

Competition
closes
31 January
2020



Step into the NHS

Engaging competition for year
8 and 9 students with great prizes.

KS3 Teacher guidance booklet

What students will achieve by taking part:

- ◎ Opportunity to explore a wide range of careers using the NHS as a case study
- ◎ PSHE and careers-related learning to grow career aspirations
- ◎ The chance to win amazing prizes for themselves and their class

THE GATSBY BENCHMARKS
GOOD CAREER GUIDANCE

Together we can make a difference!

www.stepintothenhhs.nhs.uk/KS3



Welcome to the Step into the NHS KS3 competition

The Step into the NHS schools' KS3 competition is back! It encourages young people to think about the breadth of opportunities open to them in the world of work, and more specifically the NHS, so they are inspired and motivated to fulfil their potential.

The NHS is the largest employer in Europe, and the fifth largest in the world, with more than 350 different careers available. With that many careers on offer, there's a job to suit all your students no matter what their interests and skills are. In England, approximately one in 40 people works for the NHS; that means someone in every class is likely to work for the NHS in the future!

The competition brief

Students are challenged to research and select an NHS career. Once selected, they create a job description to capture key responsibilities of the role, along with any qualifications, skills and experience needed. This learning is then used to create a fun and lively job advertisement to appeal to their peers. Students can enter individually or in teams of up to four.

The pack provides you with all the materials you need to take part.

Forming part of your careers guidance

Taking part in this competition can help you meet several aims of the Department for Education's careers strategy and the Gatsby benchmarks for Good Career Guidance.

The Department for Education's Careers Strategy:

- Gives children the information they need to understand the job and career opportunities available
- Encourages higher education aspirations
- Develops job seeking skills

THE GATSBY BENCHMARKS
GOOD CAREER GUIDANCE

The competition helps schools work towards the following Gatsby benchmarks:
Benchmark 2. Learning from careers and labour market information
Benchmark 4. Linking curriculum learning to careers
Benchmark 5. Encounters with employers and employees

Plus, win fantastic prizes for your class! For the full prize list see p.12

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How to use the resources

The competition has been broken down into simple steps to make it easy to take part and this booklet provides all the guidance you need to help deliver it. There are resources available to support delivery with differentiated resources that offer additional support, especially to lower ability, SEN and EAL students.

The materials can be accessed at www.stepintothens.nhs.uk/secondary-schools

Then follow these simple steps to deliver the competition...

Step 1: The research phase

Main activity: Students research the breadth of careers in the NHS and select one

Core resources: www.stepintothens.nhs.uk, **career mapper quiz**, **careers AtoZ**, videos of NHS staff, employee portraits presentation outlining skills and attributes needed for a variety of roles

Differentiated materials: Employee portraits with practice sheets to develop understanding

Step 2: The job description

Main activity: Students produce a job description for their chosen role that demonstrates their understanding of what it involves

Core resources: Job description template for student completion

Differentiated materials: Job description guidance sheet to support this task, useful vocabulary list

Step 4: Send us your entry

Main activity: Paperwork is completed to accompany postal entries or student work is submitted online

Core resources: Teacher entry form, pupil entry form

Differentiated materials: None applicable

Step 3: The job advertisement

Main activity: Students create a fun, lively and creative advertisement to tell other young people about the role

Core resources: Examples of previous entries

Differentiated materials: Job advertisement guidance sheet with planning advice

How to use the resources: format suggestions

One of the benefits of the Step into the NHS Competition is the flexibility to integrate it within your current PSHE curriculum. It is not a additional extra that needs to be squeezed in. The table below suggests a few different ways you might like to incorporate the competition into your teaching schedule:

Tutor Time

10 - 12 tutor time sessions
(15 minutes each)

Assembly is a good opportunity to launch the competition and raise awareness school-wide.

