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THE CAREERS &
ENTERPRISE
COMPANY

EMPLOYERS ENGAGING WITH SCHOOLS

COMPENDIUM OF CASE STUDIES



FOREWORD

The Careers & Enterprise Company and the Confederation of British Industry (CBI) have partnered to undertake new research to better understand how employers engage with schools.

From this research we've created a compendium of case studies, published alongside a practical guide for employers who want to engage with schools.

The value that employers bring when they engage with schools is well evidenced. Research shows that young adults who have greater levels of contact with employers whilst at school are significantly less likely to become NEET (not in education, employment or training) and can expect, when in full-time employment, to earn up to 18% more than peers who had no such workplace encounters.

Our new research shows that engagement not only allows employers to add value to schools and the lives of young people, but that young people and schools in turn give huge value to employers. In addition to the hard business case for engaging with schools there is a soft business case. Employers told us that volunteering their time to help young people brings their employees joy; one person told us it was the most rewarding thing they had done whilst at the company.

Business engagement supports schools and teachers as well as young people. A central theme in our case studies is the value of building mutual, long-term relationships with schools.

Companies of all sizes are engaging with schools. Our research covered a range of businesses, including a dairy supplier in Cornwall, a law firm in Bristol and a cement works in the Peak District. It also includes large national companies such as BT and multinational companies such as Johnson & Johnson. Each has their own reasons for engaging with schools and organises activities in their own unique way. There is no one-size-fits-all approach when it comes to engaging with schools. Our case studies showcase some of the innovative and exciting ways that different organisations are engaging with schools. Most importantly, our case studies tell us that every person and business has value to add – from the technology team at Goldman Sachs running after-school code clubs to the accountants at Provident Financial helping schools with budgeting.

The case studies also explore established programmes like Jaguar Land Rover's Inspiring Tomorrow's Engineers, which takes place in purpose-built education centres and sees 25,000 young people pass through its doors. Then there are the smaller businesses like Trewithen Dairy in Cornwall, where the managing director talks to young people about the opportunities for well-paid jobs in the local food and drink industry.

Employer engagement comes from a variety of places and at all levels. It is overwhelmingly driven by the people's individual passion. In one case a chance encounter for a young person from Barking and Dagenham inspired them to go back to the borough in their first year in a city law firm to inspire others. Nine years later, a team of solicitors regularly volunteer with an established mentoring programme.

Whether an entry-level employee or CEO, dairy farmer or architect, our case studies tell us that we can all engage with schools to provide young people with meaningful encounters with the world of work.



ALLFORD HALL MONAGHAN MORRIS

Industry: Architecture | Key UK location: London | No. of employees: c.367

WHY DOES ALLFORD HALL MONAGHAN MORRIS WORK WITH SCHOOLS?

- give back' to the community
- support the profession's future diversity
- give staff rewarding opportunities to volunteer and help young people
- a new partnerships group, set up in 2016, identified education as a key priority

WHAT DOES THE COMPANY OFFER?

Key offer – Architecture Taster programme: groups of young people visit the firm's offices and take part in activities including a model shop demonstration, meeting an architect, a sketch club and a tour of the office.

The company also provides:

- work experience opportunities, increasingly to young people from schools whose buildings have been designed by the firm
- a range of mentoring programmes
- learning days for year 8 girls who are identified as academically strong
- a programme of events for Arts Week targeted at year 10 students
- engagement with schools which is wide ranging, covering all ages from primary school through to sixth form and college

HOW ARE ACTIVITIES ORGANISED?

- all school activities are authorised by the practice's four directors – this senior buy-in ensures resources are allocated and programmes can run
- the Programmes and Partnerships Manager is responsible for and organises activities, including coordinating volunteers

LESSONS LEARNED

- think about which practical activities you can offer that will be of most interest and help to young people
- test and evaluate activities by asking young people for feedback
- understand there isn't a 'right time' to work with schools - be aware of the academic year and try to be adaptable
- maintain close communication with the school
- ask how the school will promote events to students
- work with subject teachers to boost attendance

LOOKING AHEAD

- offer more taster events
- continue to work with individual schools
- work collaboratively by adding developer professionals to the process

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The practice is architecturally successful, but is now also becoming known for its educational work which adds a very different element to success.

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AVIVA

Industry: Insurance | Key UK location: London | No. of employees: c.29,000

WHY DOES AVIVA WORK WITH SCHOOLS?

- attract and recruit young people with diversity of thinking into the sector and challenge any misconception that the industry is not open to everyone
- raise awareness about careers in digital and IT to girls and to young people from less advantaged backgrounds
- support young people as part of the organisation's wider social responsibility agenda

WHAT DOES THE COMPANY OFFER?

