

Wokingham Virtual School UASC Handbook – a guide for Designated Teachers and other education professionals.

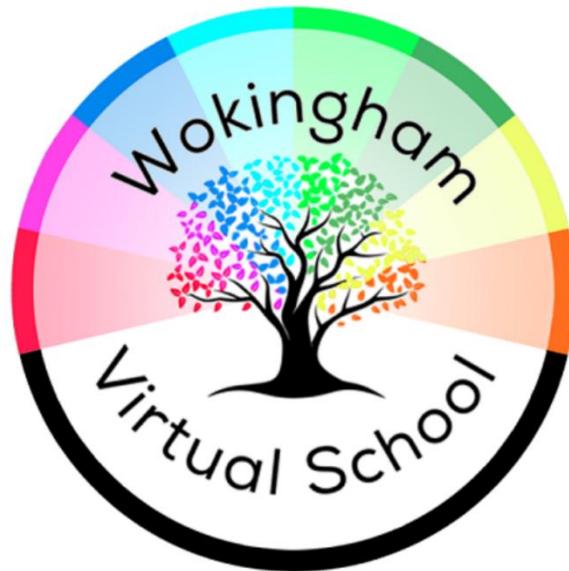


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1. Aims of the handbook

This handbook is designed to provide clarity to education professionals who are working with unaccompanied asylum-seeking children (UASC) on how best to support the education of this group of young people. The aim of this document is to include key information about the local and national context of UASC; the asylum process and the school application process as well as providing examples of best practice and helpful resources for schools and colleges. We hope that you will find this guide a helpful resource, however we do recognise that each young person is an individual with their own journey and story as to how they arrived in the United Kingdom and should be treated as such.

2. The national and local UASC context

An unaccompanied asylum-seeking child is someone who:

- is under 18 years of age when the claim is submitted;
- is claiming in their own right; and
- is separated from both parents and is not being cared for by an adult who in law or by custom has responsibility to do so.

In the year ending December 2022 there were 5,242 UASC asylum applications lodged in the UK, this figure represents 7% of all asylum seeker claims in the UK. This was an increase of 20% from 2021. Of those UASCs in 2022 the vast majority (3,681) were aged 16-17. In 2022 the largest five nationalities of UASCs were: Afghanistan (1,686); Albania (781); Iran (600); Sudan (597) and Eritrea (356).

The National Transfer Scheme (NTS) protocol for unaccompanied asylum-seeking children has been established to enable the safe transfer of unaccompanied children in the UK from one local authority (the entry authority from which the unaccompanied child transfers) to another local authority (the receiving authority). Only unaccompanied children that meet the definition of a UASC, as set out in paragraph 352ZD of the Immigration Rules, are eligible to be referred to the NTS. When the NTS first began operating in 2016 it formed the basis of a voluntary agreement made between local authorities in England to ensure a fairer, more equitable distribution of unaccompanied children across local authorities. To meet the overall best interests of unaccompanied children, a fairer distribution of children across the UK helps all local authorities meet their duties under the relevant children's legislation.

From 24 August 2022, the Home Office will not transfer UASC to a local authority which is looking after UASC in line with or greater than 0.1% of its general child population. This represents an increase in the threshold, up from 0.07% to 0.1%, effective from 24 August 2022.

Wokingham's number of Unaccompanied Asylum-Seeking Children (UASC) has been historically low, as there is no port or obvious point of entry in the borough. During 2021, Wokingham Borough Council assisted, where possible, in taking on the care of UASC from other local authorities via the voluntary National Transfer Scheme (NTS). This resulted in us taking on the care of 7 additional children that year. At that time, any offer or agreement to take on the care of a child from another local authority via the NTS was based on our capacity, available resources, and the ability to meet the needs of the child/ren at the time of the request.

When the NTS became mandatory, the number of UASCs in our care increased from 14 to 37 in under 8 months. Initially our cap (0.07%) was 28 children and the new 0.1% cap increased this to 41. The NTS has increased the number of children in our care significantly, from 23 to around 36 per 10,000. We currently have 41 UASC in our care.

See below for various data about this group of UASCs.

