

OUR MISSION

TO ADDRESS EDUCATIONAL DISADVANTAGE BY TRANSFORMING EXCEPTIONAL GRADUATES INTO EFFECTIVE, INSPIRATIONAL TEACHERS AND LEADERS IN ALL FIELDS.

TeachFirst

10
YEARS


OUR SUPPORTERS

Accenture
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salesforce.com
School Governors' One-Stop Shop
Shell
Squire, Sanders & Dempsey LLP
Tesco
Texas Instruments
UBS
Venture Partnership Foundation

The challenge
starts here...

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TeachFirst

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www.teachfirst.org.uk

IT'S A SAD, ALMOST UNBELIEVABLE FACT THAT THE LINK BETWEEN INCOME AND ATTAINMENT AT SCHOOL IS STRONGER IN THE UK THAN ALMOST ANYWHERE ELSE IN THE DEVELOPED WORLD.

PROGRESSION TO UNIVERSITY...



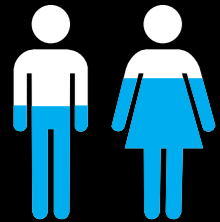
96%
OF YOUNG PEOPLE
EDUCATED IN
INDEPENDENT
SCHOOLS.



16%
OF YOUNG PEOPLE
WHO ARE ELIGIBLE
FOR FREE SCHOOL
MEALS.

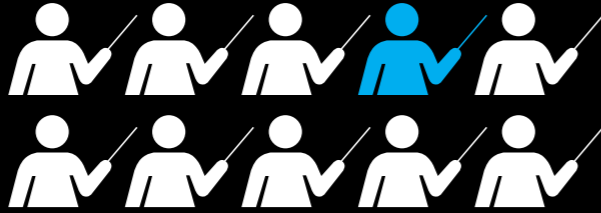
Source: Sutton Trust, 2010

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



Source: Department for Communities and Local Government, 2008

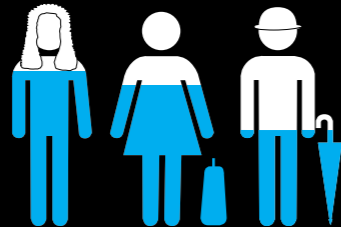
ONLY 1 IN 10 TEACHERS...



...WOULD CONSIDER TEACHING IN A CHALLENGING SCHOOL. ALL TEACH FIRST'S TEACHERS WORK IN SCHOOLS FACING CHALLENGING CIRCUMSTANCES.

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

ONLY 7% OF THE POPULATION ATTENDED AN INDEPENDENT SCHOOL...



