



Market Field College

Our Expectations




Resilient Punctual

Ready

Equipped

Prepared Attitude

Our Expectations



Honesty Empathy

Respectful

Learning

Kind Patient

Our Expectations



Awareness
Environment

Safe

Following Instructions

Listening Attitude

Admissions Policy

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1. Introduction

Market Field College is a specialist sixth form provision for young people aged 16 to 19 with identified special educational needs, specifically moderate learning difficulties and/or autism spectrum conditions. Admission is considered for students whose Education, Health and Care Plans (EHCPs) indicate that their primary needs align with the College's designation.

Our curriculum is designed to support meaningful progression into adulthood, with a strong emphasis on vocational learning and employability. All initial applications are made for one of our core Year 12–Year 13 programmes, which form the foundation of our post-16 offer.

Admission to Market Field College is subject to formal consultation with the Local Authority, a comprehensive review of the applicant's EHCP and supporting documentation, and a face-to-face interview conducted on site. The criteria outlined in Section 3 must be met for a placement to be considered.

Admission to a Year 14 Supported Employment programme is not automatic. Eligibility is determined during the Year 13 Annual Review process, based on individual progression, attendance, readiness for work, and the availability of appropriate placements. Separate admissions criteria apply to our Year 14 programmes and are outlined in the appendix of this policy (see below link).

[Link to Appendix 2: Year 14 Programmes](#)

2. Description of Primary Needs

Young people with moderate learning difficulties will typically be functioning at least 4–5 years below age-related expectations across the curriculum, despite appropriate interventions. They may experience significant challenges in acquiring basic literacy and numeracy skills, understanding abstract concepts, and sustaining concentration. Associated needs may include speech and language delay, low self-esteem, under-developed social and communication skills, and mild to moderate physical difficulties.

Market Field College recognises that some students with associated needs may demonstrate academic attainment broadly in line with their chronological peers. In such cases, access to one of our Level 1 programmes may be appropriate, provided that the student continues to require a specialist setting to meet wider developmental, social, or communication needs. However, students who have already achieved a GCSE Grade 4 or above in both core subjects (English and maths) and/or have successfully completed a substantive Level 1 Vocational Programme in their chosen pathway would not be deemed suitable for Market Field College, as their level of cognition would exceed the scope of our curriculum offer.

While the College is committed to inclusive practice and therapeutic support, it is important to clarify the scope of our provision and the profile of students for whom our curriculum is

designed. Market Field College offers a modified curriculum and specialist provision for students with moderate learning difficulties and associated needs. The College is not intended for students whose primary need falls outside this remit. Admission of students with complex behavioural, social and emotional needs, or severe learning difficulties, may not be compatible with the College offer and could affect the overall learning experience for others.

Admissions decisions are made in consultation with the Local Authority, families, and relevant professionals, ensuring that placements are appropriate and in the best interests of the young person.

3. Admission Criteria

Applications will be assessed against the following criteria:

- The applicant must have an Education, Health and Care Plan (EHCP). At the point of enrolment, this should name Market Field College in Section I.
- The applicant's primary identified need should align with moderate learning difficulties or autism spectrum disorder, as defined in the 'Description of Primary Needs' section above, which outlines the academic, social, emotional and regulatory profile expected of students with moderate learning difficulties.
- The applicant's social and emotional difficulties should be secondary to, and stem from, their learning difficulties — not exist as separate or primary needs. The College must be satisfied that it can meet the applicant's needs outlined in the EHCP.
- Applicants must require access to an appropriately differentiated, broad and balanced curriculum - particularly in relation to progression into adulthood and post-19 outcomes.
- Applicants should meet the minimum academic entry requirements for their chosen pathway (e.g. minimum of Entry Level 1).
- -Applicants who have already achieved a GCSE Grade 4 or above in both core subjects (English and maths) and/or have successfully completed a substantive Level 1 Vocational Programme in their chosen pathway are not eligible for admissions
- Market Field College must be the applicant's preferred post-16 provider, particularly for young people with the capacity to express informed choice.
- The applicant's behaviour must not pose a significant risk to themselves, other students, or staff.
- There should be a shared aspiration from both the applicant and their parents/carers to work towards meaningful employment as a long-term goal, recognising that this

may take different forms depending on the individual's needs, strengths, and circumstances.

