



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



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Toolkit 6: Maximising take-your-daughter/son-to-work days

Toolkit abstract	
Duration of visit	1 day – 1 week dependent on organisation
Key beneficiaries	All students studying to KS3/4/5 and of additional relevance to; <ul style="list-style-type: none"> • those expressing interest in vocationally orientated full time courses <i>or</i> applying for apprenticeships after Year 11 and Year 13
	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
Gatsby Benchmarks associated with this activity	5/6
Activity aim	The aim of this activity is to support and where necessary facilitate visits to the workplace via “Take-your-daughter/son to-work” days. The aim of this visit is to enable the student to experience the workplace in a controlled fashion with their parent and guardian present.

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Section 1: First considerations before helping to broker visits through “take your daughter/son to work days”

1.1 Key questions to ask before initiating contact

1.1.1 What learning outcomes do I want for my students from the visit?

Knowledge	
Prior to the visit what do my students need to find out from their families/guardians about the anticipated workplace role they will see on the visit?	What additional information do they need from this visit to help them make informed careers decisions?
What currently studied subjects will the role(s) discovered on this visit link to?	What key questions do I want them to ask whilst there?
Skills	
Specific skills or aptitudes that may be needed to work in the workplace visited.	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.	Any other important career related information e.g. unique qualifications needed to progress towards specific career goals in the workplace of the parent or guardian?

1.1.2. What do I want from the 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?
Can I ensure that all students can access this type of experience? If I can't, how can I support the experience of those who do attend, and provide different work experience opportunities for other who don't?	What will success look like?
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 opportunity for them?	Is the company looking to recruit new employees, graduates, apprentices or interns?
Is this an opportunity for the organisation to develop its own staff?	Is the visit a bespoke opportunity i.e. driven by a parent, or does the company generally organise a range of opportunities for school students to visit their workplace?

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

Can I support the parent in helping to ensure that the experience is relevant to their child, in terms of access to the workplace, suitability of the placement, and other ways in which I can enhance the educational experience?
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Section 2 – Research prior to making contact with employers hosting this type of experience

2.1. Key considerations

Since the specific activity is limited to one student in one workplace at a time, can I work with the parent and this organisation to broker opportunities for other students?	Speak to your designated careers lead in school as they will often have pre-existing contact with a range of large local employers who offer “take-daughter/son-to-work” schemes which may open opportunities up for other students.
Visit the website of the preferred organisation/event to establish if they already offer this type of activity or if this is a bespoke offer.	Can your school alumni or parents help in terms of this type of workplace visit for students other than their daughter/son?
Important points to remember!	
You are largely providing third party support to activity already brokered by a parent/guardian. However, it is indicative of the supportiveness of a particular employer that the experience is offered and may present an opportunity to work with the employer to do more with them with other students.	

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Section 3 - Making contact with the parent / employer

3.1. Preferred method(s) of communication with parent/employer

Communication method	Benefit	Drawback
<p>Preferred method(s)</p> <p>Given the bespoke nature of this type of experience, it is probably best to have an initial conversation with the parent/guardian to establish what has been brokered and if there are any ways you can support this activity.</p> <p>In having this conversation, perhaps at a parents evening, you can establish if there are other opportunities for work experience for other members of your student cohort.</p> <p>The parent may be in a position to help broker contact with the employer, and it is best to work with their recommendations on this point.</p>	<p>By starting the dialogue with the parent, you won't tread on any toes with the company in question, establish what support can be offered by the school, and also look for realistic opportunities to expand the relationship with the company.</p>	<p>The risk is of parochialism on the part of the parent. They may feel there is no incentive to them and their child to widen the offer to other students.</p> <p>In the case of someone who is self-employed e.g. a plumber, they may be using this opportunity to help recruit their daughter/son into the "family business" so may not be incentivised to help.</p>
<p>Important points to remember!</p>		
<p>In this situation you are co-facilitator of this workplace experience and are working closely in partnership with the parent/guardian.</p> <p>This is an opportunity to "bank" contact details for an employer in a particular sector. Working closely with the parent, you can create future opportunities even if these cannot be delivered in this academic year. Parents are often keen to altruistic, so if handled well there are many future opportunities to create ongoing relationships with various employers for various purposes.</p>		

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3.2. What to do if asked to contact the employer directly by the parent?

Providing correct and full contact details	
By phone	
When prompted to do so by the parent, when making contact with the designated person ensure that you supply the best number you can be contacted on. This is sometimes difficult in schools, and so also give information about when it is best for you to be contacted e.g. during break-time, lunch-hour or best after school.	If you need to have a subsequent conversation with the designated person in the company, ensure that you ask for their full title, direct telephone number and when they prefer to be contacted. If you are asked to e-mail ensure you have the correct address. Some organisations will be informal and will say, ask for Jane or Dave for example, but keep it formal until you meet in person.
By e-mail (initial or subsequent communication)	
In this situation, as a third party, you are seeking to maximise the benefit of the experience for the individual student, and maximise the opportunities arising out of this employer relationship. Start from the premise that you are prepared to offer relevant support to the individual student in the workplace, and explore options from there with the employer to offer different opportunities.	If e-mailing, copy other members of your team into the e-mail so that the employer has alternative contacts to re-contact if you're not available
What do you need to do to make the conversation a success?	
Thank the employer for their support of your students. It is good for the reputation of the school to show that it is interested in the full development of their students even if it is initially one student in one workplace.	Ask the employer what activities your student will be involved with, and tentatively ask if there are other things they might be able to offer, e.g. workplace visits for a larger group, or individual work experience visits for other students.
Use this opportunity to develop the relationship whilst at the same time offer realistic support, and work with any suggestions the employer makes.	
Important points to remember!	
Don't expect too much at this stage unless it is explicitly offered. The employer may wish to limit what they can offer to avoid being swamped by requests for support, so don't be too disappointed if they only want to talk about one student.	
This is an opportunity for you to start a new relationship with an employer, so think carefully about what they get from this relationship; is it a favour to an employee, a piece of CSR, or a trial of work experience that could lead to greater things?	

