



TEAM LEADER OR SUPERVISOR

LEVEL 3 APPRENTICESHIP

APPRENTICESHIP JOURNEY

Overview

Apprenticeship journey comprises many different stages, below we have provided more information for some of them.

EMPLOYER

Supporting the apprentice with regular progress reviews, work based training and time to complete apprenticeship tasks during the working day.

APPRENTICE

Attending all training and coaching sessions, submitting work set on time and providing evidence of knowledge, skills and behaviours.

APPRENTICE AND EMPLOYER

ENGAGEMENT

Firstly, we need to ascertain employer needs and objectives and evaluate all training options. If apprenticeships are chosen, we will then establish which Apprenticeship Standards are most suitable for the organisation and its employees.

NOMINATION

Following the engagement process, employers are encouraged to put forward names (nominate) staff members who have shown an interest in undertaking an apprenticeship

INITIAL ASSESSMENT – LINE MANAGER

A video conference between the subject specialist and the Line Manager takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and line managers' ability to support the apprentice

INITIAL ASSESSMENT – APPRENTICE

A video conference between the subject specialist and the apprentice takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and to ensure that the apprentice has a full and informed understanding of the apprenticeship prior to enrolment.

FUNCTIONAL SKILLS – MATHS AND ENGLISH

Maths and English at Level 1 or 2 are a requirement of all apprenticeships, before enrolment an apprentice will either provide certificates of prior attainment or complete indicative assessment on bksb

START DATE IS CONFIRMED AND TRAINING BEGINS

Following the Grey Seal Delivery Model

Learning sessions

Coaching sessions

PROGRESS REVIEWS

These are conducted at 12 week intervals via video conference with the line manager and apprentice

INITIAL ASSESSMENTS

The first step

Before the employer, the line manager and the apprentice commit to an apprenticeship it is crucial to ensure that the right apprenticeship, at the right level, is selected. This first step, is conducted with the Subject Specialists, it usually takes place via a video call and lasts approximately 30-40 minutes.

LINE MANAGER

This initial time commitment is an investment in the future, it ensures apprenticeship relevance to the apprentice's role and it significantly increases success rates.

INITIAL ASSESSMENT - LINE MANAGER

Conducted between the Line Manager and the Subject Specialist

The Line Manager will have an understanding of the apprentices' roles and responsibilities, whilst the Subject Specialist will have an in-depth understanding of the apprenticeship requirements.

During the call, each Unit or Area of the apprenticeship is considered in the context of its relevance to apprentices' current role, the knowledge that will be taught, the skills and behaviours that the apprentice will need to demonstrate.

The apprenticeship requires ongoing commitment from the Line Manager, this process raises their awareness of apprenticeship requirements from the outset. Other requirements such as Off the Job Training (OTJ) and IT requirements are also addressed.

APPRENTICE

Apprentices are required to complete Initial Assessments relevant to their preferred apprenticeship and Initial Assessment in [Functional Skills Maths and English](#).

INITIAL ASSESSMENT - APPRENTICE

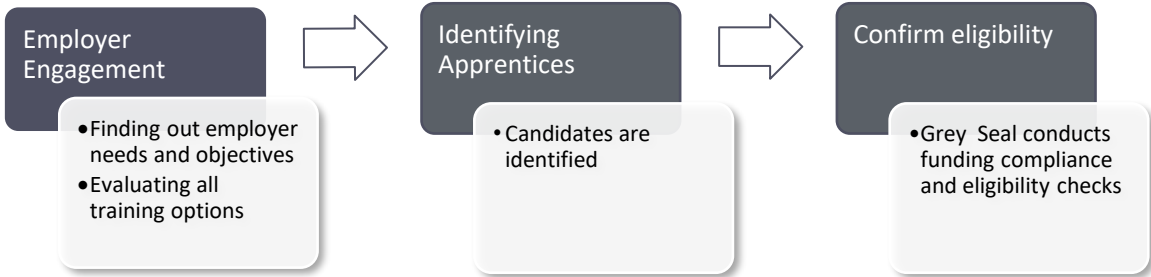
Conducted between the Apprentice and the Subject Specialist

