

Summer Projects 2018

Information for organisations
providing projects



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Summer Projects 2018

What are Summer Projects?

Summer Projects are internships. They take place during the month of August, when our community of talented leaders join new organisations to complete, or contribute to, a short-term goal or objective.

Teach First participants (our trainee teachers) and ambassadors (alumni of our training programme) provide a unique additional resource for your organisation. Having been successful in our rigorous selection process, and as part of the intensive Teach First Leadership Development Programme (LDP), these talented individuals have combined working, training and qualifying as a teacher with leadership training, coaching and mentoring.

Summer Projects are open to Teach First participants at the end of their first or second year on the LDP and Teach First ambassadors; mid-career professionals who have already completed the LDP. Approximately 60% of our ambassadors still work in schools, with the other half spread across a range of industries in the public, private and third sectors.



97% OF PROVIDERS STATED THAT THE QUALITY OF WORK PRODUCED WAS EITHER GOOD OR VERY GOOD

Why get involved?

Recruitment: This is an unbeatable opportunity. Participants and ambassadors are encouraged to explore their career options and progress into new positions, both inside and outside the classroom. We believe that to truly address educational inequality we need leaders in all fields and sectors.

Recognising the quality of our community, the country's most sought-after employers continue to offer projects that lead to employment offers.

Increase your impact: Summer Projects are about more than just getting things done. In the past, participants have helped engage corporate employees in fundraising events, designed successful funding bids for national charities and presented research proposals to government ministers.

Skills development: You will be helping our participants and ambassadors to develop new skills, increasing their impact in and outside of the classroom and ultimately helping to end educational inequality.

By providing a Summer Project, your organisation is supporting us to develop a generation of leaders who share a commitment to addressing educational disadvantage at a pupil, school and system level.

"We found the support and expertise that Jack provided completely invaluable. He brought a new perspective and new techniques that will greatly improve the quality of our service delivery as a charity."

Action for Conservation

How to submit a summer project

The process

This process is based on our experience of creating a fair and transparent process for all project providers and candidates. **We ask that it is strictly adhered to.**

1. Following an expression of interest from your organisation, a member of the team will be in touch. They will be your main point of contact throughout and will be able to provide guidance on the process and recruitment.
2. Your Summer Project contact will:
 - support you to design and articulate your project;
 - advertise and market your project;
 - collect applications on your behalf;
 - share applications with you for shortlisting.

We know that every provider's needs vary, so each support package is unique and designed with your individual needs in mind.

3. Applications are shared with you by close of business on 30 April 2018.
4. Interviews must be arranged outside of school hours and ideally in half term (28 May to 1 June). When the latter is not possible, candidates must be offered a Skype or phone interview. This is important to create a fair process for those not located in the same area as where interviews are taking place.
5. Your organisation is responsible for communicating offers and non-offers to successful and unsuccessful candidates within the specified timeline. This includes providing feedback when requested from a candidate.

Key dates



SUBMIT

22 January - 2 March 2018

Submit your project advertisements via the [Teach First website](#).



ADVERTISE

12 March - 22 April 2018

Project advertisements go live for participants and ambassadors to apply.



SHORTLISTING

30 April - 11 May 2018

Applications will be distributed so that you have an opportunity to shortlist applicants and invite them to interview. **Please inform those not shortlisted, that they have been unsuccessful, at the end of this period.**



INTERVIEW

14 May - 1 June 2018

Interview and selection process.



OFFER AND ACCEPTANCE WEEK

4 - 5 June 2018

Offer projects to successful applicants.

4 - 8 June 2018

Applicants must accept or decline offers by the end of this week.

A clearing round will take place between 30 April and 20 July 2018. Further details can be found on page 7.

Recruitment and selection guidance

The recruitment and selection process is completely managed by the organisation offering a Summer Project. It is therefore the responsibility of the provider to shortlist, interview, make offers and provide feedback where asked.

Key dates



Suggested way to approach candidates

Applicants often have a full time job working in a school, which might mean that answering calls during school hours is difficult. With this in mind, we ask that you call candidates and follow up with an email. Please give them 24-48 hours to reply.

Interview questions guidelines

The interview process is at the discretion of the provider organisation. We suggest that candidates are asked four competency based questions, followed by two project specific questions. Scoring should be as per HR guidance in your organisation.

Process for offering and informing unsuccessful candidates

In order to ensure a positive experience for all, we ask that you inform unsuccessful candidates of the outcome. This must be done both after shortlisting, and finally by 8 June after interviews have taken place. We've provided an email template you may like to use overleaf.

