



SCHOOLS ENGAGEMENT SCORECARD



The Schools Engagement Scorecard benchmarks your ability to influence perceptions of the construction industry and identifies opportunities for increased effectiveness.



TICK YES/NO STATEMENTS

Find out how you fare against the four core elements of schools engagement by ticking all the statements that are true for your organisation.



REVIEW IDEAS AND SUGGESTIONS

Add your tally for each section to establish your overall score, and turn to the back of this booklet for specific actions to improve your total.



DOWNLOAD TIPS AND TEMPLATES

Consult the resources and links section at the back of this booklet for immediate next steps, or download templates from the BESS Resources web page.

This scorecard has been developed to help organisations deliver against established careers guidance:



**Department
for Education**

The Department for Education published the National Careers Strategy in 2017, setting out clearly the responsibility of employers to support careers information and education.

**THE CAREERS &
ENTERPRISE
COMPANY**

The Careers & Enterprise Company was established in 2015 to help link schools and colleges to employers, in order to increase employer engagement for young people.

GATSBY

The Gatsby Foundation created the eight Gatsby Benchmarks to evidence best practice in careers guidance. All secondary schools are expected to meet the benchmarks in full by the end of 2020.



The Schools Engagement Scorecard Elements



PINPOINT

As with anything in business, getting honest about your own internal commitments and objectives is critical to your success. Knowing what you want and how you want to get there makes everything else clearer.



PREPARE

The careers space is already packed with organisations, regulations and opportunities, and the smartest companies know that forming alliances with this inner circle is always the most efficient route.



PROMPT

When you get in front of your audience, what will you say? How will you say it? Will that be effective? How will you know?

Understanding the world of educators and young people will help your schools engagement to thrive.



PROGRESS

Changing perceptions of the industry will only happen at scale, and it requires influence.

Sharing and publishing your ideas and experiences increases your credibility and your perceived level of influence.

PINPOINT



I know the education landscape is constantly changing, so my organisation commits to learning as much as we can about it.

Whenever I create materials and content for schools, I always consult the UK National Curriculum for the appropriate teaching targets.

Everything I provide to schools has a stated 'call to action' so that interested students have a clear next step.

My business always thinks about opportunities to invite or share our achievements and celebrations with local schools.

My offer to schools is in line with the Department for Education's National Careers Strategy and the eight Gatsby Benchmarks.

There is a named individual or team on all our digital and social media content that teachers can connect with if they want to learn more from us.

I would feel confident giving a 45-minute outreach presentation in a local school two days from now.

I have got lots to say about careers and opportunities in my industry, so I share my thoughts on podcasts.

My organisation's website makes it easy for schools to quickly see the types of outreach we do, and to research and contact the right person.

We include schools engagement activity as part of the feedback in our internal staff surveys and appraisals.

My organisation has a clear, costed plan that is regularly reviewed for achieving our schools engagement targets.

My business understands the financial benefits of supporting and inspiring the next generation during their time in education.

My company commits a significant and appropriate percentage of resources to CSR and outreach.



PINPOINT

TOTAL

I have committed to supporting at least one young person with mentoring or work experience during their education.

I know why schools can't always reply to career-related emails even when they are interested in the opportunity, and I avoid those mistakes.

I have prepared a compelling and genuine response when people ask why I bother with schools outreach.

My organisation has colourful, branded presentations and activity sheets created and ready for the outreach work we do.

I have taken the time to create a unique offer for schools, based on the attainment levels, aspirations and destination outcomes of their pupils.

I make a daily commitment to capture a few thoughts about my work and experiences so I've got a good source of content ideas for schools.

I invest in ongoing training and development for myself and my team around outreach, engagement and careers guidance.

My colleagues always think about practical or visual ways to demonstrate our message to schools, and we rehearse these in our own internal meetings.

Everyone else in my organisation understands why we are committed to inspiring the next generation.

There is more than one person in my business who is trained and actively involved in outreach and schools engagement.

