

inspiring the future



Guide for Subject Teachers

www.inspiringthefuture.org

Purpose of the Guide

This guide is intended to help you, the subject teacher to find volunteers easily and quickly via the free Inspiring the Future system. It was written by subject teachers who have used Inspiring the Future and explains how the system works, and how you can get the most out of the amazing variety of volunteers.

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“Inviting working professional into schools to give students first-hand insights into the breadth of the jobs market and its recruitment demands is a great example of the sort of good practice Ofsted expects schools to include when providing young people with effective independent careers guidance”

Karen Andriannse HMI, National Lead for Careers Guidance, Ofsted

1. Inspiring the Future - Who we are

Inspiring the Future is run by the independent education charity Education and Employers: www.educationandemployers.org. The charity works in close partnership with the leading national bodies representing schools, colleges and employers.

Many of you already invite volunteers into the classroom but at times it can be difficult and time consuming. We want to make the process much easier for you so that more young people get the chance to meet people doing a wide range of jobs and gain first-hand insights into different careers, sectors and professions, and the routes into them.



Inspiring the Future is:

- A **free service** that makes the **teacher the customer**. Teachers best understand the needs of their young people and finding the right people at the right time can make the greatest difference
- A **secure**, purpose-built online platform to connect teachers and volunteers directly
- A growing database of **over 4,200 schools and colleges** across 98.7% of English local authorities and over **17,000 volunteers** from a range of careers, sectors and professions across the UK

Inspiring the Future has:

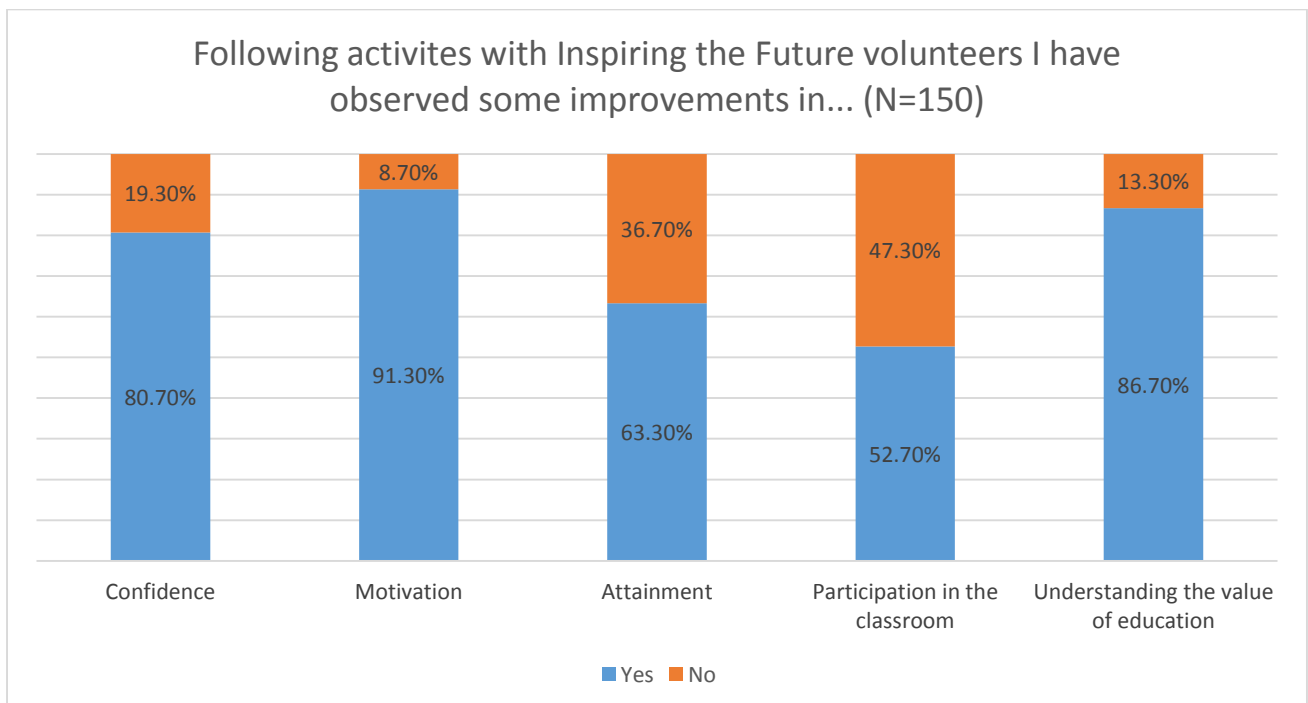
- Been developed with **extensive consultation with teachers** to make a **simple, effective** way for teachers to find a wide range of volunteers
- Support from **teaching unions, employer bodies** and all the **major political parties**
- Careers insights talks at its heart

