



INFLUENCERS

# INTERACTIVE APPRENTICESHIP GUIDE FOR TEACHERS

Tips to help students in years 12-13 apply for apprenticeships

# Helping students apply for apprenticeships

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## Introduction

This guide has been designed for individuals who support students in years 12 and 13, for example, form tutors, teachers and careers advisers. The guide outlines the various ways you can support students in applying for apprenticeships, this includes searching for opportunities, the application process and beyond.

You do not need to have any prior knowledge about apprenticeships to use this guide.

## Using this guide

This guide should be used in conjunction with the corresponding interactive 'Student Apprenticeship Guide', which offers students lots of practical information to help them with the apprenticeship journey.

Download the student guide:

[www.apprenticeships.gov.uk/downloads/PDF-sixth-form-student-apprenticeship-guide.pdf](http://www.apprenticeships.gov.uk/downloads/PDF-sixth-form-student-apprenticeship-guide.pdf)

## Using the interactive student apprenticeship guide

These guides have been designed to be used digitally and do not need to be printed.

We would recommend that you circulate the guide to your students electronically and encourage them to save it to a secure/personal profile area.

Students can work through the different sections of the guide. They can save notes and access various resources to help them increase their knowledge and awareness of apprenticeships.

In each section, the student is encouraged to reflect and discuss key aspects with their teachers, parents or anyone who influences their career decisions.

## Aligning apprenticeship and UCAS applications

Many students will be applying for a place at university through the University and Colleges Admissions Service (UCAS) at the same time that they are starting to look for apprenticeship opportunities. A lot of the information and techniques used for a university application can be used during the apprenticeship application process.

Unlike university applications, where UCAS timelines are very defined, apprenticeships can differ in application deadlines and structure. Apprenticeship vacancies can often be advertised throughout the year and employers will follow different recruitment processes.

Large employers are beginning to align their application and recruitment processes with UCAS, however it is important to emphasise the similarities and differences which are explained in this guide.



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# Understanding apprenticeships

It is important that students have an understanding of what apprenticeships are and the benefits they provide, even if they have already decided on an alternative career path after school.

The number of people starting an apprenticeship in England is increasing - this includes school leavers, up-skillers and career changers. Many employers are now using apprenticeships to attract and recruit talent, with some employers replacing graduate schemes with apprenticeship programmes.

Apprenticeships are delivered differently to full-time education/university so it is important that students have a good understanding of the range of opportunities available and the different levels of apprenticeships on offer.

## Top tip:

**Researching and applying for apprenticeships cannot be left until after the UCAS process has been completed in January . Many employers advertise opportunities in the autumn term for apprentices to start the following September.**

## Refer to the following sections of the Student Guide to Apprenticeships

1	2	3	4	5	6	7	8	9	10	11	12
✓	✓	✓									

Check the key points of understanding in the corresponding Student Apprenticeship Guide as follows:

### Section 1: What is an apprenticeship?

- Apprenticeship opportunities are advertised all year round, although large companies tend to advertise through October-January, with a start date of the following September. This means students will need to look at apprenticeships alongside their university applications.
- Apprenticeships are job with a paid salary that offers both on-the-job and off-the-job training. This includes gaining a nationally recognised qualification alongside their job.
- 20% of the apprentice's paid time must be spent completing off-the-job training. The employer pays the tuition fees for the off-the-job training so no fees are incurred for the apprentice.
- There are different levels of apprenticeships which equate to a different level qualification. For example a level 2 apprenticeship equates to a GCSE and a degree apprenticeship equates to a bachelor's or master's degree. Although it might be tempting to only focus on degree level vacancies, students should also consider intermediate and advanced level apprenticeships because they may not be able to access the higher level programmes without completing the lower level apprenticeship first.
- Entry requirements will vary between different employers, so it is important that students are confident in researching different apprenticeship job vacancies to assess if they meet the entry requirements.

### Section 2: Higher and degree apprenticeships

- Degree apprenticeships offer a route to a degree where the company and/or government pay for the tuition fees. As a result, apprentices can achieve a degree without incurring any student debt. At the same time they will gain valuable work experience and earn a salary.
- The degree obtained by a degree apprenticeship is the same as a degree obtained through full-time study at university.

# Understanding apprenticeships

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## Section 3: What are the benefits of an apprenticeship?