I have digital outreach content available online and created specifically for schools, in the form of videos, podcasts, document downloads or interactive technology.

When I research and write my school talks, I always focus on the impact of my work on communities and the environment alongside the technical parts of my job.

I have honed my pitch to schools, and I would convince a teacher or careers guide to invite me to deliver schools outreach in under one minute.



PREPARE

I am up-to-date with information about all the possible qualification pathways for students after they finish compulsory education.

I know students won't necessarily visit my website, so I make sure they can find my company on other social media channels.

Social mobility is declining and not all students are motivated by the prospect of a job that lets them travel. I keep my information local and global, so they can choose

I have a good understanding of choice overload and I make sure that whatever I present is designed to include simple messages.

To help schools deliver the right career guidance at the right time, I am clear on the segments of students that my message is most suited to.

The built environment isn't just construction sites, and I help students to experience all types of workplaces.

I have researched and understood the specific requirements of my school, using information from OFSTED, national government, the local authority and the school's own website.

When I approach a school, I always ask the teacher exactly how I can adapt my message to best suit their needs.

The aspirations of the eight Gatsby Benchmarks are a fundamental part of shaping our offer to schools.

I never find it a struggle to develop strong relationships with schools through the teachers, Careers Leads or senior leadership team.

I know what time of day, and what time of year, to telephone a school to ensure the most effective response.

Taking my careers talks and activities into primary schools is part of my strategic engagement plan.

I know that schools have limited funds, so my offer always includes providing resources or support.



PREPARE

TOTAL

Labour market information is crucial for schools to provide accurate information about career opportunities to students, and I know how to help them find it.

If someone Googled my organisation, they would quickly find details of our commitment to schools outreach.

My business has committed to actively supporting teachers by creating information, materials, and insights for use within normal school timetable.

Learning the 'language' of a client's sector is second-nature to my business, so we've made exactly the same effort with schools.

4 or more high quality work encounters during education reduces a pupil's chance of becoming NEET by 86%, and I am determined to provide my share of those encounters .

I deliver outreach support to schools beyond those closest to my office or project site, particularly rural and SEND schools.

I've prepared and rehearsed my answers to the some of the tricky questions that students are likely to ask.

The outreach content I use for schools can be delivered equally well in various formats and styles.

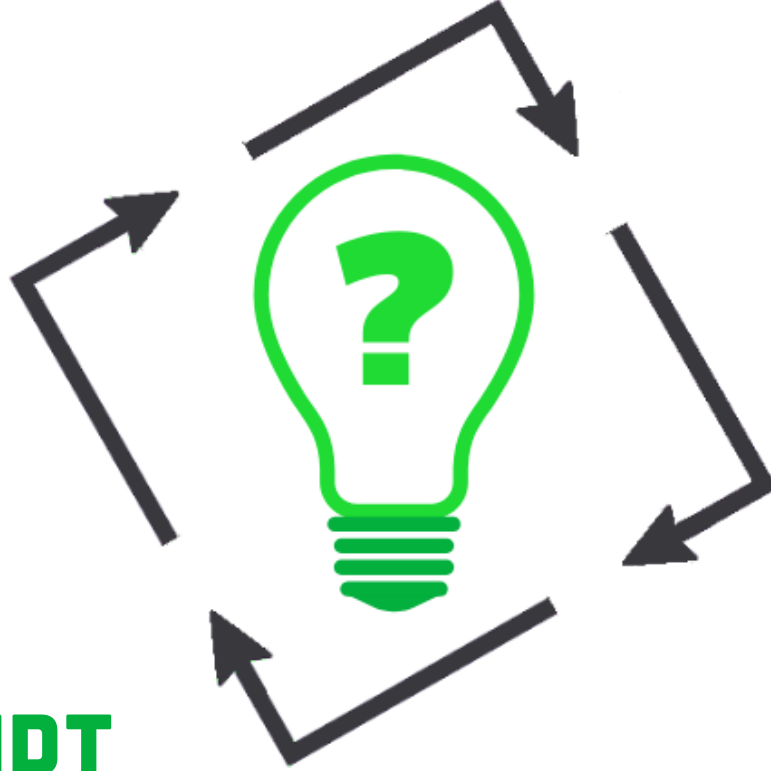
Our strategic engagement plan always involves discussing our offer with teachers to shape and adapt as necessary before delivering to students.