Each Unit or Area is considered in detail and requirements explained to the apprentice. The apprentice is asked to explain their current understanding of the subject matter. Based on their answers the Subject Specialist will rate the apprentice's current ability. These results are used to record the Prior Learning Recognition (PLR) which in turn is used to calculate the OTJ hours required for the duration of the apprenticeship. If the PLR is at a considerably higher level, a higher level apprenticeship is likely to be recommended.

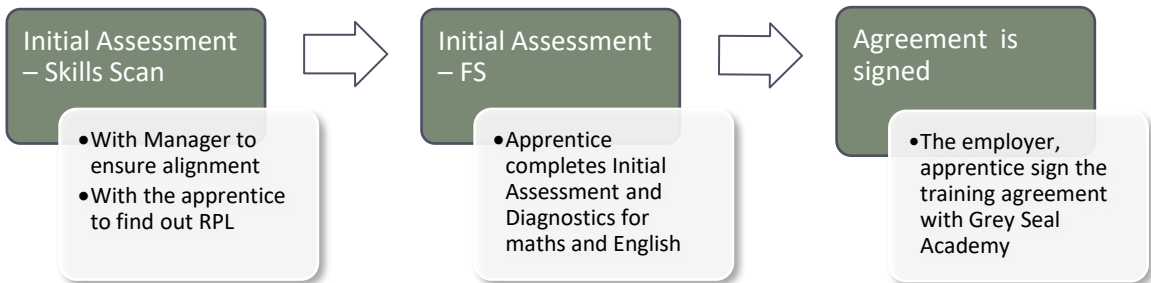
Mathematics and English functional skills at Level 1 are required for all Level 2 apprenticeships and Level 2 functional skills are required for all apprenticeships at Level 3 and above. If the apprentice does not have certificates of prior attainment, they will need to complete Functional Skills Initial Assessments prior to enrolment.

APPRENTICESHIP JOURNEY

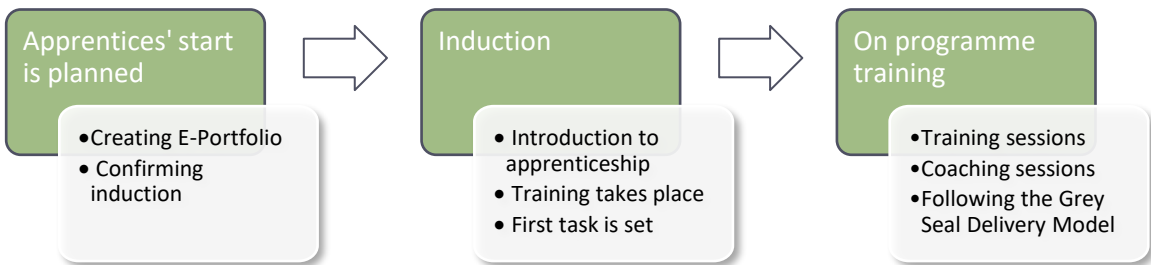
Engagement



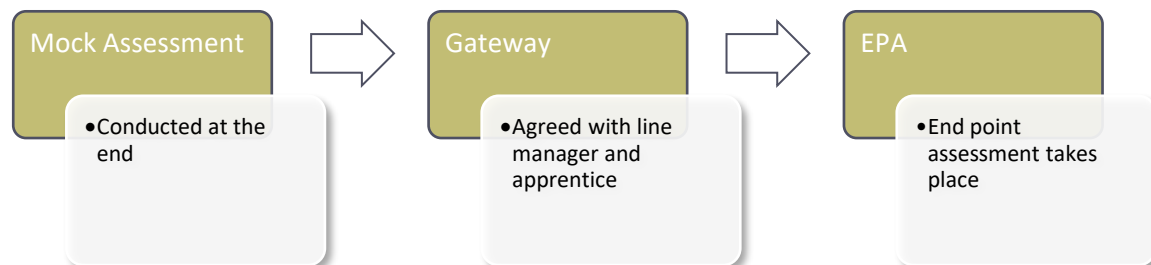
Enrolment



Delivery



Completion



Progression



95%

Of learners would recommend Grey Seal to others*



TEAM LEADER OR SUPERVISOR

LEVEL 3

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

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

Typical Job Titles

Supervisor, Team leader, Project officer, Shift supervisor, Foreperson, and Shift manager

