



Department  
for Education

# **A guide to apprenticeships for the school workforce**

**June 2018**

# Contents

Summary	3
Who is this publication for?	3
Key steps for schools to take having read this guide	3
An introduction to apprenticeships	4
Understanding apprenticeships	4
What the apprenticeship levy means for schools	5
Explaining the apprenticeship levy	5
How the apprenticeship levy applies to schools	6
Registering to use apprenticeship funding	8
Accessing apprenticeships if you pay the levy indirectly through a larger employer	8
Accessing apprenticeships if you do not pay the levy	8
Transferring apprenticeship service funds	9
Apprenticeship options for schools	10
The public sector target and how it applies to schools	12
Apprenticeship training providers	13
Annex A – Apprenticeships relevant to schools	14
Annex B – Frequently asked questions	18
Annex C – Case studies	21

## Summary

In April 2017, the government changed the way it funds apprenticeships in England. Some employers are now required to contribute to an apprenticeship levy, and there have been changes to funding for apprenticeship training for all employers.

This guide provides information specific to schools on what apprenticeships are, how your school can use them to benefit its workforce, and how the apprenticeship levy and public sector target apply to schools. There are also links to further guidance and support.

## Who is this publication for?

This guidance is for school leaders and governing bodies in all schools in England, and for local authorities too. It may also be of use to professional associations, unions and staff working with apprentices.

## Key steps for schools to take having read this guide

Having read this guide, you should:

- Consider how you can use apprenticeships in your school. Whether your school pays the levy or not, you can access co-investment to purchase apprenticeship training from an approved provider
- Check whether your school is paying the levy (more information on how the levy applies to schools is on page 6)
- Check whether your school is in scope of the public sector target
- If your school is part of a larger employer group (for example, if a local authority or multi-academy trust is the employer), get in contact to agree how to access available funds to spend on apprenticeships

# An introduction to apprenticeships

Apprenticeships are a great way for schools to improve the skills base of their employees. They are a tried and tested way to recruit new staff, and to retrain or upskill existing staff of all ages and levels of experience, in a wide variety of roles. You can use apprenticeships to provide training that is tailored to the needs and requirements of your school, with learning in the workplace as well as through formal training, to minimise disruption and maximise impact. Schools should consider apprenticeships as part of strategic workforce planning, promoting a diverse and inclusive workforce and supporting recruitment and retention more widely.

## Understanding apprenticeships

Apprenticeships combine work with practical, on and off-the-job, training and study. An apprentice will be employed, working alongside experienced staff to gain the skills, knowledge and behaviours needed to be fully competent in their chosen occupation.

Apprenticeships already available cover a number of roles within schools, as outlined in this guide, and a range of educational levels – from Level 2 (equivalent to five GCSE passes at Grades A\* to C, or 9-4) all the way up to degree level, with many now incorporating a Bachelor's or Master's degree.

Apprenticeships are not just for young people and new recruits. Anyone can become an apprentice at any age and benefit from government funding to support their apprenticeship. This applies whether they're already employed in your school or not, and whether they are employed full or part-time, as long as:

- They are employed in a real job
- They are working towards achieving an approved apprenticeship (you can search approved apprenticeships on the ['Find apprenticeship training' page of gov.uk](#))
- Their apprenticeship training lasts at least 12 months
- They spend at least 20% of their time on off-the-job training (for example mentoring, coaching or completing formal training or qualifications)
- They are paid at least the relevant national minimum wage (though most will be paid more)

More information is available in our [guidance on apprenticeship funding](#). You can access information about employing apprentices on the ['Employing an apprentice' page of gov.uk](#).

## What the apprenticeship levy means for schools

This section is designed to help you identify whether your school is responsible for paying the levy, subject to the size of its payroll, or whether it is the responsibility of your local authority or academy trust (as the employer of staff in your school).

### Explaining the apprenticeship levy

In April 2017, the government changed the way it funds apprenticeships in England. Some employers are now required to contribute to an apprenticeship levy, and there have been changes to the funding for apprenticeship training for all employers. The changes include the introduction of a new rate of co-investment for non-levy paying employers, whereby government pays 90% of the cost of eligible training and assessment up to a cap. These reforms enable government to fund the step change needed to increase the number and improve the quality of apprenticeships.

