

Our Vision

**NO CHILD'S EDUCATIONAL SUCCESS IS LIMITED
BY THEIR SOCIO-ECONOMIC BACKGROUND**

OUR SUPPORTERS

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Bank of America Merrill Lynch
BlackRock
Bloomberg LP
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BP Foundation
Canary Wharf Group
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Primary Science Teaching Trust
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the
SINGLE
most
IMPORTANT
thing
YOU
will
DO

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**OVER 50% OF ALL MALES
AND 70% OF ALL FEMALES
IN PRISON ACHIEVED NO
QUALIFICATIONS AT ALL
AT SCHOOL OR COLLEGE.**

NEARLY
OF CHILD

CLAIMING FREE SCHOOL MEALS ACHIEVE NO GCSE PASSES ABOVE A D GRADE.

We don't think so. And we're doing something about it.

Lower income >> Poor educational attainment >> **Lower income**

The single most important thing *you* will do

5,551 graduates hired and counting...

What can *you* do?

Educational disadvantage is unfair and unacceptable, and you can help us get to grips with it. Join us in realising our vision: No child’s educational success is limited by their socio-economic background.

We are committed to tackling one of the most enduring and corrosive social problems our country faces. After 11 years, and 5,551 graduates like you joining us, we’ve helped change the lives of literally thousands of young people.

Teach First, an independent charity, is an increasingly influential movement for social change targeting educational disadvantage by driving up standards and raising aspirations in schools in challenging circumstances.

What does Teach First do?

Teach First is based on a simple premise: schools and the students within them can be powerfully and positively influenced by the introduction of inspirational, energetic, highly motivated leaders – people like you.

We take outstanding graduates and help them to evolve into dynamic leaders and role models who care deeply about their students, who believe their students can succeed in learning and in life, and who are determined to make that success a reality.

Your Teach First journey begins with a unique two-year Leadership Development Programme. This personalised programme of training opportunities, supportive coaching and work experience focuses on your ability to influence the achievements and aspirations of pupils and their access to opportunities, both in education and beyond. Sometimes that means raising their academic achievements – getting better grades and more GCSEs; sometimes it means inspiring them to apply and then succeed in getting into university; and sometimes it simply means giving them the confidence and belief to be themselves. Teach First is about helping young people to overcome the disadvantages that limit their options, and helping them to fulfil their potential.

What’s in it for me?

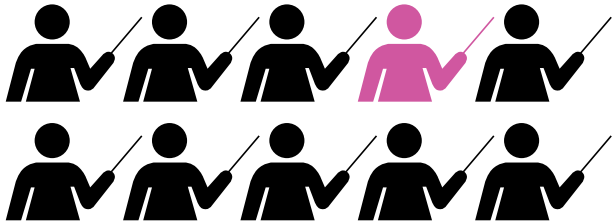
Teach First is also about enhancing your career prospects and leadership capabilities. We want you to use your Teach First experience to positively impact society – either in education, in business or in any other role you take on. Whatever your long-term ambitions, Teach First will help you to stand out.

Over 80 high-profile businesses from all sectors recognise Teach First’s ability to effect change and develop leaders for the future. They support our vision and they value the calibre of the people who complete our Leadership Development Programme. Put simply, they know that graduates who can engage, stimulate and inspire in the classroom can handle pretty much any situation in any organisation.

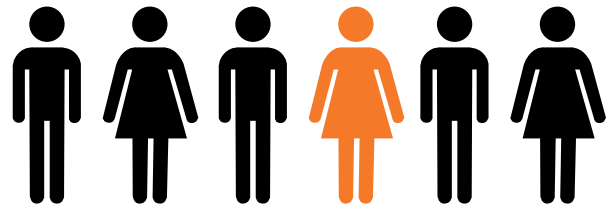
What happens next?

Teach First is a uniquely personal experience with a development programme that responds to your individual needs and goals. Some people join us knowing they want to stay in education; some are sure that they don’t; and others are uncertain about their plans. All of them find the experience of Teach First to be powerful, rewarding and enlightening. And all are changed by it. Whether Teach First confirms your ambitions and adds to your skills, or reveals new possibilities, Teach First will turn you in to a leader. The rest is up to you.

**ONLY 1 IN 10 TEACHERS
WOULD CONSIDER TEACHING
IN A CHALLENGING SCHOOL.
ALL TEACH FIRST’S TEACHERS
WORK IN SCHOOLS IN
CHALLENGING CIRCUMSTANCES.**



Source: Centre for Education and Inclusion Research and Division of Education and Humanities, Sheffield Hallam University, 2009



**JUST 16% OF PUPILS
ELIGIBLE FOR FREE
SCHOOL MEALS MAKE
IT TO UNIVERSITY,
COMPARED TO 96% FROM
INDEPENDENT SCHOOLS.***

Source: Cassen and Kingdon, 2007

Contents...

