

inspiring the **f**uture



Guide for Subject Teachers

Foreword



Our world is changing beyond recognition, at a pace unmatched by any other point in history. That change is affecting our country in all sorts of positive ways, but it also means that, to succeed in the global economy, the British workforce of tomorrow has to have the skills and knowledge to play a full part in that changing world. That is why this government's plan for education is designed to ensure every child leaves school prepared for life in modern Britain. I want every young person in every part of the country to be inspired about the world of work and to have their eyes opened to the huge array of opportunities on offer.

With change happening so rapidly, it is more important than ever to ensure that our young people do not lose sight of how the subjects they study at school or college relate to the dynamic worlds of work which they will inhabit. Teachers consistently strive to ensure that they give pupils the best possible learning experiences, but they cannot be expected to be able to always draw the links between the classroom and workplace in ways that young people will instinctively understand. That is why we look to the employers of this country to work with schools. Employers are uniquely placed to help teachers bring learning to life. They have it in their hands to enrich learning by demonstrating the long-term relevance of what happens in the classroom, providing pupils with the motivation and encouragement which underpins academic achievement.

They can provide, moreover, insights into how individual subjects of study relate to careers across the economy, providing powerful, if informal, advice and guidance to young people. They can tell it straight, and show the wide range of careers across the economy, for example, which now demand skills in science and mathematics.

While it is clear that there has long been significant demand across schools to bring volunteers into classrooms to support learning, it has not always been easy or quick for teachers to find the right people at the right time. *Inspiring the Future* explicitly tackles this barrier. It is designed to make it simple and fast for teachers to find brilliant employer volunteers when they want them – and it is completely free to use. No one is better placed than teachers to know what pupils have to gain from bringing professionals from different backgrounds into the classroom to set a challenge, illustrate a principle or demonstrate the application of knowledge.

In this document, teams from the Education and Employers charity and Teach First have worked together to illustrate some of the many and varied ways that volunteers can support teaching within schemes of work across the curriculum. The opportunities to draw on the ever growing network of thousands of *Inspiring the Future* volunteers across the whole country are enormous. The possibilities are boundless – this guide is just the start. Drawing on the endless imagination and creativity of teachers, I look forward to hopefully seeing schools at all levels drawing systematically on this wonderful new resource. In so doing, they will be helping to make education the truly rich and exciting experience which we all want for our young people if they are to flourish in the world of opportunity and change that awaits them.

Rt. Hon. Nicky Morgan MP, Secretary of State for Education

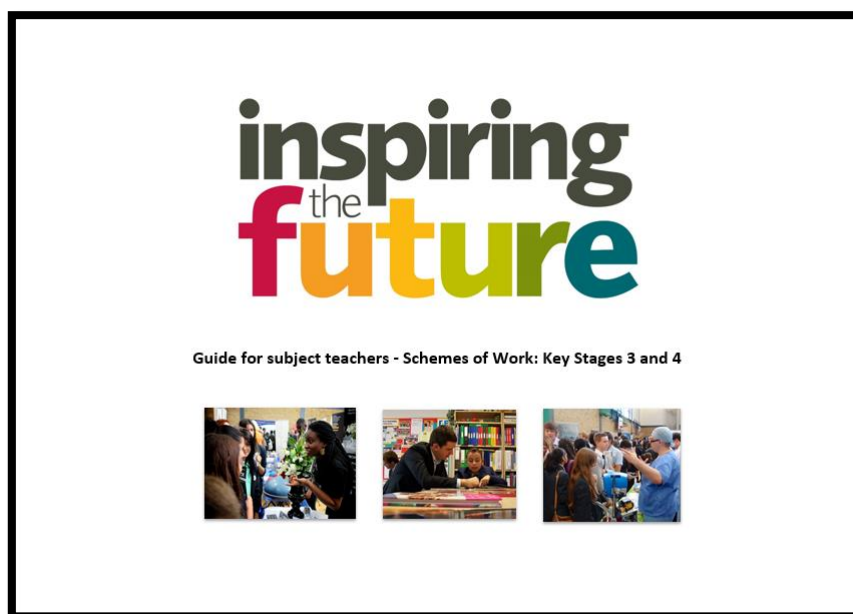
Purpose of the Guide

This guide is about bringing volunteers from the world of work into the classroom to enrich learning. It is designed to help busy subject teachers find volunteers easily and quickly via the free, national *Inspiring the Future* system.

It was written by Education and Employers, a national charity, in collaboration with TeachFirst and with classroom teachers who have first-hand experience of using volunteers to bring learning to life.

The guide explains how *Inspiring the Future* works and offers ideas and tips from teachers on lesson planning and how to get the most out of an amazing variety of employee volunteers.

