



TRAINING WORKSHOP



Today's Session

Part 1: Introduction and getting to know the programme

Part 2: Safeguarding

Break

Part 3: Building your skills and knowledge

Part 4: Recap and next steps

Session Aims



Understand

Our model and the difference you can make

Practice

How to use coaching techniques to support your young person

Learn

How the sessions will work and how to prepare

Know

Your responsibility when it comes to safeguarding



PART 1: INTRODUCTION AND GETTING TO KNOW THE PROGRAMME

Where you start shouldn't affect where you end up. **Too often it does.**

Our mission is to provide young people from disadvantaged backgrounds with the guidance, networks and opportunities they need to fulfil their potential at school and when transitioning into education, employment or training aged 16.

“

The Future Frontiers programme showed me I don't have to wish I can do some things, I know I can do anything I want to do. I just can.

Billy, Year 10

Young people at a crossroads: why we must support all young people to take a positive next step aged 16.

Post-16 Choices

School Sixth Form - A Levels or equivalent qualifications.



Alternative qualifications, likely in a Further Education College (or an apprenticeship)

Fall out of the education system - "NEET"

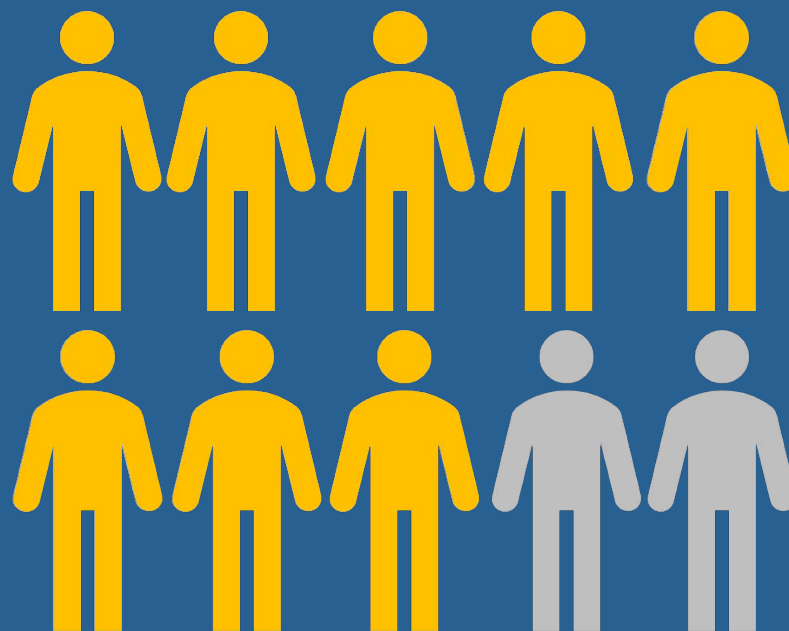


There are **over 8000 different courses** a young person can take aged 16.

66% disadvantaged young people will **not get the GCSE grades required** to access to A level or equivalent qualifications.

61%

of young people eligible for free school meals have not achieved levels of learning above GCSE by aged 19.



40%

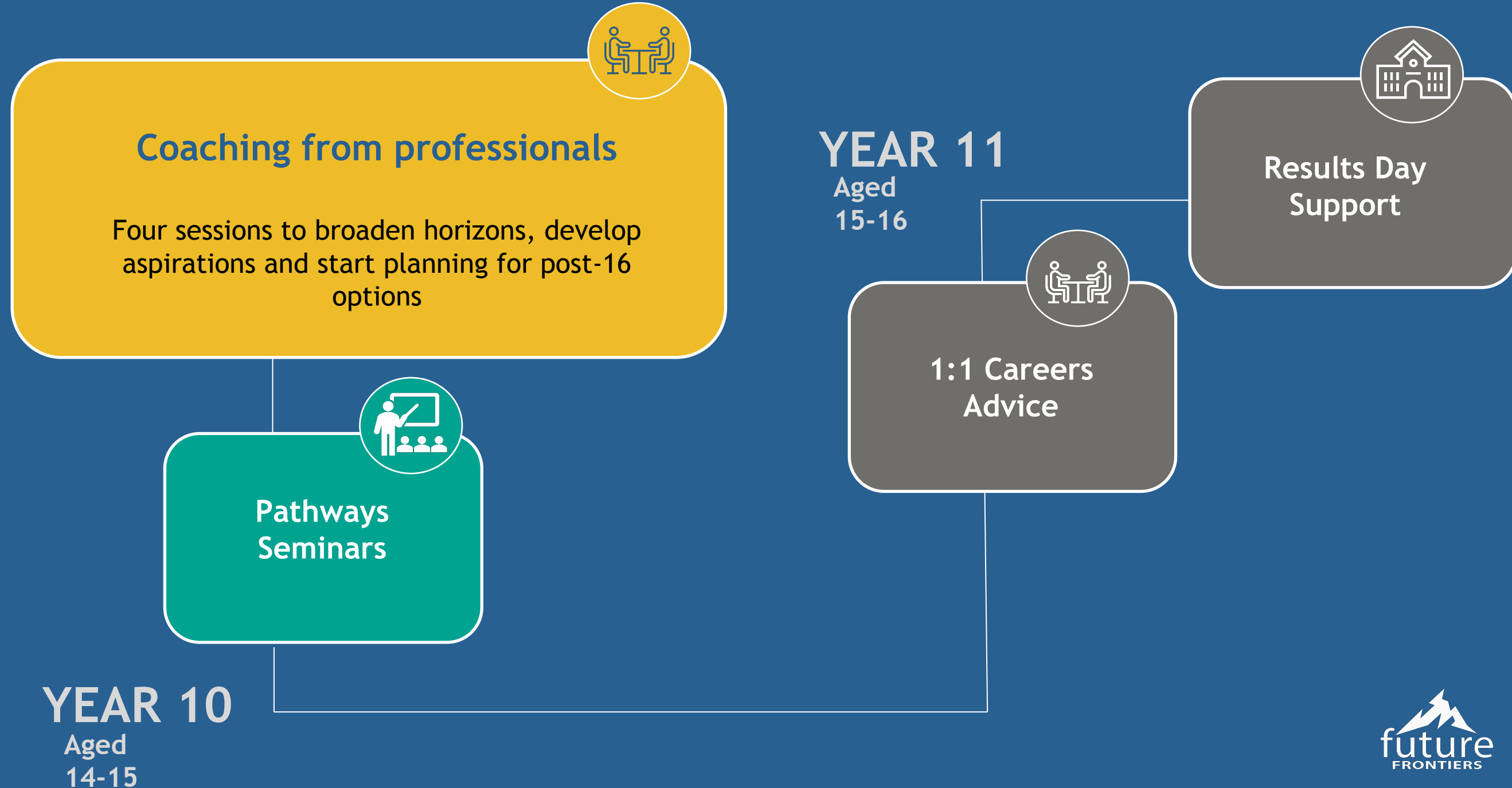
will be out of education, employment or training (NEET) at some point aged 16-24

80%

will be earning below £21,000 per year by the age of 26.

