European Sociological Review; Economics of Education Review; Journal of the Royal Statistical Society; BMJ Open; Journal of Child Psychology and Psychiatry; Education Economics; The Manchester School; Oxford Review of Education; British Educational Research Journal; Cambridge Journal of Education; Journal of Education and Work; 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; International Journal of Educational Management; PLOS ONE.
- *Book Proposal Peer Reviews*: Springer; Policy Press/Bristol University Press.
- *Other Peer Reviews*: Education Endowment Foundation (reports and analysis plans); Youth Endowment Foundation (reports and analysis plans); Centre for Homelessness Impact (peer review panel); Submission review for Society for Research on Educational Effectiveness Annual Conference (by invitation); Submission review for British Educational Research Association Annual Conference.
- *Advisory Group Member*: 5 Nuffield Foundation-funded research projects; 2 Education Endowment Foundation-funded evaluation projects; Observatory for Mathematical Education.
- *Expert*: [Economics Observatory](#).
- *Member*: Royal Economics Society; British Educational Research Association; Society for Longitudinal and Life Course Studies; Sutton Trust Research Review Group.

### University and faculty service

- *Member*, UCL [Teaching Excellence Framework \(TEF\) 2023 Task and Finish Group](#)
- *Member*, Faculty Educational Inequalities Task and Finish Group (2023)

- *Ethics Reviewer*, UCL Institute of Education Research Ethics Committee (2017– )
- *Member* of six recruitment committees as non-departmental member

### **Departmental service**

- Academic Head of Research (2019–2022)
- *Member*, Departmental Senior Leadership Team (2018–2022)
- *Member*, Departmental Research Committee (2017–2022)
- *Member*, Departmental Teaching Committee (2019– )
- *Peer Reviewer*, Departmental Output Review Exercise (2018– )
- *Chair* of six and *member* of 12 external recruitment committees within department
- *Member* of three internal recruitment committees for departmental leadership roles
- *Co-Chair*, Departmental Teaching and Research Task and Finish Group (2023–2025)
- *Co-Chair*, Departmental AI in Education Task and Finish Group (2024)
- *Member*, Departmental Digital Education Task and Finish Group (2023)

### **Additional affiliations**

- *Expert Contributor*, Fairness Foundation (2024– )
- *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*, UCL Social Research Institute (2015–2017)

### **Teaching**

#### **Undergraduate**

- “Economics of Public Policy” (Autumn 2023), co-module leader and lecturer, BSc module, UCL Social Research Institute.

#### **Master’s**

- “COVID” (Spring 2024). Lecturer, part of Social Change Within Contemporary Society MSc module, UCL Social Research Institute.
- “Impact evaluation and randomised controlled trials in Education” (Autumn 2019; Spring & Autumn 2020, 2021; Spring 2022, 2023, 2024).
- Lecturer and seminar leader, part of Understanding Research (UR) MA module, Department of Curriculum, Pedagogy and Assessment, UCL Institute of Education (IOE).

- Lecturer on “Global Debates and Research into Practice: Educating Children Aged 4-12” (Summer 2023), MA module, Department of Learning and Leadership, IOE.
- Lecturer on “Researching Early Years and Primary Education” (REYPE) (Autumn 2017, 2018, 2019), MA module, Department of Learning and Leadership, IOE.
- “More Stata programming: calculating, debugging and using” (Spring 2018, 2019) Lecturer & computer class leader, part of Using Stata Efficiently and Effectively MSc module, UCL Social Research Institute.
- “Quantitative Methods: Introduction” (Autumn 2016) Lecturer, 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) Lecturer and class leader, part of Economic Perspectives on Education Policy (EPEP) MSc module, Department of Education, Practice and Society, IOE.
- “Panel data models: Fixed effects and random effects” (Spring 2014, 2015, 2016, 2017) Lecturer and computer class leader, part of Longitudinal Research and Analysis (LRA) MSc module, UCL Social Research Institute.
- “Higher Education Funding and Access” (Spring 2014) Lecturer and class leader, part of Economic Value of Education (EVE) MSc module, UCL Social Research Institute.

