

Team leader

ST0384 · Level 3 · Business and administration

Plain-English interpretation of every Knowledge, Skill and Behaviour

STANDARD

ST0384

VERSION

1.4

LEVEL

3

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Knowledge (23)

K1

Performance management techniques.

You need to understand how performance is managed so individuals and teams can deliver expected results.

Teaching should cover how objectives and expectations are set, how progress and behaviour are monitored against standards, and how feedback is delivered to sustain or improve performance. Include how a team leader responds to both strong performance and early signs of underperformance, linking individual effort to organisational outcomes.

K2

How to identify the learning needs of others and solutions to address them.

You must be able to recognise what training or development someone needs and know what options exist to meet that need.

Coverage should include methods for identifying skill gaps and development priorities through observation, conversation, or formal assessment. Teaching should also cover the range of solutions available—such as on-the-job coaching, formal training, peer learning, or stretch assignments—and how to match solutions to individual circumstances and organisational needs.

K3

Processes and policies which support the delivery of operational requirements.

You need to know the formal processes and policies that your organisation uses to get work done and meet its targets.

This should cover the main operational processes relevant to the team leader's setting—such as scheduling, approval workflows, quality checks, or resource allocation—and the policies that govern how work flows through the organisation. Teaching should emphasise how these processes and policies enable consistent delivery and compliance, and where the team leader's role sits within them.

K4

Project management tools and techniques.

You need to understand the recognised methods and tools used to plan, track, and deliver projects from start to finish.

Teaching should include project lifecycle approaches, planning techniques such as defining scope and timescales, methods for tracking progress and managing risks, and how to allocate tasks and resources. The focus should be on practical tools and approaches a team leader is likely to use or contribute to, rather than specialist project management theory.

K5**Relevant regulation, legislation, and compliance that impacts their role and the organisation.**

You must know the laws and rules that apply to your role and organisation, and understand what compliance means in practice.

Teaching should identify the main regulatory areas relevant to the sector and role—such as health and safety, data protection, employment law, or industry-specific regulation—and how these affect day-to-day operations and decision-making. Include how team leaders monitor and support compliance, and where to seek guidance when uncertain.

K6**Organisational strategy and objectives and how their role impacts on them.**

You need to understand what your organisation is trying to achieve and how your team's work contributes to those goals.

Coverage should include how organisational strategy cascades down into departmental and team objectives, and how individual team leader decisions and performance influence delivery of those objectives. Teaching should help team leaders see the line between what they do operationally and what the organisation is trying to achieve strategically.

K7**How to manage resources to implement operational and team plans.**

You need to know how to allocate people, time, money, and other assets so that plans can be carried out.

Teaching should cover resource planning within budgets and constraints, allocating staff to tasks based on skills and availability, managing materials or equipment, and monitoring whether resources are being used efficiently. Include how team leaders track resource use against plan and adjust allocation when circumstances change.

K8**Time management and prioritisation tools.**

You must understand techniques for organising and prioritising work so that the most important tasks get done first and deadlines are met.

This should include frameworks or methods for identifying priorities based on urgency and importance, techniques for planning and scheduling work, and tools for managing workload and deadlines. Teaching should cover both personal time management for the team leader and how to help the team prioritise their own work.

K9**Communication techniques including presentation skills, negotiation and influencing skills.**

You need to understand how to communicate effectively in different situations, including presenting information, negotiating, and persuading others.

Teaching should cover the fundamentals of clear communication for different audiences and contexts, structured approaches to presentations, negotiation techniques for finding agreement, and influencing skills for guiding others toward a decision or action. Emphasis should be on practical workplace application rather than general communication theory.

K10**Policy and procedure relating to people and organisational culture.**

You must know the formal policies and procedures that govern how people are managed, and understand how culture shapes behaviour in your organisation.

Coverage should include core people policies such as recruitment, absence, performance management, grievance and disciplinary procedures, and equality and diversity policy. Teaching should also address how organisational culture influences how policies are applied, how team leaders model and reinforce culture, and where the boundary lies between policy compliance and cultural influence.

K11**Stakeholder management.**

You need to understand how to identify, engage with, and maintain productive relationships with different groups who have an interest in or influence over the team's work.

Teaching should cover how to identify who stakeholders are across internal and external contexts (colleagues, departments, customers, suppliers, senior management), understanding their different interests and needs, and practical approaches to building and sustaining trust. It should also include how to adapt communication and engagement style depending on the stakeholder group and the situation.

K12**Problem-solving and decision-making principles.**

You need to understand how to work through problems systematically and apply sound reasoning when making decisions, particularly when outcomes affect the team or business.

Teaching should include how to analyse problems clearly, gather relevant information, weigh options and consequences, and reach decisions that are justifiable and proportionate. It should emphasise both structured approaches to decision-making and recognising when to guide the team through a decision rather than deciding alone.