The apprenticeship levy applies to all employers operating in the UK, and is charged at a rate of 0.5% of an employer's annual pay bill. For the purposes of the levy, the 'employer' is someone who is a secondary contributor, with liability to pay Class 1 Secondary National Insurance contributions for their employees. All employers have an annual levy allowance of £15,000. This is not a cash payment and can only be used to offset against their levy liability, but it means that in reality only employers with an annual pay bill of over £3 million pay the levy. Eligible employers report and pay the levy to HMRC through the PAYE process.

If the employer of the staff in your school is a local authority, a governing body which controls more than one school, or a multi-academy trust (MAT) with an annual pay bill of more than £3 million, you may contribute to the levy through them. The annual levy allowance of £15,000 applies to the overall employer. The next section of this guide further explains how this might apply to your school.

Employers who pay the levy can use funds to pay for training and assessment costs for apprentices only, and not wider costs such as salaries, through setting up an account in the apprenticeship service. Information on how to register for this is included in this guide at page 8. At the end of each month, employers who have paid the levy receive funds in their account calculated by the amount of levy they have declared, how many of their employees live in England (the English percentage) and a 10% top-up. That means that if you are a levy-paying employer, for every £1 that enters your account to spend in England on apprenticeship training, you actually get £1.10.

If you have exhausted the funds in your account, you can access co-investment for eligible apprenticeship training and assessment, whereby the government pays 90% of the remaining balance for the training and assessment costs, up to a cap (more information on this can be found further on in this guide).

Funds in an apprenticeship service account will expire 24 months after they enter it if unspent. Whenever a payment is taken from the account, the service automatically uses the funds that entered the account first to minimise the amount of expired funds. Funds expire on a month by month basis and the apprenticeship service account will let you know in advance when any funds are due to expire, so that you can arrange to spend them if you wish.

Schools that do not pay the levy can still take on apprentices and access co-investment so that they have to pay only 10% of the training and assessment costs. Further information is provided on page 8 of this guide, and on the [‘Employing an apprentice’](#) page of the GOV.UK website.

Further information on what the levy is and how to pay it is available in our guide [‘Apprenticeship funding: how it works’](#), along with contact details for the employer helpline, should you have any further questions.

## How the apprenticeship levy applies to schools

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 local authority will advise its schools on whether they need to take account of the apprenticeship levy in their annual budgets. Schools should consider how to make use of the local authority’s levy funds. Local authorities, as the legal employers of staff in community and voluntary-controlled schools, have responsibility for making the necessary arrangements to provide schools with access to the relevant funds. It is in the best interests of schools and local authorities that this process is set out clearly between a local authority and their schools, so that levy funding is managed as effectively as possible. The Local Government Association is working with the Department for Education and the Ministry of Housing, Communities and Local Government, to support this process and share best practice. Contact your local authority to find out about accessing levy funds.

**For academies, including free schools and academies in multi-academy trusts (MATs)**, the trust is generally the employer of all the academies’ staff. If the trust’s pay bill is more than £3 million then it will need to pay the levy.

If a school becomes a voluntary-aided school, foundation school, free school or academy part of the way through a tax year, the academy's governing body or trust will be responsible for the apprenticeship levy from this point. Further guidance on how the allowance will work in these circumstances can be found in the [HMRC Apprenticeship Levy Manual](#).

Some school employers (particularly local authorities and multi-academy trusts) may use a pooled PAYE scheme, which is where multiple employers use a single PAYE scheme to report PAYE information to HMRC. Where this is the case, schools should refer to the [guidance on pooled PAYE schemes](#).

Further information on which employers will pay the apprenticeship levy, how much they will pay and how to pay is available in the [guide to paying the apprenticeship levy](#).

## Registering to use apprenticeship funding

Employers who pay the levy can access funding for apprenticeships through the apprenticeship service. Registration for the apprenticeship service is open to all levy-paying employers, with information and guidance on the [‘Register to manage apprenticeship funds’](#) page of GOV.UK.

