

# Southampton City Council

## Apprenticeship Directory and Guidance for Schools



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## 1. Introduction

Welcome to Southampton City Council's Apprenticeship Directory and Guidance for Schools. We recognise that a skilled, flexible and engaged workforce is central to becoming a modern, sustainable organisation. We are committed to supporting and developing apprenticeships for our staff and providing opportunities to local residents to gain employment and training across the council. The apprenticeships levy will help us to recruit, develop and retain talent with our schools.

With over 30 apprenticeships that are relevant to schools, from entry to Master's level, the Apprenticeship Directory provides an overview of the learning and development that is available, both for existing staff and new recruits.

If you need any further assistance to plan your apprenticeships, please contact the Lead Apprenticeships Advisor on 023 8083 4473, or email [Justine.taylor-knightbridge@southampton.gov.uk](mailto:Justine.taylor-knightbridge@southampton.gov.uk)

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## 2. What is the apprenticeship levy?

In April 2017 a new apprenticeship levy was introduced by the government, the primary aim is to boost productivity by significantly investing in training across the UK. As part of this, the government is committed to developing vocational skills, and to increasing the quantity and quality of apprenticeships. The levy will help to deliver new apprenticeships and it will support quality training by putting employers at the centre of the system. The government has committed to creating an additional 3 million apprenticeship starts in England by 2020.

The way in which the levy applies to schools depends on the type of school and the overall employer.

For voluntary-aided and foundation schools, the governing body is the employer. If the governing body's pay bill is more than £3 million then it will need to pay the levy.

For community and voluntary-controlled schools, the local authority is the employer, and so is responsible for payment of the apprenticeship levy for schools under their control. Each local authority with a pay bill of over £3 million will pay the levy.

The council apprenticeship levy (which includes maintained schools) is an estimated £750,000 per annum and our public sector target is to achieve circa 137 apprenticeships (set at 2.3% of total headcount) per annum. (Note: figures will fluctuate as headcount and salary either grows or diminishes and the Digital Apprenticeship Service (DAS) account reflects this on a monthly basis.)

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### **3. Key apprenticeship levy reforms**

The way apprenticeships are being delivered has changed, the on-going reforms have put employers in the driving seat and will fundamentally change the way training providers deliver apprenticeships in the future.

Key features of the reforms:

- Replacing apprenticeship Frameworks with new concise occupational Standards designed by employers. All Frameworks should be replaced by 2020
- Radically changing the funding system with a Digital Apprenticeship Service that the employer manages
- New trailblazer apprenticeships being developed, led by employers, and new standards are being developed to match industry needs
- Wider range of higher, degree and master's level apprenticeships
- Upper age limit removed – apprenticeships are available from age 16 upwards
- Prior qualifications are no longer a barrier to taking an apprenticeship (as long as the apprenticeship training is materially different to the existing qualification held)

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### **4. Developing Careers – apprenticeships for existing staff**

All staff are able to access an apprenticeship regardless of age or position as long as the training chosen is relevant to the role the staff member is carrying out in order to enable them to meet the apprenticeship programme criteria, and draw on their experiences at work.

In order to take an apprenticeship please take note of the following points prior to applying;

- All learning and development needs should be identified and managed via the annual appraisal framework and will need to form part of the staff member's personal development plan
- Apprenticeships will need the support and approval of the line manager and head teacher
- The apprenticeship should be applicable to the individual's current role and enable them to gain a qualification that will benefit their day to day work, and allow them to access the next stage on their career pathway
- You will also need to ensure that you are able to commit to the time that will need to be spent within your working hours to complete all the necessary education. It is expected that as a minimum 20% of the apprentices time is spent engaged in their learning activities – whether that is day release at college/university, project work, portfolio building etc.

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## 5. Apprenticeships First – recruiting new apprentices

The council has implemented a policy to support the apprenticeship levy and to generate new apprenticeship positions. Our policy is to recruit to an apprenticeship for all vacancies within Grades 1 to 5, therefore please consider whether an apprenticeship could fill your recruitment needs first prior to advertising.

From September 1<sup>st</sup> 2017 the council set the apprentice pay rate at Foundation Living Wage (currently £8.45 per hour) to bring apprentices in line with the council's [Pay Policy Statement](#). Southampton maintained schools have adopted the council's pay rates for all support staff and therefore will need to adhere to this salary commitment.

Should you need any guidance to recruit new apprentices, please contact the Lead Apprenticeships Advisor.

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## 6. Procuring training providers

All apprenticeships have funding bands set by the government that are the maximum amount that will be funded by the levy for any apprenticeship training. Therefore, all training will be procured centrally by the Lead Apprenticeships Advisor to ensure that funding bands are not exceeded and that local government procurement rules are adhered to, providing a fair and consistent process.

