



Department
for Education

Free school application form

MAIDSTONE SCHOOL OF SCIENCE AND TECHNOLOGY

2014

Mainstream and 16 to 19 (updated August 2014)

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form?	√	
2. Have you established a company limited by guarantee?	√	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	√	
Section B: Outline of the school	√	
Section C: Education Vision	√	
Section D: Education plan	√	
Section E: Evidence of need	√	
Section F: Capacity and capability	√	
Section G: Budget planning and affordability	√	
Section H: Premises	√	
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	√	
5. Have you fully completed the budget plans?	√	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the OfSTED Section 5 criteria		
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?		

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk (see guidance for dates and deadlines)?</p>	√	
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	√	

Section I of your application		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> § <input checked="" type="checkbox"/> a copy of Section A (tab 1 of the Excel template); and § <input checked="" type="checkbox"/> copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and § <input checked="" type="checkbox"/> a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	√	

Declaration

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;
- § ~~the~~ funding agreement with the Secretary of State;
- § ~~a~~ll relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- § ~~the~~ School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria that are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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

Print name:

Date:



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83189
Name of proposed school:	Maidstone School of Science & Technology
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	Valley Park School, Valley Invicta Academies Trust, Huntsman Lane, Maidstone, Kent, ME14 5DS
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	01622 679421
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Valley Invicta Academies Trust
Company address:	Invicta Grammar School, Huntsman Lane, Maidstone, Kent ME14 5DS
Company registration number:	7559259
Date when company was incorporated:	03 July 2011
Please confirm the total number of company members (must be a minimum of 3):	5
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	3
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Valley Invicta Academies Trust (VIAT)
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p><Redacted></p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. 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.).</p>	
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Some help</p>
<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>Yes</p>
<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><Redacted>, an educational consultancy provided drafting and local marketing support. Not anticipated to have a role in setting up the free school if the bid is successful.</p>



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. 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. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Kent
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Proposed opening year:	2017
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Age Range:	11-19
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	800
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	600 secondary, 200 post-16
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Please say which year groups the school will have in first year and the PAN for each	Year 7, PAN of 120
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Date proposed school will reach expected capacity in all year groups:	2021
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	Sep-16
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	Yes
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	Yes
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Do you plan to make employ teachers without QTS?	Not sure
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Please list any other freedoms you intend to use	Increased access to learning time through a longer school day, with students attending school until 6:00pm (variable by year group) Students following the National Curriculum in years 7 and 8 but with a focus on STEM based subjects. A curriculum in years 9 to 11 that is STEM based allowing students to matriculate with 7 STEM GCSE's plus English and Mathematics. All staff employed on VIAT terms and conditions.
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Section A: Applicant details

Excel application form attached in Annex

Section B: Outline of the school

Excel application form attached in Annex

Section C: Education Vision

Section C1

Introduction

The Valley Invicta Academies Trust (VIAT) has a vision for a unique and radically different secondary school – a school that is World-Class. The school will be based on their Maidstone campus in Kent - the Maidstone School of Science and Technology (MSST). MSST will have Applied Project Learning at the heart of its pedagogy and the new building and school community will reflect this in every way.

VIAT is already an approved Sponsor with two OfSTED Outstanding and highly oversubscribed secondary schools: Invicta Grammar School and Valley Park School and a growing cluster of sponsored primary schools; one sponsored since March 2014 and three new schools opening in 2015 through the DfE Targeted Basic Need (TBN) programme.

Valley Park is one of the highest performing and the most popular non-selective secondary schools in Kent and Invicta Grammar the highest performing 'non-super-selective' grammar school in Kent. Our schools are successful and our parental consultation for the new school reinforced our expectations that the new school will be equally popular, providing greater choice locally for pupils entering secondary education and responding to increased local need. Valley Park increased its PAN for two additional forms of entry between 2012-2014 in response to local demand and Invicta is regularly oversubscribed on first preferences and increased its numbers by 25 pupils on appeal in 2014.

Kent County Council (CC) has projected that local demand for places by 2024 will require more than 13 new forms of entry, 9 in our local area, and we anticipate that MSST will be oversubscribed on opening in 2017 and for every subsequent year as it grows.

MSST will benefit from being part of our campus. It will build upon the existing successful leadership and a cohesive business and educational culture that underpins the OfSTED Outstanding performance of all our schools.

MSST will be non-selective, co-educational with a PAN of 120 students for each year in Years 7-11 and will have 200 students in the Sixth Form. The total number of students attending the school will be 800. MSST will therefore, increase choice in the area and support local plans to meet local demand.

Educational Culture

The campus approach will enhance the experience of every student, developing them as fully rounded educated persons prepared for wherever their further studies or career paths take them in a modern Britain and the 21st Century economy. This vision ensures that MSST thrives as a new centre of excellence. The school will complement existing provision on the campus and benefits from collaboration with partner campus schools and the wide network of local, national and international partners, with whom the group already works. As well as new partners, in particular for MSST the biggest local employer, the Maidstone and Tunbridge Wells NHS Trust. MSST, as a new Centre of Excellence on the Maidstone campus, will improve further the growth of the local skills base and ensure that the area continues to support and attract stimulating current employment and sustainable employment opportunities for the future.

The Trust's overarching vision is: Outstanding is our expectation: world-class is our aspiration

Our desire is to offer a world-class education to approximately 6000 students as part of an integrated progression through primary and secondary provision for the increasingly expanding communities of the Maidstone and Malling district. The proposed opening of MSST in 2017 projects a student population of approximately 5500 by 2022 which would be a target milestone for our optimum number.

Our Education culture has three key principles:

- Outstanding Care
- Outstanding Education
- Outstanding Opportunities

These are the pillars that support the values of the whole school community: Personal Excellence, Respect, Individuality, Determination and Equality (PRIDE). We pursue the highest aspirations for every student and we equip them with the knowledge, skills and competencies to achieve success. These principles and values will permeate throughout our new school culture.

We propose building the new school on our existing campus that benefits from considerable space for expansion and good access. MSST will share some facilities and expertise across the group including a shared sports facility within a large playing field area of over 40 acres. This will establish excellent Value for Money (VfM) and provide a rich extended learning experience for all pupils. MSST's new building will be fit for purpose in the 21st Century with flexible, creative learning spaces and study zones that support innovative teaching and learning.

MSST Vision & Mission

The heart of the MSST mission will be to meet the needs of a rapidly changing 21st Century workforce through innovative teaching and learning. We will build core competencies to complement academic excellence through a rich programme of Applied Project Learning (APL). The vision for MSST is to stand out as *the* school built on a fundamentally different premise - students will learn by thinking *and* doing, a combination of 'Mind and Hand' (taken from Mens et Manus - the Massachusetts Institute of Technology motto which we will replicate).

MSST's Applied Project Learning will embed a STEM (Science, Technology, Engineering and Mathematics) based curriculum, with learning applied to real world scenarios and a curriculum enriched with components designed and delivered by industry partners that is detailed in Section D2. There is a rich network of local partners that VIAT work with to deliver integrated programmes. MSST will benefit from these partnerships and programmes and will also be supported by the largest local employer, the Maidstone and Tunbridge Wells NHS Trust [REDACTED]. MSST graduates will leave, therefore, with a highly desirable combination of outstanding academic outcomes and a unique skills-set combining entrepreneurship, innovation and internationalism with research skills.

Internationalism will be a distinctive feature of the student experience at MSST. We have long established links with schools in Finland, Germany, France and Singapore. Notably, the vision for MSST has been based upon the Singapore School of Science and Technology (SSST). In preparation for this bid, colleagues from VIAT visited SSST in May 2014 and a reciprocal visit of the SSST Principal took place in September. Since opening in 2010, SSST has quickly established an international reputation as a world-class institution.

At MSST students will have the option to study Mandarin and all MSST students will benefit from at least one international experience building on our unique network of school partnerships and exchanges. Invicta Grammar School is the only UK school in the 'World Schools Programme' and has longstanding international links with leading universities both in the UK and internationally. In 2014 (for the third year running) we

ran exchange programmes with leading schools and universities, including both Harvard and Yale in the USA.

VIAT

VIAT has a compelling track record of success; our two existing secondary schools are both high performing within the Kent context of selective education. OfSTED judged Valley Park School to be Outstanding in its last two inspections (2010 and 2013) and Invicta Grammar School was recognised as Outstanding in 2012. We will set similar high ambitions for success for MSST and together the three schools will form an exclusive campus working in partnership across all ability levels and needs.

Aylesford Primary School is sponsored by VIAT (since March 2014) and was a school in special measures at the time of being sponsored. We have implemented a rapid improvement programme and the school has now been assessed by Kent CC as a Good school measured against OfSTED criteria. Within the Maidstone and Malling district, VIAT is sponsoring three more primary schools in a cluster all in the pre-opening phase (as part of the TBN programme). Hence, VIAT has expertise across both primary and secondary phases.

Rationale

Addressing basic need.

We know from the Kent Commissioning Plan 2013 – 2018 that there is a high projected need for secondary school places in both the Maidstone and Malling districts. Kent CC has stated:

‘We have a significant increase in pupil numbers and consequently an urgent need for new provision. The number of primary-aged pupils is expected to rise significantly from 111,119 in 2012-13, to 121,000 in 2017-18. The secondary-aged population will rise through the latter part of the decade, from 77,244 in 2015 to 85,883 in 2022.’

The table below shows the significant deficit of places required from 2017-2024, and in 2017 the surplus of places falls below the 5% threshold set by Kent CC:

Maidstone Borough (secondary schools)	2013-14 (A)	2014-15 (F)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)
Year 7 capacity	2,047	2,047	2,047	2,047	2,047	2,047	2,047	2,047	2,047	2,047	2,047
Year 7 roll	1,799	1,864	1,900	1,922	1,982	2,115	2,177	2,204	2,258	2,386	2,463
Year 7 surplus / deficit places	248	183	147	125	65	-68	-130	-157	-211	-339	-416
Year 7 surplus / deficit capacity (%)	12.1	9.0	7.2	6.1	3.2	-3.3	-6.4	-7.7	-10.3	-16.5	-20.3

Table 1

Pressure upon places will continue to increase with an additional nine forms of entry required in Yr 7 by 2024 and the demand for high quality places will be exacerbated. VIAT is already part of the solution, having been awarded the three new primary schools in the area through the DfE TBN programme.

Parental demand

Both VIAT secondary schools on the Maidstone campus are extremely popular. Valley Park School is the most oversubscribed school in Kent with over 800 young people applying for places in each of the past 5 years. In response to demand and a shrinking catchment area reaching a radius of 0.9 miles by 2012, the Trust increased the school's PAN from 180 to 240 to alleviate the situation for local parents. Invicta Grammar School is also heavily oversubscribed and this year, as a result of strong parental demand via the Independent Appeals Panel, has 218 students in Yr 7 above a PAN of 192.

Given the strength of our schools in the Maidstone and Malling area, parental interest in MSST has been high with almost 400 parents having expressed a first choice interest for the first two years of opening at the time of submitting this bid.

Consequently, as a result of our consultation we predict that MSST will be oversubscribed in its first two years of opening.

Choice and Diversity

VIAT is committed to ensuring all parents have increased choice and all students, regardless of background or socio-economic circumstances have the very best chance of achieving and improving their life chances through studying a broad and balanced curriculum. MSST will ensure that all their students exceed their potential. We will close the achievement gap between specific pupil groups and provide expert teaching that extends opportunities for all pupils, regardless of race, culture, faith or background.

We believe that Good and Outstanding schools are the heart of strong communities and a strong local economy. Across the Maidstone and Malling area there is an over-representation of courses relating to sport, leisure, tourism and performing arts. In this area there are no non-selective schools with a focus on the STEM based curriculum, yet the area celebrates a number of cutting edge technology organisations; the University of Kent houses the Centre for History of Science, Technology and Medicine and works with the Science and Technologies Foundation Council and a world-leading Science Park is accessible within fifteen minutes driving time. Our proposal would champion a Centre of Excellence in science and technology that would prove attractive to industry and support the development of a hub for increasing technical/scientific employment and career opportunities related to food technology, creative and film production, ICT and superfast Broadband roll-out, health and preventative services, green and low carbon industries.

Higher standards

VIAT has a clear vision of what being a world-class school means. We have high expectations and have defined a set of 25 targets that would set the standard for a school claiming world-class status. The targets are defined by the four categories in the OfSTED Inspection Framework and combine both quantitative and qualitative goals and we aspire to meeting all 25 successfully. We set high standards and have a successful framework for the delivery of excellent learning and teaching with an established team and an effective track record over the last eight years. Our schools are popular and highly sought after, leading to them being oversubscribed. Parents appreciate the skilful delivery and the recognition that OfSTED rates us as Outstanding with the particular accolade of an 'unyielding pursuit of excellence' by the school leaders (Invicta Grammar 2012) and that the high expectations and vision is 'clearly understood by all students and staff' (Valley Park 2013). This inspires us to continue and expand our work.

Both schools' results were impressive this year. Students at Valley Park celebrated a record breaking set of GCSE results with 67% of students achieving A*-C passes in both English and Mathematics, an outstanding 7% increase on the previous high and the highest attainment of any non-selective school within Maidstone and Malling and one of the highest of all non-selective schools across Kent. This year 56% of students achieved 5*A-C including English and Mathematics which was one of the highest results for non-selective schools in Kent. Valley Park students made expected progress of 81% in English and 79% in Mathematics - with an outstanding 47% making more than expected progress in English and 41% in Mathematics (against the national figure of 30% for both subjects).

Invicta Grammar achieved 100% 5 +A*-C GCSEs including English and Mathematics with 62% achieving 5 A-A* GCSEs. 61% achieved the English Baccalaureate with 92% English and 98% Mathematics students making expected progress.

VIAT will employ the same robust teaching and assessment procedures that have been successful in these schools to ensure that MSST will enjoy the same success levels.

Local and National need

Local perspective

The Kent CC District Data Pack entitled '*The post 16 landscape in Maidstone 2014*' provides corroborating evidence for the need for graduates with the qualifications and skill set delivered by MSST. It states:

'There has been a large increase in courses at Level 3 in Performing Arts and Sport and Leisure which does not meet any need in the local jobs market.... the Maidstone economy has vacancy rates or growth in ICT and logistics that are not being met by an increase in courses'.

We have shaped our curriculum offer around the need identified by Kent CC and supported by the data. Our analysis of this information concluded that there were over 700 vacancies in STEM related areas in the Maidstone Area between March 2013 and February 2014. Jobs in ICT support, programming and system design are significantly represented and MSST will provide young people with the skills to access these opportunities:

'There is a shortage of vocational provision at Level 2 particularly to serve the engineering and manufacturing sectors.'

Our curriculum responds to this challenge. We have identified performance in STEM related subjects at Level 3 also as cause for concern locally. In 2013 only 21 students across Maidstone studied computing A-level, 27 studied Further Mathematics and 138 studied Physics; only 16 students studied Engineering at Level 3. Success rates were disappointing where students returned negative residuals across all STEM subjects.

In conclusion we would assert that there is strong evidence to justify the need for additional STEM based education locally and MSST would lead the way in addressing this issue.

National perspective

The British Chamber of Commerce published an Employers Survey in Oct 2014 that underlined the view of firms that young people are leaving schools and universities lacking basic workplace skills, a flexible approach and an understanding of business decisions and entrepreneurial drive.

The Royal Academy of Engineers, in its major report 'Jobs and growth' (published July 2012) looked at the specific importance of STEM skills to the UK economy. The report cited evidence that the demand for STEM graduates exceeds supply and that this is pervasive across all sectors of the economy:

'There is evidence that demand for people in non-graduate Science, Engineering and Technology (SET) occupations exceeds supply..... Independent models of future skills demand are predicting shortages of STEM qualified people for all occupational levels in SET..... Surveys of STEM qualified people through the UK education and training systems when compared with models of demand suggests that demand for STEM skills will exceed supply into the foreseeable future.'

Between 2012-2020 the national demand for new and replacement SET professionals and technicians is anticipated to be over 1.2 million skilled individuals. This means that the demand for more than 100,000 STEM graduates per annum would require an uplift of at least 50% in the number of STEM graduates and demand cannot be satisfied currently.