Induction

Successful candidates should receive an induction to your organisation and be given relevant support during this project to ensure they are best equipped to meet objectives and develop.

We recommend that the induction includes:

- a full overview of the project, agreed objectives, timelines, and the desired outcome
- meetings with key project stakeholders
- regular check-ins to ensure the intern is on track and fully supported with their work
- a final review meeting.

How to design your summer project

Our top tips for designing a project

Follow our guidance to ensure a clear, eye-catching, and high impact Summer Project.

1. Have clear deliverables and objectives;
2. Create a challenge;
3. Have one supervisor / contact point;
4. Make time for participants and ambassadors to learn;
5. Ensure a good induction;
6. Plan to make the most of the skills and knowledge of your intern;
7. Make it flexible enough to draw on the skills of the individual you recruit;
8. Create time for your intern to learn about career opportunities with you and how their existing skills and knowledge are transferable into your organisation / industry;
9. Expose them to areas of the organisation that connect with the social sector / education;
10. Give them opportunities to connect with you prior to the project and keep in touch afterwards.



The Fair Education Impact Goals

The Fair Education Impact Goals set out what needs to be achieved by 2022 to help ensure that no child's educational success is limited by their background. The five Fair Education Impact Goals are:

1. Narrow the gap in literacy and numeracy at primary school
2. Narrow the gap in GCSE attainment at secondary school
3. Ensuring that young people develop key strengths including character, wellbeing and mental health they need to support high aspirations
4. Narrow the gap in the proportion of young people taking part in further education or employment-based training after finishing their GCSEs
5. Narrow the gap in university graduation, including from the 25 per cent most selective universities

Make your project stand out

If the content of the project is right it will sell itself. Our team has a lot of experience in helping organisations make their projects appealing to participants. If you would like support, please contact us at summersprojects@teachfirst.org.uk.

Here are some points to get you started:

- Avoid jargon;
- Be as specific as possible;
- Explain how your organisation or the project contributes to addressing educational inequality;
- Consider the competition and demonstrate how successful candidates can progress, make an impact, or gain / share influence through your project;
- Be clear about what key skills or knowledge areas participants will learn during the project;
- Outline your motivation for providing a project, for example recruitment purpose, to meet your organisational goals etc.

A strong motivator for many of our Summer Project participants is the chance to address educational inequality in a new context. If your project links to our key areas of focus, please ensure this is highlighted in your project description.

Once you know what your project will look like, visit teachfirst.org.uk to submit the details via our online [project submission form](#). Projects will be advertised to participants from 12 March 2018. The Summer Projects team will contact you prior to advertising if they have any questions regarding your project.

Project submission opens on **22 January 2018** and closes on **22 March 2018**.

Clearing Process

The clearing round will offer the opportunity for project providers to re-advertise any projects that have not been filled during the first phase of applications. Providers will be contacted to gather outcomes and requests to re-advertise. Clearing round dates are detailed below.

Key dates



CONFIRM PROJECTS TO RE-PUBLISH

Teach First will contact providers after the initial application deadline

23 - 27 April 2018



ADVERTISE

Projects go live for participants and ambassadors to apply

30 April - 24 June 2017



SHORTLISTING, INTERVIEW & SELECTION

Shortlist applicants, invite to interview, conduct interviews

25 June - 13 July 2018



OFFER AND ACCEPTANCE WEEK

Offer projects to successful applicants. Participants and ambassadors to accept or decline project offers by the end of this period

16 - 20 July 2018

Email template for informing unsuccessful candidates

Dear [Name]

Re: Vacancy for [Position title]

Thank you for [attending the recent interview on [date of interview]/applying] for the position of [position title].

I have now had the opportunity to consider all of the candidates against the criteria we have specified for the job. The decision has been a difficult one, as the overall standard of candidates was high. After careful consideration I regret to inform you that on this occasion we have decided not to progress your application any further.

If you would like feedback from the interview, please don't hesitate to contact me on the number above.

Thank you for your interest in [company name]. I wish you every success in your future career.

Yours sincerely

Important information

Important information

Summer Projects should last between one and three weeks. Two-week projects tend to be the most popular because all participants and many ambassadors are committed teaching professionals who often have additional training requirements during the summer.

