

## Session Guide for Coaches

### Contents Page

General tips

Session 1: Know yourself

Session 2: Your Future

Session 3: Pathways to Success

Session 4: Be Inspired

Timings for Handbook Activities

### General tips

Prepare for each session a few days in advance and let your Transition Manager know if you have any questions

Make sure you read through the session activities and practise the quizzes ahead of the session.

Look back at the coaching training slides to remind yourself of the 5 key coaching skills and how you can help your pupils to get the most out of the sessions. These can be accessed on the coach portal [here](#)

Remember, you are there to create structure and ask questions by using the information they give you across the four sessions. You don't need to know everything!

You will need to bring a laptop to all sessions. If you have two students and need an additional device, let your Transition Manager know

Bonus activities are only there if you end up moving quickly through activities

Don't worry if your student misses a session - in the following week, complete the starred activities from the session they missed, before moving on to complete the starred activities from the current session. This way, they'll still cover all the key sections of the content

## Session 1: Know yourself

*Students work through a series of activities to compile a list of the career values, interests and skills.*

### Prepare

Activity 2 uses an online quiz - [The Buzz Quiz](#). If you didn't practise this during your coach training, make sure you look at it before Session 1

### During the session

**Activity 4a and 4b:** In the coach training you looked at 5 main coaching skills you can use to support students. In these two activities you can incorporate the skills you discussed in the 'Asking good questions' and 'Responding to their responses' sections, to help your pupils to reflect on their skills and how they gained them. Remember lots of pupils will find this activity tricky so ask lots of open questions and be encouraging.

**Activity 5a:** An exercise to match careers values and interests with chosen careers. The point is to discuss, there is no right answer. However, if you need a steer;

- Student A - accountant is a good match.
- Student B - could be a good match but other options could be more creative careers that combine theatre and children such as a drama therapist.
- Student C - unlikely to be a good choice due to the student wanting to work for themselves, despite the link with sports and fitness; other options could be Personal Trainer.

**Activity 5b:** Again you can use the 5 key coaching skills to help your pupils reflect on their interests and career values.

It's great to encourage them to reflect on why something is important to them - make sure you give them the opportunity to express their own ideas and try not to impose your own values.

## Session 2: Your Future

*Students use an online tool called Career Pilot to generate a job profile to understand more about. They then assess this job profile against the career values, skills and interests they identified in session 1.*

### Prepare

Explore the [Career Pilot website](#) in your own time. The students need to narrow down their results to just one job profile to explore, so you could have a look at the [different sectors and roles](#).

Practise running through the career exploration steps in the handbook - the more familiar you are with the Career Pilot website, the better you'll be able to support your pupils in the session.

### During the session

**Activity 3:** As part of your role as a coach, you will find a Sector Role Model for Session 3. This is your responsibility. The student will choose a sector, sub sector or job profile for you to go away and find someone based on the work you have done during the session/their own preferences.

Take a picture of page 30 with the shortlist so that you know who to look for. We recommend starting your search immediately after Session 2, by asking your fellow coaches if you don't already have someone in mind.

For help on how to arrange your Sector Role Model you can read the guidance [here](#).

## Session 3: Pathways to Success

*Students consider all the post-16 options available to them and match them up to potential jobs. This will give students some goals for their next steps and for their future.*

### Prepare

Some of the activities might look like you need to understand post-16 options. Don't worry! Firstly, your Transition Manager will be going through the post-16 options with you and the students at the start of the session. Secondly, we give you the answers!

If you want to feel more prepared, then read up on post-16 options [here](#).

### During the session

**Activity 2a:** Encourage students to consider each course and provider in detail, compared to each students' situations. There are no 'right answers', however we do have suggested ones on page 46.

**Activity 2b:** Students discuss the pros and cons of the different post-16 options. Use the chart below if you feel you need to give prompts. The chart on page 39 of the handbook will also help.

