



CAREERS FAIR GUIDANCE FOR PRIMARY SCHOOLS

Effective Employer Engagement – Part 1

Advice on the planning and management of a careers fair, with support material for the use of SLT, teachers and pupils.

[Email address]

What is this document for?

This document is designed as a support for schools organising some kind of employer engagement activity. The focus here is on organising a Careers Fair, but much of the document could be customised for other activities – eg business breakfast or business dinner. The focus is on the following:

- *Ensuring engagement with employers is meaningful – with a clear, shared purpose*
- *Ensuring that engagement is professional*
- *Taking the strain from individual schools by providing templates for different parts of the planning and review process*
- *Providing guidance which could be used to support a leadership group – pupils/staff – who may be charged with organising an event*

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Employer Engagement

Developing the Young Workforce has put a greater than ever emphasis on employer engagement in schools, with both schools and employers expected to work together to ensure pupils have the necessary skills, attributes and knowledge required for the World of Work.

One method of engaging with employers is through setting up a careers fair. Following a lot of preparation, representatives of locally based companies come into school, set up stalls/tables and respond to pupils' questions. The careers fair model, however, has both advantages and disadvantages for both schools and employers, and unless very carefully planned can discourage, rather than encourage further employer engagement.

Advantages	Disadvantages
Pupils are given the opportunity for face-to-face contact with employers	Engagement with employers can be quite superficial
Employer Engagement activity is focused in one day so may be less disruptive to learning	Employers may perceive few benefits if they are rarely approached by pupils, staff, parents
Large numbers of pupils are targeted in one single event	The success of the visit depends on pupils being motivated - or confident enough - to take the initiative with employers
Teachers and parents may also have access to employers	The model is not helpful for pupils with additional support needs
Financial cost to school is low	Having a model which meets the needs of all those visiting is challenging
Employer time is limited to one day	The extent to which pupils' knowledge about careers is increased is variable
Career fairs can be a good introduction for primary pupils to the World of Work and running an event	Adults must lead and guide the organisation of the event to ensure its success

Given the work involved in setting up a Careers Fair, it is vital that schools are clear about what they want to achieve from the event and that these expectations are shared with all those involved – pupils, staff, parents and employers. Ideally, the careers fair should not be a one-off stand-alone event: it should be part of a much wider strategy for employer engagement which permeates the school year. The event can be a useful springboard for further engagement, if planned effectively. The planning must involve

- Sharing the purpose of the event with all involved
- SLT raising awareness about the event, focussed on how to ensure that engagement is meaningful
- Specific preparation in class time on how best to take advantage of the event
- Work with staff about how the event could be used to help them make curricular links with employers
- Communication with parents on why a career fair is planned and the benefits for primary age pupils
- Follow-up reflective activity following the event

Purpose of Career Fair

Before beginning detailed planning of the day itself, it is important that time is spent considering what the school wants to achieve by holding the event. The questions below are starter questions to help shape thinking.

Some Reflective Questions

- What is the purpose of the Careers Fair? What are the main learning outcomes?
- Will the Careers Fair format present particular challenges to some age groups? What challenges? How might these be overcome/mitigated?
- What work do we need to do with staff and young people before the event to ensure the maximum impact?
- Who are local employers, are youngsters aware of different jobs?
- How can you involve as many parents as possible, in the role of employer?
- How can the career fair be linked into activities going on in school or to current improvement priorities?

Benefits of a career fair to teachers, pupils, parents and employers

How teachers may benefit from a career fair

The Career Education Standard, published in September 2015, places certain demands on teachers. These include:

- work with a range of partners including parents/carers, employers and other practitioners to design and deliver an appropriate personalised curriculum that takes account of: – the individual needs of children and young people; and – genuinely equips them for learning, life and work in all settings including colleges and other learning providers.
- engage children and young people in meaningful discussion about their skills for learning, life and work
- through professional learning and having access to up-to-date resources, develop and maintain an awareness of the opportunities in the labour market and the attributes and skills needed to take advantage of these;
- relate relevant learning experiences and skills development to the labour market and employment opportunities including entrepreneurship and self-employment;
- develop children and young people’s understanding of the responsibilities and duties placed on employees and employers;
- make use of relevant digital and online resources, in particular My World of Work (supported by training);
- encourage diverse thinking in children and young people to consider a broader view of subject choices, career options and job opportunities;
- facilitate young people’s learning and their ability to engage with a rapidly developing landscape of work/career and learning opportunities;