Breakdown of UASCs into year groups:

Yr 13*	Yr 12	Yr 11	Yr 10	Yr 9	Yr 8	Yr 7
8	11	15	6	0	1	0

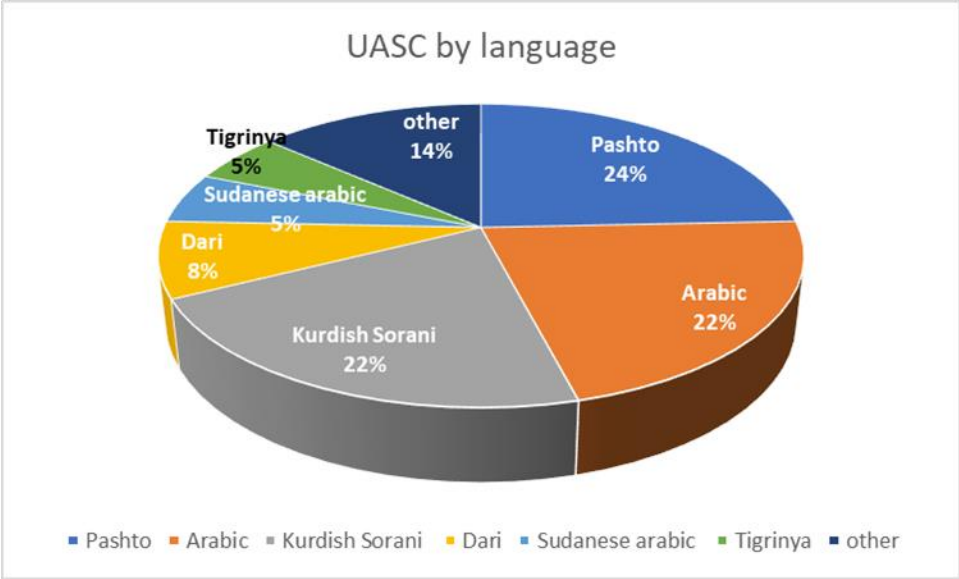
*This does not include year 13s who have turned 18 and are considered care leavers.

Breakdown of UASCs into whether they are placed in borough or outside borough:

Placed in WBC	Placed outside WBC
2	39

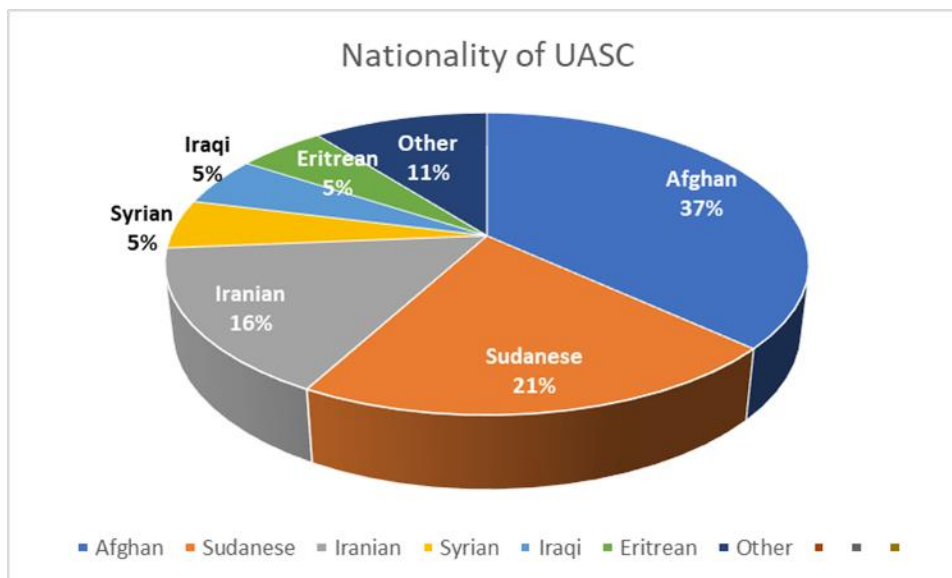
Breakdown of UASCs into language spoken:

Language	Number
Arabic	12
Dari	4
Pashto	11
Albanian	1
Amharic	1
Tigrinya	2
Farsi	1
Kurdish Sorani	7
Kurdish Kurmanji	1



Breakdown of UASCs into nationality

Nationality	Number
Afghan	18
Albanian	1
Chadian	1
Egyptian	1
Eritrean	2
Ethiopian	1
Iranian	5
Iraqi	2
Kuwaiti	1
Sudanese	7
Syrian	2



Whatever the country of origin of the UASC that are in the care of WBC we should not forget that these are children who have had an often traumatic and uncertain journey to the UK, often without knowing where their families are or whether they are safe. They will also have the uncertainty of navigating the asylum process in the UK. Some young people will need access to counselling and pastoral services to support their emotional wellbeing during this period of their life.