- Applicants must be able to engage with relational regulation strategies and access learning without requiring a common or developed need for physical intervention.
- Applicants are expected to manage their personal care independently, without requiring routine support from staff.

Applicants whose primary needs relate to severe learning difficulties or complex behavioural, emotional, or mental health needs are unlikely to be appropriately placed at Market Field College.

Section 4: Priority for placement

When applying the above criteria to individual applications, priority for placement will be given to:

- Young people currently enrolled at Market Field School who apply as part of a planned transition, where suitability for progression to Market Field College has been jointly agreed by the leadership teams of both settings.
- Looked after children (LAC).
- Young people in the local catchment area.
- Year 12 applicants

Section 5: Local Placement Principles

We believe that, wherever possible, young people should be educated within their local community. Market Field College is committed to serving its local area and prioritises placements for young people whose nearest suitable provision is the College. In exceptional circumstances, where no appropriate alternative exists closer to the young person's home, we may consider applications from outside the North Essex area.

Section 6: Application Process

Applications open on **24 October 2025** and close on **19 December 2025**.

Applications received by the published closing date will be prioritised, subject to meeting the admissions criteria. Young people, parents and/or carers submitting applications after this date will not be able to do so directly to the College and will be advised to liaise with their Local Authority's SEND Operations Team to discuss next steps.

Application forms are available via the College website:

[Weblink to Application Form](#)

Application forms may be submitted online or by post via:

- Email: collegeadmin@marketfield.essex.sch.uk
- Postal address: Market Field College, Jaywick Lane, Clacton on Sea, CO16 8BE

Applicants must confirm that they have an Education, Health and Care Plan (EHCP) and provide the most recent copy of the EHCP along with the latest Annual Review documentation. For internal applicants from Market Field School, the College will liaise directly with the school to obtain this information. Parents and carers of external applicants are responsible for supplying these documents. Please note that applications will not progress to the interview stage until all relevant information has been received.

Section 7: Application Review and Communication

Applications are reviewed for completeness upon receipt. Where information is missing, the Next of Kin of the applicant will be contacted via their provided email address or telephone number. It is the Next of Kin's responsibility to monitor and respond to communications. Failure to provide requested information may result in withdrawal from the admissions process.

Section 8: Data Protection

All applicant data will be processed in accordance with Market Field College's Privacy Notice and relevant data protection legislation. By submitting an application, applicants confirm their agreement to:

- Adhere to the College's policies and expectations.
- Authorise their current provider to share relevant information, including predicted grades.
- Permit the College to liaise with their current provider post-enrolment to support transition and wellbeing.
- Consent to the College contacting their named next of kin where appropriate.

Following enrolment, Market Field College will share student details with Essex County Council. Information will also be shared with previous providers to support safeguarding and exam access arrangements.

Section 9: College Visits

Prospective students, parents, carers, or individuals with parental responsibility are encouraged to attend the Year 11 Open Evening, held annually in October. Full details of this event are published on the College's website. Individual visits outside of this event are not routinely accommodated, however will be considered where a specific need has been identified and agreed in advance with the College leadership team.

Section 10: Interview Process

All applicants must attend an interview at Market Field College, accompanied by a parent/carer or nominated adult. This enables the College to assess support needs and environmental suitability.

Applicants who miss their interview will be offered one further opportunity. Failure to attend two scheduled interviews without prior notice may result in withdrawal from the process.

College staff will not comment on placement suitability or offer places during the interview. Decisions are made following formal consultation with the Local Authority.

A guided tour of the college will be offered as part of their interview process, if desired.

Please note that the College reserves the right to decline to offer an interview under the following circumstances:

- The applicant does not have an EHCP
- No application was submitted during the published application window
- The applicant's permanent address is located outside the county of Essex.
- The application has been submitted for a Year 13 student, and the relevant year group is currently oversubscribed, with no realistic prospect of a place being offered within the academic year.

Section 11: Consultation Process

Formal consultations are initiated by the Local Authority in accordance with its statutory duties under the Children and Families Act 2014 (Sections 33 and 39). Market Field College will respond within the statutory timeframe set out in the SEND Code of Practice (2015), confirming whether it can meet the student's identified needs and whether a place is available.

All consultations are considered carefully, with reference to:

- The student’s EHCP and supporting documentation.
- The College’s capacity to meet need within its specialist provision.
- The impact on the wider student community and the efficient use of resources.

