

competition closes
31 March 2019

NHS

Step
into the
NHS



Teacher booklet

Exciting new educational resources and a competition for primary school teachers and pupils. Raising aspirations, challenging stereotypes and putting learning into context for the future.

Multimedia toolkit includes:

- ⦿ Short film to capture interest
- ⦿ Pupil frameworks and templates
- ⦿ Job cards with bite-size information
- ⦿ Myth busting quiz and illustrated patient journey stories
- ⦿ Printed timeline of the last 100 years
- ⦿ Differentiated planning grids

Together we can make a difference!

www.stepintothenhs.nhs.uk/primary



Welcome to Step into the NHS

We are excited to tell you about our new educational resources and competition for primary schools. They allow children to explore a wide range of jobs – there are **more than 350 different roles in the NHS** – and help them realise there is **no such thing as a man's or woman's job**.

We spoke to teachers across England at length about what they needed before developing it.

"We want to encourage our children to be aspirational – not to fit into stereotypical boxes. There are no glass ceilings. We want them to see they can be who they want to be."

This seed needs to be planted early because research shows many children rule out jobs based on gender, background and cultural influences before they reach the end of primary school. Parents' own aspirations and career choices can also influence their children's career development. It is vital to give primary school children the opportunity to explore the widest possible range of jobs before they write them off as *not for them* – once this happens, it is very difficult to reverse.


We want to help you deliver that learning.

Multimedia toolkit and Competition

The toolkit is made up of five parts with the finale being an exciting competition to showcase pupil learning. Prizes include up to £50 worth of Amazon vouchers!

You don't need to work your way through all of it for your pupils to benefit. The most important thing to remember is, although this resource provides a progressive framework in which to deliver careers learning, it is designed to be flexible. You can cherry-pick ideas to structure a programme that best suits you and your pupils.

Aimed at Key Stage 2 pupils, and years 5 and 6 in particular, our Step into the NHS resource has been specially created to *raise aspirations, challenge stereotyping and put learning into context for the future.*



We would really value your school's entries to the competition. This way, we also get to see the results and the difference we have made together.

The learning journey: a snapshot

The activities and resources from the first four parts of the journey open children's minds to different jobs and challenge any gender stereotyping. The fifth and final part celebrates what they have learnt by preparing their entry for the competition.

There are multimedia resources available to support you throughout.

	Overview
Part 1: Before you Step into the NHS See pages 6 & 7	Pupils explore who they are For example, what they are good at, what they need help with, their favourite things and what they want to be when they grow up. What is the reason or motivation behind their current preferences? A series of facts about the NHS and its workforce will shock and surprise them.
Part 2: Step back into the NHS See pages 8 & 9	Pupils step back in time They investigate how and why jobs might change over time and the role of science and technology. The NHS is a great case study and they speak and listen to others to capture stories. Furthermore, by looking back, they will see there once was such a thing as a man's or woman's job. But laws have been specially introduced to make sure everyone has the same opportunities. They should not limit their choices.
Part 3: Step into the NHS See pages 10 & 11	Pupils explore a wide range of jobs in the NHS Do they realise how many different jobs there are in the NHS and all the different places they can work? There are a variety of activities to make their <i>job search</i> interesting. These include investigating a vibrant community scene, reading/listening to patient stories – who do they meet and how do they help – and exploring job cards to find out more. The NHS needs <i>them</i> . They get the chance to offer their help.
Part 4: Step forward into the NHS See pages 12 & 13	Pupils look into the future They think about how developments in technology impact how we work and what we can achieve. They are given the opportunity to let their imaginations run wild. Presented with five new technologies, how would they use them if they worked for the NHS? What could this mean for future jobs? They look into their own futures and describe/talk about what they could be doing.
Part 5: Competition to say thank you to the NHS See pages 14 & 15	Pupils celebrate what they have learnt They take part in a fun competition and produce a piece of artwork or writing for the chance to win up to £50 worth of Amazon vouchers! How will their entry say thank you to the NHS and the 1.7 million men and women working for the NHS every day? They think about the wide range of jobs they have learnt about, surprising facts they have collected, or how the NHS has helped them, one of their friends or their family.

