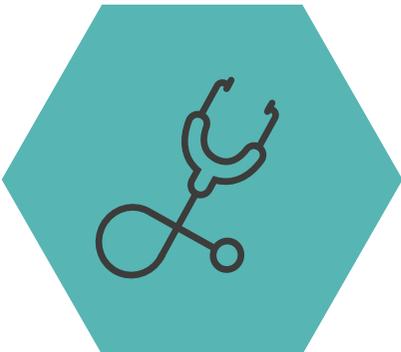
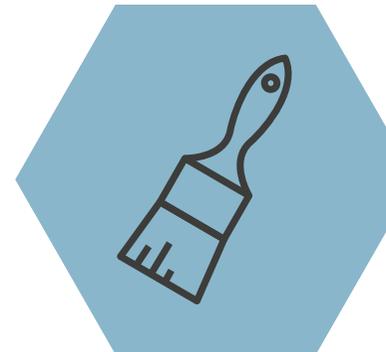
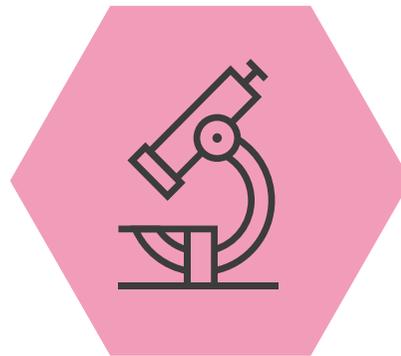
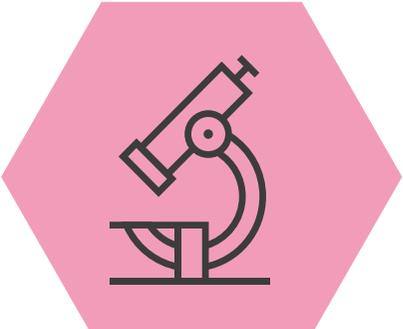
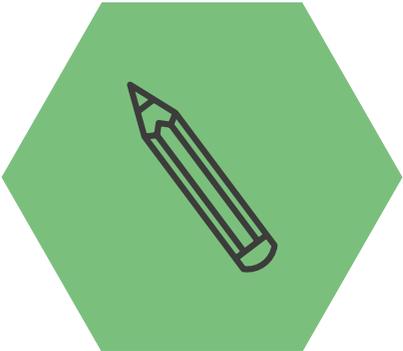
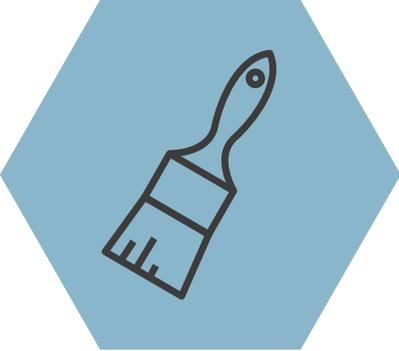
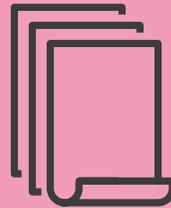


A MANCHESTER GUIDE FOR EMPLOYERS

How to support schools







CONTENTS

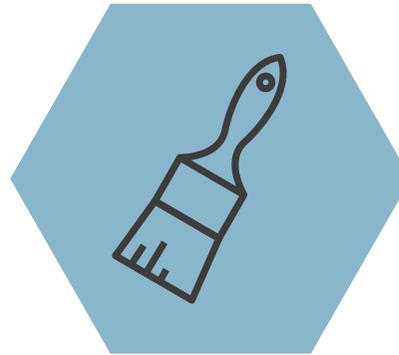
- 1. WHY SUPPORT SCHOOLS?**
- 2. THE SCHOOLS CONTEXT**
- 3. STRATEGIC OPTIONS**
- 4. DELIVERY OPTIONS**
- 5. FUNDING OPTIONS**
- 6. HOW TO MAKE CONTACT**

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**EVERY BUSINESS
NEEDS A DIVERSE,
STRONG, ENGAGED
AND INFORMED
FUTURE TALENT
PIPELINE.**

”





INTRODUCTION

Many employers in Manchester already work closely with schools and offer amazing opportunities for our young people. As requests for employer engagement from schools are growing, this booklet is designed to bring these requests together in one place. It will help all employers (public, private, and the voluntary and community sector) to navigate them, to make the best use of their resources, and to do more to support Manchester's young people to succeed.

