

30,000 lives changed

**A report on the impact of
the AKO Foundation's
transformational gift**

TeachFirst

30,000 lives changed

We are deeply proud of our partnership with the AKO Foundation and of the impact it has enabled us to achieve between 2014 and 2018.

Your philanthropy has acted as a catalyst, enabling us to pioneer and scale innovative new programmes that have delivered substantial impact for tens of thousands of children from the most disadvantaged backgrounds, and will do for years to come.

Your five-year grant to our **Early Years and Primary** work has enabled us to develop and scale these phases within our Leadership Development Programme. We now recruit around 380 Primary and Early Years teachers annually, with 63 of those each year having been supported by the AKO Foundation.

Your most recent grant to our **Careers and Employability Initiative** enabled us to deliver this pioneering programme to 15 careers leaders; these individuals lead whole-school careers strategies that will enhance the career prospects of up to 1,000 pupils in every school. Your support of our Futures programme has given 200 young people life-changing guidance and support to access top universities and succeed after school.



Your impact in numbers

252

Early Years and Primary teachers have been supported by the AKO Foundation since 2014

15,120

Nursery and Primary pupils from low-income communities across England have been taught by high-calibre graduates and professionals thanks to your support

15

Specialist Careers Leaders will have been trained by August 2018, transforming careers education and increasing social mobility for the most disadvantaged pupils

15,000

Pupils attend schools that have benefitted from a Careers Leader sponsored by the AKO Foundation between 2016 and 2018

200

Pupils will have had access to residential university visits, mentoring, and specialist support through our Futures programme thanks to the AKO Foundation's support

Thank you!

Your support of the Primary and Early Years programmes

Our new world-class Leadership Development Programme - which offers a Post Graduate Diploma in Education - started in July 2017, and is now being sustained by funding from our government contract and school fees. Your grants in June 2017 and June 2018 therefore support the last cohort of our former PGCE programme. The legacy of your funding will live on in these teachers who will continue to give children in low-income communities an outstanding education for years to come.



In September 2016, **332 Primary and 55 Early Years teachers** started the Leadership Development Programme. Of those, **89% of Primary and 91% of Early Years participants** were retained on the programme. As part of our strategic review, and to ensure we are providing world-class support to participants on the Leadership Development Programme, we are reviewing the participant experience, from recruitment to training and beyond the programme. We hope this, and our renewed strategic focus on retention, will underpin continued improvements in our retention figures.

We continue to add specialist content to our Early Years and Primary curriculum. This includes bespoke lesson plans, contextualised teaching examples, Early Years videos and specialist sessions at our annual Teacher Development Conference, led by experts in the Early Years and Primary fields.

As part of this, we ran 20% more Early Years specific sessions at the 2017 Teacher Development Conference. These included sessions delivered by Helen Moylett and Nancy Stewart who co-wrote 'Development Matters' (the key text for all Early Years teachers) and run Early Excellence, a national organisation specialising in Early Years education. Participants gave the conference a satisfaction rating of 91%.

Delivering exceptional support through our new programme

Working closely with Primary and Early Years teachers over the course of the programme, as well as wide-ranging research, has informed the development of our new Post Graduate Diploma in Education. To offer truly exceptional support to ensure participants thrive and develop as future leaders, we have created the Participant Development Lead (PDL) role, replacing our previous Leadership Development Officer role. These individuals are highly experienced teachers and senior leaders in education who are employed by Teach First to deliver Masters level content, alongside individually tailored support to each teacher on their journey through the programme.

No other teacher training route in the UK offers this level of support, and from such highly-qualified specialists. This is further supplemented by support from a university subject tutor and in-school mentor. Our 40 PDLs were recruited from a pool of over 1,000 of the best teachers and leaders in the country, all of whom have extensive experience of what works in their local context, and are specialists in their phase. This is a hugely positive step forward for the programme and supports us to continually improve the impact our teachers can have on their pupils.

