



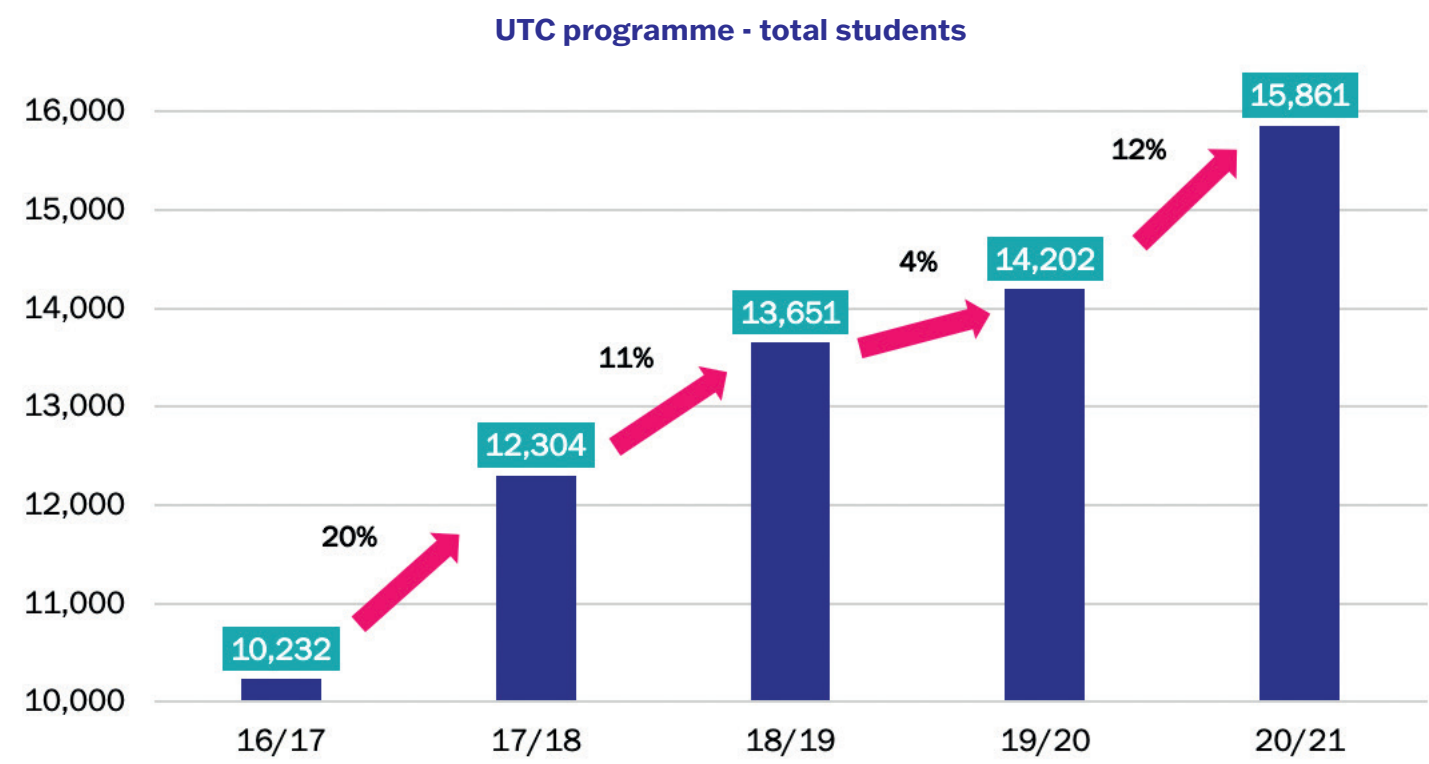
# UTC student recruitment guide

**Baker Dearing**  
Educational Trust

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# Introduction

This guide has been produced by Baker Dearing, with input from UTC professionals and student recruitment and marketing experts. It brings together the collective insight which, after ten years, helped students on roll across the UTC programme increase to just under 16,000, a rise of 12% over the previous year, in September 2020.



As with any approach to marketing, both internal and external factors play a role in success. Internal factors are activities within a UTC’s control, and this guide highlights 15 which are used across the network and successful UTCs highlight as having the biggest impact. At the end of this guide an analysis of the external factors which influence a UTC’s student recruitment is also provided.



# Internal factors – activities

## 1 Effective Local Authority letter

Local Authorities have a statutory obligation to write to parents in their locality notifying them of any schools within a reasonable travelling distance which recruit at Year 9/10. This is usually sent at the start of the academic year to articulate schooling options for the following year. Feedback from UTCs is that a positive Local Authority letter is the single most effective recruitment tool for Key Stage 4 recruitment.

**“A survey of the students we currently have on roll at UTC Leeds told us that 99% of them came to us from the Local Authority letters. It has a huge impact on our recruitment and we are now, for the first time, oversubscribed.”**

Gemma, UTC Leeds

Doncaster UTC opened in September 2020 with the highest student numbers for a newly opened UTC in the history of the programme. It similarly attributes the majority of this success to a constructive Local Authority letter.

Conversely, on balance those UTCs where the letter sent by Local Authorities used unhelpful or inaccurate language have found it harder to recruit at Key Stage 4. Baker Dearing has taken this evidence to the Department for Education, which is undertaking a review and gathering examples of cases where Local Authorities are non-compliant.

Where possible, we encourage UTCs to try to build a positive relationship with their Local Authority. Some UTCs have had success contacting the team at their local council(s) and offering to collaborate on the letter. Examples of a variety of types of letter, both helpful and otherwise, are available in the shared UTC marketing drive for reference.

