



TRAINING WORKSHOP

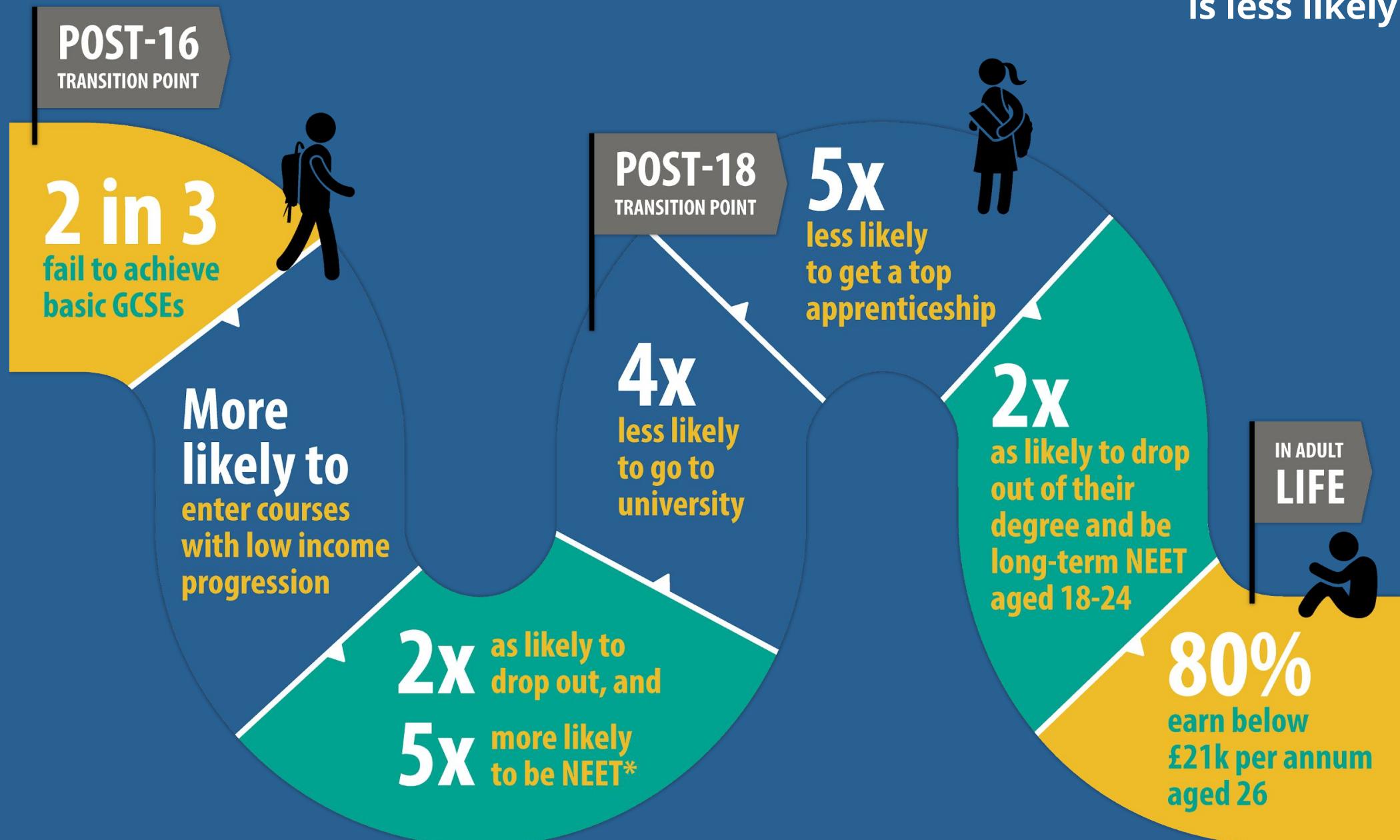


Today's Session

- Introduction and Why We Exist
- Your Sessions
- Your Role as a Coach
- Running a Good Quality Online Session
- Your Pupils
- Next Steps
- Q & A

WHY WE EXIST

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



KEY OUTCOMES



Pupils have discovered a career or sector that **inspires them**



Pupils have mapped out a detailed progression plan that is **ambitious** and **realistic** and plays to their **strengths**.