We also employ Primary and Early Years Associate Tutors; experienced classroom teachers who lead sessions at our Teacher Development Conference, alongside offering one-to-one drop-in sessions where participants can focus on a specific challenge or project. These sessions were hugely popular last year and we will have 70 Associate Tutors at this year's conference in July 2018.

TIM'S STORY



Tim Cooke started his career as a Communications Officer for a Teach First partner school. Inspired by the school's transformation over several years, he decided to join the Teach First

programme as part of the 2016 cohort, and is now an Early Years Teacher at St. Stephen's Primary School in Newham, East London.

"Working in a secondary school as a Communications Officer, I saw the school go on this incredible journey from Special Measures to having a new head brought in, a new leadership team and a new approach. Over a period of about seven years they became an Outstanding school, and Teach First seemed to be a significant factor in that change.

Whilst writing about education had been really exciting for me, I became very passionate about wanting to make change happen, and wanted to do something at the grass-roots level.

Some key teachers at my school had done Teach First and were really impressive; two or three of them really stood out to me and I felt that it was the route into teaching I wanted to take.

I originally applied to teach Primary, but when I got my offer it was for Early Years. Teach First recommended I take a deeper look into what's involved in early education, and afterwards I felt immediately that it was an area of education I could buy into and where I could really make a difference.

I'm teaching in Newham which is quite a deprived area. One of the most important challenges to overcome in Early Years is language development, especially in areas Newham where so many of the children I teach have English as a Second Language.

We use lots of techniques, but one way we support children struggling with language is an intervention called Box Clever. It's an innovative programme that aims to help children to develop their vocabulary through teachers narrating their play and helping them learn new words, phrases and through calm, pressure-free interactions. I've found that hugely beneficial.

One of the most rewarding experiences I had was supporting a pupil in my first year who was a selective mute. At the time, she didn't say anything, and just nodded, shook her head, or drew pictures, so trying to get to grips with her level of understanding was challenging.

She had a best friend she did communicate with but the second any adult got near, or any other children, she would clam up. I managed to build trust with her and her best friend, and gradually through the year they began to let me in. She started saying words here and there to me, she'd smile a lot more, she became animated as she grew to trust me.

And then suddenly one day we were on the carpet reading a book and she started talking fluently. You hear people talk about these things and you think 'does that really happen?' but it really did it, and it was unbelievable! I hadn't been able to show much evidence for her progress, because so much is evidenced through the language they are using, but then all of a sudden it was there and I could see the impact I'd had, which was really, deeply rewarding.

At the moment, I'm still finalising my plans for the future. I'm starting part-time PHD in October in Creative Writing, but I'm intending to stay in the classroom four days a week. I like the idea of eventually moving into leadership in education, or potentially into policy and research, but, for now, I want to keep teaching and I want to have a class. It's those relationships you form in the classroom that I've found the most enjoyable and rewarding parts of my experience.



Transforming careers education to accelerate social mobility: your support of our Careers and Employability Initiative

Influencing national careers education policy

Careers Education in the UK has been sorely neglected for decades. Alongside this, the world of work and the type of jobs that will be available to young people currently in education are changing rapidly, creating both challenges and opportunities.

By 2022, nine million people with low skills are expected to be competing for four million low-skilled jobs, with a shortage of three million workers to fill 15 million high-skilled jobs¹. Reforms to technical education will be ongoing and present new opportunities for young people to navigate.

In October 2016, as part of our Challenge the Impossible social mobility campaign we released our report ‘Impossible? Improving Careers Education in Schools’. The report highlighted that:

- The House of Commons Education Select Committee described careers provision as “inadequate in too many English schools” and 12% of schools have absolutely no contact with local employers.
- Nearly half (44%) of the most advantaged young people found work experience through family and friends, compared to less than 1 in 5 (18%) of the least-advantaged.
- A ComRes survey of university students and graduates found that only 32% of the most disadvantaged young people found advice from careers advisers helpful in deciding what to do after finishing school.
- It would cost just £31m for every state secondary school to have a trained careers middle leader – equivalent to just £13 per pupil.

