



Christ Church CE VC Primary School

# MODEL

## APPRENTICESHIP POLICY FOR ALL STAFF IN COMMUNITY & VC SCHOOLS

This model policy will apply to all staff working in Wiltshire community & VC Schools and has been agreed with the following recognised unions: NEU, NAHT, NASUWT, ASCL, Unison, Unite and GMB

## What is it?

This policy outlines how apprenticeships can be utilised within a community or VC school and how the headteacher will recruit, support and develop apprenticeships within their school.

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## Who does it apply to?

1. This policy will apply to all staff appointed to an apprenticeship at Christ Church CEVC Primary School, with the exception of those apprentices who transfer into the school under TUPE .

The normal expectation is for the headteacher to lead the process of making staff appointments outside the leadership group (i.e. other than headteachers, deputy headteachers and assistant headteachers). The governing body should delegate these functions to the headteacher unless there are good grounds not to do so. The guidance of the Secretary of State for Education on this headteacher responsibility, which includes the circumstances in which these matters are not delegated to the headteacher, is contained in section 1 of the statutory Staffing Guidance. This will apply to the appointment of apprentices

## What are apprenticeships?

2. Apprenticeships are work-based training programmes which will lead to a nationally recognised qualification or set of competencies. Through their apprenticeships, apprentices gain the technical knowledge, practical experience and wider skills they need for their immediate job and future career. Apprenticeships are either on a Framework or a Standard (frameworks are being phased out) and apprentices will need to demonstrate that they have learned the appropriate skills by either completing a portfolio of work or undertaking an end point assessment. Apprentices will have monthly meetings with a training provider to complete on and off the job training; this will also be supported by their manager and/or mentor.
3. Apprenticeships are open to anyone over the age of 16, whether school leavers or with work experience and may include those who want to improve skills in their chosen career or start a new career. No upper age restrictions apply. Applicants to the programme must be living in England, have been a citizen or continuously resident in the Economic European Area (EEA) for 3 years prior to appointment and not in full time education.
4. An apprentice role:
  - Should ideally be for a minimum of 30 hours per week but the length of an apprenticeship can be extended to accommodate fewer working hours:
    - May be a new role within your school
    - May be an existing role which could be converted into an apprentice role
    - May be upskilling of a current employee for future succession planning, and
  - Must involve at least 20% off the job training (for more information about what the 20% off the job training is defined as, including examples, refer to the Apprenticeship Guidance)

5. An apprenticeship must run for at least 1 year, but depending upon the type and level of the programme can run up to 5 years. Extensions to an apprenticeship agreement may be considered depending upon circumstances.
6. There is a government target for the Local Authority (LA) (including community and VC schools) to employ 2.3% of its annual workforce as apprentices.
7. The LA has appointed an apprenticeship and training co-ordinator who will oversee available apprenticeship standards or frameworks. Contact your HR advisor when you require further information on potential apprenticeships.
8. Frameworks are slowly being phased out and replaced by Standards. The Standards show what an apprentice will be doing and the skills required of them, by job role. Standards are developed by employer groups known as 'trailblazers'. More Standards will be published as they are developed and approved.
9. Apprenticeships have equivalent educational levels:

<b>Apprenticeship Level</b>	<b>Equivalent</b>
Level 2	GCSE, NVQ Level 2, Level 2 National Certificate
Level 3	A-Level, NVQ Level 3, Level 3 National Diploma
Level 4	CertHE, HNC, NVQ Level 4
Level 5	DipHE, HND, NVQ Level 5
Level 6	Degree with honours (BA, BSc)
Level 7	Integrated Master's degree, Master's Degree.

### **The Apprenticeship Levy**

10. With effect from 6 April 2017 all community and VC schools have to pay 0.5% of its pay bill into the apprenticeship levy.
11. The apprenticeship levy can be used to fund the cost of apprentice training and the end point assessment.

### **The Apprenticeship Digital Account Service (DAS)**

12. The DAS holds the funds the LA, community and VC schools have paid into the levy.
13. The DAS enables the LA to view the funds that are available to spend on apprenticeships. These funds will pay the training provider to deliver the chosen apprenticeship training and fund the end-point assessment.

14. The LA hold the DAS account details. Schools need to inform the apprenticeship and training coordinator of the following so they can set up payments;
- The chosen apprenticeship and training provider
  - A copy of the contract of service and commitment statement (or three-way agreement)
  - Confirm details of the apprenticeship including the expected duration and number of hours worked per week.
  - Confirm the details of the apprentice; name, date of birth, job role.

15. Funds from the digital account can be used for:

- On-the-job and off-the-job training through an externally contracted training provider.
- Planned on-programme assessment and the formal end-point assessment, including any costs associated with external quality assurance and the certification of the apprenticeship.
- Distance, online or blended learning related to the off the job training element of an apprenticeship.
- Registration, materials, examination and certification, where delivered as part of the apprenticeship programme excluding any licences to practice.
- Any administration directly linked to the training, education and end-point assessment.

