

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:


- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: 

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
[REDACTED] London [REDACTED]

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
[REDACTED] London [REDACTED]

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, [REDACTED] London [REDACTED] between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Hipperholme and Lightcliffe High School [REDACTED] Halifax
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input checked="" type="checkbox"/> State maintained school <input type="checkbox"/> Other </p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>Dixons Academy Group – Sponsor of Dixons City Academy, Dixons Allerton Academy, Dixons Free Secondary and Dixons Free Primary. Their role was as an ex-colleague to check and help with the application. There is no role in the free school.</p> <p>Park Lane Learning Trust – Park Lane High School are to be a key partner in developing Post 16 education within their own school (they currently don't have provision) and will provide the wrap around pastoral programme for their students (and other students) as well as being a "feeder" school for TMFC.</p>

WYLP – West Yorkshire Learning Provider – a partnership organisation bringing together a range of smaller work based providers offering a broad selection of level 2 and level 3 (advanced) apprenticeships across West Yorkshire. They are key in the development of the Leeds City region and work closely with all local authorities on the employment and skills agenda.

SAKS Education – The number one sector provider of hair and beauty training nationally (achieved all grade ones, by the Adult Learning Inspectorate, for providing outstanding training and awarded Beacon Status by the Minister of state for lifelong learning). They will deliver all aspects of Hair and Beauty and provide industry standard Quality Assurance and ‘outstanding’ industry led teaching.

Hays Recruitment – ‘Recruiting Experts Worldwide’ - The number one recruitment specialist – sitting on governing body committee meetings and acting as professional workplace mentors, tutors and recruitment skill deliverers.

The Cook School at Dean Clough – A national educational charity providing community and school based cooking lessons in stunning facilities one mile from TMFC. This partnership is a key ‘brand’ partner and able to deliver apprentice opportunities for young people through ‘The Maltings’ as well as professional opportunities for corporate catering events.

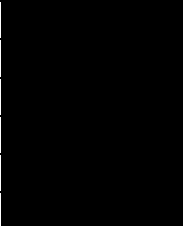
Details of company limited by guarantee

11.	Company name: HLHS Academy Trust Limited	
12.	Company address: [REDACTED] Halifax	
13.	Company registration number: 7657998	
14.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: Hipperholme and Lightcliffe Academy Trust run Hipperholme and Lightcliffe High School (HLHS)	

Company members

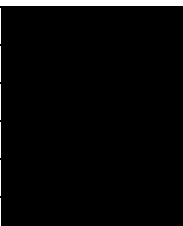

The members of the company are its legal owners. We require that there

is a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

16.	Please confirm the total number of company members: 6
17.	Please provide the name of each member below (add more rows if necessary):
	

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	
19.	Please provide the name of the proposed chair of the governing body, if known: 

Related organisations	
20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

	ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	
21.	<p>If Yes, please provide the following information about each organisation:</p> <p>HLHS Academy Trust Limited reg. no 7657998– Hipperholme and Lightcliffe High School of which the Chair of Governors, Executive Head and Senior Business and Operations Manager will oversee strategic direction and running of the school.</p> <p>Maltings Education Ltd – reg.no 7552379 – is a company limited by shares which is for the benefit of HLHS. It also owns and operates Fountains Springs Day Nursery (FSDN)</p>	
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	107578 pre conversion / 137036 post conversion
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	11-18 / 1467 NOR / capacity for 1400
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>February 2011 – prior to conversion to academy status – Ofsted have removed the School report from the website as this is normal prior to</p>	

	<p>conversion. Inspection was good with outstanding features allowing academy conversion.</p> <p>http://www.ofsted.gov.uk/provider/files/1457839/urn/107578.pdf</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: HLHS does not feature on the DfE performance tables as this is a converter academy. Please reference www.bbc.co.uk/news for up to date performance tables. http://www.bbc.co.uk/news/special/education/school_tables/secondary/11/html/381.stm</p> <p>Based on both 16-19 measures published, HLHS is clearly the highest performing non-selective school within its authority – namely A/AS points per pupil and Three A Levels</p>
30.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p>

**Please tick to confirm that you have included
all the items in the checklist.**



Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Chair of company / Member of company (please delete as appropriate).

Print name:

Date:

NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Section B: Outline of the school

1.	Proposed school name:	The Maltings Free College (TMFC)
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2015 (achievable) September 2016 (costed on spreadsheet for prudence)
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.
7.	If Yes, please specify the faith, denomination, etc. of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

9.	If Yes, please specify the faith, denomination, etc. of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Calderdale
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	None
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

Vocational Provision that meets the requirements of the Wolf Report as well as addressing employer and student needs.

Within Halifax and West Yorkshire, HLHS has formed strategic partnerships with employers and this has single-handedly driven the demand and impetus to establish a 16-19 employer led college that meets the needs of employers and young people today. Employers (and the Wolf Report) state that schools and colleges do not meet the demands of industry and commerce, or equip the young people for the world of work.

'The Maltings Free College' meets the employer demand through the provision of carefully targeted courses in an employer led, state of the art work-related facility. This models the modern workplace, developing work skills and promoting an entrepreneurial business ethic through first-hand experience. This innovative and unique approach to learning reflects clearly that we want the best for the young people in Calderdale. 'The Maltings' Free College will ensure young people (Student Employees) are ready for the world of work and this is an integral part of our vision, ethos and building. Focused on meeting both learner and employer demand, The Maltings Free College will recruit learners onto courses linked closely to our local employers' needs. TMFC is very clear – we will establish a 16-19 Workplace with the quality curriculum, learning environment pastoral care, guidance, support and nurturing partnered with a school provider. This combined with independent, employer based and focused learning styles hosted in an established (low capital cost) stunning building with professional training facilities. Students Employees attending TMFC will benefit from a longer learning work day, effective employer links, strong pastoral care and support modelled on today's modern workplace.



We must do better to provide young people with the skills they need to get good jobs. TMFC will achieve this through targeted short, medium and long term training centred on the world of work.

Free School Status will provide greater flexibilities to deliver this vision e.g. employee terms & conditions, student recruitment, capital expenditure, school day, timetable and other key priorities for delivering employer led training for Calderdale. This is set against a context of rising demand for quality provision as the raising participation age increases.

Why a Free College in Halifax?

Calderdale (and West Yorkshire) has an acute shortage of high quality employer led professional training at a level required by employers in 2012. Students cannot always access local courses in key vocational fields, they are limited in access to midyear recruitment or roll-on / roll off programmes and some struggle when they have caring responsibilities prohibiting them from training. Hipperholme and Lightcliffe High School (HLHS) have acquired 'The Maltings' and established employer led training within the stunning grade 2 listed building in the heart of Calderdale. TMFC will provide a broad range of courses that are not readily available in Calderdale in a way that makes them accessible to a broader range of young people – courses which are needed within the private and public sector to train young people for the world of work in an area that has been severely impacted by recent economic events and that have been identified as key for our local economy. The suite of learning programmes on offer will be a unique combination of full time courses and apprenticeships with links to the local authority and privately-run businesses. This will ensure all our student employees are equipped to progress from 'The Workplace' along their chosen career or learning route.

HLHS has already demonstrated that within a year (2011-12), that they were able to a pilot range of employer led courses. These include childcare courses linked to a working day nursery (which we own and manage in the same building), professional hair and beauty salons linked with SAKS hair and beauty (the number 1 work based learning provider) and we have designed and established a professional conference centre linked to a level 3 training kitchen. This latter development will enable TMFC to operate as the ONLY provider of full-time and apprenticeship industry-standard professional cookery courses in the district.

This innovative, ambitious and employer led approach has gained national recognition (ASCL, The Schools Network, YPLA, NCSL and DfE) for using the freedoms associated with Academy Status and for providing employment based work opportunities for Calderdale.

The potential to develop this further cannot be underestimated. All courses being offered in this bid at TMFC have the backing of employers and routes to work experience and employment ensuring that students who attend

TMFC move away from, or do not become, NEET. HLHS has 16-19 NEET figures of 0.4% and we aim for all TMFC graduates to progress into employment or further training after their time at TMFC. As our 11-16 population continues to grow and the age for remaining in education or training is raised to 17 and then 18, we have a strategic demand to ensure NEET figures remain low. TMFC is a strategic response to that demand.