This is a national picture of employers bemoaning the sad situation that students are not entering the workplace 'work-ready', with the ability to be flexible, adaptable, to think for themselves, capable of decision making and lacking the specific skills vital for employment in a rapidly expanding sector.

There are many local Kent companies that are involved in the occupational areas and they are expanding. Many of them supply the UK, are linking into Europe and some are global leaders in their field. MSST will provide young people with the skills and competencies to success in these fields. Thus both individuals and the regional economy will benefit.

In conclusion we would assert that there is strong evidence to justify the need for additional STEM based education at a national level. MSST would play its part in addressing this issue.

MSST Educational Vision

Centre of Excellence in Science and Technology

MSST will have Applied Project Learning at its heart, within a STEM (Science, Technology, Engineering and Mathematics) based curriculum. We will build core competencies through a rich programme of both formal and informal learning. Our students will graduate with the skills equipped to be the next generation of leaders and thinkers in the challenging and rapidly changing 21st Century environment. Between the campus schools we will develop a symbiotic relationship and a culture of mutual support that will then be extended to employers and entrepreneurs working with our schools and to the community we serve.

Innovative curriculum

Skills for success as a global citizen will be a key feature of the student experience at MSST in partnership with our strategic partners - the Singapore School of Science and Technology (SSST) and the World Schools network. SSST has established a reputation as a world-class institution and they will help spearhead our work with Mandarin and links with the Far East and Asia. Students will graduate from MSST as active, effective global citizens with an international perspective, both aware of worldwide opportunities and local responsibilities.

We will draw on the expertise of this international partner school and our local partner, the Maidstone and Tunbridge Wells NHS Trust and others, in the design and delivery of aspects of our curriculum to ensure that through our STEM based curriculum so all students graduate with an outstanding level of competencies in STEM based skills. To achieve our goals the curriculum will develop the learning dispositions of Innovation, Entrepreneurship, and Internationalism with Research skills.

Our innovative programme will enable students to apply their learning to solve real life problems. As part of the Applied Project Learning programme students will work in teams and communicate their findings to authentic audiences. Working in this way will enable MSST students to become both independent learners and team players.

Academy freedoms

In line with other VIAT schools, MSST will make full use of the freedoms that come with academy status to provide transformational learning opportunities. Key features will be:

- Increased access to learning time through a longer school day, with students attending school until 6:00pm (variable by year group)
- Students following the National Curriculum in Yrs 7 and 8 but with a focus on STEM based subjects

- A curriculum in Years 9-11 that is STEM based allowing students to matriculate with 7 STEM GCSEs plus English and another option
- All staff employed on VIAT terms and conditions which includes a 10% uplift for teachers in recognition of the longer school day.

Partnership with local and future employers

VIAT has secured a significant new partner for MSST in the Maidstone and Tunbridge Wells NHS Trust. This is a large acute Hospital Trust working across three main sites and provides a full range of general hospital services to around 500,000 people living in the south of west Kent and parts of north east Sussex.

The NHS Trust is a major local employer with over 4,500 full-time individuals and recruits for a wide range of roles: medical, dental, nursing and health care as well as allied health professionals, scientists, technicians and clinical services and administrative and management roles. The Trust is at the forefront of surgical developments in minimally invasive laparoscopic surgery in the NHS as well as having a range of highly specialised services.

Invicta Grammar is the leader and link partner for local schools for the SSAT, providing a hub for worldwide partnerships, a global outlook for schools and is designated a Leading Edge Partnership. Valley Park is a diverse school celebrating over 50 languages, representing different cultures spoken by staff and students. There are monthly European exchanges with linked schools, visits to Europe and other countries in Asia and the Americas, including student attendance at model United Nations conferences, touring Japan and undertaking field trips to geographically and geologically important countries like Iceland.

Locally VIAT is a member of the Chamber of Commerce and Rotary Club and their business networks are currently used to enhance the curriculum in a variety of ways, including these examples:

- Chamber of Commerce 'Young Chamber' is a mentoring programme through entrepreneurial projects, for example with Chatham Dockyard where the school DT department ran a manufacturing enterprise
- Young Rotarians have been engaged in local fundraising, charity events and networking, including reading programmes in local primary schools and a Young Rotarians club to develop entrepreneurial skills
- Textile students worked with the British Council and Leeds Castle to design fabrics that involved a school exchange with a school in Italy and visit to local manufacturers, which developed a new fabric that was used for cushions and then marketed and sold

- mentoring by BAE systems to involve students on the development of a high speed car and an organised evening for parents and students (including linked primary schools families) to problem solve within STEM activities
- studying manufacture of paper and newsprint with Kimberly Clark and Aylesford Newsprint for a Business and Mathematics project
- Higher Education programmes, including exchange visits with Harvard and Yale (VIAT is the South of England centre for Yale recruitment), residentials at the universities of Surrey, Sussex and Kent and the Ambassador Programme with the University of Kent.

This is part of the rich programme of Applied Learning already well established at VIAT schools and this will be developed in greater depth and enhanced by MSST.

VIAT Culture delivers MSST Education Vision

At VIAT we already run high performing OfSTED Outstanding schools. We deliver this through a clear ethos that informs every aspect of our operations. The business and education culture is clearly defined:

OUTSTANDING IS OUR EXPECTATION, WORLD-CLASS IS OUR ASPIRATION

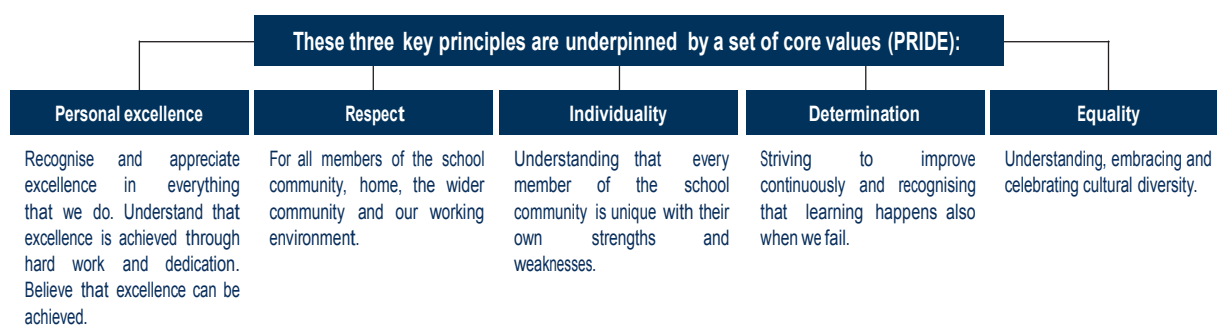
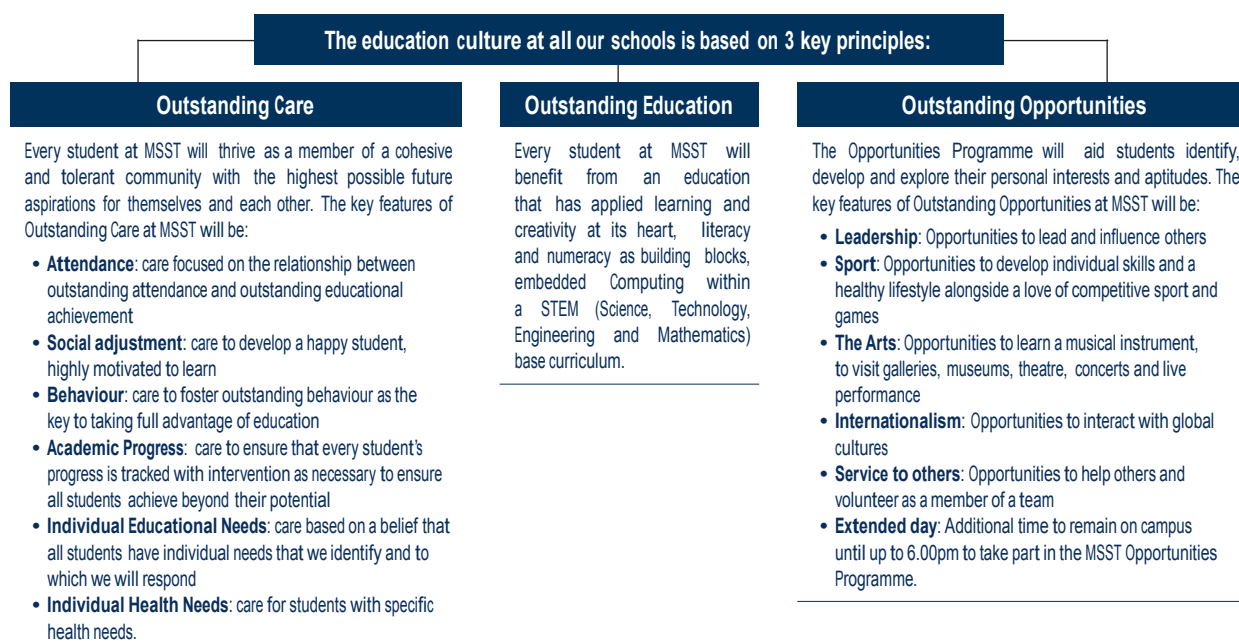
Business Culture	Education Culture
<p>We believe that to achieve outstanding outcomes any school must be able to rely on outstanding support systems: Outstanding Governance, Outstanding Leadership & Management, Outstanding Financial and Personnel management. Over an eight year period VIAT has developed outstanding capacity and capability in these essential areas.</p>	<p>Both Invicta Grammar School and Valley Park School have exceptionally high added-value scores at GCSE and A level. In 2012 and 2013 both schools were rated in the top 15 schools nationally for added value. Data shows that Invicta is the highest performing non super-selective school in Kent and Valley Park, the highest performing non-selective school. This culture is reflected throughout the school and informs the Curriculum and Pedagogy, Inclusion and Progress and is reflected in the recruitment of staff and the expectations of the quality of teaching.</p>

Table 2

The relentless and robust quest for excellence informs all our strategic planning, operational processes, quality assurance procedures and the care that our staff give to our students and parents. We combine a professional and business culture that employs both high expectations of all in our learning community with the recognised safeguarding that ensure the growth of young people in a safe environment.

Our educational culture is defined by three pillars and supports values that we instil in every student. MSST's education vision of becoming an OfSTED Outstanding school with world-class aspirations will follow this established and successful formula. Every member of staff and every member of the school community is a role model for the standards for Outstanding schools.

EDUCATION CULTURE



Outstanding Outcomes	
<p>Our aspirations are clear and unambiguous. MSST graduates will have benefitted from a learning experience fit for purpose in the 21st Century and will possess a highly desirable combination of outstanding academic outcomes and a unique skills set combining entrepreneurship, innovation, internationalism and research skills. In summary:</p>	
All MSST students will:	<ul style="list-style-type: none"> • make their expected levels of progress in English and Mathematics at the end of KS4 with 50% making more than expected progress • have the opportunity to study 7 STEM based GCSEs plus English • have a Progress 8 measure of at least 0.5 • have an option to study 3 STEM qualifications at level 3 • have an understanding of computer programming and will use this skill creatively to solve problems and create digital products • have the skills to function successfully in a 21st century working environment • be good, active local citizens • graduate either into employment, work based training, further or higher education, including universities of the Russell Group.

MSST will be:	
Oversubscribed from opening in 2017 and in subsequent years	A centre of excellence in the teaching of a STEM based curriculum
Recognised as an outstanding school	Ambitious to be a world class school

Table 3

Section D: Education plan – part 1

Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022	2023
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							100	100
Year 13								100
Totals		120	240	360	480	600	700	800

Table 4

Section D: Education plan – part 2

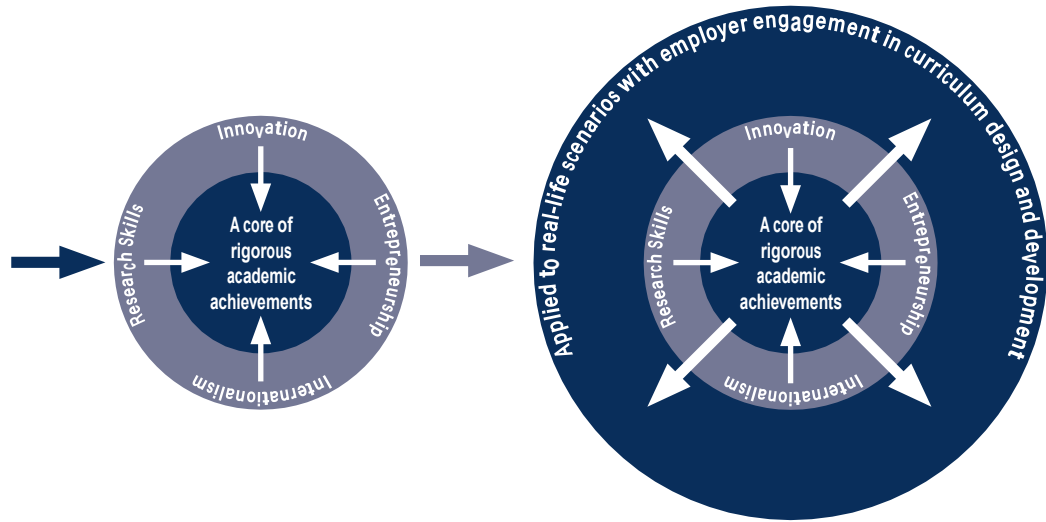
Section D1

Innovative Curriculum Philosophy

In a more traditional school, subjects tend to be regarded as independent units which bare little or no relationship to one another. English is taught in a silo separated from Mathematics, separated from, for example, History. Young people are taught the context of each subject without recognising the interrelationship with its neighbour. At the conclusion of KS4 students leave with a collection of grades across a wide range of subjects and can then choose a smaller number of subjects to study at Sixth Form level. Rarely are students taught to be learners, rarely are they taught to see the common threads which link distinct areas of knowledge and even more rarely are they asked to consider how their acquired knowledge can be applied to a real situation or to solve a real problem. Only at A or degree level are students helped to regard their learning as anything more than a collection of facts or a set of subject specific skills, learnt or practiced and tested through a traditional examination.

At MSST this will be different. We can describe our curriculum structure in the following way:

**FORMAL EDUCATION: THE ACADEMIC CORE,
LEARNING DISPOSITIONS & APPLIED PROJECT LEARNING**



**THE
ACADEMIC
CORE**

**THE ACADEMIC CORE
&
LEARNING DISPOSITIONS**

**THE ACADEMIC CORE & LEARNING
DISPOSITIONS INTEGRATED INTO
APPLIED PROJECT LEARNING**

Table 7

MSST students will study a range of STEM subjects. These subjects will be made accessible to students of all abilities and all backgrounds. Our experience tells us that with outstanding teaching, focused to the needs of individual students embedded in a school environment in which Sports, The Arts, community involvement and explicit character development is regarded as of equal importance to academic accreditation, the vast majority of young people can make above average progress and achieve levels of success not reached in schools which despite being good may not provide such an educational balance.

This rigorous approach to academic achievement, we believe can only be achieved in the comprehensive setting if teachers identify to their students the links between subjects. Our teachers will focus on how a set of cross-curricular themes can be taught through and developed in a particular subject. The 4 cross-curricular themes that will unify the individual subjects at MSST will be:

**Innovation
Entrepreneurship
Internationalism
Research Skills**

The 4 themes or learning dispositions as we refer to them have been chosen for 2 reasons. Firstly, because they are able to be demonstrated in any subject of the

curriculum and secondly, because they are dispositions which are fundamental for individual success in the globalised economy of the 21st Century.

Innovation: the ability to find new ways of achieving something or new ways of considering a problem or task. To identify alternative solutions to existing problems.

Entrepreneurship: the ability to assess risk, to identify opportunities, to be an independent thinker, to appreciate the importance of wealth creations and to be a self-confident and autonomous person.

Internationalism: the recognition by the individual that to be successful, an introverted, restricted global view is a handicap. To see our futures limited by international borders alien cultures or foreign languages is a weakness in our connected global world.

Research skills: the ability to analyse data, critically deconstruct meanings and distinguish between reliable and unreliable data. To know how useful a particular research methodology can be. To know how to test the validity of research findings.