Multimedia resources

We have developed a suite of resources that will help deliver the lesson activities, detailed in this teacher booklet, in an interesting and engaging way.



Short film

We've created a short film to show in class or assembly to launch the competition. In fact, it might be an idea to kick-off with this to get children excited about what they are about to learn.

Timeline

There's a timeline to display in the classroom. It takes a look back at the last 100 years and starts from the end of World War One.

It highlights dates and events that have influenced how we live and work, for example, leaps in technology and the gradual move to equality. It also celebrates the history of the NHS by looking at scientific and technological progress in the NHS and showing equality in action, for example, allowing men to work as midwives.

Pupil downloads

The downloads are not formulaic but instead allow you to make learning varied and interesting. You'll find:

- ⦿ Frameworks and templates to help with activities
- ⦿ Patient story cards to bring jobs to life
- ⦿ 27 job cards with bite-size information and advice
- ⦿ A job ad that children can respond to
- ⦿ A certificate to reward all their hard work at the end

PowerPoint presentations

There are five PowerPoint presentations, one to support each part of the journey. These should help grab your pupils' attention by creating a sense of purpose from the start. By the end of the lesson they should be able to articulate for themselves what they have learned.

Planning grids

We have included three frameworks that provide ideas for; running an assembly, a collapsed curriculum day, and structuring a programme for younger, SEN or lower ability children.



Challenging stereotypical views

Spot the stereotypes

The activities within this resource provide lots of opportunities to identify, challenge and hopefully root out stereotypical thinking. We have included prompts to help you. They will appear against the heading, **Spot the stereotypes**, where relevant.

Involving parents

Parents, carers and families continue to be a big influence on the path young people choose to follow in their education and career. This resource provides a good opportunity for you to involve them.

We have offered ideas on how they might help bring a real-life perspective to learning. This will be especially useful where there are positive examples of parents pursuing non-stereotypical job choices. A parent information sheet detailing the programme has also been provided. You can download it and send it home, or share the information in your electronic communications with them.



How the resources support learning

This programme supports the DfE's new careers strategy, and has been designed to raise aspirations, challenge stereotyping and put learning into context for the future. It aims to promote curiosity and help children:

- understand themselves better
- explore a wide range of jobs
- talk positively about what they might like to do
- think about where different choices can take them
- feel inspired about the world of work and their future

It has links to literacy and history, and work-related education through PSHE.

The worksheet is titled 'Who am I?' and features the NHS logo. It includes a central circle labeled 'Stick a selfie here'. Surrounding this are several boxes for personal information and interests:

- Name:** _____
- My favourite things:**
 - Subject: _____
 - Book: _____
 - Food: _____
 - TV show: _____
 - Hobby: _____
- I am good at...**
- Three words that describe me are...**
 1. _____
 2. _____
 3. _____
- Sometimes I need help with...**
- When I grow up, I want to be...**
- My family**

At the bottom, there is a repeating slogan: 'Together we can make a difference!'.

Final note: Why the NHS?

The NHS is the largest employer in the UK and Europe, and the fifth largest in the world. Its 1.7 million strong workforce all contribute to its effectiveness.

Even though there are more than 350 different roles in the NHS, children simply associate it with doctors and nurses who, in reality, make up less than 40% of the total workforce! Many children think doctors are men and nurses are women, and the stereotypes don't stop there. That's why we feel it's our job to make sure children are not limiting their choices.

With so many jobs on offer and a role to suit everyone, the NHS is a great gateway to careers learning.



Part 1: Before you Step into the NHS

Overview

Pupils explore who they are. For example, what they are good at, what they need help with, their favourite things and what they want to be when they grow up. What is the reason or motivation behind their current preferences?

A series of facts about the NHS and its workforce will shock and surprise them.

