

1. Introduction

The UTC Charter seeks to define the unique character and educational contribution of UTCs. It is presented as a practical guide to meeting Baker Dearing’s expectations under its Licence.

Compliance with the Charter ensures that the UTC curriculum will provide an appropriate blend of academic and technical learning in each Key Stage. The curriculum will build the vital employability skills, personal values and professional behaviours required by UTC leavers for rapid progression into their target technical sector. Pupils’ learning in all UTCs will be enriched and stretched by regular exposure to the work of target sector companies and the partner university.

The overall quality of a UTC education is evidenced by the ambitious progression and destinations secured by its leavers. In addition, it is expected that all UTCs should be at least ‘Good’ by Ofsted standards and a work towards the ambition of being a school of first choice in its region.

2. Essential characteristics of the UTC curriculum

***Aim:** UTCs have unique character and educational contribution. Their aim is to invest in young people’s enthusiasm and aptitude for the UTC specialism, and in doing so accelerate their progression to a career in a technical field. Such progression will feed the talent pipeline into UTCs’ target sectors.*

In serving this common aim UTCs have curricula which share distinctive elements. These distinctive UTC elements are **secure** (protected by governance), **observable** (monitored jointly by governance, executive and the Baker Dearing Trustees) and show **impact** (demonstrated by executive and reviewed by governance and the Baker Dearing Trustees).

Although this document focusses on the UTC-ness of the curriculum offer, UTCs are expected to offer the curriculum outlined in their funding agreement.

The distinctive UTC curriculum will:

2.1. Provide a balanced curriculum which remains as broad as possible whilst meeting, in an age-appropriate manner, its over-arching technical intent. Programmes of study will demonstrate high academic and technical ambition for all pupils. A mastery of mathematics, English language and digital skills are central to curriculum intent. In particular the curriculum will, at the earliest stage, secure those levels of literacy and numerical fluency essential to excel in Level 2 and subsequently Level 3 and higher studies.

2.2. Equip pupils with the knowledge and cultural capital they need to succeed in life. In the national curriculum¹ this is described as ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’. The UTC curriculum will ensure such cultural capital includes familiarity with the most significant applications of the ‘best that has been thought’ in

¹ Secns 3.1, 3.2 National Curriculum in England: framework for key stages 1 to 4. DfE 2014

the fields of science, engineering, digital and the arts. Furthermore, the UTC curriculum will build pupils' understanding of the significant global challenges that frame the lives of educated citizens.

2.3. Invest in and develop the interests and aptitudes of pupils in the STEM disciplines by implementing a curriculum balance which:

- **At KS3:** allocates at least **50%** of teaching time to the STEM suite of subjects, which includes maths, science, design technology, computing and digital skills.
- **At KS4:** allocates at least **40%** of curriculum time to technical learning and its application
- **At KS5:** allocates at least **60%** of curriculum time to technical learning and its application*

*Where a UTC offers a curriculum pathway at KS5 which comprises solely A Level qualifications then those A Levels must support a study programme for which the core aim is progression on a pathway consistent with the UTC's technical specialisms, and in so doing meet the needs of the related specialist sectors. Furthermore, the pupil's overall study programme should meet all other elements prescribed within the Charter for the distinctive UTC curriculum (2.1-2.10).

2.4. Accelerate the development of technical knowledge and skills through training on, and regular access to specialist technical equipment.

2.5. Develop in all pupils those skills and attributes required for progression into a productive technical career, such as:

- curiosity and imagination
- enquiry and analysis
- problem-solving and resilience
- creativity and ingenuity
- self-management and organization
- teamwork and collaboration
- synthesis and presentation skills
- confidence with technology and digital skills
- emotional intelligence (i.e. the capacity to be aware of, control and express one's emotions, and to handle interpersonal relations judiciously and empathetically)

2.6. Build pupils' research and problem-solving abilities through the application of their growing knowledge base to contemporary problems in their chosen technical field, both through routine integration into the programme of study and discrete projects.

2.7. Provide all pupils with regular and meaningful opportunities to learn from partner employers and university through:

- exposure to the production, research and development underway in those organisations;
- relevant employer and university projects, which at KS4 and KS5 require pupils to apply and extend their technical knowledge;
- significant partner contribution to curriculum design, content and delivery.