- interventions which are aimed at pupils from less advantaged backgrounds, or who are underrepresented in the industry
- activities which relate to a range of occupations including:
 - **law:** collaborations with law firms to provide summer work experience, mentoring, company visits, and skills preparation for employability and higher education
 - **digital:** 3-day workshop for year 9 girls during half-term, and working with a social enterprise partner – participants worked through the lifecycle of developing an app
 - **IT:** 1-day IT workshop for 15 young men of African and Caribbean descent – the winning team were awarded paid work experience
 - **cross-discipline:** internships with a third-party organisation for 16-19 year olds from lower income families to unlock potential and raise aspirations

HOW ARE ACTIVITIES ORGANISED?

- activities are usually led by managers from relevant parts of the business, who choose appropriate partners to work with
- internships are centrally coordinated
- partner organisations help by connecting with schools, finding appropriate pupils to work with, supporting with admin and logistics, offering facilitation and providing continuing development, such as mentoring
- employees with relevant skills can help by delivering activities, and the company encourages all staff to volunteer, allowing time for community-related activities

LESSONS LEARNED

- girls who attend workshops begin to think about IT or insurance as a career path
- activities allow participants to understand how they relate to the school curriculum
- staff engagement is an important outcome of working with pupils
- more can and should be done to support career advice for schools

LOOKING AHEAD

- embed more activities which bring the curriculum to life and help young people connect to the world of work
- continue to support workshops and work experience, especially for less advantaged young people
- continue to collaborate with appropriate partner organisations

“

By the end of 3 days the girls seemed so confident, so knowledgeable. We were blown away by their ideas.

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BARCLAYS

Industry: Financial Services | Key UK location: London | No. of employees: c.129,000

WHY DOES BARCLAYS WORK WITH SCHOOLS?

- inspire millions of young people to develop employability skills, gain employment and succeed in the workplace
- help create a strong talent pipeline of young people who can achieve their career aspirations and support business throughout the UK
- help address skills-gap issues, youth unemployment and create a better future for young people which supports our economy and society

WHAT DOES THE COMPANY OFFER?

Key offer - LifeSkills programme:

- more than 60 hours of curriculum-linked resources, lesson plans, quick-fire activities and interactive tools, which schools can use to help young people develop the skills they need for the workplace
- resources for teaching careers, employability and enterprise education in schools
- 3 modules: people skills, work skills and money skills
- easy-to-access online materials for teachers, volunteers and young people
- skills such as CV writing, interview skills, networking, problem solving, creativity, resilience, communication and managing your online reputation

HOW ARE ACTIVITIES ORGANISED?

- LifeSkills have developed materials in close collaboration with a team of teachers
- schools can sign up directly online, and Barclays works with partners to make sure the programme reaches schools and students in most need
- the programme is led by the Director of Citizenship, LifeSkills & Consumer Affairs and supported by Barclays LifeSkills volunteers across the UK
- schools can get in touch through the LifeSkills website, then they'll be contacted by the programme's central operations team
- Barclays regularly collect feedback from schools, and review and update materials

LESSONS LEARNED

- work with teachers to design materials
- listen to feedback from schools and employees working with schools
- design flexible resources to fit in with careers programmes which can be organised and delivered in different ways
- collaborate with other organisations that can support schools with careers and employability
- a quality standard for employers working with schools need developing

LOOKING AHEAD

- continue to develop LifeSkills to align with skills required for the workplace
- target schools in the Careers & Enterprise Company's 'cold spots'
- develop CPD opportunities for teachers

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Three-quarters of young people who engage with LifeSkills feel more confident to make decisions about their future.

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WHY DOES BT WORK WITH SCHOOLS AND WHAT DOES IT OFFER?

The next generation are great at consuming technology, but too many of them don't understand what's actually making it work. This matters because tech is at the heart of our lives and jobs – young people who are passive consumers rather than active creators could be left behind.

BT believes the answer is to build a culture of tech literacy for the next generation, enabling young people to step up to the jobs of the future and shape an inclusive society that works for them.

Children begin to form a lasting picture of the world at primary school and start to develop their aspirations for the future. Teachers play a starring role in giving them the tools to achieve those ambitions.

Given the ubiquity of tech in our world, BT believes that understanding how technology works and why it matters is fundamental in the early years – as important for young minds as English and maths. The Barefoot Computing Project helps primary school teachers get confident with the computational thinking concepts that underpin tech literacy – through free teaching materials and face-to-face workshops led by trained volunteers.