Learning outcomes

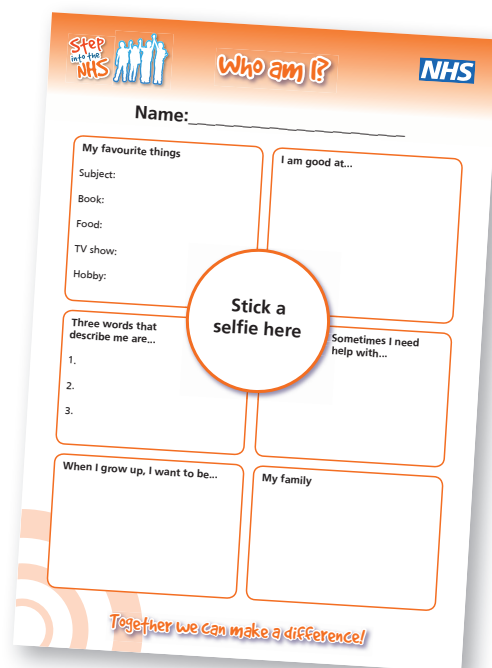
Pupils:

- are able to describe themselves
- can talk positively about what they might like to do
- know there is no such thing as a man's or woman's job; they have the same rights to opportunities as each other
- know about the NHS
- understand there are a wide range of jobs in the NHS

Activity 1: Who am I? A self portrait activity

Resources: PPT Part 1 – slides 1-6, Who am I? worksheet

- Ask children to tell the person next to them one thing they really like doing and why. It could be a favourite hobby, something they do with their family, or a game they like playing, for example.
- Share some of their answers with the class as a whole.
- Hand out a copy of the worksheet. Explain they are going to use this worksheet to describe some of the things that make them who they are. A combination of pictures and words can be used by lower ability children.
- What do they think they might want to do when they grow up and why? Create a list of their preferred jobs on the board.
- Do they know how they can get there? For example, what do they need to be good at? Do they need to go to college and/or university?



The worksheet is titled 'Who am I?' and features the NHS logo. It includes a central circle labeled 'Stick a selfie here'. Surrounding this circle are six boxes for self-description: 'My favourite things' (with sub-sections for Subject, Book, Food, TV show, and Hobby), 'I am good at...', 'Three words that describe me are...' (with numbered lines 1, 2, and 3), 'Sometimes I need help with...', 'When I grow up, I want to be...', and 'My family'. At the bottom, it says 'Together we can make a difference!'.

Spot the stereotypes

- Ask why?** Why do they see it as a possible future role? What is the reason or motivation behind their choice?
- The job list:** Refer to the list of jobs captured on the board. Were any non-traditional choices made? Go through the list of jobs, discuss what is involved and then ask who else might like to do them. Are the responses stereotypical? Keep asking why.
- Who can do which job?** Add some additional jobs to the list, if necessary, to extend discussions. For example, ask boys about being a nurse or teacher and girls a surgeon or a coder. What are their reactions? Gently challenge any stereotypical thinking.



Spot the stereotypes

Activity 2: "Like me" or "Not like me"

Resources: PPT Part 1 – slides 7-10, "Like me" or "Not like me" worksheet

- ⦿ Explain that different jobs require different skills and knowledge. For example, someone who:
 - takes x-rays in hospital needs to be interested in technology
 - helps wash and dress patients needs to be cheerful and friendly
 - tests blood needs to be good at concentrating on detailed tasks
- ⦿ Hand out the "Like me" or "Not like me" worksheet. It lists a variety of skills and personal characteristics.
- ⦿ Ask them to tick the things that best describe them and put a cross against those least like them. They can add some descriptions of their own if they want to.
- ⦿ Using their completed worksheet, they describe themselves to the person next to them. Encourage them to think about why they made those choices.
- ⦿ Did they learn something new about their partner? Share it with the class.
- ⦿ Through a show of hands, find out how children marked the point, "Think I can do any job I want to in the future if I work for it."



Spot the stereotypes

- ⦿ **I can't do that job:** Did anyone put a cross against, "Think I can do any job I want to in the future if I work for it"? Are there any jobs they feel they can't do? What are their reasons for that?
- ⦿ **Male or female characteristics:** Challenge assumptions that suggest certain characteristics are exclusively male or female. Have all boys rejected *caring and kind*, for example? Are there any characteristics the girls have unanimously rejected?