MSST will weave these learning dispositions into the content and pedagogy of all subjects. They will be made explicit in Schemes of Work and implicit in all lesson planning. These dispositions will be a major aspect of the development of each individual student and will, in a symbiotic manner, improve the quality of teaching across the whole school.

However, an innovative approach is not limited to the highest quality teaching and identifying and explicitly making connections between subject content. A major innovation at MSST will be the programme of Applied Project Learning (APL). Students in each year will undertake co-operative tasks designed to dismantle the often artificial boundaries perceived to separate subject matter. These projects will be open-ended, problem-solving based scenarios set by teachers and industrialists in co-operation. They will be real world problems designed to be interpreted by students working in teams just as they would in modern industry or commerce and particularly in organisations working on the cutting edge of innovation. They will be designed in order to avoid gender stereotyping often associated with such subjects and to ensure that we attract a good balance of girls and boys. Students at MSST will be involved in applying their learning to such tasks for up to 25% of their school time. This is enabled by one of the academy freedoms in being able to teach a longer school day.

Innovative Curriculum Structure

Our innovative curriculum structure can be described diagrammatically as illustrated below:

MSST CURRICULUM PATHWAYS

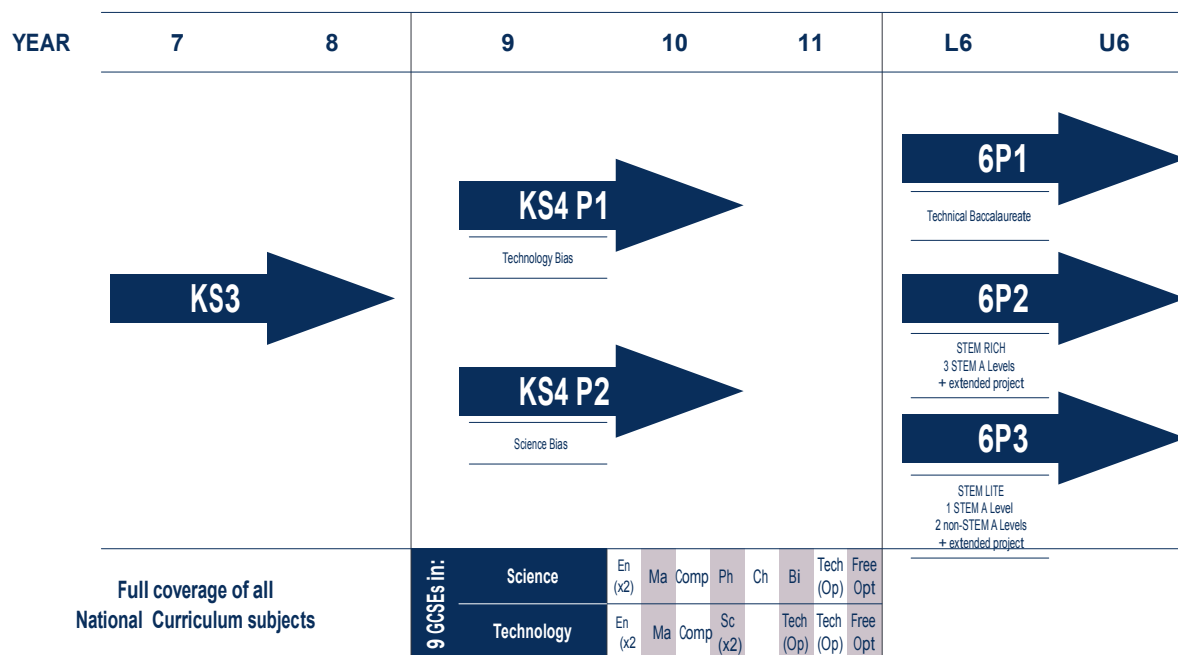


Table 8

KS3

The two-year KS3 curriculum (Year 7 and 8) reflects the MSST Vision. Students will be taught in sets for English, Mathematics and Science and in flexible groups for all other subjects. This teaching model will ensure that all students, whatever their starting point, will gain the basic literacy, numeracy and conceptual understanding to access their future KS4 pathways. Our system of assessing students on entry (CAT testing, reading and spelling ages) will be used by all teachers in their planning with our Learning Coaches closely monitoring progress through the Individualised Learning Plans (ILP's). The 4 Directors of Learning (DoLs) for English and Humanities, Mathematics and Computing, Science and Applied Learning will work collaboratively in the school's opening phase on curriculum planning and the delivery of key concepts. Innovation, Entrepreneurship, Internationalism and Research Skills will in this way be embedded across the KS3 curriculum.

There will be a strong emphasis on literacy and numeracy with DoLs co-ordinating whole school strategies and drawing on support from the Foundation Learning Team to ensure that no student falls behind in these two key areas. Subject knowledge and skills will be taught so that students learn how to build conceptual understanding, make connections and importantly, have the skills and confidence to transfer their learning to the Applied Project Learning component of the curriculum. Hence opportunities to demonstrate Innovation, Entrepreneurship, Internationalism and Research Skills through problem solving will be available in Applied Project Learning.

Subject specific teaching of the core of English and Mathematics will be delivered through discrete lessons, as well as through opportunities across the whole curriculum and DoLs will be responsible for the integration of these core skills into all schemes of work.

The Integrated Humanities course will connect content and skills across History, Geography, Ethics and PSHE with the DoL (English and Humanities) overseeing curriculum planning, teaching and assessment and all associated QA processes.

Guided Learning sessions will be led by Learning Coaches with tutor groups of approximately 20 students. This programme at KS3 will focus on:

- Developing a sense of belonging
- PRIDE values
- Preparing for Termly Learning Conferences (TLCs)
- Emotional intelligence
- Student Voice
- Discussion of progress within ILPs
- Celebrating success and assemblies

Applied Project Learning will be delivered by the APL team of teachers working in collaboration with an established range of organisations and local employers with whom the trust has built relationships over a number of years. The APL team will be formed of teachers from a number of inter-disciplinary STEM related backgrounds (Design and Technology, Art and Design, Business Studies, Science, Mathematics and Computing). Students will complete 6 Applied Learning projects per year and work towards accreditation for the work that they do (CREST Award and STEM Leaders Award). Many of the potential projects have already been successfully piloted across the secondary schools within the trust as co-curricular projects with smaller numbers of students.

One example of a KS3 project is the First Lego League competition in which students work in small teams and learn how to use Lego Mindstorm programming software and then build and program their own robots. Final products are then judged by external assessors at regional and national level. In another example run by Young Engineers and called Energy from Waste, students develop their understanding of renewable energy resources, engineering concepts for stable structures and electrical theory. The Trust's membership of STEMNET along with established colleague expertise will be used to develop an Outstanding Applied Learning Programme. The DoL (Applied Learning) will oversee curriculum design and assessment and all QA processes.

The co-curricular approach is a fundamental part of the curriculum offer at MSST. Students will be able to personalise their learning and pursue their passions and their

interests. Two hours of enrichment per week will be mandatory for KS3 students, with access to a school day, 4 days per week until 6pm as required. Enrichment will run between 4pm and 5pm daily at KS3. MSST will recruit and develop its own highly qualified teachers, external teachers and coaches with a real passion and expertise in a particular area. Enrichment activities available at KS3 will include:

- Mandarin classes
- Art classes (Fine Art, Ceramics, Photography and Textiles)
- A range of sports clubs
- Performing Arts
- Music tuition and band rehearsals

It is expected that some of these and other activities not listed here will be campus-based activities across the campus schools.

The co-curricular programme will also be complemented by 6 London Days per year which focus on arts and culture: galleries, museums, topical exhibitions, and live performance.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
KEY STAGE 3 (Years 7 and 8)			School day runs from 8:30 - 5:00 Monday - Thursday and 8.30 - 4.00 on Friday, consisting of: <ul style="list-style-type: none"> • 6 x 1 hour lessons • 30 minutes guided learning • 1 hour break/lunch • 1 hour co-curricular (4:00 -5:00) mandatory twice per week)
English	4	Mandatory	
Mathematics	4	Mandatory	
Science	3	Mandatory	
Computer Science	3	Mandatory	
Integrated Humanities	6	Mandatory	Humanities, Ethics and PSHE
Applied Project Learning	8	Mandatory	
PE	2	Mandatory	
Guided learning	2.5	Mandatory	Assembly, silent reading, mentoring and target setting, personal learning and organisation.
Co-curricular	2	Mandatory	Range of activities to include Mandarin.
Co-curricular	3	Voluntary	Range of activities.

Table 9

KS4

The MSST KS4 curriculum will commence in September 2019 and will be developed in the light of future changes in the National Curriculum and National Accountability.

By delivering KS4 over a 3 year period we will promote deeper and broader learning and ensure that as many students as possible gain 9 good GCSEs (including English and Mathematics) with an outstanding Progress 8 measure. Both of our secondary schools have adopted a successful 3 year KS4 model.

Students will be taught in sets for English, Mathematics, Science and Computer Science with options and Applied Project Learning taught in mixed ability groups. We do not have a policy of early entry GCSE for students. Our philosophy is for students to develop a deeper and broader understanding at GCSE in preparation for further study at KS5 and beyond.

The KS4 curriculum will maintain continuity with the learning dispositions and student skillsets developed in KS3.

Guided learning sessions will be personalised to include self-study and leadership projects. Personal learning sessions will be able to be used by students who need support with English and Mathematics to access further support. A key feature of the curriculum at KS4 is to ensure all students aspire to gain a grade C in both English and Mathematics.

The core curriculum will comprise of English and English Literature, Mathematics and Computer Science.

Beyond these core subjects students have the choice to personalise their learning by opting for one of two pathways with a bias to either science or technology:

Pathway 1: Technology bias

These students will study Double Science, 2 Technology subjects and 1 subject from the free option block (Triple Science offer, 1 more Technology, a Humanity, Art and Design or Business Studies).

Pathway 2: Science bias

These students will study Triple Science and 1 Technology subject with 1 subject from the free option block (1 more Technology, a Humanity, Art and Design or Business Studies).

At this stage staffing has been planned around time allocations rather than specific subjects to be offered. However, it is envisaged that all 3 sciences as well as History,

Geography and Ethics will be offered at GCSE. Technology subjects offered will be a minimum of GCSE in Product Design and Engineering. BTEC or equivalent qualifications will be available in Business and Engineering.

Co-curricular opportunities

At KS4 the extended school day will provide enrichment time and the opportunity to continue with a language to GCSE (including Mandarin). Students will attend 2 co-curricular sessions per week, each lasting 2 hours. One of these will be compulsory sport/fitness - either playing a sport or following a fitness programme at the campus gym.

Applied Project Learning will continue at KS4 with students working in small teams on longer-term projects (3 per year). One exemplar project was set by Leeds Castle, with a challenge to our students to investigate ways to increase revenues, through developing interactive models of marketing, and designing new characters and products that are now sold by Leeds Castle. The CEO for Leeds Castle mentored students for this Applied Learning Project that incorporated Business, ICT, Languages, DT and English and also included designing and developing new historical characters and translating information into other languages to meet the needs of 11-16 year olds.

It is expected that through Applied Learning students at KS4 will aspire to matriculate with The Project qualification, a GCSE equivalent.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
KEY STAGE 4 (years 9 to 11)			<ul style="list-style-type: none"> School day runs from 8:30 - 5:00 Monday - Thursday and 8.30 - 4.00 on Friday, consisting of: 6 x1 hour lessons 30 minutes guided learning 1 hour break/lunch 2 hour co-curricular (4:00-6:00) mandatory twice per week with one session sport/fitness) Teaching week 32.5 hours plus 4 hours mandatory co-curricular.
English	4	Mandatory	
Mathematics	4	Mandatory	
Science	5	Mandatory	2 from Physics, Biology and Chemistry. (Third science available as an option)
Computer Science	3	Mandatory	
Options	8	Mandatory	One Technology/Science and one Humanity.
Applied Project Learning	6	Mandatory	
Guided learning	2.5	Mandatory	Assembly, silent reading, mentoring and target setting, personal learning and organisation.
Co-curricular	4	Mandatory	2 x 2hours sessions one which must be chosen sport/fitness. Range of other activities to include Mandarin.

Table 10

KS5

The MSST KS5 post-16 curriculum will commence in September 2022 and will be developed in the light of future changes in the National Curriculum and the National Accountability framework.

For post-16 studies, students have a choice of 3 Pathways and will also take the Extended Project Qualification (EPQ). We aim to ensure that 100% of our students at 18 progress either to Higher Education or are employment ready and that no young person at MSST is relegated to the NEET cohort and that all our young people are recognisable as educated persons not narrowly trained individuals.

Our senior students will be professional and entrepreneurial in all they do. On entering the Sixth Form they will have already developed the skills as defined in the vision. They will now capitalise on the skill set developed in the previous 2 Key Stages.

Students will remain linked to their colleges but will spend some time mentoring and supporting younger students. They will also benefit from taking part in community service and leadership programmes. Students will continue to have guided learning time but this will now consist of more personal tutoring focused on managing workload,

building experience to enhance their CVs and preparing applications for the next stage of their careers, whether that be in education or the world of work.

Students will supplement their study programme with additional vocational and community service, including an opportunity for a global citizenship work placement, such as:

- Work related learning, a business mentor or work experience
- Community participation, such as voluntary service
- Personal development, such as the Duke of Edinburgh Award scheme.

Both Invicta Grammar and Valley Park have excellent attainment, retention and progression for post-16 students and with over 40 different clubs and societies across the campus there are many and varied opportunities for informal learning.

Pathway 1: The Technical Bacallaureate

This technical qualification is aimed at ambitious and talented students who want to pursue a technical career. It will recognise the achievement of students taking advanced (Level 3) programmes that will include a DfE approved occupational qualification, core Mathematics and an extended project.

We endorse the view that the Technical Bacallaureate measure will be most suited to young people interested in occupations that require significant theory and knowledge acquisition such as:

- STEM technicians (lab technicians, IT technicians, various engineering technician roles, construction professionals)
- Creative technicians (digital media, other media, creative industries, design)

At the core of the qualification will be advanced A-level occupational qualifications for 16-19 year olds that are genuinely of high value. MSST will work with its industry partners on the development of suitable curriculum material and work-placements in the following qualification areas:

- Creative Media
- Engineering
- IT
- Applied Science
- Business
- Enterprise and Entrepreneurship

Core qualifications will be delivered by the Applied Learning Team, using inputs from visiting speakers and industry partners.

Pathway 2: The STEM Rich Pathway (3 STEM Subjects)

This will be a more traditional academic route with students based at MSST for their A-level studies. However these students will equally benefit from participation in the vocational and community service programmes as well as life skills and integrated learning projects for both formal and informal learning that is a vital part of post-16 study at VIAT.

Pathway 3: The STEM Lite Pathway (1 STEM Subject plus 2 others)

Students following this pathway will have made the decision to follow a more liberal arts pathway for their studies. They will be based at MSST for their Sixth Form studies but will access Level 3 courses across all 3 secondary schools on the campus. Courses will, therefore, be available in a broad range of curriculum areas.

All students at A-level will benefit from the campus approach to Post-16 studies which are already exemplified between Valley Park and Invicta Grammar where 109 units of A-level study are delivered by Invicta Grammar for Valley Park.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
KEY STAGE 5 (years 11 to 13)			School day runs from 8:30 - 5:00 Monday - Thursday and 8.30 - 4.00 on Friday, consisting of: <ul style="list-style-type: none"> • 6 x1 hour lessons • 1 hour break/lunch • 2 hour co-curricular (4:00-6:00, mandatory twice per week with one session sport/fitness) Teaching week 32.5 hours plus 4 hours mandatory co-curricular.
Pathway 1	15	Mandatory	Technical Baccalaureate
Pathway 2	15	Mandatory	3 STEM A Levels + EPQ.
Pathway 3	15	Mandatory	1 STEM A Level, 2 non-STEM A Levels + EPQ
Guided Learning	17.5	Mandatory	
Co-curricular	4	Mandatory	2 x 2hours sessions one which must be sport/fitness.
Co-curricular	6	Voluntary	Range of activities.

