



Step into the NHS



Exciting Competition for
students in years 8 and 9

Teacher guidance booklet

Enter before 31 January 2019 for your students'
chance to win a tablet or Amazon vouchers!

Contents:

- © Step-by-step guidance
- © Lesson frameworks
- © USB Card including film clips
- © Briefing sheets and templates
- © Differentiated materials for lower ability, SEN and EAL students

Together we can make a difference!

www.stepintothenhhs.nhs.uk

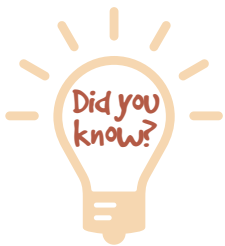
Competition
closes
31 January
2019



Welcome to the Step into the NHS schools' competition 2018/19

The Step into the NHS schools' competition is back! Aimed at years 8 and 9, 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.

Why the NHS? 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 one of the 350 plus careers available within the NHS. Once selected, they create materials to promote it, starting with 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. You can decide what works best for your school and students.

The competition closes on 31 January 2019.

Curriculum links – Careers education, PSHE, Citizenship, Health and Social Care, English

The competition will help you deliver many of the overall aims highlighted in the Department of Education's careers strategy and statutory guidance around careers education.

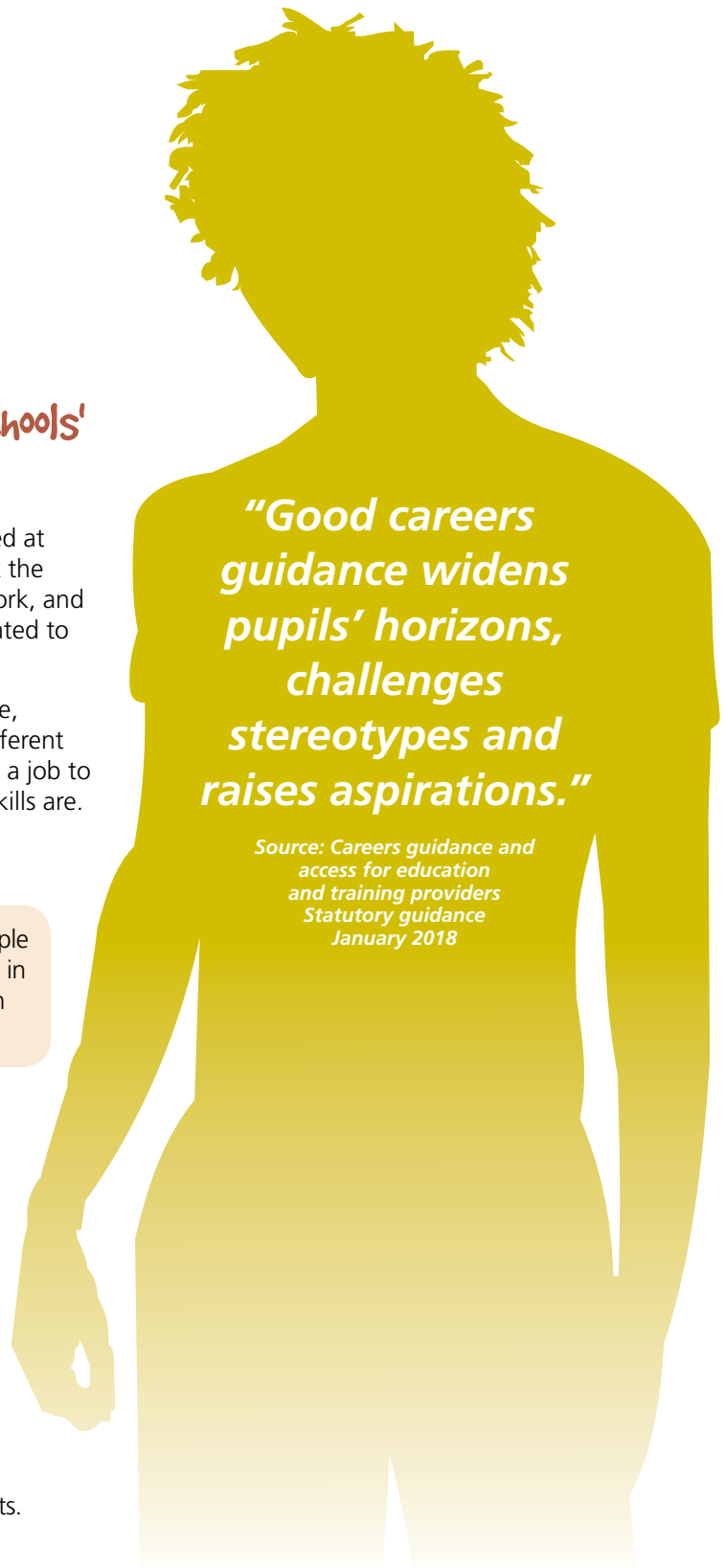


To help young people:

- ⦿ Consider the widest possible range of careers
- ⦿ Recognise the experience and qualifications that employers want
- ⦿ Understand where different choices can take them in the future
- ⦿ Feel inspired about the world of work

"Good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations."

