

Team leader

ST0384 · Level 3 · Business and administration

Where functional skills embed naturally and standalone qualification guidance

STANDARD

ST0384

VERSION

1.4

LEVEL

3

GENERATED

30 March 2026

DURATION

15 months

MIN. HOURS

348 hours

This document is compiled from official published data: Skills England apprenticeship standards, Ofsted's FE and Skills Inspection Toolkit, and the DfE Apprenticeship Funding Rules. It is a planning resource — not an official regulator-issued document, and not a substitute for professional curriculum expertise. Use of this document does not guarantee any particular inspection outcome. By using this content, you accept full responsibility for reviewing, adapting, and validating it before operational use. Standard version: 1.4.

Embedded Opportunities

People and Performance Management

English

- Reading and interpreting HR policies, performance frameworks, and appraisal documentation to apply them accurately in team contexts
- Writing clear, constructive feedback, development plans, and guidance notes for team members

Maths

- Interpreting team performance metrics and KPI data to identify trends, set meaningful objectives, and monitor progress against targets
- Analysing absence rates, productivity figures, or output data to inform performance conversations

Digital

- Using HR or performance management systems to record objectives, track progress, and maintain team records
- Using presentation software or digital dashboards to communicate performance data clearly to individuals and senior managers

Operational Planning and Resource Management

English

- Reading and interpreting organisational plans, operational briefs, and resource allocation documents to translate strategic priorities into team-level action
- Writing operational plans, shift rotas, or resource schedules that communicate priorities and accountabilities clearly

Maths

- Calculating resource requirements, capacity, and workload distribution to ensure team plans are realistic and deliverable
- Monitoring resource usage against budget allocations and identifying variances that require action

Digital

- Using scheduling or resource planning tools to organise and allocate team workloads and monitor operational delivery
- Using spreadsheet software to model resource options, track utilisation, and report findings to line managers

Communication, Influencing, and Stakeholder Management

English

- Adapting written and verbal communication — emails, reports, briefings, and presentations — to suit different internal and external audiences
- Reading stakeholder correspondence, policy updates, and organisational communications critically and responding with clarity and precision

Maths

- Interpreting and presenting numerical information, such as budget summaries or performance figures, in formats accessible to non-specialist audiences
- Using proportional reasoning and data summaries to support persuasive arguments in negotiation or influencing scenarios

Digital

- Using digital communication platforms and collaboration tools to coordinate with stakeholders across teams and locations
- Producing professional documentation — such as reports and presentations — using appropriate software to inform and engage key stakeholders

Data Interpretation and Informed Decision-Making

English

- Writing concise, evidence-based reports that translate data findings into clear recommendations for decision-makers
- Interpreting written management information — such as trend summaries or briefing notes — to inform team-level decisions

Maths

- Collating and interpreting quantitative team data — such as output rates, error frequencies, or customer satisfaction scores — to identify patterns and draw conclusions
- Applying basic statistical reasoning to compare data sets, identify anomalies, and evaluate the significance of trends

Digital

- Using spreadsheet software to collate, sort, and analyse team or operational data and produce charts or summaries for reporting
- Selecting appropriate digital formats and visualisation tools to present data in ways that meet the needs of different audiences

Project Management and Continuous Improvement

English

- Writing project documentation — such as scopes, risk logs, and progress reports — using clear, unambiguous language appropriate to the audience
- Reading and interpreting project briefs, change proposals, and continuous improvement frameworks to identify required actions

Maths

- Using project timelines and milestone tracking to monitor progress numerically, identify slippage, and calculate corrective actions
- Assessing the impact of process changes using before-and-after data to evaluate whether improvements have delivered intended outcomes

Digital

- Using digital project management tools (for example, task-tracking or Kanban-style platforms) to plan, assign, and monitor project activities
- Using digital tools to document improvement cycles, record outcomes, and share learning with the wider team or organisation

Compliance, Regulation, and Organisational Context

English

- Reading and interpreting legislation, organisational policy, and sector-specific regulations to understand obligations and advise team members accurately
- Communicating compliance requirements clearly — verbally and in writing — to ensure the team understands and applies relevant rules

Maths

- Interpreting numerical data within compliance contexts, such as checking that outputs, ratios, or records meet specified thresholds or legal requirements
- Reading and applying quantitative elements of regulatory guidance, such as working time limits, financial thresholds, or reporting frequencies

