About this support pack

This support pack has been developed for CITB employers who are thinking of taking on an apprentice for the first time, or who have taken on an apprentice previously and require some additional support and advice. This pack should also ensure that both you and your apprentice benefit from working together and form a very successful partnership.

It is an essential resource for employers to help improve their understanding of Apprenticeship programmes and to provide a useful source of information whilst recruiting an apprentice as well as effectively supporting them as they complete their Apprenticeship.

CITB is committed to working with the construction industry to reduce skills gaps and shortages. Work is ongoing to increase the pool of new talent available to the industry and to provide financial and training support for employers committed to Apprenticeships.

By working together we can help your apprentice to successfully achieve their construction Apprenticeship and develop a fully qualified and professional workforce.

Apprenticeship Officer
Contact No:

Company Development Adviser No:
Welcome to CITB Apprenticeships

Developing and building your workforce is an important aspect of your business.

Taking on an apprentice makes good business sense.

Apprenticeships:
- Help to tackle the current skills shortage within the construction industry
- Attract new talent into the construction industry
- Offer a structured programme of training and study
- Allow young people to learn while they earn
- Provide nationally and internationally respected qualifications
- Ensure that your workforce has the right mix of skills and qualifications
- Support business opportunities for future contracts and work and increase performance
- Improve your company’s productivity and competitiveness
- Develop a committed, motivated and competent workforce.

Taking on an apprentice may seem like a daunting task for some businesses. At CITB we can provide support and guidance every step of the way.

CITB Apprenticeship Officers are on hand to guide you through the Apprenticeship process.

They can offer expert advice and guidance to support you with the recruitment of the right apprentice for your business and help you to understand what you need to do to support, encourage and guide your apprentice through their Apprenticeship training programme.

CITB Apprenticeships promote the ethos of the “Right Apprentice” on the “Right Programme” with the “Right Support” and as an employer it is important that you share this ethos.

This will ensure that your apprentice achieves their Apprenticeship framework in a supportive and positive environment, that will help them to become confident, competent and qualified in their chosen trade area.
What is an Apprenticeship?
Apprenticeships are work-based training programmes that combine work and training.
At CITB we offer two levels of construction Apprenticeships.

Apprenticeships
These usually take 24 months to complete. Apprentices work towards a number of components that make up their Apprenticeship Framework. For Apprenticeships these include:

National Vocational Qualification (NVQ) at Level 2 completed in the workplace. NVQs rely on the opportunity to practise and develop relevant skills in the workplace and are assessed against an agreed set of industry standards.

Construction Diploma at Level 2 completed at college. These cover both practical and theory aspects of the trade. Apprentices will complete practical and theory assessments which they will need to pass to demonstrate their knowledge and understanding of a range of trade and construction topics.

Functional Skills in Maths and/or English at Level 1 completed at college. For a small number of trades Information Communication Technology (ICT) will also need to be completed. Areas covered in English include speaking, listening and communication, reading and writing. Maths covers a range of topics including, areas, percentages, quantities, unit conversion and decimals. There are formal exams which must be successfully achieved.

Employment Rights and Responsibilities provide apprentices with important information about the world of work and being an effective employee. Apprentices must successfully complete the 9 key outcomes of ERR.

Advanced Apprenticeships
In the majority of cases CITB Apprentices move on to an Advanced Apprenticeship following successful completion of their Intermediate Apprenticeship and will normally complete their Advanced Apprenticeship in 12 months. To successfully complete an Advanced Apprenticeships Framework, apprentices must achieve:

National Vocational Qualification (NVQ) at Level 3 completed in the workplace.

Construction Diploma at Level 3 completed at college.

Functional Skills in Maths and/or English (and in some trades Information Communication Technology) at Level 2 at college.

Employment Rights and Responsibilities (ERR) at college.

It is important that your apprentice undertakes the right Apprenticeship for them so that they achieve and complete their learning goals.