Spot the stereotypes

Activity 3: Did you really know?

A myth busting quiz

Resources: PPT Part 1 – slides 11-33

- ⦿ Use the quiz in class or assembly to surprise children and dispel any misconceptions, such as men can be midwives, women can be surgeons and nurses can be both men and women. Not only that, there are lots of jobs in health that don't involve blood!



Part 2: Step back into the NHS

overview

Pupils step back in time. They investigate how and why jobs might change over time and the role of science and technology. The NHS is a great case study and they speak to, and listen to others to capture stories.

Furthermore, by looking back, they will see there once were jobs that were only done by men or by women – but not now!

Learning outcomes

Pupils:

- ⦿ know about the NHS and understand that jobs, and how you do them, can change over time. Developments in science and technology impact how we work and what we can achieve
- ⦿ can speak to, and listen to others to capture stories and share them
- ⦿ know that laws have been specially introduced to say that men and women have the same rights to opportunities as each other. There is no such thing as a man's or woman's job any more

Activity 1: Look back at the past

Resources: PPT Part 2 – slides 1-10,

Timeline – as well as one for classroom display, there is a downloadable version available too.

- Ask pupils to use the timeline to find the following information:
- When and why was the NHS set-up?
 - How has the NHS changed in size?
 - How many patients does the NHS see?
 - Have men and women always had the same rights to opportunities? If not, how has that changed over time?
 - Can you find at least two examples of how science and technology have helped to improve health and save lives?
 - Do you think the jobs in the NHS today are the same as they were in 1948?
- The answers are detailed in the PowerPoint and should lead to discussion around how improvements in science and technology mean we:
- change** the ways jobs are done
 - create** new jobs
 - achieve** bigger and better things
- Ask the class how they would feel if someone said they couldn't do a particular job *because* of their gender.





