



VIRTUAL WORK EXPERIENCE (VWEX)



**EMPLOYERS
HANDBOOK**

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VIRTUAL WORK EXPERIENCE FROM SPEAKERS FOR SCHOOLS

To address the need for high-quality work experience, in communities which often have a disconnect between the aspirations of young people, and the presence of outstanding employers, Speakers for Schools provides a Virtual Work Experience (VWEX) programme.

VWEX sits alongside our on-site work experience programmes and has the same aim - to level the playing field for all. Our VWEX programme is the first of its kind in the UK and enables employers to solve key problems in their business while delivering meaningful and structured work experience to more young people wherever they reside. Larger employers are welcome to run multiple VWEX placements, for example, led by staff in different sites across the country, as well as large scale placements.

WHY TAKE PART?

VWEX gives you the chance to:

Open Up Access - VWEX'ing opens the doors of opportunity to young people right across the country and allows employers to grow their talent pipeline and make a difference to those who really need it.

Have a Big Impact - VWEX'ing allows for greater impact, as physical spaces and travel are not required, opening up the chance for more young people to access great opportunities wherever they are. We have a minimum placement size of five students to ensure this, but employers may wish to deliver programmes which support thousands of young people annually.

Bespoke Support - We work with large and small organisations and consider your unique circumstances to ensure you are supported to deliver an exciting and meaningful virtual work experience to the most deserving candidates across the country.

HOW DOES IT WORK?

We realise offering placements remotely can be daunting, but it can actually be a simple process, using many of the same principles as face-to-face work experience.

We've put together a handy pack of resources to help you plan your VWEX, from how to structure the placement to which software to use to which activities we know have a high impact on students.



PROGRAMME MODELS

VIRTUAL WORK EXPERIENCE

Employers advertise a virtual work experience placement for a particular time, for example a week or a series of afternoons, and encourage students to apply. Speakers for Schools does not require employers to use a specific model for their placements, but in this guide, we have suggested some of the most successful models and activities that our community of leading employers have shared with us.

In addition to our existing programmes, we are now offering employers the chance to offer students Virtual Work Experience. These placements are remote and have the following benefits:

- ✓ **GREATER GEOGRAPHIC REACH**
By offering remote placements, you can reach young people in parts of the country where you don't have a physical presence, as well as in areas that are particularly high need
- ✓ **REAL EXPERIENCE OF HOW MANY ORGANISATIONS ARE INCREASINGLY OPERATING FOR STUDENTS**
We are seeing a shift in the way many companies and organisations work, as workforces become more nomadic and flexible due to advances in technology
- ✓ **MANAGEABLE FOR YOUR STAFF**
By giving students structured, online activities to complete independently, your staff can engage with students for briefing meetings and review work, as well as for specific workshops, relieving the need for constant student supervision

Hallmarks of a high-impact virtual work experience placement include time for the following:

- ✓ **SENIOR INSPIRATION**
Having a Monday morning style video call or meeting with management/senior leadership to discuss the company and tasks ahead
- ✓ **PATHWAYS IN**
Seeing how to get in from the bottom up and what to expect at entry level
- ✓ **BUILDING TRANSFERABLE SKILLS**
Not just focusing on specific jobs, but having the chance to spend time speaking with or working on tasks with different parts of your organisation
- ✓ **A CHALLENGE**
Whether it's a report, a proposal or an online presentation, you should give students a chance to show your team what they've learned during the week

WHICH ENGAGEMENT LEVEL IS RIGHT FOR YOU?




There are two main models for virtual work experience placements, each with their own benefits. We can help you to decide which will work best for your organisation and staff, as well as what will have the greatest impact on the students working with you. We can also help you to design a programme that uses elements from both models if that suits you best.