**How does
it work?**

**Memories
of making a
difference**

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like you**

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**Application
and selection**

How does it work?

YOUR LEADERSHIP DEVELOPMENT PROGRAMME

Teach First is a movement for change – an idea and a commitment to do something important. At its heart is the Leadership Development Programme (LDP) – a two-year journey that combines your development as a practising teacher with personal and business skills training, internship opportunities, mentoring and access to our Ambassador Network and supporters.

Your LDP will be just that – yours. While there are some fixed milestones along the way, it will be up to you to shape and drive your LDP in the direction you want to take, but always coming back to the impact you can make to the lives of the young people in your classes. You'll acquire the behaviours and skills to make you an effective teacher and leader,

and you'll learn how to adapt to new or changing situations. You'll learn about yourself, where your strengths lie and where you need to improve. Most of all you'll identify ways to use your drive and passion to raise aspirations at school, and help children and young people to realise their full potential.

YEAR 1

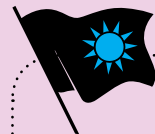


Get involved

Opportunities for undergraduates

If you are still at university there are lots of ways to get involved with Teach First:

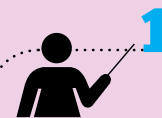
- Join or create a student society
- Become a Campus Brand Manager and help promote Teach First at your university
- Apply for Insight – a two-week internship programme
- Attend Education Matters events – join our national conversation about educational disadvantage in the UK
- Join us at a Platinum Partner Skills Day and develop your leadership, communication and networking abilities
- Come along to a Skills Lab – develop key employability skills
- Fundraise – help children from the poorest homes get the education they deserve



Summer Institute

Your LDP begins at the Summer Institute, an intensive six-week immersion into the theory and practice of teaching. Developed in partnership with the UK's leading teacher training universities, it will give you the skills and knowledge that you need to enter the classroom and begin finding your feet as a teacher. It is also your first opportunity to meet your fellow participants and begin to build a supportive and sustaining network of like-minded individuals. Summer Institute is a lot of fun and a lot of hard work; a place where lasting friendships are made and where you will lay the foundations for your new career.

We are aware that Ramadan falls within the dates of the 2014 Summer Institute and will accommodate the needs of anyone observing this religious occasion.



Becoming a teacher

After the Summer Institute you'll join your school and begin teaching. This is a big step and the focus of the LDP in your first year is helping you to develop as a teacher. You will continue to receive practical training and support from us, your university training provider and your school. You'll also be able to select and attend sessions to further refine your classroom practice.



Gain PGCE qualification

Throughout your first year of teaching you will work towards a Post Graduate Certificate in Education (PGCE). With this qualification, no matter where your career takes you later, you will always be able to return to teaching.



Summer Project

During the summer after your first year you will have the opportunity to take on a 'mini-internship' where you will gain valuable work experience. This Summer Project will further develop your leadership skills and give you insights and experiences that will feed into your teaching practice as well as helping you refine your career goals. Previous participating employers include: Accenture, Civil Service, DfE, Google, HSBC and Save the Children.

Intercohort week

At the end of Summer Institute, you'll re-join your own cohort and meet the new cohort for a week of sharing experiences, consolidating what you have learnt and working together to tackle classroom challenges. Expect a hands-on, practice based and fun filled week which draws upon all of your leadership abilities and sets you up for the second year of the LDP.



'Summer Institute sets you up for the classroom, I felt fully prepared and couldn't wait to start'



'It was hard at first but now I love it. The pupils are so inspiring'



'Doing a Summer Project with Google gave me a fantastic insight into the company. They have since offered me a position after I've finished the programme'

YEAR 2



Broadening your impact

Returning to your school as a Newly Qualified Teacher (NQT) you'll continue to deepen your impact as a teacher, setting ambitious goals for yourself and your students. You will be challenged to call on all of your leadership abilities to ensure the greatest impact possible. This may mean that you take on additional responsibilities or initiate extracurricular activities. Whether you lead a review of school policy, form a sports team or set up a debating club, our participants have found ways to inspire and encourage in ways that go far beyond academic achievement.

'When I returned in my 2nd year I felt so much more confident'



Learning Networks

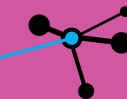
Here you will gain the opportunity to connect and learn from your professional network. Improve your problem solving skills to implement new or established ideas more effectively.



Masters qualification

During your second year on the LDP you will also have the chance to begin working towards a Masters qualification. The Masters [which is available at reduced cost] is a two-year optional part-time commitment, and has been specifically designed to further develop your ability to be an effective leader in school.