Some levy-paying employers may want to spend more than the funds in their account. They can access co-investment to do so, where the government will provide support through co-investment to help employers meet the balance, up to the maximum funding band set for each individual apprenticeship. Our [guidance on apprenticeship funding bands](#) details the funding available.

The funds available in apprenticeship service accounts, and funding provided by the government through co-investment, can only be used towards the costs of apprenticeship training and end-point assessment. This must be with an approved training provider and approved assessment organisation. See the [‘Employing an apprentice’](#) page of GOV.UK.

Funds cannot be used on other costs associated with apprentices or wider training, for example: salaries, statutory licences to practice, travel and subsistence costs, managerial or brokerage costs, traineeships, work placement programmes or the costs of setting up an apprenticeship programme. See the [apprenticeship funding rules](#) for more details.

## Accessing apprenticeships if you pay the levy indirectly through a larger employer

If your school is part of a larger employer group (for example, a local authority or MAT is the employer of the staff in your school) which pays the levy and you contribute to that, you need to agree with your local authority or trust on how to access levy funds available to spend on apprenticeships. They have responsibility for making the necessary arrangements to provide schools with access to the relevant funds. It is in the best interests of both employers and schools that this process is set out clearly, so that apprenticeship funding is managed as effectively as possible. Speak to your local authority or trust to find out about access.

## Accessing apprenticeships if you do not pay the levy

If your school does not pay the levy, either on its own or as part of a larger employer group, you can still take on apprentices and access co-investment to purchase apprenticeship training from an approved provider. In this instance, the government will pay 90% of the cost of training and assessment, and the employer will be responsible for paying 10% of the costs up to the maximum funding band set for each individual



apprenticeship. All the details on how to do this are available on the ['Employing an apprentice'](#) page of GOV.UK.

## **Transferring apprenticeship service funds**

From April 2018, employers who pay the apprenticeship levy are able to transfer funds to other employers on the apprenticeship service.

Employers are able to transfer a maximum of 10% of annual funds, which will be paid monthly for the duration of the apprenticeship they are supporting. Transferred funds should cover 100% of the training and assessment costs for the apprenticeship standard.

Details on transferring funds are available on the ['Transferring apprenticeship service funds'](#) page on GOV.UK.

Schools may want to consider whether they want to transfer, or receive transferred, funds. They might support new or additional apprenticeships within the school if they are receiving funds, or support employers in the supply chain or locality if they are transferring funds.

## Apprenticeship options for schools

Schools employ staff in a wide range of roles that align with apprenticeships. Apprenticeships are for existing employees as well as new recruits, so they are both a way of accessing new talent, and retraining or upskilling your current staff.

When considering how to use apprenticeships in your school, you might want to think about the following:

- Are other schools in your area already using apprenticeships, and if so what can you learn from them?
- What skills do your employees need now and in the future, and can apprenticeships help with this?
- How do the roles in your school fit with the apprenticeships currently available?

A range of apprenticeships relevant to schools are either already available or currently under development, led by groups of schools. Those now available include<sup>1</sup>:

**A postgraduate teaching apprenticeship (level 6)** which replicates the same high standards for entry and completion as those already required of all initial teacher training (ITT) programmes. Schools are able to employ teacher apprentices from September 2018. More detailed guidance on the postgraduate teaching apprenticeship is available on the '[Postgraduate teaching apprenticeships: guidance for providers and schools](#)' page on GOV.UK.

**School business professional apprenticeships**, intended to help create a new career structure within school business management. The Chartered Manager Degree Apprenticeship (Level 6) was approved in 2016 and updated in 2017 to be relevant to those working in education, specifically for school business directors. The School Business Professional apprenticeship standard (Level 4) for school business managers is also approved for delivery.

**A teaching assistant apprenticeship (level 3)**, which reflects the best available evidence and practice around effective use of teaching assistants.