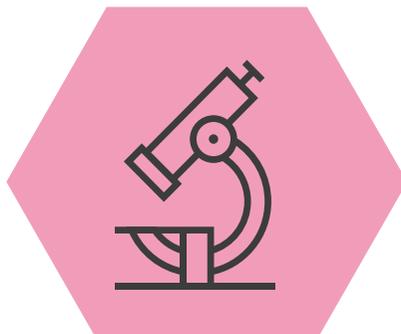
Supporting Manchester's young people to develop their talent, fulfil their potential and leave school with the attributes employers need, benefits both the young people themselves and their future employers.

We want you to be part of shaping Manchester's future workforce.

As the worlds of business and education continue to change, collaborative relationships between the two are more important than ever, and can bring significant mutual benefit and create broader impact for society.

The jobs of the future are yet to be defined and there are numerous sectors for young people and their teachers to navigate.

We want businesses to help teachers and young people understand where the opportunities will be in the labour market and the skills they will need to access them.



WHY SUPPORT SCHOOLS?

Research from the charity Education and Employers shows that young people who have four or more workplace encounters while at school are 86% less likely to be Not in Education, Employment or Training (NEET). It also shows that on average they will go on to earn 18% more than their peers who did not.

Benefits to an employer:

Employees working with schools also benefit:

- » It's an opportunity to introduce and encourage young people and fresh ideas to their company.
- » Businesses have access to a strong and diverse future talent pool.
- » It contributes to their wider corporate aims, including corporate social responsibility (CSR).
- » Development of their people-management skills.
- » Employer-supported volunteering often leads to increased brand loyalty and employee engagement.
- » It enhances their public profile by supporting the local community.



Every business needs a diverse, strong, engaged and informed future talent pipeline. There are many ways to work with Manchester's schools. There is no more important time than now to start working with schools and colleges to support children and young people to reach their potential and prepare for their futures.

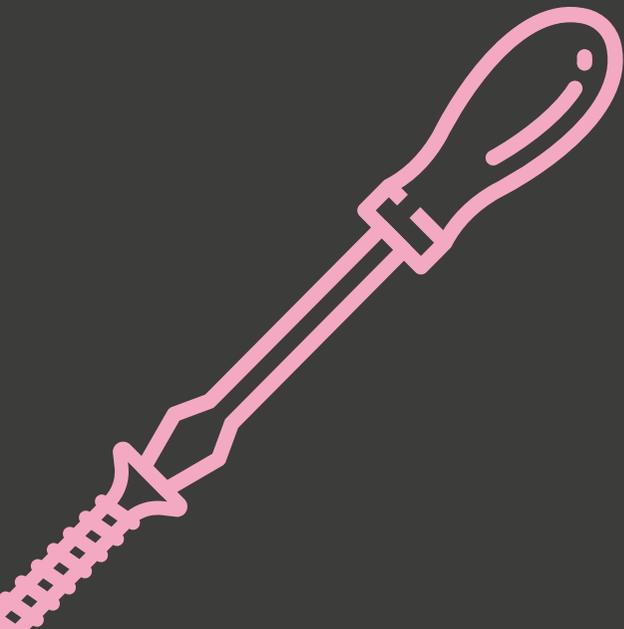
To consider:

Before making contact with a school, you may wish to consider the following:

- » What can you offer?
- » How does your offer fit with your talent attraction and commitment to social mobility?
- » What is your capacity? How many staff can you commit? When are you available?
- » Do you want to stay local or make your offer citywide?
- » Do you have a preferred age group or specific group of young people to target? Would you like to diversify your workforce?
- » How will this support your talent development and talent-attraction strategy?
- » What impact do you want to make? What do you want to achieve?
- » Do you want to offer/support a one-off activity, or build a long-term relationship where you get to understand the school's needs, how you can support them, and develop your talent pipeline?



“
**WE WANT YOU
TO BE PART
OF SHAPING
MANCHESTER'S
FUTURE
WORKFORCE.**
”



THE SCHOOLS CONTEXT

In 2017, the Government launched the Careers Strategy, which highlighted the importance of all pupils having access to a high-quality careers education, including exposure to employers and work places. The Gatsby benchmarks have also been promoted as the core dimensions of a careers programme, and schools are required to implement all the benchmarks by 2020.

The Ofsted Education Inspection Framework 2019 places increased importance on schools having good careers education, with a greater focus on the personal development of children and young people.

Over a third of children and young people in Manchester are growing up in poverty. Education and work are ways they can break the cycle of deprivation and share in the prosperity of Manchester's economic growth.

Employers have a role in making sure children and young people are work-ready.

