



MONTESSORI
APPRENTICE ACADEMY

OFF-THE-JOB TRAINING GUIDE



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OFF-THE-JOB REQUIREMENTS

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Off-the-job training is a Government apprenticeship requirement which includes the learning undertaken outside of day-to-day work duties and leads towards the achievement of the apprenticeship. The Off-the-Job training provides the learner with time to focus and develop the required skills, knowledge, and behaviours to achieve the apprenticeship.

- Off-the-job training must deliver new skills that are directly relevant to the apprenticeship standard and not the apprentice's day-to-day duties in their job description.
- This training takes place within the apprentice's normal (contracted) working hours.



EXAMPLES OF OFF-THE-JOB TRAINING

- In-house training programmes relevant to the apprenticeship
- The teaching of theory (e.g. lectures, role playing, simulation exercises, online learning and manufacturer training).
- Writing reflective journals.
- Practical training, shadowing, mentoring, industry visits and participation in competitions, where the activity has been agreed and documented as part of the agreed training plan.
- Learning support and time spent writing assignments.
- Attendance at workshops, training days and webinars relevant to the apprenticeship.
- Self-study that includes reading or watching videos.
- Training in new working practices or new equipment.
- Role-playing or simulation exercises.



REAL EXAMPLES

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In-house training programmes relevant to the apprenticeship

- Example: Participating in a behaviour management training session led by a Room Leader. The apprentice learns techniques for guiding children's behaviour, tailored to the age group they work with.

The teaching of theory (lectures, role-playing, simulation exercises, online learning, and manufacturer training)

- Example: Attending a lecture on child development theories, followed by role-playing different childcare scenarios, such as engaging a child in play or helping a distressed child, to apply theory to real situations.



REAL EXAMPLES

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Writing reflective journals

- Example: Each week in the nursery, the apprentice spends time reflecting on specific interactions or new skills they used throughout the week. They might journal about using positive reinforcement with a child and note the child's response.

Practical training, shadowing, mentoring, industry visits, and participation in competitions

- Example: Shadowing a senior member of staff as they handle planning for the week, observing how they create a curriculum around early childhood learning goals. The apprentice might also participate in an Early Years activity competition, showcasing their skills in designing engaging activities for children.



E-LEARNING

REAL EXAMPLES

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Learning support and time spent writing assignments

- Example: The apprentice attends their monthly teaching session with their tutor. They then complete an assignment set by their tutor.
(Time spent on assignments can only be counted if within working hours.)

Attendance of workshops, training days, and webinars relevant to the apprenticeship

- Example: Attending a webinar on safeguarding within Early Years, In-house training days, Early Years exhibitions, etc.



REAL EXAMPLES

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Self-study that includes reading or watching videos

- Example: Reading articles on Montessori methods and watching videos on child-led learning approaches to understand how these methods support independence and cognitive development in young children.

Training in new working practices or new equipment

- Example: Learning to use new sensory play equipment, designed to enhance sensory development, and participating in training sessions on how to incorporate it effectively into activities.



REAL EXAMPLES



Role-playing or simulation exercises

- Example: Practicing how to handle an emergency situation, like a child experiencing a mild injury, by going through simulated scenarios where they role-play the correct safety and first aid steps.



OFF-THE-JOB TRAINING CANNOT INCLUDE

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- Time spent on initial assessments and onboarding activities.
- English and Maths training, up to and including Level 2.
- Training to acquire knowledge, skills and behaviours that are not required by the apprenticeship standard.
- Progress reviews or on-programme assessments.
- Training which takes place outside the apprentice's normal working hours (unless the apprentice has been paid for these additional hours or been given time off in lieu).



EMPLOYER COMMITMENT

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- **Providing Dedicated Training Time:** Ensure apprentices have access to off-the-job training opportunities.
- **Access to Resources:** Provide access to necessary materials, equipment, and software that support off-the-job learning and allow apprentices to develop relevant skills.
- **Mentorship and Guidance:** Assign a mentor or line manager to support the apprentice, answer questions, and review their progress during training.