Some occupations such as Technicians, Electricians and Plumbers may start an Advanced Apprenticeship right away and will work towards their Advanced Apprenticeship Framework over 36 or 42 months.
We want you to have the best possible experience when taking on an apprentice with CITB Apprenticeships. It is important that you know before you make a long term commitment, whether the apprentice is right for you and whether your company can really make that commitment to a young person.

To enable you and your prospective apprentice to get the most out of the Apprenticeship training programme, we ask you to think about the following criteria before you decide to recruit an apprentice – our Apprenticeship Officers will be happy to talk through with you any questions you may have.

Before you make a commitment, consider;

• Are you confident that your company has sufficient work coming in to sustain an apprentice? We don’t need to see your full order book, but you do need to have some confidence that your company is able to bring in work to sustain you, any employees and your apprentice before you commit.

• Does your company cover the full range of tasks needed to complete the NVQ Qualification? It is really important that your apprentice gets a wide range of work to do as they progress through their qualification.

• Do you or someone else in your company have the time needed to nurture and train the apprentice in the early days of their learning? As the apprentice develops, they will become less reliant on you but you will need considerable support and guidance early on in their training and at points throughout their training when they are picking up new skills.

• Do you or someone else in your company have the patience and commitment required to help a young person to grow and develop in your company?

Recruiting the right young person for your Apprenticeship vacancy is just as important as recruiting any other employee within your business.

Think about the kind of personal skills and attributes you want in an apprentice and make your decisions on this basis. Some personal skills and attributes you may want to consider:

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Once you have confirmed the range of personal skills and attributes you require in your apprentice, put together an advertisement for the position and think about where you are going to advertise your Apprenticeship vacancy.

Advertise the vacancy

• In local shops and publications
• Through citb.co.uk/bconstructive
• National Apprenticeship Matching Service
• Interview those who you think are the best candidates
• If you don’t get anyone suitable, advertise again.

As an additional recruitment tool for employers, you may want to get your applicants to complete the CITB Skills Learning Exercise (SLE).

The SLE is freely available to access as an online recruitment tool to support construction employers with their selection processes and help Apprenticeship applicants to prepare for the SLE where it is adopted as part of a construction company’s recruitment process.

The online SLE provides an assessment of an applicant’s spatial and numeracy ability which assists with the selection process for a construction Apprenticeship.

The online SLE will provide the individual with their score details once it is completed and it can only be taken twice in any year. Follow the link below to access this important recruitment resource.

www.citb.co.uk/citb-Apprenticeships/online-sle/
A short guide to support your interview process

An interview doesn’t have to be lengthy – but it is best to know from the start, what sort of person you are going to have representing you and your company.

Applicants should turn up to the interview clean and tidy. Don’t expect suits and ties but at the same time, caps and hoodies are not really acceptable for an interview.

You should spend a little time at the interview telling the applicant what it is really like to work in the construction industry – early starts and sometimes long hours, adverse weather, completing college work in their own time etc… and anything else that is particular to your organisation.

Interview questions you may like to ask:

Can you tell me a little bit about yourself?
This is a great way to open up the interview and find out some basic details about each candidate. What is the applicant doing at the moment? What were they doing before this? What are they hoping to do? This gives them a good opportunity to explain in more detail what they may have on their CV/application form and for you to dig a little deeper into their personality.

What do you know about our organisation? Or, if you are a very small company, maybe you could ask what they know about the trade?
This is a question that an applicant should not find difficult to answer if they are genuinely interested in your company and/or trade. It’s a good way for you, as an employer, to see if you should invest in the applicant. Have they used their initiative in researching your organisation or trade? How serious are they about a career with you?

What do you think you can bring to this role?
This allows the applicant an opportunity to talk about anything they have done which might relate to your vacancy and then to talk about what they have learnt. They can tell you about any achievements they are proud of and what motivates them. It also gives them the opportunity to discuss any skills and qualities they may have that they can bring to your company. You might have to prompt some applicants on some of these things and it’s ok to ask some extra questions to help them along.