It is a legal requirement that organisations pay at least the National Minimum Wage (NMW) to a participant or ambassador for the duration of their project. We recognise, however, that in limited circumstances, the activities undertaken by Summer Project participants will include only work shadowing or volunteering activity. In these situations the participants will not need to be paid NMW, although we ask that you cover reasonable travel expenses.*

The payment available to Summer Project participants during their placement with you should be made clear on the project advert. A number of project providers have offered remuneration above NMW in the past and it is worth taking this into consideration.

By taking part in the Summer Project process your organisation is agreeing to provide us with the names of participants and ambassadors who:

1. Apply for a project
2. Are offered and accept a project
3. Accept any job opportunity you may choose to offer them following the project

This process will enable us to identify individuals who accept multiple, conflicting projects. Whilst this rarely happens, we work to avoid it so that you do not end up with an unfilled project.

* The determination of whether to pay NMW to Summer Project participants rests with you as the placement provider, and in the event that a court or tribunal finds that you wrongfully withheld NMW, Teach First will be unable to take any responsibility or liability for this.

Other opportunities

If you would like to advertise job vacancies or volunteering roles (such as trustee, mentor, or school governor) to our ambassador community via our internally secure website, please submit details via this [online form](#).

Help us ensure that all children have an excellent education, regardless of their background. If you would like to discuss opportunities for your organisation to support our work please contact Martyn Caddick, Head of Corporate Relations: MCaddick@teachfirst.org.uk

To find out more about Summer Projects, please visit: teachfirst.org.uk.

If you have any questions regarding the programme, or would like to discuss how you can get involved, please email summerprojects@teachfirst.org.uk to register your interest.

Expectations

Provider expectations

We have set the expectations below to ensure we offer a fair process to all project providers and trainees.

- **Please adhere to timelines. This includes the recruitment and selection period:**
 - Make sure that all interviews are conducted outside of school hours either in the evening or during school half term (28 May to 1 June). Applicants located outside of your local area should have the option to be interviewed via phone or Skype if the interview is outside of half-term. We recommend that you include interview dates and locations in your project advert.
 - All those not shortlisted for interview must be informed by Friday 11 May, and those unsuccessful at interview by Friday 8 June.
- **Respond to all applicant questions.** Any questions asked by a candidate should be answered in a timely manner, this is also an expectation for applicants.
- **Only make offers during the offer period (4 to 5 June).** The dates have been set to ensure a fair process for all. Candidates have been told not to accept or decline offers before this period, and will give final answers by 8 June. Please inform both successful and unsuccessful candidates within this period. This can be either by email or phone call.
- **Support candidates with initial induction and necessary training throughout their project.** This is a development opportunity for them to become better leaders.
- **Make any promised payment within two weeks of project completion date.**
- **Honour a reference if requested.**
- **Provide feedback if requested.**

Participant expectations

We also set out expectations to our Participants and Ambassadors, these are listed below for your information.

- **Apply for projects before close of play on the deadline.**
- **We recommend that you apply for no more than five Summer Projects.** Providers will be looking for a high quality application and so advise that you take time and tailor each application accordingly. This will increase your chance of progressing through to the interview stage and hopefully securing a project place with your preferred organisation.
- **If you can no longer undertake the project, inform the provider as soon as possible,** even if you are yet to be invited to an interview.
- **Reply to all communication from project providers within the given timelines,** this includes: Accepting or declining interviews; Returning phone calls/voice messages; Accepting or declining offers. As with any professional interaction this is important and a basic requirement.
- **Provide feedback** on the Summer Project process in the post project survey.
- **Don't feel you have to accept your first Summer Projects offer.** Wait until all offers have been received and take your time to decide which project will best suit your professional development.

Previous project examples

Deloitte

Consulting Summer Project

Project teaser/summary:

Consulting Summer Project at Deloitte offers exposure to client work, the opportunity to develop core consultancy skills and an insight into life in Consulting.