THE GATSBY BENCHMARKS

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum-learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

SKILLS FOR LIFE

In recent years there have been growing calls from young people locally, regionally and nationally for a 'curriculum for life', equipping children and young people with the skills and knowledge needed to succeed in the real world. There have been similar calls from employers, who highlight a need for school and college-leavers to be better prepared for work through the development of transferable employability skills.

Manchester has responded to this call by developing a citywide approach that will support future generations to prepare for their futures.

The 5 skills we want children and young people to develop throughout their primary, secondary and post-16 years are:

Communication



Teamwork & Leadership



Problem Solving



Self-management



Self-belief



Employers have an important role to play in the development of these skills. They are well placed to work with schools to create opportunities for children and young people to practise these skills.



SKILLS FOR LIFE – WHAT EMPLOYERS CAN DO

5 SKILLS – 5 ASKS

1. Spread the word

Raise awareness of the Manchester Skills for Life programme with other employers.

Ask employers to:

- » Speak about it at business networks.
- » Retweet Manchester City Council campaign.
- » Inform your own staff and suppliers about the Skills for Life programme both as employers and Manchester parents.



2. Adopt the language

Weave the language of the 5 skills into whatever you do with children and young people.

Ask employers to:

- » Embed the language of the 5 skills into the work you already do with children and young people, eg. work experience, inspirational talks, enterprise challenges.

3. Create opportunities

Signpost children and young people to skill-building activities.

Ask employers to:

- » Expand your current offer to identify new ways to assist children and young people to practise their skills.
- » Support your suppliers in delivering new skill-building activities.
- » Consider how to create opportunities that are accessible to young people further from the job market.
- » Encourage young people to take up other opportunities in their city that will increase their skills development, eg. National Citizenship Service, local sports clubs, volunteering opportunities.

4. Test the skills

Find ways to assess and unlock the potential of your future workforce.

Ask employers to:

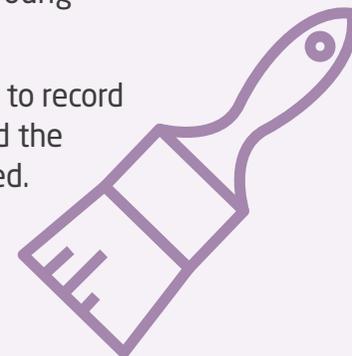
- » Review your recruitment and selection processes (from advert to interview) to improve the ways you test the employability skills and work-readiness of young people.
- » Reflect the way you communicate to young people the importance of skill development in your workplace.