Where the College determines that it cannot offer a place, the reasons will be clearly communicated to the Local Authority, expressed in terms of the student’s needs and the efficient education of other students. Where the College determines that it can meet need and a place is available, this will also be confirmed to the Local Authority. The final decision of whether to offer a place is agreed between the College and the Local Authority.

In some cases, additional information may be requested to support decision-making. This may include updated reports or, where appropriate, a visit to the student’s current setting to observe and liaise with existing staff.

If an amended EHCP is received and the updated provision no longer aligns with College’s curriculum or specialist offer, the college will reconsult with the Local Authority to review the suitability of the placement.

Section 12: Admissions Decision-Making

It is assumed that the responsibility for admissions is devolved from the Trustees to the Head of College. This delegation ensures that decisions are made by those with direct knowledge of the College’s provision, capacity, and suitability for individual students.

All admissions decisions are made following a thorough review of the EHCP, supporting documentation, and consultation feedback. The Head of College considers:

- The student’s needs and progression potential.
- The College’s ability to meet those needs within its existing provision.
- The impact on the wider student community and available resources.

Where a decision is made not to offer a place, the outcome is communicated to the Local Authority with a clear rationale. The College maintains internal records of all consultations and decisions to ensure consistency, fairness, and accountability. These records may be reviewed periodically by senior leaders and Trustees as part of quality assurance processes.

The decision of whether to offer a place is agreed between the college and the Local Authority.

There is no direct admissions appeal process within Market Field College or the wider Trust. Where families disagree with the outcome of a consultation, they should liaise with their Local Authority SEND Operations Team, who can advise on next steps in line with statutory processes.

Section 13: Placement Outcomes

Placement decisions are communicated directly by the Local Authority, in accordance with statutory processes. Market Field College does not issue placement outcomes independently. Any enquiries from families regarding the outcome of their application will be directed to the relevant SEND Operations Team, who coordinate placement processes on behalf of the Local Authority.

Section 14: Oversubscription

In circumstances where the number of applications exceed commissioned place numbers, where possible, the following over-subscription criteria will be applied to remaining place availability:

1. Young people who are 'looked after' who met the application deadline date and the entry criteria.
2. Young people who met the application deadline date and the entry criteria.
3. Young people who did not meet the entry deadline date but do meet the entry criteria.

Transition and Induction

Once a placement is confirmed by the Local Authority, the College will send the applicant and/or their parent/guardian a Welcome Pack. Prospective students will be invited to attend a Transition Day during the summer term. Students are strongly expected to attend this day.

Appendix 1: Admissions Flowchart: Entry into Year 12 at Market Field College

■ Autumn Term (Year 11)

- ◆ October – Open Evening
 - Attend Year 11 Open Evening (details on website)
 - Meet staff, explore programmes, ask questions
 - *Note: Individual visits are not routinely offered unless in exceptional circumstances*
- ◆ November–December – Submit Application to Market Field College
 - Parents/carers/young person to submit application form by **19th December 2025**
 - No formal EHCP consultations submitted at this stage
 - Face-to-face interviews at Market Field College

■ Spring Term (Year 11)

- ◆ January–March
 - Face-to-face interviews at Market Field College
 - Formal EHCP Consultations
 - Local Authority submits formal consultations
 - College reviews EHCP, documentation, and interview outcomes

■ Summer Term (Year 11)

- ◆ April–May – Consultation Outcomes
 - Placements agreed with Local Authority
 - Families informed via SEND Operations Team
 - ◆ June–July – Transition Planning
 - Confirmed students receive Welcome Packs – including relevant Pathway flyer
 - Transition Day in July (date to be confirmed) – copy of timetable issued
-

Supported Employment Pathways - Year 14

Work Skills Development

- X5 per week provision
- X2 days college based
- X3 days of work-related/community activities
- Students will be supported in the workplace by Market Field College staff (apx 1:4 ratio)
- Group work placements
- Students will attend college daily, utilising college transport to travel to group placements and community venues
- Placements are situated within local employers/businesses, voluntary or the charity sector. Paid placements via other organisations are not supported as part of this programme

Preparation for Employment

- X5 per week provision
- X2 days college based
- Up to X3 days of work experience
- Individualised placement
- Students attend placement independently
- Wherever possible, placements are tailored to learners' areas of interest
- Placements are situated within local employers/businesses, voluntary or the charity sector. Paid placements via other organisations are not supported as part of this programme

Supported Internship

- X5 days per week provision
- X2 days college based
- Up to X3 days internship
- 1:1 Job Coach support (a train and fade model is adopted)
- Internships are situated with local employers
- Whilst we aim to adopt a person-centred approach, the goal of an S.I is to gain paid-employment. Therefore, internships will reflect the jobs available and accessible to learners within the local labour market.