Table 11

Innovative Learning Environment

Clearly the innovative curriculum described above will need an appropriate learning environment to ensure effective delivery. For this proposal we have engaged with professional advisers including an architect's partnership and quantity surveyor to ensure we have taken adequate professional advice on the feasibility and affordability for the new proposed development of MSST. This is the same team we successfully worked with to open two large new buildings on the campus this year. These two

developments were funded through a successful bid to the Academies Capital Maintenance Fund.

We have submitted the architect's outline floorplan and a plan showing the whole campus development in Section H. The vision for the new building is a learning environment directly responsive to MSST's innovative curriculum. The building will be three storeys high and will facilitate the STEM rich curriculum. The ground floor will be the Applied Learning zone with specialist provision laboratories on the first floor and more classrooms on the top floor.

MSST will respond to students' individual needs:

1. Assessment on entry

MSST will be a co-educational comprehensive school operating within the Kent selective system. Our comprehensive intake will be assured by adopting a fair banding system as part of the application process. Student potential will be assessed using the Cognitive Ability Test (CAT) system with 25% of students being drawn from 4 equally distributed quartiles mirroring the national profile.

BAND	CAT Score
A	Above 110
B	101-110
C	90-100
D	Below 90

Table 12

All students at point of entry to the school will be assessed by the criteria used in all our schools:

- CAT assessment to identify potential (Verbal, Non Verbal and Qualitative)
- Reading and spelling age assessments
- Individual discussions with primary class teachers (using a questionnaire) allows us collect both quantitative and qualitative data
- Individual discussions with parents and carers (using a questionnaire) gives us a deeper insight into our students

The Assessment process will inform the individual learning plan (ILP) for each student which we detail in D2.

2. Meeting the needs of those with identified SEND

VIAT meets the needs of all students with SEND in line with the 2014 SEN Code of Practice and the specific duties of the Disability Discrimination Act 1995 and we believe that all young people with SEND should reach their full potential in school and be fully supported in making a successful transition into adulthood whether to employment,

Higher Education or training. Our architect has specifically considered these issues in drawing up the designs and floor plans for MSST's building.

We have a research-based approach to our SEND staffing structure and we employ fully qualified specialist teachers as an alternative to Teaching Assistants. These specialist teachers are called Foundation Learning Teachers and in each school are led by the Head of Foundation Learning and line managed by the Deputy Headteacher for Inclusion. The Head of Foundation Learning is also the school's designated SENCO. This colleague at MSST will benefit from being part of the VIAT SEND co-ordination group, discussing best practice and developing trust policy.

Each Foundation Learning Teacher will be also be a subject specialist and will have 50% of their time allocated to teaching a group of students in either English or Mathematics. They will be fully trained in the THRASS literacy programme and will undergo their own SENCO training, becoming the in-school SENCO to two colleges, monitoring and reviewing the ILPs for students with SEND. This approach will ensure that MSST students with SEND are supported by highly qualified practitioners who work within and beyond the classroom.

3. Vulnerable students

We currently provide education to over 2500 secondary and 250 primary students (which will grow to 1600 primary students by 2020) and so we have experience of the significant number of barriers to learning that leave some students vulnerable to not achieving their full potential. We have successful strategies to help students overcome these challenges.

3.1 Problematic attendance

Erratic attendance will be vigorously confronted. The Trust has developed highly effective systems for monitoring and early intervention on attendance issues. All students will be set a target of a minimum of 95% attendance and this will be monitored through the ILP. Educational Welfare Officer (EWO) support will be commissioned through VIAT who employ a full time EWO.

3.2 Poor levels of literacy and numeracy

The Trust recognises the importance of all students matriculating with a minimum of a grade C at English and Mathematics at GCSE. Research shows that students not gaining this qualification in Year 11 have a much-reduced chance of success in later life. Students with low levels in Literacy and Numeracy will benefit from specialist teaching from Foundation Learning Teachers, particularly focused in Years 7 and 8, in small groups plus additional out of class support as identified through the ILP. The use of Foundation Learning Teachers has been proven at Valley Park to be highly

successful, as can be seen in this chart which shows the progress of students of lower ability in English and Mathematics at Valley Park School 2013.

% making expected progress in:	English	Mathematics
National	45	30
Valley Park School	69	51

Table 13

Students who do not matriculate with a grade C in English and Mathematics in Year 11 but wish to join the Sixth Form at MSST will receive prescribed support in small groups as part of the co-curricular programme in order to aspire to gain these grades over the following 2 years.

3.3 Behaviour for learning

VIAT has a zero tolerance of poor behaviour policy. Both our secondary schools are OfSTED Outstanding for behaviour. We have a well-established programme that encourages and rewards excellent effort in learning that is shared with parents and carers. All colleagues at MSST will be trained in the implementation of the Trust's Behaviour for Learning Policy. Parent and Carer engagement is an integral part of the policy.

3.4 Ensuring cultural capital

MSST students will have full access to a programme of cultural enrichment based on the successful model already established and detailed in D1. We work with our own student alumni to mentor and support students who may lack role models in their families.

3.5 Overcoming parental indifference

Occasionally students face a barrier to learning through parental indifference to their education. VIAT schools have a strong track record of working very closely with parents to ensure high progress rates for all our students. Parental input into each student's ILP is an integral part of the school-parent partnership.

3.6 English as a additional language

All students are entitled to acquire fluent and flexible use of English. Students who are learning English as an additional language (EAL) will be provided with the appropriate teaching and learning experience to support their learning. A member of the Foundation Learning Team will be the EAL co-ordinator and will benefit from working with our other EAL co-ordinators to ensure best policy and practice across the trust.

3.7 Gifted and Talented Students

Information gained on entry to MSST will be used to identify Gifted and Talented students (G&T). A G&T register will be kept and students will be clearly identified on the Minimum Data Set used by all teachers. Progress of G&T students will be closely monitored through ILP's. Flexible grouping will be used for short and medium term projects and will be particularly evident in APL sessions. G&T students will access the MSST enrichment programme and the wider programme of master classes and visiting lecturers currently in operation across the campus.

3.8 Pupil Premium & Ever 6

The progress of any student in the Ever 6 category or for whom the school will receive Pupil Premium funding is closely monitored. Data on Closing the Gap is monitored twice each term in line with the student ILP review. Pupil Premium funding is used to support staff costs for specific intervention work aimed at those students in danger of falling behind and is also used to support specific individual needs for students who may otherwise have difficulty accessing the curriculum, for example: funding of all curricular based school visits. As a result of its work in this area Valley Park received a letter of congratulation in 2013 from the Rt Hon David Laws MP for the attainment of students in this group.

4. Progression on leaving

The Trust has adopted the national target that no student should be NEET after leaving MSST. Students will benefit from detailed careers advice (including Morrisby profiling) delivered by our own VIAT qualified and experienced careers advisors. All students will progress to the next level of their careers, whether that be in education or work based training. MSST will ensure that all students progress beyond their current working level so that students studying at Level 2 or 3 progress to Levels 3 and 4 respectively.

This is how MSST will ensure that all students achieve their academic potential.

Ensuring the development of the whole student

All MSST students will have a Learning Coach who is a mentor responsible for their academic and personal development. Students will be in 1 of 4 colleges and within the college, smaller tutor groups of 20 students. A Learning Coach will lead each group as the trained mentors and the main link between school and home. Learning Coaches will meet students daily and lead the group who will review ILP's. Learning Coaches will be particularly crucial in supporting MSST's most vulnerable students, particularly those with learning difficulties, disabilities, EAL and those entitled to free school meals.

Each college will be led by a Director of Learning (DoL) supported by a Student Support Manager (SSM). SSMs will be non-teaching staff with a particular brief for student welfare. Learning Coaches will be line managed by the Directors of Learning, providing one line of communication on both academic and pastoral issues. This is the schools-within-schools model that has proved highly successful at Valley Park.

The MSST student Development Framework is shown below:

Mathematics and Computing	Science	English and Humanities	Applied Learning
Heads of College			
DoL Mathematics and Computing	DoL Science	DoL English and Humanities	DoL Applied Learning
College Staff			
All teachers of Mathematics and Computing	All teachers of Science	All teachers of English and Humanities	All teachers of Applied Learning
Student Support Manager	Student Support Manager	Student Support Manager	Student Support Manager
Foundation Learning teacher (SENCO)		Foundation Learning teacher (SENCO)	
Student Members			
200 students 150 Year 7-11 (30 students per year group) 50 Sixth Form (25 students per year group)	200 students 150 Year 7-11 (30 students per year group) 50 Sixth Form (25 students per year group)	200 students 150 Year 7-11 (30 students per year group) 50 Sixth Form (25 students per year group)	200 students 150 Year 7-11 (30 students per year group) 50 Sixth Form (25 students per year group)
Years 7 and 8			
3 vertically grouped tutor groups of 20 students (10 Year 7/Year 8)	3 vertically grouped tutor groups of 20 students (10 Year 7/Year 8)	3 vertically grouped tutor groups of 20 students (10 Year 7/Year 8)	3 vertically grouped tutor groups of 20 students (10 Year 7/Year 8)
Years 9 to 11			
5 vertically grouped tutor groups of 18 students (6 Year 9/Year10/Year 11)	5 vertically grouped tutor groups of 18 students (6 Year 9/Year10/Year 11)	5 vertically grouped tutor groups of 18 students (6 Year 9/Year10/Year 11)	5 vertically grouped tutor groups of 18 students (6 Year 9/Year10/Year 11)
Years 12 to 13			
2 tutor groups of 25 students 25 Year 12 25 Year 13	2 tutor groups of 25 students 25 Year 12 25 Year 13	2 tutor groups of 25 students 25 Year 12 25 Year 13	2 tutor groups of 25 students 25 Year 12 25 Year 13

Table 14

Personal Learning: These sessions will provide significant opportunities for dialogue with the Learning Coach. These conversations will focus on progress towards academic targets, attendance and behaviour, as well as on relationships and ethos,

core (PRIDE) values, moral and social and learning behaviours and personal reflection. The sessions will also focus on personal organisation study support, independent learning and other activities so that students are school ready.

Student Voice: This will be an important vehicle at MSST in developing student engagement, leadership and well-being. Students will be consulted on a wide range of issues including the quality of teaching and learning, school organisation (uniform, rewards, the school day etc.) and their aspirations and interests will also inform the content of the co-curricular programme.

The success of our work can be seen in the raised standards at our 3 schools as below:

VALLEY PARK SCHOOL			INVICTA GRAMMAR SCHOOL			AYLESFORD PRIMARY SCHOOL		
OUTCOME	2008 %	2014 %	OUTCOME	2008 %	2014 %	OUTCOME	2012 %	2014 %
GCSE % 5 x A*-C (incl Eng and Maths)	38	56	GCSE % 5 x A*-C (incl Eng and Maths)	100	100	L4 + Reading Writing and Maths	72	82
			GCSE 5x A*/A	64	62	L5 + Reading Writing and Maths	12	32
% expected progress Maths	-	79	% A*/A	43	56	L3 + Reading	10	41
% expected progress English	-	81	GCSE 8x A*/A	42	45	L3 + Writing	9	21
A2 & equivalent APS student	539	735	A2 APS per student	1045	1173	L3 + Maths	15	35
A2 & equivalent APS entry	224	226	A2 APS per entry	226	232	L5 + Maths	21	35
			A2 A*-B	66	71	L2b + Reading Writing and Maths (KS2 Ready)	61	90
						L4b + Reading Writing and Maths (Secondary Ready)	51	68

Table 15

MSST students will graduate as dynamic, resilient and ethical citizens of modern Britain who will have a positive impact on the world around them. The guided personal learning and co-curricular activities which complement the academic curriculum, will ensure a holistic education for all our students.

Section D2

School and individual student targets

Each VIAT school has its own Performance Agreement with the Trust. This is *the* crucial document that defines the relationship between the Trust and the local governing body (LGB) of each school (detailed in Section F). The Performance Agreement specifies the targets and objectives by which the Trust will encourage, challenge and hold to account the LGB to raise standards in the school consistently and by which the LGB of each individual school will challenge and hold to account the Headteacher. Although at the heart of the Performance Agreement are quantitative academic outcomes, other qualitative objectives are also set. The Performance Agreement has annually agreed targets.

The Trust will set the target for MSST to be judged Outstanding at its first OfSTED inspection. We will have defined quantitative terms of what would define OfSTED Outstanding academic achievement through specific targets, such as:

- All MSST students to make their expected levels of progress in English and Mathematics at the end of KS4 with 50% making more than expected progress
- Progress 8 measure to be sig+ on Raise
- Attainment 8 measure to be sig+ on Raise
- 5+ A*-C GCSE (Incl English and Mathematics) figure to be sig+ on Raise Online (minimum 10% above national)

Monitoring reviewing and reporting of targets

At Governance level

At each meeting of the LGB, progress against the targets set in the Performance Agreement will be reviewed. The LGB will report this progress to the Trust twice each year: in September to report on the previous year's achievement and in March to identify and predict the end of year achievement.

At school level

All students will be assessed and tracked with a personal review every 6 weeks. Student progress and attainment will also be measured as a key performance indicator and assessed in staff appraisals so student outcomes are directly linked to pay awards under the Trust's Appraisal Policy.

Student assessment and their progress tracking

The efficient and proven VIAT data management system, based on the 4matrix commercially available package, will be used to effectively track student progress through MSST. In section D1 we outlined the Trust's methodology for the collection of baseline data and the creation of a Minimum Data Set for each student on entry. This is used to inform the Individualised Learning Plan of each student which is reviewed twice each term. This system will continue throughout KS3 and KS4 so that students take on more responsibility for their own learning with the expectation that by KS5 students are much more in control of the process.

- Quantitative Data will be used to produce a Minimum Data Set that all our teachers use to inform their planning
- All data will inform the provision map, which will be used to identify additional support and entitlement beyond that provided by classroom teachers, such as access to our Educational and Clinical Psychologist.

The ILP will be written to a common format which is shared with students and parents/carers and is reviewed twice each term. It will address:

- Academic progress
- Social progress
- Engagement in the life of the school
- Attendance, well-being and health
- Support and entitlement (SEND, G&T, EAL)

The DoLs, in their capacity as College Leaders, will have direct accountability for student progress and appraisal of teaching colleagues in their respective colleges.

Student achievement will be reported to parents and carers

All parents and carers with children at a VIAT school receive a monitoring report 5 times per year, based on progress against ILP's. There is also an online parental portal for them to access data about their child's attendance and academic performance.

We believe it is important that parents have a good understanding of their child's learning programme and we conduct training events and curriculum evenings for parents and provide access to our online tracking system so they can understand the progress and challenges for their own child's learning.

Termly Learning Conferences (TLCs) will be held 6 times a year after each reporting round. These will involve the Learning Coach the student and their parent/carer allowing students to reflect on issues raised by the most recent report.

Monitoring the quality of Learning and Teaching

VIAT's highly effective **Monitoring and Evaluating Teaching And Learning (METAL)** policy will be adopted by MSST. Departments will be reviewed annually by the Senior Leadership Team supported by external advisers as appropriate. Reviews will be conducted and reported in line with the OfSTED framework. Reviews will always be conducted in the Autumn term, allowing for informed decision-making as part of the development plan for the following year. All departments will complete an in-house Self-Evaluation Form (SEF) at the start of that term which forms part of the process.

Teaching observations will take place throughout the year and a formal programme of Learning Walks will form a feature of day-to-day monitoring. A successfully tested Teacher Triad system will be used to enable peer-to-peer support through informal observation and feedback. Each triad will be led by an Outstanding practitioner.

Appraisal systems that will improve standards

Rigorous teacher appraisal will be conducted. The Headteacher will be appraised by the CEO as their line manager with focus on the achievement of objectives within the Performance Agreement. All other teaching staff will be appraised against the following key performance indicators:

- the 8 teacher standards
- student progress
- Learning and Teaching
- professional development

Section D3

MSST's organisation and staffing structure will be implemented in line with our vision. Students learning and welfare will be organised within one of 4 colleges – the school-within-a-school model successfully implemented at Valley Park School since 2004.

MSST will seek to appoint leaders and managers of the highest calibre. They will be role models to adults and students in embodying the school vision. Leaders will be relentless in their pursuit of excellence in all aspects of the schools work. They will lead by example whilst implementing established Trust systems for monitoring, evaluation and review.

