OUR WORK AND ITS IMPACT
Millions of British children live in poverty.

Only one in three is likely to achieve basic school grades. Yet twice as many of their wealthier peers do so.

This gap is not only unfair, it’s unacceptable.
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Since Teach First was founded as a charity in 2002, and with the generous backing of countless supporters, we have been challenging the deep-rooted reality that a child’s socio-economic background is the biggest determining factor in their chances of fulfilling their potential. We do this by:

Working in partnership with thousands of schools, businesses, universities and other not-for-profit organisations who are equally impatient to improve the life chances of children living in low-income communities, we aim to:

• Narrow the gap in literacy and numeracy at primary school.

• Narrow the gap in GCSE attainment at secondary school.

• Ensure young people develop key strengths, including resilience and wellbeing, to support high aspirations.

• Narrow the gap in the proportion of young people taking part in further education or employment-based training after finishing their GCSEs.

• Narrow the gap in university graduation, including from the 25% most selective universities, by 8%.

The gaps in these areas are not closing quickly enough and as a result, inequality persists and social mobility stagnates.

The transformation of London’s schools has proven that change can happen. But to reach the day when no child’s future is limited by their background, there is so much more to be done.

Will you help us to power the change?
When we began our work, many people said it would be impossible to change things. Yet by working with thousands of brilliant teachers, schools and partners, we’ve built a movement of leaders who are changing lives in classrooms, schools and across society.

That movement is growing in numbers and impact every year. We have now trained more than 10,000 teachers and placed them in more than 1,700 schools throughout England and Wales, where they have reached more than one million young people.

In 2002, London was the one of the worst places for children from low-income communities to be educated, with schools struggling to attract and retain high-quality teachers. Our flagship Leadership Development Programme – which places and supports trainee teachers in the schools that need them the most – was developed to tackle this problem.

In less than two decades, in partnership with schools and universities and thanks to vital funding from our supporters, we have achieved some incredible things.

However, despite fantastic progress, young people from low-income communities still find doors closed and paths to the top repeatedly blocked.

Teach First alone cannot achieve our vision of a day when no child’s educational success is limited by their socio-economic background.

In this report you’ll find out how, by working with like-minded partners and supporters – those who also refuse to accept that disadvantage determines destiny – we are raising school and pupil performance, strengthening the teaching workforce, driving social mobility and developing leaders across both education and society.

Only 1 in 3 children from low-income communities achieve the expected levels in reading, writing and maths.
WE HAVE ACHIEVED SOME INCREDIBLE THINGS ... BUT THERE IS STILL MORE TO DO ...
“I’M LUCKY TO HAVE TEACHERS WHO HELP ME REACH MY FULL POTENTIAL ... I THINK THEIR TRAINING AND THEIR MOTIVATION HAS HELPED INSPIRE MY OWN AMBITION TO DO MY BEST.”

Teach First pupil
HELPING SCHOOLS AND PUPILS ACHIEVE RESULTS

The biggest predictor of a child’s chances of future life success is their academic results. Yet the biggest predictor of whether a child is likely to achieve good results is still linked to where they happen to have been born. Teach First is the only teacher training route with published evidence of a direct link between our teachers and improved GCSE results.

Only one in three teenagers from low-income communities passes five good GCSEs, including English and maths, compared to twice as many of their wealthier peers. A significant factor in this is that pupils living in wealthier communities are more likely to attend a school that has a higher quality of teaching and leadership.

Independent research carried out by the Institute of Education found that schools working with Teach First improved their GCSE scores. Researchers compared the results of pupils in Teach First partner schools to those in similar schools without them (including those that partnered with us at a later date). At a school-wide level, they found that a GCSE student in a school with our teachers improved by one grade overall across their eight best GCSEs.

Perhaps more significantly, the report also concluded that the presence of Teach First teachers “raises the teaching standards of those who teach alongside them in the same department”.

By analysing the GCSE results of departments before partnering with Teach First, the study found that some departments were achieving GCSE grade performances that were 9% lower than other departments within the same school. Yet after partnering with Teach First, these same lower-performing departments then went on to outperform their counterparts by 16% within two years.