Spot the stereotypes

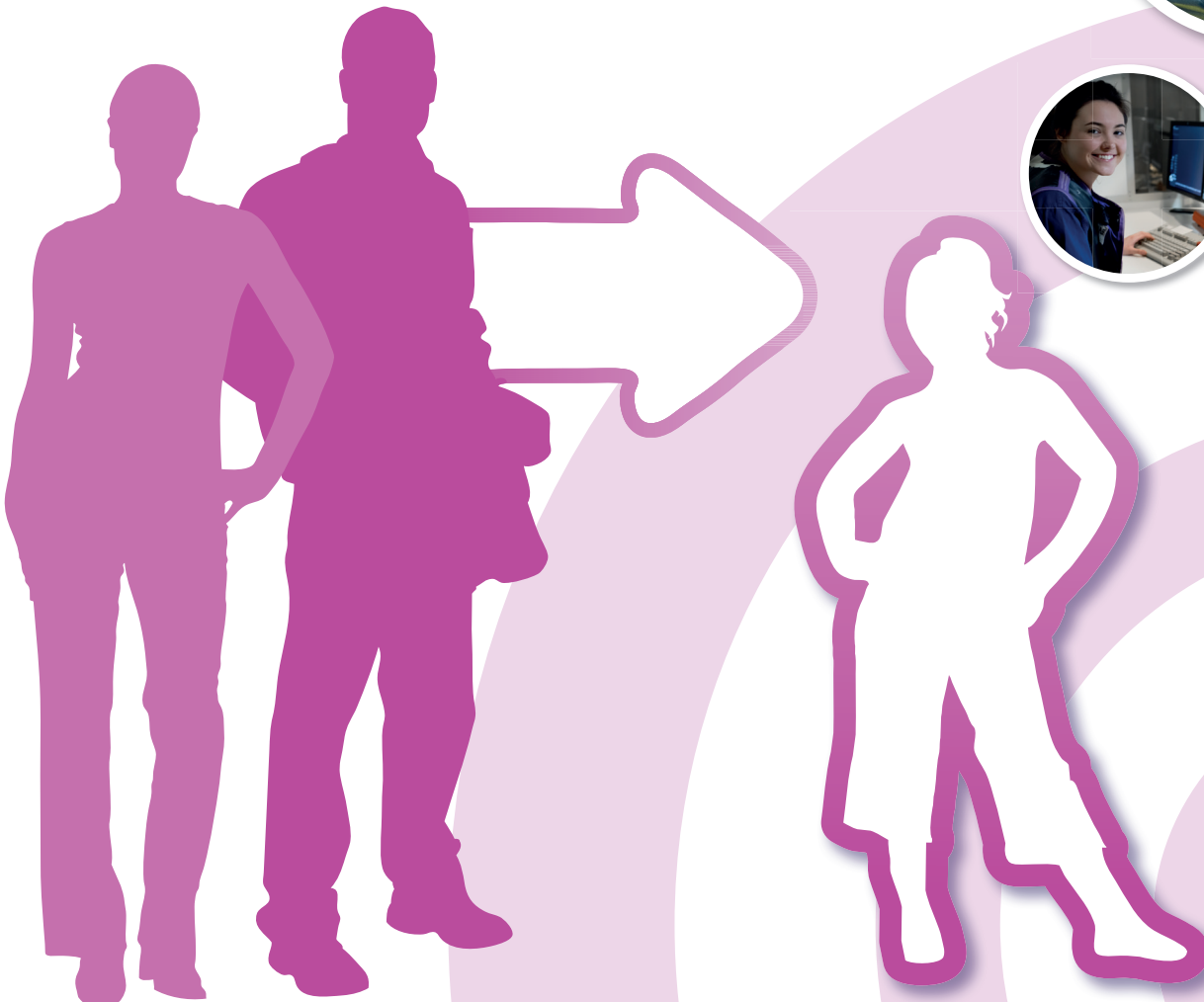
Spot the stereotypes

- ⦿ **You're the wrong gender:** Do any children think there are still jobs that are exclusively for men or women? Where do these ideas come from? Are they fair?
- ⦿ **You can do what you want:** Encourage them to tell you why assumptions about particular jobs being just for men or women are wrong.

Activity 2: What's their story?

Resources: PPT Part 2 – slides 11-15, What's their story? worksheet

- ⦿ The NHS has been around since 1948. Why not take a look back over the years by collecting memories of the NHS.
- ⦿ Ask children to speak to their family about their experiences? Or, do they know anyone who works/has worked for the NHS in the past?
- ⦿ They have the chance to put their reporting skills to work and the key is to keep it positive. The worksheet provides a writing framework to help them.
- ⦿ To conclude, ask them to write up or share their story with the class. Did they find out anything surprising?
- ⦿ Capitalise on any **non-stereotypical role models** that feature in their stories by sharing them with the whole class.



Part 3: Step into the NHS

Overview

Pupils explore a wide range of jobs in the NHS. Do they realise how many different jobs there are in the NHS and all the different places they can work?

There are a variety of activities to make their *job search* interesting.



Learning outcomes

Pupils:

- ⦿ are able to identify and describe some of the jobs in the community
- ⦿ know about a wide range of jobs in the NHS
- ⦿ understand different jobs require different qualities and skills and can reflect on how theirs could be helpful
- ⦿ know there is no such thing as a man's or woman's job; they have the same rights to opportunities as each other

Activity 1: Community job search

Resources: PPT Part 3 – slides 1-13 including a colourful scene from a bustling community, Job card template

- ⦿ Ask children to look at and investigate the community scene. How many different jobs can they think of?
- ⦿ There is opportunity to come up with lots including doctor, teacher, paramedic, chef, accountant etc. We have listed them all by workplace in the PowerPoint.
- ⦿ Once they have shared their answers, go through the variety of jobs on the list.
- ⦿ *Which* of these jobs can they do for the NHS and *where* would they work? Follow-up discussion around this will surprise them. They can do ALL of the jobs for the NHS in a variety of places – it's not just about doctors and nurses working in a hospital!
- ⦿ **Homework activity:** Using the blank template, ask them to complete a job card for someone they know. Do they work for the NHS? If not, could they do their job for the NHS?

