

LEEDS CITY COLLEGE

**PROPOSAL TO DEVELOP THE LEEDS RETAIL
AND FINANCIAL SERVICES ACADEMY**

FEBRUARY 2012

Foreword

As [REDACTED] of [REDACTED] I would like to introduce our bid to develop a new Technical Academy initially focusing on the Retail and Financial Services sectors in the widest sense.

We believe that the Academy will have a positive impact on the lives of students, our communities, and the Retail, Financial Services and related industries across Leeds and the wider Leeds City Region. The Academy will be based in South Leeds in 'state of the art' premises providing a new and dynamic learning environment for 14 to 19 year old students.

Our vision for The Leeds Retail and Financial Services Academy is to:

“Provide innovative, dynamic, and empowering education and training for young people who have an interest and aptitude for Retail and Financial Services based careers. With a focus on Retail and Financial Services in the widest sense, our aim is to develop young people who are skilled, professional and enterprising and who can make a significant contribution to the growing Retail and Financial Services sectors in Leeds and the Leeds City Region”.

Leeds is already established as a major centre for Financial Services in the United Kingdom. In addition, a number of new developments in the Leeds City Region mean that over the next 3 years the Retail industry will see a major influx of employers and employment opportunities. The September 2011 report to the Executive Board, Leeds City Council, reported that there is significant ongoing and planned investment in Retail developments in both the city centre and in out-of-town sites that will create significant job opportunities over the coming years.

These developments mean that there are likely to be 9,000 Retail jobs coming into the Leeds City Centre. For the development of the economy of the City, it is important that young people from within the City are trained to take up these opportunities.

We believe that the development of The Leeds Retail and Financial Services Academy will serve to address the skills gaps identified by employers within the sector, by inspiring younger generations to actively respond to employer demands and develop a range of both generic and technical skills through vocationally-based learning.

[REDACTED]

[REDACTED], Leeds City College

Contents

Section A: Applicant details and declaration

Section B: Outline of the school

Section C: Education vision

Section D: Education plan

Section E: Evidence of demand and marketing

Section F: Capacity and capability

Section G: Initial costs and financial viability

Section H: Premises

Section I: Due diligence and other checks

Appendices:

No.	Information provided	Section in main document referencing to Appendix
1	Letters of support	C; F
2	Employer support confirmation	C; D; E; F
3	Details of behaviours that invite sanction	D
4	Copy of the survey sent out to learners, parents and carers to assess learner demand	E
5	Director CVs	F
6	Premises site plan	H

Section A: Applicant details and declaration

Main contact for this application								
1.	Name: [REDACTED], [REDACTED], Leeds City College							
2.	Address: Leeds City College [REDACTED] Leeds West Yorkshire [REDACTED]							
3.	Email address: [REDACTED]							
4.	Telephone number: [REDACTED]							
About your group								
5.	<table border="0"> <tr> <td rowspan="6">Please state how you would describe your group:</td> <td><input type="checkbox"/> Parent/community group</td> </tr> <tr> <td><input type="checkbox"/> Teacher-led group</td> </tr> <tr> <td><input type="checkbox"/> Academy sponsor</td> </tr> <tr> <td><input type="checkbox"/> Independent school</td> </tr> <tr> <td><input type="checkbox"/> State maintained school</td> </tr> <tr> <td><input checked="" type="checkbox"/> Other</td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group	<input type="checkbox"/> Teacher-led group	<input type="checkbox"/> Academy sponsor	<input type="checkbox"/> Independent school	<input type="checkbox"/> State maintained school	<input checked="" type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group							
	<input type="checkbox"/> Teacher-led group							
	<input type="checkbox"/> Academy sponsor							
	<input type="checkbox"/> Independent school							
	<input type="checkbox"/> State maintained school							
	<input checked="" type="checkbox"/> Other							
6.	If Other, please provide more details: FE College							
7.	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No			
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes							
	<input checked="" type="checkbox"/> No							
8.	If Yes, please provide more details: N/A							
9.	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td><input checked="" type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input type="checkbox"/> No</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes		<input type="checkbox"/> No			
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes							
	<input type="checkbox"/> No							
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>KPMG LLP were commissioned to provide support to Leeds City College in developing its submission, including:</p> <ul style="list-style-type: none"> • Supporting the development of the educational vision for the Academy; • Development of the Educational Plan; • Production of evidence relating to organisational capacity; and • Supporting the development of an estates plan for the Academy. 							

Details of company limited by guarantee	
11.	Company name: The Leeds Retail and Financial Services Academy
12.	Company address: <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> Leeds West Yorkshire <div style="background-color: black; width: 100px; height: 20px; margin-top: 5px;"></div>
13.	Company registration number: 07958615
14.	Does the company run any existing schools, including any Free Schools? <div style="float: right;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </div>
15.	If Yes, please provide details: N/A
Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	4. Name:

Company directors	
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>	
18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
19.	Please provide the name of the proposed chair of the governing body, if known:
Related organisations	
20.	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p> <p style="text-align: right;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>Leeds City College Further Education Corporation (sponsor)</p> <p>Leeds College of Music (company number 07596410) – a wholly owned subsidiary of Leeds City College Further Education Corporation</p>
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>N/A</p>
Existing providers	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p style="text-align: right;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate</p> <p style="text-align: right;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>

	Free School?	
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Leeds City College Further Education Corporation	

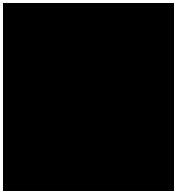
Please tick to confirm that you have included all the items in the checklist.



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

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

Signed:

A large black rectangular redaction box covering the signature.

Position:

A black rectangular redaction box covering the position.

Print name:

A black rectangular redaction box covering the print name.

Date:

23 February 2012

Section B: Outline of the school

1.	Proposed school name:	The Leeds Retail and Financial Services Academy
2.	Proposed academic year of opening:	2013/14
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input checked="" type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2016
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
10.	Postcode of the preferred site of the proposed school:	██████████

11.	Local authority area in which the proposed school would be situated:	Leeds
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

The Leeds Retail and Financial Services Academy will provide innovative, dynamic, and empowering education and training for young people who have an interest and aptitude for Retail and Financial Services based careers.

With a focus on Retail and Financial Services in the widest sense, the Academy will develop young people who are skilled, professional and enterprising - who can make a significant contribution to the growing Retail sector and the established large Financial Services sector in Leeds and the Leeds City Region.

The Academy will deliver this vision to ensure it can:

- Have a positive effect on young people in Leeds and the surrounding areas through the development of a strategic plan for the delivery of Retail, Financial and related industries education and training;
- Serve to develop skills in both enterprise and entrepreneurship;
- Develop skills and knowledge in Retail and Financial Services and related industries;
- Ensure that all students engage in vocational relevant, meaningful work experience from the age of 14;
- Provide a curriculum which combines key academic learning with Retail, Financial Services, and business enterprise skills;
- Deliver the English Baccalaureate at Key Stage 4, with additional English and Mathematical skills;
- Combine academic and skills based learning from the age of 16 to enhance progression to Higher Education and employment;
- Ensure that the needs of disadvantaged students and potential students are addressed to improve their life chances and to enhance social mobility; and
- Engage with employers to continuously develop its portfolio of provision and the skills needed for the Retail and Financial Services industries.

C1: Rationale

The sponsors and partners of The Leeds Retail and Financial Services Academy (hereafter referred to as 'the Academy') believe that the development of this new Technical Academy will have a positive impact on the lives of students, our communities, and the Retail, Financial Services and related industries across Leeds and the wider Leeds City Region. The Academy will make a significant contribution to the raising of awareness of the wider possibilities which a career in the Retail and Financial Services sectors, in their widest sense, offers through its partnerships with employers. In addition the Academy will be a catalyst for supporting the raising of standards in surrounding schools, at all levels, through the sharing of outstanding practice, especially in vocational delivery. This concept is strongly supported as shown in the supporting letters provided in Appendix 1 and Appendix 2 of this document.