#### **Research Supervision: Doctoral – Current**

- Joshua Uddin (2025, expected), principal supervisor with Prof. Rachael Levy.
- Tom Waters (2025, expected), principal supervisor with Prof. Alex Bryson and Prof. Claire Crawford.
- Emine Pehlivan (2025, expected), subsidiary supervisor with Dr. Stuart Tannock.
- Ruth Ogundamisi (2026, expected), principal supervisor with Prof. Gill Wyness. UBEL-DTP/Sutton Trust-funded to work with COSMO data.
- Robbie Maris (2026, expected), subsidiary supervisor with Prof. Gill Wyness. UBEL-DTP/Education Policy Institute-funded.

#### **Research Supervision: Doctoral – Former**

- [Silvan Häs](#) (2021), subsidiary supervisor with Prof. John Jerrim. Thesis title: “Socio-economic status and worklessness: educational investments and expectations”. Passed with minor corrections. Now working at [ritzenhoefer & company](#).
- [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. Now working at [University of Oxford Department of Education](#).

- [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 Head of Behavioural Science at [Fair HQ](#).
- [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 [UK Government Cabinet Office](#).

### **Research Supervision: Master’s**

- Dissertation supervision and marking for MA Early Years Education and/or MA Primary Education (2017, 2018)
- Dissertation supervision and marking for MSc Quantitative Research Methods (2017)

### **Examination**

- External examination for 2 PhD students, University of Cambridge and King’s College London
- External examiner for Research Design & Methodology pathway of MSc Education, University of Oxford (2023-26)
- External examiner for MA Education and PGCert Coaching & Mentoring, Plymouth Marjon University (2023-26)
- Upgrade examination for four MPhil/PhD students, UCL

### **Teaching Leadership**

- *Member*, UCL [Teaching Excellence Framework \(TEF\) 2023 Task and Finish Group](#) (2022-23)
- *Co-Chair*, Departmental Task and Finish Group on Links Between Research and Education (2023- )
- *Member*, Faculty Task and Finish Group on Educational Inequalities (2023- )
- *Member*, Departmental Teaching Committee (2019-2022)
- *Member*, Departmental Task and Finish Group on Digital Education Strategy (2023- )

### **Professional Development**

Jake provides professional development focused on the use of experimental and quasi-experimental impact evaluation methods (for example, matching and weighting methods,

longitudinal designs, and randomised controlled trials), primarily with applications in education. These can be tailored to organisations' existing expertise and experience profiles, helping improve teams' understanding of such methods and, hence, their ability to interpret evidence from and supervise work on these kinds of projects, for example.

## **Other Relevant Information**

### **University Training**

- University Leaders
- Research Student Supervision (pre-requisite to act as principal supervisor to doctoral students)
- HR: Fair and Inclusive Recruitment; Effective People Management
- General Data Protection Regulation (GDPR) and Data Protection Act 2018 (DPA2018) Training
- Other training including: equality, diversity and inclusion; fire safety; health and safety; Cybsafe information security; sustainability; disclosing and managing conflicts of interest; Prevent; freedom of information; and safeguarding.

### **IT Skills**

Highly competent. Experience across Mac, Windows and Linux environments:

- advanced skills with statistical software Stata and R;
- highly skilled with Microsoft Office, LaTeX, and Markdown;
- developing skills in Python;
- developing reproducible research skills, inc. notebook reporting in Stata, R (using Quarto) & Python (using Jupyter);
- basic knowledge of web development languages, particularly HTML, CSS and PHP.

### **Miscellaneous**

- NHS Data Security Awareness Level 1 Training (annual renewal; most recent August 2023)
- UK Data Service (UKDS) Safe User of Research data Environments (SURE) Training
- Office for National Statistics (ONS) Safe Researcher Training (SRT) (5 year renewal; most recent January 2023)
- ONS/UK Digital Economy Act (DEA) Accredited Researcher (5 year renewal; most recent January 2023)

- Disclosure and Barring Service (DBS) Standard Disclosure clean (two year renewal; most recent November 2022)
- References available on request.

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