Level of Employer Engagement	Explanation
Remote Working Model	<p>Employers advertise a virtual work experience placement for a particular week and encourage students to apply.</p> <p>After applications close (one month before the placement) employers select the student(s) they wish to offer the virtual work experience (VWEX) to.</p> <p>One week before the placement, students receive a pack of information about the VWEX programme, including when they will need to join Google Classrooms and when the first Google Meet will be.</p> <p>Students will be talked through the tasks that the employer has set and given a timetable for the week (please see our example weekly timetable for more information).</p> <p>Over the week, students will join different Google Meets with their team, participate in some external video/conference calls with partners and clients and undertake specific tasks that you will feed back on. We also recommend setting an independent project for the week that students should spend one hour on a day and should culminate in a presentation or report being produced at the end of the week.</p> <p>Benefits:</p> <ul style="list-style-type: none">• A real insight into life working remotely - an increasingly popular way of working for companies across the UK• A great way to understand how staff work with others and manage workflows and projects using software.• Able to engage and 'meet' with staff at the company• A great way to easily ensure engagement from the student and help them to feel they're contributing to the organisation through a brief or project work
VWEX Light	<p>Employers create a work experience brief that can be used by teachers to run a project-based placement with a group of students over several allocated days. These days could run concurrently, for example, three-five days in one week or be spread across a longer time period, for example, every Thursday for six weeks.</p> <p>Teachers will register their interest in the opportunity and gain access to the materials through Google Classroom. This means employers will have data on who is using the materials and how many students they have reached.</p> <p>The VWEX pack will contain a timetable of activities to complete a project over a certain time period, a project proposal outlining what they need to do and which skills and experience they will develop and gain through the project, as well as links to downloadable resources and guides to the simple software needed by the students to complete the project.</p> <p>At the start of the placement, the employer will live stream a welcome message to all participating teachers and students, welcoming them and introducing the problem they'll be solving. Employers will also pre-record short video messages for certain points throughout the placement, for example, the start of each day, or at the start of each new task. Teachers can watch these with their students through Google Classroom.</p> <p>Students will then complete the project over the allotted time, supported by their teacher who will give them feedback on what they produce using help guides and examples of project work provided by the employer.</p> <p>At the end of the placement, employers will live stream an end message to the young people who have taken part, thanking them for their participation. Depending on cohort size, it may be possible for teachers to send examples of what the young people produce to employers for feedback within the final live stream.</p> <p>Speakers for Schools will then ask teachers for feedback on the project via our simple feedback forms and will pass this feedback on to employers. Students will also be sent a pdf certificate confirming they have completed the project.</p>

EXAMPLE: INSIGHT DAY

VIRTUAL WORK EXPERIENCE

As in face-to-face placements, we recommend making the working day shorter than the one you do. Beginning at 10am and ending at 3.30pm gives enough time to have a great impact on students whilst also giving your staff time to spend on preparation/follow up or the rest of their workload at either end of each day.

Time	Task or activity	Tools Used
9.40am	Email students a link to join Google Classroom at least two days before the placement and ask them to login and join a Google Meet at 9.45am on the day of the placement. This allows time for them to join and should ensure you start on time at 10am	Email Google Classroom / Google Meet
10am	<p>Introductory session – This is a chance to tell young people what they’re going to be doing during the day and to give them a brief general overview of your organisation. You could present within the meeting using Google Meet, or keep it simple and speak to them, showing yourself through video.</p> <p> Top Tip: Keep it simple. Your organisation and what you do is complex. You don’t need to dumb things down, but you can’t cover everything, so try to boil it down to the core of what you do and why.</p>	Google Classroom / Google Meet
10.30am	<p>Meet the boss and the apprentice – Give young people the chance to listen to short careers talks by people at the top of your organisation, who will join the meeting for this section. This gives them a longer view of where a career in your company could lead. You can then contrast this with a short talk from a recent apprentice or graduate, who can tell students about the application process and their new work-life at your organisation.</p> <p> Top Tip: We know from student feedback that hearing from people at the start of their careers is one of the most relatable and useful aspects of any careers event. It’s also a great development opportunity for your junior staff.</p>	Google Meet
11am	Interview skills intro – With the young people still in the Google Meet call, explain how your recruitment process works. Explain what you are looking for in applications and how you assess this in interviews. At this point, sort the students into smaller groups and assign each group to a member of staff. End the meeting and ask each staff member to set up a Google Meets for their smaller group.	Google Classroom
11.15am	<p>Interview skills workshop – Within the Classroom, staff will share a list of interview questions. On a Meets call, they will ask the students to take it in turns to ask them the questions and will model/role play answers of varying quality. After each answer, they will ask the students to feed back on what came across well and what didn’t. Students have the chance to observe how interviewees come across from an interviewer’s perspective.</p> <p> Top Tip: For some students, answering questions in a group call will be intimidating. After you’ve modelled answers, ask students to volunteer to answer a question from another student themselves. Lead the feedback, being very positive, whilst offering suggestions for what could make their answers even better.</p>	Google Classroom / Google Meets

