



Improve reso

- Improving resources mainly be to acquire more computers and laptops in certain departments as some students are left without to study as there are not enough rooms available for them. It is also important to ensure that there is enough equipment on the list to supply for everyone.

APPRENTICESHIPS PLUS

Guide for Employers

WELCOME TO YOUR NEW APPRENTICESHIP
Academic Year 2024 - 2025



SHOOTERS HILL
SIXTH FORM COLLEGE

Transforming Lives

Ofsted

Teachers have high expectations of students. They plan and teach their subjects effectively and with high expectations for what students should achieve.

Teachers skilfully plan and teach lessons so that students develop the knowledge and skills they need to pass their course.



SHOOTERS HILL
SIXTH FORM
COLLEGE

*Transforming
Lives*

**Ofsted**

Good
Provider

**ROYAL** *borough of*
GREENWICH

OVERVIEW

Hello and welcome to Shooters Hill College. We are a Royal Borough Greenwich training provider and are working in partnership with the Royal Borough of Greenwich who have been delivering training for apprenticeships since 2015. We currently work with a range of employers in Greenwich and our neighbouring boroughs. This guide will provide an overview of what we offer and how we can help you welcome apprentices into your team.

PATHWAYS

We offer several pathways and a range of different apprenticeships to suit the needs of your school:

Business Pathway

- Level 2 Customer Service
- Level 3 Business Administration



Education Pathway

- Level 2 Community Activator Coach
- Level 3 Teaching Assistant (also available with specialism in P.E or SEND)



Early Years Pathway

- Level 2 Early Years Practitioner
- Level 3 Early Years Educator



BENEFITS

We offer several pathways and a range of different apprenticeships to suit the needs of your school:

- Hiring an apprentice is a productive and effective way to grow talent and develop a motivated, skilled, and qualified workforce.
- You can hire someone new or upskill an existing employee.
- The Apprenticeships Plus team have a wealth of experience working with different employers and we can provide you with tailored support throughout your apprenticeship journey with us
- Training is covered completely by the levy for most schools.

CONTRACT

Employers must provide evidence that the apprentice is employed, and that this contract is for a period which is long enough for the apprentice to complete the apprenticeship, including the end-point assessment. This can be a relevant extract from a contract of employment, or it could be a signed declaration by the employer as part of the training plan. Confirmation with the employer that the apprentice is included in the PAYE scheme declared in the apprenticeship service account

Apprentices must be contracted to work between 30-40 hours per week. For new apprentices on a fixed term contract, this must cover the length of the apprenticeship plus the EPA (End Point Assessment) period (3months).

COSTS

All new apprentices should be paid at least £6.40 per hour. They can be employed on a term time only or all year-round basis. Apprentices are paid for their “off the job” training day. You may also need to consider if cover is required for the apprentice during their apprenticeship training day. .

The training costs for apprentices are usually covered by the apprenticeship levy. If your school is part of an academy and not a maintained school, you may have to pay 5% of the training costs if you do not contribute to the levy. If you are not sure, then please contact us to discuss this. Please note that schools as the employer are responsible for all the normal checks carried out for new staff e.g. DBS (Disclosure & Barring Service) etc.

ELEGIBILITY

Apprentices must have the right to work in the UK for the duration of their apprenticeship. They must be aged 16 or over and not in any other full-time education.

“OFF THE JOB” LEARNING

It is a requirement of the apprenticeship scheme that apprentices be given a minimum 6 hours of their working week for “Off the Job” learning, which includes direct and independent learning/study. “Off the Job” work-based learning is intended to provide apprentices with the knowledge, skills, and behaviours to achieve the competencies set out in the Apprenticeship Standard. Currently the taught sessions are delivered through a blended learning model of online sessions via Microsoft Teams and in-person sessions. Their training day will take place on the same day each week and will be dependent upon which cohort they join.

ENGLISH & MATHS

All apprentices will require a certain level of English and maths. For Level 2 apprenticeships they will need at least a Level 1 in Functional Skills English and maths. For Level 3 and above apprenticeships, they will need at least a Level 2 in Functional Skills English and maths. If they do not already hold these qualifications, we can undertake an assessment of their current level of learning prior to their enrolment to determine the most suitable course.