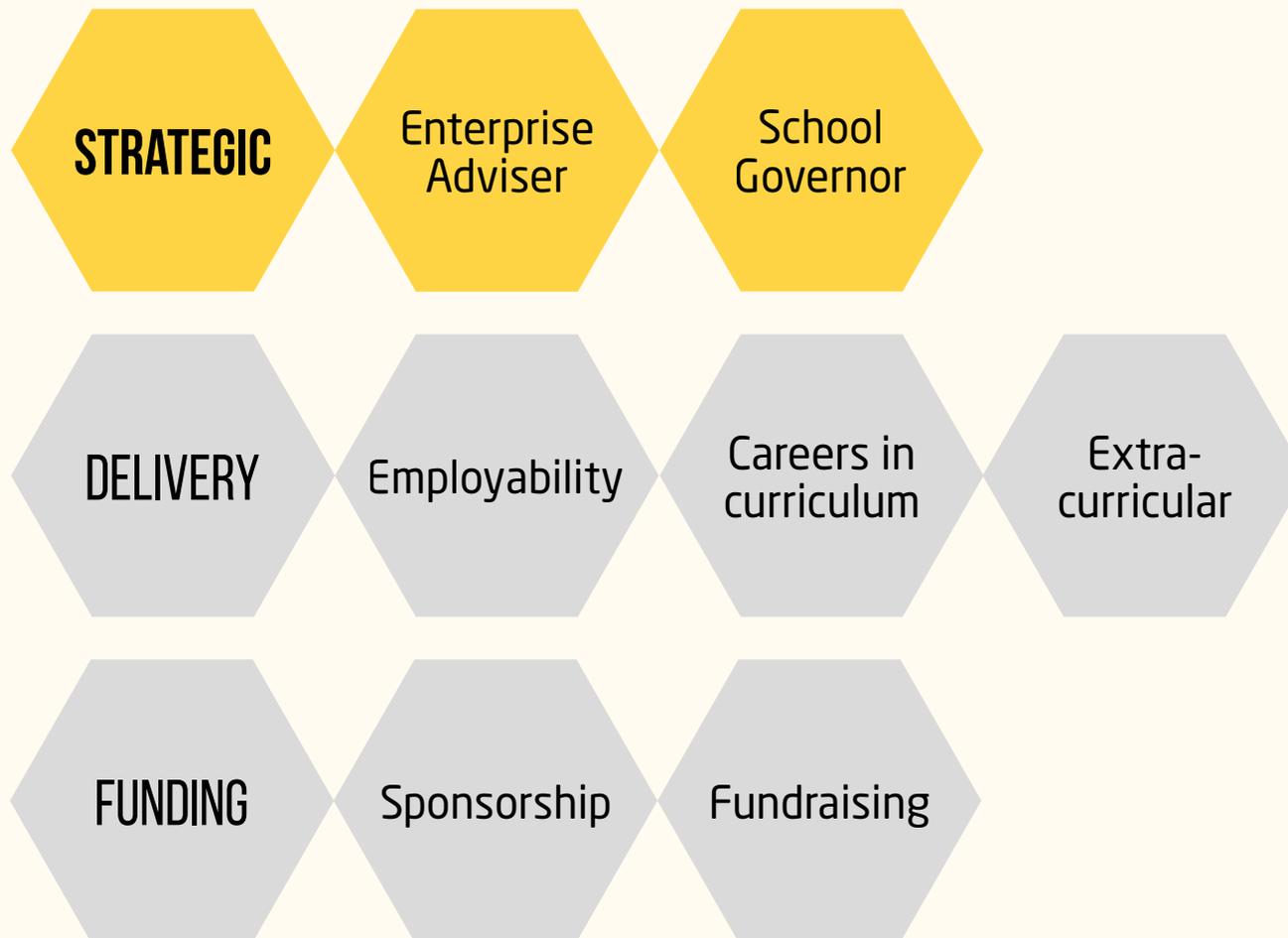
5. Value the learning

Support children and young people to reflect, record and own their skills progression.

Ask employers to:

- » Build into any activity an opportunity for children and young people to reflect on the learning from your session.
- » Provide feedback on the skills you have seen children and young people demonstrate.
- » Encourage young people to record what they have done and the skills they have developed.





STRATEGIC OPTIONS

Be a school governor

School governors are volunteers who are committed to making sure that their school provides the best possible education for all its pupils. Governors come from a range of different backgrounds and bring different skills and expertise to the role.

There are different types of governors on governing bodies, including:

- » **Local Authority Governors** – recruited from a range of backgrounds and businesses to help communicate local policy
- » **Co-opted Governors** – appointed by the governing body, these people are deemed to have the relevant skills and experience to contribute to effective governance and the success of the school.

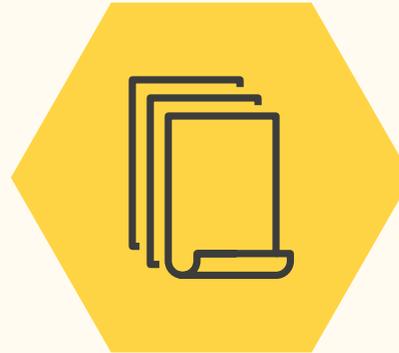
There may also be other types of governor, depending on the type of school.

Governors' responsibilities include:

- » Attending all governing body meetings, usually 3-6 per year
- » Having an enhanced DBS check
- » Attending any subcommittee meetings they are involved in
- » Reading any papers circulated before meetings
- » Accessing appropriate training
- » Visiting the school as part of a programme of governor visits with a specific focus.

Many employers in the city recognise that members of their staff who volunteer as governors gain skills that can have a positive impact in their workplace. Many have embedded school governor programmes into their social responsibility priorities. The University of Manchester has set up an award-winning School Governor Initiative to support its staff to be governors. Find out more on the university website.

If you would like to discuss having an organisation-wide programme to encourage and support staff to become governors, please contact Ruth Bradbury, School Governance Lead: schoolgovernance@manchester.gov.uk.

**Governors work with the school to offer:**

- » Strategic leadership
- » Knowledge of the local community
- » Links with other employers and business networks to support the delivery of the careers programme and other school priorities
- » Specific expertise, eg. finance and management of resources, strategic planning and performance management.

To find out more, go to Manchester City Council's website www.manchester.gov.uk



The University of Manchester School Governor Initiative

Over 1,000 staff and alumni give 1,200 days of support to schools each year. Schools where university staff are governors have received higher-than-average inspection ratings.

Recognised as an exemplar of public service and social impact.