Project description:

Over the course of two weeks successful applicants will gain exposure to client work, business and practice development with senior members of staff. You will have the opportunity to develop core consultancy skills whilst also gaining an insight into life in consulting at Deloitte. Deloitte provide expertise and insight through their consulting practice to clients in the private and public sectors and across a huge variety of industries, both within the UK and overseas. Deloitte has been a supporter of Teach First since 2005, and has developed this sponsorship into a collaborative working partnership in order to positively impact on the Teach First mission of addressing educational disadvantage and improving the lives of children in schools in challenging circumstances. During the Summer Project participants will develop in the following areas:

- Awareness of consultancy at Deloitte
- Gain a full insight into our profession and culture
- Development of core consulting skills, in particular:
 - Development of communication, and team working skills in a business environment
 - Research skills and ability to analyse material
 - Presentation skills
- Opportunity to broaden network

Candidate criteria:

Minimum achievement of 2:1 at university and must have a B grade or above in GCSE mathematics and C grade or above in GCSE English. Must have at least 320 UCAS points at A Level; an interest in Consulting; an awareness of Deloitte's work, including previous experiences and client solutions; the ability to write clearly and concisely and use

empirical data to support an argument; a good communicator and team worker, but able to work independently too; willingness to take on responsibility, and the ability to use the Microsoft Office software suite.

IntoUniversity

Project teaser/summary:

Review and develop IntoUniversity's primary school programmes to introduce more effective techniques and resources enhancing assessment for learning.

Project description:

IntoUniversity support young people from disadvantaged backgrounds to achieve their potential. Our after-school Academic Support Programme provides free tutoring and support to primary and secondary students in a stimulating classroom environment. Each centre delivers a carefully considered curriculum based on university topics to help improve numeracy and literacy whilst developing important study skills. The intern who secures this specific project will be involved with exploring and designing how we can embed assessment for learning into our primary curriculum. This curriculum is used after school and enables students to develop their study skills, broaden their academic interests and raise their attainment at school.

- Review current curriculum materials
- Further develop resources to allow for more effective assessment for learning
- Design some new curriculum material
- Sharing knowledge on assessment for learning across the network

Candidate criteria:

Experience of creating and developing academic resources for either primary or secondary students, particularly activities which support development in numeracy and/or literacy. Experience working with primary or secondary students in a classroom setting. Knowledge of the national curriculum, SEN and EAL.

Family Links

Project teaser/summary:

"To me, education is about a child being ready and wanting to learn and a great teacher being able to engage and inspire them. Everything else is just an enabler" Justine Greening, Feb 2017.

Project description:

At Family Links and the Nurturing Schools Network, we believe that both children and their teachers need to have good emotional health and be equipped with social and emotional tools in order to learn effectively. Children will only be ready and want to learn if they have self-confidence, a sense of agency and skills to work with others. Teachers will only be able to engage and inspire children if they too are well in themselves. We are currently developing our offer to schools and would like to have a more in-depth understanding of other organisations working in this field. This project will have two aspects:

1. Undertake a market analysis. Mental health in schools is rightly high on everyone's agenda. However, whilst much of current policy emphasises the treatment of mental illness, the Nurturing Schools Network takes a preventative, assets based approach to emotional health. We would like to understand more about other organisations working in this field- including, but not limited to, organisations that offer: PSHE delivery, teacher wellbeing interventions and whole school approaches to mental health. What is their approach? How much do they charge? Who do they work with and is it on a national/ regional scale?
2. Mapping schools and best practice We want to better understand how schools are approaching the emotional health of their staff and students internally. Where are there examples of schools who place Social and Emotional Learning at the heart of their approach? Which schools are working together? Formally/informally? If part of a trust or academy chain, how are they choosing to spend their money?

Wider communication

Press releases

We're delighted that in recent year's some project providers have chosen to talk about their Summer Projects in the press. Last year Coppafeel spoke about the invaluable support they received from participant Grace Armatage in [this article in the Sun](#).

If you are planning on publicising your Teach First Summer Project, please contact us to let us know. We're happy to support you with this, and provide you with any details you may need about the programme.

Case studies

We also encourage you to share case studies about your Summer Project experience with us. These help us give other potential providers a better idea of what Summer Projects are like, and they also give participants a specific look at your organisation.

You can find examples of case studies on the next few pages. If you are interested in sharing a case study with us, please get in touch by emailing summerprojects@teachfirst.org.uk.

Social media

In the lead up to and throughout the Summer Project period we broadcast from our social media accounts to give support to participants and project providers, and raise awareness of the good work taking place.

Please search #TFSP18 to engage with our posts. We encourage you to use the hashtag in your social broadcasts.

Post project survey

When the Summer Project period is over, we will email you a survey to complete. We hope you will take part in the survey so we know what went well and what we can improve on for next year.

Last year, one of our participants was accepted for a Summer Project at Google. Emilee Bunker at Google tells us about the internship they offered.

Why did you get involved with Summer Projects?

Google offers summer projects to support Teach First in recruiting computer science teachers by offering the opportunity to work on various computer science and education-related projects for two weeks.

