

HOW TO IMPLEMENT APPRENTICESHIPS IN SCHOOLS

A TOOLKIT *for*

Head Teachers, Schools
& Local Authorities

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This toolkit has been developed by the Local Government Association in association with Spark & Associates, using the knowledge and experiences of schools and local authorities across England. The toolkit is intended to provide a simple guide and set of templates to enable schools to start or expand their apprenticeship programme for their workforce, with support from their local authority.

The toolkit comprises this guide and a series of stand-alone templates, handouts and leaflets for Head Teachers, school staff and Local Authorities to use and adapt for the particular circumstances at each Local Authority and school. Each tool has been developed from successful practice in councils working with schools and can be downloaded and customised.

This guide and templates can be used for many different activities to support apprenticeships in schools:

- as part of a local or regional campaign to raise awareness about apprenticeships and the opportunities they offer the schools workforce
- as a working guide for a Head Teacher or key staff member to plan and implement their school's individual apprenticeship programme
- as an information source for line managers and potential apprentices, governors and Heads about apprenticeships and the implementation process in schools
- as a resource for anyone looking for information about apprenticeships

Individual sections of this toolkit can be downloaded and customised:

- to promote and explain apprenticeships in sessions with staff
- for managers and staff as part of school performance reviews to identify development opportunities
- to plan a new apprenticeship programme for a school
- to support managers to work with their existing apprenticeship provider and create a strong partnership in delivering their apprenticeship

There is also a fully editable version of this guide in a simple word format if you want to create your own bespoke document for your school or for your Local Authority. This is downloadable [here](#).

Tools and templates included in this toolkit are **highlighted throughout the document** and can be found through the individual links in the [Resources & Support](#) section. You can click on the underlined section to jump to the relevant page.

This guide also complements the [Guide to Apprenticeships for the Schools Workforce](#) published by the Department for Education, and the information about apprenticeships in schools on the government's [Amazing Apprenticeships](#) webpages, which include a section specifically for school workforce.

You can find links to all the resources referred to in this guide and other resources about apprenticeships for the schools workforce in the [Resources & Support](#) section of this guide. This includes links to other government information for and about schools and apprenticeships that are included though out the document.

Implementing Apprenticeships - A Simple Blueprint

The toolkit follows a simple blueprint for implementing apprenticeships; set out below. You can find out more information about the main steps later in the guide.

Step 1 - Identify Opportunities

- Identify one or more roles or a staffing opportunity for an apprenticeship or look at developing a whole school plan

Step 2 - Review the Options

- Review the available apprenticeships that might suit roles in school

Step 3 - Source Funding

- Contact your Council Apprenticeship Team for advice on next steps

Step 4 - Select an Apprentice

- If this is an existing role; talk to your staff or if this is a new role; prepare to recruit

Step 5 - Select a Provider

- Talk to the local approved providers about their services, price, support and delivery model
- Provider, line manager and apprentice prepare for delivery

APPRENTICESHIP STARTS

- Apprentice Induction

Step 6 - Managing Apprenticeships Day to Day

- Termly apprentice, provider and line manager progress reviews take place

Step 7 - Gateway & End point Assessment

- With the provider, review the evidence that the apprentice is ready for their assessment
- Schedule and undertake the End Point Assessment

Step 8 - Celebrate!

- Recognise and celebrate your apprentice's achievement and success

Schools & Apprenticeships

Since the Apprenticeship Levy was introduced in April 2017, schools across England have been working hard to use apprenticeships to upskill and transform their workforces. The government estimate that almost 12,000 people have started an apprenticeship in schools in England between April 2017 and March 2019.¹ Over 2,000 maintained schools across England have taken on at least one apprentice in the last two years and hundreds more are exploring how to do the same using the apprenticeship levy.

But thousands of schools are still missing out on an apprenticeship and the benefits they can offer to your workforce. From upskilling existing staff members to bringing young people into the organisation. From underpinning your retention strategy to developing succession plans, Apprenticeships offer a huge opportunity to support your workforce, develop skills and tackle hotspots.

If you want to find out more about how apprentices are benefitting the schools workforce, you can hear direct from a teacher on the [Amazing Apprenticeships site](#) or read several case studies from schools in the government publication [Guide to apprenticeships in the schools workforce](#).

Apprenticeship Funding

Apprenticeship training in England is funded through the apprenticeship levy. The levy is paid monthly by employers at 0.5% of their annual staff pay bill above £3m (employers with pay bills lower than £3m per annum are effectively exempt until their pay bill rises above this level). The levy applies to all public, private and third sector employers (including schools) who can use the funds – which are also topped up by 10% by the government – to pay for the cost of apprenticeship training and assessment.

For community schools and many voluntary-controlled schools, local authorities are considered to be the employer for the purposes of the Apprenticeship Levy. This means the levy is calculated based on the total pay bill for the local authority and its schools, not each organisation in isolation. These schools will therefore form part of their local authority's levy structure and contribute to an overall apprenticeship levy funding pot. This pot provides funds to pay for apprenticeship training – though this funding can't pay for any other costs associated with an apprenticeship like travel costs, admin costs or salaries.

For all other types of school, they or (in the case of multi-academy trusts) their trust is considered the employer and will pay the levy if they have a pay bill of £3m or more. If a school doesn't pay into the levy or if the school, trust, or local authority spends all of its levy pot, government funding is available to cover the cost of 95% of apprenticeship training and assessment, with the school paying the remaining 5%.

The public sector is currently also working towards a formal public sector target for apprentices. Over a four-year period between 2017 and 2021 public sector organisations across England with a headcount of 250 employees or more must create apprenticeship starts equivalent to 2.3% of their headcount each year. If you are a community or voluntary-controlled school, you will be part of your local authority's target. For all other types of school, if your school or trust has a staff headcount of 250 employees or more you will also be subject to the target, but only between 1 April 2018 and 31 March 2021.

Maintained schools account for around 40% of the local government payroll/workforce, although this varies by region. The levy costs an estimated £207m p.a. for councils in England, so approximately £83m of this annual contribution is generated by maintained schools to pay for apprenticeship training and assessment.

Each monthly apprenticeship levy contribution is available for use for 24 months. After this point, the funding expires and is no longer available. Early estimates suggest maintained schools are currently only spending around 10% of their available Levy. If this continues at the current rate, then up to £4m that could be used on training and skills in schools will be lost from the maintained schools sector each month.

Apprenticeship funding can only be drawn down by training providers selected by schools and eligible for funding, and it can only be spent on the costs of training and End-Point Assessment. Government does however provide additional payments for employers. Where the apprentice is 18 or under, government pays £1,000 in two payments. There is also a £1,000 bursary for the apprentice, and a £1,000 payment to schools if an apprentice is a formerly looked after child or has an EHC plan and is aged 24 or under. Maintained schools should ask your Local Authority for more information.

¹ Source: Public Sector Target Reporting figures for [17/18](#) and [18/19](#). The Government estimated there were 6,300 apprenticeship starts in schools in 17/18 and 5,600 in 18/19.

Around 1% of school staff have undertaken an apprenticeship since the levy was introduced, successfully overcoming barriers and challenges to achieve their qualification and bring the benefits and cost savings from increased skills in schools. With thirty-three apprenticeships to choose from, covering every level from entry-level job roles in schools to senior leadership posts, and available for new and existing staff, we are missing out on a significant opportunity to develop the skills of staff in schools and deliver wider benefits to pupils and efficiencies for every school.

You can find out more about apprenticeship funding in the ESFA [Guide To Apprenticeships For The Schools Workforce](#) on .GOV.uk

About Apprenticeships



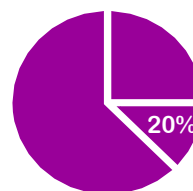
Apprenticeships are formal structured training programmes for specific occupations available for employed people in work to gain the skills they need to carry out their current role competently. Their duration varies by occupation from 12 months to over 3 years for a degree level apprenticeship.



Apprenticeships are a partnership between the apprentice, the approved training provider who delivers off the job training and the line manager supporting learning on the job as part of the apprentice's day to day work. Their training must take place during paid hours in their working day.



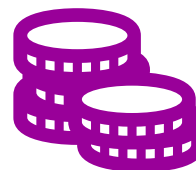
Training takes place in many ways, either led by the provider in their premises, through self-study, learning at work through new experiences or being coached by a line manager. 80% of apprentice time is spent at work carrying out their usual duties.



All Apprentices spend a minimum of 20% of their time as an apprentice as development time, in off the job training either at work on planned learning activities or with their provider. This is needed to help an apprentice absorb new knowledge and practice new skills.



To confirm that the apprentice has reached the level of competency needed in the full range of experience, skills and knowledge for their occupation there is an end point assessment e.g. a project. Their line manager will work with the training provider to confirm that their staff member is competent in their job role.



Schools are responsible for paying apprentice salaries, statutory licences to practice or travel and subsistence costs incurred as part of the apprenticeship. The funding available to support apprenticeships through the apprenticeship levy supports the costs of apprenticeship training and end-point assessment only and is drawn down by the apprenticeship provider.

Some of the most common misunderstandings about apprenticeships, who can be an apprentice, and how apprenticeships work are set out overleaf. This handout can be used as a guide to address any questions that arise during meetings with staff or governors, or to respond to individual staff queries:

Although apprenticeships have changed a great deal since the apprenticeship reform programme commenced in 2017, there are still a great many myths still circulating and influencing how people perceive apprenticeships as a route to improving skills and employability both for themselves and for others around them. Set out below are some of the key facts that you need to know about apprenticeships in schools.

Apprenticeships are available for many typical job roles in schools

There are over 30 apprenticeships that are a strong or close match to the typical roles in schools. These range from entry level administration to strategic leadership, from generic to specialist, and every point in between. There are also generic skills apprenticeships including customer service and management that are relevant for many staff in different roles.

Apprentices can be employees of any age

Anyone over the age of 16 can be an apprentice and there is no upper limit on age for apprenticeships. In England most apprentices are over 25 and 2% are over 60. There is an £1000 incentive for you when your apprentice is 16-18 when they start, and incentives if the apprentice is a former looked after child under 25.

Apprenticeships can provide flexible knowledge and content

Apprenticeships are designed to deliver the knowledge, skills, experience and behaviours that a competent employee in this role would demonstrate. These are the skills that the provider delivers, and you work with your provider to include the content that you need to respond to school priorities and staff skills gaps.

Apprenticeships are for existing staff in their current roles not just for new jobs

Apprenticeships provide a structured training programme for anyone who needs new skills and knowledge for their role. This applies to existing staff in their current post, those who are newly promoted, and part-time staff. Apprenticeships are also available for staff on a fixed-term contract or a temporary contract. There must just be enough time in the contract to complete the apprenticeship.

Apprentices must spend at least 20% of their time as an apprentice during their paid, hours completing their apprenticeship. This IS possible in a school environment

Apprenticeship off the job learning will be provided mostly by your training provider as a structured learning programme e.g. via lectures or course book work, alongside the time your apprentice spends researching and completing their assignments and projects. For the rest of the 20% time required, providers and line managers will agree how this can be achieved at school, for example using time spent learning new tasks with colleagues that are not yet part of the apprentices' day-to-day work responsibilities. We have 170 apprentices in schools all of whom have successfully managed to make this important development time part of their working day.

You have been paying into a compulsory fund since May 2017 that pays the full cost of apprenticeship training and assessment

Every month you pay 0.5% of your pay bill as part of the government Apprenticeship Levy, a tax which all organisations in England with over £3 million pay bill pay each. Your own contribution is part of the Council's levy which you can use to pay for apprenticeship training and delivery. You have to pay wages for your apprentice, but the training and development costs are drawn down from the Levy by your provider. The Council approve any funding for an apprentice and will create a record for your apprentice on government's digital apprenticeship service.

