



## TRAINING WORKSHOP



# Today's Session

- Introduction and why we exist
- Your sessions
- Your role as a coach
- Running a good quality online session
- Your pupils
- Safeguarding
- Q & A

# WHY WE EXIST

At every stage of their education, a young person from a low-income family is less likely to succeed.



**16%**

Progress to university (compared to 96% of privately educated pupils)



**2%**

Progress to a highly selective university (compared to 48% privately educated students)



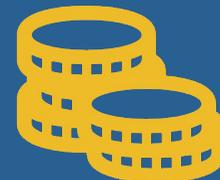
**13%**

Degree apprenticeships go to disadvantaged students



**50%**

More likely to be out of education, employment or training even with the same qualifications



**80%**

earn less than £21,000 per annum age 25.

# KEY OUTCOMES



Pupils have **knowledge** of a career, sector or subject that provides purpose, fulfilment and motivation.



Pupils find a **right-fit and highest potential** qualification.



Pupils find a **right-fit and highest potential** provider.



Pupils have **knowledge** of how to build a strong application for education, employment or training.



Pupils have **belief** that they can access their aspirational destination.



## SESSIONS

# HOW DOES IT WORK?

6 hours of coaching

At least one session a week

Covering four stages

Coordinate sessions over email

Deliver sessions using Bramble

Your handbook



## DISCOVER

Self Analysis  
Psychometric Test  
Career Longlist



## EXPLORE

Sector research  
Career evaluation  
Career shortlist



## CONNECT & ACHIEVE

Learning about pathways  
Application preparation  
Development plan  
Professional expert call