*Source: Careers guidance and access for education and training providers
Statutory guidance
January 2018*



It's easy to take part

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 **multi-media resources** available to support delivery which have been signposted in all the relevant places. We've also developed some differentiated resources to offer additional support where necessary, especially to lower ability, SEN and EAL students.

The materials can be accessed from the **USB Card** attached to the inside back cover of this booklet. Here you will also find some helpful information on how the resources have been catalogued within the USB Card itself. Alternatively, they are available on **www.stepintothenhhs.nhs.uk/schools**.

Introduce the competition to your students

We've created an engaging **short film** to show in class or assembly to introduce the competition to your students and get them excited about taking part. There is also a supporting **student briefing sheet** that captures all the information they need to know. They can refer to this as they develop their competition entry.



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.stepintothenhhs.nhs.uk, www.healthcareers.nhs.uk, 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

While we judge the entries, award the certificate of participation provided on the USB Card to everyone who has taken part to acknowledge their efforts.

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

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.stepintothenhs.nhs.uk** and **www.healthcareers.nhs.uk** respectively. They include an A-Z of careers. Plus, Step into the NHS features a personality quiz to help students consider what careers might suit them and Health Careers has a compare roles tool that 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. See **USB Card**.

Job title: IT support officer

Personal qualities

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

Skills

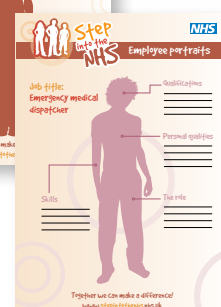
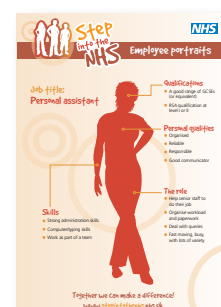
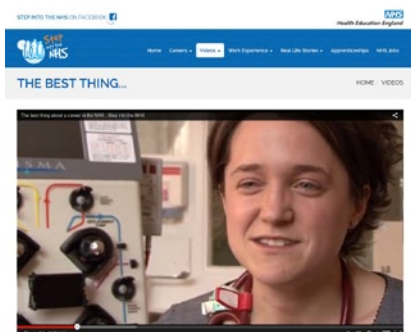
- Good IT skills
- Understand mechanics of computers
- Experience of working with computers

Qualifications

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

The role

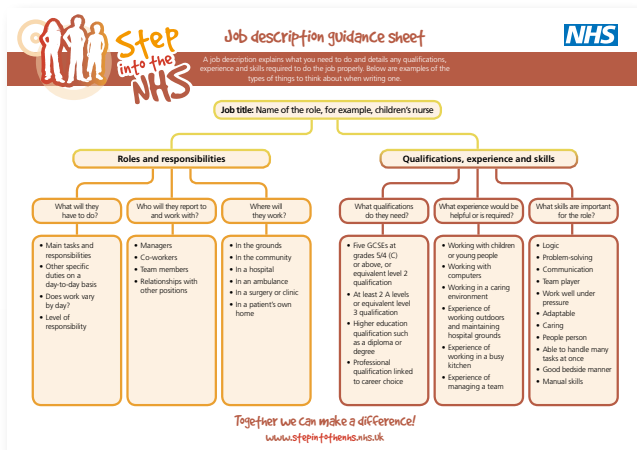
- Making sure all IT systems are working properly
- Helping everyone get the best from their IT equipment
- Installing computer based programmes
- Fixing IT problems



Step 2: The job description

Once students have selected a career they find most interesting from the ones researched, they should produce a job description for their chosen role.

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 on the **USB Card**. 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 title:

Roles and responsibilities

Write what you need to do for this role. Describe the duties.

Qualifications, experience and skills

Detail the required qualifications of candidates along with



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.

The job advertisement guidance sheet will help with the planning of their advertisement should they need additional support. We've also provided some examples of previous entries.

Resources available on the USB Card



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

We know paperwork can be time consuming so we've tried to keep it to an absolute minimum. 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 **pupil entry form**. For group entries, only one entry form per team is required. This primarily requests the names of the pupils submitting the entry and the job role they have chosen.