It's a vicious cycle and we're determined to break it.

Our programme



Our Impact



Increases **motivation** and **performance at GCSE**



Equips young people with the **knowledge and guidance** they need to make informed decisions and **access high-quality post-16 education or training**

1/2 GRADE
IMPROVEMENT
AT GCSE

Future Frontiers, 2017

+48%

POSITIVE
BEHAVIOURS

Canterbury Christchurch, 2019

+16%

WORK
READINESS

University of Derby, 2019



WHY WE USE COACHES



KEY OUTCOMES



Pupils have discovered **inspiring careers** and explored what's important to them



Pupils **understand what their options are** after GCSEs and have explored which pathways they could take



Pupils have developed the skills and knowledge to make **informed decisions** about their post-16 education



Pupils have built **belief in their ability** to achieve their goals.

YOUR PUPIL

Year 10 (age 14-15)

First year of GCSEs

Predicted Grades 3-5
(C-Ds)

Markers of
Disadvantage



Ambitious

High potential

Teacher Selected

Progressing to applied
or vocational
qualifications

Expectations



The students we work often lack confidence and it may be the first time they have had conversations around their career. Keep in mind, it is not easy to share what your aspirations are with a stranger.

Tips to maintain engagement and encourage participation are:

- Get to know your pupil - take 15 minutes at the start of the first session.
- Try not to give up on your pupil - they will benefit from any amount of time with you.
- Let your Programme Manager know if you are having problems communicating.


How did you feel when you were 15?



How will you be supported?

1.

ACTIVITY 3
WHAT MATTERS TO YOU?

 Tick all the aspects of a career that you think are important to you. Ask your coach if you do not understand any of them fully.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for travel	Opportunity for advancement	Family approval	Independent work	Improving the lives of others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being creative	Authority to direct a team	Work and personal life balance	A set daily routine	Working collaboratively
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good salary	Being physically active	Job respect and prestige	Secure employment	Being able to support my family
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeing the outcome of my work	Feeling challenged	Variety in my routine	Having a positive social impact	Working with the latest technology

Handbook

2.

Session 2

This session will help your pupil:

- Explore jobs/sectors that suit their skills and interests
- Gain more knowledge about the sectors/careers they are most interested in
- Understand where they can go for career information in the future

Tips

Activity 1: Skills Assessment Quiz

- Ask you pupil to go to nationalcareers.service.gov.uk/skills-assessment and complete the quiz, "Discover your skills and careers". Make sure they are sharing their screen with you as they complete the quiz, so you can help them with the questions and learn more about your pupil.
- Don't worry about spending too much time on each question, the aim of this activity is to help them connect their skills and interests with job roles and see the wide range of options available to them. Therefore, the discussions around the results are more important than spending loads of time answering the questions perfectly.
- This activity will also help your pupil practise evaluating job roles. Therefore, don't worry if a job comes up that they think is random or doesn't suit them. Ask them why they aren't keen on that job compared to others and you will both be learning more about their criteria for jobs that excite and motivate them.

Activity 2: Related Careers

Coach Portal

3.



Programme Managers

THE COACH PORTAL

Access all resources on the portal

Password: Futurecoach



45 mins -
1 hour
prep for
each
session

The screenshot shows the top of the Coach Portal website. It features a dark blue navigation bar with the 'future' logo on the left and links for 'About', 'Businesses', 'Schools', 'Impact', and 'Contact Us' on the right. Below the navigation bar, the main content area has a white background with a dark blue border. The heading 'Coach Portal' is prominently displayed. Below the heading, a paragraph of text explains the program's purpose. A 'Menu' button is visible in the bottom right corner of the content area.

future

About Businesses Schools Impact Contact Us

Coach Portal

Thank you for volunteering your time as a coach. On our programme, you will support your Year 10 pupil to find inspirational careers that excite and motivate them, as well as helping them learn more about their options after GCSE.

Menu



Session 1

[Click here for more information on the first session of the programme, how to facilitate and any extra information you need.](#)

Session 2

[Click here for more information on the second session of the programme, how to facilitate and any extra information you need.](#)



HOW DOES IT WORK?

6 hours of coaching

Four sessions

Covering four stages

Weekly, planned sessions



DISCOVER

Self Analysis



EXPLORE

Sector research
Career Profiles



CONNECT & ACHIEVE

Learning about pathways
Development plan and goals
Sector Role Model conversation



WHAT ELSE?

Pathways Seminar



DISCOVER

Self Analysis



EXPLORE

Sector research
Career Profiles



CONNECT & ACHIEVE

Learning about pathways
Development plan and goals
Sector Role Model conversation