In Calderdale, the December 2011 NEET statistics showed a slight increase in 16-18 year old NEET, with 6.8% (436) young people falling within this category. There were 303 young people seeking employment or training, almost half of whom live in the Mixenden, Illingworth and Park areas of the Borough. TMFC is no more than 2.5 miles from any of these key areas. The proximity, employer links and focused work-related ethic within the MFC would reduce NEET within Calderdale and support the local strategy for Raising of the Participation Age.

Past Student Employee Graduates will be asked to return to TMFC to serve as Volunteer Role Models and Working Mentors to support and motivate learners.

Note on Maltings Education Limited (MEL)

Maltings Education Limited is a company limited by shares, which is designed solely to generate revenue and capacity for HLHS students. It was formed to allow MEL to make commercially viable use of spare capacity in the building. The commercial aspects of MEL occupy the ground floor of 'The Maltings' Building. It is referred to in this bid as demonstrable evidence of the need of a Free School to allow HLHSAT to continue to build capacity to meet demand and to use MEL as a model of industry innovation linked to education.

Fountain Springs Day Nursery – is a trading name of MEL and a separate Ofsted (outstanding – February 2012) registered private day nursery providing childcare for 60 children and with the remit to be a training nursery.

Hi Energy Health Club – a private health club (owned by HLHS and operated as a managed service by Hi Energy Limited) with two professional dance studios, VIP area, changing rooms and Cardio Vascular area.

Teaching and Learning

Outstanding teaching and learning, provided by the best tutors from industry alongside support staff and mentors, will be at the heart of TMFC.

We will provide high quality teaching delivered by expert and vocational trained qualified tutors from identified sector areas. This outstanding delivery will be supported and enhanced by the educational and industrial expertise found within 'The Maltings' partnerships. The industrial links

formed through the HLHS / Maltings will ensure that OfSTED registered and experienced inspectors work within the setting – for example SAKS have resident lecturers and inspectors within TMFC. Such staff will play a key role in ensuring quality of provision and an unerring focus on service improvement. Small class sizes (15 on average on all courses) will ensure that the best of Post 16 provision will be available through a combination of elements of school, FE and work-based learning - type provision. Teachers will be recruited with serving experience and teaching or training qualifications in the relevant sector and course strand within their portfolio.

Achievement

HLHS has a 9 year history of having amongst the best outcomes post 16 of all non-selective schools in Calderdale. This is a clear target for TMFC and one that will be replicated. TMFC will also focus on ensuring recruitment, retention, completion and achievement outcomes match and exceed national expectations for apprenticeships and full time course delivery.

We aim to hit the ground running, and to have the best outcomes on opening – building on the strengths already established by HLHS in provision and developing these further. Each student in TMFC will be ‘known, valued and understood’ and will be set challenging, aspirational and achievable targets in all subjects studied. These will be set and verified with our professional course tutors – all experts in industry.

High quality outcomes start with high quality recruitment and induction processes – and a rigorous focus on ensuring all Student Employees are known by their ‘Workplace Mentors’ and given clear targets and competency-based outcomes for their daily work. The performance of each Student Employee will be the responsibility of an identified Workplace Mentor and be managed over the year, modelled on business practice.

Curriculum

We want to establish a college serving 16-19 age learners and delivering high quality training that employers want and need to prepare the young people of Calderdale for the world of work. Courses will be delivered at TMFC and HLHS grounds (22 acres of stunning green belt land) that suit the needs of the employer and the learning of the Student Employee. The curriculum will be employer led and be delivered by sector professionals in the relevant skill areas whilst being able to offer ongoing work placements and experience (where possible paid).

TMFC will develop a broad apprenticeship programme in collaboration with and a sub-contractee of West Yorkshire Learning Providers (WYLP). WYLP is a current and long established prime contractor with the skills funding agency with 22 sub contractee providers. That level of support and breadth of opportunity will enable TMFC to grow apprenticeship provision over three phases. Phase 1 being full time provision, Phase 2 the introduction of childcare and sport and Phase 3 extending this to business, finance, ICT and other areas of technical support. (WYLP will not be used for Hair and Beauty as SAKS are a national prime contractor in their own right and are a

partner in TMFC). TMFC will build on its extensive knowledge and strengths within education to promote apprenticeships within schools and to offer unique training focused on developing the skills required to meet the demands of schools and other learning providers of the future.

Direct explicit links with employers and national providers of work based learning will enable TMFC to develop a unique curriculum relevant to the challenges facing the young people of today. The 16-19 curriculum will be a combination of full time vocational and applied programmes running alongside an apprenticeship programme.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12		80	110	130	160	160	160	160
Year 13		70	90	120	140	140	140	140
Totals		150	200	250	300	300	300	300

Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

D1 – Curriculum Plan

TMFC curriculum is designed around the needs of employers in all of our curriculum strands. Our partner employers Saks and Fountain Spring Day Nursery state that at age 18 after 'college' they often feel frustrated that they need to retrain students using work based courses that meet their (employers) needs. TMFC is designed to meet employer needs from the outset as the courses are chosen and delivered using their experience, expertise and requirements for employability.

Initially, in Phase 1, all learners at TMFC will be full time students, undertaking the appropriate number of guided learning hours with the opportunity to have additional work based experience and employer contact on a weekly basis. In Phase 2, a broader range of learning programmes will be available, and in Phase 3 additional flexibilities will further increase modes of delivery and access. In Phase 3, as provision develops to include apprenticeship provision this will include part-time learners visiting TMFC on a day-release basis with support in the work-place. In the longer term, TMFC would also provide a number of part-time courses for learners, perhaps with caring responsibilities, and in-year recruitment opportunities for those seeking a change of direction within the academic year.

Phase 1: Existing / Established Full Time Courses

Childcare

Each Student Employee's Workplace Tutor will be a nursery practitioner – working business hours and practicing daily within our own private day nursery. This will allow us to centrally place work experience within the students' programme of study, experience a working nursery setting as part of coming to work at TMFC.

Catering / Cooking

Each Student Employee's Workplace Tutor will be professional food expert. TMFC is the only provider of 16-18 Advanced Level Vocational Cookery courses in the Calderdale area. The tutor is a professional chef working regularly at high profile public events and this allows our learners to prepare food for working conferences and venues.

The development of hospitality and catering programmes within TMFC would contribute to preparing young people to work in locally identified sector growth areas, particularly supporting the visitor economy.

Hair and Beauty

Each Student Employee's Workplace Tutor will be practising hair and /or beauty practitioner. TMFC is proud to have established a partnership with SAKS Hair and Beauty and the hair and beauty tutors will be practising hair and beauty experts who work for SAKS hair and beauty across the country (<http://www.saks.co.uk/>). They will bring their expertise into the unique industry standard training salons existing and proposed for TMFC.

Phase 2: Future Full Time Courses

ICT Networking

ICT networking certification qualifications – delivered on a working (school, health club, nursery and “dummy”) network, by working Microsoft Certified staff ensuring a UK first – professional led courses in ground-breaking technology based in college type setting.

TMFC would develop ICT courses further to include level 2 and 3 courses and apprenticeship programmes for staff employed in local schools, the Council and local businesses.

Sport, Active Leisure and Fitness Qualifications

Maltings Education Limited currently uses our commercially qualified school-based staff to deliver quality qualifications that the fitness industry requires within our on-site private health club. They are experts in their field and prepare young people for the world of work in their chosen career in sport / active leisure. TMFC would build on this practice and extend provision to offer level 2 and 3 full time courses and level 2 and advanced apprenticeship training to local health club businesses, schools and Council Sport Centres.

Business, Administration and Finance Qualifications

Using the school based model of MEL (including the Free School) as an inspirational live and operational commercial venture and a working employer of some 40 staff to deliver business and administration qualifications that small, medium and large firms require. This will prepare young people to work in local government, the NHS, the private sector and travel and tourism sectors.

TMFC would build on the suite of qualifications available to include level 2 and 3 apprenticeship programmes available to local private and public employers and businesses. TMFC would be particularly keen to offer courses to voluntary and community sector organisations developing their capacity to cope with the demands of ‘Big Society’ working.

All Student Employees at TMFC would be expected to take key business and administration modules as part of their core curriculum and preparation for the world of work. Such modules would support other areas of learning, particularly in developing entrepreneurial skills and be accredited, contributing to their Skills Portfolio and CV on leaving.