Leeds is already established as a major centre for Financial Services in the United Kingdom. Data from the Regional Development Agency, Yorkshire Forward shows that 112,000 people work in the city's financial and business sectors. The Leeds Economy Handbook is published through Leeds City Council. Data from this source provides a strong rationale for providing opportunities to students in this area. During the last decade, employment growth in finance and business services

in Leeds was higher than the overall UK growth patterns in the sector. Leeds accounted for 27% of the Yorkshire and Humber region's growth in finance and business services. During the next decade it is expected to increase to 37%. In 2011, Leeds' financial and business service sector output was over £5.1bn. This accounts for 42% of Leeds City Region's; and 29% of Yorkshire and Humber's financial and business services output and 35% of Leeds' total industry output. These statistics emphasise how this sector is vital to the economic growth of the city, and how its growth potential presents significant opportunities to the students attending the Academy.

In addition to this, a number of new developments in the Leeds City Region mean that over the next 3 years the Retail industry will see a major influx of employers and employment opportunities. The September 2011 report to Executive Board, Leeds City Council reported that there is significant ongoing and planned investment in Retail developments in both the city centre and in out-of-town sites that will create significant job opportunities over the coming years.

These developments mean that there are likely to be 9,000 Retail jobs coming into the Leeds City Centre. For the development of the regional economy, it is important that young people from within the City are trained to take up these opportunities. The Leeds City Council Economic Growth Strategy identified Retail as a major source of wealth and employment in the city and as one of seven key areas to address. Retail was also highlighted as a key area in the Leeds Employment Bulletin – quarter 1, 2011 – 2012.

In response to the skills which will be required of young people to fill these new employment opportunities, the Leeds, York and North Yorkshire Chamber of Commerce have reported that three main themes emerged from their discussions with employers:

- The value placed on high quality skills at all levels but that:
 - The standard that potential employees possessed in relation to the wider Retail sector were substandard at a variety of levels; and
 - The numbers of individuals qualified in Retail and the related industries is below the level of demand.

We believe that the two sector focus identified for the Academy have great potential to provide a multitude of employment opportunities to students. There are also a number of transferable and complementary skill elements such as financial management; customer service; and planning which allow these sector areas to support each other. This means students who have different career targets can actually benefit each other through attending the Academy and working together to share experience and skills from their respective sectors.

We believe that the development of the Academy will serve to address the skills gaps identified by employers within each sector, by inspiring younger generations to actively respond to employer demands and develop a range of both generic and technical skills through vocationally-based learning. A key focus 14-16 will be to develop the employability 'mindset'.

With a distinctive focus on developing multidisciplinary skills through both academic and practical experiences, the Academy will significantly improve youth employability in Retail, Financial Services and the related industries in Leeds and the Leeds City Region. We believe that the development of the Academy will serve to address the skills gaps identified by employers within the sector and help to arrest the decline in interest in pursuing a career in the wider Retail sector.

The development of the Academy will provide opportunities for students to access high quality learning programmes through the development of a wider range of contextualised related training

and academic provision, enhanced by close links, including partnerships, with employers and stakeholders within the wider Retail communities.

The Academy presents a significant opportunity to re-brand and reposition vocational provision across Leeds and the Leeds City Region. It will also present the opportunity to be an integral part of the City's participation and progression strategy for the development of:

- 11-19 provision, with full progression routes, working in true partnership with key stakeholders, and linking into the strategies developed by Leeds City Council in order to ensure compliance with the raising of the participation age;
- Core Skills in English and Mathematics, and other transferable skills sought by employers; and
- Vocational skills for students from the age of 14 with a focus towards a contextualised occupational curriculum in the related industries connected to the two specialisms.

A survey undertaken by Leeds City Council showed that in January 2011 the NEET figure for Leeds was 8.2% (which showed no improvement on the January 2010 figure).

The recent report from The Commission on Youth Unemployment stated that in areas of Leeds, Bradford, Sheffield, and Doncaster, one in eight people under 24 are claiming benefit – double the average in the UK. The commission also estimates at least one in four young people in these areas are NEET, whilst the recent Government statistics on unemployment state that Leeds youth unemployment remains at 6 per cent, with 7,200 people aged between 18 and 24 claiming job seeker's allowance.

Whilst GCSE results for the City are improving, with the A*-C pass rate for 2011 being 55%, there are pockets of significant underperformance where the pass rate is as low as 35% and large numbers of the population have no qualifications.

In addition, students who wish to access a Retail and Financial Services related curriculum have limited opportunity to do so before the age of 16. Leeds City College is the only educational institution within the City which offers a full range of Retail and Financial Services programmes beyond the age of 16, with some opportunities also being provided for vocational learning to young people aged from 14 to 16 through a school link programme. However as this is part of an existing secondary school curriculum offer, the opportunity for students to have an in-depth experience is limited in scope.

The Academy will address areas of educational underperformance and lack of learning opportunities, through the provision of learning programmes which combine core academic subjects with vocational learning. The latter will be strongly linked to progression and real employment opportunities, in a learning environment which fosters and supports aspiration and entrepreneurial attitudes and behaviours.

Furthermore, the Academy will deliver a curriculum which is contextualised to provide both an academic and a Retail and Financial Services focus, with key industry partners being involved in curriculum design and delivery. The business community will also provide employment experience to ensure that the learning programmes address effectively the needs of key employment sectors.

A comprehensive career progression map will enable all students to choose appropriate routes to higher qualifications, apprenticeships and employment.

It is intended that the Academy will be further enhanced by the development of a new Retail and Financial Services Campus, located on the Leeds City College Beeston Site. This development is intended to create an innovative learning environment focusing Retail, Financial Services, and related industries. In addition the Campus will put in place resource management practices in education and industry which will enable good practice to be shared across other secondary schools within Leeds and the surrounding areas. It is also envisaged that an input will be made to primary schools to enable the raising of awareness of both sectors and the basic skills needed.

C2: Our vision for The Leeds Retail and Financial Services Academy

In order to achieve the vision statement provided at the beginning of this section of the proposal the Academy will provide an enhanced curriculum offer with a more work related focus. In part this will be realised through work experience opportunities accessed via the extended school year and the greater involvement of employers in both curriculum design and enterprise initiatives. The provision will comprise the full range of academic and vocational subjects including GCSEs, A Levels, and Vocational Learning. The curriculum will address latent demand through offering Retail, Financial Services, and IT provision, underpinned by a core entitlement covering Science and English and Mathematics. All curriculum will be underpinned by both key employability and enterprise skills. The curriculum will be responsive to emerging industrial demands which are identified within the Leeds City Council's economic growth strategy.

The Academy will deliver transformational learning including transferable skills which are central to employability, lifelong learning, personal fulfilment and social and economic prosperity. This will be achieved through strong links with employers facilitating a strong influence on curriculum development and design. The Academy will embed the elements of health, citizenship, entrepreneurship and employability through close links with local employers and local Retail and Financial Services stakeholders. The Academy will harness partnerships with small and large employers within the region (building on the Leeds City College relationships which are currently in place with 1,500 companies), ensuring that it has an employer led curriculum in place. The Partners will have an important role in providing the focus for the development of skills and knowledge necessary to enhance employability. The Partners will also work closely with representatives of the sectors' employers including SkillSmart and the Institute of Financial Services. Learning will be supported in the workplace and community settings as well as on the school premises, providing the opportunity for young people to fully embrace the "working mindset" model. In addition, both parents and the business community will be key partners in supporting students' learning.