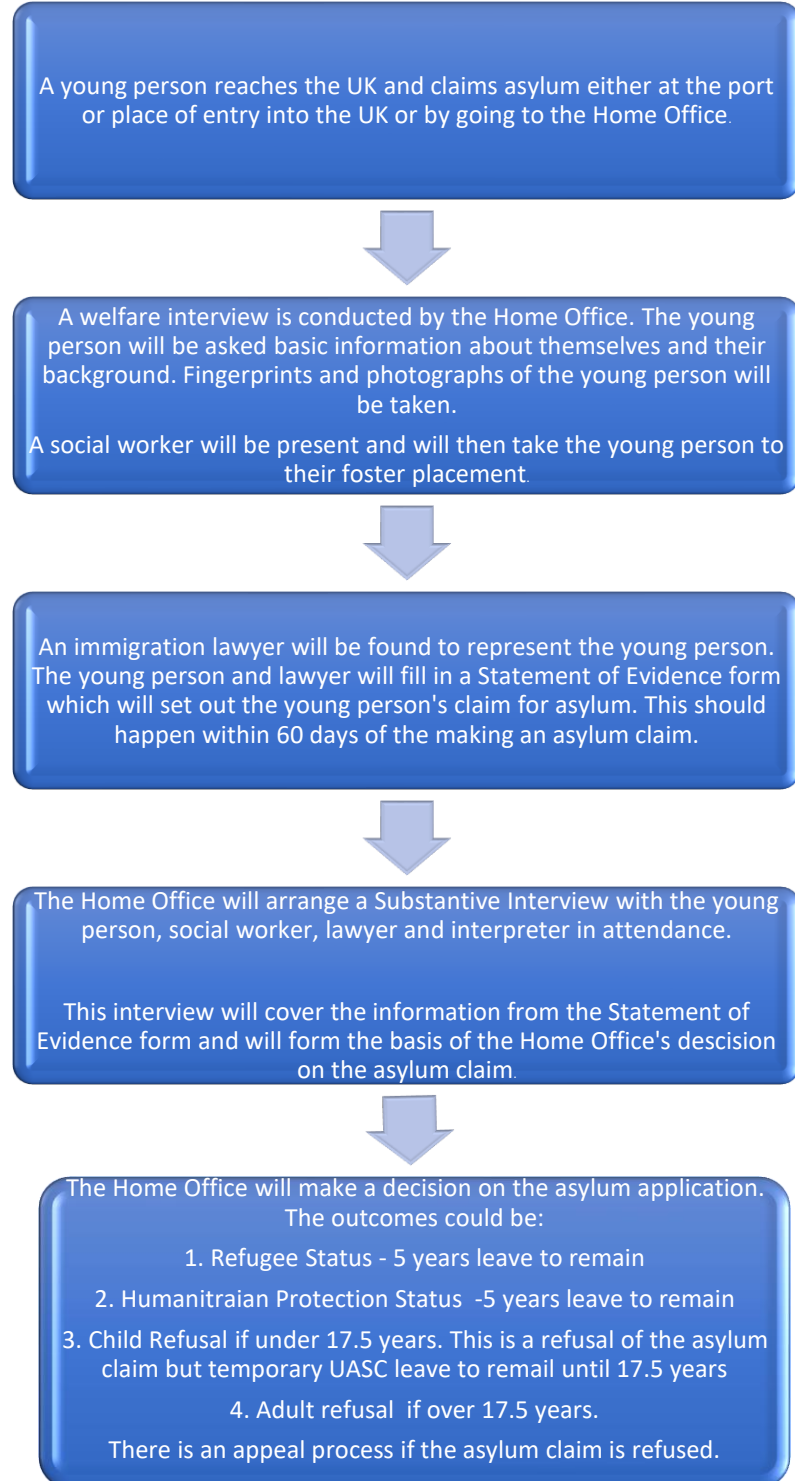
They will have had varying experiences of education. Some will have never been in a formal education setting, with little to no exposure to English and may not be able to read and write in their own language, requiring support to settle into the UK and school life. Others will have arrived from countries with a good standard of education and will have been exposed to a wide range of subjects, with some understanding of English and how to navigate school life.

3. The Asylum Process and age assessments

The flow chart on the next page attempts to summarise the key steps in the asylum process for young people. More detail can be found here: [Right to Remain - Asylum Journey \(youngasylumguide.org.uk\)](http://youngasylumguide.org.uk)

Due to the increased numbers of asylum claims that the Home Office is dealing with this process can be very lengthy and take many months to complete resulting in uncertainty and worry for young people. This may impact on their emotional wellbeing and should be taken into consideration when dealing with young people who are going through this process. There may also be instances where the young person needs to be absent from school/college to attend Home Office or solicitor appointments. School/College support to allow them to attend and supporting with any impact of these appointments are very much appreciated by the young person, carers, and social workers.

The Asylum Process



Age assessments

The issue of age is extremely important to asylum seekers as this will impact how the individual is supported, access to education and affect the asylum application process. The exact age of a child has significant implications for the type of housing, education, and care that a young person receives.