'The Masters has allowed me to deepen my understanding of educational leadership'



Ambassador Network

As well as placing inspirational teachers in the classroom, we tackle educational disadvantage through our network of ambassadors – people who have been Teach First participants and gone on to achieve influential leadership positions in education, business and beyond.

With support from Teach First and the wider community, our ambassadors are working to affect exciting and systemic change in education. Throughout the LDP you will benefit from links to this network and, upon successful completion of the programme, you will become an ambassador yourself.

Whether you choose to increase your influence in policy, business or school, accelerate your career progression, or develop and test innovative ideas that will help shape the future of education, our ambassadors form a powerful network for social change and a valuable resource for you.

- Working in an amazing team of teachers.

I DO WHAT I DO BECAUSE I KNOW WHAT IT'S LIKE TO BE WHERE THEY ARE.

Contextualised learning gone wrong: I played the role of Sir Alan in the boardroom. One pupil got hired, the other got fired. The former was delighted; the latter cried.

10 years ago my school was on a 99% 5A*-C GCSE pass rate, today it has risen to almost 60%. A 'bad' school doesn't always have to be one.

Two water bombs in my face while teaching on day 3.

Our best teachers are people who, instead of looking for problems, look for possibilities.

I told my class I was looking to buy a car. One boy asked what car I would like, told me that he could get it for me, and proceeded to show me some options on his phone.

My teacher simply believed in me - when I didn't have the confidence to believe in myself.

There was a lot of laughter and a lot of tears. But it was the most fantastic experience and the highs definitely outweighed the lows.

THE DAY CHESNEY IN IIC
SIGNED UP FOR PLATES
BECAUSE HE WANTS
TO BE IN THE RAF.

When a year 11 gave me a hug and said she couldn't have passed RE GCSE without me.

It takes time to become a brilliant teacher. I still make mistakes and I'm still learning. Don't beat yourself up - learn from mistakes and do it differently next time.

Fainting in a class and coming round to see 32 year 8s looking over me.

The light bulb moments when something clicks in a child's mind and you realise that as a teacher, you helped create it

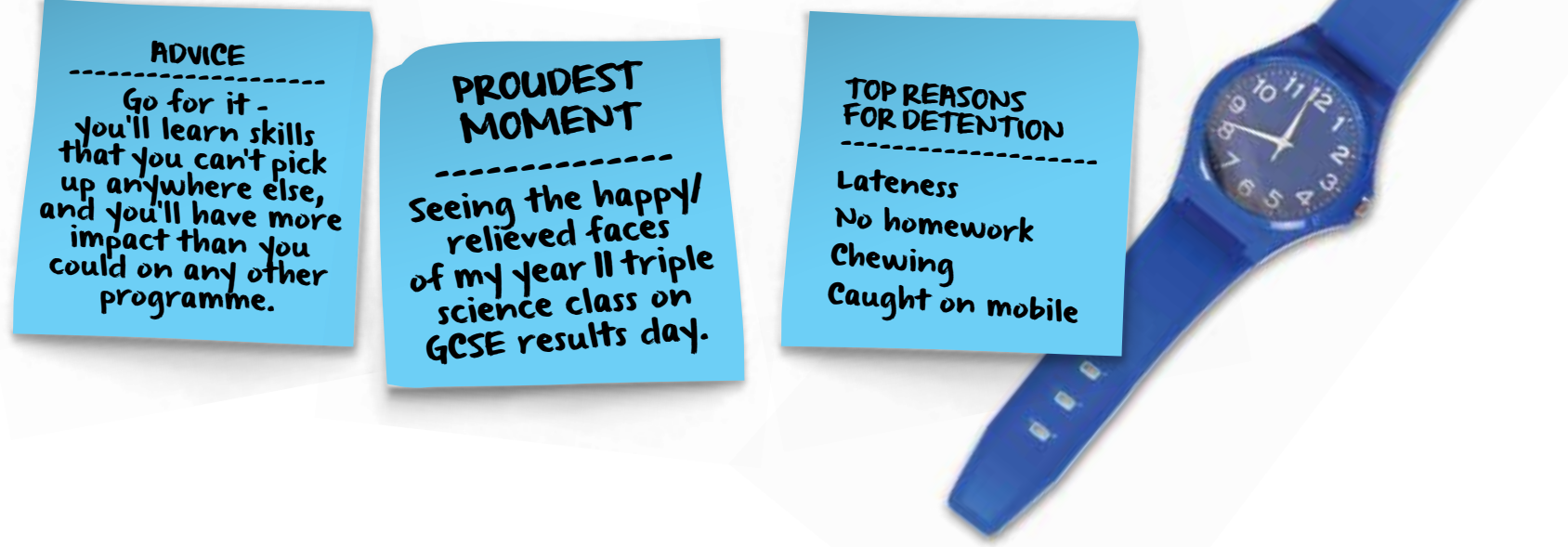
My GCSE class all achieving their targets

Teaching the big bang theory using 'The Simpsons'.