Activity 2: In the hot seat

Resources: PPT Part 3 – slides 14-15

- ⦿ Children interview someone who works for the NHS about their job. You can invite an NHS member of staff to your school at www.inspiringthefuture.org
- ⦿ Or do children have family who work for the NHS? It's a great opportunity to invite parents and other people from the community to take the hot seat!
- ⦿ Example interview questions have been provided in the PowerPoint. Children could be tasked with thinking of their own first.
- ⦿ Make the most of any **role models who challenge gender stereotypes**. Children can ask about any barriers they needed to overcome. Their stories could help children see how overcoming stereotypes benefits everyone.
- ⦿ Alternatively, you can run this as a role play activity. Children assume a role in the NHS they have researched and others ask them questions to find out more.





Activity 3: Patient stories

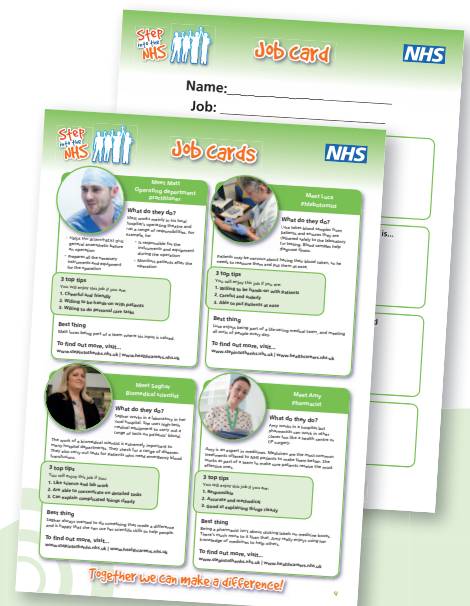
Resources: PPT Part 3 – slides 16-35 including Sophie's and Ajay's illustrated stories, Sophie's story cards, Ajay's story cards

- Read Sophie and/or Ajay's story. Both needed help from the NHS. Who do they meet and what role(s) do they play?
- Sophie's story starts with a broken leg and a visit to A&E. Ajay's story is based around his GP surgery and the people who help him in the community.
- Their stories introduce children to lots of jobs in the NHS, including background services as well as front line care.
- Before reading the stories, hand out the story card sheets. Then as children listen to the stories, they mark the jobs they want to find out more about. Which jobs did they choose?

Activity 4: Job cards

Resources: PPT Part 3 – slides 36-37, Job cards x 27, Job card template

- Children explore the job cards and then choose one to investigate further. This could work in a variety of ways. For example:
 - You could run a carousel type activity with children moving from table to table to explore the different cards
 - There are job cards available for every role mentioned in the patient stories (Activity 3). Children could base their selection on these stories
 - Children could choose a job from the community scene (Activity 1)
- Ask children to research their jobs and fill in a blank job card with as much information as they can. They can visit www.stepintothensh.nhs.uk or www.healthcareers.nhs.uk. These sites are targeted at older age groups therefore parents could be asked to help with their research. There is also a Health Careers YouTube channel if your school allows it.



Spot the stereotypes

- Ask why?** Why did they choose that job? What is the reason or motivation behind their choice?
- What about this?** If pupils select more traditional roles for their research, you could set them an alternative too – one they might not otherwise consider.

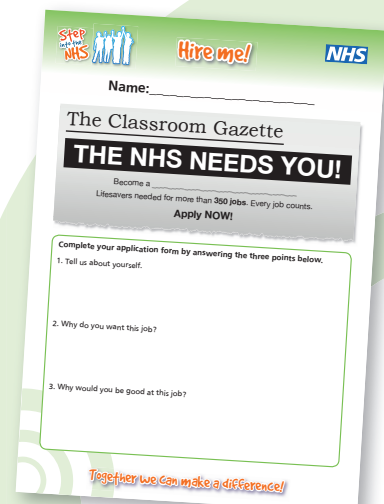
Activity 5: Hire me!