## **Additional Payments**

16. The school may receive a payment towards the additional cost associated with training if at the start of the apprenticeship, the apprentice is:

- Aged between 16 and 18 years old (or 15 years of age if the apprentice's 16th birthday is between the last Friday of June and 31 August).
- Aged between 19 and 24 years old and has either an Education, Health and Care Plan provided by the local authority, or has been in the care of the local authority.

17. Funding from the Education and Skills Funding Agency (ESFA) can also be drawn down for apprentices to achieve qualifications in English or Maths, if they do not meet the minimum standards set out by the government which are GCSE A\* to C in English and Maths. This will not be deducted from the DAS account as it's paid directly to training providers.

## **Register of Apprenticeship Training Providers (RoATP) and the LAs approved list of training providers**

18. The ROATP is a register which holds details of all approved training providers who have the overall responsibility for the training and on-programme assessment and end-point assessment for the apprentice.
19. Training providers can be colleges, universities, charities, private companies or local authorities. The training provider may sub contract some or all of the training to other approved training providers.
20. Schools are able to take part in the LAs procurement process to identify training providers to deliver apprenticeships, but are also able to undertake their own procurement. The apprenticeship and training co-ordinator can provide details of procurements that are taking place and will work with schools on ways they can carry out their own procurement.

### **Employee Costs**

21. Employment costs can not be funded by the levy and are as follows:
  - Payment of the apprentice's salary and any other related contributions.
  - Management time to support the apprentice in the workplace and to take an active part in any review sessions as provided by the approved external training provider.
  - 20% of time out of the workplace to allow the apprentice to attend formal training, time with an assessor to review progress, plus any other apprenticeship events where their presence is required.
  - Any additional costs for additional equipment i.e. tool kits, safety items, educational visits, annual subscriptions.

### **Salary rates**

22. The table below details the minimum hourly rates payable depending upon the age of the apprentice and the level of apprenticeship they are doing. Subject to the requirements of the role being undertaken for the duration of the apprenticeship at L4 or higher apprenticeship the rates below provide options of what the rate of pay may be.

Pay rates for apprentices - as at 1 April 2019

Apprenticeships rates of pay							
Age under 18 L2 & L3	Age 18 – 20 L2 & L3	Age 21 - 24 L2 & L3	Age 25+ L2 & L3	Age over 18 L4	Age over 18 L5	Age over 18 L6	Age over 18 L7
£4.40 ph	£6.45 ph	£8.20 ph	£8.72 ph	£10.54 ph	£11.41 ph	£12.60 ph	£16.60 ph
£8,493 pa	£12,444 pa	£15,820 pa	£16,823 pa	£20,344 pa	£22,021 pa	£24,313 pa	£32,029 pa
Increase in line with GLPC pay award	Increase in line with NMW	Increase in line with NMW	Increase in line with NLW	Increase in line with GLPC pay award	Increase in line with GLPC pay award	Increase in line with GLPC pay award	Increase in line with GLPC pay award

NB: For all apprentices appointed prior to October 2016 they will continue to be paid their current rate of pay for the remaining term of their apprenticeship.

23. These rates will increase in line with the national GLPC annual pay award, national minimum wages (NMW) and the national living wage (NLW) rates.

### End-point assessment

24. End-point assessment is an assessment of the knowledge, skills and behaviours which have been learnt throughout the apprenticeship

25. Apprentices will not be able to achieve an apprenticeship Standard without satisfying all the requirements of the assessment plan, including the end-point assessment

### New Apprentice Roles

26. It is the school's objective to recruit and develop apprentices who will continue their employment, following completion of the apprenticeship programme, and develop their career within the school. Therefore, when creating an apprenticeship role, the school will consider how the role will develop in the school.

27. The apprenticeship post will need to have a supporting job description which will include a section on the framework / standards of the apprenticeship

### **Transferring a vacancy into an apprenticeship role**

28. If a school would like to convert a current vacancy to an apprenticeship they will need to demonstrate how the role could be filled by an apprenticeship.
29. Where there is an opportunity to convert the vacancy to an apprenticeship the job description for the post will be converted to an apprenticeship description, with the relevant apprenticeship framework or standard included, prior to advertising the apprenticeship opportunity.

### **Apprenticeship opportunity for internal staff**

30. The school will use the apprenticeship levy to supplement current employees' training and development. The apprenticeship and training co-ordinator will be able to discuss options and opportunities with the Headteacher.
31. Current employees can apply for an advertised apprenticeship post. They will move to the apprenticeship and be paid on the advertised apprenticeship pay rate and then move to the substantive role on successful completion of the apprenticeship.

### **Upskilling using apprenticeship**

32. For existing employees there may be an opportunity to undertake an apprenticeship to gain a qualification and work experience in an area which is relevant in the school. The employee will remain in their current post and salary and following successful completion of the apprenticeship will remain in their post. Upskilling current staff through apprenticeships provides the potential for these staff to apply for future promotion roles when they are advertised. Where a Headteacher is considering upskilling for a school employee contact the apprenticeship and training co-ordinator.