I always provide a comprehensive summary of my presentation for teachers in the form of a written briefing.

I know the targets that teachers have in delivering the curriculum, and I will support them by bringing lessons to life with examples from industry.

Linking academic and vocational qualifications to careers is something I help teachers to understand with examples from my discipline.

A key audience for my strategic engagement plan is the school's Careers Lead, and I provide them with tailored support and information.



PROMPT

I have active referral partnerships in place with other businesses and careers organisations that send the most relevant outreach opportunities my way.

My business understands that schools engagement is not a recruitment exercise, and I have their support to commit the necessary long-term time and effort.

I never have to worry that I am carrying a huge amount of outreach responsibility, with little support from other employers or colleagues.

Using my own network of built environment colleagues, I have delivered joint presentations or activities to schools.

I actively refer schools to other appropriate employers who may be able to deliver more timely or relevant outreach support to that school.

I know that the built environment is a complex and diverse sector so I often extend and receive opportunities to support other businesses with schools outreach.

School buildings are a perfect example of the built environment, so I link my content to the place that students are in every day.

When my organisation is involved in building or repairing a school, I talk to the pupils about all our decisions and processes, not just the finished results.

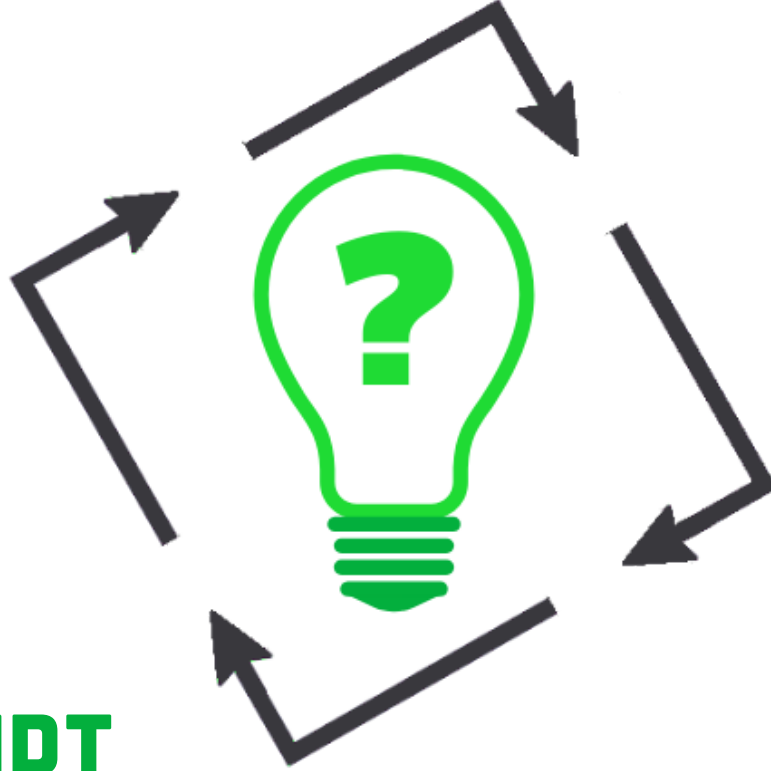
I ask young people to think about their own school buildings, and reflect on the aspects that they like or dislike to help them understand the responsibilities of the construction industry.

Wherever possible, I use my knowledge and expertise to talk to students about the materials and technologies that were involved in creating their school buildings and facilities.

Even when we present to schools geographically far from us, we take the time to research their local area and link our content to it.

My business has committed to inviting schools to us, as a way for the students to experience different workplaces.

