

Public Sector Apprenticeship Target Reporting 30 September 2019

Purpose

To provide a summary of the information that has been provided to the government for Bright Futures Educational Trust's apprenticeship target reporting.

Background

MATS fall into scope for reporting purposes with effect from the financial year April 18 to March 19. As a public sector employer with 250+ staff, we have a statutory target to employ an average of at least **2.3%** of our staff as new apprentice starts (this includes existing staff who undertake an apprenticeship), over the period 1 April 2017 to 31 March 2021. We also have to demonstrate 'regard' to the target. ('regard' meaning we have actively considered apprenticeships for new recruits or for career development for existing staff)

Response to questions

1. Number of employees whose employment began between April 18 and March 19

101

2. Number of apprentices whose employment began between April 18 and March 19 and their apprentice agreements also began in the period (including existing staff on an apprenticeship)

4

3. Number of employees employed in March 2019

721.

4. Number of apprentices (including existing staff on an apprenticeship) in March 2019

4

5. How many new starters were apprentices between April 18 and March 19?

3.9% of 'starts' were apprentices

6. What percentage of our staff in March 2019 were working towards apprenticeship standards?

0.55%

7. The number of apprentices we had in March 2018 (immediately before the reporting period)

2.

8. Headcount in March 2018 (immediately before the reporting period)

741

9. Percentage of apprenticeship starts (both new hires and existing employees who started an apprenticeship) between 1 April 2018 to 31 March 2019 as a proportion of total headcount on 31 March 2018

0.54%

10. Qualitative information to demonstrate we had 'regard'

Bright Futures is supportive of apprenticeships and we seek as many opportunities as possible to maximise apprenticeship opportunities. Our approach has been considered and measured to ensure that the introduction of an apprentice as a new start or as a training mechanism for an existing member of staff, meets

the resourcing needs of the school or department. Our reported figures demonstrate that we have gradually increased the number of apprenticeship standards in our organisation since 2017, albeit we do not yet meet the 2.3% average required by 2021.

We have undertaken various activities to ensure we maximise the number of apprenticeship standards that we support. These are:

- Raised awareness with our Principals and Heads of School at numerous meetings since 2017 by explaining the new systems and providing regular updates on apprentice standards that have been approved that would be suitable for the types of roles we employ.
- We have identified opportunities for apprenticeship standards for new and existing staff in our 'head office functions eg. Finance, IT and HR. We have several additional approved apprenticeship starts (including existing staff) in the period after March 2019, so therefore not included in this report.
- When we have a vacancy we do consider if we could fill the post with an apprentice. However, the apprentice standards are not suitable for many of the posts we employ in a school. If they are suitable for example, teaching assistant, we have to be mindful of the requirement for 20% of the time being off the job and this does at times mean we cannot go down this route to fill a vacancy, as we would not be able to resource our schools adequately.
- Around 50% of our posts are teaching or teaching leadership posts so using the levy for teacher apprenticeships is key for us.
 - The Teaching Apprentice Standard was approved for delivery in late 2017. We have decided for now, not to go down this route as we think there are still too many operational issues with this approach that need to be resolved.
 - Along with other similar employers, we would like the NQT (newly qualified teacher) induction programme to qualify for the apprentice levy. This is currently a significant training intervention and cost that we incur for teacher training. Unfortunately, this is still not a government approved apprentice standard, so we are unable to access levy funding for it.

In terms of our planning to meet the target in future? What will we continue to do or do differently? We will continue to look for opportunities as and when we have a vacancy and also promote the standards to our existing staff. We will be conducting a review this year with those staff that have undertaken an apprenticeship to understand what has worked well for them and what could improve. We are hoping to then publicise what we offer in a more engaging way to prospective apprentices.

Additional information included in the submission: We would look to the DfE to iron out the operational difficulties with the Teacher apprenticeship and also look to approve the NQT induction programme as a valid apprentice standard. We would also welcome other standards aimed at developing teachers.

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Director of HR & Strategy
On behalf of Bright Futures Educational Trust