



Exciting competition for  
students in years 8 and 9

## Teacher guidance booklet

Enter before 31 January 2017 for your students'  
chance to win a tablet or Amazon voucher!

### Contents:

- ⦿ Step-by-step guidance
- ⦿ Lesson frameworks
- ⦿ CD-ROM including film clips
- ⦿ Briefing sheets and templates
- ⦿ Differentiated materials for lower ability, SEN and EAL students

Together we can make a difference!

[www.stepinfothenhs.nhs.uk](http://www.stepinfothenhs.nhs.uk)

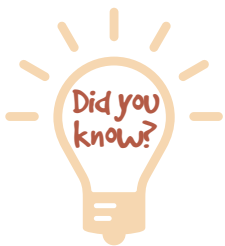
Competition  
closes  
31 January  
2017



## Welcome to the Step into the NHS schools' competition 2016/17

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 work for the NHS, which 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 that would appeal to other people their age.

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 2017.**

## Curriculum links – Careers education, PSHE, Citizenship, English

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

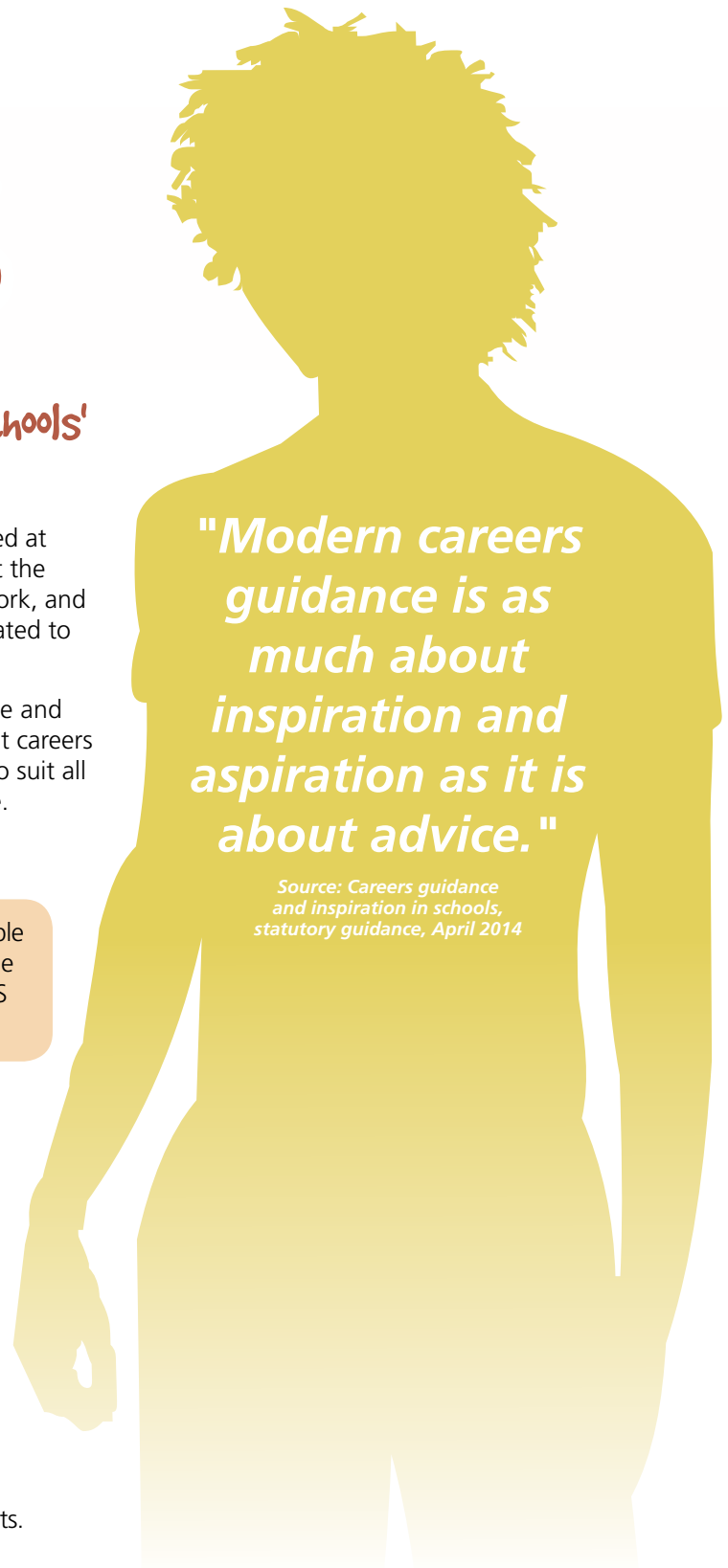


To help young people:

- ⊙ 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

*"Modern careers guidance is as much about inspiration and aspiration as it is about advice."*

Source: Careers guidance and inspiration in schools, statutory guidance, April 2014



## 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, and especially to lower ability, SEN and EAL students.

The materials can be accessed from the **CD-ROM** 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 CD-ROM itself. Alternatively they are available on **[www.stepintothenhhs.nhs.uk](http://www.stepintothenhhs.nhs.uk)**.