Evaluation survey

SRM conversation

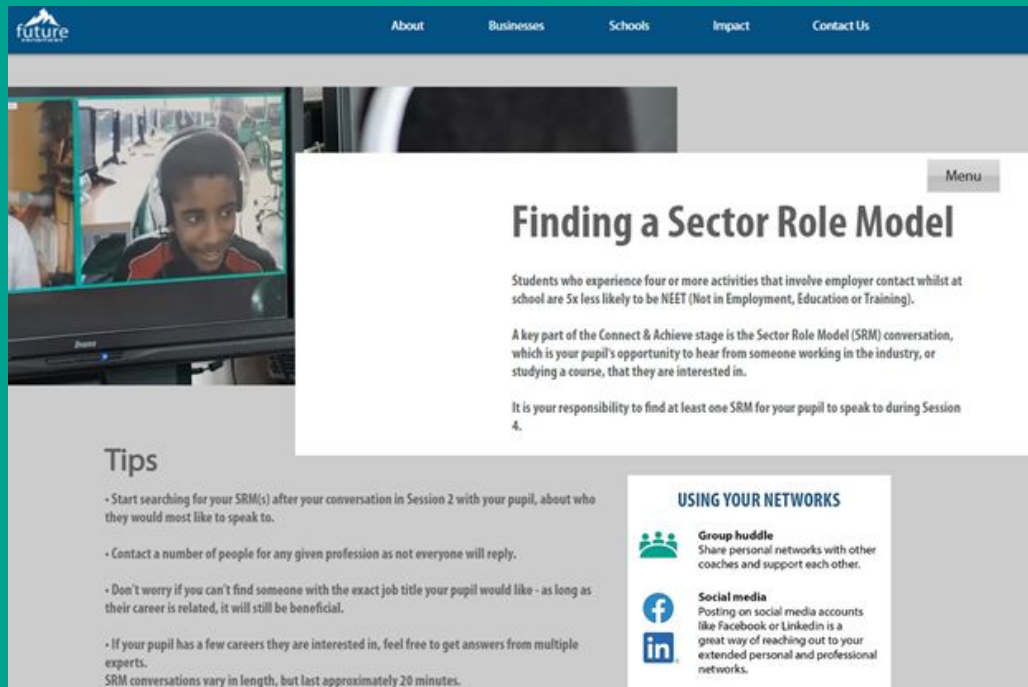
ACTIVITY: FINDING A SECTOR ROLE MODEL



- Turn over your card - each card has a career/job on it
- Stand up, walk around the room and speak to your fellow coaches to find a Sector Role Model
- Sit down once you have found a connection to a professional

Let me know if you haven't found one and we will look at alternative options.

FINDING A SECTOR ROLE MODEL



The screenshot shows a website page with a navigation bar (About, Businesses, Schools, Impact, Contact Us) and a main heading 'Finding a Sector Role Model'. Below the heading is a video player showing a young woman on a headset. Text on the page explains that students with employer contact are less likely to be NEET and describes the SRM conversation as a key part of the 'Connect & Achieve' stage. A 'Tips' section provides advice on searching for SRMs, contacting people, and using multiple experts. A 'USING YOUR NETWORKS' section includes icons for a group huddle and social media (Facebook and LinkedIn).

Future | About | Businesses | Schools | Impact | Contact Us

Finding a Sector Role Model

Students who experience four or more activities that involve employer contact whilst at school are 5x less likely to be NEET (Not in Employment, Education or Training).

A key part of the Connect & Achieve stage is the Sector Role Model (SRM) conversation, which is your pupil's opportunity to hear from someone working in the industry, or studying a course, that they are interested in.

It is your responsibility to find at least one SRM for your pupil to speak to during Session 4.

Tips

- Start searching for your SRM(s) after your conversation in Session 2 with your pupil, about who they would most like to speak to.
- Contact a number of people for any given profession as not everyone will reply.
- Don't worry if you can't find someone with the exact job title your pupil would like - as long as their career is related, it will still be beneficial.
- If your pupil has a few careers they are interested in, feel free to get answers from multiple experts. SRM conversations vary in length, but last approximately 20 minutes.

USING YOUR NETWORKS

Group huddle
Share personal networks with other coaches and support each other.

Social media
Posting on social media accounts like Facebook or LinkedIn is a great way of reaching out to your extended personal and professional networks.

Post-session
group
huddle

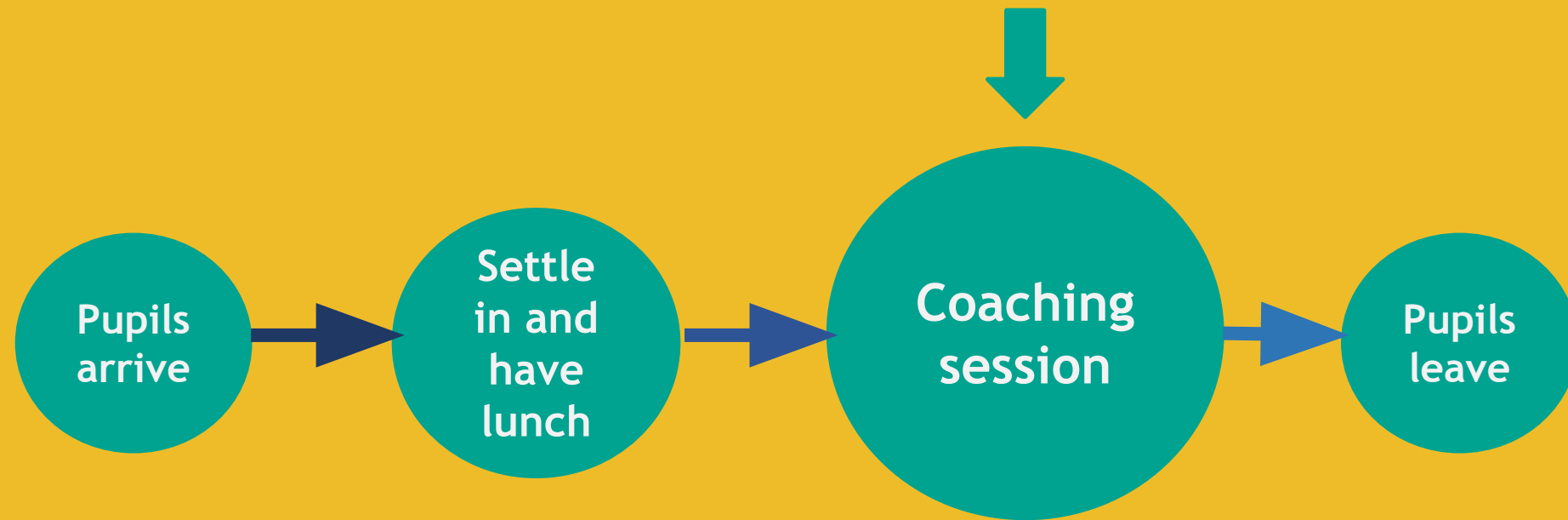
FF
Network
Bank

Colleagues,
friends and
family

Universities/
training
bodies

Social
media -
e.g.
LinkedIn

WHAT TO EXPECT ON THE DAY



Programme Manager available to answer questions during the session

Future Frontier's relationship with pupils

Covid

- Running the programme in line with guidance
- If you have covid during the programme
- Taking precautions so pupils and coaches are comfortable
- Updates