Central procurement of training providers will enable the council and schools to get the best quality and value for money, whilst ensuring that funding stays within approved limits.

Schools will be unable to appoint their own training provider and should they do so they will be unable to secure levy funding for the apprenticeship provision. In these circumstances the school will be required to pay these costs from the school budget.

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## 7. Supporting documents

To support the council and maintained schools we have developed an Apprenticeships Policy, which provides guidance on levy regulations, accessing the levy, and using apprenticeships to develop talent in the workplace.

Please ensure you read through these essential documents to prepare your school for Apprenticeships. They can be found on the [Young Southampton](#) website and include:

- Apprenticeships policy
- Apprenticeships guidance

- Developing Careers guidance
- Apprenticeship Agreement (contract of employment)
- Developing Careers Apprenticeship Agreement (contract variation letter)

Other useful resources/websites:

- ❖ SCC staff intranet <https://staffinfo.southampton.gov.uk/hrod/devtalent/apprenticeships.aspx>
- ❖ SCC website <http://www.southampton.gov.uk/search.aspx?q=apprenticeships>
- ❖ <http://access-southampton.co.uk/>
- ❖ <https://www.instituteforapprenticeships.org/apprenticeship-standards/>
- ❖ <https://amazingapprenticeships.com/>
- ❖ <https://www.getingofar.gov.uk/>
- ❖ <https://nationalcareersservice.direct.gov.uk/>
- ❖ <https://www.gov.uk/government/publications/apprenticeship-funding-bands>
- ❖ <https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work>
- ❖ <https://www.gov.uk/government/publications/apprenticeships-reforms-guide-for-schools>
- ❖ <https://www.gov.uk/government/collections/apprenticeships-resources-for-teachers-and-advisers>

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## 8. Next steps - accessing your apprenticeship levy

As a Southampton City Council maintained school you will be paying into the apprenticeship levy. In order to ensure that your school can benefit from your investment the next two sections detail apprenticeships available for support and teaching staff.

If you would like to learn more about how the levy can support your school, please arrange a meeting with the Lead Apprenticeships Advisor who can help you to plan and access your levy funds. Please contact 023 8083 4473 or email [Justine.taylor-knightbridge@southampton.gov.uk](mailto:Justine.taylor-knightbridge@southampton.gov.uk) to discuss your apprenticeship needs.

## 9. Apprenticeships most relevant to schools

Occupational Area	Role	Apprenticeship Framework/Standard
Leadership, Management, Business and Administration	Academic Heads/Deputy	Chartered Manager (Degree) Level 6 Senior Leader (Master's) Level 7 Academic Professional Level 7
	School Business Manager	Business and Professional Administration Level 4 School Business Professional Level 4 Operations/Departmental Manager Level 5 Chartered Manager (Degree) Level 6
	Finance Manager/Bursar	School Business Professional Level 4 Operations/Departmental Manager Level 5 Chartered Manager (Degree) Level 6 Financial Services Professional (Degree) Level 6 Senior Leader (Master's) Level 7
	Learning Manager	Operations/Departmental Manager Level 5
	Office Manager	Operations/Departmental Manager Level 5 Business and Professional Administration Level 4 School Business Professional Level 4
	HR Coordinator/Manager	HR Support Level 3 HR Consultant/Partner Level 5
	Administrator/Clerk	Business Administration Level 3 and Level 4
	Personal Assistant	Business Administration Level 3 and Level 4 School Business Professional Level 4
	School Secretary/Business Support	Business Administration Level 3 and Level 4 School Business Professional Level 4
	Receptionist	Customer Service Level 2 and Level 3
Legal, Accounting and Finance	Finance Officer	Assistant Accountant (AAT) Level 3 Professional Accounting Level 4
IT and Digital	ICT Technician	IT, Software, Web and Telecoms Professional Level 2 and Level 3
	ICT Network Manager/Data Manager	IT, Software, Web and Telecoms Professional Level 4 Project Manager Level 4 and Level 6
	Data Analyst	Data Analyst Level 4
Childcare and Education	Teacher	Postgraduate Teaching Degree Level 6 Academic Professional Level 7
	Team Leader	Team Leader Level 2 and Level 3
	Teaching Assistant	Supporting Teaching and Learning in Schools Level 2 and Level 3
	PE/Sports Assistant	Supporting Teaching and Learning in Physical Education and Schools Sports Level 3
	Assistant Nursery Worker	Children and Young People's Workforce Level 2 Early Years Educator Level 2
	Nursery Worker	Children and Young People's Workforce Level 3 Early Years Educator Level 3
Health & Science	Science Technician	Laboratory Technician Level 3
Catering and Hospitality	Cook	Food Production and Cooking Level 2 Professional Cookery Level 3
Construction	Caretaker	Facilities Management Supervisor Level 3
	Premises/Site Manager	Facilities Management Level 4 and Level 5

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## 10. Apprenticeships directory

There are a wide range of apprenticeships that are available to staff within schools. The most appropriate are detailed in this directory, however further information on the full range of available apprenticeships can be found here:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/>

Please click the links in the apprenticeship titles below to find supporting information.

