



## Andriané Usherwood-Brown, Strategic Lead – Marches Careers Hub

The Marches  
CAREERS HUB

THE CAREERS &  
ENTERPRISE  
COMPANY

My role is to work with education settings such as schools and colleges to develop strong relationships with local employers to bridge the gap between education and the world or work. This results in young people understanding the local labour market, which is where jobs are and local opportunities. As well as developing the knowledge skills and behaviours to make informed decisions about their career journey.

### Subject links:

Please tick the main skill(s) that the task is testing



**Objective:** to create a marketing campaign to persuade local employers to offer work experience or workplace visits.

### *Learning Outcomes*

- *Career Awareness:* Students gain insight into local industries and the value of work experience.
- *Skills Development:* Teamwork, creativity, communication, and persuasive thinking.
- *Employability\*\*:* Understanding how to appeal to employers and the benefits of workplace engagement.
- *Community Connection:* Awareness of how schools and businesses can collaborate in the Marches.

## Pitch Perfect – Marketing Work Experience in the Marches

In this interactive group activity, you will work in teams to develop a marketing campaign aimed at persuading local employers to partner with schools for work experience and workplace visits.

### *Why Work Experience Matters?*

- *Builds skills for future careers (e.g., teamwork, communication).*
- *Helps you explore local job opportunities in the Marches.*
- *Makes your CV stand out to employers.*
- *Statistic: “80% of employers say work experience helps young people get hired!”*

### *Why Don't All Employers Offer Work Experience?*

- *Limited time or staff to supervise students.*
- *Concerns about safety or complexity of tasks.*
- *Not sure about the benefits of working with schools.*

*– Create a marketing campaign to convince employers in the Marches to say YES to work experience and workplace visits!”*

- You will act as a “marketing agency” to solve this challenge.*
- Your ideas could inspire real partnerships with Marches businesses.*

### *Group Formation and Brainstorming (15 minutes)*

*In groups of 3-5, research local businesses and from one of the following sectors ( agri-culture, advanced manufacturing & Engineering, Construction, Digital, Business and professional service, Health & Social care) and pick one to focus your marketing campaign on.*

### *Discuss & Explore:*

- *Why might this employer be hesitant to offer work experience or visits?*
- *What benefits could the employer gain from supporting schools (e.g., finding future talent, community goodwill, brand visibility)?*
- *What would make a campaign appealing to this employer?*

### *Examples of employer barriers*

- *D&G Group: Major manufacturer of windows and doors, creating 200 jobs, but worried about factory safety.*
- *Cosy Coffee: Speciality coffee roastery, small business, innovative but short on time for students.*
- *Think Green: Green energy solutions provider, concerned about technical complexity.*
- *K & J Law: Leading law firm, cautious about client confidentiality.*
- *Dairy Maids: Organic milk farm, unsure if agriculture excites students.*

## Project Manager

### **-Responsibilities:**

- Leads the group, ensuring everyone stays on task and meets the 30-minute planning deadline.
- Facilitates brainstorming, helping the team align their campaign with the employer's concerns and opportunities (e.g., addressing Epwin Group's safety concerns).
- Ensures the campaign includes all components (slogan, message, delivery method, call to action).
- Coordinates the pitch presentation, either presenting or delegating parts to others.

- **Skills Developed:** Leadership, time management, coordination, communication.
- **Best For:** Students who are organised, confident, or enjoy taking charge.

*Example Task: For a small business, the Campaign Manager might guide the team to focus on low-commitment workplace visits to address the employer's time constraints.*

## Creative Lead

### **Responsibilities:**

- Develops the campaign's creative elements, such as the slogan and visual ideas (e.g., poster design, social media post layout).
- Ensures the campaign is eye-catching and appealing to the employer (e.g., a vibrant poster for Newton Court Cider highlighting sustainable farming).
- Works with the Content Writer to align visuals with the message.
- Creates or sketches the campaign's delivery method (e.g., a mock poster or video storyboard).

**Skills Developed:** Creativity, design, visual communication, innovation.

- **Best For:** Students who enjoy art, design, or thinking visually.

