



TOOLKITS FOR MANAGING EMPLOYER-LED INPUTS INTO SCHOOLS AND COLLEGES



EDGE CEIAG Project

Toolkits for managing Employer-led Inputs into Schools and Colleges

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Introduction

Why employer engagement is important

The benefits of inviting employers and training providers into schools and colleges to support Careers Education, Information, Advice and Guidance (CEIAG) are extensive. Well planned and successful activities can inspire students and raise their aspirations, as well as inform them about the local labour market. By engaging with employers, young people have the opportunity to learn about working life, the reality of different careers, and to gain advice and information directly from professionals. Employer engagement can also help students' motivation in school, including those that are disengaged, thereby potentially reducing the risk of students becoming NEET. Finally, by exposing students to a broad range of routes to employment, it is possible for schools, colleges and students to benefit from wider and more diverse destinations post 16 and 18.

This resource provides 12 different employer-led activities that can be arranged at your school or college. A toolkit is included for each activity, which contains information and guidance about how to arrange the event, the resources and materials needed, what you need to consider, a planning timeline, the year group(s) it is aimed at and links to the Gatsby Benchmarks.

The eight Gatsby Benchmarks of Good Career Guidance: www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Benchmarks define all the elements of an excellent careers programme, based on recent national and international research. The Government's expectation is that schools begin to work towards these Benchmarks immediately and meet them by the end of 2020. They are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Using Gatsby to audit your school/college's ability to deliver CEIAG

Before deciding what kinds of activities to arrange, it can be useful to conduct an audit (if one has not been completed previously) in line with these Benchmarks, to see what careers-related employer activities are already happening in your school or college and how well they are working. The Careers and Enterprise Company offer a useful audit tool www.careersandenterprise.co.uk/compass .

Once an audit is complete, you should then consider:

- What you want to achieve from your overall engagement with employers.
- What the desired aims and outcomes are for each activity.
- Which Gatsby Benchmarks are you aiming to meet?
- Who you want to reach in the student population: will the activity be open to a targeted number of students or a whole year group or Key Stage?
- How do the activities fit with your school or college ethos and core values?

General Considerations

Planning:

Planning and organising activities and events can take a large amount of time and resources. Consider:

- Who has overall responsibility for organising the activity?
- Do you have the time and resources to do this in school, or is it best outsourced to an external provider, such as your careers guidance service?
- Clearly identify individual roles and tasks – not doing this can lead to a breakdown in communication and either duplicating of effort or things getting missed.
- Start planning as early as possible – many employers, schools and colleges require long lead times.
- How you will manage last minute changes?
- Consider a pre-session questionnaire, to support your impact measurement (see ‘Evaluation’ below).

To make the activities successful, students and staff involved should be briefed in advance about the event, as well as any preparation that is required, the purpose and benefits of the event and expected behaviours.

Timetabling:

- How will your proposed activity fit with your school or college timetable? – consider potential clashes such as departmental days, mock exams.
- Reserve the date with timetabling as soon as it is known so it is fixed in your school/college calendar.
- Where will the event take place and what is required at this location? Book rooms as soon as possible.
- Will your proposed date be suitable for the employer(s) or training provider(s)? – consider certain busy times of the month/year and/or clashes with other major careers events in your area e.g. you need to book early to get employers during National Careers week, National Apprenticeship week and STEM week.
- What time of day will activities take place? Will students take part if activities are during lunchtimes or after school? Are you likely to be able to get employers to attend in the middle of the working day?

Overall considerations when engaging with employers:

- Some employers have more resources or are more willing to help than others.
- The length of time it takes for employers to confirm can vary widely – consider setting a deadline for responses so that you can chase after a certain date.