- There are many benefits to apprenticeships, which will be personal to the individual.
- Being able to work and learn at the same time is extremely valuable to many young people. They will apply the off-the-job learning to their work, creating key employability skills and boosting their CV.
- Apprenticeship course delivery differs from employer to employer. Some learning can be classroom based, but 80% of the time will be spent in the workplace learning first-hand from experienced colleagues.
- Legally, an employer must pay an apprentice the National Minimum Wage, however many employers will pay significantly more than the National Minimum Wage.

### **How apprenticeships compare university:**

- much like applying for university, students considering an apprenticeship will need to spend time researching their options and the different training delivery models for each employer
- students will need to explore the range of different locations and employment settings available. For example, do they want to re-locate or stay close to home
- unlike university applications, employers set different application deadlines and application deadlines may be brought forward if employers receive a large volume of applications so students should try and submit their application as early as possible
- students considering an apprenticeship will have to look for opportunities throughout the year, even if they have already submitted an application - whereas university applications are submitted at one time of the year

# Exploring apprenticeship opportunities

There are different levels of apprenticeships available and each level equates to a different qualification level. For example, a level 2 apprenticeship is equal to a GCSE and a level 6 and 7 (degree) apprenticeship is equal to a bachelor's or master's degree.

Students will need to have an understanding of all the different levels of apprenticeships and many employers will require the apprentice to have a base level of knowledge and skill. For example, they may need to complete a level 3 apprenticeship before they can progress onto a level 6 or 7 apprenticeship.

There is a huge range of apprenticeships opportunities to choose from which can vary across sectors and occupations, many of which students will not have heard of before. This means it is important that students dedicate time to research the opportunities available and that they do not ignore apprenticeship opportunities if they do not understand the job title or recognise the employer.

Students should remain open-minded when considering the size of the employer they want to apply to. Many students will be attracted to large well-known companies, however there are thousands of opportunities with smaller companies that offer great experience and opportunities.

## Top tip

Students should not only look at higher and degree apprenticeships. There are many fantastic opportunities where the employer will require them to complete an advanced apprenticeship before progressing to a higher level.

## Refer to the following sections of the Student Guide to Apprenticeships

1	2	3	4	5	6	7	8	9	10	11	12
			✓	✓							

Check the key points of understanding in the corresponding Student Apprenticeship Guide as follows:

### Section 4: Which apprenticeships are available?

- Students will find it useful to start exploring apprenticeship job roles that align with their personal interests, they can then rule-in or rule-out the roles available.
- Students may disregard employers because they think that they will only offer opportunities in that sector. It is important for them to understand that companies offer supporting functions to the business, such as HR, marketing, finance, law etc so they need to look beyond the 'brand'. For example, the NHS offer many non-health related apprenticeship opportunities in HR, IT, procurement and more.
- Apprentices don't have to stay at home, many employers offer the opportunity to relocate and is often advertised as part of the job advert or on the company's website. It is also worth contacting the HR department to see if they support relocation.

# Exploring apprenticeship opportunities

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## **Section 5: Is an apprenticeship right for me?**

- Apprenticeships are a great way to start a career. If the student has a particular career in mind, then they will benefit from researching the apprenticeship available and determining if it is possible to reach their career goals through an apprenticeship.
- Apprentices can still have a social life but it will differ from the traditional university lifestyle. All apprentices are encouraged to meet with other apprentices and quickly build their social network, however they will be expected to work each day so socialising would mostly happen at weekends.
- Apprentices are able to develop many transferable skills that are relevant to a number of roles and industries so it is important to understand that completing an apprenticeship will not narrow career options later down the line.

### **How apprenticeships compare to university:**

- much like finding the right university and course, students should start with a wider approach when searching for opportunities and then hone down their choices from there
- students are often encouraged to look at universities beyond the Russell Group because other universities may offer more niche courses - the same approach should be taken for apprenticeships, where students should be encouraged to apply for opportunities with both large and small employers
- students should be encouraged to consider the different level of apprenticeships on offer and not limit themselves to higher or degree apprenticeships, much like looking at foundation degree courses.

# Tailoring the apprenticeship search to match interests

Some students may already have a clear area of interest which they can then use to research apprenticeship opportunities. Other students, may be considering an apprenticeship but are unsure which sector or industry to look at.