Getting a 92% pass rate A*-C in my first year of teaching

Unofficially mentored one of my sixth form students through their studies, through their UCAS application. So proud when they got the results to get into Queen Mary University





“After my school experience on the Summer Institute, where my lessons had gone well, I thought ‘I’m ready to get started.’ But nothing prepares you for the nature of the kids, the way situations change so quickly.”



CRAIG LEAMON

STUDIED
**Physics with Business
Management,
The University of Manchester**
TAUGHT
Science
NOW
Accenture

A black ink signature of Craig Leamon.

Why Teach First?

The mission really did resonate with me. I went to a school in Wales. I had a very good experience there but the people around me and my close friends did not have such a good time or get as much out of it as I did. Out of 150 people in my year only three or four went onto university, and there seemed to be no push to increase that number.

Early days

At the end of the Summer Institute I was raring to go. After my school experience, where my lessons had gone well, I thought I’m ready to go, even just after seven hours in the classroom. But nothing prepares you for the nature of the kids, the context in which you are teaching and you just can’t simulate that in training. So the first day was a massive shock. I had prepared my lesson, got everything ready and then I realised that 30 kids would be coming in five minutes, I could hear them lining up outside the door. There was no boundary between them and me, and no safety net, and suddenly I wasn’t prepared at all.

Benefits of the LDP

The difference between graduates coming into Accenture straight from uni, and people like myself who have done Teach First is huge. Through the LDP you’re developing leadership skills all the time, such as the ability to lead teams and understand how to get the best out

of someone, self-direct your work and take ownership. I can now take on a piece of work, develop it, take it in a different direction and really add value to it as opposed to just doing it and handing it back.

Staying engaged

There’s a Teach First community within Accenture, which I’m part of, and I’m looking at getting involved in the community links between Accenture and local schools. For example, giving pupils experience of being in the corporate world at companies like Accenture. I’m also looking at helping out with CV writing skills and UCAS applications.

My impact

Quite early on I asked my triple science class what their thoughts were on going to uni. A few said ‘yeah I’ve looked into it but I don’t know what it’s all about.’ A couple of months later I asked them about doing physics at uni and the response was, ‘nah, physics is really hard, I’d never get in to do it anyway...’ When we got to the other side of Christmas and the lessons were going really well, I asked the same questions and half the class said they wanted to go to university and had been doing their own research online. By April I asked the same question again and they were like ‘yeah I’m thinking of doing physics at Manchester.’ I like to think if they hadn’t had me as their teacher those kids would not be applying to study physics at Manchester.



“In September I will be head of Maths, key stage 3. I’ve had great support from the LDP and am attending all the sessions and workshops, which will really help with my future role leading a department.”



EMMA STEELE

STUDIED
Maths, The University of Leeds
TAUGHT
Maths
NOW
**Head of Maths KS3,
Havelock Academy**

A black ink signature of Emma Steele.

Why Teach First?

I wanted something challenging and I liked the idea of having responsibility straight away. I also sympathised with the vision; I went to sixth form in Doncaster and had friends who were from schools in special measures, and they had such gaps in their knowledge. Whereas, because I happened to have fallen into a better catchment area, I’d had an education that much better prepared me for A levels. I just thought, ‘This isn’t fair when we’re all from the same place.’ Plus, I really like maths, and not many people do, so I thought it would be good to try and get more people into maths.

