Dr Thomas Perry – Applied Methodology in Education and Social Science

Reader – Education Studies, School of Education, Learning and Communication Sciences
University of Warwick (Sep 2021 – present)
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Dr Thomas Perry is a social scientist and applied methodologist. His work focuses on how research and data can create usable knowledge in education policymaking and practice: how evidence is produced and accumulated, how it combines with professional expertise, and how education systems build the capacity to generate and use it. He brings quantitative, mixed methods and evaluation expertise together with substantive knowledge of teaching, schools, leadership and education policy, working on system-level challenges including workforce development, educational inequality, school effectiveness and improvement, and institutional reform.

Methodologically, he specialises in the design and leadership of complex, multi-strand, mixed methods studies that integrate secondary data, fieldwork, systematic review and theory-based evaluation, with a view to generating robust and usable evidence, and supporting its use in policy and professional practice. Alongside this, Tom's work strengthens capacity for research and knowledge production and use across the system, including postgraduate and early career research training and development, practitioner and participatory research, and research-practice partnerships. He has advised governments, funders and education organisations on research design, evidence use and policy development, and his work contributes to national and international debates through research, advisory roles and invited contributions across academic, policy and professional communities.

Research Areas

- **Knowledge, Evidence and Expertise in Education Systems** – How education systems organise, generate and use knowledge, evidence, professional judgement and data in contexts of organisational and technological change.
- **Research–Policy–Practice Interfaces and System Reform** – How knowledge and evidence are translated, mobilised, interpreted and enacted in policy and professional settings, including partnerships, implementation processes, education policy development, and within system-level reform.
- **Applied Methodology for Complex Educational Research** – The design and integration of advanced quantitative methods, mixed methods, systematic review and theory-based evaluation to study complex, multi-level and real-world problems, including multi-strand and collaborative research involving practitioners and institutions, designed so that research creates usable knowledge for policy and practice.
- **Equity, Workforce and Institutional Development** – Educational inequalities, workforce development, leadership, accountability and structural reform across school and higher education sectors, examined as system-level challenges shaped by the production and use of knowledge and evidence.

Current Roles

Tom is an active and engaged academic, supporting advisory and expert groups; speaking at academic, professional and policy conferences and events; and advising and working on numerous research and development projects. His current roles, affiliations and memberships include:

- Director of Postgraduate Research, School of Education, Learning and Communication Sciences (from July 2025)
- Visiting Professor, Faculty of Social Sciences, University of Southampton (from Sep 2025)
- Co-Director, Warwick Commission on the Future of the Social Sciences (from April 2026)
- Member of the ESRC Peer Review College (from April 2024) and ESRC Assessor College (from Oct 2025)
- Member of the Warwick Faculty of Social Sciences REF2029 Impact Case Study Reading Group (from Oct 2025)
- Senior Fellow, Higher Education Academy (from Nov 2024)
- Editorial board member, *Education Sciences* (from August 2026) (Q1, H85)
- Editorial board member, *Research Papers in Education* (from July 2024) (Q1, H62)
- British Educational Leadership, Management and Administration Society (BELMAS) (from 2023)
- World Education Research Association (WERA) International Network – Research-informed Education (from 2022)
- Accredited researcher, Office for National Statistics (ONS) (from May 2019)
- Professional Affiliate, Chartered College of Teaching (from July 2018)
- TASO, EEF and Foundations Panel of Evaluators member (from 2018)
- British Educational Research Association (BERA) (from 2018)

Academic Qualifications and Awards

PhD Education and PGCARMS (Advanced Research Methods and Skills) – University of Birmingham, 2012- 2016
PGCE (Secondary Business Education) – University of Warwick, 2007- 2008
MSc Economics (*Distinction*), BSc Economics (*1st Class Honours*) – University of Leicester, 2003-2007

Previous Employment

Associate Professor, Department for Education Studies, University of Warwick (July 2022 – June 2025)
Assistant Professor, Department for Education Studies, University of Warwick (Sep 2021 – July 2022)
Programme Director and Lecturer – Educational Leadership, University of Birmingham (Sep 2018 to Aug 2021)
Teaching Fellow and Visiting Lecturer – MA Social Research Methods (2015-2018), MA School Improvement and Educational Leadership (Oct 2013 to Aug 2018), University of Birmingham
Research Manager – Centre for the Use of Research and Evidence in Education (CUREE) (Oct 2016 to Aug 2018)
Research Fellow – University of Birmingham, (January to June 2016)

Research Associate – Durham University, (July 2014 to 2016),
KS2 classroom teacher and private tutor – Sandwell and Dudley Local Authorities (Sep 2008 to Aug 2012)

Previous roles, affiliations and memberships include:

- External Examiner, MSc Educational Research, University of Exeter (Feb 2020 to Dec 2024)
- External Examiner, MSc Social Science Research, University of Leicester (Nov 2022 to Feb 2026)
- Co-Director of Postgraduate Research, Department of Education Studies, University of Warwick (Oct 23–July 2025)
- Editorial board member – Educational Review (March 2018 to Aug 2021)
- Fellow of the Warwick Institute of Engagement (February 2022 to 2024)
- Senior Research Associate – Centre for the Use of Research and Evidence in Education (Sep 2018 to Aug 2021)
- Head of Research and Knowledge Transfer – Dep. Teacher Education, Uni of Birmingham (Jan 2020 – Aug 2021)
- Associate Analyst – Department for Education (Quantitative and Secondary Data Analysis) (June 2016 to Mar 2021)
- Fellow, Higher Education Academy (Aug 2018 to Oct 2024)

Selected Research Projects and Funding Overview

I have led and/or worked on a diverse range of research projects, with a combined value of over £3m. These projects collectively examine knowledge mobilisation, institutional reform and educational inequality across schools and higher education, using advanced quantitative, mixed methods and theory-based evaluation designs.