The Local Authority letter is most effective when it signposts an open event in the autumn term. It would be reasonable for this information to be included explicitly in the letter, or via a link to the UTC’s website.

**Think about: sponsored Facebook/Instagram posts in those postcode areas where the letter is sent out, to join the dots with the council message.**



## Regular and noteworthy events

State-of-the-art facilities and industry-standard equipment at UTCs make clear that UTCs provide a unique learning environment. Combined with meeting UTC sponsors and the key staff personalities, open events are a vital recruitment tool to get young people excited about a different style of education and to reassure parents they're making the right decision to move schools. Having employer and university sponsors visible at these events is key to selling the UTC concept and evidencing claims of industry-led learning opportunities. Similarly, student voice has a big impact. Current students or alumni, whether live or pre-recorded, are often a UTC's best advocates. Their experience comes with greater authenticity.

***“Showing off our amazing facilities will always be our best marketing tactic and gives us a chance to sell in person.”***

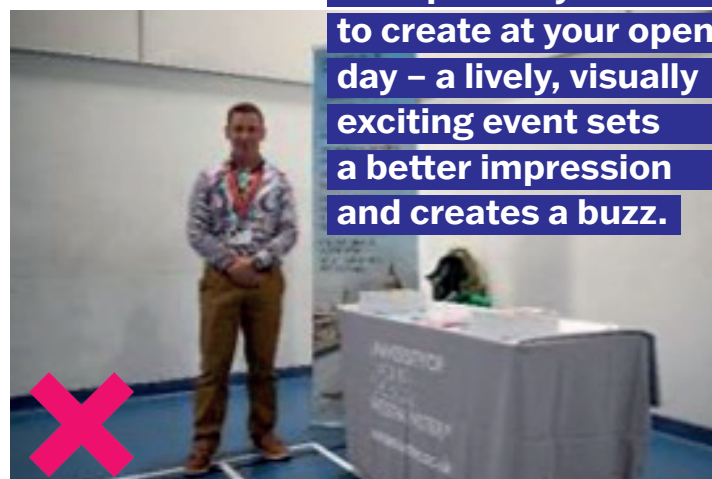
Dan, Southbank UTC



***“In all of the open evenings I've seen, it's articulate, confident students that people always remember!”***

Fiona, Wordscape, marketing consultant

**Think about what atmosphere you want to create at your open day – a lively, visually exciting event sets a better impression and creates a buzz.**



During the pandemic, when it's not always possible to showcase buildings, most UTCs have hosted successful virtual open evenings and online tours or films of their facilities, to give parents and prospective students an insight to the UTC from a distance. Instead of one or two big in-person open days, experience shows that virtual events held more frequently, due to the nature of online interactions requiring immediate access to information, are more effective. It is also good practice to record virtual events so that they can be made available 'on demand' between live events via the UTC website or YouTube channel and edited snippets can be used as secondary content on social media.

Baker Dearing has supported many UTCs with their virtual events since spring 2020. Common virtual platforms such as Zoom, YouTube and Facebook livestreams can be used for a variety of event formats: information evenings, interactive Q&A sessions, subject specialist taster sessions, 'Meet the Principal' small group chats, and 'keep warm' activities such as quizzes or workshops. Experience shows that the 'buy-in' of the senior team and curriculum directors as well as students and employer/university sponsors can make or break the delivery of appealing content, and the most engaging events had a really confident on-screen host to help manage the contributors.

UTC Norfolk, for example, had good success planning a joined up experience, directing prospects to an online information evening from its social media, using QR codes during the virtual event to guide attendees to sign up for a follow-up tour a few days later, and from there guiding interested parties to complete their application. The user journey had a clear call to action at each stage guiding them on to the next step. After an event, it is good practice to follow up with both attendees and absentees to make it as easy as possible for them to convert that interest into an application and make sure that nobody falls by the wayside.

***“Good admissions software transformed recruitment for WMG Academy Trust. It allowed us to set up robust processes, track applications and keep in touch with prospects and applicants, with everything being recorded in one central location.”***

Calista, WMG Academy

**Think about: using a prospect management system to help you get a really clear idea of which prospects are in the system, and help you monitor what stage they are at. Make sure your application process is seamless and easy to follow – have you tried it yourself?**





### 3

## Showcase sponsor engagement

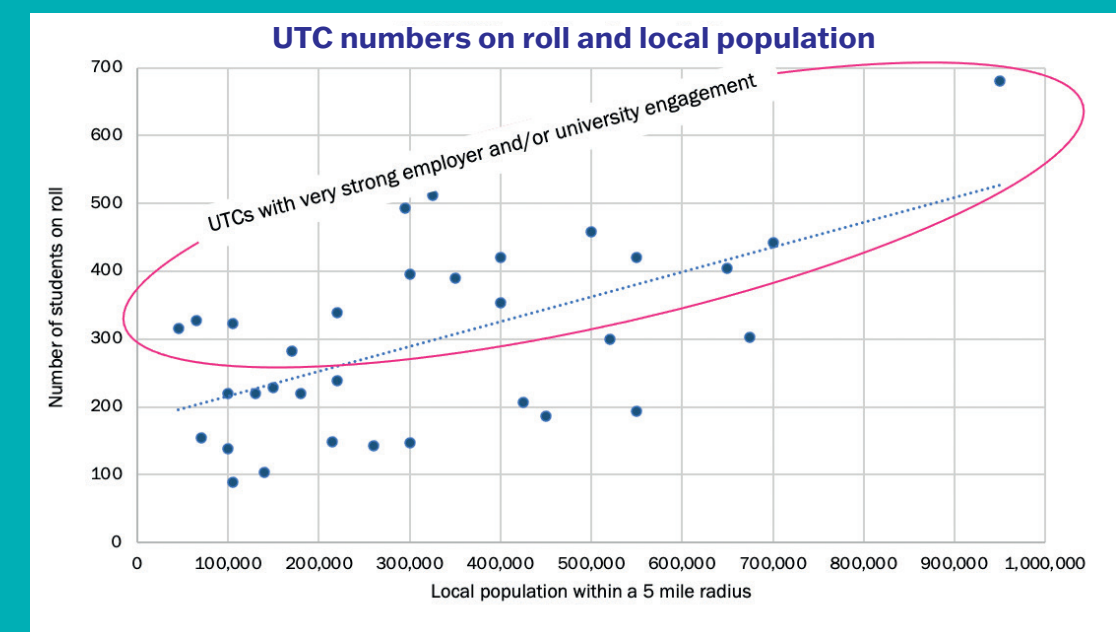
This is a UTC's unique selling point!

