

**Employer Guide to
Apprentice Recruitment**



This publication was produced by KEITS Training Services Ltd in partnership with The Bedfordshire & Hertfordshire Provider Network, Kent Association of Training Organisations (KATO) and Nottingham Apprenticeship Hub's partner providers, and endorsed by the Chartered Institute of Personnel and Development (CIPD).

Contents

4	Introduction
5	What is an apprenticeship?
6	Getting started
7	Step 1 - Writing the person specification and job description
8	Step 2 - Deciding how much to pay and wage incentives
10	Step 3 - Advertising the apprenticeship vacancy
12	Step 4 - Inviting applications
13	Step 5 - Shortlisting suitable candidates
14	Step 6 - Preparing for the interview
16	Step 7 - Carrying out the interview
17	Step 8 - Selecting and appointing the successful candidate
18	Step 9 - Giving feedback to unsuccessful candidates
19	Step 10 - Creating the Apprenticeship Agreement
20	Traineeships
21	Other useful information
22	Appendix A - Person specification
23	Appendix B - Job description
24	Appendix C - Apprenticeship vacancy template
27	Appendix D - Additional employer questions
30	Appendix E - Interview question bank

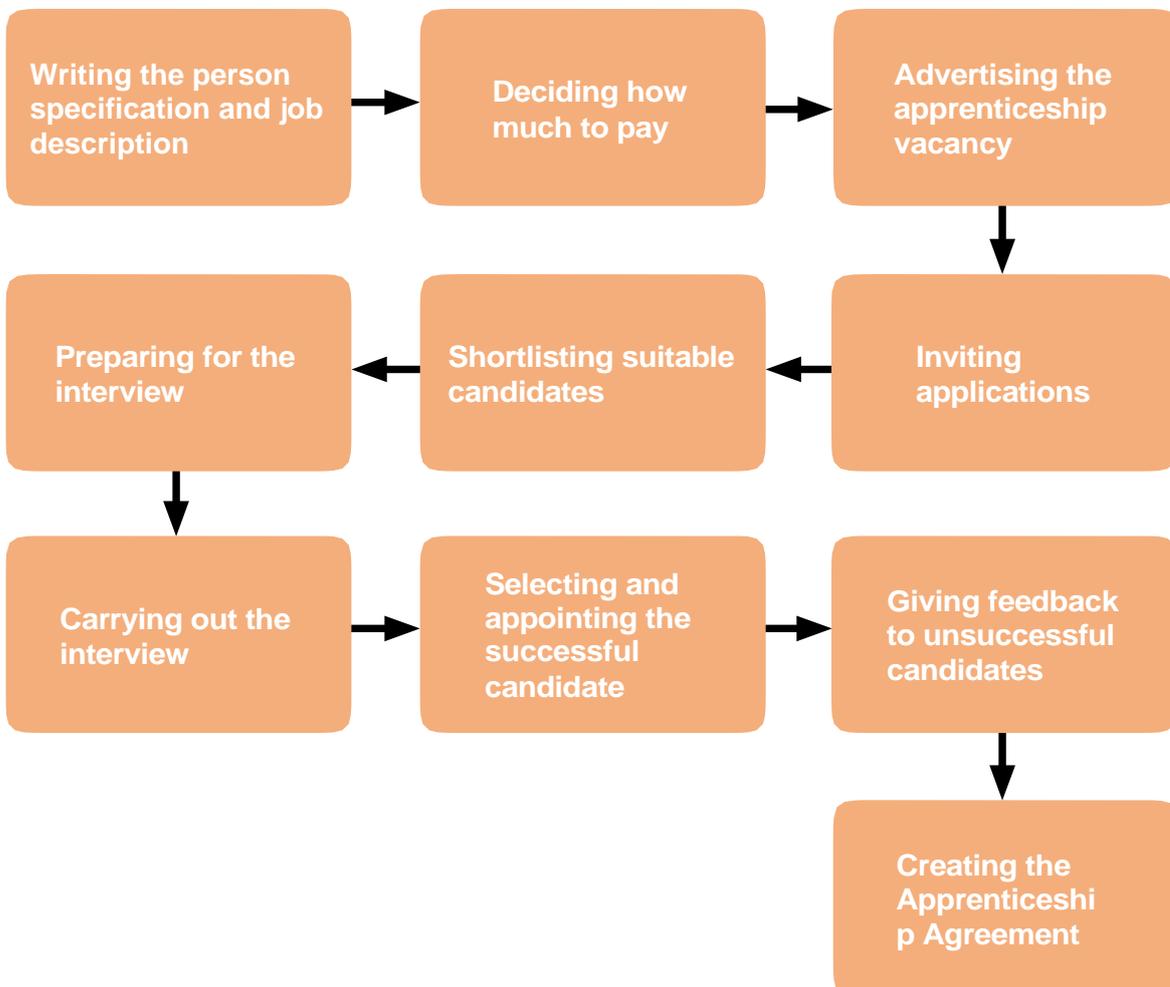
Introduction