As a focus week

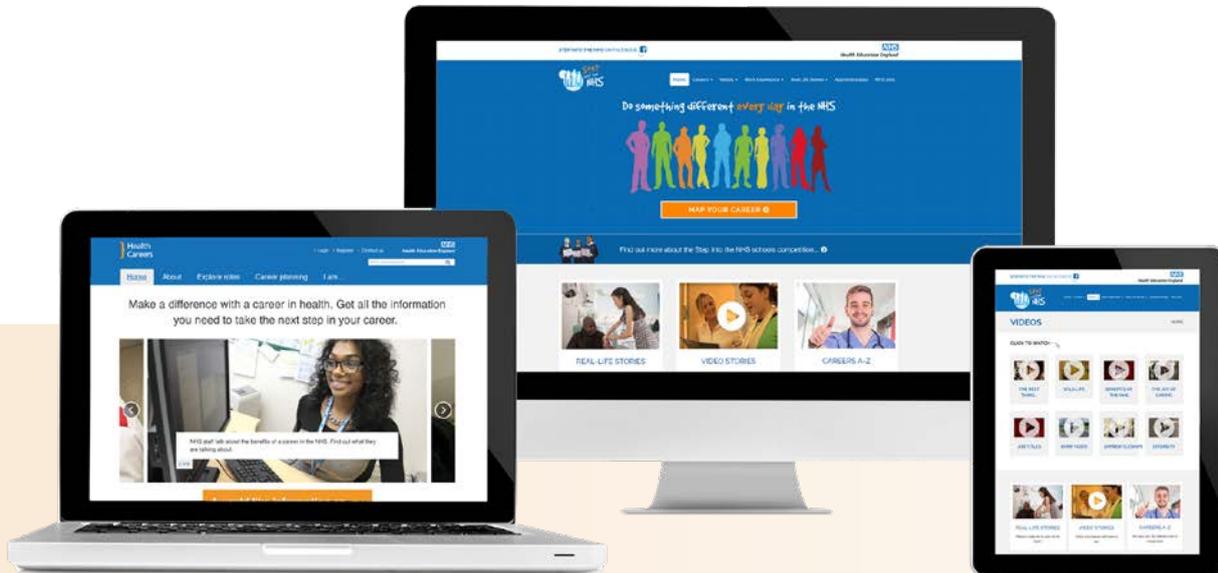
3 x PSHE lessons
(1 hour each)

Plus additional time allocated in tutor time for students to complete their entries.



Step 1: The research phase

To select the career they are going to study for their competition entry, students can look at the Step into the NHS and Health Careers websites at www.stepintothensh.nhs.uk and www.healthcareers.nhs.uk respectively. They include an A-Z of careers and roles. Plus, Step into the NHS features a personality quiz to help students consider what careers might suit them. And use Health Careers' compare roles tool which offers bite-size information on entry requirements, skills and experience needed for roles.



As an introduction, or during the research phase, you may also find the employee portraits helpful to bring a variety of NHS careers to life as well as the video clips featuring NHS employees talking about their jobs. For additional support, the differentiated employee portraits include practice sheets. These sheets have either been partly populated or are skeleton versions of the completed ones provided. They can be used sequentially with students to help them identify and understand the varied skills and attributes required for different roles.

Involving your local NHS organisation

The Step into the NHS competition is a great opportunity for your school and local organisations to work together. To find your local NHS services, visit www.nhs.uk.

You can also sign up to www.inspiringthefuture.org where you can invite an NHS member of staff to visit your school.

Job title:

IT support officer

Personal qualities

- Good communicator
- Enjoy solving problems
- Enjoy helping others
- Work as part of a team
- Like variety

Skills

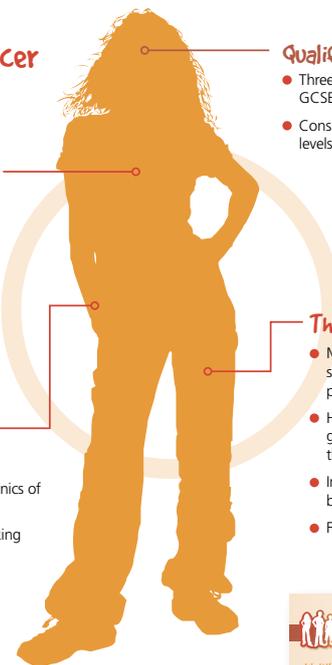
- Good IT skills
- Understand mechanics of computers
- Experience of working with computers

Qualifications

- Three 9-4 (A*-C) grade GCSEs (or equivalent)
- Consider taking AVAS levels

The role

- Making sure all IT systems are working properly
- Helping everyone get the best from their IT equipment
- Installing computer based programmes
- Fixing IT problems



Step 2: The job description

Once students have selected a career they find most interesting, they need to produce a job description for their chosen role.

