

SAFEGUARDING ADVICE FOR EMPLOYERS

PRE-VISIT

If your visit involves unsupervised contact with young people you will usually be asked to show photographic ID and written confirmation that appropriate DBS checks have been made. Make sure you take all documentation with you on your visit.

You should aim to provide a positive role model to young people. Dress appropriately and treat all adults and pupils with respect and tolerance.

If you are running a competition or challenge in the school, ask for guidance in advance regarding gifts, rewards and incentives for young people. Do not show preferential treatment.

AT RECEPTION

When you sign in at a school reception, ensure you wear any badges given to you and read any leaflets or information provided. By signing in, you have agreed to abide by any advice given to you.

Schools will usually require that you are accompanied by a member of staff at all times. This is for everyone's benefit, and you should comply.

IN THE CLASSROOM

Think about the things you say to pupils. Never share personal details or make inappropriate comments. This includes racist, homophobic, sexist, profane or sexualised comments.

Never photograph pupils without the school's permission. Never meet or contact a child out of school including by text, email, Facebook or other social media or give a child a lift home.

If a child makes a disclosure to you, listen without judgment or interruption. Do not promise to keep a secret, but reassure them that they were right to tell you. Immediately after the disclosure, report the incident to the Safeguarding Lead.

POST-VISIT

If you have ANY concerns about a child's welfare or well being or have a concern about the behaviour of any adult within the school towards a child, it is your responsibility to voice your concern. This usually involves telling the Head, but if your concern involves the Head, you should speak to the Safeguarding Lead or the Local Authority.

Remember that the school is rightly focused on providing a safe and vigilant environment. Always report any situations that arise that you may feel may give rise to a complaint or misunderstanding in respect of your own actions.



SPEAK THE LINGO

WHO'S WHO

CAHMS: Child and Adolescent Mental Health Services

DfE: Department for Education

HT: Headteacher.

LA: Local Authority (the local council)

LSA (see also TA): Learning Support Assistants work closely with teachers and support the children with their learning activities in class.

NQT: A newly qualified teacher in their first year of teaching.

Ofsted: Office for Standards in Education, Children's Services and Skills. A Government department which oversees the regulation and inspection of schools.

SLT: Senior Leadership team.

TA: Teaching Assistant. A TA will be class-based to support all children in the class, or small groups of pupils, giving them close support and also assisting their teacher.

EDUCATION STAGES

Early Years Foundation Stage (EYFS): The regulatory and quality framework for children between birth and the academic year in which they turn five.

Key Stage 1 (Years 1-2/5-7 year olds) – Nursery

Key Stage 2 (Years 3-6/7-11 year olds) – Primary

Key Stage 3 (Years 7-9/11-14 year olds) – Lower Secondary

Key Stage 4/GCSE (Years 10-11) – Upper Secondary

After GCSEs students can opt to enter **Key Stage 5** and take A Levels (Years 12-13/16-18 years old).

TESTS AND GROUPINGS

CATS: Cognitive Abilities Tests, used in some primary and secondary schools. They are designed to assess strengths and weaknesses in reasoning.

Early Help Assessment (EHA): A tool used to identify children and families who need support.

G&T: 'Gifted and Talented' used to describe children who have the ability to develop significantly beyond what's expected for their age.

Learning objective (LO) or We are learning to (WALT): Describes what children are expected to learn or achieve from a task or activity.

Risk of NEET: Indicators that identify young people with risk factors for becoming NEET (not in education, employment or training).

SATS: Standard Attainment Tests are compulsory tests in primary schools in England. Tests are taken in Years 2 and 6. Read more about SATs.

SEN: Special Educational Needs. The needs of children with a learning difficulty which means they require special educational provision either in mainstream or specialist schools.

CAREERS GUIDANCE

CEIAG: Careers Education, Information, Advice and Guidance

Enrichment Activities: Careers and development events and activities, often separate from curriculum learning.

The Gatsby Benchmarks: eight compulsory benchmarks tracking effective careers guidance in schools.

The National Careers Strategy: government's published commitment to careers investment and activity.



