

**TeachFirst**

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**LEADERS  
FOR  
LIFE**

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**Graduate  
opportunities**

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**As individuals, organisations, communities and societies we need leadership.**

**Leaders provide inspiration, direction, energy, vision and encouragement – and nowhere is this more true than in the schools and classrooms of our most deprived communities.**

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## WHY TEACH FIRST?

It's a sad fact that a child's success at school and onwards in life is largely governed not by their own personal qualities but by the income of their family. Low family income relates directly to low educational attainment, and low educational attainment relates directly and profoundly to limited life opportunities and even to limited lifespan. This is educational inequality and it's one of the most enduring and corrosive social problems in the UK today.

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**Each year over 200,000 young people leave school at 16 without a C in English.**

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The facts are startling and, for the young people living in these communities right here in the UK, the realities are depressingly familiar. Starting out already behind their wealthier peers, these young people go through a system that all too often compounds this disadvantage and limits what they are able to achieve later in life.

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**More than a third of children eligible for Free School Meals are not at the expected level in reading, writing and maths when they leave primary school.**

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Schools, committed education professionals and other organisations are working hard to address the problem, but without a steady and increasing flow of leaders into the classroom, and throughout education and beyond, the problem won't go away: millions of young people will continue to fall short of their potential and live lives with less choice, fewer opportunities and more hardship – a pattern that experience shows may very well be repeated in the next generation of their families.



**Teach First exists to end educational inequality.**

Education has the power to transform lives and we are working to ensure that it does, through the development and application of inspirational leadership in schools in low income communities across England and Wales.

# TEACHERS ARE LEADERS

Teach First was founded to engage the UK's brightest talent in solving a serious and lasting problem – educational inequality. We are an increasingly influential charity fighting for social change, advocated and supported by successive governments to give every young person an excellent education and chance in life by driving up standards in schools and raising the aspirations of young people.

## OUR VISION

**We are working towards a day when no child's educational success is limited by their socio-economic background.**

It's certainly a bold ambition but anything less means accepting deep injustice and squandered potential, both for the individuals whose life chances are restricted and for our society as a whole. At Teach First we are addressing educational inequality by focusing our energies on narrowing the attainment gap at both primary and GCSE levels, raising aspirations and driving up participation in further and university-level education.

## INSPIRING CHANGE

We believe, and research has shown, that high-quality teaching and leadership can make a huge difference to the education outcomes and life chances of young people. So we recruit energetic and highly motivated graduates, like you, to become great teachers, inspirational leaders and role models. By harnessing your passion for your subject and developing your

**Imagine you have a task and 30 young people with whom to accomplish it. They may be tired, poorly motivated and disengaged. They may have problems that you can only guess at. Only a leader can galvanise this group, get them focused and help them to progress and raise their aspirations. That's what teachers do – every day – and that's why, with the right support and training, they become inspirational leaders.**

leadership potential, we will empower you to make real change, and not just in the classroom. Our participants contribute to whole school improvement by raising standards, leading teams and launching new initiatives. Later, if they stay in school they may lead year groups or subjects and go on to become headteachers themselves, or if they choose to pursue other career options, they will advocate for our vision in other ways.

After 13 years and more than 8,600 graduates like you joining us, we know that our model works for the young people we reach, and it works for the individuals who join us.

## OUR LEADERSHIP DEVELOPMENT PROGRAMME

We provide a unique, personalised two-year Leadership Development Programme (LDP) during which you will train, qualify and work as a teacher. You'll receive coaching and support to accelerate the impact you have on your pupils' progress, raise their aspirations and help them to access new opportunities. That may mean raising their academic achievements, inspiring them to apply to university, encouraging them to explore career options, or it may simply mean giving them the confidence to be themselves. Teach First is all about giving you the tools, strategies and experience to help young people recognise and then realise their potential.

## LEADERS FOR LIFE

Teach First develops leaders – people who can inspire and motivate young people to overcome the disadvantages they face and unlock their full potential. The leadership skills and behaviours that you develop through our programme will have a lasting impact on your own future

too. As well as driving success through the classroom, you'll become part of a network of highly motivated, influential leaders – people who are making things happen in education, business, government and social enterprise.