Download the official forms from the **USB Card**.



Checklists

Preparing entries

- ◎ Students can select any media they like, for example: film, poster, presentation, leaflet or website. However, 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
- ◎ To explain that point further, please ensure student work is not saved as a .wimp file as these are empty, non-readable files. Google Docs also cannot be opened without associated permissions and passwords
- ◎ We would recommend using programs that are widely used and available. Encourage students to check their files can be opened by others e.g. their parents
- ◎ 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 sift 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 filmed and submitted electronically.

Submitting entries

- ◎ Competition entries must be received by **31 January 2019**
- ◎ Every entry, in order to have a chance of winning, must include a:
 - ✓ Job description
 - ✓ Job advertisement
- ◎ **Postal submissions:**
 - ✓ Must include a pupil entry form
 - ✓ Must include a teacher entry form
 - ✓ Must be sent 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
- ◎ **Online submissions:**
 - ✓ Must be uploaded to:
stepintothensh.nhs.uk/send-us-your-entry
 - ✓ You will be prompted to enter your details as well as those of the school
 - ✓ For each entry you will need to upload a pupil entry form, their job description and job advertisement
 - ✓ If pupils have created additional materials you can combine and upload these in a zip folder
 - ✓ You can add extra entries by selecting '+' and then submit all together
 - ✓ You will receive a confirmation email when you have successfully submitted your entry(ies)
- ◎ Do not submit one part of an entry by post and another part online. It can be very difficult to match the two parts together to complete the entry.

A popular competition that can run in different ways

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 have been largely two-fold which we felt would be best explained using teachers' own words...



1

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."

2

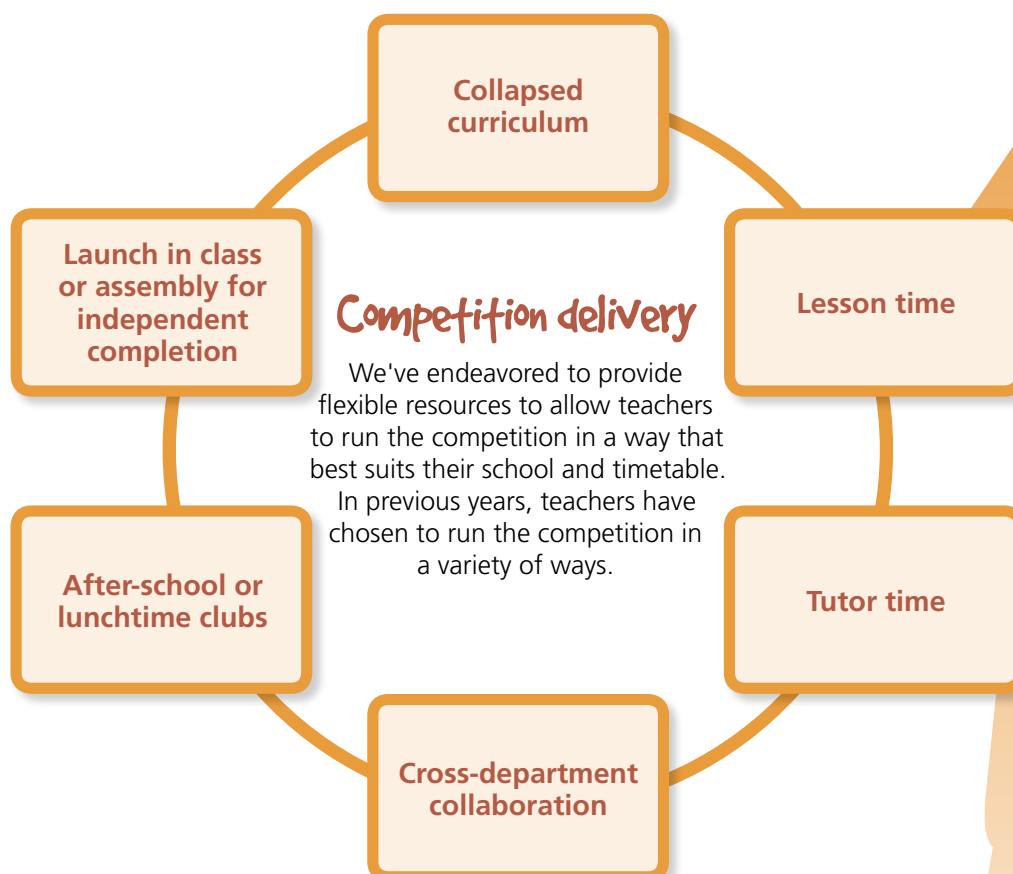
What students got out of taking part

"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!"



