

Employer Handbook

Learning and Skills
Teacher Level 5



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Welcome to the Ixion Apprenticeship Partnership



As part of Shaw Trust, our mission is to create brighter futures by empowering people through inclusive, high-quality skills development. Apprenticeships are one of the most powerful tools we have to help individuals realise their potential while supporting businesses to grow, adapt, and lead.

At Ixion, we don't just deliver training — we build careers, communities, and confidence. This handbook is designed to guide you in creating an exceptional apprenticeship experience that delivers real outcomes for your organisation and your apprentice.

This handbook will guide you through everything you need to know to support your apprentice, engage with us, and help shape their success — and yours.

“Our apprentices have added real value. With Ixion’s support, we’ve built a strong, sustainable talent pipeline.”

Employer Partner, 2024

What is an apprenticeship?

An apprenticeship is a real job with substantial training, enabling individuals to gain practical experience, recognised qualifications, and key workplace behaviours while earning a wage.

At Ixion, we deliver apprenticeships across Levels 2 to 6, tailored to meet both employer needs and learner aspirations. Apprenticeships help build a skilled, adaptable workforce — and support succession planning for your organisation.

How They're Funded:

- **Levy-paying employers:** If your payroll exceeds £3 million/year, you contribute 0.5% into your Apprenticeship Levy account. You use these funds to pay for apprenticeship training.
- **Non-levy employers:** The government funds 95% of the programme cost. You pay just 5% (co-investment), often in monthly instalments.

We'll guide you through using **The Apprenticeship Service** and, where applicable, support access to **Levy transfer schemes**.



“Apprenticeships are a smart investment — they upskill staff and futureproof our business.”

Employer Partner, 2023

Useful link

[Apprenticeship Levy Guidance](#)
£3 million/year, you contribute to the Apprenticeship Levy.

Need help?

Here's who to contact

Apprenticeship Queries

apprenticeships@ixionholdings.com

Safeguarding Lead

safeguarding@ixionholdings.com

SEND Support

sendsupport@ixionholdings.com

Wellbeing Team

lws@ixionholdings.com

Customer Feedback

customercare@shaw-trust.org.uk

“Apprenticeships thrive when employer and provider operate as one team. This handbook helps you shape the gold standard.”

Employer Partner, 2023

Employer responsibilities checklist

We view you not as a customer, but as a partner in shaping tomorrow's workforce. To ensure success, here's how you can support your apprentice:



Provide a meaningful job role aligned with the apprenticeship standard with an up to date JD and Contract of Employment.



Protect off-the-job training time (on average a minimum of 6 hours/week during paid hours).



Participate in regular progress reviews every 8-12 weeks.



Assign a mentor or line manager who actively supports the apprentice.



Allow time and space for reflective learning and skills practice.



Engage in curriculum design, feedback and evaluation.

We provide training, support tools (e.g. OneFile), structured review templates, and responsive communication throughout.

What Great Looks Like

Employers co-design elements of the training plan.

Apprentice progress is discussed in real-time, not just in reviews.

Employers celebrate success with the apprentice at milestones.

Co-designing the programme

Our approach is not one-size-fits-all. Apprenticeships are co-created with employers to ensure:

- Your organisational needs are identified through a structured Organisational Needs Analysis (ONA).
- The training plan reflects your business goals, operational realities, and internal training culture.
- You contribute to the design of project work, enrichment activities, and mock assessments.
- Your apprentice's experience aligns with your workforce development strategy
- Curriculum is reviewed and evolved based on your input.
- We believe in an agile partnership. If something isn't working, we'll adapt the programme to suit your needs. You're not just a stakeholder — you're a co-designer of success.



What Great Looks Like

Employers are involved in setting project briefs, work-based tasks, or enrichment topics.

Internal continuing professional development, systems training, or mentoring feeds directly into the apprentice's learning journey.

Employers participate in feedback loops that result in tangible changes to delivery.