Pupils have developed the knowledge to make **informed decisions** at key transition points, including their next step, which we call their **“aspirational destination”**.



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



SESSIONS

6 hours of coaching

HOW DOES IT WORK?

One session a week over the half term

Covering four stages

Coordinate sessions over email

Deliver sessions using online platform

Coach Portal



DISCOVER

**Self Analysis
Psychometric Test
Career Longlist**

EXPLORE

**Sector research
Career evaluation
Career shortlist**

CONNECT & ACHIEVE

**Learning about pathways
Application preparation
Development plan
Sector Role Model conversation**

THE COACH PORTAL

futurefrontiers.org.uk/coach-portal

Password: ffcoach

Quick links: click on an icon below to find out how to complete each step of your journey

DBS check Programme Preparation Session Information FAQs Additional Resources

Tabs to bookmark:

- Programme Preparation
- Session Information
- FAQs

future
FRONTIERS

ACTIVITY HANDBOOK

Coaching programme for Year 12 & 13 students

THE ONLINE PLATFORM

Vedamo Online Platform

You will be using the online platform Vedamo to host your sessions.

Before your programme, you will be sent an invite to register an account.

- Click the link
- Fill out your details
- Wait to be registered as a 'Teacher'
- Log in to your new account and then 'schedule a live session'
- Name your session (e.g Future Frontiers Coaching session 1) and select the date and time you and your pupil have agreed on.
- In the final box, you can add your pupil's email address. This will send them a reminder of the session and the link they can use to enter it (they do not need to create an account)

REMEMBER!

- Vedamo **records everything** you do in the "room" – we use this to spot check your sessions.
- You'll **upload the Pupil Handbook to the notebook** (and you can turn the pages like an ebook on the notebook) and help your student work through it. You use your Coach Handbook

Watch this demo video:



VEDAMO



Alexandra Cheetham
[profile](#)

[+ SCHEDULE A LIVE SESSION](#) [+ START A LIVE SESSION](#)

[QUICK GUIDE DOWNLOAD](#) [CHECK YOUR SYSTEM](#) [SYNC CALENDAR WITH GOOGLE](#)

Schedules

Upcoming sessions

upcoming 10.12.2020 09:30 - 09:45 Rachel and Alex Test Call [Start now](#) [...](#)

Virtual classrooms

- Live sessions
- Schedules

Manage courses

File library **(circled)**

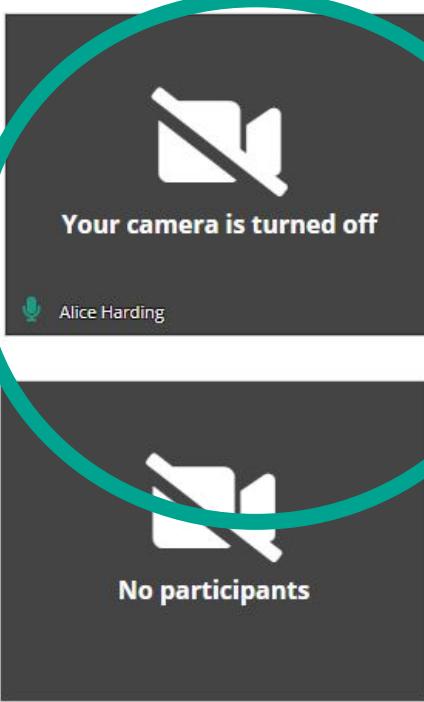
Quizzes

Attendance

My groups

Messages

Account & settings



Alice Harding

Group: Main

?