2026-29 EEF Efficacy Trial of DELTA+, led by RAND Europe (£206.1k Warwick award, CI, co-leading IPE)
2025-28 Theory-Based Evaluation of the EEF Regional Partnerships Approach to Evidence Mobilisation (£441.7k, PI)
2025-26 Improving Attendance in Post-16 Education, UoW Policy Support Fund (£22.1k, co-I)
2025 British Academy – Evidence Generation and Use in Education in Europe 2025 (£8.4k, co-I)
2025-26 HE Innovation Funding – UoN School Leadership and System Governance Impact Project (£11.8k, co-I)
2024-27 Efficacy Trial of Post-16 GCSE Resits, Get Further Tutoring Programme (£290.4k, co-PI)
2024-26 Nuffield Pupil School Mobility research (£311.5k, CI, leading quantitative strand)
2023-24 ESRC An Evidence-Informed Approach to GCSE Resits (Impact Acceleration Account) (£49.7k, CI)
2022-25 EEF Pilot evaluation of Frames for Learning (£64.1k, PI)
2022-26 ESRC Sustainable school leadership: comparing approaches to the training, supply and retention of senior school leaders across the UK (£701.8k, CI, leading quantitative strand)
2022-23 DCMS Review of Evidence on Youth Services (£189.6k, CI, leading systematic review strand)
2022-23 EEF Practice Review of English and Maths GCSE Resits in Post-16 Settings (£51.6k, CI)
2022 BERA The State of the Discipline: UK HE Education Research Survey 2022 (£49.8k, co-PI)
2022 Equality and Human Rights Commission - Strategic Equality Plans in Educational Settings Review (5.5k, CI)
2022 Trying out teaching: examining a new approach to tackling the teacher shortage in England (£26.1k, CI)
2020-21, EEF Systematic Review of Cognitive Science Approaches in the Classroom (£82k, PI)
2020 Teacher Education Modality Rapid Review for STEM Learning (£10.8k, PI)
2020 Aimhigher West Midlands – Evaluation of Maths Outreach Support (£10k, PI)
2019-20, Exclusion of autistic children and young people: understanding causes and developing and disseminating a local-authority level model of best practice (£99.4k, CI)
2019-21, Educational Disadvantage: Towards an Interdisciplinary Understanding (£12.3k, CI)
2019-20, Migrant children with SEND – exploring schools' data and information needs (£9k, CI)
2018-20, Paul Hamlyn Foundation (PHF) Teacher Development Fund (£114k, CI)
2017-19, DfE School Strategic Improvement Fund (SSIF) – Evaluation lead working to develop monitoring and evaluation approaches across seven SSIF programmes (£274.8k, RM)
2017-18, The National Gallery - City Year Project Evaluation (£6.3k, RM)
2017-18, Paul Hamlyn Foundation (PHF) Teacher Development Fund Pilot (£157.0k, CI)
2017-18, IDB Review of International Teacher Evaluation Systems ($40k, RM)
2017-18, Wellcome Subject-Specific CPD Rapid Evidence Review (£60.1k, CI)
2017 Review of STEM Learning's Impact Toolkit (£2.3k, RM)
2016-18, Education International, Teacher Professional Identities Comparative Review (€35.7k, CI)
2016-17, Year 4 of British Film Institute Into Film 5-19 Programme Evaluation (£25.2k, CI)
2016-17, STEM Learning ENTHUSE Partnership Programme (EPP) Evaluation (£16.3k, RM)
2016-18, DfE Workload Challenge Data Management R&D - Research Consultancy (£5.3k, RM)
2015-16, EEF Pilot Evaluation of IRIS-Connect (£62k, CI)
2012-16, ESRC PhD Studentship with enhanced Advanced Quantitative Methods stipend (£40.5k, PI)

(PI = Principal Investigator, CI = Co-Investigator, RM = Research Manager)

Postgraduate Teaching and Doctoral Supervision

Current postgraduate teaching and educational leadership:

- Advanced Research Methods – teaching seminars on philosophy of social research, quantitative analysis, systematic review and synthesis, and research design (from 2021)
- Research Methods in Education – teaching seminars on research design and quantitative analysis (from 2021)
- Co-Module leader – Education Equity and Effectiveness (2021 to present)

Previous postgraduate programme and module leadership:
- Programme Director – Doctorate in Education (EdD) (2022–2024)
- Module leader – Research Methods in Education (core module for all MA students) (2021-2024)
- Programme leader – Suite of Masters Educational Leadership Programmes: MA School Improvement and Educational Leadership, MEd Educational Leadership, MEd Educational Leadership (Degree Apprenticeship), MA Education (Leadership) pathway – University of Birmingham, (2018-2021)
- Module leader – Understanding School Improvement, Understanding Evidence for School Improvement, Education Policy and Improving Schools – University of Birmingham, (various dates between 2016-2021)

Postgraduate Researcher Examination:
- PhD examination: 2 external (Durham, Oxford), 2 internal (Warwick), and 4 as chair (Birmingham and Warwick)

I currently supervise the following doctoral students as lead supervisor:
- Mason, S – (PhD) – Teacher knowledge, autonomy and professionalism.
- Guerin, C. – (PhD) – Home-school assessment and reporting within a multi academy trust
- Grierson, S (EdD) – Equitable higher education assessment
- Azimitaraghdari, F – (PhD) – The impact of teachers' engagement with research on their reflective practice
- Fazleen, A (PhD) – Teacher collaborative development using video technology
- Ulfatun, T (PhD) – Career choices for Indonesian business and accounting education students
- Gu, Y (PhD) – Experiences and wellbeing of Chinese international students in UK higher education

I currently supervise the following doctoral students as second/co-supervisor:
- Broadley, R – (EdD) – Mobility and aspirations in selective education systems
- Stanway, J. – (EdD) – Leadership identity and development: an auto-ethnographic study
- Povey, S – (EdD) – Ofsted, language and policy.

