**Teacher Development Fund – Stage two**

**Sample Application form**

Please note this form is for guidance only. All applications must be submitted online.

*Before filling in this application form please ensure that you are familiar with the Teacher Development Fund (TDF) guidelines and other materials provided on the* [*PHF website*](https://www.phf.org.uk/funds/tdf/) *TDF pages, the PHF* [*Social Justice/Education*](https://www.google.com/url?q=https://www.phf.org.uk/advancing-social-justice/education-learning-arts&sa=D&source=docs&ust=1731587171421583&usg=AOvVaw3ceGfh9wXW4Bognb8nAJ_C) *page and* [*Teacher Development Fund Resource Hub*](https://padlet.com/P_H_F/teacher-development-fund-resource-hub-2025-3mg4tmacvlfeyu0y)*.* *This content which includes FAQs about the application process and provides important information about the Fund, its priorities and approaches.*

*The deadline for stage two applications is* ***Wednesday 14 January 2026*** *at noon.*

**Question: \*What is your organisation's name?**

**Question: What is your organisation's legal name (if different)?**

**Question: If your organisation is known by any other name, please give that name as well**

**Question: Please briefly describe your organisation and the type of work that it does:**

The description might include the type of organisation e.g. a school, theatre company, and some brief account of the distinctive features of that organisation, for example, size, location, the type of work it undertakes or the type of people it typically works with. e.g. A theatre company working with children and young people in the Wirral?

**Question: Organisation address details:**

Building no, Street, Town/city, Postcode

**Question: Organisation Telephone number.**

**Question: General email address for your organisation.**

**Question: Organisation website (if applicable).**

**Question: Organisation Legal status.**

Select from:

* Registered Charity
* Company (limited by guarantee)
* Charitable Incorporated Organisation (CIO) or Scottish CIO
* Unincorporated Association
* Community Interest Company
* Industrial and Provident Society
* Trust
* Other

**Question: In which year was your organisation established?**

This was the year your organisation became a legal entity.

**Question: Charity number (If applicable)**

**Question: If applicable, when was your organisation registered as a charity?**

**Question: Company number (If applicable)**

**Question: If applicable, when was your organisation registered as a company?**Select from Calendar pop-up.

**Question: What was your organisation's income in the last financial year?**

## Lead Applicant contacts:

**Question: Lead contact details for the Application:**

First name, Last name, Job title/role, Telephone number, Email Address.

**Question: Chief Executive / Headteacher of lead organisation contact details:**

First name, Last name, Job title/role, Email Address, role (to select from a drop down)

## Application questions:

**Question: Please provide a brief title for your proposal**

Max 10 words

**Question: Please provide a brief description of your proposal**

Max 100 words

**Question: Where will this work take place?**

Select all that apply:

* East of England
* East Midlands
* London
* North East
* North West
* South East
* South West
* West Midlands
* Yorkshire and the Humber
* Northern Ireland
* Scotland
* Wales

**Question: How much funding are you applying for?**

**Question: What is the total cost of the work?**

**Question: Cohort learning programme**

TDF grant holders participate in a Cohort Learning Programme bringing all projects together approximately three or four times each year either in person or online. Expenses relating to this programme are covered by PHF. Participation, from both the school and arts/cultural partners, is a condition of a TDF grant.

\* If offered a TDF grant I agree to participate in the Cohort Learning Programme and understand this to be a condition of any award.

(Tick to agree)

**Question: Which art form(s) will be the focus of this work?**

Select up to five from the following:

* Crafts
* Creative writing (incl poetry)
* Dance
* Design
* Digital Arts / Media
* Film
* Music
* Opera
* Photography
* Theatre / Drama
* Visual arts
* Other

**Question: Please list the curriculum area(s) that will be a focus of this work**

Max 50 words

**Question: Has your organisation previously applied to PHF for funding?**

**Question: Has your organisation previously received funding from PHF?**

**Question: How did you hear about the Teacher Development Fund?**

Select 1 from the following:

* Previous applicant or Grantee
* Event or Conference
* Media, eg print, radio
* Online search
* Word of mouth
* Social media: Facebook
* Social media: X (Twitter)
* Social media: LinkedIn
* Social media: Other
* Other

## About your partnership

The Teacher Development Fund promotes effective and equitable partnerships between schools, arts/cultural organisations and artist practitioners.

**Question: Are you a school or arts / cultural organisation/Other?**

Select from:

* School
* Arts/Cultural organisation
* Other

**Please describe your organisation's skills, knowledge, and experience in relation to:**

1. arts-based learning;  
   Max 125 words
2. teacher professional learning.  
   Max 125 words

## Partners

**Question: How many schools will be involved in the work?  
  
Question: Approximately how many teachers will be directly involved in the work?  
  
Question: Please list the schools that will be taking part, together with their postcodes.**Note that TDF projects should involve a minimum of six and a maximum of ten schools, including the lead applicant where the lead is a school.250 words **Question: Please give details of the project partner(s), describing the role they will play and the particular contribution they will bring.  
  
