Learn
PLUS US

Level 3

Team Leader or Supervisor
Apprenticeship

LEARN | ACHIEVE | EXCEL
LEARNPLUSUS.CO.UK

Team Leader

LEVEL 3

> This apprenticeship will develop knowledge skills and behaviours in managing and developing team members, managing projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

Apprentices working towards this level are likely to be in the following roles:

- Supervisor
- Team Leader
- Shift Supervisor
- Foreperson

This apprenticeship is for individuals in/or aspiring towards a first line management role, with responsibility for providing direction, instructions and guidance to ensure the achievement of set goals.

ENROLMENT TIMELINE

Learn Plus Us believe in "right learner, right course". By that we mean it is crucial that all apprentices are accurately matched to an apprenticeship programme that suits their job description, their prior learning and ability to achieve all aspects of the course. Therefore, anyone wishing to enrol on one of our apprenticeship programmes must complete the following steps to confirm eligibility:

Potential apprentices will attend an Information, Advice & Guidance (IAG) session with a member of our Client Engagement team to discuss their previous qualifications and experiences. They will also discuss their current job role as well as their aims and aspirations for the future. This session allows us to ensure that they are matched to a suitable apprenticeship programme. IAG sessions also provide information about the apprenticeship programme, including; Functional Skills, Off the Job training and End Point Assessment. Following this, they will be sent a welcome email with enrolment details. The email will include a link to Century; our dedicated Maths & English platform where they will be invited to complete some initial assessments.

They will then attend a sign-up session with one of our enrolment administrators. During this session they will be guided through the application process, which includes:

- An application form
- Initial assessments (Maths & English)
- Skill Scan
- This is Me form
- Additional Learning Support Application (if required)

Once the sign-up session is complete, the potential apprentice will attend their first teaching and learning session. An individualised training plan is created and shared with the apprentice and their employer confirming their planned start and end dates of the apprenticeship, all learning modules to be delivered along with the planned hours for these and the chosen End Point Assessment organisation.

Learning will commence from the planned start date, and they will be supported throughout the duration of their programme to **learn, achieve and excel.**

Apprenticeship Journey (example)

ENGLISH LEARNING

Management of Self

MONTH 1

PROGRESS REVIEW

ENGLISH LEARNING

Project Management

MONTH 2

Self-Awareness

ENGLISH LEARNING

MONTH 3

MATHS LEARNING

Coaching in the Workplace

MONTH 4

Problem Solving & Decision Making

ENGLISH LEARNING

MONTH 5

PROGRESS REVIEW

MONTH 6

Leading People

MATHS LEARNING

MATHS LEARNING

Managing People

MONTH 7

PROGRESS REVIEW

Managing Change

MONTH 13

Operational Management

MONTH 12

MONTH 11

Organisational Culture & Structure

Conflict Management

MONTH 10

MONTH 9

Communication in the Workplace

MATHS LEARNING

Building a High Performing Team

MONTH 8

PROGRESS REVIEW

Governance & Managing Finance

MONTH 14

Chairing Meetings & Presentation Skills

MONTH 15

Gateway & EPA

MONTHS 16-18

TEAM LEADER (LEVEL 3)

These learning topics will be delivered via webinar sessions with your tutor.

They will be via the Microsoft Teams platform and will be a maximum of two hours.