Apprenticeships are available in a number of other fields that may be relevant to your school. For example, business and administration, catering and hospitality, facilities management, digital professions, accounting and finance. These apprenticeships are

---

<sup>1</sup> There are currently two types of apprenticeship – the older style apprenticeship [frameworks](#), and the new apprenticeship [standards](#). We expect standards to replace all frameworks in England by 2020. Apprenticeship standards, and the assessment plans that accompany them, are being designed by employer groups. They set out the core knowledge, skills and behaviours apprentices will need to demonstrate to be fully competent in an occupation. More information is available on the [apprenticeship standards page](#) of GOV.UK.

available at a variety of levels and designed to be flexible so that, to an extent, you can tailor the training to the specific needs of your school.

You can find out more about the range of apprenticeships available in the summary at Annex A, and on the [‘Employing an apprentice’](#) page of GOV.UK.

## The public sector target and how it applies to schools

The government is committed to increasing the quality and quantity of apprenticeships in the public sector, both to improve capacity and capability, and to ensure that the public sector benefits from the same positive impact as other employers. All public sector employers with 250 or more staff, including governing bodies of schools, will need to consider how they can increase the number of apprentices in their workforce.

Public sector bodies in England with 250 or more staff must have regard to a target to employ an average of at least 2.3% of their headcount as new apprentices between April 2017 and March 2021. The target is for new apprenticeship starts, which includes both existing staff that start an apprenticeship and new recruits. The target will be assessed as an average over four years to give flexibility and to take into account peaks and troughs in recruitment.

All bodies in scope are required to publish and report to the Department for Education on their progress annually. The first returns, covering the period 1 April 2017 to 31 March 2018, are due by 30 September 2018. Whether your organisation is in scope of the target will depend on the type of school and which organisation employs the schools' staff:

**For maintained schools, such as foundation and voluntary-aided schools, where the employer of staff is the governing body**, the governing body is in scope if it employs 250 or more staff in England (regardless of how many schools it controls). That body will be responsible for reporting on progress towards meeting the target for all schools it maintains.

**For maintained schools, where the employer of staff is the local authority**, and that local authority employs 250 or more staff in England, the local authority is in scope and is responsible for reporting on progress towards meeting the target. These schools are expected to be included within the local authority target and should speak to their local authority about how to contribute towards the target. Local authorities are permitted to set out progress in their schools separately in their annual return.

**For schools that are part of an academy trust or multi-academy trust** that employs 250 or more staff in England, the trust is in scope. Academy trusts came in scope in April 2018, and are therefore not required to publish and report on their progress towards the target for starts between April 2017 and March 2018. They will need to do so for the first time from April 2019 (for starts between April 2018 and March 2019).

Our [statutory guidance](#) on the target sets out more information.

# Apprenticeship training providers

## Selecting an apprenticeship training provider

Having decided on which apprenticeship you want to recruit for, you will need to select an appropriate training provider from the [Register of Apprenticeship Training Providers](#). Registered providers can be found by using the simple online tool: [Find Apprenticeship Training](#). If you are a maintained school, you should get in touch with your local authority regarding their process for selecting an apprenticeship training provider. If you are a non-levy paying school, you should select this option on the [Find Apprenticeship Training](#) online tool. If the Public Contracts Regulations 2015 apply to your selection of an apprenticeship training provider, you may have additional obligations.

Some standards have additional requirements, such as the postgraduate teaching apprenticeship, which also requires the providers to be accredited Initial Teacher Training Providers.

## Registering as an apprenticeship training provider

Your school may wish to register as a training provider to directly design and deliver the content of the off-the-job training that apprentices in your school receive. There are three routes for employers to become training providers:

- As an employer-provider who delivers some, or all, of the off-the-job training element of an apprenticeship to their own staff. This is only available to levy-paying employers
- As a provider who delivers training to other employers' staff, as well as their own staff
- As a sub-contractor to a main provider

All organisations that want to deliver apprenticeship training, including employers who want to become an apprenticeship training provider, need to meet the requirements of the [Register of Apprenticeship Training Providers](#). The Register is currently under review and will re-open for applications later this year.