It accompanies: **Inspiring the Future – Guide for subject teachers – Schemes of Work: Key Stages 3 and 4**



“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 Adriaanse HMI, National Lead for Careers Guidance, Ofsted

Bringing volunteers into the classroom

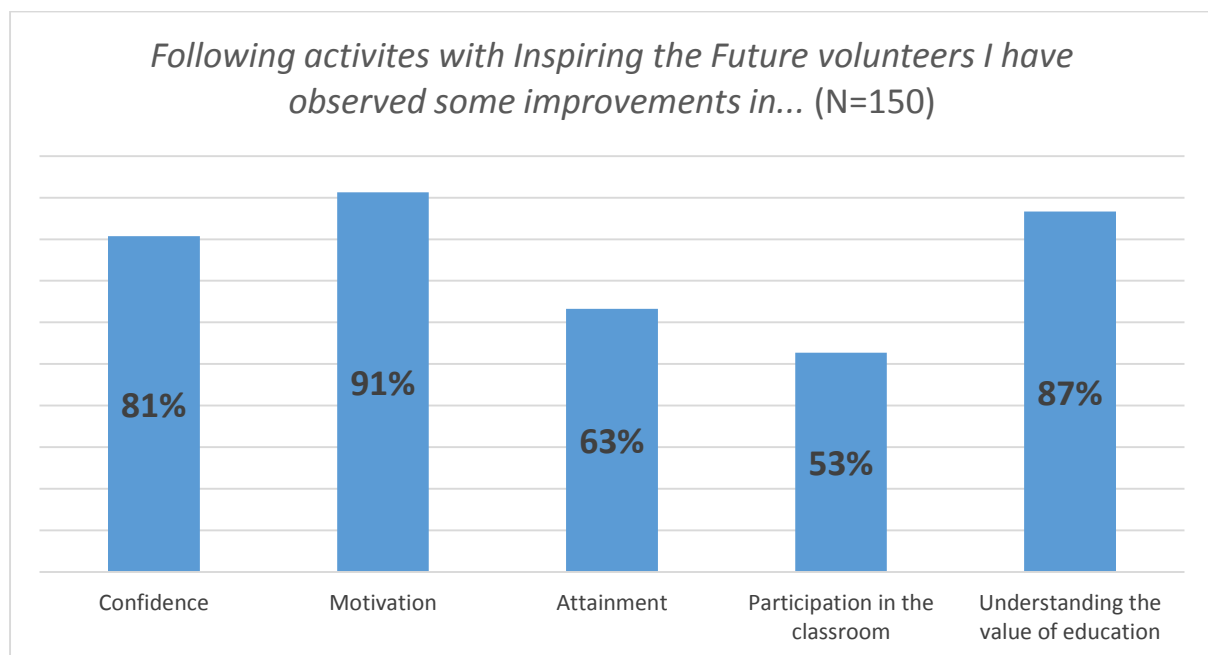
There is nothing new in teachers bringing people who work in fields related to the subjects they teach into classrooms to help bring learning to life. Demand from teachers has long been clear, but for too often it has been difficult and time consuming to find the right person available at the right time.

What motivates teachers?

Research – available at www.educationandemployers.org/research - shows that:

- Meeting people from the world of work who use subject-related knowledge in their jobs helps children and young people understand the relevance of what is being taught
- By demonstrating the practical uses of a subject, volunteers can enrich learning, improve motivation and participation in the classroom – underpinning attainment
- Enabling young people to meet volunteers with interesting jobs also helps broaden their networks and horizons. It often kick-starts the process of thinking about future careers and encourage young people to make more informed choices about their future

In our 2014 teacher survey we asked teachers who had used *Inspiring the Future* to find local employee volunteers to tell us what they thought happened to young people following activities. Overwhelmingly, teachers reported positive impacts on young people across a range of different areas related to teaching and learning.



Source: 2014 *Inspiring the Future* Teacher survey

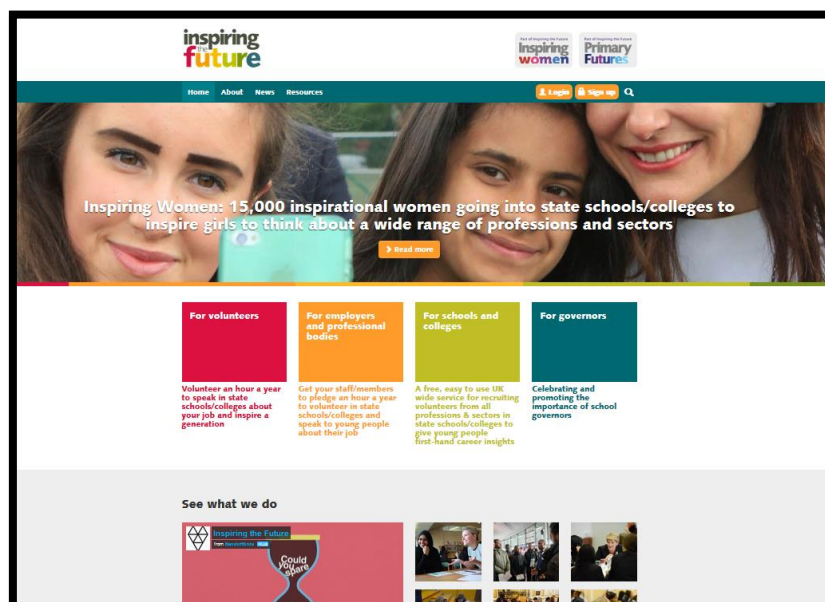
Connecting with volunteers – (quickly, easily and free of charge)