Whatever your long-term ambitions, your experience on our LDP will enhance your future career prospects. Over 80 high-profile businesses from all sectors recognise the impact our work is having and our success in developing leaders for the future. They support our vision for education and they value the quality and experience of the people who complete our LDP. Put simply, they know that graduates who can engage, stimulate and inspire in the classroom are people who can bring dynamism, resilience, organisation and imagination to any working environment.

## WHAT'S NEXT?

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. Currently around 60% of our teachers remain in the classroom after the initial two years and others go on to pursue different career opportunities, while continuing to engage with our vision.

All of our participants find the experience of teaching in a low-income community to be powerful, rewarding and enlightening. And all are changed by it. Whether our programme confirms your ambitions or reveals new possibilities, it will add to your skills and support you in developing as a leader for life.

**Just 21% of pupils eligible for Free School Meals make it to university, compared to 85% from independent schools.**

**Only 1 in 10 teachers would consider teaching in a challenging school. All of our teachers work in schools in challenging circumstances.**



**Teach First exists to put an end to educational inequality – the persistent underachievement of many young people from the UK's poorest families.**

**Two thirds of children claiming Free School Meals don't get five good GCSEs including English and maths.**

**We recruit high-calibre graduates to become inspirational teachers and leaders.**

**Joining Teach First means a minimum commitment of two years as a classroom teacher and completion of our unique Leadership Development Programme.**

**One year after completing our LDP, 35% of ambassadors who remain in the classroom are in leadership positions.**

**More than 80 leading employers support Teach First – both for our vision and capacity to develop leaders.**

# BECOMING A LEADER

## YOUR LEADERSHIP DEVELOPMENT PROGRAMME

Your LDP will be just that – yours; an individual and uniquely personalised programme designed to be responsive to your evolving needs and goals. Meeting the LDP's core requirements will ensure that you establish a solid foundation in leadership and give you the tools to make an impact in the classroom and beyond.

## SUPPORT AND MENTORING

Working with a Leadership Development Officer, a tutor from a leading university, an in-school mentor and experienced peers, you will plan your learning; choosing seminars, virtual learning events and other opportunities that best support your own personal development needs. Through your LDP 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 how you can magnify your impact. Most of all you'll identify

ways to use your drive and passion to support and inspire young people by improving their performance and raising their aspirations.

## UNDERGRADUATE OPPORTUNITIES

You can engage with our vision and begin your leadership development before you graduate:

- Fundraise and take part in one of our challenge events
- Join or create a student society
- Become a Campus Brand Manager
- Apply for Insight – our two-week internship programme for penultimate-year STEM students
- Apply for a Taster session – our one-day programme for first-year students
- Attend Education Matters panel discussions
- Join us at a Platinum Partner Skills Day and develop your leadership, communication and networking abilities
- Come along to a Skills Lab and develop key employability skills

We are fighting for social change. Our focus is to break a longstanding cycle of underachievement and improve the lives of young people. At the heart of our approach to ending educational inequality is our two-year Leadership Development Programme (LDP), which combines your development as a practising teacher with coaching and training, internship opportunities, mentoring and access to our ambassador (alumni) network and supporters.

**GET INVOLVED**

### HOW IT WORKS

The LDP has been designed to be responsive and individual – it's about providing you with the opportunities and support that you need at the appropriate time in your leadership journey.

**1**

### PRE-EMPLOYMENT TRAINING

#### SUMMER INSTITUTE

Your LDP begins when you are accepted onto our programme and you start work to prepare for Summer Institute. You'll be supported in organising your own five-day school experience before the summer and the insights you gain here will enrich your experience at Summer Institute, an intensive six-week immersion into the theory and practice of teaching.

Developed in partnership with the UK's leading teacher-development universities, Summer Institute 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; it's a place where lasting friendships are made and where you will lay the foundations for your leadership development journey.

**BEGIN MAKING AN IMPACT**

"Take advantage of the Continuing Professional Development opportunities, use your mentors, reach out to the Teach First network – most professions don't have that level of support and it's incredible."