Organisations who are not on the Register of Apprenticeship Training Providers are able to operate as a sub-contractor to a main provider who is on the Register, up to a limit of £100,000 a year. [Guidance](#) is available on using subcontractors in the delivery of apprenticeships.

## Annex A – Apprenticeships relevant to schools

Schools employ staff in a wide range of functions, many of which may be suitable for apprenticeships, in order to support training and development.

There are currently two types of apprenticeship: the older style apprenticeship frameworks, and the new apprenticeship standards which we expect will replace all frameworks in England by 2020. Apprenticeship standards, and the assessment plans that accompany them, are being designed by employer groups in partnership with the [Institute for Apprenticeships \(IfA\)](#). They set out the core knowledge, skills and behaviours apprentices will need to demonstrate to be fully competent in an occupation. More information is available on the [apprenticeship standards page](#) of the IfA website. The table below sets out the apprenticeship standards and frameworks that are either available or in development, and most relevant to school staff. You can find out more about the range of apprenticeships available on the '[Employing an apprentice](#)' page of gov.uk.

Occupation	Apprenticeship standard	Apprenticeship framework (all currently available for use)	Job role
Teaching and teaching support staff	<a href="#">Teaching assistant (Level 3)</a> Approved for delivery	Supporting Teaching and Learning in Schools (Level 2,3)	Teaching assistant
	<a href="#">Teacher (Level 6)</a> Approved for delivery		Teacher
Business and administration	<a href="#">Customer service practitioner (Level 2)</a> Approved for delivery	Customer service	Receptionist
	<a href="#">Business administrator (Level 3)</a> Approved for delivery	Business administration – administration	Administrator/clerk Personal assistant School secretary
	<a href="#">School business professional (Level 4)</a>	Business administration –	School business manager

Occupation	Apprenticeship standard	Apprenticeship framework (all currently available for use)	Job role
	<p>Approved for delivery</p> <p>This apprenticeship has been piloted in the West Midlands in spring 2018 with national roll-out starting in September 2018.</p>	administration	<p>Learning manager</p> <p>Office manager</p>
	<p><a href="#">Chartered manager degree apprenticeship (CMDA) (Level 6)</a></p> <p>Approved for delivery. CMDA standard was approved in 2016 &amp; updated in 2017 to be relevant to those working in education.</p> <p>This educational focus is being added by universities such as Derby, York and Chichester. The University of Chester already offers a School business leadership option.</p>	Business and professional leadership	School business director
Catering and hospitality	<p><a href="#">Senior chef production Cooking (Level 3)</a></p> <p>Approved for delivery</p>		Cook
Construction	<p><a href="#">Facilities management supervisor (Level 3)</a></p> <p>Approved for delivery</p>	Facilities services	Caretaker

Occupation	Apprenticeship standard	Apprenticeship framework (all currently available for use)	Job role
	<a href="#">Senior/Head of facilities management (Level 6)</a> Approved for delivery	Facilities management	Premises manager
Digital	<a href="#">Infrastructure technician (Level 3)</a> Approved for delivery	IT, software, web and telecoms professional	ICT technician
	<a href="#">Digital and technology solutions professional (Level 6)</a> Approved for delivery	IT, software, web and telecoms professional	ICT network manager
Legal, Accounting and Finance	<a href="#">Assistant accountant (Level 3)</a> Approved for delivery	Accounting	Finance officer
	<a href="#">Small business financial administrator (Level 3)</a> In development	Accounting	Finance officer
	<a href="#">Payroll administrator (Level 3)</a> Standard approved, assessment plan in development	Accounting	Finance officer
Health and Science	<a href="#">Laboratory technician (Level 3)</a> Approved for delivery	Laboratory and science technicians – education science	Science technician
	<a href="#">Nursing associate (Level 5)</a> Approved for delivery		Nurse



Occupation	Apprenticeship standard	Apprenticeship framework (all currently available for use)	Job role
Childcare and early education	<a href="#">Early years educator (Level 3)</a> Standard approved, assessment plan in development	Children and young people's workforce apprenticeship, Level 3 early years educator pathway	Nursery worker or supervisor  Nursery nurse or nursery teaching assistant
	<a href="#">Early years senior practitioner (Level 5)</a> In development		
	<a href="#">Early years lead practitioner (degree) (Level 6)</a> In development		
Information	<a href="#">Library information &amp; archive services assistant (Level 3)</a> In development		Librarian

## Annex B – Frequently asked questions

### What are the main steps I need to take in hiring an apprentice?

There are several steps to taking on an apprentice.

