

WIDER DEVELOPMENT PLAN

Team leader

ST0384 · Level 3 · Business and administration

British Values, safeguarding, careers guidance and enrichment mapped across the programme

STANDARD

ST0384

VERSION

1.4

LEVEL

3

GENERATED

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DURATION

15 months

MIN. HOURS

348 hours

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For a team leader apprenticeship, wider development is about forming a capable, trustworthy and inclusive leader rather than only someone who can organise tasks. The occupation already requires judgement, accountability, communication and people management, so wider development should be woven through the phases rather than delivered as a separate add-on. In the foundation phase, apprentices need clear expectations about professional conduct, confidentiality, boundaries and ownership of decisions. In the middle phases, wider development is strengthened through coaching conversations, feedback, problem-solving, stakeholder handling and inclusive leadership. In the final phases, it should deepen into strategic awareness, ethical judgement, resilience, sustainability and contribution beyond the immediate team.

Good embedding looks like apprentices practising these behaviours in real operational situations: handling disagreement respectfully, supporting different working styles, making proportionate decisions, speaking up when something is unsafe or unfair, and reflecting on the effect of their leadership on colleagues and customers. This aligns naturally with B1, B2, B3, B4, B5 and with the people, compliance, change and strategy content in K5, K10, K13, K15 and K23.

British Values

Democracy

Phase 5: Influencing across teams and stakeholders

A team leader often has to gather views, balance competing priorities and help a team or stakeholder group reach a workable operational decision without imposing it unilaterally.

- Run a structured team discussion on rota changes, capture different viewpoints and agree a fair way forward based on business need and service impact.
- Consult internal stakeholders before changing a process and explain how the final decision was reached, including what could and could not be changed.

Evidence: Observed stakeholder discussion, apprentice reflection, and examples of how they gathered and used team input in a live operational decision.

Rule Of Law

Phase 6: Applying policy and compliance in practice

Team leaders must apply organisation policies, legislation and sector rules consistently when managing people, information, resources and operational risk.

- Apply absence, data protection or health and safety requirements when responding to a team issue and explain why the rule matters.
- Use the organisation's escalation route when a practice appears unsafe, non-compliant or outside delegated authority.

Evidence: Workplace examples, observation of compliance-related conversations, and reports or decisions showing lawful and policy-led action.

Individual Liberty

Phase 3: Coaching performance and growing capability

A team leader should support individuals to take ownership of their work, make informed choices about development and contribute ideas within clear operational boundaries.

- Agree development actions with a colleague rather than dictating every step, so they can take ownership of improvement.
- Adapt supervision style to allow a competent team member more autonomy while maintaining clear targets and checkpoints.

Evidence: Performance conversation notes, coaching observation, and reflective accounts showing how the apprentice balanced autonomy with accountability.

Mutual Respect

Phase 3: Coaching performance and growing capability

Respect is central to giving feedback, managing performance and dealing with different perspectives without damaging working relationships.

- Give feedback in a way that is clear, calm and proportionate, even when the message is difficult.
- Acknowledge the pressures on colleagues in other functions when agreeing deadlines or resolving a handover issue.

Evidence: Observed feedback or conflict-management conversations, plus examples of professional behaviour in team briefings and cross-team working.

Tolerance

Phase 8: Strategic and integrated team leadership

Team leaders work with diverse colleagues, customers and stakeholders, often across different cultures, viewpoints, work patterns and communication preferences.

- Adapt communication for colleagues with different levels of experience, confidence or working arrangements so everyone can contribute effectively.
- Challenge stereotypes or exclusionary comments in a professional way and reinforce inclusive team norms.

Evidence: Case study discussion, observed inclusive practice, and evidence that the apprentice adjusted leadership style to support different people fairly.

Safeguarding Approach

Safeguarding should be embedded through the realities of first-line leadership: recognising concern, setting boundaries, maintaining professional relationships, and escalating appropriately. In the foundation phase, focus on what safe and professional conduct looks like in the workplace, including dignity at work, bullying and harassment, confidentiality, lone working, safe use of equipment and knowing internal reporting routes. In the people-management and stakeholder phases, use realistic scenarios on conflict, pressure, manipulation, unconscious bias, vulnerability in teams, and how to respond when a colleague's behaviour, attendance or wellbeing suggests there may be a wider concern. In the final phase, extend this to ethical leadership, data handling, online conduct, and responsibility when managing hybrid or remote teams. Content should be age-appropriate for adult apprentices and rooted in workplace situations rather than classroom-style theory, with careful use of real examples that reflect the sector and setting.

Prevent Duty

Prevent should be covered through workplace signs of radicalisation, extremist narratives, grooming or coercive influence, particularly where team leaders supervise mixed-age, hybrid or customer-facing teams and may encounter harmful views in person or online. Apprentices should know how to challenge dangerous or extremist language safely, preserve immediate welfare, and follow organisational escalation routes without trying to investigate themselves. Casework should link to communication, inclusion and professional boundaries so apprentices understand how to respond proportionately and how to pass on concerns promptly.