CHARLIE KENNARD,  
'08 AMBASSADOR

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## INITIAL IMPACT

### INTO THE CLASSROOM

After Summer Institute you'll have a short break and then join your school to begin teaching. There's no doubt that this is a challenging time and the focus of the LDP at this stage will be on helping you to develop as a teacher and leader, to begin making an impact on your pupils and take responsibility for their progress. You will receive practical training and support from us, from your university training provider and from your school to ensure that you make rapid progress.

### DEVELOPING AS A LEADER

You'll also be able to select from more than 30 additional sessions to further refine your classroom practice, build your understanding of the context in which children live and schools operate, and learn from successful leaders across diverse sectors. From behaviour management, early intervention and differentiated learning to effective use of data and time management, the topics are important, practical and geared towards accelerating your impact as a leader. Which ones you choose is up to you.

### INITIAL IMPACT CONTINUED

"By the time you've finished the six weeks you're just raring to go. You've got a head full of all the theory and you're just ready to go at it."

GEORGINA CHARLES,  
'14 PARTICIPANT

## PGCE

Throughout your first year on the LDP you will also be working towards a Post Graduate Certificate in Education (PGCE) – a qualification that means, no matter where your career takes you after the LDP, you will always be able to work as a teacher, including overseas, as the PGCE is widely recognised internationally.



*“From the start you’re being paid an unqualified teacher’s salary and your PGCE is being funded by Teach First.”*

**NIKHIL KAPILA,  
PRIMARY SCHOOL TEACHER**

INITIAL IMPACT CONTINUED

## PUPIL IMPACT

Now that you have found your voice as a teacher, we will encourage you to deepen the impact you’re having and look for ways to contribute to the success of the wider school and community. There is no fixed timetable for moving into this phase of the LDP – it will vary depending on your own personal qualities and your success in establishing yourself as a classroom leader. However, we expect most participants to be moving into this phase before you complete your first year of teaching.

### EXTENDING YOUR SKILLS

The content of the LDP at this stage subtly shifts, giving you access to sessions that challenge you to seek out areas in which you can effect further change, such as leading on elements of curriculum delivery or taking on additional school-based responsibilities. Again, the options are varied, ranging from curricular and classroom-based leadership to working with pupils who need additional support, including gifted and talented students and those who have English as an additional language, ADHD or special educational needs or disabilities. You’ll also have the opportunity to explore topics that extend far beyond education, such as cultural change and managing teams and stakeholders.



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## SUMMER PROJECT

During the summer after your first year you will have the opportunity to take on a Summer Project – an internship where you will gain valuable work experience in a different environment. 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. Two out of three Summer Projects lead to offers of full-time employment. Previous participating employers include: Accenture, the Civil Service, Department for Education, Google, HSBC and Save the Children.

### INTER-COHORT WEEK

As the next cohort of our participants complete their Summer Institute, you’ll join them along with your own cohort for a week of sharing experiences, consolidating what you have learned and working together to explore classroom challenges. It’s a hands-on, practice-based and fun-filled week that draws upon all of your leadership abilities and sets you up for the year ahead.

### MASTER’S

During your second year on the LDP you will also have the chance to begin working towards a Master’s qualification. The Master’s, 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.

GROWING AS A LEADER

## BROADENING IMPACT

Having established your teaching style you will now be ready to engage others in support of our vision. You will have achieved, or be about to achieve, Qualified Teacher Status (QTS) and be ready to set ambitious goals both for yourself and your students. You may decide to take on additional departmental or pastoral responsibilities. Whether you lead a review of school policy, form a sports team, set up a debating club or mentor university applicants, we will help you to find actions and interventions that inspire and encourage pupils in ways that go far beyond academic achievement.

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*“Teach First gave me the opportunity to have a profound impact on the lives of 60 seven year olds. It was a special privilege, for which I am very grateful.”*

**CIARAN MCCAUGHEY,  
’11 AMBASSADOR, FOREIGN AND  
COMMONWEALTH OFFICE**

## LOOKING BEYOND THE LDP

Our LDP also provides opportunities to plan for the future and to consider how as a Teach First ambassador you can continue to have an impact, whatever you choose to do after the LDP.

*“The summer project is a great way for the Teach First participants to explore a different field or a different industry.”*

**SOO MI DO,  
’09 AMBASSADOR, PwC**

'Miss I'm so sorry to hear you don't have a boyfriend at the moment. I can set you up with someone. My brother, cousin, dad...?'