In the report, we made five key recommendations:

- 1** All schools should have a trained careers middle leader to develop and lead a careers strategy for their whole school
- 2** **The government should invest seed funding to provide comprehensive training to be rolled out nationally for careers middle leaders**
- 3** Careers Leaders must be given time out of school to train with government funding for supply teacher cover
- 4** All school leaders should undertake training to support their school’s career provision and strategy
- 5** Various routes to becoming a Careers Leader should be available, and a high-quality apprenticeship route should be developed and made available for school staff

In December 2017, the government released their Careers Strategy. Within this, they recognise the importance of having dedicated careers leaders in schools, and reference Teach First’s Careers Education Initiative, putting ‘Careers Leaders at the heart of our approach’:

“Careers leadership pilots undertaken by Teach First also demonstrate how important it is to have a named lead individual in each school with the right capabilities, such as strategy development, management, networking skills and an up-to-date understanding of labour market information and new options like T levels. (T levels are new technical equivalents to A-levels). Careers Leaders can develop a strategy with senior leadership and ensure the whole school can deliver a careers programme which meets the world-class expectations set out in this strategy.”

As part of a new £5m investment in careers support, the Government plans to invest in training careers leaders in 500 schools across the country where they are most needed.

¹ Centre for Social and Economic Inclusion, Realising Talent: Employment and skills for the future, 2014

About our Careers and Employability Initiative

Teach First's Careers and Employability Initiative is unique in the education sector. We are the only organisation providing comprehensive training that combines careers expertise and leadership development that participants can immediately apply within a school setting over a 12 to 18-month course.

The programme aims to advance the quality of careers education, enabling schools to design and implement a high-quality, whole-school programme that ultimately increases the employability prospects of pupils and supports progress towards achieving the 8 Gatsby benchmarks¹. Alongside this, we aim to empower teachers to become confident and knowledgeable in careers education, equipping them to build strong relationships with employers and to take a robust approach to monitoring the impact of their school's careers education.



The AKO Foundation's support of this programme enables us to deliver three key strands of activity:



Tutorial

A series of high-quality training modules delivered nationwide within our Leadership Development Programme. These prepare teachers for their role as influential adults and careers leaders. Themes include: what great careers education looks like, skills development, and how to make the most of guest speakers and employers.



Teaching

Targeted sessions delivered nationwide to share best practice with colleagues, embedding the careers and guidance strategy within the classroom and across the whole school.



Leadership

Our 18-month Careers and Employability Leadership Programme is creating a pipeline of school leaders working in low-income communities, committed to championing pupil employability.

With your support, we have offered training for specialist careers leaders from **43 schools** where a high proportion of pupils live in poverty, and where there is a below average performance for post-school pupil progression. We are working with schools in the South Coast, London and East Midlands between 2016-2018. Participants currently undertake an 18-month programme. They are released from school for up to seven full days to attend training for our ten modules, alongside being given additional time outside of the classroom to further develop their strategies.

Alongside attending training from Teach First, participants receive one-to-one support and personalised feedback on strategy development from the training provider and industry mentors, recruited by Teach First from our business networks. Participants are also matched with a buddy support system and collaborate within the community of careers and employability middle leaders.

¹ The Gatsby Foundation, Good Career Guidance, 2014

ALICE'S STORY



From Teach First Maths Teacher to Deputy Assistant Principal and Careers Leader

Alice joined Teach First's Leadership Development Programme in 2011, teaching

maths in a secondary school in Sheffield. After completing the programme, she became Assistant Headteacher in a primary school, broadening her experience in teaching and leadership. Alice is now Deputy Assistant Principal and Careers Leader at Appleton Academy in Bradford, West Yorkshire, after completing our Careers and Employability Leadership Programme (CELP).