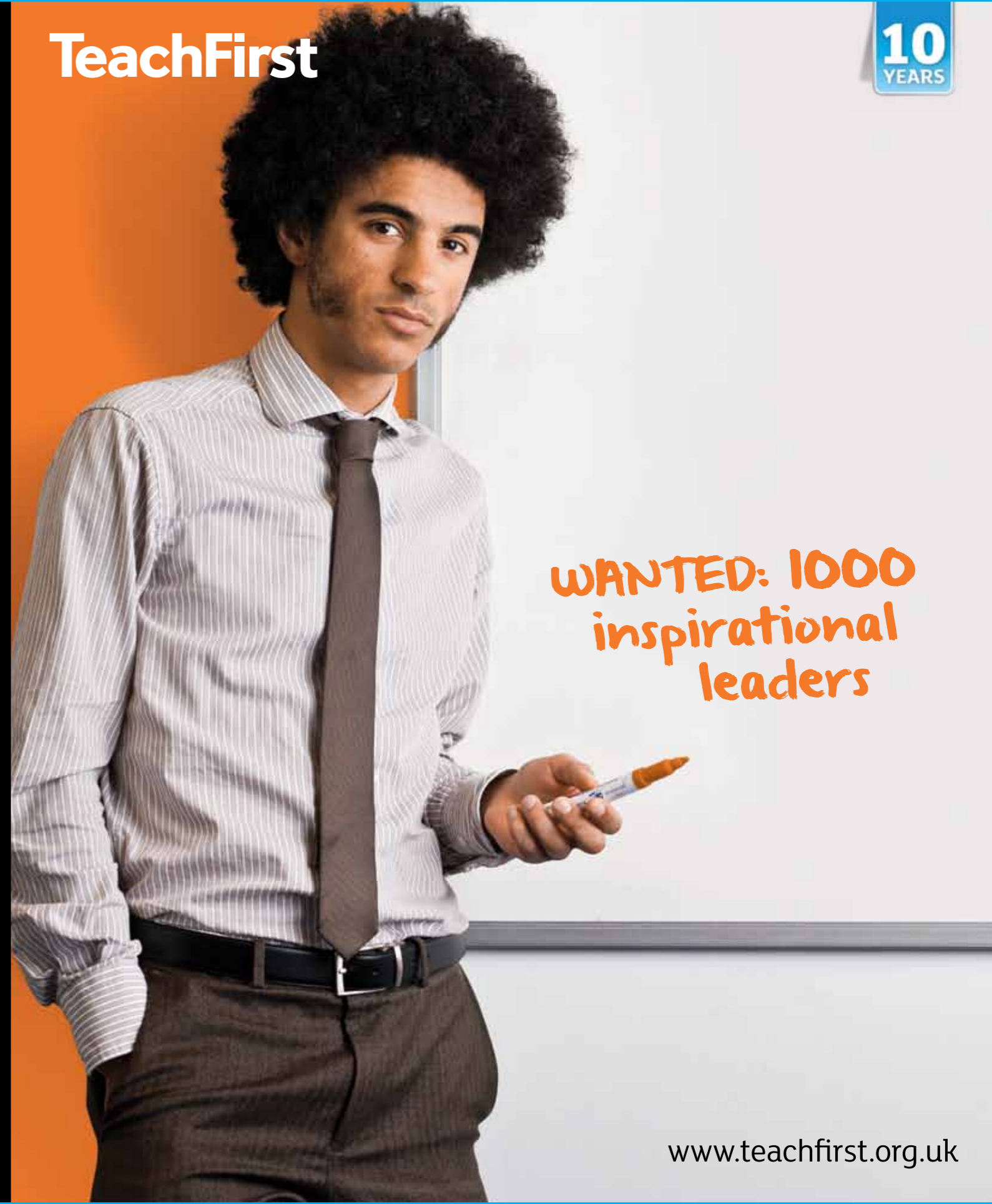
YET 75% OF JUDGES, 70% OF FINANCE DIRECTORS, AND 40% OF TOP CIVIL SERVANTS ATTENDED AN INDEPENDENT SCHOOL.

Source: Unleashing Aspirations Report, 2009

AT TEACH FIRST WE BELIEVE THIS IS MORE THAN UNFAIR – WE BELIEVE IT IS UNACCEPTABLE AND THOUSANDS OF US ARE DOING SOMETHING ABOUT IT.

TeachFirst

10
YEARS



**WANTED: 1000
inspirational
leaders**

www.teachfirst.org.uk

ADDRESSING EDUCATIONAL DISADVANTAGE

Teach First is an influential charity focused on delivering far-reaching social change by addressing educational disadvantage – driving up standards and raising aspirations in schools facing challenging circumstances.

Over the past nine years Teach First has evolved into a dynamic, effective and high-profile movement that is transforming the life opportunities of the children and young people it reaches, and opening up new possibilities for the outstanding graduates who join.

Our approach is based on a simple concept – that outstanding graduates who bring ideas, energy and leadership into the classroom can inspire young people to fulfil their potential and overcome the inequities of an imperfect education system.

Teach First offers an exceptional two-year Leadership Development Programme that focuses on the achievements and aspirations of pupils and their access to further opportunities both in education and beyond. With high quality

training, supportive coaching and ongoing initiatives, Teach First provides a unique platform of skills and experience to take forward into any career. Beyond your initial two years, we will be looking to you to continue supporting our mission through your work as part of the Teach First ambassador network.

By joining Teach First you will literally change young people's lives and help them to access a different future. It's a bold claim, but it's happening already in primary and secondary schools up and down the country where over 3000 Teach First participants – people like you – have committed their energy, ideas and enthusiasm to improving the lives of young people.

That may mean helping young people to achieve better grades and continue in education or pursue a different career; it may mean opening their eyes to their own potential; or it may be simply giving them the confidence to try. The results are startling, drawing praise from all quarters, including the current government, the

opposition, headteachers and businesses who continue to back our ongoing expansion.