## 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 which they can refer to 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](http://www.stepintothenhhs.nhs.uk), [www.healthcareers.nhs.uk](http://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 and online competition submissions

**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 CD-ROM 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.



To introduce and/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 CD-ROM.

### Job title: IT support officer

#### Personal qualities

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

#### Skills

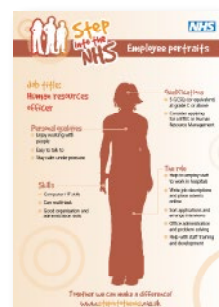
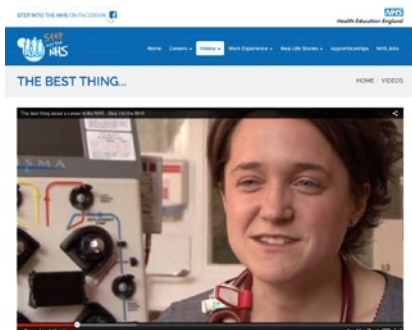
- Good IT skills
- Understand mechanics of computers
- Experience of working with computers

#### Qualifications

- Minimum 3 GCSEs (or equivalent) at grade C or above, including ICT
- Consider taking A/AS 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

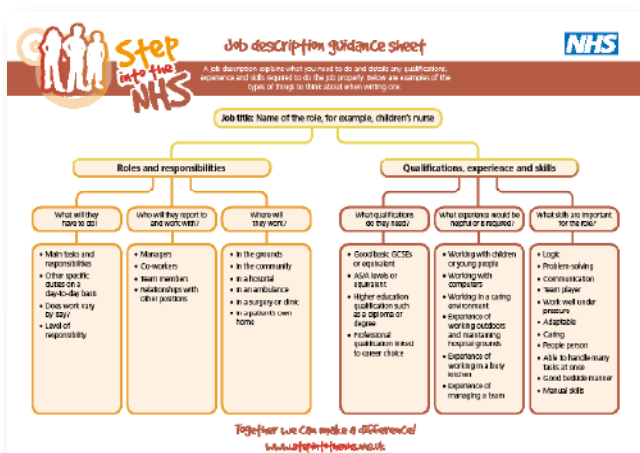




## Step 2: The job description

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 CD-ROM. 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.



**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 that would appeal to their peers. 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 are 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 CD-ROM*



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

## Step 4: Send us your entry

We know paperwork can be time consuming so we've kept it to an absolute minimum this year. 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 CD-ROM.



There's no need for the school to sift entries before sending them to us. We will enjoy looking through them. However, we ask that all the required elements are included with every entry. Here's a quick checklist of what to send by 31 January 2017:

- ☉ Job description
- ☉ Job advertisement
- ☉ Pupil entry form
- ☉ Teacher entry form with every batch/parcel of entries

Entries will be accepted in any media so film, paper-based entries, websites, online games etc. are all acceptable. **Any items submitted as a film or DVD must be in .wmv (Windows Media Video) format.** Students can include any materials they feel will enhance their entry such as mood or story boards.

**Postal submissions must be sent to:** Step into the NHS competition, Freepost RTCC-XLCL-LKTE, The Children's Forum Ltd, 114-118 Parkway, London NW1 7AN.

