



tomorrow's
company

FUTURE SKILLS PROGRAMME



KEY STAGE 4 | 10 WEEKS | 1 HOUR PER WEEK | UP TO 30 STUDENTS PER CLASS



SELF CONFIDENCE



LEADERSHIP



TEAM WORK



COMMUNICATION



PROBLEM SOLVING



CREATIVITY



INNOVATION



RESILIENCE



PURPOSE



RAISING ASPIRATIONS



Gatsby Benchmarks

2 4 5 6 8



FUTURE SKILLS

WHAT IS IT?

'FUTURE SKILLS' is a coaching and mentoring programme for young people aged between 14 to 16, and forms part of our portfolio of support for young people aged up to 19 years old. It is delivered in schools and academies in some of the more deprived regions of the UK.

It is designed to tackle a range of issues in these regions, most notably:

- **Developing a range of transferable business and life skills for students most at risk of becoming NEET (Not in Employment, Education or Training)**
- **Increasing social mobility in regions of limited opportunity**
- **Giving access to meaningful career pathways**
- **Raising student aspirations**
- **Providing effective and engaging alternative education provisions for students with Special Educational Needs and Disabilities (SEND)**
- **Promoting good civic-minded practice and behaviour**
- **Furthering the work of Tomorrow's Company to inspire and enable businesses to be a force for good in society.**

Over the course of a ten-week programme, **the most academically disengaged students develop the essential mindsets and skill sets for success in the world of work**, business and life. We ignite a fire of enthusiasm in all of our students, empowering them to seek out purposeful career paths, giving them the skills to successfully gain meaningful employment and the confidence to flourish and lead a life on their own terms.

Our weekly workshops have been developed in partnership with business leaders and executive coaches, and then trialed and adapted with the help of over 100 UK students. The growth and expansion plan of our programme has been supported by the Department for Education and the Careers and Enterprise Company. Key partnerships have been established with The Peter Jones Enterprise Company and five key multi-academy trusts around the UK.



THE KEY TO SUCCESS

We've spent years studying and researching the key to success in seeking out meaningful employment or starting a small business. Our research, conducted with business leaders, entrepreneurs, education and employment charities, the Department for Education, The Chamber of Commerce and other likeminded business networks showed that the three most essential elements for a successful career are:

**ESSENTIAL
SKILLS**



**COACHING &
MENTORING**



**SUPPORT
NETWORK**

Our research also showed that young people from marginalised communities, those with special educational needs, and those from low-income families faced significant barriers gaining access to all three of these key elements. This programme was then designed from the ground up to address these issues and to give all young people in the UK the opportunity to flourish, to contribute to the economy and society, and to live life on their own terms.



SKILLSET + MINDSET

As well as designing our programme to deliver the essential skillsets, we focus equally on developing healthy, resilient mindsets too. Our unique approach enables students to develop **self-confidence, self-esteem and mental resilience, with a particular emphasis on coping with and learning from failure.**

We help them discover more about **their own skills, interests and passions**, and then give them the tools and techniques to become better leaders, team players, innovators, communicators, problem solvers and change-makers.

We use over four-decades worth of knowledge of 'business as a force for good in the world' from Tomorrow's Company's pioneering work in this area, in combination with the wisdom and experiences of our local Business Mentors and guest speakers to provide our students with an holistic view of business and the world of work. Students graduate from our programme with an **in-depth knowledge of both the inner workings of modern businesses and their place within the wider world.**

Some of our students have used our programme to develop their own viable business ideas. In those instances, **we continue to coach and mentor those students for as long as they need our support.** We also act as a single point of contact for the local businesses to be able to continue their guidance, mentoring and to possibly organise work experience or office visits.



REAL WORLD CONTEXT

The workshops are delivered in-person by our own specially-trained coaches, all of whom bring a wealth of knowledge and experience from the world of business. They are **supported by local businesses**, who provide funding for the programmes as well as a number of staff members who join us each week as our **Business Mentors**. These mentors give real-world context to the learning and offer **valuable career guidance and support**.

These local businesses are also given the opportunity to co-design elements of our programme. They can provide authentic business scenarios, assign 'live' projects and tasks, and ensure that the students are developing a range of skills relevant to specific business roles. We also provide students with a range of guest speakers from various industries to **inspire the students and to raise their aspirations**, each with interesting stories about their own lives and careers.

In all cases, our work with schools and businesses is seen as a **long term partnership**. We aim to continue to work with new cohorts of students in each school for a minimum of three years. **This enables us to increase our impact, and to also maintain links with all of our graduates.**

We supplement the work of the in-school careers advisors, and work closely with the business teachers and Senior Leadership Teams to ensure that our work is **fully cohesive and relevant to the individual needs of each school and it's students**.