1. Choose an apprenticeships framework or standard for an apprenticeship in your industry and at a suitable level.
2. Find an organisation that offers training for the apprenticeship framework or standard you've chosen.
3. Check what funding is available.
4. Advertise your apprenticeship - your training organisation will do this for you through the find an apprenticeship service.
5. Select your apprentice and make an apprenticeship agreement and commitment statement with them.

### Does my school need to pay the levy?

See Pages 6-7 of this document.

Further information on which employers will pay the apprenticeship levy, how much they will pay, and how to pay, is available in the [guide to paying the apprenticeship levy](#).

### How do I access the apprenticeship levy?

Employers who pay the levy can access funding for apprenticeships through the apprenticeship service. Registration for the apprenticeship service is open to all levy-paying employers, with information and guidance on the process on the ['Register to manage apprenticeship funds'](#) page of GOV.UK.

### If my local authority is the overall employer, do I need to set up an apprenticeship account?

**No.** Local authorities in scope of the levy would have an account and are expected to decide how to spread out the cost across the organisations that fall within their remit, including maintained schools. They should work closely with the schools contributing to the levy, to ensure they can access funding for apprenticeship training in order to get the valuable skills they need.

### Can existing staff undertake an apprenticeship and benefit from the levy?

**Yes.** Apprenticeships are a great way of supporting the development of staff in schools and are not just for new recruits. As long as the apprenticeship supports the individual to acquire substantive new skills, and the training is different from any prior qualification, an

individual may undertake an apprenticeship even if they hold a higher level previous qualification.

### **What can I spend my levy funds on? Can I spend the levy on wages as well as training for an apprentice?**

Employers are able to use their levy funds to cover the cost of an apprentice's training and assessment. There is a funding limit which will depend upon the standard or the framework involved. Training providers must be on the Register of Apprenticeship Training Providers, and an accredited ITT provider for the teaching apprenticeship. Main providers may sub-contract part of the training to others, including the employer.

Funding can be spent on existing staff and new recruits. Levy funds must not be used to cover the salary costs of an apprentice. Employers must cover the costs of an apprentice's wages themselves.

Funds cannot be used for:

- Statutory licences to practice
- Travel and subsistence costs
- Traineeships
- Work placement programmes

Full details can be found in [Apprenticeship Funding: rules and guidance for employers](#).

### **What exactly does '20% off-the-job training' mean in a schools context?**

The minimum requirement for 20% off-the-job training is designed to ensure high quality apprenticeships that develop the knowledge, skills, and behaviours needed to become occupationally competent. The training must be directly relevant to the apprenticeship framework or standard.

Training can be delivered in a flexible way to suit the needs of the apprentice, employer and training provider. It can include training that is delivered at the apprentice's normal place of work, such as mentoring, work shadowing or practical training. It can also include attending courses, lectures or workshops off-site. The timing of training is also flexible. For example, an apprentice might attend a training course for a number of weeks spread over the school holidays, or they might have a regular day of training each week. The employer and the training provider can work together to deliver different elements of off-the-job training.

Activities which are part of the apprentice's day-to-day job do not count towards off-the-job training. This means that providers and employers cannot claim planning, preparation and assessment (PPA) time, or line management meetings, as off-the-job training.

## **Will the funds in my levy account expire?**

Yes. Funds in an apprenticeship service account will expire 24 months after they enter it if unspent. Whenever a payment is taken from the account, the service automatically uses the funds that entered the account first to minimise the amount of expired funds. Funds expire on a month by month basis, and the apprenticeship service account will let the account holder know in advance when funds are due to expire.

## **Where can I find out more about which training courses I can spend my levy funding on?**

You can find out more about the range of apprenticeships available on the [‘Employing an apprentice’](#) page of gov.uk.

