



TOOLKITS FOR MANAGING A COMPREHENSIVE RANGE OF INDUSTRY VISITS FOR SCHOOL AND COLLEGE STAFF AND STUDENTS



Toolkit 10: Offsite work-based team building experience for staff

Toolkit abstract	
Duration of visit	1 day
Key beneficiaries	Staff teaching students to KS3/4/5 and of additional relevance to; <ul style="list-style-type: none"> • Staff teaching vocational subjects • Careers and other CEIAG staff in schools wishing to gain deeper insights into specific careers and the local labour market.
	<ul style="list-style-type: none"> • The insights gained by staff during the team building experience and visit to the employer/charitable organisation, will have relevance to students taught by them learning to KS3/4/5.
Gatsby Benchmarks associated with this activity	5/6
Activity aim	The aim of this activity is for groups of teaching staff to undertake offsite team building with the aim of developing workplace awareness and knowledge of different working environments with the aim of sharing this with their students subsequent to the experience.

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Section 1: First considerations before contacting an employer

1.1 Key questions to ask before initiating contact

1.1.1 What learning outcomes do I want for the staff from this off-site activity?

Knowledge	
This visit is for the benefit of staff to team-build in an environment other than at school. However, it is also an opportunity to build networks with local employers and to gain clear insights into their workplaces.	Since this isn't a direct visit of your students to a workplace, it is as much as anything a fact finding mission for your team.
What currently studied subjects will knowledge acquired from this visit link to?	What key questions do I want the staff to ask whilst there?
Skills	
What specific skills or aptitudes would potentially be needed to work in the workplace visited?	From my research on this visit, what opportunities would there be to use communication, team-working and other soft workplace skills in the workplace visited or any other?
Importance of English, maths, ICT to roles in this workplace visited as host.	Any other important career-related information e.g. unique qualifications needed to progress towards specific career goals in the workplace visited?

1.1.2. What do I want to achieve from the learning experience?

What are the objectives of the activity for the school and its students?	How can this visit help to invigorate learning in academic subjects in particular core subjects?
Are there economies of scale in incorporating this visit into wider careers education?	By going to a workplace as an academic team, what can we learn together about the employer that can be incorporated into future development for the team?
Has the school already visited this facility before and, if so, was it beneficial?	What activities will I plan in school to follow up the event?

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1.1.3. What does the organisation want from the visit?

What are the main objectives of the activity for the employer (and its employees), is it a CSR or sponsorship opportunity for them?	Is the company <i>or charity</i> looking to influence recruitment of new employees, graduates, apprentices, interns or volunteers as a result of skill shortage?
Is this an opportunity for the organisation to develop its own staff e.g. through delivery of training workshops or networking with educational providers?	Is the organisation looking to develop other strategic relationships with the school, e.g. sponsorship of facilities or provision of materials, equipment or expertise?

1.1.4. Group size, access considerations, budget and staffing considerations

Consider how many staff you wish to take part in this activity and what it is you want them to do?	Will the staff make their own way there and, if so, will they need car parking permits?
Opportunities to team-build can often arise from doing a piece of volunteering for a charity.	Will the employer provide refreshments or will the school need to sponsor this?

Section 2 – Research prior to making contact with employers hosting this type of experience

2.1. Key considerations

Charities are often well placed to support off-site training days, and can offer a range of hands-on projects for your team to engage with. They also are keen to give attendees opportunity to visit their premises and information about the work that they do.	As part of CSR, larger organisations like to open up their spaces to other organisations, and may charge a nominal fee for the use of training rooms, conferencing facilities and other large spaces.
Some organisations may be happy to provide training from their own training department, so there is an opportunity to access workplace training and expertise e.g. how to motivate your staff.	If you plan to buy in training, then the company needs to be aware of this and happy that you are inviting a third party to their premises.
Important points to remember!	
Companies with robust CSR policies and programmes may offer very specific resources e.g. use of space, equipment, facilities etc. but these will be towards the larger end of the spectrum of local employers.	
Charities of all sizes will warmly welcome your request for support and will often provide interesting and creative team-building activities which may make INSET training more unique and impactful.	

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Section 3 - Making contact with the employer

3.1. Preferred method(s) of communication with employer

Communication method	Benefit	Drawback
<p>Preferred method(s)</p> <p>This is a bespoke activity, so if you are contacting a company, think about what the training or even meeting looks like. If you are considering a charity, perhaps be led by them in terms of what you can help with as part of your team building. They will have a menu of choices in terms of the jobs they need doing.</p> <p>Be prepared to contact a “gate keeper” e.g. a secretary or call centre, but be prepared to ask for a range of potential individuals including;</p> <ul style="list-style-type: none">• Education Community Manager• HR or Training and Development Manager• Corporate Social Responsibility (CSR) Manager• Site or Facilities Manager	<p>Calling is helpful because you can gain a scope of what they can offer you, and what you can offer them. For a company it is reputation, for a charity it is engaging with potential donors, supporters and helping them to share their case for support.</p>	<p>Depending on the size of organisation contacted, in the case of companies, they may not have the resources to support you. In the case of a smaller charity, they may ask for more than you can supply. In both cases, however, you are engaging with employers.</p>

Important points to remember!