“
AS AN ENTERPRISE ADVISER I HAVE BEEN ABLE TO BRING NEW PERSPECTIVES INTO THE DESIGN OF THE SCHOOL'S WORK-RELATED PROGRAMME. IT IS THE PARTNERSHIP BETWEEN EMPLOYERS AND EDUCATIONALISTS THAT CAN MAKE A DIFFERENCE.
 ”

Andy Lovatt
 EAN Loreto High School

Become an Enterprise Adviser

The Enterprise Adviser Network (EAN) bridges the gap between education and employers by pairing individual Enterprise Advisers with a school or college to help build a strategic employer engagement plan.

The aim is to support the school or college to improve their implementation of the Gatsby Benchmarks, particularly 5 and 6, by increasing the number of meaningful employer encounters and workplace experiences that all young people receive. This will raise aspirations, inspire the young people, and prepare them for the world of work.

Enterprise Advisers work with the school to:

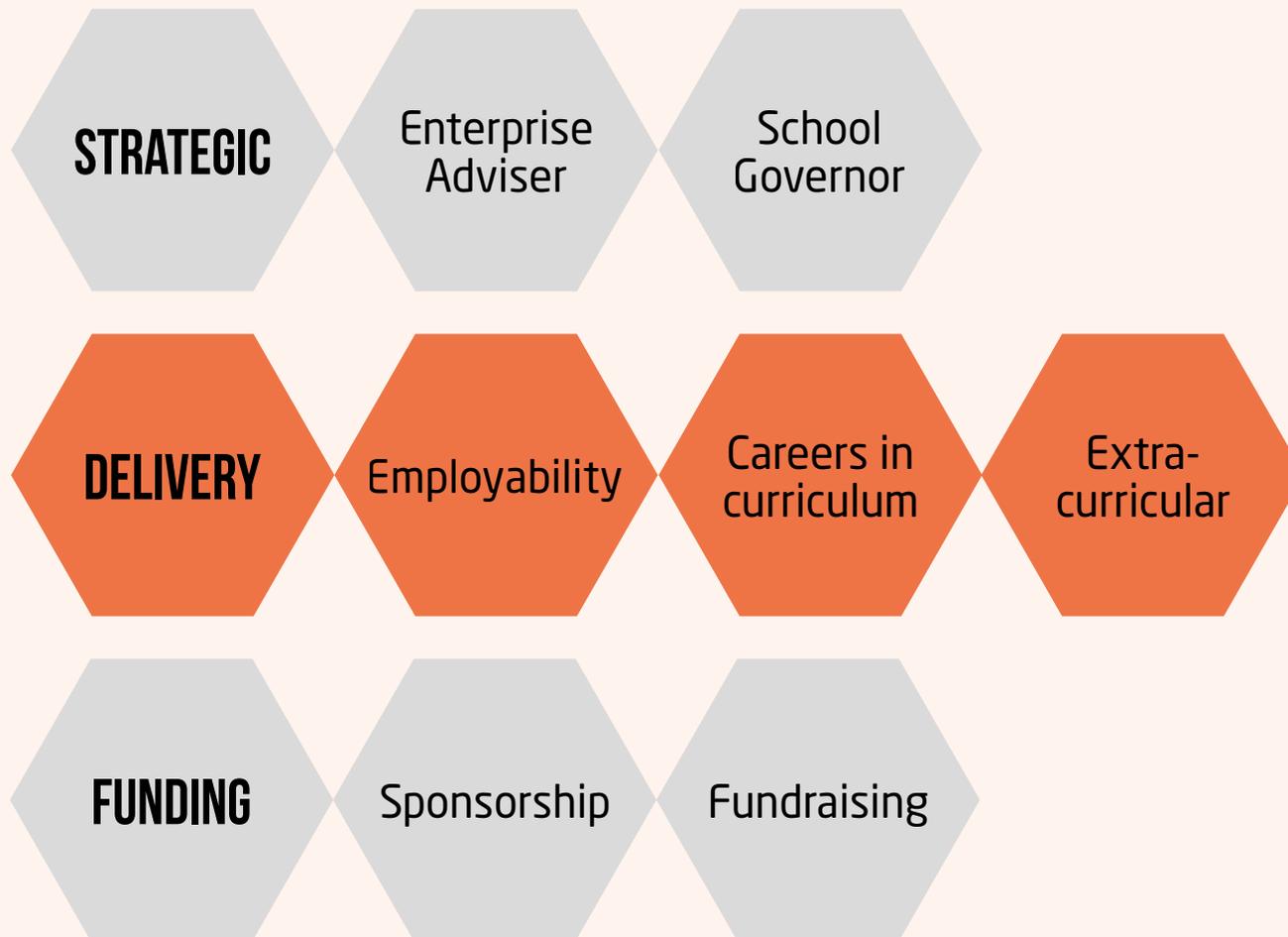
- » Build a relationship and review current provision
- » Establish a careers and enterprise plan
- » Implement the plan and evaluate provision.