I regularly confiscate football stickers. I've built up quite the collection. I usually give them back though - confiscating someone's shiny is a step too far.



THE DAY CHESNEY IN 11C SIGNED UP FOR PILATES BECAUSE HE WANTS TO BE IN THE RAF.

A student I taught long ago, got good GCSE's, good A-levels and went to a good University. He will be starting Teach First himself this year. That is really special for me.

ENJOY IT! YOU ARE ABOUT TO MAKE MEMORIES THAT LAST A LIFETIME

MY SURNAME IS BOND, AND WE MANAGED TO CONVINCe MY YEAR 2 CLASS FOR A WEEK THAT MY BROTHER WAS THE SECRET AGENT JAMES BOND. THEIR BEHAVIOUR BECAME IMPECCABLE!!

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



Teaching the big bang theory using 'The Simpsons'!

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



I replicated Blind Date for a lesson once. I dressed up and recorded myself on video. The students were still laughing about it 3 years later.

Don't try to contain their energy. Use it.



Be honest. Be positive. And understand the child in front of you. But more than anything else, teach well - engaged children don't misbehave.



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

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.

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



**“I love it when children get that light bulb moment – understanding something that they previously couldn’t do or found challenging.”**

NIKHIL KAPILA



**“I’m trying to create the next generation of little scientists and thinkers who can sort out the massive problems of the future.”**

CAROLE KENRICK



**“Being able to hold a pen, to read and write are very, very important. But the most important thing is the attitude to learning. And the best point to get that is in the early years.”**

OLAMIDE OLA-SAID

**“I took a chance seven years ago and it’s paid off massively.”**



## CHARLIE KENNARD

*“I’ve had the chance to establish the senior leadership team of a national organisation.”*

Studied: **Economic History**

Taught: **History, West Midlands**

Now: **Founder and principal of East London Academy of Music (ELAM)**

### WHAT DIFFERENCE DID TEACH FIRST MAKE TO YOU?

I spent two years as a Teach First teacher, worked within the charity as a recruiter for Scottish universities, and spent two years overseas setting up Teach For Malaysia and travelling as a network partner. At every stage it’s just been the most fantastic leadership development experience. Lots of my peers from university have gone into the private sector and, while they are enjoying successful careers, they’d be the first to accept that their experience hasn’t come close to mine for responsibility, influence or impact. You have huge autonomy as a teacher. You’re effectively managing 30 people five times a day, and each day throws up new situations and different challenges.

Both here in the UK and in Malaysia I’ve been exposed to the most amazing people – people who could rise to the top of any organisation. Their passion and energy and their positivity rub off on you – it’s a very special club to be a part of. I’ve enjoyed incredible opportunities and been mentored by some genuinely inspiring people.

### WHY TEACH FIRST?

With a loose plan to go into consulting, I tagged along with a friend to a Teach First presentation and came out blown away by the idea. It just seemed so exciting – an opportunity for adventure at the same time as making such a difference. I also liked the idea that I wasn’t closing any doors – I would actually be adding to my skills and employability with a really well-respected brand. It’s no exaggeration to say that that one-hour presentation changed the course of my life.

### WHAT ARE YOU DOING NOW AS AN AMBASSADOR?

Through the two years as a teacher I fell in love with working with students. Now I’m the principal at the East London Academy of Music (ELAM). We’re offering young people from disadvantaged communities a quality vocational education focusing on the music industry, from writing and performing to production and management. The idea came from a conversation with my brother, who is a successful musician and producer – one half of Chase & Status – about how we both knew people who were so talented but who would never break through into the music industry without the right education and connections.

After years of planning we opened in 2014 as a creative arts school for 16 to 19 year olds offering a BTech Level 3 education, which means that everyone continues to study English and maths and gains UCAS points. We have support and funding from around 90 companies – it’s a real partnership between education and industry – and a fantastic board, including the former director of music at The Brit School. Our intake is very mixed but it includes rappers from East London who would never previously have been offered a Level 3 qualification.