What are the benefits of being involved?

Completing a summer project with Google allows participants to receive greater insight into the many programs Google is offering to support teachers and students. Additionally, the program allows Google's teams to gain insight into the challenges and opportunities faced by educators and students.

How does a Summer Project with Google help Teach First participants and ambassadors to develop new skills and experiences?

Summer projects with us allow participants and ambassadors to work on a variety of projects across education-related teams at Google. Participants are matched to projects in line with their interests and skills in a variety of areas - from consulting, to project management, data analytics, presentations, technology, etc.

What kinds of projects did the Summer Project participants complete at Google?

Last year, participants completed projects across teams such as Engineering, Google for Education, Education Marketing, Pre-University Outreach, and Apprenticeship Programs. Examples of projects included scaling Google's Computer Science initiatives, improving professional development practices for computing teachers, researching the landscape of computing education in various countries, enhancing Google for Education's social media strategy, and more.

What do you think those who took part have learnt during their time with you that they take back to the classroom or beyond?

Google offers a variety of programs and concepts for teachers - from Mind the Gap, to CS First, to Expeditions, to Google's concept of "moonshots" - there is a lot that participants can bring to the classroom and beyond to impact student achievement.

What advice would you offer to any Teach First participants and ambassadors considering a Summer Project?

They should consider a project at Google if they're interested in "moonshot thinking" and challenging the status quo when it comes to CS education. A two week project with us will provide countless opportunities to gain unique perspectives, make connections across the business, and develop new skills to enhance student engagement.

Kieran Gates, a computing teacher from our 2016 cohort completed the Summer Project at Google. He shares his experience with us.

Google has such prestige so it was really a no brainer to take up a Summer Project opportunity with them.

It was an amazing experience to see how the subject and information I'm sharing with my students is used in real life. That was a fantastic takeaway which I could bring back to my students.

During my project, I worked with the education team at Google. My project looked at Google Apps, and how they can be used better by teachers and schools. It was a social media campaign, aiming to raise awareness of Google as an education company and increasing subscriptions to their products.

My school is completely integrated with Google Apps, but after my two weeks with Google, I took away a much greater understanding of Google Apps and how to use these to better effect. Using products like Google Sheets etc in a different setting helped me to think about how I could make those products more useful in the classroom.

In terms of new skills, I improved my team working - I had to work with a range of people both in the office and external to Google. My project involved a lot of market research, which is a new skill that I've gained.

When I started, I was set one project but I ended up doing three projects over the two weeks. I felt that the team genuinely appreciated the work I carried out.

The working environment was different to what I had expected. It's such a different vibe from the classroom, with flexible hours and relaxed dress code. Not only that, but the team I was working with were really supportive. I'm glad I got the chance to experience working for an organisation like Google!

Alex Kelly, an ambassador from Teach First's 2005 cohort, and CEO and Founder of Unifrog, describes his experience of taking on a Summer Projects intern.

Why did you offer a Summer Project?

We are a small organisation so it's hard for us to find the 'head space' to develop new ideas. And we also really value the insight that Teach First participants and ambassadors can provide – they understand schools and the education system, but they also often have an innovative outlook, so can come up with good ideas for how things in the education system might change. A Summer Project gives you access to a smart, committed person who is able to bring a new perspective and resource to your organisation.

What were the highlights from your Summer Project?

Matthew, our intern, was extremely focused on the project and saw it through from an idea to completion. The project was to build an online tool that helps students choose which Oxbridge subject and college to apply for. The real highlight is that Matthew's school likes the product so much that they've started using it. A number of other Teach First schools around the UK have also started to use it, and it's great to see such a positive reaction to something that he created.

How does a Summer Project with your organisation help Teach First teachers to develop their skills?

Matthew and I did quite a lot of planning before he actually started with us. This meant that we were able to firm up the objectives, and the road map to completion. When Matthew started, he worked very autonomously, just checking in with me occasionally. He had the space to have his own ideas, and I really enjoyed discussing some of the new things he came up with. Along the way he had to interact with various stakeholders – from students and teachers who fed into the designs, to our graphic designer who he had to instruct, and our programmers who critiqued his plans. Essentially he developed all the leadership skills you need to take a complex project involving a number of stakeholders from inception to completion.

Matthew Key, a teacher from our 2013 cohort, completed the Summer Project with Unifrog. Here he talks about his experience of the project.