3 Here a “good” GCSE refers to a grade C or above achieved in 2015/16. Under the new GCSE syllabus this most closely equates to a pass mark of 4 or higher.

4 Matched panel data estimates the impact of Teach First on school and departmental performance, Allen and Allnutt, 2013.
It is therefore very likely that our teachers are not only having a direct impact by improving their pupils’ results, but may also be helping to raise the overall standard of teaching within their schools.

In addition to independent data, Teach First carries out its own research into the impact our teachers are having in the classroom. Our ‘Pupil Impact Data’ employs a range of innovative research techniques to monitor the progress, motivations and aspirations of pupils who have Teach First teachers. While this research is still in its infancy, early results from our anonymised ‘Pupil Progress Tracker’ are promising, suggesting that pupils taught by secondary teachers on our programme make above nationally-expected progress every year.5

Similarly, our early ‘iKnow My Class’ online pupil survey results are also encouraging, with over 45,000 pupils engaging with the survey annually. The latest data reveals that 74% of pupils agree with the statement ‘The teacher never gives up on me’ and 79% of pupils agree with the statement ‘My [Teach First] teacher sets me challenging work’.

Teach First is committed to exploring and developing these research techniques in order to monitor the progress and wellbeing of our pupils as accurately as possible, and to ensure our understanding of our teachers’ impact is as comprehensive as it can be.

“WE’VE BEEN WORKING WITH TEACH FIRST FOR SEVEN YEARS. THE DIFFERENCE THEY MAKE IS HUGE.”

Headteacher, West Midlands

Previously underperforming departments outperformed their counterparts by 16% within two years after partnering with Teach First

5
Pupil Impact Results 2015/16, Teach First (expected progress refers to two National Curriculum sub-levels as measured prior to 2016/17).
Teach First is immensely proud to have played a leading part in London’s educational transformation. However, challenges still exist in communities that simply don’t have access to the same opportunities and networks available to those in the heart of the capital.

For years, London was one of the worst-performing areas in the country in terms of outcomes for pupils from low-income communities. Today, it is one of the best-performing areas. Independent research carried out by the Education Development Trust (formerly the CfBT) and the Centre for London identified Teach First as one of four key factors in this transformation.6

Today, our trainees and former trainees account for 7% of all teachers working in schools serving low-income communities in inner London.

Nearly 900 former Teach First trainees are currently working in middle or senior leadership positions in London schools.

57% of the capital’s young people on free school meals leave school with basic school grades. This compares to 41% of pupils from similar backgrounds across the rest of England.7

However, our success in London’s secondary schools was just the start of our journey. The face of educational inequality is changing and the schools facing the greatest challenges are increasingly spread across the country in what have been coined social mobility ‘cold spots’. These are the areas that don’t tend to attract talented individuals to teach and lead in their schools, and where other support and opportunities may be lacking. We are already targeting our work here, and will increasingly shift our focus to these communities of greatest need in the years ahead.

We’ve been working with schools outside the capital since 2006. Within ten years of this expansion, two thirds of our trainees were teaching in schools outside of the capital – up from 50% in 2011. We began partnering with primary schools in 2008 and now work with schools in every region of England and in Wales.

7% of all teachers working in inner London’s low-income communities are Teach First trainees or former trainees


7 Level 2 and level 3 attainment by young people aged 19 in 2015, Department for Education, 2016.
Crucially, we now place our teachers in schools that are truly at the coalface of educational inequality, with our trainees committing to teaching wherever the need is greatest. It is in these areas where our teachers can make a lasting difference to the future of young people.

Therefore, it’s in these cold spots where our teachers are making the biggest impact. Headteachers leading schools in these areas are more likely to report that their Teach First teachers have a more positive impact on pupil outcomes compared to other trainees in more connected areas.
Tom Beveridge loved living and teaching in London after completing Teach First’s training programme, but after swapping the capital for the West Country, he is now Head of The Dean Academy in Lydney, Gloucestershire.

“When I took on the headship of a school in a small, run-down Gloucestershire town in September 2016, the school was in special measures, the student roll had fallen and there had been a high leadership turnover.

