

# Employer Guide to Apprentice Recruitment



**London  
South Bank  
University**

EST 1892



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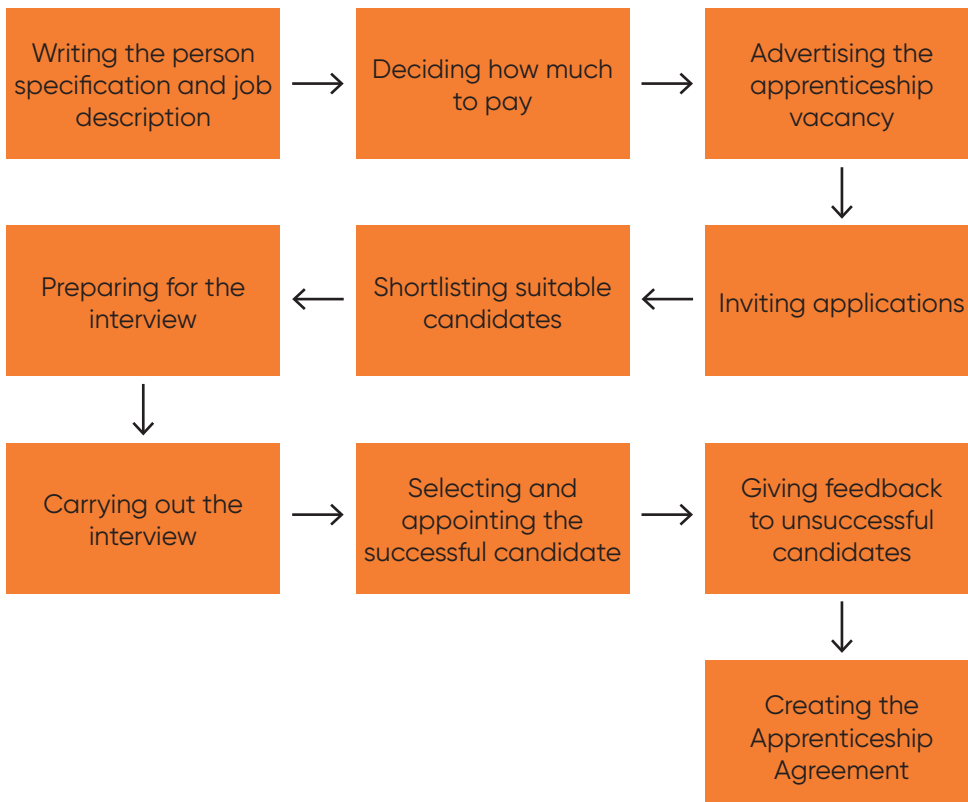
# Introduction

**Finding the right apprentice for your company can feel like a daunting task if you are not used to the recruitment process. This booklet has been designed to help you with the apprenticeship recruitment process, particularly if you are a small or medium sized employer.**

We appreciate that many employers will already have existing HR processes that cover all or part of the apprenticeship recruitment process, however we hope that you will find this booklet helpful.

Everyone involved in the recruitment and selection of staff has a responsibility to ensure that candidates are treated fairly, that decisions are made objectively and that constructive feedback is offered where possible.

The 10 steps outlined in this booklet will encourage good practice in all aspects of the recruitment of apprentices, promoting equality and diversity and complying with the relevant legislation.



# Apprenticeship funding

**From May 2017, the way that apprenticeships are funded changed. The new system will make it easier for employers of all sizes to navigate and choose the apprenticeship training they want to purchase.**

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## 30 funding bands

All apprenticeships have been placed into one of 30 funding bands, with the upper limit of those bands ranging from £1,500 to £27,000. Employers are expected to negotiate a price for their apprentice's training and assessment, in the knowledge that there is a maximum that Government is prepared to commit from its funds for the off the job training and assessment for each apprenticeship.

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## Small employer co-investment waiver

Employers with fewer than 50 people working for them will be able to train 16 to 18 year old apprentices as well as 19-24 year olds who were formerly in care or who have an Education and Health Care plan without making a contribution towards the costs of training and assessment up to the funding band maximum. Instead the government will pay 100% of the training costs for these individuals.

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**LSBU is rated Good by Ofsted**

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## Apprenticeship levy

The apprenticeship levy will only affect organisations with a paybill in excess of £3m. It will be calculated based on the total annual UK paybill and the % of employees living in England. The vast majority of employers will not be eligible to pay the levy and these employers will continue to benefit from generous government support to pay for apprenticeship training.

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## Additional payments

For both employers and providers, there will be a £1,000 payment for taking on a 16-18 year old on an apprenticeship framework or standard, as well as 19-24 year olds who were formerly in care or who have an Education and Health Care plan. This will be paid in two equal instalments at 3 months and 12 months. Employers who benefit from the small employer co-investment waiver will also receive these payments.

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## Co-investment

Employers who do not pay the levy, and those who want to invest more in training than they have available in their digital accounts, will benefit from significant government funding to support their commitment to apprenticeships. Employers will make a financial contribution called 'co-investment'. This is calculated based on the government investing 95% of the cost of the apprenticeship training and the employer investing 5%.