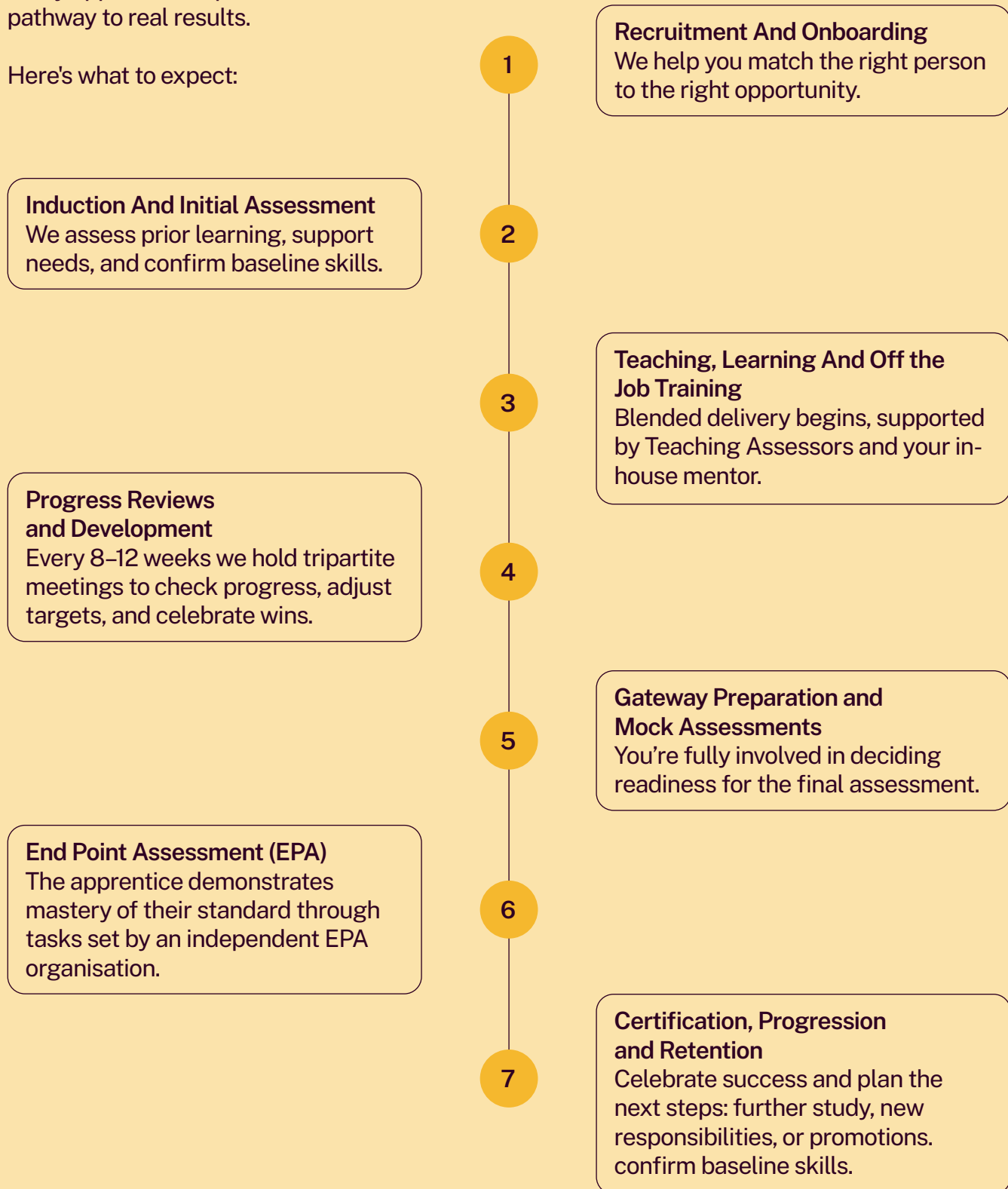
Top employers collaborate with us from day one to maximise impact — and stay engaged throughout.

The Apprenticeship Journey

Step-by-step

Every apprenticeship is a structured pathway to real results.