In 2011, Ofsted rated Teach First's initial teacher training provision "Outstanding" in all 44 areas evaluated, and reported that *"the quality of the participants is exceptional, particularly their personal characteristics, ... self-motivation, reflection and commitment ...to addressing educational disadvantage."*

But the programme isn't only about what you can give – it's also about enhancing your own career possibilities. Whatever your long-term ambitions, Teach First will help you to stand out. High-profile recruiters from all sectors recognise that the skills and strategies you develop in the classroom are directly transferable to any future career. They are on board with our mission and they value the quality of the people who complete our Leadership Development Programme. They know that if you can engage, motivate and stimulate a class of 30, you can handle pretty much any situation in any organisation.

Some Teach First participants have a firm plan for their long-term careers when they begin the programme, others are less certain. All of them find the experience of Teach First to be powerful, rewarding and enlightening, and all are changed by it. For some it confirms their ambitions and adds to their skills, while for others it opens up new possibilities.

IF YOU'RE STILL NOT CONVINCED ASK YOURSELF THIS: SHOULD YOUR OWN LIFE OPPORTUNITIES BE SHAPED BY YOUR ACHIEVEMENTS OR BY YOUR FAMILY'S INCOME?

EXACTLY.

EDUCATIONAL DISADVANTAGE: IT'S NOT RIGHT AND IT DOESN'T HAVE TO BE THIS WAY. TAKE UP THE CHALLENGE...

BROWSE THE CONTENTS BELOW AND USE THE TABS TO TAKE YOU TO WHAT YOU NEED TO KNOW

SECTION 2 – PROGRAMME
WHAT DOES THE LEADERSHIP DEVELOPMENT PROGRAMME LOOK LIKE?

SECTION 3 – MEMORIES
PARTICIPANTS REFLECTIONS

SECTION 4 – AMBASSADORS
HOW WILL I REMAIN INVOLVED IN THE MISSION?

SECTION 5 – PROFILES
WHAT ARE AMBASSADORS DOING NOW?

SECTION 6 – APPLICATION
HOW DO I APPLY?

HOW IT WORKS

Teach First takes outstanding graduates and experienced professionals and transforms them into inspiring and effective leaders, ready to take on the challenges of teaching and developing influential careers in education and beyond.

At the heart of Teach First is a unique two-year Leadership Development Programme. Challenging, stimulating and practical, it has been designed to develop your leadership skills, giving you the ability to adapt to new or changing situations and inspire enthusiasm and ambition in the classroom.

THE 2012 LEADERSHIP DEVELOPMENT PROGRAMME

'Summer Institute sets you up for the classroom. I felt fully prepared and couldn't wait to get started'



'It was tough at first but now I love it. The kids 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'

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



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



YEAR 1

YEAR 2

THE SUMMER INSTITUTE

1ST YEAR OF TEACHING

GAIN PGCE QUALIFICATION

SUMMER PROJECT

2ND YEAR OF TEACHING

ONGOING LEADERSHIP DEVELOPMENT

MASTERS QUALIFICATION

JOIN OUR AMBASSADOR COMMUNITY

The programme begins at our intensive residential Summer Institute, which has been developed in partnership with the UK's leading teacher training universities. Here you'll develop the knowledge and skills you need to begin teaching, gain experience in a school and you'll meet your fellow participants – a group of like-minded individuals all committed to addressing educational disadvantage.

We are aware that Ramadan will take place during the 2012 Summer Institute and we will respect the needs of anyone observing this religious occasion.

After the Summer Institute you'll join your school – a primary or secondary school in one of our regions – and begin teaching. You will continue to receive training and practical support – collectively from Teach First, your university training provider and from your school – and you'll attend sessions to further develop your classroom practice. The main thrust of this extremely demanding first year is to ensure you are developing for the benefit of pupil learning and for you to maximise your impact in the classroom.

During the first year you'll work towards a Post Graduate Certificate of Education (PGCE) – a professional qualification that means that wherever your career will take you, you will always be able to return to the classroom.

During the summer between year one and year two you'll have the opportunity to take on a Summer Project – essentially a 'mini-internship' where you will gain invaluable work experience that will develop your leadership skills both inside and outside the classroom. Previous participating employers have included: Accenture, BBC, Civil Service, DfE, Google, HSBC and Save the Children.

Returning to your school as a Newly Qualified Teacher (NQT), you'll continue to work full-time as a teacher. You will build on the knowledge and skills developed during the first year so that you can have a real long-term impact on your pupils. Many of our participants may also have taken on additional departmental or pastoral responsibilities or established clubs within their schools.