Age disputes most often occur when an asylum seeker first applies for asylum. If an asylum seeker's claim to be a child is doubted the Home Office will conduct an initial assessment based on appearance and demeanour of the individual. If a referral is made to children's services (for example if a hotel who is hosting adult asylum seekers believes that a person is a child or by an individual self-referring) then the local authority must make their own decision as to the individual's age. The person should be treated as a child whilst the assessment is being undertaken. Statutory guidance on the care of unaccompanied children states that:

'Age assessments should only be carried out where there is significant reason to doubt that the claimant is a child. Age assessments should not be a routine part of a local authority's assessment of unaccompanied or trafficked children.'

Social workers will make their decision based on:

- The statements of the child or young person
- Country of origin information
- The child or young person's individual history and experiences, particularly any traumatic events
- The child or young person's cultural background, education level, gender, maturity, developmental stage, and behaviours
- The appropriately weighted views and opinions of other professionals (key workers or foster carers, educators, medical professionals, etc.). For example, how does this child or young person compare to and interact with their peers? The other professionals should be aware that their opinions are being documented and may be presented in court.
- Any medical evidence, e.g. psychological reports
- Documentation presented.

If a local authority has assessed the young person to be a child, then their support under s20 of the Children Act 1989 should continue. Age assessments can be challenged by a judicial review.

More detailed information about age assessments can be found here: [Age-assessment-process.march .2017.pdf \(childrenslegalcentre.com\)](#)

4. Role of the Virtual School

Wokingham Virtual School (WVS) acts as a Local Authority champion to promote the progress and educational attainment of children and young people who are or who have been in care so that they achieve educational outcomes comparable to their peers. Ensuring that they receive a high- quality education is the foundation for improving their lives.

The school does not exist in real terms, or as a building. Children do not attend it - they remain the responsibility of the school at which they are enrolled. WVS is simply an organisation which has been created for the effective co-ordination of educational services at a strategic and operational level.

What do we do?

Influence policy and develop and improve services.

Promote individual achievement and wellbeing.

Provide advice, support and training to professionals, schools, colleges and institutions.

Improve access to specialist services.

Provide access to professional advice and guidance on education, training and employment.

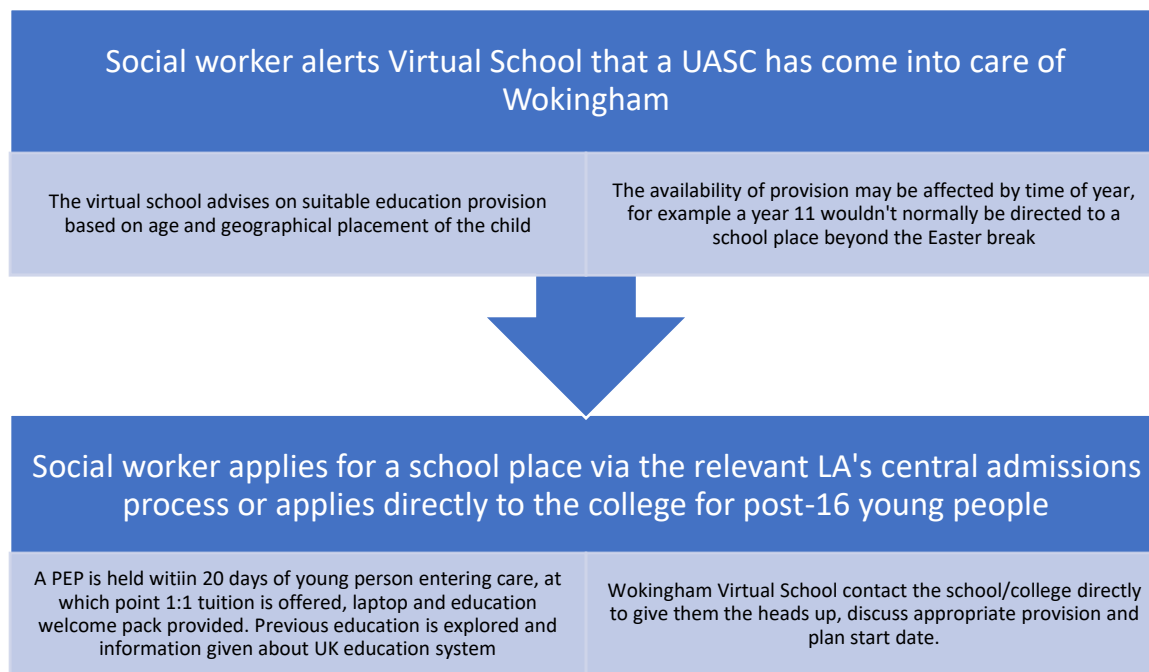
Provide additional opportunities for out of school learning and leisure.

How are we organised?