A full list of available apprenticeship standards, including those in development, is on the Institute for Apprenticeships [website](#).

## **Can I use levy funding on an old style apprenticeship framework if a new apprenticeship standard isn’t available yet?**

Yes.

## **How can I get involved in developing new apprenticeship standards?**

If you would like to get involved and contribute to the development of new apprenticeship standards, please visit the IfA’s website and read about [developing standards and assessment plans](#). If a new standard is already under development, you can email the employer group contact using the details on the relevant standard’s page.

## **What is the difference between the post graduate teacher apprenticeship standard and a Schools Direct course?**

On the postgraduate teacher apprenticeship, the provider will decide the overall structure – ensuring there is a good balance between teaching and learning.

The key difference is that an apprentice must spend 20% of their time in off-the-job-training. Having completed their training, the apprentice will be assessed to see if they demonstrate the knowledge, skills and behaviours contained within the Teachers’ Standards. Following this, an end point assessment will take place to review their development throughout the apprenticeship. Schools are able to access up to £9000 of levy funding to support the training and assessment of postgraduate teaching apprentices. Additional grant funding is also available to support the postgraduate teaching apprenticeship. More detail can be found online at the [‘Postgraduate teaching apprenticeships guidance for providers’](#) GOV.UK page.

## Annex C – Case studies

### **Rochdale Borough Council**

Rochdale Council has been identified as an example of best practice, and has been sharing its experience across the local government sector. Rochdale Council will be contributing around £2.7 million levy over four years, and has a public sector target of approximately 130 apprentices annually, based on the 2.3% headcount target. Council employees are roughly split 50/50 between the core council and across 40 maintained schools. Rochdale are on track to meet their 2.3% target, with a significant number of apprenticeship starts in schools. Nearly three quarters of school-based starts were for existing staff.

To achieve this, the council has engaged extensively with its schools – all 40 schools were visited and, together with council staff, school leaders have developed apprenticeship action plans. The council provides individual support to schools throughout the apprenticeship recruitment process and sourcing appropriate training providers. To support this work the council has even employed its own project management apprentice.

So far, the council has benefitted from improved workforce planning which considers the long term, and helps avoid ‘knee-jerk’ recruitment issues. The council has found it particularly beneficial to utilise governors as a method of driving the levy agenda in schools. The council’s attendance at meetings with school headteachers, business managers and governors has been fruitful.

The council also advise that it is crucial to ask schools what they want from the apprenticeship levy, and to create suitable apprenticeship programmes tailored to the needs of your area. An example of this is a bespoke programme for teaching assistants that has additional training on SEND, as requested by the schools.

### **Catmose College, Oakham, Rutland.**

Catmose College is an 11-16 academy in Rutland. The Principal, Stuart Williams, says:

“We like recruiting and training our own staff. We have found that our apprentices, although initially time-consuming, quickly become assets to the organisation. We have been successful in recruiting apprentices in IT support, catering, nursery and administration. We very much offer apprenticeships with a mind for the apprentices to become long-term employees, which I think really helps.

As an example, my senior IT technician, started as an apprentice, was promoted to a junior technician on completion of his apprenticeship and has now gained further promotion and training. His predecessor was also trained through the apprenticeship route before securing a role as a network manager in a local business. We are delighted to see people who have been trained at our school gaining employment in the local area.

We advertise apprenticeship opportunities using our social media channels, directly to our own and other local 11-16 providers, and through the Local Adult Education provider managed by the local authority. We have successfully recruited through all these channels.

We interview each candidate, checking their aptitude for the role e.g. basic fault finding on a computer or mail merging a letter, and seeing how they interact with students through a student panel and tour.

Each apprentice has a named mentor, who they initially work very closely with – gradually building their independence as their skills grow. They have a planned induction so that over time they experience all aspects of the operation. For example, administration apprentices first work on reception as an assistant. As they gain more experience, we move them across academies in the Trust, so that they experience a variety of responsibilities. They are expected to conform to all our usual policies and, if struggling, a support programme will be put in place to get them back on track. We carry out the usual performance review processes in respect of targets and performance, which will also identify any further support or training. We are fortunate in that the support from our adult education service at the local authority, and the one day per week they spend off site, broadens their skills. We really encourage them to start on level 2 and progress to level 3.

