**Careers Related Learning**

**Thornhill Primary School**

# **Working in Partnership Primary Schools**

# There are so many ways to get involved with Primary Schools. Thank you for taking the first step. Your role in working with young people will provide many benefits, including;

# **Broadening horizons** through real encounters with employers and local businesses.

# **Raising aspirations** of all young people by linking the workplace to learning in school.

# Identifying a range of essential **employability skills** and useful strategies to help children develop them.

# Supporting schools with **engaging parents** in raising aspirations and highlighting the value of regular attendance at school.

# **Challenging gender stereotypes** and socio-economic bias which can act as barriers to equality and ambition.

# Establishing self-sustaining and **long-lasting partnerships** with schools to foster strong relationships.

# Establishing and enhancing the **reputation of your business** in the wider local community.

# Supporting **recruitment security** and longevity through work experience, apprenticeships and future employment.

# **Visiting schools**

# Any colleague working with schools should be familiar with the environment schools are working within and their procedures for keeping pupils safe.

# **Here is some important advice:**

* You will be required to provide **photo ID** when visiting a school.
* **Sign the visitor register** when you arrive and leave.
* You must be **supervised** by a school member of staff at all times.
* Use language **appropriate** for a school and **avoid any physical contact** with pupils.
* Be aware of **cultural sensitivities** or religious views and ensure there is no discrimination through gender, ethnicity, disability or sexual identity.
* Conduct all communication through the school using an **official work email** address.
* Be familiar with the schools **safeguarding** information. This is standard procedure for all schools.
* Should **any child disclose any information** which gives you concern for their safety or wellbeing, report this to the designated Safeguarding lead Miss S. Overfield or the deputy Safeguarding leads Mrs. J. Jones or Mr. D Cluskey.
* Use **designated** staff toilets or changing facilities.

# **What to expect from schools**

Schools are very busy places with several different roles for people. Teachers spend most of their day in a classroom. The best way to communicate with them is via email.

# **Schools should:**

* Ask you to **confirm a date and time** for your visit as early as possible in the calendar as space and time get booked up quickly.
* Ask you to **bring photo ID** with you and show you where to sign in and out.
* Provide a **visitor parking** space, particularly if you have equipment to transport, or advice on where to park a vehicle.
* Give you a clear indication of the **age and number** of children involved in the activity.
* Provide you with time and **space to set up** and be on hand to manage any technical or presentation needs.
* **Ensure a teacher is present during the activity to supervise and mange behaviour.**.
* **Indicate where staff toilets are** and whether there are any planned fire drills.
* Schools should contact you after the visit to provide **feedback** and thanks.

# **What you should provide for schools**

Many employers who have worked with schools have described the huge rewards from working with young people. Feedback has been extremely positive when employers create imaginative ways to involve pupils.

**Here are some things to remember:**

* Be **well prepared**. Plan carefully and liaise with schools. Have a conversation with the member of staff beforehand.
* Focus on the **skills** needed in your line of work and the **range of careers** available. Use the **Skills Builder Framework** [www.skillsbuilder.org](http://www.skillsbuilder.org)
* Give schools an **outline** of your session or activity whether this is in school, a virtual online visit or at your workplace.
* Provide a **variety** of interactive activities including hands-on, making and doing and listening, watching or talking.
* Listen to **feedback** from pupils and schools to inform and improve the session.
* Make sure that your session is **age-appropriate** and linked to the curriculum if possible.
* If you can bring along an **apprentice** or recently hired young person, this can help children make links with your work.
* For workplace visits, provide a list of **potential hazards** and risks that children may encounter along with your actions to reduce the risk e.g. Personal Protective Equipment or specific viewing areas. **Advise colleagues in advance of the visit**.

Prior to any workplace visit, it might be valuable to plan a **preliminary** visit to the school to introduce yourself to the children.