Computational thinking provides the building blocks of the digital world – like logic, sequencing, abstraction and programming. In an era shaped by tech, these are the core abilities kids need to actively shape their futures.

HOW ARE ACTIVITIES ORGANISED?

- resources are available, free of charge, on an open-access website
- teachers can download materials and schools can request 90-minute training workshops, led by trained volunteers, to help teachers use the resources effectively
- BT manages the programme but works in partnership with suppliers, teacher networks and civil society organisations to, for example, manage the logistics of the training workshops and market the resources
- the main point of contact in the school is often the lead teacher for IT/computing, where such roles exist, but can be any teacher or senior leader, including the headteacher

LESSONS LEARNED

- work with teachers from the outset to develop resources
- work with local advocates, such as School Improvement Advisory Services, to promote the programme to schools
- once schools see the benefits, word soon spreads
- provide relevant training for volunteers to increase their confidence in delivering presentations to teachers in schools

LOOKING AHEAD

- aim to reach all primary schools
- considering engagement with parents

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Barefoot is all about setting young children up to thrive in a digital world.

www.barefootcas.org.uk

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BURGES SALMON

Industry: Law | Key UK location: Bristol | No. of employees: c.700

WHY DOES BURGES SALMON WORK WITH SCHOOLS?

- committed to social mobility and believes in a social obligation to serve the local community
- corporate responsibility strategy includes particular focus on school engagement
- employees enjoy engaging with young people and can develop their own skills (56% of employees currently volunteer)

WHAT DOES THE COMPANY OFFER?

Key offer - Bright Sparks programme:

- helps young people develop skills and includes activities such as CV writing, delivering presentations, undertaking research and working in a team
- delivered at a local secondary school where a high proportion of students are from disadvantaged backgrounds

The company also provides:

- law career information days
- legal apprenticeships
- Reading Buddies programme at primary schools

HOW ARE ACTIVITIES ORGANISED?

- school business brokers facilitate relationships, including Bristol-based broker, Ablaze, and national brokers such as Envision
- at secondary-school level, the company is taking part in Business in the Community's Business Class programme which:
 - includes a 3-year commitment to one school
 - allows the firm to concentrate its effort for maximum impact
 - matches businesses to schools based on a needs assessment

LESSONS LEARNED

- keys to success include strong and committed senior leadership at the school
- dedicating resources to a careers and employability manager in schools is invaluable
- if the school is failing or has other pressing needs, it won't prioritise engaging with business

LOOKING AHEAD

- consider formalising more organised activities and offering fewer ad hoc activities
- employ the services of a broker

“

I personally get a lot out of it. Seeing how the kids do. Some come in looking worried. But they come up with magnificent ideas and great presentations. Is there a measurement for that? No.

”

CARILLION

Industry: Integrated support services and construction | Key UK locations: London, Birmingham, Manchester, Sheffield | No. of employees: c.48,500

WHY DOES CARILLION WORK WITH SCHOOLS?

- help young people prepare for the workplace
- raise awareness of careers in construction and other STEM-related areas
- build a strong recruitment pipeline and address industry skills gaps
- create personal development opportunities and inspiration for current employees

WHAT DOES THE COMPANY OFFER?

Key offer - 10 mentoring sessions with year 10 pupils: these are run in a secondary academy in Sheffield, focusing on communication skills, employability, interpersonal skills, confidence, telephone interviews, cover letters, CV writing and personal statements, and presenting to business leaders.

The company also provides:

- careers talks and attendance at careers fairs
- mentoring and employability workshops to support teaching in STEM subjects
- site visits for young people
- support for pupils who most need it

HOW ARE ACTIVITIES ORGANISED?

- the company undertakes a community-needs assessment in proposed areas
- regional project staff approach schools directly and offer support
- the company collaborates with education-business organisations such as Business in the Community and Your Life
- employees are encouraged to volunteer up to 6 days a year
- company target of 10% of employees volunteering in schools or with hard-to-reach groups

LESSONS LEARNED

- identify the right member of staff at the school as the main point of contact
- adopt a pragmatic approach
- allow enough time to develop activities
- adopt a structured approach so that the school is not overwhelmed

LOOKING AHEAD

- focus on the most effective and relevant activities, and offer fewer
- develop toolkits to use across the company
- facilitate sharing good practice across the group
- build relationships between employers and all the bodies working on school-business programmes

“

If we are to develop young people's employability skills, we need activities designed to engage pupils rather than just listening to talks with PowerPoint slides.

”

E-ON

Industry: Energy | Key UK locations: Coventry and Nottingham |
No. of employees: c.10,000 (UK)

WHY DOES E.ON WORK WITH SCHOOLS?