ENROLMENT AND INDUCTION

Apprentices will need to attend an induction over 2 consecutive days, after which they will attend just one training day per week. .

Sessions are delivered by the RBG (Royal Borough of Greenwich) Apprenticeship Team, and will:

- Introduce how the programme is organised
- Include initial taught sessions
- Enable Apprentices to undertake initial assessments and a range of self-audits
- Provide opportunities to meet tutors and members of the apprenticeship team

Time will be spent looking at the practical arrangements of the apprenticeship and how Apprentices will gather evidence towards demonstrating competence in the knowledge skills and behaviours of the Apprenticeship Standard. The Induction and in-person training will be delivered at: The Eltham Centre, 2 Archery Road, Eltham, SE9 1HA.

PROFESSIONAL MENTORS

Mentors play a significant role in ensuring the success of apprentices. They should be experienced in the same field and have the time and capacity to support the apprentice whilst they are learning. They will be required to attend mentor network meetings each term throughout the length of the course and be willing to advocate for the apprentice should they need any additional help or support in the workplace. The mentor will also be required to ensure the apprentice has access to aspects of the role to ensure they are able to gain the knowledge, skills, and behaviours needed to pass the apprenticeship. .

If you would like an apprentice to join your team or like to upskill an existing member of staff immediately, please contact school-apprenticeships@royalgreenwich.gov.uk today so we can work with you to put this in place. .

BUSINESS PATHWAY

Apprentices in the Business pathway can work in various departments, such as in the school office, finance, attendance office, on reception or as part of the HR or business management team. Our qualifications range from Level 2 Customer Service, Level 3 Business Administration and Level 4 School Business Professional offering staff the opportunity to develop their training at a level that suits them. Apprentices can also start at level 2 and continue onto Level 3 offering a clear route of progression and development.

LEVEL 2 CUSTOMER SERVICE PRACTITIONER

Introducing the specialised Customer Service Practitioner apprenticeship, Aligned with the standards set by the Institute for Apprenticeships and Technical Education, this programme provides comprehensive training for aspiring customer service professionals.

APPRENTICESHIP OVERVIEW

This apprenticeship focuses on equipping participants with the necessary skills and knowledge to deliver outstanding customer service. Apprentices will learn about customer interactions, resolving queries, managing complaints, and enhancing overall customer satisfaction.

KEY COMPONENTS

Customer Interaction and Service Delivery

- Developing effective communication and interpersonal skills
- Providing high-quality service tailored to diverse customer needs

Query Resolution and Complaint Management

- Strategies for handling customer queries and resolving issues
- Managing complaints efficiently to ensure customer satisfaction

Enhancing Customer Satisfaction

- Techniques for maintaining positive customer relationships
- Identifying opportunities to enhance customer experience and satisfaction

APPRENTICESHIP OVERVIEW

The apprenticeship combines theoretical learning with practical application, enabling participants to apply customer service principles in simulated scenarios and real-world contexts. Through role-playing exercises and case studies, individuals will develop the expertise required to excel as proficient customer service practitioners.

PROGRESSION ROUTES

The Customer Service level 2 qualification can support apprentices to progress on to studying Business Administrator level 3. You will also be eligible to join the Institute of Customer Services as an individual member at the Professional level.

Information on the Apprenticeship can also be found at:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/customer-service-practitioner><https://www.instituteforapprenticeships.org/apprenticeship-standards/customer-service-practitioner-v1-1v1-1>

ENTRY REQUIREMENTS

Where a Customer Service Practitioner has not already achieved Level 1 Functional Skills English and Maths, they must do so before taking the end-point assessment.

LENGTH OF COURSE

13 months plus End Point Assessment (3 months).

LEVEL 3 BUSINESS ADMINISTRATOR

Introducing the comprehensive Business Administrator apprenticeship, designed for individuals aspiring to excel in administrative roles within diverse business environments. Aligned with the rigorous standards set by the Institute for Apprenticeships and Technical Education, this programme equips apprentices with the essential skills and knowledge required to thrive as effective business administrators.

