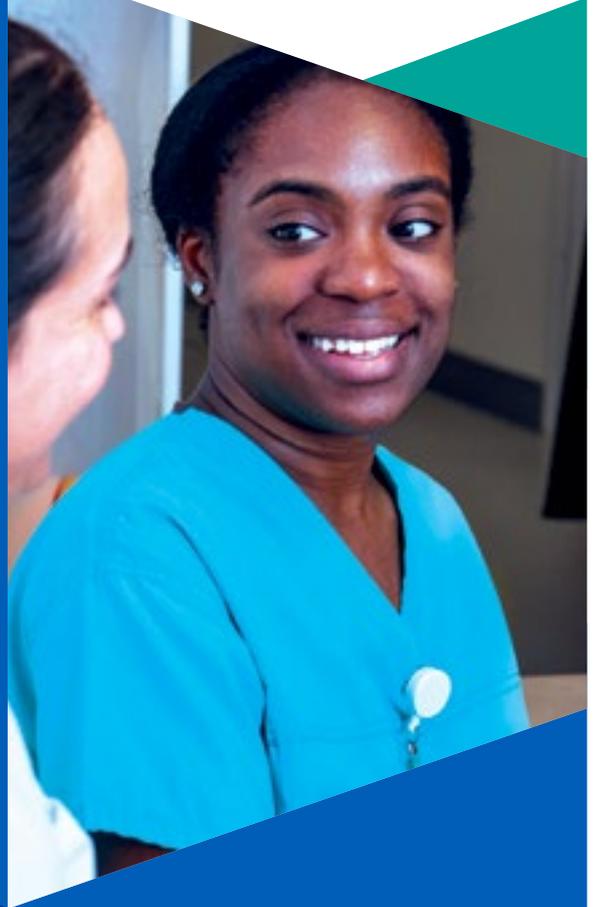


KS3 Teacher guidance booklet

Engaging competition for year 7, 8 and 9 students with great prizes



**Competition closes
30 April 2023**

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

Together we can
make a difference!

stepintothens.nhs.uk/secondary

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!



Celebrate the NHS' 75th birthday in 2023!

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The competition brief

This year, it's even easier to get involved with our one lesson launch resource that delivers all of the learning in just one hour and helps your students get started as quickly as possible. Download the resource from the Step into the NHS website.

The competition challenges students to research and select an NHS career. Once selected, they research the 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, which this year has the chance to be displayed in public for everyone to see. Students can enter individually or in teams of up to four.

This pack provides you with all 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 students the information they need to understand the job and career opportunities available
- encourages higher education aspirations
- develops job seeking skills



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 school! For the full prize list see [page 15](#)



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 stepintothens.nhs.uk/secondary



Follow these simple steps to deliver the competition

Step 1: The discovery phase

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

Core resources: stepintothens.nhs.uk, career mapper quiz, careers A–Z, 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: Understanding the job

Main activity: Students can use the job description activity and top tips as guidance to help them research their chosen role and what it involves.

Note: The job description is **no longer a required part of the final entry** and does not need to be submitted.

Core resources: Job description activity sheet for student guidance.

Differentiated materials: Job description top tips sheet to support this task, useful vocabulary list.

Step 3: The job advertisement

Main activity: Students create a fun, creative and unique advertisement to tell other young people about the role. It should show the research students have completed and explain any skills, experience or qualifications the role requires. The winning entry will be displayed publicly this year and shown online on our new website.

Core resources: Examples of previous entries.

Differentiated materials: Job advertisement guidance sheet with planning advice.

Step 4: Send us your entry

Main activity: Submit your students' job advertisement(s) online or by post. If the latter, you'll need to complete the 'Teacher postal entry form'.

Core resources: Teacher postal entry form, student entry form.

Differentiated materials: None applicable.

We know how busy the school year can be, so with this in mind we've created a new 'one lesson launch' resource if you're short-on-time. It can be used to run through the key resources with students in one hour.

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 an additional extra that needs to be squeezed in. The information opposite and on pages 11–13 suggests a few different ways you might like to incorporate the competition into your teaching schedule.

Please note that, while these activities are designed to be delivered in class, they can also add value as remote learning if you need to work in that way.