But the biggest problem it had was the recruitment and retention of teachers: Lydney is a 19-mile drive from Gloucester, 40 miles from Cardiff and 25 miles and a toll bridge fare from where I live in Bristol. Yet I could see that the school and its students had such enormous potential.

My first year at the helm was incredibly eye-opening with many ups and downs. But we have had some encouraging inspections and are about to welcome our third and fourth Teach First trainees.

So how do we prise more successful teachers away from the cities and into more isolated areas? It’s easy to see why some people hesitate – after eight years of working in London schools I certainly did. But, when it came down to it, I returned to the fact that the young people here deserve a better deal. And my fears about working here turned out to be unfounded – the school is only 35 minutes from my home in Bristol.

Schools in isolated communities like this need our support. And, often, they’re not as far away as you think.”
Since our inception, Teach First has recruited and placed over 10,000 teachers in the country’s most challenging schools in every area of England and in Wales. While our teachers currently account for around 5% of the total number of new teachers trained in England every year, they account for around 20% of the total number of newly-qualified teachers working in schools serving low-income communities.

STRENGTHENING THE TEACHING WORKFORCE

WORLD-LEADING TEACHER TRAINING

At the very heart of Teach First’s approach is our two-year Leadership Development Programme, through which we recruit and train talented individuals to teach and lead in the country’s most challenging communities.

Delivered in close partnership with universities and schools, our training was graded ‘outstanding’ by Ofsted in 41 out of 48 categories. This result followed our latest inspection in 2015, which took our early years and primary work into consideration for the first time. Inspectors highlighted the significant impact that Teach First, our university partners and teachers are making in transforming schools.

The latest figures also show that 91% of our trainee teachers achieve Qualified Teacher Status, and 99% of those who qualify achieve a ‘good’ or ‘outstanding’ grade.

Schools are our most important customers. And the schools who work with us, rate us. Our most recent survey of our partner headteachers revealed that more heads than ever are likely to recommend Teach First:

89% are likely to recommend Teach First

92% believe that our trainees make a valuable contribution to their school
While we’re proud of the national recognition our Leadership Development Programme has achieved, our ambition has always been for our training and support to become world-leading. In 2017, we introduced the biggest changes to our training programme since its foundation in 2003, after winning a competitive contract from the Department for Education. The changes were informed by years of studying global research and reviewing feedback from Ofsted and our trainees, school and university partners.

The new programme – through which our teachers work towards a new two-year Postgraduate Diploma in Education (PGDE) – fully integrates teacher training with leadership development. It provides trainees with an enhanced support and mentoring structure to further aid retention, improve the success of our teachers and ultimately improve outcomes for children. Increasing the rigour and specialism of our teachers, the new PGDE qualification is worth double the academic value of a standard PGCE and enables it to be easily topped-up to a Master’s Degree, further boosting the attractiveness of teaching.

The new programme has been designed and developed with innovative and academically-demanding university partners. By encompassing the very best global research in how to train teachers, the new programme provides our teachers with an even greater understanding of the key skills they need. We’ve increased the focus on classroom and behaviour management, assessment, and planning, to ensure they are more classroom-ready than ever before by the time they start as full-time teachers each September.

Providing good return on investment for schools and for the public is incredibly important to us and the new programme offers even better value for money. This has enabled us to deliver a 15% saving to government compared with our previous contract.

“TEACH FIRST PARTICIPANTS ARE THE LEADERS OF THE FUTURE AND SHOW COMMITMENT TO THE LONG-TERM FUTURE OF THE COMMUNITY.”

Headteacher, Yorkshire and the Humber
We believe teaching is a life-changing profession, and we are proud of the role we’ve played in helping to challenge and transform its reputation into a top career choice.

In 2003, our Leadership Development Programme entered The Times Top 100 Graduate Employers list at number 62. Within 15 years, teaching in low-income communities became the fourth most prestigious career choice for new graduates, making us one of the biggest graduate recruiters in the country.

But just because our programme attracts highly talented graduates and career changers doesn’t mean that our teachers don’t reflect the communities they serve. Indeed, we are so passionate about our belief that an individual’s background shouldn’t limit their potential that our assessment process is carried out on a bias-free approach. This means that our recruiters never see the names, socio-demographic or educational profile of our applicants until they are invited to our rigorous assessment centre.