Question: Briefly tell us about any previous work undertaken in partnership with these organisations.**The list provided in your first stage form has been automatically pulled through for you to expand on.125 words

**Question: How will you collaborate as a partnership and co-construct the work throughout the two-year project?**

125 words

## Fund purpose: embedding learning through the arts in the primary curriculum

We envision a more equitable school system where high-quality arts-based learning is a core part of all children’s education. The purpose of the Teacher Development Fund is to support delivery of effective arts-based teaching and learning opportunities in the primary classroom, and to embed learning through the arts in the curriculum. It aims to do this through supporting teachers and school leaders to develop the necessary skills, knowledge, confidence and experience.

**Question: Please tell us about your chosen arts-based approach and how this supports learning in the curriculum areas you plan to focus on.**  
250 words

**Question: Please tell us why it is important for you to develop teachers’ skills, confidence and pedagogy in this arts practice for:**

1. Teachers
2. Pupils
3. The Partner schools and arts organisations  
   250 words

## Your approach to delivering teacher professional learning

PHF defines teacher professional learning as both specific inputs and support offered to teachers (for example a training event or a co-planning opportunity with a specialist), and the broader processes and activities that teachers undertake as they respond to such inputs, use new knowledge and skills in their teaching and understand the impact this may have on their pupils.  
  
**Question: Please outline the approaches you will take to teacher professional learning during this project.**Please include information on:

1. the teachers you plan to work with (e.g. year groups, stage of career);
2. how you will draw on evidence about what works in designing and facilitating teacher professional learning, including how your project will model the practices highlighted in the report ['Developing Great Teaching'](https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf) and the DfE's [Standard for Teachers'](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf) Professional Development.
3. the role of specialist arts practitioners;
4. how, over the lifetime of the project, you will support teachers to integrate learning through the arts in their everyday practice.  
   400 words

**Question: Please give us details about the teacher professional learning model you are planning**

Your answer of up to 200 words has been automatically pulled through from your first stage form - please feel free to expand and edit your response.

300 words

**Question: Please give an indicative outline of the core teacher professional learning activities in a list including both face to face activities and online approaches.**

Please include the sequencing by term and give an approximate sense of the duration of the different inputs, activities and plans:

350 words

1. Tell us why you believe this sequence of activity will be effective.
2. Please explain your rationale for the choices you are making to use online approaches within the programme design.  
   250 words

**Question: How will teachers, senior leaders and arts partners collaborate in the later stages of the project to disseminate practice more widely in the schools (not just with the teachers who participated in the project) and sustainably embed the approaches in colleagues' practice and the curriculum:**

150 words

## Supporting pupils experiencing inequity

The TDF focuses on how arts-based approaches can build equity in schools so that pupils who experience systemic inequity can access and make progress in their learning. We recognise that inequity plays out in ways that connect and intersect across race, gender, class, disability and other characteristics and may also be linked to local and personal context. We are keen to support projects that explore how greater equity supports pupils to make progress and thrive in their learning. As a Foundation, PHF is committed to anti-racism. We define anti-racism as 'the active work to identify and oppose racism, which includes changing systems, structures, policies and practices, as well as attitudes to create a more equitable society.'  
  
**Question: Please give details of the ways in which pupils’ learning is impacted by systemic inequity in your participating schools.**

What barriers to children's learning do these create?   
Please provide a brief summary which might include statistics and other supporting evidence.

250 words  
  
**Question: Please describe how your arts-based approach will support pupils to overcome these barriers and access learning in your chosen curriculum area(s).**

250 words

**Question: Please outline any evidence and learning that supports your arts-based approach, including details about work that has already demonstrated promise or positive impact.**

250 words

**Question: How will you centre anti-racism in the planning and delivery of your work and ensure that the processes and approaches you employ are considered through an anti-racist lens?**

250 words

**Question: Across your project, how will the planning, leadership and delivery of the work be informed by artist practitioners, teachers, school leaders, and others with lived experience of the inequities and barriers to learning you want to address?  
  
How will you ensure their care and wellbeing?**250 words

## Working with school leaders

Evidence from our pilot projects tells us that the greatest and most sustainable impact is achieved when school leaders are positioned as lead learners and closely involved in planning, delivery and reflection activities. By school leaders we mean a member of the senior leadership team, but welcome additional involvement of other leaders influencing curriculum planning such as subject leads or phase leads and other middle leaders.

**Question: What role have school leaders played in the development of this proposal?**  
250 words

**Question: How will you involve school leaders:**

1. in supporting teachers' professional learning;  
   125 words
2. in embedding learning through the arts in the curriculum for the long term and beyond the two years of the project.  
   125 words

## Artist practitioners

The relationship between artist practitioners and teachers lies at the heart of TDF projects. Artist practitioners and teachers will work collaboratively to share expertise and inform each other’s practice. Artist practitioners will support teachers to develop knowledge, skills and confidence, enabling them to become autonomous in their delivery of arts-based learning and to achieve a sustainable approach to embedding learning through the arts in the curriculum. Our expectation is that the project partners will be responsible for identifying artist practitioners for the project, positioning them as learners alongside teachers and supporting their development and learning.  
  