Work Skills Development

Year 14 – Supported Employment Pathway

The **Work Skills Development** programme is a specialised supported employment pathway tailored for Year 14 learners who are keen to explore the world of work and gain essential work experience. This one-year programme is designed to equip learners with practical work experience and essential job skills, helping them to transition smoothly into sheltered or supported employment. With a focus on personalised support, the programme utilises real-world work placements to develop work readiness, all within a supportive and inclusive environment. We aim to empower learners with the confidence and capabilities needed to succeed within the workplace and beyond.

What learners will gain

- **Hands-On Experience:** Engage in real-world work-related activity, supported by Market Field College staff
- **Skills Development:** Learn and enhance key work skills, including communication, teamwork and time management
- **Personal Growth:** Build self-confidence and independence through personalised support and training
- **Job Specific Skills:** Either specifically related to the placement or transferable skills such as customer service, communication and decision-making
- **Social Skills:** Further develop social skills to help learners build relationships and navigate social situations

By participating in the Work Skills Development programme, learners can develop valuable skills which will benefit them throughout their lives.

	Days at college	Work related and/or community-based learning
Year 14	2 days	3 days

Programme structure

This programme is full time, over five days per week. Learners will attend college daily. They will utilise college transport to travel to group work placements and community venues. The learners will be supported in the workplace by Market Field College staff (apx 1:4 staffing ratio).

Learners will be expected to accept the group placement on offer unless it is justifiably unsuitable in which case an alternative opportunity may be offered. Paid placements (via other organisations/training providers) are not supported as part of this programme.

What will be taught

Our Work Skills Development curriculum is designed to foster essential life skills across four key strands: Independence, Employability, Community and Health & Wellbeing. Through targeted learning and practical experience, we aim to increase students' independence thus allowing them to build work skills, engage with the local community, and maintain good health and well-being. By integrating these core areas, our programme ensures a holistic approach to preparing learners for a successful transition to supported employment and to a fulfilling adult life.

Who this Pathway is for

This programme is designed for our Pathway 1 and/or Pathway 2 learners who are seeking to increase their independence and progress to sheltered and/or supported employment or voluntary work. Learners who are not yet ready to consider sheltered and/or supported employment will be assisted in exploring alternative options such as Further Education (FE) or Day Centre & Community Support.

Entry Criteria

- Learners must have goals that align with the objectives of the **Work Skills Development** programme, such as increasing independence and building work skills
- Learners must demonstrate a willingness to work, as evidenced by successful participation in work experience placements offered during years 12 and 13
- Learners must have a certain level of personal independence, thus allowing them to access supported work and community-based opportunities

- Learners must demonstrate a commitment to participate and engage with **all** aspects of the five day per week programme
- Learners must be working towards an employment-related destination outcome, including sheltered and/or supported employment or voluntary work
- Learners must have consistently demonstrated appropriate behaviours for the workplace and when 'out and about' within the community
- Learners should have demonstrated positive attendance patterns during years 12 and 13

NB: In the event of being oversubscribed, the college will carefully consider each applicant to determine which learners would best benefit from and make use of the resources available.

Progress and Achievement

Learner progress towards our Preparing for Adulthood (PfA) curriculum will be recorded regularly using an application called Evidence for Learning (EfL). EfL allows all stakeholders in a young person's learning and development to quickly and easily gather photo and video evidence, linked to the individual's learning goals and PfA curriculum. Upon successful completion of the Yr14 programme, learners will receive a college certificate of achievement.

Where will the course take me?

Possible progression routes include: paid employment; voluntary work; supported or sheltered employment.

Will I need any materials or equipment?

Learners will require basic stationary. Depending upon the nature of work placements, learners may require specialist equipment and PPE (personal, protective equipment).

I'm interested. What should I do now?

Year 14 progression will be discussed during Annual Reviews.