An apprenticeship is open to someone with existing qualifications (even a degree) or for someone without any qualifications

Apprenticeships are for anyone who needs new skills and knowledge to be competent in their role. If your apprentice needs English or maths, this is also included as part of the apprenticeship.

The Council or your training provider can help you recruit an apprentice

There is support to identify and recruit an apprentice for you. This will include advertising on the national apprenticeship website and supporting your apprentice selection process.

About Apprentices

An apprentice is anyone learning new skills in their role through an approved apprenticeship programme. Any employee can become an apprentice at any age and potentially benefit from government funding to support their apprenticeship, providing that any prior learning is considered and that the programme lasts more than 12 months. Apprentices can be existing members of staff or new staff recruited to fill a vacancy and can be employed full or part-time.

Whilst undertaking their apprenticeship the apprentice, line manager and the school must ensure that the time set aside for development and learning meets a minimum of 20% of their paid time.

You can use the [myth busting posters](#) around school to share facts about apprenticeships. The posters can be printed out, like the examples below, or customised using Microsoft Word to include your own facts and figures. You can read more about the [Top 7 myths about apprenticeships](#) on GOV.uk.

The links to the posters can be found in the [Resources & Support](#) section of this guide.



Identifying Apprenticeship Opportunities

The summary checklist below sets out a simple set of steps for any school planning an apprenticeship programme based on advice and successful practice from schools currently involved in apprenticeships.

Getting Started

Identify Your Skills Needs

- Review your team and consider which roles might you need to recruit to and fill , and which skills you might need now and in the future - can apprenticeships help?
- Find out who your LA Apprenticeship lead is and ask them how the apprenticeship programme might meet these needs
- If you have existing relationships with local providers talk to the LA Lead and confirm whether they are approved for delivery of apprenticeships and are listed on the procurement framework - and how to proceed if not.
- Get ahead - create a plan for your school to meet skills and workforce needs over several years

Find Out What An Apprenticeship Really Means In 2020

- There are lots of misconceptions about apprenticeships - the facts are:
 - Apprenticeships are for existing staff not just for new recruits
 - Apprentices can be any age
 - Apprenticeships range from entry level roles to professional occupations supported by an apprenticeship that includes a degree
 - Many apprenticeships are mapped to and include professional body standards or Chartered status
- Ask your LA Apprenticeship Lead for contacts at other schools who have apprentices and can explain the apprenticeship process, benefits and impact

Use Available Support & Advice

- Find out from your LA Apprenticeship lead what out what support is available
- Are other schools in your area already using apprenticeships, and if so, what can you learn from them? Ask the LA lead for local case studies.
- Visit the Amazing Apprenticeships website run by the ESFA for more information <https://resources.amazingapprenticeships.com/school-apprenticeships/>
- The government's guide to apprenticeships for schools can be found here: <https://www.gov.uk/government/publications/a-guide-to-apprenticeships-for-the-school-workforce>

Confirm Your Budget

- Identify how much of the Apprenticeship levy is available to your school and whether you are expected to contribute towards the public sector target
- Find out how to access and use your apprenticeship levy - talk to your LA apprenticeship lead before you make any firm arrangements with providers
- Confirm how much money you may lose if you don't use your levy share – each month's contribution expires after 24 months.
- Discuss any preferred providers that you use with your LA in good time – for apprenticeships all providers must be approved on a national register and listed on the LA procurement framework

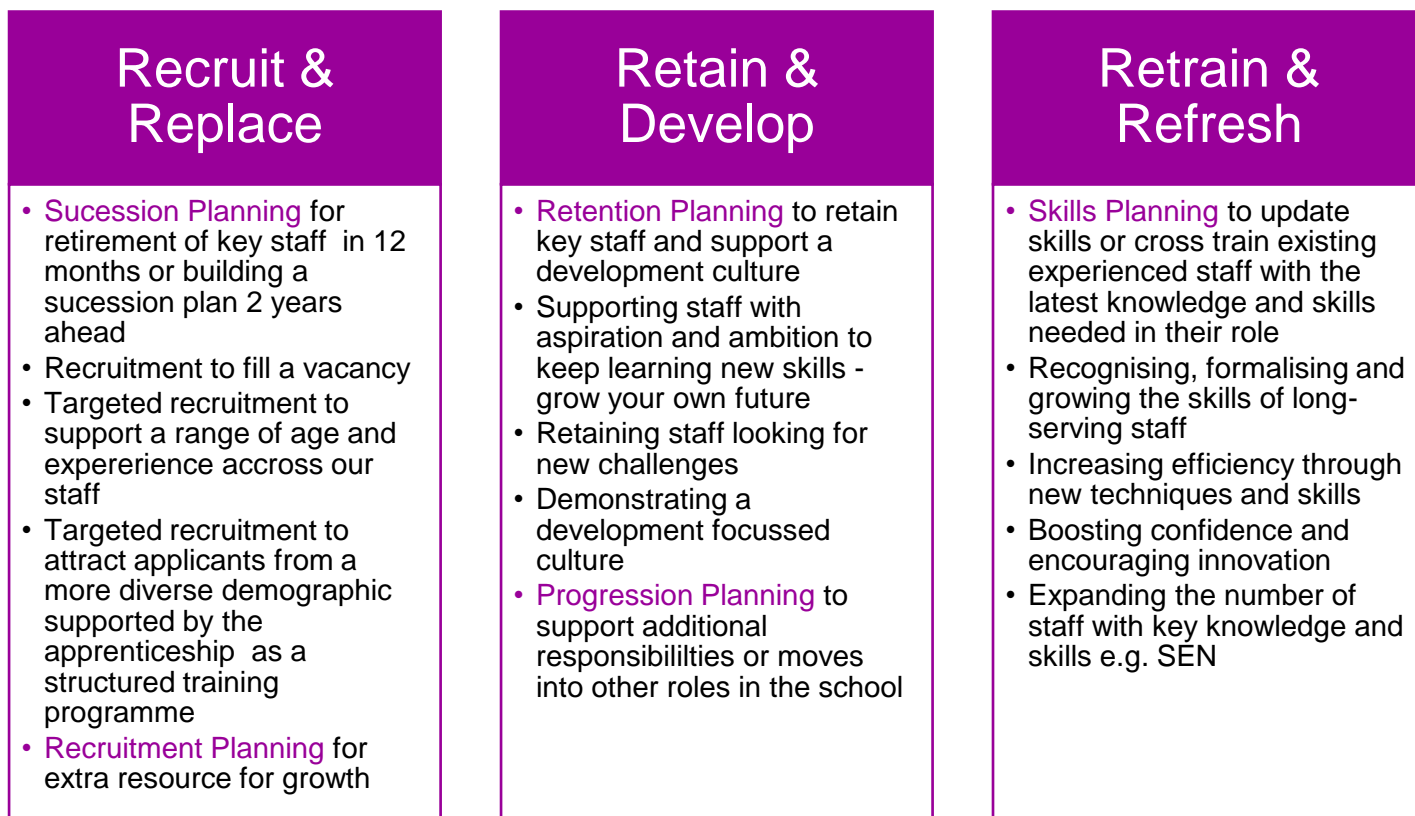
Keep Up to Date

- New apprenticeships are being developed for schools all the time. Make sure that you are on the LA Apprenticeship mailing list so that you receive regular updates
- Schedule a regular agenda item for the LA Apprenticeships lead to update Head Teacher and Business Administration networks and Governors' meetings

Identifying typical skills and staffing needs

The most common examples of staffing needs that schools identify are set out in the diagram below. Apprenticeships can be a solution for all these situations, offering a planned training route to a fully competent individual in most occupations in a school.

Common staffing and skills needs in Schools



Understanding staffing patterns; current and future

To understand where staffing and skills needs exist and to prioritise those that are identified, map out staff roles, staff ages and time in their roles and look forward over the next two years to where staffing roles, numbers or skills might need to change in the future (and when).

Plotting out staffing and skills needs will provide a picture of the overall team and highlight where action might be needed and when. This might include early planning for retiring staff, or opportunities to extend the skills of staff to prepare for changing responsibilities or using an apprenticeship to provide the skills for new staff, or staff promoted to new roles. Apprenticeships also provide a longer term skills programme as a tool for retaining of staff who want to increase their skills and/or prepare for their next career step.

As part of the staffing and skills review, don't forget to consider where there might be cross cutting skills like management and leadership for now and in the future and look also for opportunities for staff to move into completely different roles within school, e.g. from office administrator to teaching assistant, with the support of an apprenticeship.

Create an Apprenticeship Plan

Reviewing staffing patterns will result in a list of opportunities and priorities for investment in staffing and skills. Use the steps below, and the [Apprenticeship Plan template](#) to create a short or medium term plan that identified clearly where an apprenticeship programme could be a solution for one or more priorities.

Turning a review of staff and skills needs into an apprenticeship action plan

1. Collate and analyse staffing data - identify current and future needs for roles, individuals and skills

2. Identify where you have opportunities or skills needs to be addressed

3. Map the job roles to the closest apprenticeship using the [A to Z of Apprenticeships for Schools](#)

4. Create your plan using the [Apprenticeship Action Plan Template](#)

5. Decide which apprenticeship to take forward first.

The [School Apprenticeship Plan Template](#) enables schools to plan and document skills and development needs and convert this into an apprenticeship plan.

The plan template below provides a simple format for a school to record their apprenticeships and schedule these across the school year, in response to retirement, recruitment and retraining requirements. Once issues are identified, schools can use the A to Z of apprenticeships mapping to confirm whether an apprenticeship exists that maps to the job role vacancy or enhanced role.

The template also contains space to record any funding processes that are required by the Local Authority e.g. lead times and any delays. It also contains space to record the support and services that the Local Authority, or often the provider will offer as part of their service, including recruitment.

This simple plan will then inform discussions with training providers and place the school in a strong position to negotiate with the provider because they have quantified their likely skills needs and are clear on what they need.

School Apprenticeship Plan for [school]		Local Authority lead contact:		Your Levy
Apprenticeship Budget & Support via Local Authority				
Process for budget access:	<ul style="list-style-type: none"> Ask your Local Authority about the available funding, paperwork, timescales and process for accessing support for your apprenticeship plan 	Name		Monthly Levy £ Annual Levy £
Other support available via/ from the Local Authority:	<ul style="list-style-type: none"> Ask about possible support for recruitment & selection Ask about whether there is a list of approved apprenticeship providers, and if you can add to this list with any providers you have sourced Ask about any local networks of schools or Head Teachers using apprenticeships, local case studies or contacts in other schools 	Phone		
		Email		

3. Skills and Recruitment Priorities	New/Replacement Recruitment	Indicative Recruitment Month/Year	No.	Existing Staff Development	Indicative Apprenticeship Start Month/Year	No.
Office Administration	<input type="checkbox"/> N <input type="checkbox"/> R			<input type="checkbox"/> Y <input type="checkbox"/> N		
Accounts	<input type="checkbox"/> N <input type="checkbox"/> R			<input type="checkbox"/> Y <input type="checkbox"/> N		
Teaching Assistant	<input type="checkbox"/> N <input type="checkbox"/> R			<input type="checkbox"/> Y <input type="checkbox"/> N		
Lab Technician	<input type="checkbox"/> N <input type="checkbox"/> R			<input type="checkbox"/> Y <input type="checkbox"/> N		
IT	<input type="checkbox"/> N <input type="checkbox"/> R			<input type="checkbox"/> Y <input type="checkbox"/> N		
Facilities	<input type="checkbox"/> N <input type="checkbox"/> R			<input type="checkbox"/> Y <input type="checkbox"/> N		
Catering	<input type="checkbox"/> N <input type="checkbox"/> R			<input type="checkbox"/> Y <input type="checkbox"/> N		
Digital Marketing & Media	<input type="checkbox"/> N <input type="checkbox"/> R			<input type="checkbox"/> Y <input type="checkbox"/> N		
Leadership & Management	<input type="checkbox"/> N <input type="checkbox"/> R			<input type="checkbox"/> Y <input type="checkbox"/> N		

4. Apprenticeship Plan	Job role	Apprenticeship (see A-Z of Apprenticeship in Schools)	Level	No.
Office Administration				
Accounts				
Teaching Assistant				
Lab Technician				
IT				
Facilities				
Catering				
Digital Marketing & Media				
Leadership & Management				

Sourcing Funding for Apprenticeships

The apprenticeship levy contributed by schools applies to all maintained schools but the arrangements for accessing this support from your local authority will differ from council to council, so make contact early in the planning / development process. Follow these steps below:

Simple steps to confirming funding for your apprenticeship

Find out how to access funding for Apprenticeships from your Local Authority

Check their website for information about the apprenticeships that are funded locally and for information about contacts for schools

Ask to talk to the apprenticeship lead who can help you with the next steps in your plan. Find out how funding and support can be accessed



Confirm which apprenticeship(s) you are interested in and whether this is delivered locally

Local Authorities operate formal procurement exercises to create a preferred supplier list for apprenticeship training. You usually chose a provider from this list. You can also check [Find Apprenticeship Training](#) to look for other providers locally who may deliver.