Entry Requirements

The entry requirement for this apprenticeship will be decided by each employer, but may typically be five GCSEs at Grade C or higher..



START DATE

Flexible



LEVEL

3



DURATION

12-18 months



DELIVERY

- Virtual
- In person



ASSESSMENT

- On programme
 - EPA



PROGRESSION

Aligns with recognition by:
Chartered Management Institute
The Institute of Leadership and Management

KNOWLEDGE

What is required - through formal learning and applied according to business environment.



INTERPERSONAL EXCELLENCE

MANAGING PEOPLE AND DEVELOPING RELATIONSHIPS

LEADING PEOPLE

Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion.

MANAGING PEOPLE

Understand people and team management models, including team dynamics and motivation techniques. Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour.

BUILDING RELATIONSHIPS

Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. Know how to facilitate cross team working to support delivery of organisational objectives.

COMMUNICATION

Understand different forms of communication and their application. Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.

KNOWLEDGE

What is required - through formal learning and applied according to business environment.



ORGANISATIONAL PERFORMANCE

DELIVERING RESULTS

OPERATIONAL MANAGEMENT

Understand how organisational strategy is developed. Know how to implement operational and team plans and manage resources and approaches to managing change within the team. Understand data management, and the use of different technologies in business

PROJECT MANAGEMENT

Understand the project lifecycle and roles. Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.

FINANCE

Understand organisational governance and compliance, and how to deliver Value for Money. Know how to monitor budgets to ensure efficiencies and that costs do not overrun.

KNOWLEDGE

What is required - through formal learning and applied according to business environment.



PERSONAL EFFECTIVENESS

MANAGING SELF

AWARENESS OF SELF

Know how to be self-aware and understand unconscious bias and inclusivity. Understand learning styles, feedback mechanisms and how to use emotional intelligence

MANAGEMENT OF SELF

Understand time management techniques and tools, and how to prioritise activities and approaches to planning

DECISION MAKING

Understand problem solving and decision making techniques, and how to analyse data to support decision making.

SKILLS

What is required (acquired and demonstrated through continuous professional development)



INTERPERSONAL EXCELLENCE

MANAGING PEOPLE AND DEVELOPING RELATIONSHIPS

LEADING PEOPLE

Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively..

MANAGING PEOPLE

Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve. Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.

BUILDING RELATIONSHIPS

Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams. Building relationships with customers and managing these effectively.

COMMUNICATION

Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management. Use of active listening and provision of constructive feedback.

SKILLS

What is required (acquired and demonstrated through continuous professional development)



ORGANISATIONAL PERFORMANCE

DELIVERING RESULTS

OPERATIONAL MANAGEMENT

Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Able to adapt to change, identifying challenges and solutions. Ability to organise, prioritise and allocate work, and effectively use resources. Able to collate and analyse data, and create reports.

PROJECT MANAGEMENT

Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. Ability to use relevant project management tools, and take corrective action to ensure successful project delivery.

FINANCE

Applying organisational governance and compliance requirements to ensure effective budget controls.

SKILLS

What is required (acquired and demonstrated through continuous professional development)



PERSONAL EFFECTIVENESS

MANAGING SELF

AWARENESS OF SELF

Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received

MANAGEMENT OF SELF

Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.

DECISION MAKING

Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.

