

TEAM LEADER APPRENTICESHIP

A team leader is a first line management role, with responsibilities for operational matters, a given project or 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, leading projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

ENTRY

Employers will set their own entry requirements in order to start on this apprenticeship.

DURATION

The minimum duration for this apprenticeship is 12 months.

PROGRESSION

On completion, apprentices may choose to register as Associate Members with the Chartered Management Institute and/or the Institute of leadership and management, to support their professional career development and progression.

LEVEL

This apprenticeship standard is set at level 3.

FUNCTIONAL SKILLS

If the employee does not have maths and English GCSE passes at grade C or above, they will need to pass maths and English Functional Skills level 2 during their Apprenticeship.

END ASSESSMENT

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is competent and ready to undertake the independent end point assessment.

EDN PROFESSIONAL TRAINERS

Alongside the apprentice they will agree on a personal learning and development plan, setting a timetable of learning activities in preparation for the End Point Assessment (EPA).

The EDN Training Consultant will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching where required and agree the next steps of learning.



FOR MORE INFORMATION CONTACT US AT:

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REQUIREMENTS: KNOWLEDGE, SKILLS AND BEHAVIOURS

KNOWLEDGE AND UNDERSTANDING

What is required (through formal learning and applied according to business environment)

MODULE	INTERPERSONAL EXCELLENCE - managing people and developing relationships	
1	Leading People	Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion.
2	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.
3	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.
4	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.
ORGANISATIONAL PERFORMANCE - delivering results		
5	Operational Management	Understand how organisational strategy is developed. Know how to implement operational/team plans and manage resources and approaches to managing change within the team. Understand data management, and the use of different technologies in business.
6	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.
7	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.
PERSONAL EFFECTIVENESS - managing self		
8	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.
9	Management of Self	Understand time management techniques and tools, and how to prioritise activities and approaches to planning.
10	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)

MODULE	INTERPERSONAL EXCELLENCE - managing people and developing relationships	
1	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.
2	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.
3	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.
4	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.
ORGANISATIONAL PERFORMANCE - delivering results		
5	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.
6	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.
7	Finance	Applying organisational governance and compliance requirements to ensure effective budget controls.
PERSONAL EFFECTIVENESS - managing self		
8	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.
9	Management of Self	Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.
10	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)

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.

INDEPENDENT END POINT ASSESSMENT

The end point assessment will only commence once the employer, apprentice and EDN Training Consultant are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and clearly evidenced by the on-programme progression review meetings and records.

The independent end point assessment ensures that all apprentices consistently achieve the industry set professional standard and can commence at any point once the apprentice is competent after the twelve-month minimum period of learning and development. Prior to independent end point assessment the functional skills English and maths components of the apprenticeship must be successfully completed.

SUMMARY OF INDEPENDENT END POINT ASSESSMENT PROCESS

The apprentice will be assessed to the apprenticeship standard using two complementary assessment methods adjacent. The assessment is synoptic, i.e. takes a view of the overall performance of the apprentice in their job. The assessment activities will be completed by the independent end point assessment organisation.

INDEPENDENT END POINT ASSESSMENT ORGANISATIONS

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit:

<https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>

The employer will approve and appoint the assessment organisation to undertake the independent end point assessment of the apprentice.

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 rationale for this assessment method is:

- Setting the presentation title post-gateway ensures the reliability and validity of the EPA, and the period between the apprentice's submission and the actual assessment, allows the independent assessor to prepare appropriate questions pertinent to the presentation.
- The presentation will allow the apprentice to demonstrate their knowledge, skills and behaviours relating to the KSBs assigned to this assessment method, allowing the independent assessor to draw these out, and to assess performance against the distinction criteria. Questions and answers following the presentation must seek to assess KSBs not evidenced through the presentation and/or depth of understanding to assess performance against the distinction criteria.

The presentation should provide a summary of their role as a team leader and what they do and how this is relevant to their role and organisation. It should focus on how they tackle current topics and will cover all KSBs assigned to this method.

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.

The rationale for this assessment method is:

- This assessment method was selected as a valid way to assess the KSBs. A professional discussion is not simply a question and answer session but a meaningful, in-depth two-way dialogue between the apprentice and the independent assessor. It allows the apprentice to use standardised questions and scenarios as a starting point to explore their own practice and experiences with the independent assessor to show how they demonstrate the occupation's KSBs and that they are occupationally competent. A professional discussion is a well-recognised method of checking knowledge, skills and behaviours.

COMPLETION



- All EPA methods must be passed for the EPA to be passed overall.
- To achieve a pass overall, the apprentice must achieve a pass in all assessment methods by meeting all the pass descriptors.
- To achieve a distinction overall, the apprentice must achieve a distinction in all assessment methods by meeting all the distinction descriptors.
- Apprentices who fail one or more assessment methods will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

For more information on grading criteria please refer to the apprenticeship standard assessment plan by searching via:

<https://findapprenticeshiptraining.sfa.bis.gov.uk/>