YOUR COACHING SESSIONS

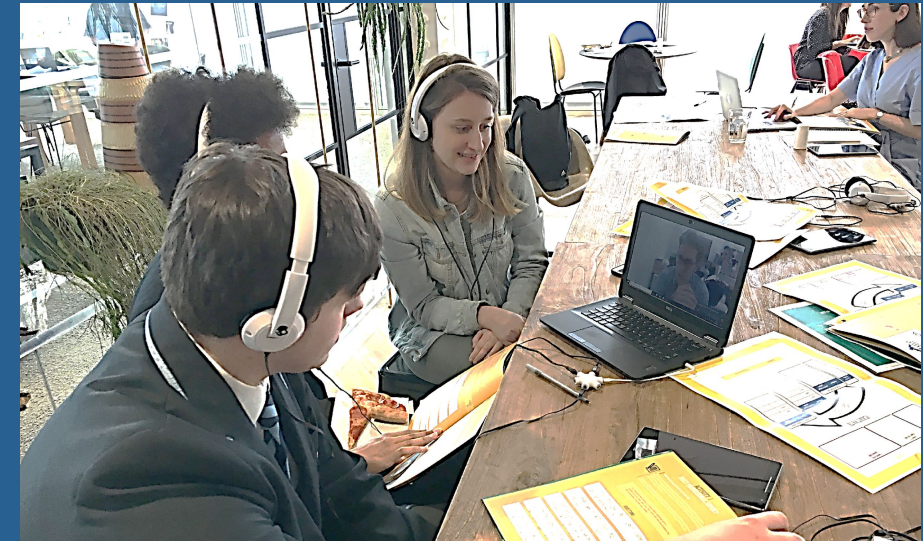
- 4 sessions: Work through all the activities in your Handbook in order.
- Specific activities put together to achieve the best outcomes for your pupils.
- If you get behind/your pupil misses a session/you're having any issues with a pupil, let us know
- Prepare to be flexible - you may have a new student or be working with a pair
- Use the whole session time!

Working flexibly

To ensure every student gets to fully participate, you may be working with more than one young person or covering other coaches.

Top Tips

- Get pupils to work together - treat the activities like **group work**.
- Set them **individual tasks** from the handbook if you need to focus on the other student.
- Split your time evenly between them.



**Remember how much the young people are gaining
- your input is incredibly valuable!**



PART 2: SAFEGUARDING

WHAT IS SAFEGUARDING?



Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

WHOSE ROLE IS IT TO PROTECT OUR YOUNG PEOPLE?

- Schools
- Parents
- Coaches
- Programme Manager
- Programmes Team
- Safeguarding Lead

EVERYONE!

WHAT IS YOUR ROLE?



Understand the safeguarding measures we have in place



Be up to date with training and DBS check



Recognise signs for concern



Respond appropriately



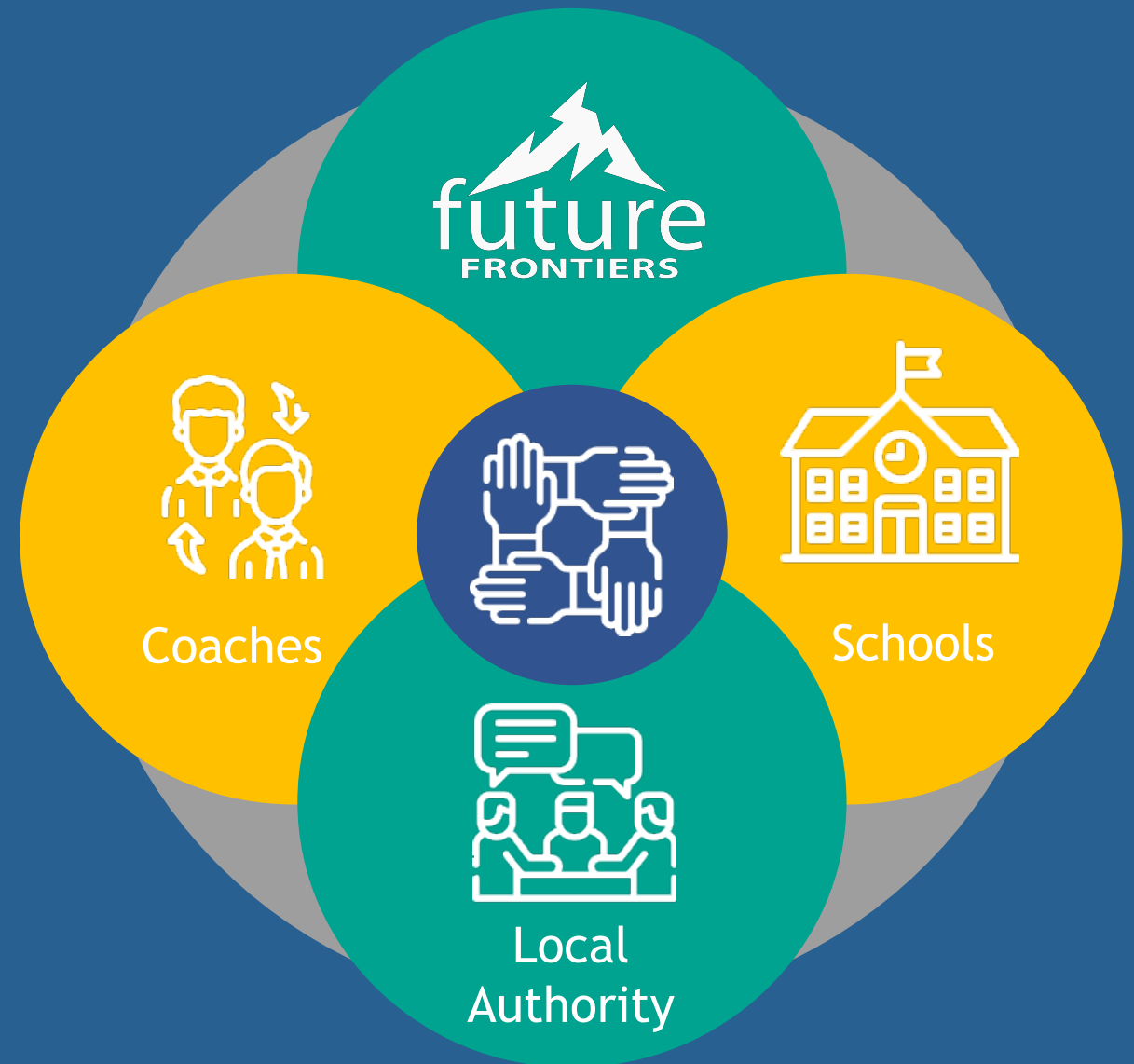
Report and **record** what has happened

OUR SAFEGUARDING POLICY

Our **safeguarding policy** outlines how we work to keep young people safe from harm.

