

MAKING SCHOOL ENGAGEMENT MANUFACTURERS' BUSINESS



eef

The
manufacturers'
organisation

In partnership with

THE CAREERS &
ENTERPRISE

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ABOUT THIS GUIDE

This guide has been developed in partnership with The Careers & Enterprise Company (CEC) to help manufacturers effectively engage with schools.

THIS GUIDE WILL EXPLAIN...

- Why it is important to engage with schools
- What manufacturers are already offering to help schools meet their Gatsby benchmarks
- How you can go about engaging with schools and what to offer
- Who to contact if you need help or support

Effective engagement between manufacturers and schools not only supports schools, teachers and young people, but manufacturers too. Building a mutually beneficial, long-term relationship between manufacturers and schools will help to inspire and encourage young people to consider a career in manufacturing, and ultimately help to address the skills gap our industry faces.

Whether you are an SME or a multi-sited global manufacturer, this guide will provide you with top tips on effective engagement with schools and **help you to inspire the next generation of...**

CREATORS

INNOVATORS

MAKERS





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WHY ENGAGE?

Finding the right people with the right skills remains a challenge for manufacturers.

“Talent is equally distributed across our communities. Opportunity is not, and we are committed to changing this”

Paul Broadhead, Head of Community Investment & Education Outreach, Rolls-Royce

73%*

of manufacturers have found it difficult to recruit for engineering roles in the past three years,

and

72%*

are concerned about findings the skills they need for their business in the future.

However, there are a myriad of different reasons for making school engagement manufacturers' business...

THE AMBITION?

Since January 2018 every school should be using Gatsby Benchmarks to improve their careers provision. With up to 600,000 young people in each year of secondary education across England, this translates into about 4 million employer encounters each year and about 1 million workplace experiences needed to meet the Government's Gatsby Benchmarks.

WHERE ARE WE TODAY?

School surveys, collected over 2016 and 2017, show that some of these encounters are taking place already. However, roughly three-quarters of young people still miss out on at least one encounter at some point during secondary school.

THE CHALLENGE?

We need another 1.7 million employer interactions each year and we must ensure that those activities and encounters are targeting areas where careers provision is currently falling short.



SECURE YOUR FUTURE TALENT PIPELINE

By engaging with schools, your business can develop a long-standing, mutually beneficial relationship with local schools to build a talent pipeline.

HOW? In exchange for opportunities such as work experience and mentoring, manufacturers can expand the potential pool of new recruits by showcasing their business and what a career in manufacturing entails.



PROMOTE MANUFACTURING

Engaging with schools is the perfect opportunity to show and promote what modern manufacturing is all about.

HOW? Highlight the different routes a young person can take to enter the manufacturing industry, as well as the different skills you need and the potential progression opportunities.



EMPLOYEE DEVELOPMENT

An indirect benefit of engaging with schools is that it provides existing employees with an opportunity to volunteer and give something back to the local community.

HOW? It is a great development opportunity for existing staff to use their alumni networks and build their own confidence and management skills through activities such as mentoring.



INCREASE WORKFORCE DIVERSITY

Working with schools will help to address the demographic challenge of an ageing and male-dominated workforce.

HOW? Inspiring and encouraging more young people can help to reduce the average age of the manufacturing workforce but also improve the representation of people from different socioeconomic backgrounds and ethnicities.



CORPORATE SOCIAL RESPONSIBILITY

Working in partnership with schools can help support local communities by raising awareness of businesses in the local area.

HOW? Share with young people through social media the opportunities available in their local area and the sort of skills needed to fill those jobs.



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GATSBY BENCHMARKS

DfE statutory guidance states that every school and college will have to use The Gatsby Benchmarks* to improve their careers provision.

The Gatsby Benchmarks provide an evidence-based framework of **eight benchmarks**, which together outline what good careers provision in schools and colleges should look like.