Where do you see yourself in five years’ time?
If you are looking at taking on an apprentice, to develop and grow within your organisation then you want to ask this question – the apprentice is going to be a part of your workforce for some time hopefully; so it is important to find out what their plans are.
It gives you a good indication on whether or not the applicant in front of you is the one who is going to do all of the above, or if they are planning on completing their Apprenticeship with you and leaving. Let them tell you how ambitious they are and how they want to progress within your business.

What are your greatest strengths?
This allows the candidate to really open up and talk about their strengths and also to relate them to the job description. Are they customer focused, good with numbers, a team player? Do their strengths fit in with what you are looking for?
You could also ask them to mention a weakness too. This allows them to tell you what they feel they are not particularly confident about, but also gives them the opportunity to explain how they will work to improve this.

Why have you chosen to apply for this role/Apprenticeship?
Through asking this question you can find out how they are looking at developing themselves and their career. Do they really feel that this would be an exciting job to work in and develop, whilst developing their skills?

Additional Points to look for when interviewing Apprenticeship candidates:
- What achievements are they most proud of?
- Things that may not have gone well in the past - but don’t make judgments based on what went wrong – listen to how they dealt with things
- Examples of where the candidate has worked well as part of a team
- Where they have taken responsibility for organising something?
- Where they have made mistakes and how they have put them right?
Working alongside young people

Taking on an apprentice can be hugely beneficial for all involved, however, research suggests that different age groups generally have differing attitudes and needs in relation to work; depending on their personal circumstances in their formative years and the nature of the economy when they joined the workforce.

It is important to be adaptable and have a willingness to provide support and guidance for your apprentice; especially at the very start of their Apprenticeship programme.

• Be on a level with the young person. A supportive and professional relationship whereby you take an interest in the young person, get to know them and empathise with them can help to build a productive and trusting relationship

• Young people get a lot of bad press these days – please do not assume the worst

• Share essential information such as the general working procedures (breaks, etc.), what their wage is (described in a way that makes sense to the young person)

• Be positive. It has been said that young people can require more regular positive and constructive feedback than older people, as well as regular commentary on their performance. It should help to build self-esteem and make the apprentice feel like they are a valued part of the company

• Give clear directions and instructions of processes. They may need you to work with them to show them how to do things – do not just leave them on their own to get on with it. Make sure they are empowered and able to get things done and feel they have achieved. This is vital for young people who aren’t well versed in the culture of working – basic things that many older and more experienced employees take for granted may simply not be known or considered by young people

• Focus on the strengths and the positive attributes the young person brings to the job. Many young people will bring energy, enthusiasm, a fresh perspective, a dedication to achieve and technological know-how to the job. Celebrate and use these traits

• Make feedback constructive, on every occasion - offer suggestions as to how problems can be rectified and ask whether there is anything you can do to support them to overcome the difficulties.

Be alert to:
• the apprentice not being focused on task
• the apprentice’s understanding not being as good as you expect
• the apprentice being nervous to ask/answer questions – ‘showing themselves up’ is high risk.

Providing constructive feedback to your apprentice

Developing effective questioning skills will help managers to improve learning in the workplace – ultimately increasing apprentices’ confidence, skills and independence.

Some tips for introducing feedback:
‘You made a good start, and then forgot to …’
‘You’ve nearly cracked this. I know it’s a tricky one. Try …’
‘It might help to jot down the instructions next time –’
‘Well done, that was clearly explained.’
‘You’ve done a good job of that … now you need to …’
‘I wasn’t sure what you meant by …’

This will enable the apprentice to:
• Understand more about what they are learning by explaining it themselves
• Recognise main themes
• Remember existing information
• Make connections between existing information and new ideas
• Attempt harder problems and stretch their thinking
• Cope better with tasks/assignments because they understand more clearly
• Manage their own learning and thinking skills development.
Supporting your apprentice’s personal and work skills development

Your apprentice will have learning and development built into their Apprenticeship. However, it is still essential that you support training and development on the job. Work shadowing experienced colleagues can be very productive.

