



**CREATIVE  
CAREERS**

Inspiring the next generation

# Discover!

## Creative Careers Week

**Industry Host  
Resource Pack**

photo credit: Owen Harvey

# Thank you for registering for the Discover! Creative Careers Week as part of the Creative Careers Programme (CCP).

This resource pack contains everything you need to support the planning and delivery of your event. If you have any questions or would like to discuss your plans, please get in touch with your lead CCP contact, detailed in the pack.

This document contains some information that companies accustomed to hosting young people may not need, but we wanted to include it for those organisations that might find it useful.

A further campaign support pack containing Discover! Creative Careers branding assets, templates and promotional materials will be available in early October.

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## About



## About Discover! Creative Careers Week

Discover! Creative Careers is a week-long event running in England from 18 – 22 November as part of the Creative Careers Programme, which will see hundreds of employers from across the creative industries opening their doors to young people to inspire and inform the next generation of workers.

You're in great company! You're joining the likes of the National Trust, BALTIC Centre for Contemporary Art, Pinewood Studios, Northern Ballet & Phoenix Dance Theatre, Channel 4, Norwich Theatre Royal, Birmingham Museums Trust, Cockpit Arts, the Financial Times, Kudos TV, The National Archives, xsite Architecture, Royal Exchange Theatre Manchester, The Historic Dockyard Chatham, Colston Hall, Burberry and Hachette Publishing to name a few. Together you are leading a major shift in how the creative industries reach young and diverse talent by providing hands-on experiences that we know will have huge impact – evidence shows that students who are exposed to real workplaces and their associated job roles and functions are much more confident and informed about making career choices.

We're also asking all participating organisations to join our national online campaign to improve careers information, which has employers and inclusivity at its heart. The campaign will not only celebrate the activity taking place during Discover! week, but it will also shine a spotlight on the brilliant careers initiatives already in place across the creative industries and will showcase the real people behind the job titles. More details will be included in the campaign support pack in early October.

As outlined in the registration form, we're working with the independent evaluators CFE Research who are monitoring the reach and impact of the wider Creative Careers Programme. They will be in direct contact with you to capture specific information that will support their evaluation, they may also ask if they can visit during your Discover! event in order to capture live feedback from the young people participating in it. While this is optional, we do ask that where possible, you accommodate their requests so we can demonstrate through quantitative and qualitative data, the huge commitment from across the Creative Industries to this programme.

# About the Creative Careers Programme

The Creative Careers Programme (CCP) is an integrated industry-led programme of activity across England that is working to ensure there is a larger and more diverse intake of talent and a broader range of routes into the creative industries. This was a commitment of the special deal for the creative industries – the Sector Deal – under the Government’s industrial strategy. The programme is being delivered by Creative & Cultural Skills, ScreenSkills and the Creative Industries Federation in partnership with the Careers and Enterprise Company and Speakers for Schools.

**Creative & Cultural Skills** gives young people opportunities to work and learn in the creative industries. We are an independent charity that provides careers advice and guidance, promotes apprenticeships, and delivers activities for young people through our National Skills Academy network of industry and education supporters. Since 2008, we’ve created over 7,000 Creative Apprenticeships and provided over 5 million people with careers advice.

**ScreenSkills**, formerly known as Creative Skillset, is the industry-led skills body for the UK’s screen industries - animation, film, games, television including children’s TV and high-end drama, VFX and immersive technology. We work across the whole of the country to ensure that UK screen has access now, and in the future, to the skills and talent needed for continued success.

The **Creative Industries Federation** is the independent body which represents, champions and supports the prosperity of the UK’s creative industries. Through our unique network of member organisations, our influential policy and advocacy work and our UK-wide events programme we bring together the many sectors that comprise our world-leading creative industries. We are stronger together. Through the combined expertise of our members we ensure that our sector is at the heart of political, economic and social decision-making.