Course Content

Session Title & Month/s	"Intent" (Session Contents) Knowledge, Skills, Behaviours & Functional Skills	"Impact" (Learner will be able to)	"Off-the-Job Training"
1 Management of Self	• Understand time management techniques and tools • How to prioritise activities and approaches to planning • Able to create an effective personal development plan • Use time management techniques to manage workload and pressure **Functional Skills** • **Respond effectively to detailed questions** • **Communicate information, ideas and opinions clearly and accurately on a range of topics** • **Express opinions and arguments and support them with evidence** • **Identify meanings in texts and distinguish between fact and opinion** • **Recognise that language and other textual features can be varied to suit different audiences and purposes** • **Spell words used most often in work, study and daily life, including specialist words** • **Communicate information, ideas and opinions clearly, coherently and accurately**	• Will have a clear development plan which aligns with learners' personal goals, learners apprenticeship and organisational objectives • Will be able to support team members in creating a PDP • Will be able to use number skills to support the setting with everyday tasks • Will be able to communicate ideas to colleagues • Will be able to respond effectively to questions • Will be able to use correct tense for observation writing	Research your own organisation career development pathways and training opportunities Implement a time management techniques into your day and record how much time you save 8-16 hours
2 Self-Awareness	• Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict • Know how to be self-aware and understand unconscious bias and inclusivity • Understand learning styles, feedback mechanisms and how to use emotional intelligence • Able to reflect on own performance • Seek feedback • Understand why things happen • Make timely changes by applying learning from feedback received **Functional Skills** • **Follow and understand discussions and make contributions relevant to the situation and the subject** • **Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium** • **Respect the turn-taking rights of others during discussions, using appropriate language for interjection**	• Understand how behaviours can have an impact on others, both positive and negative • Understand what unconscious bias is, and how look at ways it can impact your team • Gain understanding of different learning styles. Analyse the benefits for learning in different situations. (VARK, Kolb's Learning Cycle) • Understand types of feedback that can be obtained • How to use emotional intelligence in your job role (Goleman) • Will be able to respectfully participate in group discussion • Will be able to round up/down numbers to support day to day duties. For example, the number of gloves needed.	Review and assess applications such as One Note that will help you with time management 8-16 hours
3 Project Management	• Understand the project lifecycle, project roles & responsibilities • Understand how to manage resources, identifying risks and issues, using relevant project management tools • Understand organisational governance and compliance, and how to deliver Value for Money • Know how to monitor budgets to ensure efficiencies and that costs do not overrun	• Be able to identify project risks, stakeholders, resources, complete a impact analysis and identify costs • Be able to create a Project Proposal & stakeholder communication plan. • Know how to complete: • Stakeholder communication plans	Research different project tools. Explore with line manager suitable improvement project Explore stakeholders who may be involved in project
3 Continued: Project Management	• Able to organise, manage resources and risk, and monitor progress to deliver • Ability to use relevant project management tools, and take corrective action to ensure successful project delivery **Functional Skills** • **Understand organisational and structural features and use them to locate relevant information in a range of straightforward texts** • **Infer from images meanings not explicit in the accompanying text** • **Write text of an appropriate level of detail and of appropriate length to meet the needs of purpose and audience** • **Use format, structure & language appropriate for audience & purpose**	• Work Breakdown Structure • Gantt Chart • Will be able to work out discounts when purchasing resources for project. • Will be able to calculate% of risk for each hazard • Will be able to complete written documents using correct grammar and word types.	Look at any previous projects, the tools used and any evaluation reports. Shadow colleague or peer. 16-20 Hours
4 Problem Solving & Decision Making	• Understand problem solving and decision-making techniques • How to analyse data to support decision making • Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others • Able to escalate issues when required **Functional Skills** • **Recognise vocabulary typically associated with specific types and purposes of texts** • **Write consistently and accurately in complex sentences, using paragraphs where appropriate**	• Be able to identify is a problem • Understand and be able to implement Problem Solving Cycle to ensure effective process • Understand and utilise a range of Problem-Solving Models Techniques to support analysis of a problem. 5W's & H, Root Cause Analysis, • Understand and utilise a range of Decision-Making Models Decision Trees, De Bono's 6 Think Hats • Understand and follow correct escalation process • Will be able to contribute to staff meetings, make detailed notes and locate relevant information • Will be able use statistical measure to inform data. • Will be able to analyse data to make informed decisions	SELF STUDY – Read resource workbook. Identify and discuss with line manager a recurring workplace problem. Research most effective problem solving and decision-making techniques to resolve workplace problem Explore organisations governance for decision making Complete OneFile course – Problem Solving 16-20 Hours
5 Coaching in the Workplace	• Understand the benefits of coaching to support people and improve performance • Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively **Functional Skills** • **Number Skills and Rounding** • **Decimals** • **Percentages and Calculations** • **Fractions**	• To understand the concept of Coaching and the benefits for individuals and an organisation. • Be able to coach team members using known coaching techniques. GROW & OSCAR • To be able to implement Coaching as development for team members and the wider organisation. • Will be able to recognise when to use formal and informal communication	Read resource to develop wider knowledge of Coaching techniques. Explore and identify, with line manager, team members where skills can be developed using coaching techniques Conduct research around successful coaches i.e.; YouTube clips Shadow colleague or peer conducting a coaching session 16-20 Hours