2.8. Provide regular access to extra-curricular STEM and specialism-based activities, and frequent opportunities to participate in national research, design and development challenges.

2.9. Operate a longer timetable day than in most other mainstream schools which ensures pupils experience the full UTC curriculum.

2.10. Measure impact and overall quality of education in terms of the profile of high-level and ambitious destinations its young people secure from their respective starting points. Such ambition applies to all students in the UTC, including those with SEND and disadvantaged groups, and will be evident in the UTC's annual destinations profile.

3. Leadership and governance

3.1a. All single academy trusts which operate a UTC, or multi-academy trusts which operate only UTCs, should be incorporated under the DfE **Model Two** 'Articles of Association for use by University Technical Colleges'.

3.1b. All multi-academy trusts which contain one or more UTCs alongside other academies, should be incorporated under the DfE **Model Three** 'Articles of Association for use by mainstream multi-academy trusts with one or more university technical college'

3.2. All UTCs within a MAT have a dedicated Local Governing Body with delegated powers identified through a Scheme of Delegation. The Scheme of Delegation to a Local Governing Body of a UTC may only be amended following consultation with the CEO of Baker Dearing².

3.3. The trust board governing a single academy trust has a majority of its trustees nominated by the UTC's partner employers and university. In the case of a UTC within a multi-academy trust, its local governing body has a majority of its governors nominated by the UTC's partner employers and university.

3.4. The governing body of a UTC protects its unique character and educational contribution as defined by the licence and commits to the principles contained within the UTC Charter. In doing so it:

- ensures and contributes to regular review of curriculum intent.
- monitors the contribution of partner employers and university in implementing the curriculum.
- evaluates curriculum impact in terms of both the qualifications pupils achieve and the progression that they secure.

3.5. The destinations secured annually by pupils leaving a Key Stage are reviewed by the governing body and evaluated in terms of the strategic aims of the UTC. Such review informs subsequent curriculum planning and its findings are reported in the relevant governing body

² Para 137: DfE Model Three 'Articles of Association for use by mainstream multi-academy trusts with one or more university technical colleges

minutes. In particular, governors assess both the extent to which, at the end of KS4 and KS5, students progress to appropriately high-quality destinations.

3.6. Baker Dearing will be consulted ahead of the arrangements for the appointment of a new Principal (or Head of School) for the UTC, and in the assessment of candidates. Furthermore, Baker Dearing should be invited to provide an appropriately qualified representative to sit on the Principal appointment panel. Once appointed, the new Principal is expected to undertake a bespoke induction with the intention of improving their familiarity with the UTC programme; this will be designed by Baker Dearing's Director of Education, in partnership with the new Principal/Head of School and the MAT if appropriate.

4. Monitoring standards

4.1. The UTC will facilitate a visit by a Trustee and member of the Baker Dearing Executive Team every 2-3 years, organised by the Baker Dearing team. This visit will focus on the distinctive characteristics of a UTC, as outlined in Section 2 of this Charter. The report is produced for the Principal, Chair of Trustees/LGB and MAT CEO where relevant. The Action Points in the report will be followed up by the Baker Dearing Executive Team in the first instance.

4.2. UTCs should take part in an external evaluation of safeguarding at least once every two years, which they will share with Baker Dearing on request. An internal evaluation should take place in the intervening year.

4.3. The quality of educational achievement and the progress made by students in UTCs cannot be adequately judged using the DfE's national data sets, due to the nature and structure of the curriculum offer and atypical entry points (in most cases). Therefore, Baker Dearing provides a set of data services that can only be accessed by schools offering a UTC curriculum. All UTCs should make use of these services and Baker Dearing will provide the guidance required for them to do so. In addition, Baker Dearing will publish data in the Autumn and Spring terms to help the UTCs to compare themselves to other UTCs and access support from those who are strong in comparison. For the full data package please see: <https://bakerdearing.org/wp-content/uploads/2023/08/Data-support-for-UTCs.pdf>

5. UTC brand requirements

5.1. UTCs should comply with all requirements as set out in the Baker Dearing UTC Brand Guidelines.

5.2. The Baker Dearing UTC logo should be prominent on all UTC websites, in all UTC prospectuses, and feature in UTC publications, promotional materials, videos and social networking sites.