We want to change people’s perceptions of vocational education by showing how exciting and valuable it can be, and we want to develop the next generation of leaders for the music industry in the UK, as well as new artists and producers. I couldn’t have done any of this without the experience I gained through Teach First. I took a chance seven years ago and it’s paid off massively.

### WHAT HAS BEEN YOUR PROUDEST MOMENT?

I was contacted by a former pupil who wanted advice from me on her application to join Teach First at the end of her degree at Durham. She started on the Leadership Development Programme this summer and I know she’ll be outstanding – a real inspiration.

“One of the great reasons for joining Teach First is it leads to so many other opportunities.”



## SOO MI DO

Studied: **Philosophy, Politics and Economics**  
 Taught: **Maths, London**  
 Now: **Senior Associate, PwC**

### ADVICE

*“Enjoy the experience – the good, the bad and the ugly. Give as much as you can and you’ll get so much more out of it.”*

### SUPPORT

*“I had some wonderful coaches but above all it’s the other participants who help you. Knowing that you are not alone is very important – and being able to laugh at yourself.”*

## WHY TEACH FIRST?

I arrived in the UK aged 13 not speaking English and, while I wasn’t at an educational disadvantage myself, it certainly gave me an insight into how important education is for social mobility, and how out of reach it is for some people.

## IMPACT

As a teacher you impact the lives of your students in so many ways. Some of that’s to do with teaching the subject and getting them to engage – and that can mean an able student reaching an A grade or another reaching a C. I was delighted to have my Year 8 top class attempting GCSE questions and passing at C or above but I was equally delighted when everyone in a less-able class was there on time, with all the right equipment. It can also be about behaviour and attitude. I put a lot of emphasis on small things like punctuality and politeness. We wouldn’t start a lesson until everyone was there, so it was pleasing to hear that students were running to make it to my lesson on time. And some of it is beyond any normal measure: I was contacted by some of my former students three years after I taught them and invited to attend their prom night. They felt I had influenced their school careers and wanted me to be there. That’s a special feeling that you won’t get anywhere else.

## HIGH EXPECTATIONS

One of the biggest impacts you can have is to expect more and to show that you believe in your students. My Year 8 class told me they expected me to be gone by Christmas. They saw themselves as low-performing, low-potential, badly behaved kids in a rubbish school – why would anyone stay? But each week you come back and keep asking for more from them and you chip away at that perception.

## AMBASSADOR IMPACT

Since joining PwC I’ve helped to launch an initiative called PwC Classrooms, which is helping 60 students across 10 schools, selected by their socio-economic profile, to enhance their work readiness and gain access to professional opportunities. We have about 200 volunteers – some Teach First ambassadors, others not – and we provide mentoring and coaching over two years, including eight full days at our offices, where students learn some of the softer business skills, such as team-working and professional behaviour.

## HOW HAS TEACH FIRST HELPED YOU?

Teach First gave me a lot of the skills and experiences that I draw on during my daily work, particularly around being level-headed and calm under pressure. If you can manage a class of tired teenagers then there’s not much in the business world that will faze you. I think as a teacher you learn to be in tune with your audience, to listen properly and build trust, and to handle pressure and be reflective. All of these qualities are part of what I do now.

I came across PwC during my first summer on the Leadership Development Programme and applied to do my Summer Project there. I liked it and was fortunate enough to be offered a full-time place off the back of the internship. I had decided that after two years I would be ready for something new again. That’s one of the great reasons for joining Teach First – it leads to so many other opportunities, and you can always return to teaching in the future.

“Seeing their wonder and optimism in their first lesson is a feeling I won’t forget.”

## DOM BAKER

Studied: **Biomedical Science**  
 Taught: **Science, London**  
 Now: **CEO and founder of Future Frontiers social enterprise**

## FROM TEACHER TO SOCIAL ENTREPRENEUR

Since leaving the classroom I’ve founded Future Frontiers, a social enterprise that employs undergraduates to provide personalised career coaching to students from disadvantaged backgrounds.

I always started each new class with a bag of hearts from the butcher’s shop. Seeing their wonder and optimism when that was their first lesson is a feeling I won’t forget.

I was depressed at the quality of careers advice I encountered as a teacher and the paucity of ambition that this fosters. One of the best ways of engaging kids with education is to talk to them about what they might want to do in the future and then showing them the steps they need to take to get there.