Wokingham Virtual School comprises of a Head Teacher, Deputy Head, PEP Officer, Post 16 Officer, Early Years Officer, UASC PEP Officer and an Education Coordinator.

<https://www.wokinghamvirtualschool.co.uk/page/detail/meet-the-team>

The Virtual School will provide advice and support with school applications for newly arrived UASCs. The flowchart overleaf explains the process.



A young person in care should be prioritised for a school place. If a school refuses to accept a looked after child, the Virtual School Headteacher can start Direction which is a legal process to challenge the school's decision. This can result in the school being directed to accept a young person in care.

5. Guidance and support for schools working with statutory age UASCs

Communication between social workers, carers, virtual schools, schools, and other professionals are crucial to a successful transition to education for UASCs. Many UASCs are eager to secure a place at school and begin their education in the UK. Every young person is an individual and as such a 'one size fits all' approach to supporting a young person in school does not exist. The resources and suggestions below are shared with professionals for you to consider which best suits your setting and young person.

Before starting school

- Consider setting up a meeting with the young person, carer, SW and virtual school to find out more about the background and current situation of the UASC. Share key information such as term dates, timings of the school day, lunch arrangements, access to a prayer room or other quiet space.
- Offer a tour of the school and an introduction to key people e.g. tutor, EAL teachers, pastoral leaders.
- Set up a buddy system, ideally with another young person who speaks the home language.

- Ensure the UASC has everything they need to start school – do they need assistance in buying uniform or PE kit? Wokingham VS provide an education welcome pack for all our UASC students which is a bag containing a visual dictionary and stationary items.
- Set up a timetable with consideration for the young person and their background. You may need to consider setting options if appropriate as well as whether a full timetable of subjects is appropriate at the start. Be prepared to be flexible with the timetable as the young person is settling in.

Once the young person has started school

- Attend the termly PEPs (Personal Education Plan). This is a statutory document that is used to promote the educational outcomes of young people in care. You can request funding from the PPG+ funding that is held by Wokingham virtual school against targets set in the PEP. This can be anything related to the young person’s education that will improve their outcomes. Examples of this might be 1:1 tuition, revision resources, funding to attend school trips or workshops or equipment linked to courses being studied. At least three targets should be set, one of these should be linked to academic achievement. These targets are specific to the young person; however, these suggested targets would be useful in the first PEP whilst you build up a better understanding of the young person’s strengths and weaknesses.

What is the SMART target?	H will be able to bring appropriate equipment to each lesson and follow the timetable of the day
Current situation & improvement expected	H has recently started at X College; this is his first experience of the English schooling system. Teacher feedback will indicate that H is equipped properly for the majority of lessons and is in the routine of getting equipment out at the start of each lesson, so he is ready to learn. H will feel confident following school routines and is able to seek support
How is everyone involved going to support the young person to achieve this target?	The school will provide a visual timetable and colour coded map. Learning Mentor will conduct daily check in. Carer will support H to pack his bag each evening with the correct equipment for the next day. School will provide a support person and a quiet place for H to use.

What is the SMART target?	M will be able to recite, sound out and write the English alphabet phoneme-grapheme correspondence by following a suitable phonic programme.
Current situation & improvement expected	M is new to learning the English language. This target will support developing early language acquisition skills.

	EAL coordinator will be able to report on the progress made against this target in the next PEP.
How is everyone involved going to support the young person to achieve this target?	School will remove M from MFL lessons, and he will attend EAL support sessions three times a week instead. EAL coordinator will create a pupil profile and circulate this as well as EAL strategies to all teachers. School will provide a homework pack for carers to use to support at home.

What is the SMART target?	K will be able to name three friends by the next PEP.
Current situation & improvement expected	K is new to the school and local community. We would expect K to be able to name three friends by the next PEP and for him to be more integrated in the school community.
How is everyone involved going to support the young person to achieve this target?	The tutor will share the school extra-curricular timetable with K and carers for K to identify which clubs he would like to try. Learning mentor to support K to try any clubs that he would like to attend. Head of Year to buddy K up with another young person in the year group to support social interactions. Social Worker will get a gym pass for K and will find information of local support groups for young asylum seekers.

Overleaf are some general strategies and guidance for schools who are welcoming UASCs into their community.

General Guidance for Making a Pupil Feel Welcome

Survival Language

Teach a basic survival language, e.g. toilet, yes/no, please/thank you, hello. Perhaps a key ring with pictures of useful objects could be used to point to. Some pupils may be too shy to ask to go to the toilet. Try to send them at regular intervals to avoid embarrassing accidents. A picture or basic bilingual dictionary is useful.

Settling In

Allow the pupil time to settle in. Let the pupil be silent if he/she wishes. Try to make sure the other pupils don't overwhelm him/her with help.