We work closely with schools and statutory agencies to make sure any concerns are passed on in a sensitive and efficient way

Remember to sign your confirmation of reading the policy TODAY



RECOGNISING CONCERNS



Type of Abuse	Definition	What is might look like
Sexual	When a child or young person is forced or tricked into sexual activities or situations	<i>Your 15 year old student tells you they spent the weekend at their boyfriends house celebrating his 25th birthday</i>
Emotional	Any type of abuse that involves the continual emotional mistreatment of a child	<i>You student tells you that their mother keeps telling them they're lazy and stupid and no one will ever give them a job</i>
Physical	When someone hurts or harms a child or young person on purpose	<i>Your student doesn't want to write today as they have a large burn on their hand. When you ask how they did it they are unable to tell you</i>
Neglect	The ongoing failure to meet a child's basic needs e.g. providing shelter, food and access to health care	<i>Your student tells you that they didn't sleep well last night because they have a toothache. You ask if they've seen a dentist and they tell you they've never been to a dentist</i>
Online	Any type of abuse that happens on the internet	<i>Your student tells you they don't want to work in a pair with another student as they they have been saying racist things about them on snapchat</i>

DEALING WITH A DIRECT DISCLOSURE

- Listen carefully
- Confirm they've done the right thing telling you
- Tell them it's not their fault
- Say you'll take them seriously
- Explain your next steps
- Report what the child has told you ASAP



HOW DO I REPORT A SAFEGUARDING CONCERN?

1. Take a detailed record (fact based)
2. Report it to your Programme Manager
3. Concern will be passed to Lead Safeguarding Officer (Rebecca Scott)

Remember - you don't need to investigate. If you're worried about anything, just pass it on and we'll support you.

Safeguarding Concerns Form



Future Frontiers child safeguarding and escalation policy

(revised for the delivery of online support)

Date approved: 24/04/2020

Date of next review: 24/04/2021

Policy owner: Dominic Baker, Child Safeguarding Officer

Introduction

Future Frontiers is committed to safeguarding and promoting the welfare of the children and young people that we work with. We work in partnership with our schools to ensure the wellbeing of children and young people on our programmes.

The purpose of Future Frontiers is to advance the education of the public and relieve poverty, including but not limited to:

- 2.1 Improving the academic progress of socio-economically disadvantaged young people; and
- 2.2 Providing educational support to socio-economically disadvantaged young people

This document is the Child Safeguarding Policy for Future Frontiers which will be used to ensure that;

- Excellent child safeguarding practice is promoted at Future Frontiers
- All children who engage with Future Frontiers are treated with dignity and respect;

STRICTLY CONFIDENTIAL Name of stakeholder raising the safeguarding concern	
Contact details for stakeholder raising safeguarding concern	
Date and time of safeguarding concern	
Details of Future Frontiers event (if relevant)	
Details of child safeguarding concern: Child's full name and age (if known)	
Child's school (if known)	
Nature of the safeguarding concern	
Factual record of safeguarding concern (Expand box if necessary)	

BEHAVIOUR ONLINE

Essential:

- Read the Safeguarding Policy and Code of Conduct
- Dress appropriately and think about where you are placed for your call
- Let us know if there are any issues



Code of conduct

- Treat children with respect and to act as role model
- Use appropriate language when conversing with children
- You must not:
 - exchange any contact details with your pupil
 - add students on any social media platform
 - use any virtual classroom other than Vedamo

Please see the safeguarding policy for the full details

These violations would be infringements of our Safeguarding Policy and if breached, you may be withdrawn



No one (yourself included), should be able to contact your pupil in any way without Future Frontiers' prior agreement.

Scenario 1



You built a really good rapport with your pupil and want to help them build their network in the world of work.

They ask if they can send you their CV so you can help them get work experience at your workplace.

How would you respond?

Scenario 2



Your pupil mentions their older cousin showed them a video at the weekend which made them upset. Their cousin told them to “grow up”.

How would you respond?

Scenario 3



Your pupil tells you their dad is a bully who won't let them do what they like.

How would you respond?

**Experiencing low
self-esteem**

**Feeling nervous
or on edge**

**Becoming withdrawn
and spending less
time with friends
and family**

MENTAL HEALTH

**Tearful,
upset or
angry**

**Persistent
low-mood or lack
of motivation**

**Panic
attacks**

**Trouble sleeping
and changes in
eating habits.**

**Pass on any concerns you have to your Programme Manager
and we will make sure it's escalated.**

**Please confirm you've read and understand our Safeguarding
Policy via the link sent by your Programme Manager.**



PART 3: BUILDING YOUR SKILLS AND KNOWLEDGE



WHAT IS COACHING?

WHAT IS COACHING?

“Coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them.”

John Whitmore



YOUR ROLE AS A COACH



Guide your pupils to explore their ideas and motivations.



Support your pupils in making decisions that are right for them.



Develop pupils' research skills and encourage them to take ownership of their pathway decisions.



Support pupils to build their confidence around what they can achieve.

YOU GET OUT OF THE PROGRAMME WHAT YOU PUT IN!

WHAT MAKES A GREAT COACH?



