



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



## Toolkit 11: Teacher workplace “placements”

Toolkit abstract	
<b>Duration of visit</b>	1 day ( <i>or recurrent</i> )
<b>Key beneficiaries</b>	Outcomes from this activity will benefit all students studying to KS3/4/5 and of additional relevance to; <ul style="list-style-type: none"> <li>• those expressing interest in vocationally orientated full-time courses <i>or</i> applying for apprenticeships after Year 11 and Year 13.</li> </ul>
	Staff teaching students to KS3/4/5 and of additional relevance to; <ul style="list-style-type: none"> <li>• Staff teaching vocational subjects</li> <li>• Careers and other CEIAG staff in schools wishing to gain deeper insights into specific careers and the local labour market</li> </ul>
<b>Gatsby Benchmarks associated with this activity</b>	5/6
<b>Activity aim</b>	The aim of this activity is for individual teaching staff to benefit from their own “work experience” to develop awareness of various workplaces, and the application of skills and subjects taught by them in the classroom. The activity could be co-ordinated by a member of the SMT or a departmental lead to develop their teaching staff.

## Toolkit 11: Teacher workplace “placements”

### 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 students from this off-site activity?

Knowledge	
What do I hope to learn from the workplace visit that will help my students?	What do I need to know about the employer before the visit?
In the case of specific skills e.g. STEM subjects, which teaching staff (if I am a departmental head) will gain the most from the visit? How can the member of staff be closely matched to the workplace environment visit?	Is this primarily a fact finding mission, a piece of staff development or both?
Skills	
For my students, 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 my staff 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 the wider careers education programme?	What are the staff development aims associated with this activity?
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?

## Toolkit 11: Teacher workplace “placements”

### 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 opportunity for them?	Is the company looking to influence recruitment of new employees, graduates, apprentices, interns 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

This activity is designed to benefit individual members of staff, but can be repeated with different employers and with different members of the teaching staff.
When viewed at a programmatic level, it could be beneficial for each member of the teaching staff as part of their CPD to visit one employer per year relevant to their teaching area(s).
Ensure that the teacher is reimbursed for any visits to employers and that there are resources to cover lost teaching time as a result of the visit.

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

### 2.1. Key considerations

Employers would be keen to support workplace visits of this nature since it helps them to interface with learning providers to explain their skill shortages and skills gaps	At a departmental level, conduct an audit of preferred types of employers especially those often mentioned by students as preferred careers e.g. forensic scientist, psychologist, early years worker.
Use the opportunity to develop links with employers beyond the visit of one teacher	As a result of the audit, consider areas of employment where teaching staff have the greatest gaps in their knowledge e.g. how does someone become a flight controller?
<b>Important points to remember!</b>	
There are opportunities here to work with SMEs at a local level, as they will be excited to share information about what they do, especially if their company is making bespoke or unique products, or they work at the cutting edge.	
As an investment in their future, employers will be keen to influence the “pipeline” of potential new employees, so a fact finding mission by a teacher teaching ICT to a communications company could be really relevant to their needs too.	

## Toolkit 11: Teacher workplace “placements”

### Section 3 - Making contact with the employer

#### 3.1. Preferred method(s) of communication with employer

Communication method	Benefit	Drawback
<p><b>Preferred method(s)</b></p> <p>This is a bespoke activity, so if you are contacting a company 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"><li>• Education Community Manager</li><li>• HR or Training and Development Manager</li><li>• Corporate Social Responsibility (CSR) Manager</li><li>• Site or Facilities Manager</li></ul>	<p>Calling is helpful because you can negotiate with them how it would be beneficial to them and your school if a teacher were to go on a fact finding mission to see how taught skills and subjects are applied in the workplace.</p>	<p>Some companies will not have the resource to support any visits, but in this scenario there is a stronger likelihood of success as it represents true business to business co-operation.</p>
<b>Important points to remember!</b>		
<p>Go with a clear ask, e.g. my teacher of KS4 core science would like to find out more about high-technology developments in your workplace to enable them to discuss with their students the relevance of physics to careers in engineering.</p>		

#### 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

- Ensure that you have clarified with the employer, who is visiting, who they will meet, the duration of the visit, and which site it is hosted on in the case of multiple sites.
- Consider risk assessing the activity if it is necessary to do so, or if it is reasonable for the employer to risk assess and provide insurance.
- Will the teacher(s) need additional indemnity whilst off site including consideration of insurance for any private vehicles used getting to the employer’s place of work.

## Toolkit 11: Teacher workplace “placements”

### Section 4 – Planning the Activity

#### 4.1. SMART Objectives for visit

1) Activity prior to the visit	Measure of success
1.1 Prior to the site visit, it is important that the teacher in question does their research, by visiting the company website and researching specific functions of the company.	<ul style="list-style-type: none"> <li>By being briefed before the visit, the teacher will be in a stronger position to ask the right questions at the right time when with the employer e.g. I notice that your company manufactures graphene; what subjects would you say are best for my students to study to work in your company making this product?</li> </ul>
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"> <li>Whilst on site, the teacher should be prepared to ask employees what routes they used to get into this type of employment and what skills and subjects they feel are most relevant to do the role in question. It could be beneficial to write a blog or something that can be viewed by students in real time during the visit or during a morning tutorial to follow the exploits of the teacher.</li> <li>It is beneficial for the teacher to ask about the general principles of the operation e.g. how many people are cared for, what types of conditions are cared for, how young people can find out more about what they need to do to become e.g. a health care assistant.</li> </ul>
3) Activity after the visit	Measure of success
3.1. Staff to reflect on their experience	<p>In addition to the activity undertaken above, reflections could include responses to the following;</p> <ul style="list-style-type: none"> <li>The most useful part of the activity (for my future teaching) was (why)</li> <li>The least useful part of the activity (for my future teaching) (why)</li> <li>What types of questions were asked of the employer during the visit?</li> <li>Did you enjoy generally the visit to the employer (why) and, if not, why?</li> <li>Do you think you know more about the application of subjects and skills to this particular type of employment or employment generally?</li> </ul>

## Toolkit 11: Teacher workplace “placements”

### Section 5 – After the Activity

#### 5.1. Follow-on activity after visit is complete

##### 5.1.1. Follow-on steps for the staff

- Teacher and primary contact to 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.
- Publish experiences on your website including photos and videos and share with other members of your team and the employer (data protection permitting).
- Give a briefing to other members of staff in the directorate about the outcomes of the visit.
- Organise an assembly, tutorial or other meeting with students to discuss the outcome of your “work experience” visit.
- 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.

### Section 6 – Timeline

#### 6.1. Timeline

- 3-6 months before the intended visit make initial contact with the employer(s) shortlisted for support.
- 2-4 weeks before activity call to ensure everything is still set and ready to go.
- Day of the visit, ensure that each staff member attends as arranged, and contact the employer in the case of a last minute cancellation
- 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 attendee.
- 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.
- No more than a week after, brief other members of your team about the visit.
- No more than a month after the visit incorporate the learning into a lesson plan.
- 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.

## Toolkit 11: Teacher workplace “placements”

### Section 7 – Information Sources

#### 7.1. Additional resources

Various opportunities are available, and it is best to define sector before starting to contact employers. To define various job roles, and job families use the resources of the National Careers Service as a guide to preferred employer types, e.g. a visit to a dental practice.

National Careers Service-job profiles: <https://nationalcareersservice.direct.gov.uk/job-profiles/home>