As the impact of lockdown is felt across the wider economy and students digest the examinations alterations, more young people are looking for an education which prioritises the skills and aptitudes they will need in their future careers.

**A recent survey from Edge Foundation found that 76% of 14-19 year olds (and 76% of parents) want their education to be relevant, focused on giving them the tools and skills they will need in their career.<sup>1</sup>**

UTCs, through their employer and university sponsors, industry connections, project-based learning and state-of-the-art facilities, are uniquely placed to deliver this employability-focused education.

Analysis from Baker Dearing shows that UTCs with strong employer and university engagement (see Baker Dearing's guide to "Effective UTC sponsor engagement") outperform in terms of student recruitment when compared with the size of their local population.





## 4

## Community outreach

Word of mouth is a powerful force, whether positive or negative. As new schools with an atypical age of transfer, UTCs are often seen as disruptors in the local educational landscape and, as such, may be the target of misinformation. Local schools, sadly, don't want to lose their good students, so it is vital young people hear the real story and are given impartial information about a UTC's offer.

The Baker Clause – named after founder of UTCs and Chairman of Baker Dearing, Lord Baker – is a piece of legislation in the Technical Education Act and statutory guidance. It places a responsibility on all schools to give technical education providers (such as UTCs) direct access to all pupils in Year 8 to Year 13, for the purpose of informing them about approved technical education options. This means it is law that schools have a responsibility to allow UTCs to talk to pupils about their offer, if asked. In reality, many UTCs have found it hard to gain this access. UTC South Durham, for example, has shared guidance on its Provider Access Process and this is available in Baker Dearing's shared UTC marketing drive. It is worth noting that some UTCs have had greater success arranging this access via the school's careers lead, who should be providing impartial information, advice and guidance.

The January 2021 FE White Paper has added additional support for the Baker Clause, promising tougher formal action against non-compliance.

In addition to going into local schools, some UTCs have found creative ways to bring the local community in to the UTC. Misinformation thrives when a UTC's offer is relatively unknown so the more contact the public has with a UTC, the easier it will be to dispel misrepresentation. A UTC might offer its building as a venue for local events, or host something that will benefit other schools such as a workshop or employer talk.

In places where local reputation has been an issue for UTCs, a myth-busting campaign has proved useful in changing the narrative, alongside strategies to spread positive word-of-mouth, such as setting up a parent Facebook group or encouraging parents to leave Google reviews.

***“At the start of the 2019-20 academic year I chose 22 target schools in and around Lincoln, and instead of contacting the Principal (as we had done previously without success) I emailed the careers lead asking for an opportunity to visit. We managed to host assemblies or attend careers fairs in every single school on my list.”***

Ellie, Lincoln UTC

***“We introduced a secure password-protected portal just for applicants and their parents. It makes them feel part of something, even before they officially join.”***

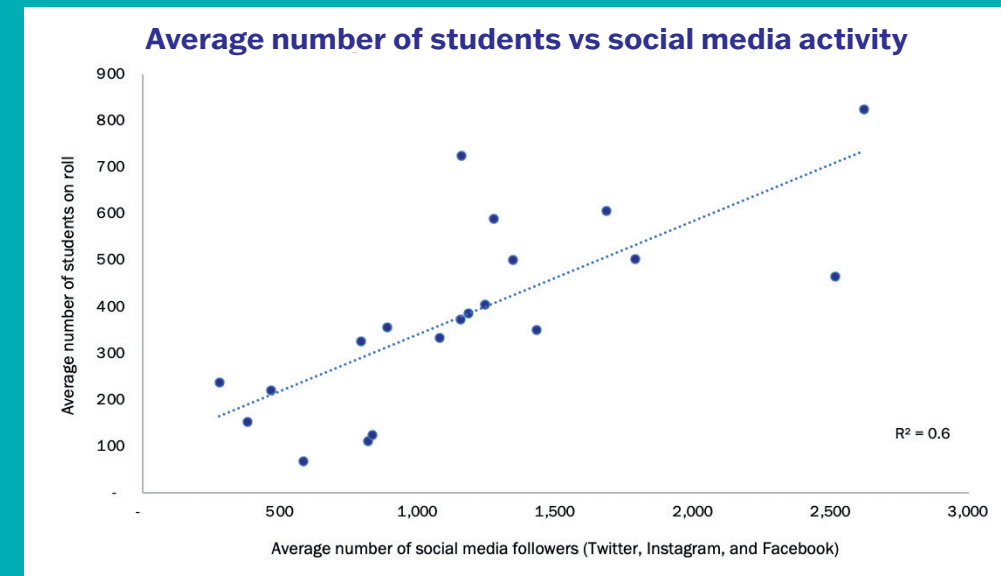
Calista, WMG Academy

**Think about: launching a referrals campaign to encourage your applicants or existing students to bring a friend; reaching out to primary schools to engage your student recruitment pipeline.**

## 5

## Active online presence and engaging content

Building an online presence takes time, but it is important. Baker Dearing analysis shows a clear correlation between number of students on roll and how many social media followers a UTC has.