You'll need to explain to students that a job description spells out the responsibilities of a specific role, or in other words, it explains what you need to do. It also details any qualifications, experience and skills required to do the job properly. To help with this task, a ready-made **job description template** has been provided. In addition, the **supporting guidance sheet** offers further hints they may wish to consider while the **useful vocabulary list** will enable students to express their ideas more readily.



Job description guidance sheet

A job description explains what you need to do and details any qualifications, experience and skills required to do the job properly. Below are examples of the types of things to think about when writing one.



Job title: Name of the role, for example, children's nurse

Roles and responsibilities

What will they have to do?

- Main tasks and responsibilities
- Other specific duties on a day-to-day basis
- Does work vary by day?
- Level of responsibility

Who will they report to and work with?

- Managers
- Co-workers
- Team members
- Relationships with other positions

Where will they work?

- In the grounds
- In the community
- In a hospital
- In an ambulance
- In a surgery or clinic
- In a patient's own home

Qualifications, experience and skills

What qualifications do they need?

- Five GCSEs at grades 5/4 (C) or above, or equivalent level 2 qualification
- At least 2 A levels or equivalent level 3 qualification
- Higher education qualification such as a diploma or degree
- Professional qualification linked to career choice

What experience would be helpful or is required?

- Working with children or young people
- Working with computers
- Working in a caring environment
- Experience of working outdoors and maintaining hospital grounds
- Experience of working in a busy kitchen
- Experience of managing a team

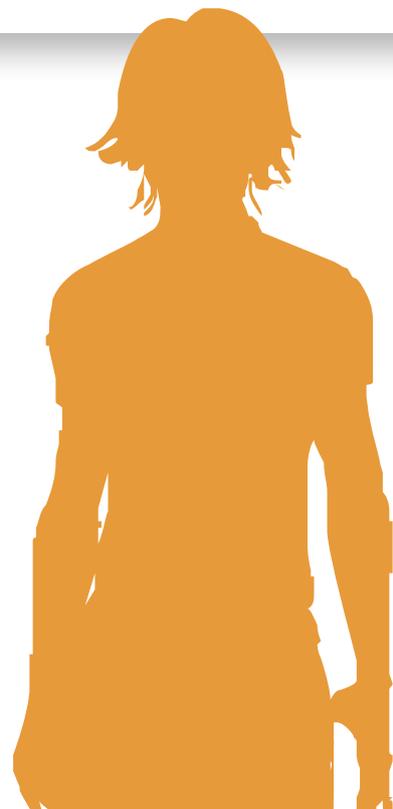
What skills are important for the role?

- Logic
- Problem-solving
- Communication
- Team player
- Work well under pressure
- Adaptable
- Caring
- People person
- Able to handle many tasks at once
- Good bedside manner
- Manual skills

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www.stepintothens.nhs.uk

When appraising job descriptions, judges will be looking for the following:

- ⊙ Understanding of the role and what it involves
- ⊙ Understanding of entry routes to their chosen career
- ⊙ Accurate presentation of information



Step 3: The job advertisement

Now that students understand their chosen career they can get creative! They need to produce a fun and lively job advertisement to appeal to other people their age. They can select any media they like, for example, film, poster, presentation, leaflet or website. It's entirely their choice! However, please advise against the use of copyrighted material, for example, music on videos and websites, and ask students to check that anyone involved in any videos is happy to be filmed.

Please use the Lesson Powerpoint to help your students visualize how to impress our judges!