Financial and Business Services area identified as regional and local growth areas, and TMFC would contribute to preparing young people to progress into employment in these sectors.

Building Services

Using HLHS as a partner and Gold Eco School, delivering a curriculum that engages young people in the work of courses such as 'installing and maintaining environmental technology systems' to develop sustainable provision. MEL is currently exploring a small scale hydro plant on the TMFC site as a UK first – using rainwater to generate hydro electric power that could form the focus of many courses and prepare young learners by giving them practical skills in installing solar panels for example.

Land Based Services

'The Maltings' has a 3 acre surrounding wetland and pasture as well as being linked to HLHS which has a 21 acre greenbelt estate. We have partnerships with local employers and will offer a curriculum in land based services that are linked to employer provision and needs.

Programme Offer

Sector Area	Employer Linked	Possible Qualification(s)	Level
Childcare	Fountain Springs Day Nursery (part of MEL / MFC)	Children's' Care, Learning and Development (Edexcel)	Level 3 – F/T Level 2 (progressing onto Level 3)
Hair and Beauty	SAKS Education Limited – a partner in MFC / MEL	Certificate in Women's Hairdressing Certificate in Beauty specialties Techniques (VTCT)	Level 2 – F/T Level 3 – SAKs Apprenticeship scheme
Hospitality and Catering	MEL conferencing and catering provision – servicing MFC, Fountains Springs Nursery and event	Diploma in Professional Cookery (City & Guilds)	Level 1&2 – F/T Level 3 - Apprenticeship
ICT	HLHS, Fountain Springs Day Nursery, MFC	iPRO (Computer systems) (OCR)	Level 1- 3 Work based

Course Area	Employer Linked	Possible Qualification(s)	Level
Business and Administration	MEL	Certificate and Diploma in Business and Administration (City and Guilds)	Level 2 - 3
Building Services	MFC and HLHS facilities team	Construction and the Built Environment	Level 1-3
Land Based Services	MEL and HLHS (22 acres) facilities and grounds – local agricultural community	Certificate & Diploma in Land Based Studies Certificate and Diploma in Horticulture	Level 1-2 F/T Level 1, 2 – 3 Apprenticeship Level 2-3

Apprenticeships

TMFC is inspirational in its vision to bring a strong business ethic to the world of 16-19 learning and combining this with the best of facilities. In doing so, a key element of provision should, and will, be apprenticeship training. Full time Student Employees will see Apprentices as role models and be encouraged to consider the apprenticeship route as a next step in their learning pathway.

WYLP are key partners in the development and delivery of level 2 and 3 apprenticeships and will enable access to apprenticeship funding through the National Apprenticeship Service and Skills Funding Agency. This will enable TMFC to take a leap forward in educational thinking, transforming the way in which learners can access courses in a professional environment. To achieve this, TMFC will work with West Yorkshire Learning Providers (WYLP) as a sub-contracted provider. By working in collaboration with WYLP, TMFC will benefit from the considerable experience gained by the organisation, develop quality assurance procedures in line with their guidance, and build links across West Yorkshire with other small and medium-sized apprenticeship providers.

HAYS ('We Power The World of Work') are key partners and are able to provide MFC with data on employability and course needs over time. Future curriculum offer will be employer led and The Maltings offers the flexibility to adapt space and teaching facilities accordingly.

D2 – The Timetable, TMFC Year and organisation

Timetable

The timetable will be based around employer's expectations and requirements and will mean a typical day for all learners being extended to meet the needs of the course they are studying. If a student is undertaking a classroom based activity day, a likely day for students will be:

Monday - Friday

0830 Arrival and 'Workplace' (Pastoral) Care / Guidance Session

0900 -1215 Session 1

1300-1600 Session 2

A "Session" refers to delivered guided learning hours and could be classroom based, setting based or at an employer's premises.

Exceptions

TMFC is based clearly around the "world of work". Some exceptions which will be compulsory will depend on the courses being undertaken and work experience demands and could include:

Course Area	Employer Linked	Possible Compulsory Exceptions
Childcare	Fountain Springs Day Nursery (part of MEL / TMFC)	Attending nursery during 'working hours' of 0715-1800 undertaking duties expected within a large nursery setting
Hair and Beauty	SAKS Education Limited – a partner in TMFC / MEL	Attending the 'salon' within TMFC between the hours of 0830-1730 Monday – Saturday – undertaking duties as expected by a commercial client base
Hospitality and Catering	MEL conferencing and catering provision – servicing TMFC, Fountains Springs Nursery and event	Taking lunch outside of TMFC lunch period to allow 'service' of lunch at 1215-1300 for students, staff and FSDN. Attendance at events through TMFC events and conferences
ICT	HLHS, Fountain Springs Day Nursery, TMFC	Networking technicians being able to service a working network during any contracted hours of HLHS Site team
Sport, Active Leisure and Fitness	MEL through Hi Energy Limited	Hi Energy opening hours are 0730-2200 and this meets the commercial needs of the business.

Course Area	Employer Linked	Possible Compulsory Exceptions
Building Services	TMFC and HLHS facilities team	Facilities management during any contracted hours of HLHS facilities team
Land Based Services	MEL and HLHS (22 acres) facilities and grounds – local agricultural community	Facilities management during any contracted hours of 0600 - 1700

The TMFC Year

Students could follow a typical academic / work year model with the following as an example:

Autumn Session 2011

5th September 2011

Session 1: Student recruitment, registration, and induction

21st October 2011

Reading week

31st October 2011

Opens

16th December 2011

Session 1 ends

Spring Session 2012

3rd January 2012

Session 2 starts

10th February 2012

Reading week

20th February 2012

Open

30th March 2012

Session 2 ends

Summer Term 2012

16th April 2012

Session 3 starts

1st June 2012

Reading week

11th June 2012

Open

20th July 2012

Session 3 ends

Compulsory Exceptions

Due to the fact TMFC is based clearly around the 'World of work'. Some exceptions which will be compulsory (not optional activities) and will depend on the courses being undertaken and could include:

Course Area	Employer Linked	Possible Compulsory Exceptions
Childcare	Fountain Springs Day Nursery (part of MEL / TMFC)	Attending nursery during 'working hours' of 0715-1800 and having contracted hours through the holidays (nursery doesn't close)
Hair and Beauty	SAKS Education Limited – a partner in TMFC / MEL	Attending the 'salon' within TMFC between the hours of 0830-1730 Monday – Saturday – undertaking duties as expected by a commercial client base
Hospitality and Catering	MEL conferencing and catering provision – servicing TMFC, Fountains Springs Nursery and event	Attendance at events through TMFC events and conferences
ICT	HLHS, Fountain Springs Day Nursery, TMFC	Networking technicians being able to service a working network during any contracted hours of HLHS Site team
Sport, Active Leisure and Fitness	MEL through Hi Energy Limited	Hi Energy opening hours are 0730-2200 and this meets the commercial needs of the business.
Business and Administration	MEL	Possibly none
Building Services	TMFC and HLHS facilities team	Facilities management during any contracted hours of HLHS facilities team
Land Based Services	MEL and HLHS (22 acres) facilities and grounds – local agricultural community	Industrial placement - work projects e.g. providing agriculture support on different sites

Groupings of Students

Students will be in groups of 'Student Employees' of no more than 15 for practical work based subjects and will be vertically tutored and taught. On recruitment an initial thorough assessment will be undertaken with workplace coaches to determine their levels on entry, prior experience, skills and aptitude. On the basis of this information, challenging performance targets will be set for attendance, attainment, behaviour and progress. During the initial assessment process, HLHS, PLLT and previous providers will work together to ensure the efficient transfer of all relevant student information is maintained seamlessly including student's additional needs and requirements.

TMFC Student Employees will be grouped according to their aptitude and level of course being delivered to ensure employer engagement and deliverable outcomes.