***“Top tip: aim to post engaging content at least once daily on every social platform – consistency is key.”***

Ellie, Lincoln UTC

Building up a social media presence requires constant activity and engaging content. Social media works on algorithms, so the more people interact with an account, the more they will see that account's content; it's no use just posting when there is a 'big story' to tell, and letting the accounts go quiet in the meantime. If engagement is not built up across social media activity, then people are far less likely to see content when those accounts do post – unless UTCs pay to boost the post. It is much easier to come up with an ongoing schedule of content, focusing on key messages throughout the year, than trying to start from scratch when needed. In UTC-land there are always constants to post about, like destinations and alumni stories, alongside more seasonal and event-led content. A template content calendar is available in Baker Dearing's shared UTC marketing drive.

Effective social media users tailor content to the audience on the platforms they are using.

As a rule of thumb:

- **Instagram** – students
- **Facebook** – parents, especially mums
- **Twitter** – industry partners, organisations, local MPs, potential teacher recruitment
- **LinkedIn** – industry partners, alumni, potential teacher recruitment

Good quality content is a blend between curated content (sharing posts about the sector from other pages/individuals) and bespoke content about the UTC. In addition, paid advertising campaigns can help to reach people who have not heard of the UTC or aren't already followers. The audiences listed above can be used to target buyer personas, to test and refine. Campaigns should have a clear call to action, such as registering for a particular event. This is a really useful tool for driving sign-ups for open evenings, as it predominantly taps into an audience of new users, introducing the UTC to them.

**Think about: encouraging user generated content by setting competitions for your students and maximising Instagram-worthy moments they will want to share.**



## 6 Ensure clear and consistent messaging

One rule of marketing is consumers have to see something three times before they act on it. This is why brand recognition is important – in order for this to work, a UTC's branding and messaging must tie in across all its communications.

***“Getting your UTC's unique message right is crucial – and that's not as easy as it sounds. It's not just about working out what you are, but also what you're not. Once we had identified what we were not, the message became clear. We even include a section in our open day presentations about 'what we are not'!”***

Calista, WMG Academy

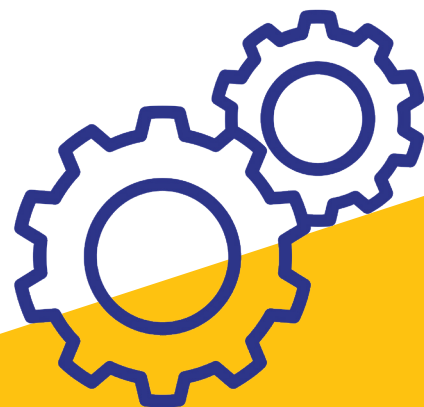
Messaging should be used consistently across social media platforms, website, prospectus and any other collateral. It's imperative to regularly assess the following:

- **Is messaging clear and consistent?**
- **Does it reflect your UTC's brand?**
- **Does it demonstrate credibility?**
- **Does it persuade?**
- **Does it have a clear call to action?**

If the answer to any of these questions is 'no', then it's time to look again at the USPs. Key messaging pinpoints WHY students should study at your UTC. Why study the specialism you offer? Why study it in your location (evidence the need locally)? Why study it at the UTC rather than one of your competitors? Baker Dearing has prepared 12 key messages on the UTC programme in general which may help inform some of your own – see the key messaging section of the shared UTC marketing drive. Just remember to link these back to your local context!

In a virtual world where families can't come in to experience the UTC first hand, a website plays a bigger role. Think of it as a recruitment tool and not just an information portal for existing students and parents. Look objectively at your homepage. Does it say what you do? What impression does it give? What imagery are you using? Does it look exciting and reflect the forward-thinking careers of the future that your prospective applicants are looking for?

And finally, bring this back to the user journey. How do you link your social media accounts and your website? How will you convert visitors to applicants? If they interact with you (on any platform), are you responsive and helpful? Does someone answer when they phone the UTC switchboard? Is the application form easy to complete without technical glitches? It may sound simple, but these things all give an impression and come together to form your potential applicant's opinion.



**Think about: investing in a website revamp if it's not doing its job as a recruitment tool; getting a focus group of students together to tell you what's good – and suggest things you can improve.**





## 7 Taking a personal approach

UTCs are smaller than typical mainstream schools. This appeals to many young people. However, a more personalised approach to education needs to start with the recruitment process. One tip from a UTC marketing lead is to set up a central document for each applicant so that any staff member can jot down nuggets of information from conversations/phone calls/interviews with the applicant. These details can then be dropped into any later communications such as offer letters, to personalise the process and make applicants feel like you really took the trouble to remember them.

It is vital that 'keep warm' activities for prospective students are continued throughout the application process, right until applicants join the UTC in September. This might be through a programme of taster sessions to get to know teachers and classmates, or by setting challenges and projects for applicants to try at home. Many UTCs send Christmas, birthday, and other celebratory cards to applicants ahead of joining the UTC and some, such as Global Academy, even put together care packages with treats, a branded water bottle and employer giveaways. A few UTCs have started sending out a golden ticket when they make offers, so that applicants feel extra special and to help them get excited about the prospect of joining the UTC. A great way to build on this is to encourage them to share a photo with their golden ticket to social media at the same time!