# Calculating the cost of an apprenticeship

**Employers can use the new online tool 'Estimate my apprenticeship funding' to help to calculate the costs of apprenticeship training. This tool will allow employers to select the type of apprenticeship training they require and forecast the possible costs.**

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## Using Estimate my apprenticeship funding

Think about using this tool to estimate if your organisation will pay the apprenticeship levy, how much your organisation will have available to spend on apprenticeships and how much the government will contribute towards the cost of training.

Visit [estimate-my-apprenticeship-funding.sfa.bis.gov.uk/forecast/](https://estimate-my-apprenticeship-funding.sfa.bis.gov.uk/forecast/)

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## Enter your organisation's annual UK payroll

Your payroll is based on the total amount of employee earnings you use to calculate employer National Insurance contributions before any deductions.

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## Select the type of apprenticeship training you wish to purchase

Choose one or more apprenticeships to get a more detailed estimate of how much you will spend on apprenticeships every month. If you are not a levied employer, you will only have to pay 10% of the cost and the government will pay the rest.

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## View your monthly funding breakdown

This tool is designed to be illustrative only. You will need to discuss the costs and duration of training with your training organisation in order to put together your individual payment schedule.

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## Maximise your return on investment

Most employers will now contribute in real cash terms for their apprenticeship training. It is important that you consider this investment in your business and talk to your training organisation about how you can put measures in place so that you can see how positively your apprenticeship training has benefitted your business.

For example, you might want to measure your employee's skills against a benchmark at regular intervals (e.g. monthly/quarterly) to determine the success of the programme over time. What can they do as a result of the apprenticeship that they couldn't do before?

There are also lots of other measures that you could put in place. For example, you could measure staff retention, motivation levels, increases in sales or profitability.

## Further information

Visit [gov.uk/guidance/pay-apprenticeship-levy](https://gov.uk/guidance/pay-apprenticeship-levy) or call the help desk on 08000 150 600

# Supporting existing staff

**Accessing apprenticeship funding and training to support your existing staff is a fantastic way to develop new skills and boost motivation and retention amongst your employees.**

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## Are there any minimum requirements?

The expectation is that apprentices are employed for a minimum of 30 hours. In exceptional circumstances, this could be 16 hours per week however we would expect the total duration of the apprenticeship to increase to give the candidate sufficient time to complete. For more detail about hours of employment, please read the funding rules available from [gov.uk/government/publications/apprenticeship-standards-funding-rules](http://gov.uk/government/publications/apprenticeship-standards-funding-rules)

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## Is there an age limit?

No. Apprenticeships are available to anyone aged 16+ who is eligible to live and work in England. There is no upper age limit for apprenticeships.

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## Can staff who already hold a degree undertake an apprenticeship?

From May 1st 2017, Employers will be able to use funds in their digital account or access government co-investment support to train any eligible individual to undertake an apprenticeship at a higher level than a qualification they already hold, including a previous apprenticeship. The apprenticeship must be linked to their job, the learning must be materially different to any qualifications they already hold and you must evidence that the repeat or lower-level apprenticeship is supporting the apprentice to acquire new skills and knowledge.

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## Do I have to give them a different job?

Not necessarily. The government ask that the apprentice must be genuinely learning new skills to the benefit of the wider economy.

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## Does it change their contract of employment?

You will not be required to change any of the terms or conditions of employment for an existing member of staff who becomes an apprentice. You will be required to create and sign an Apprenticeship Agreement.

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## Does it affect their salary?

All apprentices must be paid at least the Apprenticeship National Minimum Wage relevant to their age. Existing employees that become an apprentice would maintain the same terms and conditions of employment, with the addition of the Apprenticeship Agreement.

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## Must the employee live and work in England?

There is a single test for whether apprenticeship training can be funded through the English system: whether the apprentice's workplace, which is their main place of employment, is in England. If this is the case, employers will be able to use funds in their digital account to pay for training, or access government co-investment, regardless of whether the apprentice lives in England or not.

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**A wide range of apprenticeship standards are available at LSBU**

# What is an apprenticeship?

**Apprenticeships are a great way to progress in work and life and a great way for employers to improve the skills base of their businesses. They work for people of all ages and backgrounds and can transform lives.**

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## What are apprenticeships?

An apprenticeship is a way for all individuals aged 16+ who are in employment, to gain new skills and qualifications whilst working. Hiring apprentices helps businesses to grow their own talent by developing a motivated, skilled and qualified workforce.

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## How long do they take?

Depending on the sector and job role, an apprenticeship can take anything between one and six years to complete.

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## Types and levels of apprenticeships

Apprenticeships are available in a wide range of industry sectors with employers from large national companies to smaller local companies. They are available at intermediate, advanced, higher and degree level, covering more than 170 industries and 1,500 job roles, including digital media, business improvement techniques, nursing, cyber security, engineering, finance, costume design - no matter what the needs of your business or how niche the services and products are that you offer, there will most likely be an apprenticeship to suit your business. LSBU offers higher and degree level apprenticeships.

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## Who are they for?