BEHAVIOURS

What is required
(developed and
exhibited in the
workplace)



BEHAVIOURS

DEVELOPED AND EXHIBITED IN THE WORKPLACE

TAKES RESPONSIBILITY

Drive to achieve in all aspects of work. Demonstrates resilience and accountability.

Determination when managing difficult situations

INCLUSIVE

Open, approachable, authentic, and able to build trust with others. Seeks views of others.

AGILE

Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change.

PROFESSIONALISM

Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values

GATEWAY

INFORMATION AND GUIDANCE

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

PORTFOLIO OF EVIDENCE

The apprentice will have prepared a portfolio of evidence during the on-programme phase to support the professional discussion

The portfolio should contain written accounts of activities that have been completed and referenced against the relevant knowledge, skills and behaviours that will be assessed by the professional discussion, supported by appropriate evidence, such as video/audio extracts; written statements; project plans; reports; minutes; observation reports; presentations; feedback from managers, supervisors or peers;

The portfolio is not directly assessed. It underpins the professional discussion assessment method and therefore is not assessed by the EPAO. EPAOs should review the portfolio in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

COMPLETED
BEFORE
GATEWAY

ON PROGRAMME
Portfolio of Evidence

100%

FUNCTIONAL SKILLS
Maths and English
achieved

Level
2

MOCK EPA
With GSA Trainer

MOCK

EPA

ASSESSMENT METHODS

The EPA will be completed within an EPA period lasting typically of 4 months, after the EPA gateway

ASSESSMENT METHOD 1

Presentation with questions and answers

Apprentices will prepare and deliver a presentation followed by questions and answers based on topic(s) covered within the apprenticeship.

The apprentice will be given their presentation title post gateway by the EPAO. The presentation will be based on one of the following topics:

- Reviewing ways to reduce cost and increase efficiency in a business environment
- Implementing a performance management process within a team or business unit
- Supporting their team through a period of change within their organisation
- Managing a difficult situation within their team

ASSESSMENT METHOD 2

Professional discussion underpinned by a portfolio of evidence

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

All assessment methods are weighted equally in their contribution to the overall EPA grade

GRADES AWARDED

FAIL

PASS

DISTINCTION





DELIVERY MODEL

TIME LINE

Knowledge, Skills and Behaviours, as described in earlier pages, are delivered as individual Units over a period of approximately 13 months.

The Units are delivered in an order that ensures that apprentices are acquiring knowledge in a logical order and are building on it, with each new Unit linking previous learning with new learning.

Although this order is the one we recommend, it can be tailored to each learner's specific needs and altered to fit in with organisational demands.

Months 1-9

Maths and English, if required



Months
1-13

Month
14



Months
15-18



Unit 1	Awareness of Self
<p>Know how to be self-aware and understand unconscious bias and inclusivity.</p> <p>Understand learning styles, feedback mechanisms and how to use emotional intelligence.</p> <p>Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.</p>	
Unit 2	Management of Self
<p>Understand time management techniques and tools, and how to prioritise activities and approaches to planning.</p> <p>Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.</p>	
Unit 3	Communication
<p>Understand different forms of communication and their application.</p> <p>Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns."</p> <p>Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management</p> <p>Use of active listening and provision of constructive feedback.</p>	
Unit 4	Building Relationships
<p>Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict.</p> <p>Know how to facilitate cross team working to support delivery of organisational objectives.</p> <p>Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts.</p> <p>Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams.</p> <p>Building relationships with customers and managing these effectively.</p>	
Unit 5	Decision Making
<p>Understand problem solving and decision making techniques.</p> <p>Understand how to analyse data to support decision making</p> <p>Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.</p>	
Unit 6	Leading People
<p>Understand different leadership styles and the benefits of coaching to support people and improve performance.</p> <p>Understand organisational cultures, equality, diversity and inclusion.</p> <p>Able to communicate organisation strategy and team purpose, and adapt style to suit the audience.</p> <p>Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.</p>	