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 × PSHE lessons
(1 hour each)

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





Competition elements

Step 1: The discovery phase

To select the career they are going to study for their competition entry, students can look at the Step into the NHS and NHS Health Careers websites at stepintothens.nhs.uk and healthcareers.nhs.uk respectively. These websites include an A–Z of careers and roles, as well as a personality quiz to help students consider what careers might suit them. Also, NHS Health Careers' **compare roles tool** offers bite-size information on entry requirements, skills and experience needed for roles.

As an introduction, or during the discovery 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.

Considerations for students with SEND:

To gauge your student's views of the NHS, show your class some images that students might associate with the NHS. Some students might have had a negative experience in a hospital and this task could trigger negative emotions.

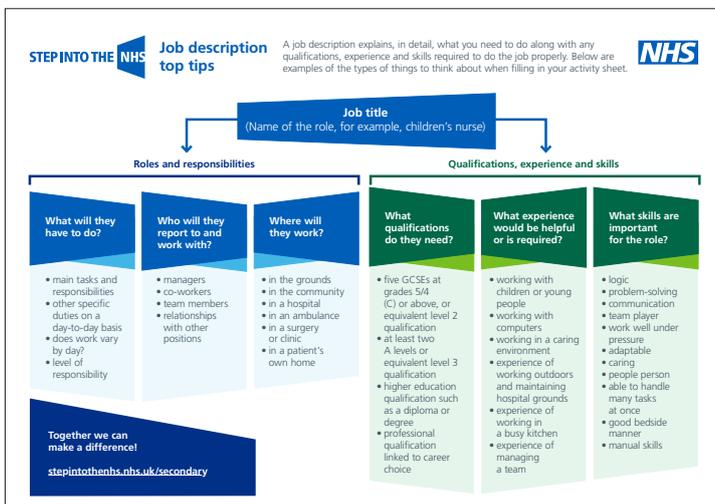
It is likely many students with additional needs have had extensive experience of members of the NHS. Students can reflect on their experiences and identify as many different NHS workers they have come into contact with.

Students can think about their strengths and qualities and match these to a role within the NHS that they would be best suited to.

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 nhs.uk.

You can also sign up to inspiringthefuture.org where you can invite an NHS member of staff to visit your school, or arrange a virtual session.



Step 2: Understanding the job

Once students have selected the career they find most interesting, they need to begin research on their chosen role.

You'll need to explain to students that a job description helps you understand a specific role by spelling out its responsibilities. It also details any qualifications, experience and skills required to do the job properly. Explain that they need to find out all of these details for their chosen role.

To help with this research, they can either complete the job description activity sheet or create their own job description. The top tips sheet offers further hints they may wish to consider, while the useful glossary will enable students to express their ideas more readily.

Considerations for students with SEND:

Students might find it useful to look at a job they can relate to in the first instance. This could be a role of someone within their school. They could begin by interviewing this staff member, before repeating for a role within the NHS.

For those students who can be challenged, they should identify an NHS role from the employee portraits and explore the skills and qualities needed for this role. Encourage students to search for roles that interest them.

Through this activity, you can demonstrate that for every job they can think of, a link can be made to a role in the NHS. Some students will challenge this and this is where you can explore the diversity in the NHS further as a class.

When appraising competition entries, 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

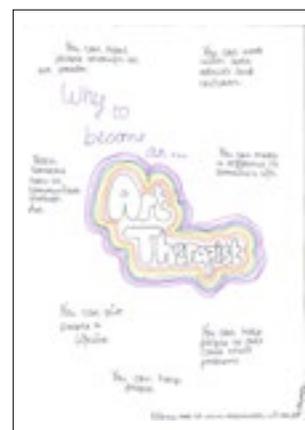
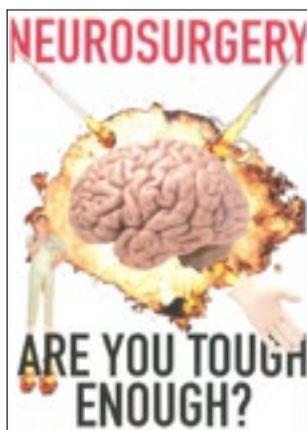




Step 4: Send us your entry

Entries can be submitted online or by post. For postal entries, one teacher postal 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.