Fostering a Positive Self-Image

If possible have books and pictures depicting positive aspects of the pupil's culture. Be careful to avoid Third World poverty stereotypes. Be sensitive to the pupil's needs - he/she may be homesick or may have left a war zone. Dual language books may be available from the library.

The Pupil's Name

Listen to the pupil's name. Make sure everyone tries to pronounce it correctly. The pronunciation may not be obvious from the spelling.

Greetings

If possible, try to learn to say hello/goodbye in the child's first language. Perhaps the class could record greetings in other languages.

Awareness

Inform the class that the newcomer will need support because they speak their own language and that this is a positive attribute.

Organisation

Try to pair the pupil with a friendly articulate role model. The pupil will probably need help with the geography of the school building at least during the first week.

Pupil's Behaviour

Be aware that newly arrived pupils may express their insecurity within the new environment in a variety of ways - aggression, passivity, lack of cooperation, inappropriate behaviour, testing the boundaries.

Making a pupil feel welcome

Teaching and learning strategies for new arrivals:

As an overview:

- Give students a meaningful task related to the lesson even though they won't understand all the lesson content
- Provide a high level of visual support to attach meaning to language. For example: mime, gestures, videos, slides, pictures, photographs, diagrams, flashcards, illustrated glossaries, mind-maps, spider diagrams, word roses, timelines, Venn diagrams, graphs, flow charts, real objects etc
- Use active, practical tasks and vary the activities in a lesson
- Provide tasks they can complete independently: matching pictures, words, sentences or sentence halves; sequencing; text marking; labelling; giving yes/no true/false responses; use of tables/ grids/ charts
- Plan opportunities for speaking and listening
- Identify key vocabulary and teach it explicitly
- Provide good models of language. Use home language where possible
- Remember it is tiring learning in another language!

In greater detail, this means:

Home Language

- Learning a few words in relevant languages, particularly greetings
- Let students teach staff and other students some words in their home languages
- Encourage parents to continue using home language with students at home
- Making labels and signs in relevant languages
- Encourage the pupils to share their knowledge about their first language – script, basic phrases and greetings, who they talk to in which languages, where their language is the official language etc
- Encourage pupils who share the same first language to talk together in first language
- Make sure other pupils see that you respect and value pupils' bilingual competence

Speaking and Listening

- Make sure that students' names are pronounced properly
- Be a good language role model by speaking slowly to students, but in a natural voice
- Allow students to be silent until they are ready to speak in English –remember that students can understand what is said before they can express themselves fluently. Make sure they are participating by using actions/drawing/writing to demonstrate they are listening
- Allow sufficient wait time for responses and opportunities for the pupils to rehearse responses
- Encourage productive language such as hello and goodbye
- Use a graduated approach to questioning, starting with closed questions initially, and moving on to more open questions as the pupil's language proficiency develops
- Provide activities where there is a degree of repetition

- Try to be consistent with your vocabulary e.g. decide whether to use 'tray' or 'drawer' and try not to switch
- Involve the new arrival in lots of opportunities to listen to English and to interact with peers in collaborative activities e.g. buzz groups, jigsaw, talk partners, summarising what their partner has said etc
- Demonstrate the meaning of instructions such as sit down, line up, come here

Reading

- Choose texts with clear print and illustrations and that are representative of all students' backgrounds and experiences
- Support the introduction of new texts with visual aids and artefacts
- Pre-teach key vocabulary in the text
- Use bilingual classroom assistants/support workers/EAL teachers to introduce a new text to pupils, for example by telling the story or explaining the text in the home language, or introducing new texts in a short warm-up session
- If the pupil is literate in home language, encourage the use of a bilingual dictionary as much as possible
- Provide lots of guided support by getting students to produce storyboards for a particular text, or use writing frames
- Revisit texts in paired reading sessions, pairing bilingual learners with fluent speakers of English
- Spend more time discussing the meaning of words, especially examples of idiomatic language
- Use guided reading to develop students' understanding of grammar such as tense and the use of prepositions
- Make books available to take home

Writing

- Build in oral practice before written work
- Show examples of requirements before task to model language structures and text type conventions
- Label pictures
- Match text and visuals
- Close procedure – filling in gaps in sentences or paragraphs
- Text highlighting or underlining
- Sequencing sentences to form a short, continuous piece of writing, which can then be written out
- Use writing frames, sentence banks and words banks to provide structure for a text
 - ☐ Compile a glossary book of subject specific /everyday vocabulary, including pictures and/or translations
- Using ICT that supports understanding ☐ Encourage students to write about themselves, their home country and present circumstances, keep a diary or make a scrapbook or

picture book about themselves. These techniques help develop understanding of complex events and feelings.