Workplace (Pastoral) Care

Students from all courses will be 'mixed' into work teams – groups of colleagues who come to work and who study, work and achieve together reflecting the nature and title of TMFC. Hays (our partner and professional recruitment consultant) are instrumental in designing the Workplace Care programme. This mix will be part of the statutory tutorial period (Work Team Time), which is central to the vision of TMFC. The **Work Team Curriculum** will be designed so trainee professionals meet and study **together and will follow a carefully constructed pastoral programme** – delivered by working professional teachers to give credence to **the philosophy that all students are known, valued and understood**. Topics will include:

- **Compulsory business, finance and management training** (complementing courses and general work based courses)
- **Compulsory careers advice (from the point of application) that is market-related**
- **Intensive 'finishing skills school' to drive employability – giving learners mock interviews and 'the tricks of the trade'**
- **HAYS recruitment running 'Job Skills Programmes' to enable student employees the opportunity to learn key recruitment skills**
- Developing work skills modelled on the CREATE curriculum
- Current events
- Preparing for interview / work
- Work placement evaluation
- TMFC council – ensuring we meet student needs
- Employers forums
- Health and safety
- Sex, drugs and relationship education

This model builds on the government drive to raise standards and reform Post 16 education namely putting learners *at the heart of the FE and skills system* through ensuring *high quality* careers advice that is *market-related* and uses a range of mechanisms including online, face-to-face and helpline services linked in many cases to Lifelong Learning Accounts. The support would also ensure that there is an ethos and application of a distinct pedagogy around vocational learning in both support and teaching and learning. This would drive up standards and ensure high quality provision for our learners, giving our learners the edge in employability.

D3 – Ability Range

Students Needs

All students have differing needs and all those at TMFC will have access to appropriate support and guidance from their personal 'Workplace Coach'. TMFC will be unique within 16-19 colleges in having a compulsory pastoral curriculum – ensuring that the needs of all learners are identified through Workplace Coaches as well as the Tutors and Teachers delivering the course(s). Lessons (and commissioning of staff) and their delivery will be judged by ensuring that the criteria for outstanding teaching and learning is met in an outstanding percentage of all lessons – i.e. all staff will need to demonstrate an awareness of students needs and demonstrate that they have tailored their practice to meet their needs. In addition, SENCO provision from HLHS and PLLT will support learners with statements and designate students who require it additional support using a relevant work based method (e.g. a personal risk and access assessment will be carried to identify needs to ensure that all staff are informed and can provide appropriate equipment). The college would access Additional Learning Support or Post 16 Bursary Funding from YPLA (to be EFA), SFA and NAS as appropriate.

ICT and Resources

Each “professional” floor of the TMFC is already equipped with brand new state of the art ICT suites and projection facilities. Students will have access to an industry standard virtual learning platform and will use partners' resources where appropriate. For example, the Hair and Beauty rooms at TMFC have been designed by SAKS to ensure students needs are met as well as students being able access industry standard training portals such as www.saks.co.uk

TMFC will be at the forefront of the use of ICT for learning and communication including the use of current, developing and future technologies such as icloud, e-communication, social media and Web 2.0.

EAL

TMFC will build on the strengths of HLHS and PLLT which have significant expertise with inclusion and will use their existing skills to ensure strategies for all students to access achievement.

SEND – 80% of the building is fully DDA compliant and all access routes to all floors and facilities are no barriers to achievement. TMFC will comply fully with local authority and regional codes of practice and TMFC will have a SENCO designated to ensure this compliance. TMFC is committed to being a fully inclusive work related learning environment for all young people, particularly those with learning difficulties and / or disabilities (LLDD). Students arriving with a 139a assessment from local connexions / the local authority will be assured of full support to meet their needs.

D4 – Pupil Achievement

Student Targets for Excellent Performance (STEPS)

Working with all “feeder” schools for TMFC including HLHS and PLLT, performance targets or STEPS will be appropriate to the learners and employers’ needs. STEPS will be set collectively based on learner led target setting. STEPS for individuals will be aspirational yet achievable and will be set at the equivalent of FFTD or FFT10 placing TMFC in the top 25-10% of similar and regional providers.

HLHS has exceptional outcomes for young people in vocational courses consistently being judged as “sig plus” on vocational aspects in Raise Online / VI Form PANDA in addition to being the best provider for Post 16 education (based on APS and Three A-levels) in Calderdale (excluding the selective schools). This vocational approach will be replicated in TMFC, but be taught by employers supported through this outstanding provision at HLHS. The students at HLHS, within partner schools and in Calderdale require the breadth of vocational provision that is inappropriate (Wolf Report) to be taught in schools. Students require ‘true vocational experiences’ and this is better taught by and within employer based settings.

Having a pastoral curriculum unique to a college that gives the students tutor and teaching staff time in the working week to support, guide, mentor and direct students to their targets will ensure that students own their targets and want to exceed them. The vision of TMFC to be employer led will see the employers working with TMFC and the students to set and constantly review the targets.

STEPS will be set at a individual level and these will never be lowered. From that point the targets for individual classes, cohorts and courses will be generated and staff delivering the courses performance management will be linked to all students at least meeting their target. Monitoring of progress towards target will be undertaken by TMFC with the support of HLHS and PLLT which both have expert knowledge of target setting, reviewing and reporting. Progress to targets will be available monthly to parents, students and employers through a secure portal and this progress will be shared with the other partners through the Calderdale Secondary Headteachers’ data sharing protocol.

Tracking systems will be developed that match the appropriate needs and requirements of the course and will have the integrity to tackle potential underachievement designed from the start. Importantly, this system will trigger intervention to ensure pupils always meet their targets. Systematic data handling systems and constant updating of the targets will be “live” and accessible through a secure portal. Employers, work based setting providers; teachers and parents as well as students will be able to see any one student’s progress to a target with no more than a week delay. Full advantage will be taken of the central ILR and management system held by WYLP and the use of standardised paperwork from recruitment through initial assessment, to progress monitoring to completion and award of achievements.

D5 – Published Admissions Policy (reviewed and consulted as per statutory requirements)

The admission policy will contribute to the overall area requirement to ensure Post 16 provision for all 16-19 year olds in Calderdale.

We recognise that following a vocational academic route is often driven by a passion for that specialism. How can you measure this passion? As a vocational centre of excellence we will look for those specific qualities in every individual who wants to focus on one vocational route. Admissions to TMFC will be open to all learners within a 20 mile district of the centre and priority given to partner schools and organisations such as HLHS and PLLT. This will ensure progression for those lead partner schools but also demonstrates significant demand for the provision.

Every learner will need to provide a clear personal statement and this will need to cover:

- Why I want this vocational sector as a career
- My passion to follow this course
- My strengths as a vocational academic learner
- Relevant experience
- How I can contribute to *'The Maltings' family of students'*

Following receipt of the personal statement, placements will be allocated based on:

- Personal statement
- Interview (with employer for all courses)
- Qualifications at age 16 (e.g. GCSEs, BTECs, OCR Nationals etc.)
- Aptitude test (where necessary and ensuring the right students on the right courses)
- Examples of coursework/prior learning
- Relevant experience
- Reference

Where courses are oversubscribed, preference will be given to students based on employability interview and aptitude test outlined above.

Apprenticeships Enrolment

TMFC will work with early years providers, local primary and secondary schools, local authority and private businesses to promote apprenticeships and to offer training to young people employed for a minimum of 30 hours per week.

D6 – Behaviour, Wellbeing and Attendance

Attendance of at least 95% (Ofsted criteria for outstanding is 94%) will be expected by all learners. This will be an explicit offer of a place at TMFC and a detailed code of conduct and health and safety policy for all learners will be signed by both learner and parent, otherwise students cannot attend TMFC.

Ethos of the Behaviour Policy (known in TMFC as Code of Conduct (industry))

Good behaviour and discipline are key foundations of successful learning at TMFC so that as a learning community we can 'Achieve our Potential'.

The Behaviour Policy will:

- Be easily understood by all staff, students, parents and carers;
- Be consistently and fairly applied;
- Give equal weight to both rewards and sanctions;
- Emphasise the consequences of specific courses of action;
- Provide systems for staff, students, parents and carers to work together.

General Aims

- To give all students the opportunity to discover and develop their talents to the full.
- To give all students the opportunity to gain knowledge and understanding of themselves and the world in which they live.
- To promote tolerance and respect for the views of others
- To promote a sense of self-worth and responsibility
- To foster co-operation between school and home and between the school and the community it serves.