Module	Knowledge & Skills	Learning / Theory	Activities & Hours
6 Leading People	• Understand different leadership styles • Know how to facilitate cross team working to support delivery of organisational objectives • Able to communicate organisation strategy and team purpose, and adapt style to suit the audience • Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively • Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve **Functional Skills** • **Probability** • **Statistical Measures** • **Perimeter and Area including circles**	• Understanding of different leadership style through a variety of models and theories and be able to adapt to different situations with differing team members. Lewin's, Adair's Action Centred Leadership, Situational Leadership • Understand and utilise motivational techniques – McGregor Theory X & Theory Y, Herzberg. • Able to lead individuals and Teams to develop and achieve organisational individual & operational objectives. • Will be able to recognise SPAG errors in written documentation. • Will understand ratio requirements.	Complete OneFile Leadership Course Explore organisations strategy and analyse how this influences leadership styles within an organisation Shadow line manager delivering team strategy and objectives 16-20 Hours
7 Managing People	• Understand people and team management models, including team dynamics and motivation techniques • Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour • Know how to facilitate cross team working to support delivery of organisational objectives • Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback **Functional Skills** • **Collecting and Representing Data** • **Ratio and Proportion** • **Properties of Angles and Shapes**	• To understand how to set SMART objectives aligned with operational plans Managing by Objectives (MBO) BARS, Quality Standards • Be able to conduct performance reviews and appraisals monitoring performance against operational objectives • Be able to provide constructive feedback on performance to motivate and enhance individual and team performance, sharing good practice • Understand and be able to utilise absence management tools – Bradford Factor • Will be able to calculate KPIs against performance measures and calculate absence • Will be able to communicate (Written and Verbal) how the performance measures influence performance • Will be able to use effective questioning and provide constructive feedback	Conduct an analysis of team using Belbin's Team Roles Explore and identify the performance models used within own organisation Explore organisations policies around performance management, absence, sickness. Employer to facilitate: Shadowing of performance reviews/appraisal Employer to facilitate: Delivery of team meeting to share good practice 16-20 Hours
8 Building a High Performing Team	• Understand people and team management models, including team dynamics and motivation techniques • Understand approaches to customer and stakeholder relationship management, including emotional intelligence • Know how to facilitate cross team working to support delivery of organisational objectives • Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve **Functional Skills** • **Questioning** • **Communicating relevant information** • **Use of correct grammar**	• Able to have positive and constructive relationships with stakeholders. • Be able to use emotional intelligence effectively to manage relationships. • Be able to build trust and use negotiating and influencing skills to manage stakeholder relations • Be able to use lines of argument and contributing to discussions • Be able to build a high performing team Tuckman, Belbin's Team Roles • Understand and utilise motivational techniques – McGregor Theory X & Theory Y, Herzberg.	Explore networking avenues where you can build relationships ie; LinkedIn 16-20 Hours
8 Continued: Building a High Performing Team		• Will be able to make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts • Will be able to express opinions and arguments and support them with relevant and persuasive evidence	
9 Communication in the Workplace	• Understand different forms of communication and their application • Know how to chair meetings, Provide constructive feedback, Understand how to raise concerns • Hold challenging conversations • Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management **Functional Skills** • **Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required** • **Express opinions and arguments and support them with relevant and persuasive evidence** • **Use language that is effective, accurate, appropriate to context and situation** • **Identify the different situations when the main points are sufficient and when it is important to have specific details** • **Punctuate writing correctly using a range of punctuation markers** • **Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words** • **Write text of an appropriate level of detail and of appropriate length to meet the needs of purpose and audience**	• Be able to communicate to peers and colleagues at all levels in a variety of methods 7 C's of communication, Shannon & Weaver Feedback model • Be able to effectively chair meetings • Be able to challenge others in a professional and effective manner • Be able to clearly understand and utilise escalation channels to resolve problems, issues and concerns • Be able to communicating information in different formats to differing audiences • Use of acronyms • Understand formatting of differing communication methods & styles • Effective use of language • Able to identify and use different styles of writing and voice • Will be able to use correct punctuation when writing reports.	Take part in negotiating activity in your workplace Create an agenda and meeting minutes Shadow colleague and/or peers chairing meetings Watch YouTube clips of good and badly chaired meetings and make a list of do's & don'ts 16-20 Hours
10 Conflict Management	• Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict • Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts **Functional Skills** • **Make relevant and constructive contributions to move discussion forward** • **Adapt contributions to discussions to suit audience, purpose, medium** • **Interject & redirect discussion using appropriate language & register** • **Compare information, ideas and opinions in different texts, including how they are conveyed** • **Identify implicit and inferred meaning in texts** • **Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices** • **Spell words used in work, study and daily life, including a range of specialist words**	• Will have knowledge of causes of conflict and conflict management theories to support effective management Thomas Kilman Conflict Management Model, ACAS • Be able to manage conflict situations in differing situations with differing stakeholder using effective negotiating & influencing skills • Will be able to develop trust within teams • Will be able to use communications skills in a variety of situations.	Investigate organisations policies and processes for dealing with conflict. Explore legal and organisational frameworks relating to managing conflict both internally and externally 16-20 Hours