Previous doctoral supervisions (all awarded):
- Emmerson, S – School and HEI-based teacher educators' professional identities (EdD, Lead supervisor)
- Thornby, J – A Psychometric Approach to Understanding Teacher Recruitment (EdD, Lead supervisor)
- Sinclair, B. – (PhD, Co-Supervisor) – Web-Based Acceptance and Commitment Training for Promoting Mathematical Resilience And Addressing Mathematics Anxiety
- Magulike, C – A Longitudinal Study of the Association Between Mental Health at Age 11 and Classroom Engagement and Self-Belief at Age 14: Findings from the Millennium Cohort Study (EdD, Co-Supervisor)
- Holmes, B. – How did the Covid-19 pandemic affect the realisation of the religious values of a Catholic state school and how did these values shape the school's responses to the pandemic? (EdD, Lead supervisor)
- Martin, P. – An exploration of the factors affecting the likelihood of young people in England progressing into higher education (PhD, Co-Supervisor)
- Horton, M. – A quasi-experiment study investigating the impact of Aimhigher widening participation interventions on disadvantaged children's attainment, knowledge, attitudes, expectations and HE entry rates (PhD, Co-Supervisor)
- Ecoeur, J. – Academic Middle Managers Leadership for learning role in college-based HE (EdD, Co-Supervisor)
- Entwistle, C. – Creating new from old: exploring the lived experiences of secondary school senior leaders implementing change within sponsored academies in disadvantaged communities in England (EdD, Co-Supervisor)

Other Teaching Activity:
- I was invited and commissioned to deliver a 7-seminar 'Introduction to Research Methods in Education' course to all research-active/engaged staff at the National Association for Special Educational Needs (NASEN) (Spring 2021)
- *Education Research That Matters* FutureLearn MOOC – I created and led two teaching weeks for two MOOCs developed through a partnership between UoB and the Chartered College of Teaching (CCT), one on Measuring Progress and Evidence-Informed Education, another on Research Synthesis and Review. They both had approximately 3000 teachers and school leaders enrol and both were highly rated (4.7 and 4.8/5.0) (UoB, 2018-19)

Selected Keynotes, Invited Presentations and Other Teaching Experience

Evidence, Expertise and Professional Practice

On the organisation and use of knowledge in education systems, including cognitive science, professional learning and institutional capacity in contexts of policy and digital change:

- Lead presenter – 'One-size-fits-all policy does not fit all': Exploring place and local solutions in school leadership policy; Chartered College of Teaching Journal Club (September 2026)
- Invited speaker – Leadership, Effective Education and Policy (LEEP) centre seminar series, University of Southampton (June 2025) – on Evidence-based Educational Leadership
- Keynote Speaker – "Rethinking Deep and Personalised Learning in the Digital Era: What Does the Evidence Say?" 4th International Conference on Education Innovation and Social Science (ICEISS 2025), Universitas Muhammadiyah Surakarta (August 2025)
- Invited expert panellist, representing England, for a 'WERA meets ICSEI' special conference session on international research-informed policy in practice, at the ICSEI 2025 Conference, Melbourne, Australia. (Feb 2025)
- Keynote – Research Schools Network annual conference 2024, Sheffield – on research-informed education
- Invited speaker at the Cognitive Science Network (2022 and 2024)

- Invited speaker – WERA International Research Network (2023) – Network session to discuss R Morris's and my recent book, including an interview, a discussant (Prof K. Schildkamp), Q&A and discussion.
- Invited speaker for Chartered College of Teaching event on teacher-led cognitive science research (July 2023)
- Invited speaker with Clara Jørgensen – IOE PGCE Art & Design Mentors Conference 2023 (July 2023)
- Keynote – Churchie Research Centre and the University of Queensland Science of Learning Research Centre – TeachMeet event open to all schools in Queensland Australia (May 2023, Sep 2021).
- Invited Speaker – International Research Network for Research Use (Jan 2023) – Evidence-informed education: Problems in a divided field (with R Morris).
- Keynote – Chartered College of Teaching event – The opportunities and challenges of cognitive science within education (November 2022)
- Invited Panellist – Festival of Education, Wellington College, (July 2022)
- Speaker on several podcasts: EEF 'Evidence in Action' Talking Points Podcast (Aug 2021); Pearson 'View from the Laboratory' (Feb 2022); SecEd 'Retrieval Practice: Knowledge retention' (March 2022)
- Presenter – ResearchED National Conference, London (September 2021)
- Keynote – Centre for Teacher Education, University of Warwick (Dec 2021)
- Presenter – Centre for Educational Neuroscience, Birkbeck University of London – UCL IOE (Nov 2021)
- Keynote – Centre for Innovation and Research in Learning (CIRL), Eton College (Nov 2021)

Social Science Methodology and the Education Research Field

On quantitative methods, mixed methods research, evaluation and the development of education research as a field:

- Invited speaker – EEF Evaluation Team– Introduction to Realist Evaluation Methods (with Geoff Lewis Aug 2026).
- Keynote – SELCS Conference 2026, University of Warwick – The Future of Social Science: Pluralism, Expertise and the Search for the Social Scientific Voice (July 2026)
- Invited speaker – Clinical Sciences Research Laboratory at University Hospital Coventry and Warwickshire – Evidence-based Education 'Meets' Evidence-based Medicine (July 2026)
- Invited speaker – University of Oxford, Quantitative Methods Hub
    - On the school leadership workforce (Jun 2024)
    - On pupil school mobility (Nov 2021)
- Invited discussant – International EARLI SIG 18 book launch for *Theorizing Teaching: Current Status and Open Issues*, A. Praetorius and C. Charalambous (Jan 2024)
- Invited Speaker – EEF 'Tuesday Twilight' Seminar Series (Feb 2023) – Methodological Problems for Evidence-Informed Policy
- Invited Speaker – UCL CEPEO Seminar Series (Dec 2022) – Methodological Problems for Evidence-Informed Policy
- Keynote – University of Birmingham PG Conference (Nov 2021) – On the unification of education research through inter-disciplinary, mixed methods, academic-praxis and organisational connections.
- Keynote – University of Birmingham School, Rush Hour Research (July 2021)
- Invited expert panel member – Schools and Academies Show 2020, speaking alongside leading academic and policy experts in a discussion of education policy on academisation and the school system.
- Invited keynote and chair – InsideGovernment. I presented and led discussions about accountability with representatives of Ofsted, NAHT, NFER and executive and senior school leaders (2019).

