

Differentiated KS3 grid

Suggestions for differentiating the Step into the NHS KS3 resources

The following table provides a range of suggested activities to help teaching or support staff differentiate the activities involved in the Step into the NHS competition for students with SEN, those of a lower literacy ability or students with EAL needs.

This is not an exhaustive list and is designed to act as a reference tool for staff looking to present the resources in a different way based on the needs of their student cohort.



| Activity | Resources | Delivery | Learning objectives |
|-----------------------------|-------------------|---|--|
| General | All worksheets | <ul style="list-style-type: none"> • Provide highlighters for students to identify any parts of each worksheet they don't understand, so they can discuss it in small groups with peers before feeding anything back to the class. | To ensure students are able to gain the gist of what is required of them through all phases of the competition, even if struggling with comprehension. |
| Introduction to competition | Competition video | <ul style="list-style-type: none"> • Quiz students in pairs about content of the video and how the competition works to test recall and comprehension (replay multiple times if needs be) e.g. <ul style="list-style-type: none"> – How many different types of jobs are there in the NHS? – What is step one of the competition? | Students understand the overall aim of the competition and are able to answer questions about what they need to do if they want to take part. |

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|--------------------------------|--|--|--|
| The research phase | | | |
| Understanding job roles | Employee portraits with practice sheets | <ul style="list-style-type: none"> • Students play charades with simple job roles to begin with (e.g. doctor, nurse, paramedic) as a warm up, before moving on to employee portraits. • Use pictures of selected job roles (e.g. gardener) to provide more context for students – show pictures first and then ask students to guess the role and talk about what they do. | Students understand the different job roles within the NHS and can provide basic descriptions of several roles. |
| Employee portraits | Employee portraits with practice sheets | <ul style="list-style-type: none"> • Multiple-choice options for students on employee portrait templates e.g. for skills, a selection of five to seven skills, of which students then select three that they feel apply to the role. • Guess Who – students read their example employee portraits out to each other in pairs without the other student seeing what job role they have – students have to guess what job the person does based on their skills, personal qualities and day-to-day duties. | Students are able to complete example job role templates (even if using minimal language) so that other students understand the content. |
| Additional research | Using online resources to research job roles | <ul style="list-style-type: none"> • Create a simple tick-sheet to help students identify what information goes into a job description (e.g. What they do, how much they get paid, what skills they need etc.) – use simple profiles on websites like Career Pilot to support students with locating and recording relevant information (careerpilot.org.uk). | Students are able to use online resources, with the support of staff if necessary, in order to generate more information for their job role templates. |

| Activity | Resources | Delivery | Learning objectives |
|--|--|---|--|
| Understanding the job | | | |
| <p>Understanding job descriptions and using the job description template</p> | <ul style="list-style-type: none"> • Job description guidance sheet • Job description template | <ul style="list-style-type: none"> • Simplify language around roles and responsibilities and qualifications, skills and experience by making a scaffold for the job description, for example: <ul style="list-style-type: none"> – for 'Main tasks and responsibilities', have a daily to-do list where the students can write 'Today, I have to...' for each job role – tick-boxes for sections like 'Role', 'Where will they work?' and 'Qualifications' e.g. role could use image of a ladder with manager on top and entry-level role on bottom for context, while qualifications could be listed as simply 'Low', 'Medium' or 'High' – use images or icons next to Skills in order to provide a clearer context for students e.g. Puzzle piece for problem solving, paintbrush for creativity or hammer for manual skills | <ul style="list-style-type: none"> • Students know what jobs involve and can use some of the language to talk about different jobs e.g. duties, qualifications, skills etc. • Students can produce their own job description using a scaffold. |
| The job advertisement | | | |
| <p>Preparing the advertisement</p> | <p>Job advertisement guidance sheet</p> | <ul style="list-style-type: none"> • Show students example of advert (e.g. Skittles 'Taste the Rainbow' or Nike 'Just Do It') and ask students what they liked about it – focus on simple descriptors like 'funny', 'exciting', 'easy to remember' if language on the sheet is too difficult for some students. • Get students to pick their favourite advert and explain to another student why they like it. • Students work together to create a poster for 'What makes a good advert' and 'What makes a bad advert'. | <ul style="list-style-type: none"> • Students understand how adverts are used. • Students understand what makes a good advert or a bad advert. • Students can use some of the language associated with adverts to explain why an advert is good or bad e.g. humour, slogan, audience etc. |

| Activity | Resources | Delivery | Learning objectives |
|---------------------------|----------------------------------|---|---|
| Writing the advertisement | Job advertisement guidance sheet | <ul style="list-style-type: none"> Multiple-choice options for students under each section to make decisions easier when writing the advertisement e.g. For 'What is the job?' provide a list based on what has been discussed in class, rather than the full 350 NHS career profiles, or a selection of 10–12 skills with tick-boxes next to them for students to mark. | Students can plan the content for their job advertisement, using a simplified brief. |
| Submitting entries | | | |
| Sending in the entry | Pupil entry form | <ul style="list-style-type: none"> Create simple tick-box sheet for students to work through before they submit entry e.g. 1. Job description 2. Job advertisement 3. Entry form 4. Give to teacher (deadlines and prompts to show work to teacher could also be added for students who might struggle with independent time management) or to a virtual session. | To ensure that pupils of all ability levels understand how to submit their competition entry. |

You can enrich the programme further by inviting parents into school to talk about what they do, especially if they hold non-stereotypical roles in the NHS. Encourage speakers to bring any interesting equipment they might use in their work to grab students' attention.

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make a difference!**

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