Throughout the two years of teaching you'll benefit from further development opportunities, coaching, business training and skills workshops.

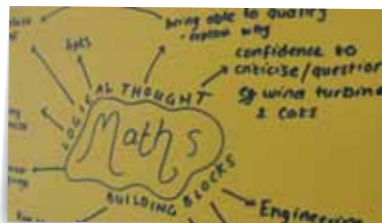
The Leadership Development Programme is delivered through a combination of mandatory and elective elements all structured to fit around your busy teaching schedule and designed to allow you to map out a development journey that best ensures your short-term impact and suits your own long-term goals.

You will also have the opportunity to work towards a part-funded Masters which is specifically designed to further develop your ability to be an effective leader in school. The Masters is a two-year optional commitment starting at the end of your first year on the Leadership Development Programme. The qualification will be valuable in any future career and enhance your status and mobility both in the UK and beyond.

While Teach First requires you to commit yourself for a minimum of two years, we hope that you will choose to make your involvement more far-reaching.

Upon successful completion of the Leadership Development Programme at the end of your second year, you will graduate to become a Teach First ambassador, joining a growing movement working, with our support, to effect exciting, innovative and systemic change in education.

The network will allow you to maintain involvement in the mission, whilst also developing your personal networks and progressing in your chosen career whether inside or outside of the classroom.



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

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

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

The girls in my Year 9 after school class calling trigonometry 'wicked'.

The first time a student said I was 'bare safe'. I didn't understand what it meant exactly but I knew it wasn't bad.

A boy who is normally challenging, flagged down a passing bus for me, made it wait while I ran to catch it in my heels, and then said "get home safely miss" as I got on

change their lives and change yours

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

One of my Year 10 girls telling me "You are the only teacher that believes in me miss thank you"

Catching my foot in a pupils bag strap and falling flat on my face in front of my Year 10 class, I was expecting jeers and laughter I was shocked at the silence and pleasantly surprised when two of the boys ran over to help me up

GCSE results day - finding out that a pupil I had worked very hard with achieved their only GCSE pass in my subject and was able to go on to college and fulfil his dreams.

Ten years ago my school was on 9% 5 A*-C GCSE pass rate; today it has risen to almost 60%. A 'bad' school doesn't always have to be one.

"A Year 9 still life drawing lesson using fruit turning into a full scale food fight"

The support and camaraderie from my fellow Teach First teachers in my school. Together we have laughed, cried, ranted & believed.

Receiving a standing ovation from my Year 10 class after teaching a lesson on the treatment of immigrants in Britain

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.



DANIEL HALL '07
 TAUGHT: SCIENCE
 NOW: HEAD OF SCIENCE

“My most memorable moment: helping Year 8 pupils achieve Level 6 and 7 in their SATS exam a year early.”

STACEY MCCARTHY '08
 TAUGHT: PRIMARY
 NOW: TRANSPORT FOR LONDON

“This year made me realise just how much I have missed teaching - I'm really looking forward to going back into the classroom in September.”

ISLAM ZITOUT
 HEAPS STUDENT
 (MENTORED BY STEPHEN)

“It was an amazing opportunity to experience life at university through the HEAPS initiative. Taking part in a residential trip to Cambridge gave me an enormous motivational boost.”

STEPHEN HOWE '07
 TAUGHT: ENGLISH
 NOW: CIVIL SERVICE FAST STREAM

“Coaching and mentoring a HEAPS student is absolutely fantastic. Encouraging your mentee to reach out and grab every opportunity presented would be my best piece of advice!”

MARK COSTELLO '06
 TAUGHT: SCIENCE
 NOW: RETURNED TO TEACHING AFTER DELOITTE

“One of my former A-Level students has just started Teach First as a participant, and he quoted me as being his inspiration for joining the programme. That's the highlight of my career so far.”

THE CHALLENGE CONTINUES...

IT TAKES MORE THAN TWO YEARS TO CHANGE SOCIETY

Educational disadvantage is deeply embedded within our society. It's the product of a broad range of issues and it's not going to go away overnight, or even over the course of two demanding years. So while Teach First requires you to make a two-year commitment, your involvement with the mission and the Teach First community has the potential to be more far-reaching.

