



Step into the NHS

A handy guide
for NHS volunteers
'Inspiring the Future'
in their local secondary schools

Lots of great ideas on how you can use
the Step into the NHS competition to help
engage students during your visit

Together we can make a difference!

Step into the NHS

inspiring the future



About this guide

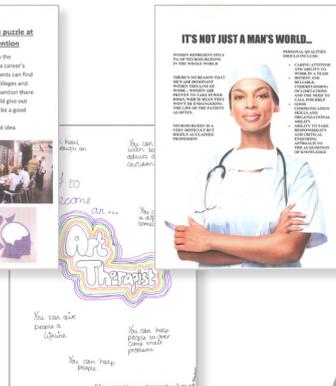
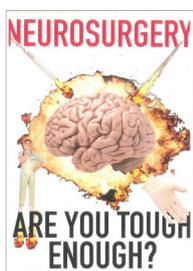
As a volunteer with **Inspiring the Future**, you have generously pledged some of your time to visit local state schools and colleges to talk about your job and the route you took. Not a volunteer already? You can register at www.inspiringthefuture.org. At Health Careers we want to build on the work we already do with schools and through this guide we hope to provide NHS volunteers with support, inspiration and ideas for their visit. That's where the Step into the NHS competition comes in.



What is the Step into the NHS schools' competition?

Every year we run a competition in secondary schools that encourages young people to think about the breadth of opportunities open to them in the NHS so they are inspired and motivated to fulfil their potential. Aimed at years 8 and 9 (12 to 14 year olds), students are challenged to research and select one of the 350 plus careers available within the NHS. Once they've picked a role, they create materials to promote it – starting with a job description that demonstrates their understanding of what the role involves followed by 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. It is left with teachers to decide what works best for their school and students.



Why should, and do, schools and students take part?

From a teacher perspective, the competition allows them to provide vital learning in an exciting way. And for students, there are some fantastic prizes on offer.



Curriculum links - Careers education, PSHE, Citizenship, English

The competition will help 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

Fantastic prizes

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



National Winners

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

Regional Winners

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



"I would like to do accountancy but never thought about being an accountant within the NHS; I just thought about banks."

Feedback from a previous student entrant



All winners

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



Building on an engaging platform

Over 3,000 students participated last year, our highest record yet! The 2016/2017 competition runs from September 2016 to 31 January 2017. We know schools and students find the competition engaging and we've already created lots of materials to support it including a short film to show in class or assembly, examples of previous entries and interactive lesson ideas. All these competition tools (and more) are available at www.stepintothens.nhs.uk/schools.

The primary aim of this guide is to provide ways you can incorporate the Step into the NHS competition into your visit. However, if your visit falls outside the timeframe for the competition, we hope you will still find the suggestions helpful. We understand that the format of your visit may also vary by school, from a short presentation in assembly to a more interactive session with students. Therefore, we have offered ideas to accommodate different scenarios too.

Over 3,000 students participated last year, our highest record yet!

Job title: IT support officer

Personal qualities

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

Skills

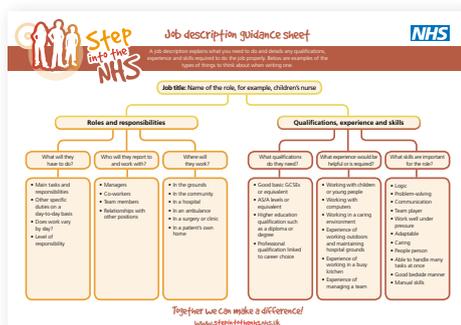
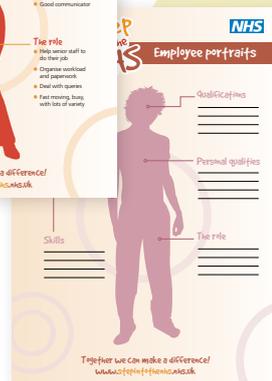
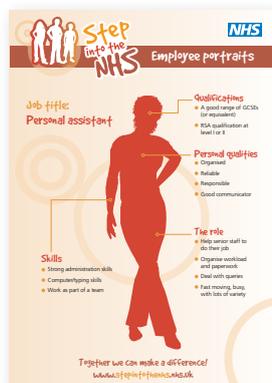
- Good IT skills
- Understand mechanics of computers
- Experience of working with computers

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



1. Assembly or short presentation

There are lots of ways you can structure your presentation to suit your job or personal style.
Here are some suggested ingredients to help build your presentation.