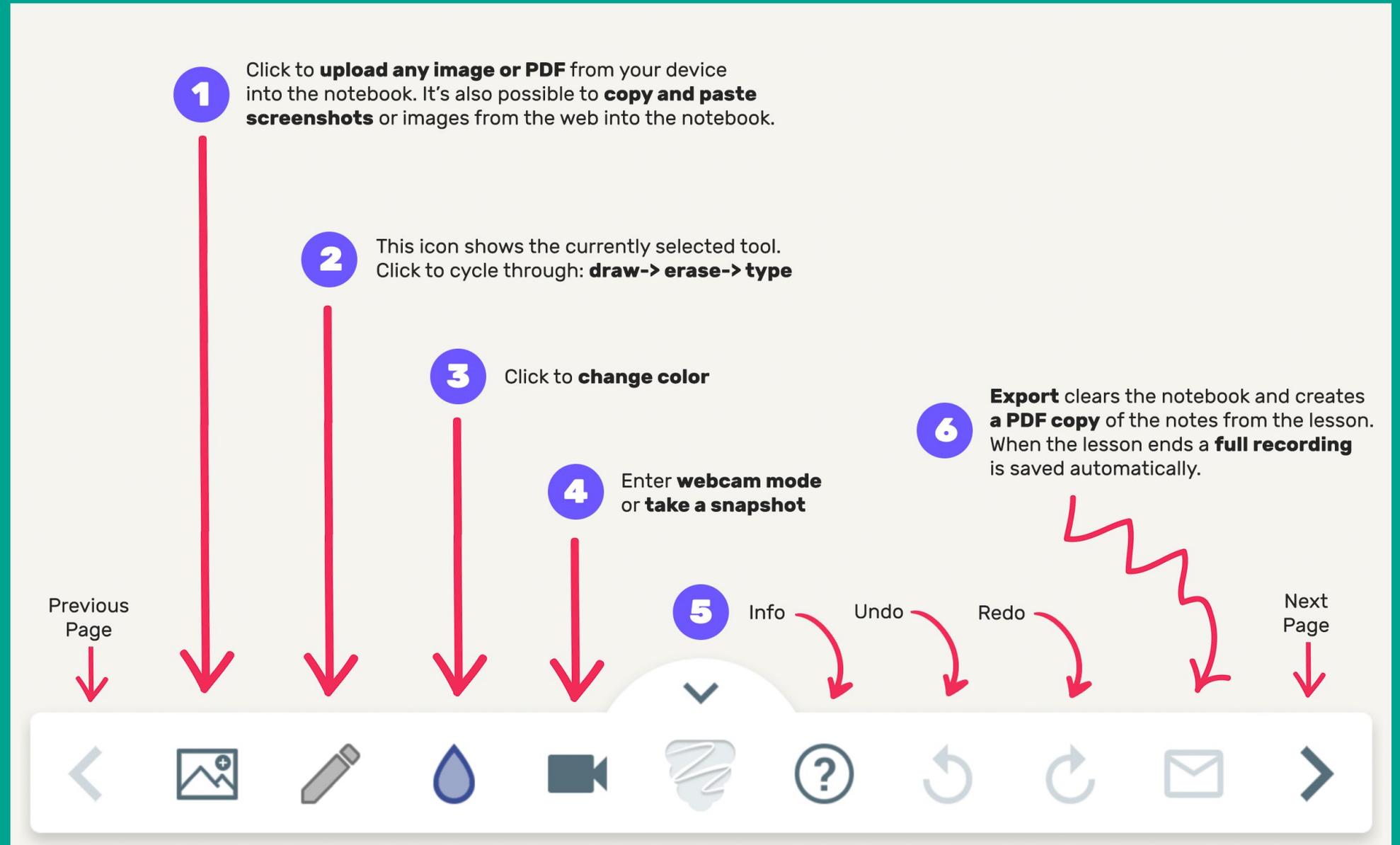




**COACHING  
HANDBOOK**



• [help@bramble.io](mailto:help@bramble.io)



### Troubleshooting Tips

Are you having some problems? Here are tips on everything from improving your connection to sorting out your audio.



### Having Sessions On Bramble

Everything you need to know about having great live sessions on Bramble, whether you're a tutor or a student.



## 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



# COACHING VS MENTORING

<b>Coaching</b>	<b>Mentoring</b>
Short term (up to 6 months)	Long term (lasting 1 year +)
Structured, regular meetings	Informal, on a needs basis
Coach asks thought-provoking questions	Mentee is more likely to ask the questions, tapping into the mentor's expertise
Specific and measurable outcome-working towards an end goal	Outcomes can shift and change over time

# YOUR ROLE AS A COACH



**Guide** your pupils to focus their ideas



**Support** your pupil in **making decisions** that are right for them



Develop pupils **research skills** and **encourage** them to **take ownership** of their pathways 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 pupil and Programme Manager

# COACHING ONLINE

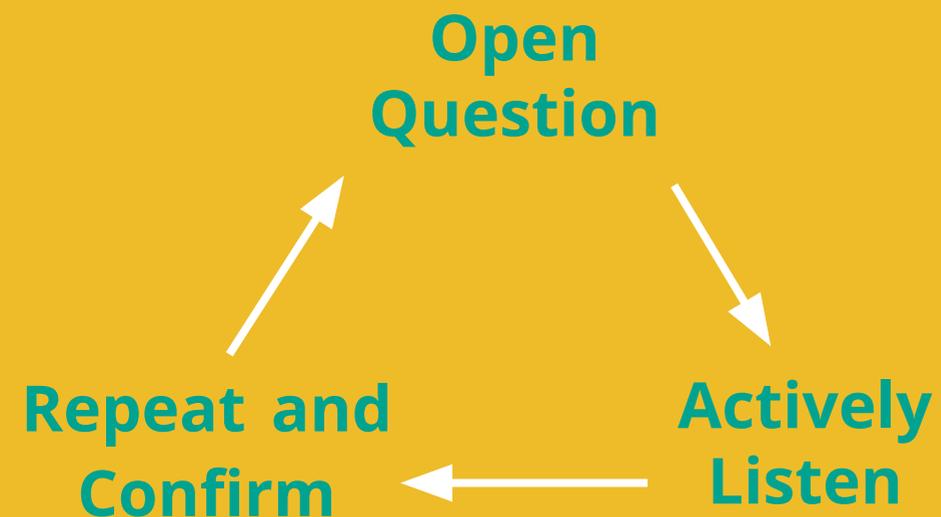
There are a few things you can do to make the online coaching process as smooth as possible:

- Log on 5 minutes early
- Plan what to discuss initially
- Embrace any silences
- Know where to go for tech support – [help@bramble.io](mailto:help@bramble.io)



# 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



# DEBRIEFING: THE ORID FRAMEWORK

<b>OBJECTIVE</b>	Facts	E.g. Can you remember all the activities we completed this session?
<b>REFLECTIVE</b>	Reaction	E.g. Which activity did you enjoy the most/ least?
<b>INTERPRETIVE</b>	Implications	E.g. What do you think this could mean in the working world?
<b>DECISIONAL</b>	Actions	E.g. What do you need to do before next session?