APPRENTICESHIP OVERVIEW

This apprenticeship provides a comprehensive understanding of business administration, covering various aspects essential for successful administrative roles in modern workplaces. Apprentices will learn about administrative processes, communication strategies, data management, and organisational skills vital for efficient business operations

KEY COMPONENTS

Administrative Processes and Procedures

- Understanding business operations and administrative workflows
- Implementing efficient administrative processes to enhance productivity

Communication and Information Management

- Effective communication strategies within business contexts
- Data management, record-keeping, and information organization

Organisational Skills and Professionalism

- Developing strong organisational skills for effective administration
- Maintaining professionalism and adapting to diverse business environments

APPRENTICESHIP STRUCTURE

The apprenticeship combines theoretical knowledge with practical application, allowing apprentices to apply administrative principles in various business scenarios. Through simulated exercises and real work case studies, individuals will develop the necessary competencies to excel as proficient business administrators.

Information on the Apprenticeship can also be found at:

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

ENTRY REQUIREMENTS

Where a Business Administrator has not already achieved Level 2 Functional Skills English and Maths, they must do so before taking the end-point assessment.

LENGTH OF COURSE

18 months plus End Point Assessment (3 months)

TESTIMONIAL

Muna Yusuf Customer Service L2 apprentice-

'Thank you so much for helping me through this apprenticeship.

I felt confident during the professional discussion because you supported me so much!

I want to say a massive thank you to you!'

EDUCATION PATHWAY

Apprentices in the Education Pathway work directly with learners. Our qualifications range from Level

2 Community Activator Coach, Level 3 Teaching Assistant (with the option to specialise in P.E. or SEND (Special Educational Needs and Disabilities), right up to level 6 Post-graduate Teaching. This pathway gives staff the opportunity to develop their training at a level that suits them. Apprentices can also start at level 2 and continue onto Level 3 offering a clear route of progression

TESTIMONIALS

“Our Apprentice Community Activator Coach has had a huge impact at our school. We have been able to extend extra-curricular provision for all pupils. The coach supports groups at lunchtimes and after school. The coach is also working alongside our teachers during PE lessons, which is a huge support. This support has upskilled many teachers who were less confident with teaching PE. The support during PE lessons has also saved critical teaching time, our coach supports teachers with setting up equipment and closing lessons.

Our coach is a fantastic addition to our support staff team and is making a real difference to the physical development of our pupils and well as increasing pupil confidence. We are pleased to be making the most of the apprenticeship levy and putting it to fantastic use”.

Head Teacher

Royal Greenwich

Teaching Assistant L3 apprentice

Lauren Thompson

Thank you, I couldn't have got full distinctions without my tutor's continuous unwavering support. She goes above and beyond for us apprentices, delivering engaging and exciting lessons, I'm really going to miss college day and I feel so lucky to have had the support from the apprenticeship team.

Sydney Richardson

I just wanted to thank you for everything. You have been the absolute best to me and I can't thank you enough for supporting me to achieve this. Not only did I achieve a distinction but I learned so much about myself. I feel lucky to now be able to work with children with SEND, which is my passion.

LEVEL 2 COMMUNITY ACTIVATOR COACH

Introducing the Level 2 Community Activator Coach apprenticeship, a dynamic programme tailored to individuals passionate about fostering community engagement through coaching and physical activity. Aligned with the standards set by the Institute for Apprenticeships and Technical Education, this course provides a solid foundation for aspiring community activator coaches.



APPRENTICESHIP OVERVIEW

This apprenticeship focuses on equipping individuals with the fundamental skills and knowledge needed to engage communities in physical activity initiatives, coaching techniques, and fostering a culture of health and wellbeing.

LEARNING OBJECTIVES

Apprentices will learn about the principles of coaching, communication skills, planning and delivering community-based physical activities, and promoting inclusivity within diverse community groups.