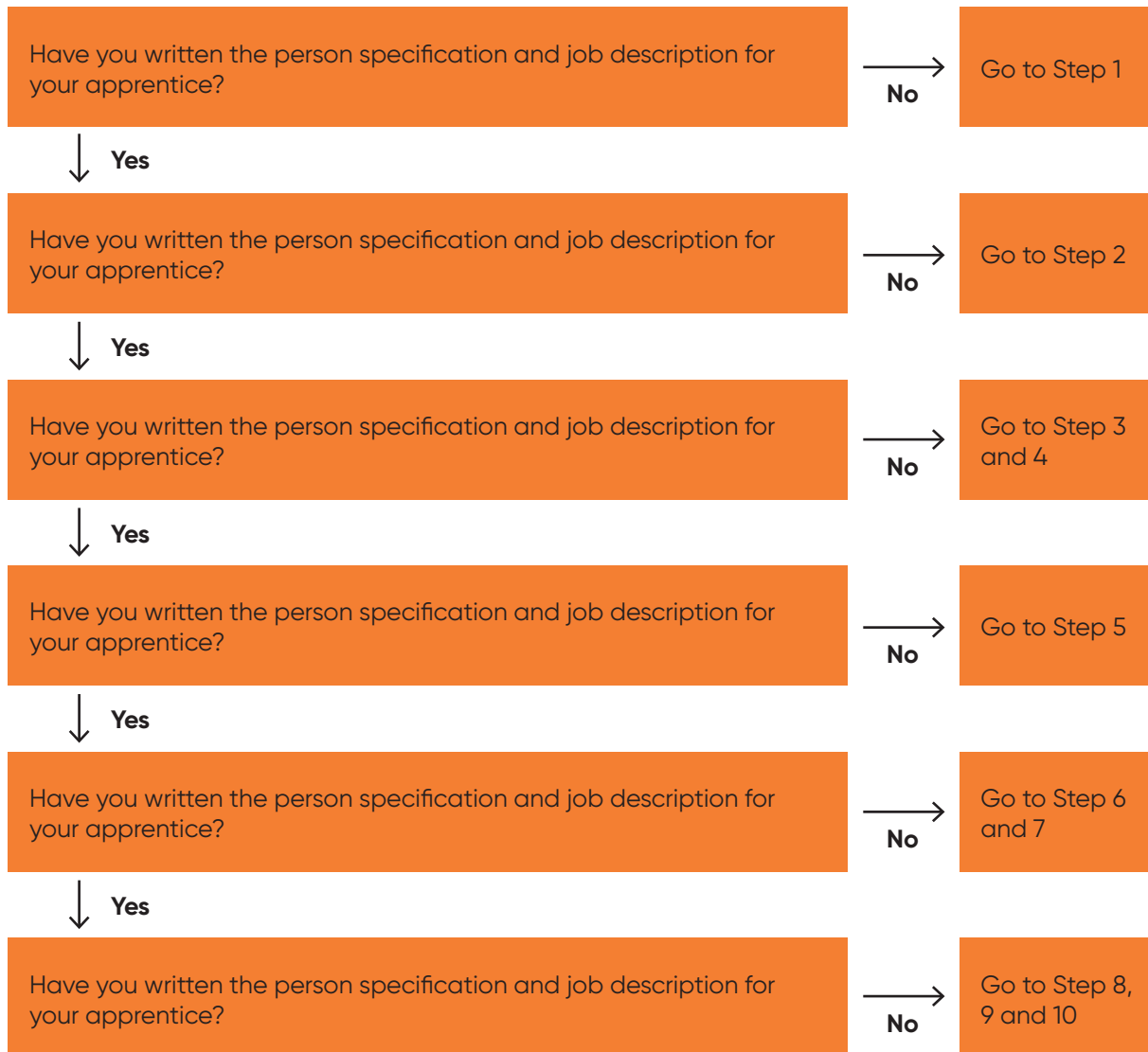
Apprenticeships are suitable for both new employees as well as for existing staff. Even those who already hold a degree can benefit from accessing apprenticeship funding to gain new skills subject to meeting funding rules.

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## Training

Most of the training is on-the-job at an employer's premises, working with a mentor to learn job specific skills in the workplace. Off-the-job training is provided by a training organisation such as LSBU and may be delivered through day release, block release, on-line/remote learning or a blend of different methods.

# Getting started





# Step 1 – writing the person specification and job description

**Writing a person specification and job description will help you to decide what kind of person you are looking for and assist you in writing the job advert.**

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## Person specification

A person specification should include essential and desirable knowledge criteria, previous experience and the specific skills you're looking for in the successful candidate. You can find person specification templates on the internet, we have also included a template in Appendix A.

*See Appendix A – Person specification*

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## Job description

A job description should include a job title, the main duties and purpose of the role, information about the company and the job location. You can find job description templates on the internet, we have also included a template in Appendix B.

*See Appendix B – Job description*

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## Apprenticeship vacancy template

In order to advertise your apprenticeship vacancy on 'Find an apprenticeship', the job site for apprenticeships, you will also need to complete the apprenticeship vacancy template. What you write in the person specification and job description will also be relevant to include in the template. We have included the apprenticeship vacancy template in Appendix C.

*See Appendix C – Apprenticeship vacancy template*

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## Person specification

*Apprenticeships boost productivity to businesses by on average £214 per week.*

# Step 2 – deciding how much to pay

**Employers are able to decide how much they wish to pay an apprentice as long as it meets the National Minimum Wage for apprentices.**

## National minimum wage

Although the Government has set a National Minimum Wage, we encourage employers to pay a salary that they feel is fair and reflects the level of work and study being undertaken and that will attract the best candidates to apply for your vacancy.