- Leave 3-5 minutes to debrief at the end
- Ask the questions in order
- You can ask more than one question from each level



# LET'S PRACTISE!

**How would you respond to the following?**

## **Scenario 1:**

Your pupil tells you their family wants them to become an engineer but they are more interested in being a nurse. They think they should become an engineer just to please their family.

## **Response:**

- a) What is it about nursing that excites you?
- b) Which job would you prefer to do?
- c) Do you want to be an engineer?

# LET'S PRACTISE!

## What question would you ask your pupil?

### Scenario 2:

You are completing the initial research into various job sectors with your pupil and you notice they get really excited whenever something to do with teaching comes up. At the start of the programme they said they would never be a teacher.

### Response:

- a) Teaching can require working evenings to do lesson preparation. Would you be happy to do this?
- b) What subject would you like to teach if you could only teach one?
- c) At the start of the programme you said you would never be a teacher, can I ask why you think this?

# COACHING TASK:

**You have 2 minutes to think of some questions to ask your pupil based on the following information:**

## **Scenario 3:**

You come to the third session of the programme and you notice your pupil doesn't seem very interested in the career they have listed as their top choice. They seem disengaged, unmotivated and not very excited about doing this role in the future.

# UNCONSCIOUS BIAS

What is it?  
Why does it matter?

“Unconscious bias occurs when people favour others who look like them and/or share their values. For example a person may be drawn to someone with a similar educational background, from the same area, or who is the same colour skin or ethnicity as them”, ACAS

- It's natural.
- It's unintended.
- It can affect decisions.
- It can be mitigated.





**YOUR PUPILS**

# YOUR PUPILS

## Years 12 and 13

- Ages 16-18
- Applying to universities
  - Autumn 2020/21 to Spring 2021/22
- Applying to apprenticeships:
  - Spring to Summer 2021/22

## Selection criteria

**What do you think their biggest challenges might be?**



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

**2 You have a female student whose family are putting pressure on her to go to university and study to become a doctor.**

- a. You discourage your pupil to look at other options
- b. You would tell your student to ignore her family
- c. You ensure that your pupil has knowledge of and evaluated both this pathway and others suited to her skills and goals.

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

a) You would give advice

a) You would ask your student questions so that they come to their own conclusions

a) You say it doesn't matter and move on to the next



# ENGAGEMENT

- Your pupil might disengage from the programme
  - Personal problems outside school
  - School attendance and mindset
  - Peer groups
  - Illness

**This is the nature of the working with young people. We try our best to ensure this is not the case.**

**Tips to maintain engagement and encourage participation are:**

- Get to know your pupil – take 15 minutes at the start of the first session
- Relaxed, interesting session experience
- Keep in regular contact and try to schedule sessions for the same day/times each week
- Let your Programme Manager know if you are having problems communicating

**4 Your pupil is struggling in mathematics but has his mind set on being an engineer and only wants to research this during the programme.**

- a) Tell your pupil that they cannot become an engineer
- a) Encourage your pupil to also explore alternative job roles or pathways to work in this industry
- a) Agree with your pupil that they should give up.

**5 It's your first session and your pupil is very shy. They find it awkward speaking online and don't want to turn on the camera.**

a) Take the lead in all the conversations

a) Be kind, take the time to get to know each other and respect their feelings

a) Rush through the activities because you do not like awkward silences

# SUMMARY

- **Be understanding, patient, encouraging and supportive**
- **Test knowledge & willingness to learn**
- **Identify motivations**
- **Guide in research**
- **Advice giving is not empowering**
- **Open doors - ensure their own understanding**