K13

Principles of change management and continuous improvement.

You need to understand how organisations manage change successfully and how to identify and implement ongoing improvements to operational performance.

Teaching should cover the human and organisational side of change—how people respond, what support they need, and how to communicate the purpose and benefits. It should also include how to spot improvement opportunities using data and feedback, and how to test and embed small changes in ways that sustain momentum without disrupting operations.

K14

IT and software used to support the activities of the business.

You need to understand the digital tools and systems your organisation relies on to run its operations and manage information.

Teaching should identify the main systems and applications used in the team leader role within the organisation (such as project management tools, scheduling software, reporting platforms, or communication systems). Focus should be on how these tools support tasks, what data they capture, and how the team leader uses them to monitor performance and communicate with stakeholders.

K15

External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.

You need to understand how external pressures—especially environmental and sustainability issues—influence the way the organisation operates and what the team leader's role is in addressing them.

Teaching should cover how net carbon zero and sustainability targets shape business strategy and operational planning, the regulatory and reputational drivers behind them, and what practical steps a team leader takes to reduce carbon footprint and waste in their area. Include how these goals sit alongside business efficiency and cost management.

K16

The impact that internal and external factors such as environmental impacts, have on their role.

You need to understand how changes in the business environment—both inside and outside the organisation—directly affect how you carry out your leadership responsibilities.

Teaching should explore how internal factors such as resource constraints, staffing, technology changes, or organisational restructuring shape day-to-day priorities and decisions. It should also address how external factors—market conditions, regulatory change, climate and environmental pressures, economic shifts—alter timescales, budgets, team composition, or operational focus, and how a team leader adapts their approach in response.

K17

Leadership and management approaches.

You need to understand the different ways to lead and manage people and how to choose an approach that fits the situation and the team.

Teaching should cover a range of leadership and management approaches—such as directive, coaching, participative, or supportive styles—and when each is most effective. It should emphasise how a team leader assesses situations (urgency, team experience, task complexity) and adapts their style, rather than adopting one fixed approach. Practical application to team motivation, performance improvement, and conflict should be included.

K18

The purpose of their role within the organisation, including their level of responsibility and accountability.

You need to understand what your role is meant to achieve, how it contributes to the broader organisation, and what you are personally responsible and accountable for.

Teaching should clarify the team leader's position in the organisational structure, their reporting line and line of sight to organisational strategy, and the limits of their authority and decision-making power. It should address what decisions rest with the team leader and which must be escalated, the resources and budget they control, the performance standards they must meet, and how their success is measured against organisational objectives.

K19

The impact that cross-team working has in the delivery of organisational objectives.

You need to understand how working with people from other teams or departments affects how well the organisation achieves its goals.

Teaching should cover how teams interact and depend on each other to deliver larger projects or operational outcomes, the benefits of coordination and the costs of misalignment. It should include how a team leader communicates priorities, manages dependencies and handovers, and identifies where collaboration improves quality, speed, or innovation—and what happens when it breaks down.

K20

How to collate, interpret and communicate data and information to meet the needs of different audiences.

You need to understand how to gather information, work out what it means, and present it clearly in the way different groups need to see it.

Teaching should cover how to identify what data matters for different decisions and stakeholders, how to draw meaningful conclusions from performance metrics or trend information, and how to tailor presentation and detail for different audiences—from frontline staff to senior managers. It should emphasise practical interpretation and storytelling rather than statistical theory.

K21**The wider social and economic environment in which the organisation operates.**

You need to understand the external factors—such as market conditions, economic trends, and social changes—that affect how your organisation works and the opportunities and pressures it faces.

Teaching should cover the main external forces that influence organisational strategy and operations: economic cycles, competition, regulatory change, technological shifts, and social or demographic trends. Team leaders should understand how these external factors can create risks or opportunities that may affect their team's priorities, resources, or working practices.

K22**Approaches to managing budgets, and options and choices to maximise efficient use of resources.**

You need to know different ways to manage budgets and find options that help the organisation spend money wisely and get the most from what it has.

Coverage should include budgeting methods, cost control approaches, and techniques for identifying where money and resources can be used more efficiently. Teaching should also address how a team leader interprets budgets, tracks spending against plans, and identifies where savings can be made without harming performance or quality.

K23**Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.**

You need to understand what equity, diversity and inclusion mean and how they affect both the organisation's success and your team's ability to work effectively together.

Teaching should cover the core principles of equity, diversity and inclusion and their practical effects on team culture, decision-making, and organisational performance. This includes understanding how unconscious bias, fair treatment, and inclusive practices influence team engagement, retention, and how the organisation is perceived by staff and stakeholders.