Out of our most recent intake of trainees ...

- 40% were the first in their families to go to university
- 25% attended a Teach First-eligible secondary school
- 15% were from black and minority ethnic groups – twice as many as the current teaching workforce
- 22% were eligible for Educational Maintenance Allowance and/or free school meals
- 9% identified as Lesbian, Gay, Bisexual or Transgender (LGBT)
- 16% told us they had a disability
How do you go from being a teenager who hates English to the deputy head of a school’s English department in less than ten years? Teach First teacher Laurell Milton has done just that, and is now teaching pupils in the same corner of south London in which she grew up.

“I always thought I hated English. It wasn’t until after my GCSEs that, with the help of some great teaching and a Teach First mentor, I realised how English is relevant to so many different subjects and I ended up studying History and Literature at the University of Essex.

As I approached graduation, joining Teach First’s training programme to help other young people fulfil their potential seemed like the natural next step, and I started as a trainee English teacher at Harris Academy Peckham in 2014.

It’s undoubtedly the most challenging thing I’ve ever done, but I love the pace of the work, I’ve developed so many skills and I am never, ever bored.

Loads of my pupils still can’t believe I grew up in Peckham, just like them. They’ve grown up thinking that the options open to them after school must be limited; after all, you don’t hear successful professionals speaking Jamaican Patois. I try and help them to understand how they can apply their experiences and talents to a whole range of future education and career options; after all, that’s what I had to do. So having this shared experience has really helped me to help them.”
Teach First believes that strong leadership is fundamental if we want every child to have the opportunity to reach as high as their talents allow.

By building a movement of leaders who are committed to ending educational inequality both inside and outside of the classroom, we know we can change things.

After three years in the classroom, Teach First teachers are twice as likely to teach in schools where at least 55% of pupils receive free school meals compared to teachers from other training routes.

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8 The careers of Teach First Ambassadors who remain in teaching: job choices, promotion and school quality, Allen, Parameshwaran and Nye, 2016.
Teach First teachers commit to teaching for at least two years, but the majority remain in the classroom for longer. Crucially, evidence shows that our teachers are twice as likely to stay in schools serving low-income communities three years after embarking on their careers.

Because our programme inspires a lifelong commitment to ending educational inequality, we are beginning to see a trend of former trainees taking a break from teaching before returning to the profession later in their career.

58% of our former trainees are currently working in a teaching role
66% of those in teaching teach in schools serving low-income communities, where recruiting teachers is hardest

63% of those who have completed our teacher training since 2003 stay in the classroom for a third year
Over a third of our former trainees who are now headteachers returned to the profession after gaining experience elsewhere
Research carried out by McKinsey on behalf of Teach First and Ambition School Leadership revealed that, by 2022, schools facing the greatest challenges may need up to 10,000 more middle and senior school leaders; this is equivalent to one missing leader in every school in a challenging context.®

According to a National Association of Headteachers survey, over 30% of adverts for headteacher positions in 2015 received zero applications.

Of our 5,627 former trainees...

28 are now headteachers

280 are in senior leadership roles in schools

1,135 are in middle leadership roles in schools

and 1,885 others are still teaching

9 The School Leadership Challenge 2022, Teach First, Teaching Leaders and The Future Leaders Trust, 2016.
Teach First actively encourages its trainees to take up school leadership positions once they complete the programme, and we run a dedicated ‘School Pathway’ scheme designed to support and accelerate their progression into school leadership positions.

Salary data also suggests that Teach First teachers are taking on additional responsibilities and more middle leadership positions, earning an average of £3k and £6k more than their counterparts by years 3 and 5 respectively.\(^8\)

Independent research shows that former Teach First trainees are seven times more likely to be in senior leadership positions in schools than teachers following other routes into teaching.\(^8\)
After completing Teach First’s teacher training programme, Mei Lim spent a few more years in the classroom before moving overseas to pursue her academic studies. But it was those very studies that drew her back to the UK and back into teaching – and teaching an entirely different age group.