### **Apprentice recruitment process**

33. The school should follow their usual recruitment process. The apprenticeship and training co-ordinator will also be able to advise and support.
34. All apprenticeship posts should be advertised on the National Apprenticeship Service (NAS) website

### **Safeguarding of young persons and vulnerable adults**

35. The school takes its responsibilities seriously under the [safeguarding vulnerable groups act 2006](#). The recruiting manager is responsible for



ensuring that safe recruitment practices are followed when recruiting into roles dealing with young persons and vulnerable adults.

36. The recruiting manager should refer to the following policies/guide:

- [employment of children and young persons](#)
- [DBS](#)
- [guidance for managers on safer recruitment](#)

## **Equality of opportunity and diversity**

37. Refer to [guidance for managers on equal opportunities in recruitment](#) for further equality and diversity issues and considerations.

## **Supporting an apprentice**

38. The key element of an apprenticeship programme is to combine work-based learning with the achievement of formal qualifications. To achieve this, the apprentice has an individual learning plan, and must sign an apprentice agreement. This will outline the training programme with the training provider, including duration, key dates and attendance. It will also apply focus to the learning and identify key achievement milestones.

39. The individual learning plan will be developed by the training provider with input from the Headteacher / line manager and the apprentice. This document will then be used to develop a structured work experience and development programme which supports the formal study element of the apprenticeship. Any [reasonable adjustments](#) required, such as training formats or additional support will be included.

40. An apprentice will be allocated a mentor as agreed with the Headteacher / line manager. Their main role is to provide an additional source of support to the apprentice.

41. The Headteacher or the mentor are required to hold regular one to ones with the apprentice to coach them within their role, to ensure they are performing satisfactorily and are developing their skills in work. The Headteacher / line manager are also required to liaise with the training provider to provide “on the job” feedback regarding the employee’s progress.

## **At the end of the apprenticeship**

42. Once the apprentice has successfully completed their apprenticeship it is expected they will move into a substantive post within the school.

## **Employment opportunity**

43. If the originally identified post within the team is no longer available the apprentice will be supported to look for suitable vacant posts across the school which they could apply for.

44. Where an apprentice moves into the substantive role at the school they will be subject to the school's probationary period from the date of appointment, although their continuous start date will be from when they commenced their apprenticeship.

## **Ending an apprentice role**

45. The apprenticeship ends when the Framework or Standard, including successful completion of end-point assessment, and qualifications have been completed within the timescale originally set for the apprenticeship, unless an extension has been agreed then it will be at the end of the extended period.
46. The school will make every effort to find a suitable post for the apprentice. However if this is not possible and in accordance with the apprentices contract, the Headteacher will inform the apprentice giving appropriate notice that the apprenticeship will end.

## **Roles and responsibilities**

### **Headteacher / Line manager responsibilities**

47. Identify the skills gap within the school which could be filled by employing an apprentice
48. Identifying a genuine post within the school that the apprentice will move into following the completion of the apprenticeship.
49. Identify funding for the apprenticeship role to cover salary and on costs.
50. Complete a job description for the apprenticeship role.
51. Advertise the apprenticeship.
52. Interview prospective apprentices in line with the school's recruitment policy
53. Provide a safe and secure working environment
54. Ensure that the apprentice has time for study and is given work that develops their skills – knowledge and experience which is linked to their Individual Learning Plan
55. Allocate a work space for the apprentice and order any equipment they may need
56. Allocate a mentor
57. Organise an induction and risk assessment.
58. Send relevant starter information to payroll.

59. In the first arranged one to one meeting, ensure the apprentice understands what is required from them in the workplace and refer them to all school policies which they need to understand for instance absence, email and internet usage, and conduct and performance
60. Assess performance and have regular reviews with both the apprentice and tutors from the external training provider
61. Ensure the training is delivered in line with the apprenticeship standard and resolve any queries
62. Assessment and evaluation of the programme once the apprentice has completed their placement
63. Carry out an exit meeting and evaluate external training provision

### **Apprenticeship and Training Co-ordinator responsibilities**

64. Provide the headteacher with advice regarding relevant apprenticeship Standard and Frameworks.
65. Oversee the school apprenticeship levy funds in the Digital Apprenticeship Service.

### **Apprentice responsibilities**

66. Attend planned and agreed formal learning and development sessions whilst working towards the apprenticeship framework either through day or block release, through generic in house or external courses
67. Complete assignments/coursework related to their programme by the set deadlines
68. Perform the job to the best of their ability
69. Discuss any problems, issues or concerns about the programme or their work with the Headteacher / line manager or mentor.

### **Equal Opportunities**

This policy has been Equality Impact Assessed to identify opportunities to promote equality and mitigate any negative or adverse impacts on groups.

*If appropriate:*

Headteacher / line manager will make any necessary adjustments to ensure that all employees are treated fairly. For further information see the guidance on equal opportunities.

### **Legislation**

This policy has been reviewed by an external legal organisation to ensure compliance with (the above legislation and) our statutory duties.

## **Further information**

There are a number of related policies and procedures that you should be aware of including:

- Apprenticeship guidance
- Apprentice FAQs
- Recruitment Policy and Procedure
- Criminal records disclosures
- Code of conduct
- Disciplinary