My organisation works with our network of contacts and companies to offer work experience and work placements whenever we can.



PROMPT

TOTAL

I notice if students are bored or confused by my presentations, and I immediately adapt my content.

Young people often love technology so I use it whenever I can in my schools engagement, but I know technology is the hook, not the substance.

I know what has been evidenced to work in careers guidance, and I provide a mix of styles, formats, content and experiential learning.

Before I present to students, I try to put myself back into their shoes to give context to salary, working hours and opportunities that may exist in other sectors.

I always remember to talk about the products, software and innovations that allow me to do my job.

When I plan my schools engagement topics and activities, I always build emotion into my content to make it relatable and memorable.

Many young people are inspired by the discussions around climate change and environmental responsibility, and I always talk about my company's commitment to sustainability.

Growing populations can mean larger class sizes, and I find that talking about pupil numbers provides a strong frame of reference for my content about population trends.

Linking careers to curriculum subjects is critical to the success of careers guidance, and I know that job roles are likely to change before many young people join the workforce.

The most effective careers information helps young people to explore their own self-identity, so I give pupils plenty of questions and ideas to think about after I leave.

Before I set foot in a classroom, I take the time to remind myself that it is OK for me to say if I don't know the answer to a question.

I have several presentations and challenges ready to deliver at short notice, tailored to different age groups, attainment levels and curriculum subjects .

I write or blog about my schools engagement activity at least once a month to share my experiences and learnings with others.



PROGRESS

When I deliver outreach support to schools, I inform and represent my professional or trade body.

I have shared my experiences and successes with other employers to build their confidence for schools engagement.

My company has joined forces with other organisations to create more dynamic school competitions and challenges.

I give talks, training or presentations about my outreach experiences to build my network and identify potential partner organisations.

My peers respect me for my work inspiring the next generation, and they show it by sharing my press releases and social media content.

I regularly talk to other businesses about practical, tangible ways that they can provide schools outreach.

I have written or contributed to academic research relating to the the data and analytics of the skills agenda in construction.

My company has won a respected award for our commitment to schools engagement and careers outreach.

I have positive quotes and testimonials from the students and teachers I have supported with careers activity.

A professional and collaborative approach to schools engagement is important for construction, so we create regular industry reports about our experiences.

To deliver our strategic schools engagement plan, my business tracks all our progress against clear targets.

It is very important to get feedback to develop and improve my activities, so I always ask teachers and students for their opinions.

After every careers outreach activity, I review and make notes for ways that I can improve the activities or the level of engagement.



PROGRESS

TOTAL

- My colleagues have produced case studies to highlight our schools engagement, and demonstrate how we deliver against curriculum targets and Gatsby Benchmarks.
- We regularly review the relevant schools pages of our website against web analytics to check our content is being utilised.
- My organisation is confident to share our news and views about schools engagement in the media.
- My business has published a colourful photobook or gallery for schools, highlighting the skills and careers involved in a project we have worked on.
- Our newsletters, press releases and social media regularly feature stories about the schools we support.
- My company uses our internal meetings as a platform to share the questions, comments and feedback we receive from educators and students.

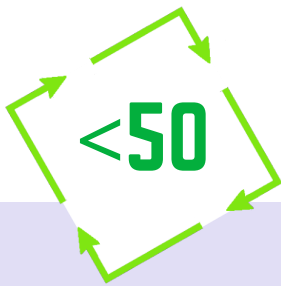
- As an organisation, we know that commitment to schools engagement takes time, resources and money for very long-term results, so we track our activity using a social value calculator.
- Everyone has their own style of learning and analysing information, and that is why our schools outreach activity is visual, audio and kinaesthetic.
- Measuring success in corporate social responsibility can be challenging, so my company tracks non-financial metrics like staff development and business collaborations.
- I know the difference between outputs and outcomes, and I ensure that the analysis of my schools engagement activity clearly distinguishes between the two.