Getting started can often feel like a huge task for students as they may struggle to know where to begin especially when vacancies aren't advertised in the same place unlike they are for university courses. The key is to use the internet to support students in exploring opportunities and to use technology to help them stay on top of where vacancies are advertised.

## Top tip

Using subject areas that students like and enjoy is a really good place to start. However, there are lots of apprenticeship opportunities in job roles and sectors that they not have heard of. Encourage them to keep their options open and to consider everything as a possibility.

## Refer to the following sections of the Student Guide to Apprenticeships

1	2	3	4	5	6	7	8	9	10	11	12
					✓						

Check the key points of understanding in the corresponding Student Apprenticeship Guide as follows:

### Section 6: Choosing an apprenticeship

- Use the range of resources available on [www.apprenticeships.gov.uk/influencers/subject-snapshots](http://www.apprenticeships.gov.uk/influencers/subject-snapshots) to discuss the current subjects they are studying and to research some of the relevant apprenticeship opportunities.
- Utilise the independent careers provision through your school / college to help to discuss choices and options.
- High quality apprenticeships exist in small companies as well as the big brand names. Smaller companies tend to be less competitive to access, whereas the large employers may receive thousands of applications.
- Research and consider the industries that are local to your school or college to see if they offer any apprenticeships that could be of interest. The Careers and Enterprise Company (CEC) and National Careers Service both produce local and regional resources about the Labour Market.
- Many larger companies now offer open evenings to attract apprentices - research if there are any local employers who would be willing to speak to students and their guardians.
- Consider opportunities further afield. Most students consider university because they want to go away from home so research opportunities that support relocation.
- Discuss work experience that the student has to identify areas of interest.

### How apprenticeships compare to university:

- using favourite subjects as a starting point is similar to deciding on a degree subject for students who are unsure
- its same process when considering relocation - ask them to consider how far away they want to be and then research the area
- the use of alumni, careers events and school careers interviews is the same irrespective of whether a student chooses apprenticeships or university - hearing from past students and employers will provide invaluable support



# Finding apprenticeship vacancies

The government provides a service called 'Find an apprenticeship'. However, not all employers use this to advertise their opportunities. Students will need to understand they they will need to look for opportunities in different places and each opportunities will have different deadlines.

Unfortunately, there is not a single place that all apprenticeships are advertised, however Find an apprenticeship is a good place to start; <https://www.gov.uk/apply-apprenticeship>

## Top tip

Students should not focus on the advertised closing date for a vacancy as the target, as some employers may close their application window if they receive a high level of interest - encourage them to apply as early as possible.

## Refer to the following sections of the Student Guide to Apprenticeships

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						✓					

Check the key points of understanding in the corresponding Student Apprenticeship Guide as follows:

### Section 7: Finding an apprenticeship

- The first step should be to ensure that students have registered on the government website 'Find an apprenticeship' [www.gov.uk/apply-apprenticeship](https://www.gov.uk/apply-apprenticeship) for alerts or emails when suitable jobs are advertised.
- Students also need to identify the companies that they are interested in working at and then register on each individual company's website for job alerts.
- The government produces a 'Higher and degree apprenticeship vacancy listing', which is updated throughout the year, and can be downloaded from gov.uk: <https://www.gov.uk/government/publications/higher-and-degree-apprenticeships>
- Utilising personal networks through friends and family can be a really effective way to find apprenticeship vacancies.
- There are a variety of careers fairs and events throughout the year - some will be national, others will be local.
- University open days are a fantastic opportunity to research higher and degree apprenticeships as well as full-time degree options. The apprenticeship team at the university will be able to talk about the range of programmes that they offer and the employers that they are working with.
- Larger companies are beginning to align their apprenticeship vacancies more to the school terms, with adverts starting to appear in the autumn term with start dates the following September.
- Smaller companies will be more ad-hoc with their adverts throughout the academic year based on the needs of their business.

# Finding apprenticeship vacancies

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- Other national recruitment websites will also list some details of apprenticeships which can be filtered by location and/or industry sector/company name.
- Disability Rights UK have written a guide 'Into Apprenticeships' and also offer a Student helpline.