- educate future consumers about energy conservation and sustainable sources
- inspire young people to work in the sector
- get involved in local communities close to company sites
- provide development opportunities to employees

WHAT DOES THE COMPANY OFFER?

Key offer - following a strategic review of their work with schools in 2015, E.ON decided to align its offerings into 2 holistic packages:

- **Energise Anything** provides activities including online video tutorials, classroom materials, homework tasks and workshops that teach pupils about saving energy, creating electricity and developing sustainable and renewable sources of energy - all activities are linked to teaching STEM subjects
- **E.ON Youth Pathway** provides activities including a video, social media competition and classroom modules which raise awareness about careers in the energy sector and develop employability skills

Activities can lead to taster days on the company's premises and a short period of work experience.

HOW ARE ACTIVITIES ORGANISED?

- planned centrally by strategic lead and a team who focuses on links to education
- Energise Anything is delivered by E.ON employees or employees from partner organisations
- E.ON approaches schools in areas where the company has sites or in communities where its teams are working, and schools can request activities directly
- activities are mapped to subject learning outcomes

LESSONS LEARNED

- focus on fewer activities and listen to feedback from schools
- smaller range of effective activities that better meet the needs of schools
- build long-term relationships with schools
- align activities with the company's business objectives as well as the school's learning outcomes

LOOKING AHEAD

- develop a clear strategy for working with schools
- respond flexibly to the demands from schools and to changes in business objectives
- work in more areas of the country, not just regions where activities are currently concentrated

“

We have found it more effective to concentrate on fewer activities and to build longer-term relationships with schools.

”

FORD

Industry: Automotive | Key UK location: Brentwood |

No. of employees: c.13,000 (UK)

WHY DOES FORD WORK WITH SCHOOLS?

- raise awareness of the need for STEM-related skills and career opportunities within the company, particularly in engineering and IT
- promote the study of STEM subjects and STEM careers
- ensure a flow of future recruits for jobs in Ford

WHAT DOES THE COMPANY OFFER?

- careers talks, attendance at careers fairs and conventions
- mock interview days, CV help and employability sessions
- enterprise activities and competitions
- work experience for students
- site visits for teachers and students
- activities that help pupils understand the need for STEM-related skills and local career opportunities

HOW ARE ACTIVITIES ORGANISED?

- schools can request activities directly or through the Careers & Enterprise Company's Enterprise Coordinators and Enterprise Advisers
- Ford organises activities directly with schools and doesn't use third-party organisations
- school contact can be a senior leader, careers lead or head of science or technology
- the company collaborates with the Essex Employment and Skills Board to:
 - work with other employers in the area to develop a coordinated approach to employer engagement and present a coordinated offer to schools
 - signpost schools to opportunities and sources of activities that they may not have engaged with before
 - raise awareness of skills needs in the local labour market such as STEM skills, particularly related to engineering and IT

LESSONS LEARNED

- collaboration improves when a member of the school's senior leadership team is actively engaged
- get to the right people in the school
- maintain the relationship through open and regular communication
- it's important that activities are fun for pupils

LOOKING AHEAD

- continue with current offer of activities
- respond to developments in the labour market and education
- increase work with primary schools, as well as secondary schools
- improve coordination of initiatives

“

Employers need to work together to coordinate their offers to schools.

”



GOLDMAN SACHS

Industry: Financial Services | Key UK location: London |

No. of employees: c.34,000 (UK)

WHY DOES GOLDMAN SACHS WORK WITH SCHOOLS?

- retain and motivate employees
- provide rewarding opportunities for younger generation employees to get involved in community activities
- fulfil the company's community engagement focus on education
- the CEO's interest in social mobility means top-down endorsement

WHAT DOES THE COMPANY OFFER?

Enabling key staff to engage with schools is embedded within business functions. Staff use the knowledge and experience from their day jobs to add value, for example:

- the technology team runs after-school coding clubs
- the HR team provides executive coaching to teachers
- the operations team conducts a speed networking event to raise higher education aspirations

HOW ARE ACTIVITIES ORGANISED?

- Goldman Sachs engages with schools through multiple routes – for example the construction company who built its new offices in London asked how they could engage with young people, and the company facilitated this engagement
- the company advertises opportunities directly to schools, including degree-level technology apprenticeships
- Business in the Community's Business Class programme outcomes include:
 - 3 local schools were chosen to engage in the programme
 - the company and schools benefitted from 3-year partnerships

LESSONS LEARNED

- a main point of contact at the school is critical to get key stage leaders on board and promote events
- high employee turnover in schools and companies can be a barrier as relationships break down when key people leave
- schools and businesses have different schedules and expectations
- schools and businesses have different ways of communicating and working

LOOKING AHEAD

- get things right by focusing on quality rather than quantity
- get the balance right for employee volunteers such as length of commitment
- recruit another cohort of technology apprentices

“

Do it! Play to your strengths. You will definitely be able to add value.