Ask the Local Authority apprenticeship lead whether this apprenticeship can be delivered by any providers already approved by the council, and if not how you would access funding



Confirm sufficient funding is available for your planned apprenticeship

Each apprenticeship is placed in one of 30 funding bands. This sets a maximum price for delivery of the apprenticeship. This sets the overall budget you will need over the life of the apprenticeship

Check that this apprenticeship will be funded by the Local Authority and how you formally request that this funding is set aside for the school

Identify an Apprentice

An apprentice must be employed on the legal wage for their age when they start their apprenticeship programme, and it is the school's responsibility to ensure there is supervision and that the job role provides sufficient scope and opportunity for the individual to practice and become competent in all of the knowledge, skills, experience and behaviours set out in the published apprenticeship. Both council and training providers may offer recruitment help as part of their wider service, both to advertise for new staff, or promotion opportunities, to promote apprenticeships to existing staff in general to invite interested parties to apply or propose an apprenticeship or simply to brief and select existing staff. You may choose to run an internal recruitment or selection process for existing staff or create criteria for applicants to apply against.

As an employer you can advertise your apprenticeship vacancies directly on your own website, along with any other details including application processes. You do not have to advertise through providers. Schools can access the [Recruit an Apprentice service](#), to build a vacancy which will then be displayed on the [Find an apprenticeship \(FAA\) service](#). FAA is used by potential apprentices to find and apply for suitable vacancies all in one place and is the central hub for individuals looking for an apprenticeship opportunity. Providers and councils can advise on how to use this resource.

Training Providers will advise on eligibility and help schools ensure that criteria are clear when an apprenticeship is offered to an individual or out as a general offer to school staff. Whilst there are other eligibility criteria for an apprentice to be accepted on an apprenticeship, apprentices come in all forms including any combination of the categories below.

What does an apprentice look like...?

Anyone aged over 16 and employed	Full or part-time	On a permanent or fixed term contract that allows time for the apprenticeship to be completed	Existing staff or a new recruit
In all levels of seniority from new to work to senior & strategic	Working in a range of different occupations or roles	newly promoted temporarily or permanently	Looking to develop new skills or extend existing ones
from an entry level role for their first job.... to a strategic role at the most senior level	pursuing a professional or Chartered route to 'qualify'	Someone with existing qualifications or those without any yet

Identifying line managers is just as important

It is important that line managers are actively involved in planning for an apprenticeship. They are the critical third partner in a successful apprenticeship and will lead the work with the apprentice and provider to ensure that the 80% time at work is effective at embedding and improving skills and developing competency.

The line manager must also ensure that the apprentice's job role is providing the opportunities for the apprentice to undertake all the tasks needed for the role, even if this means some temporary changes in responsibilities to provide the opportunities for the apprentice to demonstrate their improving skills. Line managers confirm that the apprentice is competent in their role, prior to the end point assessment. They also take part in the regular Tri-partite reviews with apprentice and training providers to assess progress and confirm achievements, or support any actions needed to complete the apprenticeship successfully.

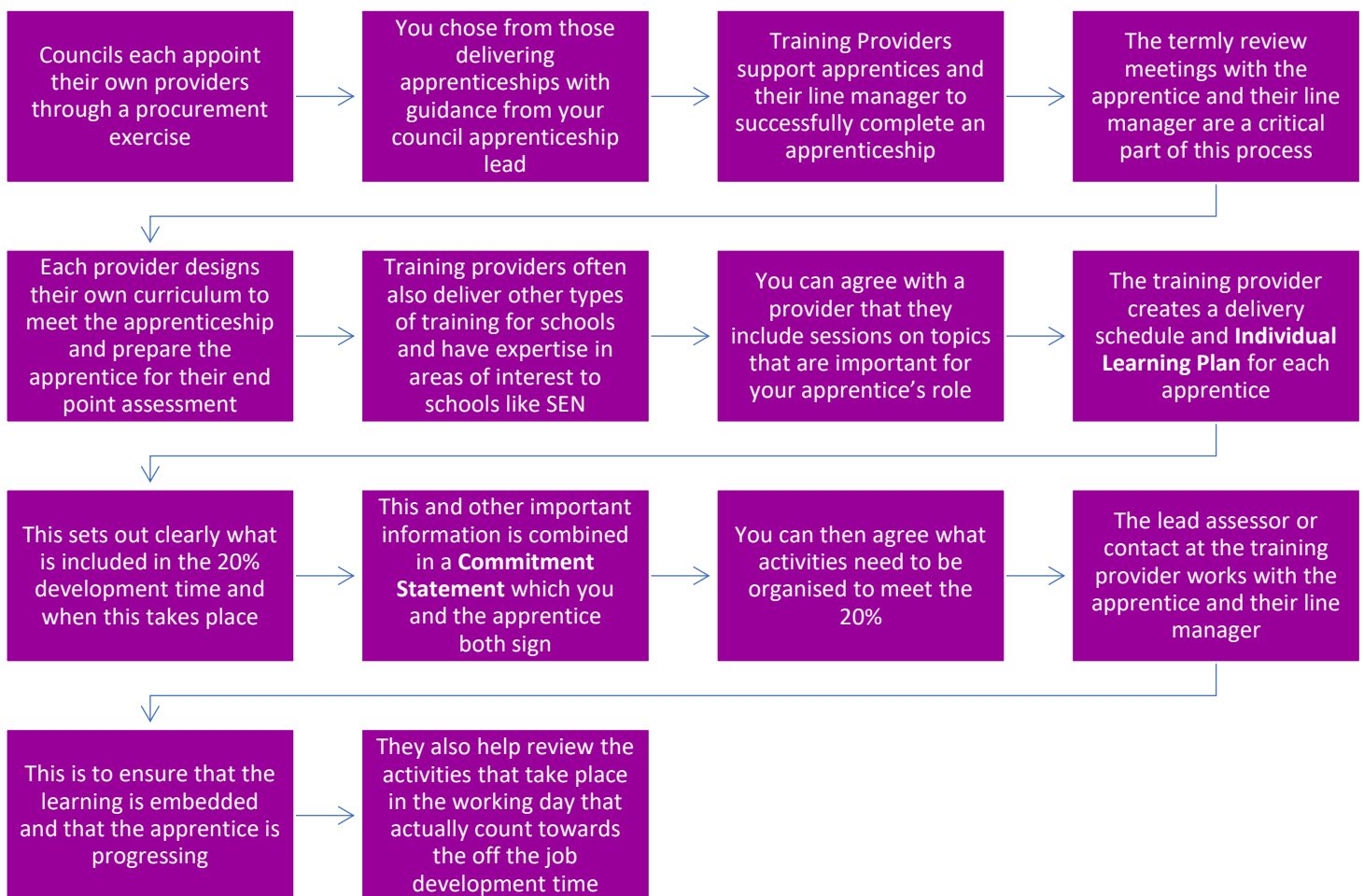
Identify a Training Provider

To deliver an apprenticeship, training providers must successfully apply and be listed on the Register Of Apprenticeship Training Providers and assessment organisations must be listed on the Register Of End Point Assessment Organisations. However, in most local authority areas the Council has also conducted a procurement exercise to select their preferred providers. Typically, maintained schools will have access only to providers who are approved to deliver through this procurement process, but you can use the government [Find Apprenticeship Training](#) website portal to look for apprenticeship providers locally who deliver the apprenticeships that you are hoping to use. Maintained schools should speak to their local authorities to understand the process for selecting training providers in their local area.

This list of providers will grow as more relevant standards are identified and the Councils add these to their tendering process to enable you to select them to deliver your own apprenticeship.

The diagram below illustrates how training providers support the design and delivery of an apprenticeship.

Diagram x The Role of the Provider in preparing for the apprenticeship



The provider's role in an apprenticeship is pivotal – most compliance and curriculum burden is with them for the entity of the apprenticeship and they are accountable to Ofsted and the ESFA for the quality of their delivery.

Selecting the right provider is an important part of the planning process. You can use the [Provider Selection Checklist](#) overleaf to set out your expectations and consider whether this is met by the providers that you meet.

The checklist is currently populated with some standard criteria for understanding whether the provider has capacity and capability to deliver the programme flexibly. Schools can replace these with their own criteria where needed.

Apprenticeships in Schools - Assessing Apprenticeship Training Providers-Template

This checklist is for Head Teachers, line managers and Local Authorities to use to assess the provision and benefits offered by providers intending to or bidding to deliver apprenticeships in their schools, or a part of a review of provision or issues during the apprenticeship. Its purpose is to identify clear examples of excellence and confirm that capacity and capability exists, but also to identify possible gaps or issues that may require additional action by the school or the provider to ensure a successful apprenticeship experience. Its purpose is also to confirm that the school line manager and apprentice are meeting their own commitment to a successful partnership.

CRITERIA	<input type="checkbox"/> Good	<input type="checkbox"/> Better	<input type="checkbox"/> Best	School Commitment in Return	Score/Comments
Relevant capacity and capability Can they demonstrate their understanding of the <u>school-working</u> environment	1. They have a recent and successful record of delivery in schools	1. They have trainers who have worked in schools or a longstanding track record of working with schools	1. Provider embedded in <u>schools</u> sector with a long history (over 10 years) of delivery 2. Delivers wider programme of training to the school sector 3. Training team includes ex-school staff	<ul style="list-style-type: none"> • line manager and apprentice contributing to requests for contextualised activities e.g. projects • line manager works with provider to address / offers to support any gaps in knowledge 	
Design of the OTLA elements Is the off the job learning fully planned and not excessively reliant on the school to find other activity?	1. Their programme is close to the 20 % OTJL hours required	1. Their programme is close to the 20 % OTJL hours required 2. They have a clear plan of where the school needs to identify other activity	1. Their programme is close to the 20 % OTJL hours required 2. There is a guide for the school to use with the provider to identify quickly where OTJL can be identified 3. provider is flexible and willing to change their approach where needed	<ul style="list-style-type: none"> • line manager responds to requests for examples of off the job learning • line manager is well versed in the apprenticeship content KSB and actively works with the learner • line manager and apprentice proactively track the OTJL and if it slips work quickly to replace this learning 	
Planned learning adds value Is the learning well organised and does the provider stick to the schedule?	1. Planned learning and monitoring activity happens as planned. 2. Provider attendance is punctual 3.	1. Planned learning and monitoring activity happens as planned and is evaluated with the apprentice 2. Provider is quick to respond to absence in apprentice and re-schedule	1. Planned monitoring activity happens as planned. 2. Provider is quick to respond to absence in apprentice 3. school based OTJL is all scheduled early in the apprenticeship 4. Provider offers access to other relevant activities that enhance the learning experience	<ul style="list-style-type: none"> • Apprentice time in planned sessions is prioritised and attendance record is good • line manager quick to identify opportunities for school based off the job learning 	