A visit to the Careers Fair gives teachers the opportunity

- to engage with employers to find out about the relevance of learning and teaching to different careers;
- to consider how the methodology used in subjects lends itself to developing the skills employers are looking for;
- to learn about the changing labour market, growth job sectors and the new opportunities available for young people, often relatively unfamiliar topics to primary teachers
- It is also an opportunity to make contact with parents/local employers to see if any of the following activities could be set up to support the wider life of the school:
 - Speaker to visit classes and talk about their work
 - Support for curricular or wider curriculum projects
 - Vocational ambassadors – to inspire youngsters about particular industries/sectors/careers
 - work place visits
 - Competition ideas developing knowledge and skills relevant to a sector/industry/career
 - Support for school projects – eg providing technical/specialised advic

How pupils may benefit from a career fair

Pupils will have opportunities to speak to employers to

- Find out information about job sectors, growth areas and jobs they know nothing about
- They will have chances to hear from employers what they are looking for from young people and how that relates to teacher's expectations of them
- They will hear up to date information about the World of Work beyond school
- Employers can add relevance to curriculum work by giving it a real life context

How parents may benefit from a career fair

Parents will be more informed about

- The changing face of the job market locally including growth sectors and their requirements from young people
- Different routes to employment...its not university or bust!
- The emphasis and importance of skills development will be reinforced by employers

How employers may benefit from a career fair

- They can engage with young people who have not yet decided on subject choices or careers
- They are engaging with the next generation of employees
- They can debunk myths about particular jobs/sectors
- They can get innovative and creative ideas from young people which can be used in their business/sector

Careers Fair Guidance: Logistics

Who should organise the careers fair?

- Set up a small working group /run as a class enterprise project
 - pupils taking on leadership responsibility
 - rep from SLT, administrative representative, other interested staff plus local employers as appropriate – this group could start with a career fair and become an employer
- Ensure working group has clear aims and clear responsibilities

What timescales should we work on?

- Agree a date early to ensure it is in the school calendar
- Set up working group 4 months before the event
- 4 months before the event, issue invitations to businesses, making clear what the aim of the event is
- 2 months before the event, raise awareness with parents
- 2 months before the event, prepare materials for use as homework
- 1 month before the event, prepare the ground at Assemblies
- 1 month before the event, prepare draft timetable for the event – visit times for different year groups/classes and invite feedback
- 1 month before event, discuss catering requirements with canteen staff and do relevant paperwork
- 1 month before the event, draw up a floor plan, marking out the position of each stand and who will be on the stand
- 3-4 weeks before the event send out reminder to contributors
- 3 weeks before event, issue finalised timetable. Include any displaced classes information
- 3 weeks before event, issue information to parents – put on website etc
- The week of the event, prepare bulletin notices
- The week after the event, send thank you notes to all contributors
- The week after the event, do an evaluation and collate responses – summarise these and share with contributors; use the feedback to promote the next event

Who to Invite:

- Ask pupils – what do they want to learn more about? Be careful to explain that you may not be able to deliver on all their suggestions
- Target parents and local employers
(if you don't know your local employers take your pupils on a Google Earth virtual walk around your area, look in Yell.com or take them for an actual walk in the community to get names of businesses)
- Industry Sector bodies – Food and Drink/Energy/ ICT/Life Sciences/Creative Industries/Construction (see Aberdeenshire DYW website for more information)
- Get your school administrator or pupils to compile a database of companies you are inviting
- Use Parent Contacts – prepare a slip for parents' nights asking for interest (example in appendix)
- Contact local Rotary Club
- Invite existing local business partners

Protocol for Invitations

- Letter/e-mails from pupils – prepare template/checklist (see appendix)
- Phone call follow-up– prepare script
- Keep record of calls made, responses etc
- Follow up information once confirmation given

Logistics: the venue

- Check the capacity of the venue you wish to use
- Think about safe evacuation from the venue – make sure contributors know the evacuation drill
- Engage the support of janitorial staff if necessary. Consider network access, screens for mini presentations, make sure cables are safe etc
- Think about layout – plan out stands carefully, making sure that it is easy for visitors to the Fair to move around easily and safely
- Have helpers on hand to meet and greet contributors and to help them set up

Logistics: Parking

- Consider where contributors are to park
- Appoint a team to parking duties – direct visitors to parking areas and away from areas where it is not safe to park
- Make sure others in schools know about the car park arrangements
- Appoint helpers to assist contributors taking stand materials from car to hall and for the clear up at the end