- Use sentence level work to develop students' understanding of grammar such as tense and the use of prepositions

Focused group work

- Group the EAL pupils according to their cognitive ability and not their language ability, and with good language models, not with pupils with SEN
- Provide scaffolding materials, such as picture prompts, word cards/bank, sequencing cards ,tapes, bilingual dictionaries, picture dictionaries, adapted worksheets (e.g. cloze passage with picture substitutions)
- For new arrivals who speak very little English, provide intensive English support daily for 20 minutes to teach them the basics
- At times let pairs of students develop and teach mini 'lessons' to the new arrival, such as teaching how to tell the time. This can be just as beneficial for the 'teachers' as the learners

Practical activities

- Play lots of language rich games with students e.g. barrier games, enquire and eliminate, 20 questions etc
- Provide opportunities for play
- Baking, dance, drama, PE all provide wonderful opportunities for developing vocabulary

Celebrating diversity

- Tell folk-tales from the students' countries of origin and invite parents or others from the community to tell stories
- Use books and toys that depict people from different ethnic groups
- Celebrate various faiths

Position in classroom

- Sit the pupil next to sympathetic members of the class, preferably those who speak the same language and can translate or a well-behaved English-speaking child who will provide a good role model
- Sit the pupil near the front of the class and to the side so they can be near the teacher and also can see the other students speak

Planning

- Plan collaboratively with TAs /bilingual TAs or allow time to properly communicate the planning

6. Guidance and support for providers working with post-16 UASCs

Transitions to post 16 provision are mostly the same for UASC pupils as for other pupils:

- Transition planning for year 12 should begin at the earliest opportunity with exploratory conversations about core interests, subjects of particular interest and awareness of the local FE providers.
- The first PEP in Year 11 should confirm actions related to visits to post 16 providers, ambitious grade targets and any additional support required to close the gap between current and target attainment.
- Use PEP meetings to discuss ideas and to confirm offers of support and opportunities (e.g. attending Open Days, speak to course tutors and careers advisers).
- If careers advice is not available at the young person's school or college, please contact Virtual School who have a qualified careers adviser on the team.
- Ensure any post-16 applications have been made by Easter at the latest. Virtual School can support with application process and following up any queries.
- Ensure the young person is prepared and feels comfortable about practical arrangements e.g. travel, finance, knowing key support staff, timetable, term dates

Our current offer for our Post-16 UASC cohort includes:

- Virtual School attendance and support at PEPs.
- 1 hour of 1:1 Tuition per week. Subject to be identified in PEP. For example, ESOL or GCSE English/Maths
- An up-to-date electronic device
- Free music lessons via Berkshire Maestros
- £100 towards bike if to access education, employment, training or leisure activities.
- Bespoke support as identified within the PEP for example sports clubs, mentoring, UCAS or job application support or work experience placement.
- Careers Psychometric testing (Morrisby).
- Widening Participation opportunities, such as University Taster Days
- ESOL/Football holiday camps
- Education welcome pack (bag containing visual dictionary and stationary items)

Post-16 bursary:

Post 16 learners who are in care should get a bursary to help with education-related costs if they're aged 16 to 19 and studying at a school or college in England. If they are 19 and over they can still get it if they are completing a course they started before their 19th birthday or have an EHCP (Education, Health and Care Plan).

A bursary is money that the young person or you as a provider can use to pay for things like clothing, books and other equipment, transport, and lunch on days of study. Some providers pay the bursary in instalments by cash, cheque or bank transfer to the young person, other purchase items such as travel pass or books directly and top up a card for the young person to receive free food. Some providers also offer one-off payments to cover study trips or travel for university interviews. Bursary payments are often dependent on a certain level of attendance. Young people normally have to re-apply for their bursary every academic year.

From 2023 the government has committed to providing post-16 PP+ funding. Full details to follow. Please contact us to discuss.

Post 16 qualifications:

There is a range of qualifications and courses available at post-16 settings.

For most of our UASC cohort, the most appropriate course would be ESOL (English for Speakers of Other Languages).

The usual process is that a post-16 provider would invite a UASC in for an assessment to determine which level of ESOL is most appropriate for them to start with.

ESOL Skills for Life qualifications can be obtained at: ENTRY levels 1, 2, 3. Entry 3 being the most difficult before moving on to Level 1 and then Level 2.

Entry levels are for beginners, levels 1 and 2 are for more confident users.

It is suggested that learners should acquire at least an Entry level 3 qualification before moving onto a vocational course or GCSEs.

Candidates are required to sit Reading, Writing and Speaking & Listening tests for the relevant level at an authorised centre or college.

The following chart shows the progression of qualifications a young person can follow from Entry level right through to Level 8 at university. This may be helpful to refer to in PEP meeting discussions regarding a young person's future study plans.