***“One of the biggest differences to our student numbers this year was the personal approach taken by our Principal, who called every external applicant for a one-to-one conversation. He also met with all internal applicants. Feedback was overwhelmingly positive with applicants saying they really appreciated the personal attention from the Principal.”***

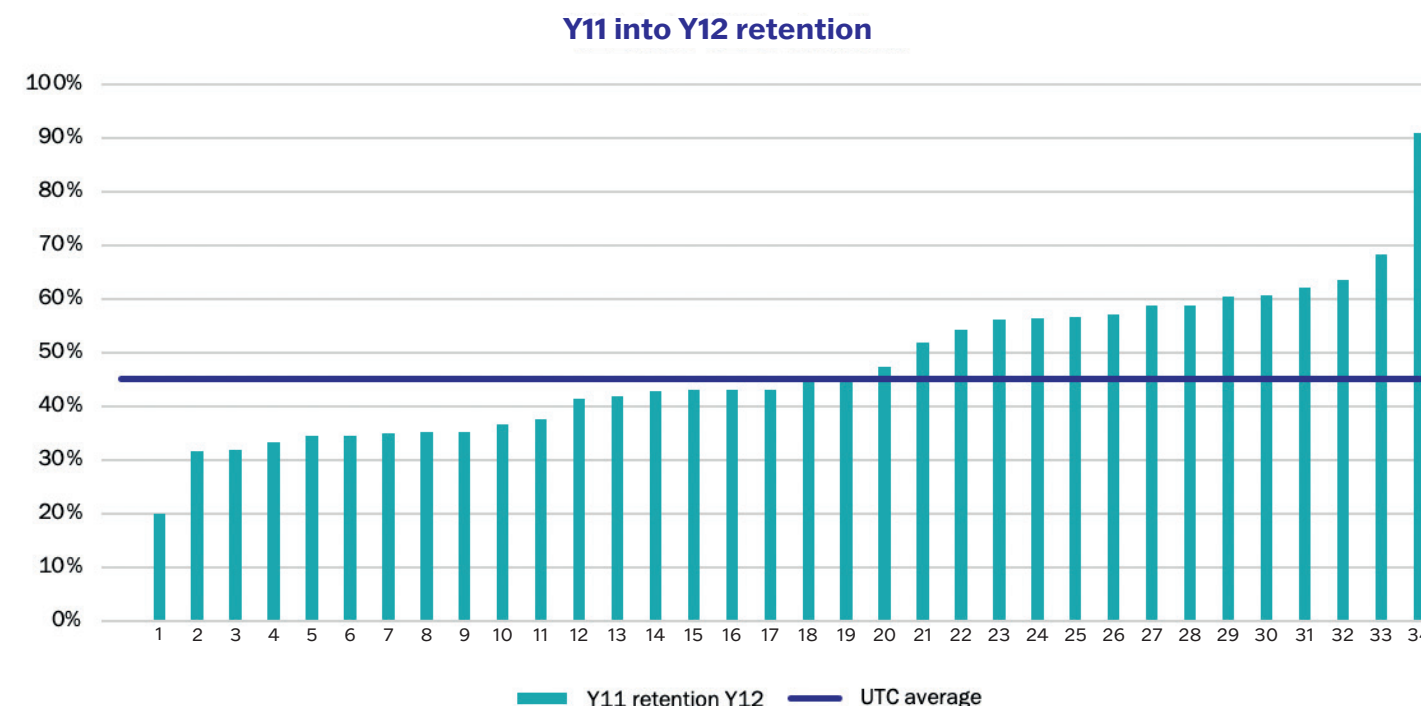
Catherine, UTC South Durham

Taking a personal approach to give applicants individual attention may be time consuming, but experience from around the programme tells us that it can be very effective in converting applicants to numbers on roll in September.

**Think about: helping your applicants know what to expect at the UTC with student experience testimonials about what it's really like to study there. You might run a 'meet the students' event where they can ask all their questions and hear from people like them. Let your students be honest and use their own words.**

## 8 Year 11 retention

In some ways, the easiest recruits into a UTC's sixth form are the current Year 11s, who have already tried out the facilities, got to know the staff and have had a brilliant experience in their first two years. However, it is easy to overlook them when the marketing activity is solely focused on recruiting external applicants. For example, an allocation of a UTC's marketing spend and time should be devoted to internal recruitment activities. This is often overlooked. Again, the personal touch makes all the difference in keeping them connected and involved in the continuing UTC experience.



***“Internal marketing to current Year 11s is a crucial part of our plan. We campaign to them with events, chances to meet past students, posters around the building, designed brochures and booklets. They are potential advocates who can spread the word – if our current students tell people they are staying on this encourages others to look.”***

Lyndsay, Liverpool Life Sciences UTC



**Think about: a 'keep warm' activity targeted specifically at your Year 11s – perhaps where they can hear from current sixth form students about how the UTC experience is different in the upper years.**



## Recognise marketing is an investment

Every business in the world has a portion of its income set aside for marketing. Many businesses spend up to 20% on marketing and promotion. During the pre-opening and post-opening period for a UTC, often the Principal and senior leaders dedicate a significant amount of their time to promoting the UTC offer. Thus, they are substituting the cash cost of marketing for their time involved in these activities. As a UTC grows, and by association its income increases, even more time and money should be spent on marketing initiative to keep the investment in marketing in line with higher income. In practice, many UTCs find the resources for marketing – leadership time and money – even harder to come by.

Feedback from UTC marketing professionals is that you get out what you put in, and marketing and recruitment activities should be seen as an investment, not a cost. Every extra student through the door brings an additional £5k+ of income so, if an activity brings in even a handful more applicants, it represents a good return on investment.