Time	Task or activity	Tools Used
11.45am	BREAK FOR LUNCH. Ask students to join the Google Meet with this smaller group again at 12.45pm and send a link ready for them to rejoin.	
12.45pm	<p>Independent project briefing – For the afternoon, set students an independent challenge that lets them get practical experience of a real problem or project that your organisation might tackle. Share this project brief as an Assignment, using a Google Doc within your Classroom.</p> <p>For example, an architecture practice might show students a real client brief and ask them to use their Doc and Google Search to create a mood board for that space, or an investment bank might give students a theoretical budget and example funds and ask them to build an investment portfolio, or an advertising agency might ask them to film a 30-second advert for a product in their home.</p> <p>You can be creative with your independent project and make it as close to your real work as possible. Remember:</p> <ul style="list-style-type: none"> • Keep it short and achievable – students only have 90 minutes • Keep it simple – remember, these are young people at school, not graduates. Make the activity accessible and engaging • Be clear about deliverables. Ask for a three-page mood board on a Doc using Google Search to find images or a two-page article written in a Doc. Avoid ambiguity, such as ‘think of how you can answer this brief’ • State exactly which tools you want students to use and make sure they are simple to use, e.g. Google Search, Google Docs, Google Sheets etc. • Be clear about how they will submit or present this work and what your feedback will look like <p>Ask the students to email the work to the member of staff responsible for their group at 2.25pm.</p>	Google Classroom / Google Docs
1pm	Students will work independently on their projects.	
2.30pm	<p>Reviewing independent projects – The member of staff responsible for each group will lead the meeting. You can choose the most appropriate way to review the project work depending on what the students were asked to do. For a creative brief, for example, you can share the documents with the meeting via your screen and explain what you liked about the work, as well as asking the student to tell the group more about what they have done. Alternatively, you could ask each student to talk about their project work for two to three minutes and then feedback to them, without sharing the document with the group.</p> <p> Top Tip: Some students will want to show everyone their work and some will not. We are trying to give young people new experiences, so it’s ok to gently encourage people to share, but we also want them to be comfortable. They will have learned a lot from doing the activity, so it’s ok to let the more confident students present and others not.</p>	Google Classroom / Google Meets
3pm	<p>Closing session – This is a chance to explicitly review what students have learned during the day. Outline the skills they have used during the day and encourage them to add this placement to their CVs or LinkedIn profiles.</p> <p>Thank them for taking the time to join you and outline any next steps they can take. For example, if you are running face-to-face placements, ask them to visit the Experience portal and apply, or let them know the dates that applications open for your apprenticeship programme.</p>	Google Meet

The Experience team is here to provide any support you need.
To speak to us, email experience@speakersforschools.org or call **02075 493 694**.

EXAMPLE: ONE WEEK PLACEMENT

VIRTUAL WORK EXPERIENCE

To make it as easy as possible for employers to host a VWEX, we've put together an example schedule for a one-week placement.


You can follow this example schedule exactly, or borrow elements from it to create your own schedule. Please see the following pages for detailed explanations of the different activities outlined below and how to run them.

Before the placement: We will email students a link to join Google Classroom when they are accepted for the placement. You can post in the Classroom asking them to join a linked Google Meet at 9.45am on the day of the placement. This allows time for them to join and should ensure you start on time at 10am.


Time	Monday	Tuesday	Wednesday	Thursday	Friday
10am	Introductory Session	An introduction to team one	An introduction to team two	Join an external client call or online meeting	LinkedIn workshop
11am	Meet the boss	Meet the apprentices / graduates	An independent short activity	Interview Skills	Final independent project preparation
12pm	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
1pm	Independent project introduction and starting workshop	Join an internal call or online meeting	An introduction to team three	CV workshop	Independent project presentations or reviews
2pm	Independent project work	Independent project work	Independent project work	Independent project work	Final Review Session
3pm	Close	Close	Close	Close	Close

ACTIVITY EXPLANATIONS

Introductory session – This is a chance to tell young people what they're going to be doing during the day and to give them a brief general overview of your organisation. You could present within the meeting using Google Slides, or keep it simple and speak to them, showing yourself through video.

 **Top Tip:** Keep it simple. Your organisation and what you do is complex. You don't need to dumb things down, but you can't cover everything, so try to boil it down to the core of what you do and why.