[Find out more about the Creative Careers Programme online and follow us on Twitter](#)

**#CreativeCareers**





## Before your Discover! event

### Coordination with schools/colleges

In most cases, you will not be responsible for recruiting schools/colleges for your Discover! event. This will be managed by your CCP contact and the Careers and Enterprise Company (CEC) whose regional Enterprise Coordinators are contacting local schools/colleges and registering them for a Discover! event.

Once schools/colleges have registered, the CCP team will find a suitable local school/college to take part in your Discover! event. When you have been matched, you'll be sent an email to introduce you to the lead contact at the school/college, this email will include clear instructions on dates, times and numbers and any other details needed for the day. We know things can change in the run up to an event like this, so from this point, we request you communicate any change in details on the day direct to the school.

Remember that schools and colleges work to timetables and your lead contact may be busy teaching in the day so their response may be delayed. If you do experience issues when liaising with your school/college, please notify your CCP contact as soon as possible.

Please note. **You are not** responsible for covering any travel or refreshments for the school or students on the day.

The process of matchmaking with schools/colleges started in early September. However, schools/colleges have until 20th September to register so please don't be concerned if you don't get introduced to your school/college immediately. We are aiming to match and introduce all schools/colleges with employers by **Friday 4th October**.

#### **We'd like to work with a specific school, what should we do?**

If you have a preferred school/college that you'd like to work with, please let your CCP contact know ASAP and they will send you the Discover! Schools and Colleges information pack and link to the registration form. You will then be responsible for making direct contact with the school/college and signing them up before **Friday 4th October**. All participating schools/colleges must register via the central form.



## Your Creative Careers Programme (CCP) contact

It's likely that you're already in touch with your CCP contact as they probably encouraged you to sign up! If not, then you can find the relevant details below. This person is your main point of contact in the lead up to Discover! and can give you advice and support as you plan your event, should you need it. They may check in with you from time to time to ensure everything is on track.

**If you work in the following subsectors, your CCP Contact will be one of the Creative & Cultural Skills Partnership Managers, contact details below.**

- Advertising & marketing
- Architecture
- Crafts
- Design

### **North West**

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### **North East**

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### **Yorkshire & Humber and South West**

Madeleine Lund

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- Creative tech

- Publishing

- Museums, galleries & libraries

- Music, performing & visual arts

- Heritage

### **Midlands**

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### **South East, East and London**

Sam Hawkins

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**If you work in film, TV, video, radio and photography or video games, your CCP contacts are:**

### **Head of Careers at ScreenSkills**

Margaret Burgin

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### **CCP Project Manager, ScreenSkills**

Jackie Campbell

020 7713 9859

[ccp@screenskills.com](mailto:ccp@screenskills.com)

## Key dates for your diaries:

**2nd September – 4th October** Matchmaking between schools/colleges and employers will take place within this timeframe

**20th September** Final deadline for schools/colleges to register

**w/c 7 October** Discover! Creative Careers campaign support pack sent out

**18th October** Deadline for employers to complete their Discover! Activity Form

**18th – 22nd November** Discover! Creative Careers Week



## Planning for your Discover! event

### Getting started

- We recommend there is at least one nominated person within your company who is responsible for coordinating the Discover! Creative Careers activities and liaising with your CCP contact. You may also wish to create a working party across the organisation to ensure all teams can input into the plans.
- Remember this is an opportunity for you to show off your company and the types of roles available in your sector – this includes everything from accounts and HR to designers, actors and musicians. While we have made some suggestions around activities and how you might schedule your event, the final decision on what you do is yours.
- **We do ask that you complete our short form outlining your planned activity by Friday 18th October.** This is so we can understand the breadth of activities taking place across the week and create a communications plan that demonstrates the scale of the events across the country.
- Make sure that everyone in your organisation is aware of the event taking place, even if they're not directly involved. We've included some suggested communications that can be circulated to your team in this pack.
- As well as the general schedule of activities, we recommend creating an internal schedule and checklist for the day to manage logistics and ensure the event runs smoothly. You may also find it useful to establish a system to keep to timings and mark the end of an activity etc. A bell or whistle could come in handy!
- While there is no expectation for you to arrange any pre-event preparation or activities for the students, if you do plan to do this we recommend discussing with your contact at the school/college first as they will need to build it into their timetable.
- Remember that for many of the students taking part, this will be the first time they've encountered your sector and possibly even any sector/workplace. Avoid using jargon when talking about your roles and your company. If that's unavoidable then you could run a jargon-busting activity at the start of the day to introduce the new terms to the students. See the suggested 'Getting to know you' activities for further info.