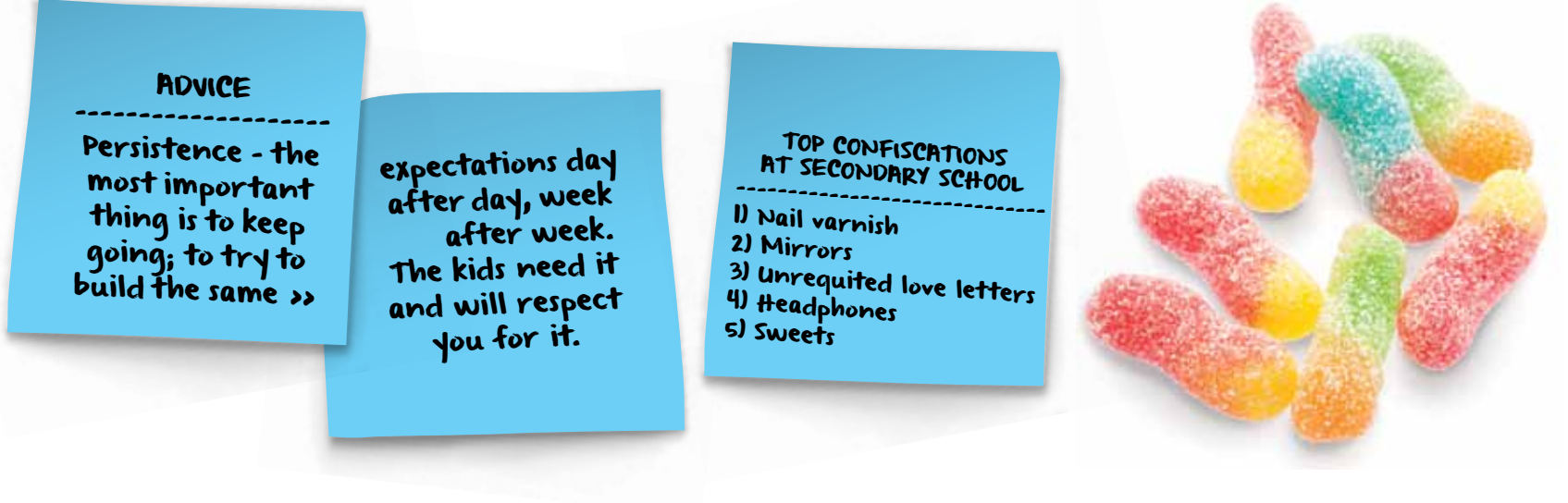
Early days

The Summer Institute was great, especially the regional bit and we all got on so well. They pack a lot in but you can only take in so much before you need to just get in there and try it in the classroom. I still teach my very first class and they have just achieved some very good GCSE grades so I’m really pleased. They were only five years younger than me and they were top set and very bright so to begin with I was a bit closed off – I didn’t let them see too much of my personality until I’d found my own style.

Making an impact

In January we got some results from the November exams and most of the kids had jumped a grade. Our new head teacher really recognised that my class had done very well and so he gave me a borderline class. To be recognised like that was very satisfying and gave me more confidence – I thought, ‘Yes, I do know what I’m doing.’

I had one set in year 9 with a wide range of learning difficulties. My approach was to get them into a good routine. They would come in and do the quick 10 – 10 questions that I wrote on the board, for example on times tables – while I was sorting out the rest of the class. It got to be such a part of my lesson that if it wasn’t on the board they would tell me and ask for questions. I felt like I had them really well engaged and ready to learn. It was part of my strategy to get them to learn to use maths in the real world, to be able to count change in the supermarket or use a timetable.



“Until you’ve experienced how demanding teaching is you won’t realise what a difficult job it is. Is it harder than when I was a civil servant? Definitely. Is it longer hours? Definitely. Is it more rewarding? Absolutely.”



MATT INNISS

STUDIED
**History, The University
of Cambridge**
TAUGHT
History
NOW
Head of Department

Why Teach First?

I had been a Policy Advisor Civil Servant at the Treasury for six or seven years, straight out of university. I had always wanted to work in public service but I felt frustrated by the feeling that I wasn’t really making a tangible difference; civil servants come and go but the real change comes from either people above that, the politicians, or people at the coal face, the people who deliver things and make things real.

The Challenge

Until you’ve experienced how intellectually and emotionally demanding teaching is you won’t realise what a difficult job it is. Is it harder than when I was a civil servant? Definitely. Is it longer hours? Definitely. Is it more rewarding? Absolutely.

Leadership development

The leadership development part really comes into its own in the second year. It requires you to look at how you are going to deliver real change. You’ve survived so far and are teaching but are you ambitious enough, are you setting high enough goals? Are you going to set your GCSE class massive targets well ahead of their predicted grades? How are you going to add value in the extra-curricular world? Are you going to introduce a new subject? In my second

year I was asked to be head of History and Economics – which meant building schemes of work and writing new lesson plans from scratch.

Making an impact

When I first started we had less than 30% getting A*-C at GCSE in History – over the last three years it’s been between 85-90% and I absolutely want it to be 100% this year. Starting from zero, we had our first GCSE Economics results last year and they were 85% A*-C.

The numbers are important but it’s the individual stories that you really remember. I have a student that I’m really hoping is going to go off to Cambridge to my old college in September and I’ve helped push him in the right direction. He wants to study law so I’ve been able to use my connections and the Teach First network to get him mock interviews and other opportunities.

What am I most proud of?

I’m proud of those individual students that have gone onto university who didn’t think they could, and who will now open up chapters in their life which will in turn open up new possibilities. I’m proud of those students who didn’t think they would pass but have passed. I’m proud of building two new parts of a humanities department in tough academic subjects that were not seen as things that kids in my school would want to do.