Meet the boss – Give young people the chance to listen to short careers talks by people at the top of your organisation, who will join the meeting for this section. This gives them a longer view of where a career in your company could lead.

 **Top Tip:** We know from student feedback that hearing from people who have had successful careers is inspiring and raises their aspirations. It also ensures that people at the top of your organisation get the chance to see the great work you're doing with students and the chance to reflect on their own careers.


Independent project briefing – Set students an independent challenge for the week that lets them get practical experience of a real problem or project that your organisation might tackle. Share this project as an Assignment and use a Google Doc for the brief.

For example, an architecture practice might show students a real client brief and ask them to use Google Docs and Google Search to create a mood board for that space, or an investment bank might give students a theoretical budget and example funds and ask them to build an investment portfolio, or an advertising agency might ask them to film a 30-second advert for a product in their home.

You can be creative with your independent project and make it as close to your real work as possible. Remember:

- Make it challenging but achievable – students have 5 hours of independent work to complete the project
- Keep it simple – remember, these are young people at school, not graduates. Make the activity accessible and engaging
- Be clear about deliverables. Ask for a three-page mood board using Google to find images or a two-page article written in Google Docs. Avoid ambiguity, such as 'think of how you can answer this brief'
- State exactly which tools you want students to use, e.g. Google Search, Google Slides etc.
- Be clear about how they will submit or present this work (as an Assignment in Google Classroom) and what your feedback will look like (comments, annotations etc.).


Independent project presentations or reviews –You can choose the most appropriate way to review the project work depending on what the students were asked to do. For a creative brief, for example, you can share the documents with the Google Meet via your screen and explain what you liked about the work, as well as asking the student to tell the group more about what they have done. Alternatively, you could ask each student to present their project work for 10 minutes and then feed back to them.

 **Top Tip:** Some students will want to show other students their work and some will not. We are trying to give young people new experiences, so it's ok to gently encourage people to share, but we also want them to be comfortable. They will have learned a lot from doing the activity, so it's ok to let the more confident students present and others not.

EXAMPLE: ONE WEEK PLACEMENT


CONTINUED....

Meet the apprentices – Give young people the chance to listen to short careers talks from a recent apprentice via Google Meet, who can tell students about the application process and they're new work-life at your organisation. Hearing first-hand what an apprenticeship is like is one of the experiences most likely to encourage students to consider alternative pathways to university or joining the world of work straight from school.

 **Top Tip:** We know from student feedback that hearing from people at the start of their careers is one of the most relatable and useful aspects of any careers event. It's also a great development opportunity for your junior staff.

Joining an internal call or online meeting – The best way to let students see how your business or organisation really operates is for them to join video calls and meetings between your staff. If you have a weekly team meeting or a morning catch up in the office, add a laptop and online meeting through which students can listen to the team's discussion. If your team work remotely, simply add the student/s to the meeting. Introduce the students in the call, but then continue with the meeting as usual so that they can see how you work.


Joining an external client call or online meeting – Your organisation doesn't operate in isolation and it's great for students to learn what professional relationships with external partners and clients look like. Students may be intimidated by asking to contribute, so you may want to ask them to join the meeting as a 'fly on the wall'. Alternatively, students may be very keen to contribute, in which case you should prepare them by speaking with them inside the meeting before the other party/ies join.

 **Top Tip:** Students often tell us they are surprised by how informal and warm relationships at work and with external partners are. Choose the client or partner carefully, ensuring you give the young person a realistic but also positive view of how you work with others. This will model what an ideal business partnership or client relationship should look like.

Independent short activity – Throughout the week, you may want to set students shorter tasks that they can complete on or offline. These should be based on tasks people in your organisation often undertake and can be sent to students as Assignments in Google Classroom. For example, you could ask students to write/plan four social media posts promoting the products or services your organisation provides using a service such as Tweetdeck, or simply recording them in a Google Doc. These activities give students an experience of typical tasks and give your staff back some time throughout the week.

An introduction to different teams – Rotate responsibility for information and activity sessions between different teams. For example, an investment bank might run sessions with their investment team, their marketing team and their strategy team to give brief introductions to and practical experiences of how each team works and their role within the organisation.