## Preparing the space for the event

- Remember that the event will take place in November and the students are likely to arrive with winter coats and bags. Please ensure you allow time for them to get settled and ideally provide a secure space for them to keep their belongings.
- While you're not required to provide lunch or refreshments, if you're hosting all-day events we do ask that you provide a space for students to eat their lunch/snacks as all participating students will be asked to bring a packed lunch with them.
- If your building requires security checks and sign-in, please ensure the schools/colleges are aware of this so they can build this into their arrival time.

## Health and safety

- Please ensure you have completed a risk assessment for the event and any specific activities taking place. This is standard practice and the schools/colleges are likely to need a copy of this before their visit. We expect most participating venues will have their own risk assessment template, but where this isn't the case feel free to use the Risk Assessment template included in this pack.
- It's expected that any organisation taking part has a current public liability insurance certificate and health and safety procedure. Schools/colleges may wish to see these ahead of the event.
- Make sure you cover any key health & safety issues as part of the welcome session and at the start of any workshops/activities, which should include information on evacuation plans and meeting points.
- The welcome session is also an opportunity to advise the students on any rules around photography/filming/social media and let them know where the toilets/break-out spaces are.
- There's further guidance on controlling risk in a variety of workplaces on the [Health & Safety Executive website](#).

## Filming, photography and press coverage

- If you plan to capture any part of the day for promotional and documentation purposes, please discuss this with the schools/colleges you are working with as they will need to ensure they have consent from the parents/guardians. If possible, please include permissions for the CCP partners to also use the images/footage to promote the overall impact of Discover! week.
- The CCP team will also be arranging for filmmakers and photographers to capture some of the Discover! activities. We will liaise directly with companies on this and will manage consent and release forms with both schools/colleges and companies.
- The CCP programme team will liaise with your communications teams on any potential press releases and coverage. Please contact [bonnie.smith@ccskills.org.uk](mailto:bonnie.smith@ccskills.org.uk) if you have any immediate enquiries about this or would like to discuss a potential PR pitch.
- Be aware that the students may want to capture their experiences on their own social media such as Snapchat and Instagram. If there are privacy issues here, then we suggest you incorporate this into the welcome at the start of the event and avoid hosting the students in spaces where this is an issue.



- We've included further information about safeguarding and use of social media/digital communications with young people in this pack. Please ensure that members of your team working directly with the students have read this guidance.

## On the day

- During the welcome session at the start of the day, let the young people know what to expect during the event.
- If possible, ask the Director/CEO (or similar role) to attend and welcome the students to the company.
- Try to include a 'getting to know you/them' activity as part of the welcome session which will help the students settle in and get them used to some of the terms they'll be hearing during the day
- If you're planning on splitting the students into groups, make sure you've considered how this will be done. You should liaise with the school/college contact about this too.
- Consider how students will be moved around your building and to various workshops and make sure you build this into your schedule.
- If students have the choice between workshops/activities, make sure you consider how they will choose – will it be on the day or in advance?