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### AAT - Assistant Accountant

**Standard:** Level 3

**Funding band:** up to £9,000 per apprentice

**Typical length of time to complete:** 18 months

An Assistant Accountant provides support to internal and external customers and will work predominately either as an assistant accountant within practice or alternatively within the finance function of an organisation. Part of their role will involve assisting in the day to day financial activities such as data entry to month end management accounts and/or year-end financial statements. In addition the Assistant Accountant may find themselves involved in regulatory financial requirements such as the completion of VAT returns or assisting in the preparation of tax computations.

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### AAT – Professional Accountant

**Standard:** Level 4

**Funding band:** up to £9,000 per apprentice

**Typical length of time to complete:** 18 months

Individuals in the role of a Professional Accounting/Tax Technician will have responsibility for creating, and / or verifying and reviewing, accurate and timely financial information within the organisation in which they are employed or on behalf of another organisation. This will be performed in order to meet relevant ethical, professional and legal standards, and will utilise the individual's knowledge of the business systems and processes, as well as standard accounting and tax practices. This role may exist in an accounting practice, a professional services company, HMRC or the accounting function of a business or other organisation.



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## Associate Project Manager

**Standard:** Level 4

**Funding band:** up to £9,000 per apprentice

**Typical length of time to complete:** 24 months

Projects can be defined and delivered within different contexts and across diverse industry sectors. They can be large or small. Every project needs to be managed to ensure its success. An associate project manager knows what needs to be achieved, how it will be achieved, how long it will take and how much it will cost, and works with the project team to achieve the required outcomes. Associate project managers need good planning, organisation, leadership, management and communication skills. An associate project manager utilises resources with suitable skills, qualifications, experience and knowledge to work together in a motivated and integrated team, with clearly defined reporting lines, roles, responsibilities and authorities.

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## Business and Professional Administration

**Standard:** Level 3

**Funding band:** up to £5,000 per apprentice

**Typical length of time to complete:** 18 months

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## Business and Professional Administration

**Framework:** Level 4

**Funding band:** £4,000 per apprentice

**Typical length of time to complete:** 24 months

Business administrators have a highly transferable set of knowledge, skills and behaviours that can be applied in all sectors. The role may involve working independently or as part of a team and will involve developing, implementing, maintaining and improving administrative services. Business administrators develop key skills and behaviours to support their own progression towards management responsibilities. The responsibilities of the role are to support and engage with different parts of the organisation and interact with internal or external customers. With a focus on adding value, the role of business administrator contributes to the efficiency of an organisation through support of functional areas, working across teams and resolving issues as requested. The flexibility and responsiveness required allows the apprentice to develop a wide range of skills. The business administrator is

expected to deliver their responsibilities efficiently and with integrity – showing a positive attitude. The role involves demonstrating strong communication skills (both written and verbal) and adopting a proactive approach to developing skills. The business administrator is also expected to show initiative, manage priorities and their own time, problem-solve, make decisions and show the potential for people management responsibilities through mentoring or coaching others.

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## Chartered Manager Degree

**Standard:** Level 6 Degree

**Funding band:** up to £27, 000

**Typical length of time to complete:** 24 – 48 months

A Chartered Manager is someone who can take responsibility for people, projects, operations and/or services to deliver long term organisational success, with the professional recognition of their ability to deliver impact, behave ethically and demonstrate their commitment to continual learning and development, who has significant management responsibilities.

This qualification is for professional managers capable of managing complexity and delivering impact at a strategic and/or operational level with management and leadership responsibility for setting and delivering organisational objectives through a wide range of functions. Managers who want to develop fully all aspects of their management and leadership skills, knowledge, self-awareness and behaviours. These include strategic decision making, setting direction and achieving results, building and leading teams, clear communication, developing skills and motivating others, fostering inclusive and ethical cultures, leading change, project management, financial management, innovation, risk management, & developing stakeholder relationships.

