Apprenticeships in Schools

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THIS
MOMENT
IS AN
OPPORTUNITY
What’s your Apprenticeship Commitment?

• Schools commitment is to create XX apprenticeship starts over the next three years against an aspirational target of 2.3% headcount in the workforce

• Our Investment will be:
  – Levy XX (0.5% of payroll)
  – No. of recruited apprentices xx salary
  – Apprenticeship Support programme?? (Delivery team)
November 2016 there were 1.4 million people (headcount) working in state-funded schools in England.
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### Apprenticeship Target PA?

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Party Support Staff</td>
<td>1,099</td>
</tr>
<tr>
<td>School Support Staff</td>
<td>10,371</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>8,922</td>
</tr>
<tr>
<td>Occasional Teachers</td>
<td>294</td>
</tr>
<tr>
<td>Teachers</td>
<td>11,569</td>
</tr>
</tbody>
</table>
“Brand Apprenticeship” An Approach -

- It's about new skills not just new people

- Apprenticeships should compliment not be disruptive to your Workforce Strategy – but Think Apprenticeship

- Create a three year plan - but remember its monthly and in 18 month cycles

- Always base it on needs not targets or ‘to get the levy back’
How are councils supporting maintained schools?

Aim: All schools have access to apprenticeship levy

Challenges: capacity, resources, partnership working

Council Manages a total levy – schools access via council wide solution

Councils Manage a Schools Levy – schools access via specific solution for schools

Schools Governance arrangement to oversee levy spend – council provides support & agreed solution in place

Apprenticeship Target & Levy
Managing Apprenticeships

Apprenticeship Plan:
- Recruitment Planning?
- Skills needs?
- CPD?
- Specialist Support?
- Procedure & Policy?
- Resources?

Apprenticeship Process
- Accessing levy?
- Procurement?
- Recruitment?
- Training?
- Assessment?

Apprenticeship Delivery
- Training provider partnership?
- Assessment?
- Off the job training?
- Additional support?
Apprenticeship Standards & Frameworks

A teaching apprenticeship which will replicate the same high standards for entry and completion as those already required of all Initial Teacher Training programmes. The group is aiming for schools to be able to employ teacher apprentices from September 2018¹.

School business manager apprenticeships intended to help create a new career structure within school business management. The group aims to have the apprenticeship standards in place from late 2017. In the interim, a number of business administration apprenticeships already exist under the older style apprenticeship frameworks.
Apprenticeship Standards & Frameworks

A teaching assistant apprenticeship which will reflect the best available evidence and practice around effective use of teaching assistants. The group's aim is to have the new apprenticeship in place by the end of 2017. In the interim, teaching assistant and school sports instructor apprenticeships already exist under the older style apprenticeship frameworks, which will be replaced by the new standards by 2020.

An early years apprenticeship standard is also under development. In the interim, apprenticeships for level 2 and level 3 early years staff already exist under the older style apprenticeship frameworks.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Apprenticeship standard</th>
<th>Apprenticeship framework (all currently available for use)</th>
<th>Job role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and administration</td>
<td>School Business Director (standard in development)</td>
<td>Business and Professional Administration</td>
<td>School Business Director</td>
</tr>
<tr>
<td></td>
<td>Chartered Manager (standard approved for delivery)</td>
<td>Leadership and Management</td>
<td>Finance Director</td>
</tr>
<tr>
<td></td>
<td>Business Administrator (standard approved; assessment plan in development)</td>
<td>Business Administration - administration</td>
<td>Administrator/Clerk</td>
</tr>
<tr>
<td></td>
<td>Business Analyst (standard in development)</td>
<td>-</td>
<td>Data manager</td>
</tr>
<tr>
<td></td>
<td>Customer Service Practitioner (fully approved for delivery)</td>
<td>Customer Service</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Catering and hospitality</td>
<td>Cleaning and Support Services Operative (standard in development)</td>
<td>-</td>
<td>Cleaner</td>
</tr>
<tr>
<td></td>
<td>Senior Chef Production Cooking (fully approved for delivery)</td>
<td>-</td>
<td>Cook</td>
</tr>
<tr>
<td>Construction</td>
<td>Facilities Management Supervisor (standard approved)</td>
<td>Facilities services</td>
<td>Caretaker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Head of Facilities Management (standard in development)</th>
<th>Facilities management</th>
<th>Premises manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital IT Support (standard in development)</td>
<td>IT, Software, Web and Telecoms professional</td>
<td>ICT Technician</td>
</tr>
<tr>
<td>Digital and Technology solutions professional (fully approved for delivery)</td>
<td>IT, Software, Web and Telecoms professional</td>
<td>ICT Network Manager</td>
</tr>
<tr>
<td>Legal, Accounting and Finance</td>
<td>Assistant Accountant (fully approved for delivery)</td>
<td>Accounting</td>
</tr>
<tr>
<td>Small Business Financial Administrator (standard in development)</td>
<td>Accounting</td>
<td>Finance officer</td>
</tr>
<tr>
<td>Payroll Administrator (standard approved; assessment plan in development)</td>
<td>Accounting</td>
<td>Finance officer</td>
</tr>
<tr>
<td>Health and Science Laboratory Technician (fully approved for delivery)</td>
<td>Laboratory and Science Technicians – education science</td>
<td>Science Technician</td>
</tr>
<tr>
<td>Nurse (standard in development)</td>
<td>-</td>
<td>Nurse</td>
</tr>
<tr>
<td>Childcare and education Assistant early years practitioner (standard in development)</td>
<td>-</td>
<td>Nursery officer/Assistant</td>
</tr>
<tr>
<td>Senior early years practitioner (standard in development)</td>
<td>Early years educator</td>
<td></td>
</tr>
<tr>
<td>Education Assistant early years practitioner (standard in development)</td>
<td>Early years educator</td>
<td></td>
</tr>
</tbody>
</table>
Engaging with schools / Head Teachers