## Useful tips when running activities with young people

- Rather than giving lots of information, try to get their own input first to ensure their involvement. Open questions beginning with 'what', 'why', 'how' etc. are good because they prompt answers other than 'yes', 'no', 'don't know'.
- Set them up well for the activity - explain why they're doing a certain thing and what the outcome could be. They will find tasks much easier if they understand the wider context.
- Encourage the young people to think about what they are learning. If you've given them a specific task, ask the students how they thought they did and what they could have done differently to get a better result.
- Consider setting a challenge or a problem for the students to solve, for example: 'If we want this to happen, what do you think we need to do?' This could be a good activity for a group waiting to have a go at something practical.
- Cross-reference to other workshops if relevant so they can see how different roles and departments work together. For example: 'When you go to marketing, you'll see . . .' or 'You'll find out what a DSM does when you do the stage management workshop'.
- Be prepared to name roles and functions within your organisation and to talk about career opportunities, roles and pathways in your industry – you can also direct the students to the brand new **DiscoverCreative.Careers** online finder which launches in September – we'll make sure you have full details of this ahead of Discover!



## Suggested activities & planning tools

### Getting to know you

There are several initial warm-up style activities that you could run as part of a welcome session that would introduce the students to your organisation and the team and get everyone working together at the start of the day. Here are some suggestions:

#### **Speed networking**

This is a great activity if you have a larger team. It can either operate in two lines or an inner and outer circle, one line/circle remains static while the other moves one person at a time. The students will have 1-minute to ask questions about the employees to determine what their job involves and how they got into the industry. We recommend setting these questions and having them written up on a board/screen. This is timed with a whistle/bell.

#### **Flash intros**

Give one of the students a 1-minute timer and a whistle/bell. They are then responsible for timing your team as they introduce themselves and their roles to the group.

#### **Question time**

Prepare some numbered question cards and hand out to the students, the students then read out the questions in order and can choose who from your team must answer them. You could also mix up some serious job/career-based questions with something less formal here.

#### **But what do you actually do?**

Introduce a few different team members/roles with their job title and a basic one-line description about what they do and prepare some print-outs of daily tasks and activities that are involved in the roles. In groups, the students discuss and identify which person they think performs which set of tasks. The right answers are then revealed. This could be also done with post-it notes or flipcharts.

#### **Jargon buster**

Create a jargon buster glossary with simple descriptions and then ask the students to come up with their own spin on the jargon – you may even end up with a new glossary!

## Getting to know them

You may wish to find out a little bit about the students in your group as well as the other way around. If you have team members working with you, incorporate them (and the teachers) into the activities so everyone is equally involved and engaged. If you have the space, most of these activities work best in a circle (either seated or standing).

### **Question time #2**

Ask each group member to introduce themselves by saying their name and answering a simple question you have set at the beginning. For example, if you work in a theatre you could ask if they have seen anything live before and if so what was it; a music organisation could ask who the last artist was they were listening to or who they would most like to see live; what their dream job might look like in the future.

### **Friendly neighbours**

This is good for a quieter group – it's the same exercise as above but ask the students to chat to the person next to them to find out this information. They then introduce their partner to the group (takes the pressure off thinking on the spot and introducing yourself!).

### **Walk and talk**

If you have space, ask the group to walk around the space. On your command, the group must get into groups of 2 or 3 and find out the answer to the pre-set question. Do this 4-5 times, then ask each pair to introduce the other to the group. This is good for preparing for group work, as it not only allows you to get to know the group a bit better but allows the group to start working together already.

## Activities and workshop suggestions

These ideas are aimed to help you create your own bespoke plan that will fit your organisation and team. There's absolutely no requirement to do any of these suggestions and you can bounce around ideas with your CCP contact who will be able to support you when planning for your event. You could also do a combination of all these ideas! The choice is yours.

**If you plan to split the groups up, you will need to ensure the school/college are bringing enough staff members to accompany each group around the building.**

### **Interactive workshops**

This is great if you have a practical task that will give the student hands-on experience. But be aware that these workshops are better if you have enough resources to give all students an opportunity to take part rather than a few.

Make sure you allow enough time to demonstrate the activity first and explain fully what it involves, why it's done and the area of the business that it supports. Be clear on how long they have to complete the task and if/how they will present it back at the end. Allow time for the group to feedback on what they enjoyed and ask questions. And don't forget the safety briefing!