The Academy will support students to achieve their full potential through clear progression pathways into further and higher education, apprenticeships and employment with training thereby meeting the local and regional demands for Retail and Financial Services based employees. The Academy will encourage students to work independently through a range of industry endorsed projects and curriculum qualifications through mainstream delivery but also achieved through timetabled work related enrichment activities. Delivery and assessment will be varied and enabling, with every student engaged on an appropriate pathway to meet their career aspiration.

Ultimately students will be supported to exceed expectations and to maximise their life chances. The Academy will provide inspiration, capture aspiration, and will consistently encourage ambition, whilst ensuring that students are supported appropriately in achieving and surpassing their aims.

In order to achieve the vision the Academy has developed strategic aims and corporate values which we believe will ensure success in supporting students to have dynamic career opportunities. These features help to provide an identity for the Academy with a strong culture and ethos of high quality and achievement.

Strategic aims

The proposed Strategic Aims for The Leeds Retail and Financial Services Academy are to:

- 1 Pursue excellence in everything we do.
- 2 Provide high quality curriculum opportunities which combine key academic learning with vocational skills development to develop transferable core employability skills.
- 3 Develop enterprise and generic entrepreneurship skills.
- 4 Develop and provide an inclusive and supportive culture that is safe, effective, friendly and stimulating.
- 5 Provide a high quality, inspiring and sustainable learning environment, making the most effective use of the Academy estate.
- 6 Develop and enhance effective external partnerships.
- 7 Attract, develop and retain a highly qualified, skilled and professional workforce that will work together to be outstanding in all that we do.
- 8 Ensure the financial health and solvency of The Leeds Retail and Financial Services Academy enabling investment in the vision through effective utilisation of resources and the sharing of support services.
- 9 Provide a curriculum that is both responsive to local industry needs and proactive in providing opportunities that stimulate and build local capacity and progression.
- 10 To ensure the key employment sectors of Retail and Financial Services have a strong influence on both curriculum design and delivery.

Corporate values

The Academy will adopt a range of core values by which the organisation will be managed and operated. In delivering its vision the Corporate Values which the Academy will be guided by are:

- We will put the students and learning at the heart of everything we do.
- Our respect for all individuals and the promotion of inclusivity.
- The importance of a range of programmes for students of all abilities.
- We will set and exceed high standards with exceptional as the 'norm'.
- We will provide outstanding customer service to all internal and external stakeholders.
- The importance of employers in the design and influence of curriculum design.
- The importance of the development of generic employability skills of all learners.

These Corporate Values will be underpinned under ten key headings of:

Excellence	Relentless pursuit of excellence in everything we do to ensure that every student who passes through the Academy can realise their full potential
Integrity	Striving to ensure decency, fairness and honesty at all times in order that the positive relationships between students and staff reinforce a culture of excellent behaviour
Commitment	Having a commitment to learning and to being the best we can
Respect	Demonstrating exemplary behaviour and respect towards people and property
Effectiveness	Investing in the Vision through efficient use of resources and ensuring financial solvency and through the success for our students
Enterprise	Forward looking, entrepreneurial and innovative in our approach to all Academy activities, promoting positive attitudes and values
Responsiveness	Responding flexibly to the needs of the internal and external environment
Standards	Setting high standards and exceeding them in all we do
Togetherness	Working together to support each other in exceeding our expectations and being outstanding in all that we do
Customer Service	Providing an environment that is safe, healthy, friendly and welcoming, whilst exceeding the expectations of students, stakeholders and communities

At the core of the Academy will be a commitment to recognition of the equal value of the academic and vocational curriculum. This commitment will be developed through the development of a range of provision in Retail and Financial Services which will enable students to make a choice between an apprenticeship programme, through to a Level 3 programme which may lead to Higher Education or employment.

The partners propose the following key priorities and objectives for the Academy, to be achieved by July 31 2018:

1. To strengthen and improve provision in Retail and Financial Services to match the best in the Leeds City Region.
2. To continuously review and develop the curriculum offer to meet and respond to local needs and support progression to further learning and employment.
3. To make a positive and productive contribution to community development, cohesion, and prosperity.

4. To work closely with other agencies to secure sufficient, high quality learning opportunities for young people and adults disengaged from learning and employment and for students with learning disabilities and difficulties.
5. To contribute to raising qualification levels in young people and adults within Leeds.
6. To provide a safe, friendly and stimulating learning environment.
7. To encourage innovative approaches to teaching and learning and effective use of e-learning methodology.
8. To ensure financial stability and value for money.

Realisation of these corporate values would represent a step change improvement in the delivery of the teaching of the Retail, Financial Services and related education for young people within Leeds and the surrounding areas.

The Academy has an ambition to create an infrastructure of provision that is distinctive and meets the needs of individual customers whether they are students, parents and carers, employers or other key partners and stakeholders.

Overall the Academy aims to ensure that students who wish to follow a Retail, Financial Services or related career are given the opportunity to make the best of their individual life chances, through the development of higher level skills and increased social mobility.

Section D: Education plan

D1: Curriculum plan

It is anticipated that student numbers will grow from 120 in 2013 to 300 by 2016. The table below shows how these numbers will be built up over this planning period.

	2013	2014	2015	2016	2017
Year 10	90	90	90	100	100
Year 11	-	90	90	90	90
Year 12	30	30	60	60	60
Year 13	-	26	26	50	50
Totals	120	236	266	300	300

The initial projected admission numbers in 2013 will be 120 students in total. These students will progress into the second year of their programmes at key stages 4 and 5 respectively and a new intake will join the Academy in years 10 and 12 as the Academy increases its capacity. A successful learning experience, a high quality reputation and continued marketing will support continued growth in demand from students as the Academy builds toward full capacity in 2016. The Academy is confident that these student numbers are realistic and feasible due to the marketing to prospective students which will take place around the Leeds City Region, where the lead partner (Leeds City College) draws from a large catchment area. Marketing will also benefit from the excellent reputation the College has around the sectors of Retail and Financial Services. The projected admission numbers assume high progression rates, which is consistent with the current Leeds City College approach where progression is a key performance measure.

The proposed curriculum model for 14-19 students

The development of a curriculum model for the Academy has been cognisant of the report by [REDACTED] on [REDACTED] and the review of the National Curriculum. In particular we have reflected some of the recommendations of the Expert Panel for the National Curriculum Review. The curriculum offer at the Academy meets the needs of all students from the full range of abilities that show strong characteristics of enterprise and creativity. The Academy goes beyond so-called 'traditional' teaching by using some of the most innovative teaching methods like personal mentoring and coaching, project-based learning which cuts across subjects, and 'anchoring' lessons in practical, real-life situations. Employability skills will be developed and enhanced through project based learning and conversations with the business community. The employers engaged with the Academy recognise the value in working directly with students to enhance and develop the correct skill set required for the Finance and Retail sectors. Through this unique symbiosis between education and industry the students will gain a real insight into the abilities, skills and attitudes needed to make the transition from education to employment.

Overview of Curriculum Design

The principles which underpin the approach to curriculum design are:

- The importance of a core curriculum providing students with a range of progression opportunities;
- An excellent quality curriculum with academic and vocational learning pathways which are aligned to Financial and Retail Services;

- The continuous engagement with both the Financial and Retail sectors to ensure curriculum design meets the needs of industry;
- Personalised learning as a focus for the context and approach to curriculum delivery;
- The high importance placed upon the preparation of students for the world of work, including the development of core skills (English, Mathematics, ICT and Enterprise);
- A curriculum which is well planned with appropriate links between subject areas and learning which is set in wider contexts to provide integrated learning experiences and opportunities with employers for students; and
- Technology usage within the curriculum as a focus as part of the importance placed upon the preparation of students for making valuable contributions in the working environment.