Finding the right apprentice for your company can be 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.



What is an apprenticeship?

“Because apprenticeships are based in the workplace employers get the skills they really need. They are vital to the future success, not only of businesses across the country but also for a vibrant economy.”

David Frost, Director General, British Chamber of Commerce

What are apprenticeships?

An apprenticeship is a way for young people and adult learners to earn while they learn in a real job, gaining a real qualification and a real future. Hiring apprentices helps businesses to grow their own talent by developing a motivated, skilled and qualified workforce.

How long do they take?

Depending on the sector and job role, an apprenticeship can take anything between one and five years to complete. It is a package of training and qualifications.

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, from advertising to youth work via environmental engineering and nuclear decommissioning.

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 (sometimes referred to as a training provider) and may be delivered in the workplace or through day or block release at premises away from the working environment.

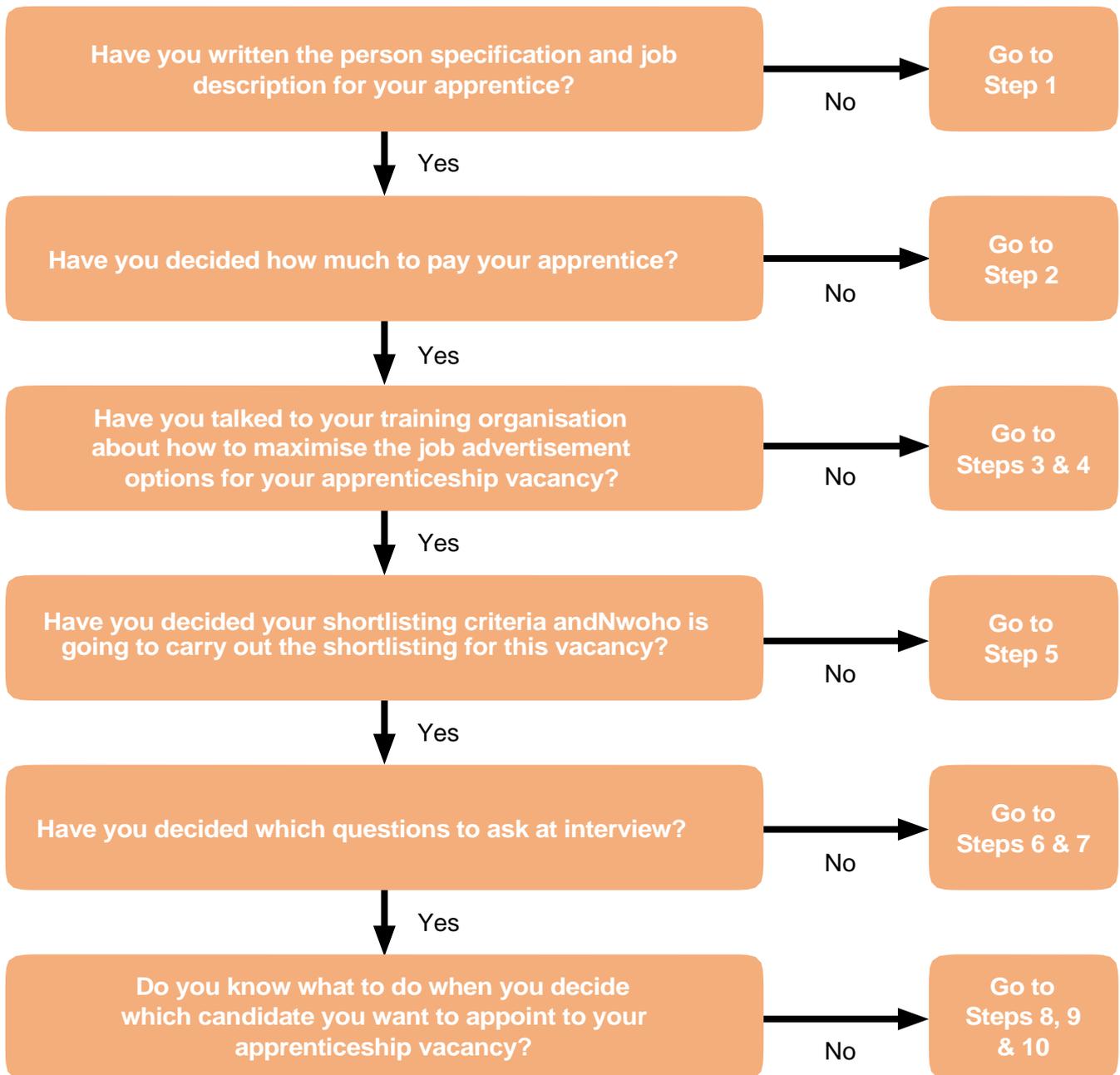
Employer Incentive (AGE 16 to 24)