The following pages are each of the benchmarks along with **examples** of how manufacturers are already **supporting schools and colleges** to meet these benchmarks – and how you can too.



Note: *A comprehensive description of each Gatsby Benchmark can be found here: www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks

Benchmark/Details	EEF member example
<p>1. A stable careers programme Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.</p>	<p>Richard Bridgman OBE, Chairman, Warren Services</p> <p>Warren Services works with several schools within our catchment area. I am an Enterprise Adviser, where I work closely with Thetford Academy. I became an Enterprise Adviser after the New Anglia LEP, where I am on the Board, set up the Enterprise Adviser Network. The Network is supported by North and Suffolk County Council.</p> <p>The school has a member of staff dedicated to careers provision, who as an Enterprise Adviser I work with closely. We meet at Warren Services regularly to plan various events and industry days. Each year we have about 30 businesses set up to deliver careers talks for local colleges and universities. In addition, we organise visits to the Norfolk Skills Show where ourselves and other local businesses speak about what our companies do and importantly what we have to offer to young people, including apprenticeship opportunities and graduate placements.</p> <p>We also push the STEM agenda, having undertaken a specialist STEM project over a three year period with a national organisation, making it to the finals in one of the years.</p>
<p>2. Learning from career and labour market information Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p>Ralph Saelzer, MD Liebherr Sunderland Works Ltd</p> <p>We at Liebherr Sunderland actively participate and support the Sunderland Work Discovery Week which links schools to business and offers profound and professional career advice opportunities. The offer is not aimed at pupils and students only but includes parents as well.</p> <p>It is vital to not only focus upon one group only, schools, students and parents must be involved together and the advice given must be professional and sound.</p>

Benchmark/Details	EEF member example
<p>3. Addressing the needs of each student Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>Paul Broadhead, Head of Community Investment & Education Outreach, Rolls-Royce</p> <p>At Rolls-Royce we are committed to inspiring and equipping a future generation of innovators & pioneers. Every child whatever their background deserves the opportunity to explore the world of STEM and understand how it might be for them. That is why we offer a wide variety of STEM programmes & activities in school and outside each and every day from robotics challenge to the physics behind flight, from one to one mentoring to 690 work experience one week placements, from girls into engineering days to the young apprentice programme. All part of our reach 6 million people through STEM by 2020 commitment. And we offer diversity of career pathways to suit all young people from internships and graduate programmes, to practical & technical apprenticeships to degree apprenticeships – all pathways are held in equal esteem. Talent is equally distributed across our communities. Opportunity is not and we are committed to changing this.</p>
<p>4. Linking curriculum learning to careers All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>Mike Newman, Group Learning and Development Manager, Stannah and Chair of EEF's South East Skills Group</p> <p>At Stannah we have a range of initiatives to engage with schools and not just pupils but teachers too. ENTHUSE placements are sponsored activities that we use via STEM Learning which allows up to four teachers each year to have a work placement within our organisation. They gain knowledge and experience of the opportunities available and can then pass this information onto their students in a careers guidance capacity as well as applying what they have learnt back into the classroom.</p>