## **SAFEGUARDING**

# BEING VIGILANT

## Types of abuse:

Sexual   Emotional   Physical   Neglect   Online Bullying

## Alarm bells\*:

- Unexplained changes in behaviour or personality
- Becoming withdrawn
- Seeming anxious
- Becoming uncharacteristically aggressive
- Lacks social skills and has few friends, if any
- Poor bond or relationship with a parent
- Knowledge of adult issues inappropriate for their age

\*<https://www.nspcc.org.uk>



# DEALING WITH A DIRECT DISCLOSURE

- Listen carefully to what they're saying
- Let them know they've done the right thing by telling you
- Tell them it's not their fault
- Say you'll take them seriously
- Explain what you'll do next
- Report what the child has told you as soon as possible

In the event that you suspect a safeguarding issue, you must take a **detailed record** of your concern based on facts and report it to the **Programme Manager** as soon as possible, who will pass on your concern to the **Lead Safeguarding Officer, Dominic Baker.**

If you think your pupil is in immediate danger, call the police on 999.

**MENTAL  
HEALTH**



# BEHAVIOUR ONLINE

## You MUST:

- Read the safeguarding procedure and code of conduct
- Only use your work email address
- Copy your PM into all of your emails at [programmes@futurefrontiers.org.uk](mailto:programmes@futurefrontiers.org.uk)
- Dress appropriately and think about where you are placed for your call - not your bedroom
- Let us know if there are any issues

## You MUST NOT:

- Email your pupil about anything other than the programme or stay in contact with your pupil after the programme
- Share your pupil's email (or CC people in)
- Add your pupil on social media including LinkedIn



# 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;
- All employees, volunteers, interns, trustees and other stakeholders know what to do in the event of a child safeguarding incident and make informed and confident responses to specific child safeguarding issues;
- All child safeguarding incidents are dealt with consistently and properly recorded.

# NEXT STEPS

You must complete the below steps before **21<sup>st</sup> September**:

**90 minutes of individual preparation:**

- Read and confirm understanding of safeguarding policy
- Watch Bramble Demo video and trial your account
- Read further documents about coaching on the programme
- Read through the Coach Handbook and Pupil Workbook