Shows commitment to the programme and turns up prepared each week



Acts as a positive role model at all times



Is open minded during coaching sessions



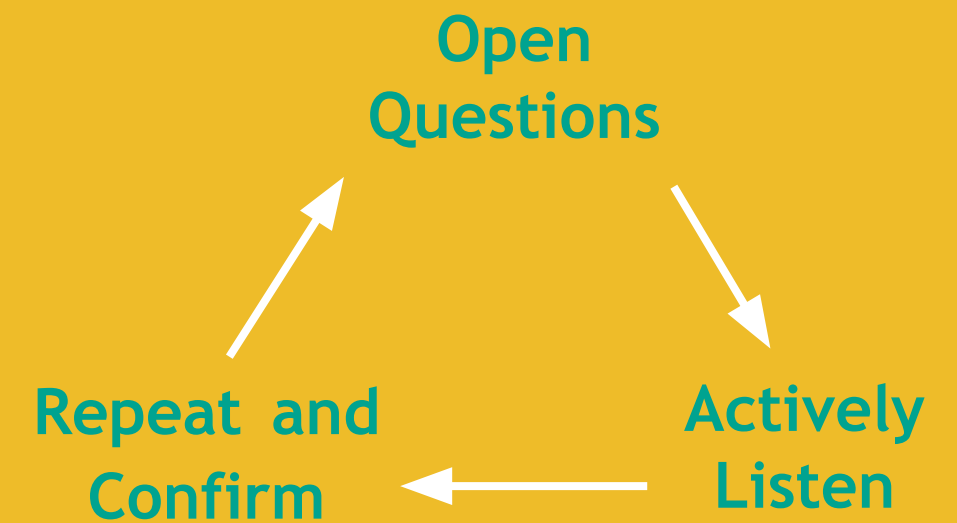
Treats all pupils as individuals without making judgements



Communicates with their Programme Manager

COACHING TOOLS

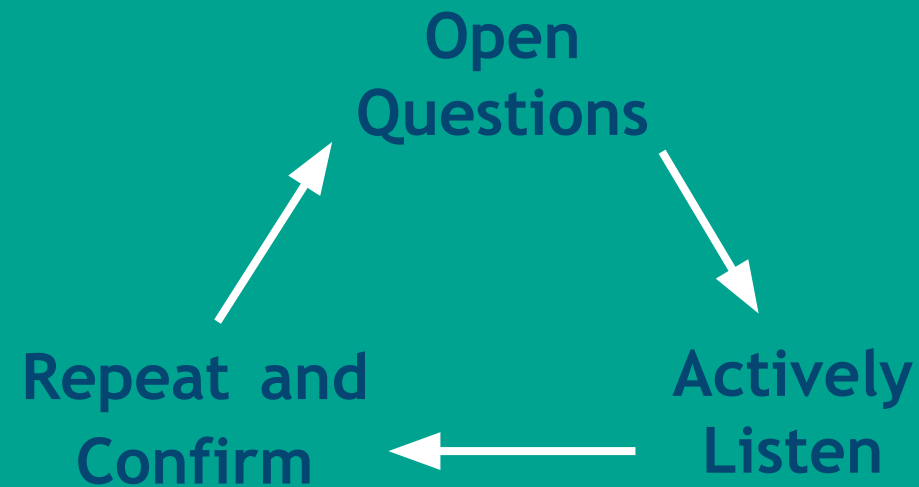
- Ask open ended questions
- Actively listen
- Clarify responses and don't be afraid to dig deeper
e.g. why do you think that?
- Debrief at the end of every session



Let's Practice



- In Session One with your young person you'll ask them to reflect on their interests and responsibilities, and identify what skills they've gained from them e.g. they have developed teamwork skills from being in a football team.
- In pairs take turns to ask each other the question **'What are your key strengths and how have you developed these?'**. As the other person answers try and use the coaching triangle method:



- Ask at least one open question and one confirming statement (repeating back what your partner tells you)
- Think about how it feels to both use the coaching tools and to be coached...

Debrief



- Let's debrief from the last activity. In the same pairs ask each other some reflective questions for example:
 - *How did it feel to be asked to identify your skills?*
 - *How did your 'coach' push you to reflect more?*
 - *Was there anything you found challenging?*
 - *How comfortable were you using the coaching triangle model?*

If there were things you found challenging, imagine how it might feel as a young person.....

- Debriefing after an activity can be really helpful for both you and your young person. It helps:
 - **Cement learning and check for gaps in understanding**
 - **Establish positive communication**
 - **Prepare for the next steps**

IN SUMMARY:

- Ask open ended questions - use the open question loop
- Actively listen
- Clarify responses and don't be afraid to dig deeper
e.g. why do you think that?
- Debrief at the end of every session

QUICK WINS

- Keep your pupil involved - session starters and reading out the activity instructions.
- Activities are conversation starters - keep it open.
- Be prepared to say “I don't know”.

LET'S PRACTISE!



Scenario 1:

Your pupil, Jayda, tells you her parents want her to become an engineer but she is more interested in being a nurse. She thinks she should become an engineer just to please her family.

In pairs come up with 3 open questions you could ask Jayda to help her reflect on her situation.

Remember: your questions should allow her to lead the conversation

LET'S PRACTISE!



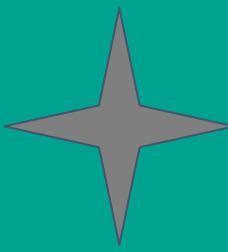
Scenario 2:

Nadia wants to be a social media influencer and doesn't think there is anything that she can study at college that will help her in her career choice. She hasn't thought about an alternative career path.

Can you think of any subjects she could study that could link to her career choice?

Come up with two reasons it might help her in her future.

LET'S PRACTISE!



Scenario 3:

Chris has been made an offer via his football club to join their under 18s training programme when he finishes his GCSEs. To get in he needs to get GCSE Maths and English at grade 3 (grade D).

He is already working at this grade and is not motivated to work towards his GCSEs because he doesn't think he needs qualifications.

What would you do? Discuss in pairs and come up with some discussion points you could have with Chris about his motivation

LET'S PRACTISE!



Scenario 4:

Your pupil, Lloyd, only wants to stay on at 6th Form to do A-Levels as he wants to be an architect and doesn't think there is any other way.

Lloyd's current grades won't be enough to get on an A-Level course.

You are struggling to engage him in conversation about other post 16 options.

What would you do?

YOUR PUPILS' THINKING

Know what they
want to do



Know what
pathway they
could take

Do not know
which pathway
they could take

Do not know
what they want
to do

1. Your pupil knows exactly what they want to do and how to reach their career goal. They don't see how you as their coach can help them.



- a. You advise your pupil that they are more suited to a different pathway.
- b. You facilitate your pupil's questioning of the suitability of the pathway and career goal.
- c. You agree that your pupil doesn't need your help.