”



HOPE CEMENT

Industry: Construction | Key UK location: Peak District National Park |
No. of employees: c.230

WHY DOES HOPE CEMENT WORK WITH SCHOOLS?

- enable close links with the local community
- engage with local schools as part of the company's culture and community strategy
- promote career opportunities and vocational education paths in engineering and construction

WHAT DOES THE COMPANY OFFER?

- strong ties with local 11-16 community colleges including Hope Valley College, Lady Manners School and Chapel-en-le-Frith High School to provide:
 - support for Key Stage 4 option evenings, mock interviews, talks on engineering, apprenticeships, workplace visits and work experience
 - support for several post-16 SEND students who attend a special unit at school and work at Hope Cement 1 or 2 days a week
 - activities to support the subject curriculum such as hosting a health and safety conference, geography field visits and a young enterprise competition
- links with local primary schools to provide:
 - a forest school within the works' grounds where children and their families can interact with nature – the Derbyshire Wildlife Trust deliver activities
 - Scrums and Sums programme which improves numeracy through playing rugby
- facilities and expertise such as high quality meeting facilities and health and safety briefings

HOW ARE ACTIVITIES ORGANISED?

- the company responds flexibly to requests from schools
- schools are proactive and host activities independently including a regular business breakfast
- there's an ethos of mutual support and a close working relationship between the Works Manager and school headteacher

LESSONS LEARNED

- positive community links benefit the company in terms of employee loyalty and recruitment
- even well-established relationships need to be flexible to adjust to changes
- accommodating work-related and experiential learning in an increasingly constrained curriculum is challenging

LOOKING AHEAD

- work with schools in a wider geographical area to promote apprenticeships and offer work experience
- organisations such as LEPs and academy groups will change the context in which schools and companies work together



Both sides need to want to work together – the school and the company. It needs to be relevant, not just words. Trust comes with time.



JAGUAR LAND ROVER

Industry: Automotive | Key UK location: Coventry | No. of employees: c.42,000

WHY DOES JAGUAR LAND ROVER WORK WITH SCHOOLS?

- address the shortfall of young people entering the engineering profession
- work with partners in industry to promote manufacturing and engineering
- volunteering is seen as a great tool for employee development

WHAT DOES THE COMPANY OFFER?

Key offer: 5 education centres in the UK located within Jaguar Land Rover manufacturing plants, and design and research and development facilities:

- purpose-built education centres for delivering school activities and work experience
- 22,000+ young people participate in learning experiences at the centres each year
- children aged 5+ take part in lessons such as maths, robotics and design which support the STEM curriculum
- engineers programmes aimed at specific groups such as NEETs and inspiring girls to pursue engineering careers
- Jaguar Maths in Motion and Jaguar Primary School STEM challenges for primary age and Land Rover 4x4 in Schools Technology challenge for secondary pupils

HOW ARE ACTIVITIES ORGANISED?

- the centres are managed by a further education college - the benefit of having their involvement is they know local schools and have access to additional resources
- centre managers act as key intermediaries between schools and the company
- activities align to the curriculum and meet the needs of schools
- the company actively encourages employees to support the education programme, and 8,000 people volunteer each year giving approximately 123,000 hours of time

LESSONS LEARNED

- cost can be a barrier to participation for schools
- schools do not always understand how businesses run
- programmes are set up so they can be tailored to the school and parents can sign their children up for engineering holiday clubs
- enthusiastic teachers help facilitate activities and often bring another class the following year
- if a teacher leaves, the chain can break down and activities may stop for that school

LOOKING AHEAD

- programmes get better and better over time as rapport is built with the teachers and their input is incorporated

“

You can see that this transforms the views of young people much more than old fashioned work experience. The activities bring the world of work and the relevance of classroom subjects alive.

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Industry: Property and investment services | Key UK location: London |
No. of employees: c.3,000

WHY DOES JLL WORK WITH SCHOOLS?

- inspire the next generation of property professionals in a range of occupations
- raise awareness of career opportunities in the property sector
- show pupils broader career horizons and challenge industry stereotypes
- encourage pupils from less advantaged backgrounds to enter higher education courses relevant to property professions

WHAT DOES THE COMPANY OFFER?