PUPIL HANDBOOK

COACHING PROGRAMME FOR YEAR
12 & 13 STUDENTS

future FRONTIERS

Microphone Camera Share screen Chat

<https://futurefrontiersprogs.vedamo.com/vcl/room/lLiiKJrXcTYKOy#>

The central area displays a presentation slide titled 'PUPIL HANDBOOK' for 'COACHING PROGRAMME FOR YEAR 12 & 13 STUDENTS'. The slide features the 'future FRONTIERS' logo. At the bottom, there are four interactive buttons: 'Microphone', 'Camera', 'Share screen', and 'Chat'. A red circle highlights the 'Camera' button.

VEDAMO
E-LEARNING IS EASY

Troubleshoot tips available by searching 'Vedamo troubleshooting'



ACTIVITY 2- CAREER PROFILES

15 minutes

CAREER	SECTOR	AVERAGE SALARY	AVAILABILITY
Commercial Pilot	Aviation	£60,000	Low

OVERVIEW

What does this career involve?

Flying commerical aircraft

SKILLS REQUIRED

Piloting
Hand-eye Coordination
Dexterity
Level-headed
Concentration

Is this role a good fit for me? (circle)

Excellent match Good match Okay match Poor match

How suited is this role to my skills (circle)

Excellent match Good match Okay match Poor match

QUALIFICATIONS AND ROUTES IN (PATHWAYS)

ATPL - Airline Transport Pilot License
Scholarship
MPL - Multi-Pilots License

POSSIBLE UNIVERSITY COURSES/APPRENTICESHIPS

What else?

Pathways Webinar



DISCOVER

Self Analysis
Psychometric Test
Career Longlist

EXPLORE

Sector research
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Career shortlist

CONNECT & ACHIEVE

Learning about pathways
Application preparation
Sector Role Model conversation
Development plan

Career Advisor
Opportunity

SRM
conversation



YOUR PUPIL'S PREP FOR SESSION 1

1. Schedule your session time with your coach and take a note of when it is.
2. Complete your Personality Profile on Unifrog and sign up to Career Pilot.

The worksheets for your pupil's Independent Research is linked to the right:



Independent Research

- 30 mins between each session
- Send reminders -make it easy!
- Be patient and understanding

COVID AND SCHOOLS

- Pupils will not be returning to school until at least March
- Disruption with engagement and 'set up' issues

Please bear with us and your pupils this term.





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

Coaching	Mentoring
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?



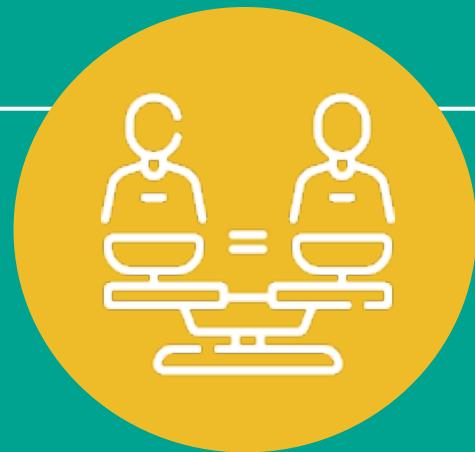
Shows commitment to the programme and turns up prepared each week