The Apprenticeship Grant for Employers of 16 to 24 year olds (AGE 16 to 24) is aimed at helping eligible employers to offer young people employment through the apprenticeship programme, by providing wage grants to assist with recruitment. For more information about this grant and other grants see Step 2 – Deciding how much to pay.

Further information

Visit the employer section of [gov.uk/further-education-skills/apprenticeships](https://www.gov.uk/further-education-skills/apprenticeships)

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 they will also assist you in writing the job advert.

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

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.

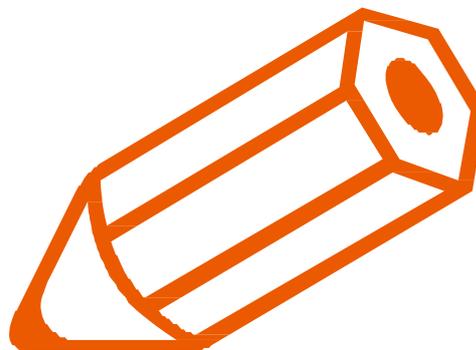
See Appendix B – Job description

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

More than
850,000 people
were earning and
learning on an
apprenticeship in
2013/14.



Step 2 – Deciding how much to pay and wage incentives

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 current National Minimum Wage for an apprentice is £2.73 per hour. This rate increases on an annual basis, typically on 1 October each year. Keep up to date using the link below.

See the table below for some examples of different hourly and weekly rates.

Hourly rate	Hours per week	Weekly salary	Annual salary* (52 weeks)
£2.73**	37	£101.01	£5,252.52
£3.00	37	£111.00	£5,772
£4.00	37	£148.00	£7,696
£5.00	37	£185.00	£9,620
£6.00	37	£222.00	£11,544

*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.

**This is the current rate for apprentices under 19 or those in their first year. If the learner is 19 or over and past their first year they are entitled to the National Minimum Wage rate that applies to their age.

Further information

National Minimum Wage rates:

Gov.uk

From time to time the Government, National Apprenticeship Service and local authorities will introduce wage incentives to support the creation of new jobs.