This was my third Summer Project with Teach First, I previously completed projects with the Department for Education (2013) and was a Programme Leader on NCS: The Challenge (2014). I really enjoy the opportunity to explore professional development opportunities in a number of different sectors. Working in a range of environments allows me to not only sample working life outside of teaching, in a range of exciting and diverse areas, but also to apply skills honed in the classroom to other situations.

Alex and the team at Unifrog were fantastic communicators and were able to set me up on their online system quickly. This meant that, even though I did not begin my Summer Project until my school's academic term ended in July, I felt part of the team from as early as May. I believe the key with these projects is good communication and the ability to liaise regularly with your project provider; it's also important that your role is clearly defined early on if both participant and provider are to get the best out of the programme.

I was essentially given full autonomy over the project and so was able to really direct the vision and process of the task. Even as a Head of Department in a school I've seldom had such freedom to innovate and explore different ways to complete a task. The biggest skill I developed was patience. With a tool that will potentially be used by thousands of young, critical minds, the tool had to be perfect, and myself and the designers/developers spent a lot of time innovating in order to achieve this.

Having previously completed other Summer Projects I had an idea of what to expect from the project. That being said, each provider and, indeed, each project is different. Alex and the team at Unifrog offered me my most rewarding experience to date purely because of the level of trust they placed in me and the very high expectations they had of me. I like to think this was repaid as I was able to take the project from the conceptual stage right through to completion. The Oxbridge Tool is now a staple module of the Unifrog system and is currently being used by school children across the nation, including my own!

Emily Allen-Mersh, a teacher from our 2014 cohort, applied for a Summer Project with Oliver Wyman, a global management consulting firm, looking to broaden her horizons and get a taste for the corporate sector. We caught up with Emily to find out about her Summer Project.

How did you prepare for your Summer Project?

Initially I interviewed for three Summer Projects, so it was important that I had researched each organisation and prepared appropriately. Having experience as a Teach First teacher gave me a lot of material to be able to use in the actual interviews, I was able to draw on the positive and more challenging circumstances that I have been in and use these to respond to questions.

I kept in touch with the contact that I had made when interviewing, so I was able to email them to find out a bit more about what to expect. The first day predominantly focused on induction, and I was given an in-depth briefing on what the three week project would involve.

What did your Summer Project involve?

I worked with a team of consultants, supporting them to respond to client briefs. The role involved researching particular organisations, developing presentations, analysing information and feeding back to the project lead on my findings. I was involved with a number of different projects during my time there, for example supporting a banking client with finding ways to improve their financial processes. It was a really varied opportunity.

What have you learnt?

The confidence that the role gave me is certainly going to help me in the classroom, particularly in terms of presenting. Working in a corporate setting is a completely different experience, and gaining that perspective has been really useful. In addition I've learnt things like how to develop an argument and how to behave within an office-setting, as well as practical skills like how to format a PowerPoint presentation properly.

Do you think Summer Projects are a valuable opportunity?

They are hugely valuable. It's a great opportunity to broaden your horizons and gain a new perspective of the working world outside the classroom. If someone is looking to apply I would recommend that they think about the kind of experience they want to achieve, and ensure they leave themselves plenty of time to complete applications. It's quite a popular programme with lots of competition, so you need to be prepared.

What was it like dedicating three weeks of your summer holiday to the internship?

I made sure I planned any trips away within the first few weeks of the holidays, knowing that I would be starting my project in the second week of August. I wasn't at all concerned about having a shorter break, because the experience I had was so valuable.

James Cope is a Consultant at Oliver Wyman and oversaw Emily's Summer Project. He tells us about his experience of the internship.

Why do Oliver Wyman support Summer Projects?

There are two reasons for this, firstly, we have a great relationship with Teach First and support the programme, and so for us Summer Projects is an opportunity to meet the Teach First teachers and be part of their development, knowing that this will directly impact young people in the classroom. Secondly, it's a good way to introduce high-achieving graduates to the work that we do, not only for their future career prospects, but to give them the knowledge to take back to their pupils who may be well suited to management consultancy in the future.

What makes Teach First teachers stand out as interns?

Emily has been extremely professional and eager to learn, and this rings true for the majority of interns that we have worked with. Teach First teachers have a level of maturity that you don't always see in graduates. Because of their training and the circumstances they work in they are able to handle challenging situations and professional settings extremely well. The fact that they have chosen to do a job that has a very tangible social impact is admirable, and they bring the same level of motivation and thought to the Projects that they support at Oliver Wyman.