...the answer to the above is “apprenticeship”
Forecasting needs – base your plan over 3 years

- Levy accumulator
- Levy spend

2017

2018

2019

2020

1st apprenticeship X group

2nd apprenticeship X group

3rd X group Yr 1

1st Apprenticeship Y

2nd Apprenticeship Y

3rd X group Yr 2
Work in partnership with providers

- Advice on ‘right fit’ Standards
- Support to prepare for End Point Assessment
- Eligibility checks
- Skills & Training Needs Analysis
- Colleges Independent providers
  Universities – on the RoATP
- Recruitment & Selection
- Seek out ‘specialists on your sector’ to support a wider plan and a longer term relationship
- Collaborate – create a viable apprentice volume
Procurement Issues?

• LGA producing a procurement guide for Apprenticeship leads in councils to:
  
  – Help understanding of relevant procurements regimes, in particular the light touch regime for education services
  
  – Help ensure value for money and competition where key costs such as end point assessment and subcontracting are not known at the time of the procurement
  
  – Support timely and transparent procurement of services when requirements cannot be known by the employer
  
  – Build capacity to engage with a complex procurement issues alongside all other work
  
  – Share progress and practice across the sector
Reporting Progress & Public Sector Targets

‘Having regard’ to the target

Public sector bodies with 250 or more staff in England have a target to employ an average of at least 2.3% of their staff as new apprentice starts over the period of 1 April 2017 to 31 March 2021.

The Government considers the duty to ‘have regard’ to the target to mean that, in making workforce planning decisions, public bodies should actively consider apprenticeships, either for new recruits or as part of career development for existing staff.

Public Sector Targets: Reporting

“Apprenticeship Activity Return”
To explain how they have sought to have regard to the target and any factors they feel have hindered their efforts to meet the target.

We are required to provide an annual return of two parts, detailing progress towards the target, to DfE

Part 1 – Data Return
Part 2 – Apprenticeship Activity Return
Reporting the detail: *Apprenticeship Activity Return*

**PART 1**

1. **Figure A:** The number of employees whose employment in England by the body began in the reporting period in question.

2. **Figure B:** The number of apprentices who began to work for the body in that period and whose apprenticeship agreements also began in that period. This includes employees who were already working for the body before beginning their apprenticeship, as well as new apprentice hires.

3. **Figure C:** the number of employees employed in England that the body has at the end of that period.

4. **Figure D:** the number of apprentices who work for the body at the end of that period.

**PART 2**

Action that the body has taken to meet their apprenticeship target (i.e. how it has ‘had regard’);

If their target has not been met then specific further evidence may be required. This may include an explanation of why the target was not met, actions the body has taken to overcome the challenges it has faced and/or mitigating factors which demonstrate the body’s commitment to apprenticeships;

Information about action the body proposes to take to meet their future apprenticeship targets; and

If the body considers that a future target is not likely to be met, an explanation of why that is so.
Reporting timescales: Apprenticeship Activity Return

The reporting periods are as follows:  

1 April 2017 to 31 March 2018  
1 April 2018 to 31 March 2019  
1 April 2019 to 31 March 2020  
1 April 2020 to 31 March 2021

The deadlines for these returns:  

30 September 2018  
30 September 2019  
30 September 2020  
30 September 2021
Apprenticeship Pay

- Locally determined
- National guidelines
- Job role / JE – or % of salary / career graded
- Based on market forces
- Council wide policy
- Regional agreements / benchmarks
In Summary: Apprenticeship a 10 point Plan?

1. **Targets** Know your levy and targets and set realistic “needs based” goals

2. **Driven from the Top** Senior leadership support / identified Sponsor

3. **ROI** Identify your resources and internal ‘delivery’ team & link to your priority and goals

4. **Focus on skill & capacity gaps:** what are your key skill shortage areas and succession plans?

5. **Your role as employer** in the wider community? How is your approach connected?

6. **Work with TUs** on how the plan will support staff

7. **Communicate** your approach to the workforce

8. **Work with others** schools & local employers (council) in partnership on procuring & delivering apprenticeships

9. **Develop / support a longer term strategic approach** with your providers

10. **Report progress** and evidence your approach
Any questions?

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