The National Minimum Wage for apprentices is £3.90 per hour increasing to £4.15 per hour from April 2020. This rate increases on annual basis.

This rate applies to apprentices under 19 and those aged 19 or over who are in their first year. You must be paid at least the minimum wage rate for your age if you're an apprentice aged 19 or over and have completed your first year.

**LSBU has a dedicated apprenticeships team**

Hourly rate from April 2020	Hours per week	Weekly salary	Annual salary* (52 weeks)
£4.15	37	£153.55	£7,984.60
£4.50	37	£166.50	£8,658
£5.50	37	£203.50	£10,582
£6.50	37	£240.50	£12,506

\*These amounts will give you an indication of the basic salary (hourly rate x 37 hours per week x 52 weeks per year). They do not include any on-costs such as pension contributions etc.

# Step 3 – advertising the apprenticeship vacancy

**Whilst hiring through word of mouth may be economical it is likely to lead to a much smaller pool of suitable applicants and does not satisfy equal opportunities or apprenticeship requirements. When advertising the position there are a range of options available to you. Your training organisation will be able to guide you as to the most appropriate method.**

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## Find an apprenticeship website

All apprenticeship vacancies should be advertised on the Find an apprenticeship website. This is a free service provided to you and is the official job site for apprenticeships in England, managed by the National Apprenticeship Service. It enables quality vacancies from employers like you to be viewed and applied for nationally by thousands of candidates that register onto the website making it easy for you to attract and recruit apprentices.

Find an apprenticeship lets candidates search for your vacancies using selected criteria such as geography, occupation, job role and keywords. The new Find an apprenticeship mobile search application also makes it possible for candidates to search for apprenticeship vacancies on the move.

The system can be managed by LSBU on your behalf or by you and is designed to manage the recruitment process end to end through to successful appointment of your apprentice.

LSBU will supply you with a template to complete so that your vacancy can be advertised. At this stage you will also need to put forward a closing date, possible interview and possible start date.

*See Appendix C – Apprenticeship vacancy template*

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## Universal Jobmatch

Find an apprenticeship automatically feeds through to Universal Jobmatch which is a service offered through Government Gateway.

Universal Jobmatch has replaced Employer Direct Online (EDon), Employer Direct and Job Warehouse.

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**Up to 28,000 quality apprenticeship vacancies are available online at any one time at**

*Find an apprenticeship*

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### Linking to your own recruitment website

If you have your own recruitment system it is easy to link from the Find an apprenticeship website to your own website. You can include a link in the advert that will redirect applicants to your own system.

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### Other advertisement options

You can also advertise your apprenticeship vacancies on your own website as well as using the Find an apprenticeship website. Some employers also advertise their vacancies in other ways, for example:

- local newspapers
- trade magazines
- online job and recruitment sites

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### Apprenticeship vacancy template

Over 7 million people (17.5%) of working age in the UK are disabled or have a health condition. You can become Disability Confident by recruiting and retaining disabled people and people with health conditions for their skills and talent. If you are an employer who is registered as Disability Confident then you will be able to indicate this on the Find an apprenticeship form. This will guarantee an interview for those with a declared disability who are suitably qualified. For more information about becoming Disability Confident see the link below.



### Further information see Appendix C or

**Find an apprenticeship:**  
[gov.uk/apply-apprenticeship](https://www.gov.uk/apply-apprenticeship)

**Universal Jobmatch:**  
[gov.uk/jobsearch](https://www.gov.uk/jobsearch)

**Disability confident:**  
[gov.uk/government/collections/disabilityconfident-campaign](https://www.gov.uk/government/collections/disabilityconfident-campaign)

**Learning and work institute toolkit:**  
[learningandwork.org.uk/our-resources/work-and-careers/employer-toolkit](https://www.learningandwork.org.uk/our-resources/work-and-careers/employer-toolkit)

**See Potential toolkit:**  
[seepotential.campaign.gov.uk/](https://www.seepotential.campaign.gov.uk/)

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**Employers say that qualified apprentices are 15% more employable than those with other qualifications.**

# Step 4 – inviting applications

**LSBU will support you to use Find an apprenticeship to receive applications for your job opportunity.**

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## Application form

The Find an apprenticeship website captures the information that you will require so that it is easy to compare all of the applicants' skills and experiences.

The information captured is

- Education
- Qualification(s)
- Work Experience
- About You (four questions)
- What are your main strengths?
- What skills would you like to improve during this apprenticeship?
- What are your hobbies and interests?
- Is there anything we can do to support your interview?

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## Two additional questions

You may personalise the application by including two questions of your choice. This is your opportunity to find out more about the applicant. You may find it beneficial to think carefully about the two questions that you use. This section is really important and can often highlight a passion or interest, where the rest of the application fails to show it. We have put together a bank of questions that you may wish to refer to for inspiration when coming up with your own. For example:

- We source our ingredients locally, why do you think this is important to our customers?
- What do you understand about the word dignity and why do you think it's important when caring for someone?
- How would you encourage and engage a group of people outside on a cold, rainy February morning to play sport?