Wage incentives

There are currently two different Government incentives available.

Eight out of ten apprentices believe that their apprenticeship has improved their ability to do their job, provided them with sector relevant skills and knowledge and improved their career prospects.

Source: Evaluation of Apprenticeships – Learners
BIS research paper May 2012

Apprenticeship Grant for Employers of 16 to 24 year olds (AGE 16 to 24)

You may be eligible for a £1,500 VAT free AGE Grant if:

- You are a small employer (those with fewer than 50 staff).
- Your apprentice is aged 16 to 24.
- You have not employed an apprentice in the last 12 months.

The grant aims to support businesses who would not otherwise be in a position to recruit individuals aged 16 to 24 into employment through the apprenticeship programme. An employer, working with an approved Government-funded training organisation, can receive up to five grants in total. Businesses that have received the grant have used it for equipment, accommodation and additional specialist training. The grant is available for apprenticeship starts up to and including 31 December 2015, subject to eligibility and availability.

Businesses interested in finding out more should contact Apprenticeships Service Business Service on 01473 694829 to check if you are eligible and apply. More information and fact sheets can be downloaded from GOV.UK

Further information

visit asbs.org.uk



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.

Find an apprenticeship website

All apprenticeship vacancies should be advertised on the Find an apprenticeship website, this is a free service provided to you. Find an apprenticeship is the official job site for apprenticeships in England and is 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 training organisations on your behalf or by you and is designed to manage the recruitment process end to end through to successful appointment of your apprentice.

Your training organisation 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.

Further information see Appendix C – Apprenticeship vacancy template

Av Live

Av Live is a new online tool, available from the partners section of gov.uk, which allows training organisations and other partners to display current apprenticeship vacancies, specific to their audience, on their website. This means your vacancy can be viewed by a much wider audience.

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.

Up to 25,000 quality apprenticeship vacancies are available online at any one time at gov.uk/apply-apprenticeship

“We saved £3,000 in recruitment fees, as well as the hassle of recruitment – the whole process was very straightforward.”

Amanda Venn, InCommunication

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.

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

Positive about disability

The “two ticks” positive about disabled people symbol is awarded by Jobcentre Plus to employers who have made commitments to employ, keep and develop the abilities of disabled staff. If you are an employer who is registered for the positive about disabled people two ticks scheme 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 a registered two ticks employer see the link below.



Further information see Appendix C or

Find an apprenticeship:
gov.uk/apply-apprenticeship

Universal Jobmatch:
Gov.uk

Positive about disability:
Gov.uk

Nearly half (47%) of apprenticeship employers have recommended apprenticeships to other employers

Source: Evaluation of Apprenticeships – Employers
BIS research paper May 2012

Step 4 – Inviting applications

Your training organisation will support you to use Find an apprenticeship to receive applications for your job opportunity.

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?

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

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.

Shortlisting options

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

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

You can request your own login to view applications submitted to Find an apprenticeship for your vacancy at gov.uk/apply-apprenticeship

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 more manageable number. Your training organisation is there to support you and will work with you to select the most appropriate level of involvement.

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)

Notifying shortlisted candidates

Once you have your shortlist, you need to liaise with your training organisation to notify the shortlisted candidates by telephone, e-mail 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.

75% of employers believe that despite the economic crisis, apprentices are more important than ever to their business.

Source: 2012 Populus research

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.

Source: Productivity Matters, Centre for Economic and Business Research, 2013.





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.

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

82% of employers take on apprentices to build the skills capacity within their businesses.

Source: 2011 British Chambers of Commerce research

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!

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

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

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.

We have 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.

75% of apprentice employers say the programme has helped cut recruitment costs. 80% say that apprenticeships will play a bigger part in their future recruitment policy.

Source 2012 Populus research

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 your training organisation so that they can be involved in the process.

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 your training organisation as they may take on the role of notifying any unsuccessful candidates.