Teach First gave me the experience and the confidence to be a leader and turn the insight I gained as a teacher into something that is already making a real difference.

## TEACH FIRST AND THE LDP

I loved the idea of Teach First right from the start – the opportunity and the expectation that you will make a difference. It’s a positive kind of pressure and you want to respond. It’s a chance to get to what lies at the heart of social inequality and I found it hugely inspiring.

I think my strengths lay more in the behaviour management side, building strong relationships and being a role model. I managed to engage some kids who simply wouldn’t stay in other classes.

Through the Leadership Development Programme you receive a lot of very high-quality coaching and skills development. But for me it was also an opportunity to be part of a national movement – to become part of something larger that extends beyond your efforts and your horizons.

The ambassador team and network has been hugely important in supporting us to get Future Frontiers off the ground.

“You don’t have to know what you’re doing after Teach First, but I think whether you go into teaching or a different job, you’re still going to have those skills you’ve gained in the classroom.”

GEORGINA CHARLES



“Knowing that my Year 10s are going to get a maths GCSE and that is partly because of me, and that they don’t constantly have supply teachers – it makes the hard work worthwhile.”

MUSIBAU KAFFO



“All kids want to do well – but sometimes there’s nothing or no one inspiring them. That’s solvable.”



# LEADERS FOR LIFE

The progression from participant to ambassador and a continuing engagement with our vision is a fundamental part of our work to make education fair. We require participants to commit to a minimum of two years and after the LDP we hope and expect that you will keep on working towards our vision as an ambassador, either in the classroom or in another environment.

Our ambassadors have gone on to achieve leadership positions in education, business and beyond, using their influence to promote systemic change in education. Whatever you decide to do after your LDP, you'll find our ambassadors form a powerful network for social change and a valuable resource in helping you to increase your impact, accelerate your own career progression, or develop and test innovative ideas that will help shape the future of education.

## WHAT'S NEXT?

After the LDP you may decide to continue teaching – around 60% of our participants choose to stay in the classroom for at least another year. In fact, 57% of our ambassadors are currently teaching in the UK and overseas and benefiting from our support in developing their careers. Of those who stay on in school, at least one third are in leadership positions and 17 have gone on to become headteachers.

However, you may decide after two or three years of teaching that you want to leave the classroom to pursue another career – and that's fine. Many of our participants have used their experience on the LDP to access careers in business or to launch their own enterprises. At least 43 successful social enterprises addressing educational inequality can trace their roots back to our LDP.

**By 2019 there will be 10,000 Teach First ambassadors.**

Employers from all sectors respect our LDP and the training and skills development we provide. They report that our ambassadors often perform better and progress faster than their peers precisely because of the experience and skills they have developed on the LDP.

Whatever you decide to do, we will help you to maximise your continuing impact on educational inequality, with advice and support in targeting roles and positions where you will be best placed to effect long-term change.

Becoming an ambassador also connects you to a network of thousands of other ambassadors. Year after year, our ambassadors tell us that this is one of the main personal benefits of our programme – membership of a growing group of dynamic, committed, socially responsible individuals. It's a powerful network for change and a valuable tool for your own career development.

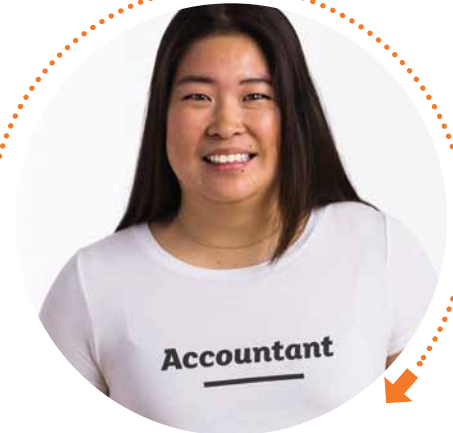
Of our ambassadors working in finance and consulting, 75% are working for our supporter organisations.



"I can apply exactly the same tactics to being a leader in industry as I would do in a classroom."  
Rachel Arthur, Cyber Analyst, PwC



17 head teachers



43 social enterprises have sprung from our ambassador community.



1/3 of those who stay in the classroom for a third year are in leadership positions.