“After completing the Teach First programme in 2008, I spent a further four years in secondary schools before moving to Berlin to study a Master of Public Policy degree. During my studies I realised that, if I wanted to have the greatest possible impact on children’s lives, I needed to go back into teaching and switch to the primary phase, because this is where you can really shape the whole course of a child’s educational journey.

I joined Weyfield Primary Academy in 2014 and was appointed Headteacher in 2016. The school serves a disadvantaged community where there are above average numbers of pupils with special educational needs and who speak English as a second language, and many experience challenging circumstances at home. It is therefore a real privilege to lead a team of professionals who are committed to changing these children’s lives, cultivating in them a lifelong love of learning and ensuring they have opportunities to develop as young people and make positive choices about their future. In an increasingly challenging environment it’s important not to lose sight of the bigger mission of addressing social disadvantage.

Having access to a network of Teach First headteachers has been invaluable for this very reason and I feel so empowered and lucky to be able to work alongside them towards achieving our common goal.”
Fiona McGregor had never even heard of Hartlepool when she was allocated her Teach First school there in 2011. But after proving herself as a talented leader in the North East for over five years, the area is now well and truly her home.

“When I received the phone call from Teach First to say they had placed me at a school in Hartlepool, I knew it was going to be interesting as I had never even heard of the town. I’m from Scotland, and my initial plan was to head back there after completing my two years on the programme, but I decided to stay on to see my pupils through to their exams in Year 11.

During my time there I benefited from numerous Teach First CPD and mentoring sessions, in addition to attending their school leadership retreat and taking part in their School Pathway scheme. Thanks to these opportunities, when a quick succession of leadership opportunities presented themselves I was well-placed to make the most of them. By the time my class reached Year 11, I was also their Head of Year, leading a staff of 30 within the school.

I loved Hartlepool, the school and its students, but in 2017 I couldn’t resist the opportunity to take on a new challenge within another crucial Teach First community, and headed further north to Gateshead. It meant taking a major demotion, joining Thomas Hepburn Academy as a science teacher, but within six months I’d been promoted to Assistant Principal. And that’s the thing about Teach First partner schools; there are so many leadership opportunities for the right people with the right ideas, and you’re really pushed and supported to succeed.

The North East itself is such an excellent area to live in; with a fantastic mix of beautiful countryside and vibrant cities, there really is something for everyone here.”
Educational inequality is too deeply-rooted a problem for teachers and school leaders to solve on their own. To have the broadest impact, we believe that there needs to be a pipeline of socially-motivated leaders who are working across society to push for change from all directions.

Having taught in schools for at least two years, our teachers have witnessed first-hand the many injustices of socio-economic disadvantage. Teach First is committed to giving its former trainees our support, but our focus is on those careers which can have the most impact on contributing to our work to end educational inequality.

In addition to the School Pathway scheme for those committed to staying in teaching, we offer support for those interested in working for vision-aligned charities, social enterprises, education policy and research. Hundreds of former trainees have already been given additional support as a result of these initiatives, giving them access to a range of events, work placements and shadowing opportunities to develop their skills and further their careers.

By supporting our former trainees in this way, we are helping to create a pipeline of socially-motivated leaders who are excellently placed to remove the many barriers to social mobility that frustratingly persist in our country.

As the number of teachers who complete our training programme swells year-on-year, so does the collective impact they are having in a range of relevant careers in the classroom and beyond.

243 375 624 869 1,252 1,793 2,248

22% Teaching – leadership
31% Business
20% Teaching

Total number of former trainees per year
Thousands of our former trainees remain in the classroom, but many others now work in all manner of influential roles across all areas of society.

Some have, with the support of the Teach First Innovation Unit, founded new charities and game-changing social enterprises which tackle the challenge of educational inequality in a variety of ways. In 2016 alone, over a quarter of a million young people benefited from one of Teach First’s supported social enterprises.

Other Teach First alumni continue to address the problem through their work in government, business and other not-for-profit organisations.
Midway through his time on the Leadership Development Programme, Patrick Curry was offered a civil service role, which he took up upon completing his teacher training.

“I loved the buzz of teaching a class, but when I was offered the civil service role I saw it as a good opportunity to see things from a different perspective.

