

SALES LEADER APPRENTICESHIP



A sales leader is a first line management role, with responsibilities for sales matters, a given project or for managing a team to deliver a clearly defined outcome. They provide direction, instructions and guidance to ensure the achievement of set goals.

Working in the private, public or third sector and in all sizes of organisation, specific responsibilities will vary, but the knowledge, skills and behaviours needed will be the same whatever the role.

Key responsibilities are likely to include supporting, managing and developing team members, leading projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

Entry

To confirm eligibility and get more information about this, please speak to your line manager or e-mail: training@delticgroup.co.uk.

Duration

The minimum duration for this apprenticeship is 16 months.

Qualifications

On the successful completion of this apprenticeship individuals gain an industry recognised management Level 3 diploma.

Progression

On completion, apprentices may choose to register as Associate members with the Institute of Leadership & Management (ILM), to support their professional career development and progression.

Level

This apprenticeship standard is set at level 3.

Functional Skills

If the employee does not have maths and English GCSE passes at grade C or above, they will need to pass maths and English Functional Skills level 2 during their Apprenticeship.

End Assessment

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is ready and competent to undertake the independent end assessment.

HIT Professional Trainers

Each apprentice will be assigned a designated Trainer by HIT who will visit them and their line manager bi-monthly at their workplace throughout the apprenticeship. On alternate months, the HIT Trainer will be in contact with the apprentice to coach, mentor and discuss progress.

	Knowledge and Understanding What is required (through formal learning and applied according to business environment)
	Interpersonal excellence - managing people and developing relationships
Leading People	Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion
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
Building Relationships	Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. Know how to facilitate cross team working to support delivery of organisational objectives
Communication	Understand different forms of communication and their application. Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns
	Organisational Performance - delivering results
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
Project Management	Understand the project lifecycle and roles. Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools
Finance	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
	Personal Effectiveness - managing self
Awareness of Self	Know how to be self-aware and understand unconscious bias and inclusivity. Understand learning styles, feedback mechanisms and how to use emotional intelligence
Management of Self	Understand time management techniques and tools, and how to prioritise activities and approaches to planning
Decision Making	Understand problem solving and decision making techniques, and how to analyse data to support decision making

	Skills What is required (acquired and demonstrated through continuous professional development)
	Interpersonal excellence - managing people and developing relationships
Leading People	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
Managing People	Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve. Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback
Building Relationships	Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams. Building relationships with customers and managing these effectively
Communication	Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management. Use of active listening and provision of constructive feedback
	Organisational Performance - delivering results
Operational Management	Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Able to adapt to change, identifying challenges and solutions. Ability to organise, prioritise and allocate work, and effectively use resources. Able to collate and analyse data, and create reports
Project Management	Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. Ability to use relevant project management tools, and take corrective action to ensure successful project delivery
Finance	Applying organisational governance and compliance requirements to ensure effective budget controls
	Personal Effectiveness - managing self
Awareness of Self	Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received
Management of Self	Able to create an effective personal development plan, and use time management techniques to manage workload and pressure
Decision Making	Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required

	Behaviours What is required (developed and exhibited in the workplace)
Takes Responsibility	Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations
Inclusive	Open, approachable, authentic, and able to build trust with others. Seeks views of others
Agile	Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change
Professionalism	Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values

INDEPENDENT END POINT ASSESSMENT

The end point assessment will only commence once the employer, apprentice and HIT Trainer are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and clearly evidenced by the on-programme progression review meetings and records.

The independent end assessment ensures that all apprentices consistently achieve the industry set professional standard and can commence at any point once the apprentice is competent after the twelve-month minimum period of learning and development. Prior to independent end assessment the functional skills English and maths components of the apprenticeship must be successfully completed.

Summary of independent end point assessment process

The apprentice will be assessed to the apprenticeship standard using four complementary assessment methods. The assessment is synoptic, i.e. takes a view of the overall performance of the apprentice in their job. The assessment activities will be completed by the independent end point assessment organisation as follows:



Knowledge test

The knowledge requirements within the Standard will be tested using a structured series of questions to assess the apprentice's knowledge to ensure all aspects are given coverage. It should be set at a level which would be expected to be achieved through a Level 3 Diploma (or equivalent) or from training of an equivalent standard, quality and scope.

A series of different scenarios and situations will be used, with a series of questions requiring responses which will demonstrate the apprentices knowledge of that particular topic. The knowledge test may be delivered online or be paper-based, and is likely to be multiple choice. The assessment organisation will set out the test specifications including the number of questions to answer.



Structured competency based interview

The apprentice will provide evidence of any additional learning/CPD undertaken during the apprenticeship. The Independent Assessor will undertake a professional discussion with the apprentice to identify the objective of the activity, and reflect on the outcome and how learning gained was applied.



Assessment of portfolio of evidence

A portfolio of evidence will be reviewed and assessed by the independent assessor, who makes a judgement on the quality of the work. It will comprise a collection of evidence (preferably in an online portfolio with written, audio and video evidence) which might include:

- ▶ Written statements
- ▶ Reports
- ▶ Presentations
- ▶ Performance reviews between employer and apprentice
- ▶ Observations (recorded by the training provider)
- ▶ Ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider)

Complete first 3 activities in any order



Professional discussion

- ▶ Activity undertaken during the Level 3 diploma, including any assignments or projects
- ▶ Details of any formal or informal learning undertaken
- ▶ Details of any professional discussions undertaken or support provided through professional bodies



Completion

The Independent end assessor confirms that each assessment element has been completed. The apprenticeship includes pass, merit and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity. In order to pass the apprentice is required to pass each of the assessments.

Should an apprentice fail one assessment activity this should be retaken as soon as the apprentice is ready and when practicable for the business.

Should they fail two or more activities a period of further training and development lasting between one and three months must take place before a resit. For more information on grading criteria please refer to the apprenticeship standard assessment plan by searching via <https://findapprenticeshiptraining.sfa.bis.gov.uk/>

Independent end point assessment organisations

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit: <https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>.

The employer will approve and appoint the assessment organisation to undertake the independent end assessment of the apprentice.



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