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## Data Analyst

**Standard:** Level 4

**Funding band:** up to £15,000 per apprentice

**Typical length of time to complete:** 24 months

The primary role of a Data Analyst is to collect, organise and study data to provide business insight. Data analysts are typically involved with managing, cleansing, abstracting and aggregating data, and conducting a range of analytical studies on that data. They work across a variety of projects, providing technical data solutions to a range of stakeholders/customers issues. They document and report the results of data analysis activities making recommendations to improve business performance. They have a good

understanding of data structures, database systems and procedures and the range of analytical tools used to undertake a range of different types of analyses.

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## **Early Years Educator**

**Framework:** Level 2, 3

**Funding band:** L2 £2,000, L3 £2,500 per apprentice

**Typical length of time to complete:** 12-18 months

This qualification prepares you to become an Early Years Educator, enabling you to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.

Learners will need to be employed for min 16 hours per week with children under 5 & be able to work unsupervised.

The qualification includes four themes: Health & wellbeing, Legislation, frameworks & Professional practice, Play & Development and school readiness and Professional development.

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## **Facilities Management**

**Framework:** Levels 2, 4, 5

**Funding band:** L2 £1,500, L4 £1,500, L5 £6,000

**Standard:** Level 3, 6 Degree

**Funding band:** Level 3 up to £4,000, Level 6 TBA (not ready to use)

**Typical length of time to complete:** between 12 and 24 months

Facilities Management impacts on the vast majority of individuals and organisations across the UK and adds value through a highly skilled workforce creating efficiencies in service delivery and implementation. It encompasses multi-disciplinary activities within the built environment and the management of their impact upon people and the workplace. Effective Facilities Management, combining resources and activities, is vital to the success of any organisation. At a corporate level, it contributes to the delivery of strategic and operational objectives. On a day-to-day level, effective Facilities Management provides a safe and efficient working environment, which is essential to the performance of any business – whatever its size and scope. Within this fast growing professional discipline, facilities managers have extensive responsibilities for providing, maintaining and developing myriad services. These range from property strategy, space management and communications infrastructure to building maintenance, administration and contract management.

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## Food Production & Cooking / Professional Cooking

**Framework:** Level 2, 3

**Funding band:** L2 £2,000, L3 £2,500

**Typical length of time to complete:** 12 – 24 months

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## Further Education Learning Mentor

**Standard:** Level 3 – not yet in use

**Funding band:** TBA

**Typical length of time to complete:**

Mentoring is - and has been for centuries - the foundation of vocational training and apprenticeships, yet this standard is the first formal recognition of this role. Nowadays, mentoring takes place in all parts of the Education and Training Sector including: work based/independent training provision, further, adult and higher education, offender learning and the voluntary sector. All education and training roles are 'dual-professional', requiring (first) knowledge and skills in a specialist vocational or subject area as well as in helping learners to learn. The LM is (and has to be) 'grounded' in up-to-date processes and procedures relevant to the learners programme of development. The role could therefore be considered a first step towards a secondary role as an education and training professional. LMs therefore support the development of learners' knowledge, skills and behaviours throughout their programme, particularly in applying theoretical learning in practical work environments (and usually on a one-to-one, or small group, basis). They give practical, technical and/or pastoral support and guidance. LMs collaborate closely with colleagues, other Education and Training professionals and employers to meet learners' needs and help them achieve their potential.

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## Further Education Learning and Skills Teacher

**Standard:** Level 5 – not yet in use

**Funding Band:** TBA

**Typical length of time to complete:** 24 months

The Learning and Skills Teacher (LST) is a 'dual-professional', having first achieved competence in a vocational or subject specialism and then subsequently trained as a teacher. This means that many teachers in the Education and Training Sector (ETS) begin teaching as a second, or even later, career.

The LST role is pivotal to the success of traineeship and apprenticeship programmes, in delivering effective vocational education and training that meets both learners' and employers' needs.

LSTs teach young people and adults within all parts of the ETS, including: work based/independent training provision, further, adult and higher education, offender-learning, and the voluntary sector. LSTs are responsible for planning and delivering learning that is current, relevant, challenging, and that inspires learners to engage and achieve their full potential. LSTs collaborate closely with colleagues and other ETS professionals in supporting learner progress. LSTs ensure the physical, psychological and social wellbeing of learners.

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### Higher/Further Education Assessor/Coach

**Standard:** level 4 – not yet in use

**Funding band:** TBA

**Typical length of time to compete:** 15 months

The AC role has emerged within the Education and Training Sector (ETS), over the last 30 years, originally as a result of the implementation of vocational (competence-based) qualifications (notably NVQs) and formalised work-based education and training. The AC is a *dual professional*, using their up-to-date professional knowledge and skills to support learner's development across the ETS, including: work based/independent training provision, further, adult and higher education, offender learning and the voluntary sector.