At full capacity the leadership group will consist of a strategy team and an extended leadership team. The strategy team will be made up of the Headteacher, the two Deputy Headteachers and the Director of Finance and HR. The extended leadership

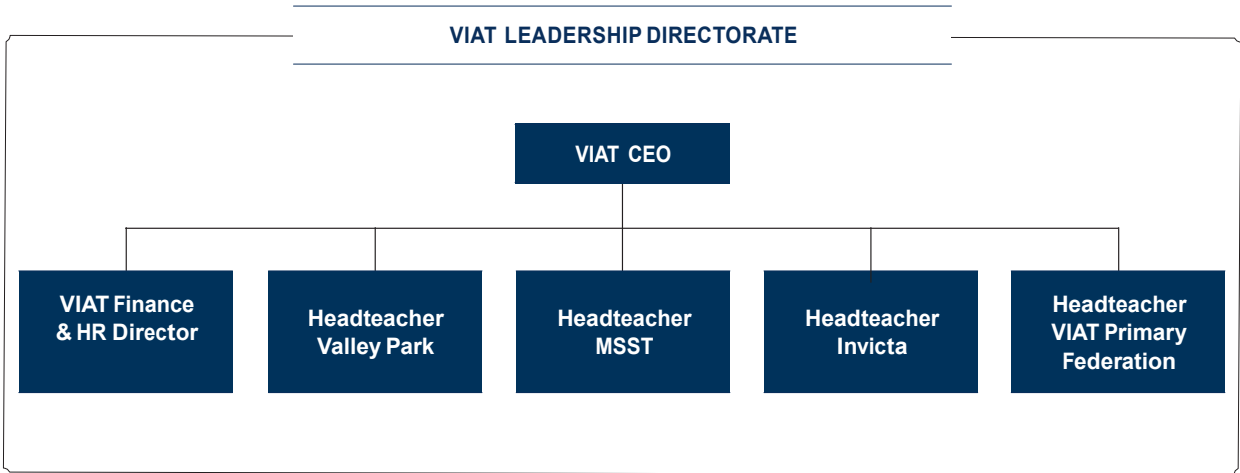
team will consist of the 4 college leaders (accountable for standards, teaching and learning and students’ personal development in their respective colleges.) There will be 11 teachers with leadership responsibilities and 30 main-scale teachers, giving 48 teaching staff in total. Year groups in KS3 and KS4 will be structured into 12 vertically structured teaching groups at KS3 and 20 vertically structured year groups at KS4. In the Sixth Form there will be 4 tutor groups per year. Sixth Form tutor groups will not be vertically structured.

There will be 20.5 full time equivalent associate staff (non-teachers).

The Headteacher

The Headteacher will be the lead professional in establishing high expectations and high achievement at MSST, driving standards forward. They will have a key strategic relationship with the CEO and the Trust in defining the strategic direction for MSST as detailed in Section F.

The substantive Headteacher will join the VIAT leadership directorate who meet weekly to discuss individual school and trust issues. They will therefore benefit from mentoring and support at the highest possible level during their first years in post.



The Director of Finance and HR is one of the core team, see CV in Annex, and Section G for details on business centre and finance functions.

The Deputy Headteacher (Curriculum)

As a member of the strategy group the Deputy Headteacher (Curriculum) will work with the Headteacher and the group in the following:

- Establishing a strong Learning and Teaching culture based on PRIDE values
- Line management of the 4 college leaders for curriculum matters
- Strategic planning
- The Performance Agreement

- Annual self-review
- Leading on learning and teaching

They will also oversee and quality assure:

- curriculum design and development
- whole school assessment system

The Deputy Headteacher (Inclusion)

As a member of the strategy group the Deputy Headteacher (Inclusion) will work with the Principal and the group in the following:

- Establishing a strong Learning and Teaching culture based on PRIDE values
- Line management of the 4 college leaders for inclusion
- Line manage the Head of Foundation Learning (SENCO)
- Strategic planning
- The Performance Agreement
- Leading on learning and teaching

They will also:

- Oversee and quality assure Inclusion processes for the school (SEND, EAL, Pupil Premium, Children in Care, Behaviour, Attendance, Punctuality)
- Act as the Designated Child Protection Co-ordinator
- Be responsible for e-safety
- Monitor and evaluate provision and quality of teaching for vulnerable students and those with SEND
- Be the lead professional link to voluntary and statutory agencies
- Develop and implement CPD programmes for colleagues with regard to vulnerable students.

Directors of Learning

Directors of Learning (DoLs) will be members of the Extended Leadership Team. Each DoL will lead a college of 200 students in the school within a school model.

Each DoL will be responsible and held accountable for student achievement and progress and personal development of the 200 students in their college across all subjects. In addition they will line-manage the team of teachers in their specific area of expertise, being responsible and accountable for student progress and achievement across the school in their subject areas. There will be 4 DoLs at MSST responsible for standards in:

- English and Humanities (to include Mandarin)
- Mathematics and Computing
- Science
- Applied Learning

For the students in their college they will be responsible for:

- Implementation, monitoring and review of ILPs
- Student personal, academic and social development
- Establishing a strong learning and teaching culture based on PRIDE values

Lead Teachers

Lead Teachers will be responsible for their specific subject specialist area and be line-managed by DoLs. Their responsibilities and accountabilities will be:

- Strategic planning in their subject areas (curriculum design, schemes of work)
- Monitoring and evaluating learning and teaching
- Student progress and achievement for their subject
- Line management of subject teachers

Implementing the staffing structure between 2017 and 2023

It is proposed that the Headteacher of Valley Park School acts as interim Headteacher during pre-opening and the first year of MSST's operation 2017-2018. A substantive Headteacher will be appointed for the start of 2018-2019 academic year.

The key appointments in the first years of opening are the Headteacher, Deputy Headteachers and the 4 Directors of Learning. They will be crucial in the opening phase of the school in developing learning and teaching systems and establishing a cohesive culture within the school and individual colleges.

The interim Headteacher will work directly with the Deputy Headteacher (Curriculum) in the first year of the school. The DoLs will also receive mentoring and support from an experienced Deputy Headteacher (Inclusion) from one of the other secondary schools on campus.

SENCO support will be provided in the first year of opening, by the highly experienced SENCO at Valley Park School, working closely with the Inclusion Manager at MSST.

Staffing will be phased after this as shown in the table below.

MSST PHASED STAFFING AND COSTS 2017 - 2024

Academic Year	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022- 2023	2023 - 2024
Year Group	0	7	7 - 8	7 - 9	7 - 10	7 - 11	7 - L6	7 - U6
Number on Roll		120	240	360	480	600	700	800

TEACHING STAFF

HT **		1.0	1.0	1.0	1.0	1.0	1.0	1.0
DHT Curriculum		1.0	1.0	1.0	1.0	1.0	1.0	1.0
DHT Inclusion			1.0	1.0	1.0	1.0	1.0	1.0
DoL Maths & Computer Science		1.0	1.0	1.0	1.0	1.0	1.0	1.0
DoL English & Humanities		1.0	1.0	1.0	1.0	1.0	1.0	1.0
DoL Science		1.0	1.0	1.0	1.0	1.0	1.0	1.0
DoL Applied Learning		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Mathematics			1.0	2.0	2.0	3.0	4.0	4.0
Computing			1.0	2.0	3.0	3.0	4.0	4.0
Physics				1.0	3.0	5.0	5.0	6.0
Chemistry								
Biology								
English				1.0	2.0	3.0	3.0	4.0
Mandarin		0.2	0.4	0.6	0.8	1.0	2.0	2.0
Humanities		1.0	2.0	3.0	3.0	4.0	4.0	4.0
History								
Geography								
Foundation Learning (SEN)			1.0	1.0	2.0	2.0	3.0	3.0
PE		0.3	1.0	1.0	1.0	1.0	1.0	1.0
Applied Learning		1.0	2.0	5.0	7.0	9.0	12.0	13.0
Total Teaching Staff		8.5	15.4	23.6	30.8	38.0	45.0	48.0
PTR		14.1	15.6	15.3	15.6	15.8	15.6	16.7
TLR Starts (see below)			1	2 3 4 5 6 7	8 9 10		11	

STUDENT SUPPORT STAFF

Educ Psy *		0.1	0.1	0.1	0.1	0.1	0.2	0.2
Clinic Psy *		0.1	0.1	0.1	0.1	0.1	0.2	0.2
Admissions Officer *		0.2	0.2	0.2	0.2	0.2	0.2	0.2
Careers Advisor *		0.2	0.2	0.2	0.2	0.2	0.2	0.2
Inclusion Manager		0.9	0.9	0.9	0.9	0.9	0.9	0.9
Student Support Managers		0.9	1.8	2.7	3.6	3.6	3.6	3.6
Attendance Officer					0.9	0.9	0.9	0.9
Examinations Officer						0.9	0.9	0.9
Data Manager					0.9	0.9	0.9	0.9
Nurse		0.9	0.9	0.9	0.9	0.9	0.9	0.9
ICT Technician		0.3	0.3	0.6	0.9	1.2	1.5	1.8
Science Technicians		0.3	0.3	0.6	0.9	1.2	1.5	1.8
Tech Technician		0.3	0.3	0.6	0.9	1.2	1.5	1.8

FINANCE AND ADMIN STAFF

ICT Manager *		0.2	0.2	0.2	0.2	0.2	0.2	0.2
Finance & HR Director *		0.1	0.1	0.1	0.2	0.2	0.2	0.2
Finance & HR Manager *		0.1	0.1	0.1	0.2	0.2	0.2	0.2
Finance & HR Assistant *		0.1	0.1	0.1	0.2	0.2	0.2	0.2
Heads PA			0.9	0.9	0.9	0.9	0.9	0.9
Office Manager					0.9	0.9	0.9	0.9
Office Secretary					0.9	0.9	0.9	0.9
Reprographics Technician					0.4	0.9	0.9	0.9

PREMISES STAFF

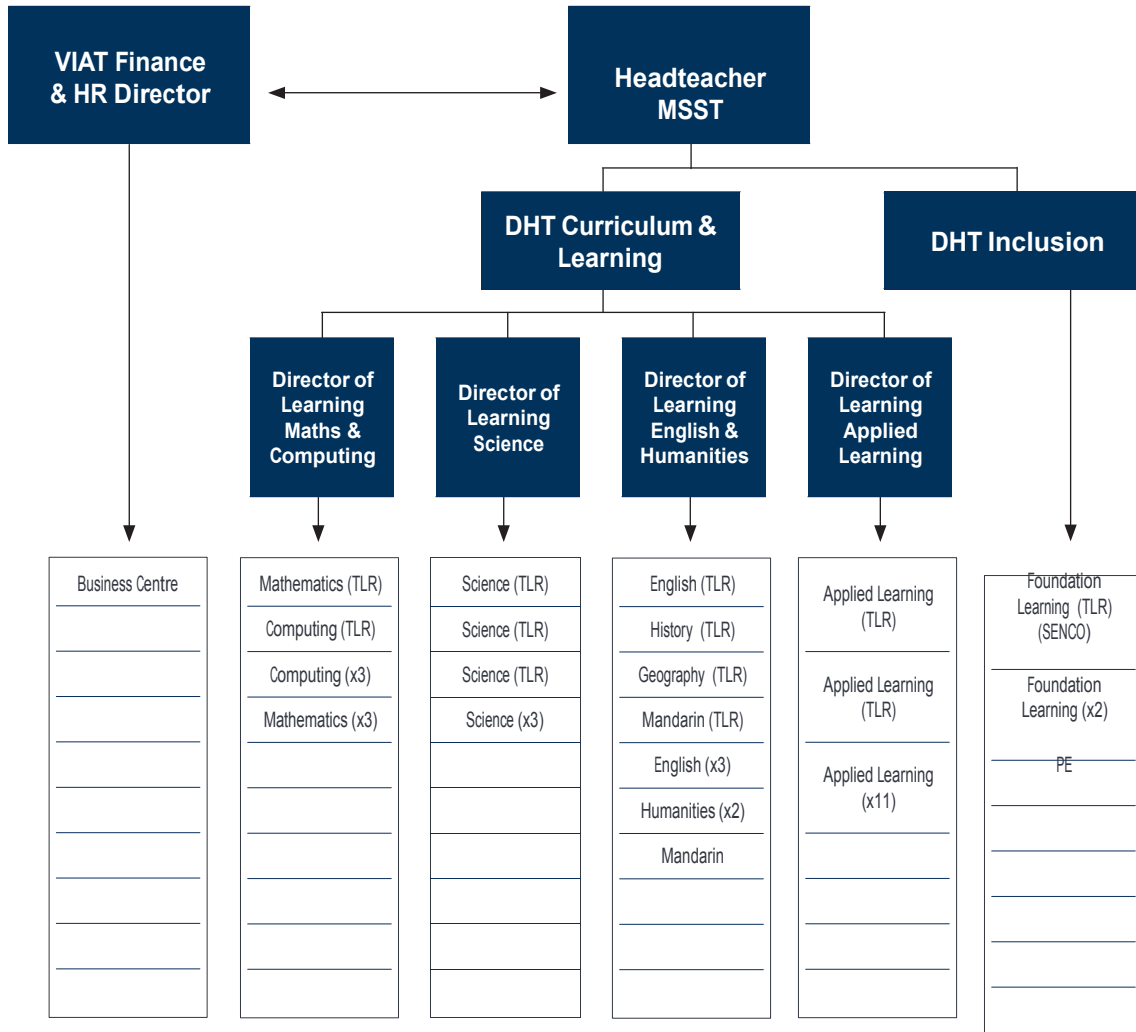
B&E Manager *		0.2	0.2	0.2	0.2	0.2	0.2	0.2
Site Supervisor		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Cleaners		0.6	0.6	0.8	0.8	1.0	1.0	1.0

* From Business Centre

TLR Starts:	1. Foundation Learning	4. English	7. History	10. Biology
	2. Mathematics	5. Applied Learning x2	8. Physics	11. Mandarin
	3. Computing	6. Geography	9. Chemistry	

** Interim Headteacher 2017 - 2018 - Current Headteacher at Valley Park School

MSST STAFFING STRUCTURE AT CAPACITY



Section E: Evidence of need – part 1

	2017				2018			
	A	B	C	D	A	B	C	D
Year 7	120	204		170%	120	194		161%

Table 16

Section E: Evidence of need – part 2

Section E1

We have polled prospective parents and carers of children eligible for application for the school in 2017/8 and shared with them our vision for a unique secondary school.

We have analysed the need for more high quality non-selective places in Maidstone and how the demand for secondary places is projected to dramatically increase from 2017 to 2024 with nine new forms of entry required in the area.

We have looked at the need both nationally and locally for more students of STEM subjects and designed the new school as a Science and Technology School with Applied Project Learning at its heart to develop a world-class centre of excellence for the local community.

Parental demand

Both Invicta Grammar and Valley Park are heavily over subscribed and Valley Park is the most popular non-selective secondary school in Kent and in 2013 the school was four times oversubscribed.



An open evening was held at Valley Park on September 25th 2014 for parents/carers seeking a place for students in Year 7 in 2015 and a presentation about the new school was made. Over 1,500 parents attended during the evening and 120 parents/carers who had children that were due to enter Year 7 in 2017 or 2018 completed the online survey to ensure that their children who are of Year 7 age for either of the first two years of opening would be part of the cohort.

We have also canvassed all parents of children currently on roll at either Valley Park or Invicta Grammar via email and parents of children eligible for entry to the new school in 2017/8 equally wanted to support the new school and registered their interest by completing the survey.

Parents were extremely supportive of the vision for the new school as a science and technology specialist school. The vision was explained to them and the architect's plans were shown so they could see where the new school would be built. These were parents who were initially attending as they were looking at Valley Park but they were particularly attracted to a new school that would teach the same school day as Valley Park but would be smaller and with a different vision as a school for their younger child(ren). A number of parents who attended with much younger children or children currently in Year 5 were disappointed that they could not register that evening as their child(ren) would not be eligible to apply outside of the 2017-8 window. They particularly liked the concept of the international and business links as well as the exciting proposed layout of the school with plenty of specialist laboratories and extended learning spaces. [REDACTED]

Below is a copy of the email sent to parents/carers:

Do you have a child currently in Year 3 or 4 at Primary School?

If so then read on.