11 — Organisational Structure & Culture

- Understand organisational cultures, Equality, Diversity & Inclusion
- Know how to facilitate cross team working to support delivery of organisational objectives
- Ability to organise, prioritise and allocate work, and effectively use resources

Functional Skills
- **Understand relationship between textual features & devices, how they can be used to shape meaning for different audiences & purposes**
- **Use a range of reference materials and appropriate resources**
- **Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources**
- **Communicate information, ideas and opinions clearly, coherently and effectively**
- **Write text of an appropriate level of detail and of appropriate length to meet the needs of purpose and audience**
- **Organise writing for different purposes using appropriate format and structure**

- Has an understanding of organisational structure and the differing cultures Handy's Cultural Model
- Has an understanding how culture influences organisational behaviours
- Has an understanding of how organisational structures develop and the governance surrounding differing structures
- Will be able to manage differing cultural behaviours within teams
- Will be able to use informal and formal writing and verbal appropriately within the setting.

Explore different cultural holidays and how these can be managed within a team

16-20 Hours

12 — Managing Change

- Know how to implement operational/team plans and manage resources and approaches to managing change within the team
- Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively
- Able to adapt to change, identifying challenges and solutions

Functional Skills
- **Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias**
- **Follow an argument, identifying different points of view and distinguishing facts from opinions.**
- **Identify different styles of writing and writer's voice**
- **Convey clear meaning and establish cohesion using organisational markers effectively**
- **Use different language & register persuasive techniques, supporting evidence, specialist words, suited to audience and purpose.**
- **Construct complex sentences consistently and accurately, using paragraphs where appropriate**

- Will have an understanding of different change management models Lewin's, Kotter's 8 Steps
- Will be able to adapt to change and support the management of change with a team
- Will be able to collect and represent data in the setting

Explore with line manager an opportunity to support and manage a change.

Investigate and analyse the most effective change management model to use to implement your change

16-20 Hours

13 — Operational Management

- Understand how organisational strategy is developed
- Know how to implement operational/team plans and manage resources and approaches to managing change within the team
- Understand data management, and the use of different technologies in business
- Able to communicate organisation strategy and team purpose, and adapt style to suit the audience
- Ability to organise, prioritise and allocate work, and effectively use resources
- Able to collate and analyse data, and create reports

Functional Skills
- **Number Skills and Rounding**
- **Decimals**
- **Percentages and Calculations**
- **Fractions**
- **Probability**
- **Statistical Measures**

- Will have an understanding of strategy and how this formulates an operational plan, team objectives and individual objectives
- PESTLE, Golden Thread
- Will be able to collect and represent data in the setting

Shadow line manager when measuring operational performance against strategic plan

Attend operational meetings

16-20 Hours

14 — Chairing Meetings & Presentation Skills

- K4.1 Understand different forms of communication and their application
- S4.1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management
- S4.2 Use of active listening and provision of constructive feedback