*For additional employer questions see Appendix D*

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**92% of employers recommend working with LSBU**

# Step 5 – shortlisting suitable candidates

**Shortlisting is the process of selecting the candidates that you wish to take forward to the next stage, whether this is formal interview, group assessment or any other method.**

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## Shortlisting options

You have two options when it comes to shortlisting candidates that have applied for your vacancy:

- 1 Request that LSBU sends you copies of all applications
- 2 Ask LSBU to perform an initial sift on your behalf and then forward you all suitable applications. This can help to save you time.

It really is down to your personal preference, you may find that there are hundreds of applications or you may find there is a smaller number. LSBU is there to support you and will work with you to select the most appropriate level of involvement.

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## Deciding your shortlist criteria

Ideally the shortlist of suitable candidates should be created by more than one person to help to avoid possible bias. It is important that you don't discriminate against any applicants.

To compile your shortlist use the job description and person specification to match applications and eliminate those who do not have the basic requirements for the job.

Identify dates you (and the rest of the interview panel) are available to hold the interviews on. Be realistic about the number of applicants you will have time to interview, allowing enough time for preparation and discussion before and after the interview.

Ideally you should notify candidates who will not be invited for an interview and offer feedback (see Step 9 – Giving feedback to unsuccessful candidates)

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## Notifying shortlisted candidates

Once you have your shortlist, you need to liaise with LSBU to notify the shortlisted candidates by telephone, email or letter. Ensure you advise the candidate of the following:

- Where and when the interview will be taking place
- Any additional information you would like them to bring along
- If you'd like them to do a practical test, ask them to bring suitable clothing/equipment
- The name and job titles of the interview panel members.

You should also ask the candidates if they have any special requirements you should be aware of.

# Step 6 – preparing for the interview

**Preparing well for the interview makes it easier for both you and the candidates. The most traditional interview method is to ask questions but you could also include activities or tasks.**

## Preparing your questions

Make sure you know the job description and person specification well so that your questions can help you compare candidates. Plan questions which will allow the candidates to talk about their past experiences. Make notes about any information in their applications you're not clear on or that you would like to know more about.

Ideally two or more people should conduct the interview. If this is the case make sure you're clear on who will deal with each topic. Also think about what information the candidates may want to know from you regarding your organisation and the job.

It is quite likely that the majority of candidates will be aged 16 – 24 and therefore might not have a great deal of experience outside of the educational environment. By tailoring your questions to reflect this, you will be able to gain a greater insight into their attitudes and behaviours.

Having standard questions you ask all the candidates can help make the process more equitable and fair. When preparing questions, it can also be helpful if you come up with ones that require more than a 'yes' or 'no' answer.

*For the interview question bank see Appendix E.*

## Preparing an individual or group task

Creating an additional task for candidates to complete needn't be expensive. Activities can be an excellent way to assess interpersonal communication skills. You will be able to make a judgement about a specific skill or see how well they mix with other people.

You don't have to be an expert to be able to plan a task, here are some examples used by other employers:

- Use a social event (such as having lunch) to assess confidence and communication skills
- Ask candidates to use equipment or materials to make something to assess planning and problem solving skills and the creativity of individual ideas
- Ask a group of candidates to discuss a professional scenario to assess leadership and influencing skills
- Invite candidates on a tour of your premises to assess their level of interest in your organisation

**The average apprenticeship completer increases business productivity by £214 per week.**

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### Setting up the interview room

Make sure the room you use to conduct the interview is properly prepared and that there will be no interruptions. Consider how large (or small) the room is and if it is appropriate for the number of people that will be involved in the interview.

- Is there space for a table as well as chairs?
- Is there a window to allow fresh air in?
- Is there access to water and clean glasses for each candidate?
- Have you prepared a scoring grid that you can use to compare candidates?

Allow sufficient time for each interview, so you don't have to rush and make sure other staff are aware there will be interviews taking place.

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### Have you remembered?

To give the interview panel copies of:

- Job description
- Person specification
- Job advert
- List of interview questions
- Scoring grid for candidates
- List of candidate names and times of interview
- Candidate application forms/CVs

Also remember to:

- Set up the interview room
- Ensure there are no interruptions for example, putting a sign on the door
- Organise a waiting area for candidates

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**Employers think that qualified apprentices are 15% more employable than those with other qualifications.**



# Step 7 – carrying out the interview

**When a candidate attends an interview it is their chance to form an impression of your company as much as it is for you to find out about them. First impressions count!**

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## Interview process

It is your responsibility to set the atmosphere for the interview for example, ensure that you:

- Welcome the candidate to your organisation
- Introduce yourself and other members of the panel
- Explain the format of the interview
- Outline the job role and how it fits within the company

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## Getting the best from your candidate

It is important that you keep control of the interview and allow the candidate time to think and answer your questions. Remember there are no right or wrong answers, and this may be the first interview that they have attended. If they can't think of anything help them out, use 'probe questions' to get the best response. For example, how, what, why, where, who?

- How did you feel about that?
- What would you do differently if you did this again?

*For the interview question bank see Appendix E*

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## Closing the interview and recording feedback

Allow the candidate time at the end to ask any questions that they might have and explain the next stages in the recruitment process, giving them an idea of the timescales involved. Lastly, thank the candidate for attending.

Ensure you write up accurate notes as soon as possible after the interview, to record what has been said.