Job advertisement guidance sheet

Think about how you would make an advert to inform and appeal to someone your own age. Remember to keep your ad lively and engaging. Deliver your message quickly.



1 What do you want to tell them?

Think about what you would want to know.

- What is the job?
- Why would it appeal to you?
- What are the main messages?
- What are the secondary messages?
- What qualifications, experience and skills are needed?

2 How do you want to tell them?

Think about which media works best for young people.

- Online including social media
- TV
- Radio
- Press
- Cinema
- Other – think of more unusual ways to reach your audience

3 How might you catch their attention?

Think about the tone you want to use and the type of approach that would get your peers interested.

- Catchy slogan
- Humour
- Serious
- Formal or informal
- Facts and statistics
- Shock tactics
- Empathy

4 What do you want them to do?

Think about your call to action. In other words, what do you want them to do next?

- To apply online
- To fill in an application form
- To conduct a related task
- To send in their CV and/or supporting information
- To ask for more information or do some research of their own

Together we can make a difference!

www.stepintothens.nhs.uk



Remind your students that the competition judges will particularly look for advertisements that show they've understood their chosen career and are:

- Fun, lively and appealing to students' peer group
- Creative and original

We would advise that videos / animations are no longer than 1-2 minutes.

Step 4: Send us your entry

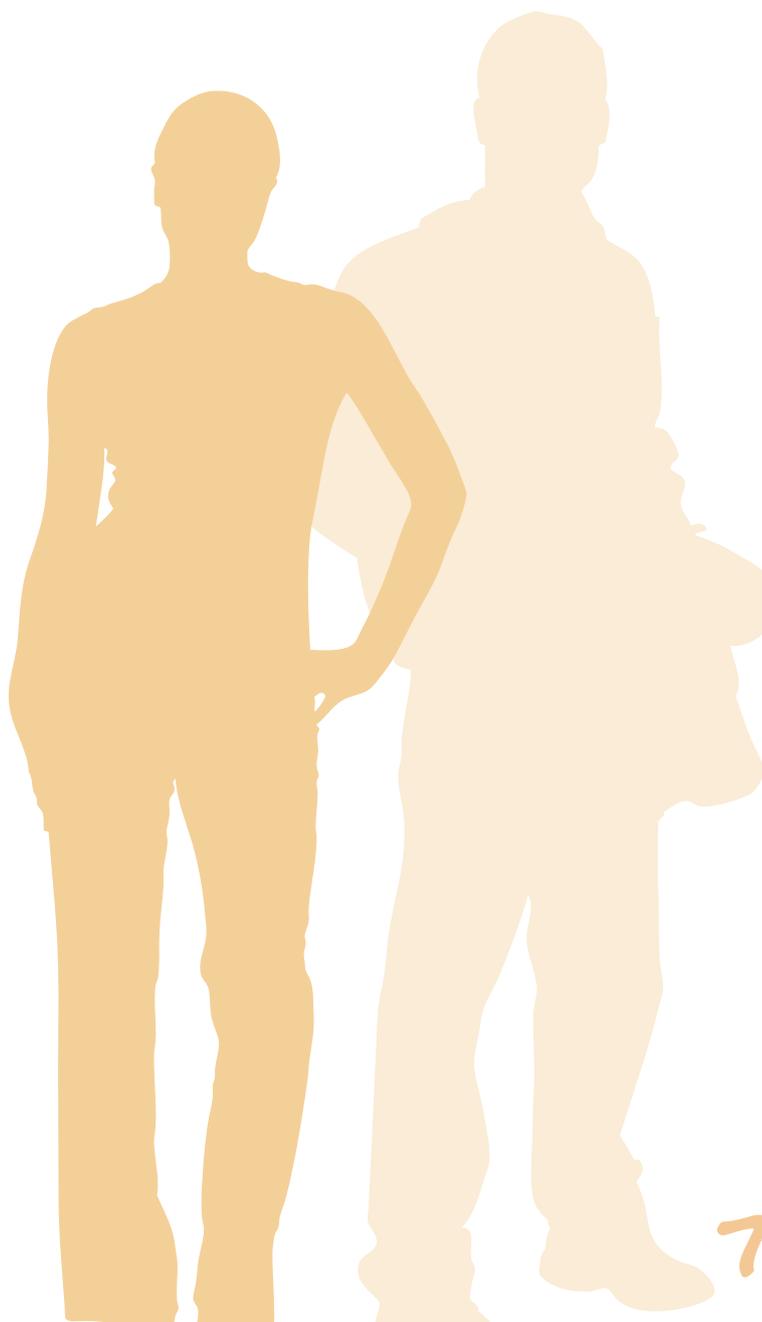
When sending in student work, one teacher entry form needs to accompany every batch/parcel of entries. That's so we can identify which school they have come from and who to contact when delivering good news! The form will only take a couple of minutes to complete.