## **Rolling tours programme**

If you have a large building with multiple departments, you could run a rolling tour which splits the main group up, so they rotate across the teams. Each tour location could then have a set amount of time to:

- Explain the function of the department and how it relates to the overall business and the different job roles available in the department.
- Explain or demonstrate the skills required within this department.
- Demonstrate the type of work that takes place: this could be interactive, allowing some or all of the students to have a go.
- Discuss the various pathways into working in this specific area or point them towards further sources of information, such as the [DiscoverCreative.Careers](#) site.
- Allow time for questions at the end of each department.

## **Set a challenge**

Focusing your event around a challenge can help to demonstrate the various processes involved within your industry and how each department relates and supports each other. There are a couple of different approaches to this:

1. Split the group into different 'departments', with each group being joined by staff members from that department who guide them through their team's role. The departments will then work on the challenge, coming together for meetings when they need to in order to achieve the result, much like every day business. If you do this, make sure it's clear how much time is available, how the result will be shared at the end of the day and allow time for feedback and discussion.
2. Make it competitive! Split the group into teams who then rotate through the different departments during the day to experience the various processes involved as they work on their challenge. All teams then present their result at the end of the day and you choose a winner.

## **Talks programme with Q&As**

If you're limited on space, then a talks programme featuring different members of your team might be a great option and will provide invaluable insight for students who may not otherwise get a chance to engage with professionals. We recommend keeping the talks short and to the point and supporting them with visual aids such as films, images, tools of the trade and props. You may also want to bring some interactive elements into a talks programme, for example, asking the students to tell you what skills they think the different roles involve, inviting them to explain how they think certain products are made. Make sure you allow time for a Q&A at the end of each talk.

## **End of event activity**

This can be a useful activity to close your event and find out directly from the students what they have learnt or enjoyed. If you are concluding your activity with a farewell talk you could incorporate asking each group member to respond to a simple question (for example, what they enjoyed, what they found surprising, what they learnt, which job would they want in your organisation!), or you could ask them to write their answer on a post-it note, and stick it to the wall when they leave. This not only helps the student process what it is they took away from your event, but also provides you with immediate feedback.

## Sample schedule

This sample schedule is based on two different groups of students attending a morning/afternoon session and splitting the groups into 3 for the various activities. We know the activities and timings in each organisation will differ so this is simply a guide. You can discuss timings and scheduling with your CCP contact if you're unsure of how long various activities should last:

### AM GROUP

Time	Group 1	Group 2	Group 3	Duration
09:30	Arrivals/registration			00:15
09:45	Welcome (including outline of the day, health & safety briefing)			00:10
09:55	Getting to know you activity			00:20
10:15	Arrange groups/travel to breakout spaces			00:05
10:20	Tour	Workshop	Talk with Q&A	00:45
11:05	Change over			00:05
11:10	Workshop	Talk with Q&A	Tour	00:45
11:55	Change over			00:05
12:00	Talk with Q&A	Tour	Workshop	00:45
12:45	Feedback / farewell speech			00:15
13:00	CLOSE			

### PM GROUP

Time	Group 1	Group 2	Group 3	Duration
13:00	Arrivals/registration			00:15
13:15	Welcome (including outline of the day, health & safety briefing)			00:10
13:25	Getting to know you activity			00:20
13:45	Arrange groups/travel to breakout spaces			00:05
13:50	Tour	Workshop	Talk with Q&A	00:45
14:35	Change over			00:05
14:40	Workshop	Talk with Q&A	Tour	00:45
15:25	Change over			00:05
15:30	Talk with Q&A	Tour	Workshop	00:45
16:15	Feedback / farewell speech			00:15
16:30	CLOSE			

## Workshop/activity planning template

We've put together a simple template that you can use as a planning tool and checklist for individual activities taking place as part of your Discover! Creative Careers day. It also includes some internal evaluation which we recommend taking some time to complete after the event, so you can reflect on what has and hasn't worked.