Since joining the civil service I’ve worked in numerous roles across the Treasury, Downing Street and, now, the Department for Education where I’m Deputy Director of the Education Funding Group.

My experience in the classroom – and as a school governor – has been really valuable throughout, providing me with motivation and perspective of what you’re trying to achieve and helping teachers to do the best possible job.

I’m part of the Department for Education’s internal ‘teachers’ network’ along with other former Teach First teachers, which acts as a sounding board for the policy team when they want insights from those who’ve worked on the ground.”
Former Teach First trainee and social entrepreneur Tom Ravenscroft spotted a vital skills gap among his business students when he began the Teach First programme. With the support of Teach First’s Innovation Unit, he successfully scaled his unique enterprise-based teaching approach beyond his own classroom.

“I hadn’t even heard the term ‘social entrepreneurship’ before Teach First sent me along to a lecture on the subject.

It was 2009 and I’d been teaching in a school in east London for two years on the Teach First training programme. I’d gone into the job with what I now realise was a naïve assumption that, in addition to developing academic learning skills, my students would also be developing the interpersonal, communication and problem-solving skills they would need to be successful after school.

But when it became a struggle to even get my students to put their hands up in my class to suggest ideas, I quickly realised this wasn’t the case, and that there was a huge gap in my students’ readiness for life. So I developed a new approach to teaching to help my pupils build these skills and gain valuable experiences in as rigorous a way as other academic learning. We combined regular enterprise lessons with trips to employers, supported by lots of teacher training and tools to help assess and develop the enterprise skills of students.

When I won an award for my work, Teach First helped me to see that I might be able to turn my ‘enterprise skills’ approach to teaching into something that could benefit students beyond my own classroom.

They sent me along to that lecture, supported me to attend a training programme and gave me access to role models, advice and support structures that most social entrepreneurs could only dream of. Enabling Enterprise was formally established in 2010 and, as a Teach First Innovation Partner, we now work with tens of thousands of students in hundreds of schools all over the UK every year, connecting them to dozens of employers. We are currently building a network of like-minded organisations in order to embed these enterprise learning techniques at a systemic level.”
Training great teachers and leaders is vital, but there are many other ways that young people from disadvantaged backgrounds can be helped to fulfil their potential. Supporting pupils to make confident decisions when they leave school – and empowering teachers to support their pupils to make these choices – is hugely important.

It would be easy to assume that, if young people succeed at school and get good grades, they should be able to go on to achieve anything they want. But, unlike their wealthier peers, when a poorer young person does well at school, their chances of reaching as high as their talents allow remain limited, purely because of where they happen to have been born.

Only 11.5% of children from low-income backgrounds who achieve level five in English and maths SATs tests at age 11 make it to an elite university. If they progressed at the same rate as a child from one of the least-deprived families, that figure would be nearer 40%.

This is why it’s so important to provide a range of support to schools and young people to remove these barriers, and make sure they have access to the opportunities, advice and support to fulfil their potential.

The difficulty young people from low-income communities face in accessing opportunities is why only 4% of doctors, 6% of barristers, 11% of journalists and 12% of solicitors have working-class origins.

It's clear from the statistics that giving young people a fair chance in life isn't just about grades. Whether a young person chooses to go on to study a degree in history, undertake an apprenticeship, become a vet, train as a dental assistant or start their own jewellery business, they require the knowledge and skills to get there, and to help them thrive and succeed once they do get there.

Yet the reality is that careers and employability education still lacks the kudos, priority and resources it so desperately needs, and 69% of businesses think secondary schools aren't effective at preparing young people for work.

Thankfully, because of the generous contributions of our supporters, we are able to pioneer initiatives to tackle this problem. Teach First launched its Careers and Employability initiative in 2015, to focus on the distinct role of teachers and the needs of pupils from low-income backgrounds.

The most intensive element of our work is our Careers and Employability Leadership Programme, which aims to transform careers and employability provision in schools by training middle and senior leaders to design, implement and lead a whole-school careers and employability strategy.