Apprenticeships in Schools - Assessing Apprenticeship Training Providers-Template

CRITERIA	<input type="checkbox"/> Good	<input type="checkbox"/> Better	<input type="checkbox"/> Best	School Commitment in Return	Score/Comments
Organisation & Preparation How will they keep the line manager up to date with progress?	1. Progress report ahead of Tri-partite review 2. Issues raised quickly	1. Monthly update on apprentice progress provided 2. Clear trajectory for future 3. Induction or other briefing for line manager	<ul style="list-style-type: none"> • Weekly Red/Amber/Green rated progress summary, attendance and achievement grades as they are issued 	<ul style="list-style-type: none"> • Line manager attends all meetings and is up to date with apprentice progress in the workplace, offering examples of skills achieved at reviews 	
Support for School line manager and apprentice How will the provider support the line manager and apprentice?	1. Regular meetings, information exchange	1. Thorough briefing/inductions with supporting information for line manager	<ul style="list-style-type: none"> • Manager and apprentice 'handbook, guidance or other support for line manager / apprentice in place. • Regular meetings planning forward learning and support t 	<ul style="list-style-type: none"> • Ensure that line managers understand what is required by the apprenticeship and takes their role on fully 	
Comments & Conclusions					

Managing Your Apprenticeship Day-to-Day

Your commitment to your apprentice includes ensuring that they have planned training and development time. This must take place during their paid working hours and amount to 20% of their working paid time, over the life of their apprenticeship:

- Apprentices spend most of their time, about 80%, at school carrying out the day to day requirements of their role. This is where they practice and hone their skills, and learn on the job from more experienced colleagues and it is still an important part of the apprenticeship learning process
- Off the job development time in an apprenticeship is mandatory – and set at 20%. This is because the apprenticeship is designed to produce a skilled individual who is fully competent in the knowledge, skills and behaviours required for the occupation / role that the apprenticeship supports. Competency requires practice and experience which is why there is time in the apprenticeship for learning, reflection and practice.

Most of the development time in an apprenticeship will be planned and led by the training provider, but all three parties will contribute activities that combine to achieve the overall 20% required by the end of the apprenticeship as set out below. The apprentice schedule of learning is set out in the Commitment Statement - this is signed by Training Provider, line manager and apprentice. This will set out whether the planned training providers led activity is enough to provide the full 20 % minimum off the job training.

If the off the job training led by the provider does not reach the minimum 20 % required for an apprenticeship, then the training provider must work with each line manager and apprentice to identify how this time and the skills required can be planned in the workplace but in off the job time.

How the off the job development time is identified and managed in an apprenticeship

Training Provider	Line Manager & School	Apprentice
<ul style="list-style-type: none">• Most of the development time for an apprentice will take place in structured sessions provided by the training provider.• Each provider has their own schedule of learning to agree with you before the apprenticeship starts: e.g.<ul style="list-style-type: none">• Attending weekly, monthly or other scheduled workshops at the training providers premises or at school• Workbooks or online learning modules to be completed at school• Virtual classroom sessions or lectures• Individual projects or group activities• Assignments and activities to check progress	<ul style="list-style-type: none">• Some development will need to be arranged by the school and the apprentice's line manager, with the guidance from the training provider: e.g.<ul style="list-style-type: none">• Taking part in a staff development day where sessions map to the apprenticeship• Taking part in a staff training session• Job shadowing more experienced colleagues• Getting feedback and coaching from colleagues on new tasks• Undertaking any new tasks not part of their own role for example to test their skills or learn new skills	<ul style="list-style-type: none">• Some development will be led by the apprentice themselves at their desk: e.g.<ul style="list-style-type: none">• Researching an assignment• Completing the assignment• Undertaking projects set by the provider• Working through a workbook or online programme• Listening to an online virtual classroom session• Taking part in a class blog• Using the chatroom or online student forum for questions and answer sessions• Apprentices will need to keep a formal log of the time spent on their 20% off the job learning and development activities throughout their apprenticeship

Line managers are essential to the success of the apprenticeship. They hold a crucial role to support the apprentice to meet their learning objectives at each stage of the apprenticeship and to ensure that the apprentice:

- Meets the 20 % off the job training
- Within their paid hours
- Has scope in their role to meet the KSB requirements in the Standard

The employer's commitment to their apprentice also includes participating a formal review meeting, held between the provider, apprentice and their line manager. These 'Tri-partite reviews' are usually termly, or every 12 weeks. They are an essential element within the apprenticeship and exist to:

- Monitor and support progress towards the apprenticeship knowledge, skills and behaviours
- Monitor absence and ensure any missed learning sessions are re-scheduled
- Arrange / help the apprentice to arrange any additional off the job training activity needed

Every line manager and apprentice will participate in and prepare for the termly / 12 weekly Tri-partite review with the provider. All parties must prepare and share evidence of performance at work or when in activities led by the provider. The line manager must be able to confirm that apprentice is progressing well and demonstrating competence or growing skills at work and provide examples of this as part of their feedback in the Tri-partite review.

The Tri-partite review will systematically review apprentice performance against the knowledge, skills and behaviours, and the trajectory and outcomes planned for each apprentice. Where this is not on track all parties must identify what is needed and agree an action plan to address this quickly. Where the apprentice is progressing well, all parties must identify whether there are any further activities needed to stretch the apprentice and provide additional opportunities to expand their knowledge, skills and competencies.

Talking Heads – Advice from Head Teachers about Planning Apprenticeships

There are a range of videos by Teachers on all aspects of apprenticeships as part of the [Amazing Apprenticeships website](#) 'IN THEIR OWN WORDS'

Where apprenticeship programmes are well established, Head Teachers advice for their peers when thinking about planning their own programme includes:

- Remember; apprenticeships are for existing staff of all ages in any role – just identify where you need new skills
- Apprenticeships are available for lots of different roles – any vacancy may offer an opportunity for the appointed candidate to train and become competent through an apprenticeship
- Work with other schools to identify a shared role that could be supported by an apprenticeship with both schools funding the wages and benefitting from the additional resource
- Don't forget service skills like IT and communications for your phones and networks; or Digital Marketing for your social media, website, email and Facebook pages. There are apprenticeships covering both.
- Consider the services that you outsource. Could you recycle and even save money here by creating or sharing a post and using an apprenticeship as the route for training for this occupation?
- Consider the range of cross cutting skills that many roles need – team leader, management and strategic leadership, customer service, continuous improvement.
- Make sure that the provider gives the line manager and the apprentice a proper schedule of learning, and is clear about any additional learning that must be planned by the school
- Support the line manager and apprentice by prioritising the time they need for their off the job training and reviews
- Celebrate progress and achievement and recognise the personal commitment and commitment to the school by the apprentice and line manager.

There is no doubt that an apprenticeship is still a challenge to implement in schools, and as with any programme, their success is more likely when led from the top. Head Teachers

Reasons for Participating

- Belief in the value of training and 'growing your own' for current and future roles
- Responding to retention, recruitment or other staffing issues
- The available funding offering 'fully funded skills'
- Training to meet a recognised standard to enhance or support school reputation
- Competing with other local employers for the best staff

Challenges

- Making sense of the huge volume of information and knowing who to talk to
- Not making decisions without shopping around to find out which provider ethos best suits your own
- Managing to release people for off the job training, particularly when short staffed
- Recruiting the right apprentice, and ensuring that the line manager is fully briefed and prepared

Benefits from Participating

- Benefit to the school, e.g. efficiency, cost savings and wider tangible impacts on pupils and staff
- Minimal or no cost for a significant investment
- Commitment and motivation of key staff; and energising effect on other staff
- Attracting candidates for vacancies - having 'something to offer' potential new staff or those on promotion
- Confidence increase in the apprentice (and skills increase)

The reasons for apprentices to seek out apprenticeship opportunities at any stage of their career tend to be common regardless of their job role or level, and their challenges and benefits are also usually very similar. The most common feedback from apprentices is set out in table X below:

Reasons for Participating	Challenges	Benefits from Participating
<ul style="list-style-type: none">• Current or future career opportunities• Meet a recognised standard for an occupation (including professional membership or recognition)• Opportunity to learn on the job in a practical context• Achievement of a formal qualification as part of an apprenticeship• Opportunity to learn from other apprentices working in other organisations• Learning paid for by employers rather than having a loan or self funding	<ul style="list-style-type: none">• Keeping up with work, study and course work and other commitments at home• Timing of off the job training sessions with work busy periods• Finding the necessary time in the working week to work on projects or assignments• Rescheduling missed sessions• Travel and access to off the job sessions• Asking for and getting sufficient line manager support or mentor support during busy periods• Access to tasks or responsibilities not usually part of the working day or not a regular part of the role	<ul style="list-style-type: none">• Personal sense of achievement and increase in confidence• Making a direct difference in current role e.g. through work based projects, identifying efficiencies or savings, improving customer, client, colleague service and satisfaction• Decrease in stress from and increase in confidence in day to day work• Evidence of competence for current role and future promotion/ roles• Respect and recognition from colleagues, family and friends for achievement

You can support your apprentices and increase the likelihood of a successful apprenticeship by ensuring that the line manager and apprentice:

- discuss the apprentice's own ambition and motivation and building these into the apprenticeship objectives
- talk honestly with each other before the start and during the apprenticeship about the likely challenges of a demanding but rewarding programme of learning, checking on their personal pressures, perceived challenges and solutions
- plan for likely challenges and ensure that the next steps / actions are clear to both, including for the challenges outlined above
- meet regularly to discuss progress, review achievements check their learning hours are keeping pace with what is planned, and that both parties take action to ensure issues and opportunities are identified and addressed
- empower apprentices to manage their own learning and plan their own strategies for coping successfully and, finding opportunities to expand their learning and benefits to themselves and the school
- make certain that activities undertaken, e.g. projects and assignments are relevant to their job and provide tangible benefits for the school and apprentice
- track the benefits, achievements and successes along the way, collecting feedback from colleagues on impact
- work with the provider on all of the above - an experienced provider will ensure that barriers are made clear and are overcome.

Using Apprenticeships to Develop the Schools Workforce: A Guide For Local Authorities

Although schools are becoming increasingly open to using apprenticeships, too often myths, misunderstandings and other pressures (particularly financial ones) can discourage them from considering apprenticeships as a serious part of their recruitment, retention and development process. To try to tackle this, the LGA and ESFA have collaborated to develop the Apprenticeships Accelerator Programme to support local authorities to adopt a workforce development-based approach to apprenticeships. As part of this programme, a pilot approach working with the schools workforce was trialled with Devon County Council in Phase I and in Phase II we are working with four more authorities to support them to carry out a similar process.

The process is a simple one. It is designed to ensure that apprenticeship decisions are driven by data and focus on need and capacity as well as consider how resources can be deployed to get better value for money. The aim is to get schools to think about apprenticeships differently – not just as an opportunity for school leavers or to bring young people into the organisation, but as a tool for staff development, better recruitment and retention and as a solution to the workforce issues they are facing.

This section will explain how a local authority can replicate this approach with their own schools' workforce including looking at how to identify barriers and build up a group of interested schools; how to carry out workforce analysis, what to look at, what to look out for and some possible responses to common trends you may find; what other data you should look at, including financial data that may have an impact on how a school can use apprenticeships; and what to do once you've carried out your analysis. Much of this approach can also be replicated by a Multi-Academy Trust looking at it's schools as a whole, or by individual schools examining their own workforce data.