The National Apprenticeship Service also devised and attached an interview feedback tool sheet (see Step 9 – Giving feedback to unsuccessful candidates) which you may find helpful when reviewing the interviews you conduct. This feedback tool helps learners to develop and improve their interview skills and techniques.

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**Research demonstrates that apprenticeships at level 2 and level 3 deliver £26 and £28 of economic benefits respectively for each pound of Government investment.**

# Step 8 – selecting and appointing the successful candidate

**Congratulations! You have now decided which candidate you wish to appoint. At this stage you will need to liaise with LSBU so that they we can be involved in the process.**

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## **Notifying the successful candidate**

Once you have selected a candidate, a phone call to notify them of their success is good practice, followed by an official 'offer letter' offering them the position. You will also need to notify LSBU as we may need to notifying any unsuccessful candidates.

Unsuccessful candidates should be notified within the given timescale and employers and LSBU should be prepared to offer feedback – this is where the interview feedback tool could be used.

Hopefully, your chosen candidate will accept the position and you can then move on to the formalities of preparing a Contract of Employment and come to a mutual decision on a suitable start date.

The Advisory, Conciliation and Arbitration Service (ACAS) and the gov.uk websites have help, guidance and templates for writing a Contract of Employment. They also have tools to help you calculate annual leave and details on hours, rest breaks and working weeks, pay and an overview of your obligations.

### **Further information:**

GOV.UK

### **ACAS:**

Visit [acas.org.uk](https://www.acas.org.uk)

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**After finishing, the majority of apprentices (90%) will stay in employment with seven in ten (71%) staying with the same employer.**

# Step 9 – giving feedback to unsuccessful candidates

**It is important that unsuccessful candidates are given honest and constructive feedback in order to support them with future applications.**

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## Feedback tools to support you

There are four tools available for you to use covering areas you may wish to give feedback on. These are: work experience/traineeships, CV, application and interview.

The National Apprenticeship Service created two different versions of the tools, one version in Word and one version as an interactive PDF.

The PDF versions of the interactive tools are prepopulated with the most typical responses that you may need. There is also the option to add your own text wherever you want, so it can be completely personalised to the individual.

### Further information:

Visit [gov.uk/government/publications/apprenticeship-recruitment-employers-andtraining-organisations](https://www.gov.uk/government/publications/apprenticeship-recruitment-employers-and-training-organisations)

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## Traineeships

You may want to suggest a traineeship to those unsuccessful candidates who you feel would benefit from additional support to be ready for an apprenticeship or other job in six months. See page 23 for further information.

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## Protecting yourself

It is vital to have a structured recruitment process in place, follow it closely and keep records. These records could be called upon at a later date, if for example, a candidate made a complaint.

Please remember you could be in breach of the Equality & Diversity Law if there is shown to be any unfair discrimination in your recruitment process. Familiarising yourself with the following link will help.

### Further information:

Visit Equality Act: [legislation.gov.uk](https://www.legislation.gov.uk)

# Step 10 – creating the Apprenticeship Agreement

**The requirement for an Apprenticeship Agreement between an employer and an apprentice, under the apprenticeships, Skills, Children and Learning Act (ASCLA) 2009 sections 32 – 36, came in to force on the 6 April 2012.**

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## What is an Apprenticeship Agreement?

All apprentices commencing their apprenticeship on or after 6 April 2012 must have an Apprenticeship Agreement between the employer and the apprentice. The agreement must state that the apprentice will be undertaking an apprenticeship in a particular skill, trade or occupation and can be used to reinforce the understanding of the requirements of the apprenticeship.

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## Why is an Apprenticeship Agreement required?

The ASCLA introduced the requirement for an apprentice to be employed under an Apprenticeship Agreement as part of the standard completion conditions for an apprenticeship.

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## What is the status of the Apprenticeship Agreement?

The ASCLA makes it clear that the Apprenticeship Agreement is a contract of service, and not a contract of apprenticeship. This reflects the fact that an apprenticeship is primarily a job rather than training. It also means the apprentice does not have any additional rights over those of other employees.

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## Does this mean a change to existing contracts or terms and conditions?

There is no requirement for you to change the Terms and Conditions of employment. You will be required to issue the Apprenticeship Agreement to all staff undertaking an apprenticeship. Please see the link to the template below.

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## Is there a template that employers can use?

A template has been developed that covers additional information as required by the ASCLA and is offered by way of guidance. However, employers are reminded that an Apprenticeship Agreement must also contain the terms required by the Employment Rights Act.

### Further information:

Apprenticeship Agreement template:  
Visit the 'Employ an apprentice' section of [gov.uk/take-on-an-apprentice/apprenticeship-agreement](http://gov.uk/take-on-an-apprentice/apprenticeship-agreement)

# Appendix A

## Person specification

Person specification		
Post: Administration Assistant	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• GCSE grade A* – C or equivalent in Maths and English</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>• Able to demonstrate experience in administrative processes and procedures</li> <li>• Sound knowledge of Microsoft Office applications</li> </ul>	<ul style="list-style-type: none"> <li>• Able to use initiative and work independently</li> </ul>
General Skills	<ul style="list-style-type: none"> <li>• Excellent communication skills</li> <li>• Excellent organisational skills</li> <li>• Excellent telephone manner</li> <li>• Prioritises own responsibilities effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work with detailed accuracy and speed</li> <li>• Able to multi-task as priorities change</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Flexible and able to contribute to a team approach</li> <li>• Excellent interpersonal skills</li> </ul>	
General	<ul style="list-style-type: none"> <li>• Self-motivated with a can-do attitude and a commitment to complete all tasks</li> <li>• Presentable and professional at all times</li> </ul>	

# Appendix B

## Job description

### Job description

**Post title:** Administration Assistant

**Salary and grade:** £?

**Vacancy Ref:** (insert your internal reference)

**Responsible to:** Office Manager

### The post

The post holder will be expected to perform general administrative duties and to provide administrative assistance to the Office Manager as required.