Interview skills workshop – Students often tell us that interview skills development workshops are one of the most useful aspects of their placements. Run the workshop via Google Meet. The member of staff running the session will begin by outlining what kind of skills they are looking for when they conduct real interviews. They will then share a list of interview questions. They will ask the students in the meeting to take it in turns to ask them the questions and will model/role-play answers of varying quality. After each answer, they will ask the students to feedback on what came across well and what didn't. Students have the chance to observe how interviewees come across from an interviewer's perspective.

 **Top Tip:** For some students, answering questions in a group call will be intimidating. After you've modelled answers, ask students to volunteer to answer a question from another student themselves. Lead the feedback, being very positive, whilst offering suggestions for what could make their answers even better.


CV and LinkedIn workshop – Alongside interview skills, practical CV and LinkedIn workshops are amongst the highest rated careers education activities by young people.

Set students an assignment with five attachments – two good CVs and two less good CVs, as well as a blank template CV. The CVs should be examples you have created rather than real ones. Give the students 15 minutes offline to make notes about which they think is best and why. Start a Google Meet meeting and discuss the good and bad points of each with the students for 15 minutes. Now ask the students to spend 30 minutes completing the template CV for themselves, before submitting them under the assignment on Google Classroom. Provide feedback on these through the assignments tool before the end of the placement.

Setting up a LinkedIn profile will be very useful for students in the future and they can add their VWEX at your company to their work experience. After explaining what LinkedIn is in a Google Meet and showing them examples of good profiles by sharing your screen or posting them in Google Classroom, give the students 30/40 minutes to set up their own accounts. You can also offer to give them a testimonial if feasible.

 **Top Tip:** Bear in mind that it's difficult to write a CV when you haven't finished school and have never had a job before. Encourage students to think about their passions and qualities. Speakers for Schools also provides students with an example CV for school leavers which may be helpful.

Meet the graduates – Give young people the chance to listen to short careers talks from a recent graduate, who can tell students about life at university, the application process and their new work-life at your organisation. Hearing from graduates about their experiences of university and joining the labour market will encourage students who are and aren't already considering higher education to think about the benefits and realities of university.

 **Top Tip:** We know from student feedback that hearing from people at the start of their careers is one of the most relatable and useful aspects of any careers event. It's also a great development opportunity for your junior staff.

Final review session – This is a chance to explicitly review what students have learned during the placement. Outline the skills they have used, experiences they have gained and encourage them to add this placement to their CVs or LinkedIn profiles.

Thank them for taking the time to join you and outline any next steps they can take. For example, if you are running face-to-face placements, ask them to visit the Experience portal and apply, or let them know the dates that applications open for your apprenticeship or graduate programmes.

These example activities are intended to make it easier for you to plan your VWEX placement but do not represent an exhaustive or required list of what you could do. By making activities interactive and engaging and always linking them to the skills and qualities staff in your organisation use and require, you can ensure the placement is as high impact as possible.

The Experience team is here to provide any support you need. To speak to us, email experience@speakersforschools.org or call **02075 493 694**.



GUIDANCE FOR ENGAGING YOUNG PEOPLE FOR VIRTUAL WORK EXPERIENCE

This guide is for hosting managers and staff, who may be working with students remotely on work experience.

WHAT TO EXPECT WHEN HOSTING A STUDENT


Work experience, or completing a project with a leading organisation, is very special for any student and gives them real insights into professional life, key skills and experiences that can spark their interests for their future. Your guidance and support can help them get the most out of the experience. Please remember:

1. It's a new Environment: Working remotely will be a very different environment for many students to experience and their focus may need support. Most teenagers will be surprised at how different a professional environment is from school (more personal responsibility, new expectations).

2. Explain the technology: Young people are “digital natives” and will likely find technology easy to navigate, but you shouldn't take this for granted. We will send students user guides for Google Classroom and we recommend you start meetings on Google Meet earlier than you want to start working to allow time for any difficulties they may have joining.

3. Keep tasks industry relevant: With students not being in the environment with supervision, this is a great opportunity for them to experience how people really work remotely in your industry.

4. Provide enough information: Make sure that the tasks are clearly explained, with links to helpful resources where appropriate. Write briefs in Google Docs students can refer back to, rather than just explaining them during calls and meetings. If it helps, you can break down a larger task into 3 smaller tasks that come together in the end.




5. Make sure they know who to contact: Working from home can be daunting if you are stuck on a problem. Students will need clear instructions on who they can contact if they require some assistance. Set clear guidelines at the beginning of the placement (or in guidance notes) on how to get in touch with someone through Google Classroom, and be there to support when necessary.