Kent Local Authority future projections tell us that Maidstone needs a new school. From 2018 onwards there will not be enough Year 7 places to meet demand.

We are currently consulting on a bid for a new school, that will meet this demand. The new school would be called the Maidstone School of Science and Technology (MSST) and would open in 2017. I have attached a leaflet outlining our Vision for the school to this e-mail. I hope you can find a few minutes to read it.

As part of the bidding process we need to get a commitment from as many parents as possible to strengthen the bid.

I need your support.

Having read the leaflet, I hope you will be willing to support our bid. Please click on the link below, fill in the form and press the submit button.

<http://public.valleypark.viat.org.uk/msst.php>

Please note that by saying ‘yes’ to the first question you are not at this stage committing your child to attend MSST.

If our bid is successful, MSST will be one of the schools available for your child to attend when they leave Primary School, along with all other schools in the area.

Thank you for your time in reading this e-mail. I really would appreciate your support in making our Vision for MSST a reality.

Finally we are holding a consultation evening about our proposals on 1 October at 7.00pm at Valley Park School to which you are welcome to attend.

This is the leaflet distributed in the community:



MAIDSTONE SCHOOL OF SCIENCE AND TECHNOLOGY

What is MSST?

MSST will be an 11-18 comprehensive co-educational free school with an annual intake of 120 students. It will be one of the family of schools within The Valley Invicta Academies Trust.



Who are the Valley Invicta Academies Trust?

VIAT, the largest and most successful educational trust in Kent is the registered company that operates Valley Park School, Invicta Grammar School, Aylesford Primary School and three new primary schools along the A20 corridor, which will open in September 2015.

“Outstanding care, outstanding education and outstanding opportunities”

Why MSST?

MSST will have applied learning and creativity at its heart, specialising in a STEM based curriculum. The STEM subjects are Science, Technology, Engineering and Mathematics.



MSST graduates will leave with a highly desirable combination of outstanding outcomes and a unique skills set combining creativity, entrepreneurship, innovation and communication.

What is the educational offer?

All students will follow the full national curriculum in years 7-8. In years 9-11 all students will study 7 STEM GCSEs consisting of:

- 4 Sciences (Biology, Chemistry, Physics and Computer Science)
- Technology (from a range of options)
- Engineering (from a range of options)
- Mathematics

In addition, all students will study GCSE English Language and have the option to study Mandarin.



As part of an extended school day, students will work on a range of STEM based projects with input from industrial partners. They will also follow a specialised sports and arts programme.

Post 16 students will study a range of STEM A levels available at MSST, Invicta Grammar School and Valley Park School.

What’s the timescale?

We plan to open the school in September 2017. It will be built on the present campus between Valley Park School and Invicta Grammar School.



What’s my commitment?

We are in the consultation phase of the project, so if you have a child currently

in year 3 or 4 at primary school, all that we would require is an ‘in principle’ commitment that you will consider MSST as your first choice school.

What happens next?

We are currently consulting with the Department for Education on plans for the school. Once the consultation is complete, we will contact you again with further details.


To register your interest please click here



MAIDSTONE SCHOOL OF SCIENCE AND TECHNOLOGY

“Empowering the next generation of leaders”

This is the online Questionnaire, distributed to all parents:


MAIDSTONE
SCHOOL OF
SCIENCE AND
TECHNOLOGY

You have had the opportunity to explore our vision for MSST. Would this be the first choice for your child in September 2017 or 2018?
 Yes No

Is your child in Year 3 or Year 4?
 Year 3 Year 4

Please give the Date of Birth of your child:

Date: Month: Year(yyyy):

NB: children who are currently in Year 4 will be eligible for entry for the new school in 2017 and children in Year 3 for Year 7 in 2018

What is your post code?

What is your house number or name?

If you want to be kept in touch, please complete your contact details below.

Name

Phone number

Email

We are confident that demand from parents is so high that the school would not just reach its optimum capacity in the first two years of opening but would be oversubscribed on opening. Our survey clearly demonstrates that demand is both consistent and that progression for those students would be a key feature of the school, even in its initial years and there is enough interest in the school to ensure its future.

In addition to this the school has continued to work with the local community and parents who have shown an interest in the possibility of a new school. We have visited all the primary schools in Maidstone and have held open afternoon and morning events with parents at ten local primary schools for parents who have children who may be eligible as well as an event at Valley Park. All parents who have been canvassed have spoken with enthusiasm at the prospect of a new school because they know that demand for VIAT schools is high and they were committed to supporting the development of a new local school that promises Outstanding education.

Parents recognised the high value of the science and technology areas, as being crucial in the pursuit of a career in a changing technological environment. There was some anecdotal feedback, especially from parents, that they are content that there is ample choice within vocational areas in subjects like media and arts based studies but identified a gap in provision that MSST could ably fill.

Basic Need for Places

Kent CC states (in its Commissioning Plan, published September 2014):

'We have a significant increase in pupil numbers and consequently an urgent need for new provision. The number of primary-aged students is expected to rise significantly from 111,119 in 2012-13, to 121,000 in 2017-18. The secondary-aged population will rise through the latter part of the decade, from 77,244 in 2015 to 85,883 in 2022.'

Kent CC is seeking to promote more innovative and creative ways to deliver learning for the 21st century and the MSST Vision of a global campus approach would support this desire. Kent needs to deliver the 'Education Commissioning Plan so that the needed growth in good quality school places is delivered on time for September 2014 and there is improved parental choice and planned improvements for September 2015 are on target.'

Kent CC recognises the following key risks in its document: 'Continuing to respond to the major population growth in the short to medium term (primary school age) and long term (secondary school age)' and that this needs to be addressed 'by making sure that additional school places are provided on time and within budget'. MSST would again, support the needs of the CC to address the demand for school places.

The Office for National Statistics (ONS) produces population projections for all regions in England. The 2011-21 Sub National Population Projections Bulletin compares Kent's population against the national average and shows that Kent's population growth alongside regional and national base is projected to grow faster and age faster.

The Business Statistical Intelligence Bulletin (2012) identifies:

'The population of the Kent CC area is projected to increase by an additional 153,800 people (+10.5%) over the next 10 years bringing the population to 1,620,200 in 2021. Kent's population is projected to grow at a faster rate than both the regional (+9.3%) and national (+8.6%) averages. Kent's population aged 0 to 15 is projected to grow faster than the regional and national average. Kent's child population is projected to increase by +13.0% between 2011 and 2021. This compares with a +12.8% increase for the South East region and +12.6% for England. The projection for Kent's population increasing by 153,800 people over the period 2011-2021 is as a result of 188,100 births, 137,100 deaths (resulting in positive natural change of 51,000) and 103,400 net migrants. Migration therefore accounts for 67% of Kent's projected population growth. Maidstone is projected to see the largest real increase in population between 2011 and 2021 increasing by +20,900 people – of which 12.6% will be children.

In 2017/18 surplus capacity for Year 7 students is expected to fall below the operating guideline of 5% surplus with a situation deteriorating rapidly to the end of the projection period (See chart in Section C).'

Hence, Kent (and Maidstone particularly) faces a huge demand for school places in the near future. Because the highest increase is related to inward migration then it is not only the primary sector that will be under pressure (because of an identified increased birth rate) but also there will be pressure on the secondary sector. This will happen in two ways: as the increased number of children born locally progress through the schools, and as secondary aged students move into the area. MSST offers another local school that can help ease the pressure.

We have consulted with Kent CC and discussed with them the demand for a four-form entry. In this discussion we considered both a four-form entry and a two-form entry for 2017 only. Demand for the school is already very high and four forms could already be accommodated. Our vision of a school that contributes to the campus and is strong and delivers Outstanding education would be better served with the larger of the two options. A two-form entry would disappoint local parents again who are demanding more Outstanding non-selective places and would also limit the scope of our plans and vision. A small cohort would jeopardise our plans as the budget would restrict our ability to appoint the highest calibre staff and that is essential to give the best leadership to the school.

We have calculated that there will be a minimal impact on neighbouring schools in 2017 and this will be negligible by the following year as pressure for places increases in parallel with population growth. We are working with Kent CC and neighbouring schools to ensure that everyone is kept informed. We have published our plans and invited comments from other educational establishments in the area. We are being transparent in our dealings with our neighbours as the population increase will influence all schools and exert pressure upon them.

It is recognised that the excellent reputation of the VIAT schools is encouraging parents to want to have places at one of our schools. By providing MSST and additional choice for parents, we are allowing the outstanding provision to expand on campus whilst also establishing a new school under the same banner.

Standards of local schools

We have identified 27 secondary schools within a twelve miles radius of the campus. Kent has a wide variety of schools including faith schools, single sex schools, grammar schools, foundation and academies of different sorts. The schools offer a wide range of choice and cater for different needs.

Currently, out of the 27 schools within the twelve miles radius five are Requiring Improvement (RI) or considered to be Making Progress (previously been RI) by OfSTED and only seven are rated as being Outstanding. Hence, the majority are considered Good but the vast majority of schools have scope to improve. In the immediate area of Maidstone, Valley Park is the only Outstanding non-selective school. The majority of the Outstanding schools are either grammar or faith schools with selective admissions criteria and there is great scope for other provision in the area that is non-selective.

Both Invicta Grammar and Valley Park are OfSTED Outstanding and therefore, provides a basis for MSST to excel and also become Outstanding. Maidstone Grammar School (boys single sex) is close by being 1.1 miles away (using distances by road) and Maidstone Grammar School for Girls is two miles away. The remaining schools classified as Outstanding are Oakwood Park Grammar School 2.4 miles away, the Judd Voluntary Aided School at 15.5 miles and the Bennett Memorial Diocesan School at 18.8 miles away (though within a twelve mile radius as the 18.8 miles is by road).

This shows that there is Outstanding education in Kent but around the local area of our campus Valley Park is the only non-selective school providing Outstanding education.

LOCAL SCHOOL ATTAINMENT

School	Miles From Invicta	Roll	Applied for year 7	Yr 7 NOR	Range	Gender	School Type	Ofsted
Invicta Grammar School	0	1300	566	183	11-18	Girls	Academy Converter	Outstanding
Valley Park School	0	1400	875	240	11-18	Mixed	Academy Converter	Outstanding
The Maplesden Noakes School	2	1100	737	180	11-18	Mixed	Academy, All Ability,	Good
Maidstone Grammar School for Girls	2	1243	548	143	11-18	Girls	Foundation, Grammar,	Outstanding
St Augustine Academy	2.3	650	418	126	11-18	Mixed	Academy, High, Church of England	Requires improvement
Oakwood Park Grammar School	2.4	1049	481	144	11-18	Boys	Academy, Grammar,	Outstanding
New Line Learning Academy	2.6	720	279	143	11-18	Mixed	Secondary	Requires improvement
St Simon Stock Catholic School	2.7	1050	481	165	43770	Mixed	Catholic, Academy, Comprehensive,	Good
Cornwallis Academy	4.3	1600	648	255	11-19	Mixed	Academy, All Ability,	Good
Aylesford School - Sports College	6.5	987	459	173	11-18	Mixed	Foundation, High,	Good
Sir Joseph Williamson's Mathematical School	7.9	1180			11-18	Boys	Academy converters	
The Malling School	8.1	665	270	124	43405	Mixed	Foundation, High,	Good
Swadelands School	8.8	750	396	137	11-18	Mixed	Secondary	Good
Holmesdale Technology College	9.3	970	277	117	11-18	Mixed	Foundation, Trust	Good
The Robert Nasier School	9.4	?	?	?	11-18	Mixed	A Member of the Fort Pitt Grammar School Academy Trust	Requires Improvement
Brompton Academy	9.7	?	?	?	11-18	Mixed	Secondary	Requires Improvement
Hadlow Rural Community School	11.5	330	164	56	11-16	Mixed	Free School - just opened	
Mascalls School	12.1				11-18	Mixed		
Wrotham School	13.7	790	460	130	11-18	Mixed	Secondary	Good
Hillview School for Girls	15.4	1390	550	208	11-18	Girls	Academy, All Ability,	Good
The Judd School	15.5	1050	550	155	11-18	Boys, Some Girls in 6th Form	Voluntary Aided Grammar School	Outstanding
The Hayesbrook School	15.7	825	356	160	11-18	Boys	Academy, All Ability,	Good
Weald of Kent Grammar School	16.4	1163	687	175	11-18	Girls	Grammar, Academy Converter	
Skinner's Kent Academy	16.5	707	533	180	11-18	Mixed	Academy, All Ability,	Good
Meopham School	18.1	?	?	?	11-18	Mixed	Member of the Swale Academies Trust	Requires improvement

Key:		Non-Selective Schools		Selective Schools
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Table 23

The table shows publicly available information - schools' results for 2014 are not available at the time of finalising this bid. We are aware however, that local schools have their own self-reported data for 2014 and that results in 2014 are potentially much weaker in the non-selective schools, under the new accountability framework. The most successful non-selective school is Valley Park and two of the closest non-selective schools to our campus have been identified by OfSTED as RI (one identified in Dec 2012 and one in Feb 2013).

Self-reported data indicates that both schools are still facing challenges. We are aware that the standards locally, including the nearby Medway areas, are not consistent and a number of schools have dropped their standard of attainment this year.

Taken over the three year rolling attainment – out of 23 Academy schools (both Sponsor led and converters) in the Maidstone area, only two have maintained an upward trend from 2012 to 2013 to 2014. The internal data shows that eleven of the 23 are below the government floor target of at least 40% of students achieving five A* to C GCSE grades including English and Mathematics. Hence, there is a real attainment gap that needs addressing and a critical demand for Outstanding education.

E2 – Successful engagement with the local community

VIAT has engaged with the local community in a number of ways. The local community has two elements in terms of geographical area – firstly, we have engaged with the neighbourhood closest to the school. Parents from the immediate area already have a good relationship with our schools (Valley Park and Invicta Grammar) but we have also considered a wider hinterland because the area has a combination of urban and rural sections. Hence, we have widened our notion of local community to a twelve miles radius.

Transport both hinders and aids ease of journey in different parts of the area that we are considering. There are schools that within the twelve miles radius that are further by road. The area is segmented by the A229, A249 and the M20 (which is joined by the A229 to the M2 and thus extends beyond the identified area). This means that acceptable journey times (of about 30 minutes) are possible from a large area.

We have engaged with a number of groups using a variety of media and methods of engagement:

- Parents/Carers
- Local Residents
- Local business and commerce

- Kent County Council
- Other educational establishments

We initially produced an article for the Kent Messenger that was published on the 19th September that described the plans for the new school and invited comments from the public and also to attend the open evening on the 1st October where they could hear more. An email address was given so that the public could leave comments or their contact details if they required more information. We knew that the local paper reached a large number of readers and had been successful previously when VIAT published articles about its other schools (the four Kent local newspapers have a readership in excess of 83,000 [2012 figures]).

We also met with Kent CC in September 2014 to discuss the plans that had been published in the newspaper and through a brochure that we distributed across the area. The brochure explained who VIAT were and the proposal for the new school. We have a good relationship with Kent CC and they have provided support in the curriculum development for MSST. The Kent CC recommended VIAT as the Sponsor for the new primaries and we are now are working with them to build the new schools. Mike Whiting, Kent CC Cabinet member for Education, Learning and Skills, said: 'I am delighted that KCC and VIAT are working closely together to move this project forward.'

An on-line survey was created that was linked with the VIAT website so that parents could begin to register their interest in a new school. To ensure that as many people as possible had the chance to participate over 2,500 parents with children at a VIAT school were emailed with a PDF Brochure (illustrated earlier) and linked to the survey and plus all parents from with children of the relevant age at Maidstone primaries were invited to events held at their schools. An email address was also established for parents and the local community to contact us for further information at: info@MSST.viat.org.uk.

We have canvassed our local employers and organisations. Links with the business community are good and we have undertaken a wide range of activities with them (from problem solving to site visits). They received the brochure and we have taken their feedback on board regarding science and technology as an occupational area and what skills employers are looking for to fulfil their jobs. VIAT is a member of the Chamber of Commerce and Rotary Club and through these business networks we have engaged with industry.