ACs coach and assess vocational learners, usually on a one-to-one basis, in a range of learning environments. Coaching skills involve complex communication techniques to actively listen, provide feedback and to engage learners in planning their individualised learning programme. These skills are also integral to assessing learners' competence in relation to work-related/industry standards and life skills. ACs work co-operatively with other ETS professionals (such as teachers and mentors/supervisors in the workplace) in supporting the learner's development of vocational competence and the wider skills that relate to employability and professionalism.

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### HR Support

**Standard:** Level 3

**Funding band:** up to £5,000 per apprentice

**Typical length of time to complete:** 18-24 months

HR Professionals in this role are typically either working in a medium to large organisation as part of the HR function delivering front line support to managers and employees, or are a HR Manager in a small organisation. Their work is likely to include handling day to day queries and providing HR advice; working on a range of HR processes. These can range from

transactional to relatively complex and include, recruitment through to retirement, using HR systems to keep records, providing relevant HR information to the business, working with the business on HR changes. They will typically be taking ownership for providing advice to managers on a wide range of HR issues using company policy and current law, giving guidance that is compliant and where errors could expose the organisation to employment tribunals or legal risk.

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## HR Consultant/Partner

**Framework:** Level 5

**Funding band:** up to £9,000 per apprentice

**Typical length of time to complete:** 36 months

Individuals in this role will use their HR expertise to provide and lead the delivery of HR solutions to business challenges, together with tailored advice to the business in a number of HR areas, typically to mid-level and senior managers. They could be in a generalist role, where they provide support across a range of HR areas – likely to be the Core HR option; or a specialist role, where they focus on and have in depth expertise in a specific area of HR – likely to be Resourcing, Total Reward, Organisation Development, or HR Operations. Whichever of these is chosen, they will have a good grounding across the whole range of HR disciplines as this is contained in both of the qualification options included in this standard. They will often be required to make decisions and recommendations on what the business can/should do in a specific situation. They will be influencing managers to change their thinking as well as bringing best practice into the organisation. They are also likely to lead the people related elements of business or HR projects. Whatever their role, they will need to link the work they do to the context and priorities of the business. In a larger organisation they may be one of a team supporting the business and they may also have responsibility for managing people.

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## IT, Software, Web & Telecoms Professionals

**Framework:** Level 2, 3, 4

**Funding band:** L2 £4,000, L3 £3,000, L4 £12,000

**Typical length of time to complete:** 12 – 24 months

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## Laboratory Technician

**Standard:** Level 3 – not yet in use

**Funding band:** up to £21,000

**Typical length of time to complete:** 18 – 24 months

A laboratory technician may carry out both routine and one-off laboratory testing and perform a variety of technical support functions across the organisation. In any context working safety and ethically is paramount and many companies operate under highly regulated conditions because of the need to control the quality and safety of products, for example medicines. Laboratory technicians are expected to work both individually and as part of a laboratory team. They are able to work with minimum supervision, taking responsibility for the quality and accuracy of the work that is undertaken. They are proactive in finding solutions to problems and identifying areas for improving the business.

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## Management

**Framework:** Level 4

**Funding band:** £2,000

**Typical length of time to complete:** 12 – 18 months

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## Operations/Departmental Manager

**Standard:** Level 5

**Funding Band:** up to £9,000 per apprentice

**Typical length of time to complete:** 24 months

An operations/departmental manager is someone who manages teams and/or projects, and achieves operational or departmental goals and objectives, as part of the delivery of the organisations strategy. They are accountable to a more senior manager or business owner. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring. Roles may include: Operations Manager, Regional Manager, Divisional Manager, Department Manager and specialist managers.

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## Postgraduate Teaching Degree Apprenticeship

**Standard** – Level 6 Degree

**Funding band:** up to £9,000 per apprentice

**Typical length of time to complete:** 12 months

For further information regarding the delivery of the teaching degree apprenticeship please visit

<https://www.gov.uk/guidance/postgraduate-teaching-apprenticeships-guidance-for-providers>

The occupation covered by this apprenticeship standard is that of a teacher of pupils from 4 – 19 years. Teachers can be employed in a variety of settings (for example academy schools, maintained schools) across England. Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers demonstrate consistently high standards of personal and professional conduct, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships and work with parents/guardians in the best interests of their pupils.

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## School Business Professional

**Standard:** Level 4

**Funding band:** TBA (not ready to use)

**Typical length of time to complete:** 18 months

School Business Professionals (SBPs) perform a role which is unique to schools, administering and managing the financial, site and support services within the school context. They provide essential support to school leadership teams, implementing their financial and business decisions.