- I understand the role of an Enterprise Advisor, and even if it's not the right opportunity for me, I work closely with the Advisor at every school I support.
- My business has invited students or teachers to become part of our schools engagement advisory board.
- When my business looks to take on apprentices, work experience placements or new starters, we have a good pool of contacts to begin our search.



Add up the number of statements you were able to mark with a tick.

There are 26 statements in each section, and 104 in total.



IF YOU ANSWERED YES TO LESS THAN 50 QUESTIONS

Some of the first steps in successful, impactful schools engagement involve clarity on the outcomes you want to achieve and the reality of the resources you can commit.

To boost your score, try looking at:

- your organisation's internal support, structure and commitment,
- taking a planned approach to activities and resources so they don't become ad-hoc,
- the offer you have honed to make you attractive to schools,
- collaborating with others who are already involved with your target schools.

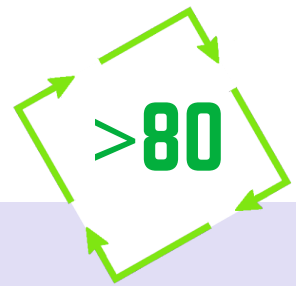


IF YOU ANSWERED YES TO BETWEEN 50 AND 80 QUESTIONS

As you start to build effective relationships with schools and challenge perceptions of the industry, you will become more known and respected for your outreach.

To boost your score, try looking at:

- opportunities to raise awareness of the broader built environment, and to partner with other businesses to share expertise,
- the details of the core National Curriculum and the targets that teachers must deliver,
- techniques to make your outreach activities memorable and dynamic.



IF YOU ANSWERED YES TO MORE THAN 80 QUESTIONS

When you begin to achieve significant levels of credibility and influence in schools engagement, you have the opportunity to raise the rest of the industry with you.

To boost your score, try looking at:

- strategic analytics and clear metrics to evidence your effectiveness against your plan,
- adapting your offer in line with the feedback you receive to demonstrate constant improvement,
- inviting teachers and young people to become stakeholders in the outreach you deliver to schools.

The Schools Engagement Scorecard Elements

Was one scorecard section stronger or weaker than the others for you? Each of the elements of the schools engagement process requires a different focus.



PINPOINT

If your score needs a boost in this area, try some of the following tactics:

- **Write a plan.** It doesn't have to be complicated and flowery, just capture what you want to achieve, who will do it, how they will be supported, and the resources you have available.
- **Update your website.** Add the contact details of your outreach champion so schools can find them.
- **Study the National Curriculum** guidelines so you know where you can support teachers.



PREPARE

To make your preparation shine, try some of the following tactics:

- **Make some friends.** Connect yourself with the Education and Skills Team of your LEP, and find your local Enterprise Coordinators.
- **Study Gatsby, old sport.** The eight Gatsby Benchmarks are a core part of schools' careers guidance, and you need to help them to demonstrate progress.
- **Research your school.** Understand their governance, finances, class sizes and destination outcomes.



PROMPT

If this is your weakest link, try some of the following tactics:

- **Tell tales.** Storytelling is a powerful human skill, and by conveying your content as stories you create an proven emotional connection with your audience.
- **Local global.** Some young people never travel further than 5 miles from home during their childhood, so add local context if you talk about major cities, landmarks or transport networks.
- **Use technology.** You know it makes sense.



PROGRESS

Progress keeps us all motivated, so try some of the following tactics:

- **Citizen Student.** As future citizens and taxpayers, young people should be inspired to see the value of places and spaces.
- **Measure and improve.** We get what we measure, and the organisations that stand out at schools engagement are constantly setting bold targets.
- **Spread the word.** The responsibility to change industry perceptions must be shared by all construction companies.



Ready to boost your schools engagement activity?

Resources, tools, networks and strategies to support your organisation.