- work shadowing and work experience in their London office
- business visits for primary school pupils to their offices in London, Birmingham and Manchester
- mentors for a UK-wide programme
- CPD events for career advisers to improve their understanding of opportunities in the sector
- experiential learning including a 1-day workshop with the Urban Land Institute for year 12 pupils who work on a project to regenerate a town and present their ideas
- support for the Pathways to Property programme which provides opportunities for students from state schools and colleges

HOW ARE ACTIVITIES ORGANISED?

- JLL is a founding member of Changing the Face of Property, a joint initiative involving 10 leading firms, which improves diversity and inclusion in the property industry
- the sustainability team leads education and skills work in the community
- activities often involve company directors, giving them a high profile
- the company fully prepares and briefs all employees before they start volunteering
- activities are delivered with appropriate partners, other companies in the sector, professional bodies and specialist higher education institution

LESSONS LEARNED

- dedicated internal resource in the business makes it easier to support engagement with pupils, schools and other employers
- visible and practical support from senior managers helps with staff commitment
- facilities teams play a significant role in making things happen and ensuring activities are successful

LOOKING AHEAD

- continue to develop all programmes
- develop a 1-day event for year 10-11 pupils to help them think about longer-term career intentions
- continue delivering a range of activities both inside and outside schools



You need a clear message – a clear reason to be doing something. Property careers are varied but it's not an obvious industry to work in. You need to reach students outside London, in different parts of the country, if you want to increase access to the profession.



JOHNSON & JOHNSON

Industry: Pharmaceuticals | Key UK location: London | No. of employees: c.127,000

WHY DOES JOHNSON & JOHNSON WORK WITH SCHOOLS?

- well-established credo sets out the company's responsibilities to key groups, including the communities in which its employees live and work
- commitment to encouraging improvements to education forms part of its responsibilities to the community

WHAT DOES THE COMPANY OFFER?

Key offer - Bridge to Employment (BTE) programme:

- working with 50 students in one particular school, over a sustained period, on activities planned in partnership with the school

The company also provides:

- a devolved model where each site offers a wide range of activities including:
 - careers talks, workplace visits and work experience
 - STEM-based projects
- targeted activities that have evolved over time in response to local schools' needs

HOW ARE ACTIVITIES ORGANISED?

- at a local level the company responds to direct requests from schools or from contacts suggested by employees, and local managers organise activities
- the company offers up to 5 days additional paid leave to employees for charity work
- the BTE programme:
 - is offered to a school based on strict criteria
 - runs for 3 to 4 years in a school, working with students from years 10 to 13
 - is led by a BTE lead from the local Johnson & Johnson site
 - starts with a planning year, establishing a strategic planning board with representatives from the school, Johnson & Johnson and Young Enterprise, who plan programme activities

LESSONS LEARNED

- BTE's effectiveness is dependent on the willingness and commitment of the school
- identifying the right main point of contact at the school is crucial
- working with schools enhances the company's reputation as a responsible business and as a good place to work

LOOKING AHEAD

- roll out the BTE programme to schools in areas where operations are based
- establish a more strategic approach to the company's links with schools
- potentially establish an education coordinator role
- identify the most appropriate activities in schools and match them with what employee volunteers can offer
- review the age range and look more closely at working with younger students

“

We want students to make the most of themselves and to progress to successful and fulfilling careers.

”

NG BAILEY

Industry: Engineering, IT and facilities services | Key UK location: West Yorkshire |
No. of employees: c.2,800

WHY DOES NG BAILEY WORK WITH SCHOOLS?

- encourage young people to consider studying STEM subjects
- raise awareness of vocational qualifications, as well as academic ones
- increase diversity in STEM careers
- raise awareness of careers in engineering

WHAT DOES THE COMPANY OFFER?

Key offer – Inspire programme:

- hands-on engineering workshops
- practical activities on engineering design and energy efficiency themes, including building and racing a balloon-powered elastic band car
- team building activities including competitions, creativity and technical learning

The company also:

- offers access to inspirational role models, practical workshops which introduce engineering and work experience opportunities
- works with schools within 10 miles of its offices – Leeds and Manchester are the most active hubs

HOW ARE ACTIVITIES ORGANISED?