1. Getting Started: Identifying barriers and finding interested schools

The first step is to make sure you know what the main barriers are for your schools and which schools are the most open to engaging with apprenticeships. National surveys have identified many of the barriers that maintained schools face, including:

- Finding 20% off the job training to be off-putting
- Lack of available capacity/resources
- Don't understand the apprenticeships system
- New territory and unsure how to proceed
- Want more advice, guidance and support from the council
- Other pathways into teaching seen as more effective
- Unwilling to pay the salary levels mandated in the council's pay policy
- Apprenticeships perceived as inferior to other training methods and routes into teaching
- Lack of providers in place to deliver approved standards
- Unaware of which apprenticeship standards are appropriate and available

These will likely also be the same issues that your schools are facing, but it is still worth asking them directly. A different response will be required if most of your schools don't understand the apprenticeships system or find the 20% off the job training elements to be problematic, for example, than if they have a problem with the local authority pay policy.

Carrying out a survey of your schools can help to identify which are the main barriers, but it will also allow you find out which of your schools are the most open to engaging further on apprenticeships. The average upper or single tier authority in England is responsible for 60 maintained schools, with one in five councils responsible for 100 or more. Working with all of these schools in one go without a substantial influx of resources is an unlikely prospect, so it is key to narrow down which schools are most receptive. Your survey will help you to do this. Once you've identified a cohort of the most interested schools it will allow you to plan a more intensive support offer for this group that can expand to cover more schools as time goes on.

Your survey can cover any number of issues, and there may be some local circumstances that you need to consider when you put it together – but keeping it tight and well-focused will give you the best results. You should make sure your survey addresses some of the following issues:

- Is the school aware of the apprenticeship levy and how to access funding?
- Does the school know that levy funds can be used for existing staff members as well as new ones?
- Is the school aware of the Amazing Apprenticeships pages on schools workforce and DfE's guide to apprenticeships in schools?
- Has the school employed an apprentice at any point in the last five years? Do they currently employ any?
- Has the school considered recruiting an apprentice in the last 12 months?
- If yes, did the school recruit an apprentice? If not, why not?
- What areas of training and development would most benefit your school (provide a list of options that can be delivered locally)?
- What is the best channel to communicate with the school on apprenticeships?
- Is there anything putting the school off using apprenticeships or ongoing barriers that the school faces in recruiting an apprentice?
- What information and support would help the school offer apprenticeship opportunities to either existing or new staff members?
- Would the school be interested in finding out more about apprenticeships?

Asking these questions – even if you're fairly sure what the answers will be – will give you a solid base of data to work from, will help the schools feel like they are being listened to and give you a self-selecting group of schools that you can work with more closely to help them use the levy. It also provides a base line that can be used if you revisit this survey in 12 months' time to demonstrate progress made.

A [School Survey template](#) is available as part of this toolkit.

2. Taking it up a notch: Analysing workforce data

Carrying out a survey and working with a small group of interested schools will allow your schools' apprenticeship programme to get going and identify some low-hanging fruit to target, but to really achieve lift off you need to understand the schools workforce and that means analysing data.

The best way of doing this is to analyse workforce data across the whole of the maintained schools workforce. Doing so will still allow you to work with schools on an individual basis but looking across the whole sector will enable you to identify trends, skills gaps and potential cohorts across all of your schools. This will ensure you can work with schools that are already interested in apprenticeships to make sure they use them in the most targeted way possible, but also help construct a data-driven argument to persuade schools that are sceptical of apprenticeships as to how they can be used to tackle hotspots in their workforce.

What to look at: If you are only able to do a basic workforce analysis, then you should prioritise analysis of the age profile of the workforce. But to get the most out of this analysis you should look at the following pieces of data:

- Job Role
- Job Family (if applicable – useful for trying to group roles together and examine potential career pathways)
- Age range of staff member (e.g. 18-24, 25-39, 40-49, 50-59, 60+)
- Length of service
- Number of hours worked
- Qualification Level (optional, but useful)
- Staff turnover rate by schools
- Schools vacancy data for the last 12 months (including whether the role was filled)

The table below gives you an idea of what your data should look like once it's compiled.

TABLE 1 Compiling data for analysis

Job Role	Job Family	Length of Service	Age	Weekly Hours Worked	Qualification Level
Caretaker	Facilities	8 years 3 months	40-49	16 hours	None above GCSE
School Business Manager	Admin/Finance	3 years	25-39	37 hours	Business Administration L3
Teaching Assistant	Teaching/Classroom	6 months	50-59	24 hours	Teaching Assistant L2

Once you've compiled the data, you need to cut it in different ways to identify trends. As shown below in Table 2, you'll need to plot age ranges and length of stay ranges:

- Use age bands of 5 and 10 years or simply look at those over or under 55 – whatever range makes sense.
- Use length of stay bands from 1, 3, 5, 8, 10, 15 and 20 years. This variable banding is intended to catch people at the point where they are most likely to move roles
- Cluster management roles together to explore management trends
- Cluster similar roles together to look for opportunities to promote cross-cutting skills

3. What should you look out for?

You are looking to identify whether there are trends (or problems) in three broad areas: succession and pipeline issues, recruitment and retention issues and reorganisation and specialisation issues.

Succession and pipeline issues

These are some of the most common workforce hotspots in any organisation, something that is particularly true in both local government and the schools sector. You should be looking to identify if there is a problem with an **ageing workforce** across the sector, within an individual school or within a particular job role (e.g. are most school leadership teams filled by employees aged 55 and above with limited numbers of younger staff in post?). You should also be looking at whether there are any **impending retirement cliff-edges** (either groups of staff all retiring at the same time or people who are the only post-holder in the organisation) both for individual schools and the sector as a whole. Look out for things like whether the school Deputy Head is older than the Headteacher – this may be a sign there is not an obvious succession plan in place already.

If possible, it is also helpful to look at **qualification levels of existing staff members** too, which can quickly reveal which staff members might be potential candidates for an apprenticeship as a way to boost their current skill levels (a Teaching Assistant with a Level 2 qualification may be interested in taking the Level 3 TA Apprenticeship for example). You should also cross-reference staff qualifications with their job roles to identify whether there are areas where the post holder's qualification is not an appropriate match for their job role and who could therefore benefit from undertaking an apprenticeship that is more relevant and allows them to develop new and appropriate skills.

Recruitment and retention issues

Recruitment and retention issues are other common workforce hotspots. Analysis of the staff data should focus on **length of service** and examine whether there are any particular pinch points at specific age ranges. You should look at this data both for individual schools and across job roles. This will help to identify whether any retention issues you find are confined to specific schools or are a problem for specific professions (e.g. is there a problem with retaining teachers in their thirties or is this an issue for a particular school only?). Alongside the staff data you should also look at **turnover** figures by school, and if possible, work this out by job role too. You may find that turnover may vary wildly from school to school. Anything above 15% is on the high side over a 12-month period and should be investigated further. High turnover rates could be a symptom of a retention problem but could also indicate that the school has seen a recent

spate of retirements over a short space of time or has had to downsize due to budget pressures. Apprenticeships are potentially a solution for all three circumstances, whether as a retention incentive (by offering a staff development opportunity), a requirement for new employees (to help replace lost skills due to retirements), or to upskill staff carrying out new responsibilities following a reduction in headcount. Analysis of **vacancies** over the previous twelve months can help to identify hard-to-fill roles or repeat vacancies, which can suggest retention problems as well as recruitment issues. This analysis can also highlight which vacancies were 'missed opportunities' for apprenticeships and help make a case for adopting an apprenticeships first approach to recruitment in the future.

Reorganisation and specialisation issues

These issues can be considered towards the end of the process and take into account some of the wider context that each school is operating in. Are there several schools in the process of restructuring and could apprenticeships help them to grow the skills of their staff members who are taking on new responsibilities? Are there specialisms not currently present in the local schools workforce, such as SENCO roles or teaching assistants who specialise in physical education and do these gaps map across to apprenticeship standards?

Other issues to consider

One other issue you should consider when looking at this data is the number of hours each staff member is working. Apprentices must work a minimum of 30 hours per week, but staff who work less than this can still access apprenticeships if the duration of the apprenticeship is extended (e.g. if the apprentice works only 20 hours a week and not 30, then the length of the apprenticeship should be extended by 50%). The number of hours worked will dictate which employees are most likely to be able to undertake an apprenticeship and which aren't. Alongside the hours worked you should also look at whether staff are employed on a term-time basis or not as this will also affect how practical it is for some individuals to do an apprenticeship, with contracts perhaps having to be extended.

Table 2 Analysing Data and Drawing Conclusions

This is a predominantly a young team. Compare their length of service / experience? Do we need to fast track additional L3 to increase knowledge & experience?

With the age profile indicating that we will have a retirement wave, we need to retain our best & most experienced workforce and create a pipeline or our succession plans - will investing in the development of the next in age development help?

Job Title	No. Roles	Job Family	16-18	19-24	25-35	35-45	45-55	55-65	65-70	70+
Teaching Assistants	38	Teaching/ Classroom	0	10	12	3	4	9	0	0

Are the staff nearer 55 or 60, and 45 or 55. How many years do we actually have before retirement? Re-run the table with age in to 5 year not 10-year bands. What is the actual annual schedule of outgoing staff?

Can we fast track some of the less experienced staff through an apprenticeship at a higher level than at present (e.g. put TAs with a L2 qualification through the TA L3 Apprenticeship) as part of a SUCCESSION PLAN or a TALENT PLAN?

4. What other data should you look at?

In addition to the workforce analysis outlined above, there are several financial and capacity issues that should be considered which will have a direct impact on the decision-making process on whether to use an apprenticeship or not. Three financial metrics are key to this: individual school levy contributions, existing spend on supply staff, existing staff training spend.

Looking at school levy contributions is important in making an effective argument to schools about the money they are losing by not using their funds.

School spending on supply staff and training spend are typically available for most schools via the government's [Schools Financial Benchmarking Service](#). You should look at both metrics over a five-year period, looking at the amount spent as a whole and the changes from year-to-year. With supply spend, you're trying to find schools where this is high, or the trend is that this is increasing year-on-year.

The argument that can be made is that the school could consider bringing in apprentices into the organisation with the funds they would otherwise spend on supply staff. If a school took on two teaching assistant apprentices, for example, with salaries paid for out of the funds they would expend on supply teachers, then not only would the school be 'growing its own' staff, but the apprentices could cover each other when they are doing the off the job training. This would lead to no reduction in capacity, allow the school to unlock its levy funds and provide a greater sense of continuity for the school's pupils than rotating through supply teachers would. This won't work in every context but may be a viable route for some schools to consider.

Existing spending on staff training offers clues as to which schools are more open to investing in staff development (who therefore may be more open to considering apprenticeships) and which schools may have a higher demand for staff training from their workforce. This is more about identifying which of your schools are good prospects for conversations about apprenticeships and offers another avenue to explore: can the school make savings in their training budget by using the apprenticeship levy instead?

Workforce Analysis Checklist – What to Look For

1. Age Profile
 - Percentage of staff aged over 60 and 55-60 to identify any impending retirement cliff-edges
 - Percentage of staff aged under 30 – is getting young people into the organisation a problem?
 - Percentage of staff aged under 45 – is there a pipeline of talent that can replace retirees?
2. Length of Stay
 - High levels of leavers after 1 year
 - High levels of leavers after 3 years
 - High levels of leavers in technical roles
 - Short length of stay in younger age groups or entry-level roles
 - Short length of stay in specific job roles (e.g. teachers)
3. Staff Turnover
 - High turnover rates in particular schools
 - High turnover rates in particular job roles
4. Qualification Levels
 - Does the staff member have the appropriate skill level for their job role?
 - Does the manager have leadership or management responsibilities?
5. Vacancies
 - Hard to fill roles
 - Any re advertised vacancies
 - Frequently advertised job roles
 - Map vacancies to apprenticeship standards to spot missed opportunities
6. Other school spending
 - Spending on supply staff
 - Spending on staff training
7. Other factors
 - Number of staff without Qualified Teacher Status
 - Size of school leadership teams
8. Opportunities to develop Succession Plans
 - How many roles only have one person doing them and how close are they to retirement?
 - Is the Deputy or Assistant Headteacher older than the Headteacher?
 - Are there clusters of retirements in certain job roles?

