



→ Our Theory of Change

The problem

Talent is everywhere, opportunity is not. Being able to realise your potential depends on who your parents are, your education, your skills, and also where you grew up. Young people have big aspirations about their futures, yet schools do not always have the resources to bring these to life. Without the networks, employer connections and confidence, young talent is unnecessarily wasted. And since the pandemic, the disadvantage gap continues to widen.

We deliver fully facilitated, inspiring, skills-based workshops led by a The Talent Foundry facilitator and supported by industry volunteers, including:



Lightbulb moments

Sessions which 'spark' interest and curiosity in industries and skills 11-14 years



Career insights and building skills

Focus on technical and transferable skills development and encourage broad discussions about career options 14-16 years



Intensive connections

A series of sessions with coaching and/or mentoring to help build confidence to take their first step into the world of work Post-16

Who we work with

We work with UK schools that have a higher-than-average number of students eligible for Pupil Premium funding (PDG in Wales and PEF in Scotland). We also work directly with students who are, or have been, eligible for Free School Meals, will be the first in their family to go to university, are young carers, care-experienced, or have a disability. Some programmes have a geographical focus where opportunities are limited by location such as coastal or rural towns. Over 1,900 schools are eligible for our support.

Our outcomes (short and medium term changes)



Young People

Increased awareness and understanding of their skills and talents and how to use them to develop a career that excites them

Increased interest in and understanding of careers, industries and employers

Increased knowledge about skills needed to progress into key industries

More confident in their essential, employability and workplace skills



Educators

More aware of diverse pathways into employment and higher education (e.g. apprenticeship)

Equipped to connect students to meaningful employer and higher education encounters

Equipped to evidence how they meet statutory education and careers frameworks



Employers & Industry Volunteers

Better understanding of the great talent within underserved communities and how to remove the barriers to employment

Increased access to a skilled and diverse talent pool in their local area

Increased understanding of the employment and other barriers that young people face today by volunteering

Feel rewarded and that volunteering is valuable to their industry/sector or employer and community

More connected to networks and employers in their local area or area of interest

Better equipped to report on their social value as part of ESG reporting

Our sustained impact goal

Social mobility increases - young people from underserved backgrounds discover their amazing talents, develop valuable new employability skills, and take their first step into higher education or the world of work.

Employers value young people's talents, rather than their background, which opens up new employment opportunities.

Research that underpins our Theory of Change

Numbers of students eligible for Free School Meals is increasing.

The disadvantage gap in educational attainment has worsened since the pandemic.

Young people of a lower working-class background are much more likely to be not in employment, education or training ('NEET') than those of any other background.

Only 18% of people whose parents have no qualifications go on to gain a degree.

Parental income and wealth continues to determine your own lifetime income position.

Ref: Gov.uk, 2023. Social Mobility Commission, 2023. The Institute of Fiscal Studies, 2023

External factors that need to be in place for change to happen

Schools have capacity to book and engage with sessions, in-person sessions can be delivered, partners engage with programmes, industry volunteers are available to help participate in sessions, funding is in place.

Line of accountability - we are accountable for outcomes until this point