We also ensure that we develop strong links with the Local Education Authority and The Careers and Enterprise Coordinators in each region, to ensure that we are **supplementing and complimenting existing programmes** and helping each region to achieve their own individual development goals.



ESSENTIAL SKILLS

THE PROGRAMME

Our lesson plans are designed in such a way as to give the students the opportunity to **learn** these skills, to **practice** them and then **master** them by utilising them in a variety of different ways throughout the programme.

Each workshop is designed to reflect sophisticated business coaching models used by major organisations with the aim of coaching and nurturing the following skills and aptitudes:

- WORKING AS A TEAM
- GOOD LEADERSHIP
- EFFECTIVE COMMUNICATION
- SELF CONFIDENCE AND SELF ESTEEM
- TIME MANAGEMENT
- RESEARCH AND PLANNING
- DISCOVERING PURPOSE AND VALUES
- INNOVATION AND CURIOSITY
- PROBLEM SOLVING
- DEVELOPING A BUSINESS PLAN
- EXPANDING HORIZONS
- LEARNING FROM FAILURE

THE WORKSHOPS

The weekly timetable might look something like the outline below. Although the exact order and specific content of the workshops can vary depending on a number of factors, the essential skills coached within the programme remains the same.





ESSENTIAL SKILLS

THE BADGES

We display the following badges during our workshops to remind the students of the particular skills they're developing each week. This helps to reinforce the learning by helping students to identify some of the more subliminal learnings from each session.



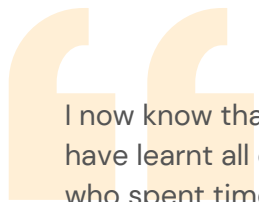
GATSBY

BENCHMARKS

Our programme can help schools to achieve the following Gatsby Benchmarks of Good Career Guidance:

- 2** Learning from career and labour market information
- 4** Linking curriculum learning to careers
- 5** Encounters with employers and employees
- 6** Experiences of workplaces
- 8** Personal guidance

STAKEHOLDER FEEDBACK



I now know that I want to have my own business. I feel like I know what to do and have learnt all of that with this programme. I had some great business mentors who spent time with me and shared all of their stories. **The programme has opened lots of doors into the business world.** I have actual business contacts I can draw on if I need them. I have learnt how to work in a team and have had support to improve my presentation skills, and I have **learned a range of methods to help me think things through and plan properly.**

Jack, student



The problem we were looking to solve was how to get **meaningful interactions with businesses and mentors** that were exciting and innovative to really inspire our students. We wanted them to get a taste of how exciting business and innovation can be whilst helping them to aim higher and imagine the possibilities for their lives.

This programme does exactly that and a lot more. **We will definitely be running this programme again** and want to give this opportunity to as many of our students as possible.

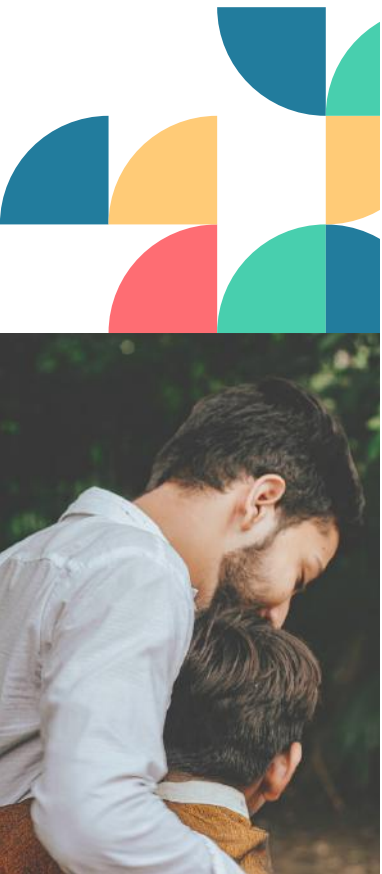
Lisa McVeigh, Principal, Samworth Academy

The mentors and speakers showed me that anything is possible, even if you don't have lots of money. **I learned a lot of skills, some that I didn't even realise I was learning at the time;** for example, with The Egg Tower Challenge, I was improving my communication and team-working skills and I only realised how much I'd learned after we'd finished.

It is good that the mentors and speakers took time out of their busy lives to work with us and to share their really inspirational stories. **This programme showed me that there are more options and opportunities in life than I realised.** You don't just have to get a normal job, you can do your own thing!