Unsuccessful candidates should be notified within the given timescale and employers and training organisations should be prepared to offer feedback – this is where our 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.

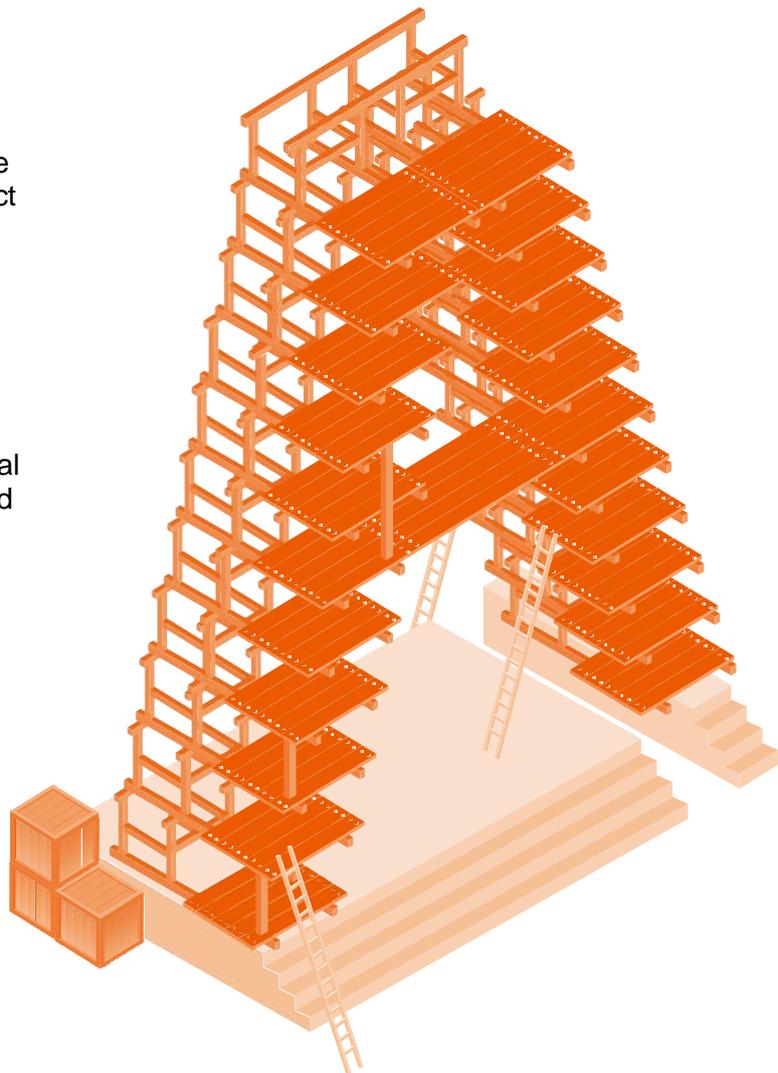
Further information

Gov.uk

ACAS:
acas.org.uk

88% of apprentice employers believe they lead to a more motivated and satisfied workforce, leading to greater loyalty and quality of work.

Source: 2011 British Chambers of Commerce research



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.

This form is titled 'Feedback to unsuccessful candidates'. It includes fields for 'Vacancy reference', 'Company name', 'Vacancy number', 'Candidate name', 'Age band', 'Sex', 'Date', and 'Candidate ID'. The main section is a table with columns for 'Excellent', 'Good', 'Satisfactory', and 'Needs'. Rows include 'Work experience/traineeships', 'CV', 'Application', and 'Interview'. Below the table are sections for 'Feedback given to applicant?' (Yes/No), 'Date feedback given to applicant?', 'Method of feedback' (Verbal, Telephone, Face to face, Email, Text message, Videochat, Letter, Other), and 'What needs to be done?'.

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.

We have 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 pre-populated 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.