Enterprise Advisers should expect to spend eight hours per month in this role. They would also be required to:

- » Have an enhanced DBS
- » Attend Enterprise Adviser Network meetings.



You can find out more about becoming an Enterprise Adviser on the Careers and Enterprise Company's website, here, or to become an Enterprise Adviser for a school or college in Manchester, contact Nafisa Hakim at nafisa.hakim@greatermanchester-ca.gov.uk, or Claire Walker at claire.walker@greatermanchester-ca.gov.uk.



DELIVERY OPTIONS

There are three ways employers can support the delivery within a school:

Employability, Careers in Curriculum and Extracurricular.



“

**DIGITAL
ADVANTAGE
BRINGS TOGETHER
SCHOOLS WITH
TRAINERS AND
EXPERTS FROM
INDUSTRY TO
DELIVER REAL-
WORLD DIGITAL
SKILLS AND
EXPERIENCES.**

”



Melland High School



Examples of activities

	Linking curriculum learning to careers	Employer encounters	Experiences of the workplace
	Benchmark 4	Benchmark 5	Benchmark 6
Mock interviews		✓	
Business lunches		✓	
CV workshops		✓	
Careers talks		✓	
Careers fairs		✓	
Job-shadowing			✓
Work experience			✓
Workplace visits	✓		✓
Mentoring		✓	✓
Work-related projects	✓	✓	
T level industry placement	✓		✓
Enterprise competitions and awards	✓	✓	
Assemblies and inspirational talks	✓	✓	
Skills for Life	✓	✓	✓
Become an ambassador, eg. STEM	✓	✓	✓
Teacher CPD	✓		





Employability

To ensure that young people can reach their potential and contribute to the economy, it is essential they have the opportunities to develop and improve their employability skills, and understand the world of work. There are many ways to do this. Most fall into employer encounters: where employers go into the school setting; or experiences of the workplace, where young people go into a working environment. Other activities may occur in either or both settings, and may cover other benchmarks.

Employer encounters

The time commitment can vary from a one hour input (eg. inspirational talk in an assembly) to half a day (eg. delivering or facilitating career-themed workshops).

Employers will work with the school to respond to a specific need the school has identified, or they can approach the school with an idea.

Experience of the workplace

This is not just traditional work experience, which has a time commitment of usually one week. This can vary according to the time allocated from the school and the needs of the students. Other options include job or work-shadowing, such as the Mayor of Greater Manchester's Meet Your Future: Work-Shadowing and Workplace Safaris via <https://bridgegm.co.uk/meet-your-future/>

Employers work with the school to plan and deliver a high-quality experience of the workplace offer, including exposure to different roles and pathways, as well as a specific student-led activity. It is also good practice to capture students' learning from the experience and to highlight the five Skills for Life.

Our Town Hall Work Experience

Construction and design companies involved in the restoration of Manchester Town Hall collaborated to deliver a work experience week. By working together they were able to provide a rich and varied work experience offer for 12 students from different schools. Sharing the task meant that they shared the time commitment and workload.

SE Recycling supported at-risk and SEN students with work experience, improving their employability skills.

**Newall Green High School
Pioneer House
High School**

UKFast delivered digital assemblies and took students on behind-the-scenes apprenticeship events.

**St Paul's Catholic High School
Dean Trust Ardwick**

Lloyds are supporting a bespoke mentoring programme for years 9-11.

**Manchester
Enterprise Academy**

McCann created a careers film to share with students.

**Abraham Moss
High School**

Female engineers from Network Rail worked with year 9 and 10 students on careers.

**The East Manchester
Academy**

Thirty-two employers provided mock interviews for 150 students.

**Connell Sixth
Form College**

STEM Ambassadors

STEM Ambassadors are volunteers from a wide range of science, technology, engineering and mathematics (STEM) related jobs and disciplines across the UK. They offer their time and enthusiasm to help bring STEM subjects to life and demonstrate the value of them in life and careers by delivering a range of activities, such as career talks, mentoring, practical workshops, and exhibitions. For more information or to join, email:

**holly.jones@
scienceandindustrymuseum.org.uk**



Careers in curriculum

Gatsby Benchmark 4 is about linking curriculum learning to careers. It is about making subjects more relevant to everyday and working life. Real-life contexts and examples can make subjects easier to understand and help young people feel more engaged in their learning. Linking curriculum learning to careers can boost achievement and help young people to progress. They are more likely to engage and be motivated if they know about opportunities for further study and how subjects can be combined with others to give access to different pathways.