Whether you are submitting online or by post, 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. Advise them against the use of copyrighted material, and to seek permission if others are appearing in their work.
- ☒ 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 all of them!
- 🌐 Where possible, we would strongly advise that digital entries are submitted online via our website. For example, entries sent through the post on a memory stick should ideally be uploaded online instead. Postal entries should only be limited to models which may be harder to judge from a photograph.



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."

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

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!"

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

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



Lesson frameworks to support delivery

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



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 stepintothens.nhs.uk and take the personality quiz.

Lesson 2: Discovering 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 stepintothens.nhs.uk and 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: Understanding the job

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 activity sheet. • Explain that it has two key sections for guidance (1) roles and responsibilities, and (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'.
Using your job description top tips	<ul style="list-style-type: none"> • Explain that they can now complete the job description activity sheet (or create their own) to research their chosen role. This will help inform the content for their advertisement. • The glossary and job description top tips 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. • They must include their research into the responsibilities of the role and the skills, experience and qualifications needed (Lesson 3). • Advise that students keep advertisements short, with a clear message and call to action. Videos/animations should aim to be around two minutes long.
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.
Submit entries	<ul style="list-style-type: none"> • There's no need to sift entries before sending – we will enjoy looking through all of them! • Submit entries either online at stepintothens.nhs.uk/secondary-schools or by post. • A 'pupil entry form' should accompany both online and postal entries, and both this and a 'teacher postal entry form' should be included in postal entries.



Judging criteria and prizes

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.

This is a breakdown of what the judges will look for:

30%: Student appeal

- ☺ Fun, lively and appealing to peer group.
- 📺 Was the idea/solution showcased appropriately? Does it have clear structure and presentation?

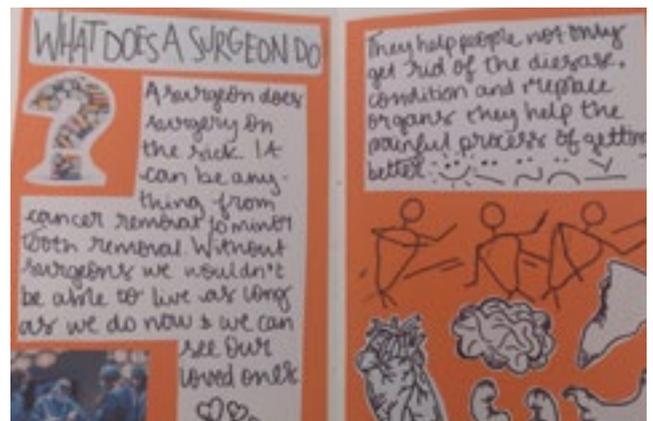
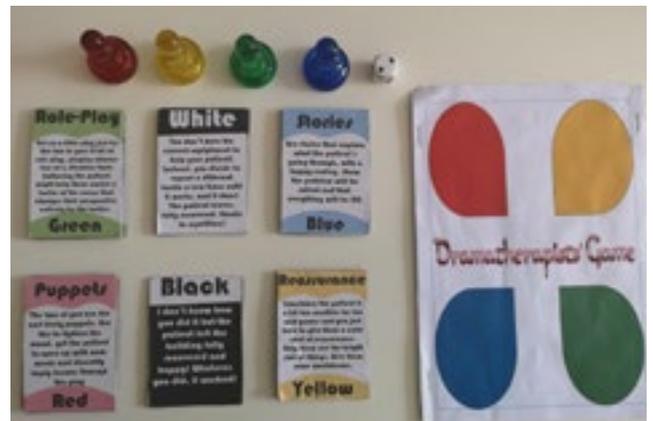
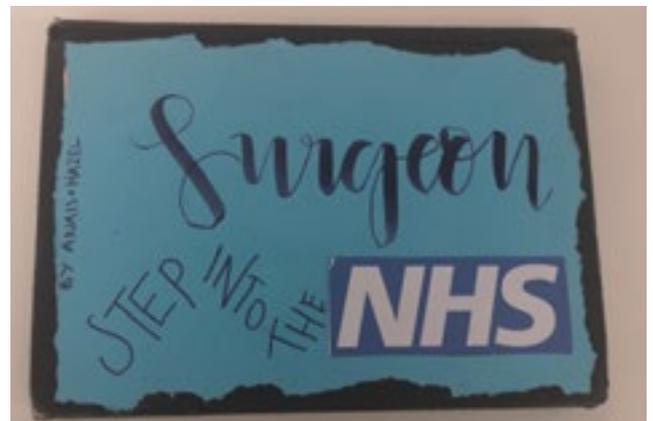
30%: Creativity