SBPs may work in any school phase (primary, secondary, special) and in different school structures: single academy trusts, multi academy trusts (MATs), local authority maintained schools and federations, etc. SBPs have a shared number of roles which shape their day-to-day activity to make this a homogeneous role in schools.

SBPs interact with all school stakeholders regularly to advise on and manage school business practices effectively. This requires them to understand educational issues as well as business management.

Their work is performed in the context of ensuring that public funds are used effectively. They must adhere to the principles of making the best use of school resources to enable all



students to achieve their potential and to meet the aim of increasing social mobility for children and young people. SBPs must also understand that their role is of vital importance in relation to school governance and compliance. They must have a good understanding of educational policies and be able to implement change.

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### Senior Leader

**Standard:** Level 7 Master's Degree

**Funding band:** up to £27,000

**Typical length of time to complete:** 24 – 48 months

A leader is someone who has senior management responsibility, and this can include formal governance / director responsibilities. They are responsible for direction and vision, providing a clear sense of purpose and driving strategic intent. They take into account market trends and environmental influences, identifying longer-term opportunities and risks. Through inclusive leadership, they are responsible for developing ethical, innovative and supportive cultures with the ability to deliver results. They are a role model, with responsibility for those in senior positions/significant organisational budgets.

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### Supporting Teaching & Learning in Physical Education

**Framework:** Level 3

**Funding Band:** £3,000

**Typical length of time to complete:** 18-24 months

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### Teaching and Learning Assistant

**Standard:** Level 3

**Funding band:** TBA (not ready to use)

**Typical length of time to complete:** 18 months

Teaching Assistants work in Primary, Special and Secondary education across all age ranges encompassing special educational needs and emotional vulnerabilities. The primary role of the Teaching Assistant is to support the class teacher to enhance pupils' learning either in groups or individually, ensuring pupils understand the work set, know their learning objectives and stay on task in order to make progress. Promoting self-belief, social inclusion and high self-esteem play an integral part to pupils' well-being, ensuring pupils thrive in a positive, nurturing and safe environment. It is an active role supporting the learner to access the curriculum. They are good role models, act with honesty and integrity, take part in team

meetings and contribute to planning and class activities. Promoting Fundamental British Values through spiritual, moral, social and cultural development and positive behaviours are crucial in contributing to improved pupil progress and development.

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## **Team Leader/Supervisor**

**Standard:** Level 3

**Funding band:** up to £5,000 per apprentice

**Typical length of time to complete:** 12 – 18 months

A team leader/supervisor is a first line management role, with operational/project responsibilities or responsibility for managing a team to deliver a clearly defined outcome. They provide direction, instructions and guidance to ensure the achievement of set goals. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities will vary, but the knowledge, skills and behaviours needed will be the same whatever the role.

Key responsibilities are likely to include supporting, managing and developing team members, managing projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

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## **11. Frequently Asked Questions**

### **Q. How many hours does an apprentice have to work?**

A. The apprentice must work enough hours a week so that they can undertake sufficient, regular training and on-the-job activity. If this is less than 30 hours per week the training provider must extend the minimum duration of the apprenticeship (pro rata) to take this into account.

### **Q. How many hours will an apprentice spend on their training?**

A. Apprentices must spend a minimum of 20% of their work time engaged in learning that is not part of the normal day-to-day working activity, but that is directly relevant to the apprenticeship. This is a minimum requirement of the levy, however there may be occasions when more time needs to be spent engaged in off-the-job training. For example the 20% could be:

- Day or block release at college, university or training provider
- Distance learning, webinars, online learning
- Role playing, industry led training, in-house training
- Job shadowing, mentoring, industry visits, seminars
- Time spent researching, writing assessments/assignments

- Attending team meetings and sharing best practice
- Putting new learning into practice in the workplace setting

**Q. What is the difference between a framework and a standard?**

A. Apprenticeship Standards differ significantly from existing Frameworks. The most notable change is the requirement that an apprentice's competence must be independently assessed at the end of an apprenticeship standard, and that this end-point assessment should be graded.

**Q. Who sets the standards of the apprenticeship?**

A. Standards are created by employer groups known as 'Trailblazers'.

**Q. What are Trailblazers?**

A. A Trailblazer is an employer led group developing the new apprenticeship standards for occupations in their sectors. These new standards are now for all ages and all levels including degree/masters level qualifications.

**Q. How much do I have to pay a new apprentice?**

A. Southampton City Council has set the apprentice pay rate at Foundation Living Wage (currently £8.45 per hour) to bring them in line with the council's [Pay Policy Statement](#) to pay all staff at least a minimum wage of Foundation Living Wage.