THE BASICS

The Gatsby Benchmarks

The Gatsby benchmarks were created in 2013 to establish what good looks like in careers.
www.gatsby.org.uk

The National Careers Strategy

The National Careers Strategy sets out the government's ambitions and aspirations for careers activity across the UK. www.gov.uk/government/publications

Enterprise Advisor Network

Enterprise Advisors are volunteers from business who work strategically with schools to develop careers programmes. www.careersandenterprise.co.uk

National Curriculum for England

The National Curriculum for England must be taught in all local-authority maintained schools at all four Key Stages. www.gov.uk/government/collections

The Cold Spots

The Cold Spots report helps to demonstrate and prioritise where young people are most in need of careers support. www.careersandenterprise.co.uk/research

Compare School Performance

The government publishes performance information for all primary, secondary and special needs schools and colleges. www.gov.uk/schoolperformance-tables

GETTING STRATEGIC

What Works in Careers

The 'What Works' series of research publications evidences benefits, impacts and best practice in careers provision. www.careersandenterprise.co.uk/research

Post-16 Options

Young people are required to stay in education, employment or training after their compulsory education finishes at 16. www.gov.uk/government/publications

Financial & Non-Financial Measures

Measuring schools engagement progress against targets involves tracking financial and non-financial objectives. www.beskillsinschools.co.uk

Teacher Briefings

Teacher briefings provide a reminder of your content, with clear links to Key Stages, attainment levels and Gatsby benchmarks. www.beskillsinschools.co.uk

Creating Digital Content

Digital content about your organisation, projects and expertise is invaluable to teachers, and can be accessed repeatedly. www.beskillsinschools.co.uk

Enduring School Relationships

The government publishes performance information for all primary, secondary and special needs schools and colleges. www.gov.uk/schoolperformance-tables

LEVELLING UP

Building Choice Architecture

Choice architecture describes the way in which decisions are presented to people, in this case young people. www.beskillsinschools.co.uk

Storytelling Skills

Effective employers tell great stories. Stories will stay with people much longer than facts or statistics. www.beskillsinschools.co.uk

Hosting Seminars for Industry

Move the industry forward by sharing your feedback, stats and metrics on schools engagement activity. www.beskillsinschools.co.uk

Feedback and Analysis

Useful, actionable feedback is crucial to develop and improve your schools engagement activity. www.beskillsinschools.co.uk

Testimonials

Testimonials from happy teachers act as social proof to demonstrate your commitment to schools engagement. www.beskillsinschools.co.uk

Online Presence

Build pages of information, downloads, testimonials and direct contact details to support teachers and Careers Leads. www.beskillsinschools.co.uk

Media and PR

Perfecting your outreach pitch to journalists and trade publications is a skill you can master with the right guidance. www.beskillsinschools.co.uk

ADVANCED

Referral Systems

Not every schools engagement opportunity will be right for you, and that's OK. Referral systems mean schools are always supported. www.beskillsinschools.co.uk

Writing Reports for Industry

Share your experiences and recommendations for schools engagement in a professional report format. www.beskillsinschools.co.uk

Engagement Advisory Board

The role of 'critical friends' is crucial to the development of effective, ambitious and relevant schools engagement. www.beskillsinschools.co.uk

Outreach Metrics

Build a suite of metrics that allow your organisation to track the evidence and outcomes of your schools engagement. www.beskillsinschools.co.uk

Collaboration and Alliances

Changing perceptions of the construction will involve consistent messaging and breaking down silos. Pick your A-Team. www.beskillsinschools.co.uk

Schools Engagement MOOC

Ready to add some rocket-power to your schools engagement? Sign up to the BESS online course. www.beskillsinschools.co.uk

BESS Workshops

If you prefer a more bespoke approach to your training, tailored for your own organisation, contact us for details. www.beskillsinschools.co.uk





BESSprogramme



Built Environment Skills in Schools



Built Environment Skills in Schools



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BESSprogramme

Built Environment Skills in Schools

BUILDING THE FUTURE



SCHOOLS

Empowering students as active citizens of the built environment



APPRENTICES

Empowering apprentices to challenge industry aspirations and beliefs



EMPLOYERS

Empowering employers to change perceptions of the industry