John Wanamaker is famous for saying “**Half the money I spend on advertising is wasted; the trouble is I don’t know which half**”. It is important to use the analytics available for different types of activity and survey applicants in order to make informed choices about where to allocate budget. However, the cumulative nature of impressions on a consumer means that it can be tricky to track which activities indirectly contribute to success, so variety is still needed in the marketing mix.

**Think about: measuring an activity’s cost not only by the budget allocation, but also the time investment required. Time is money too!**

### My top three tips for student recruitment:

1. **Ensure you know what your top three marketing strategies are – not the ones you think they are but evidence of your actual top three strategies**

**When you know those top three strategies ensure you reflect % of budget spend against them. This has been really impactful for us this year**

2. **It is a long term game but invest time in your primary schools now! We are seeing students apply to come to UTC as they came to the UTC in primary school and have never forgotten about us.”**

**Catherine, UTC South Durham**

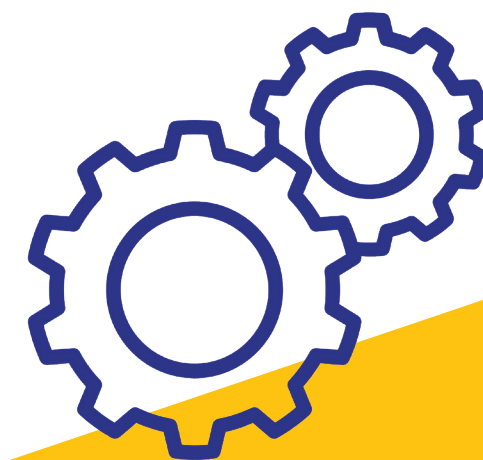
## Employ a dedicated person

Feedback from UTC marketing professionals highlights that good marketing takes time and attention, as well as budget. Experience shows that multiple activities and strategies are necessary for successful recruitment. A combination of most, or all, will likely have the biggest effect – but that takes time and attention from a dedicated individual to deliver.

**“Marketing a UTC can be challenging and it definitely requires an investment of time and money. At Lincoln UTC I’m lucky that our Principal is very supportive, and my full-time role as Marketing & Communications Officer and budget reflect that. Although advertorial, social media ads, digital billboards, leaflets drop, radio ads etc. are still part of our strategy, sometimes the best recruitment tools are actually free, other than the investment of my time.”**

**Ellie, Lincoln UTC**

We have noticed that, for many of our contacts across the programme, marketing is a small part of their role. Their responsibilities might include reception, Principal’s PA, Vice Principal, teaching, employer engagement or admissions – alongside marketing and recruitment. Observations from UTC marketing professionals suggests that this grouping together of responsibilities could prove to be a false economy. When attention is spread thin juggling multiple roles, it is challenging to keep on top of marketing and recruitment activities and we see this impact on the recruitment figures. The UTCs which recruit best are those where there is a marketing professional (or someone for whom this is their main focus) to do the required heavy lifting. A really good 0.5 FTW will quickly pay for themselves if their activity brings in an extra five students.



**Think about: teaming up with other local UTCs to share the costs of a dedicated marketing professional; recognise what you don’t know and call on external expertise where you need it.**





## 11 Leverage the UTC network effect

There are almost 50 UTCs open across England, each spreading the UTC word. Positioning an individual UTC's brand as part of a larger national programme adds credibility to the offer. A UTC may be relatively new to its local area, but there are other UTCs across the country and strength in numbers helps to de-risk the proposition for prospective students and parents.

Associating the individual UTC with this national brand creates a network effect which is bigger than the sum of its parts. Baker Dearing regularly produces resources centrally to support content creation and launches coordinated campaigns with national reach. UTCs can tap into this network effect by making use of these resources in their own communications, as well as producing content to tie into national campaigns, and sharing each other's content where appropriate.

In addition, Baker Dearing is well placed to share positive news stories with influencers and policy makers such as ministers at the Department for Education and include case studies from individual UTCs in our national

communications. In order to make the most of these opportunities, it's important for UTCs to keep us informed of good news stories and work with us to source case studies. We can only do this if we are kept informed of good news stories by individual UTCs. Raising awareness of University Technical Colleges is in all our interests and this is most effective when we work together.



**Think about: linking in with Baker Dearing's social channels – tag us in your posts (@UTCcolleges). Do your communications demonstrate that you are part of a national programme? If your name doesn't make it clear you're a UTC, make sure you reference that clearly on website, key messaging etc. as well as social channels.**



## 12 Know where recruitment expertise lies

Many secondary schools take a passive approach to recruiting students. As such, very little expertise exists in the mainstream school world.

Similarly, many external marketing experts are unlikely to have experience working within the education sector, and particularly recruiting into schools, and if they have they may be used to working with much bigger marketing budgets.

It is important to make sure that any additional support you call on understands the unique UTC context, and for that reason it can be tricky to find suitable support externally. There is now a wealth of experience across the UTC network and a small number of agencies who have been supporting UTCs long enough to understand the context and provide useful capacity and experienced advice.



Connecting with colleagues at other UTCs through Baker Dearing's UTC marketing network provides an opportunity to share ideas and support, as well as asking for recommendations and advice. It is likely that in the ten years the UTC programme has been running, one of the other UTCs will have had similar experiences! Baker Dearing has built up a resource bank to which we are constantly adding, with targeted training on activities, from Facebook advertising and Google AdWords through to writing a marketing strategy and content calendar. If in doubt, reach out to us and we can point you towards appropriate resources or contacts.