Logistics: Making contributors welcome

- Provide an area for contributors to have refreshments, including lunch, and to meet and mingle
- Ensure someone is tasked with looking after contributors
- Have pupils at the entrance to meet and greet contributors

Making the Most of the Event

- Open to as many stages as possible, if appropriate to the event Aim
- Ensure a group of pupils share the SIP as the opening part of the career fair...this will help clarify to employers the school's main priorities for the next year
- Invite parents – set aside time for parents to attend, after the school day, for example
- Ensure all staff attend
- Have an evaluation sheet for contributors to feedback their views
- Use the contributors' evaluation/exit card to ask for more employer support – eg involvement in the curriculum, talks to classes, visits to workplace, joint projects (see Appendix 7 for template)

In class preparation for the Career Fair

Job sectors

Before the Career Fair consider doing some preliminary work with the young people in your class on what the phrase “job sector” means and some of the ones they may know about. This may include:

- Researching different job sectors to find out the kind of jobs in each sector. The Skills Development Scotland resource My World of Work may be useful for this
- Asking parents and family members what job sector they work in
- Finding out about the jobs in different sectors
- In a larger primary school different classes from P4-7 could do research in different sectors and share this with P1-3 classes. In a smaller school a P4-7 composite could work in teams to find out about sectors and share this with younger pupils at assemblies/in class
- You may wish to focus on one or more of the local growth sectors in Opportunity North East – ie Food and Drink, Tourism, Life Sciences and Oil and Gas

Skills for Learning, Life and Work

- Look at Aberdeenshire’s Skills for Learning, Life and Work guidance – specifically the skills for work. Discuss these with your class and link to learning they are currently doing
- Consider including questions to employers on Skills for Work and how relevant these are to the job/sector they are in

Parents

- Share the entitlements for pupils and expectations of parents (Career Education standard)
- Explain to parents why you are having a career fair and how they can get involved
- Link homework tasks in the weeks proceeding the career fair to careers eg find out about a job from a member of your family, ask an adult about the key tasks in their job,
- Share the skills for work with parents and ask them to work with their child on when and how their child has demonstrated these skills at home

Gender neutral awareness

- Be aware of messages from young people about gender bias related to careers and be very clear in your message that there are NOT boys jobs and girls jobs. See DYW website for links to Aberdeenshire resources to use in class to promote discussion and, if appropriate, let pupils see “Redraw the balance” which highlights gender bias in young people linked to jobs
<https://www.youtube.com/watch?v=qv8VZVP5csA>

There are also a series of resources on the National Improvement Hub on improving gender balance.

<https://education.gov.scot/improvement/Pages/sci38-improving-gender-balance.aspx>

How to ensure pupils are engaged in the Career Fair

Engaging with unfamiliar people can be challenging for our young people. To ensure the maximum benefit of your Career Fair it is very important that young people talk to and with the employers. Below are some different ways you can ensure the young people engage with employers.

A) Create your own questions using the Career Education Standard I cans statements

Use these sample questions to devise your own questions pupils can ask the employers. These sample questions are linked to the I can statements and the illustrative suggestions in the Career Education Standard Exemplification Tool and there is an additional heading for pupils to ask questions about the employer's job sector. A template for creating your own questions is available in Appendix 1

CES Theme 1 - Exploring the concept of work

- Why do you work?
- What re the good bits/bad bits of your job?
- What rules and routines do you have to follow at work? Why do you have to do this?
- What are your responsibilities in your job?
- What do you do every day in your job?
- Why did you choose to do this job?
- How did you decide that this was the job you wanted to do?
- How did you get this job? What did you do to train?
- What are the different types of jobs in your company?
- Which skills are important in doing your job?
- Is working in a team important in your job? Why?

CES Theme 2 - Expanding horizons and ambitions

- I am good at/interested in....what kind of job could I get in your business?
- I want to be ado you know anything about that job?
- How can I get to know people who can help me find a job?
- Which subjects I am learning are connected to the work you do?
- Did you set yourself goals when you were younger? Did that help you get the job you now have?
- Can you give some examples of people in your business who have followed different pathways to get to working in your company?

CES Theme 3- Diversity and Equity

- Have you done other jobs before this?
- Have you developed talents or skills doing this job that you did not have before?
- What skills or talents do you look for when you are about to employ someone?
- Are qualifications the only thing you want in an employee?
- Have you ever faced discrimination at work..what did you do about it?