Here's what to expect:



Off-the-job training

Off the job training is a core element of apprenticeship success and a statutory requirement. It must:

- On average a minimum of 6 hours per week (for full-time apprentices).
- Take place within paid working hours.
- Be relevant to the apprenticeship standard
- Be separate from the apprentice's day-to-day job tasks.
- Be recorded accurately in the apprentice's OneFile journal.
- Teach new knowledge, skills and behaviours.

What counts as off the Job training?

- Attending formal teaching sessions or workshops.
- Independent study or e-learning
- Job shadowing or mentoring.
- Writing assignments or completing project work.

- External visits, industry events, or relevant enrichment activities where it is specifically required for achievement of the apprenticeship.
- Learning support.
- Revision (where this is specifically required for achievement of the apprenticeship).

What doesn't count?

- Time spent on English and maths functional skills.
- Regular job duties that are completed regularly on a day-to-day basis.
- Time spent on initial assessment and onboarding for the apprenticeship.
- Any training that is not relevant to the apprenticeship standard.
- Progress reviews, examinations and other testing training which takes place outside the apprentice's normal working hours.

What Great Looks Like

Employers plan off the job activity into the apprentice's weekly schedule.

Mentors reinforce off the job learning through practical tasks relevant to the apprenticeship standard.

Off the job logs are reviewed jointly at every progress meeting.

Outstanding employers integrate off-the-job activity seamlessly into working life and see its impact in learner capability and confidence.

Supporting the apprentice

Apprentices thrive in environments where support, structure, and high expectations go hand in hand. Your role as an employer is vital in creating the right conditions for growth.

We provide:

- Dedicated Teaching Assessors who guide the learning journey.
- Functional Skills support for those working towards maths and/or English qualifications.
- Special educational needs and disabilities support with tailored plans for neurodiverse or additional needs.
- Access to our Learner Wellbeing Service for mental health and personal support.

How You Can Support Your Apprentice:

- Provide regular one-to-one check-ins with a line manager or mentor.
- Encourage your apprentice to reflect on their learning and apply it on the job.
- Celebrate milestones to build confidence and motivation.
- Promote open dialogue about challenges, wellbeing, and workload.

What Great Looks Like

Apprentices are set challenging goals and are supported to exceed them.

Employers are proactive in spotting early signs of disengagement.

Apprentices feel embedded in the team and confident in their future.

Employers who mentor, coach, and involve their apprentices accelerate success and build the next generation of leaders.



Safeguarding, wellbeing and British Values

Creating a safe, inclusive, and values-driven environment is everyone's responsibility. Apprentices need to feel protected, respected, and supported, both in the workplace and throughout their learning journey.

Employer Safeguarding Responsibilities:

- Have a clear welfare policy in place which includes safeguarding and share it with apprentices which outlines their rights and responsibilities.
- Nominate a Designated Safeguarding Officer (if applicable).
- Ensure staff are trained on safeguarding principles, British Values, and Prevent duty.
- Promote a zero-tolerance approach to bullying, harassment, or discrimination.
- Know how to escalate a concern and support early intervention.

Prevent Duty Awareness:

Prevent is about recognising and acting on early signs of radicalisation or extremism. Employers have a duty to report concerns and foster open, safe dialogue.

Safeguarding Contacts:

- **Designated Safeguarding Lead:**
safeguarding@ixionholdings.com
- **Wellbeing Support:**
lws@ixionholdings.com

Understanding British Values in Practice:

- **Democracy** – Encourage apprentice voice and choice in the workplace.
- **The Rule of Law** – Reinforce company rules and fair treatment.
- **Individual Liberty** – Support freedom of expression and safe risk-taking.
- **Mutual Respect And Tolerance** – Champion inclusion and diversity in teams.

What Great Looks Like

Employers embed British Values into team culture and onboarding.

Safeguarding and Prevent are discussed openly, not just tick-box exercises.

Apprentices know who to talk to and trust they'll be heard.