Understanding headcounts may help in determining which schools may have the capacity to take on an apprentice better than others, while looking at the number of teachers with QTS may identify a small number of teachers who don't have it – potential candidates for the teaching apprenticeship standard. Lastly, looking at the size of the school's leadership team may also identify some schools that would have greater capacity to address succession issues or have more need to offer training as part of a retention strategy to keep more junior teachers with leadership ambitions at the school for longer. You can find all this data and more for individual schools on the government's [Schools Financial Benchmarking Service](#) or the government's ['Get information about schools' site](#).

5. Next Steps

Once you've analysed your data, the next step is to pick out the key characteristics of your schools workforce. The infographic below shows you the kind of things your analysis should show you. Highlight headline figures, key characteristics and areas of concern.

What does AnyCounty's Schools' Workforce look like?



5,561 employees in **102** job roles



51 schools have **more than the average number** of staff aged over 55



Only **141 staff are FTE 1.0** – 40% of staff work less than 16 hours



One-in-every four staff over aged over 55



70 schools have **lower than the average** number of staff aged under 30



42 Job roles are held by just one member of staff



One in every 23 staff is aged under 24



13 schools have **no staff members aged under 30**



£4.2m spent on supply staff in 2017/18



Spend on Staff Training:

2014/15 - £865,611
2017/18 - £599,037



Average turnover rate is 22% - 1,203 people left the workforce in last 12 months

Key Characteristics:

- Ageing workforce
- High proportion of p/t staff
- High staff turnover
- Staff training spend falling
- Wide range of job roles

In this example, the schools workforce is clearly an ageing one, with a limited number of younger people coming into the organisation. The average turnover rate is high, while the age profile varies significantly by school – some have extremely high numbers of staff approaching retirement over the next ten years, while significant numbers of schools have low numbers of younger workers or none at all. There are also a high number of job roles occupied by just one member of staff. Staff training spend has been falling over the last four years while spending on supply staff is on the high side.

Clearly this council should be looking at working with their schools to use apprenticeships to address their ageing workforce issues. This should be through a combination of developing succession plans; using apprenticeships as a staff development tool as part of a revised retention policy to give schools more options to encourage staff to stay with them longer and reduce the turnover rate; and adopting an apprenticeships first approach to help schools attract younger workers and 'grow their own'.

The high supply spend suggests that in some schools, it may be worth exploring if they can reallocate some of this budget to pay for an apprentice or two, while the slide in staff training spend suggests the opportunities for staff development offered by apprenticeships should be played up in communications with schools as existing opportunities are currently limited.

The data does identify one significant barrier which may hamper progress: that two in every five employees works under 16 hours per week, meaning it may be challenging to address the skills and development needs of this group due to working insufficient hours to make a part-time apprenticeship work effectively.

Once the 'hotspots' have been identified and you know how you can use apprenticeships to address these issues, the next step is to develop an action plan. When developing this plan, you should keep in mind the resources you have available or might need to implement it, as well as ensuring that the plan has sufficient support from both senior leaders in the council and the schools themselves and has an appropriate governance structure in place. An example Action Plan is shown overleaf.

As you can see in the plan, the fictional council in this example has decided to create a Schools Apprenticeships Project Board to govern the programme and relaunch their apprenticeship offer to schools as a 'campaign' fronted by their Cabinet Member for Education and Learning. The remaining approach is an ambitious one to develop focusing on creating cohorts for common entry roles and to address skills shortages, developing succession plans and developing a programme to grow the next generation of school leaders. A [template action plan](#) is available as part of this toolkit.

6. Resources, Resources, Resources

Capacity and resources remain pre-requisites to really drive forward apprenticeship starts in schools – the LGA is aware of only one local authority that has an above average number of apprenticeship starts in schools that has not invested some resources or staff time to help make it happen. In their case that was because their schools had a history of using apprenticeships already, making the transition from the old system to the levy much smoother. While elements of the above approach can be carried out with more limited resources, to do so effectively and drive forward the step-change in apprenticeships needed in schools, you will need resources. Typically, that will mean having at least one person leading on apprenticeships in schools as their primary focus, even if only on a part-time basis.

In our experience, there are four main options councils have of working with schools to deliver this step change in apprenticeships use. These are:

- (a) **Work with a coalition of the willing** – if obtaining more resources are a problem, then working just with the schools that show an interest in apprenticeships through your survey and helping them develop their programmes is a sensible option. This will mean slower progress in some instances, but will allow more focused work, the development of cohorts, (which other schools may join) and will help you develop a raft of good case studies to engage others;
- (b) **A 'big bang' approach** – make a business case to senior leaders to provide additional capacity and resources internally to work with schools in a more intensive way, like the steps outlined in the template action plan above;
- (c) **Lean on providers** – consider working with one or two 'main providers' and engaging them to work with schools to 'sell' their training offer and help schools identify how best to use apprentices in their workforce;
- (d) **Subscription model** – some councils provide a paid-for HR service for schools. You could consider whether apprenticeships support could be incorporated into this offer, either as part of their existing subscription or for an increase in the subscription commensurate to the cost of the additional staff members needed to carry out a more intensive approach.

Anywhere Council Schools Apprenticeship Action Plan on a Page 2019-2022

Vision	Deliverables	Benefits																																			
<p>Creating opportunities for new and existing schools staff to meet the skills needs of the future</p>	<ul style="list-style-type: none"> ▪ Launch schools apprenticeship campaign, fronted by the Cabinet Member for Education and Learning ▪ Set up a Schools Apprenticeships Project Board ▪ Complete school apprenticeship plans with all schools over a two-year period ▪ Increase schools starts by 50% on 2019 levels in 2020; by 75% in 2021; and 100% in 2022. ▪ Schools commit to adopting an apprenticeships first approach by end of 2020 ▪ Deliver annual cohorts of apprentices across maintained schools in April and September each year ▪ Develop a retention policy for teachers across the sector ▪ Develop a Teacher Apprenticeship pathway ▪ Identify opportunities for apprenticeships in specialist roles like SENCO and Physical Education ▪ Create a cohort of schools leaders to grow the next generation of head teachers ▪ Ensure all opportunities to use apprenticeship frameworks are taken up before they expire 	<ul style="list-style-type: none"> ▪ Greater success in attracting people to live and work in our maintained schools ▪ Increased recruitment & retention rates of a skilled workforce 																																			
Aims	<p>Critical Success Factors and Key Risks</p>	<table border="1"> <thead> <tr> <th data-bbox="1480 395 1899 443">Milestones</th> <th data-bbox="1899 395 2033 443">Start</th> <th data-bbox="2033 395 2175 443">Finish</th> </tr> </thead> </table>			Milestones	Start	Finish																														
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<ul style="list-style-type: none"> • Improve governance of apprenticeship programme and increase profile • Create development opportunities for maintained schools staff • Develop shared career pathways in key job roles across the schools workforce that attract, develop and retain the workforce required in schools • Increase numbers and range of apprenticeships across maintained schools • Grow the next generation of school leaders • Develop succession plans across all schools to address impending retirement cliff-edges • Adopt an ‘Apprenticeships First’ approach to schools recruitment that ensures apprenticeships are considered as an option during the recruitment process • Develop retention strategies for schools that have high turnovers and for key job roles with high turnover rates across the sector • Develop annual intakes of apprentices in key job roles and areas of high demand • Complete schools apprenticeship plans with each maintained schools • Identify how apprenticeships can be used to reduce spending on supply staff 	<p>Success Factors:</p> <ul style="list-style-type: none"> ▪ A skilled and developed workforce for the future ▪ Improving retention and staff development ▪ To increase schools’ apprenticeship levy spend and reduce the amount being returned to government ▪ To increase the number of schools’ starts contributing to the Public Sector Apprenticeships target <p>Key Risks:</p> <ul style="list-style-type: none"> ▪ Differing priorities and time-frames across schools ▪ Competing for talent with private sector companies 	<table border="1"> <tbody> <tr> <td data-bbox="1480 443 1899 547">Create Schools Apprenticeships Project Board</td> <td data-bbox="1899 443 2033 547">Jan 2020</td> <td data-bbox="2033 443 2175 547">Dec 2022</td> </tr> <tr> <td data-bbox="1480 547 1899 619">Launch Schools Apprenticeships Campaign</td> <td data-bbox="1899 547 2033 619">Jan 2020</td> <td data-bbox="2033 547 2175 619">Apr 2020</td> </tr> <tr> <td data-bbox="1480 619 1899 691">Create first cohorts of schools apprenticeships in key job roles</td> <td data-bbox="1899 619 2033 691">Mar 2020</td> <td data-bbox="2033 619 2175 691">May 2020</td> </tr> <tr> <td data-bbox="1480 691 1899 842">Ensure opportunities to use frameworks have been identified and used before they expire; identify replacement programmes for any frameworks consistently used</td> <td data-bbox="1899 691 2033 842">Mar 2020</td> <td data-bbox="2033 691 2175 842">Jul 2020</td> </tr> <tr> <td data-bbox="1480 842 1899 914">Complete schools apprenticeship plans with all schools</td> <td data-bbox="1899 842 2033 914">Mar 2020</td> <td data-bbox="2033 842 2175 914">Apr 2022</td> </tr> <tr> <td data-bbox="1480 914 1899 1034">Have a clear succession planning model in place for LA schools to include Facilities Apprentices learning trade skills .</td> <td data-bbox="1899 914 2033 1034">June 2020</td> <td data-bbox="2033 914 2175 1034">Jul 2022</td> </tr> <tr> <td data-bbox="1480 1034 1899 1106">Second cohort of schools apprenticeships in key job roles</td> <td data-bbox="1899 1034 2033 1106">June 2020</td> <td data-bbox="2033 1034 2175 1106">Sep 2020</td> </tr> <tr> <td data-bbox="1480 1106 1899 1177">First “Teacher” Apprenticeship being delivered in LA schools</td> <td data-bbox="1899 1106 2033 1177">Sep 2020</td> <td data-bbox="2033 1106 2175 1177">Jul 2022</td> </tr> <tr> <td data-bbox="1480 1177 1899 1249">Double Apprenticeship Starts in Schools by 2022</td> <td data-bbox="1899 1177 2033 1249">Jan 2020</td> <td data-bbox="2033 1177 2175 1249">Dec 2022</td> </tr> <tr> <td data-bbox="1480 1249 1899 1321">Develop retention policy for teachers using apprenticeships</td> <td data-bbox="1899 1249 2033 1321">June 2020</td> <td data-bbox="2033 1249 2175 1321">Dec 2020</td> </tr> <tr> <td data-bbox="1480 1321 1899 1410">Create three cohorts of school leader apprenticeships to run in Sep 2020, Sept 2021 and Sep 2022</td> <td data-bbox="1899 1321 2033 1410">Sep 2020</td> <td data-bbox="2033 1321 2175 1410">Sep 2022</td> </tr> </tbody> </table>			Create Schools Apprenticeships Project Board	Jan 2020	Dec 2022	Launch Schools Apprenticeships Campaign	Jan 2020	Apr 2020	Create first cohorts of schools apprenticeships in key job roles	Mar 2020	May 2020	Ensure opportunities to use frameworks have been identified and used before they expire; identify replacement programmes for any frameworks consistently used	Mar 2020	Jul 2020	Complete schools apprenticeship plans with all schools	Mar 2020	Apr 2022	Have a clear succession planning model in place for LA schools to include Facilities Apprentices learning trade skills .	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Scope	<p>Connectivity</p>																																				
<p>In Scope:</p> <ul style="list-style-type: none"> • Teaching and support staff in all community and voluntary controlled schools • Any teaching and support staff in non-maintained schools that want to join our cohorts 	<ul style="list-style-type: none"> • Strengthen links with schools & OD • Continuation of links with training providers 																																				

Case Study: East Sussex's Apprenticeships Journey

Background

When the Apprenticeship Levy was introduced in 2017, some schools in East Sussex expressed concerns about using the levy to either employ new staff or train existing staff. Schools have highlighted challenges including accessing the levy, how to deliver a quality service while staff are engaged in training as well as accessing and working alongside training providers. Other concerns raised include accessing appropriate apprenticeship standards and working alongside the council to make the most of the levy. As maintained schools in the county contribute 45% of the council's total levy pot (approximately £500k per year) the council could not afford for schools apprenticeships activity to be ignored.