Research shows that the schools with the best careers provisions have strong buy-in and strategic direction from senior leadership, enabling a truly whole-school approach to shape careers guidance in schools for many years to come.” The Careers and Employability Leadership Programme, which is currently being expanded after a successful pilot, exists to both create these careers leaders, and to raise the quality and status of careers provision and leadership.
The road to gaining a place at a good university, beginning a career, embarking on an apprenticeship or progressing to another post-school pathway is a difficult one for any young person to navigate.

However, young people from poorer families are three times more likely than their wealthier peers to find themselves without such opportunities, because there are significant barriers standing in their way from the very outset.

The university access gap is stark:

- 24% of pupils eligible for free school meals progress to higher education, compared to 42% of non-free school meals pupils.¹²

- 1 in 20 disadvantaged pupils go on to a Russell Group university – less than half the proportion of other pupils.¹³

- While a private school student has a 1 in 20 chance of gaining a place at Oxbridge, state school students from disadvantaged backgrounds have just a 1 in 1,500 chance.¹²

- Even when young people from low-income backgrounds do well at school, they are still less likely to get a place at the most prestigious universities. Among those with the GCSE grades to access Russell Group universities, there is a 6.8 percentage point gap in progression rates between poorer pupils and their wealthier peers.¹²

BRIGHTER FUTURES

Over 2,000 young people have benefited from the Futures programme

Since 2011 we’ve helped 40 young people to secure an Oxbridge place through our Oxbridge Support Programme
With the backing of our supporters, one of the ways Teach First prepares young people to overcome these hurdles is through our Futures Programme, which is aimed at young people from groups traditionally under-represented at university. This includes pupils with parents who have not attended university, or those who have claimed free school meals.

By connecting disadvantaged pupils with experienced mentors to guide them through their options, the programme helps a young person to make informed and ambitious decisions about their future, secure a place on the route that is right for them and possess the skills and mind-sets that will help them succeed throughout their lives.

Across all those employed in top jobs three years after graduation, privately-educated graduates earn £4,500 more than their state school counterparts.¹

Graduates from low-income backgrounds continue to face disadvantages despite making it as far as higher education, earning on average 10% less than their wealthier peers.¹⁴

85% of Futures pupils successfully progress to university – the same rate of progression as pupils from independent schools¹

39% of those attend a Russell Group university – higher than the rate for non-selective state schools¹

¹ State of the Nation 2016, Social Mobility Commission, 2016.
¹³ Destinations of key stage 4 and key stage 5 students: 2015, Department for Education, 2016.
When Sara moved to England from Jordan aged just six, she couldn’t speak a word of English. As her frustrations in the classroom grew, her behaviour plummeted and she was almost excluded from school. Yet now she’s studying history at the University of Oxford. Here’s how she got the help she needed to turn things around.

“When I was six, my father secured a job in England. It was an exciting time for our family, but when I arrived at primary school I couldn’t speak a word of English.

Learning a new language was incredibly difficult, so when I couldn’t understand what teachers were saying I thought I was stupid and I began to misbehave, to the extent that I was nearly excluded.

But my teachers saw beyond my behaviour and recommended me for Teach First’s Futures programme.

You can imagine my surprise when my Futures mentor suggested I apply to Oxbridge. No one in my family had even applied for university before, so we were totally unfamiliar with the system and I was really scared about being rejected.

But it began to seem like a real possibility when I was given the opportunity to visit Oxford to gain a real experience of life at university, and I realised I had nothing to lose. So I applied and I got the place!

I did the work and I deserve the results, but Teach First levelled the playing field for me, providing me with insights I would otherwise never have had the opportunity to gain and challenging me to aim higher and believe in myself.

I’ve got big goals for the future. I’d love to become a human rights lawyer, and maybe one day become an MP, to fight injustice and help others less fortunate than myself.”
It takes time, persistence and determination to change the story of a child’s life. It can start with the dedication and leadership of a great teacher who inspires a child to work towards the future they want. But to have a truly transformative impact on the lives of young people living in low-income communities, the support mustn’t end there.

Over the past 15 years, through Teach First programmes, activity and support, we have trained an entrepreneurial force of over 10,000 diverse leaders. This increasingly influential movement has worked with colleagues to pioneer solutions to educational inequality in classrooms, schools, public policy and business that all challenge the notion that disadvantage determines destiny.