SCHOOLS ENGAGEMENT CHECKLIST

MAKING CONTACT

I've researched local schools through Gov.uk and I've identified the schools where my offer is the best match for their needs.

I've prepared my phone call to make sure I'm calling at the right time of day, and the right time in the term.

I'm clear on the measurable objectives I want to achieve from engaging with schools.

I've researched the National Curriculum, and I can link my engagement to at least one curriculum subject.

I've spoken to my professional body and my LEP or Chamber of Commerce to let them know that I want to engage with schools.

REHEARSING YOUR LINES

I'm clear on the activity I'll be delivering, and I've worked out my timings, costs, number of students, and resources or equipment required.

I've researched local labour market information so I'm ready to answer tricky questions about average and comparative salaries.

I understand the qualifications that students can pursue to reach my role, and I know if there are modern equivalents or alternatives.

I'm clear on the eight compulsory Gatsby benchmarks that schools must deliver in their careers programmes, and I know which benchmarks my activity helps them to meet.

I've read the safeguarding requirements for my school and I'm ready to comply.

LIGHTS, CAMERA, ACTION

My presentation format doesn't have any over-complicated details, and I have time to make my key points two or three times.

I'm ready to adapt my content to the attention span, education level, and interests of the students.

My activity references topics that are important to students including sustainability, homelessness and diversity.

I've included digital content that the teacher can use again after I've left.

I've found a way to link my key points to something within the school building, so that students can reflect on it in their own time.

POST-MATCH ANALYSIS

The feedback I've collected from students and teachers will be used to shape and improve my engagement for next time.

I've asked the teacher for a testimonial about my schools engagement, so I can share that with other schools and employers.

I made a note of the other businesses and specialisms that would be of interest to the students, and I've contacted them.

I've got a good understanding of the existing competitions and challenges that my school runs, and I will adapt my content to incorporate it into one of these challenges.

I let students know that I'd be grateful for their input to improve the relevance or delivery of my content in the future.



UNDERSTANDING EDUCATION

GCSE GRADE SYSTEM

GCSE grades A* to G in England have been replaced by a new grade scale numbered from 9 to 1, with 9 being the highest grade. The new grades were brought in to signal that GCSEs have been reformed and to better differentiate between students of different abilities.

Ofqual says that new GCSE content will be more challenging, with fewer grade 9s expected to be awarded than A*s.

According to Ofqual, the new GCSEs are 'linear', which means they are exam focused and that all those exams come at the end of the course. This differs from the previous 'modular' courses, which assessed using both exams and course work.

Grades 9, 8 and 7 range from A* to A, 6, 5 and 4 range from B to C and 3, 2 and 1 range from D to G.

PERFORMANCE METRICS

The government maintains a portal where you can search for primary, secondary and special needs schools and colleges, and check their performance.

You can view and download:

- exam and test results
- Ofsted reports
- financial information
- pupil destination outcomes

Many areas produce their own localised Labour Market Information in order to understand the skills and careers required.

Sources of Labour Market Information include Connexions, the National Careers Service and regional Local Enterprise Partnerships.

Search the portal and research local schools at:

compare-school-performance.service.gov.uk

GATSBY BENCHMARKS

Careers guidance is an increasingly measured and evidenced area of education, and the Gatsby Benchmarks are the most commonly used markers. All secondary schools in England are expected to meet all eight benchmarks by the end of 2020:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

EMPLOYER TOP TIPS

1. Ask the school for their careers programme and see where your expertise will count most.
2. Be a critical friend – support and challenge the school to develop a stable careers programme.
3. Be prepared to build a long-term relationship and to contribute to all aspects of school life.
4. Make sure your staff are briefed before taking part in activities.
5. Contribute to the school's evaluation and act on feedback to do things differently or better next time.
6. Help schools develop a programme that takes into account the trends in your business, your sector and the wider economy.
7. Use your networks to encourage others to contribute to the careers programme and to take on key supporting roles.
8. Review all existing employer engagement and make sure that it has maximum impact and streamline where appropriate.