Equity, Effectiveness and Institutional Reform

On educational inequalities, workforce development, accountability and structural reform across UK education systems:

- Co-Presenter – Department for Education FE Attendance Evidence Sharing (May 2026) and EEF Knowledge Exchange Session on Post-16 Attendance (July 2026)
- Co-Presenter – Series of workshops, webinars and events focused on Sustainable School Leadership across the UK (Department for Education Presentation, Sep25). (School Leaders Scotland, May 2026, Glasgow; Education Scotland and ADES, June and July 2026, Edinburgh and Online) (Webinar Series, with the Chartered College of Teaching May–June 2026)
- Co-Presenter – "Tackling Educational Inequality in the West Midlands", BERA Event: Exploring Pupil Achievement and Underachievement by Place and Socioeconomic Disadvantage in England and Wales, University of Warwick, with Dr Rebecca Morris (March 2025)
- Co-Presenter – Invited paper delivered to BELMAS Structural Reform Research Interest Group (RIG) – Evidence and Reflections on the Free Schools policy in England, with Dr Rebecca Morris. (May 2021)

Knowledge Exchange and Academic Citizenship

Advisory roles (remunerated roles indicated by £):

- Strategic Board member, Origin Maths Hub (2026-)
- Advisory group member, systematic review by Climate Adapted Pathways in Education (CAPE) (2026-)
- Steering group member, Widening Participation HEAT UCL Outreach Metric project (2025-26)
- Expert advisor for SHU EEF Post-16 Professional Development Practice Review (2024-25, £)
- Advisory group member for UKRI-funded MMU and NFER quantitative study on free schools (2024-25)
- International advisory group member, National Institute of Teaching (NIoT) research: A meta-review on teacher education and professional development (2024-25).

- Advisory group member and methodological advisor, Gatsby funded systematic review research on further education teacher experiences and retention led by University of Brighton (2023-24).
- Advisory group member, Research into the competitive effects of free schools on student outcomes in neighbouring schools by the Institute of Education, UCL, funded by the Nuffield Foundation. (2021 to 2024)
- Advisory group member and quality assurance partner for Education Development Trust (EDT) Teacher Development Advisory Panel, providing strategic guidance to the Teacher Development Programme (ECF and new NPQs). Including additional quality assurance advisory work for the EDT NPQEL (2022-23, £)
- External advisor for STEM Learning Science Leadership Benchmark Development (£)
- External advisor for a Wellcome funded systematic review of school environment mechanisms for change in teacher professional development, led by Sheffield Hallam University (2022-23, £)
- Steering group member, Widening Participation HEAT database Outreach Coverage project (2020 to 2021)

Editing:
- Co-Editor: Education Policy in England from 2010-2024, Routledge Education (2025)
- Co-Editor: The BERA Guide to Practitioner Research: Developing Professional Knowledge in Educational Research and Practice. Emerald Publishing (2025)
- Editorial board member – Research Papers in Education (from July 2024)
- Invited guest co-editor of a special issue of *Educational Research and Evaluation* on replication study (2021).
- Editorial board member – Educational Review (March 2018 to Aug 2021)

Other academic citizenship:
- Submitted evidence to the DfE Education Committee inquiry on Further Education and Skills as part of a University of Warwick team (March 2025).
- I provided an expert witness statement about the validity, use and interpretation of Progress 8 performance data for a 2019 Employment Tribunal case by the Teachers' Regulation Agency investigating examination malpractice.
- Provided expert advice to the EEF on evidence-informed education methodology and specialist topics, notably the application of cognitive science (2021-present, multiple internal conversations with EEF colleagues).

Academic peer review:
- I am a member of the ESRC Peer Review College (April 2024 to present). I have also reviewed research grant applications for Nuffield, UKRI and the NINE ESRC DTP.
- I have reviewed for many leading research journals including International Journal of Research & Method in Education; School Effectiveness and School Improvement; British Educational Research Journal; Review of Education; Educational Policy; Educational Research and Evaluation; Educational Management Administration & Leadership; Oxford Review of Education; Cambridge Journal for Education; British Journal of Education Studies; Data and Policy; Evaluation and Program Planning; Contemporary Social Science; Studies in Educational Evaluation; Public Finance Review; Journal of Professional Capital and Community; Research in Science Education; Active Learning in Higher Education; Theory and Research in Education; Mind, Brain and Education; Education 3-13; Frontiers in Education; Paedagogica Historica; Perspectives on Undergraduate Research & Mentoring; Bloomsbury and Harvard Education Press; Routledge Books.