Skills (19)

S1

Use resources to implement operational and team plans.

You must be able to apply the people, money, equipment, and time available to carry out the operational and team plans that have been agreed.

Teaching should address how a team leader deploys resources—staff, budget, materials, time—to execute planned work and achieve team objectives. This includes allocating tasks fairly, managing workload balance, and adjusting resource use when circumstances change while staying within agreed constraints.

S2

Use tools to organise, prioritise and allocate daily and weekly work activities.

You must be able to use planning tools to decide what work is most important, organise tasks into a sensible order, and assign them to team members each day or week.

This covers the practical use of planning and task management tools—whether digital or manual—to sequence work, identify priorities based on deadlines and business need, and distribute tasks across the team. Teaching should emphasise how to keep work flowing and ensure individual capacity is used effectively.

S3

Able to collate and interpret data and information and create reports.

You must be able to gather data, understand what it means, and present it in a clear report that helps others make decisions.

Teaching should cover gathering data from operational systems or team records, recognising patterns and trends, drawing conclusions, and presenting findings clearly for different audiences. The emphasis should be on practical reporting for management decision-making rather than statistical theory, including choosing relevant data and avoiding misinterpretation.

S4

Identify and support the development of the team through informal coaching and continuous professional development.

You must be able to spot what skills or knowledge your team members need, and help them develop through everyday coaching and planned learning activities.

Teaching should include how to assess team member capability and development needs, deliver informal coaching or mentoring on the job, and link individuals to formal learning opportunities. Emphasis should be on practical development support tailored to individuals rather than formal training administration.

S5**Use information and problem-solving techniques to provide solutions and influence the decision-making process.**

You must be able to gather and analyse information, apply problem-solving methods, and present solutions in ways that help others decide and act.

Teaching should cover common problem-solving approaches—such as identifying root causes, generating options, and weighing trade-offs—and how to present evidence and recommendations clearly to influence decisions without making them unilaterally. Practical application to typical operational issues team leaders face should be emphasised.

S6**Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan.**

You must be able to use digital systems and tools to track how a project is progressing and take action to keep it on track if it falls behind schedule or budget.

Coverage should include familiarity with digital project management tools for scheduling, tracking milestones and resource use, identifying when a project is at risk, and deciding and implementing corrective actions. Teaching should focus on practical use of tools to manage projects within the team leader's remit rather than advanced project management methodology.

S7**Review work processes to identify opportunities to improve performance and for continuous improvement.**

You must be able to examine how work is currently done, spot where it could be done better or more efficiently, and put improvements in place.

Teaching should cover techniques for reviewing current processes—such as observing workflows or gathering team feedback—identifying inefficiencies or bottlenecks, and testing and embedding improvements. The emphasis should be on practical, incremental improvement led by the team rather than formal continuous improvement programmes.

S8**Use technology and software to produce documentation, such as spreadsheets and presentation packages to communicate information.**

You must be able to use standard software tools to create documents and presentations that help you share information with others.

Teaching should cover how to use common tools such as spreadsheets and presentation software to prepare clear, professional documents for team communication. The focus should be on practical competence in producing materials that help convey operational or performance information, rather than advanced technical features.

S9

Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.

You need to set clear goals for individuals or teams, track how well they are doing, and give them helpful feedback to help them succeed.

This should cover how objectives are defined so they are measurable and linked to organisational outcomes, how progress is monitored through regular check-ins, and how feedback is given in a way that helps people understand what they are doing well and where they can improve. Teaching should emphasise the cycle of setting, monitoring, and feedback as an ongoing process.

S10

Manage others through change by identifying challenges and the activities to resolve them.

You must help others navigate change by recognising what difficulties they face and working out how to address them.

Teaching should include how to spot where people struggle during change—whether practical barriers, skills gaps, or resistance—and how to plan and action appropriate responses. This includes maintaining communication, removing obstacles, and supporting people so the change succeeds and team continuity is maintained.

S11

Interpret organisational strategy and communicate how this impacts others.

You must understand the organisation's direction and explain to others how it affects their work and responsibilities.

Teaching should cover how to read and understand organisational strategy, translate it into operational implications for a team, and communicate it clearly so people understand what they need to do differently or focus on. The emphasis should be on making strategy real and relevant to day-to-day work rather than strategy theory.

S12

Interpret and apply regulation and legislation, share best practices, and advise stakeholders on their application.

You must understand the rules and laws that apply to your work, and help others follow them correctly and consistently.

Teaching should include how to identify which regulations and legislation are relevant to the team's work, apply them to operational decisions, and communicate expectations clearly to ensure compliance. It should also cover how to share what works well and advise others on how to implement rules fairly and consistently across the team.

S13

Communicate information through different media, such as face-to-face meetings, emails, reports, and presentations to enable key stakeholders to understand what is required.