2. After researching pathways, your pupil is still unsure which pathway they should take and they ask you “Which one should I pick?”

How would you respond?

TOP TIPS TO SUCCEED:

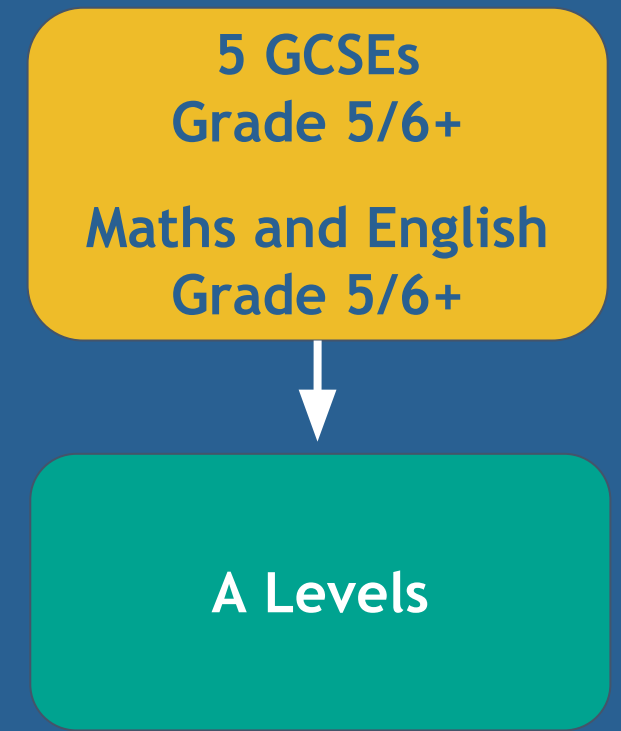
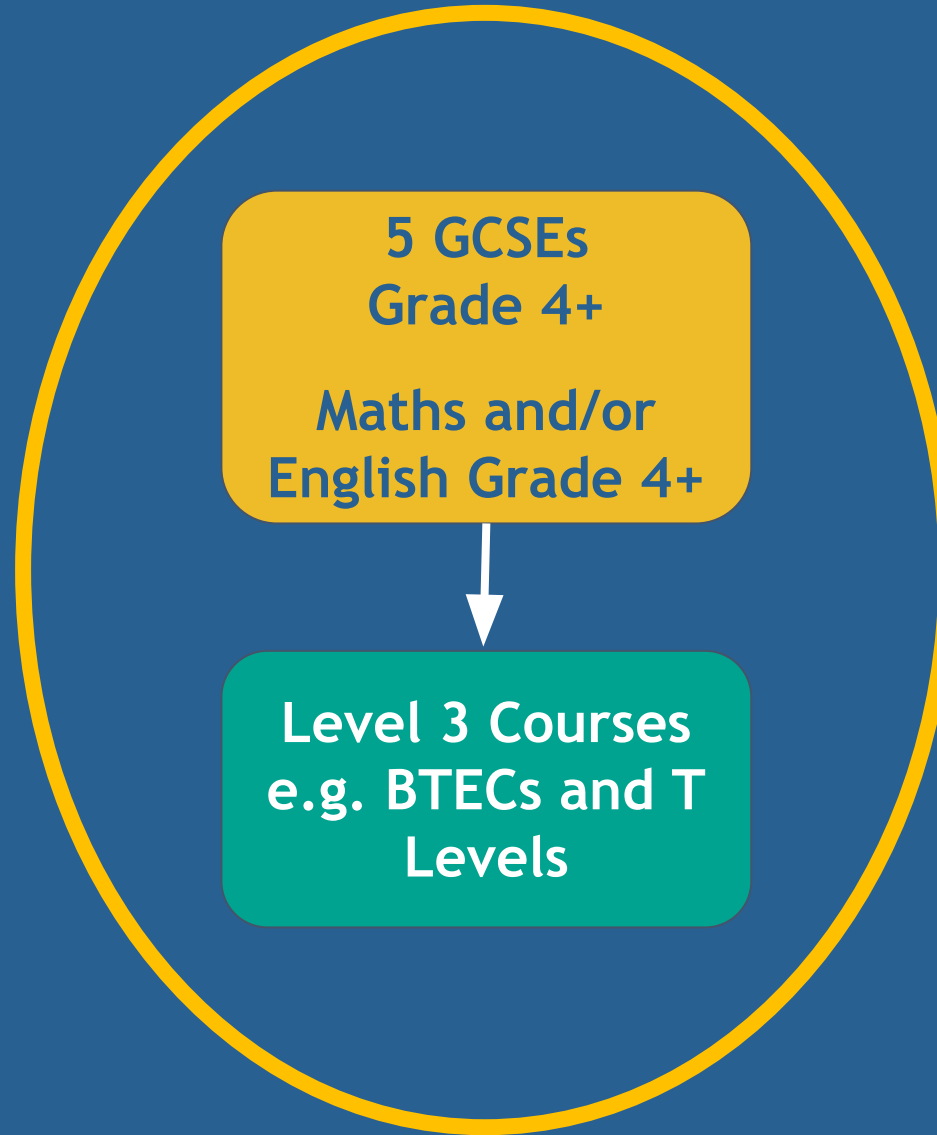
- o Be understanding & supportive.
- o Identify your pupil's motivations.
- o Facilitate additional research.
- o What will open most doors?
- o Think about a Plan B.
- o What does success look like for your pupil?



POST 16 PATHWAYS

What post-16 options do your students have?

GCSE Grades	
9	A*
8	
7	A
6	B
5	C
4	
3	D
2	E F
1	
U	U



Level
3

A Levels

College or
6th Form

Academic courses in a range of subjects.

Level
1, 2
& 3

Applied courses

College or
6th Form

Mainly academic courses such as BTECs in subjects such as Health and Social Care or Art and Design.

Level
2 & 3

Technical qualifications

College or
6th Form

T-Levels or practical courses linked to work and specific careers.

Level
2 & 3

Apprenticeships

College

Apprenticeships combine paid work with learning



Grade 6s at GCSE
including Maths and
English



A Levels at 6th
Form



University



Becoming a nurse

Grade 4s at GCSE
including Maths



Level 3 BTEC Health and
Social Care at College plus
GCSE English resit





ACTIVITY 3b: WHERE CAN I STUDY AFTER GCSEs?