Digital

- Using digital systems to access, record, and share compliance-related information — such as policy repositories, audit logs, or digital reporting tools
- Monitoring compliance-related data through organisational software and using digital outputs to evidence adherence to regulatory requirements

Leadership, Inclusion, and Organisational Culture

English

- Reading and applying equity, diversity, and inclusion policies, translating organisational commitments into clear team-level expectations and behaviours
- Writing inclusive communications — such as team briefings, individual guidance, or policy summaries — that reflect awareness of diverse audiences and needs

Maths

- Interpreting workforce data — such as representation figures, engagement survey results, or absence patterns — to identify potential inclusion concerns and monitor the impact of actions taken
- Applying proportional reasoning when reviewing team data to assess whether outcomes are equitable across different groups

Digital

- Using digital communication and collaboration tools in ways that are inclusive and accessible, considering how different team members access and engage with information
- Accessing and using digital learning resources, sector updates, and professional networks to support continuous professional development and broaden leadership perspectives

Standalone Qualifications

What the rules require

The standard metadata states that English and maths qualifications must be completed in line with the apprenticeship funding rules. The funding rules set out the following positions:

For 16–18 apprentices: where they do not already hold a suitable approved equivalent at Level 2 or above, they must study English and/or maths up to Level 2. Achievement of the qualification is required before gateway — attempted assessment alone is not sufficient for this age group.

For 19+ apprentices: standalone English and/or maths is optional. It may only be delivered where the employer agrees to opt the apprentice in. Providers must inform 19+ apprentices that funding is available if the employer agrees. Where a 19+ apprentice is opted in, gateway evidence requires confirmation that the apprentice has attempted the relevant assessment(s) — achievement is not required.

Standalone English and maths study time does not count towards the 348 off-the-job learning hours minimum — it is additional to this requirement.

Provider planning considerations

At the start of the programme, providers should assess each apprentice's English and maths starting points to understand their existing qualifications and any gaps. For 16–18 apprentices without a suitable approved equivalent, this assessment informs the level and intensity of standalone provision needed. For 19+ apprentices, the assessment supports a well-informed conversation with the employer about whether opting in to standalone delivery is appropriate and beneficial.

Where standalone Functional Skills or GCSE qualifications are planned — whether for 16–18 apprentices or opted-in 19+ apprentices — providers should consider how qualification content connects meaningfully with the occupational themes of the programme. For example, Functional Skills English writing tasks could draw on report-writing scenarios from operational planning; Functional Skills maths could use data sets drawn from team performance or budget management contexts. This approach supports coherence without conflating qualification delivery with occupational off-the-job learning.

For 16–18 apprentices in particular, providers should ensure that qualification delivery is planned to allow sufficient time for achievement well before the gateway stage, so that any resit opportunities can be accommodated without delaying EPA entry.

Functional Skills Integration

English, maths, and digital skills run through the core occupational content of this programme and should be planned as integral to it, not added alongside it. For curriculum planning purposes, the key question at the start of the programme is not only what starting points apprentices bring, but whether those starting points create barriers to full participation in the occupational curriculum. A team leader apprentice who struggles to read complex policy documents, interpret numerical performance data, or use digital workplace tools will find

it harder to develop the KSBs at the heart of this standard — so identifying and responding to those barriers early is a curriculum access question, not just a support one.

For 16–18 apprentices without a suitable approved equivalent, standalone English and/or maths qualification delivery is a firm requirement, and planning should reflect that achievement is needed before gateway. For 19+ apprentices, standalone delivery is only in scope where the employer agrees to opt them in — assessing starting points at the beginning of the programme informs that conversation but does not make standalone delivery automatic or mandatory. Providers should be clear in their planning about which apprentices fall into which category, as the delivery implications and gateway evidence requirements differ.

Where standalone English and/or maths is planned — whether because it is required for a 16–18 apprentice or agreed for a 19+ apprentice — providers should look for genuine connections with occupational content. Functional Skills tasks grounded in team leadership scenarios (writing a briefing for a team meeting, interpreting a workforce data set, producing a structured recommendation) are more likely to support both qualification progress and occupational development than decontextualised exercises. The goal is a programme where English, maths, and digital competence develop alongside occupational capability, giving apprentices the tools to perform as effective, confident team leaders.