Students also need to complete a student entry form. For group entries, only one entry form per team is required. This primarily requests the names of the students submitting the entry and the job role they have chosen.



Preparing entries

- © Students can select any media they like, for example: film, poster, presentation, leaflet or website. It is the responsibility of the school and its students to ensure web addresses are clearly and accurately written and electronic files are saved correctly
- © We would recommend using programs and formats that are widely used and available without passwords or specialist software. Encourage students to check their files can be opened by others. For example, Google Docs cannot always be shared and .wimp files are particularly unsuitable
- © Students can include any materials they feel will enhance their entry such as mood or story boards
- © There's no need for the school to shortlist entries before sending. We will enjoy looking through them
- © We strongly recommend posting models and artwork as it is more difficult to judge these if they are only submitted electronically



What teachers have to say

Every year, more and more schools take part in the Step into the NHS competition and thousands of students contribute. In fact, on average, we receive entries from almost 100 students in every participating school. And the reasons for its popularity are best explained using teachers' own words...



The benefit for careers teaching

"It's a great way to teach careers and get students interested in alternative pathways."

"Step into the NHS always starts many interesting careers conversations."

"It's good for developing research skills with Key Stage 3 students."

"It's great to be able to work with a whole year group through our personal development programme."

What students got out of taking part

"The students really enjoy it – the staff also enjoy delivering this."

"It's fun and engaging for students."

"Students really enjoyed the challenge."

"It's already planned into our careers activities for next year!"

Competition delivery

Teachers have chosen to run the competition in a variety of ways, including dedicated PSHE lessons, using tutor time and as part of cross departmental ventures. We have included some examples of how teachers have integrated the Step Into the NHS competition into their school.

Assembly and tutor time

"We launched the competition in Year 9 assembly. Students then worked in pairs in tutor time. Two of our students were delighted to win the regional prize, but all benefitted from doing the research into careers just before choosing their GCSE subjects."

Head of careers and aspiration

English lesson and homework

"In Year 9, we discussed the competition in class and students were encouraged to work in groups of their choice or individually. Students were allowed time in lesson to draft ideas before it was set as homework to complete and hand in before the deadline."

English teacher

Joint careers and biology venture

"We ran the competition as a joint careers and biology venture and we posted the instructions on our virtual learning environment. Students were then given two biology homeworks to complete the task."

Head of biology



Lesson frameworks to support delivery

Following feedback from teachers, a suggested structure on how the competition materials might be used over a set of lessons has been developed.

Lesson 1: Introducing NHS careers and the competition brief

Context	Resources and activities
What is the NHS?	<ul style="list-style-type: none"> • Give each student a post-it note and ask them to write a short statement about the NHS • Prompt students to think about personal experiences and/or about family members and the NHS • You could ask a range of students to come up individually and read their statement before attaching it to the board
Who do they employ?	<ul style="list-style-type: none"> • Hold an ideas shower about the different careers available in the NHS. How many roles can they come up with beyond doctor and nurse? • Alternatively go around the class for suggestions disallowing any repetition
Introduce the competition	<ul style="list-style-type: none"> • Play the short competition film
Get organised!	<ul style="list-style-type: none"> • Students and/or teacher decide if they are entering individually or in teams • Hand-out the student briefing sheet to agreed teams or individuals
Bring NHS careers to life	<ul style="list-style-type: none"> • Opportunity to share employee portraits and video clips featuring NHS employees talking about their jobs
Set homework	<ul style="list-style-type: none"> • Students visit www.stepintothens.nhs.uk and take the personality quiz