Benchmark/Details	EEF member example
<p>5. Encounters with employers and employees Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Steve Joyce, Managing Director, Premier Tech Aqua and Chair of EEF's North East Skills Group</p> <p>At Premier Tech Aqua UK we have adopted a multi-layered approach to supporting student engagement. We have developed a scheduled programme of activities with one specific school – which gives YR 7 to YR 13 students access to a range of speakers on a broad range of topics (from 'having the right attitude to work' to 'being social media savvy'). We also offer various work experience and problem solving sessions for students to partake in both in the classroom and at our plant. Thus, enabling students to get a true sense of how the skills they learn in school can impact on their future career choices.</p> <p>Premier Tech team members are actively encouraged to support programmes and as a result we now have three registered enterprise advisers and three STEM ambassadors who provide additional support to other organisations.</p>
<p>6. Experience of workplaces Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>Jane High, Director, Robert Bion</p> <p>Bion are a SME employing approximately 30 people based in Reading, South East England. As part of our succession planning we have been working on forging links with local schools to promote careers in manufacturing. One of the many ways we have done this is by offering meaningful work experience.</p> <p>We aim to do this as a minimum 4 times per year and we open this to students who are thinking of a career with manufacturing (ideally mechanical) but will open to others within a broader STEM interest if necessary.</p> <p>We have direct contacts into the local schools so offer the placements via this method as well as taking requests that come from other sources.</p> <p>Work experience placement include us interviewing the candidate the same as we would for any other role. We then prepare a work plan for the week that gives them experience within a SME from production, toolroom, maintenance, R&D and sometimes sales and or administration. This will also include working a shift pattern (if permitted). They have this plan or their work rota before they start.</p> <p>At the end of the week they are required to submit a short report on their learning experiences and give us feedback as to what they found useful and pointers for us the next time around.</p>

Benchmark/Details	EEF member example
<p>7. Encounters with further and higher education All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>Rob Armstrong, Head of Mechanical Engineering, Leonardo</p> <p>Leonardo employs around 7,000 people in the UK from a variety of backgrounds and experience, who have access to learning and development at every level. This is part of a strategic objective for the whole company to remain agile, and develop, acquire and sustain competitive advantage through our people's ability and passion.</p> <p>In the UK, Leonardo actively supports education and skills development through partnerships with schools, colleges and universities throughout the country, including on PhDs and research projects, and invest heavily in school engagement and supporting STEM curriculums. Each year, our educational outreach programme engages thousands of school children and college students, to ensure the knowledge, and skills, which are vital to the UK, are nurtured and developed.</p> <p>Each year, Leonardo seeks to attract enthusiastic people to join one of our highly regarded apprenticeship and graduate programmes. We are a large employer of engineering, business and cyber apprentices and graduates in the UK, with over 400 in training at different facilities across the country.</p>
<p>8. Personal Guidance Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</p>	<p>Peter Tack, Managing Director, Lander Automotive</p> <p>Lander Automotive have setup a Mentorship Programme, pairing up existing employees in the business with younger entrants to share their experience and knowledge, but also offer guidance and support. To date the programme has been successful in helping Lander Automotive to meet their KPIs, feed into their succession planning, and more impressively, achieve 50% of their workforce under the age of 30.</p> <p>The mentorship programme is structured to give the mentee a development plan, which identifies their short term and long goals, provides feedback, and measures their progress along the journey.</p> <p>Mentors are matched with mentees to ensure they get the best out of the relationship and give the right advice and guidance to the mentee to meet their individual's needs. At the end of the mentorship programme, Lander Automotive celebrate the success of the all mentors and mentees across the business. The programme has contributed to the high employee engagement within the business and success in attracting the next generation of talent.</p>



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HOW TO ENGAGE

Engaging with schools is not always easy. You don't need a master strategic plan but you do need enthusiasm and a clear idea of what you want to achieve. Here are examples of activities you can offer, and top tips on how to effectively engage with schools.

BEFORE WE SHARE HOW TO EFFECTIVELY ENGAGE, DID YOU KNOW?

For some less intensive activities where a young person is always accompanied by a member of staff you might not need a DBS check. But remember, for any engagement activities where you may be working with young people unaccompanied you will need to ensure you have a DBS check. Make sure you check with the school/ provider you are working with.

Be sure to check what you need to do to be prepare and be ready to engage with schools, for example to check work experience health and safety requirements, visit: www.hse.gov.uk/youngpeople/workexperience/placeprovide.htm

Individuals on work experience are now covered by the employer's existing employers' liability insurance policy provided your insurer is a member of the Association of British Insurers.



School engagement isn't only work experience or mock interviews. Opposite are some examples of other activities you could offer schools to fit in and around your business.

