

APPRENTICESHIPS

To: Children and Young People Committee

Meeting Date: 5th December 2017

From: Wendi Ogle-Welbourn, Executive Director: People and Communities

Electoral division(s): All

Forward Plan ref: N/A **Key decision:** No

Purpose: To inform Members of the plans that are being developed to encourage the take up of apprenticeships in Cambridgeshire's schools, following the introduction of the apprenticeship levy.

Recommendation: Members are asked to:

a) Note and comment on the issues set out on the paper.

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1. BACKGROUND

- 1.1 From the beginning of the financial year 2017, all employers with a salary bill of more than £1 million have been required to pay 0.5% of their salary bill into the apprenticeship levy. This applies to all maintained schools (as the Local Authority (LA) counts as their employer for the purposes of the levy) and to most Multi-Academy Trusts.
- 1.2 Each employer has a Digital Apprenticeship Service (DAS) account into which the levy payments are made. When an apprentice is taken on, the funds for the training provider are paid from that account. The funds in that account must be used for training from an approved provider, and cannot be used for salary or travel costs.
- 1.3 When there are insufficient funds in the DAS account, the employer can opt to pay 10% of the training costs itself, and the national DAS will fund the remaining 90%.
- 1.4 Unused funds in the DAS account revert to the Treasury after two years.
- 1.5 As of October half term 2017, the apprenticeship standards relevant to schools are as follows:

Catering and Hospitality:	Hospitality Team Member Senior Chef Production Cooking
Construction and Facilities:	Property Maintenance Operative
Science:	Laboratory Technician
IT and Digital:	Digital and Technology Solutions Professional
Legal, Accounting and Finance:	Assistant Accountant Credit Controller
Teaching and Childcare Support:	Early Years Educator
Business and Administration:	Chartered Manager Finance Director Customer Service Practitioner Business Administrator Office Administrator Team Leader/Supervisor

- 1.6 The following apprenticeship standards are in development:

- Teacher
- Teaching Assistant (NB: a framework for a TA apprenticeship exists, and can be used until the standard is signed off)
- Assistant Early Years Practitioner
- Senior Early Years Practitioner
- Data Manager
- School Business Director
- HR Support

2. MAIN ISSUES

- 2.1 While each academy or trust will have its own DAS account, maintained schools' levy payments are made into the council's account. We have arranged to keep track of the funds so that we know how much has been contributed by schools, and have agreed with schools that their funds will be pooled such that any maintained school can apply for training funds regardless of their contribution (if we were to only allow individual contributions to count, small schools would never be able to have an apprentice).
- 2.2 An issue we have not been able to resolve is the possibility of schools using all the money in their (virtual) section of the DAS account, but then being unable to go for the 10/90% option (see 1.2.2 above) because the Council's DAS account still contains funds. One possible solution is to seek agreement from the Council that in such an eventuality, schools could access the main account as well – particularly if the funds were about to revert (see 1.2.3 above).
- 2.3 We have obtained agreement that LGSS will employ a fund manager for the three local authorities it supports, to administer the schools' part of the DAS accounts.
- 2.4 We have created a guide for schools which can be found here: <https://www.cambslearntogether.co.uk/services-to-schools/apprentices/>. The guide is aimed at all schools, whether maintained or academy, and takes them through the process of planning for, recruiting and employing an apprentice, and accessing funds to pay for their training.

We held briefings for schools in summer 2017 to explain the process.

- 2.5 To date, no Cambridgeshire maintained schools have taken on an apprentice, although several are exploring the possibility.
- 2.6 The details of the teacher apprenticeship were announced by the DfE on 20th October 2017. Some issues are still to be ironed out – for example:
- The information on the NCTL (National College for Teaching and Leadership) website states that apprentices will be paid on the unqualified teacher pay scale – this is at odds with the requirement for employers to set the salary for apprentices.
 - Current advice for teacher training providers is to take people on to *salaried school direct* (SSD) routes and convert them to apprentices at a later date. This means that employers will not be the primary recruiter, as stipulated by the apprenticeship institute. Also, SSD places are only supposed to be offered to people with 3+ years' work experience, which is not a requirement for apprentices.
- 2.7 There are a number of possible barriers to schools taking on teacher apprentices:
- i. Salary costs, particularly for primary schools.
 - ii. There are no salaried school direct places for primary schools in Cambridgeshire, therefore none that can be converted to apprenticeships (as suggested in bullet two of 2.2.2 above)
 - iii. The teacher apprenticeship standard as currently proposed is for the apprentice

to be employed for 4 terms, being awarded Qualified Teacher Status at the end of term 3 and passing their apprenticeship at the end of term 4 – i.e. one term into their NQT induction period. If the apprentice leaves at the end of year 1 (once they have QTS), perhaps because another school is offering a more attractive employment package, the training provider will lose out on funding. This danger may make providers unwilling to offer this training.