PHIL LE FEUVRE

STUDIED
**History with French,
The University of York**
TAUGHT
Primary
NOW
**Management Consultant,
PwC**

Why Teach First?

I’ve always been interested in politics and public policy, particularly education policy and how that can affect people’s life chances. I knew that I wanted to go into policy but I wanted to experience it at grass roots level and doing something productive and positive for a small group of people.

Teach First isn’t the whole answer but I think it’s part of that solution. Good teachers are the single biggest factor that affects outcomes for children and so if you can get high-quality graduates into those schools that need them most, that’s surely a step in the right direction.

Day one

The first day was a huge amount of pressure and responsibility – more than I’d ever had before and more than I think I’ll ever have again. There are stats that say if children have had a bad teacher it can take up to two years to get them back on track with a good teacher. Knowing that, I felt a huge responsibility.

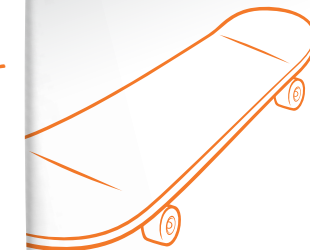
Toughest times

I took my class to the V&A and because one new boy was so challenging I asked his mum to come along. She bought a two-month old baby and a toddler along with her. At one point, this boy was hanging from some 15th century wall carvings so she had to take him out and I was left with a

“There are stats that say if children have had a bad teacher it can take up to two years to get them back on track with a good teacher. Knowing that, I felt a huge responsibility.”

TOP CONFISCATIONS AT PRIMARY SCHOOL

- 1) Games consoles
- 2) Make-up
- 3) Lynx deodorant
- 4) Mini skateboards
- 5) Phones - obviously!

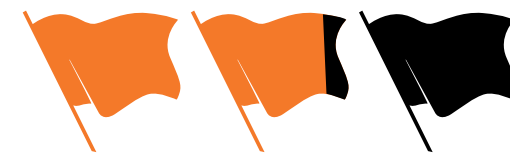


Impact beyond two years

THE TEACH FIRST AMBASSADOR NETWORK

After two years on the LDP you'll become a Teach First ambassador. You may decide to continue teaching – around 54% of our participants do – or you may leave the classroom for another role, possibly with one of our supporters. Either way, we hope you will continue to engage with our vision, influencing and advocating on our behalf and using your experience to drive change.

Becoming an ambassador also gives you access to a wealth of contacts and ongoing leadership development and career enhancing opportunities. Many ambassadors have used this network to help establish and support their own ventures, in education, in business and in the third sector.



62% OF AMBASSADORS
IN BUSINESS WORK FOR
ORGANISATIONS THAT
SUPPORT TEACH FIRST.



6 HEAD
TEACHERS
73 SENIOR
LEADERS
410 MIDDLE
LEADERS

36

SOCIAL ENTERPRISES
HAVE SPRUNG FROM OUR
AMBASSADOR COMMUNITY
IN A DECADE.