CES Theme 5- Finding a route to work

- How did you get this job. Are there other ways to get a job?
- Do you think it is important for us to develop skills for work...why?
- Have you had other jobs in this company? If so why did you change jobs?
- What has been your career path? Is it what you planned?

About the business/sector

- Why is your business located here?
- What type of jobs are there in your job sector?
- Do you own your company or work for someone else?
- What type of company is yours? Sole trader, SME,
- Which school subjects will help me in your job sector?
- Are there different ways to get into your sector...what are they?
- What is good about your job sector? Are there any disadvantages?

B) Create a Challenge Sheet

If you do not want to have prepare questions for pupils to ask you could create a challenge sheet where your young people have to find out certain things during their time at the career fair. This can be a good way to ensure your pupils are actively engaged with the businesses during the career fair. To do this the group organising the Career Fair will have to know some information about the companies attending so they can devise these questions once they know who is attending.

eg find a company that is in food production

Which company's managing director is Tom Smith

List three jobs you can do at Aberbusiness

Find a company who employs 200 people

C) Ask employers to have an activity to do with the young people

You can also ask businesses to prepare some sort of activity to allow pupils to engage directly with them. This could be a quiz, a challenge, a practical task that illustrates the work of the company. Companies may need direction from you as to what could be age appropriate activities so you may need to provide examples in your introductory email/letter. (A template for this can be found in Appendix 11)

D) Speed Dating

Create a speed dating rota for groups of pupils to sit with each employer and have a discussion. Keep each slot short and focused and decide on pre-prepared questions linked to Career Education Standard I cans or your own SIP.

Appendix 1: Template for Pupil Questions

List the companies you want to speak to:

1

2

3

4

5

6

I want to ask

1	Concept of work questions
2	About the business/sector questions
3	Skills/qualification questions
4	Expanding horizons/ambitions questions
5	Other questions

Appendix 2 **Making Contact: Letter/E-mail Checklist for Pupils**

- If you are responsible for producing a letter, check how this should be set out
- You will need the full address of the companies you are contacting
- You may be allowed to put your letter on school headed notepaper – but letters must be checked for accuracy by a member of staff before being sent
- Remember that this must be written formally

Invitation Exemplar – content will depend on the aim and target audience

Dear,

X Primary Career Fair: (date)

X Primary is holding a Careers Fair on (day, date) from (start time) to (finish time) and we would be delighted if you would agree to attend this event to provide pupils, staff and parents with information about (refer to aim).

This event is being organised by (name organising group or class) and will be held in (name venue). Each contributor will be given a table, with room for On the day, pupils and staff will be on hand to help contributors to set up their table. Refreshments will be available throughout the day.

If you would be prepared to attend this event, and /or would like more information, please contact me (or give contact name) here at the Primary by (set deadline date)

Yours *sincerely, (if you have written to a named person)

Print name under the signature, along with your role (eg member of Career Fair Leadership Group)

(*If you have begun with Dear Sir/Madam, you finish with Yours faithfully)

Appendix 2: Making Contact: Checklist for Pupils

Before making the call:

- Have check sheet ready to update
- Know who you hope to speak to – if you don't have a name, know the role of the person you wish to speak to
- Have a school contact name and number ready
- Role play the call to build up confidence if necessary

Script the Call: (Exemplar below)

Introduction

Good Morning/Afternoon

My name is X, a pupil at X Primary. I/We contacted you (when?) to invite you to attend our Careers' Fair to be held on (day and date). Please may I speak to (named person/named job title) **or** Could you put me through to someone who would be able to deal with this request?

- Be prepared to give details to whoever has taken the call as they may ask for details and offer to call back
- If put through to someone else, greet the person formally, as before, and be prepared to repeat the information above

Next step

- Recap key information for the potential contributor: eg
 - Where and when the event takes place
 - The start and end time
 - The aim and target audience
 - What you would like from the contributor on the day
- Ask if the contributor is interested in attending
- Ask the contributor if they need any other information – answer questions if you can or promise to find out and get back to him/her

Closing the Call

- Ensure the contributor has all the relevant information/no other questions
- Explain that you will follow-up with a letter/e-mail– get the full name and contact details of the person you are dealing with
- Thank the person for their time/help

Appendix 3: Telephone Call Check Sheet

X Primary Career Fair	School Phone No:	
Date and time of Call	Date:	Time:
Person making Call		
Company/Employer		Phone No.
Contact name/Role		
Key facts about event	When and Where	*
	Start and End Time	*
	Aim	*
	Target Audience	*
	What contributor is asked to do/provide	*
Extra information requested by contributor		
Action to be taken by school (tick off//initial when complete)		

- Notes can be written in in advance in lines marked with an asterisk (*)
- Have the school phone number to hand – fill it in at the top of the sheet
- Remember to file the information appropriately.