Teach First is incredibly proud of the progress we have made along with all our partners since 2002, but there is so much more to be done. We believe we are at the tipping point of achieving something extraordinary.
Teach First is incredibly proud of the progress we have made since 2002, but we believe we are at the tipping point of achieving something extraordinary. In the coming years, with the continued support of governments, schools, universities, businesses, foundations and philanthropists, we aim to:

- **Build our movement of teachers** and leaders who refuse to accept that disadvantage determines destiny. We will equip them with the skills to be effective in the classroom, and develop as leaders who can tackle educational inequality across all areas of society.

- **Extend our reach** into communities where social mobility hurdles are the highest and deepen our existing partnerships with schools in areas of high deprivation.

- **Work with our partner schools to increase attainment and support all pupils to reach their aspirations.** We will achieve this by increasing access to higher education and employment through our programmes such as Futures, and the Careers and Employability Leadership Programme.

- **Support and develop even more people who have completed the Teach First Leadership Development Programme to progress to leadership positions** in schools facing the most significant challenges, as well as within charities, policy and social enterprises.

- **Empower schools in disadvantaged communities to develop strong and effective whole-school approaches to leadership,** because experience and research shows that schools built around a single extraordinary leader struggle to sustain their success.

- **Mobilise our ever-growing community** of teachers, schools leaders, social entrepreneurs, policy makers and business people to act to end educational inequality, and ensure they are all more committed than ever before to making education fair. Therefore, in addition to recruiting more teachers, we will seek to better support and connect our alumni community, enabling talented, vision-aligned teachers and former teachers to work together to achieve extraordinary things in the classroom and beyond.

- **Heighten public awareness** of educational inequality and social mobility issues to ensure that the need for every child to get access to a brilliant education is at the forefront of the minds of the most powerfully-positioned to effect meaningful change.

- **Ensure that we have the resources and individuals we need to achieve all of these goals, and therefore grow our impact.** To do this we need to **secure support** from government, businesses, individuals and foundations who share our vision of a better education for all children.
None of the incredible things we’ve accomplished since 2002 would have been possible without the passion, dedication and commitment of every single one of our teachers and their colleagues who’ve supported them every step of the way. But, while training great teachers is at the heart of our work, they need support, connections and programmes to tackle the complex problems caused by poverty and educational inequality.

Teach First has ambitious plans to accelerate progress and grow and develop innovative solutions to combat these issues. Achieving significant growth in voluntary income through our network of dedicated supporters and funders is critical to our progress, alongside strengthening our work with governments and like-minded institutions, organisations and universities.

With the future becoming more uncertain and ever-changing by the day, our work to transform our country into one that offers every young person a fair chance of success is more relevant and urgent than ever before.

We know that achieving everything we need to achieve will be a challenge. But we also know that, with the right support, anything is possible.

“MY TEACHER WORKED REALLY HARD TO GET TO KNOW HER STUDENTS, AND THAT WAS WHEN IT ALL STARTED TO CHANGE.”
Former Teach First pupil and university graduate
Our work and its transformative impact on disadvantaged young people would not have been possible without the support of our partners. Their generosity and expertise have enabled us to found and develop innovative programmes, expand into new areas and ultimately help over a million children since 2002.

**Transformation Partners**
- Accenture
- Citi
- Credit Suisse
- Deloitte
- Goldman Sachs
- HSBC

**Platinum**
- AKO Foundation
- Bank of America
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- Civil Service
- Clifford Chance
- DHL UK Foundation
- DONG energy
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- Fidelity UK Foundation
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- UBS
- Vodafone

**Careers and Enterprise Company**
- Dangoor Education
- Edge Foundation
- Independent Franchise Partners
- Moondance Foundation
- National Apprenticeship Service
- National Grid
We would like to thank our university partners for playing a vital role in the delivery of our Leadership Development Programme and enabling our participants to maximise their impact on the lives of young people from disadvantaged communities in England and Wales:

Bath Spa University’s Institute for Education
Birmingham City University
Canterbury Christ Church University
Cardiff Metropolitan University
Northumbria University
Sheffield Hallam University
UCL Institute of Education
University of Manchester

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