Course Type	Pros	Cons
Vocational Courses (such as BTECs)	<ul style="list-style-type: none"> <li>Allows you to study one subject in more depth</li> <li>Can still access most university courses after a level 3 course</li> <li>Good option if you prefer coursework</li> <li>Can prepare you for work</li> <li>Can access them with lower GCSE grades at level 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>Normally only able to study one subject</li> <li>Often only available at colleges</li> <li>Could limit next steps at 18 (because you have only studied one subject)</li> <li>Can't access all university courses</li> </ul>
T Levels	<ul style="list-style-type: none"> <li>Allow you to gain high level qualifications</li> <li>Include 45 days work experience to prepare you for work</li> </ul>	<ul style="list-style-type: none"> <li>Not available at all colleges</li> <li>Only able to study one subject</li> <li>Less well known than A Levels or BTecs</li> </ul>

	<p>Allow you to go to university or employment</p> <p>Learn industry level skills</p> <p>Assessed through coursework and exams</p>	<p>Could limit next steps at 18 (because you have only studied one subject)</p> <p>Can't access all university courses</p>
Apprenticeships	<p>Allow you to earn money while you study</p> <p>Gain real employer experience to prepare you for work</p> <p>Become more independent</p> <p>Assessed mainly through coursework</p>	<p>Only able to study one subject</p> <p>Less well known than A Levels or BTecs</p> <p>Not always available in every area / career</p> <p>Can't normally go to university straight after</p>
A Levels	<p>Study 3 different subjects</p> <p>Often stay at school sixth form</p> <p>Clear path to university</p> <p>Develop deeper knowledge in subjects you enjoy</p> <p>Don't need to decide on career path</p>	<p>Limited opportunity for work experience</p> <p>Very academic rather than practical</p> <p>Large workload - lots of exams</p>

**Activity 5:** Students must complete [this survey](#) before the end of the session.

## Session 4: Be Inspired

In this session you'll be facilitating the Sector Role Model (SRM) conversation. You can plan your timings of the session around when your SRM is available - this means that if your SRM isn't free at the beginning of the session you can start with Activity 2a.

During the SRM conversation:

- Introduce yourself and your student with a brief overview of how many questions will be asked and a reminder of safeguarding (no details to be exchanged), then hand over to your student
- Encourage your student to ask their own questions as opposed to leading the conversation for them
- Actively listen to the conversation and give non-verbal prompts of support to the student - this can be a daunting experience for them!
- Offer to write notes for your student whilst they ask the questions, so that they get the full benefit of the conversation
- Be mindful of time and check with the SRM if it needs to be extended

If you have two pupils, both pupils should attend both call. Encourage the 2nd pupil to make notes on page 59 of the handbook.

It's really important that all students complete the Final Evaluation Survey.

## Timings for Handbook Activities

The handbook activities are designed to be worked through at your own pace. Some pupils may need more time to complete some of the activities - it's fine to focus on those ones.

As a rough guide we suggest spending the following amount of time on these main activities - however we encourage you to follow your own pace.

**Remember:** Each session has bonus activities so if you complete the main activities you can move onto these.

Session One	
Intro and survey	10 minutes
Activity 1	5 minutes
Activity 2	10 minutes
Activity 3	15 minutes
Activity 4	15 minutes
Activity 5	10 minutes
Debrief	5 minutes

Session Two	
Recap	5 minutes
Activity 1	5 minutes
Activity 2	60 minutes
Activity 3	5 minutes
Debrief	5 minutes

Session Three	
Activity 1	5 minutes
Activity 2	15 minutes
Activity 3	10 minutes
Activity 4	10 minutes

<b>Activity 5</b>	5 minutes
<b>Debrief</b>	5 minutes

<b>Session Four</b>	
<b>Activity 1 (including SRM conversation)</b>	30 minutes
<b>Activity 2</b>	20 minutes
<b>Activity 3</b>	10 minutes