Appendix 4: Follow-Up Letter – following telephone approach (amend as appropriate)

Dear (name)

On (day, date), I called you to invite you to take a stand at X Primary's Careers Fair, to be held on (day, date) from (start time) to (finish time) . The event aims to provide pupils, staff and parents with information about (refer to aim).

This event is being organised by (specify) and will be held in (name venue). Each contributor will be given a stand, with room for On the day, pupils and staff will be on hand to help contributors to set up their stands. Refreshments will be available throughout the day.

If you would be prepared to attend this event, and /or would like more information, please contact me (or give contact name) here at X Primary (set deadline date)

Or

Thank you for agreeing to attend this event. We will contact you three to four weeks before the event to finalise arrangements, but if you have any questions or concerns in the interim, please do not hesitate to contact me here at school.

Yours sincerely, (if you have written to a named person)

Print name under the signature, along with your role (eg member of Career Fair Leadership Group)

Appendix 5: Final Arrangements Letter/E-mail

Dear (name),

Thank you for agreeing to contribute to our Careers Fair, which is to be held on (time and date). On the day, we would ask that you arrive between (times) and report to the school office. Parking will be available in (specify). There will be pupils and staff on hand to help you unload any materials you may have for display, and to set up in (venue).

We look forward to welcoming you to the school on (date). If you have any questions or concerns, please do not hesitate to contact me here at school.

Yours sincerely,

Print name under the signature, along with your role (eg member of Career Fair Leadership Group)

A thank-you letter/e-mail should be sent following the event. This should, if possible, provide some feedback on the event. You may choose to send the contributor a questionnaire inviting their feedback – or could issue that in the welcome pack with an invitation to complete it and return to the school by a specified deadline.

Appendix 6: Checklist of Key Tasks

NB Some actions will need to be broken down step-by-step.

Date	Action	Person responsible	Done (v)	Notes
	Establish Organising Group and agree responsibilities			
	Set Careers Fair Date			
	Put Date in School Calendar			
	Create Survey for pupils, parents and staff			
	Issue Survey with deadlines			
	Collate survey			
	Draw up list of possible contributors			
	Initial approach – e-mail/letter – to companies			
	Follow-up call/e-mail			
	Prepare awareness raising Powerpoints/presentations for Assemblies			
	Advertise on school website/Facebook/Twitter page			
	Prepare floor plan			
	Prepare timetable for class visits			
	Liaise with catering staff re refreshments/lunches			
	Liaise with janitor			
	Send final arrangements information to contributors			
	Do presentations at Assemblies			
	Issue Timetables for visits			
	Send out formal invitation to parents			
	Assemble teams to welcome/help set up and clear-up			
	Prepare Bulletin Notices for week of event			
	Brief all helpers to ensure roles and responsibilities are clear			
	Prepare and send out thank you notices			
	Prepare and Issue surveys for feedback on event			
	Collate feedback information and file for next session			
	Ensure database of business contacts is up-to-date			

Appendix 7: Reviewing the Careers Fair: Contributor Feedback

Please complete both sides of this sheet and return to

<i>Company Name</i>				
<i>Your Name</i>				
<i>Contact details</i>				
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The information provided before the event was clear and helpful				
Pupils and staff made us feel welcome				
Support was given to help us set up and clear up				
The space and facilities given to us were appropriate				
Arrangements for refreshments were appropriate				
Pupils were polite and interested				
Pupils interacted well with us				
We would be interested in taking part in a similar event in the future				
We would be interested in working in partnership with the school on other projects (see table overleaf)				
<i>Other Comments</i>				

If you would be interested in working in partnership with the school on other projects, please complete the table below.

Possible Partnership Opportunity	√	Comment (if appropriate)
Give talks to classes		
Support curricular or wider curriculum projects		
Deliver inspirational/motivational talks		
Host workplace visits for pupils and/or staff		
Develop projects/competitions with school staff		
Deliver/participate in workshop activities related to eg employability skills		
Sponsor school projects		
Work towards a formal business partnership		
<i>Other possible partnership ideas</i>		

Your feedback is much appreciated. Your views will help us shape future events and activities.

Thank you very much for your support.