After successful completion of the Leadership Development Programme at the end of your second year, you will graduate to become a Teach First ambassador and join a rapidly growing movement working to affect exciting, innovative and systemic change in education.

In fact, your work as an ambassador is a fundamental part of our strategy. Some of you will continue to teach, others will move into other aspects of education – policy or training for example – and others will move into business and not-for-profit sectors. As your career develops you will be able and well positioned to advocate and influence on behalf of Teach First and engage others to do the same. One of our goals is to populate the management tiers of the UK's leading organisations with people who share our vision, who are motivated to continue addressing it and who can engage others to do the same.

AMBASSADOR INITIATIVES

Recognising that it takes more than two years to change society, the Teach First initiatives work to support and harness the interests and talents of ambassadors.

Ambassadors are working together to continue raising the achievement, access to opportunity, and aspirations of young people in the following ways:

- *Mentoring a student – Higher Education Access Programme for Schools (HEAPS)*
- *Becoming a school governor – Governance for Change*
- *Sharing insights and experiences with key policy makers – Policy First*
- *Building successful social ventures – Social Entrepreneurship*
- *Developing skills as an education practitioner – Teach On*
- *Giving the time, skills, funds and resources needed to maximise our impact on disadvantaged students across the UK – Supporting Teach First.*

LIFELONG LEADERSHIP

We know that to effect meaningful and long-term change at pupil, school and system level, leaders are needed in all fields. As an ambassador you will have exposure to the high quality professional development opportunities and resources needed to achieve this.

You will have insight into the challenges schools face, experience of what works, and innovative ideas that can shape the future of education.

Whatever you choose to do, you will always be a Teach First ambassador – part of a movement of people who have shared a unique and life-changing experience.

Educational disadvantage will still exist when you complete your initial two years – but you will have made a huge contribution to addressing it. Having achieved so much in such a short space of time, we believe you will want to stay engaged with our mission, and we know that you will have the skills and experience to continue being a leader and making a difference, whatever you choose to do.

FOR MORE DETAILS, AND FOR CASE STUDIES OF AMBASSADORS DOING AMAZING THINGS IN OUR COMMUNITIES, PLEASE VISIT WWW.TEACHFIRST.ORG.UK

WE TOOK UP THE CHALLENGE



LAURA DODD, '07 AMBASSADOR

STUDIED – ASTROPHYSICS, EDINBURGH
TAUGHT – SCIENCE
NOW – ANALYST, PwC

PwC really valued my Teach First experience. The skills I gained from teaching will stay with me forever. Dealing with different behaviours, different work styles and communicating with different people were all essential for teaching, and continue to be essential in my current role.

The first term was incredibly hard. I found it quite a struggle, as I think most people do. You're trying to learn the best way to teach, whilst managing pupil behaviour and immersing yourself in the school environment. It can be emotionally draining, but as you progress through that first term you get better at it; your confidence builds, you start to try new things out and it just builds from there.

I think they really appreciate you being there and being a constant for them. At the end of the year my bottom set who were all predicted to get Gs, or to fail their GCSE science were actually on track for Es. A couple of them even achieved Ds and Cs in some of their modules. These achievements, where you've actually been able to make a real difference and give the children an opportunity, are what make it all worthwhile.

KAFILAT AGBOOLA, '06 AMBASSADOR

STUDIED – HUMAN SCIENCE, UCL
TAUGHT – SCIENCE
NOW – SCIENCE FACULTY LEADER, LONDON

I knew that I wanted to teach, but I also wanted to get as broad a range of experience as possible. Teach First allowed me to improve educational outcomes in the classroom, but also gave a cross over with the social enterprise sector, and the opportunity to develop leadership skills.

The Summer Institute was intense, but I made so many good friends and the exposure I gained to many different speakers was really inspirational.

My advice to anyone starting the programme themselves would be to enjoy it! And to participate in as many of the networking events as possible.

There will be tough times: you're going to be really tired, especially in those first terms. But at the end of the year you'll actually get to see the impact you've been making. My biggest achievement was improving GCSE results for science in my school by 25%. That, and seeing new students loving science, being enthused by it and understanding its relevance to their everyday lives.