Parents of children entering Year 7 in 2015 were invited to an open evening at Valley Park and there was a huge turnout with over 1,500 parents attending that evening. There was a presentation of plans and an excellent discussion of what the new school would add to the campus. Parents were very keen that more capacity for non-selective education and saw the MSST as the answer to this. 120 parents signed up naming

MSST as their first choice for their children due to start Year 7 in 2017. At the time of submitting the bid the Invicta Grammar open events had yet to take place but the numbers of parents attending is regularly over 1000 and we expect to gather more interest from parents at that time.

We have researched local management information about businesses and found opportunities into a vast range of scientific/technological disciplines (including astronomy and astrophysics, particle and nuclear physics, laser and materials science, medicines development, cleaner energy, safer aircraft, pioneering security solutions, automotive industries, aviation, construction, food processing, healthcare, manufacturing, marine and renewable energy, ICT support and solutions, medical, scientific and industrial diagnostics and screening, manufacturing and foodservice industries) but employers report a lack of skilled recruits.

MSST will address this and contribute to the local economy, regeneration programmes and ultimately, community cohesion.

Section F: Capacity and capability

Introduction

Over the past 8 years we have assembled a team of experienced colleagues who lead VIAT on academic outcomes, financial planning and future strategic planning of the Trust. This team now has a vision for a unique and radically different world-class secondary school. The school will be built on our Maidstone campus in Kent and will take full advantage of the collaborative business and educational culture and OfSTED Outstanding Governance and Leadership of the other schools on the campus.

Our Senior Leadership Team consists of the VIAT CEO, [REDACTED] the VIAT Finance and HR Director, the VIAT Estates Manager and the [REDACTED]. [REDACTED]. [REDACTED] all have transformed the leadership and management, the quality of learning, student experience, curriculum planning, monitoring, tracking of student performance and all aspects of pastoral care.

The VIAT Business Centre is led by the VIAT Finance and HR Director and is responsible for all financial, personnel, site, Health & Safety and IT systems across the Trust. All financial, personnel, site and IT systems for the new school would equally be handled by our business centre. Legal advice, accessed via the Business Centre is provided by [REDACTED].

The VIAT team has experience of bidding for funding and capital projects and obtained finance from the Education Funding agency for the development of the Maidstone campus with two new buildings that opened in February and Sept 2014. The budget was [REDACTED] from the Academies Capital Maintenance Fund and the build and fit-out was delivered on time and on budget. The school contributed [REDACTED] in addition to the grant in order to deliver enhancements to the new facilities. Three new primary schools were awarded to VIAT under the Targeted Basic Need programme and are due to open in 2015. VIAT was the preferred option recommended by the Local Authority to the DfE and all three schools are on target for the opening and rag-rated green. Our team have extensive experience of working with Architects, Quantity Surveyors and Building Contractors and anticipate this team to deliver the new build for MSST.

The VIAT business centre operates under the leadership of the Finance & HR Director and will ensure agreement of revenue budgets (including lead-in costs) and their monitoring, for the project development stage. Our business team will also ensure that

the new school has all the financial procedures, controls, policies and accounting instruments to ensure it meets its financial and business obligations including:

- Insurances: contents, employer's liability, Governors' liability, premises, public liability
- Advice: legal and personnel
- Services: catering, payroll, professional development, refuse collection, site management, grounds maintenance, cleaning, security, crisis management.

We have a central communications team who coordinate stakeholder communications and in preparation for this bid we have consulted widely, including with all parents of current students at our schools both in writing and through an open evening. For MSST we will produce a detailed Stakeholder Consultation Plan, setting out events and timescales and taking into account any legal advice.

██████████ are the Trust legal advisors have been contracted over the last 3 years and support HR including contractual issues and land transfer and related issues. The Trust has established a team of colleagues in school leadership and transformation and is alert to the need not to take on commitments which may dilute its efforts on each project to which the Trust is focused. We conduct a Risk Assessment of our current and future work on an annual basis in order to ensure that we have internal or access to external expertise to enable effective working. The external auditors conduct an internal audit role based upon risk which is reported to the Trust Board three times annually. The latest report (completed July 2014) reported no high risk areas for the Trust and the project management report tracking readiness to open for the new primaries is risk registered green.

In addition to our present commitments to the leadership of Valley Park and Invicta Grammar on their journey 'from Outstanding to World-Class' status, we are also leading on the transformation of Aylesford Primary School as a sponsored academy. The three new primary schools will open in September 2015. This new primary federation will consist of the three new provision primaries (Leybourne Chase, Kings Hill and Holborough Lakes) and Aylesford as an existing school so completing this primary cluster for the group. There is a process in place for consideration and assessment of the time commitment of each colleague for any new project under the Risk Register to ensure that the Trust has the capacity to take on and deliver each project to the exemplary standard the Trust expects to achieve in all its work. This is reflected in the time commitments in F1 (a) below.

Two of our Directors have extensive experience in the manufacturing industries and one of the Headteachers is the business links specialist for the Trust. We have two proposed members of the new governing body from the NHS Trust with specific expertise in HR and employment opportunities with the health sector.

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[Redacted]	Y	[Redacted]	[Redacted]	[Redacted]	8 hrs rising to 16
[Redacted]	Y	[Redacted]	[Redacted]	[Redacted]	4 hrs
[Redacted]	Y	[Redacted]	[Redacted]	[Redacted]	4 hrs
[Redacted]	Y	[Redacted]	[Redacted]	[Redacted] Ltd. Has been working with the group	
[Redacted]	Y	[Redacted]	[Redacted]	[Redacted]	4 hrs
[Redacted]	N	[Redacted]	[Redacted]	[Redacted]	As required
[Redacted]	Y	[Redacted]	[Redacted]	[Redacted]	8 hrs rising to 16
[Redacted]	Y	[Redacted]	[Redacted]	[Redacted]	4 hrs
[Redacted]	Y	[Redacted]	[Redacted]	[Redacted]	4 hrs
[Redacted]	Y	[Redacted]	[Redacted]	[Redacted]	1 hr
[Redacted]	Y	[Redacted]	[Redacted]	[Redacted]	2 hrs
[Redacted]	N	[Redacted]	[Redacted]	To be contracted	As contracted

Table 24

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
<p>We will bring in members of the Local Governing Body, when appointed, to join the pre-opening group.</p>	
<p>Project Manager</p>	<p>We did not appoint a Project Manager for the Primary Schools as this work is being successfully handled by the VIAT Business Centre under the leadership of the FD. If we decide to appoint an external Project Manager for MSST they will work with the Business Centre and will have to demonstrate that they have significant experience of managing School and Free School openings, to time and on budget.</p>

Table 25

Section F2 skills and experience

The proposer for the Maidstone School of Science and Technology (MSST) is Valley Invicta Academies Trust (VIAT). We are an approved Academy Sponsor and were awarded a Sponsor capacity grant of £[REDACTED] to support our first year as a Sponsor. MSST is proposed to be constructed on our campus in Maidstone, joining our existing schools, Invicta Grammar and Valley Park on the site. These two secondary schools were hard-federated and have successfully worked together for more than eight years prior to Academy conversion and founding VIAT. Both schools were graded OfSTED Outstanding in 2012-13. We believe that to achieve Outstanding outcomes any school must be able to rely on Outstanding support systems, governance must be Outstanding. VIAT has eight years experience of Outstanding capacity and capability in this area.

Board structure: roles and responsibilities

VIAT is a Multi-Academy Trust incorporated in 2011 using the DfE articles as at August 2010. The Directors of the Trust have the legal authority and responsibilities of any company directors.

Members

There are 5 Members of the Trust and all are Non Executive Directors. The Members have legal authority as the subscribers to the company articles. They are responsible for appointing/removing new Members and appointing/removing up to nine Directors following the statutory process set out in the Companies Act 2006. The Members meet once annually for the AGM and to receive the Annual Financial Statement.

Directors/Trustees

The VIAT Board oversees the Local Governing Bodies (LGBs) of each school within the group.

There are currently four Executive Directors and seven Non Executive Directors in post with one vacancy for which recruitment is on-going. All Directors have equal voting rights in company decisions. The Executive Directors are delegated responsibility for day to day management of the company's schools.

The responsibilities of the Board are detailed in our Articles of Association. The main responsibilities are to establish strategic direction; decide on each school's Performance Agreement; decide all school policies; delegate authority to the LGBs as Board sees fit and to hold them to account through the Performance Agreement. The Board also has responsibility for key appointments which includes the recruitment and appointment of new Members and Directors, the Chair and Deputy Chair of the Trust

and to appoint as Directors the Chair of each of the Full Governing Bodies in the MAT. The Board also makes the CEO, Headteacher and Deputy appointments for each school. The Board defines and reviews annually the structure and operational parameters for Trust Board and any Governance teams or Committees and their membership, making recommendations for any changes. They meet four times per annum.

There are standing orders in place that detail the Delegation of Functions to the CEO/Headteachers; the Local Governing Bodies and ad hoc Committees.

The Trust board has planned a review during this academic year, in its third year of establishment as an Academy Trust, in order to ensure that it is effective across the wider group of schools with new schools opening in 2015. A successful application for MSST will be taken into account in the review. In line with the Articles, the Chair of the Local Governing Body of MSST will also be a Director of the Trust Board as will the Chair of the Local Governing Body of the Primary Federation, which will be in operation from September 2015.

The Board is also responsible for the induction and mentoring process for newly appointed Directors and Governors and operates using the principles of Good Governance, and the Good Governance Standard for Public Service (OPM & CIPFA 2004). All the Executive Board members and three of the Non Executive Board Directors, including [REDACTED] (as a previous Headteacher and LLE) have experience of OfSTED expectations and inspections.

Other committees of the Board

There are two standing committees of the Board: the Finance & Premises Committee (to which the Audit sub-committee reports) and the Governing Body of the two founding schools that were federated before conversion. All Directors currently sit on both committees. There is also a Local Governing Body for Aylesford Primary.

The Finance & Premises Committee considers and approves each Academy's indicative budget, notified annually by the DfE, in consultation with each Headteacher and draws any matters of significance or concern to the Trust Board. They receive and make recommendations on the broad budget headings and areas of expenditure and liaise with and receive reports from sub committees: staffing/remuneration and curriculum as appropriate. They receive the Auditors' Report and recommend to the Trust Board any actions as may be appropriate in response to audit findings. They recommend the appointment or reappointment of the Auditors and annually review the Finance Manual.

Local Governing Body (LGB)

Other than the Chair of a Local Governing Body, LGB members are not necessarily Company Directors but Local Governors and operate effectively as a committee of the Board exercising legal authority and responsibilities delegated to them by the Board and as defined in the Delegation of Functions and detailed in the VIAT Performance Agreement. This Performance Agreement is a written document that defines the relationship between the Trust and the LGB and specifies the targets and objectives for the school by which the Trust will encourage, challenge and hold to account the LGB to constantly raise standards in the school and by which the LGB will encourage and hold to account the Headteacher. The heart of the Performance Agreement is quantitative academic measurement but there are other qualitative objectives set. Annual targets are agreed and progress is reported bi-annually to the Trust. This may include responsibility for finance, curriculum, premises and staffing. They are also responsible for the appointment of co-opted Governors and to assist the Headteacher in staff appointments. The LGB produces the annual budget (with the Finance Director) for approval by the Directors and they ensure that all Trust policies are implemented.

They are further responsible for ensuring that all statutory requirements for governance are met and that the relevant policies and procedures are reviewed regularly. They assist the decision making of the Trust Board by enabling more detailed consideration to be given to the best means of fulfilling the Trust Board's responsibilities to ensure sound management of the Academies' finances and resources, VfM, including proper planning, monitoring and probity. They make appropriate comments and recommendations to the Trust Board on such matters and major issues are referred to the Trust Board for ratification.

This is the model for the LGB of Aylesford Primary. The Directors that sit on this body are [REDACTED]. The plan is to appoint one more parent Governor who will not be a Director when the 3 new primary schools open. This will then become the Local Governing Body for the 4 federated primary schools and will have 1 parent Governor (not a Director) from each school and a total of 7 members of the Local Governing Body.

The Local Governing Body for MSST will include [REDACTED] to represent the relationship between MSST and the Maidstone & Tunbridge NHS Trust and two parents.

Chair of the LGB

The Chair of the LGB for MSST will be a Director of the Trust in line with the Articles of Association. The Chair Designate is [REDACTED]

Headteacher for MSST

A new Headteacher will be appointed by the VIAT Board for September 2018, and will be line managed by the CEO. The Headteacher will join the Senior Leadership Team and will work closely with the CEO and the VIAT Finance Director (responsible for the Business Centre). They will report to the Trust Board and will be responsible for; day to day management and leadership of the school; the welfare, safety and pastoral care of all students in their school; ensuring that all pupil's progress in the school is above national expectations. They will be responsible for the implementation of all the Trust's policies and procedures and line management of all colleagues working in the school.

VIAT Performance Agreement

Each Academy is evaluated through a Performance Agreement that is negotiated between the Board and the school and is the process by which each school is held to account for the successful achievement of Key Performance Indicators. The VIAT Performance Agreement is structured around the four elements of the OfSTED Framework.

The diagram below shows the Governance structure and lines of accountability for the group performance through the Funding Agreement and Performance Agreement.

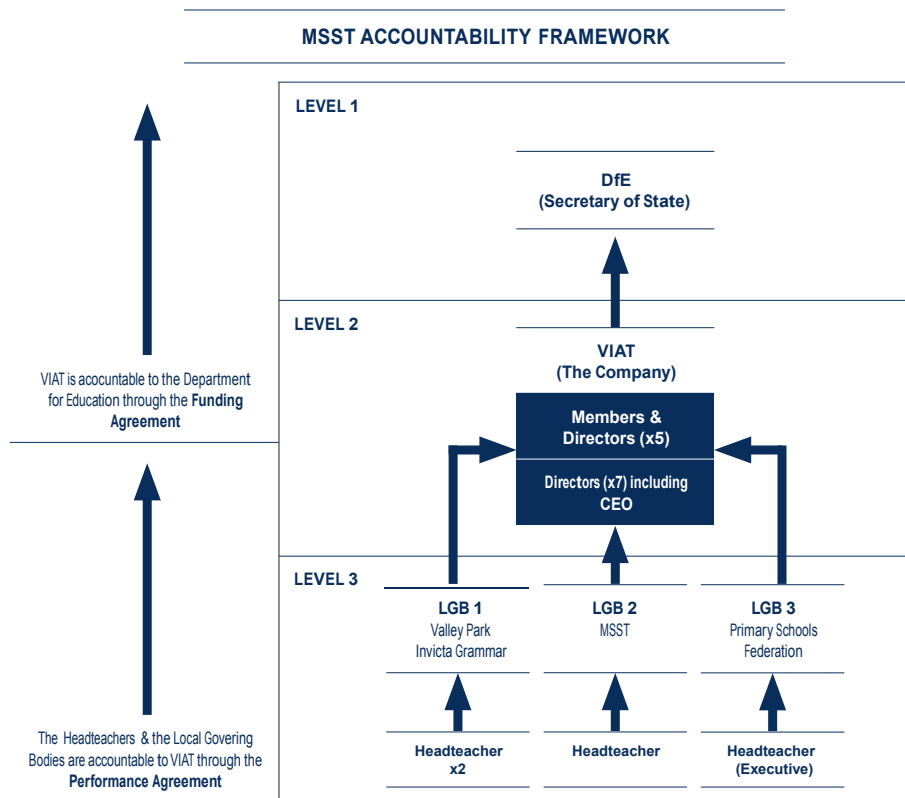


Table 26

Management of conflicts of interest

The Trust takes issues of conflicts of interest exceptionally seriously. We understand that it is important to be mindful that even the perception of a conflict can create a negative perception that can affect reputations. The following protections are in place:

At each meeting of the Trust or a LGB any arising business or other interest is declared and recorded in the minutes. If a conflict of interest is identified or declared the relevant colleague is excluded from any subsequent discussion and possible decision making.

The make-up of the Trust is such that Trust members always outnumber members of the LGB, thus enabling the Trust to be independent and therefore in a position to make decisions that can over-ride any LGB decision.