### Main duties and responsibilities

1. Sort and open post
2. Receive and direct visitors
3. Obtain information from the computer
4. Answer, screen and transfer telephone calls
5. Photocopy documents
6. Keep accurate records, developing new systems where necessary to ensure appropriate records
7. Maintain and order stationery
8. Assist Office Manager as necessary
9. Undertake any other tasks/duties as may be reasonably required

# Appendix C

## Apprenticeship vacancy template

Vacancy details * Mandatory fields	
<b>Employer name</b>	
<b>Vacancy location*</b> (please specify full addresses including postcode)  Are the jobs at one location or multiple sites?	
<b>Number of vacancies*</b> (please breakdown by location if this is for multiple sites)	
<b>Employer website</b> (optional)	
<b>About the employer*</b>	
<b>Vacancy job title*</b>  This must accurately reflect the job description	100 Character Text Limit
<b>Short description of the role*</b>  This needs to give a clear, concise summary of the nature of the role and what it involves. This is the first section a candidate see's when searching for a vacancy, this needs to be eye catching.	350 Character Text Limit
<b>Vacancy type*</b>  <ul style="list-style-type: none"> <li>• Intermediate Apprenticeship</li> <li>• Advanced Apprenticeship</li> <li>• Higher Apprenticeship</li> <li>• Degree Apprenticeship</li> </ul>	
<b>Manage application method*</b>  Online – Recruit an apprentice: If this option is selected, the application will be managed through the system.  Online – Employer's Recruitment Site: Providers will be requested to add details of the employer website as well as giving instructions on how to apply through the website.	How do you want the Candidate to Apply? Please tick the relevant box: <ul style="list-style-type: none"> <li>• Online – Recruit an apprentice</li> <li>• Online Employer's Recruitment Site</li> </ul> If the 'Employer's Recruitment Site' box is ticked please fill out the below section.

# Appendix C

## Apprenticeship vacancy template

Vacancy details * Mandatory fields	
<p><b>If Online – Recruit an apprentice is selected then there is the option to ask two additional questions:</b></p> <p>First question (optional)</p> <p>Second question (optional)</p> <p>Are there any questions the employer would like to ask to help them find a specific calibre of candidates?</p>	
<b>Apprenticeship framework / standard *</b>	
<p><b>Apprenticeship level *</b></p> <p>Not applicable for standards</p>	
<p><b>Training to be provided*</b></p> <p>This should clearly describe the training that the successful candidate will undertake. Will the candidate be expected to attend college or release day? What qualifications will they work towards.</p>	
<p><b>Contact details (optional)</b></p> <p>Contact name, number and email</p>	
<p><b>Working week*</b></p> <p>This must clearly state:</p> <ul style="list-style-type: none"> <li>• Working days</li> <li>• Times</li> <li>• A summary of hours</li> <li>• If further explanation is required explain it in the "Other Important Information" section.</li> </ul>	250 Character Text Limit
<p><b>Paid hours per week *</b></p> <p>April 2017 rate – £3.50 per hour is the minimum an employer can pay. Always ask the employer what they would like to pay and negotiate a higher wage.</p> <p>The minimum wage is a guideline but a higher wage will attract more candidates.</p>	
<b>Expected duration*</b>	



# Appendix C

## Apprenticeship vacancy template

Vacancy details * Mandatory fields	
<b>Closing date for applications *</b> At least a two week deadline.	
<b>Possible start date *</b> Must be after the Interview date and closing date	
<b>Vacancy description *</b> The vacancy full description should clearly identify the tasks and responsibilities involved within the role.	4000 Character Text Limit
<b>Desired skills*</b> The skills the employer would like the candidate to have.	4000 Character Text Limit
<b>Desired personal qualities*</b> The type of person they are looking for.	
<b>Desired qualifications *</b> List the qualifications the employer would like the candidate to have. Or equivalents being added.	4000 Character Text Limit
<b>Future prospects *</b> What future prospect are there for the candidate once the apprenticeship they have applied for has finished/completed.	4000 Character Text Limit
<b>Things to consider (optional)</b> Any other requirements that are specific to this particular position – for example – long hours on a computer, working outside in all weathers.  Please use this section if you would like to mention anything else which you have not already included in other sections of the advert.	4000 Character Text Limit

# Appendix D

## Additional employer questions

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### Customer Service/Front of House

- What do you think makes a person approachable and why do you think it is important for our business?
- Describe a situation when you have had to deal with a difficult customer/colleague (at work, school or clubs). How did you deal with them and why?
- How would you prioritise your workload if you are always being interrupted?
- Someone is complaining loudly at your reception desk and your manager has gone to lunch. How would you handle them and why?