Lesson 2: Researching NHS careers

Context	Resources and activities
Step into the NHS personality quiz results	<ul style="list-style-type: none"> • Class discussion about the different careers that were generated through the personality quiz. Were there any results students found surprising / agreed with / disagreed with and why?
Research the matched careers generated. Explore other possibilities within the NHS	<ul style="list-style-type: none"> • Visit www.stepintothens.nhs.uk and www.healthcareers.nhs.uk • Additional resources available for exploration include: <ul style="list-style-type: none"> - Employee portraits - Video clips of NHS employees
Select a career	<ul style="list-style-type: none"> • Ask each student or team to share their chosen career with the rest of the class. Has a range of careers been selected? • To extend this activity further, explore the reasons for their choices

Lesson 3: Writing the job description

Context	Resources and activities
What is a job description?	<ul style="list-style-type: none"> Ask students if they know what job descriptions are for. Tell students that a job description spells out the responsibilities of a specific role, or in other words, it explains what you need to do. It also details any qualifications, experience and skills required to do the job properly
How does a job description look?	<ul style="list-style-type: none"> Hand out the job description template Explain that it has two key sections for completion (1) Roles and responsibilities (2) Qualifications, experience and skills
Understanding 'Roles and responsibilities'	<ul style="list-style-type: none"> Pick a career they are all likely to understand e.g. children's nurse. Ask them what they think a children's nurse might do on a day-to-day basis. If necessary, provide an example of one of his/her responsibilities such as to care for children of all ages on the hospital ward, who may be recovering from operations or staying in hospital to receive treatment
Understanding 'Qualifications, experience and skills'	<ul style="list-style-type: none"> Ask them what type of personal qualities and skills a children's nurse might need. If they are doing well, they may offer 'good communicator', 'calm in a crisis' and 'able to work as part of a team'
Writing your job description	<ul style="list-style-type: none"> Explain that they now have to write a job description for their chosen role The useful vocabulary list and job description guidance sheet can be offered as extra support

Lesson 4: Planning and producing an advertisement

Context	Resources and activities
Explain the task	<ul style="list-style-type: none"> They need to produce a fun and lively job advertisement for their chosen career to appeal to other people their age They can select any media they like Advise against the use of copyrighted material, and to seek permission if others are appearing in their work Advise that students keep advertisements short, with a clear message and call to action. Videos/animations should be no longer than 1-2 minutes.
Inspire them	<ul style="list-style-type: none"> Opportunity to showcase examples of previous entries
Draft ideas	<ul style="list-style-type: none"> Using the job advertisement guidance sheet, they can begin to draft their ideas
Set homework	<ul style="list-style-type: none"> The advert is completed

Lesson 5: Showcasing and entering competition

Context	Resources and activities
Class fair	<ul style="list-style-type: none"> Opportunity to hold a class fair of all the work or short presentations sharing how they worked together as a team and the outcome
Certificates of participation	<ul style="list-style-type: none"> To acknowledge effort, award the certificate provided online to everyone who has taken part
Complete paperwork to accompany competition submissions	<ul style="list-style-type: none"> There's no need to sift entries before sending – we will enjoy looking through them For postal submissions, students need to complete a 'pupil entry form'. A 'teacher entry form' must also accompany entries Online submissions can be uploaded on our website www.stepintothens.nhs.uk/secondary-schools/KS3-competition

Judging Criteria

Our expert panel of judges are looking forward to seeing your fantastic competition entries. They will be looking for evidence that students have learnt about NHS careers using the resources or independent research. They want to see students' creativity shine through. We have included guidance for teachers to help their students perfect their entries

20%: Student appeal

- ⦿ Fun, lively and appealing to peer group

30%: Creativity

- ⦿ Are there any creative ideas shown?
- ⦿ Is there anything particularly innovative in its execution?
- ⦿ Have the student(s) created something different?