In addition to the twin specialism outlined in this bid, this will be an academy for 14-19 year olds interested in developing careers in the Customer Services Sector. The Customer Services Sector is one of the major employers in the UK. The Customer Service function will include Shops and Retailing; Banking and Financial Services; Call Centres and Public Service Providers. What characterises all of these is the need for people to interact with people – good customer service is the key element of generating repeat business.

The training for people working in the Customer Service Sector has, on the whole, not been particularly good. However this attitude is changing and many of the better employers will now be looking to employ people who have been trained before entering employment and many will also be continuing to invest in continuous training to raise the skills of existing employees.

All students will participate in an innovative and exciting curriculum with the aim of achieving excellence in all aspects of their programme. A range of different pathways will be offered, at a level appropriate to their individual needs and which will also provide the level of stretch and challenge necessary to enable them to reach their full potential. Qualifications will range from entry level through to Level 3. The financial curriculum will be closely developed with the Institute of Financial Services to ensure appropriate progression into Higher Education (the College already offers degrees in this area) or into employment. Similar developments will be undertaken for the retail sector through SkillSmart.

All students will undertake some vocationally related study around the core themes of Finance and Retail. This will facilitate progression at 16 to either a Financial Services and Retail focused offer in the Academy, vocational study in the College itself or appropriate apprenticeships.

The students will follow a core curriculum, which at Key Stage 4 will include English, Mathematics, Science, Physical Education, Religious Studies, vocationally related enrichment and vertical tutoring. At Key Stage 5 this includes English, Mathematics, and Employability.

The Key Stage 4 Curriculum

For those students that have strong academic ability a programme of GCSEs will be offered to facilitate the delivery of the English Baccalaureate. This will include English, Mathematics, History, a modern foreign language and a double award in Science. Students will also have the opportunity to study for the award of a GCSE in Business Studies or undertake the principal learning qualification in Business, administration and finance.

Other students will follow a curriculum that, whilst not enabling the achievement of the English Baccalaureate, will provide a strong focus on the development of essential skills, including those most valued by employers, and which will best facilitate progression to further study. For example, students who are predicted C/D for their GCSEs will continue to study Maths, English and Science at GCSE but additional time will be provided for these subjects alongside the time required for successful delivery of their business qualification.

Learning will be contextualised to ensure that it is meaningful and relevant. It is envisaged much of the GCSE delivery will be completed alongside a range of contextualised sessions which will allow students to study at the appropriate level whilst also being able to working on developing and supporting the necessary skills required by the appropriate industry sector e.g. Personal finance; business enterprise, self management, and other core employability skills.

Similarly, to enhance the curriculum all students will take part in an Enrichment Programme. Additional programmes e.g. communications, business enterprise, First Aid etc will be offered to enhance their knowledge and better prepare them for the world of work.

Work experience will be an integral part of the Key Stage 4 curriculum.

Three pathways will be included at Key Stage 4. There will be:

- 1) A pathway offering the English Baccalaureate.
- 2) A vocational pathway offering GCSEs in English and Mathematics plus a vocational focus such as Accounting, Finance, Applied Business and Retail.
- 3) An apprenticeship pathway offering GCSE Mathematics and English (or Functional Skills as appropriate), a relevant vocational option, plus substantial work experience. This will mirror the Young Apprenticeship Model.

Key Stage Five

The core of the curriculum offer will be a programme of relevant vocational qualifications at Level Three supported by a few A levels in relevant subjects contextualised around the Retail and Financial Services industries. There will be a specific focus on Mathematics.

Those students who have a strong academic ability and have achieved good grades in their GCSEs will progress onto the Level 3 programme while those students who achieve lower grades in their GCSEs will progress on to either a Level 2 or a Level 3 vocational programme and will spend more time on developing their Maths and English skills to ensure they reach an acceptable standard of literacy and numeracy.

At Key Stage 5, the curriculum will be designed to allow a greater and more specialised focus appropriate to a student's individual career aims. Students will be encouraged to take more responsibility for their own learning, further develop their Maths and English skills and strengthen their employability skills. Learning will draw on examples of effective practice taken from both academic and vocational learning.

The Level 3 curriculum will focus on core business skills of customer service, enterprise and personal finance, with the option to follow a vocational pathway linked to Financial Services or to Retail. The main qualification will be substantial, being either Principal Learning or a BTEC Diploma.

Using ICT to add value to the student experience

The role of ICT in the Academy is seen as vital in supporting outstanding learning and teaching. ICT will underpin a modern and dynamic learning environment at the Academy, whilst increasing student familiarity with key resources they will be able to utilise in their future careers. The Academy will provide a full wireless network access for students and staff to support the use of ICT in all aspects of the Academy which will enhance the student experience.

The Academy will have a range of options in terms of procurement and partnership arrangements for implementing a sufficient ICT network. These will be considered and assessed diligently. In order to provide best value for money and the sharing of best practice, the systems and expertise in operation within Leeds City College will be shared and utilised within the Academy where appropriate.

It is anticipated that this commitment to a strong ICT network to support the delivery of the curriculum will:

- Provide excellent teaching resources;
- Assist with special needs provision for those students who require extra support;
- Enable students and teaching staff to monitor and evaluate student performance in key performance indicators such as progress toward individual learning plans, attendance, punctuality, and assessment through the use of dash board technology;
- Extend students' learning using new methods and developing new skills;
- Build technological literacy in students, contextualised around Retail and the Financial Services sector wherever possible;
- Facilitate effective communication with parents/guardians; and
- Facilitate the gathering of student satisfaction feedback to inform quality improvement.

D2: Academy timetable and calendar

School timetable

The Academy will be open with teaching taking place between 8.30am to 5.00pm Monday to Thursday and 8.30am to 4.30pm on Friday. These hours have been set because:

- They provide a more realistic workplace experience in preparing students for employment;
- They provide opportunities for enrichment/support activity in the morning before lessons commence;
- The longer day provides opportunities to include flexibility to meet individual student needs e.g. during extra lessons some students could receive extra support around core skills such as English and Maths, whereas others (such as the gifted and talented) could utilise that time for enrichment activity such as employer mentoring; and
- An early finish on Fridays provides an opportunity for the staff at the Academy to undertake training or have meetings which will help support a high quality learning environment for students.

The timetable is designed using learning blocks of just over one hour, which are sequenced together to give three, two hour sessions per day. These longer learning sessions will assist in facilitating more active student involvement.

The academic year upon opening will be based on 40 weeks per year. This will be broken down into 5 learning blocks of 8 weeks. This allows holidays of equal blocks to be included which reduces the risk of losing momentum of learning over extended Summer breaks. This also allows opportunities for participation in extended work placements during the learning breaks.

In order to provide extra clarity over what a typical week would look like for a student we have included two case study examples showing how students' experiences may vary depending on the pathway they have chosen:

Case study example 1 – A Typical Day

A typical Year 10 student will come into breakfast club at 7.45 a.m. Able to have breakfast whilst watching a video of his last sport performance, at 8.30 they move into registration where there is a group discussion on what went well the day before in terms of learning and the focus of the day. This will be marketing.

At 8.45, the first session of two hours is English. This has a focus on English Language, where this is being linked to developing a Marketing Strategy. There is then a break to have early lunch if hungry, whilst socialising with friends in the canteen. Then there is a Business session where the theme of Marketing is continued with the students developing "a pitch" for their latest social enterprise. There is then a break, which is long enough for the students to access some activities through the Academy Maths Challenge Club.