Employers will work with the school to:

- » Develop problem-based challenges to show how the knowledge and skills developed through subjects are used in working life
- » Volunteer as a presenter, adviser or judge to help run curriculum enrichment activities such as Young Enterprise, Dragons' Den etc
- » Develop lesson plans, teacher CPD or work alongside teachers to deliver lessons, integrating a careers context into the classroom.

Extracurricular

Extracurricular activities are enrichment opportunities that take place outside of lessons. These include before-school and after-school clubs, eg. sports clubs, or programmes such as Code Club. Employers can be involved to use their expertise, knowledge and commitment to work with young people in a more informal way.

Employers will work with schools to respond to a specific request the school or activity provider has identified, or they can approach the school with an idea.

Mentoring

Mentoring can take place in lesson time or after school, and evidence shows it can be very beneficial to the young people and the employees involved. Programmes such as ReachOut and One Million Mentors engage employers to work individually with a young person so they can develop a relationship with them and support them to aspire and achieve. These programmes require a regular commitment over a period of time, eg. an academic year, often involving training and supervision, including awareness of basic safeguarding policies and procedures.

Employers will work with schools or existing mentoring organisations to be a mentor (for themselves or members of their staff) and respond to the needs of the identified mentees.

Code Clubs provide 9 to 13-year-olds with an opportunity to learn to code. Organised by teachers and volunteers - usually from business - they support young people through a series of projects that develop their skills.



Read Manchester is working with schools and employers to create opportunities for employees to go into schools to listen to children read.

Targeting priority groups

Some employers are particularly interested in working with young people from disadvantaged backgrounds, or with specific needs (eg. looked-after children, care leavers, young people with special education needs or disabilities – SEND).

Employers work with the school to respond to a specific need the school has identified, or they can approach the school with an idea.

One Million Mentors want every young person to have a trained mentor as they transition into adulthood. This helps to address the skills gap and improves social cohesion.

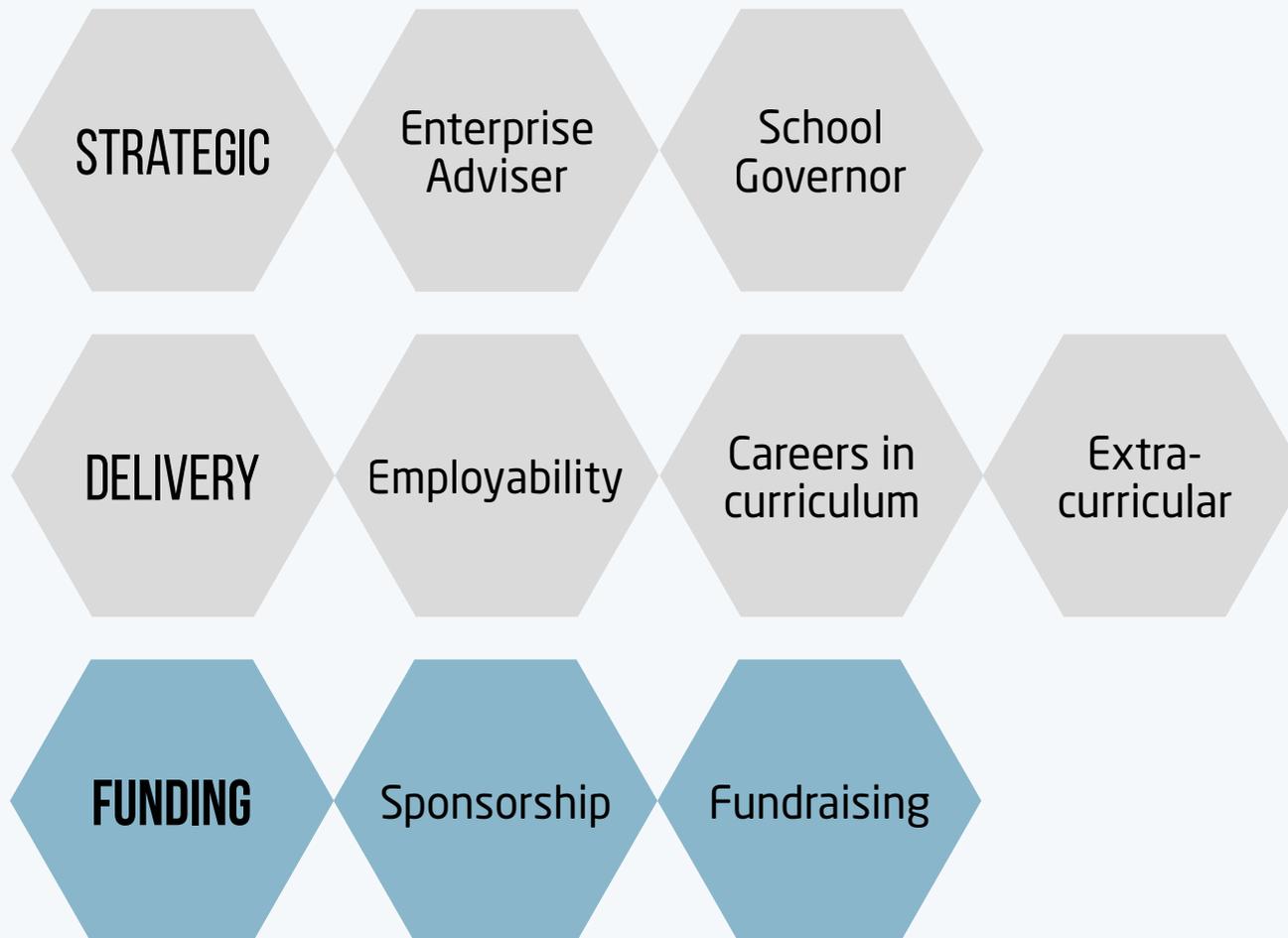
BW3's Aspirational Mentoring programme establishes informal and supportive one-to-one relationships between BW3 business professionals and local students.