The ‘20% off-the-job training’ element has never been a problem. We always offer staff flexible working arrangements anyway, and have a high proportion of staff who are part time. I think it is right to run organisations that accommodate a variety of flexible working requests to accommodate family and training requirements.”

### **Tenax Schools Multi Academy Trust - Jarvis Brook School, East Sussex**

Jarvis Brook School is a one-form entry, 2-11, primary academy. The school has appointed seven apprentices since 2016, with four of those still working in the school. The apprentices are all on the ‘Supporting Teaching and Learning in Schools’ apprenticeship (Level 2).

The apprentices, who are predominantly 17-19 years old, are enjoying the opportunity; many had wanted to work in a school or with children but had previously considered that they would not be qualified to do so. Several plan to go on to teach in the future or to take up teaching assistant roles - either in the school or locally.

The apprenticeship provides a wrap-around support package, for example, offering to meet with the parents of the apprentices so they can see the work their sons or daughters will be doing.

Recruitment has been straightforward; the school approached a local training provider, which was accredited and listed on the Department for Education’s [‘Find Apprenticeship Training’](#) website, and set out their apprenticeship vacancies. The organisation then found candidates for the school, with the headteacher making a final selection.

The training provider trains the apprentices and offers support with other additional qualifications, and the school provides the apprentices with school-based mentors, and school-based workplace training.

Ian Bauckham, CEO of Tenax Schools Trust, says: “The school benefits from having additional people in school, which enables support for pupils and teachers to be intensified. Those responsible for supporting the training of the apprentices benefit from the training and mentoring experience that working with apprentices provides. We look forward to continuing to appoint apprentices in the school.”

### **Case Study – Wandsworth Council and Oak Lodge School**

Since the introduction of the apprenticeship levy, schools have been the most responsive group across the range of staff employed by the local authority, with most interest shown in the Supporting Teaching and Learning and the Institute of Leadership and Management (ILM) management apprenticeships. Wandsworth Council is providing all of the apprenticeship training and support to maintained schools through its education service (Lifelong Learning), but the council’s processes also allow for another provider to deliver training if the provision requested is not currently available.

Santino Fragola, Head of the Lifelong Learning Service said: “The Service is continuing to work collaboratively with schools and adding new apprenticeship options as they become available. It’s great to be able to offer this service to local schools and it has strengthened our partnership working.”

Oak Lodge School is a maintained residential Special Education Needs school for pupils aged 10 to 19 who are D/deaf and for hearing pupils with speech, language and communication needs. Bunty Dames, assistant headteacher, said:

“Currently we have four Teaching Assistants (TAs) who are undertaking the level 3 Support Teaching and Learning apprenticeship, and they have fortnightly sessions with their apprenticeship tutor.

The apprenticeship tutor has worked very patiently to engage and communicate with the TAs, many of whom are Deaf, and this has made a big impact on the staff adjusting to the programme and making time for learning. The TAs have improved their literacy skills. For example, previously they would have lacked the confidence to approach certain writing tasks, which then would have been carried out by teachers. Now, we are increasingly seeing the TAs take on these tasks. All TAs are progressing well and are expected to achieve the qualification”.

The apprentices at Oak Lodge include Hannah, a Deaf Teaching Assistant. British Sign Language is Hannah’s first language, and she is keen to improve her own English grammar to better support pupils with their literacy. She is currently on a level 3 Support Teaching and Learning apprenticeship, and aims to eventually progress to qualified teacher status.

Derek Kitchin, Executive Head of Oak Lodge School said, “I am committed to ensuring we provide our staff with CPD that is tailored to meet the employer’s and employee’s needs. With the wide range of apprenticeship courses available, and the flexibility of the delivery model, we are able to provide valuable training that has an impact on both the apprentice and the school community they serve.”





Department  
for Education

© Crown copyright 2018

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: [000-000-000]



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)