We encourage all employers to work to Safer Recruitment principles, as detailed in the Keeping Children Safe in Education statutory guidance (pages 57-92) [Keeping children safe in education](#) -GOV. UK, Department for Education 2025"

For those enrolling onto the Learning and Skills Teacher Level 5, there are mandatory requirements:

Entry Requirements (What is needed to start)

- **Maths & English:** Applicants must hold at least a Level 2 qualification in both subjects (GCSE grades 9-4/A*-C or Functional Skills Level 2), or be prepared to work towards achieving them.
- **Subject Knowledge:** Applicants must hold a qualification above the level of the subject they teach (for example, an individual teaching a Level 2 programme should hold a qualification at Level 3 or above).
- **Teaching Hours:** Employment in a teaching role that enables the completion of a minimum of 250 hours of teaching practice during the apprenticeship.
- **Digital Skills:** A basic level of digital competency (typically Level 1 or above).
- **Background Check:** An enhanced Disclosure and Barring Service (DBS) check as well as confirmation that you follow Safer Recruitment guidance as detailed in the Keeping Children Safe in Education statutory guidance (pages 71-103), [Keeping children safe in education](#) – GOV.UK, Department for Education 2026.

Mandatory On-Programme Requirements (What the trainee must do)

- **Off-the-Job Training:** Complete a minimum average of 6 hours per week (or the equivalent proportion for part-time learners) of off-the-job training during paid working hours. This may include workshops, independent study, mentoring and other planned learning activities.
- **Teaching Observations:** Participate in a minimum of two formal teaching observations during the apprenticeship.
- **Mentor Support:** They must have a mentor who is a specialist in their chosen subject. This could be a line manager or other colleague, but they be able to provide subject specific support throughout the entirety of the programme.
- **Further Education Sector Development:** Participate in activities that broaden understanding of teaching and learning across the Further Education and Skills sector, including a minimum of two CPD days in an alternative educational setting or equivalent professional development activities.
- **Professional Development:** Engage in ongoing reflective practice, evidence-informed teaching and continuing professional development to support professional growth and career progression.

Mentor Requirement

- The trainee must be allocated a suitably qualified subject specialist mentor for the duration of the apprenticeship.
- The mentor may be the trainee's line manager or employer representative, provided they meet the mentor eligibility requirements and have sufficient capacity to fulfil the role.
- Mentors are expected to provide regular coaching, developmental feedback, workplace observations and support during progress reviews.
- Mentors must engage with the Level 5 Learning and Skills Teacher Mentor Handbook and attend all mandatory mentor development activities.
- Detailed guidance relating to mentor responsibilities, mentor meetings, observations, reflective coaching, progress reviews, mentor training and continuous professional development can be found within the Level 5 Learning and Skills Teacher Mentor Handbook.

Employer Commitment

Employers must:

- Provide appropriate teaching opportunities, resources and support to enable successful completion of the apprenticeship.
- Support trainees to complete off-the-job training during paid working hours.
- Release trainees, mentors and line managers to attend mandatory reviews, observations and programme activities.
- Maintain appropriate safeguarding, safer recruitment, health and safety, and wellbeing arrangements throughout the apprenticeship.
- Support opportunities for wider professional development, networking and exposure to different teaching contexts across the Further Education and Skills sector.

End-Point Assessment (EPA) (How they pass)

At the end of the apprenticeship, learners must successfully complete the End-Point Assessment (EPA). This consists of:

- A teaching observation conducted by an independent assessor, followed by a professional dialogue, based around the observation.
- A professional discussion based on the trainee's journey and what they have learnt whilst they have been on programme.

Inclusivity

Ixion recognises that our learners come from diverse backgrounds, have different starting points, individual needs and aspirations, and experience life in different ways.

Ixion is committed to ensuring all teaching and learning environments are accessible and inclusive with curriculums that are rich and diverse. We aim to equip people from all backgrounds regardless of their starting points with the skills knowledge and behaviours they need to progress in life and their careers.

We are committed to ensuring equity of opportunity for learners with protected and non-protected characteristics and aim to understand each learner's individual support needs which, we recognise, may change throughout a programme of study.