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

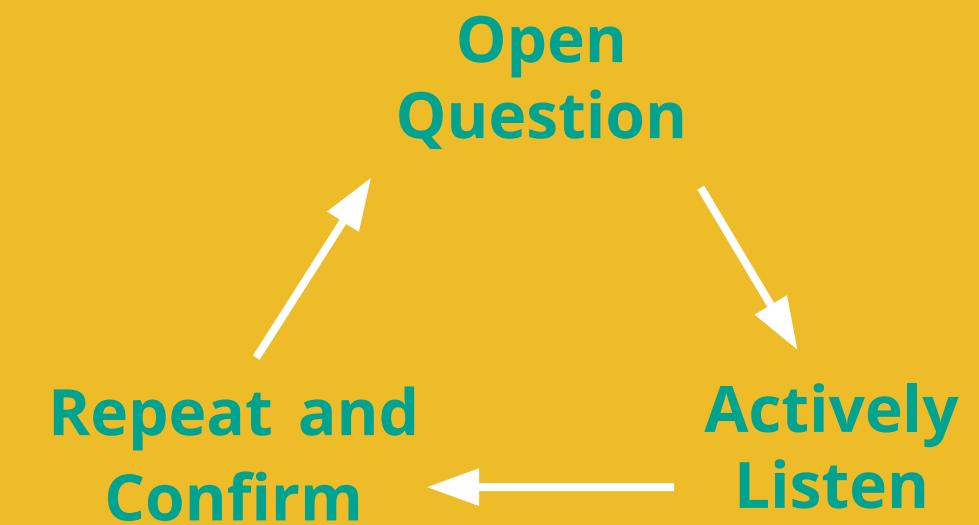
- Practice using the platform before your first session
- Log on 5 minutes early
- Plan what to discuss initially
- Know where to go for tech support





COACHING TOOLS

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



DEBRIEFING: THE ORID FRAMEWORK

OBJECTIVE

Facts

E.g. Can you remember all the activities we completed this session?

REFLECTIVE

Reaction

E.g. Which activity did you enjoy the most/ least?

INTERPRETIVE

Implications

E.g. What do you think this could mean in the working world?

DECISIONAL

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



In Summary:

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

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 very excited whenever a teaching base role 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 weren't keen on being a teacher, can I ask what has changed your mind?

COACHING TASK:

What questions could you ask your pupil in this scenario?

Scenario 3:

You come to the penultimate 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.