[Download the template as a Microsoft Word doc here.](#)

## Preparing your organisation



## Suggested communications to inform your organisation

This November, we're taking part in the first ever Discover! Creative Careers week as part of the Creative Careers Programme (CCP). Discover! is an England-wide open doors week across the creative industries that will see over 450 employers opening their doors to thousands of young people – we're thrilled to be involved.

The aim of the event is to inform and inspire local students aged 11+ about the types of roles and career pathways available across the creative industries so we can ensure the future demands of our vibrant sector are met by a strong and diverse workforce. By taking part, we're joining the likes of National Trust, BALTIC Centre for Contemporary Art, Pinewood Studios, Northern Ballet & Phoenix Dance Theatre, Channel 4, Norwich Theatre Royal, Birmingham Museums Trust, Cockpit Arts, the Financial Times, Kudos TV, The National Archives, xsite Architecture, Royal Exchange Theatre Manchester, The Historic Dockyard Chatham, Colston Hall, Burberry and Hachette Publishing, plus many more.

Our Discover! event will take place on **(insert date(s))** and we plan to run the following activities: **(Insert info here)**.

The young people will be attending with their school/college and will always be accompanied by their teachers and tutors. Ahead of the event, we'll be circulating some further information about working with young people and any relevant safeguarding and health and safety information to those of you who will be involved.

[Find out more about Discover! Creative Careers or the Creative Careers Programme online](#)

## Planning a safe event

When delivering your Discover! Creative Careers event it is essential that health and safety is considered from the outset. Please ensure your public liability insurance and health and safety procedures are up to date.

The following information provides an outline of step-by-step procedures and an overview of good practice to assist you in the delivering of a safe and successful event.



## **Pre-event risk assessment (please see the risk assessment template)**

We recommend you complete a risk assessment at least a month prior to your event. You may also be required to share this with the schools/colleges you are working with. Key areas that will need to be included are:

- Accurate event details
- Title/description of the activity that accurately reflects the activity
- Identified hazards associated with the activity
- Supervision requirements
- Emergency procedures

The schools/colleges you are working with will also complete their own external visit risk assessment and will brief their students ahead of the trip. This means you may need to answer some questions and provide a copy of your public liability cover.

## **You should consider the following factors and questions when preparing your building/event space:**

- Is your building and its fixtures and fittings safe for young people to visit?
- Do you have machinery and equipment in operation and if so, how will you protect the visitors against these potential hazards?
- Can you provide a welfare space for the students to take breaks if need be?
- What are your fire safety arrangements?
- What are your first aid arrangements and are they in line with your health and safety policy?
- Have you created risk assessments for the individual planned activities?

## **Responsibilities during the event**

Both you as the host and the school/college have responsibilities for the duration of the event:

### **Host**

- Ensuring the fixtures and fittings in your building are safe and secure.
- Ensuring any machinery and equipment in your building is safe and any use is within strict safety guidelines and always accompanied by a professional.
- Providing a suitable welfare space.
- Fire safety arrangements.
- First aid arrangements.
- Providing a building and activity induction for all young people.
- Providing adequate supervision for the planned activities.

### **School/college**

- Supervision of the young people (with enough adults to supervise separate groups)
- Cooperating with the venue and abiding by the venue safety rules for the duration of the Discover! event
- Teachers and assistants should intervene if they can see that the host organisations are using language or concepts that the young people are not understanding.

# Risk Assessment template

We've put together a simple template based on guidance on the Health and Safety Executive website.

[Download the template as a Microsoft Word doc here.](#)

## Safeguarding

You are about to take part in a project which involves working with young people. While the students taking part will always be accompanied by teachers and support staff, you and the school/college are both responsible for safeguarding. It is expected that all participating organisations will have up to date safeguarding policies and procedures in place and these must be shared with the CCP if requested. A safeguarding policy protects the rights of children and vulnerable adults to live, learn and work free from abuse and neglect, and to take action to enable all to have the best outcomes.

If you are hosting other employers as part of your Discover! event, you must ensure all participating employers have been issued with and agree to comply with your safeguarding policy.