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### Hairdressing/Beauty

- What do you think makes a person come back to our salon? Why do you think it is important for our business?
- How would you keep up with the latest trends and why do you think it is important for our business?
- A great hair cut is important, but what other factors do you think make the experience of visiting our salon a great one?
- A customer asks for a style that either won't suit them, or will be difficult to do with their hair. What would you do and why?

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### Trades – Electrical, Motor Vehicle

- Describe a project (enter the trade specific) you have worked on either at school, a hobby, or job. What did you learn? What was good and would you do anything differently?
- Imagine we could give you our workshop/garage/tools/materials to do as you pleased, what would you build/design/fix and why?
- What would be your dream car to service and why?
- We have a very strict health and safety policy. What do you understand about this policy and why is it important in the work place?

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### Anything that requires methodical accurate work Lab Tech/ Accounts/ HR Admin

- How would you organise your work to avoid mistakes? What tools could you use?
- This is a busy role that requires accuracy and attention to detail. How would you manage your workload and avoid mistakes? What tools would you use?
- How do you prioritise a shifting workload? Use examples of when you have had to do this and describe how you managed this – you could use work examples, school or club activity.

# Appendix D

## Additional employer questions

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### Sports Activities/Outdoor

- What are the key factors for a successful team? What do you think contributes to a poor one?
- How would you encourage and engage a group of people outside on a cold, rainy February morning to play a sport?
- What is your favourite sports team (any sport, it does not have to be professional) and why?
- If you could help coach one professional sports team (any sport) who would it be and why? What would you like to learn from the experience?
- How do you keep a group of people interested in what you are saying and why could it be vital that they understand you?
- "It's not just the winning, it's the taking part". Why do you think this is important for kids and how would you encourage sports participation?

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### Sales & Marketing/ Social Media IT

- What do you understand about the word 'target' and how would you approach this in a work environment?
- What recent publicity campaign (brand, music, film anything!) did you think worked well? What do you think made it successful?
- What recent publicity campaign (brand, music, film, anything!) do you think failed to work? Why do you think it didn't work well?
- Imagine you are opening a cupcake shop. What marketing activities would you undertake to get the business up and running and why?
- What marketing activities would you use to access a local market for a business? How would this differ to a national market?
- How would you go about increasing YouTube views or other social networking bases?
- What benefits do you think Twitter and Facebook can bring to a growing business? How do you make sure it is a success?
- Why do you think, in this current business climate, social media can add value to a business?

# Appendix D

## Additional employer questions

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### Business Admin/IT Support

- Your manager asks you to do something you don't know how to do. What do you do and why?
- Someone phones the IT Helpdesk for support but doesn't know much about/understand computers. How would you approach giving them support over the phone and why?
- You are responsible for Administrative/IT/HR support for a couple of departments. How would you prioritise your workload and why?
- You are administrative/IT/HR support across a couple of departments. One of the managers is very demanding and takes up a lot of your time. How would you make sure that the other departments get the support they need?

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### Health & Social Care

- What do you understand about the word 'dignity' and why do you think it is important when caring for someone?
- How would you make a person feel comfortable and relaxed and why do you think it is important?
- In the 'Personal Qualities' section of the application form we ask for empathy and patience. Why do you think this is vital for this role?
- What do you understand about the term 'supported living' and why do you think it is important in Health & Social Care?

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### Food & Beverage

- A customer complains about something you don't see is a problem. What do you do and why?
- The kitchen is backed-up with orders, tables are filling up and the dishwasher hasn't shown for work! How do you approach this situation? How would you make sure you are delivering high quality food?
- A customer is complaining loudly and you are very busy. How would you deal with this situation and why?
- Kitchens can often be highly pressurised work environments. How would you make sure you are in control of your work and delivering high quality food throughout service?
- We source our ingredients locally. Why do you think this is important to our customers?
- What do you understand about the term 'seasonal' and why do you think it is an important part of our menu?

# Appendix E

## Interview question bank

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### What is your biggest accomplishment to date? (could clarify with school project, personal achievements if struggling for examples).

- What were the major decisions you had to make?
- What was important and/or motivated you?
- What did you achieve?
- How did you plan and why?
- What resources did you need/use and why?
- What were the obstacles/difficulties? How did you overcome these?
- What did you enjoy and what didn't you enjoy?
- What would you do differently if you did this again?

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### Describe a problem or issue that you have had to deal with.

- What were the main issues you faced when trying to solve this?
- Why was it important for you?
- What did you need to do to turn it around?
- Was there anything you couldn't solve?
- Did you ever think about giving up?
- Did you solve the problem?
- What would you do differently if you did this again?
- How did it change you as a person?

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### What was your favourite subject at school?

- Why do you think you enjoyed this?
- What did you find difficult?
- How did you overcome the difficulties?
- Was this your strongest subject? If not this, what was?
- Anything outside of school better?

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### What skills do you think are important when handling people tactfully? (It can be related to school interactions and not just the work place).

- Give an example of when have you had to do this.
- What was the outcome?
- What did you find most difficult?
- How did you resolve this?
- What did you learn?
- What would you do differently if you did this again?
- What motivates you?





For more information about LSBU Apprenticeships, you can get in touch using the contact information below.

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