*Example Task: For a Green Energy company, the Creative Lead might design a poster with solar panel imagery and a slogan like "Power Up the Future!"*

## Content Writer

### **Responsibilities:**

- Crafts the campaign's key message, explaining why work experience benefits the employer.
- Writes the call to action, ensuring it's clear and persuasive (e.g., "Contact our school to host a visit!").
- Ensures the message addresses the employer's concerns (e.g., confidentiality issues) and highlights benefits like future talent or community goodwill.
- Supports the Presenter by refining the pitch script.

- **Skills Developed:** Writing, persuasion, critical thinking, clarity.
- **Best For:** Students who enjoy writing, storytelling, or persuasive communication.

*Example Task: For a law firm, the Content Writer might create a message: "Inspire Telford's future lawyers with safe, office-based work experience, boosting your firm's community impact."*



## Researcher

### Responsibilities:

- Reviews the employer profile to identify key concerns and opportunities (e.g., Shropshire Green Energy Centre's focus on sustainability).
  - Suggests ideas based on the employer's industry and local context (e.g., Telford's manufacturing hub for Epwin Group).
  - Optionally, conducts quick online research (if devices are available) to add authentic details about the employer or industry.
  - Shares findings with the team to inform the campaign's strategy.
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- **Skills Developed:** Research, analysis, attention to detail, problem-solving.
  - **Best For:** Students who are curious, analytical, or enjoy digging into details.

*Example Task: For Newton Court Cider, the Researcher might note their export to Japan, suggesting a campaign highlighting global opportunities in agriculture.*

## Presenter

### Responsibilities:

- Delivers the 2–3 minute pitch to the class, acting as if presenting to the employer.
- Practices the pitch to ensure it's confident, clear, and persuasive, incorporating the slogan, message, delivery method, and call to action.
- Works with the Campaign Manager and Content Writer to refine the pitch script.
- Responds to peer feedback or questions during the presentation.

- **Skills Developed:** Public speaking, confidence, communication, persuasion.
- **Best For:** Students who are outgoing, enjoy speaking, or want to build confidence.

*Example Task: For Epwin Group, the Presenter might deliver a pitch: "Our poster campaign, 'Build Telford's Future,' invites Epwin to host safe factory tours, inspiring students and finding future talent."*

### *Developing the Marketing Strategy (30 minutes)*

*Create a practical and creative marketing campaign.*

*-Activity:*

*Each group develops a marketing strategy tailored to their assigned employer. The strategy should include:*

- 1. Slogan/Tagline: A catchy phrase to grab the employer's attention (e.g., "Grow Your Future Workforce Today!").*
- 2. Key Message: A short pitch explaining why work experience/visits benefit the employer.*
- 3. Delivery Method: Choose one or two ways to reach the employer (e.g., a social media post, a flyer, a short video pitch, or an email campaign).*
- 4. Call to Action: A clear next step for the employer (e.g., "Contact our school to arrange a visit!").*

***Creativity is encouraged: You can sketch a poster, write a script for a 30-second video, or design a mock social media post (e.g., for X or LinkedIn)***

## *Tips for a Great Campaign*

- *Know your employer: Address their concerns (research the company to identify potential concerns e.g., safety, time).*
- *Highlight benefits: Show how they'll gain (e.g., future talent, community goodwill).*
- *Be creative: Use bold visuals or catchy phrases.*
- *Keep it clear: Make it easy for employers to say yes.*
  - *Example: "For a Cyber business, emphasize exciting tech careers to attract students and ease security concerns."*

## Time to Pitch!

### Present Your Campaign

2–5 minute pitch to the class, acting as if presenting to the employer.

- Share your slogan, key message, delivery method, and call to action.
- Be persuasive and professional!

- Note: “Peers will give positive feedback after each pitch.”

### *Feedback and Voting*

#### *“Who’s Got the Best Pitch?”*

- *After each pitch, share one thing you liked and one suggestion.*
- *Vote for the most persuasive campaign (no voting for your own group!).*
- *Reflection Questions:*
  - *What did you learn about convincing employers?*
  - *How could these ideas help schools and businesses work together?*