Preparation for Employment



Market Field
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Year 14 – Supported Employment Pathway

Preparation for Employment is a supported employment programme for individuals who aspire to enter the workforce but require additional guidance and preparation prior to doing so. Alongside college-based learning, this programme aims to offer personalised placements in mainstream, voluntary or charity sectors. Learners have the opportunity to explore their interests and gain valuable work experience in supportive environments. Whether learners are seeking to try out different job roles or industries or simply to carve out a clearer career path for themselves, they'll be supported every step of the way.

What learners will gain

Essential Job Skills:

- **Basic work skills:** Punctuality/attendance, following instructions, teamwork, and communication
- **Task completion:** Ability to complete assigned tasks independently or with minimal supervision
- **Problem-solving:** Basic problem-solving skills to address challenges in the workplace
- **Time management:** Understanding and managing time effectively

Workplace Knowledge:

- **Workplace safety:** Understanding and adhering to workplace safety rules and procedures
- **Company policies:** Familiarity with company policies and procedures
- **Job duties:** Understanding specific job responsibilities and expectations

Soft Skills:

- **Self-esteem:** Building confidence and self-esteem in a work environment
- **Independence:** Developing independence and self-reliance
- **Social skills:** Improving social interaction and communication skills
- **Adaptability:** Learning to adapt to new situations and changes in the workplace

Lifelong Learning:

- **Continuous learning:** Recognising the importance of ongoing learning and development
- **Skill development:** Developing new skills and knowledge through training and experience
- **Career progression:** Understanding the potential for career growth and advancement

	Days at college	Independent work experience
Year 14	2 days	up to 3 days

Programme structure

Learners will attend college for two days per week to receive essential training and support. In addition, they will participate in a work placement for up to three days per week. We aim for learners to attend placement for three days however this can be adjusted to meet individual needs. Importantly, learners will attend their placements independently, without the direct support of a job coach. It is essential that learners can make their own way to and from their placements, whether through independent travel or by private transportation arrangements.

Work placements will be sourced by the employability team according to individual learner needs. Learners are expected to accept a placement unless it is justifiably unsuitable. In this instance, another placement will be explored. If the alternative placement is also considered unsuitable, the parent/carer/young person would need to arrange a suitable alternative placement. Paid placements (via other organisations/training providers) are not supported as part of this programme.

What will be taught

Our Preparation for Work curriculum is designed to foster essential life skills across four key strands: Independence, Employability, Community and Health & Wellbeing. Through targeted learning and practical experience, we aim to increase students' independence thus allowing them to build work skills, engage with the local community, and maintain good health and well-being. By integrating these core areas, our programme ensures a holistic approach to preparing learners for a successful transition to employment and to a fulfilling adult life.

Who this pathway is for

This programme is designed for learners who can undertake independent work experience but are not yet ready to pursue paid employment. Learners who are not yet ready/do not wish to consider a supported employment option will be supported to explore alternative options beyond Market Field College.

Entry Criteria

- Learners must have goals that align with the objectives of the Preparation for Employment programme
- Learners must demonstrate a willingness to work, as evidenced by successful participation in work experience placements offered during years 12 and 13

- Learners must have a certain level of personal independence, thus allowing them to access independent work experience
- Learners must demonstrate a commitment to participate and engage with **all** aspects of the programme
- Learners must be working towards an employment-related destination outcome, this includes progression to Further Education
- Learners must have consistently demonstrated appropriate behaviours for the workplace
- Learners should have demonstrated positive attendance patterns during years 12 and 13

NB: In the event of being oversubscribed, the college will carefully consider each applicant to determine which learners would best benefit from and make use of the resources available.

Progress and Achievement

Progress towards our Preparing for Adulthood (PfA) curriculum will be recorded using an application called Evidence for Learning (EfL). EfL allows all stakeholders in a young person's learning and development to quickly and easily gather photo and video evidence, linked to the individual's learning goals and PfA curriculum. Upon successful completion of the Yr14 programme, learners will receive a college certificate of achievement.

Where will the course take me?

Possible progression routes include: paid employment; voluntary work; supported or sheltered employment.

Will I need any materials or equipment?

Learners will require basic stationary. Depending upon the nature of work placements, learners may require specialist equipment and PPE (personal, protective equipment).

I'm interested. What should I do now?