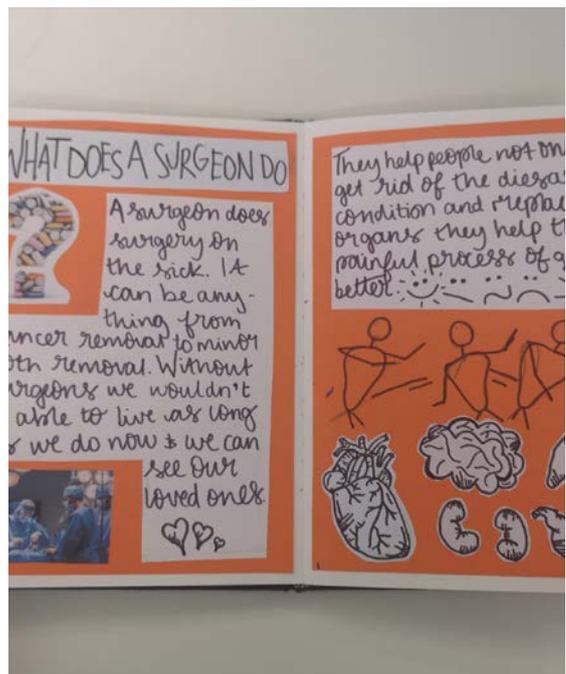
30%: Understanding of their chosen role

- ⦿ Understanding of role in job description and what it involves such as duties and task
- ⦿ Understanding of entry routes to chosen career including qualifications and skills needed

20%: Structure and presentation

- ⦿ Was the idea/solution showcased effectively?
- ⦿ Clear and concise structure and presentation

Previous winners have produced posters and leaflets, t-shirts, videos and even a video game!



Prizes

The prizes are designed to reward the winning pupils for all their hard work. The overall national winners will not only win vouchers but will receive a trip for the whole class:

National winners

Overall national winner(s) will each receive Amazon vouchers worth £50

National winner(s) will also receive a class trip to a local science venue



Regional winners

Ten regional winners will each receive an Amazon voucher worth £25

Highly commended certificates will also be awarded

Whether your students enter individually or as a group, each of them will receive a prize if their entry is chosen

How to enter

- ⦿ Competition entries must be received by **31 January 2020**
- ⦿ There are two different ways to submit your entries, you can choose either:
 1. Online entry: The simplest way to enter is online using the Step into the NHS website. Please visit the Secondary competition page and follow the link to the entry page. You will also be able to submit postal entries.
 2. Freepost entry: Please ensure a completed teacher entry form is included with every parcel of entries so we know which school it is from, and that every entry also has a pupil entry form.
 - Send to: Freepost STEP INTO THE NHS COMPETITION
 - The competition name must always appear in caps as shown.
 - No other addressing details such as road, town or postcode should be used.



Competition rules

Key details

- Students can work individually or groups of up to 4 students
- Entries must be submitted by the closing date on 31 January 2020

One national winning individual or group will be chosen – this will be the entry that impresses our judges and meets the set criteria most closely

Judges will select ten regional winners - a winner from each of our regions, one of which will go on to become the overall national winner.

Our regions are: East Midlands; East of England; London; North East; North West; Thames Valley and Wessex; Kent, Surrey and Sussex; South West; West Midlands; and Yorkshire and the Humber.

Regional and national winners will be contacted by a representative from Health Careers with further information about the prize presentation. We will endeavour to contact all schools that enter the competition by the end of March 2020 to inform them of the outcome of the competition.

For full competition rules please visit the Step Into The NHS website and check out the **Secondary competition**.





Step into the NHS

Competition
closes
31 January
2020

Please contact us for more information

Visit our websites:

www.stepintothenhhs.nhs.uk

www.healthcareers.nhs.uk

Call our helpline advisers:

0345 60 60 655 between 9am and 5:30pm Monday to Friday

Or contact us via email at:

advice@healthcareers.nhs.uk

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