TMFC Professional Conduct

Student employees should:

- Arrive at TMFC and sessions on time, correctly dressed for the world of work (in work uniform if appropriate), and fully prepared for learning.
- Exhibit high standards of behaviour at all times
- Follow all instructions from staff the first time. Defiance is not acceptable.
- Respect everyone in TMFC. It is not acceptable to be physically or verbally offensive to others.
- Complete their assignments and other course material to the best of their ability.

Professional conduct beyond the classroom

Student employees should:

- Show respect for the environment.
- Put all litter in the bins provided.
- Partake fully in personal study and complete programme requirements on time.

Rewards (known in TMFC as incentives and bonuses (industry))

TMFC aims to promote high standards of behaviour, self-discipline and achievement. Outstanding effort and achievement will be rewarded through our reward system. All students are encouraged to value their work and achievements and to respect and value the achievements of others.

The most effective reward is praise, either verbally or in writing on students' work, and HLHSAT will formally recognise this in TMFC awards evenings – evenings held as business awards ceremonies which could recognise:

- Student Employee of the month
- Employee of the year
- Trainer of the year
- Most productive employee
- Best timekeeping and attendance
- Best salesperson
- Most improved employee
- Work Team performance

These will be arranged to celebrate success with the local chamber of commerce and other industry partners.

As a student at TMFC, all learners will be entitled to discounted gym membership, subsidised childcare places and cafe / refreshments on site. These incentives may be extended as a “reward” for meeting performance objectives.

Consequences

Where student employees do not meet the professional standards outlined in the code of conduct, a programme of intervention steps will be instigated, starting with the Workplace Coach, and progressing through performance management and personal target setting relating to conduct. Support from workplace employers will be focused to reinforce the importance of appropriate conduct where appropriate. Further specialised support from external agencies will be accessed if required. Where students fail to meet conduct targets, they may see the withdrawal of bonuses or incentives as appropriate.

In serious cases of non compliance with the professional code above, the Principal may exclude a student. In the most serious of cases, the Principal may permanently exclude a student.

As an existing provider committed to safeguarding and compliance with all statutory documentation, TMFC will ensure all policy documentation is implemented according to DfE guidance and legislation on opening.

D7 - Community

TMFC aims to provide high quality provision for all learners in Calderdale no matter their background and to raise aspirations for all. Employability within the age range being targeted is a major cause for concern nationally and locally and courses are designed to meet employer and community needs. In the last two years, the extent of 16-25 unemployment has doubled to 20% of the community (JCP report January 2011). Calderdale has suffered disproportionately in terms of employment due to the national recession as major companies such as Lloyds / HBOS (major employers) have scaled back staffing and made significant redundancies and reduced training programmes accordingly. Calderdale has a higher than typical proportion of small businesses employing less than 20 (and in some cases less than 10) staff. These employers include the bulk of our manufacturing industry, which has been hit by the recession.

Our education plan will set targets for all learners that would be expected of them in industry – no less than that is good enough. This will mean that the individual targets for all learners are based on what they would be expected to achieve in the world of work.

Other Schools, businesses and work based providers

HLHS has been fundamental in acquiring and establishing the pilot options currently available in 'The Maltings' building. HLHS will be pivotal and central to the plans. The vision of the executive head, governors and leadership team have been central to acquiring the building, investing in the building and providing a world class facility for all in Calderdale. HLHS has the capacity, staff and expertise and knowledge of the building and whilst TMFC will be a separate 'school' it will be a central part of the HLHS family of schools – of which HLHS is already an academy chain member of 3 secondary schools and feeder primary schools – named with DfE. HLHS will use 'The Maltings' site and is owner operator of the commercial aspects of 'The Maltings' – namely Fountain Springs Day Nursery and the Hi Energy Health Club.

Park Lane Learning Trust is also central to providing wrap around support and pastoral care to its learners and TMFC learners – understanding the special needs and requirements of all learners in Halifax.

The community is central to the success of 'The Maltings'. One example is our partnership with SAKS hair and beauty – a true partnership that has seen SAKS establish a hair salon in 'The Maltings' building, which will be offered to the wider community.


The school involvement in 'The Maltings' has ensured transport links and the provision of an hourly bus service to the village around 'The Maltings'.

Access to the other partner work based learning providers within WYLP via membership of the WYLP board will enable a broader range of employer links and potential work placements.

The local authority are fully supportive of the work we have done around the centre and have quoted as follows:

I would like to congratulate Hipperholme and Lightcliffe School on their fabulous facility at 'The Maltings'. Having toured this developing teaching and community centre, I am full of admiration for the expertise and forward-thinking that has the potential to deliver a superb community and vocational learning opportunity for Calderdale. I must also commend the school's aspiration for 'The Maltings' to become a meaningful, positive asset for the community.

Cllr Keith Hutson - Warley Ward



Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.
If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12	80	80		100	110	110		100
Year 13	70	70		100	90	90		100
Totals	150	150		100	200	200		100

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

E1 – Demand

From September 2012, 'The Maltings' (operated through HLHS) with its limited pilot of only 3 course strands has managed to recruit full numbers to three of the course strands from across Calderdale. However due to the lagged funding at HLHS, without Free School Status it is unable to offer all the courses. A prospectus (with application form), website (www.hlhs.co.uk/themaltings) and marketing events have all ensured that demand exists in full for a 2013 (or earlier) opening. The prospectus, website stills, expressions of interests and application forms are attached for information in annexe x.

Based on **actual demand** within HLHS and Park Lane Learning Trust, our appendix demonstrates that within two years of opening TMFC will be approaching full. We can demonstrate that through **actual applications** to vocational course choices at age 14, 15 and 16 (in January 2012) within both schools (HLHS and PLLT), the number of actual applications to TMFC will ensure that TMFC provides outstanding value for money and is operating at >80% capacity, more than exceeding the projected roll outlined below.

This actual (and demonstrable) demand is based on thorough student interviews and first choice preference returns for HLHS and PLLT as well as from other schools in Calderdale. Copies of pupil interviews, option choice forms (both at age 14 and 16) and parental commitment are contained in our Appendix.

*Please note that in 2012, the numbers of **actual applicants** (based on application forms received) has exceeded current (HLHS) capacity at 'The Maltings' without acquiring Free School Status.*

This unique evidence of demand for the first 3 years of opening demonstrates that parents and pupils wish to attend TMFC TMFC and is counted as first choice preference in this application for the next three years.

Annually, around 1200 16-18 Calderdale residents travel out of district to follow, in the main, vocational programmes. This demonstrates that Calderdale residents are seeking different courses than those available in the District - demonstrating demand for the courses offered at TMFC.

TMFC has had wide publicity and has been advertised thrice within The Halifax Courier (distribution 15000 and a readership of over 40,000), through leaflets in all Calderdale Feeder Schools, through assemblies in HLHS, PLLT and other schools, through attendance at open IAG events within Calderdale, through the Calderdale and Kirklees career service and through direct Royal Mail marketing to 17000 homes in Calderdale. This publicity has ensured 'The Maltings' is oversubscribed and the places cannot be met without the development of free school status and the opportunities to develop staffing, courses and curriculum through TMFC.

The TMFC will serve all of Calderdale and the map in the appendix supports this.

E2 – Community

The building is a landmark building (being the logo for Webster's Brewery for many years) and is already being used extensively as a community resource. HLHS established a day nursery and private health club in a new community (Fountain Springs Village) meeting resident and local demand for community services. Marketing to the residents in the area has enabled 'The Maltings' to be let to the community within a mile radius free of charge. Additional lets of the conference and community centre aspects of the TMFC are already extensive and the commitment to provide retail space and café culture within the building form further development work. Please refer to the resident leaflet at the appendix for more information.

HLHS already runs a very successful 'profit' making letting service within school and its sports centre. This has been operated as a commercial letting system / facility for a significant period of time and school is used to operating this and governing it accordingly. TMFC will have a site manager (supported by HLHS site team) who will operate this as a dual use office space, community space, arts development and career development space. This is in addition to conference and lets (already totalling 100 events in 2011/12) at 'The Maltings'.

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

F1 – Educational Expertise

HLHS has already devoted time, resources and capital to ‘The Maltings’. Within its structures currently, we have been able to develop and open ‘The Maltings’ to the whole of Calderdale and beyond and demonstrated demand for widening this operation significantly and developing TMFC.