Institutional Collegiality, Leadership and Management

Activities as Co-Director of Postgraduate Research, University of Warwick (from Oct 2023):
- Active member of the following departmental committees:
  - Teaching and Learning Committee
  - Research, Scholarship, and Impact Committee.
- Active member with a leading role in the SELCS PGR Working Group (2022-2024)
- Co-designed and delivered PGR induction activities, supporting in 2023 and co-leading in 2024.
- Academic convenor for the student-staff liaison committee (SSLC), incorporating PGR feedback into PGR support, training, policy and environment (2022-2024)
- Supported the development of PGR supervision policy, co-lead implementation and now working via the PGR SELCS working group on at both departmental and school levels.
- Organised, facilitated and supported PGR workshops and support events to enhance researcher development.
- Contributed to the EdD programme curriculum by advising on module choices, supporting critical study development, and tailoring the programme to professional backgrounds.
- Participated in doctoral college review meetings on topics such as teaching experience offers and viva outcomes.
- Attended a SRHE symposium on PGR supervision (2024) focused on EdD supervision and 'rescue' supervision.
- Engaged in equity research on PGR recruitment and applied findings to practice and the DPGR role.

Activities as Module Leader of Research Methods in Education core module and Equity and Effectiveness in Education Module, University of Warwick (2021-2024):
- Redesign, leadership and management of the RME module. Established a team-based approach designed to run at scale and with consistency, fostering professional dialogue and collaboration among colleagues.
- Led curriculum and assessment redesign to ensure relevance and rigour. Coordinated and guided whole-team and whole-department assessment approaches.

- Worked with inexperienced RME co-module leader and now with current module leader to support ongoing success of RME module.
- Co-created and co-delivered the EEE module, incorporating innovative and impactful teaching strategies.

School and Departmental Activities, University of Warwick (from Sep 2021):
- Chair and a member of the Departmental Workload Working Group, developing a new departmental policy and procedures. This work is now informing school-level workload review.
- Served as a member of the Departmental Ethics Committee, reviewing and advising on research proposals.
- Led the Research-Informed Education Cluster, collaborating with members across the school and successfully securing a cross-centre research grant (2023–2024).
- Supported the department's Athena Swan award application by reworking and presenting gender-disaggregated data outputs proportionally in charts and tables.
- Completed PhD upgrade assessments, providing detailed feedback and support to candidates.
- Contributed to departmental initiatives on AI and its implications for higher education assessment practices.

Wider University Activities (from Sep 2021):
- Presentation at "It takes a village" webinar, run by Development and Alumni Engagement, Warwick University (1st October 2024).
- Co-coordinated (with R Morris) a successful application for a Warwick team to join the TASO Evaluation Panel. Team members spanned DES, CIDD, IER, WMG and the University Widening Participation Team (Outreach).
- Represented the department at a Warwick Data Science event, advisor for Data Science for Social Good summer scheme, member of the Social Science Grand Challenge Group developing Master's in Social Data Science.
- Member of the ReproducibiliTea Journal Club, engaging in discussions on reproducibility and open science.

Activities as Programme Leader of Educational Leadership Masters programmes, University of Birmingham (2018-2021)
- Led and developed the suite of Educational Leadership Master's programmes, including the new Degree Apprenticeship and MA pathways. This included design and implementation of leadership mentoring to support work-based and professional learning in the Degree Apprenticeship programme. I also oversaw Degree Apprenticeship quality assurance processes, including IfA mapping, auditing, and evidence portfolio development.
- Conducted programme reviews, chaired leadership meetings, and engaged with external examination processes.
- Showcased the MA SIEL programmes as a case study for research-rich teaching and learning.
- Led developmental dialogues with module co-leaders (2023/24) and tutors (2021–24) to enhance assessment practices, curriculum design, and student feedback.

Publications

Peer Reviewed Journal Articles

I have published in a range of high impact journals, as below, with H Index and quartile provided in parentheses:
- British Educational Research Journal (103, Q1)
- Educational Review (63, Q1)
- School Effectiveness and School Improvement (70, Q1)
- International Journal of Educational Research (80, Q1)
- Research Papers in Education (54, Q1)
- Educational Management Administration & Leadership (60, Q1)
- European Journal of Special Needs Education (54, Q1)
- Cambridge Journal of Education (69, Q1)
- Education Sciences (85, Q1)
- Review of Education (24, Q1)
- Educational Research and Evaluation (44, Q2)
- International Journal of Science Education (126, Q1)
- British Journal of Educational Studies (62, Q1)
- Higher Education Quarterly (49, Q1)
- London Review of Education (18, Q2)

Liu, Z., Crompton, K., Perry, T. and Morris, R. (in press) 'Improving attendance in England's further education sector: evidence on determinants, interventions and transferability', *British Educational Research Journal*.

Jørgensen, C. R., Lessard-Phillips, L., Cristescu, L., & Perry, T. (2026). Pupil School Mobility - A Scoping Review and Reconceptualisation of a Complex Phenomenon. *Educational Review*, 1–37. https://doi.org/10.1080/00131911.2026.2726344

Greany, T., Thomson, P., Collins, M., & Perry, T. (2026) Re-thinking school leadership: towards an ethic of education and care. *International Journal of Leadership in Education*. https://doi.org/10.1080/13603124.2026.2722648

Chung, S., Morris, R., Till, R. & Perry, T. (2026) 'Trying Out Teaching': an examination of undergraduate teaching 'taster' modules in UK universities. *Teachers and Teaching.* https://doi.org/10.1080/13540602.2026.2629818

Greany, T., Thomson, P., Collins, M., & Perry, T. (2025) A pipeline crisis or a sustainability crisis? Local and national succession planning for headteachers in England. *British Educational Research Journal.* https://doi.org/10.1002/berj.70089

Pilgrim-Brown, J., Morris, R., Smith, E., and Perry, T. (2025) 'Inhabiting uncertain terrain': Inequalities of access, experience, and outcomes for university education researchers in the UK, *Research Papers in Education.* https://doi.org/10.1080/02671522.2025.2568628

Greany, T., Thomson, P., Perry, T. & Collins, M. (2025). Signature pedagogies for leadership development: a comparison of headteacher preparation programmes in England and Scotland. *London Review of Education*, 23(1), 18. DOI: https://doi.org/10.14324/LRE.23.1.18

