Baker Dearing
EDUCATIONAL TRUST



THE UTC SLEEVE

Technical education with purpose. Within your school.

An employer-led pathway that connects a rigorous school curriculum to the skills, industries and careers of the future.

A GUIDE FOR SCHOOLS, TRUSTS AND LOCAL AUTHORITIES

01 / THE OPPORTUNITY

The advantages of a UTC. The familiarity of your school.

The UTC Sleeve embeds an ambitious technical specialism within a mainstream secondary school, alongside a strong academic foundation.



Not a new school. A new pathway to opportunity.

ACADEMIC RIGOUR

English, maths, science and other core subjects remain essential.

TECHNICAL DEPTH

Specialist options in locally relevant sectors, beginning at 14.

EMPLOYER PARTNERSHIP

Employers and universities help shape and deliver learning.

REAL-WORLD LEARNING

Projects, mentoring, site visits and work experience.

PROFESSIONAL CULTURE

High expectations, teamwork and workplace behaviours.

BETTER DESTINATIONS

A clear line of sight to apprenticeships, study and skilled work.

02 / THE RATIONALE

More young people connected to a future they can see.

The challenge is not simply raising attainment. It is turning learning into genuine progression to productive careers and further study.

01

Start earlier

From Years 7–9, introduce young people to sectors and careers. At 14, a specialist pathway becomes part of the timetable—not an extracurricular extra.

02

Teach through application

Link technical knowledge, academic learning and real employer problems so students see why their studies matter.

03

Build a local skills pipeline

Employers gain earlier access to future talent; schools give pupils informed choices and a stronger route into the local economy.



The promise

A credible, aspirational alternative to “more of the same” — without asking pupils to leave their school.

03 / EVIDENCE FROM THE UTC NETWORK

The evidence behind the model

UTC Sleeves are designed to extend the approach already proven across the UTC network. These comparisons describe UTC leavers, not yet UTC Sleeve outcomes.

UTC LEAVERS | AGE 18

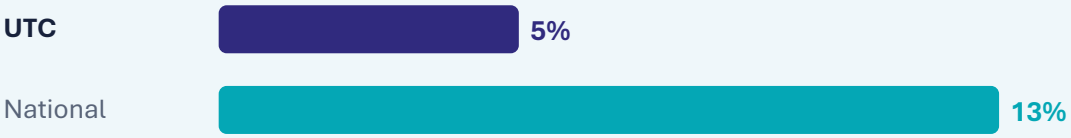
Progression into apprenticeships

Share of all leavers at age 18



Not in education, employment or training

NEET or destination not known, age 18



STEM study at university

Of students entering university



UTC / national comparisons: Baker Dearing Y13 leaver destinations (summer 2024) and national comparator data cited in the March 2026 source presentation.

04 / THE STUDENT JOURNEY

A purposeful journey from Year 7 to Year 13

Each phase builds knowledge, confidence and access to future choices. Schools can tailor the pathway to their local circumstances.

YEARS 7–9

EXPLORE

A broad, balanced curriculum with technical tasters, employer encounters and more structured careers guidance in Year 9.

YEARS 10–11

SPECIALISE

Two technical options alongside core GCSEs; two employer projects, digital skills, the Baker Award and a clear destination plan.

YEARS 12–13

PROGRESS

Where sixth-form provision is available: Level 3 technical study, industry projects, a higher Baker Award and pathways to university or apprenticeships.

Ambition: up to two weeks of work experience across Years 9 and 10.

AT 16: APPRENTICESHIP • FURTHER STUDY • EMPLOYMENT

05 / THE EMPLOYER DIFFERENCE

Employers do not just visit. They shape the learning.

A sponsor board of employers and a university partner connects curriculum priorities with real career opportunities, supported by a named school lead.

1 **INSPIRE**

Talks, panels, site visits and encounters that open up possibilities.

2 **CREATE**

Industry-set briefs, design reviews and feedback on real projects.

3 **PREPARE**

Mentoring, skills workshops, CV support and mock interviews.

4 **EXPERIENCE**

Work placements, internships and sustained time in workplaces.





The school's sponsor engagement lead co-ordinates commitments, projects and quality. The employer/university sponsor board reviews relevance and progression.

06 / SPECIALISMS

Technical pathways built around local opportunity.

Engineering and health illustrate how subject knowledge can be brought to life through industry-standard equipment, authentic projects and sector partnerships.