HLHS and MEL have already got the capacity through strategic planning and have established the following resources, people and skills to operate TMFC:

Governance – [REDACTED]. The governing body is adept at offering challenge and support and has commissioned the school leadership described in this section to deliver ‘The Maltings’ which it did successfully within time and within a limited budget.

Executive Head – [REDACTED]

Every ‘setting’ within HLHS and MEL has dedicated school improvement time using “external” (the Executive Head) School Improvement meetings and review focusing on ongoing, thorough and professional objective advice looking at a wide range of issues such as:

Heading	Analysis
Results / Data / Outcomes	<ul style="list-style-type: none">• Full analysis of results• Raise Online• Progress to targets• Target setting• Self evaluation

	<ul style="list-style-type: none"> • Development planning
Subjects	<ul style="list-style-type: none"> • Quality of provision in subjects • Leadership and management in subjects • Self-evaluation • Development planning
Safeguarding	<ul style="list-style-type: none"> • SCR • Child protection • Site tour, spot checks, ID cards, disaster planning, accident book, medical records
Pastoral	<ul style="list-style-type: none"> • Behaviour data, mentoring plan, tutorial observation, planner observation, data and assessment, assessment reporting quality
Finance	<ul style="list-style-type: none"> • Value for Money analysis • Budgetary setting • Tracking and monitoring
CEIAG	<ul style="list-style-type: none"> • Quality of Provision focusing on meetings, planners, students perceptions
Transition	<ul style="list-style-type: none"> • KS2-3 records, partner primary meetings, lesson plans, audits, meetings
INSET	<ul style="list-style-type: none"> • Staff development • PM records • Staff INSET plans • School calendar
HR	<ul style="list-style-type: none"> • JDs • Person Spec • Policy Writing (reaction to national agenda) • 1-2-1 Meetings • Succession Planning

Curriculum Planning – HLHS has implemented the limited courses within ‘The Maltings’ through its own expertise and is already recognised as being the most successful Post 16 provider in Calderdale. The Post 16 team at HLHS has been expanded to facilitate a successful interface and “expansion” with ‘The Maltings’. This team has a proven track record of success. The Post 16 provision at HLHS has risen by over 200% over 5 years and results have increased and it is testament to this increase in size that HLHS has maintained its position as best non selective provider in Calderdale.

Principal Designate – The Principal Designate has wide expertise in establishing new forms of provision, particularly for 14-19 and adult learners.

HLHS Deputy / TMFC Deputy Curriculum Leader – The curriculum at ‘The Maltings’ has already been established by this team leader ()

and this person will operate as an effective link between TMFC and HLHS ensuring high quality provision and links to a successful school. **This is unique to a Post 16 application** – HLHS giving [REDACTED] the time, commitment to ensure that HLHS continues to develop its own pre 16 provision within TMFC whilst developing this outside of the school.

Any individuals (named and un-named) within HLHS have a clear expectation and understanding as well as contractual obligations to commit to the time commitment that this project needs and requires. Being integral and part of HLHS – a large successful provider of education ensures that expertise in all aspects of schools operations is available – pastoral programmes, curriculum, teaching and learning, self evaluation, inspection, policies, governance etc.

F2 – Financial Expertise

[REDACTED]
Any individuals (named and un-named) within HLHS have a clear expectation and understanding as well as contractual obligations to commit to the time commitment that this project needs and requires.

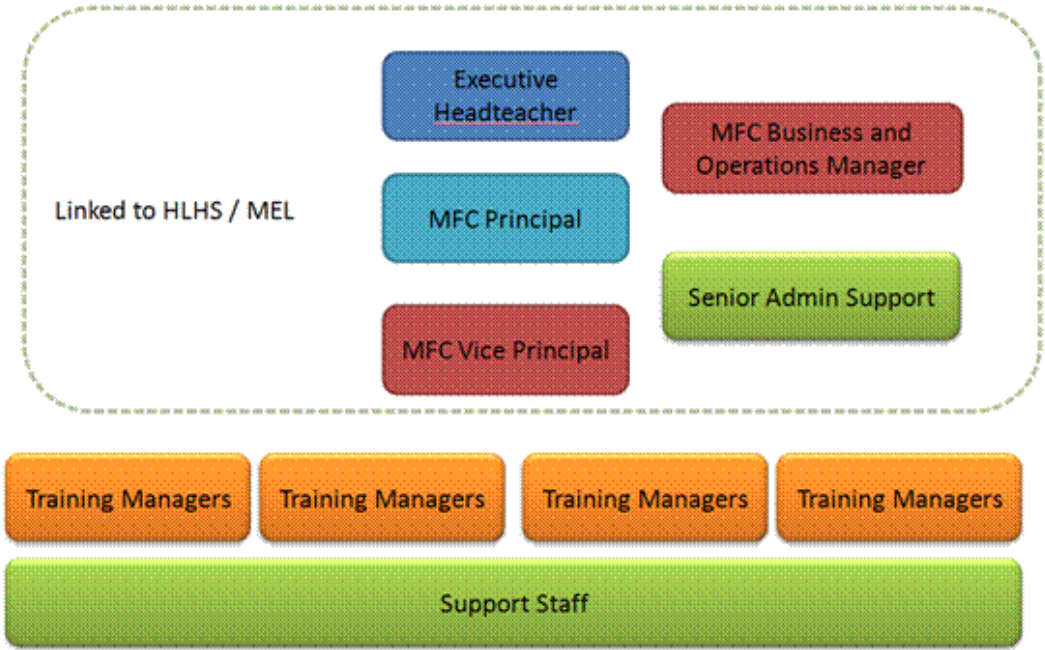
F3 – Other expertise for opening

Person	Title	Relevant expertise	Specific project development – TMFC
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Any individuals (named and un-named) within HLHS have a clear expectation and understanding as well as contractual obligations to commit to the time commitment that this project needs and requires.
F4 – Staffing structures

TMFC is already in part established. The final staffing structure is clearly linked to the educational vision – using employers, employer providers or full time teaching staff to deliver the aim of employer led training. The staffing structure ensures that there is flexibility and room to facilitate additional groups and students if appropriate and all staff members will work within ‘The Maltings’ family of businesses if appropriate – e.g. FSDN, Hi Energy and ‘The Maltings’.

Structure



An appropriate and phased build up of staff

Executive Head – on behalf of HLHSAT overseeing the quality of provision, standards and college improvement across both schools and within TMFC.

MFC Business and Operations Manager – Senior Leader link with HLHSAT; financial compliance (as per requirements of YPLA (to be EFA), SFA and WYLP) and budget management; legal compliance; building and

premises management including health and safety compliance, policy and practice. Please note that TMFC Business and Operations Manager is a [REDACTED] and provides strategic and operational direction on the board of both MEL and HLHSAT.

MFC Principal – Strategic leadership and management of MFC; contracting, links and reporting to MFC Management Board, HLHSAT and other external agencies; overall MFC policy and practice; management systems and processes; organisational self assessment and quality improvement including Apprenticeship Quality Improvement Plans; operational line management of senior leadership team; marketing and promotion of apprenticeship programme; employer links and learner engagement; local partnership working and collaboration; contribution to learning programmes as appropriate.

MFC Vice Principal – Senior Leader and link with HLHSAT; learning programmes design and quality assurance, e-learning strategy; learner recruitment, initial assessment and induction; progress review and reporting of achievement; timetabling, line management of training managers; learner health and safety and personal wellbeing; contribution to strategic planning; implementation of MFC development and improvement planning; contribution to Work Team curriculum and other learning programmes as appropriate.

Training Manager(s) and Tutor Team Members – Sector learning leaders; vocational teaching and learning role models; line management of individual tutors; development and delivery of sector specific learning programmes; contribution to overall curriculum planning and deployment of vocational tutors; programme and assessment compliance; contribution to marketing and promotion of learning provision within and beyond MFC; Workplace coaching; Work Team Curriculum programme delivery and learner support.

Initially the Training Managers will deliver Phase 1 and 2 programmes. As the student population grows, additional Tutors will be recruited to contribute to the delivery of learning programmes. Tutors will be recruited flexibly, in response to need – including part time and sessional contracting arrangements. Up to 7 FTE teaching staff will be recruited for 2013/14, increasing to up to 10 FTE for 2014/15 as learner numbers increase from an estimated 150 to 200.