Implicit Bias, Stereotype Threat and Higher Ed | Russell McClain

5 minute break



YOUR PUPIL

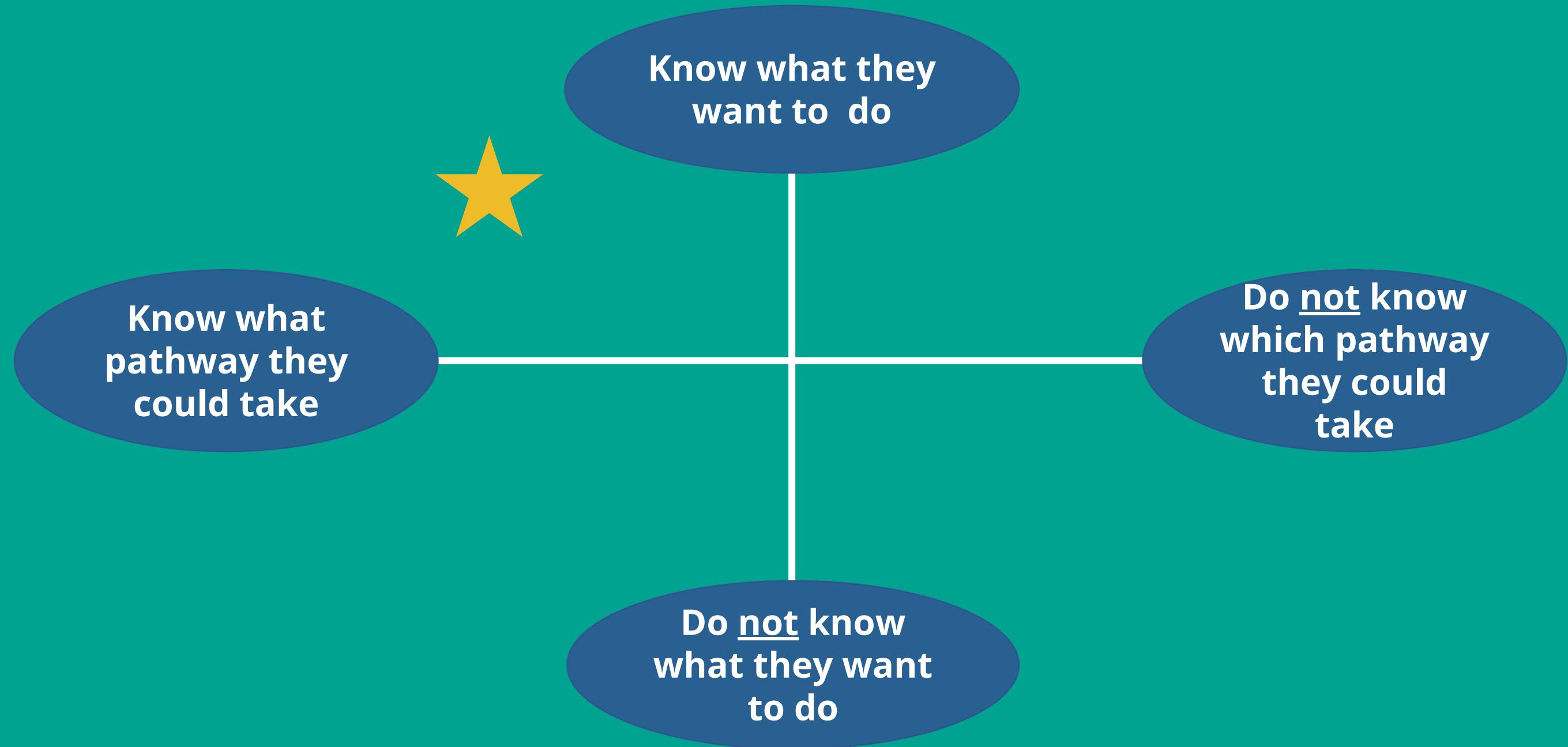
YOUR PUPIL

- **Year 12 (age 16-17)**
- **Applying to universities**
 - *Autumn 2021 to Spring 2022*
- **Applying to apprenticeships**
 - *Spring to Summer 2022*

All pupils meet one of our selection criteria



YOUR PUPILS' THINKING



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 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
- b) You would ask your student questions so that they come to their own conclusions
- c) You say it doesn't matter and move on to the next activity

Top tips to succeed:

- Be understanding & supportive
- Identify your pupils motivations
- Facilitate additional research
- What will open to most doors?
- *Remember- advice giving is not empowering!*

3 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



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.

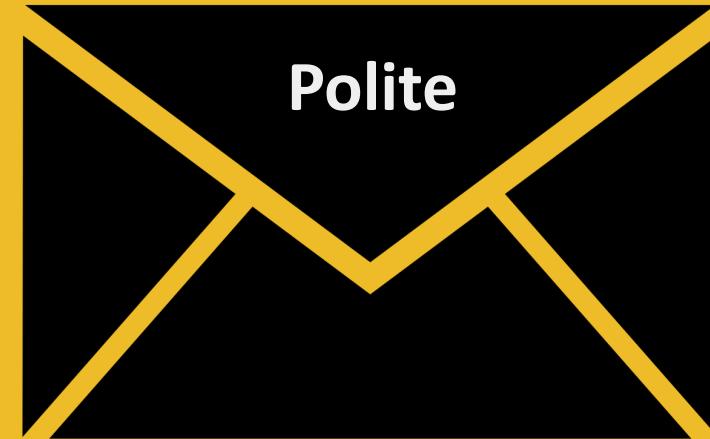
Tips to maintain engagement and encourage participation are:

- 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

Making the most of your time...

- What does my pupil want/need from the sessions?
- Which activities and conversations will we prioritise?
- What can I do to best support my pupil?

Communication



Brilliant comms

"I just wanted to drop you a message to say great work so far on the programme. It's brilliant that you're so engaged as we reach the half-way point - so let's keep up the momentum ahead of our final two sessions."