ENGINEERING

Make, design, test

- Engineering/DT technical awards and applied maths.
- CAD, machining, digital manufacturing, robotics.
- Employer briefs: prototype, present, improve.



HEALTH

Care, diagnose, collaborate

- Health sector knowledge and professional practice.
- Clinical simulation: patient care, equipment, teamworking.
- Employer briefs rooted in local health needs.

Specific qualifications, facilities and projects are co-designed with each participating school and its local partners.

07 / CULTURE & INCLUSION

Ambitious by design. Inclusive in practice.

A UTC Sleeve is a mainstream, challenging technical pathway—not a route for exclusion or lowered expectations.

50%+

Initial ambition for the share of pupils taking a specialist pathway, moving towards two-thirds where appropriate.



Rigorous curriculum

Technical options are challenging, applied and academically credible.

Fair access

Students with SEND and from disadvantaged backgrounds are supported to thrive.

Clear safeguards

A charter, sponsor oversight and external quality assurance protect the purpose.

Evidence of success

Review attainment, attendance, student voice, destinations and participation.

08 / LOCAL BENEFIT

A community asset, not just a school pathway.

A UTC Sleeve's specialist facilities and partnerships can support the wider education and skills system across an area.



01

PRIMARY SCHOOLS

Inspiring visits, hands-on STEM activities and early career awareness.

02

NEIGHBOURING SECONDARIES

Access to masterclasses, employer projects and specialist facilities.

03

EMPLOYERS & UNIVERSITIES

A place to collaborate on curriculum, placements and local talent needs.

04

LOCAL AUTHORITIES

A practical way to connect school choices with place-based economic priorities.

09 / THE LEARNING ENVIRONMENT

Spaces that make careers feel real.

Industry-standard environments help young people develop confidence, technical fluency and the professional expectations of a workplace.

ENGINEERING WORKSHOP



Existing teaching space



Purpose-designed specialist space

HEALTH / CLINICAL SIMULATION



Conventional classroom



Authentic care environments

Typical equipment includes CAD tools, digital labs, machining and robotics, or simulation beds and clinical teaching equipment. Scope depends on local priorities and existing facilities.

10 / THE INVESTMENT CASE

A practical route to expanding technical education.

The model upgrades and equips part of an existing school rather than constructing a standalone new school. Funding packages can draw on local partners.

ILLUSTRATIVE ONE-OFF INVESTMENT PER SLEEVE

£2.5m

Example capital and start-up requirement



Capital works	**£1.90m**
Specialist equipment	**£0.45m**
Start-up / launch	**£0.15m**

Indicative ongoing cost **£100k / year**

Illustrative figures from the Baker Dearing March 2026 value-for-money model. Final investment and running costs will depend on the school site, agreed specialisms and partner contributions.

11 / SOCIAL AND ECONOMIC VALUE

The return is measured in opportunities, not just pounds.

The ambition is better student destinations and a stronger local skills pipeline. A scenario model illustrates the potential wider economic benefit.

£4.9m

Illustrative ten-year economic benefit per Sleeve

Where the model expects economic value

£3.6m	Reducing NEET outcomes
£0.8m	Increasing higher-level apprenticeship starts
£0.5m	Supporting technical progression



Starting with Barrow

The first UTC Sleeve model draws on a mainstream school setting and engineering and health specialisms.

Modelled scenario from Baker Dearing's March 2026 analysis, not realised impact or a guaranteed return. Assumes improved destination rates over ten years; ongoing costs must also be considered.

12 / FROM CONCEPT TO DELIVERY

A supported implementation, not a standing start.

Baker Dearing brings experience from the UTC network, and helps schools translate the model into a practical local plan.

1

PLAN

Identify sectors, students, local priorities and the school's capacity.

2

CO-DESIGN

Bring employers and universities into curriculum, projects and governance.

3

EQUIP

Specify spaces, equipment, staffing and specialist CPD.

4

LAUNCH

Communicate the offer, recruit students and deliver projects.

5

IMPROVE

Review quality, student outcomes, sponsor delivery and destinations.

School leadership + Employer/university board + Baker Dearing support

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13 / PARTNER WITH BAKER DEARING

Make technical education a local advantage.

Baker Dearing's network of 44 UTCs and 15 years of delivery experience can help schools launch confidently, connect with employers and maintain a clear focus on quality and destinations.

Explore a UTC Sleeve for your school, trust or area.