Horton, M., Perry, T., & Whatmore, T. (2025). A validated toolkit for access and participation evaluation (TAPE). *Educational Review*, 1–37. https://doi.org/10.1080/00131911.2025.2489504

Smith, E., Gorard, S., Morris, R., Perry, T., & Pilgrim-Brown, J. (2025). Then and now: Twenty years of education research methods use in the United Kingdom. *British Educational Research Journal*. https://doi.org/10.1002/berj.4179

Mihut, G., Ozsezer-Kurnuc, S., Morris, R., Perry, T., & Smith, E. (2025). Policy and research engagement in UK higher education: Policymaker and expert perspectives and priorities. *Higher Education Quarterly*, 79, e70015. https://doi.org/10.1111/hequ.70015

Perry, T. & Morris, R. (2024). What Is Research-Informed Professional Development? & How to Lead Research-Informed Professional Development. *Professional Development Today*, 23(3). https://www.teachingtimes.com/what-is-research-informed-professional-development/ https://www.teachingtimes.com/how-to-lead-research-informed-professional-development/

Smith, E., Villa-Marcos, B., Williams, D. P., Cullis, P., & Perry, T. (2024). 'I enjoy it a bit, but I wouldn't want to do it in the future': Pupil aspirations for STEM careers in lower secondary school. *International Journal of Science Education*. https://doi.org/10.1080/09500693.2024.2415095

Jørgensen, C. R., & Perry, T. (2023). The Enactment of Cognitive Science-informed Approaches in the Classroom – teacher experiences and contextual dimensions. *British Journal of Educational Studies*,, 1-20. https://doi.org/10.1080/00071005.2023.2245438

Perry, T., & See, B. H. (2022). Replication study in education. *Educational Research and Evaluation*, 27(1-2), 1-7. https://doi.org/10.1080/13803611.2021.2022307

Perry, T., Morris, R., & Lea, R. (2022). A decade of replication study in education? A mapping review (2011–2020). *Educational Research and Evaluation*, 27(1-2), 12-34. https://doi.org/10.1080/13803611.2021.2022315

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Books and Invited Chapters in Edited Collections

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Thomson, P., Greany, T., Perry, T. & Collins, M. (2026) School leaders' writings and the crisis in leader recruitment and retention: A Rancièrian reading, in McKay, A. & Longmuir, F. (Eds.) Workload, Burnout, and Wellbeing in Education, London: Routledge. https://doi.org/10.4324/9781003668336-2

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- Tyson, C. H., Easterbrook, M. J., Doyle, L., Glover, A., Hidson, E., & Perry, T. (2025). Developing Professional Knowledge as a Consortium: Moving from 'I' to 'We', in Mawson, K., Tyson, C. H., Perry, T., & Chen, J. I. H. (Eds.) The BERA Guide to Practitioner Research: Developing Professional Knowledge in Educational Research and Practice. Emerald Group Publishing.

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Perry, T. (2022) School value-added measures: Undertaking policy- and practice-relevant methodological research. In Siddiqui, N. and Gorard, S. (Eds) *Making your doctoral research project ambitious: Developing Large-Scale Studies with Real-World Impact*, Abingdon: Routledge *[16 pages]*

Morris, R., Perry, T. & Asquith, S. (2020) The Opportunities and Challenges of Leaders Using Evidence in Education. In Gorard, S. (Ed.) *Getting evidence into education*. London: Routledge *[15 pages]*

Rogers, K. I. & Perry, T. (2015). Exploring the Impact of Sentencing Factors on Sentencing Domestic Burglary. Exploring Sentencing Practice in England and Wales. England: Palgrave. *[22 pages]*

Commissioned Reports

Greany, T., Thomson, P., Perry, T., & Collins, M. (2026). Sustainable School Leadership: UK Final Report. Sustainable School Leadership Project (ESRC Education Research Programme). Available at: https://sustainableschoolleadership.uk/

Perry, T., Greany, T., Collins, M., Thomson, P., & Goodacre, T. (2025). Sustainable School Leadership: UK survey report. https://sustainableschoolleadership.uk/

Perry, T. Morris, R. Lewis, G., Spicer, S. and Ramku, W. (2025) Frames for Learning Pilot Evaluation Report, *London: Education Endowment Foundation (EEF).*

Perry, T., Morris, R., Wardle, L., Millard, W., Hutchinson, J., Finegan, A., Hampton, I., & Murray, C (2024) Youth provision and life outcomes: systematic literature review. *Department for Culture, Media and Sport.* https://www.gov.uk/government/publications/youth-provision-and-life-outcomes-research *[142 pages]*

Morris, R., Perry, T., Chung, S., Till, R. and Smith, Emma (2023) Trying out teaching : mapping and understanding undergraduate teaching experience modules in the UK. Coventry, UK: Department for Education Studies, University of Warwick. https://wrap.warwick.ac.uk/173053/ *[54 pages]*

Crisp, B., Hallgarten, J., Joshua, V., Morris, R., Perry, T., & Wardle, L. (2023) Post-16 GCSE Resit Practice Review. *London: Education Endowment Foundation (EEF).* https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/post-16-practice-review *[112 pages]*

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Jørgensen, C., Dobson, G. & Perry, T. (2021). Supporting Migrant Children with Special Educational Needs. Project Report. https://www.birmingham.ac.uk/documents/college-social-sciences/education/publications/migrant-children.pdf *[21 pages]*

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Development Forum. https://resourcecentre.savethechildren.net/library/private-education-and-disadvantaged-children-india-literature-review-three-models-private *[60 pages]*

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Cordingley, P., Crisp, B., Johns, P., Perry, T., Campbell, C., & Bell, M. (2019) Constructing Teachers' Professional Identities. https://issuu.com/educationinternational/docs/2019_ei_research_constructing_teach *[118 pages]*