Moreover, the Trust is able to independently challenge Executives through our professional approach to corporate Governance. This begins with the recruitment of Non Executive Directors with a business background (including the Chair) who outnumber Executive Directors on the Trust Board and continues with the use of accurate, timely and relevant data demanded by the Performance Agreement. Through the agreement, Senior Executives are held to account for their decisions in the pursuit of Outstanding/World-Class levels of achievement.

In addition, in line with best practice and accountancy law all financial procedures and Governance activity are subject to an annual published audit.

F3 (a) Proposed Governors

We have carried out a skills analysis against OfSTED best practice and our own experience, as well as against our vision to ensure that the skill mix of our proposed Governance is fit for purpose and will monitor our strategic direction, our progress against targets and our move towards the Outstanding school we aim for this to become. The proposed Local Governing Body already has a good mix of the skills needed in order for them to carry out the role outlined in section F2 and detailed through the Performance Agreement. This Body will benefit from the skills and experience of the interim Headteacher, who is proposed to be the current [REDACTED] so will be part of the team from the beginning of the school but will take up the interim post from September 2016.

Name	Residency (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] Trust	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] Trust	(as per pre-opening)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	(as per pre-opening)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	opening)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Parent 1					
Parent 2					

Table 27

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
2 x Parent Governors	We will include Governor recruitment and selection as part of our Stakeholder Engagement Strategy

Table 28

Section F4 Appointment of Headteacher

VIAT has an experienced Leadership Team both through the Board and the Executive team and the Headteachers of the secondary schools each have five Deputies in post between the two schools. MSST will open with a very small cohort in the first year and we intend to draw on the resource of the [REDACTED] as the Interim Headteacher for the first year of operation for MSST.

An interim role of Head of School will be created for Valley Park and we will draw on the resource of one of the VIAT Deputies to fill this appointment for one year. This means that both [REDACTED] and the Deputy Headteacher who will be appointed to this interim position will remain on the staff of their original school. The appointment of a substantive Headteacher for MSST will take place during 2017 to be in post for September 2018.

The expectation is that the substantive Headteacher will be mentored by [REDACTED] as an experienced Headteacher, during the handover period in 2018 as the school establishes itself. This allows us to use this opportunity for career development within the VIAT team and minimise the budget challenges in the first year of operation. We have considerable experience of recruitment and professional development and the opening new educational establishments and we understand the specific skills that are needed for opening a school as well as running it and are confident that we have sufficient capacity and skills-base within the team to deliver this solution.

We believe that the potential to play a key role in establishing a new school with an international outlook and an innovative vision for applied teaching and learning with support from a successful Trust should be really exciting for a number of candidates. This school will also be significant part of our growing campus approach to secondary education.

The opportunities include:

- Shaping the new organisation
- Staff appointments
- Staff and student exchanges across the other Academy schools and internationally
- Active links with the Singapore School of Science & Technology and the Maidstone and Tunbridge Wells NHS Trust
- Translating the strong vision into a local reality
- Joining a highly experienced and inspirational team at VIAT.

Recruitment process

We will recruit the new Headteacher during 2017 to be in post by September 2018. This recruitment will be through the national press. However, we will include this role as part of our programme of internal leadership and management advancement that identifies future Trust leaders. This programme may identify possible Headteacher recruits for MSST and will certainly contribute to the supply of teachers for the school.

We believe it is an attractive opportunity to develop a new school within a strong successful Trust and we will elicit applications from Deputy Headteachers who can demonstrate their track record in establishing Outstanding practice in their current schools.

We have an established programme and format for senior recruitment and assessment of candidates:

The job description and recruitment process will be advertised on our website with a full job description and person specification. The job description will detail the purpose of the role and responsibilities for leadership and strategic development, standards, people leadership, organisational management, accountability and school stakeholder communities.

Following national advertising and/or search for suitable candidates up to 5 candidates will be shortlisted and invited for a two-day assessment.

The shortlisted candidates will be given a tour of the campus and will be asked to undergo three written exercises on finance planning analysis, academic results analysis and school development plan analysis. Candidates will then join Trust colleagues for dinner.

Assessment on the morning of the second day will be through four panel interviews that will cover the following topics: financial competences, leadership ability, knowledge of national strategies and development planning.

After lunch candidates will be informed if they are invited for a final panel interview that afternoon. Candidates will then be informed by telephone of the outcome of the interviews after this date.

The person specification for the role:

REQUIRED Qualifications and experience

Qualifications

Candidates will need to have a relevant first degree with good honours and further degree may be desirable, qualified teacher status and the NPQH in order to demonstrate that they are prepared for headship. We will expect evidence of further relevant professional studies.

Experience

We will want to see their experience as an effective Deputy Headteacher or existing Headteacher. This should include a proven track record of providing Vision and leading change and effective improvement strategies with strong evidence of successful outcomes for young people. The successful candidate will have evidence of being able to appoint successful people; proven evidence of ability to build teams; and excellent leadership in staff professional development. This will include experience or strong indicative evidence that they are comfortable and capable of successfully managing in a very high profile position. We will look for innovative approaches to the development of teaching and learning, including assessment for learning and leadership in student personal development, within a robust safeguarding culture. We will look for evidence of successful partnership working with other schools, relevant service agencies and stakeholders and successful human and financial resource management.

Knowledge, skills and abilities

We will expect a strong understanding of the secondary sector and the following:

- a) knowledge and understanding of the principles and practices of Appraisal for all staff with the ability to hold people to account and also to support and coach staff and peers
- b) demonstrable ability to manage the process of change effectively
- c) thorough knowledge and understanding of national priorities, current curriculum developments and an ability to design and implement an innovative all-through curriculum based on students' needs in order to maximise opportunities and standards

- d) in-depth knowledge of best practice in teaching and learning, including the use of the latest technologies, to support student achievement
- e) ability to plan strategically and to monitor, evaluate and review all aspects of the school operations
- f) demonstrate an understanding and application of school improvement and school effectiveness principles and best practice
- g) demonstrate the ability to lead, motivate, develop and inspire staff and to encourage students and parental involvement
- h) ability to analyse and interpret student data and set challenging but realistic performance targets
- i) ability to develop an ethos and structure for managing behaviour which enables students to achieve their potential
- j) ability to work effectively as part of the Trust team and with Directors, Governors, students, parents/carers, stakeholders and partners beyond the education sector
- k) ability to build the commitment of all stakeholders to the Vision and ideals of the Trust
- l) ability to work effectively with members of the local community in developing the new school as a community resource

DESIRABLE Qualifications and experience

Experience

Evidence of successful school improvement.

Knowledge, skills and abilities

A degree in a STEM subject. Also to be able to demonstrate experience of effective collaboration with other education providers and agencies and experience of effective implementation and use of Information Technology to innovate teaching and learning.

ESSENTIAL Equality issues

The successful candidate will be able to demonstrate knowledge and understanding of equality issues and legislation including:

- a) the ability to integrate equality policies into service delivery and employment practices
- b) the demonstration of commitment to equality of opportunity and inclusive education
- c) an understanding of multicultural issues in the context of secondary education
- d) the ability to develop an appropriate environment which ensures the safety of all users of the school.

Other requirements

- a) the ability to proactively and positively market the school on a local, national and international stage
- b) exceptional interpersonal and persuasive skills and the ability to manage and maintain good relationships with all key stakeholders
- c) understanding of how the media works with an ability to manage the media productively
- d) resilience, the ability to work under pressure and to meet deadlines
- e) the ability to think strategically, creatively and to prioritise
- f) the ability to proactively engage a network of external relationships and networks
- g) a willingness to learn from others and to seek and take advice.

DESIRABLE Equality issues

Experience of organising collaborative partnerships with other service providers.

Other requirements

A commitment to the Academies programme and credibility in knowledge of the full 11-19 age range.

We are committed to safeguarding and promoting the welfare of students and expect all employees and volunteers to share this commitment. This post would be subject to an enhanced DBS check.

Financial viability

We would expect to attract an experienced Headteacher or an exceptional Deputy Headteacher and the salary grading reflects this. Our focus is on ensuring a quality and high calibre appointment and delaying a new appointment will ensure that we can justify and afford a sufficiently experienced candidate.

Section G: Budget planning and affordability



Section H: Premises

Section H Excel attached in annex. We have submitted Section H electronically and have included architect's drawings and floor plans and a full site plan of the campus showing the proposed location of the new school to be constructed on the VIAT campus.

Tables & diagrams

Table 1	Maidstone local demand for places 2012- 2024
Table 2	VIAT business & education culture
Table 3	Education principles & core values
Table 4	D1 pupil projections for school growth 2017 – 2023
Table 7	D1 Part 2 Learning dispositions & Applied Project Learning
Table 8	D1 Part 2 MSST curriculum pathways
Table 9	D1 Part 2 1.2.1 KS3 Curriculum
Table 10	D1 Part 2 1.2.2 KS4 Curriculum
Table 11	D1 Part 2 1.2.3 KS5 Curriculum
Table 12	Admissions & fair banding
Table 13	Expected progress against English & Mathematics
Table 14	MSST Student development framework
Table 15	Raising standards at VIAT schools
Table 15a	VIAT Leadership Directorate
Table 15b	MSST Phased Staffing and Costs
Table 15c	MSST Staffing Structure at Capacity
Table 16	Section E1 Parental preferences for MSST
Table 16a	Parental Postcodes Map
Table 17	Sample email sent to parents of students at VIAT schools
Table 18	Leaflet produced for local distribution
Table 19	Screen grab of electronic questionnaire completed by parents
Table 23	Local schools standards & performance
Table 24	F1 (a) Pre-opening skills & experience
Table 25	F1 (b) Skills gaps in pre-opening
Table 26	F2 MSST Accountability Framework
Table 27	F3 (a) MSST Proposed governors
Table 28	F3 (b) MSST Skills-gap for governing body
Table 29	Financial Resilience Chart

SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.</p>	<p><Redacted> <Redacted>. <Redacted></p> <p>Please see attached architects drawings of the site showing access for the campus schools and the proposed new school. We have commissioned an outline plan for the building to ensure that it is a viable and cost effective proposal. The architect and quantity surveyor have provided an outline budget for the redevelopment of the sports facilities that will be moved and further developed in line with statutory requirements for sport and the construction of the new building.</p> <p>We have a detailed breakdown of the proposed budget and the construction of the new school on this site and we would be happy to share this with you as required. The budget is in the region of <Redacted></p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	<p>We have identified a site. Please see as detailed above.</p>
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<p>Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i>.</p>	<p><Redacted></p>
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<p>Any comments on your calculated building space:</p>	
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Preferred site

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	<p><Redacted></p>
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<p>In which local authority is the site?</p>	<p>Kent</p>
--	-------------

<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>NA</p>
--	-----------

<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	<p>NA</p>
--	-----------

<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	<p>NA</p>
---	-----------

<p>Please tell us how you found the site:</p>	<p><Redacted></p>
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<p>Please confirm the tenure:</p>	<p><Redacted></p>
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<p>If other, please explain further:</p>	
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<p>Please Include information on purchase or lease price if known:</p>	<p>N/A</p>
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<p>Who owns the site?</p>	<p>Other</p>
---------------------------	--------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	No
Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	N/A
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	No
What kind of site is it?	<Redacted>
What is the current use?	Other - please describe
If government building or 'other' - please describe:	<Redacted>
Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Please see attached architects drawings and proposal which has been developed using the latest guidelines on school buildings
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Please see attached photographs of the current site and adjacent buildings

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Who owns the site?	Please select
Please include information on purchase or lease price if known:	

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
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Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

Annexes

List of CVs:

Directors and Members: [REDACTED] Non-Executive Directors:

[REDACTED] Executive Directors: [REDACTED]

VIAT Staff:

[REDACTED]

Proposed Governing Body:

[REDACTED]

Key Suppliers:

[REDACTED]



Department
for Education

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This document is available for download at www.gov.uk.

Reference: DFE-00550-2014

CV template

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	§ <input type="checkbox"/> name of school/ organisation	[REDACTED]
	§ <input type="checkbox"/> position and responsibilities held § <input type="checkbox"/> length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
4.	For finance only: details of professional qualifications	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available):	[REDACTED]
	§ <input type="checkbox"/> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications § <input type="checkbox"/> school's best 8 value added scores for the years you were in post, if applicable	[REDACTED]
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	[REDACTED]

CV template

6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	<ul style="list-style-type: none"> § name of school/organisation § position and responsibilities held § length of time in position 	██████████
	This should cover the last four years. If not, please include additional roles	██████████
4.	For finance only: details of professional qualifications	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available)	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	N/A
6.	Brief comments on why your previous experience is relevant to the new school	██████████

CV template

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

CV template

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: § name of school/ organisation § position and responsibilities held § length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): § the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications § school's best 8 value added scores for the years you were in post, if applicable	[REDACTED]

CV template

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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]																											
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>§ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>																															
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p>																														

CV template

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

CV template

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	§ <input type="checkbox"/> name of school/organisation § <input type="checkbox"/> position and responsibilities held § <input type="checkbox"/> length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		Name: Position: Dates:
4.	For finance only: details of professional qualifications	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): § <input type="checkbox"/> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications § <input type="checkbox"/> school's best 8 value added scores for the years you were in post, if applicable	
		2010
		2011
		2012
		2013
		2014
* CVA measure in 2010		
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	N/A

CV template

6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

CV template

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> § name of school/organisation § position and responsibilities held § length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available)	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]

CV template

		██████████
8.	Reference names(s) and contact details	██████████

CV template

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: § name of school/ organisation § position and responsibilities held § length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		Name: Position: Dates:
4.	For finance only: details of professional qualifications	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available)	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]



CV template

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	<p>§ [] name of school/ organisation</p> <p>§ [] position and responsibilities held</p> <p>§ [] length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available):	[REDACTED]
	<p>§ [] the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>§ [] school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	

CV template

	<p>§ <input type="checkbox"/> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> § name of school/organisation § position and responsibilities held § length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> § date of qualification § professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available)	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]


CV template

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> § name of school/organisation § position and responsibilities held § length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		<p>Name:</p> <p>Position:</p> <p>Dates:</p>
4.	For finance only: details of professional qualifications	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available)	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED] [REDACTED]

CV template

		
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CV template

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	<ul style="list-style-type: none"> § name of school/organisation § position and responsibilities held § length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	██████████
		<p>Name:</p> <p>Position:</p> <p>Dates:</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> § date of qualification § professional body membership number § how your qualifications are maintained 	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available)	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	N/A
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise	██████████


CV template

	standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> § <input type="checkbox"/> name of school/ organisation § <input type="checkbox"/> position and responsibilities held § <input type="checkbox"/> length of time in position This should cover the last four years. If not, please include additional roles	Name: Position: Dates
		Name: Position: Dates:
		Name: Position: Dates:
4.	For finance only: details of professional qualifications, including:	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available):	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	N/A
6.	Brief comments on why your previous experience is relevant to the new school	██████████

CV template

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A
8.	Reference names(s) and contact details	

CV template

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: § name of school/organisation § position and responsibilities held § length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available)	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise	[REDACTED]


CV template

	standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	<p>§ <input type="checkbox"/> name of school/ organisation</p> <p>§ <input type="checkbox"/> position and responsibilities held</p> <p>§ <input type="checkbox"/> length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	██████████
		██████████
4.	For finance only: details of professional qualifications	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available)	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	N/A
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three	

CV template

	previous roles.	
8.	Reference names(s) and contact details	

CV template

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: § name of school/ organisation § position and responsibilities held § length of time in position This should cover the last four years. If not, please include additional roles	██████████
		Name:
		Position:
		Dates:
		Name:
		Position:
		Dates:
4.	For finance only: details of professional qualifications	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available)	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	N/A

CV template

6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A
8.	Reference names(s) and contact details	[REDACTED]

CV template

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> § <input type="checkbox"/> name of school/ organisation § <input type="checkbox"/> position and responsibilities held § <input type="checkbox"/> length of time in position This should cover the last four years. If not, please include additional roles	██████████
		Name:
		Position:
		Dates:
		Name:
		Position:
		Dates:
4.	For finance only: details of professional qualifications, including:	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available):	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	N/A
6.	Brief comments on why your previous experience is relevant to the new school	██████████

CV template

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: § name of school/ organisation § position and responsibilities held § length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		Name: Position: Dates:
4.	For finance only: details of professional qualifications	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available)	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available)	N/A
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template

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