KEY COMPONENTS

- Fundamental coaching principles and techniques
- Planning and delivering community-based physical activities
- Effective communication and engagement strategies
- Promoting inclusivity and diversity in community settings

APPRENTICESHIP STRUCTURE

This Apprenticeship offers a blend of theoretical learning and practical application, allowing participants to apply coaching principles in community or school settings. Through hands-on experiences and practical exercises, individuals will develop the necessary skills to engage and motivate communities toward healthier lifestyles.

PROGRESSION ROUTES

On successful completion, learners will be able to move into leadership roles within the sector which may be aligned to an apprenticeship at higher level or specialising with the delivery of sporting and physical activity programmes to certain populations or communities. Candidates may also progress to the Teaching Assistant apprenticeship with a PE specialism.

Information on the Apprenticeship can also be found at:

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

ENTRY REQUIREMENTS

Where a Community Activator Coach has not already achieved Level 1 Functional Skills English and Maths, they must do so before taking the end-point assessment.

LENGTH OF COURSE

18 months plus End Point Assessment (3 months).



LEVEL 3 TEACHING ASSISTANT

Teaching Assistants work in Primary, Special and Secondary education across all age ranges encompassing special educational needs and emotional vulnerabilities. The main rolekey 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 to make progress. .

Promoting self-belief, social inclusion and a high self-esteem play an integral part to pupils' well-being; ensuring pupils thrive in a positive, nurturing, 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; 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. .

Information on the Apprenticeship can also be found at:

https://www.instituteforapprenticeships.org/apprenticeship-standards/teaching-assistant-v1.1_

ENTRY REQUIREMENTS

“Where a Teaching Assistant has not already achieved Level 2 Functional Skills English and Maths, they must do so before taking the end-point assessment.

LENGTH OF COURSE

18 months plus End Point Assessment (3 months). .

LEVEL 3 TEACHING ASSISTANT (SPECIALIST ROUTES) P.E.

Apprentices will go on to complete bespoke schools sport study and activities in venues across the borough, with input from the RBG School Sports Partnership Coordinator.

Further study includes the following:

- Delivering PE with children who have SEND and most able pupils
- Running an extra-curricular club and delivering school sports events
- Health & safety in relation to PE and using technology in relation to PE
- Supporting the delivery of PE activities by supporting specialist PE staff • Evidencing pupil progress and achievement in PE

EARLY YEARS PATHWAY

Apprentices in the Education Pathway work directly with children aged 0-5. Our qualifications range from Level 2 Early years practitioner, Level 3 Early years educator. This pathway gives staff the opportunity to develop their training at a level that suits them. Apprentices can also start at level 2 and continue onto Level 3 offering a clear route of progression and development. .



TESTIMONIALS

“Our Apprentice works closely with a team of 13 people within Ladybird Class, and she works seamlessly within the class, running fun activities, leading group time, or doing snacks and nappies! Being a member of our teaching team means having to shift between different roles and responsibilities on a weekly basis and communicating effectively in order to hand over relevant information, and she does this with ease. .

We have a lot of children with SEND and alongside her usual duties, she is always quick to tune into them and find what motivates them, like helping a 2-year old girl with down syndrome discover her love of slides. Another example is her work with a boy with speech and language difficulties; she talked with a visiting speech professional and made resources for him to carry out regular interventions and help him with his speech. This extra time and attention she puts into her work means that the children she supports make better than expected progress. We are deeply lucky to have our apprentice on our team, she takes initiative, and brings a warmth and kindness that all children and staff benefit from.”

HR Manager

Royal Borough of Greenwich Nursery

Early Years Educator apprentice Sin Sze Chau

Thank you for everything, without your support I wouldn't have been able to get through the apprenticeship. It was a very good learning journey, thanks for the support.

LEVEL 2 EARLY YEARS PRACTITIONER

Introducing the Level 2 Early Years Practitioner apprenticeship, a comprehensive programme meticulously designed to nurture aspiring professionals in the field of early childhood education. Aligned with the Institute for Apprenticeships and Technical Education's standards, this course equips individuals with the essential skills and knowledge required to excel in the rewarding realm of early years education. This apprenticeship focuses on equipping individuals with the fundamental skills and knowledge needed to work and interact directly with children on a day-to-day basis supporting the planning of and delivery of activities for the learning, development and care of children from birth to 5 in both indoor and outdoor environments.