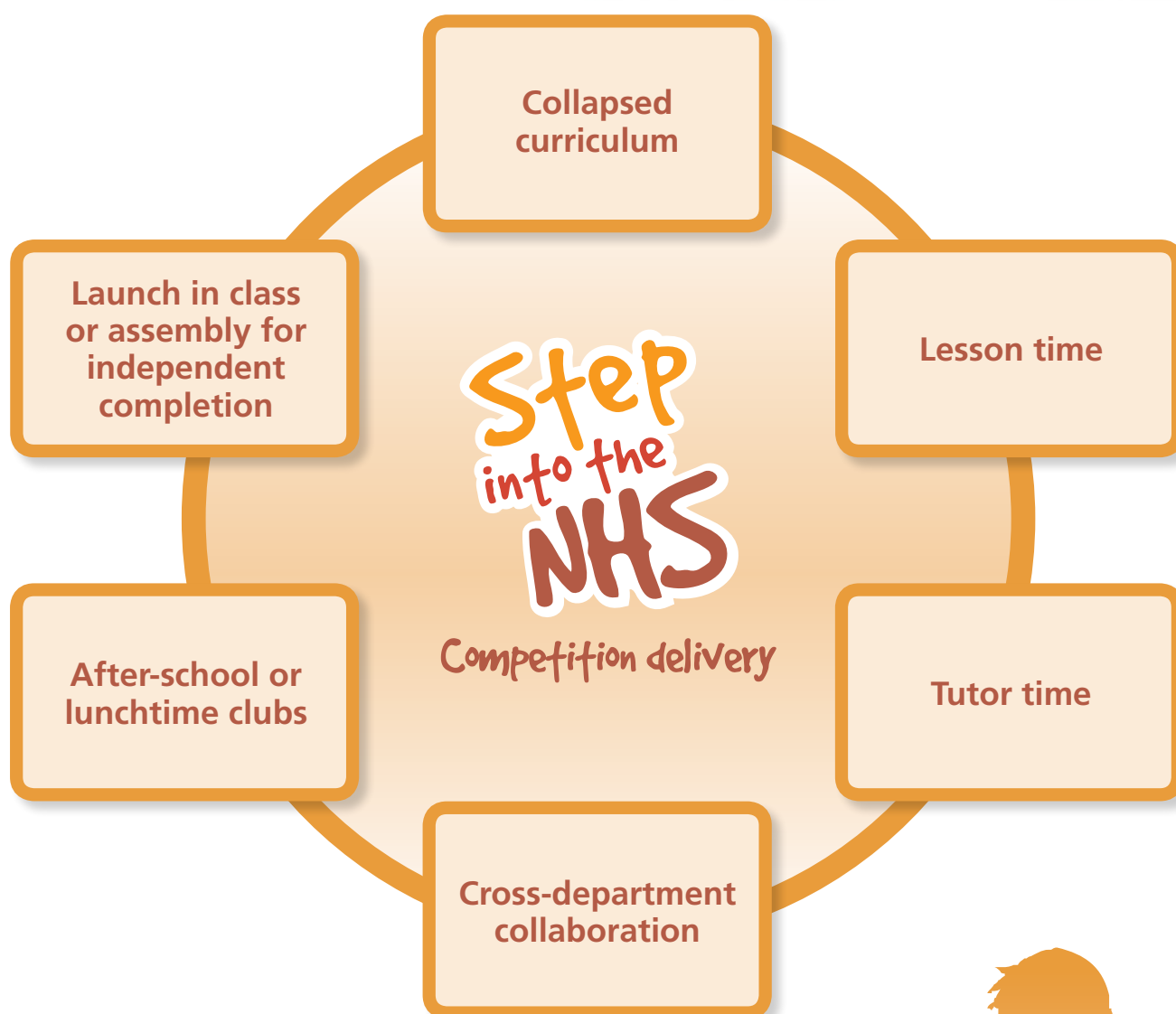
**Online submissions must be uploaded to:** [www.stepintothens.nhs.uk/send-us-your-entry](http://www.stepintothens.nhs.uk/send-us-your-entry) and must be no bigger than 20MB. Please note, you can only submit one entry at a time with the online submission option.

*Enter before  
31 January 2017*



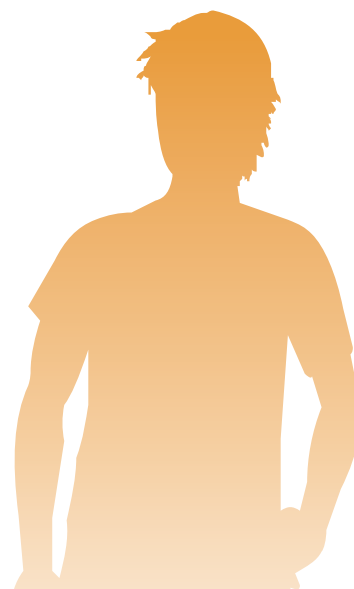
## Schools can run the competition in different ways

We've endeavored to provide flexible resources to allow teachers to run the competition in a way that best suits their school and timetable. In previous years, teachers have chosen to run the competition in a variety of ways.



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

### Lesson 2: Researching NHS Careers

Context	Resources and activities
Step into the NHS personality quiz results	<ul style="list-style-type: none"><li>• 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?</li></ul>
Research the matched careers generated. Explore other possibilities within the NHS	<ul style="list-style-type: none"><li>• Visit <b><a href="http://www.stepintothenhhs.nhs.uk">www.stepintothenhhs.nhs.uk</a></b> and <b><a href="http://www.healthcareers.nhs.uk">www.healthcareers.nhs.uk</a></b></li><li>• Additional resources available for exploration include:<ul style="list-style-type: none"><li>- <b>Employee portraits</b></li><li>- <b>Video clips of NHS employees</b></li></ul></li></ul>
Select a career	<ul style="list-style-type: none"><li>• Ask each student or team to share their chosen career with the rest of the class. Has a range of careers been selected?</li><li>• To extend this activity further, explore the reasons for their choices</li></ul>