Inspiring the Future was launched in 2012. It is:

- A **free service** that allows teaching staff to connect directly with volunteers interested in working with state schools and colleges. Any teacher from any state school or college anywhere in the UK can register to use the system – which takes just 3 minutes to do.
- *Inspiring the Future* 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 service which connects **thousands of teachers in state schools and colleges** serving young people from 5 to 19 with ever growing numbers of **volunteers** (19,000+ in February 2015) from an enormous range of careers, sectors and professions across the whole country

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**



Inspiring the Future is run by the independent charity Education and Employers which works in close partnership with the leading national bodies representing schools, colleges and employers.

Brilliant volunteers available across the country

Volunteers range from Archaeologists to Zoologists, Apprentices to CEOs, representing all sectors of the UK economy, and all have pledged at least an hour a year to visit local state schools and colleges to talk about their job, career path and education. Volunteers select areas where they want to hear from schools.

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

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

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

How it works

Only 1 hour per year

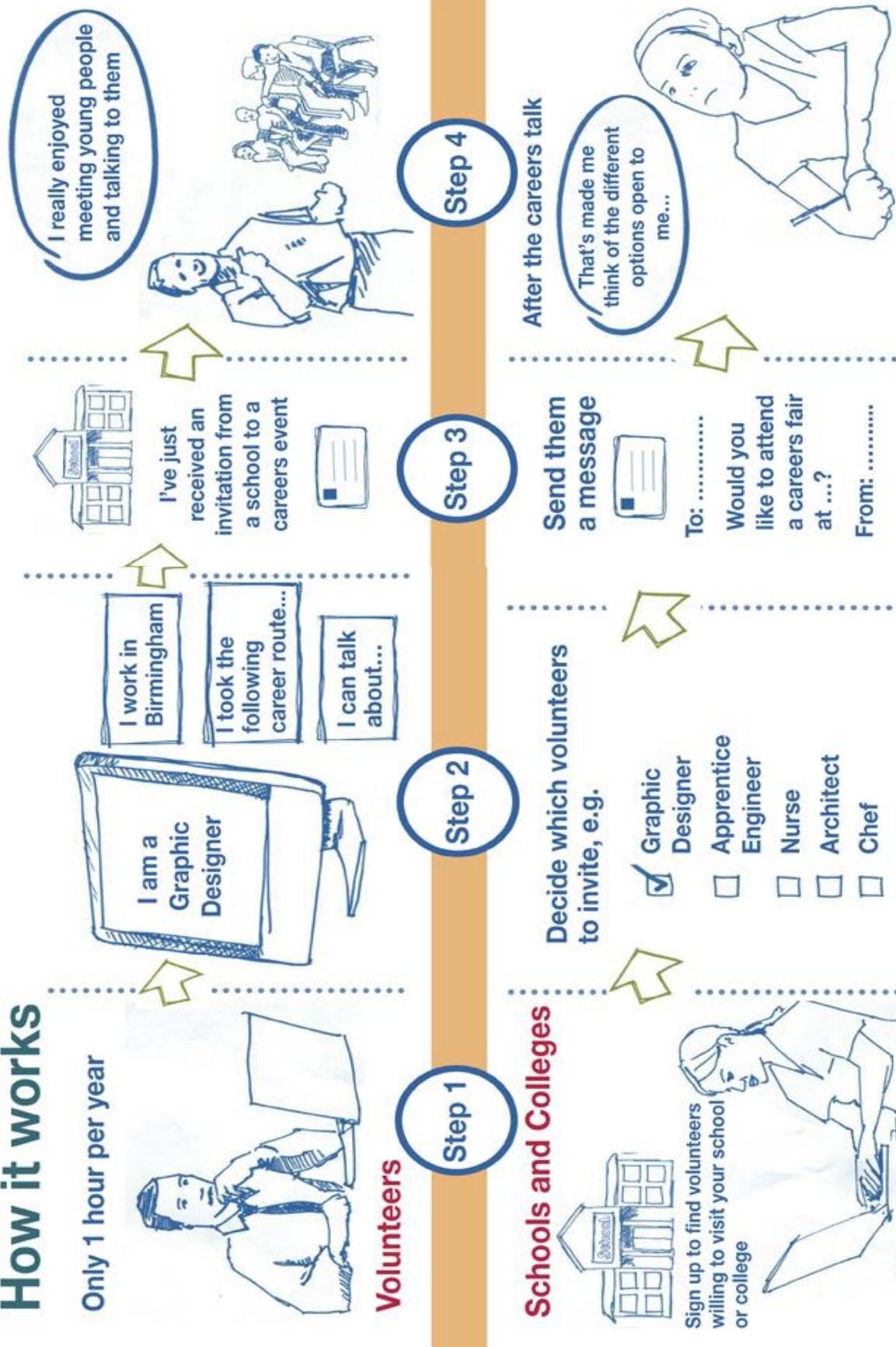


Volunteers

Schools and Colleges



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



I really enjoyed meeting young people and talking to them



After the careers talk

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



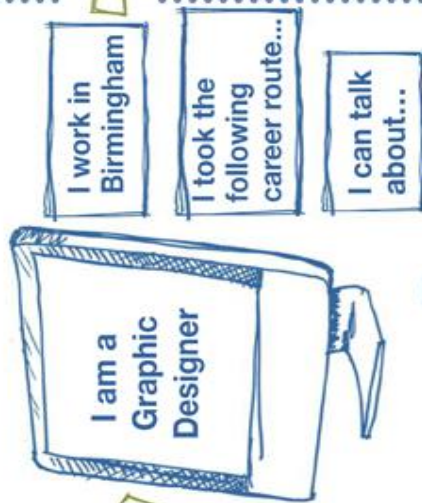
I've just received an invitation from a school to a careers event



Send them a message



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



Decide which volunteers to invite, e.g.

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

Volunteers in the classroom: planning a session

This section draws on insights from classroom teachers and TeachFirst volunteers to share ideas on things to think about in advance when inviting volunteers into the classroom, how to prepare students for a volunteer coming into a lesson, and some generic examples of how lessons could be structured. For subject specific examples of how volunteers can be used, please refer to the accompanying document: ***Guide for subject teachers – Schemes of Work: Key Stages 3 and 4***

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 *Inspiring the Future* to review the possible range of volunteers in your area
- Look for opportunities within your Schemes of Work 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 or year groups 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 a lesson plan to share with the volunteer and to share great practice

Pre-lesson pupil exercises

- **Option 1:** Students are given a range of careers (including that of the volunteer) and they go and research them. Without knowing the volunteer’s job pupils plan questions to ask the volunteer in order to find out (certain