Functional Skills
- **Perimeter and Area including circles**
- **Collecting and Representing Data**
- **Ratio and Proportion**
- **Properties of Angles and Shapes**
- **Scale Diagrams**
- **Measures**
- **Algebra**

- Be able to verbally communicate and present information to team and wider audience
- Be able to create meeting documents
- Be able to effectively chair meetings and deliver organisation and strategic objectives

Shadow colleague or peer chairing a meeting

Liaise with line manager to agree planning & chairing a team meeting

16-20 Hours

15 — Governance & Managing Finance

- Understand data management, and the use of different technologies in business
- Understand organisational governance and compliance, and how to deliver Value
- Know how to monitor budgets to ensure efficiencies and that costs do not overrun
- Able to collate and analyse data, and create reports
- Applying organisational governance and compliance requirements to ensure effective budget controls

Functional Skills
- **Perimeter and Area including circles**
- **Collecting and Representing Data**
- **Ratio and Proportion**
- **Properties of Angles and Shapes, Scale Diagrams**
- **Measures, Algebra**

- Be able to identify and analyse different types of data to compile reports
- Understand how budgets are set
- Be able to monitor spend and making adjustments ensuring value for money
- Calculating budget over financial year – fractions and %
- Subtraction/addition/division/ multiplication

Review current and previous budgets

Shadow line manager when reviewing and forecasting on budgets

16-20 Hours

GATEWAY & EPA

Session Title	"Intent" (Session Contents)	Transferable skills
16 **17** **18** **GATEWAY & EPA**	• Gateway/ Complete end point assessment. • 20min Presentation & Questioning on topic set by EPA followed by 30min Q&A. Topic received 7 days after Gateway, • Presentation must be submitted within 10 working days of receipt. • 60min Discussion around 50% of portfolio evidence. Evidence matrix & portfolio evidence to be submitted at Gateway Intent • Practice presentation • Create prompt notes for discussion	• Productivity • Verbal communication • Written communication • Active listening • Problem solving • Meets deadlines • Understanding and carrying out written instructions • Teamwork • Planning • Organising • Basic maths & literacy skills. • Time management • Gathering information • Recall • Using initiative • Following procedures • Partnership working • Passion • Integrity

END POINT ASSESSMENT
INFORMATION

WHAT IS GATEWAY?

Gateway is triggered when the apprentice has achieved all knowledge, skills and behaviours set out in the assessment plan, has been on programme for a minimum of 1 year and 1 day and the apprentice, employer and training provider feel the apprentice is ready for their EPA. The gateway period is dependent on the chosen EPAO and the standard being studied, and this allows the apprentice to prepare and agree a date with the EPAO to when the assessments will take place.

Note: Gateway can only be achieved once the following has been met:

English and Maths at Level 2 (or equivalent) must be achieved

Completion of knowledge, skills and behaviours

Minimum off the job training recorded

Gateway declaration signed by apprentice, line manager and apprenticeship tutor
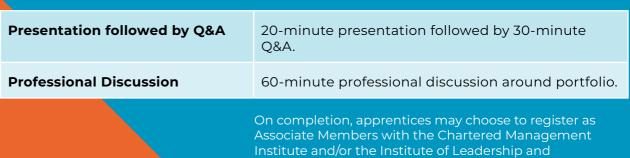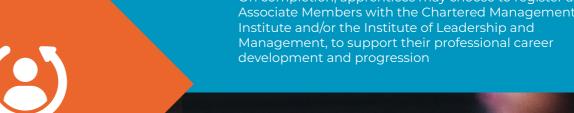
WHAT IS END POINT ASSESSMENT?

End Point Assessment (EPA) is the final stage of an apprenticeship and it is made up of a range of synoptic assessments which are completed at the end of the apprentice's learning, once they have achieved gateway requirements. EPA takes place to ensure the apprentice has the knowledge, skills and behaviours outlined in the apprenticeship standard in order to be occupationally competent.