Lead or close your presentation with the Competition

Use the exciting short film available at www.stepintothenhs.nhs.uk/schools to introduce the Step into the NHS competition and get students excited about taking part.

Use or reinforce key stats to capture students' attention

- ◎ The NHS is the largest employer in Europe and the fifth largest in the world
- ◎ More than 1.3 million people work for the NHS
- ◎ It's not just doctors, nurses and midwives! There are 350 different careers in the NHS
- ◎ There are 25,000 vacancies in the NHS every month
- ◎ Someone in every class is likely to work for the NHS in the future!



Talk about the job you do and the route you took

As part of their Step into the NHS competition entry, students submit a job description for their chosen role. This includes two key sections: (1) Roles and responsibilities (2) Qualifications, experience and skills. The job description is often found to be the more challenging steps of the competition, therefore, your help to bring this aspect to life could prove invaluable when talking about the job you do and the route you took.

Roles and responsibilities

- ⦿ What do you do, from main tasks and responsibilities to other specific duties on a day-to-day basis? Does work vary by day? What is your level of responsibility?
- ⦿ Who do you report to, manage or work with?
- ⦿ Where do you work e.g. in the community, hospital, clinic etc.

Job title:
Emergency medical dispatcher

Skills

- Good with computers
- Team player
- Good communicator
- Understand basic medical terms

Qualifications

- Good basic GCSEs (or equivalent), including English, maths and a science subject
- Computer/typing qualification

Personal qualities

- Calm
- Work well under pressure
- Reliable

The role

- Play a key role in saving lives
- Take 999 calls
- Decide which emergency response(s) to send
- Send out emergency vehicles, including helicopters

Step into the NHS Employee portraits

Job title: **Human resources officer**

Qualifications

- 5 GCSEs (or equivalent) at grade C or above
- Consider applying for a BTEC in Human Resource Management

Personal qualities

- Easy working with people
- Easy to talk to
- Stay calm under pressure

Skills

- Computer IT skills
- Can multi-task
- Good organisation and administrative skills

The role

- Help to employ staff to work in hospitals
- Write job descriptions and take adverts online
- Sort applications and arrange interviews
- Offer administration and problem solving
- Help with staff training and development

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Step into the NHS Employee portraits

Job title: **Personal assistant**

Qualifications

- At least 5 GCSEs (or equivalent)
- BSA qualification at level 1 or 2

Personal qualities

- Organised
- Reliable
- Responsible
- Good communicator

Skills

- Strong administrative skills
- Computer/typing skills
- Work as part of a team

The role

- Help senior staff to do their job
- Organise workload and paperwork
- Deal with queries
- Fast moving, busy, busy with lots of variety

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Step into the NHS Employee portraits

Job title: **Gardener**

Qualifications

- Minimum 5 GCSEs (or equivalent) at grade C or above
- Apply for a horticultural qualification such as BTEC certificate, NVQ or BTEC award

Personal qualities

- Physical fitness and good health
- Like working outdoors
- Team worker

Skills

- Horticultural training
- Manual skills

The role

- General maintenance of grounds
- Ensure gardens are neat and tidy
- Helping to plan and design new gardens
- Busy manual work

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Qualifications, experience and skills

- ⦿ What qualifications do you have?
- ⦿ What skills are important for the role and why?
- ⦿ What route did you take? Are alternative routes possible?
- ⦿ What experience did you need?
- ⦿ What experience would be helpful?