Resources: PPT Part 3 – slides 38-41, Hire me! worksheet

- Hand out the worksheet. The NHS needs them! Children respond to the ad by applying for a job of their choice.



Spot the stereotypes



Part 4: Step forward into the NHS

Overview

Pupils look into the future. They think about how developments in technology impact how we work and what we can achieve. They are given the opportunity to let their imaginations run wild. Presented with five new technologies, how would they use them if they worked for the NHS? What could this mean for future jobs?

They look into their own futures and describe/talk about what they could be doing.

Learning outcomes

Pupils:

- ⊙ understand that developments in technology impact how we work and what we can achieve
- ⊙ understand the important role technology has played in the NHS and what this could mean for future jobs
- ⊙ can represent themselves in pictures and words
- ⊙ can talk positively about what they might like to do

Activity 1: The T Factor

Resources: PPT Part 4 – slides 1-6, Timeline – as well as one for classroom display, there is a downloadable version available too.

- ⊙ Technology changes how we do things. Ask children what part they think it plays in their and their family's life. You can provide prompts to help them. For example, how does it influence the way they:
 - communicate?
 - entertain themselves?
 - live?
 - learn?
 - get around?
 - receive treatment from the NHS?
- ⊙ Examples for each of the above are provided in the PowerPoint.
- ⊙ Explain that technology is the driving force behind the huge developments in NHS healthcare.
- ⊙ Using the timeline, can they provide examples of how the NHS has used new technology to improve and change things? The NHS has used it to:
 - Perform life-saving transplants
 - See inside the body using CT scans
 - Provide health advice using the Internet
 - Perform heart operations using a robotic arm
- ⊙ Ask them if technology changes the way jobs are done? Yes, because you have to learn new ways to do things.



Activity 2: Look into the future

Resources: PPT Part 4 – slides 7-14

- ⊙ Ask the class what technology it thinks the NHS will adopt next to improve the work that it does. Capture answers on the board. It may be interesting to refer back to them at the end.
- ⊙ Children have the chance to look into the future. Using the slides, present them with five new technologies.
 1. robotics
 2. virtual reality
 3. self-driving vehicles
 4. smartphones and tablets
 5. artificial intelligence / intelligent machines
- ⊙ In this task, they let their imaginations run wild by planning how they would use these technologies if they worked for the NHS.
- ⊙ Scientists have made some predictions for their use already. See slide 13. Children may find their imaginations are not that wild after all!
- ⊙ To conclude, ask them if changing technology could mean new jobs in the NHS that don't yet exist? What could they be? There is no right or wrong answer because nobody knows!

Activity 3: When I look into my future. A timeline activity

Resources: PPT Part 4 – slides 15-18, When I look into my future... worksheet

- ⊙ Children look into the future – 5, 10 and 20 years time – to create a timeline of themselves. Hand out the worksheet to help guide their thinking.
 - How old will they be?
 - Where do they see themselves? For example, school, university, work etc.
 - What will they be doing? Could they be doing a job for the NHS?
- ⊙ Provide further prompts. Do they need to go to university to do the job they are thinking about? Do they know how long they need to study for it? Or, will they be training on the job? This will allow them to start connecting *their choices* with what happens in various stages of their life.
- ⊙ This activity is not about choosing a career now and sticking to it. It's about beginning to understand the steps that will help them get where they want to in the future.

Activity 4: When I look into my future. A short presentation

Resources: PPT Part 4 – slides 15-23 including two presentation templates for completion

- ⊙ Using the templates as a guide, children create a short presentation.
 - **Slide 1:** This is me
 - **Slide 2:** This is what I could be in the NHS
- ⊙ They can present their short presentations to class and use all they have learnt about themselves and about careers in the NHS to explain why their chosen job appeals to them.



Part 5: Competition to say thank you to the NHS

Overview

Pupils celebrate what they have learnt. They take part in a fun competition and produce a piece of artwork or writing for the chance to win up to £50 worth of Amazon vouchers!

How will their entry say thank you to the NHS and the 1.7 million men and women working for the NHS every day? They think about the wide range of jobs they have learnt about, surprising facts they have collected, or how the NHS has helped them, one of their friends or their family.