## How apprenticeships compare to university:

- the search for apprenticeship vacancies is more complex than applying for university because there are different application systems, deadlines and entry requirements
- apprenticeships have different windows of opportunity and are available all year round, whereas applying to university has very clear deadlines of either October or January
- university opportunities are all available in one place, the UCAS portal, and one application covers 5 choices, whereas apprenticeships are not advertised in one place, making the process more time consuming
- unlike applying to university, the number of apprenticeship applications that an individual can submit is unlimited and students should keep applying for anything they are interested in
- students will potentially need support throughout the academic year to help them secure an apprenticeship whereas supporting students with UCAS has clearly defined stages

# Writing an apprenticeship application

Each apprenticeship is different and the application and recruitment processes will vary between different companies. Some applications may require students to submit a CV with a covering letter, other applications will have their own application form with specific questions. However, these questions will often mirror parts of a CV so it's a useful to get them to create a CV.

Parts of a student's UCAS personal statement will be relevant to an apprenticeship application, however each application will need to be tailored to the particular opportunity they are applying for.

Identifying 'buzz words' within the job advert and repeating these back with a supporting statement will demonstrate the student fits the criteria.

Emphasise that applications should not be rushed and they should spend as much time on the application as they would a university application.

## Top tip

Employers do value qualifications, but equally, they are looking for someone who is going to be the right fit for their company. Demonstrating enthusiasm, knowledge and skills in the application will impress the employer.

## Refer to the following sections of the Student Guide to Apprenticeships

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							✓				

Check the key points of understanding in the corresponding Student Apprenticeship Guide as follows:

### Section 8: Applying for apprenticeships

- The application process for apprenticeships will vary between different employers, however taking time to prepare a CV and using the UCAS personal statement will be a good way to help to focus in on the most important activities and achievements.
- The skills of identifying 'buzz words' within the job advert and job description, then finding a way to include these back to the employer within the application is a good skill to develop.
- Developing a 'bank' of possible responses to different questions and saving these somewhere safe can be useful to save time, particularly if they want to submit an application quickly for an opportunity that is likely to be popular, or is closing soon.
- Asking an independent person to 'sense check' the application can be a useful way to identify if any jargon has been used, or if any parts of the application do not read well or follow a logical order.
- Building up a list of 'experiences' is a useful activity to think back to any work experience, part-time work or volunteering activities that could demonstrate particular skills or interests to the employer.

# Writing an apprenticeship application

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## How apprenticeships compare to university:

- writing a CV and covering letter does take a lot of attempts, like a UCAS personal statement, but once completed it can then be tailored for each apprenticeship position the student is applying for, so it is worth the time early on to get these core documents completed
- there are many similarities between apprenticeship applications and UCAS personal statements - students who have written a personal statement can use parts within their apprenticeship application
- students will usually make five university applications through UCAS whereas students should aim to submit more applications for apprenticeships
- students making apprenticeship applications may be made conditional or unconditional offers, exactly the same as university applications
- students should be encouraged to apply for university, apprenticeships and any other programmes, such as gap years, simultaneously

# Preparing for the recruitment process

As the growth of apprenticeship opportunities within businesses has developed, so too has the apprenticeship recruitment process. We now see businesses developing complex recruitment structures that will enable them to shortlist from thousands of applications through to their final recruits, utilising technology through online tests and video interviews as well as assessment centres.

Supporting your students to know what might be expected of them and the length of time this may take is crucial in keeping them prepared and motivated for the next stage of the recruitment process.

Most companies will provide detailed information about what to expect within an information pack which will be sent to candidates, or on their website. This should set out whether there will be a telephone or video interview, online tests (and which types of tests these include, ability and/or psychometric), assessment centres and anything else that they have decided to include.

## Top tip

As students are encouraged to explore their options and to potentially apply for both apprenticeships and full-time university simultaneously, they may find that they receive offers from employers as well as universities. It is important that they do not rush to decline anything until they are certain of all of their options.