You must choose the most suitable way to communicate so stakeholders understand what is needed and what action to take.

This should include selecting the right channel for the situation, adjusting tone, structure and level of detail for different audiences, and making messages clear enough for others to act on. Teaching should emphasise practical workplace communication rather than communication theory.

S14

Collaborate with stakeholders in the organisation to ensure the delivery of operational goals.

You need to work together with colleagues across the organisation to make sure operational goals are achieved.

Teaching should cover how to identify who needs to be involved to deliver a goal, how to coordinate effort across different departments or functions, and how to maintain shared focus on the outcome. The emphasis should be on cross-functional working as a practical requirement of the team leader role rather than general collaboration theory.

S15

Manage and maintain relationships with a diverse workforce and stakeholders.

You must build and keep good working relationships with people from different backgrounds and with stakeholders inside and outside the team.

Teaching should include how to understand and work effectively with people who have different perspectives, experience, and needs, and how to build trust across the team and with external stakeholders. It should address practical relationship management such as listening, being approachable, and treating people with respect, not diversity training in isolation.

S16

Negotiate with and challenge stakeholders to manage change and reduce conflict.

You must be able to discuss issues with stakeholders, push back when necessary, and find ways to move forward that reduce disagreement.

Teaching should cover how to have difficult conversations, how to hold a position without damaging relationships, and how to find common ground or agree next steps when there is disagreement. The focus should be on practical negotiation and conflict resolution in the context of organisational change and operational decisions.

S17

Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team.

You must understand the organisation's equity, diversity and inclusion policies, apply them in how you manage the team, and check whether they are making a positive difference.

Teaching should cover what equity, diversity and inclusion mean in practice within the workplace, how policies are applied in recruitment, management, development and day-to-day interactions, and how a team leader can assess whether the team benefits from fair and inclusive practices. This should be grounded in the team leader's responsibility to treat people fairly, not delivered as a standalone compliance topic.

S18

Identify future changes in the sector such as technology advances that may impact their organisation.

You must be able to spot emerging trends and changes in your sector—particularly technology developments—that could affect how your organisation operates.

Teaching should cover how to scan the sector for developments relevant to the organisation's operations, where to find and evaluate information about change, and how to recognise which changes pose risks or create opportunities. The focus should be on practical monitoring rather than forecasting theory, helping team leaders connect sector shifts to their own operational context.

S19

Monitor the use of technology and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use.

You need to review how your team uses technology and find ways to use it more efficiently to lower energy use and environmental impact.

Coverage should include simple practical measures such as reducing paper consumption, managing standby and power settings on equipment, and using digital tools instead of physical processes. Teaching should also help team leaders encourage sustainable habits within their team and recognise where technology changes could bring both environmental and cost benefits.

Behaviours (5)

B1

Acts professionally, ethically and with integrity.

You demonstrate trustworthiness, honesty, and moral responsibility in your decisions and interactions with others.

This should cover what it means to act with integrity in difficult situations—making decisions aligned with organisational values even under pressure, being honest about mistakes or constraints, and treating people fairly regardless of circumstances. Teaching should ground this in recognisable team leader scenarios rather than abstract ethics frameworks.

B2

Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.

You actively create an environment where all individuals feel valued and treated with fairness, and you extend that respect to everyone you work with.

Teaching should address how a team leader models inclusive behaviour, recognises and challenges bias or unfair treatment, and ensures that policies and decisions do not disadvantage particular groups. It should also cover the practical application of equity and inclusion principles in recruitment, team communication, resource allocation, and performance management.

B3

Takes accountability and ownership of their tasks and workload.

You take personal responsibility for completing your own work and accept the consequences of how you carry it out.

Teaching should cover what accountability means in a leadership context—recognising that your actions affect your team and organisation. Learners should understand how to manage their own workload reliably, follow through on commitments, and respond constructively when things go wrong. This should be grounded in realistic team leader scenarios where personal ownership models the behaviour expected of their team.

B4

Seeks learning opportunities and continuous professional development.

You actively look for ways to develop your knowledge and skills, and you commit to your own ongoing improvement.

This should cover recognising your own development gaps, using feedback to identify growth areas, accessing formal and informal learning, and reflecting on what you learn to improve your practice. Teaching should also help team leaders understand the link between their own development and their ability to support team development and model continuous improvement.

B5

Works flexibly and adapts to circumstances.

You are able to adjust your approach and plans when circumstances change, and you remain effective in varied or uncertain situations.

This should include recognising when established approaches no longer fit the situation, adjusting priorities quickly, and helping your team adapt without losing focus on core objectives. Teaching should emphasise practical flexibility in response to changes in workload, resources, stakeholder demands, or operational conditions rather than flexibility as a general attitude.