Gatsby Benchmark	Types of activities
1. A stable careers programme	Consultancy on careers programme
	Evaluation of careers programme
2. Learning from career and labour market information	Providing labour market information for parents and students e.g. salary data
3. Addressing the needs of each pupil	Addressing stereotypes
	Aspiration raising
4. Linking curriculum learning to careers	Embedded careers learning within subjects
5. Encounters with employers and employees	Alumni activity
	Business games and enterprise competition
	Careers fair
	Employer encounters with parents
	Employer mentoring
	Employer talk
	Mock interview
	CV workshop
	Mock assessment centre
	Speed networking / Careers carousel
6. Experiences of workplaces	Internships and holiday placements
	Job shadowing
	Part-time work
	Volunteering
	Work experience
	Workplace visits
7. Encounters with further and higher education	Application support for Apprenticeships, FE, HE ad Sixth Form
	Further Education events and visits
	Higher Education events and visits



Here is a step-by-step guide of how to build a relationship with your local school.

1

MAKE someone responsible for leading school engagement within your business

TIP: This does not have to be a full-time job, instead a development opportunity for existing staff.

2

ESTABLISH your offer to young people. There are a number of different ways to engage with schools.

TIP: Use the list of different activities in the previous section. The CEC work with lots of organisations that can help you. Visit careersandenterprise.co.uk/find-activity-provider, to see who.

3

IDENTIFY local schools that you want to engage with

TIP: Your local CEC team can help to put you in touch with the right schools, see section 5 for their details.

4

REACH out to the school to begin a mutually beneficial relationship

TIP: Connect with your local CEC contact and they can help put you in touch with the Careers Leader in schools. Details of school Career Leaders must also be displayed on a school's website, so always check.

5

BUILD a mutually beneficially relationship with the school

TIP: Discuss where the school needs support and how your offering can help provide this support. Then engage with the school on a consistent basis e.g. once a term.

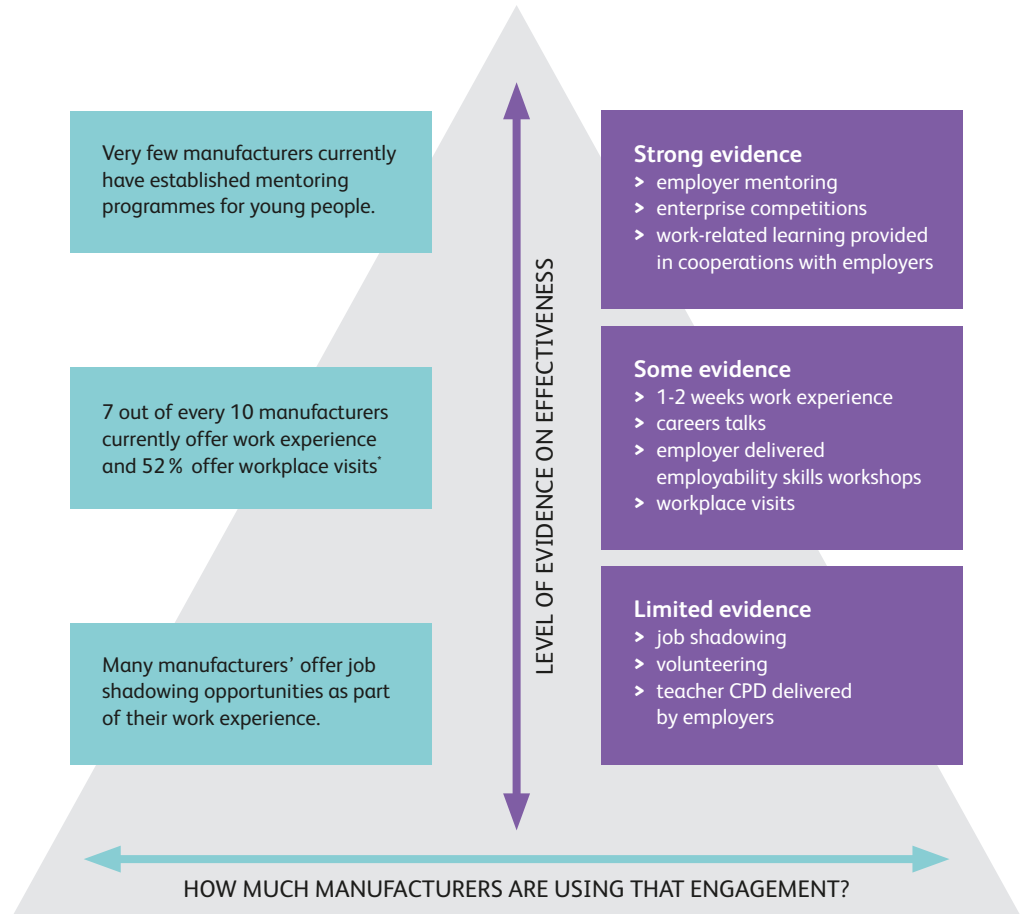
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WHAT kind of experience and engagement should you offer?