Support Team –

- Learning Support: Contribute to teaching and learning within specified areas; support identified, individual learners where appropriate; workplace coaching where appropriate; liaison with external support

agencies where appropriate.

- Senior Administrator: Provide PA support to the Principal and Senior Leadership Team, management information population, analysis and submissions.
- Finance Support: Day to day financial management; annual budget planning; financial compliance.
- Technical support: Technology for learning; networking; student employee support; e-learning strategy support.
- Premises management – Contribution to reception, caretaker support and cleaning
- Additional expertise will be accessed as required e.g. HR.

Phase 3 staffing will include staff focused on delivery of apprenticeship technical certificates, relevant functional skills training at an appropriate level, PLTS elements, and learner support in the work-place for the NVQ element of the qualification. Precise staffing needs will be determined by the apprenticeship specifications adopted, linked to employment sectors and therefore, appropriate frameworks and the number of off the job GLH required. Access to assessors and external verifiers will be supported through links with WYLP.

F5 – Recruitment, leadership and governance

The development of MFC has been informed by the work of Campus Calderdale, previously the 14-19 collaborative, and currently focused on whole school collaboration and partnership working across secondary schools.

HLHSAT intends to employ the current [REDACTED] as the MFC Principal Designate, full time from January 2013. She will be responsible for liaising directly with MEL, WYLP, YPLA, SFA and NAS in the development, design and ultimately, the delivery of learning provision. From an early stage in the process, she will work with key partners, ensuring an effective marketing and promotion strategy, to identify priority programmes and frameworks ensuring funding and curriculum viability from September 2013.

To achieve this, some work will need to be undertaken in summer and autumn terms of 2012. This will enable the production of Options materials for student and parents ensuring an MFC presence during Autumn Term 2012 when Year 11 students will be visiting Post 16 providers to consider options and make choices for Post 16 study in the following academic year. HLHSAT will work closely with the Principal Designate to ensure this crucial early work is undertaken as part of the recruitment strategy for 2013 onwards. The Principal Designate will be invited to relevant HLHSAT meetings, meeting with partners and SLT meetings at HLHS.

Alongside the development work, the Principal Designate will work closely with MEL and existing staff within 'The Maltings' to develop the new vision

and strategy for delivering learning in a workplace, learning environment.

CV for the preferred Principal Designate

The CV for the proposed Principal Designate is appended.

Recruiting high quality staff

The 2011/12 pilot of vocational programmes enabled the early recruitment of highly trained, qualified and experienced vocational tutors alongside school teaching staff to deliver a small range of BTEC courses. During Spring Term 2013, with feedback from students from partner providers and external applications, the volume of additional delivery will be clear and a recruitment process will begin, with staff taking up post in the last 2 weeks of the summer vacation. All staff will be expected to take a full part in on-going professional CPD as well as attending 5 MFC training days per year.

Alongside the delivery of full time programmes, discussions will begin with local employers, with support from WYLP, to launch and develop Phase 3: apprenticeship programmes (currently Business, Admin, Childcare and Sports – but flexible in response to local employer need). Recruitment for staff to deliver off the job training, workplace support and assessment will take place in year, reinforcing the vision for future roll on, roll off learner recruitment and framework delivery.

Prospective Governors

The MFC Management Board, comprising governors and representatives from internal and external organisations, will oversee the work of the MFC, supported by three focused sub-committees.

The Principal Designate will opt to attend and report to all Management Board Meetings. At times, other staff, learners and external speakers may be asked by the Board to attend to report or be consulted upon the work of the college. The Business and Operations Manager and Vice Principal will attend relevant sub-groups and contribute to the Management Board as required.

Executive Headteacher: [REDACTED]. [REDACTED]. Will inform future curriculum delivery to enhance pathways available for students. Will ensure effective links with MEL and HLHS for services including business and finance, ICT, HR and legal.

School Partner: The [REDACTED] will inform curriculum development through understanding of learning needs and pathways for 11-16 students in his school. Students from PLLT will have a guaranteed place at MFC (subject to meeting entry requirements).

Business Partner: A representative from one of the businesses operating within 'The Maltings' Education Limited umbrella. This would be from either the Fountain Springs Nursery or Hi Energy. This partner would bring direct experience of business practice as well as working with Student Employees and those on work placements at 'The Maltings'.

Employer partner: A large external employer will be invited to join the Governing Body. [REDACTED] is a key local company with a keen interest in supporting and promoting education and skills development for local tenants and their families. [REDACTED] is already supporting Park Lane Learning Trust and it is intended that the partnership is extended to support learners moving from that school into Post 16 learning. In addition a director from HAYS Worldwide will be a key partner ensuring curriculum and employability aspects of provision are challenged and supported through the governing body.

WYLP Partner: Lead professional from WYLP bringing expertise in apprenticeship provision including employer links, learner recruitment, retention and achievement. Prime contractor able to report on requirements of MFC as sub-contracted partner and on progress in meeting contractual requirements.

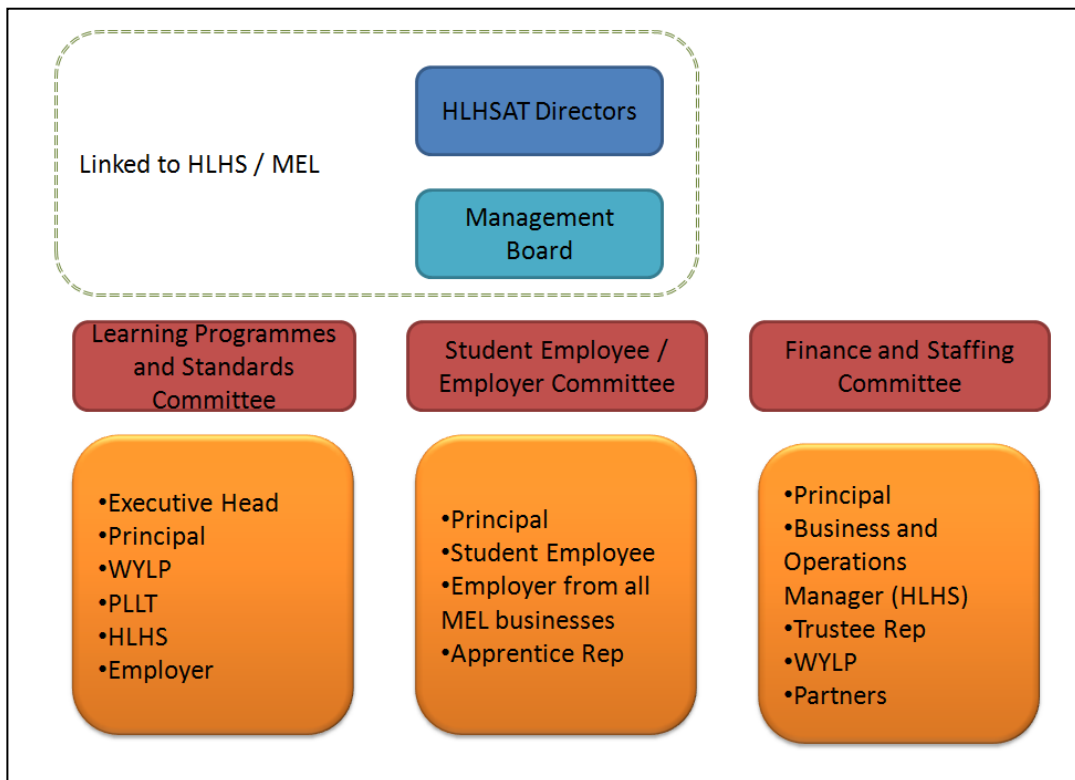
Student Employee Representative: As part of the Workplace Team Curriculum, learners will be invited to contribute directly to the direction, strategy, policies and practice of their college through the Student Employee forum. A representative of the Forum will be elected annually to serve on the Management Board.

Apprenticeship Representative: Phase 3 will see the introduction of the apprenticeship programme and the opportunity for an employed learner studying for a level 2 or advanced apprenticeship to contribute to the Management Board.