The final session for the day is work related learning enrichment time and the students are using what they have learnt in previous lessons to work on how they can develop their new social enterprise idea – customised t-shirts.

Case study example 2 – A Typical Week for a Key Stage 5 Student with a Focus on Finance

The student starts the week by arriving a little early. This is done every day as students are able to go to base classrooms to start on engagement activities relevant to the first session. These are challenging and fun.

Most of the first day is spent on Personal Finance, but the initial session is A Level Mathematics, in this case statistics, then through units in the Principal Learning Module on Finance. This is discussed in tutorial at the end of the day where students can develop ideas about how they will manage finances either whilst in employment or Higher Education.

The next day is spent on work placement and a student has been successful in gaining a placement in the Council finance offices. The student is working on creating a spreadsheet to monitor income, accruals and expenditure within the Libraries section.

On Wednesday the focus is on the Careers and Employment module. There is a one to one session with the tutor, where the interactive Individual Learning Plan is used to review progress against targets and consider the key focus for the next week. Time is then spent mentoring a Year 10 student following a similar course, providing advice and support. There is then a vertical tutoring discussion forum around careers and employment. There is then the opportunity to participate in a range of sports activities.

On Thursday the student is in a Business Enterprise class where they are developing business writing before going into work related learning, where they are given the role of Financial

Controller in the Social Enterprise project on setting up a small Retail outlet, which their learning set have devised.

On Friday the theme is Communication and the writing done earlier in the week which was a Business Plan is discussed. There is then the opportunity to practice discussing this plan with a bank manager.

Organising students

Below we have set out the approach which will be used for organising students, through tutorials; classes; and additional activities.

Tutorial

The Academy will operate vertical Progression Coaching tutorial groups. The role of a Progression Coach is vital in ensuring that students understand their personal targets and receive the appropriate support to manage issues and achieve success. The Progression Coach is a role which is intended to provide pastoral support which can help identify issues such as bullying, learning support needs, or students who would benefit from greater challenge or enrichment opportunities.

To facilitate this key role, appropriately trained staff in the Academy will take on the role of a Progression Coach for a small group of students. All students will have a one-to-one session with their Progression Coach every three weeks. Students with the greatest support needs will be provided with further support through this route to enable them to overcome any barriers to learning.

The Progression Coaching tutorial groups will have a small number of students taken from each year group. Mixed age groups are intended to support mentoring opportunities and can make it much easier for the ethos of the Academy to be demonstrated to students. It provides opportunities for older students and gifted and talented students to demonstrate mentoring skills in support of peers. This approach is aimed at having a positive influence on reducing bullying and creating an equal status organisation. This type of tutorial approach can create a sense of ownership as additional activities, such as sporting competitions can involve a 'house' system where students compete as tutorial groups allowing them to develop team-working skills.

In addition to what might be perceived as "normal" tutorial activities the Progression Coaches will ensure that every student sets individual targets which contribute to achieving the vision of the Academy and maintaining the overall high standards it has set. Progression Coaches will also have a clear responsibility to support students in developing the vital 'soft' employability skills identified by employers as key to employment opportunity and progression. As a specialist subject area, Retail provides some excellent opportunities to develop and demonstrate these skills.

Classes

Class sizes for teaching are based around four cohorts of 25 students for core curriculum areas for Key Stage 4, Years 10 and 11. For students at both key stages 4 and 5 the students will be organised into cohorts based on age.

The optional elements of the curriculum will be delivered in smaller groups, up to a maximum of 20 students per class. These sessions will be led by a course tutor and will be organised vertically

across year groups which will help to manage the class sizes, and therefore the required number of teaching staff.

Additional activity

This activity will be at consistent points across the timetable. The Academy is committed to supporting individual ability and aspirations so will provide opportunities for students to organise aspects of the additional activity, such as subject related clubs. This is a key opportunity for gifted and talented young people to demonstrate wider skills which will be attractive to employers. These learning activities will be administered vertically across year groups which will help to manage the class sizes. Whilst we will offer the support to students to develop the organisational skills, where appropriate all sessions will be supervised by a member of teaching staff.

D3: Strategy for meeting the needs of pupils with differing abilities

The Academy aims to develop a high achievement culture with motivated and skilled students, irrespective of their start in life. This vision applies equally to students who are the most gifted and able to those with any kind of special educational need.

Gifted and talented

The Academy will actively support gifted and talented students. The term 'gifted and talented' should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (such as end of key stage levels);
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny);
- Progression coach nomination;
- Peer or self-nomination;
- Parental nomination; and
- Predicted test/examination results.

This information will be collated by the gifted and talented co-ordinator and the assessment co-ordinator (roles which will be undertaken by nominated members of the teaching staff) and will be made available to all staff. The gifted and talented register will be regularly reviewed and updated. The curriculum range offered through the Academy allows gifted and talented students to achieve the English Baccalaureate at Key Stage 4, whilst developing technical skills, but in order to allow them to achieve their full potential the Academy will implement a number of approaches such as:

Organisational and in-class activity:

- Opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally. Opportunities for this activity can be facilitated through relationships developed in the vertical tutorial groups which feature students of different ages;
- Mentoring and additional provision for pupils of exceptional ability; and
- The provision of enrichment/extension activities and tasks.

Out of class activities:

- Enrichment days;
- Out of class clubs; and
- Musical and sporting activities.

These out of class activities will be coordinated by a nominated member of teaching staff. However, the Academy will also provide opportunities for gifted and able students to demonstrate wider skills through the organisation of out of class activities. With the support of teaching staff, students will be encouraged to take a lead role in organising Academy clubs.

The Academy would also seek to identify employer mentoring opportunities for gifted and talented students, particularly at Key Stage 5. There are a number of employers who have expressed support for the Technical Academy as evidenced in the Demand section of this proposal. The Academy will build on this support and we would anticipate these employers acting as mentors to the students allowing them to build working relationships with employers through their project work.

Special Education Needs

Wherever possible, students with special educational needs will be supported through the normal provision of the Academy, which includes a strong teaching model and early intervention, particularly through the key role of the Progression Coaches. This would support the embedding of additional support and individual attention for students who are having difficulty reaching their targets, whether through a physical disability, language barriers, or other special educational needs. Support will be put in place as soon as it is identified that there is a need. All teachers will be trained and prepared to teach students with special needs. To ensure this process is effectively managed and supported the Academy will have a nominated SEN Co-ordinator role. The SEN Co-ordinator will be part of the staffing to ensure the needs of students are met. This responsibility will be attached to the role of an existing member of teaching staff.

The Academy will aim to be fully inclusive in its sporting, cultural, social, recreational and community activities. These will be linked to the extensive activities offered to students at Leeds City College.

It is recognised that there will be students who have needs requiring additional or special provision of various kinds, in class or in other school-related activities. The Academy is a fully inclusive organisation and for these students the Academy will have regard to the SEN Code of Practice (2001) and any guidance issued by the Secretary of State relating to the sections 316 and 316A of the Education Act 1996, including the new rights and duties introduced by the SEN and Disability Act (SENDA) 2001 and Regulations. It will also have regard to the guidance set out in DfES Circular 6/94 and any subsequent guidance.

As recommended by BB94, BB98 and BB99 (Building Framework for School Projects) multi-purpose areas will be created to support the access and inclusion of students with SEN and disabilities. These will have good quality acoustics, lighting, ramps and steps. These areas will provide:

- SEN resource base for learning, behaviour, therapy support and case conferences;

- Appropriate ICT equipment and programmes. This has been identified as a key area in supporting the curriculum. The Academy is committed to using ICT to support SEN students wherever possible to enhance their learning experience. This is likely to include resources such as handheld devices and whiteboards;
- Access arrangements for Key Stage tests and public examinations;
- Office space for staff, administration and records; and
- Storage space for educational and mobility equipment.