**Then:**

Watch the Session 1 video

Contact your pupil and organise your introduction call

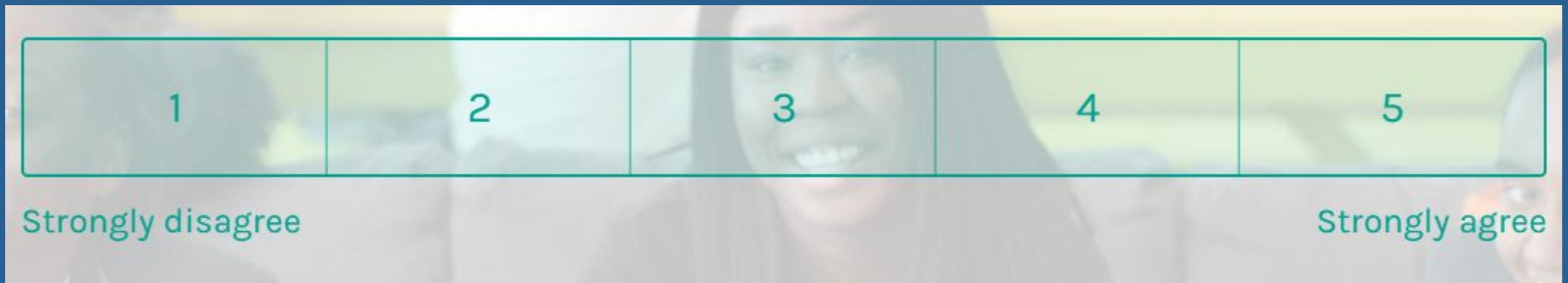
**YOU GET OUT  
OF THE  
PROGRAMME  
WHAT YOU  
PUT IN!**

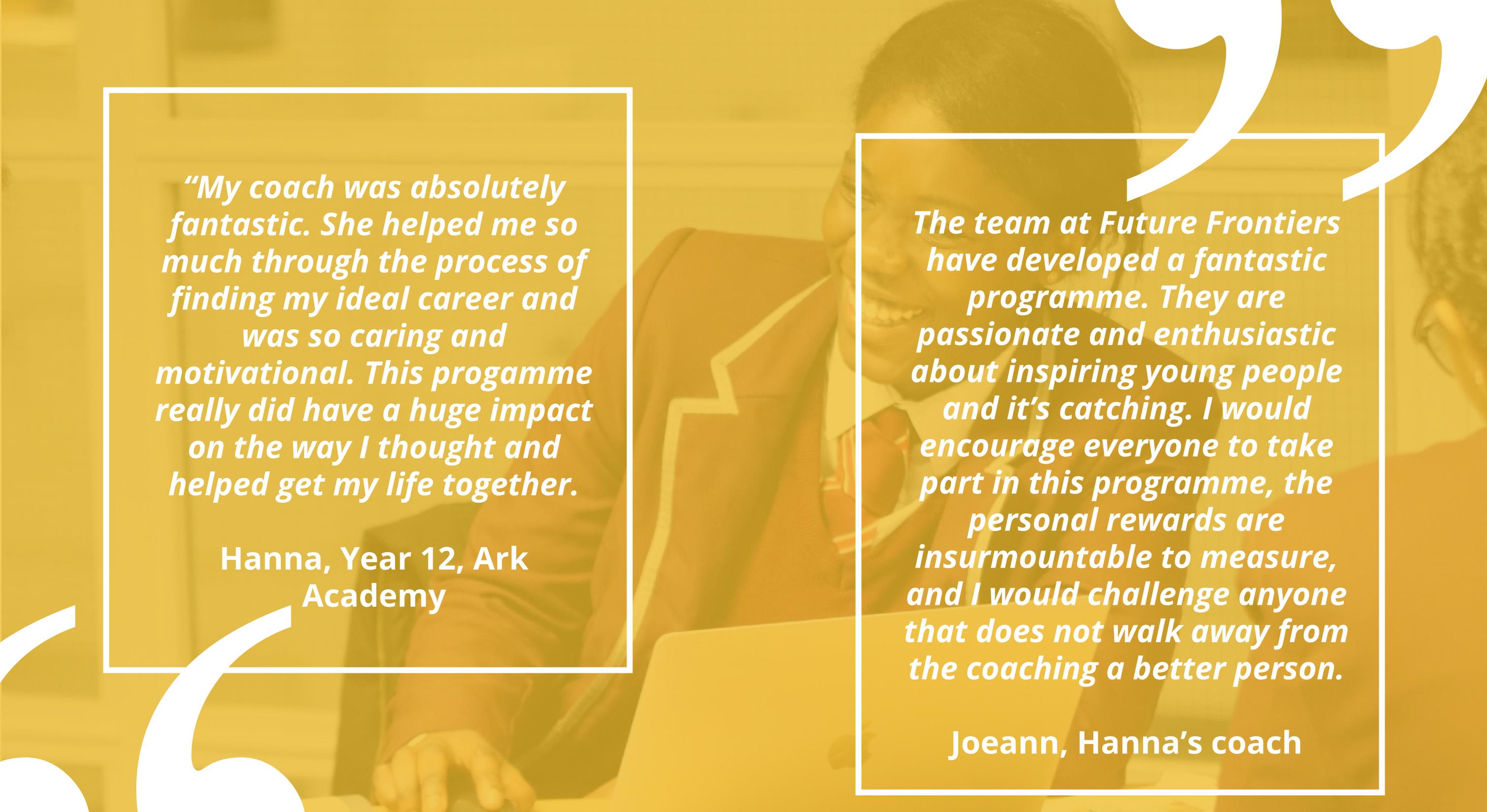


Please help us to improve our training by filling out the 2-minute feedback survey.



<https://aliceharding313639.typeform.com/to/GkiAfB>





*“My coach was absolutely fantastic. She helped me so much through the process of finding my ideal career and was so caring and motivational. This programme really did have a huge impact on the way I thought and helped get my life together.*

**Hanna, Year 12, Ark Academy**

*The team at Future Frontiers have developed a fantastic programme. They are passionate and enthusiastic about inspiring young people and it’s catching. I would encourage everyone to take part in this programme, the personal rewards are insurmountable to measure, and I would challenge anyone that does not walk away from the coaching a better person.*

**Joeann, Hanna’s coach**