TIM ROTHWELL, '08 AMBASSADOR

STUDIED – GEOGRAPHY, CAMBRIDGE
TAUGHT – GEOGRAPHY
NOW – ASSISTANT BRAND MANAGER, P&G

It's the little things that suddenly become great victories for you, like getting a difficult kid to sit down for a whole lesson, or getting a class to be quiet while you're explaining something. And more and more you begin to feel like you're actually making a difference to individuals within the school. It's an incredibly powerful feeling.

I ended up doing something I never expected I'd be doing, coaching an under-13 girls' football team. They were the one demographic within the school that I was really struggling to identify with. But once they saw me in a different environment they really began to engage more in lessons and we were able to talk about things outside of the classroom too.

Even though I've finished my two years teaching, I still address the mission. Through the HEAPS initiative I mentor pupils from schools in London with their university applications.



SANJU PAL, '06 AMBASSADOR

STUDIED – MATHS, SOUTHAMPTON

TAUGHT – MATHS

NOW – ANALYST, ACCENTURE; FOUNDER, RISE

It's important to know who you are and what you stand for.

In all my dealings with clients, with colleagues, with managers, I'd say Teach First has given me my backbone in terms of what I'm passionate about in life.

Accenture recognises the journey we've been on and the skills that we've developed through Teach First. So what's great, besides being able to exhibit those skills, has been being able to work with people who understand what the Teach First mission is all about and care about addressing that.

I spend my time outside of work developing a charity

I set up called Rise. Rise is all about addressing educational disadvantage in rural West Bengal in India, and also promoting global citizenship and social enterprise in the UK. I would never have been in this position, making this difference to students both in the UK and India, if I hadn't have been part of Teach First.

OLLIE OFFORD, '09 AMBASSADOR

STUDIED – ECONOMICS, DURHAM

TAUGHT – MATHS

NOW – TEACHING MATHS, DONCASTER

The Summer Institute was massively exciting. We thought we were learning how to teach, but it was so much more than that: how to talk to people, how to put your ideas across, and then, inevitably, how to manage behaviour in a classroom.

On my first day I was so nervous. I had planned my lessons to the minute, so when a kid says: "Actually, I don't get it, Sir", you're a bit like: "Oh dear. I've entirely anticipated you getting this." So you have to throw the whole lesson plan out the window and completely readjust to what they need.

There was a TV show on Channel 4, "Jamie's Dream School", and at the end there was a competition for teachers to show how they taught a tough topic. I chose Pythagoras, which I demonstrated using the diagonal across a TV screen, trying to be as clear and concise as possible, and I ended up winning the maths category. The school got some money, and we also got a trip to Google HQ in London. The kids were so excited! They very rarely leave the town they live in, so it was great to show them a new kind of space: to teach them that they can do whatever they want to in this global world.



MANJIT MORE, '08 AMBASSADOR

STUDIED – HISTORY, BIRMINGHAM

TAUGHT – HISTORY

NOW – LEADERSHIP DEVELOPMENT OFFICER, TEACH FIRST

I went to an under-performing school which failed most of my friends and family. Applying to Teach First was my way of giving something back. The school I was assigned to had two years left before closure; children's expectations had hit rock bottom through no fault of their own, which made me determined to give them the best education I could.

When the GCSE results came in, it was the proudest I've ever been – 100% A*- C including 7 As and 3Bs. I also coached the school football team, who had never won a

game. When I took it over, we just needed to win one game to be the best in the school's history - and we did!

I wanted to continue to make an impact on children's education, after completing my two years teaching, so I applied to be a Leadership Development Officer for Teach First. The buzz I get from helping teachers and seeing children progress throughout the year makes me think I have the best job in the world.

RECRUITMENT AND SELECTION

REGISTER ONLINE

ONLINE APPLICATION

ASSESSMENT CENTRE

OFFER

ENROLMENT

SUMMER INSTITUTE



Lubna, '05, Bristol
Taught: Maths
Now: Deloitte



Atthar, '03, Imperial
Taught: Maths
Now: Prince of Wales International School, Malaysia