Consideration of these factors is a key development for the Academy and will be used as a challenge to the approach being designed. This will ensure the Academy remains an exciting proposition with opportunities for all types of students.

D4: Measures of success for pupil achievement

The measures of success implemented in the Academy will support the achievement of the vision around excellence in teaching and learning. The Academy will use National Curriculum levels and sub-levels and GCSE grades to track student progress. This approach has been put in place because it will ensure there is consistency with external standards being applied to the students. Additionally, it will provide comparability with other UK schools. If the outcomes of these measures are favourable, the results could provide powerful marketing material to support the Academy in targeting new students and achieving the projected growth in demand over subsequent years. Furthermore, this approach will support teacher familiarity and the use of available teaching and testing materials.

Success will be defined at both the Academy and the individual level.

Academy level

The Academy management team will regularly review progress against the following criteria which will support the achievement of the vision. The Academy will:

1. Provide pathways for 30% of students to go on to undertake an apprenticeship;
2. Provide pathways for 40% of students undertaking an academic programme to progress to Higher Education;
3. Provide pathways for 30% of students to go into employment with further training;
4. Reduce the level of 16-18 year old NEETS;
5. Ensure that 100% of all 14-16 students will have Retail and Financial Services sector work related experience;
6. Ensure that 100% of all 16-19 students will have relevant Retail and Financial Services sector work experience as part of their learning;
7. Ensure that 100% of all students will have opportunities to be mentored by industry experts;
8. Provide opportunities for all students to take part in vocationally related enrichment activities as part of their individual learning plan; and
9. Support 10% of students through the Gifted and Talented approach.

These measures of success will be monitored routinely internally but will also be monitored externally through Ofsted inspections and Department for Education performance tables.

Individual student level

All students will be set progression targets across all areas of study. These targets will be monitored closely by their Progression Coach. Students will have clear expectations of their anticipated achievements based on their starting point at the time of joining the Academy. Whilst these targets will vary for individuals we anticipate typical measures being around:

- Making at least expected progress in core areas of study such as English and Maths;
- Achieving at least a grade C at GCSE or equivalent;
- Each student who takes the traditional academic pathway at Key Stage 5 will achieve at least a grade C at A Level or equivalent;
- Each student will have a significant amount of work experience to support their progression;
- Maintaining excellent attendance and punctuality;
- Being in full compliance of the Academy's behaviour policy; and
- Contributing to the student feedback survey.

Students not making the expected levels of progress will be supported through a programme of mentoring and support to enable them to get back on track. Importantly, the approach to student monitoring through the Progression Coaching means any necessary support action can be implemented quickly and effectively.

Teaching staff

In addition teachers will have their performance monitored to ensure an outstanding quality of teaching and learning is provided. To support the achievement of these measures teachers will be expected to:

- Maintain excellent attendance of classes (95% at key stage 4 and 90% at key stage 5);
- Maintain excellent retention levels (100% at key stage 4 and 85% at key stage 5);
- Deliver a curriculum which provides enterprise opportunities for students wherever possible (e.g. Dragons Den style innovative solution development where appropriate as opposed to a more 'traditional' style lecture);
- Support extra curricular activity for students as required;
- Receive excellent feedback on the teaching and learning experience in student surveys; and
- Undertake Progression Coach roles if appropriate to work with and support students to achieve their targets.

Teachers will undertake observations and performance appraisals with the criteria defined above used as key performance indicators. These appraisals would also incorporate feedback from student perception surveys.

Monitoring and tracking of success will be done using the student record system; student perception of course, employer's perception of courses; monitoring of achievement data; and destination statistics.

D5: Admissions policy

Arrangements for admission to pre 16 provision

The Academy will comply with all relevant provisions of the statutory codes of practice (the School Admissions Code of Practice and the School Admissions Code of Practice, including the upcoming February 2012 updates) as they apply at any given time to maintained schools and with the law on admissions. Reference in the codes to admission authorities shall be deemed to be references to the governing body of the Academy. In particular, the Academy will take part in the Admissions Forum set up by the Local Authority and have regard to its advice; and will participate in the co-ordinated admission arrangements operated by Leeds City Council (in accordance with the School Admissions Policy and Procedures; September 2011 Update).

Notwithstanding these arrangements, the Secretary of State, having consulted with the Academy, may direct the Academy to admit a named pupil on application from any Local Authority.

The admission arrangements for the year 2013/14 and, subject to any changes approved by the Secretary of State, for subsequent years will be as outlined below where:

- The Academy has an admission number of 120 for Year 1 (2013). The Academy will admit 90 year 10 and 30 year 12 students if sufficient applications are received.
- The Academy may set a higher admission number than the projections given for subsequent years. However, before setting an admission number higher than the agreed projections, the Academy will consult with key stakeholders including the Local Authority; any other admission authorities for relevant secondary pupils; schools located in the relevant area for consultation set by the Local Authority; and any other governing body located within the relevant area for consultation.

Process of application – pre 16 provision

Applications for places at the Academy will be made in accordance with Leeds City Council's co-ordinated admission arrangements using the common application form. The Academy will use the following timetable for applications each year (exact dates within the months may vary from year to year):

- a) September - The Academy will publish in its prospectus information about the arrangements for admission, including oversubscription criteria, for the following September (e.g. in September 2012 for admission in September 2013). This will include details of open evenings and other opportunities for prospective students and their parents to discuss the Academy;
- b) September (after 2013) - The Academy will provide open day opportunities for parents to visit the site;
- c) October – the application form (common application form) to be completed and returned to the home Local Authority to administer;
- d) November – Local Authority sends applicants' details to the Academy;
- e) December – January – Applicants are considered by the Academy and a list of applicants ranked in accordance with the Academy's oversubscription criteria is sent to the Local Authority;

- f) February – Local Authority applies agreed scheme for own schools, informing other Local Authorities of offers to be made to their residents;
- g) 1st March – offers are made to parents.

Consideration of applicants

The proposed approach to managing applications is outlined below. However, the School Admissions Code of Practice will be kept under review in light of upcoming changes to policy. In this instance the approach to admissions will be updated in line with the statutory code of practice.

All applicants to the Academy will be required to take a verbal and non-verbal reasoning test. Apart from children with statements of SEN and looked after children, children who do not sit the test will be considered after those who sit the test.

- Applicants will be placed in one of five bands, based on their performance in the non-verbal reasoning test.
- Approximately the same number of children will be admitted in each of the five bands so that each band represents 20% of the applicants.
- Children admitted with Special Needs Statements are included in the band allocations. If they are unable to take the tests, their allocation to a band will be based on primary school teacher assessments.
- Children admitted who are looked after, are also included in the band allocations based on their last school's assessment, if they are not able to take the test.

The Academy will consider all applications for places. Where fewer than 120 applications are received, the Academy will offer places to all those who have applied.

Procedures where the Academy is oversubscribed

Where the number of applications for admission is greater than the published admission numbers, applications will be considered based on the following criteria in order of priority:

- 1) Children in Care.
- 2) Students with statements of Special Educational Needs where the Academy is named on the statement.
- 3) Students whose siblings currently attend the Academy and will continue to do so on the date of admission.
- 4) Students resident within the catchment area of the school.
- 5) Students will then be offered places on the basis of the proximity of their home (permanent residence). Distance will be measured using Leeds City Council's GIS mapping system.
- 6) Applications received after the closing date ordered by the criteria (1-5) above.