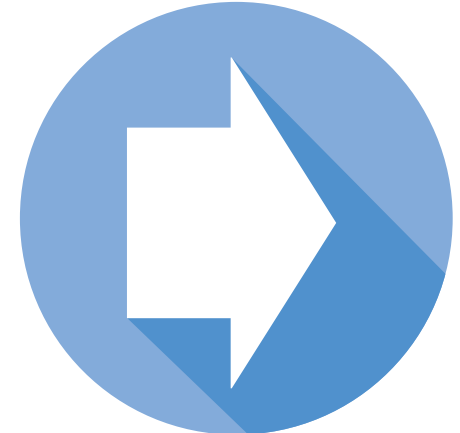
"I now lead innovation projects at Google, but the things I learned when I was a teacher are absolutely things that I lean on every day in my role."  
Sam Dickinson, Lead Innovator, Google



"Being able to lead others – that's what I've really gained from Teach First."  
Ciaran McCaughey, Chief of Staff, Foreign Office



Where will leadership take you?





# GRADUATE RECRUITMENT PLATINUM PARTNERS

**accenture**  
 Strategy, Consulting, Digital, Technology, Operations  
[www.accenture.com/ukgraduates](http://www.accenture.com/ukgraduates)

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

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

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

**ROYAL NAVY**  
 Armed Forces  
[www.royalnavy.mod.uk/careers/graduates](http://www.royalnavy.mod.uk/careers/graduates)

**Our Graduate Recruitment Platinum 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 our ambassadors.**

**accenture**

**“I was able to bring a lot of the skills I learned into consulting. The links that I’ve maintained with Teach First have been great. I still find myself coaching and thinking like a teacher. This is something that will always be a part of my career.”**

**Simon Blosse, Accenture**

**Goldman Sachs**

**“The charity has a true entrepreneurial spirit and really encourages innovation and leadership. You can’t help but have some of that spirit rub off. My experience in teaching was invaluable and I certainly wouldn’t have my job without Teach First.”**

**Adrian Johnston, Goldman Sachs**

**pwc**

**“We continue to work with Teach First because its participants and ambassadors are exceptional graduates. We now employ over 100 ambassadors who often perform better and progress quicker than their peers.”**

**Opportunities with our partners – exclusive to Teach First participants and ambassadors**

	Pre LDP		Year 1 LDP	Summer	Year 2 LDP	Ambassador
	Seminars	Deferred entry	Recruitment fairs	Summer Projects	Coaching	Fast-track
	Hosted by our Partners – join us for a unique event to develop the skills needed to become a leader	Defer a permanent position with one of our Platinum Partners while you complete the LDP	Opportunity to meet with the recruitment teams from our Platinum Partners	Internships with our supporters. 2 in 3 placements leads to a full-time job offer	Get matched with a senior professional and work one-on-one to develop your leadership skills	Exclusively for Teach First participants and ambassadors – jump stages of our partners’ application processes
<b>Accenture</b>		✓	✓	✓	✓	✓
<b>Aldi</b>		✓	✓	✓		✓
<b>Goldman Sachs</b>	✓		✓	✓	✓	
<b>PwC</b>	✓	✓	✓	✓	✓	✓
<b>Royal Navy</b>		✓	✓	✓	✓	

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

**We are addressing a deeply entrenched, highly corrosive problem that affects hundreds of thousands of young people every year. It's important work and we aim to succeed. So we have high expectations of everyone who joins us.**

# ANATOMY OF A LEADER

There's no question that the LDP is a demanding option. You'll be expected to make rapid progress in the face of genuine challenge and pressure and begin making a real impact on the lives of your pupils. To ensure that every young person in your care gets the excellent education they deserve – and to take full advantage of the opportunities we provide – you'll need to be someone with bright ideas, gritty determination, fantastic 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.

## 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**
- **Those placed to teach in a secondary school in Wales will require at least a grade B in GCSE maths and English**
- **Proof that you have the right to remain and work in the UK for the duration of the training and two-year programme**

We are a values-driven organisation. Our values shape our culture and how we operate and we expect you to model them throughout the application process and during your time on the programme. Our values are:

- **Collaboration**
- **Commitment**
- **Excellence**
- **Integrity**
- **Leadership**

Succeeding on our LDP requires a complex blend of personal qualities. These are the competencies we look for when assessing your potential to make an impact in the classroom:

## HUMILITY, RESPECT AND EMPATHY

You will be working with a variety of stakeholders – from pupils to parents to peers. We look for people who can build relationships quickly, giving value and respect to others to get the best out of them.