- Work demands mean that some employers may need to pull out at the last-minute – consider your back-up plan.
- Employers need to know what is expected of them: prepare and agree a brief in advance, continue with clear and regular communication, both leading up to the event and on the day itself.
- Employers may be experts in their own field or sector but they are not teachers and may be unfamiliar with aspects of education and schools.
- Individual employers and employees will all have different personalities and delivery styles, some may express their own opinions. Do you need to mitigate for these differences, e.g. if they conflict with your school values?
- Employers may not have a DBS check and therefore will need to be accompanied at all times when in your school or college – consider the teacher resources you will require for this to be possible.
- Treat employers with respect and make them feel welcome – consider refreshments e.g. as a minimum offer water, tea or coffee. If held over a lunchtime or evening, will you be offering food? Let your employers know so that they can plan around meal times. Consider dietary requirements.
- The experience individual employers receive on the day can make the difference of them working with your school or college and students again – both students and staff contribute to their overall experience.

Evaluation:

How will you evaluate or measure the success of the activity or impact it has had on your students? Evaluations can be completed by students before and immediately after the event, as well as by the teachers and employers involved. Will there be any kind of review or follow up action afterwards? Consider a write up in the school or college newsletter and/or website. Taking photographs or videos is a good way to capture aspects of the event – do you have permission to take photographs/videos of those participating? Consider sharing photographs and or a summary of feedback with the employer(s) involved, as they may like to demonstrate or promote that they are participating e.g. for corporate and social responsibility or staff development.

When putting together an evaluation form, consider what you are measuring and how you will use the data. Keep closely in mind your aims and objectives for the activity, as this is an important part of any evaluation. You might also have wider school outcomes that you want to measure, such as supporting your destinations data.

Sample evaluation forms are available at Appendices 7 and 8.

Using Enterprise Advisors from the Careers and Enterprise Company via GFirst LEP:

Enterprise Advisers (EAs), senior business volunteers who work closely with a local school or college to help develop a practical careers plan as part of the Careers and Enterprise Company support, are currently available to assist Gloucestershire schools in carrying out many of these activities.

Please contact Rob Jenkins, Senior Enterprise Coordinator, Mobile: 07803 411512, Direct: 01242 715481 or email: rob.jenkins@gfirstlep.com to identify and / or recruit your Enterprise Adviser and what support is available.

Toolkit overviews: managing employer-led inputs into schools and colleges

No	Toolkit	Description of activity	Ideal for Key Stage	Aims and objectives of activity/Gatsby Benchmark	Classification of activity	Suggested duration
1	Carousel of workshops with employers	Employers and training providers run 20-30-minute interactive workshops (practical activity followed by information about careers in that sector).	KS3 KS4	Students take part in a range of practical activities related to different job roles. Students are inspired and employment opportunities are improved. Gatsby Benchmark 5, 7 and possibly 2.	Broad contact Interactive experience	½ day – full day
2	Careers fairs and post 16/18 options events	Whole school or possible multi-school careers fair, which may include an Apprenticeships event. To take place either during the school day or in the evening.	KS3 KS4 KS5	Students learn about local opportunities open to them. Students are inspired and employment opportunities are improved. Gatsby Benchmark 5, 6.	Broad contact Interactive experience	½ day – full day
3	Work-based employment project with an employer	Group/s of students work with an employer on a project. Includes research, work-related activities, record of learning and a presentation at the end of the project.	KS3 KS4 KS5	Students work on a successful project linked to an employer. Students build their confidence and develop employability skills, learn about the world of work and different roles that are involved in a project. Gatsby Benchmark 5.	Broad contact Interactive experience	Approx. 12 hours over a term (some schemes may be longer)
4	Interviewing employers challenge	A careers fact-finding activity involving a range of employers from different sectors or the same sector. Students spend up to 10 minutes with each employer, asking questions to find out more about their job and to gain useful information about the requirements of the job.	KS4 KS5	Students interview different employers about their jobs and the routes in. This helps with students' understanding of what the work is really like, inspires young people to think about careers that they may not be aware of or previously considered. Gatsby Benchmark 5, 7 and possibly 2.	Broad contact Interactive experience	½ day
5	Employers into the curriculum: a lesson-based activity	A lesson based around a particular career related to a subject, or a specific curriculum subject topic. Lesson run by the employer, to include all relevant information and an activity.	KS3 KS4 KS5	Students can see the link between lesson subjects and the world of work. Students learn about a career in the classroom from an employer. Gatsby Benchmark 4, 5.	Interactive experience. Relevant contact	Single lesson