2. Potential benefits of bringing volunteers into the classroom

Many of you will be aware of some of the benefits which include:

- Meeting people from the world of work who use subject-related knowledge in their jobs brings learning to life and helps young people understand the relevance of what you are teaching them
- By demonstrating the practical uses of a subject, volunteers can enrich learning and improve motivation and participation in the classroom
- Enabling young people to meet volunteers with interesting jobs helps broaden their networks and horizons. It can kick-start the process of thinking about future careers and encourage young people to make more informed choices about their future
- Classroom-based careers insights form part of an integrated approach to careers guidance, which is deemed best practice
- ‘Drip-feeding’ career insights into lessons is not necessarily difficult to maintain once you have a model in place
- Teachers who have used Inspiring the Future to organise events and activities in their schools, report a host of positive impacts on young people following these activities

In our 2014 teacher survey we asked teachers who had used Inspiring the Future to organise events/activities to tell us what they thought happened to young people following these events. Overwhelmingly, teachers reported positive impacts on young people in a range of different areas.



Source: 2014 Inspiring the Future Teacher survey

3. Who our volunteers are

Volunteers range from Archaeologists to Zoologists, Apprentices to CEOs, representing all sectors of the UK economy, and all have pledged an hour a year to visit local state schools and colleges to talk about their job, career path and education. Use the attached subject schemes of work for ideas on how you could use them.

| A selection of jobs volunteers do | | |
|--|---|---|
| Adventure journalist | Deputy District Judge | Apprentice IT Consultant |
| Administration Assistant | Senior Broadcast journalist | Personal Assistant |
| Aerospace Engineer | Head of Website | Receptionist |
| Sports Coach | Economist | Paediatrician |
| Apprentice in Live Events and Promotions | Freelance Wildlife and Documentary Cameraman | PhD Candidate in Astrophysics |
| Osteopath | Electrical Engineer | Photographer |
| Architect | Environmental Consultant | Political Correspondent |
| Assistant Librarian | Event Manager | Pilot |
| General Practitioner | Executive Creative Director | Principal Design Engineer |
| Member of Parliament | Food and Beverages Manager | Director of Political and Social Research |
| Brand Specialist | Film producer | Plumber |
| Bridge Designer | Editor | Prison Officer |
| Building Services Mechanical Design Engineer | Director Strategy and Public Relations | Partner Technology Advisor |
| Business Intelligence Specialist | Commando Helicopter Force – Royal Navy | Assistant Private Secretary to the Prime Minister |
| Buyer | Illustrator | Solicitor |
| Cabin Crew | Intern | Sound Recordist |
| Carpenter | Investment Banker | Apprentice Engineer |
| Court Clerk | Jewellery Designer | Staff Nurse |
| Customer Advisor | Junior Software Developer | Store Manager |
| Chef | Hydrogeologist | Student Paramedic |
| Detective Sergeant | Midwife | Writer |
| Curator | Travel Writer | Zoologist |
| Dentist | Trainee Manager | Technologist |

| Areas of volunteer specialism | Subject Links |
|---------------------------------|---|
| Apprenticeships | Core and Vocational |
| Enterprise/Entrepreneurs | Business, Media, All |
| Engineering | Science, Maths |
| Maths – using it at work | Maths, Economics |
| Design and Manufacturing | DT |
| Science & Technology | Science, DT |
| Financial Literacy | Maths, PSHE, Business Studies |
| Languages | French, German, Italian, Spanish, Russian, Mandarin, Japanese, Urdu, Arabic |

| Sectors volunteers represent | Subject Links |
|----------------------------------|---------------------------------------|
| Admin/Business | Business studies, ICT |
| Aerospace/Aviation | Science |
| Building/Construction | Science, DT |
| Catering/Hospitality | Food Technology |
| Design/Arts/Crafts | Art, DT |
| Education/Training | English |
| Engineering | Science |
| Environment | Science, Geography, Citizenship, PSHE |
| Financial Services | Maths |
| Healthcare | Science |
| IT/Computer | ICT |
| Languages/Info/ Culture | MFL, Geography |
| Legal/Political Services | History/English/Politics |
| Leisure/Sport/Tourism | PE, Geography, MFL |
| Manufacturing/ Production | DT |
| Marketing/Advertising | English, History, Geography |
| Media/Print/ Publishing | English, Media Studies |
| Performing Arts | Drama, Music |
| Personal/Other Services | PSHE |
| Retail/Customer Service | PSHE, English |
| Science/Maths | Science, Maths |
| Security/Armed Forces | Maths, Science, MFL |
| Social Work/Counselling | PSHE |
| Telecommunications | English |
| Transport/Logistics | Maths, Science |

4. How it works

How it works

Only 1 hour per year



Volunteers

Step 1

Schools and Colleges



Sign up to find volunteers willing to visit your school or college



I work in Birmingham

I took the following career route...