## Refer to the following sections of the Student Guide to Apprenticeships

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							✓				

Check the key points of understanding in the corresponding Student Apprenticeship Guide as follows:

### Section 8: Applying for apprenticeships

- Many employers will use assessment centre days to bring a number of applicants together to participate in group activities so that they can observe how they interact with other participants and test out different skills and attributes. Ensuring that students have a good understanding of what to expect from an assessment day and developing a sense of awareness about how they present themselves is really important to making a good impression.
- Other places students could research for more information about a specific company's recruitment process could be on The Student Room, where students can connect through Chat Rooms with others who are experiencing or have experienced a similar process.
- Telephone interviews will often be used as a way to identify the applicant's level of interest in the opportunity that they have applied for. It is important that your students understand that this is still part of the apprenticeship recruitment process and so they will need to feel confident in answering the phone and thinking on-the-spot with good answers.
- If the student is asked to complete online tests, this could be a number of different types. Some companies will have programmes that test their English and maths, others will have aptitude/psychometric tests.
- Students will be able to find similar tests online and they should be encouraged to complete these first to practice beforehand, so they feel more comfortable and confident about taking the real test.
- Many companies use skype or other video-based methods for first round interviews where they can screen many students in a quick and cost-effective way.
- The ASK programme may be able to assist with running a mock Assessment Centre for students in your school. This is fully funded by the Department for Education and can be booked here:  
[www.apprenticeships.gov.uk/influencers/request-support](http://www.apprenticeships.gov.uk/influencers/request-support)

# Preparing for the recruitment process

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- Many companies use “competency-based interviews”, these test a number of specific skill (competency) areas by asking the student for examples of how they behaved in certain circumstances and these are used as predictors of future behaviour in the workplace.
- The job description can be used to identify the main competencies the company are looking for. Many companies will look for communication, team-work and problem-solving skills, but some may ask for more specific skills for the role, such as analytical or creative skills.
- With all of these types of questions it is useful for students to implement the STAR approach to answers:
  - S = situation, describe the context for your example
  - T = explain the task and what needed to be achieved
  - A = describe the action they took
  - R = conclude with the results they achieved, if possible, use quantifiable data.*Advise students to develop a range of scenarios that they can use to answer competency-based questions.*
- It is really helpful if students can practice delivering their answers to a person that they are not familiar with. This could be through family friends, a career adviser etc. Or your school may have links within the community that may be able to help e.g. rotary clubs will support young people with interview practice

## How apprenticeships compare to university:

- the apprenticeship recruitment process, particularly for the more competitive programmes, is more like the graduate recruitment practices that we have seen in recent years where candidates compete against each other
- whilst many universities no longer interview students applying to their courses, those applying for competitive university courses and/or to the more elite universities can expect to be interviewed and use a similar assessment process

# Staying motivated

Students may need to go through the apprenticeship recruitment process with different companies a number of times before they succeed in securing their preferred role. They should always be encouraged to apply for a number of different apprenticeships at the same time, given the competitive nature of the job market.

This means that they will often deal with disappointment and rejection when they don't always succeed and will need to keep motivated to go through the next recruitment round. This can be particularly difficult for students who have not faced rejection before, whereas others may take this in their stride.

Many students take rejection from a job very personally and it can be difficult to build up their resilience and then motivate them to go through the process again. It can often be the case that there was nothing "wrong" with their performance but there was just a better suited candidate who had more relevant experience.

## Top tip

It can be really valuable and useful for those applying to apprenticeships to seek feedback on their application and/or interview if they are unsuccessful. Encourage students to speak to the employer or training provider to see if they can find out any specific examples of aspects that they could improve for future opportunities.

## Refer to the following sections of the Student Guide to Apprenticeships

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Check the key points of understanding in the corresponding Student Apprenticeship Guide as follows:

### Section 9: What happens if it doesn't work out?

- Apprenticeships are a competitive process and they will most likely not be successful in their applications for everything that they apply for.
- Help students to build up their resilience by considering and sharing their experiences of the apprenticeship recruitment process within the class so that others can be made aware of what they may experience.
- Students can ask for interview feedback, but this may not be detailed, particularly if employers do not have time to provide each interviewee with detailed feedback.
- A meeting with the school/college careers leader could help to identify whether the student could be looking at alternative careers/ apprenticeships which may be more suited to them.

### How apprenticeships compare to university:

- the biggest difference is students who are unsuccessful in securing a university place can use UCAS clearing to reapply for other courses so most will be successful in securing a place but there isn't the same security when applying for apprenticeships
- students should have a plan B when considering the apprenticeship route to cover for the eventuality that they may not be successful the first time - this could be a gap year to gain more experience or university
- students applying for apprenticeships may face more rejections than those applying to university and will need to build their resilience and access support from teachers and guardians to encourage them to continue

# Preparing for work

Having secured an apprenticeship, it is important to support your students in preparing for the world of work. Some of the suggestions below may seem second nature to you but for students, the apprenticeship will most likely be their first full-time job and the expectations of the workplace may be unfamiliar when compared to school life.