Room for improvement:

"I don't have the bandwidth to chase you. If we don't have the following meeting booked within 48h of today, let's cancel the program."

"I'm not going to have time to do the session, it's been a busy time for me and it's not looking like that I'm going to end anytime soon. Would we be able to move this until the next term?"

"I haven't heard back from Joan, nor have I reached out to her - Honestly I don't think I have the capacity at this point to complete the programme between now and Christmas, and happy to revisit in January if that would work"

"Hi Rhiannon, Apologies but I won't be able to make the session tomorrow. I have childcare commitments."

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
- b) Encourage your pupil to also explore alternative job roles or pathways to work in this industry
- c) 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
- b) Be kind, take the time to get to know each other and respect their feelings
- c) Rush through the activities because you do not like awkward silences



SAFEGUARDING

**30-MINUTE COACH SAFEGUARDING SESSION
4:30pm every day this week**

Please attend one

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.



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

In the event of a Safeguarding concern:

- 1. Write a record of the incident**
- 2. Contact your PM**
- 3. Your PM will escalate if needed**

Support

Coaching FAQs

Getting started DBS [Programme Preparation](#) [Online Platform](#) [Expert conversation](#)



Where can I find the resources?



What should I do to prepare for each session?



Is there a dummy account/login details for Bramble/Career Pilot/Unifrog?



What is the unifrog formcode?



What should my pupil do in between sessions?



How long is the rule of thumb to typically wait for response / engagement from the pupils on this?



What do I need to do next?



What shall I do if my pupil doesn't show up?



What if I have to cancel/postpone a session?



Your Programme Managers



Alice



Alex



Jamey



Katie



Natasha
in

Zoom Drop In Sessions

Monday at 17:30 - 18:00

Tuesdays at 12:00 - 12:30

Wednesdays at 08:30 - 09:00

Thursdays at 9:00 - 9:30

Fridays at 12:30 - 13:00

Programme Comms

Programme Concerns

Check Coach Portal

Email PM directly on
acheetham@futurefrontiers.org.uk

**Come along to our optional
Zoom drop in sessions**

Programme Monitoring (Safeguarding)

Copy in PM on
alexandra_programmes@futur
efrontiers.org.uk

Programme Comms

Programme Concerns

Check Coach Portal

Email PM directly on
jstreet@futurefrontiers.org.uk

**Come along to our optional
Zoom drop in sessions**

Programme Monitoring (Safeguarding)

Copy in PM on
jamey_programmes@futurefro
ntiers.org.uk

Programme Comms

Programme Concerns

Check Coach Portal

Email PM directly on
nmenon@futurefrontiers.org.uk

**Come along to our optional
Zoom drop in sessions**

Programme Monitoring (Safeguarding)

Copy in PM on

natasha_programmes@futurefrontiers.org.uk

Programme Comms

Programme Concerns

Check Coach Portal

**Come along to our optional
Zoom drop in sessions**

**Email PM directly on
kleather@futurefrontiers.org.uk**

Programme Monitoring (Safeguarding)

Copy in PM on

katie_programmes@futurefrontiers.org.uk

Programme Dates

**Training Prep
Completed**

By Sunday
28th February

w/c Monday
1st March

Intro to pupil

**Register to
Vedamo &
Practice**

1st March

**Coaching
Sessions**

Weekly -
w/c 1st
w/c 8th
w/c 15th
w/c 22nd
w/c 29th March

**Programme
Ends**

Friday 2nd
April

NEXT STEPS

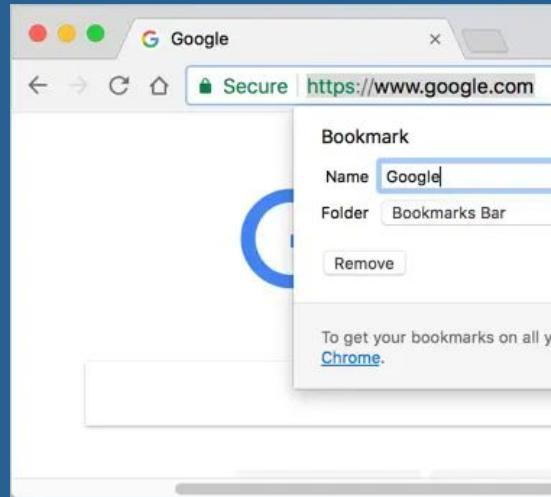
Please complete before your programme launch:

60 minutes of individual preparation:

- Read and confirm understanding of safeguarding policy ✓
- Read further documents about coaching on the programme
- Read through the Coach Portal and Activity Handbook

From your programme launch:

- Register on Vedamo using our link
- Set up your account and practice using it
- Watch the Session 1 video
- Contact your pupil and organise your introduction call



Please remember...

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

Good luck on your programme!



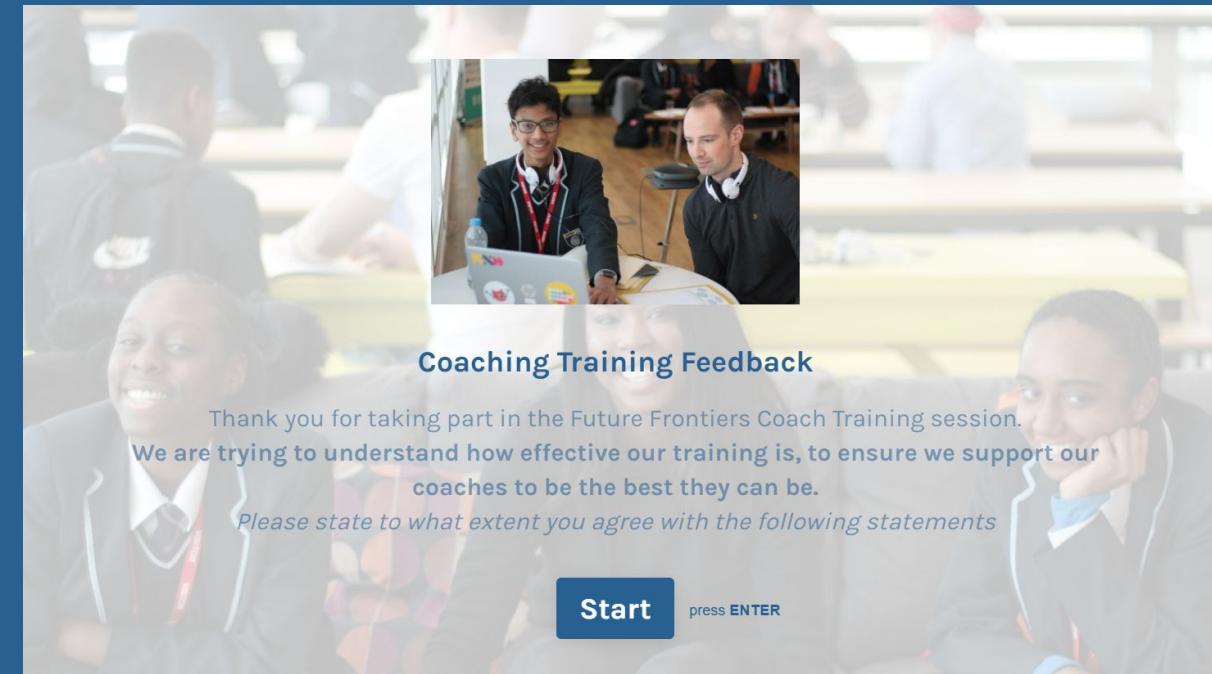


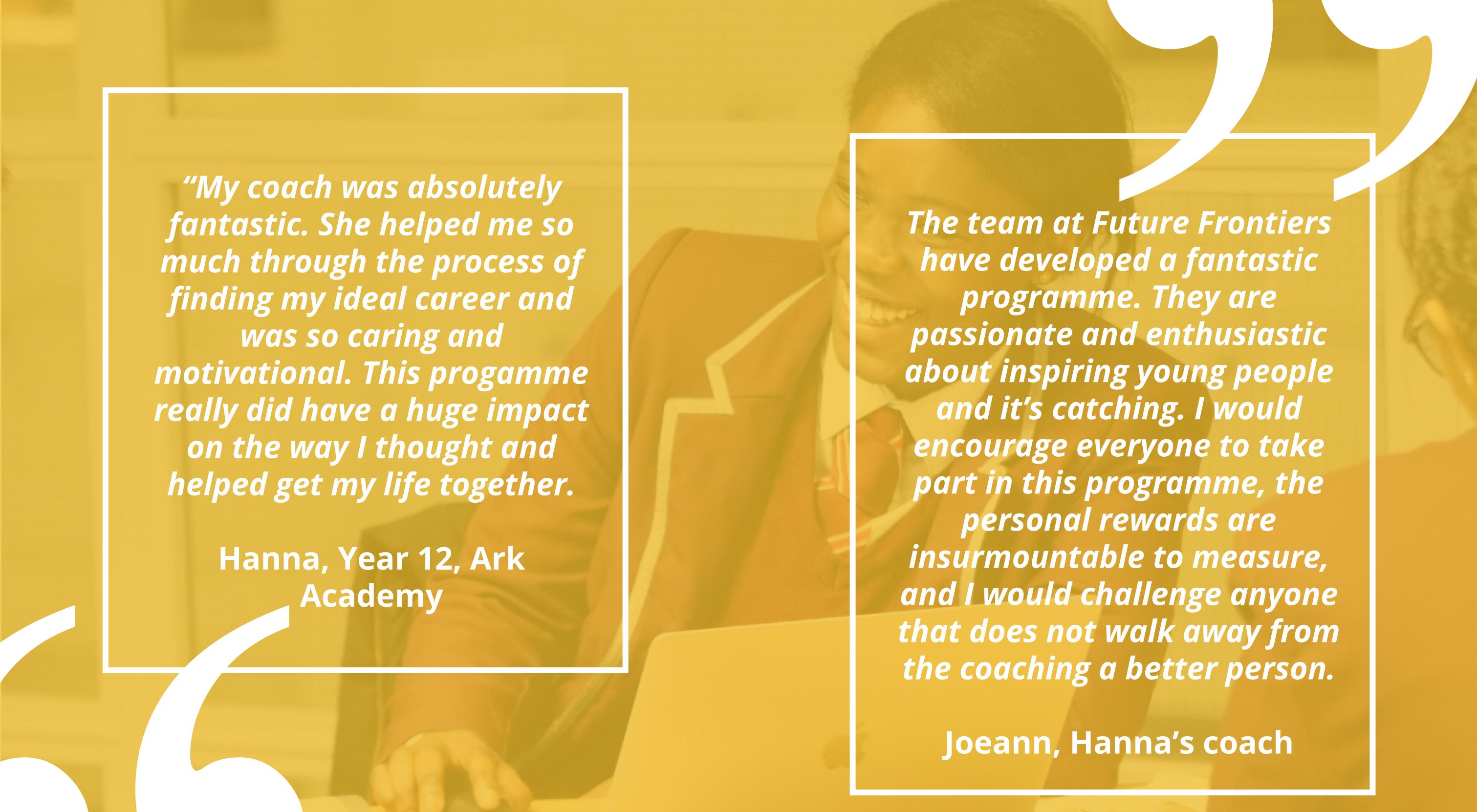
Good luck on your programme!

Please help us to improve our training by
filling out a 2 minute feedback survey



<http://bit.ly/FF012021>





"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