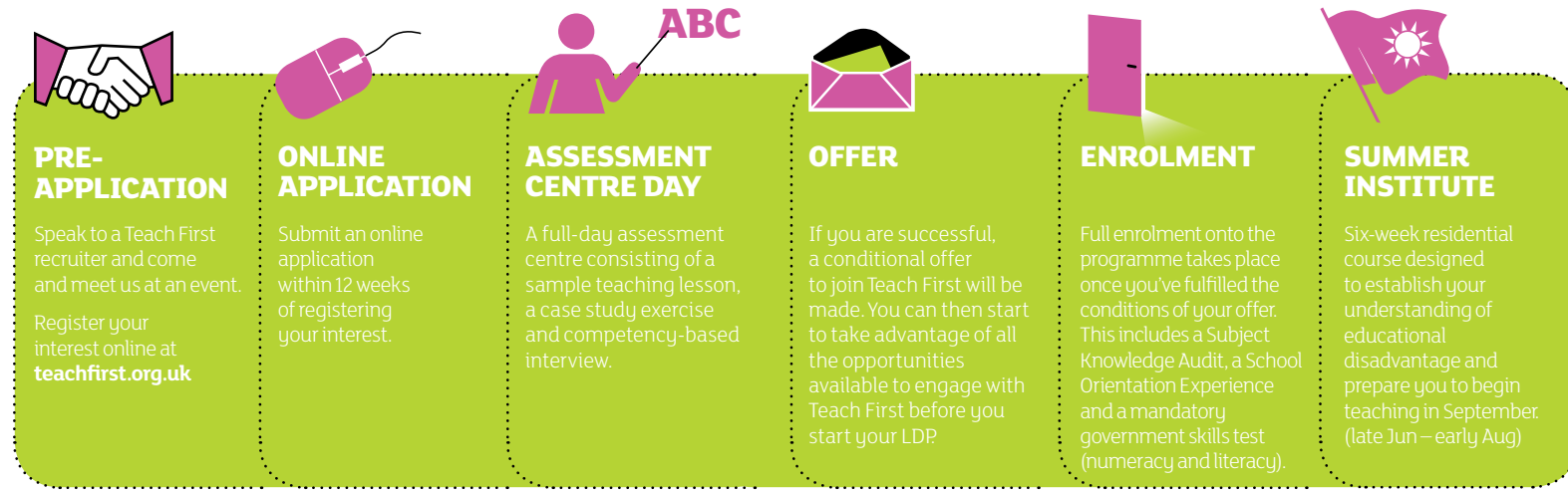


ON DELOITTE'S CONSULTING
GRADUATE SCHEME,
FIVE TIMES AS MANY
TEACH FIRST
AMBASSADORS
ARE PROMOTED EARLY COMPARED
TO OTHER GRADUATES.

"WE CONTINUE
TO WORK WITH
TEACH FIRST BECAUSE
ITS PARTICIPANTS
AND AMBASSADORS
ARE MORE THAN
EXCEPTIONAL
GRADUATES – THEY
CONSISTENTLY FORM
ONE OF OUR MOST
VALUABLE TALENT POOLS
HAVING DEVELOPED
THEIR PROFESSIONAL
ABILITY THROUGH THE
**TEACH FIRST
PROGRAMME**
AND BEYOND."
PWC



Application and Selection



Who joined us in 2013?

1,261 the number of graduates who joined us, making Teach First the UK's largest graduate recruiter

102 the number of universities we recruited from

50% of our 2013 secondary cohort have been recruited to teach STEM subjects

32% of new trainees are the first in their family to go to university

23% of new trainees were themselves eligible for free school meals or Education Maintenance Allowance

15% of new trainees are from Black, Asian and Minority ethnic backgrounds, compared to 8% in other teacher training routes

To successfully engage the full potential of your students and inspire them to new heights – and to take advantage of the opportunities Teach First presents – you'll need to be someone with bright ideas, gritty determination, awesome communication skills and a desire to shake things up. You'll combine a strong work ethic and self-discipline with warmth, empathy and humility. And you'll need to be resilient – very resilient. A sense of humour will be useful too.

In short, you'll need to be someone special, and that's just the beginning.

What do you need to do?

How to apply

To apply for Teach First you need to register your interest and fill in an online application form at teachfirst.org.uk/graduates

We recruit on a rolling basis and fill our vacancies as soon as we find candidates that meet our competency and academic requirements. That means that the most popular subjects fill up very early, so we recommend that you apply as soon as possible.

Selection criteria

- 2.1 degree or above
- 300 UCAS points (or equivalent, excluding General Studies)
- Degree or A levels that satisfy our teaching subject requirements
- Grade C (or equivalent) in GCSE Maths and English (Grade C in one science, GCSE is also required for primary teaching eligibility)
- Proof that you have the right to remain and work in the UK for the duration of the training and two-year programme must be provided before 25 April 2014

Salary and financial support

There are many variables that will determine how much you earn as a Teach First participant. In year one you'll receive at least the basic

salary for an unqualified teacher, rising in year two to at least the basic for an NQT, which is £21,588 – £27,000 depending on location. However, you may earn a lot more, depending on the school you work in, and any management responsibilities you take on. Many participants have added departmental, year-group or leadership responsibilities to their roles from very early in their careers and these can significantly boost your salary. For more detail on teachers' salaries visit education.gov.uk/get-into-teaching/salary

Accommodation, transport and food expenses are provided over the Summer Institute. However, Teach First is aware some applicants may require financial support over this period and we would not want financial circumstances to discourage you from applying. For more information about the support we can offer contact the recruitment team.

Diversity

We harness the different perspectives, experiences, and talents of our society in order to learn from each other and best serve our culturally rich and diverse communities. We are committed to ensuring that all applicants are treated fairly and with respect, irrespective of their gender, sexual orientation, age, race, religion or disability, and are happy to discuss reasonable adjustments to the recruitment process to accommodate your particular circumstances.

Career changers

At Teach First we want to attract the most talented people onto our Leadership Development Programme. If you are already working, there are various initiatives in place to support your transition into the classroom and during the two-year Leadership Development Programme. Please contact the recruitment team to find out about events taking place near you.

Locations

Teach First places participants into primary and secondary schools across England and Wales. To find out more about where we place participants visit our website teachfirst.org.uk/graduates

How will you benefit?