For further guidance and support around your Safeguarding policy including a useful checklist, [visit the NSPCC website.](#)

### **Do**

- DO ask children to contact you via their teacher or a parent rather than directly
- DO reply to an email from a child but make sure you copy it to another adult or member of the team so that you are not having a private conversation with the child. Tell the child that they need to contact you via an adult in future.
- DO make sure that children have plenty of rest and refreshment breaks.
- DO report anything which worries you. If you see something that leads you to believe that a child may be being abused, or a child tells you something or acts in a way that causes concern, you have a responsibility to report what you have discovered.
- DO take special care to protect photographs and information about children. It should be password protected or in a locked cupboard.
- DO delete digital images of children from wireless devices and phones, as these could end up in your personal cloud storage or stolen, which means they will not be sufficiently protected. If you have permission to take and store media, ensure they are saved on a secure network such as an internal server.

### **Don't**

- DON'T get into a situation where you are left alone with a child. Always make sure you are in sight of another adult – even if you are DBS checked you should make sure that you leave the door open or that any interview or meeting is in an open space where other people can see you. If you are in a situation where you find yourself left alone with a child, make sure you tell someone.


- DON'T take photographs or films of a child unless you have signed permission from a teacher, parent or guardian. This includes the use of any content for social media.
- DON'T give a child your mobile number or email address or friend them on any type of social media. This includes on Facebook, Twitter, Snapchat, Instagram etc.
- DON'T make any promises to children which you may not be able to keep – e.g. say you will organise a studio visit, or a celebrity visit to school/college.
- DON'T divulge information about a child.
- DON'T use a child's surname in any content. Use a first name and a large town or the school/college (this is to avoid using information that may identify the young person).
- DON'T initiate physical contact. However, if a child comes to you in distress, act responsibly and in public
- DON'T let a child travel in your car

If an incident occurs during your visit, you should inform the member of staff accompanying the children as soon as possible.

If you are involved in a serious child protection incident, if a child makes a disclosure to you, or if you suspect abuse, then you should report the incident as soon as possible. If you consider the child to be in immediate danger then you should contact the police or the NSPCC straight away, and then report to your lead Safeguarding Officer. If the child is not in immediate danger, then you should report to your lead Safeguarding Officer as soon as you can.

You will always be asked to give a written report, so it may help to note down what happened immediately after the incident. Fortunately, incidents of this type are **extremely** rare.





## After Discover! Creative Careers week

Photo credit: Teaching Theatre Pathways/  
Oldham Coliseum Theatre

After your activity, we will be in touch to discuss how you found it, what your successes were and to help you with your next steps to continue to inspire young people. Some of the young people you have been working with may ask you about other opportunities, for those of you who already have an offer for young people this is a great time to promote these! For those of you who don't, you could think about how you could develop this work with schools. You can speak to your CCP contact about this. Here are some other ways to stay involved with the CCP:

### Host a work experience placement

Hosting young people on work experience can help create the awareness, confidence and access that can kickstart careers and help break down some of the barriers to entering our world of work. We have partnered with [Speakers for Schools](#) and their S4SNextGen work experience programme to make it easier for organisations to provide invaluable placements to state school students who lack access to our sectors.

S4SNextGen support organisations to provide placements regardless of whether you have an existing programme or if you are completely new to hosting. They provide tools and resources, flexible models and templates to help you plan for the placement, plus a portal to help you recruit students.

### Share upcoming activities for young people

Not only is the [discovercreative.careers](#) website a tool for young people to find their dream future career, it's also an opportunity for employers to showcase their opportunities for young people by helping them search for current activities in their area and it's a platform for sharing your knowledge and experience of hosting events for young people across the creative industries. You'll be able to submit your activity, training or placement opportunity for young people to take part in or provide a case study so other organisations across can be inspired by your work. We'll send you further details on this when it launches in mid-September.

**To discuss any of the above and other ways to continue engaging with the Creative Careers Programme please contact Louise Rickwood.**