## Lesson 3: Writing the job description

Context	Resources and activities
What is a job description?	<ul style="list-style-type: none"> <li>Ask students if they know what a job description is</li> <li>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</li> </ul>
How does a job description look?	<ul style="list-style-type: none"> <li>Hand out the <b>job description template</b></li> <li>Explain that it has two key sections for completion (1) Roles and responsibilities (2) Qualifications, experience and skills</li> </ul>
Understanding 'Roles and responsibilities'	<ul style="list-style-type: none"> <li>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</li> </ul>
Understanding 'Qualifications, experience and skills'	<ul style="list-style-type: none"> <li>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'</li> </ul>
Writing your job description	<ul style="list-style-type: none"> <li>Explain that they now have to write a job description for their chosen role</li> <li>The <b>useful vocabulary list</b> and <b>job description guidance sheet</b> can be offered as extra support</li> </ul>

## Lesson 4: Planning and producing an advertisement

Context	Resources and activities
Explain the task	<ul style="list-style-type: none"> <li>They need to produce a fun and lively job advertisement for their chosen career that would appeal to other people their age</li> <li>They can select any media they like</li> <li>Advise against the use of copyrighted material, and to seek permission if others are appearing in their work</li> </ul>
Inspire them	<ul style="list-style-type: none"> <li>Opportunity to showcase <b>examples of previous entries</b></li> </ul>
Draft ideas	<ul style="list-style-type: none"> <li>Using the <b>job advertisement guidance sheet</b>, they can begin to draft their ideas</li> </ul>
Set homework	<ul style="list-style-type: none"> <li>The advert is completed</li> </ul>

## Lesson 5: Showcasing and entering competition

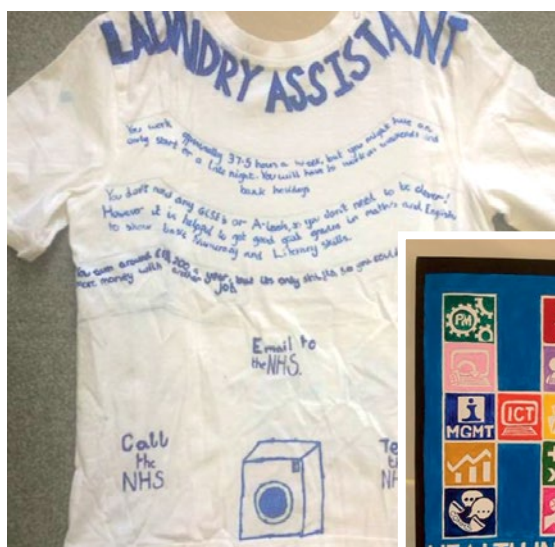
Context	Resources and activities
Class fair	<ul style="list-style-type: none"> <li>Opportunity to hold a class fair of all the work or short presentations sharing how they worked together as a team and their outcome</li> </ul>
Certificates of participation	<ul style="list-style-type: none"> <li>To acknowledge effort, award the certificate provided on the CD-ROM to everyone who has taken part</li> </ul>
Complete paperwork to accompany competition submissions	<ul style="list-style-type: none"> <li>Students need to complete a '<b>pupil entry form</b>'. For group entries, only one entry form per team is required</li> <li>Note: The teacher will also need to complete a '<b>teacher entry form</b>' to accompany every batch/parcel of entries</li> </ul>

## 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 2017 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.

A **certificate of participation** is available on the CD-ROM 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. Entries must be sent to the competition address: Step into the NHS competition, Freepost RTCC-XLCL-LKTE, The Childrens Forum Ltd, 114-118 Parkway, London NW1 7AN. Online submissions must be uploaded to [www.stepintothens.nhs.uk/send-us-your-entry](http://www.stepintothens.nhs.uk/send-us-your-entry). Please note, you can only submit one entry at a time with the online submission option.
6. The closing date for the competition is 31 January 2017.
7. 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. No responsibility will be accepted for entries lost or delayed in the post. Proof of posting will not be accepted as proof of delivery.
9. 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.
10. 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'.
11. 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.
12. The student or group of up to four students submitting the national winning entry will each receive a tablet.
13. The student(s) selected as regional winners will each receive an Amazon voucher to the value of £50.
14. Winning schools will be notified in writing by end of March 2017.
15. There is no cash alternative for any prize in this competition.
16. Entries will not be returned to schools at the end of the competition.
17. Any person requiring a list of winners should send an SAE to the competition address after the close date.
18. 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.
19. 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.)**



## CD-ROM of competition resources

On the CD-ROM, 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.

Below we have shown what you will find and where when you open the CD-ROM.



### 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](http://www.stepintothenhhs.nhs.uk)

[www.healthcareers.nhs.uk](http://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](mailto:advice@healthcareers.nhs.uk)