Over the last 30 months, East Sussex County Council (ESCC) has become one of a small number of local authorities who employ more apprentices in their schools than they do within their own workforce and apprenticeships starts in maintained schools in East Sussex in 2018/19 were more than three times the number delivered in 2017/18. How has this been achieved?

A dedicated schools' apprenticeship resource & Access to the wider levy budget

In the run up to the introduction of the Apprenticeship Levy, ESCC's Employability, Skills and Strategy Team liaised directly with schools to give information on the levy and gather feedback before handing over responsibility to the newly formed Apprenticeship Team in March 2017. Within a few weeks of working with the council's maintained schools it became obvious to the team that they would need their own dedicated resource to manage this relationship as each individual school had its own set of challenges in engaging with the levy and there were significant barriers to break down with schools, many of whom viewed the levy as a tax.

Initially schools were only permitted to take out what they put into the levy. However, it was clear that some of the smaller schools were struggling to employ apprentices using only their own levy contribution as it did not always stretch far enough. As schools were the main contributors to the levy in East Sussex, the council recognised they needed to get this relationship right in order to make progress.

The Apprenticeships Manager and the Head of HR developed a business case for senior leaders requesting funding for an additional post to focus on school's engagement. The business case also recommended allowing schools to access the whole levy pot rather than just their own contributions. The business case highlighted the danger that a lack of engagement with schools would bring and the knock-on effect this would have for the authority in trying to meet the public sector target and likely loss of unspent levy funds back to government. The business case was agreed and ESCC appointed a schools apprenticeship coordinator. The School Apprenticeships Programme Coordinator acts as the conduit between the school, the apprentice(s), the provider(s) as well as the council to ensure they are supported, and issues are addressed.

The switch to allow schools to access the full levy pot was seen as a positive development for many schools and has helped some that otherwise would not have been able to afford apprenticeship training to take on an apprentice within their organisation. Schools are not given a target themselves to aspire to and are able to request as many apprentices as they feel able to handle.

Regular and consistent communications

At the start of their renewed engagement process, ESCC tried to make it as easy as possible for schools to access apprenticeship funding and information. Meetings were organised with Headteachers to engage in strategic workforce planning and identify how apprenticeships could help schools address skills gaps. Further meetings were held with a broader range of school staff to highlight the options available to them through apprenticeships. This included trying to lay the ground work and build interest in the Teaching and Teaching Assistant apprenticeship standards which had not at the time been approved and trying to create a culture of training within the schools so that when these qualifications were available, neither the council or their schools were starting from scratch.

Direct and efficient communications between the schools and the council proved key to successful engagement.

Advice and guidance are offered by ESCC to Headteachers and a support network for apprentices has also been set up. School Business Managers are actively engaged on the apprenticeships agenda, and the Schools Apprenticeship Programme Coordinator is a regular attendee at their network meetings.

The Schools Apprenticeship Programme Coordinator emails all the schools on a regular basis through the schools' regular communication channels and the Apprenticeships team also attends schools conferences, runs workshops and delivers business breakfasts. Bursars and school business managers are regularly contacted. The key aspect of East Sussex's communications approach is about having presence and demonstrating commitment to the schools.

Apprenticeships are offered to all staff through open and transparent meetings. ESCC schools have already seen benefits – staff that are on apprenticeships are more engaged and take an interest in school affairs. Schools plan in advance to address the 20% training time and move their Teaching Assistants around for cover.

Outside of the maintained sector, there is not much engagement with academies, however ESCC do support those that have their HR service delivered by the council and are open to collaborative opportunities when they arise (one School Business Manager from an academy joined a cohort of apprentices from maintained schools for example).

A new council-wide apprenticeships communications strategy was launched in April 2019 and contains myth busters, video content and several testimonials that will make a difference – from both schools and the council.

A trusted provider

When ESCC went out to tender, they asked various questions from their prospective providers but probably the most important was to give them examples of proactive learner engagement. ESCC was keen to understand how the provider would engage with both schools and learners and deliver the 20% off the job training.

Schools in East Sussex can choose their own provider if they want to, but they tend to follow the recommendation made by ESCC. If the school does choose to go with someone else, then ESCC will run a quality control process on their behalf.

ESCC has put in place a main provider to deliver its schools apprenticeship offer and have negotiated a relationship where the provider also provides extra training to ESCC's schools, with short training courses available for teaching staff in addition to apprenticeships training at no extra cost to the school.

The provider also supports schools in other ways, such as face-to-face meetings with Headteachers and School Business Managers. Off the job training is delivered on site or via virtual training methods ranging from Skype to FaceTime, WhatsApp, texts and email, which have made a significant difference in securing buy-in from schools staff for the of the job training element of the apprenticeships, often a significant barrier. Tutors are flexible and learners are encouraged to pick up the phone for enquiries.

Where are they now?

The approach taken by East Sussex is now yielding significant dividends, with over 100 apprentices in place in their schools. More than £500,000 of the funds in their levy pot have been spent or committed to be spent on schools apprenticeships, and this is rising on a monthly basis. East Sussex's schools now have learners at every level from level 2 to level 7, and use 17 different apprenticeship qualifications in schools, ranging from teaching assistant to laboratory technician to senior leader master's degrees. Some schools are even beginning to add apprenticeship standards to their job descriptions when recruiting new staff.

Key learning points:

1. ESCC created a dedicated liaison officer role to support their schools
2. ESCC permitted schools to access the entire levy pot and not just what they have put in. This enabled smaller schools to engage and changed the perception of the levy from a 'tax on schools' to an opportunity to access a funding pot for training.
3. ESCC restricted provider cold calling – all communications are channelled via the School Apprenticeship Programme Coordinator. This enables a clear communication channel and clear messages.
4. ESCC's main school training provider delivers free short courses to teaching staff as added value.
5. ESCC providers use a variety of teaching methods including face to face on-site as well as virtual learning. The school staff is not required to attend a college, so costs and time are limited.
6. Clear and transparent communications with schools are vital. Use all available channels from online to conferences to get the key messages through.
7. Build networks with Headteachers, Bursars and School Business Managers. Don't forget to look after the apprentices too and provide support through networks.
8. ESCC has also been clear about the process for providers on engaging with schools apprenticeships. No provider can cold call a school and all communications must be rerouted through the Schools Apprenticeship Programme Coordinator

In their own words...

"You are never too old to retrain or train as something totally different. Give your staff a chance to say yes. Unless they know of it, they never get the chance to say yes. We were really lucky as a school to have these opportunities."

Gill Bradshaw, School Business Manager, Motcombe Infant School

'Since the introduction of the Apprenticeship Levy, I don't feel that our School was making the most of accessing the Levy Pot. I have since been in touch with our ESCC School Apprenticeship Programme Coordinator and she has provided us with a wealth of knowledge to now make those informed choices. We now fully understand how to go about employing apprentices and more importantly for our School we have since learnt that we can access the Levy Pot and offer apprenticeship schemes to our existing employees.

I have started an apprenticeship in School Business Management to enhance my skillset and am in the process of launching more opportunities across our school.

We plan to offer these fantastic opportunities to a wide range of staff and will be encouraging our Teaching Assistants, Office Staff and Site Team to embark on a relevant apprenticeship. I really believe that it's a great morale boost for staff and in turn offers opportunities to improve / enhance the skillset of our staff and to top it off, it can all be done in the comfort of your own School."

Susan Poole – School Business Manager, Sandown Primary School

"The benefit of having the apprentices is that we have a staff that are reflective, trained, motivated and skilled. For the apprentices it has given opportunity to grow and progress, it has enabled them to experience a new career, to gain a qualification in further and higher education, at no cost for the training, retaining a workable wage all with supported time from their employer. This has resulted in additional employee commitment as they feel valued. As an organisation we have gained resilience and planned for succession in key roles. As colleagues grow it helps challenge, question and develop practice which also brings benefits in better service outcomes."

Sandy Wooten, School Business Manager, Pevensey & Westham CE Primary School

Case Study: How Hampshire County Council is using the Teaching Apprenticeship to boost recruitment and retention in schools

Background

Apprenticeships are proving to be a successful solution to recruiting teaching staff and supporting the professional development of existing staff in Hampshire schools. Forward-thinking schools are developing their teaching assistants into qualified teachers.

Hampshire has grown its teaching apprentice programme significantly in the last year:

2018-19: 3 Apprentices (1 Primary, 1 Secondary & 1 Special School)

2019-20: 11 Apprentices (8 Primary & 3 Special Schools)

Levy funding opens new doors for potential apprentices

Natalie Rich has worked as a teaching assistant (TA) for three years and, following completion of a Hampshire County Council teaching apprenticeship, she is due to start her new role as a qualified teacher in September. It's an opportunity she has grasped with both hands, and one she doubts she could have managed in the traditional way.

In many ways, Natalie is typical of the profile of many apprentices. After completing a psychology degree, Natalie worked in the NHS, but this changed at the age of 24 when she took 10 years out of the workplace to look after her three children. When her youngest started school, Natalie wanted flexible work that would fit in with family life.

With family connections in teaching, Natalie was drawn to the classroom, but didn't have the right qualifications to teach. She was lucky enough to land a teaching assistant job and instantly felt at home.

Last year Natalie qualified as a higher-level teaching assistant (HTLA) and has been developing in confidence and experience to look after a whole class of children, so when she found out about the County Council's teaching apprenticeships, she realised her ambition's time had come.

Funding Apprenticeships allow Head Teachers to grow their own

Executive Headteacher, Sian Smith leapt at the opportunity offered by the available funding through the Apprenticeship Levy.

"I wanted to grow my own – when you've got people who are dedicated to the school, you don't want to lose them," said Sian. "The apprenticeships that are now available are a good way forward. Our school's vision is everyone is a learner so, in addition to Natalie qualifying to be a teacher, the School Business Manager is doing the 'school business professional' apprenticeship and our Assistant Headteacher is studying for a 'Senior Leader in Education' Master's degree, through a Higher-Level Apprenticeship."

"What's worked effectively is that I know that the staff who are doing apprenticeships have the capabilities and ethos that this school wants."

Working together means challenges can be overcome

As Natalie's apprenticeship draws to a close, she is finding herself working more as a teacher and less as a student – but there is one aspect of the apprenticeship she has found particularly challenging.

"Trying to fit in writing an assignment when you're teaching all day, you're marking and planning; and then going home and having to take your children out to their clubs, doing the tea and all the stuff at home as a mum – it has been hard but the school has been brilliant," said Natalie. "They've let me have some afternoons free so I can focus on my assignments."

Sian admits that finding cover for every class to accommodate training is not always easy because the pupils' education must always come first.

“Because we’ve been flexible it’s worked well. It’s a win-win for everybody. We’re getting a member of staff professionally developed, which is what we believe in, but in the meantime, she’s positively enhancing children’s lives so I don’t see why you wouldn’t do it.”

“Natalie has inspired another HLTA to go down the route of an apprenticeship to become a teacher and I know that she’s also worked with another person outside the school who is very interested in doing it.”

Key learning points:

1. Start the apprentices on the programme in June / July. This will mean the apprentices will be ready to move into an NQT role in September.
2. Day release model of training delivery has been more popular than block release.
3. Teaching apprenticeships are attractive options for HLTAs with a degree.
4. There are only a limited number of providers of this apprenticeship out there so you may have to persuade your local provider base to expand their delivery options to get this going.