Assessments have been designed by employers in the sector and will be conducted by an Independent End Point Assessor (IEPA) who works for an End Point Assessment Organisation (EPAO). All assessments must be passed for the apprentice to achieve. Once the apprentice has completed all of their assessments, they will be awarded an overall grade (depending on the apprenticeship programme). This will either be **Fail, Pass or Distinction.**

Assessments which form EPA activities – Team Leader Level 3

Presentation followed by Q&A	20-minute presentation followed by 30-minute Q&A.
Professional Discussion	60-minute professional discussion around portfolio.

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

DELIVERY

WEBINARS
Delivered via the Microsoft Teams platform for a maximum of 2 hours. They may be delivered on an individual basis or with a group of apprentices. The tutor will deliver a session on a particular topic and you will have the opportunity to have input through discussion using the in-platform chat facility. These webinars count towards your off the job training and will also provide you with tasks to complete for your apprenticeship learning.

1:1 SESSIONS
Either face to face or remote via Microsoft Teams. This is dedicated time with your tutor to discuss your progress and any areas where you may feel you need extra support or guidance. Your tutor will also provide you with feedback on any work that has been set and guide you towards the next steps in your apprenticeship programme. Your tutor can also guide you towards additional resources to stretch your knowledge and understanding of relevant topics. Off the job training is reviewed to make sure you are on track to meet the minimum requirement. All other work set will be reviewed and any additional support provided if needed. If any assessments are planned to take place during the 1:1 visit these will be recorded and added to your OneFile portfolio as evidence towards completion of your apprenticeship.

PROGRESS REVIEWS
These can either be face to face or remote and will require the involvement of your line manager. The reviews take place at least every 12 weeks and is intended to provide an update on progress towards completion of your apprenticeship. Your manager will provide input in order to make sure that the apprenticeship is meeting the needs of your employer and that you are gaining the skills, knowledge and behaviours to improve your working practices. Targets will be set for completion of varying tasks including; developing softer skills or enhancing your maths, English or digital skills. Reviews are usually recorded and then stored on OneFile.

ONEFILE ONLINE COURSES
These online courses are designed to provide essential information to continue to stretch and challenge you throughout the apprenticeship. These courses can also contribute to your apprenticeship standard in conjunction with work set by your tutor. They will help build your knowledge and can expand your understanding of the industry, as well as contributing to your off the job training.

*Please note that any webinars, 1:1 meetings and progress reviews will be recorded, and securely saved and stored to your OneFile account, where only you, your manager and Learn Plus Us staff involved in your training have access. These will not be shared outside of OneFile without your permission. Group webinars will also be recorded.

ESOL SUPPORT

"Teaching for me is not just a job – it is a vocation, a mission, a quest. There is no bigger reward, in my opinion, than that of seeing your learners progress and achieve their goals!"

Ava, Senior ESOL Tutor

At Learn Plus Us we are proud to have a highly skilled and dedicated ESOL team who are experienced at adapting their teaching to meet the specific English language needs for learners. Whilst we offer ESOL for Work courses separately to apprenticeship delivery, we do provide the option for apprentices to access ESOL support during their apprenticeship should they need it. We also offer in-house learning support for those with other additional learning needs or barriers to learning.

SYSTEMS

OneFile is the e-portfolio for your Apprenticeship. This is where you will store your evidence, log your off-the-job-training, and track your progress towards achievement. Gone are the days of ring binders and plastic wallets, this is your one stop shop for Apprenticeship programmes.

CENTURY is an award-winning assessment, teaching and learning AI platform that has been developed by a team of experienced teachers, neuroscientists and technologists. This platform is where you will complete your initial assessments in English and Maths and it is used to determine the starting point for all potential apprentices. It will provide you with an individualised teaching and learning experience based on the results of your initial assessments.

NEXT STEPS

Following successful completion of your apprenticeship, you will be able to progress to the following:

- Level 5 Operations/Departmental Manager Apprenticeship

INTERESTED?

If you are interested in starting your apprenticeship journey? Please contact us at sales@learnplusus.co.uk.

Learn Plus Us

North London Business Park
Oakleigh Road South, New Southgate
London, N11 1GN

Tel: 020 8444 4304
learnplusus.co.uk

Find @learnplusus on LinkedIn, Twitter, Instagram, and Facebook

Education & Skills Funding Agency

Apprenticeships

Department for Education