Appendix 8: Reviewing the Careers Fair: Pupil Evaluation

Please complete this Evaluation. Your views will help us shape future events

<i>Your Name</i>				
<i>Class</i>				
<i>What did you hope to learn from attending the Careers Fair?</i>				
<i>What did you learn from attending the Careers Fair?</i>				
	<i>Strongly Agree (v)</i>	<i>Agree (v)</i>	<i>Disagree (v)</i>	<i>Strongly Disagree (v)</i>
The information provided before the event was clear and helpful				
I understood the purpose of the careers fair				
I have a better understanding of careers available within different sectors/industries				
I now know more about companies which operate locally				
I have a better understanding of the skills I will need to be successful when I start work				
<i>The thing I liked best about the Careers fair was...</i>				
<i>The thing I liked least about the Careers fair was....</i>				
<i>Other Comments on how this event might be improved in future years</i>				

Please return completed questionnaire to.....

Appendix 9: Careers Fair: Parent Evaluation

Please complete this Evaluation. Your views will help us shape future events

<i>Your Name</i>				
<i>Child's name and Class</i>				
<i>What did you hope to learn from attending the Careers Fair?</i>				
<i>What did you learn from attending the Careers Fair?</i>				
	<i>Strongly Agree (v)</i>	<i>Agree (v)</i>	<i>Disagree (v)</i>	<i>Strongly Disagree (v)</i>
The information provided before the event was clear and helpful				
I understood the purpose of the careers fair				
I have a better understanding of careers available within different sectors/industries				
I now know more about companies which operate locally				
I have a better understanding of the skills young people will need to be successful in the workplace				
<i>The thing I liked best about the Careers fair was...</i>				
<i>The thing I liked least about the Careers fair was....</i>				
<i>Other Comments on how this event might be improved in future years</i>				

Please return completed questionnaire to.....

Appendix 10: Careers Fair: Teacher Evaluation

Please complete this Evaluation. Your views will help us shape future events

<i>Your Name</i>				
<i>Class</i>				
<i>What did you hope to learn from attending the Careers Fair?</i>				
<i>What did you learn from attending the Careers Fair?</i>				
	<i>Strongly Agree (v)</i>	<i>Agree (v)</i>	<i>Disagree (v)</i>	<i>Strongly Disagree (v)</i>
The information provided before the event was clear and helpful				
I understood the purpose of the Careers Fair				
I have a better understanding of careers available within different sectors/industries				
I now know more about companies which operate locally				
I have a better understanding of the skills young people will need to be successful in the workplace				
I would like to have more opportunities to engage with employers				
I would like my pupils to have more opportunities to engage with employers				
<i>Comments on how this event might be improved in future years or on how we could engage meaningfully with employers</i>				

Please return completed questionnaire to.....

Appendix 11: Guidance For Employers

A successful Careers Fair depends on the extent to which youngsters are involved in the event. Below are suggestions of how you, as an employer can engage with young people when they come to your stand/table. The school will talk to you about how to amend any suggested activity for different age groups. You can also talk to the school and suggest alternative activities.

Pupil Engagement Ideas

To engage pupils in thinking about the different jobs available within a sector/company

- Provide a card matching activity – job titles appear in cards of one colour, descriptions of what that job entails appear in a different colour. Pupils are asked to match the title with the description.
- Show pictures of workplace activity and ask young people what they think is happening
- Link what you do to something young people will see relevance to....does your company make something they use every day or provide a service they access
- Display technical equipment or kit and set a quiz asking pupils to identify what each piece is and what the equipment is used for/what job it is used in
- Link school subjects to careers within a sector/company – a card sort; a matching sheet
- Display a map and ask pupils to indicate where they think the company operates
- Display a list of jobs and ask pupils to identify the jobs available within the company
- Have a true-false quiz to stimulate chat about the company
- Set the young people a fact finding challenge...eg find Mike Smith the company director and ask him politely if you can have a selfie with him using the iPad
- Give a list of requirements for working in your company/sector and ask pupils to list in order of priority then share your list of priorities...compare
- A Dress to Impress activity – choose the clothes most suited for different activities within a specific career – dress a dummy or provide photographs
- Bring PPE – let young people look at, try on and try to work out what its purpose is

To engage pupils in thinking about skills for work

- Prioritising Exercise – ask pupils to put a list of skills required in a sector or an a particular job in order of importance
- Provide a task that forces pupils to solve a problem by using their skills for work then get them to reflect on which skills they have used – depending on the task lego or other construction kits can be good for this
- Talk to the pupils about why the Skills for Work are relevant in your business – show them/explain examples of how this can go right or wrong in your business