In their own words...

“With an apprenticeship I am able to train while working in the school that I want to work in, and I’m being paid to do it. It is hard work, but it’s such a good opportunity. There are a couple of women my age on my course who have had to give up their jobs and pay £9,000 to train as teachers but I wouldn’t have been in a position to do that.”

“I went along to a ‘Get into Teaching’ event and realised that an apprenticeship offered a route into teaching that would allow me to stay in my job while I trained. I approached the Headteacher about it and she was really keen to get on board as it seemed like a new exciting opportunity.”

Natalie Rich, Qualified Teaching Apprentice

“You can see potential in staff who previously may not have been able to take opportunities because of financial constraints but, through an apprenticeship can move develop their careers. We know they have the vision of the school and the capabilities that we would want, more importantly they have the ethos that you want, because if new teachers come in and don’t have what you believe to be the right qualities then that’s harder to grow those members of staff. Teaching is a privileged position to be in and so long as you have the support network around then it.”

Sian Smith, Executive Headteacher

There are 33 apprenticeships that match the typical job roles and occupations in our schools. Click on each link to read the Apprenticeship Standard, which describes the knowledge, skills and behaviours achieved through each apprenticeship. Each apprenticeship standard document also includes the typical duration and any entry requirements for the apprenticeship. You can also explore the full list of 600 apprenticeships available and in development on the [Institute for Apprenticeships & Technical Education](#) website.

KEY:

* = Apprenticeship in development	Black typeface = old style apprenticeship frameworks (phased out from 2020)
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Administration

JOB ROLE	APPRENTICESHIPS		
Admin Assistant/Officer/ Clerical Assistant L1	Business Administrator	Accounts/Finance Assistant*	Assistant Accountant
Admin Assistant/Officer / Clerical Assistant L2	Business Administrator	Accounts/Finance Assistant*	Assistant Accountant
Admin Assistant/Officer/ Clerical Assistant L3	Business Administrator	Accounts/Finance Assistant*	Assistant Accountant
Admin Finance Officer	Business Administrator	Accounts/Finance Assistant*	Assistant Accountant
Admin Manager	Business Administrator	Team Leader	Assistant Accountant
Senior Admin Manager / Office Manager	Team Leader	Operations/Departmental Manager	HR Support
Admin/Finance Manager	Team Leader	Operations/Departmental Manager	Assistant Accountant
Administration Team Leader	Team Leader	Operations/Departmental Manager	Improvement Practitioner
Receptionist	Business Administrator	Customer Service Practitioner	Customer Service Specialist
Personal Assistant	Business Administrator	HR Support	
Clerk to the Governing Body	Business Administrator		

Business

JOB ROLE	APPRENTICESHIPS		
Bursar	School Business Professional		
Examination Officer	Business Administrator	Examination Officer	
School Business Manager	School Business Professional	Operations/Departmental Manager	Improvement Practitioner
School Business Manager	School Business Professional	Operations/Departmental Manager	Educational Leadership*
School Business Manager	School Business Professional	Operations/Departmental Manager	Educational Leadership*
School Business Manager	School Business Professional	Chartered Manager	Educational Leadership*
School Support Assistant	Business Administrator		
School Working Supervisor	Team Leader		

Catering

JOB ROLE	APPRENTICESHIPS		
Assistant School Cook	Production Chef		
Catering Assistant	Production Chef	Senior Chef Production Cooking	Commis Chef
School Chef /Cook	Senior Chef Production Cooking	Commis Chef	
General Kitchen Assistant	Production Chef*	Senior Chef Production Cooking	Commis Chef

Cleaning

JOB ROLE	APPRENTICESHIPS		
Cleaner	Facilities Services Operative		
Cleaning Supervisor	Facilities Management Supervisor	Team Leader	

Facilities

JOB ROLE	APPRENTICESHIPS		
Caretaker	Facilities Services	Facilities Management Supervisor	Property Maintenance Operative
Driver	Passenger Transport Driver - bus, coach and tram		
Groundsman	Horticulture and Landscape Operative	Landscape/Horticulture Supervisor	Facilities Services Operative
Facilities & Premises Manager	Facilities Management Supervisor	Facilities Manager	
Health and Safety Officer	Safety, Health and Environment Technician		
Site Manager L1	Facilities Services Operative	Facilities Management Supervisor	
Site Manager L2	Facilities Management Supervisor		
Site Manager L3	Facilities Management Supervisor		

IT, Data & Marketing Services

JOB ROLE	APPRENTICESHIPS		
ICT Technician	IT Solution Technician*	Infrastructure Technician	ICT Technician
Marketing and Comms Manager	Marketing Executive	Marketing Manager	Digital Marketer (Degree)
IT Manager	Operations/Departmental Manager	Network Engineer	Infrastructure Technician
SIMS Assessment & Data Manager	Business Administrator	Data Analyst	Information Manager*

Libraries & Learning Resources

JOB ROLE	APPRENTICESHIPS			
Librarian	Library Information & Archive Specialist Assistant	Customer Service Specialist	Team Leader	Libraries, Archives, Records & Information Management Services
Learning Resource Centre Administration Assistant	Business Administrator	Information Manager*	Library Information & Archive Specialist Assistant	Libraries, Archives, Records & Information Management Services

Management

JOB ROLE	APPRENTICESHIPS			
Admin Manager	Business Administrator	Team Leader	Assistant Accountant	
Senior Admin Manager / Office Manager	Team Leader	Operations/Departmental Manager	HR Support	
Admin/Finance Manager	Team Leader	Operations/Departmental Manager	Assistant Accountant	
School Business Manager	School Business Professional	Operations/Departmental Manager	Improvement Practitioner	
School Business Manager	School Business Professional	Operations/Departmental Manager	Educational Leadership*	
School Business Manager	School Business Professional	Chartered Manager	Educational Leadership*	
Marketing and Comms Manager	Marketing Executive	Marketing Manager	Digital Marketer (Degree)	
Facilities & Premises Manager	Facilities Management Supervisor	Facilities Manager		
IT Manager	Operations/Departmental Manager	Network Engineer	Infrastructure Technician	
SIMS Assessment & Data Manager	Business Administrator	Data Analyst	Information Manager*	
Out of School Club Leader/Manager	Teaching Assistant	Team Leader		
Out of School Provision Manager	Teaching Assistant	Team Leader		
Inclusion Manager	Children, Young People & Families Practitioner	Children, Young People & Families Manager	Team Leader	
Pastoral House Manager/Deputy SENCO	Children, Young People & Families Practitioner	Operations/Departmental Manager	Team Leader	Pastoral House Manager/Deputy SENCO
Pastoral Support Manager	Children, Young People & Families Practitioner	Operations/Departmental Manager	Team Leader	Pastoral Support Manager
Pastoral House Manager	Children, Young People & Families Practitioner	Teaching Assistant	Team Leader	Pastoral House Manager

Mealtime & School Club Support

JOB ROLE	APPRENTICESHIPS	
Breakfast Club Assistant	Teaching Assistant	
Breakfast Club Assistant / Co-ordinator L1	Teaching Assistant	
Breakfast Club Assistant /Co-ordinator L2	Teaching Assistant	Team Leader
Breakfast Club Supervisor	Teaching Assistant	Team Leader
Midday Supervisory Assistant / Midday Care Assistant	Teaching Assistant	
Midday Supervisory Assistant Special Needs	Teaching Assistant	
Senior Midday Supervisory Assistant	Teaching Assistant	Team Leader
School Meals Supervisory Assistant	Teaching Assistant	
Out of School Club Assistant	Teaching Assistant	
Out of School Club Leader/Manager	Teaching Assistant	Team Leader
Out of School Provision Coordinator	Teaching Assistant	Team Leader
Out of School Provision Manager	Teaching Assistant	Team Leader

Pupil/Family Advice & Support

JOB ROLE	APPRENTICESHIPS			
Behaviour & Attendance Officer	Children, Young People & Families Practitioner	Children, Young People & Families Manager	Behaviour & Attendance Officer	
CEIAG Co-ordinator/ Adviser (Careers Education IAG)	Children, Young People & Families Practitioner	HR Support	Career Development Professional*	CEIAG Co-ordinator /Adviser
Inclusion Manager	Children, Young People & Families Practitioner	Children, Young People & Families Manager	Team Leader	
Senior Inclusion Manager	Teacher	Children, Young People & Families Manager	Team Leader	
Language Support	Team Leader	Teaching Assistant	Speech and Language Therapist*	
Pastoral House Manager	Children, Young People & Families Practitioner	Teaching Assistant	Team Leader	Pastoral House Manager
Pastoral House Manager/Deputy SENCO	Children, Young People & Families Practitioner	Operations/Departmental Manager	Team Leader	Pastoral House Manager/Deputy SENCO
Pastoral Support Manager	Children, Young People & Families Practitioner	Operations/Departmental Manager	Team Leader	Pastoral Support Manager
Service Families Liaison Officer	Children, Young People & Families Practitioner	Children, Young People & Families Manager	Service Families Liaison Officer	
Sixth Form Support and Attendance Officer	Children, Young People & Families Practitioner	Children, Young People & Families Manager	Sixth Form support and Attendance Officer	
Support Worker	Children, Young People & Families Practitioner	Children, Young People & Families Manager		

Teaching & Learning

JOB ROLE	APPRENTICESHIPS			
Playworker	Early Years Educator	Early Years Senior Practitioner		Play work
Sports Coach/Teaching Assistant	Teaching Assistant	Advanced Coach (Sport and Physical Activity)*		
Teaching Assistant Behavioural Services L3	Teaching Assistant			Supporting Teaching & Learning (L2)
Teaching Assistant Behavioural Services L4	Teaching Assistant	Teacher		Supporting Teaching & Learning (L2)
Teaching Assistant L1	Teaching Assistant	Early Years Educator	Early Years Senior Practitioner	Supporting Teaching & Learning (L2)
Teaching Assistant L2	Teaching Assistant	Early Years Educator	Early Years Senior Practitioner	Supporting Teaching & Learning (L2)
Teaching Assistant L3	Teaching Assistant	Early Years Senior Practitioner	Teacher	Supporting Teaching & Learning (L2)
Teaching Assistant L4	Teaching Assistant	Teacher		Supporting Teaching & Learning (L2)
Teacher	Teacher			

Technicians

JOB ROLE	APPRENTICESHIPS	
Senior Technician (TTO)	Infrastructure Technician	Laboratory Technician
Technician	Business Administrator	Laboratory Technician

This section contains a range of sources of information for Head Teachers and key support staff in schools to support their investigations towards producing their own schools plan.

WEBSITES

Government's guide to apprenticeships in schools, which sets out how the apprenticeship programme is funded for all schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843991/Guide_to_apprenticeships_for_schools.pdf

Schools should visit the Amazing Apprenticeships website run by the ESFA for more info on apprenticeships. There is a specific page on apprenticeships in the school workforce here:

<https://resources.amazingapprenticeships.com/school-apprenticeships/>

The LGA's Apprenticeships Page can be found here:

<https://www.local.gov.uk/apprenticeship-support-programme>

The government's guide to apprenticeships for schools can be found here:

<https://www.gov.uk/government/publications/a-guide-to-apprenticeships-for-the-school-workforce>

TOOLS

You can download and customise all of the templates and tools used in this guide at the links below:

1. [About Apprenticeships in Schools Leaflet](#)
2. [Myth-busting Posters / Templates](#)
3. [School Apprenticeship Plan Template](#)
4. [Training Provider Selection Checklist Template](#)
5. [School Apprenticeship Survey Template](#)
6. [LA Schools Apprenticeship 'Action Plan on a Page' Template](#)
7. [A to Z of Apprenticeships for Schools](#)

For further Information on this toolkit and its contents, please contact:



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