Hannah, student





I had a conversation with my son last night. We were talking about this programme and **he said it had 'changed his life'**. He said that it had inspired him. It had allowed him to meet lots of different people from the world of work who had taken a real interest in his ideas and had offered him additional support.

Since engaging with this programme he's like a changed person at home. **I've never seen him so motivated to get the most out of every day.** He's now really focussed on this project, his rugby and his studies. I'd like to thank the school for giving him this opportunity. It has, without a doubt, been inspirational for him. Many thanks from a very grateful parent.

James, Parent

Being a part of this programme has **positively changed my outlook on life** and my prospects outside of education in many ways. It has been inspiring to engage with the speakers and mentors, particularly the Tomorrow's Company Coach.

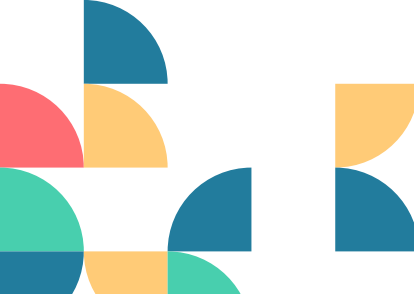
Their approach to engaging with us has led me to be **more enthusiastic when seeking new opportunities.** My new-found confidence enabled me to volunteer to organise and host the awards ceremony, where one of my roles was to give a speech in front of local business leaders and our local MP.

This opportunity has been life changing, as it has allowed me to build new relationships and connections in the world of business. The programme has also encouraged me to approach new tasks without limitations, it has expanded my horizons, and helped me be resilient when faced with setbacks or failures. As a result of this programme, I am now collaborating with a local manufacturer to create a prototype of my new invention and launching my own business.

I would like to see more opportunities like this to be provided for young people like me. **It could change their life.**

Isaac, student





NEXT STEPS: STUDENT SELECTION

Our aim is to give all students the chance to flourish in life, but in particular our aim is to support those young people most at risk of disengaging from the education system. We aim to reduce the likelihood of these young people becoming “Not in Education, Employment or Training” (NEET) later in life, and have seen significant positive impact from our work among:

- Students experiencing social and/or emotional challenges
- Those from low-income families
- Those with extra learning requirements that may be inhibiting their standard academic achievements

The programme is designed with these young people in mind, but it is useful for all students – particularly those with an interest in business, enterprise and entrepreneurship. It is also useful for those students who show great potential but are as yet unsure where their futures may take them.

We can help you with the selection and recruitment of students into the programme. We suggest that the programme is introduced to the students via a school assembly, or similar, and to then invite the students to put themselves forward. We also suggest that Form Tutors and Heads of Year put students forward for the programme **based on the student’s potential to become disengaged, or simply to increase the employability of those students who may not graduate with sufficient grades.**

Each group should be between 20 and 30 students, and we ask that there is a **50/50 gender balance in mixed educational schools.** The programme can not operate effectively with a group of fewer than 20 each week; therefore we suggest recruiting a minimum of 25 to allow for 5 absentees per week.



NEXT STEPS: FUNDING & TIMETABLES

All of our programmes are funded externally, by either a corporate sponsor, a local Trust or Foundation, or a combination of the two. We do not require any of our school or academies to provide funding themselves, though we do ask that the Senior Leadership Team within the schools work with us to help apply for the funding.

We do this by co-writing a letter or statement that **outlines the proposed impact of the programme and how it supports some of the longer-term strategic visions of the school**. This is then used to supplement our own funding application documents and greatly improves our chances of success.

Once a local corporate sponsor has been identified, we undertake due diligence checks to ensure the sponsor is a good 'fit' for the school, and that they align with the values Tomorrow's Company. **They are invited to sponsor the programme, for a fee of £10,000. This covers the cost of the programme** and ongoing support and mentorship for at least the remainder of the academic year. For smaller organisations, we seek a suitable grant-giver to match-fund half of the sponsorship fee (for the first year only).

Once funding is in place, the school or academy is asked to allocate ten one-hour sessions into the timetable. Previous schools have allocated our sessions in their PSHE sessions with great success.

The classrooms should be large enough for 30 students, and up to five coaches, mentors and/or guest speakers. We request that a member of staff from the school is present in all of the workshops as well. **All of our coaches possess a valid Enhanced DBS Clearance certificate** and have achieved Safeguarding Level 2 certification and Classroom Behaviour Management training via Hayes.



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FUTURE SKILLS PROGRAMME

To find out more, please contact our Programme Director using the information below:

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