Operation of waiting lists

Subject to any provisions in the Local Authority admission the Academy will operate a waiting list. This will be maintained by the Academy and will be open to any parent or guardian to request his or her child's name to be placed on the waiting list following an unsuccessful application.

Arrangements for appeals panels

Parents will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Academy.

The Appeal Panel will be independent of the Academy. The arrangements for appeals will be in line with the Code of Practice on School Admission Appeals published by the Department for Education. The determination of the appeal panel will be made in accordance with the Code of Practice on School Admission Appeals and is binding on all parties. The Academy will prepare guidance for parents about how the appeals process will work and provide parents with a named contact who can answer any enquiries parents may have about the process.

Arrangements for admission to post 16 provision

The Academy will follow the admission guidelines which are consistent with the current Leeds City College approach.

Pupils will apply to the College using the Common Application Process on the Leeds Pathway website. The timescales will mirror those at Key Stage 4. The final application date being that determined by the Authority.

The Academy will publish specific criteria in relation to minimum entrance requirements for the range of courses available based upon GCSE grades or other measures of prior attainment. Applicants will be interviewed by the appropriate curriculum area and an offer made to those who meet the entrance requirements. Where there is over subscription, applicants will be considered on a similar basis to Key Stage 4. There will be a right of appeal to an Independent Appeals Panel for unsuccessful applicants.

Annual procedures for determining admission arrangements

Consultation

The Academy will consult each year on its proposed admission arrangements.

The Academy will consult by 1 March:

- a) The Local Authority;
- b) Any other admission authorities for relevant secondary pupils;
- c) Schools located within the relevant area for consultation set by the Local Authority;
- d) Any other governing body for secondary schools not falling within paragraph (b) located within the relevant area for consultation; and
- e) The Admission Forum set up by the Local Authority.

Determination and publication of admission arrangements

Following consultation, the Academy will consider comments made by those consulted. The Academy will then determine its admission arrangements by 15 April of the relevant year and notify those consulted of what has been determined.

Publication of admission arrangements

The Academy will publish its admission arrangements each year once these have been determined, by:

- a) Copies being sent to primary and secondary schools in the county;
- b) Copies being sent to the offices of the Local Authority;
- c) Copies being made available without charge on request from the Academy; and
- d) Copies being sent to public libraries in the area of the Local Authority for the purposes of being made available at such libraries for reference by parents and other persons.

The published arrangements will set out:

- a) The name and address of the Academy and contact details;
- b) A summary of the admissions policy, including oversubscription criteria;
- c) A statement of any religious affiliation;
- d) Numbers of places and applications for those places in the previous year; and
- e) Arrangements for hearing appeals.

D6: Managing behaviour, pupil wellbeing and attendance

The Academy will set and maintain standards for positive behaviour and attendance which will be based on the values of the Academy and will be consistent with the vision outlined earlier in this proposal.

The expectations of students will be articulated clearly through a positive student behaviour policy. This policy will be monitored through the Progression Coaching tutorial groups. Key aspects of this will include:

- Clear expectations of behaviour with a framework to manage and support these expectations;
- “Respect for all students and staff” where integrity will be non-negotiable;
- All students will be expected to fulfil their contribution to the learning process by attending regularly, producing work to the best of their ability;
- Attendance will be closely monitored with targets set and clear communications with parents/guardians; and
- Development of the self-esteem and self-confidence of students which will be built into the curriculum in order to support aspirational behaviour.

The standards for behaviour outlined above are reinforced with the use of Progression Coaches which provides a safe, personal and supportive environment in which any issues (for example, bullying) can be raised and addressed should they arise. These roles are also important for monitoring the compliance with the positive behavioural policy and reinforcing the principles of it where necessary.

The behaviour policy will be developed in further detail for the Academy during the implementation stage but will be in accordance with policies and procedures developed by the lead partner around the Student Charter; IT Acceptable Use; Bullying and Harassment; and Equality and Diversity.

These policies will be made clear to all students and staff upon joining the Academy, with copies of all documentation made available via the intranet. The policy will be developed by the management team and then monitored through Progression Coaches.

The behaviour policy will be enforced. The Academy has also considered behaviours which invite sanction and appropriate responses to these behaviours. These are defined in Appendix 3.

The Academy has developed an attendance policy which is reflective of the Academy design but which builds on successful elements of the lead partner approach. This includes targets which students will be monitored against including:

- An Academy attendance target of 95% for 14-16 year olds; and 92% for 16-19 year olds;
- An overall Academy punctuality target of 95%;
- An overall Academy authorised absence rate which is below 5%; and
- An overall Academy unauthorised absence rate which is below 2%.

It will be made clear to students that each session is an essential part of the learning programme and to miss them can have negative effects on student achievement and success rates so meeting the attendance targets is something they will be monitored against and expected to comply with.

Leeds City College, as lead partner, has a WebAdmin Attendance Tracking system which can be used to ensure the Attendance policy and targets are being followed. This will allow swift intervention to support students if their attendance drops below the required standard.

In addition to the policies which will be implemented to support behaviour and attendance the Academy will also develop a student engagement strategy which will recognise the role of students in a partnership for learning with teachers, parents/guardians and others in the wider community. This will provide a 'student voice' to input into the strategic management and operation of the Academy. Mechanisms to seek and respond to feedback from students could include a representative student body and both formal and informal student feedback mechanisms such as student surveys, bulletin boards, and electronic 'suggestion boxes'. This is an important opportunity for students to feed in to the behaviour and attendance policy to ensure it is applied fairly and consistently across the Academy.

This approach around clearly defining behaviour and attendance expectations whilst providing feedback routes is intended to ensure all students are fully aware of their obligations and commitments to the Academy but have support and feedback opportunities to raise any concerns or issues they have in adhering to the policy. These policies operate in addition to the Progression Coach tutorials to ensure the Academy offers a comprehensive approach to pastoral support across all its operations.

D7: Understanding local community needs and working in partnership with schools and the wider community

The Academy will be an outward facing organisation which places great emphasis on working closely with local schools and employers. The Academy will work with Leeds City College as the principal sponsor which will allow it to benefit from the relationships developed by the College over

a large catchment area. The College already has existing relationships with training providers, schools, other colleges, universities and private training providers as well as an extensive employer network, many of whom have offered support for this proposal as evidenced in the Letters of Support in Appendix 2.

The Academy will be able to engage with the community as there are large-scale marketing plans, which include online, website, prospectus and direct campaign activities. These routes are used effectively by Leeds City College as principal sponsor and will provide ongoing feedback routes to facilitate community engagement around the development of the Academy. In addition to this, activities such as parents evenings have been used to raise awareness of the Academy and how it can benefit students and the communities of Leeds. It is planned that these types of events will continue allowing the benefits of the Academy for students to be recognised.

The Academy has been developed with a clear view on how it can support employment opportunities around Leeds, an area with a population of approximately 3 million people and a diverse economy worth an estimated £46 Billion per annum.

Leeds has a highly self-contained workforce with 93% of residents working in the city region. It is the largest employer outside London for Finance and Business Services, accounting for 29% of jobs.

D8: Religious character – meeting the needs of all children

The Academy will not be selective based on religion. We would actively encourage young people from a variety of backgrounds to study at the Academy to enhance the cultural mix of the Academy but religious character is not a selection criteria, nor is it a key focus of our marketing. This approach will follow the same policy as Leeds City College as the lead partner where students from any faith (or no faith) will be accepted and supported to achieve their goals at the Academy.

Students will have opportunities to study RE and PHSE as part of the curriculum which will allow young people to develop an understanding of different religions and cultures and support the collaborative working environment which is being created at the Academy.