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3.3. Next steps after making initial contact

<p>Take up the offer of a meeting or site visit. If you are asked to visit the student during the placement do so where timetabling allows or suggest another member of staff visits.</p>	<p>Meet with the student and ask them what you can do to support them. Suggest a structure to them around the SMART objectives below, but be careful not to do anything which could be a disincentive to them. Suggest, rather than mandate reflective activity such as creating a log.</p>
Housekeeping	
<p>If this activity is taking place in a school holiday, try to follow up the experience with the student as soon as possible, so that any discussion or reflection on the part of the student is fresh in their mind.</p>	<p>Ensure that you are clear about;</p> <ul style="list-style-type: none">• Duration of the visit –a full day starting at x and finishing at y• Any offer of support by the school is realistic• Do I need to write risk assessments or emergency care plans?

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Section 4 – Planning the Activity

4.1. SMART Objectives for visit

1) Activity prior to volunteering (students)	Measure of success
1.1 Student briefed to write a brief report about what their parent does in their workplace in terms of duties and responsibilities.	Suggested that student considers before and after the visit. That is what do I know about the workplace based on what parent does and what was found out during visit. The student completes reflective log after visit to discuss what they learned and how that compared to their view of what the workplace might be like.
2) Activity during the visit (students)	Measure of success
2.1. Student to undertake activities as directed by employer	Student to complete reflective log to discuss what they liked and/or disliked about the visit, giving particular attention to whether it is a workplace they would like to work in, i.e. would they follow in their parent's footsteps or wish to do something different.
2.2. Student to suggest what could be improved for future visits	Student to complete reflective log to discuss what they would improve upon for a future visit, or for other students having the same experience
3) Activity after the visit (students)	Measure of success
3.1. Student to complete a reflective log of their experience and think clearly about the aspects of their parents role	In addition to the above, reflective log could include response to the following sample questions; <ul style="list-style-type: none"> • The best part of the visit was (why) • The part I enjoyed the least about visit was (why) • Did you enjoy the visit (why) and, if not, why? • Have you learnt something new from this experience? if so, what? • Do you think you know more about this particular type of employment? • Describe the activities you undertook whilst with the employer. Did you feel challenged enough? • Describe the range of job roles you saw during the visit. • What has this taught you about the workplace? Describe how is it different from school?
4) Activity after the visit (staff)	Measure of success
4.1. Staff to collect contact details from members of staff contacted ahead of the visit or any staff encountered during a site visit.	Contact details included on a school database of employer contacts and shared with specific members of the school team, e.g. Careers Education lead. Is the parent prepared to be a longer term contact for work-shadowing or work experience visits?

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Section 5 – After the Activity

5.1. Follow-on activity after visit is complete

5.1.1 Follow-on steps for the student

- Ensure the student has information to enable them to meet other the representatives of that organisation, knows how to organise additional work experience, and knows how to apply for jobs, apprenticeships or school leaver/graduate schemes with them or similar organisations in the future.
- Encourage the student, independent of you and their parent/guardian, to write to the employer and thank them for the experience.

5.1.2. Follow-on steps for the staff

- Contact the employer after the visit and thank them for their support of your student 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 student (with their permission to do so) about the experience.
- Publish their experiences on your website including photos and videos and share with 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 your team and the employer.
- Brief other colleagues about the experience and celebrate the successes of individual students and any particular noteworthy moments.

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Section 6 – Timeline

6.1. Timeline

- No more than 8 weeks prior to visit contact the employer in question where prompted to do so.
- Where prompted and as soon as possible arrange a visit to clarify arrangements and see what the student(s) will see and be working on if activities are included that adequate risk assessments are in place for the visit.
- Day of visit ensure that students attend and leave at times agreed, perhaps check this with the parent.
- 1-2 days after the visit, call, e-mail the employer to thank them, provide any feedback, and follow up on any student queries.
- 3-4 days after the visit, publish pictures, write an article and share with the employer.
- Up to a week after the visit, ensure that the student has written to thank the employer for the experience.
- Based on your initial conversation with the employer 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

Since this activity is very much incumbent on families leading these bespoke activities, there is less scope for proactivity. However, there could be scope to write a call for action in a periodical newsletter or other bulletin to parents asking for help. Address this to:

- Parents/grandparents/guardians/foster carers
- Governors
- Alumni