I can talk about...

Step 2

Decide which volunteers to invite, e.g.

- Graphic Designer
- Apprentice Engineer
- Nurse
- Architect
- Chef



I've just received an invitation from a school to a careers event



Step 3

Send them a message



To:
 Would you like to attend a careers fair at ...?
 From:

I really enjoyed meeting young people and talking to them



Step 4

After the careers talk

That's made me think of the different options open to me...



5. Planning the Subject Talk

If you haven't done so before this section gives you some guidance on what to think about in advance when inviting volunteers into your classroom, how to prepare your students for a volunteer coming into your lesson, and some generic examples of how you could structure your lessons. For subject specific inspiration, please refer to our schemes of work.

Planning

- At the beginning of the term/half term (medium term plan) identify the lesson(s) for which you will invite the volunteer. Log into ITF to review the possible range of volunteers in your area
- Look for opportunities within your Schemes of Work (SoW) to host a subject talk. For example:
 - Stand-alone post-assessment lesson
 - Assessment lesson
 - A role in a (longer term) project-based learning activity
 - The purpose of a 'fertile question' or 'rich task'
 - Cross-curricular project
- Get approval and seek collaborations by speaking to: Head of Department (HoD)/line-manager/member of Senior Leadership (SLT)/members of other departments as appropriate

Consider:

- Which class(es) – particularly for your first experience. Remember that outside speakers can be great motivators, so do consider your tricky classes too!
- Putting classes/teachers (from the same or different subjects) together to share benefits if appropriate/available
- Inviting another adult (teaching staff, senior staff, LSA) in for support/feedback
- Create lesson plan (based on template below) to share best practice, also to share with the volunteer

Pre-lesson exercises

Q&A preparation:

- **Option 1:** Students are given a range of careers (including that of your volunteer) that your subject has a role in, they go and research them. Without knowing the volunteer's job they plan questions to ask the volunteer in order to find out (you can put certain restraints on the questions in the style of 'Articulate' or 'Taboo' board games to make it more fun/avoid them simply asking "what's your job?")
- **Option 2:** Teacher gives students a list of things they have to find out from the volunteer and they plan questions accordingly

- **Option 3:** Students are given a brief background on the volunteer and brainstorm questions themselves
 - **Do guide these questions so that they are wide ranging (not just about age/wage/grades but also about routes into the career and opinions)**
- You may wish to produce a questionnaire about careers in your subject that students complete before and after the session to monitor any changes in their understanding/attitude/motivation

Lesson – You may wish to use the following as a lesson plan template or draw on the ideas as inspiration

Connect: Q&A - Teacher introduces volunteer briefly (or volunteer introduces his/herself) and Q&A ensues based on chosen pre-lesson exercise

Activation: Volunteer Demo - Volunteer demonstrates one of the tasks/skills that they do/use routinely in their jobs (related to Maths/English/Science/MFL/History etc.)

Demonstration: Student Attempt (problem-solving) – Students given similar task to complete in groups. Ensure that they are given appropriate brief/materials and this task is pitched correctly. Feedback at the end

Plenary: Reflection – Students complete questionnaire/reflection questions e.g. one thing that surprised them, one thing they will never forget, and one thing they enjoyed

6. Getting the most out of your volunteers

Remember, engaging with young people, especially teenagers, can be daunting for those not used to it (even though teachers do it every day!). The more information a volunteer has, the more confident they will feel, the more successful the lesson will be.