Your CITB Apprenticeship Officer will conduct regular progress reviews at both college and in the workplace. It is important that you play an active role in supporting your apprentice during these reviews. They will provide you with a formal record of the progress your apprentice is making. They will also record goals, actions and training activities to help the apprentice see how they have progressed.

Your CITB Apprenticeship Officer will be working with you and your apprentice on their qualification. They will also work in partnership with any college tutors and/or assessors to monitor and discuss progress, work tasks, strengths and areas for development. Working in partnership with them will enhance the experience for all parties and will help the apprentice to develop their skills, confidence and trust.

A work-based recorder/mentor should be assigned to the apprentice. This important role will need to be thought about carefully to get the right person for the job. Mentoring is about offering personal support, so the Mentor doesn’t necessarily need to have the same professional skills as the learner. While some learners will seem to sail through the Apprenticeship, others will need support in dealing with problems in their personal, work, study, social or domestic lives which could prevent success on the programme. Mentors will need to be alert to any harassment, bullying or other types of bad treatment. They will need to ask the learner very specific questions about how well they are being treated, whether they are being included and how they are getting on with colleagues, managers and lecturers.

Mentors can find the role challenging, rewarding and exhilarating, offering personal satisfaction. As a mentor, it can be a way to further develop as a person, both professionally and personally. It can help you recognise and consolidate the skills you have, develop new ones and increase your feelings of self-worth. It can also lead to new and different career opportunities.

A good workplace buddy/mentor will enable a young person’s understanding of:

- Communication protocols – frequency of reviews, formal and informal
- Strategies for issues, as they arise
- The importance of confidentiality
- Buddy for daily support, responsive to mood changes
- Workplace etiquette – inability to separate personal issues with work
- Team support and everyone’s commitment to the young person’s development.
What do CITB do?

At CITB we believe that all apprentices have the right to develop to their full potential. Therefore, we take seriously our role in promoting the health and well-being of our learners.

CITB is strongly committed to safeguard all young people, adult learners and staff against harm, bullying/harassment beyond legal compliance. We will therefore actively promote the well-being of all and ensure that this is central to our planning, decision making and day to day activities.

CITB's safeguarding responsibilities include:

• Practicing safe recruitment, selection and vetting procedures that include checks into the eligibility and suitability of appropriate staff
• Ensuring that all employers and work placement providers have been risk assessed for safety and suitability
• Working in partnership with learners and other agencies in promoting a safe learning environment.

We will safeguard all learners by:

• Valuing them, listening to them, respecting them and taking appropriate interventions where required
• Provide safeguarding guidelines through our procedures and in accordance with the CITB Code of Conduct for staff
• Sharing information about concerns with designated agencies, and involving learners and their parent/carers appropriately.

Getting Started

The first thing that you can do is develop a “Culture of Vigilance” within your company. This will support employee's awareness of safeguarding and help to identify any safeguarding issues before they get too serious.

What is your understanding of the terms Bullying and Harassment?

Bullying can happen in many different ways. People can criticise you about your abilities, try to find fault for no reason, exclude you or single you out. They might pick on you because of your size or skin colour.

Harassment is unwanted behaviour or conduct that may be related to any personal characteristic that you have. These could be in relation to your age, a disability, or your religious belief.

How do you manage bullying and harassment within your organisation?

Having a clear and simple policy on bullying and harassment may not stop it from happening, but it will inform your employees that these types of actions will not be tolerated within your organisation and you will have a structured approach to dealing with these types of issues.

What practical things can you do to safeguard your apprentice?