## INTERACTION

Communicating clearly whilst listening and responding appropriately is very important. As a participant you will need to adapt your style in different situations and contribute as an effective member of a team.

## KNOWLEDGE

You will need to show passion for Teach First and our vision, as well as understanding and enthusiasm for the Leadership Development Programme.

## LEADERSHIP

You will need to be proactive and make decisions as you strive to achieve above and beyond expectations. Taking the lead will be crucial for success.

## PLANNING AND ORGANISATION

You will need to manage daily responsibilities and juggle your priorities. You will need to work efficiently and effectively to meet deadlines and deliver successfully.

## PROBLEM SOLVING

Every day you will face new challenges and will have to respond with considered, effective and appropriate solutions. Whilst drawing on resources and logic, you will also need to use creativity and innovation to be successful.

## RESILIENCE

You will need to be hungry for a challenge and able to access patience and endless energy to persevere through the difficult times. You will need to be tenacious and versatile and maintain a positive mindset regardless of the obstacles you encounter.

## SELF-EVALUATION

You will need to be aware of your performance, your strengths and your weaknesses and will need to be realistic in what and how you can do better.





## APPLICATION AND SELECTION

## HOW WILL YOU BENEFIT?

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

# TAKE THE LEAD

## HOW TO APPLY

To apply for our Leadership Development Programme you need to register your interest and fill in an online application form. We recruit on a rolling basis and fill our vacancies as soon as we find candidates who 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.

Our dedicated recruitment team are on hand to support you throughout the entire application and enrolment process.

We strongly recommend speaking to your recruiter before submitting your application.

## 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 a Newly Qualified Teacher, which is £22,023–£27,543 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](https://education.gov.uk/get-into-teaching/salary)

In addition to your teaching salary, we offer a competitive package of benefits including a fully funded PGCE, a Master's qualification at a vastly reduced cost, internship placements with our partner organisations, subject and professional mentoring throughout the two-year programme and life-long support from our ambassador network.

Accommodation, transport and food expenses are provided over Summer Institute. However, we are 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

We want to attract the most talented people onto our LDP. If you are already working, there are various initiatives in place to support your transition into the classroom and during the two-year LDP.

## LOCATIONS

Educational inequality is a national problem and we are proud to work with our partner Early Years, Primary and Secondary schools across England and Wales to place our participants where the need is greatest.

For more information please contact the recruitment team: [faq@teachfirst.org.uk](mailto:faq@teachfirst.org.uk)

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# WE ARE WORKING TOWARDS A DAY WHEN NO CHILD'S EDUCATIONAL SUCCESS IS LIMITED BY THEIR SOCIO-ECONOMIC BACKGROUND

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## OUR SUPPORTERS

Accenture  
ALDI  
Allen & Overy  
Arup  
Asda  
Ashurst LLP  
Bank of America Merrill Lynch  
Barclays  
BlackRock  
Bloomberg LP  
BP Foundation  
Canary Wharf Group  
Capital Group  
Citi Foundation  
City of London Corporation  
Civil Service Fast Stream  
Clifford Chance  
Clugston Group  
Cognizant Technology Solutions  
UK Limited  
Costa Coffee  
Credit Suisse EMEA Foundation  
Deloitte  
DHL UK Foundation

EDF Energy  
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Esmée Fairbairn Foundation  
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Goldman Sachs  
Google  
GTI Media  
HSBC  
Institute of Chartered Accountants  
England & Wales  
Institution of Engineering and Technology  
John Laing Charitable Trust  
KPMG  
Lone Pine Foundation  
National Grid  
Oliver Wyman  
Pace  
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PwC  
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Rothschild  
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Salesforce.com Foundation  
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Slaughter and May  
Tata Consultancy Services  
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The Mercers' Company  
The Queen's Trust  
The Ravensdale Trust  
The Waterloo Foundation  
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