CAREERSINC

Apprenticeships combine practical on-the-job skills training with off-the-job learning. The young person will get training that is relevant to their job and be paid a salary. Starting at various levels. Young person will spend 80% of their time in the workplace and 20% off-the-job with some study in a college or a training provider. Duration is a minimum of 1 year and depends on level. Entry requirements vary depending on industry and level but often ask for a minimum of English and Maths GCSEs at a 4 grade.

7. Useful resources and further reading:

As well as school/college in-house careers advice, the Virtual School Post-16 Officer, Kat, can support with careers and transition advice, in PEP meetings and direct 1:1 work where needed.

Wokingham Virtual School have developed an app specifically for our UASC young people which has a range of information about life in the UK, learning English and mental health resources:

Give children and young people access to online **and** offline mobile learning and guidance brought to you by Wokingham Virtual School



What's included

Mobile learning resources on:



Life in the UK



Learning English



Mental health



Money management



University applications



Curriculum support



How to access the app

- On a smartphone or tablet download the **FREE Wokingham VS app** from the App Store or Google Play
- ⬇ On a computer go to wokingham.nimbl.uk/woki/login



Request login details

- ⚡ Contact: VirtualSchool.Admin@wokingham.gov.uk to get login details for your young people.
- ↔ Specify the key stage of each child.

For more information, contact:
virtualschools@anspear.com

☎ 01223 350555

www.anspear.com

https://wokingham.sharepoint.com/sites/WokinghamVirtualSchool/Shared%20Documents/6%20-%20UASC/UASC/UASC%20App/UASC%20invitation_wokingham.pdf

The test/demo account details are as follows

Username: **wokinghamvs**

Password: **woki23**

There are also these useful websites:

Specific support for unaccompanied asylum-seeking young people:

www.caras.org.uk

www.hopefortheyoung.org.uk/mentoring

www.playforprogress.org

www.refugeecouncil.org.uk/contact

www.refugeeyouth.org

REMA Recommended learning for ESOL:

www.bbc.co.uk (daily lessons for all ages)

www.oxfordowl.co.uk (free reading books and activities)

www.Eillo.org (for everyone learning English)

www.learnenglishteens.britishcouncil.org (free activities and support)

www.childrenslibrary.org (stories in different languages)

www.yourdictionary.com (easy to understand English)

www.stdunstansenterprises.org.uk/about-us/about-us

www.bigleafoundation.org.uk/the-hub.html

www.youngroots.org.uk/

Support for care-leavers:

www.becomecharity.org.uk/for-young-people/care-advice-line/

Young workers' rights:

www.acas.org.uk/apprentices (ACAS: The Advisory, Conciliation and Arbitration Service)

Careers websites:

www.allaboutschoollleavers.co.uk

www.wokingham.elevateme.org.uk/education.htm

www.notgoingtouni.co.uk (apprenticeships, traineeships and work experience)

www.prospects.ac.uk/jobs-and-work-experience/apprenticeships

www.ncsyes.co.uk/what-is-ncs (National Citizenship Service)

Apprenticeships:

www.gov.uk/apply-apprenticeship

www.amazingapprenticeships.com

www.activateapprenticeships.co.uk

www.catch-22.org.uk

www.findapprenticeship.service.gov.uk/apprenticeshipsearch

University:

www.ucas.co.uk

www.propel.org.uk/UK

www.prospects.ac.uk

Careers support services and Psychometric testing:

www.wokingham.elevateme.org.uk

www.nationalcareers.service.gov.uk/find-a-course/the-skills-toolkit

www.careers.startprofile.com/page/home-page

www.prospects.ac.uk

www.morrisby.com

Writing a CV:

www.nationalcareers.service.gov.uk/careers-advice/cv-sections

www.wokingham.elevateme.org.uk/my-city.htm?building=68&floor=409

www.myperfectcv.co.uk/

Job-searching:

www.nationalcareers.service.gov.uk/careers-advice/advertised-job-vacancies

www.wokingham.elevateme.org.uk/my-city.htm?building=67&floor=682

Job applications:

www.nationalcareers.service.gov.uk/careers-advice/application-forms

www.nationalcareers.service.gov.uk/careers-advice/covering-letter

Interview preparation:

www.nationalcareers.service.gov.uk/careers-advice/interview-advice

Financial support:

www.princes-trust.org.uk/help-for-young-people/get-funding-train-learn

[www.thecareleaversfoundation.org/About Grants](http://www.thecareleaversfoundation.org/About_Grants)

www.citb.co.uk/about-citb

www.say-youth.org/the-construkt-project

www.reesfoundation.org

www.sparkfoundation.org.uk

www.grants-search.turn2us.org.uk