Unit 7	Managing People
<p>Understand people and team management models, including team dynamics and motivation techniques.</p> <p>Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour</p> <p>Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve.</p> <p>Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.</p>	
Unit 8	Operational Management
<p>Understand how organisational strategy is developed.</p> <p>Know how to implement operational/team plans and manage resources and approaches to managing change within the team.</p> <p>Understand data management, and the use of different technologies in business.</p> <p>Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.</p> <p>Able to adapt to change, identifying challenges and solutions.</p> <p>Ability to organise, prioritise and allocate work, and effectively use resources.</p> <p>Able to collate and analyse data and create reports.</p>	
Unit 9	Finance
<p>Understand organisational governance and compliance, and how to deliver Value for Money.</p> <p>Know how to monitor budgets to ensure efficiencies and that costs do not overrun.</p> <p>Applying organisational governance and compliance requirements to ensure effective budget controls.</p>	
Unit 10	Project Management
<p>Understand the project life cycle and roles.</p> <p>Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.</p> <p>Able to organise, manage resources and risk, and monitor progress to deliver against the project plan.</p> <p>Ability to use relevant project management tools and take corrective action to ensure successful project delivery.</p>	
Unit 11	Behaviours
<p>Drive to achieve in all aspects of work.</p> <p>Demonstrates resilience and accountability.</p> <p>Determination when managing difficult situations</p> <p>Open, approachable, authentic, and able to build trust with others. Seeks views of others. Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change. Sets an example, and is fair, consistent and impartial.</p> <p>Open and honest. Operates within organisational values</p>	

The background of the entire page is a vertical wood-grain texture in shades of green. Three stylized handprints, also in a light green color, are arranged in a triangular pattern: one at the top right, one at the bottom left, and one at the bottom right. Each handprint has a small circular hole at its base, suggesting they are part of a larger assembly or display.

89%

Of learners say that they have improved their work performance as a result of their apprenticeship*

DELIVERY MODEL

TRAINING THE GREY SEAL WAY

Virtual training environment

Grey Seal has an integrated approach to the assessment of knowledge, skills and behaviours.

Our individualised approach is adjusted to suit the apprentice, their learning styles, work commitments e.g. rotas, as well as the needs of their organisation.

During the programme, apprentices will be building a portfolio of work-based and academic evidence. Online portfolios can be accessed by the apprentice and designated organisational contact.

All Trainers are subject specialists with strong experience within the sector they are training in, as well as being qualified Trainers.

During each calendar month two meetings between the apprentice and the trainer will take place.

A Training Session and a Coaching session

Training Sessions are where the main training of knowledge and skills takes place. The highly interactive sessions last approximately 60-90 minutes, and can be individual or group based.

During Coaching Sessions Trainers will provide any assistance as required by the apprentice. Taking up to 60 minutes, these sessions are always 121 and they include, but are not limited to:

- assignment writing assistance
- maths and English support
- safeguarding support
- OTJ,
- developing general behaviours e.g., confidence, time management etc.

Our team of subject specialist have developed resources that support our apprentices through out their journey with us.



PowerPoints

For delivery of highly interactive, educational and informative training sessions



Revision Resources

These are design to expand on the knowledge gained during training and to help with revision



Workbooks

These accompany the Revision resources and ensure effective and accurate Portfolios building



What is the Prevent Duty?

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, listed in Schedule 3 of the Act, to have “due regard to the need to prevent people from being drawn into terrorism or extremism”. These statutory bodies include:

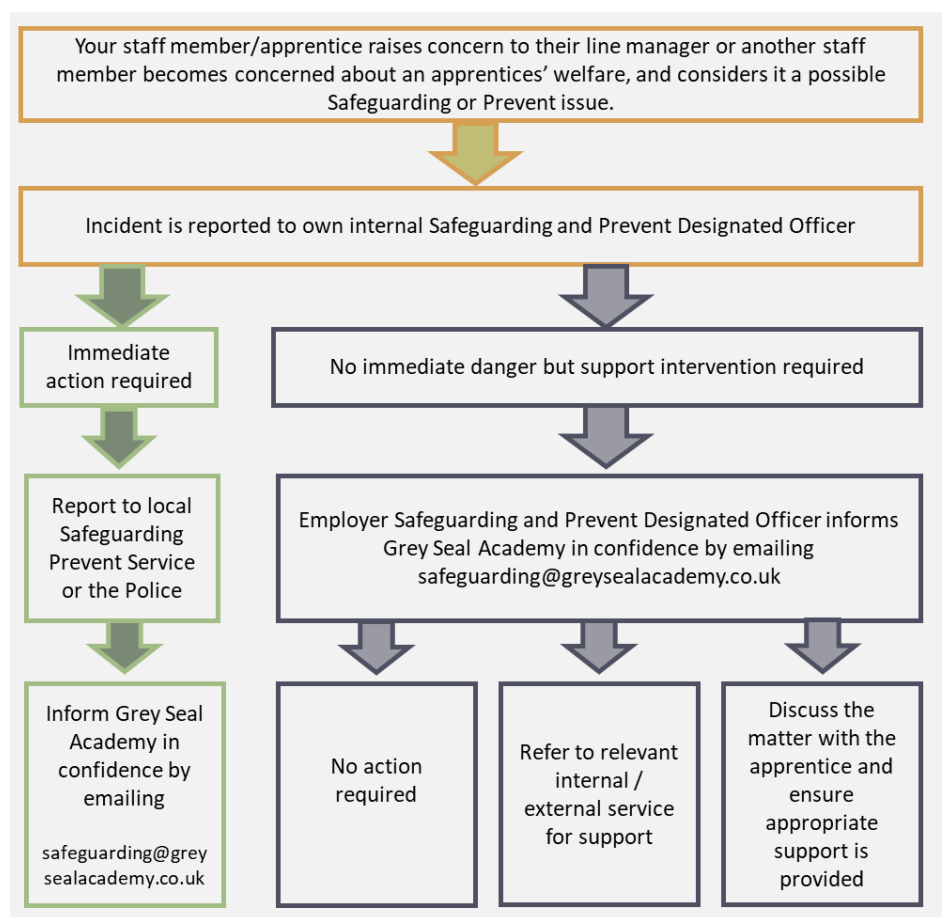
- Education
- Health
- Social Care
- Police

What is Safeguarding?

Safeguarding is the action that is taken to promote the welfare of children and vulnerable adults and to protect them from harm. Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

WHEN TO REPORT SAFEGUARDING OR PREVENT CONCERNS TO GREY SEAL ACADEMY

Grey Seal Academy have a statutory duty to safeguard the wellbeing of apprentices, and as such we need your help and support to comply with this duty.



More detailed information is available in the Policies and Procedures section on Grey Seal Academy [website](#).



Tri-Partite

The Apprentice, the
Line Manager and
the Tutor



Wellbeing

Safeguarding,
Prevent, Equality,
Diversity, Inclusion,
Health and Safety



SMART TARGETS

With all parties
agreed, tasks for the
next 12 weeks are
planned

TRI-PARTITE PROGRESS REVIEWS TPRs

Definition: 12-weekly contractual monitoring meetings between the line manager, the apprentice and the tutor

Progress

Progress between the last TPR and the current TPR is recorded in a table and RAG rating is implemented.

Reflection

The apprentice is required to reflect on past 12 weeks by stating what new knowledge and skills they have learned and explaining what the impact of this learning has been.

Wellbeing

The focus is not only on progress but also on the welfare of the apprentice, monitoring their health and safety and equality of opportunity.

Line Manager Feedback

Line Managers are encouraged to provide feedback relevant to apprentice's progress and comment on changes apprentices' work based performance as the result of the training.

Forward Planning

The three parties will consider the Units/Areas that will be next be covered in training in the upcoming 12 weeks. The collaboration between the three parties here is of the utmost importance. They need to ensure that operational objectives align with apprentice' duties and upcoming training.