For further information

Visit www.gov.uk/government/publications/apprenticeship-recruitment-employers-and-training-organisations

This form is titled 'CV Feedback tool'. It includes fields for 'Vacancy reference', 'Company name', 'Vacancy number', 'Candidate name', 'Age band', 'Sex', 'Date', and 'Candidate ID'. The main section is a table with columns for 'Excellent', 'Good', 'Satisfactory', and 'Needs'. Rows include 'Work experience/traineeships', 'CV', 'Application', and 'Interview'. Below the table are sections for 'Feedback given to applicant?' (Yes/No), 'Date feedback given to applicant?', 'Method of feedback' (Verbal, Telephone, Face to face, Email, Text message, Videochat, Letter, Other), and 'What needs to be done?'.

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 20 for further information.

This form is titled 'Apprenticeship application form - feedback tool'. It includes fields for 'Vacancy reference', 'Company name', 'Vacancy number', 'Candidate name', 'Age band', 'Sex', 'Date', and 'Candidate ID'. The main section is a table with columns for 'Excellent', 'Good', 'Satisfactory', and 'Needs'. Rows include 'Work experience/traineeships', 'CV', 'Application', and 'Interview'. Below the table are sections for 'Feedback given to applicant?' (Yes/No), 'Date feedback given to applicant?', 'Method of feedback' (Verbal, Telephone, Face to face, Email, Text message, Videochat, Letter, Other), and 'What needs to be done?'.

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
Equality Act:
legislation.gov.uk

This form is titled 'Interview feedback tool'. It includes fields for 'Vacancy reference', 'Company name', 'Vacancy number', 'Candidate name', 'Age band', 'Sex', 'Date', and 'Candidate ID'. The main section is a table with columns for 'Excellent', 'Good', 'Satisfactory', and 'Needs'. Rows include 'Work experience/traineeships', 'CV', 'Application', and 'Interview'. Below the table are sections for 'Feedback given to applicant?' (Yes/No), 'Date feedback given to applicant?', 'Method of feedback' (Verbal, Telephone, Face to face, Email, Text message, Videochat, Letter, Other), and 'What needs to be done?'.

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.

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.

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

There is no need to introduce an Apprenticeship Agreement for apprentices who commenced their apprenticeship prior to 6th April 2012. From the 6th April 2012 onwards apprentices recruited into an apprenticeship from the existing workforce will need to be employed under an Apprenticeship Agreement. They will need to have their existing contract varied to reflect the requirements of the Act.

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.

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.

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.

Further information

Apprenticeship Agreement template: visit the 'Employ an apprentice' section of gov.uk/further-education-skills/apprenticeships

Traineeships

Traineeships prepare young people aged 16 up to 24* for their future careers by helping them to become ‘work ready.’

They provide the essential work preparation training, maths and English and work experience needed to get an apprenticeship or other job.

With traineeships, businesses can develop the next generation of employees, ensuring a pipeline of talented young people with the personal and practical skills and experience required in the labour market.

Developed with employers, traineeships will last anything from six weeks to a maximum of six months with the content tailored to the needs of the business and the individual.

Employers need to commit to a high quality work experience placement, including an exit interview – or a job interview if a role becomes available – and a reference at the end of the placement.

Visit [gov.uk/government/collections/traineeships-programme](https://www.gov.uk/government/collections/traineeships-programme) or call **08000 150 600** to find out how you can take on your first trainee and help develop talented young people with the practical skills for the workplace.



A focussed period of work preparation training



English and Maths



A high quality work experience placement

*Traineeships will also be available to young people with Learning Difficulty Assessments up to academic age 25.

Other useful information

Apprenticeship Training Agencies (ATAs)

Have you considered using the services of an Apprenticeship Training Agency?

