

THE MISSING TIER

Built, not briefed.

Atlantic Pacific is a UK charity, number 1185605, running hands-on water and rescue safety training for schools. On 13 July, Tier 2 of its schools offer had zero content, zero price and zero portal support. Six weeks later it has a diagnosis, a rate card and a delivery sequence. Those are the outputs. The rest of this poster is about the judgment calls behind them, and what making them under real constraints taught me about how I work.

77 FREE-TIER SIGN-UPS, NONE TRACEABLE TO A PUPIL	£95 BAND A, UNDER THE £100 SELF-AUTHORISATION LINE	951 SCHOOLS IN THREE PHASES, EIGHT TO START WITH	40 ROADMAP TASKS, SEQUENCED TO H2 2027–28	3 REGISTERS IN ONE DAY: TEENAGERS, A DEPUTY MAYOR, THE FOUNDERS
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SIX WEEKS, START TO FINISH

WEEK 1	WEEKS 2–3	WEEKS 4–5	FINAL WEEK
Diagnose Auditing the portal as a teacher would meet it showed me the gap was experience, not content.	Design Building the Tier 2a/2b rate card taught me that who signs off matters as much as the price.	Build the case Sequencing the 40-task roadmap taught me to make every idea earn its place in the build order.	Hand off Handing over to Dhiresh & Jash, Ella and Kate showed me the work had to stand up without me.
HANDED OVER STAGE 0–1 Content QA under two-person sign-off; role capture, an account page, a dated roadmap replacing Coming Soon.	STAGE 2–3 Teacher interviews to pressure-test the £95 anchor, then a Tier 2b booking form with a visible price.	STAGE 4–7 Gated Tier 2a with card and PO capture, CPD accreditation submitted, pilot across the eight starter schools.	

Diagnose before designing

Week two started with an access problem. I needed internal documentation to make sound judgements and had no clear route to it. Digging for it rather than waiting for it to be handed over ate time, but it meant the decisions afterwards were grounded in something real rather than assumption.

Once I had it, the audit changed what the problem was. The content itself was not the main deficiency. Formatting and user experience were. 77 sign-ups on the free tier, and no way to tell whether a lesson ever reached a pupil.

Constrain the ambition

The pricing formula took several reformulations before it simplified into something clean enough to codify. Most of the difficulty was fringe cases: student numbers, staff structures and budget levels all change who inside a school actually holds the power to sign this off.

Throughout, I kept having to self-constrain, pulling ambitious platform ideas back against what was realistically buildable rather than designing something that looks good on paper with no path through the build queue.