LEARNING OBJECTIVES

Apprentices will learn about the principles of how to work and interact directly with children on a day-to-day basis supporting the planning of and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the setting.

KEY COMPONENTS

- To work in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child in line with company policies and procedures.
- How to use play to support children to understand and encourage healthy life choices.
- To identify issues of safeguarding and child protection, ensuring that the welfare and safety of children is promoted
- Undertake specific tasks related to the safety and hygiene of the children and the cleanliness of the setting.
- Contribute to the planning and organise activities and children's individual experiences which will support and extend the children's learning in line with the Early Years Foundation Stage.

APPRENTICESHIP STRUCTURE

This apprenticeship employs a blended learning approach, combining theoretical knowledge with practical application. Participants will engage in hands-on learning experiences while gaining invaluable insights through real-world scenarios in early childhood education settings

PROGRESSION ROUTE

Early Years Educator apprenticeship level 3.

Information on the Apprenticeship can also be found at:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/early-years-practitioner-v1-0>

13 months plus End Point Assessment (3 months).

ENTRY REQUIREMENTS

Where an Early Years Practitioner has not already achieved Level 1 Functional Skills English and Maths, they must do so before taking the end-point assessment.

LENGTH OF COURSE

13 months (15 months if term time only) plus End Point Assessment (3 months).

LEVEL 3 EARLY YEARS EDUCATOR

Introducing the Level 3 Early Years Educator apprenticeship, a comprehensive programme meticulously designed to nurture aspiring professionals in the field of early childhood education. Aligned with the Institute for Apprenticeships and Technical Education's standards, this course equips individuals with the essential skills and knowledge required to excel in the rewarding realm of early years education.

APPRENTICESHIP OVERVIEW

Our apprenticeship provides a deep dive into the fundamental principles of early childhood development, child-centred learning approaches, and effective strategies for supporting young learners during their formative years.

LEARNING OBJECTIVES

Apprentices in this course will explore various facets of early years education, including promoting child welfare and development, planning to engage activities, implementing curriculum frameworks, and fostering nurturing environments conducive to learning and growth.

KEY COMPONENTS

- Understanding child development theories and practices
- Implementing inclusive teaching and learning strategies
- Supporting children's physical, emotional, and social well-being
- Engaging in reflective practice and continuous professional development

APPRENTICESHIP STRUCTURE

This apprenticeship employs a blended learning approach, combining theoretical knowledge with practical application. Participants will engage in hands-on learning experiences while gaining invaluable insights through real-world scenarios in early childhood education settings.

PROGRESSION ROUTES

Upon successful completion, learners will be qualified to support the quality of learning and development in their setting. You will lead on the operational aspects of the provision and typically be responsible for leading other practitioners.

QUALIFICATIONS

Prior to Gateway an apprentice must also successfully complete a first aid qualification in line with the requirements of the EYFSEYFS (Early Years Foundation Stage) Framework (Annex A) – Paediatric First Aid or Emergency Paediatric First Aid (Level)

Information on the Apprenticeship can also be found at:

https://www.instituteforapprenticeships.org/apprenticeship-standards/early-years-educator-v1.3_

ENTRY REQUIREMENTS

Where an Early Years Educator has not already achieved Level 2 Functional Skills English and Maths, they must do so before taking the end-point assessment.

LENGTH OF COURSE

18 months (21 months if term time only) plus End Point Assessment (3 months).

Ofsted

'Students with high needs in discrete provision are challenged by their teachers to develop their independence so that they can contribute to the communities in which they live.'

When necessary, staff provide highly effective one-to-one support to students. They use a range of strategies, including teachers using sign language to communicate with students with hearing impairments.'



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A person with curly hair is wearing a black VR headset and a high-visibility yellow and blue safety vest. They are looking down at a device in their hands. In the background, a large industrial robotic arm is visible. The scene is set in a factory or workshop environment.

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