“
**MENCAP ARE
FOCUSING
ON WORK-
EXPERIENCE
OPPORTUNITIES.
THIS IS A FUNDED
PROJECT FOR
YOUNG PEOPLE
WITH SEND.**
”

Grange School





FUNDING OPTIONS

Employers can support schools to develop their fundraising strategy to enrich the curriculum and develop extracurricular activities.

Schools can also benefit greatly from additional resources to enhance their educational and community offer. This can be an effective way for employers to demonstrate their corporate social responsibility and make a real difference to a school community.

Employers work with the school to raise funds or sponsor specific activities and projects, eg:

- » Extracurricular clubs, eg. Mad Science, Code Club, Eco Club
- » Improving their facilities, eg. playground equipment, IT equipment
- » Providing support for their learners or their families, eg. breakfast clubs
- » Funding an enterprise competition or awards
- » Providing bursaries for disadvantaged children
- » Purchasing specific equipment, eg. IT, art supplies
- » Funding a specific project or activity.

Fundraising examples

These activities can also be seen as team-building activities.

A staff team entered the Great Manchester Run to raise funds to contribute towards a residential trip.

Businesses donated prizes for their local primary school's Spring Fair raffle to raise money to replace the school's playground equipment.



Sponsorship examples

We sponsored the World Book Day event and provided 750 pupils with a £5 book token.

Kiely Brothers

Manchester Airport Group have funded engagement projects.

St Paul's Catholic High School

HOW TO MAKE CONTACT

Contact a school directly

This is the most direct and potentially the quickest way to begin your relationship with a school. You can:

- » **Visit the school website** – all secondary schools are required to publish their careers programme and career leader's name and contact details
- » **Telephone** – ask to speak to the head teacher or person responsible for careers and work-related learning or employer engagement.

Do not be put off if you do not receive a response straight away or you are not successful with your first contact attempt. Do not give up. Sometimes using more than one method is more successful.

Register on Bridge GM

Go to <https://bridgegm.co.uk/> and complete your details under Meet Your Future. An Enterprise Co-ordinator will then be in touch to discuss your offer and how they can link you with a secondary school or college.

Register your offer on the Manchester Schools Hub

Email workandskillsadmin@manchester.gov.uk for the pro forma to list your offer on the Schools Hub, enabling all secondary schools in Manchester to contact you.

Make use of business networks

Through your business networks you can get involved in the work already underway with schools. You can find other employers who have positive experiences of working with schools and find out what worked for them. You can also connect and work collaboratively with other employers to offer/support a range of activities.

Existing business networks include:

- » Our Manchester Business Forum
- » North Manchester Business Network
- » South Manchester Business Network
- » Business Working With Wythenshawe (BW3)
- » Manchester Digital Skills Network
- » Manchester Construction Skills Network.

Email workandskillsadmin@manchester.gov.uk for contact details of the business networks across Manchester.

Contracts

All contracts with Manchester City Council include a Social Value element, which can include working with schools and colleges. Employers will be expected to outline the added value of their contribution and this will be monitored throughout the life of the contract.

Make use of existing connections

Your own employees may already be involved with Manchester schools, such as a governor or parent/carer, or be friends or family of school employees.