In the same way that students applying for university might be encouraged to think about budgeting and independent living, the same is true for those considering apprenticeships.

## Top tip

The transition from school to work is a big jump for many students. Speak to your school careers leader and local training providers to think about the support that could be put in place to help students to prepare mentally for this transition, before they have started exams or left your school/college.

## Refer to the following sections of the Student Guide to Apprenticeships

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									✓	✓	

Check the key points of understanding in the corresponding Student Apprenticeship Guide as follows:

### Section 10: Money, finance and funding

- There is a national minimum wage for apprentices, which is different to the main national minimum wage <https://www.gov.uk/national-minimum-wage-rates>
- Apprentices are entitled to the NUS Apprentice Extra card which gives them access to thousands of high street and online discounts.

### Section 11: Preparing for day 1 of your apprenticeship

- Those commencing an apprenticeship will need to practice their new journey to work at the time of day they will be travelling, experience the traffic conditions, bus/train/tube journey to find out how long it will take.
- Timekeeping is one of the most important elements of work life and it is really important to be consistently on time, in fact students should aim to always be there before their contracted time so that they are physically ready to start at the given time, rather than just arriving through the door.
- Dress right - check the dress code with the company before starting. Ensure that if they are buying new clothes, that they are comfy and that new shoes are broken to avoid sore feet on the first day (or that they take plasters with them).
- Ensure that they are aware of any specific clothing regulations that may apply to their role and that they are prepared for these (hair, piercings etc).
- Paperwork - ensure the student knows what paperwork they may be required to take on the first day e.g. identification, NI number etc for the company to complete their records.
- Put their phone away on silent! Whilst students are used to having constant access to their phones, this will not be the case once at work. They need to be aware that companies will have their own policies on personal mobile usage during work time and the best practice until they are familiar with the rules is to put their phone away on silent as soon as they reach the premises and then only use it at designated break times.



# Preparing for work

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- They will need to familiarise themselves with other company rules, especially the use of the internet at work for personal use.
- Have a good breakfast! Although they may be nervous, it is important to eat well before starting work, especially on their first day as they will not know when their breaks will be. Similarly, suggest that they take food to work to cover lunchtime, until they know what the arrangements are.
- Remind students that they are not expected to know everything when they start work and that it is important that they ask questions and clarify what is being asked of them rather than guessing! Employers will expect questions and this will be perceived as positive and not negative.
- Read all materials the company provide you with as part of the induction process and question anything that they are unsure of.
- Read the contract of employment – yes, it is a legal document and they will be required to sign it.  
They need to understand what they are signing up to and to ask questions about anything that they do not understand.

## **How apprenticeships compare to university:**

- there are some similarities with getting ready to attend university, especially in terms of ensuring all paperwork is completed on time e.g. applying for student finance and securing accommodation
- those starting an apprenticeship will receive information about the company and important documents to read such as their contract of employment and company handbook, students going to university will also receive information about their induction etc.

# Embedding the apprenticeship message as a teacher

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Using relevant local examples to embed understanding can really help students to see the importance of being prepared and giving their apprenticeship applications the same level of attention as their university applications. Here are ten ideas from teachers about how to help your students further:

- 1** If you have any previous students who have followed the apprenticeship route into employment, use them as case studies. If you have contact details, ask them to visit the school and see if they would be willing to support other students and/or give a talk about their experiences.
- 2** If you do not have previous students who have successfully gained apprenticeships, consider using the 'Apprenticeships Support and Knowledge in schools and colleges (ASK) programme and invite apprentice ambassadors to share their apprenticeship story; [www.apprenticeships.gov.uk/influencers/request-ask-support](http://www.apprenticeships.gov.uk/influencers/request-ask-support)
- 3** Contact local companies who offer apprenticeship programmes as they are often happy to talk to students about their opportunities and will often bring current apprentices with them. This could be ideal for an assembly slot or a PSHE/careers session.
- 4** Encourage students to build their personal network by engaging with people they meet, especially apprentices, and find out how they discovered their own apprenticeship scheme. Do they know of anyone in the industry/company they want to work in? If so, encourage them to ask about apprenticeships that may be available in the future and where these will be advertised.
- 5** Ask students to research any local or national careers fairs that they could attend. If they cannot all attend, then consider allowing a small group of students to attend, gather information and then pass it back to their classmates.
- 6** Contact your local Chamber of Commerce or Local Enterprise Partnership (LEP) for any events that they are aware of that could be useful for your students to attend.
- 7** Social media is a really valuable tool for finding apprenticeships - work with students to set up a LinkedIn profile where they can network virtually and browse opportunities.
- 8** Your school will most likely have an Enterprise Adviser linked to the school through the Careers and Enterprise Company. Consider asking your careers leader to see if the Enterprise Adviser is available to provide some expert 'employer' feedback about applications.
- 9** Consider setting up a 'top tips' board, collating all of the advice and feedback so that you can start to develop your own resources.
- 10** Use current resources to support the delivery of engaging activities with students, staff and guardians; [www.apprenticeships.gov.uk/influencers/resource-hub](http://www.apprenticeships.gov.uk/influencers/resource-hub)

# CV checklist for teachers

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Use this helpful checklist as a guide to ensure that your students have included the relevant information within their CV.

- Does the CV follow the expected structure? The most commonly used structure is for contact details, followed by a short personal statement, employment history, education/qualifications and then interests.
- The Personal Statement on a CV should be limited to one paragraph of 4-5 lines highlighting the student's strengths and what type of role they are looking for. Strengths such as hard working or enthusiastic should not be used as these are assumed qualities by most employers and therefore don't help the student stand out from other candidates.
- Employment History should include the dates worked and be listed with the most recent work first. This can include work experience and voluntary work and each description should be a brief few lines about the responsibilities of the position and any achievements made in that position.
- Education/qualifications should start with the most recent school/college and include the actual or predicted grades for the A Level/BTEC subjects.
- Include interests to show a broader personality, especially those which link to the industry/company they are applying to.
- Does the CV use bullet points and headings to make the different sections clear?
- Is the total length of the CV between 1-2 sides of A4?
- Does the CV include the details of two referees?
- Has the CV been spell checked?
- Has the CV been read by an independent person to spot any mistakes or jargon?

# Application and covering letter checklist for teachers

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Use this helpful checklist as a guide to ensure that your students have prepared a good application for the apprenticeship vacancy.

- Does the application include evidence that they have researched the company they are applying to? Can they tell you what the role involves and what the core values of the business are? (these will be on the organisation's website but will involve the students needing to look beyond the front page).
- Do the answers provided address both elements to demonstrate that they understand the position as well as being a "good fit" with the culture of the company?
- Does the application meet the word count limit for each response? Students should be encouraged to use the full limit of this count whilst keeping their answers succinct and engaging.
- Check that the answers they prepare are specific, positive in their language and reflect the strengths of that student.
- If students are asked to apply with a CV and covering letter, then the covering letter needs to encourage the employer to open and read the CV.
- Some companies use artificial intelligence to pick out key words on online applications when they have received hundreds of applications - encourage students to use key words that may be required
- Covering letters/additional information should be concise and cover all the key points in the job advertisement, plus any other information that demonstrates their fit for this role e.g. relevant work experience or hobbies.

# Fun ways to encourage students to share their experiences

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We asked our teacher apprenticeship champions to share their ideas for how to have fun in the classroom, whilst covering valuable information about apprenticeships. Here are some of their ideas:



## Practice telephone interviews

Having to answer questions on the spot will help them to feel more confident when the real telephone interview happens. You could even set it up so that one of your students calls the student's mobile from the school/college office unexpectedly.



## Re-count their interview experiences

Encourage students to focus on the positives and get them to list what went well and which questions they thought they answered confidently. Once they can recognise what they did well, they are likely to repeat these behaviours again next time.



## Share examples of difficult questions they have been asked in an interview

Set up a leader board in the classroom and see what the class agree is the most difficult question. This is also a useful activity to encourage students to think about what a good response would be when faced with a difficult question.

More information on  
apprenticeships:

Visit: [www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk)

Call: 0800 150 400