Perry, T., Cordingley, P., Johns, P., & Bradbury, M. (2018) International Review of Teacher Evaluation Systems: Executive Summary, Main Report, Technical Report and System Case Studies. Prepared for the Inter-American Development Bank (IDB). Available on request. *[99 pages]*

Cordingley, P., Greany, T., Crisp, B., Seleznyov, S., Bradbury, M., & Perry, T. (2018). Developing Great Subject Teaching: Rapid Evidence Review of Subject-Specific Continuing Professional Development in the UK. Wellcome Trust. http://www.curee.co.uk/node/5032 *[53 pages]*

King, M., Agboola, K., Perry, T. and Bradbury, M. (2018) Workload Challenge: KS5 data research report. DfE: London (Report from Hatcham College). https://www.gov.uk/government/publications/teacher-workload-challenge-school-research-project-reports *[26 pages]*

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Other Research Publications

Perry, T. (2026) Workload and the leadership of care: Senior leader time use relating to attendance, behaviour and inclusion. *Impact (In press)*.

Morris, R., Perry, T. & Grace, D. (2024) Developing a joined-up, research-informed approach to post-16 GCSE English and maths resits. *Impact*, 21. https://my.chartered.college/impact/issue-21-approaches-to-assessment/

Perry, T. & Morris, R., (2023) Evidence-informed professional development: Blueprints or jigsaws? Impact, 17. https://my.chartered.college/impact_article/evidence-informed-professional-development-blueprints-or-jigsaws/

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Perry, T. (2021) Encyclopedia entry: Remote and Blended Teacher Education. Encyclopedia MDPI. https://encyclopedia.pub/16765 *[Open-access scientific encyclopaedia entry, 11 pages]*

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Perry, T. (2016). The validity, interpretation and use of school value-added measures (Ph.D. thesis, University of Birmingham, School of Education). http://etheses.bham.ac.uk/6773/ *[327 pages]*

Perry, T. (2013). Graydin Evaluation Report, Project Oracle, University of Birmingham. *[52 pages]*

Selected Media Publications and Engagement

NB. Information and my role in the featured research is indicated in brackets

Sustainable School Leadership Podcast (2026). How does identity shape school leadership? Sustainable School Leadership Project Podcast Series. Available at: https://sustainableschoolleadership.uk/podcasts/ [Project team member and contributor]

Schwaller, F. (2025) Brain training for school kids: A boost for learning? Deutsche Welle (DW) https://www.dw.com/en/brain-training-for-school-kids-a-boost-for-learning/a-73273124 *[News feature expert]*

Mihut, G., Ozsezer-Kurnuc, S., & Perry, T. (2025) Co-creation of research agendas could strengthen policy research engagement. WonkHE Blog. https://wonkhe.com/blogs/co-creation-of-research-agendas-could-strengthen-policy-research-engagement/ [Co-investigator on research project and co-author of piece].

The School Leadership Podcast (2024) How can we make school leadership sustainable? *[Guest Speaker along with Prof. Toby Greany, discussing ESRC-funded research project]*

Patel, A. (2023) More research needed into GCSE resit teaching methods, charity says. FEWeek https://feweek.co.uk/more-research-needed-into-gcse-resit-teaching-methods-charity-says/ *[EEF-funded report for which R Morris and I led a systematic literature review work package]*

Perry, T., Morris, R., Smith, E., & Pilgrim-Brown, J. (2023) Education research should be central to the academy. Why isn't it? Times Higher Education (THE). https://www.timeshighereducation.com/blog/education-research-should-be-central-academy-why-isnt-it

Morgan, J. (2021) Is cognitive science a load of trouble? Times Educational Supplement (TES). https://www.tes.com/magazine/article/cognitive-science-load-trouble *[News feature, PI]*

Perry, T. (2021). What's next for cognitive science in the classroom? Times Educational Supplement (TES). https://www.tes.com/news/cognative-science-education-learning-ideas-insights-eff-report

Hobbs, A., & Bolan, F. (2021) Distance learning, POSTNote Parliamentary Research Briefing. https://post.parliament.uk/research-briefings/post-pn-0639/ *[Parliamentary briefing informed by commissioned rapid review, PI]*

Perry, T. (2020). Time for a new era for teaching and teacher education. Social Sciences Birmingham Blog. https://blog.bham.ac.uk/socialsciencesbirmingham/2020/09/23/time-for-a-new-era-for-teaching-and-teacher-education/ *[Blog]*

Allen-Kinross, P. (2020). MAT savings slammed as mythical in new report. News Report – Edition 201 Schools Week. https://schoolsweek.co.uk/mat-savings-slammed-as-mythical-in-new-report/ *[News feature, CI]*

Perry, T. (2018). School progress measures are a missed opportunity for a fairer and more informative approach. Social Sciences Birmingham Blog. https://blog.bham.ac.uk/socialsciencesbirmingham/2018/05/25/school-progress-measures-are-a-missed-opportunity-for-a-fairer-and-more-informative-approach/ *[Blog]*

BBC Radio (2018). Expert interview for BBC Radio 4 More or Less programme for a feature on school progress measures. https://www.bbc.co.uk/programmes/p067kzbn *(from 12:50)*

TES (2018). Schools with low results least likely to prioritise subject-related CPD, report finds. https://www.tes.com/news/school-news/breaking-news/schools-low-results-least-likely-prioritise-subject-related-cpd *[News feature, CI]*

Robertson, A. (2018). How Progress 8 disguises grammar school pupils' true performance. News Report - Schools Week. https://schoolsweek.co.uk/how-progress-8-disguises-grammar-school-pupils-true-attainment/ *[News feature, PI]*

Perry, T. (2018). Progress 8 is biased towards grammar schools – here's the solution. Expert Piece - Schools Week. https://schoolsweek.co.uk/progress-8-is-biased-towards-grammar-schools-heres-the-solution/