50 AMBASSADORS IN SCHOOL GOVERNOR POSTS



Rachel, '06, Washington
Taught: English
Now: Accenture



Helen, '07, Birmingham
Taught: Maths
Now: Teach First

HEAPS HAS IMPACTED ON THE LIVES OF 4000+ PUPILS IN 3 YEARS



Steve, '06, Bristol
Taught: Science
Now: PhD Aerospace Engineering



Marianna, '07, Oxford
Taught: Music
Now: Programme Director, Music First

224 AMBASSADORS IN MIDDLE LEADERSHIP POSTS; 35 IN SENIOR LEADERSHIP ROLES; 2 HEADTEACHERS



Louis, '05, Durham
Taught: Geography
Now: Morgan Stanley



William, '06, Warwick
Taught: ICT
Now: Head of Media and KS3 ICT



Camilla, '05, Leeds
Taught: English
Now: The Hackney Pirates

15 SOCIAL VENTURES LAUNCHED AS REGISTERED CHARITIES



Amit, '04, Cambridge
Taught: Maths
Now: Assistant Headteacher



Jane, '07, Nottingham
Taught: MFL
Now: Head of MFL Faculty



Kirsty, '08, Cambridge
Taught: MFL
Now: TUI Travel PLC



Dan, '07, Sheffield
Taught: Citizenship
Now: Coventry City Council



Ndiidi, '03, Brunel
Taught: English
Now: Assistant Principal



Steve, '05, Manchester
Taught: Business Studies
Now: Freshfields Bruckhaus Deringer LLP

800 AMBASSADORS & PARTICIPANTS INVOLVED IN BI-ANNUAL POLICY FIRST PUBLICATION

To be successful in engaging the full potential of your students – 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 defy convention. You'll combine a strong work ethic and self-discipline with warmth, empathy and humility.

And you'll have to be resilient – very resilient. A sense of humour will be useful too – if you aren't able to laugh at yourself, it will seem like a very long two years. In short, you'll need to be someone special, and that's just the beginning.

HOW TO APPLY

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

Our website also features more detailed information on the programme, the selection process and the range of subjects we recruit into.

We recruit on a rolling basis and will fill our vacancies as soon as we find those candidates that meet our competency and academic requirements.

Some subjects fill very early, therefore we recommend that you apply as soon as possible.

FINAL APPLICATION DEADLINE – 16 APRIL 2012

SELECTION PROCESS

Our selection process is straightforward. You apply online, your application is reviewed and if successful at that stage, you will be invited to an assessment centre. Our assessment centre is a one-day event incorporating an interview, a group exercise, a sample teaching lesson and self-evaluation. Success here will lead to an offer, conditional on your successful completion of a Subject Knowledge Audit in the subject you will be teaching and completion of the Summer Institute.

Teach First is a values-driven organisation and together with our competencies we expect candidates to demonstrate both throughout the application process and thereafter.

SELECTION CRITERIA

- 2.1 degree or above
- 300 UCAS points (or equivalent, excluding General Studies)
- Degree and/or A-level grade A or B (or equivalent) in a subject that is aligned to a National Curriculum subject
- Grade C (or equivalent) in GCSE Maths and English (Grade C in one Science GCSE required for Primary teaching)
- 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 May 20th 2012

HOW WE WORK (TEACH FIRST VALUES)	WHAT WE LOOK FOR* (SELECTION COMPETENCIES)
Collaboration	Interaction
Commitment	Knowledge Resilience
Excellence	Self Evaluation Planning & Organising
Integrity	Humility, Respect & Empathy
Leadership	Leadership Problem Solving

*Our values shape the culture of how we operate at Teach First and our competencies allow us to determine your potential to be an impactful teacher.

See more of our ambassador profiles at www.teachfirst.org.uk

RECRUITMENT AND SELECTION

REGIONS

Teach First is a national programme covering seven regions – East Midlands, Kent & Medway, London, North East, North West, West Midlands and Yorkshire & the Humber. You may have strong initial views about where you want to work but our focus is on placing highly motivated graduates where they are most needed and we recommend that you be open minded about location.

During the application you will be able to state your regional preferences; however we will prioritise the needs of the schools and their children over the preferences of our applicants.

SALARY

Teach First participants are paid, and employed by their primary or secondary school throughout the two years. Your salary is dependent on the region you are placed in. For more information about salary and benefits visit our website.

While accommodation, transport and food expenses are provided over the Summer Institute, Teach First are aware that there are those who will require financial support over this period and August. We would not want applicants to be discouraged from applying owing to financial reasons. For details around support that we can offer please contact the recruitment team.

CAREER CHANGERS

At Teach First we want to attract the very best graduates onto our Leadership Development Programme as we believe that diversity can increase the impact of our teachers within the schools we work with.

If you are a career changer who would like to “Teach Next”, 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.