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

40%: Understanding of the chosen role

- 👤 Understanding of role in job advertisement and what it involves such as duties and tasks.
- 🔍 Understanding of entry routes to chosen career including qualifications and skills needed.

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





Prizes and recognition

The prizes are designed to reward the winning students for all their hard work. Whether your students enter individually or as a group, each of them will receive a prize if their entry is chosen.

We also know it's important to recognise the effort and dedication that goes into every entry. With this in mind, we will be awarding certificates to up to 100 highly commended entrants and the best entry from each school. And all schools will receive a 'thank you' certificate to recognise their efforts.

And what's more, winners and highly commended students will have their entries showcased on our website for all to see.

National winner(s)

 Overall national winner(s) will receive a £50 Amazon voucher, an exciting goody bag, a prize for their class, and a framed certificate. The advert will also be displayed in public in their local area!

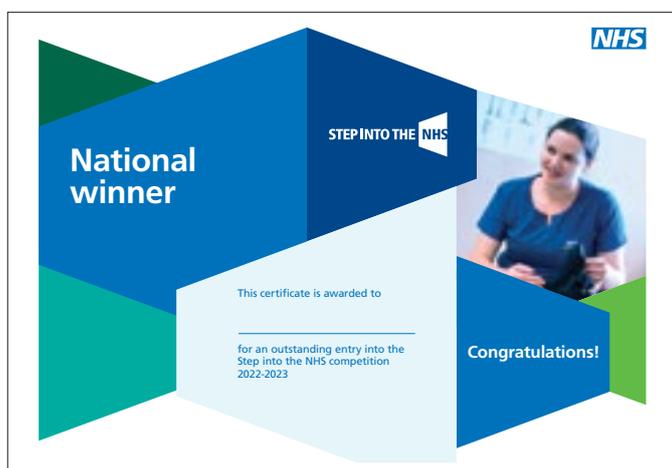
Regional winners

 Winners from ten regions will each receive an Amazon voucher worth £25, an exciting goody bag and a certificate.

Highly commended entrants

 Up to ten of the best entries from each region will receive a 'highly commended' certificate, along with being featured on the new gallery section on our website.

★ The first 20 schools to send in 25+ entries will get a careers book for their library and a mention on our website.





Deadlines and how to enter

30 April 2023

Competition rules

Key details:

-  students can work individually or groups of up to four students
-  entries must be submitted by the closing date on 30 April 2023

Ten regional winners will be selected, based on those entries that meet the set criteria most closely.

These regional winners will then have the opportunity to pitch their work virtually to our panel of judges, who will crown our 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 Education England with further information about the prize presentation. We will endeavour to contact all schools that enter the competition by the end of May 2023 to inform them of the outcome of the competition.

For full competition details, please visit stepintothens.nhs.uk/secondary.





How to enter

- 📅 Competition entries must be received by 30 April 2023.
- There are two different ways to submit your entries. You can choose either:
 1. Online: 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. Please also make sure that every entry has a completed pupil entry form.
 2. Freepost: Please ensure a completed teacher postal entry form is included with every parcel of entries so we know which school it is from, and that every entry also has a completed pupil entry form.

Send to: Freepost **STEP INTO THE NHS COMPETITION**

The competition name must always appear in capital letters as shown.

No other addressing details such as road, town or postcode should be used.



**Please contact us for
more information**

Visit our websites:
stepintothens.nhs.uk
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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**Competition closes
30 April 2023**



If you need this booklet in an alternative format, such as large print, a coloured background or in Braille, please contact us on **0345 60 60 655** or email advice@healthcareers.nhs.uk.