- Inspire is centrally coordinated, but draws on local volunteers from its offices
- the company delivers support directly to schools and works with partners when pupils visit the workplace
- the company relies on the skills and availability of engineers within the business

LESSONS LEARNED

- success is all in the planning - visit and contact the lead teacher regularly to plan activities
- schools need help to promote careers in engineering and construction, as well as routes into apprenticeships
- use pre and post-intervention questionnaires with pupils to measure the programme's impact
- evaluate work with schools from the start
- develop a contract of expectations with schools

LOOKING AHEAD

- evaluate and possibly revise the Inspire programme to ensure maximum impact for students
- pilot work experience offering to provide a more focused experience

“

We try to meet the needs of the school, get feedback and then adjust what we do in the light of this learning.

”

PROVIDENT FINANCIAL GROUP

Industry: Financial services | Key UK location: Bradford | No. of employees: c.3,172

WHY DOES PROVIDENT FINANCIAL GROUP WORK WITH SCHOOLS?

- fulfil its commitment to being a responsible employer
- build the local talent pipeline
- invest 1% of pre-tax profit in community projects, focusing on grassroots activities, such as school engagement
- provide professional development for employees including improving communication, coaching, listening and time management skills

WHAT DOES THE COMPANY OFFER?

- work placements for GCSE-level and sixth form students
- careers activities such as CV writing, interview workshops and talks
- mentoring for headteachers on budgeting
- reading buddies to primary schools which requires a year-long commitment by company volunteers
- sponsorship for Bradford's literature festival

HOW ARE ACTIVITIES ORGANISED?

- schools usually initiate engagement due to the company's high profile
- the headteacher or governor may approach a school, then pass the relationship on to class teachers
- the company's community affairs team organise activities

LESSONS LEARNED

- organisation at the school will depend on who the main point of contact is
- programmes are enabled by management buy-in and employee volunteering allowance
- dealing with too many schools can lead to high admin levels
- schools and businesses have different expectations

LOOKING AHEAD

- new community strategy includes a focus on employability and working with secondary schools
- continue to focus on literacy to fulfil vision for literacy business pledge

“

Teachers note not just the improvement in reading, but the effect on other subjects, also confidence and self-esteem. Students talk about what they enjoyed from the programme, and staff talk about skills development.

”

PRUDENTIAL

Industry: Pensions, investment and insurance | Key UK location: London |
No. of employees: c.3,000

WHY DOES PRUDENTIAL GROUP WORK WITH SCHOOLS?

- ensure young people are work ready and develop financial and employability skills from a young age
- empower people to realise their potential in work and life
- demonstrate commitment to customers and their communities

WHAT DOES THE COMPANY OFFER?

The company also provides:

- financial and enterprise education to secondary schools, including:
 - careers talks and fairs
 - help with CVs and interviews
 - enterprise activities
 - support with core skills and educational attainment
- established, long-term engagement with 3 secondary schools in central London, Reading and Scotland
- the company is a partner member of KickStart Money, a primary financial education programme

HOW ARE ACTIVITIES ORGANISED?

- school partnerships involve “local community activity, driven and delivered by our employees”
- the company has direct, ongoing relationships with 3 schools at a local level
- annual planning identifies what support schools need, then careers and enterprise activities are scheduled into the school year accordingly
- company volunteers work actively with pupils in the schools, alongside teachers
- each school has a lead volunteer, a rep, from the company who coordinates the partnership
- the central CR team liaises with local school reps to oversee programmes and volunteers

LESSONS LEARNED

- start developing career awareness and work-related skills as early as possible
- partnerships should be based on a clear needs analysis at school level
- there should be a clear model of how volunteering operates
- it's important for senior managers to be visibly involved
- employee development has a positive impact on employee engagement

LOOKING AHEAD

- introduce a more systematic evaluation of the impact of work with schools
- continue to develop support for primary schools
- use centrally designed materials or tools, without losing the strengths of the bespoke approach
- get more employees involved to spread the load and the benefits

“

Centralised initiatives risk offering things that may not be needed or well used. Using a bespoke model for school partnerships addresses the needs of schools directly and is more community based.

”

RPC

Industry: Law | Key UK location: London | No. of employees: c.450

WHY DOES RPC WORK WITH SCHOOLS?

The decision to engage with schools came from one person's personal journey when a chance encounter opened their eyes to a career in law.

The company delivers its Limitless London programme to up to 200 pupils at a school in Barking and Dagenham, where students can see the city from their bedroom windows but may never have been there. The firm focuses on this borough because it receives much less attention than other boroughs bordering the city.

WHAT DOES THE COMPANY OFFER?

Key offer - Limitless London programme:

- careers assembly with year 10 students, who then apply to be matched with a mentor from the firm
- students take part in 5 workshops and one-to-one mentoring sessions to build their confidence – this includes public speaking and receiving feedback
- 15-minute mock interview at the end of the programme
- volunteers are solicitors, as well as employees from finance, marketing, IT and the post room, showcasing the broad range jobs in the legal sector

HOW ARE ACTIVITIES ORGANISED?