restraints on the questions in the style of 'Articulate' or 'Taboo' board games can 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 and how subject learning is applied in the world of work)

- Teachers may wish to produce a questionnaire about careers related to their subject that students complete before and after the session to monitor any changes in their understanding/attitude/motivation
- And remember volunteers are often very well placed to come up with great ideas for projects and are often interested in being involved in enterprise activities – as mentors or judges

Lesson planning

The following approach has been used successfully by teachers:

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

Teacher tips for getting the most out of 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.



Before

- Carefully consider which volunteer you want to approach based on the needs of your students and have some backups in case your first choice is unavailable. Aim to expose students to a range of careers and a range of routes into these careers over time
- Get in touch 1-2 months before the volunteer is needed to optimise chances of securing their visit
- Be succinct but comprehensive in inviting volunteers – be clear about the ask
- Once they have responded positively, engage in a discussion to be clear about the task/skill that they will share with the class
- When the volunteer has confirmed, forward them the lesson plan with timings

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 – be aware that the volunteer may well ask for help in parking
- Allow time for the volunteer to do any setting up required
- Introduce the volunteer to the class
- Teaching staff are legally required to remain present throughout the subject talk as DBS checks are not required of Inspiring the Future volunteers

- Remember it is the teacher who is leading the session, the volunteer is a resource!
- Teachers should ensure an *active* presence in the classroom and that they are active in classroom management (instructions, task transitions, organisation of resources, behaviour management)
- At the end of the session, the teacher 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

After

- Contact the volunteer within 48 hours to thank them (perhaps including a couple of things that you feel went well) – they really will appreciate this
- Complete feedback for Inspiring the Future – it helps to keep the service free!
- Feel free to ask the volunteer for feedback



Inspiring the Future: FAQs

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 and thousands do. Teachers can search through lists of volunteers to find people with the right profiles for their students.

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.

Is *Inspiring the Future* available in primary schools?

Yes. In close collaboration with the National Association of Head Teachers we run Primary Futures. Operating within Inspiring the Future, the programme allows primary teachers to connect volunteers to support a wide range of learning objectives.