Identifying and appointing future committed governors

MFC will publish a clear Management Board structure, Terms of Reference for the Board and Sub-Committees, and document procedures for decision making, delegation of responsibilities and reporting structures. Board members will be issued with a MFC Governors' Handbook in which the roles and expectations will be clarified. This will include expectations for quorate meetings and arrangements for dealing with non-attendance or conflicts of interest. When replacing governors, the Board will ensure an appropriate election process. At the time of recruiting new governors, the Board will review the relevance of that role and consider the skills and experience required for any new members. Advice on legal status, responsibilities and focus of the Management Board will be provided by the Business and Operations Management.

F6 – Company, Governors and PD



Executive Responsibility

The Executive Head and Business and Operations Manager (HLHS AT) will operate between TMFC, HLHS and FSDN to ensure interrelated independence. The role is to provide on behalf of DfE and SFA the governing body and the company 'external independent challenge and support to areas surrounding finance, strategic direction and support, progress to targets, compliance with policies and procedures and the needs and requirements of employers.

Management Board

The Chair of the MFC Management Board will report to the HLHSAT Board annually at least, though more frequently where necessary.

The Board sets the strategic vision for MFC and contributes, through its

members to establishment of the organisational ethos and practice of everyday work-real learning. By agreeing and overseeing the implementation of the MFC Improvement Plan, the Management Board will support and challenge the leadership team to constantly review and improve the quality and range of curriculum provision, employer relevance and engagement, and student outcomes.

The Management Board will have clear terms of reference, documenting responsibilities and expectations of members. The Board will receive reports from the 3 sub-committees each academic session. The Board will oversee the annual review of policies, practice and impact of their implementation.

Learning Programmes and Standards Committee

The Chair of LPSC will report directly to the Management Board each academic session.

Learning Programmes

The LPSC will be responsible for scrutinising and challenging the quality, breadth and range of learning provision offered by the MFC. Members of the committee span external employers, MEL employers, school leads and WYLP. It will include highly experienced curriculum planners and providers steeped in knowledge of effective 16-18 learning delivery able to provide independent challenge to the Board and MEL Executive.

The Committee will be responsible for the annual review of curriculum and provision-related policies and practice in line with statutory requirements and MFC priorities. Employer(s) will be represented fully on this committee and will include partners from industry (e.g. Hays and SAKS)

Standards

The LPSC will be responsible for reviewing the learning outcomes for student employees on full time programmes annually and for apprentices on a termly basis. Standards to be scrutinised will be reflected in data from recruitment, initial assessment, STEPS, progress, completion and achievements. Standards will be compared against STEPS, national outcomes and contractual expectations. Over each academic year, the LPSC will receive reports from the Vice Principal as well as individual training managers. MFC improvement plans will be provided and impact assessed.

Student Employee and Employer Committee

MFC will be committed to listening to the views of student employees, apprentices and employers. The SEEC will bring together learners, MEL employers and employed apprentices. The Chair of the SEEC will report to the Management Board each academic session.

The Learner Forum will be established from day 1 with opportunities for learners to contribute to policy development and implementation; feedback on quality of provision and experience at MFC; contribute to creative ways of building and securing our ethos; and to enhance personal leadership and management skills. The Chair of the Learner Forum will attend SEEC serving as a conduit for information and ideas between the Board and individual learners.

As key partners in the physical workplace and curriculum delivery, the MEL employer rep will attend SEEC to ensure a voice with the learning community. SEEC will enable learners and employers to work collaboratively, and to support and challenge each other in combining business need with learner satisfaction and success.

Finance and Staffing Committee

The Chair of the FSC will report to the Management Board each academic session.

The Business and Operations Manager will play a key role in reporting on legal, financial and HR issues to ensure the committee is fully aware of current, new and future responsibilities. The FSC will review and recommend the annual budget statement for the Management Board. The FSC will review staffing and make recommendations to the Management Board with regard to new appointments or changes to the developing structure.

As the prime contractor for apprenticeship delivery, WYLP will play a key role in independently challenging the MFC to provide appropriate and high quality apprenticeship frameworks in line with employer and partnership contract requirements.

Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

http://www.bbc.co.uk/news/special/education/school_tables/secondary/11/html/381.stm

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

This application is for the 16-19 strand of Free School programme.

Our preferred site is [REDACTED], Halifax [REDACTED].

'The Maltings' is a substantial, stone built, Grade II listed former brewery malting house, constructed in 1895 for the Samuel Webster brewery. After operating for nearly 100 years as a brewery the site closed in the late 1980s. Land and buildings around the site were sold for housing and 'The Maltings' was converted to offices. In late 2008 'The Maltings' housed a small independent preparatory school however this school ceased trading after 4 months of operation and 'The Maltings' passed into the control of a receiver. In the summer of 2011 the freehold title was acquired by [REDACTED] a property investment company.

We appreciate 16-19 provision is a new strand of the Free School programme and that as such we are in the unusual position of submitting an application some aspects of the process are not yet fully agreed. Our application is unusual in itself as the site in question is held under a 15 year lease by HLHS Academy Trust Ltd.

In a bold and innovative move, in order to address both a) some capacity issues and b) increase the breadth of our 14-16 curriculum, in January 2011 Hipperholme & Lightcliffe High School (now HLHS Academy Trust Ltd) acquired a 15 year lease on 'The Maltings'. The site has since been developed as a small vocational/skills centre for our 14-16 year old students.

The proposal to establish The TMFC will enable the development of new opportunities for 16-19 year olds across the wider Calderdale area, with a planned capacity of 300 new places for 16-19 year olds across the borough.

'The Maltings' provides over 2600 sqm of floor space over 5 floors. The building has been developed and maintained to a high standard and meets all current building regulation requirements. Mechanical and Electrical installations are sound.

Maltings Education Ltd (a subsidiary of HLHS Academy Trust) operates

commercial activities from the ground floor of the building including:

- Fountain Springs Day Nursery – an Ofsted registered early learning centre catering for up to 60 young children aged from 0-8 years
- A commercial fitness centre and gym

Independent to this free school bid the freehold to the building and site was previously available for under £1m. This represented outstanding value for money but was out of reach of a school that could not borrow finances. Obviously, it will be for Partnerships for Schools (and subsequently the Education Funding Agency (EFA)) to continue their own negotiation and as experts in school land acquisition we are hopeful this valuation can be bettered.

The proposal is that the Free School programme will establish The TMFC on the site with the following objectives and benefits in terms of site & premises at 'The Maltings'.

Objectives

OB1 To acquire the freehold on 'The Maltings' building

OB2 Undertake conversion of unused space to meet the needs of 16-19 vocational/skills based provision. HLHS AT Ltd currently utilises around 30% of the available floor space for 14-19 provision. This is only on a small portion of the week and it is envisaged that whilst HLHS will continue to use parts of the building this in percentage terms is less than 5% of the building over a week.

OB3 To develop an extensive range of specialist facilities for specific course provision

OB4 To improve access to some areas of the building for equality and disability discrimination purposes. Over 75% of 'The Maltings' is DDA compliant currently but adaptations would be needed in order to make use of the remaining 25%.

Benefits

OB1 Freehold acquisition

- Savings made over life of free school operations compared to on-going annual lease charge
- Freehold ownership provides security of future tenure and operations

OB2 Conversion to 16-19 provision

Currently provision of courses at 'The Maltings' is for HLHS AT 14-16 year old students, and only around 30% of the available floor space is used for this purpose. The new capital investment available via the Free School programme will enable unused space to be converted for brand new opportunities for 16-19 year olds across Calderdale

OB3 Specialist facilities

Development of the unused spaces (linked to existing space usage) will provide specialist facilities for courses in such fields as: hair; beauty; catering; child care; land & the environment; ICT and building services.

OB4 Improved access

Around 25% of the space currently not used at 'The Maltings' would not meet current DDA and equality requirements. This is not currently a problem to HLHS AT as this space is not required. However, it is valuable space that could be brought into use with some investment via the establishment of The TMFC.

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

Document Ref	Detail
01 Finance model	Document required as per application (best case)
02 Financial Plan - mainstream	Document required as per application (fallback)
03 Maltings Prospectus Folder	HLHS Maltings prospectus – covers
04 Maltings Prospectus Folder – Inners	HLHS Maltings prospectus – inside pages
05 Demand	Document outlining Demand for TMFC
06 Directions to Centre	Map and directions to TMFC
07 Residents Leaflet	Leaflet engaging community
08 CV Jan 2012	CV of [REDACTED]

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