- Limitless London is run by the company's learning and development team
- the programme started with a pilot and has been refined over the years through feedback and seeing what works best
- a good relationship with the deputy headteacher makes working with the school a real pleasure

LESSONS LEARNED

- a key contact in the school makes all the difference
- there is mutual understanding between the school and the firm
- each year new trainees take a lead role, which keeps the programme fresh
- buy-in from the top, including the CSR committee and managing partners, helps employees engage with the programme

LOOKING AHEAD

- the relationship is long term and sustainable
- continue to do things well and refine the programme
- continue to focus on one school using a structure that works

“

The calibre of students is phenomenal.

”



TIDEWAY

Industry: Engineering and Construction | Key UK location: London |
No. of employees: c.400

WHY DOES TIDEWAY WORK WITH SCHOOLS?

- contribute to future skills in the area, especially for the engineering and construction sector
- emphasis on STEM skills and career awareness, including apprenticeships
- importantly, Tideway's young apprentices, from diverse backgrounds, act as role models to change perceptions of young people so they believe the industry can be "for people like me"
- enrich the school curriculum in a range of subjects, not just science
- build a positive reputation for Tideway in the area

WHAT DOES THE COMPANY OFFER?

- help with career fairs, talks, CVs and interviews, after school clubs, mentoring and relevant projects in schools, for example, on water quality
- free learning materials for teachers, work experience placements and STEM-related activities delivered by their employees in schools
- week-long work placements for pupils aged 16+ interested in civil engineering or construction, including a construction site visit
- library of learning resources linking the work they do to various parts of the school curriculum and for specific key stages, covering primary, secondary and post-16
- teaching materials covering a range of employability skills such as teamwork and collaboration, financial capability and numeracy and creativity

HOW ARE ACTIVITIES ORGANISED?

- programme is centrally co-ordinated with a clear budget for the educational resources it develops and uses in schools
- employees volunteer as STEM ambassadors and are trained to deliver STEM and career-related activities
- requests for work placements come directly from schools or pupils via partner organisations or from education and business partnerships
- policy allowing employees five days a year for volunteering facilitates working with schools
- employees delivering activities have materials and work with subject teachers



LESSONS LEARNED

- give specialist partners enough space to bring their own expertise and creativity to the programme
- it is difficult to evaluate the impact of online materials or build real dialogue with online users
- face-to-face activities are more labour intensive to deliver but have high impact on pupils

LOOKING AHEAD

- grow face-to-face activities
- continue with informal, responsive work
- build stronger relationships with schools and teachers to deliver better career learning for pupils
- use an external provider to train employees to deliver the provision effectively



Engineering and construction are seen as dirty jobs for men, but there are so many other interesting things to do - it's not just digging a hole.



TREWITHEN DAIRY

Industry: Dairy supplier | Key UK location: Cornwall | No. of employees: c.150

WHY DOES TREWITEN DAIRY WORK WITH SCHOOLS?

- share passion for the food industry
- encourage young people to stay in Cornwall and contribute to local business
- show there are rewarding career opportunities locally, with good levels of pay, and opportunities to develop transferable skills that students can use throughout their career
- embed employer responsibility to promote opportunities in local businesses

WHAT DOES THE COMPANY OFFER?

- annual lecture at a local college to food science degree students on product costing
- advice on course content to local college
- local roadshows for primary schools:
 - businesses from the farming and food sectors work together to help pupils understand how food gets from farm to table
- presentation to secondary schools on career opportunities in the food sector
 - initially prepared for students aged 14 to 17, then adapted to use with groups of teachers and parents

HOW ARE ACTIVITIES ORGANISED?

- primary school roadshows are organised by a separate organisation which invites businesses to take part
- the MD developed a presentation for secondary schools, based on the video and talk prepared by his father, the previous MD
- the MD delivers the presentation when local schools request it
- tailored versions are delivered to careers teachers and work experience coordinators
- the MD works directly with careers or work experience teachers in schools to organise talks

LESSONS LEARNED

- interest can be gauged by demand and flow of requests from schools
- encourage questions from the audience during presentations
- don't shy away from talking about pay

LOOKING AHEAD

- if demand increases consider setting a limit on how many requests can be met
- link with one local school and develop the company's engagement with that particular school
- extend offer to include a few tailored work experience placements

“

Too many young people think that they will need to leave the south-west in order to obtain good, well paid jobs. I want them to stay in Cornwall and get involved in the region's businesses.

”