Southampton maintained schools have adopted the councils pay rates for all support staff and therefore will need to adhere to this commitment.

**Q. What sort of contract does an apprentice have?**

A. An Apprentice will be issued with a fixed term Apprenticeship Agreement that lasts for the length of the apprenticeship training. Once you have recruited your preferred candidate you will need to notify HR Payroll to set up their contract, please request they issue an Apprenticeship Agreement. The school will be under no obligation to take the apprentice on into a permanent position at the end of their apprenticeship, however we are obliged to support every apprentice to gain new employment whether it is within the council or externally.

It is also worth noting that apprentices have the same rights as a permanent employee, therefore should you experience any issues during the apprenticeship please contact your HR Advisor for appropriate advice. .

**Q. Is there a specific time of the year an apprentice has to start?**

A. No apprenticeships can start at any time throughout the year, although some colleges and the universities delivery reflect the academic year.

**Q. Is there an upper age limit for apprenticeships?**

A. No, as long as they fit the eligibility criteria anyone of any age can complete an apprenticeship.

**Q. Do apprenticeships require prior knowledge/qualifications?**

A. Some apprenticeships will require a certain level of education/ prior knowledge to be able to take part in the qualification but this will depend on the qualification and level of the apprenticeship.

**Q. How long is an apprenticeship?**

A. An apprenticeship must last for a minimum of 12 months to meet levy requirements, however the length of the training will depend on the type and level of apprenticeship being studied. Typically an apprentice who is studying an Intermediate apprenticeship would usually take a year to 18 months, an advanced apprenticeship would usually take two years to complete study, and a higher apprenticeship could take up to five years.

**Q. What are the benefits of doing an apprenticeship?**

A. Apprenticeships provide a great way to combine work with study either by developing new skills in your current job role or training for new role that requires you to up skill to take on your additional responsibilities.

**Q. What will I learn on the Apprenticeship?**

A. If you study an apprenticeship as part of workforce development or as a career changer you will develop new skills and gain qualifications; the range of apprenticeships on offer is growing month on month. The scope to develop in your current job role is vast with the added bonus that you can continue your studies while still working and earning a salary. Whilst apprentices are on a programme they study an occupational area specific to their apprenticeship with a college or training provider. All apprentices will receive time to learn and study during their normal working hours.

**Q. What levels are there?**

There are four levels of apprenticeships:

- Intermediate apprenticeship: Level 2 (equivalent to five GCSEs passes)
- Advanced apprenticeship: Level 3 (equivalent to two A-levels)
- Higher apprenticeship: Level 4 -5 (equivalent to a Foundation Degree)
- Degree apprenticeship: level 6-7 (equivalent to a Bachelor's or Master's Degree)

**Q. Can existing staff complete an apprenticeship?**

A. Yes, apprenticeships are a great opportunity to up skill existing staff. Please look at the Apprenticeships Directory for further details.

**Q. If I start an apprenticeship will my salary reduce?**

A No for existing staff who take an apprenticeship their salary will not change from the current pay scale. There are no changes to their current job title or terms and conditions. They will be issued with a contract variation letter that details the expectations of the apprenticeship and the length to complete.

**Q. Can I start an apprenticeship if I have other qualifications/degree etc.?**

A. You can now study an apprenticeship if you have prior qualifications, including a degree, providing that you can demonstrate that you will be learning new skills (i.e. training at the next level) or that your apprenticeship is fundamentally different from your prior qualifications or degree.

**Q. What are the benefits of starting an apprenticeship compared to going into Further or Higher Education?**

A. Apprenticeships provide an alternative to full-time university or college for employees who want to continue their education and career development whilst still working. They're proving popular as you can earn while you learn, plus there are no tuition fees.

**Q. Will I have to pay towards the apprenticeship training?**

A. The cost of the apprenticeship training is covered by the money that Southampton City Council pays into its levy account. The Lead Apprenticeship Advisor will liaise with the Training Provider directly to pay them from the Digital Account. There may be some outside costs such as travel costs, books and professional registrations that will have to be covered by you from your school budget.

**Q. Can I use the levy funding for other training?**

A. No. The levy can only be used to pay for a recognised apprenticeship training programme. Levy funds cannot be used for: apprentice wages, travel and subsistence costs, managerial costs, traineeships, work placement programmes, cost of setting up a programme, recruitment costs, professional fees and/or subscription costs.