Learning outcomes

Pupils:

- ⦿ know about a wide range of jobs in the NHS and share what they have learnt with others
- ⦿ know that there is no such thing as a man's job or a woman's job; they have the same rights to opportunities as each other
- ⦿ feel proud of their achievements

Preparing your entries

Resources: PPT Part 5, Short film about the competition, Let's say thank you to the NHS worksheet, Teacher entry form

- ⦿ Play the short film to get children excited about preparing their entry.
- ⦿ Hand out the worksheet. It tells children what they need to do. It also gives them the chance to reflect on what they have learnt to inspire them. They need to:
 - **Produce a piece of artwork:** a painting, drawing or collage, for example.
OR
 - **Write something:** a poem, story or song, or even a thank you card.
- ⦿ It's up to pupils to decide how they want to say thank you to the NHS! They just need to make it as engaging as possible.



Some simple rules

- ⦿ They can work on their own or in pairs.
- ⦿ Entries must be submitted on paper or card, no bigger than A3 in size.
- ⦿ The closing date for entries is **31 March 2019**.



Showcasing your entries

- Before submitting entries, you could take photos of them to showcase work in your own themed school exhibition – “Thank you NHS.” It’s a great opportunity to share pupil work with parents.

Submitting your entries

- Please ensure a completed teacher entry form is included with every parcel of entries so we know which school it is from.
- Remember to clearly write pupils’ names, year group and school name on the reverse of entries.
- Address your envelope: **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.
- Remember, we must receive entries no later than **31 March 2019**.

Full competition rules

- The competition is open to all primary schools, in England only.
- ‘Pupils can enter individually or in pairs.
- Only one entry per pupil or pair will be accepted. There is no restriction on the number of entries received from schools.
- A completed teacher entry form must accompany all entries.
- Pupils’ name(s), year group and school name must be clearly written on the reverse of entries.
- Entries must be posted 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.
- The closing date for the competition is 31 March 2019.
- No responsibility will be accepted for entries lost or delayed in the post. Proof of posting will not be accepted as proof of delivery.
- 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.
- The first prize will be awarded to the entry deemed by the judges to have said thank you to the NHS in the most engaging way.
- Ten regional winners will also be selected. One winner will be chosen from each of the following NHS 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.
- The child – or pair – who submits the winning entry, will each receive an Amazon voucher to the value of £50.
- The children selected as regional winners will each receive an Amazon voucher to the value of £25.
- There is no cash alternative for any prize in this competition.
- Winning schools will be notified in writing in May 2019.
- Entries will not be returned to the school at the end of the competition.
- Any person requiring a list of winners should send an SAE to the FREEPOST address after the close date.
- Health Education England reserves the right to reproduce and utilise in whole or in part the entries submitted by pupils for information, publicity and promotional purposes. By entering, each school 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 pupils in any information, publicity or promotional activity linked to this competition.

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.)

STEP INTO THE NHS Teacher entry form NHS

Please ensure a completed copy of this form is included with every parcel of entries we receive from your school.

Name of school: _____

School address: _____

Teacher's name: _____

Job title: _____

Teacher's telephone number: _____

Teacher's email address: _____

Number of entries submitted: _____

Teacher signature: _____ Date: _____

Checklist

- Competition entries must be received by 31 March 2019
- Each entry must be submitted on paper or card, no larger than A3 in size
- Please remember to clearly write pupils' name(s), year group and school name on the reverse of entries
- Address your envelope: **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.

Together we can make a difference!

The prizes

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

overall winner will receive an Amazon voucher worth £50.

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

Highly commended certificates will also be awarded to those entries we feel deserve special recognition.

Certificate of participation: You can download and award a certificate to pupils for all their enthusiastic careers work and for taking part in the competition.

**Step
into the
NHS**



Please contact us for more information

Visit our websites:

www.stepintothenhhs.nhs.uk/primary

www.healthcareers.nhs.uk

Call our helpline advisers:

0345 60 60 655

between 9am and 5:30pm Monday to Friday

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