Sanderson, D (2018). Education undervalued in Scotland, teachers say. The Times. 3rd January 2018. https://www.thetimes.co.uk/edition/scotland/education-undervalued-in-scotland-teachers-say-hrz8znnbk *[News feature, CI]*

Perry, T. (2017). How much confidence should we place in a progress measure? SSAT Blog. https://www.ssatuk.co.uk/blog/confidence-progress/ *[Blog]*

Perry, T. (2017). Why new school performance tables tell us very little about school performance, The Conversation. https://theconversation.com/why-new-school-performance-tables-tell-us-very-little-about-school-performance-71235 *[Blog]*

Perry, T. and Morris, R. (2016). Time for an honest debate about grammar schools. The Conversation. https://theconversation.com/time-for-an-honest-debate-about-grammar-schools-62370 *[Blog]*

Selected Conference Presentations

Awards

Best Conference Paper Award (lead author) – British Educational Leadership, Management and Administration Society Conference, Cardiff, 3–5 July 2026 – on School Leader Wellbeing and Retention

Best Presentation Award (co-presenter) – Educational Research and Educational Policy-Making SIG, British Educational Research Association Conference, Sussex , 9-11 Sep, 2005 – on Pupil School Mobility

I have presented papers at a large number of academic and professional conferences. Below are selected examples of just the lead authored and/or international paper presentations:

Perry, T., Greany, T., Collins, M. & P. Thomson (2026) School Leader Wellbeing and Retention: Insights from a UK Survey and Workforce Data. British Educational Leadership, Management and Administration Society Conference, Cardiff, 3–5 July 2026. [Best Conference Paper Award]

Perry, T., Greany, T. & Collins, M. & P. Thomson (2025) Sustainable School Leadership Across the UK: Findings from the Secondary Data Analysis and Survey. In Greany, T. (Chair) Sustainable School Leadership in Turbulent Times: Findings and Implications from a UK-wide study. Symposium presented at the British Educational Leadership, Management and Administration Society Conference, Brighton, 4–6 July 2025.

Perry, T. (2025) What Sustains and Drains Senior School Leaders? A UK Study. ResearchED Conference, Birmingham. 8th March 2025.

Perry, T. (2025) Sustainable School Leadership Across the UK: Findings from The Secondary Data Analysis and Surveys. ICSEI Congress 2025. Melbourne, Australia. 10th – 14th February 2025.

Perry, T. & Collins, M. (2024) Sustainable School Leadership: What do we know about the recruitment, training and retention of school leaders in the UK now? BELMAS Annual Conference 2024, Glasgow. 5th to 7th July 2024.

Perry, T. (2024) Five Truths about Research-Informed Education. ResearchED Conference, Birmingham. 18th March 2024.

Perry, T., Morris, B., Smith, & E. Brown, J. (2023) Education research in UK higher education: connected research, policy and practice? Society for Research into Higher Education (SRHE) Conference, Birmingham.4-8th Dec 2023.

Perry, T. (2022) What Counts as Good Evidence? Principles for evidence-informed practice. ResearchED Conference, Birmingham. 19th March 2022.

Perry, T. & Lea, R (2021) Are Cognitive Science Strategies Supported by Evidence from Classroom Trials? In Perry, T. (Chair), What are the implications of Cognitive Science for Classroom Practice and Children's Learning? Theory, evidence and practitioner perspectives. Symposium presented at the British Educational Research Association Conference, Online.13th to 16th September 2021.

Perry, T. & Cordingley, P. (2021) The Application and Misapplication of Cognitive Science in the Classroom. ResearchED Conference, London. 4th September 2021.

Perry, T. (2020) Policy and Teacher Identity. In Henry, M. (Chair), Teachers' Professional Identity: Policies, Professional Learning and Leadership. Symposium presented at ICSEI Congress 2020. Marrakech, Morocco. 6th – 10th January 2020.

Perry, T. (2020) Using Pupil Attitudes to Learning and School Data for School Self-Evaluation. Poster presented at ICSEI Congress 2020. Marrakech, Morocco. 6th – 10th January 2020.

Perry, T., Crisp, B., Johns, P. & Harrison, R. (2019) Formative Evaluation at Scale: Evidence of and for Improvement from 7 Strategic School Improvement Fund (SSIF) Programmes. British Educational Research Association Conference, Manchester. 10th to 12th September 2019.

Jørgensen, C., Perry, T., Dobson, G. & Cinotti, A. (2019) Migrant Children with SEND – What Information is Needed to Best Support Them in Schools and How Can It Be Collected? European Conference for Educational Research, Hamburg, Germany. 3rd to 6th September 2019

Perry, T. & Bradbury, M. (2018) Evaluating English Teacher Evaluation: How does teacher evaluation policy in England compare to international policy, practice and evidence? British Educational Research Association Conference, Newcastle. 11th to 13th September 2018.

Perry, T. & Crisp, B. (2017) Embedding Learning through the Arts in the Curriculum: Lessons from the Paul Hamlyn Foundation Teacher Development Fund Pilot Evaluation. British Educational Research Association Conference, Brighton. 5th to 7th September 2017.

Davies, P., Perry, T. & Brady, J. (2017) Using video clubs to developing teachers' thinking and practice in feedback and dialogic teaching. 17th Biennial EARLI Conference, Tampere, Finland. 29th August to 2nd September 2017.

Perry, T. (2016). School Effects on Pupil Attitudes to Learning and Schools: Value-added and Regression Discontinuity Estimates. 29th ICSEI Congress 2016. Glasgow, Scotland.

Perry, T. (2015). Measures of school effectiveness: a test of inter-method reliability. 16th Biennial EARLI Conference 2015. Limassol, Cyprus.

Perry, T. (2014). Value-added and Accountability: Fit for Purpose?, British Educational Research Association Conference, London. 16th -19th September 2014.