**Q. What happens if my school moves over to an academy during my apprenticeship?**

A. At the point that the school is no longer an employee of Southampton City Council, funding from Southampton City Council will stop and be taken over by the MAT (Multi Academy Trust ) or the Academy. The new MAT or Academy will be required to pay the levy if they have a wage bill in excess of £3m per year and the new MAT or Academy will need to set up their own digital account to manage these funds. If the new MAT or Academy is not eligible to pay the levy then they will still be able to access apprenticeships via the co-funded option where the government pay 90% of the cost and the new MAT or Academy pay the remaining 10% of the apprenticeship costs.

The Lead Apprenticeship Advisor will inform the new MAT or Academy of any existing apprentices so that they can liaise with the Training Provider. Your apprenticeships will

continue as normal without interruption, however you will be required to continue the payments (whether via levy or co-funded methods).

The new MAT or Academy will not be able to reclaim any of the money already contributed by the school into the Southampton City Council levy once they are no longer a maintained school.

**Q. Can I choose another training provider to do my apprenticeship with other than the one appointed by Southampton City Council?**

A. No. The Training Providers selected have gone through an open and competitive tendering process, having been vetted and evaluated to deliver on behalf of Southampton City Council. They are bound by a contract to deliver the apprenticeship stated in the Apprenticeship Directory.

**Q. What if the apprenticeship I want to study isn't in the Apprenticeship Training Directory?**

A. We have identified the key roles within schools (see page 6) along with the current apprenticeship standard/framework available. New apprenticeships are being development and released all the time. As new apprenticeships come available and we have a business need, we will procure a training provider to deliver. If you wish to discuss an apprenticeship not listed please contact the Lead Apprenticeships Advisor.

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## 12. Next steps - Developing Careers guide for existing staff

### Step 1

- Review the available training in the Apprenticeship Directory and discuss your options with your line manager to identify the right apprenticeship for your job and development
- *Tip: Remember the apprenticeship must be relevant to your current job and demonstrate the requirements to develop new skills*

### Step 2

- Complete the Developing Careers application form. Once completed please send to [apprenticeships@southampton.gov.uk](mailto:apprenticeships@southampton.gov.uk)
- *Tip: You must ensure that your line manager/head teacher has approved the apprenticeship and that the 20% training time can be supported within your current role*

### Step 3

- The apprenticeships team will contact the relevant training provider to arrange your enrolment and will issue you with an Apprenticeship Agreement
- *Tip: Training providers will assess the individual's needs including any maths and English functional skills requirements. Some of the degree apprenticeships may also require you to submit a CV and have a formal interview before you enrol*

### Step 4

- At your enrolment meeting you will be required to complete a number of forms; including an Apprenticeship Commitment Statement which must be signed by you, the training provider and your line manager.
- *Tip: Remember to take with you some photographic ID (passport/driving licence), National Insurance Number and original certificates of previous qualifications*

### Step 5

- Congratulations! You are on the next step in your career pathway
- *Tip: Should you have any queries about your apprenticeship please contact [apprenticeships@southampton.gov.uk](mailto:apprenticeships@southampton.gov.uk)*

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### 13. Next steps - Apprenticeships First guide for recruiting new apprentices

#### Step 1

- Review the school's recruitment needs and assess whether the vacancy could be filled by an apprentice
- *Tip: Where possible the council policy is to recruit into Grade 1 to 5 roles as an apprenticeship. Don't forget you will need to pay your apprentice the relevant Foundation Living Wage rate per hour*

#### Step 2

- Once you have decided to recruit an apprentice, contact the apprenticeships team to discuss your options
- *Tip: Remember the apprenticeship must be relevant to the job being recruited to and allow the individual to undertake 20% of their working time in training, demonstrating the requirements to develop the necessary new skills*

#### Step 3

- Once a suitable apprenticeship has been identified, the school will then need to recruit, select candidates and conduct interviews in the usual way
- *Tip: The apprenticeships team can support your recruitment by advertising it on the Southampton City Council websites*

#### Step 4

- When you have selected your successful candidate, you will need to;
  - notify HR Payroll to issue the Apprenticeship Agreement contract, and
  - notify the apprenticeships team who will contact the training provider to set up the enrolment meeting with your new recruit
- *Tip: Remember the length of the fixed term Apprenticeship Agreement must last for the full duration of the apprenticeship training*

#### Step 5

- The enrolment meeting with the training provider will take place within the first month of the apprentices start date
- *Tip: Please ensure you take all the necessary ID required i.e. passport/driving licence, National Insurance Number and original certificates of previous qualifications. The line manager will need to be present at the enrolment meeting in order to sign the Commitment Statement.*

#### Step 6

- In order to support your new apprentice please ensure you undertake a thorough induction programme with them and set regular monthly meetings to discuss their progress and needs
- *Tip: You may find it beneficial to appoint a buddy or mentor to support the new apprentice navigate their way through their new job and their training*