**Question: Approximately how many artist practitioners will be directly involved in the work?**

**Question: What qualities, skills and experience will you be looking for in the artist practitioners that you recruit/select to take part in this project?**

200 words

**Question: How will you ensure that artist practitioners are positioned as learners within the project?**

200 words

**Question: How will the project partners provide support for artist practitioners' learning?**

200 words

## Evaluation and reflective practice

All TDF projects are expected to implement a thorough approach to reflection, evidence gathering, learning and evaluation over the course of the two years. Projects will work with an enquiry question which is explored through ongoing reflection, evidence-gathering and learning activities. You will have a defined reflection process through which all partners reflect on the effectiveness of the professional learning programme and how it is impacting on teachers’ practice and the outcomes for pupils’ learning.

Although provision for reflection, evidence, learning and evaluation should be included in your budget, we do not expect a detailed framework at this stage or details of any external evaluation partners as support for the development of your evaluation plans is available from our evaluation support consultants.

**Question: What prior experience do you and your partners have of evaluating longer-term projects or programmes of activity?**

250 words

**Question: What do you hope to learn through this project?**

For example, what initial thoughts do you have around enquiry questions?

250 words

We want all projects to demonstrate strong reflective practice which is embedded in the teacher professional learning approach. TDF projects so far have shown that it is crucial to have a defined reflection process through which all partners, both separately and together, reflect on the effectiveness of professional learning inputs, how the work is impacting on teachers’ practice and the outcomes for pupils’ learning.

**Question: Please describe how reflective practice will be embedded in the professional learning approach**:

1. for teachers;
2. for senior leaders;
3. for artist practitioners;
4. for arts/cultural organisation and other partners.

250 words

## Participants' needs and ethical considerations

For each of the following issues please indicate whether it is relevant to your proposal and if relevant, how it will be dealt with:

**Sensitivity to different needs and circumstances (e.g. disabilities, language needs)**

Select 1 from the following:

* Yes
* No

**Appropriate communication with participants and informed consent**

Select 1 from the following:

* Yes
* No

**Participant confidentiality and data protection**

Select 1 from the following:

* Yes
* No

**Risks to participants (e.g. health and safety)**

Select 1 from the following:

* Yes
* No

**Other, please specify:**

**Please explain how you will meet the needs and address the ethical considerations you have identified.**

250 words

## Diversity, equity and inclusion

PHF is committed to diversity, equity and inclusion in all areas of our work. Our vision is of a just society in which everyone can realise their potential and enjoy a fulfilling and creative life. We know that not everyone has the same advantages and opportunities - there is no level playing field - and we need to work harder to engage with individuals and groups who experience structural barriers and injustice. Embedding DEI principles and anti-racist practice is a crucial aspect of our grant making.

PHF defines anti-racism as 'the active work to identify and oppose racism, which includes changing systems, structures, policies and practices, as well as attitudes to create a more equitable society. '

You can find more detail on our commitment [here](https://www.phf.org.uk/about/diversity-equity-and-inclusion).  
  
**Question: Please tell us about your organisation's approach to Diversity, Equity and Inclusion**  
250 words  
  
**Question: Thinking specifically about anti-racism please tell us about your organisation's approach to developing anti-racist practice, including details of policies, training and ongoing plans which ensure that the organisation and its work are underpinned by a commitment to anti-racism.**  
250 words

## Documents to attach

**Governance documents**Please attach the constitution, memorandum and articles of association or equivalent documents of the lead applicant.

**Budget**Please provide a budget for the proposed work, including projected income and expenditure. If PHF is not expected to be the sole funder, please provide details regarding other sources of income and whether this has already been secured. TDF grants will support both activity costs and core organisational costs which relate directly to the project. Our expectation is that participating schools will make a contribution. However we appreciate that schools’ contexts differ and therefore the nature of this contribution – for example cash, teacher cover, school leaders time or other – is flexible.

Financial information about your organisation

**Question: What was the date of your last financial year end?**  
 **Question: What was your organisation's income in the last financial year?**  
 **Question: Did your organisation have a surplus or deficit last financial year?**  
 **Question: If applicable, what was the amount of your organisation's surplus/deficit last financial year?**  
 **Question: What were your organisation's unrestricted reserves at the end of the last financial year?**  
 **Question: Are you projecting a surplus or deficit for the current financial year?**  
**Question: What is your organisation's projected surplus/deficit for the current financial year?**  
  
**Question: What are your organisation's projected unrestricted reserves for the end of the current financial year?**

## Documents to attach

**Financial accounts**Please provide the most recent audited/independently examined accounts of the lead applicant. If your audited accounts are more than 12 months old, please provide a copy of your draft accounts for the last financial year.

If you are unable to provide your accounts, please explain why:  
150 words

**Additional information**If there is anything else that you would like to share with us about your application or financial status/accounts, please note it here.150 words