...WHAT TO OFFER SCHOOLS?

Understanding what works for your business, as well as the school you engage with is important.

The CEC have carried out research to explore[†] the existing evidence base of careers and enterprise work, which shows the relative strength of evidence for different kinds of activities. We have then compared this to what manufacturers currently offer:



REMEMBER! Whatever engagement you do offer, the quality of that engagement should be your primary focus. Good quality job shadowing will be more impactful and inspiring than a poorly designed mentoring programme. Be sure to offer young people quality engagements with you, and your business.

5

WHO TO CONTACT

Here are your local EEF and CEC regional leads that can help your business to engage with your local schools

THE CAREERS & ENTERPRISE REGIONAL LEADS

NORTH - Julian Buttery - jbuttery@careersandenterprise.co.uk

EAST - Erica Chamberlain - echamberlain@careersandenterprise.co.uk

WEST - Alison Bond - abond@careersandenterprise.co.uk

LONDON - Oli Hallam - ohallam@careersandenterprise.co.uk

EEF REGIONAL DIRECTORS

NORTH - Richard Halstead - rhalstead@eef.org.uk

MIDLANDS AND EAST - Charlotte Horobin - chorobin@eef.org.uk

SOUTH - Jim Davison - jdavison@eef.org.uk



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WHAT NEXT?

Time for action!

Sign this employer charter to pledge your support to engage with the next generation of creators, innovators and makers.

We pledge to:



Offer a work experience programme for at least two students each year



Send at least one graduate or apprentice back to a local school to give a careers talk and or advice to students



Invite at least one school during the academic year to our company to learn about our business and the different routes into manufacturing



Meet and engage with the careers coordinator of at least one school, once a year



Develop a social media plan, including how we will use channels such as Facebook, Instagram, and/or YouTube



Engage with the local community and continue to shape the education agenda through groups such as the EEF regional skills group



Share your pledge with us on Twitter
@EEF_Economists

#InspiretheCreators
#InspiretheInnovators
#InspiretheMakers

FURTHER READING

Inspiration

EEF, Meet the Maker:

www.eef.org.uk/membership/meet-the-maker

This is Engineering:

www.thisisengineering.org.uk

Portrait of an Engineer:

<https://faraday-secondary.theiet.org/careers/portrait-of-an-engineer>

Events and resources

The Year of Engineering:

www.yearofengineering.gov.uk

Tomorrow's Engineers:

www.tomorrowsengineers.org.uk

The Royal Academy of Engineering:

www.raeng.org.uk/education

CEC work

How to engage as an employer:

www.careersandenterprise.co.uk/employers

Closing the Gap report:

www.careersandenterprise.co.uk/research/closing-gap-report

Careers 'Cold Spots':

www.careersandenterprise.co.uk/research/updating-careers-cold-spots

EEF Details

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