• If your apprentice has to stay in lodgings when working away it is good practice to not let under 18’s share rooms with those over the age of 18
• Develop a culture of vigilance within your organisation so that all employees feel able to challenge and report anything that they feel is inappropriate or makes them feel uncomfortable
• Take additional steps to ensure young workers like Apprentices are kept safe and free from harm. This includes looking at your H&S risk assessments and making sure that they cover the risks to young people who may not be familiar with the vast range of workplace hazards due to their age and inexperience on construction sites.

Dealing with problems

We know from experience that Apprenticeships do not always run smoothly all of the time. Sometimes you may be faced with situations that may be difficult to deal with or are contentious in their nature.

Examples of these situations could include:

• Poor attitude, behaviour and motivation
• Irregular attendance, punctuality and timekeeping
• Issues that present themselves to and affect young people in today’s society.

Firstly, don’t panic! It is essential that you contact your CITB Apprenticeship Officers as soon as the situation arises. Left unaddressed, these simple issues can get out of control and become more difficult to both deal with and bring to a mutually acceptable resolution. Experience tells us that if we work together and agree effective targeted support most situations can be resolved.

Putting the right support in place will ensures that the apprentice remains on their Apprenticeship, achieves their learning goals and remains an effective and valued member of your team.
Help and support available to employers

When you employ a CITB Apprentice, you may be eligible for the following funding via the CITB Grant Scheme:

- Attendance Grant
- Vocational Qualification Achievement Grant
- Framework Achievement Grant.

Taking on an apprentice through CITB Apprenticeships opens up other financial support covering:

- Tuition fees (criteria apply)
- Local travel allowances for attendance at college
- Accommodation costs (where required).

CITB grants for apprentice's attendance are fixed within the CITB Grant Scheme year in which your apprentice starts their Apprenticeship, even if grants change in subsequent years.

For further information on claiming grants for CITB Apprentices, visit www.citb.co.uk/Levy-grant

NOTE: Your CITB Apprenticeship Officer will arrange your apprentice's college programme, so there's no need for you to make contact with the college.

Help and support for your apprentice

As a CITB Apprentice we will provide your Apprentice with the following:

Initial screening is an assessment of basic literacy and numeracy and is used solely for the purpose of identifying any potential support needs in these areas that your apprentice may require during their Apprenticeship programme.

Individual Apprenticeship plan setting out their prior learning and what they have to do to achieve their Apprenticeship framework.

Regular reviews of progress carried out by your designated CITB Apprenticeship Officer. These reviews make sure that your apprentice is progressing at the required rate with their Apprenticeship, provide opportunities to identify any support for learning that may arise and agree actions to progress the apprentice at college and work. We also use the reviews to monitor personal effectiveness, health & safety and fairness, inclusion and respect.

Individual apprentice training schedule which will be used to keep you informed of what is being taught at college and how relevant site work activities can support the practise and development of work-based skills at the same time.

College travel support and accommodation costs may be available for apprentices who have to stay away from home to complete their college training.
Apprentices should be treated no differently to any other employee within your organisation in respect of health, safety and welfare. Employers must comply with the requirements of the Health & Safety at Work Act 1974.

Young people on construction sites
Health and safety law defines a young person as being over the school leaving age but who has not yet reached the age of 18.

Some issues that employers need to consider when employing Apprentices
- Lack of safety awareness
- First experience of a working environment
- Minimum age limit of 18 has been removed for operating plant and lifting equipment
- Young people may not appreciate their own limitations and capabilities
- The requirement for a greater level of supervision depending on the work being undertaken and site conditions
- Temptation to arrive at work whilst unfit due to several factors (alcohol, drugs, tiredness, medication)
- The possibility of creating dangerous situations because of an eagerness to please.

All apprentices must be given a health and safety induction when start work and when starting in a new workplace. This should include:

Use of tools machinery and equipment
- Suitable and sufficient information, training and instruction must be provided
- Must be supervised until apprentice is competent to use

Company health and safety information
- Issued to your apprentice and your procedure explained

Work prohibitions and restrictions
- Any specific health and safety restrictions should be advised in writing to the apprentice

Employer and apprentice health and safety responsibilities
- Apprentices should be reminded of their responsibilities as outlined in the Safe Start book (issued to apprentice at CITB Apprentice Induction Sessions)

Personal Protective Equipment (PPE)
- All apprentice PPE to be issued by the employer free of charge.