6. Find out their motivations: If you are asking a student to complete a project, find out their interests and encourage their ideas. You could arrange a virtual brainstorming activity to boost their confidence. This can keep them motivated for the long periods of time where they may not have interactions with other members of staff.

7. Check-in: Some students will be confident and quick to ask questions, others will be shy as they get to grips with their projects. Remember they aren't graduates or interns so they often require more support, nudging and advice as they go along. Arrange a Google Meet at least once a day if possible to check in with their progress on tasks if you are asking them to do work independently.

8. It's not common sense: Professional etiquette, a good attitude and the every-day to you or colleagues – like sticking to meeting schedules, sharing ideas and reporting on progress – may not be how students usually work. Point out these differences whilst setting expectations as these transferable professional skills are invaluable in preparing them to do well in their next steps. You are required to be a lot more independent at work than you are at school and students will need you to tell them this explicitly.

9. Provide feedback on final projects: Positive feedback and constructive criticism can improve a student for their future study and the world of work. In order for the experience to be high impact, you will need to provide feedback on any work students complete during the placement. Ensure you set aside time for yourself and/or your team to do this.

 **Top Tip:** If you are setting up an online project that won't require you to interact with students directly, you can still make it personal by including a video of your team as part of the information they receive about the tasks.

 **Top Tip:** If you are contacting students every day – send them calendar/email reminders at least a week in advance with a clear timetable.

ONLINE SYSTEMS & TOOLS

VIRTUAL WORK EXPERIENCE (VWEX)

Finding a way to communicate easily and working effectively with the students during the placement is important. This document outlines the software we recommend for VWEX, as well as how to prepare staff and students for using these systems.

Every company uses different systems and tools to deliver work. For ease of use and important safeguarding considerations, we ask that you run your VWEX through [Google Classroom](#).

GOOGLE CLASSROOM

When you commit to taking part in our VWEX programme, we will set you up as a 'host' on our Google Classroom account.

We run weekly remote induction and training sessions for employers who will be delivering VWEX in which we'll talk through how best to use the system to deliver a high impact placement and answer any questions you have. Details of these training sessions will be sent to you when you join the programme.

Before the placement, we'll create a Google account for you under our dedicated VWEX domain. This will be the account you use to access Google Classrooms throughout the placement. Students are also given an account by us, meaning the programme remains compliant with our safeguarding policy. You can also access online user guides from Google [here](#).

PREPARING STAFF & STUDENTS

Making sure that your staff have the right hardware to access these tools, as well as an understanding of and ability to use them, will be crucial to the success of your virtual placements. We offer training for your staff and you can also access online guides (see above), but we recommend doing the following:

For staff -

- Have a meeting with the staff who will be leading the sessions before they join a Speakers for Schools training session, and explain to them that you are using Google Classroom and how the functionality of the system will help facilitate the placement.
- After their training session, ask staff to independently try out Google Classroom at least a week before the placement begins. They should try setting up a Google Meet call, as well as posting an assignment. This will give them the time to find and solve any potential problems.

If you have any questions please contact our team at experience@speakersforschools.org or 02075493690

SAFEGUARDING

VIRTUAL WORK EXPERIENCE

Student and employer safety is incredibly important to us at Speakers for Schools. We ask every employer and student taking part in the programme to sign our Code of Practice, which outlines what we expect from them during the placement.

Alongside this, we have taken the following measures:

- We verify that employers work for their named companies and teachers work for their named schools before granting them access to the programme
- All of our VWEX placements take place through a Google Classrooms account administrated by Speakers for Schools, giving us full visibility of student and employer activity, whilst ensuring employers cannot see other employer's data or any student contact data
- We record all of the meetings that take place within the platform
- We generate unique email addresses for all participants, meaning that personal email addresses are never used
- We require a minimum student cohort size of five per placement to ensure that students and employers are never in one to one meetings or calls online

If you have any other questions about safeguarding, please contact our team at experience@speakersforschools.org

Costs

Speakers for Schools is a registered charity and does not operate for profit. Thanks to the generosity of our funders, from September 2020, we are able to offer our standard level of support across our Experience service to employers for free. If you would like a higher level of support, please contact us to discuss your requirements and we can provide you with illustrative costs. The decision to make our standard level of support free is enabled by donations and this may change in the future.

Please contact our team at experience@speakersforschools.org





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