Go through the chart below and tick the boxes that are relevant. On the next page you can decide on your preferred place to study after GCSEs.

	Could I study my preferred course (Activity 2) here?	Could I get in with my current predicted grades?	Would studying here suit me? (Activity 3a)
My school Sixth Form (if it has one)			
Another school Sixth Form or Sixth Form College			
FE College			
Apprenticeship			

If you don't know whether you could get in with your current grades go to your school website or google a school/college nearby and see what the entry requirements are.

TO DO:

Read the handout and complete the activity with a partner (15 mins)

We will feedback as a group afterwards.

Let's Role Play!



Get into pairs - one person will play the Coach and the other will be the Young Person. Swap after 5 minutes

All pupils are in Year 10 (13-14 years old) and are receiving GCSE grades of 3-5

Young person

- Pick a card and read it to the coach - you will be role playing this character
- Respond to the coach as you imagine a young person might.
- Remember - you might be feeling:
 - Nervous
 - Unsure
 - Challenged
 - Shy

Coach

- Start a conversation with your young person about the scenario
- Ask your young person open questions to help them explore their situation

Why is that?
Tell me about...?
How does that make you feel?
Can you describe that to me?
What do you think about...?

FEEDBACK



- **How did you find the activity?**
 - Were there any parts of the activity which were more difficult?
 - Do you have any advice for other pairings?
- **What have you learned?**
 - Post 16 options
 - Where to find information about colleges and courses
 - Coaching skills - negotiation, patience

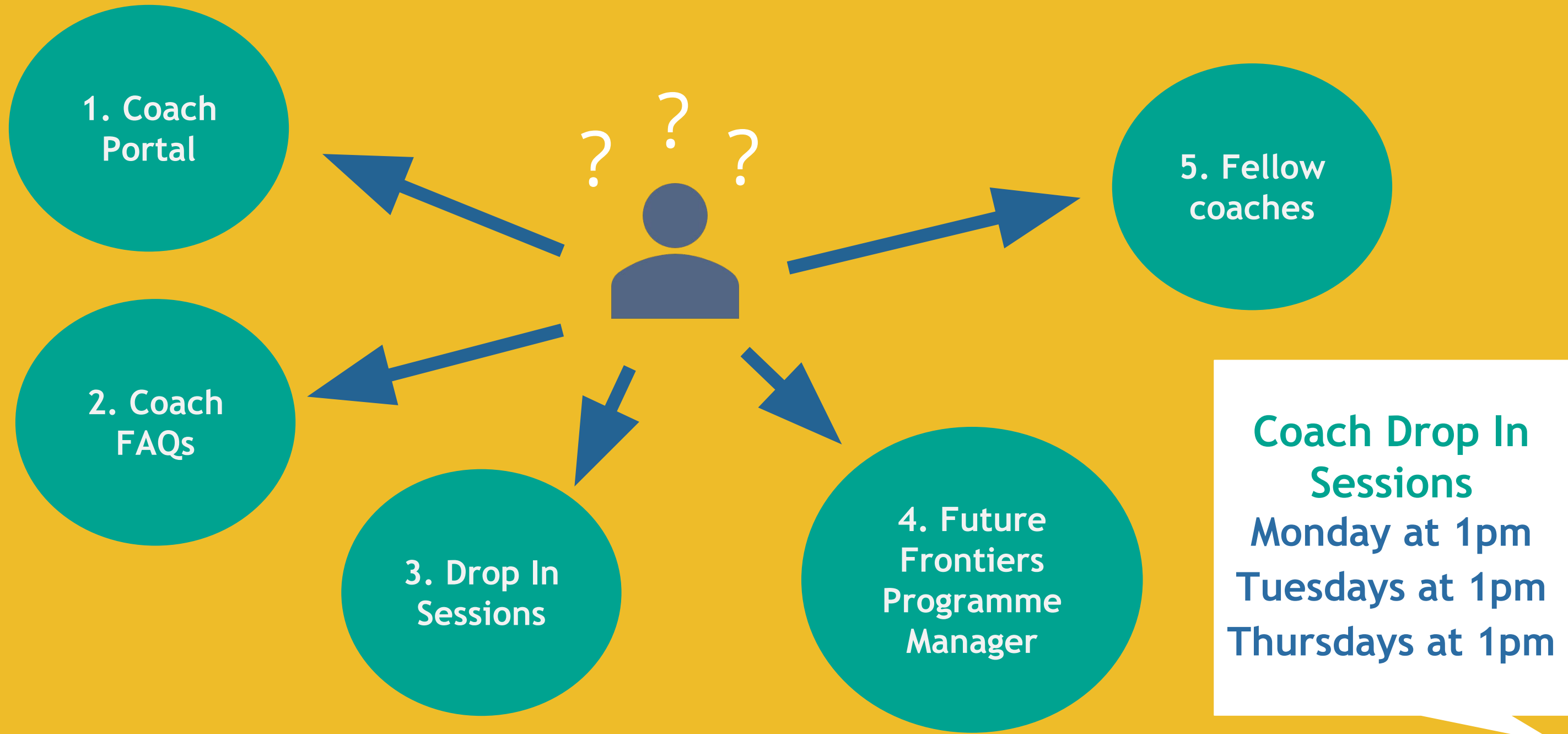
It is very important that you support your pupils to research and find a Plan B option that is attractive to them.

You may find this difficult but by asking the right questions and being encouraging, you can enable your students to understand why they need to embrace alternative options.



PART 4: SUMMARY AND NEXT STEPS

WHERE YOU CAN FIND SUPPORT



NEXT STEPS

Please complete before **your first session:**

60 minutes of individual preparation:

- Read and confirm understanding of safeguarding policy ✓
- Read through the Coach Portal and Activity Handbook PDF
- Read your emails from your Programme Manager

- If applicable, register on Vedamo and practice

Thank you!
**We can't wait for you to
get started!**



LinkedIn®

Future Frontiers

twitter

@ffaspirations

*“My coach has helped me
in as little as 4 weeks with
what I’ve been confused
about for a year. I’ve been
more motivated by this
course than anything else I
have done and I know this
will help me for my
future.”*

Rafi, Year 10 Pupil from
Camden