***“Having a network of UTC marketing leads means you can share ideas and make use of the ones that you think might work for you. There is no magic solution – no ‘one size fits all’ – but listening to others’ experiences might just spark that idea for your next campaign.”***

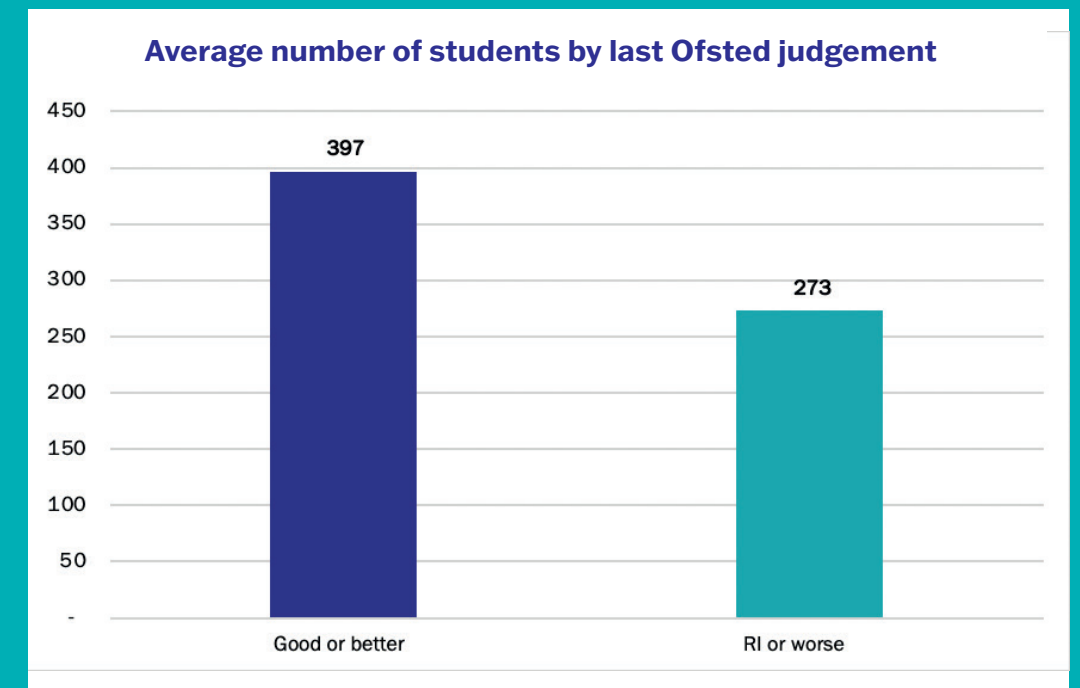
Calista, WMG Academy

**Think about: joining the UTC Marketing WhatsApp group and attend monthly zoom network meetings to catch up with fellow UTC marketers.**

## 13 Build a strong track record

Unsurprisingly, analysis from Baker Dearing shows that there is a positive correlation between the number of students a UTC has on roll and its latest Ofsted Judgement. Indeed, the difference to a UTC between a ‘Good’ or better Ofsted judgement and a ‘Requires Improvement’ judgement is over 100 pupils on average. A good educational track record is vital for student recruitment.

However, this analysis also shows that strong sponsor, university or employer, engagement can be an equally important factor: as far as student recruitment is concerned, it is preferable to have strong sponsor engagement and an RI Ofsted judgement, over a ‘Good’ Ofsted judgement and ‘lukewarm’ sponsor engagement.





# 14 Know your data

Whilst the yearly recruitment cycle differs for many UTCs, often a function of the timing of the Local Authority letter, comparing student recruitment metrics with others across the programme can be a valuable exercise. For the past five years, Baker Dearing has tracked KS4 and KS5 applications by UTC across the network at regular intervals throughout the academic year. The headline data is shown below. This provides a useful comparison to monitor progress, and assess conversion rates. More information is available on request.

UTC aggregate recruitment compared with previous cycles

	Y9/10	Recruitment cycle				4 year av.	Current cycle	19/20 chg vs 3 year av.
	Date	2016/17	2017/18	2018/19	2019/20			
Applications per UTC	Nov	43	86	71	65	66	74	12%
	Jan	61	97	85	85	82	92	12%
	Mar	77	116	93	107	98		
	May	112	124	101	111	112		
	Jun	119	130	114	112	119		
NOR	Sep	85	81	90	74	82		
Conversion rate		71%	63%	78%	66%	69%		

	Y12	Recruitment cycle				4 year av.	Current cycle	19/20 chg vs 3 year av.
	Date	2016/17	2017/18	2018/19	2019/20			
Applications per UTC	Nov	29	38	29	32	32	51	60%
	Jan	69	67	66	70	68	102	49%
	Mar	94	96	86	99	94		
	May	107	99	92	101	100		
	Jun	115	101	109	105	108		
NOR	Sep	68	66	73	84	73		
Conversion rate		60%	65%	67%	80%	68%		

It’s also useful to frame this data in the context of both the UTC programme and national statistics. Baker Dearing collects data from across the programme and provides regular analysis of individual and programme trends including comparing current data sets to previous years. Reports include data on destinations, exam results and student recruitment. UTCs are able to use this data to see how they are doing in comparison to the rest of the programme and help inform future activity.

Think about: using student and alumni case studies or parent testimonials alongside headline statistics in promotions to bring colour to the data and help focus the narrative on positive student experiences.

# 15 Adapt and add specialisms

The pandemic has changed the jobs market, highlighting the need for trained healthcare professionals and placing greater importance on digital skills and developments for the remote working ‘new normal’. UTCs need to adapt – not only will relationships with industry partners likely be affected by the extended pandemic restrictions, but public interest has shifted, bringing healthcare and digital to the fore. We already see a higher percentage of girls interested in health and creative media specialisms than traditional engineering or construction routes, and the new emphasis on health in the public eye has prompted some UTCs to consider adding or changing specialism in order to broaden their appeal. A programme of support for those considering a specialism change has been developed by Baker Dearing and is available on request.