GRADUATE RECRUITMENT PLATINUM PARTNERS

Employers from all sectors recognise the transferability of skills and leadership from the classroom to positions of influence. Teach First has taken this a stage further and developed unique relationships with leading organisations in a number of fields.



Technology and Management Consulting
www.accenture.com/ukgraduates



Public Sector
www.civilservice.gov.uk/faststream



Investment Banking
www.goldmansachs.com/careers



Professional Services
www.pwc.com/uk/careers



FMCG
www.pgcareers.com

There are a variety of ways to engage with our Platinum Partners both as a participant on the Leadership Development Programme and as an ambassador.

Opportunities include:

- Summer projects
- Coaching
- Networking and hearing from senior leaders
- Guaranteed first round interviews at selected organisations
- Bespoke skills sessions
- Deferred-entry schemes

Each relationship is unique and opportunities will vary across each of the partnerships.

FURTHER OPPORTUNITIES

Goldman Sachs is partnering with Teach First in a number of exciting ways, including a joint Future Leaders Seminar and tailored skills sessions, which will give candidates the skills needed to progress as leaders in their fields.

Further information can be found on the Goldman Sachs website.

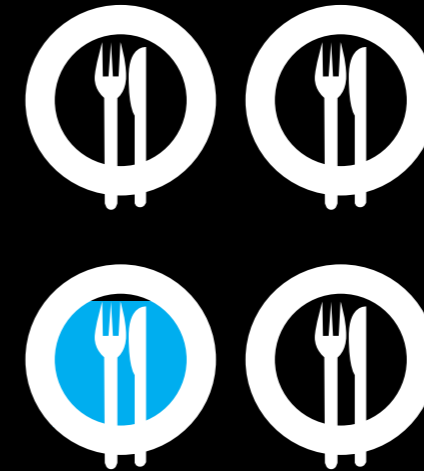


TEACH FIRST IS 10!

2012 WILL BE AN IMPORTANT MILESTONE IN TEACH FIRST'S HISTORY – OUR 10TH ANNIVERSARY YEAR. WE ARE TAKING THE TIME TO REFLECT ON OUR SUCCESSES SO FAR, AND MORE IMPORTANTLY, HOW WE CAN MAXIMISE OUR IMPACT ON ADDRESSING EDUCATIONAL DISADVANTAGE AND BREAK THE LINK BETWEEN FAMILY INCOME AND EDUCATIONAL SUCCESS, AS WE DEVISE OUR 2022 STRATEGY.

LOOK OUT FOR MORE INFORMATION ABOUT OUR CELEBRATIONS THROUGHOUT THE YEAR.

JUST 24% OF STUDENTS RECEIVING FREE SCHOOL MEALS ACHIEVED THE BENCHMARK 5A* - C GRADES AT GCSE, LESS THAN HALF THE AVERAGE RATE.



Source: Department of Education, 2008

NEARLY 50% OF CHILDREN ...



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

Source: Cassen and Kingdon, 2007

CHANGE THEIR LIVES AND CHANGE YOURS, TEACH FIRST.

ADULTS IN THE UK...



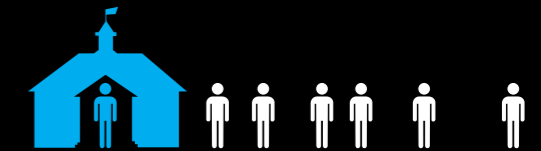
5 MILLION ADULTS LACK FUNCTIONAL LITERACY



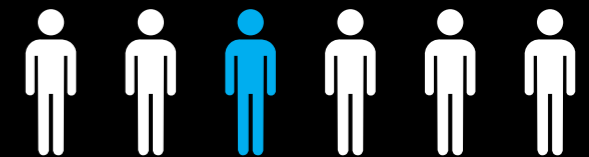
17 MILLION ADULTS HAVE DIFFICULTY WITH NUMBERS

Source: Source: Leitch Review of Skills, 2006

ONLY 15% OF YOUNG PEOPLE EXCLUDED AT SECONDARY SCHOOL RETURN TO MAINSTREAM EDUCATION



Source: Parsons, 1996



1 IN 6 YOUNG PEOPLE LEAVE SCHOOL UNABLE TO READ, WRITE AND ADD UP PROPERLY

Leitch Review on Skills, 2008, UKCES