No	Toolkit	Description of activity	Ideal for Key Stage	Aims and objectives of activity/Gatsby Benchmark	Classification of activity	Suggested duration
6	Careers talks: single employer or whole sector	Presentation or talk includes a Q and A session. Either a stand-alone talk or as part of a programme of talks.	KS4 KS5 Year 9	Students learn about a career(s) within a sector or employer and the local labour market. Students are inspired, informed and understand the requirements needed for these professions. Gatsby Benchmark 5, 7, and 2 where possible.	Broad contact Interactive experience.	30-45 minutes
7	Apprenticeship talk or workshop	Introduction to apprenticeships	KS3	Students have a better understanding about what an apprenticeship is, the options available post 16 and post 18 and how they work. Gatsby Benchmark 5.	Broad/relevant contact	Single lesson or up to ½ day
		A reminder of what an apprenticeship is/different types/what to consider/how to register on the main website, how to search for and apply for vacancies.	KS4 KS5	Students are more confident about how apprenticeships work, what types are available, who employs apprentices locally and nationally and how to find vacancies/how to apply. Students are prepared and confident about their options and can apply for apprenticeships. Gatsby Benchmark 5 and 2 where possible.	Broad/relevant contact. Interactive experience	Single lesson or up to ½ day
8	Employability skills presentation or workshop	Presentation or workshop linked to a career or sector with an interactive activity. Topics may include CVs, applications, interviews and assessment centres.	KS4 KS5	Students understand and feel more confident about their own skills and qualities, when/how they use them and what employers are looking for. Gatsby Benchmark 5, 7.	Broad contact Interactive experience	Single lesson - full day
9	Team-based work-related challenge	Linked to a job sector or employer. Examples include a mock trial/entrepreneur activity, Dragons' Den/business experience/problem-solving activity/planning an event/engineering challenge.	KS3 KS4 KS5	Students experience working as part of a team to create a work-related activity, utilising different employability skills. Students feel more confident and can use their work-related learning experience to demonstrate their key skills at interviews and when completing CVs. Gatsby Benchmark 2, 4, 5	Broad contact Interactive experience	½ day – full day

No	Toolkit	Description of activity	Ideal for Key Stage	Aims and objectives of activity/Gatsby Benchmark	Classification of activity	Suggested duration
10	Targeted audience talk or workshop	Presentation or workshop that challenges stereotypes such as gender, or helps to widen participation to under-represented groups.	KS3 KS4 KS5	Students learn about opportunities open to them. Students' ideas and perceptions are expanded/challenged in a positive way. Gatsby Benchmark 5, 7, possibly 2.	Broad/relevant contact. Interactive experience	30 minutes - 1 hour
11	Mock interviews and preparation	Students prepare for and take part in a mock interview with an employer and receive feedback and advice about their performance.	KS4 KS5	Students experience a job interview in a safe environment with an employer. Students understand what employers are looking for, their own skills and qualities, can provide examples/scenarios when they have used them and understand how they relate to the working environment. Students feel more confident and are better prepared for interviews in the future. Gatsby Benchmark 5.	Broad contact. Interactive experience	1-2 lessons (for preparation) ½ day (for interviews)
12	Identifying and evaluating skills from work-related or skills-based activities	Encouraging students to review the skills they are developing. Enabling them to describe and provide skills examples for future interviews e.g. for jobs, apprenticeships, university or college.	KS4 KS5	Students can recognise the skills they use and develop through different activities, including work experience, volunteering and during lesson activities. Students understand their own skills and can confidently provide examples for CVs, applications and interviews. Gatsby Benchmark 3, possibly 2.	Broad contact. Interactive experience	Single lesson - half day