- Intensive teacher training leading to a PGCE
- Real responsibility from day one
- Opportunity to pursue Masters qualification at reduced cost
- Ongoing leadership development, coaching, business training and skills workshops
- Opportunity to be part of a movement that is changing lives and will change society
- Access to professional development and a network of supporters
- Full-time, paid position for a minimum of two years

accenture

Technology and
Management consulting
[www.accenture.com/
ukgraduates](http://www.accenture.com/ukgraduates)



Retail
[www.graduates.
aldirecruitment.co.uk](http://www.graduates.aldirecruitment.co.uk)



Public Sector
[www.civilservice.gov.uk/
faststream](http://www.civilservice.gov.uk/faststream)

Goldman
Sachs

Investment Banking
[www.goldmansachs.com/
careers](http://www.goldmansachs.com/careers)



Professional Services
[www.pwc.com/uk/
careers](http://www.pwc.com/uk/careers)

Platinum Graduate Recruitment Partners

Our Platinum Graduate Recruitment Partners – all high-profile leaders in their sectors – offer many opportunities for you to engage, build relationships and explore career opportunities, both as a Teach First participant and later as an Ambassador. These organisations have an established track record of supporting and hiring Teach First participants.

Summer projects

These mini-internships take place during August, when you have the opportunity to join an organisation to complete or contribute to a short-term goal or objective. Over 1,000 participants and ambassadors have completed projects with our sponsors and many of these have led to offers of a permanent role.

Coaching

In your second year of teaching you could be matched with an experienced professional, often from one of our Platinum Graduate Recruitment Partner organisations, who will work with you one-to-one and focus on your leadership challenges and how best to overcome them.

Deferred-entry schemes

Selected organisations offer a deferred-entry scheme whereby, if you successfully complete both theirs and Teach First's selection processes, you can defer starting with the organisation for two years while you undertake the Leadership Development Programme, and benefit from close contact and support throughout your Teach First journey.

Networking and presentations from senior leaders

Senior leaders from Platinum Graduate Recruitment Partners often attend networking events and speak at our Leadership Development events.

Guaranteed first-round interviews

Selected organisations offer guaranteed first-round interviews to Teach First ambassadors.

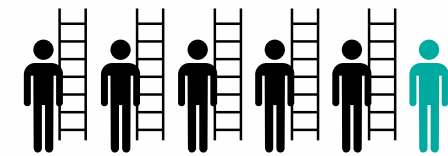
Bespoke skills sessions

Our Platinum Graduate Recruitment Partners offer skills sessions to participants and ambassadors, allowing you to access the very best professional development opportunities to complement the Leadership Development Programme.

Other opportunities

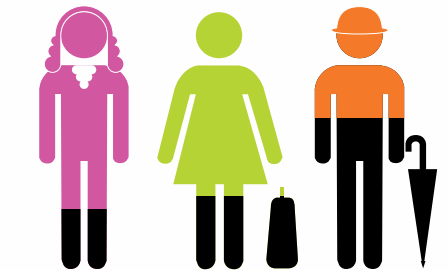
Goldman Sachs and Teach First offer a Future Leaders Seminar for potential Teach First applicants in November 2013, which will give you the opportunity to find out more about how you can interact with Goldman Sachs whilst on the Leadership Development Programme, and develop the skills needed to progress as leaders in their fields. For more information and to apply, please visit goldmansachs.com/careers

Please note, each relationship is unique and opportunities will vary across the Platinum Graduate Recruitment Partners. For more information please visit our graduate website teachfirst.org.uk/graduates



17% OF 16-24 YEAR OLDS
ARE CLASSIFIED AS NEET
(NOT IN EDUCATION,
EMPLOYMENT OR TRAINING).

Source: Labour Force Survey, 2011



ONLY 7% OF THE POPULATION
ATTENDED AN INDEPENDENT
SCHOOL. YET 75% OF JUDGES,
70% OF FINANCE DIRECTORS,
AND 40% OF TOP CIVIL
SERVANTS ATTENDED AN
INDEPENDENT SCHOOL.

Source: Labour Force Survey, 2011



3.6 MILLION CHILDREN IN
THE UK – THAT'S 1 IN 3 –
LIVE IN POVERTY, ONE OF
THE HIGHEST RATES IN THE
INDUSTRIALISED WORLD.

Source: Child poverty action group, 2013



5 MILLION ADULTS
IN THE UK LACK FUNCTIONAL
LITERACY.



17 MILLION ADULTS
IN THE UK HAVE DIFFICULTY
WITH NUMBERS.

Source: Cassen and Kingdon, 2007

THE GAP IN
EDUCATIONAL
ATTAINMENT BETWEEN
RICH AND POOR COSTS
THE UK £1.3 TRILLION.

1.3
TRILLION
POUNDS

Source: Cassen and Kingdon, 2007

The single most important thing *you* will do