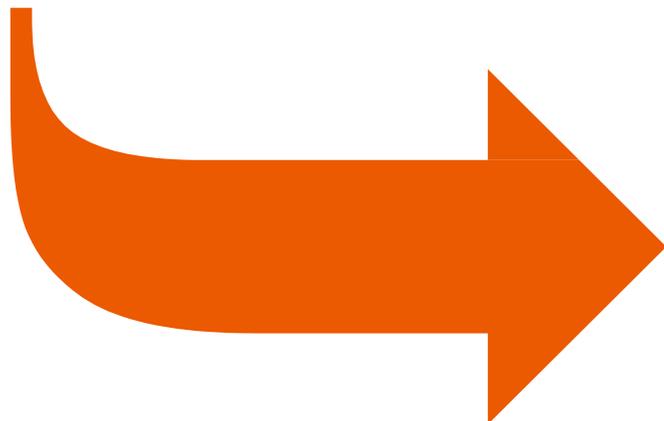
If you like the idea of employing an apprentice and have a real job opportunity in your organisation which would be appropriate for an apprentice but are currently unable to commit to an apprentice full-time, or the current economic climate prevents you from making the commitment to employ, an Apprenticeship Training Agency may be the right option for you.

Apprenticeship Training Agencies (ATAs) offer a unique approach to the recruitment of apprentices. ATAs recruit, employ and arrange training of apprentices on behalf of the employer.

Further information

ATAs:

Visit the Employ an apprentice section gov.uk/further-education-skills/apprenticeships



Appendix A

Person specification

Person specification

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

Appendix B

Job description

Job description

Post title: Administration Assistant

Salary & 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 template – for use when working with employers

Vacancy Details	
Vacancy Title This must accurately reflect the job description	
Employer Name	
Vacancy Short Description 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 sees when searching for a vacancy, this needs to be eye catching.	(256 Character Text Limit)
Vacancy Full Description The vacancy full description should clearly identify the tasks and responsibilities involved within the role.	(4000 Character Text Limit)
Weekly Wage £ £2.73 is the current minimum an employer can pay. We do encourage employers to consider paying more as a higher wage will attract more candidates (see Step 2).	
Working Week This must clearly state: <ul style="list-style-type: none"> • Working days • Times • A summary of hours • If further explanation is required explain it in the “Other Important Information” section. 	



<p>Future Prospects What future prospects are there for the candidate once the Apprenticeship they have applied for has finished/completed.</p>	(4000 Character Text Limit)
<p>Wage Incentive Are they eligible for the AGE 16 to 24 grant?</p>	
<p>Employer Description This should clearly describe who the employer is and what they do.</p>	(4000 Character Text Limit)
<p>Employer Positive about Disabled Two Ticks scheme On setting up the employer please check if they are registered for the Positive about Disabled Two Ticks scheme. For more information about the scheme please see Step 3.</p>	
<p>Location Type Are the job/s at one location or multiple sites?</p>	
<p>Number of Vacancies</p>	
<p>Job Role (Framework) The framework must relate to the vacancy role description and the role title</p>	
<p>Vacancy Type</p> <ul style="list-style-type: none"> • Intermediate apprenticeship • Advanced apprenticeship • Higher apprenticeship 	
<p>Training to be Provided This should clearly describe the training that the successful candidate will undertake. Will the candidate be expected to attend college or day release? What qualifications will they work towards?</p>	
<p>Expected Apprenticeship Duration</p>	

Appendix C

Apprenticeship vacancy template



Skills Required The skills the employer would like the candidate to have.	(4000 Character Text Limit)
Personal Qualities The type of person they are looking for.	
Qualifications List the qualifications the employer would like the candidate to have.	(4000 Character Text Limit)
Reality Check Any other requirements that are specific to this particular position, for example, long hours on a computer, working outside in all weathers etc.	(4000 Character Text Limit)
Important Other Information 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)
2 x Questions Are there any questions the employer would like to ask to help them find a specific calibre of candidates?	
Closing Date At least a two week deadline.	
Interview Start Date Should be after the closing date	
Possible Start Date Should be after the interview date	

Appendix D

Additional employer questions

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?

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?

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?

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 work load? 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

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?

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?

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?

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?

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

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?

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?

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?

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?

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