Minimum recommended items of PPE that apprentices should be issued with to enable them to work safely while learning their skills.
Please note that Apprentices will only be permitted into college workshops if they have appropriate safety equipment.

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</table>
# Application form template

<table>
<thead>
<tr>
<th>Title:</th>
<th>Address:</th>
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</thead>
<tbody>
<tr>
<td>First Name:</td>
<td></td>
</tr>
<tr>
<td>Last Name:</td>
<td></td>
</tr>
<tr>
<td>NI Number:</td>
<td></td>
</tr>
<tr>
<td>Tel no:</td>
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<tr>
<td>Mobile no:</td>
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<td>Email:</td>
<td>Postcode:</td>
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</tbody>
</table>

**Position Applied For:**

<table>
<thead>
<tr>
<th>Dates (from and to)</th>
<th>Employer Name and Address</th>
<th>Job Title &amp; Key Responsibilities</th>
<th>Reason for leaving</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Education:**

<table>
<thead>
<tr>
<th>Dates (from and to)</th>
<th>Educational Establishment Name &amp; Address</th>
<th>Qualifications Gained</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Personal Statement** Please provide a statement of no more than 500 words on why you are applying for this role.

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide the details of two individuals we can contact for a reference. One must be your current or most recent employer</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Postcode:</td>
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<tr>
<td>Tel no:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
<tr>
<td>Relationship to applicant:</td>
</tr>
</tbody>
</table>
50 interview questions

This is a list of questions that you may want to use when carrying out interviews with prospective apprentice. Not all of them will be relevant to the role that they are being interviewed for but these will help you to be prepared.

1. Tell me about yourself?
2. Why did you leave your last job?
3. What are your greatest strengths?
4. What are some of your weaknesses? And what have you done to improve your weaknesses?
5. What do you see yourself doing five years from now?
6. What are your long and short range career goals?
7. Why did you choose the career for which you are preparing?
8. What is your greatest achievement?
9. What have you done that shows initiative and willingness to work?
10. When you leave you current job, what will your boss say?
11. How long would it take you to make a contribution to our company?
12. Can you work under pressure? Give me an example
13. Why should we recruit you and not one of the other candidates?
14. Are you willing to go where the company send you?
15. What have you learnt from the jobs that you have held?
16. What salary/wage are you looking for?
17. In what way has your job prepared you to take on greater responsibility
18. How did you go about the task of managing others?
19. Aren’t you over qualified for this position?
20. Why were you out of work for so long?
21. Why have you changed jobs so often?
22. What interests you least about this job?
23. What are some things you find difficult to do? Why?
24. What do you feel is a satisfactory attendance record?
25. Do you like to compete?
26. What is the most difficult decision you have ever had to make – and why?
27. What kind of people do you like to work with?
28. What kind of people do you find it difficult to work with?
29. Describe your ideal job?
30. Describe a situation where your work or an idea was criticised?
31. What frustrated you about your last job, boss and colleagues?
32. How is your health?
33. Why have you decided to change careers?
34. What have you done that shows initiative?
35. What were some of the problems that you encountered in your job and how did you solve them?
36. What aspects of this job do you consider to be the most critical?
37. What kinds of things do you worry about?
38. What would be the first thing you would do if we were to offer you the job?
39. What are your interests outside of work?
40. You do not appear to have much experience in this field. How do you expect to succeed?
41. Do you mind working for someone of the opposite sex or someone younger?
42. Why were you made redundant?
43. What would you like to improve on?
44. What things do you feel confident about doing?
45. Are you a leader?
46. What motivates you?
47. How do you motivate others?
48. What were you earning in your last job?
49. How much do you want to earn?
50. Why should I hire you?