"When I started at Appleton Academy there was already someone leading careers provision in the school, but unfortunately they didn't have the capacity to implement a school-wide strategy. Instead it was targeted only at students in certain years. This meant some pupils were missing out on support and we weren't able to plan the support pupils needed over the duration of their time in the school.

Luckily, the school had identified these problems and were keen to make some changes, so chose to participate in the pilot of Teach First's Careers and Employability Leadership Programme (CELP) and chose me to lead it. This was a really positive experience for both me and the school – the training has helped us to design and evaluate a careers programme for each year group, resulting in a positive impact for all our pupils.

The training has helped us to design and evaluate a careers programme for each year group. The careers team now run teacher training lessons in the school and, as a result, teachers now approach the careers team to discuss how to use careers and employability to make their lessons more engaging. We're also really focused on getting businesses into the school to inspire the students, have careers fairs and organise residential trips to universities. It's been great to also be trained to understand more about the Gatsby benchmarks, so we can properly evaluate the careers work we're doing and guide it in the future.

It's been amazing to see wider awareness of the value of careers education across both the senior leadership team and the other teachers in the school. We did a questionnaire at the start and the end of the programme and one of the biggest differences was the increased value that the Senior Leadership Team are now placing on careers provisions.

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One of the biggest differences was the increased value that the Senior Leadership Team are now placing on careers provisions. A key consideration for us now is to ensure that

the current careers provision is sustainable and would continue without the present careers team. We are working to involve more teachers and NQTs in careers and embedding a clear schedule of regular activities to underpin that."



Evaluating the impact of CELP

The impact of the programme has been assessed by two independent evaluations:

The 2015-2016 pilot evaluation of 15 schools by the Institute of Guidance Studies and an ARAD Research Alumni study of schools from the 2015-16 pilot schools six months on.

The headline outcomes are listed below:

- CELP helped the participants think more strategically, feel more confident in their knowledge of careers and employability, and how to positively influence others.
- All 15 CELP schools designed a high-quality whole-school careers strategy and made some progress in achieving the Gatsby benchmarks. **Almost half of schools had no overarching careers and employability strategy or programme before taking part in CELP.**
- There was a positive shift in the perception of career and employability learning on the school workforce, not just the individual on the programme.
- The Alumni study showed that in each of the six case study schools, career and employability provision continues to improve. Senior leaders said they felt CELP had started them on a path that would continue to drive their school's provision forwards.
- The Alumni study showed that senior leaders felt CELP had had an impact on pupils' career choices, skills and aspirations, their progression and subject choices. The schools have not yet undergone a full academic year since completion, but the pupil impact is already evident.
- This was not just a training programme for individuals, but rather offered as a route for whole school transformation.

In every CELP school, we aim to see an improved performance in their pupil progression data, working towards 100% of pupils progressing towards education, employment or training in their post-16 (and post-18) destinations. Due to the nature of destination data collection and the expectation that CELP outcomes need a minimum of one academic year to affect school-wide change, progression data from CELP schools will be analysed four to five terms after the school has completed the programme.

90%

of the 15 pilot schools we worked with show improved performance in their pupil progression data.

93%

attendance on all of the training delivered to the 2017-18 cohort.

90%

of careers leaders have submitted a draft whole-school careers strategy – a key intended outcome of their training.



Our 2015-16 pilot Careers Leader group with our Chair, Paul Drechsler, and Teach First team.

Looking ahead: re-designing the programme ready to scale our impact

In December 2017 we began a redesign for the Careers & Employability Leadership Programme (CELP), responding to recommendations from our external evaluation. Once complete, the re-design will enable the programme to reach over 100 schools in 2018-19 and will scale substantially over the next five years

We know we need to streamline content and reduce the number of days out of school to reduce barriers to schools participating. We plan to take a more blended learning approach, allowing expert content to be delivered via alternative online methods or shorter twilight sessions, reducing consultancy costs and time out of schools in the long-term. This means the number of modules will reduce from ten to six and the length of the programme will decrease from 18 to 12 months.