Online Safety

Online safety should cover secure use of email, messaging, collaboration tools, shared drives and scheduling systems, alongside professional behaviour on social media and in virtual meetings. Team leaders need to protect confidential data, avoid accidental oversharing, recognise phishing or impersonation attempts, and manage digital conflict or misinformation in team channels. It is also relevant to hybrid leadership: apprentices should know how to maintain respectful tone online, check understanding, and keep records where digital communication affects people management or operational decisions.

Careers Guidance

IAG should be woven into progress reviews, workplace coaching and stretch assignments rather than reserved for end-point discussion. Early conversations should validate the apprentice's current role and likely route into more confident team leadership. Mid-programme guidance should broaden awareness of related roles in operations, project coordination, people management and service improvement, using labour market information and the organisation's structure. In the final phase, discussions should focus on credibility, scope, professional membership, and the kind of evidence of leadership maturity that supports progression into more senior or specialist roles.

- **Phase 1: The team leader remit and professional expectations:** Help apprentices understand the scope of first-line leadership and where their role sits in the organisation, then connect this to realistic next steps after gateway. — Routes: Senior team leader, Supervisor, Shift manager, Operations coordinator
- **Phase 5: Influencing across teams and stakeholders:** Use stakeholder work to discuss progression into broader operational roles where coordination, communication and cross-functional influence become more important. — Routes: Project lead, Operations team leader, Department supervisor, Service delivery coordinator
- **Phase 8: Strategic and integrated team leadership:** Review longer-term ambitions once the apprentice is handling more complex situations with greater independence, and discuss what further learning would strengthen progression. — Routes: Operations manager, Area manager, Project manager, Specialist people-management or service-improvement roles, CMI or Institute of Leadership progression routes

Health & Wellbeing

Health and wellbeing for a team leader programme should focus on the pressures that come with managing people, pace and accountability. Apprentices need to recognise workload strain, decision fatigue, conflict, emotional labour and the effect of inconsistent boundaries, especially in shift, hybrid or customer-facing settings. They should learn how to manage their own time, ask for support early, and create practical routines that protect performance without normalising overload. The programme should also address the wellbeing of others: checking in appropriately, responding to stress or absence with empathy and firmness, using reasonable adjustments where relevant, and maintaining professional relationships that are supportive but not over-familiar. Good leadership includes modelling calm behaviour, handling setbacks constructively and keeping communication respectful when pressure is high.

Enrichment Activities

Observe a senior team leader or manager handling a live performance, rota or escalation conversation

This shows how experienced leaders balance task delivery, people management and organisational expectations in real time.

Builds professional judgement, confidence and understanding of role modelling.

Join a cross-functional meeting between operations, HR, finance or customer service teams

Team leaders must work across functions to resolve issues, align priorities and keep service delivery moving.

Strengthens stakeholder awareness and appreciation of how different teams depend on each other.

Lead a small continuous improvement activity, such as reducing waste, improving handover quality or speeding up a routine process

Team leaders are expected to spot operational inefficiencies and make practical improvements.

Develops initiative, problem-solving and ownership of measurable improvement.

Attend an employer or sector speaker session on inclusive leadership, service recovery or change management

These themes are central to managing diverse teams and responding to change in operational environments.

Broadens perspective and helps apprentices connect theory to current practice.

Present a short briefing to a senior leader on a team issue, data trend or improvement recommendation

Team leaders need to communicate clearly upwards as well as to front-line colleagues.

Builds confidence, presentation skills and professional presence.

Equality, Diversity & Inclusion

EDI should be embedded as a practical leadership discipline, not treated as a values statement alone. Team leaders should learn how bias affects task allocation, feedback, progression, rota fairness, communication and responses to conflict. Across the programme, apprentices should practise inclusive behaviours such as adjusting communication for different needs, encouraging contribution from quieter colleagues, challenging unfair treatment, and applying people policies consistently. They should also understand how inclusive leadership improves performance, retention, customer service and trust. In the final phase, apprentices should be able to interpret policy and make decisions that support an inclusive culture in day-to-day operational leadership.

Community Contribution

Community contribution for this occupation is best framed through the way team leaders improve the quality, fairness and sustainability of services their organisation provides. Depending on the sector, this may include supporting local customers, service users or communities through reliable delivery, respectful communication, accessible processes and safe operations. Apprentices can contribute by improving how the team serves diverse users, reducing waste and resource use, supporting local initiatives where the employer has a role in the community, and helping the organisation behave responsibly as a local employer. A strong programme encourages apprentices to see that good team leadership has an impact beyond the team itself: it shapes trust in the organisation and the experience of the people who rely on its services.