2.8 Local solutions proposed:

- ✓ Encourage schools to make all new employees, who are not teachers, apprentices.
- ✓ Encourage all schools and other interested parties to participate in the consultation regarding the teacher apprenticeship standard.
- ✓ Further develop the internship programme which is running successfully in 20 Cambridgeshire schools, as an affordable alternative to the teacher apprenticeship locally.

3. ALIGNMENT WITH CORPORATE PRIORITIES

3.1 Developing the local economy for the benefit of all

The following bullet points set out details of implications identified by officers:

- A key factor in major companies' decisions to move to Cambridgeshire is access to good and outstanding schools for their workforce: schools require well trained and skilled staff if they are to be judged good or outstanding.
- Certain parts of the county have low social mobility (East Cambs and Fenland is a designated Opportunity Area): we need local solutions to upskill the workforce in those areas.

3.2 Helping people live healthy and independent lives

Not applicable

3.3 Supporting and protecting vulnerable people

The following bullet point sets out details of implications identified by officers:

- Poor education progress of vulnerable groups correlates with poor life chances. Schools require well trained and skilled staff to ensure the best possible education outcomes for all children.

4. SIGNIFICANT IMPLICATIONS

4.1 Resource Implications

The following bullet point sets out details of significant implications identified by officers:

- Low take up of apprenticeships by schools could exacerbate the difficulties the LA may have in meeting its target for apprenticeships overall, leading to the money in the DAS account reverting to the Treasury.
- There could be opportunities to use apprenticeship funding to support existing training programmes and thus release revenue funding?
- Schools could potentially attract new staff with the offer of training, which could help with recruitment and retention issues, and thus reduce costs associated with agency staff.

4.2 Procurement/Contractual/Council Contract Procedure Rules Implications

Not applicable

4.3 Statutory, Legal and Risk Implications

There are no significant implications within this category.

4.4 Equality and Diversity Implications

There are no significant implications within this category.

4.5 Engagement and Communications Implications

The following bullet point sets out details of significant implications identified by officers:

- There is a need to communicate clearly, to schools and to prospective apprentices, the ways in which they can engage with the process.

4.6 Localism and Local Member Involvement

There are no significant implications within this category.

4.7 Public Health Implications

The following bullet point sets out details of significant implications identified by officers:

- Employment and Education are important 'wider determinants' of health and improving them could consequently lead to improved health.

Significant Implications	Officer Clearance
Have the resource implications been cleared by Finance?	Yes Name of Financial Officer: Martin Wade
Have the procurement/contractual/ Council Contract Procedure Rules implications been cleared by Finance?	Yes Name of Financial Officer: Paul White
Has the impact on statutory, legal and risk implications been cleared by LGSS Law?	Yes Name of Legal Officer: Fiona McMillan
Have the equality and diversity implications been cleared by your Service Contact?	Yes Name of Officer: Keith Grimwade
Have any engagement and communication implications been cleared by Communications?	Yes Name of Officer: Jo Dickson
Have any localism and Local Member involvement issues been cleared by your Service Contact?	Yes Name of Officer: Wendi Ogle-Welbourn
Have any Public Health implications been cleared by Public Health	Yes Name of Officer: Tess Campbell

SOURCE DOCUMENTS GUIDANCE

Source Documents	Location
Guide for schools on recruiting an apprentice	https://www.cambslearntogether.co.uk/services-to-schools/apprentices/
Press release from the DfE	https://www.gov.uk/government/news/new-route-into-classroom-for-aspiring-teachers
Information for prospective teacher apprenticeship providers	https://www.gov.uk/guidance/postgraduate-teaching-apprenticeships-guidance-for-providers
Information for prospective teacher apprenticeship candidates	https://getintoteaching.education.gov.uk/explore-my-options/teacher-training-routes/school-led-training/school-direct-salaried
The apprenticeship standard and the end-point assessment plan for the post-	

graduate teaching apprenticeship

<https://www.gov.uk/government/publications/apprenticeship-standard-teacher-approved-for-delivery>