Researching careers education in primary schools with support from the AKO Foundation

We believe that careers education should start as early as possible to give pupils from disadvantaged backgrounds equal access to experiences, knowledge and role models who can help broaden aspirations and help them to understand the variety of jobs available and what is required to secure them.

'Drawing the future'¹, the biggest survey of its kind, asked 12,000 primary school children, aged seven to 11 to draw a picture of the job they want to do when they grew up and surveyed them about the factors influencing their aspirations. It highlighted that, from an early age, children have some sophisticated ideas about who they want to become when they grow up. However, children often stereotype jobs according to gender and make career choices based on these assumptions and the role models they have at home or on media they are exposed to. The survey found:



The most popular job for children in the UK was either a sportsman or sportswoman with a total of 21.3% of children drawing it as the job they would like to do when they were older. This was followed by teacher, vet, social media and gaming.



STEM-related careers ranked highly as some of the top jobs which children aspired to become. Vet, doctor, scientist and engineer were the third, sixth, seventh and eleventh most popular jobs, respectively.



Children's aspirations appear to be shaped by gender-specific ideas about certain jobs. Boys overwhelmingly aspire to take on roles in traditionally male dominated sectors and professions.



Gendered patterns also emerge in STEM-related professions. Over four times the number of boys wanted to become engineers compared to girls, and nearly double the number of boys wanted to become scientists compared to girls.



Nearly nine times the number of girls wanted to become teachers.



Among young people who did know someone, analysis found that parents and extended members of the family were the most influential in defining children's career aspirations. Less than 1% of children stated that they heard about the job from a volunteer in the world of work coming in to school.

¹ Education and Employers, Tes, UCL Institute of Education (IOE), the National Association of Head Teachers (NAHT) and the Organisation for Economic Cooperation and Development Education and Skills (OECD): Drawing the Future, Exploring the career aspirations for primary school children from around the world, 2018

We know that primary schools have a significant influence on children’s future careers, so we have commissioned research into what teacher training or school-level support is required to address post-school progression barriers which begin in primary school.

The research outcomes will support the wider education sector to address gaps for pupils from low-income backgrounds and influence policy where appropriate. It will seek to inform a pilot Teach First programme in the primary sector to support teachers and schools in the Teach First community to take action to address barriers to post school progression, supporting our to ensure no child’s educational success is limited by their background.

The research will draw upon focus groups and face-to-face interviews with a range of Teach First eligible primary schools, reviewing the current engagement of primary teachers with careers education, what support is needed, and to build an understanding of what good careers education looks like in a primary setting. In addition, it will make recommendations that will inform a potential Teach First pilot programme model in the future.

We would be delighted to recognise the AKO Foundation as the lead sponsor of the report in light of the funding you have provided to our Careers and Employability Initiative over the last two years.





Deepening our impact in the years ahead

We are hugely thankful to the AKO Foundation for the pivotal role you have played in our ability to help over one million pupils access a better education. We won't rest until we level the playing field for every child growing up in poverty.

The world is changing rapidly and access to excellent education is critical to helping the children of today thrive in the economy of tomorrow. As our children will need to be innovative in adapting to these changes, we must be innovative in our approach to transforming education for the most disadvantaged pupils. We will go where the need is greatest, focusing on initiatives that will make the biggest impact on the quality teaching and leadership.

To pioneer these new approaches, we will need your support more than ever. Alongside that, your advocacy, feedback, time and expertise have been key ingredients in the special recipe that built Teach First from the ground up over the last fifteen years, and will continue to be crucial to our success in the next five years and beyond.

We look forward to building on our transformational partnership to give many more more children an outstanding education over the next five years. Thank you so much for you life-changing support.

Best wishes,

Russell Hobby, CEO Teach First