Involving your local NHS organisation

The Step into the NHS competition is a great opportunity for your school and local trust to work together. To find your local NHS trust, visit www.nhs.uk. You can also visit www.inspiringthefuture.org where you can invite an NHS member of staff to visit your school.

Here's some feedback from teachers



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



Assembly and tutor time

"We launched the competition in Year 9 assembly by showing some of the winning entries from last year's competition. Pupils then worked in pairs in tutor time. Two of our pupils 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



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



PSHE / Citizenship

"I ran the competition as part of the PSHE and Citizenship curriculum."

Head of year 8

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 a job description is 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 on the USB Card 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 must be uploaded to www.stepintothenhhs.nhs.uk/send-us-your-entry

Judging panel

After you have submitted your entries, a panel of experienced judges - made up of members of Health Careers, its partner organisations, practising teachers and educational experts - will come together for the selection process. They will select:

- © **One national winner** - the entry that has been most impressive in meeting the set criteria.
- © **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.



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

Notifying winners

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 2019 to inform them of the outcome of the competition.



Prizes

Whether students enter individually or as part of a team, all winners will get their very own prize.



National winners

National winners will receive a **tablet** each.

Regional winners

Regional winners will each receive an **Amazon voucher worth £50**.



All winners

All winners will receive a **certificate**, as will their school.

Highly commended certificates

will also be awarded to those entries we feel deserve recognition. This will include at least one entry from every school that enters.

A **certificate of participation** is available on the **USB Card** to award to all students who have taken part in the competition.

Competition terms and conditions

1. The competition is open to all secondary schools in England only.
2. Group and individual entries will be accepted. Groups must comprise of no more than four students.
3. Only one entry per student or group of students will be accepted. Schools may submit entries from more than one student or group of students.
4. All entries must clearly state student and teacher names, the full school address, plus a contact telephone number and email address.
5. Postal entries must be sent 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. Online submissions must be uploaded to www.stepintothens.nhs.uk/send-us-your-entry.
6. The closing date for the competition is **31 January 2019**.
7. Postal entries must be submitted with the official teacher and pupil entry forms. Additional materials can accompany the entry should the student(s) feel it will enhance their submission.
8. Entries will only be accepted online once all compulsory competition requirements have been included.
9. No responsibility will be accepted for entries lost or delayed in the post or incorrectly uploaded. Proof of posting will not be accepted as proof of delivery.
10. The panel of judges will include at least one member who is independent of the promoter. The decision of the judges is final and binding and no correspondence will be entered into.
11. The first prize will be awarded to the entry deemed by the judges to have met the judging criteria most comprehensively. This student or group of students will be announced as the 'national winner'.
12. Ten regional winners will be selected. One winner will be chosen from each of the following regions: 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.
13. The student or group of up to four students submitting the national winning entry will each receive a tablet.
14. The student(s) selected as regional winners will each receive an Amazon voucher to the value of £50.
15. Winning schools will be notified in writing by end of March 2018.
16. There is no cash alternative for any prize in this competition.
17. Entries will not be returned to schools at the end of the competition.
18. Any person requiring a list of winners should send an SAE to the FREEPOST address after the close date.
19. Health Education England reserves the right to reproduce and utilise in whole or in part the entries submitted by students for information, publicity and promotional purposes.
By entering, each class agrees to secure parental agreement and authorises the use of names and addresses of the establishment to which it belongs and the names of participating teachers and students in any information, publicity or promotional activity linked to this competition.
20. Entering this competition implies full and complete acceptance of these terms and conditions of which entry instructions form a part. Promoter: Health Education England. Registered address: Health Education England, 1st floor, Blenheim House, Duncombe Street, Leeds LS1 4PL.
(Please DO NOT send entries to this address. Thank you.)



USB Card with competition resources

On the **USB Card**, all competition resources have been arranged by 'step'. For example, all suggested resources for Step 1 of the competition – the research phase – can be found within that section or folder.

Below we have shown what you will find and where when you open the **USB Card**.



Introduce the competition

- Short competition film
- Student briefing sheet



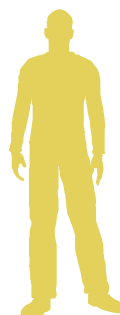
Step 1: The research phase

- Employee portraits
- Videos of NHS staff



Step 2: The job description

- Job description template
 - Job description guidance sheet
- Useful vocabulary



Step 3: The job advertisement

- Job advertisement guidance sheet
 - Examples of previous entries



Step 4: Send us your entry

- Teacher entry form
- Pupil entry form



Rewarding participation

- Certificate



Step into the NHS



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