Think clearly about what it is your team needs to do to develop and how an employer can make this a rewarding and unique experience for your team.

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3.2. Next steps after making initial contact

A site meeting with the person you've made contact with is really good practice as it allows you to gain greater insight into the work of the company, and also gives you chance to develop the scope of the activity and where responsibilities lie.

Housekeeping	
Clarify with the employer: timings, which site is to be visited, and who will be receiving your party on-site as this could be different to the person who brokers the visit.	Ensure that you are clear about; <ul style="list-style-type: none"> • Duration of the visit –a full day starting at x and finishing at y • If the staff need refreshments, who will be providing them, your school or the employer?
Do you need to do a risk assessment or ask the contact at the charity/company to do so?	If staff are travelling by their own cars are they covered by your school insurance or will they need business insurance on their own vehicles?

Section 4 – Planning the Activity

4.1 SMART Objectives for visit

1) Activity prior to the visit	Measure of success
1.1 For the benefit of students taught it is helpful for each member of staff attending to consider what the employer does, what their staff do, and how this relates to your curriculum.	<ul style="list-style-type: none"> • If the visit is to a hospice, for example, staff could map out the range of roles seen e.g. nursing staff, therapists, and support staff such as fundraisers and research the sort of aptitudes and qualifications their students would need to work in these roles.
2) Activity during the visit	Measure of success
2.1. Staff to observe the types of activity going on in the workplace, roles displayed, and staff worked with	<ul style="list-style-type: none"> • As above it would useful for staff to complete a mental map of the roles witnessed and how this can be incorporated into curriculum. For example, the visit was hosted in a legal practice, therefore what skills and qualifications might a student need to become a solicitor or a paralegal, or to create the website of the practice?

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3) Activity after the visit	Measure of success
3.1. Staff to reflect on their experience	In addition to the activity undertaken above, reflections could include responses to the following; <ul style="list-style-type: none">• The most useful part of the activity (for my future teaching) was (why)• The least useful part of the activity (for my future teaching) (why)• What types of questions were asked of the employer during the visit?• Did you enjoy generally the visit to the employer (why) and, if not, why?• Do you think you know more about the application of subjects and skills to this particular type of employment or employment generally?

Section 5 – After the Activity

5.1. Follow-on activity after visit is complete

5.1.1. Follow-on steps for the staff

- Contact the employer after the visit and thank them for their support of your team and your school and invite them to visit the school if they have opportunity to do so.
- Provide any feedback that you have received from the staff about the experience.
- Publish their experiences on your website including photos and videos and share with other members of your team and the employer (data protection permitting).
- As outlined above, ensure that accurate records have been made of the names and positions of any staff they met/or you contacted whilst brokering the visit.
- Make timely suggestions about improvements which can be made to the learning experience to the employer based on feedback from attendees.

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Section 6 – Timeline

6.1. Timeline

- 3 months before the intended visit make initial contact with the employer(s) / charities shortlisted for support.
- In the case of a charity, incorporate it into your school's own CSR and perhaps take a donation with you.
- As soon as possible arrange a visit to discuss what can be offered.
- 2-4 weeks before activity call to ensure everything is still set and ready to go.
- 1 week before the visit confirm with other staff that they are clear what they will be doing on the day and what clothing they may need e.g. wellingtons, warm clothing and gloves.
- Day of the visit, ensure that all staff due to go on the visit attend.
- 1-2 days after the visit, call, e-mail the employer to thank them, provide any feedback, and follow up on any queries, comments raised by the staff.
- 3-4 days after the visit, publish pictures, write an article to go on your school website or to be put in newsletter and share with the employer.
- Based on your initial conversation with the employer immediately afterwards and no longer than 6 months after make contact again to establish any other forms of support they can offer.

Section 7 – Information Sources

7.1. Additional resources and helpful contacts

Local charities offering teambuilding activity:

Canals and Rivers Trust - <https://canalrivertrust.org.uk/>

Gloucester Foodbank <https://gloucester.foodbank.org.uk/>

James Hopkins Trust <http://www.jameshopkinstrust.org.uk/corporate-partners/>

Longfield - <https://www.longfield.org.uk/>

Maggie's Centres - <https://www.maggiescentres.org/how-you-can-help/get-your-company-involved/>

National Star College - <https://www.nationalstar.org/get-involved/corporate-partnerships/>

Sue Ryder- Leckhampton Court Hospice <http://www.sueryder.org/care-centres/hospices/leckhampton-court-hospice>

Wildfowl and Wetlands Trust- Slimbridge - <https://www.wwt.org.uk/wetland-centres/slimbridge/>

Winston's Wish <https://www.winstonswish.org/get-involved/corporate/>