Year 14 progression will be discussed during Annual Reviews.



Supported Internship

Year 14 – Supported Employment Pathway

A **Supported Internship** is a work-based study programme which offers a substantial work placement, facilitated by the support of an expert job coach. The internship provides young people the opportunity to achieve sustained, paid employment by equipping them with the skills they need for work. Placements will be sourced in accordance with the intern's vocational interests and the local labour market. Interns are expected to immerse themselves in the workplace and become an active member of the workforce.

What interns will gain

Practical Skills and Experience:

- **Hands on experience:** Application of theoretical knowledge to real-world situations, gaining practical skills in their chosen industry
- **Job specific skills:** Learn specific skills and techniques relevant to their internship role, enhancing their employability
- **Problem-solving:** Problem-solving skills to address challenges in the workplace
- **Time management:** Understanding and managing time effectively

Workplace Knowledge:

- **Workplace safety:** Understanding and adhering to specific workplace safety rules and procedures
- **Company policies:** Familiarity with company policies and procedures
- **Job duties:** Understanding job responsibilities and expectations within their chosen industry

Soft Skills:

- **Self-esteem:** Opportunities to succeed and overcome challenges with the support of an expert job coach
- **Networking opportunities:** Connect with others within their industry, building valuable relationships to benefit their future opportunities
- **Adaptability:** Learning to adapt to new situations and changes in the workplace

Lifelong Learning:

- **Continuous learning:** Recognising the importance of continuous professional development
- **Skill development:** Developing new skills and knowledge through training and experience
- **Career progression:** Understanding the value of career growth and advancement

	Days at college	Independent work experience
Year 14	2 days	up to 3 days

Programme structure

Interns will attend college for two days per week to receive essential training and support. In addition, they will participate in a substantial work placement for up to three days per week. Interns will be expected to integrate into the workplace and take on a real job role. They will therefore be supported by a job coach following a train and fade model. It is essential that interns can make their own way to and from their placements, whether through independent travel or by private transportation arrangements.

Work placements will be sourced via the employability team according to interns' individual needs and area of vocational interest, where possible. Interns are expected to accept a placement unless it is justifiably unsuitable. In this instance, another placement will be explored. If the alternative placement is also considered unsuitable the parent/carer/young person would need to arrange a suitable alternative placement. Paid placements (via other organisations/training providers) are not supported as part of this programme.

What will be taught

Our Preparation for Work curriculum is designed to foster essential life skills across four key strands: Independence, Employability, Community and Health & Wellbeing. Through targeted learning and practical experience, we aim to increase interns' independence. Allowing them to build work skills, engage with the local community, and maintain good health and well-being. By integrating these core areas, our programme ensures a holistic approach to preparing interns for a successful transition to employment and to a fulfilling adult life.

Who this Pathway is for

This programme is designed for learners who are ready to pursue full or part time paid employment.

Entry Criteria

- Learners must have goals that align with the objectives of the Supported Internship programme
- Learners must demonstrate a real desire to gain paid work, as evidenced by successful participation in work experience placements offered during years 12 and 13

- Learners must have a certain level of personal independence, thus allowing them to access the work placement
- Learners must demonstrate a commitment to participate and engage with **all** aspects of the programme
- Learners must be working towards an employment-related destination outcome and will actively pursue (with the support of a job coach) paid employment. This outcome must be supported by the learner's parents/carers
- Learners must have consistently demonstrated appropriate behaviours for the workplace
- Learners should have demonstrated positive attendance patterns during years 12 and 13
- Learners must have their own bank account

NB: In the event of being oversubscribed, the college will carefully consider each applicant to determine which learners would best benefit from and make use of the resources available.

Progress and Achievement

Interns progress towards our Preparing for Adulthood (PfA) curriculum will be recorded using an application called Evidence for Learning (EfL). EfL allows all stakeholders in a young person's learning and development to quickly and easily gather photo and video evidence, linked to the individual's learning goals and PfA curriculum. Upon successful completion of the Yr14 programme, interns will receive a college certificate of achievement.

Where will the course take me?

The goal of the programme is to secure full or part time paid employment.

Will I need any materials or equipment?

Learners will require basic stationary. Depending upon the nature of work placements, learners may require specialist equipment and PPE (personal, protective equipment).

I'm interested. What should I do now?

Year 14 progression will be discussed during Annual Reviews.