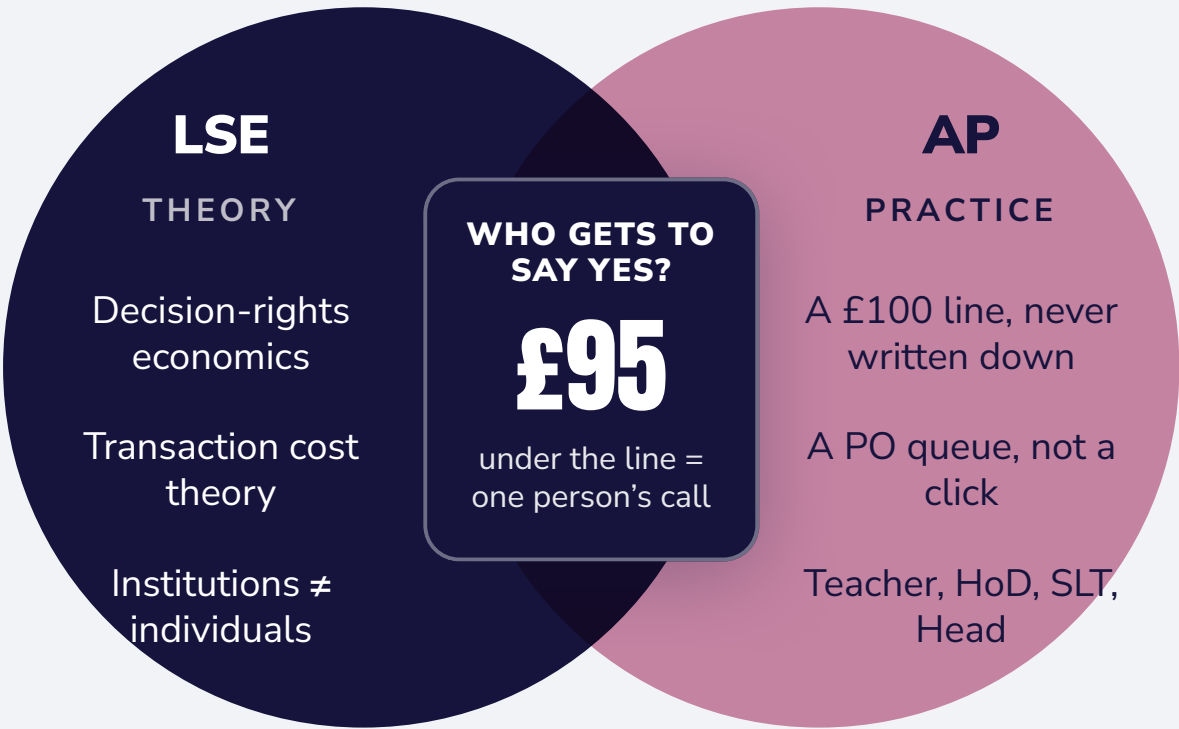
Interpret the brief, don't execute it

Ella's feedback in week four was that my content recaps read as a feature list rather than tying back to why any of it mattered. Taking that on properly meant reworking the through-line to lead with values and rewriting sections I had already considered done.

Then I went past the remit: a far more detailed financial forecast, and promotional material treated as the seed of a campaign rather than a one-pager. It was a risk that late against a fixed deadline, but recommendations only land if there is something concrete enough to pick up and run with.

INSIGHT WHERE THEORY MET PRACTICE

Two ideas from my degree turned out to explain real decisions here: why Band A is priced at £95, and why the cheaper option doesn't always win.



WHAT I COULDN'T MOVE

Every deadline that mattered belonged to someone else's calendar, not mine.

UK schools can self-authorise spend under about £100; above it, a budget holder decides. Band A landed at £95 so one teacher can say yes alone. None of the four constraints below were mine to move, so the work was adapting around them rather than waiting for them to clear.

PRICING Band B is 18% cheaper per seat, but a purchase order can sit for weeks.	THE ACCREDITOR An 8–10 week external assessment window caps how early the launch date can be.	SIGN-OFF A roadmap date isn't real until Dhiresh and Jash confirm it. Sequencing is their call.	THE HANDOFF Writing a brief Ella could run without me in the room turned out to be its own skill.
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THE GOALS I SET

Time management, commercial awareness, independence, discipline. Discipline was the hardest. Teaching and pastoral duties at Atlantic College filled the days, so work left close to the deadline ran into the evenings. With no deadline mine to move, I learned to front-load the work.

WHAT SURPRISED ME

AP doesn't control the sales calendar. A dozen calls and emails to schools proved it: term timing made staff access impossible. So the interviews became a memorandum tight enough for anyone at AP to pick up cold once term restarts.

WHAT I DIDN'T PLAN FOR

Pastoral sensitivity. Teaching casualty care meant reading early frustration or panic in a student, and learning that a technical mistake and something happening to someone outside the session are different problems needing different responses.

HOW IT LANDED

Presented in week six to the founder, the COO and the operations lead. With an open remit, I built the framework systematically from scratch rather than hand over briefs and suggestions: **built, not briefed**. The structure pre-empted most questions, and I was asked to keep working with them.

See the live rebuild at apiha.org

This placement sharpened my interest in voluntary work in search and rescue. I hope to continue with AP and carry out these recommendations. Happy to talk ed-tech, nonprofit strategy or schools policy.