Encourage students to kick off their research for the competition

Direct students to www.stepintothenshs.nhs.uk to take the personality quiz to help them consider what careers might suit them.

Highlight the real-life stories and video clips available on the site as well as the A-Z of careers.

The image shows two screenshots of the Step into the NHS website. The top screenshot displays the 'JOB TITLES' section with a video player showing a man in a red shirt. The bottom screenshot shows a video titled 'THE BEST THING...' featuring a woman in a lab coat.

2. Lesson activities

Planning a lesson can take a bit more time and effort and often it's best to agree a plan with the teacher in advance. However, most teachers welcome outside support to help bring fresh interest to their lessons.

In the 'Teacher guidance booklet' produced for the Step into the NHS competition (and available on the Step into the NHS website), a suggested structure on how the competition materials might be used over a set of lessons has already been developed. These lessons broadly cover the following:

You could volunteer to help deliver one of these lessons with the teacher; lessons 1-3 are most likely to be the ones to which you can add most value. An adaptation of Lesson 1 is outlined below to help give you a sense of how you might get involved.

- ⦿ **Lesson 1: Introducing Health Careers and the competition brief**
- ⦿ **Lesson 2: Researching health careers**
- ⦿ **Lesson 3: Writing the job description**
- ⦿ **Lesson 4: Planning and producing an advertisement**
- ⦿ **Lesson 5: Showcasing and entering the competition**

Lesson: Introducing Health Careers and the competition brief

Context	Activity
What is the NHS?	<ul style="list-style-type: none"> • Teacher: Give each student a post-it note and ask them to write a short statement about the NHS • Volunteer: Read out the statements that most resonate with you
Who do the NHS employ?	<ul style="list-style-type: none"> • Teacher: Hold an ideas shower about the different careers available in the NHS. How many roles can the class come up with beyond doctor and nurse? • Volunteer: Use key stats to capture students' attention and to help emphasise the breadth of careers in the NHS. You could prompt students by perhaps suggesting a patient journey – e.g. which staff at A & E might a patient, who hurt their leg playing sport, come into contact with
Introduce the competition	<ul style="list-style-type: none"> • Teacher or volunteer: Play the competition film
Bring NHS careers to life	<ul style="list-style-type: none"> • Volunteer: Talk about the job you do and the route you took
Homework task	<ul style="list-style-type: none"> • Volunteer: Direct students to www.stepintothensh.nhs.uk to take the personality quiz to help them consider what careers might suit them



3. Additional ideas/techniques

In this final section, we have highlighted a few additional ideas/techniques you could incorporate into your visits either in lesson time or as part of your assembly presentations.

Guess my job

- ⦿ Opportunity to make discussions around what you do a more interactive activity
- ⦿ Students ask questions about what you do to which you can only answer 'yes' or 'no'
- ⦿ A limit to the number of questions that can be asked can be set at the start e.g. 20
- ⦿ Once the job has been guessed, or revealed by you, you can elaborate on a 'day in your life as a...'



Reveal clues

- ⦿ Alternatively, the activity detailed above could be run in a slightly different way whereby you reveal clues about your job for students to guess
- ⦿ The clues can include interesting or surprising facts to get their attention as well as, for example, the skills you use on a daily basis, the people you work with and the qualifications you have



Speed chat - discussion activity

- ⦿ This lesson time activity can be used to encourage students to think about and articulate their interests and how they might be mapped to careers in the NHS. Prior student research around the breadth of jobs in the NHS would be helpful for a more meaningful discussion
- ⦿ Line students in two rows facing each other. In turns, they describe their interests to the person opposite e.g. I enjoy using practical skills, I want to work with children. Their partner provides some career ideas based on their interests
- ⦿ Move each line along and repeat a few times to see if they can collect a range of different career ideas



Step into the NHS

Please contact us for more information

Visit our websites:

www.stepintothens.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