A. Before

- Carefully consider which candidate you want based on the needs of your students and have some backups in case your first choice is unavailable. Ensure that if you use the service more than once, you expose students to a range of careers and a range of routes into these careers
- Get in touch 1-2 months before you require the volunteer to come to optimise your chances of securing their visit

- Send invite based on template below in order to give them a lot of information succinctly
- Once they have responded positively ensure you are clear about the task/skill that they will share with your class so you can plan accordingly
- When the volunteer has confirmed, forward them the lesson plan **with timings**

B. On the day

- Ensure that Reception staff are expecting the volunteer and arrange for them to be collected from Reception by a member of staff at the agreed time
- Allow time for the volunteer to do any setting up required
- Introduce the volunteer to the class
- You are legally required to remain present throughout the subject talk as DBS checks are not required of Inspiring the Future volunteers
- Remember **you** are leading the session, the volunteer is a resource!
- Ensure that you maintain an *active* presence in the classroom and are active in classroom management (instructions, task transitions, organisation of resources, behaviour management)
- At the end of the session, you or a student should publicly thank the volunteer for their contribution
- After the lesson and if possible, feel free to capitalise on the opportunity to informally reflect on the session and/or explore further opportunities with the volunteer over a cup of coffee
- Arrange for the volunteer to be escorted offsite by a member of staff

C. After

- Contact the volunteer within 48 hours to thank them (you may wish to include a couple of things that you feel went well)
- Complete feedback for Inspiring the Future
- Feel free to ask the volunteer for feedback

7. Sample message- Modern Foreign Language Lesson

- 1) **Introduction and invitation** - use this to engage and intrigue the volunteer. They have signed up to Inspiring the Future because they want to engage with schools, but they still need to make time in their schedules to go into schools.

MESSAGE

Close

Activity Date
10/02/2015

Total Hours:
1

Any time commitment longer than the 1 Hour pledged by volunteers must be agreed

Subject
Subject Talk- Spanish

Type of event Career Insights

Message
Hi Jane- I am a Spanish teacher at the 'Tasksforce School' and would like to invite you to participate in one of my Spanish lessons, with a group of 25 students in year 10. It would involve coming in and talking a little bit about your job and how you use Spanish in it as part of a lesson on travel and tourism- I know the students will get a huge amount from hearing from you.

If you are available I can send you more information. Many thanks, Charlotte

From Miss Charlotte Lightman - Schools Liaison Manager

- 2) **Information and lesson overview** - Once the volunteer has agreed to come into your lesson you need to make sure they have all the information they need to feel comfortable with the day and give their best for the students.

Part 1 - Q&A

Volunteer Action - To raise the intrigue, students do not know what your job is and, before you arrive, they will be given a range of jobs to research including yours. They will ask a variety of questions to try to find out your job title so please answer the questions, but do not give it away! Certain students will ask you basic questions in Spanish. Please answer the question in the language in which you're asked.

Part 2 - Volunteer Demo

Volunteer Action - Briefly demonstrate a task/skill that you routinely do at work involving Spanish skills

Part 3 - Students Attempt

Volunteer Action - Students will then attempt a similar task to the one that you have demonstrated. This is a teacher-led activity, you may circulate and give hints and tips but not answers!

Part 4 - Students reflect

Volunteer Action - This is a teacher-led activity, you may circulate and give hints and tips but not answers!

8. FAQs and *Mythbusters*

Is a Disclosure and Barring Service (DBS) check (formerly known as CRB) check needed?

For career insight talks volunteers do not need a DBS check as it is a one off hour long visit and they will not have unsupported access to students – teachers will be present at all times. If however, volunteers are invited back to take part in regular mentoring for example, they will need DBS checks.

Do teachers get to see full volunteer CVs in advance of meeting them?

Teachers see short profiles of employee volunteers which the volunteers have filled in themselves.

Does anyone vet what employee volunteers say in their profile?

We take it on trust they have been honest about their skills and experience. There are also legal terms and conditions that they must agree to before registration. If we become aware that what they say is not accurate, we will remove the volunteers from the system.

Why don't you vet people?

The Inspiring the Future system works by giving teachers access to a wide list of volunteers from different professions and the teacher chooses who they think is most appropriate to invite into the school/college. If on having been invited into the school/college a teacher has concerns about volunteer they are asked to notify Inspiring the Future team who will remove them from the system.

How old are volunteers?

They are aged 18 right up to retirement age. We're especially encouraging people in their 20s as they are close in age to secondary school/college students who will be able to relate to them, but we want people of all ages.

Who is most likely volunteer to do Inspiring the Future?

Anyone with experience of work can volunteer. However, we envisage that there will be a lot of people in their 20s and also apprentices where information about the sector is hard to access.

Will people try to sell me goods and services?

This is not allowed under the terms and conditions that employee volunteers must agree to on registration. Anyone trying to sell anything will immediately be removed from the system or asked to stop.

How will we reach all regions? Especially rural areas where there are few employers?

We will use local and regional media and create a bank of local spokespersons over time. We can also use our stakeholder networks, large employers with branches, outlets or offices nationally and also gateway organisations, such as the CIPD, BCC, FSB, TUC and CBI who also have regional branches.