We encourage every learner to let us know as soon as possible if they have any personal circumstances, learning differences, a disability, or health condition including any mental health issues that might affect their learning. We will then discuss this in confidence with them and do everything we can to provide the additional support or adjustments they may need.

Throughout their course, through progress reviews and confidential discussions, etc., our learners are provided with opportunities to let us know if they are experiencing any changing circumstances that are impacting on their studies. They can contact their teaching assessor or our learner wellbeing support team at lws@ixionholdings.com and we will do our utmost to support them to overcome any barriers to their learning and/or their wellbeing and to thrive and successfully achieve.

Quality and Ofsted

We're committed to delivering apprenticeship programmes that exceed national standards and lead to measurable, life-changing outcomes: for apprentices and employers alike. Ofsted may contact you as part of a routine inspection. This is an opportunity to share your positive experience and explain how the apprenticeship programme supports your workforce development.

You may be asked about:

- Your involvement in each apprentices' learner journey and programme design.
- Whether the apprenticeship supports job competence, progression, and retention.
- How well the apprentice is supported and challenged in the workplace.
- Whether you understand and contribute to off-the-job learning and progress reviews.
- The quality of training, support and progress.
- The impact of the apprenticeship on the learner and workplace.

How We Help You Prepare:

- We provide a simple Ofsted prep guide with example questions and prompts.
- We keep you updated on the curriculum intent and expected outcomes.
- We support you to describe your apprentice's journey, impact, and success clearly.

What Great Looks Like

Employers can confidently describe their role in co-delivery

Evidence of apprentice progression or promotion is shared

The programme is seen as vital to your business success

“Ofsted is not about paperwork — it's about people. The best evidence is the real impact you've seen on your team.”

Senior Quality Lead, Ixion

Complaints, feedback and continuous improvement

We believe the best provision is always evolving and that starts with listening. Whether it's positive feedback, constructive suggestions, or concerns, your input helps us improve the experience for everyone.

How to share feedback or raise a concern:

- Email us at: customercare@shaw-trust.org.uk
- Submit a form at: ixionholdings.com/feedback-and-complaints

Want to shape our future?

Join our Employer Insight Panel, contribute to design workshops, or co-host an employer forum. Get in touch to find out more.



What Great Looks Like

Employers contribute to annual reviews and curriculum development

Feedback from tripartite reviews leads to real-time improvements

Challenges are raised early — and resolved collaboratively

“We don’t just ask for feedback: we act on it. Your voice genuinely helps improve our programmes for the benefit of all learners.”

Assistant Director of Quality, Claims and Compliance, Ixion

Appendices and quick reference tools

Standard	Describes the occupation to which it relates and sets out the outcomes that persons seeking to achieve the standard are expected to attain in order to successfully complete the apprenticeship.
EPA	End Point Assessment: An assessment that takes place at the end of an apprenticeship, to make sure apprentices have reached the necessary level of competence to be awarded an apprenticeship certificate.
Off the job Training	Training which is delivering new skills, relevant to the apprenticeship (not English and maths), which is delivered in the apprentice's normal working hours.
OneFile	Our e-portfolio platform for managing learning and evidence.

Apprenticeship Standards Offered

Please refer to: ixionholdings.com/apprenticeships for our current list of standards.

Key Dates / Review Windows

Initial induction: Week 1–2

1

What progress has been made since the last review?

6

Reviews: Every 8–12 weeks
(scheduled with Teaching Assessor)

2

What off the job training activities have been completed?

7

Gateway planning: The time between completing the apprenticeship training and getting ready for end point assessment

3

Are there any barriers or support needs?

8

End Point Assessment window:
Typically last 8–12 weeks

4

Is the apprentice on track to meet their learning goals?

9

Sample Progress Review Questions

5

What's the next SMART target?

10

Thank you for helping us shape the future workforce. Your support turns potential into performance.



"Working with Ixion has professionalised our training. Apprentices are now our first choice for internal progression."

Employer Partner, 2024