CAREER ASPIRATIONS

During the TPRs the tutor will speak with the apprentice about their long term career aspirations and offer relevant support and guidance.

IA

**INITIAL
ASSESSMENT**

Completed on BKSb

DA

**DIAGNOSTIC
ASSESSMENT**

Completed on BKSb



TUTOR SUPPORT

Reviewed regularly
121 support provided



**SPECIALIST
SUPPORT**

If needed
121 Support, weekly,
bi weekly or monthly



MOCK TESTS

Not invigilated
Feedback provided



EXAM

Completed within the
first 9 months
Completed on line



**CERTIFICATE
AWARDED**

MATHS AND ENGLISH FUNCTIONAL SKILLS

At Level 2 apprenticeship you are required to have passed Maths and English at Level 1. Level 1 Functional Skills are equivalent to a GCSE Grade E-D (2-3), and Level 2 Functional Skills are equivalent to GCSE Grade C-A*(4-9).

bksb

To support apprentices development of Functional Skills we have engaged the services of EdTech specialist bksb, established for over 20 years they are used by thousands of educators and millions of learners around the world.

Apprentices are provided with online access and supported by their tutors

Tutor Support

During Coaching session tutors will assess apprentices progress on bksb and provide any additional teaching that could be required

Specialist Support

On occasion, speciality support is needed. Grey Seal Academy have designated Functional Skills Lead who is there to offer specialist support to learners in addition to the support provided by their designated tutors

Mock Exams

Before the exam all apprentices are encouraged to take mock exams, these are marked by the Functional Skills Lead and feedback is provided

Functional Skills Exams

Functional Skills Exams are arranged at the time and date that is most convenient for the apprentice and the manager. They are invigilated and take place on line usually within the first 6 months from the start of the apprenticeship. Location of the exam is at the learner's discretion, but usually in a quiet office in their place of work.

What can be included

Teaching

The teaching of theory for example: lectures, role playing, simulation exercises, online learning or manufacturer training.

Training

Shadowing, mentoring, industry visits, meetings with tutor, participation in competitions

Learning

Learning support and time spent writing assessments /assignments, revision and research.

What can't be included

Training

Training to acquire knowledge, skills and behaviours that are not required in the standard

Reviews

Progress reviews or on-programme assessment required for an apprenticeship

Functional Skills

English and maths (up to level 2) which is funded separately

OTJ

OFF THE JOB TRAINING LOG

Learning done outside of an apprentice's normal working duties, but within their working hours.

Off-the-job training must make up at least 20% of the apprentice's normal working hours (paid hours excluding overtime) over the planned duration of the apprenticeship.

ESFA DEFINITION

Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.

It is not on-the-job training which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship

Grey Seal OTJ

To ensure compliance with the ESFA (Education and Skills Funding Agency), Grey Seal compliance specialists have designed an OTJ Log that is unique to each learner and is updated at each coaching session. With several drop down menus it is easy to complete and update.

1	A	B	C	D	E	F	G	
1	Commitment (Target hours)	790	Apprenticeship:	Team Leader Supervisor Standard Level 3				
2	Please upload to your Contact Log before each training session							
3	Off the job learning to date			0	Expected OTJ - Recorded OTJ =			-360
4	Required to date			360				
5	Month	Year	Select Activity from dropdown menu	Describe the activity	Select Unit/Area from dropdown menu	State what you: 1. Have learned - be specific! 2. The impact on your personal development and your job role		Hours spent
6								
7			Training with Tutor		01 - Self Awareness/Awareness of Self			
8			Research		02 - Management of Self			
9			Assignment/Workbook writing		03 - Communication			
10			Revision		04 - Building Relationships			
11			Shadowing		05 - Decision Making			
12			Simulation		06 - Leading People			
13			Industry Visits		07 - Managing People			
14			Workbased Training		08 - Operational Management			
15								
16								

TO PROGRESS
GET IN TOUCH

 01773 829121

 info@greyscaleacademy.co.uk