Specialism*	Number of UTCs	Average students on roll	% Girls
Health	8	324	52%
Engineering	35	336	22%
Digital	16	365	32%
Construction	6	224	26%
Creative Media	5	417	55%
Average/total**	47	331	31%

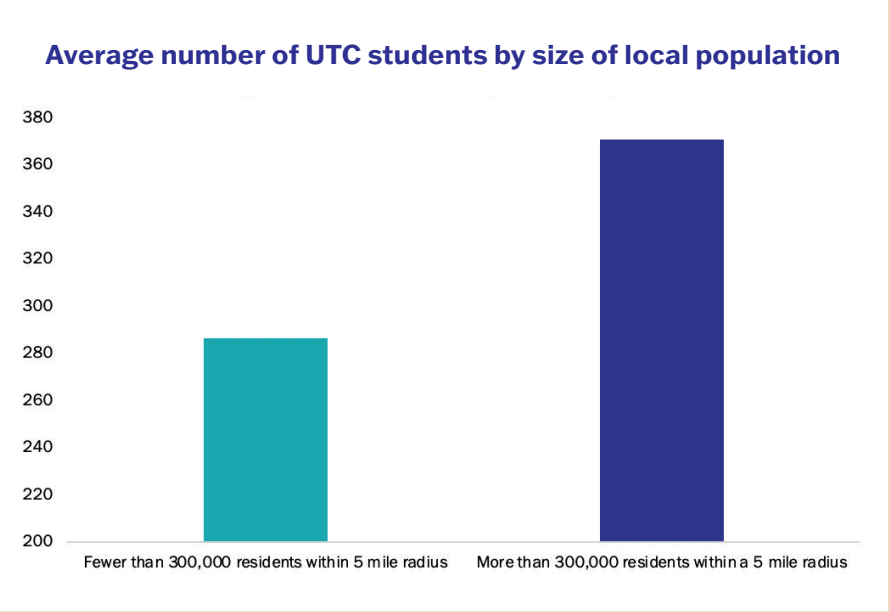
\* Most UTCs have more than one specialism and are counted twice in the categories above.  
 \*\* Excludes Doncaster UTC, which opened in September 2020

Think about: what motivates any potential specialism change? Can you evidence the need locally, and are you able to deliver a quality learning experience? Adding a specialism is more than just teaching an extra qualification.



# External factors

We have observed two main trends which are outside a UTC’s control, but are nevertheless factors which dictate a UTC’s success with recruitment: location and time.

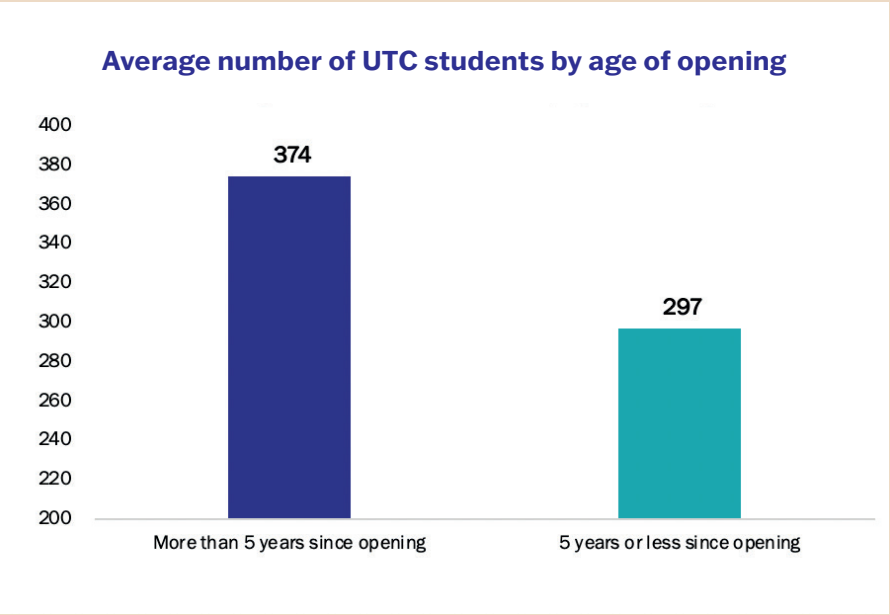


## 1. Location

The location of the UTC is a determining factor in its student recruitment success or otherwise. UTCs in areas with a larger population (more than 300,000 residents) within a five-mile radius typically recruit a higher number of students than those with fewer than 300,000, on average. However, the exceptions to this rule are generally those UTCs with highly authentic and unique employer engagement. Students will travel if the offer is right.

## 2. Time

Building a reputation in education takes time. This has been the experience across the UTC programme, and it is no coincidence that the two UTCs with the highest number of students on roll are also the two oldest. In general, UTCs with less than a five-year track record have 20% fewer students than those UTCs which have more than a five-year track record.





# Notes

- This guide highlights factors which have had an effect on recruitment in multiple UTCs. Recruitment patterns in any one UTC will depend on local factors such as inner city vs rural, local competitors etc. and will vary by individual context.
- Insight has been gathered through dialogue with marketing leads in network meetings between March 2020 and February 2021.
- Data included in this guide was reported by UTCs, with analysis produced by Baker Dearing.
- For supplementary information and support, contact Rosalind Kipps - Events and Communications Manager ([rkipps@utcolleges.org](mailto:rkipps@utcolleges.org)).

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