Section E: Evidence of demand and marketing

E1: Evidence from parents that the Academy would be selected as first choice for their child

A wide variety of research methods have been deployed in order to evidence the demand for a Retail and Financial Services Technical Academy in Leeds. A key feedback source was a survey (a copy of which is provided in Appendix 4) which was aimed at gathering the opinions of students (both potential and current) and their respective parents/carers. The survey set out the plans to develop the Academy and asked if respondents would attend. In the case of existing Leeds City College students the survey asked if they 'would have attended' had this option been available to them. This analysis was conducted as a 'proof of concept' to support the responses from students who would be eligible to attend the Academy when it opens. However, the results of this survey are presented separately from the demand analysis as these students would not be in attendance when the Academy opens.

The survey was made available electronically on the lead partners' Student Intranet and Moodle pages. It was also sent out via email to existing open event listings of prospective students and posted on all forms of social media (e.g. Facebook and Twitter). The survey was also distributed to staff based in a large Financial Services firm with a regional office based in Leeds where parents of children of appropriate ages were asked to respond to the survey.

Key events such as the Apprenticeships in Retail event (as part of the apprenticeship week), College open nights and interview evenings were attended by members of the proposal team where benefits and opportunities that the Academy presents were outlined to prospective students and parents/carers to help raise awareness. The survey was taken to the Leeds City bus station and on the streets of Leeds at key times of the day (mainly out of school hours in the afternoon) in an attempt to access as much of the younger market as possible, providing opportunities for them to feed into the design and development of the Academy.

Overall, there were 86 responses from students eligible to learn at the Academy with 90% giving positive feedback on the Academy proposition. This is shown in the table below.

	Total	%
Positive responses	77	90%
Negative responses	9	10%

Of the sample, 69 of the 77 positive respondents fell into the 14-16 year old categories when the Academy opens in September 2013. The table highlights the fact that the responses have largely been positive ones.

The table below collates the responses from parents and carers to evidence the demand for the Academy. This demand is compared against the projected admission numbers for the Academy:

- Column A - the proposed number of places for each year group;
- Column B – the number of children of the relevant ages whose parents have indicated that they will choose the Academy as their first choice;
- Column C – this is left blank for the purposes of evaluation; and

- Column D – the demand expressed as a percentage of places available.

	2013				2014			
	A	B	C	D	A	B	C	D
Year 10	90	33		37%	90	8		9%
Year 11	-	-			90	32		35%
Year 12	30	36		120%	30	0		0%
Year 13	-	-			26	36		138%
Totals	120	69		58%	236	76		32%

The table shows that the Academy can already evidence demand of 56% of the first year's admission targets and these numbers can reasonably expect to be boosted over the coming months as marketing and promotional activity takes place.

To understand the distribution figures by the age of the respondent, the following table breaks down the postal locations of the sample who responded positively by age of student.

Age	Joining in 2013/2014	Joining in 2014/2015	Postcode
14	✓		BD22 [REDACTED]
15	✓		LS11 [REDACTED]
14	✓		LS27 [REDACTED]
14	✓		LS11 [REDACTED]
14	✓		LS12 [REDACTED]
14	✓		LS15 [REDACTED]
14	✓		LS4
15	✓		LS10
15	✓		LS9 [REDACTED]
15	✓		LS14 [REDACTED]
15	✓		LS12 [REDACTED]
15	✓		LS12 [REDACTED]
15	✓		LS10 [REDACTED]
15	✓		LS11 [REDACTED]
14	✓		
14	✓		LS18 [REDACTED]
15	✓		LS5 [REDACTED]
14	✓		LS5 [REDACTED]
15	✓		LS17 [REDACTED]
15	✓		LS16 [REDACTED]
15	✓		LS15 [REDACTED]
15	✓		LS16 [REDACTED]
15	✓		LS8
14	✓		LS8
15	✓		LS10 [REDACTED]
14	✓		LS8 [REDACTED]
15	✓		DN9 [REDACTED]
15	✓		DN9 [REDACTED]
15	✓		LS9 [REDACTED]
15	✓		WF2 [REDACTED]

Age	Joining in 2013/2014	Joining in 2014/2015	Postcode
15	✓		LS26 [REDACTED]
15	✓		LS18 [REDACTED]
15	✓		LS19 [REDACTED]
15	✓		LS15 [REDACTED]
14	✓		WF8
14	✓		LS27 [REDACTED]
12	✓		Leeds
12	✓		LS8
12	✓		LS8
12	✓		LS9
12	✓		
12	✓		BD9
12	✓		
12	✓		Bradford
12	✓		HD4
12	✓		Leeds
12	✓		
12	✓		LS9
12	✓		LS4
12	✓		LS20
12	✓		LS28
12	✓		LS27
12	✓		LS17
12	✓		LS7
12	✓		
12	✓		WF6
12	✓		HD6
12	✓		LS3
12	✓		LS27 [REDACTED]
12	✓		LS7
12	✓		LS27
12	✓		LS14
12	✓		LS17
12	✓		LS25
12	✓		LS11
12	✓		LS27
12	✓		LS18
12	✓		LS27 [REDACTED]
11		✓	LS20 [REDACTED]
11		✓	BD7
11		✓	LS12
11		✓	LS12
11		✓	LS11
11		✓	LS18
11		✓	LS6
12	✓		LS11 [REDACTED]
11		✓	LS21 [REDACTED]

The map below shows the evidence of demand by postcode based on the positive respondents identified in the table above.



Employers

This section sets out the support from employers within the business community for the Academy. Their active participation and support is essential for ensuring the Academy is a success.

The lead partner has existing relationships with a number of employers in the Leeds city region, actively engaging with 1,500 companies to provide vocational opportunities for over 10,000 students. To date the lead partner has placed 5,000 students into apprenticeship opportunities this year. A number of relevant sector based employers who would have an active involvement in the Academy have been contacted about the proposal. The level of support for the Academy in Leeds has been very high. Below are some quotes from emails of support (provided in full in Appendix 2) received from employers:

*“DBS-UK LTD as a training provider offer many training courses including Customer Services, Merchandising and Human Resources, however these courses are generally engaged by people already in employment and the employer pays the fee.
For someone leaving school or wanting a career change even at the age of 18 or 19 they are not always in a position to undertake this training and this leaves them at a disadvantage.
I believe there is an immense need for a Retail Technical Academy; your proposal would bring advantages for many regions.”*

DBS-UK Ltd

"I feel your ideas are valid and would help prepare young people well for work in this field."

██████████, Future Prospects

"The academy will help young people with confidence in things like applying for jobs in the Retail sector and being able to show knowledge of customer service when being interviewed, I also think it's better to learn from experience so something like this would be good for the individual and the sector."

██████████, Leeds Rugby

"As always Leeds City College will have Halfords Leeds (Kirkstall) support, as any additional development for young people to equip them with the tools necessary to work competently in a Retail environment will always be a good thing."

██████████, Halfords

"As a large Retail development in the City Centre with over 70 individual stores, both owner operators and large multi national businesses, we currently have in the region of 900 staff work within VQ. I think your proposals are vital in ensuring that new staff coming into the industry are aware of the expectations and opportunities that are available to them in a Retail environment, whether it be in merchandising, customer service, HR, training etc.

Customer service is key in the Retail industry and not just on the "shop floor" but at all levels, and I feel that this Academy would provide its students with the industry standard learning and technical capability to achieve this, alongside the key elements of the national curriculum. I am sure that the Academy would be a fantastic addition to the City in providing a relevant and practical solution to young people preparing for a career in Retail, and for the city as a whole."

██████████, ██████████

"The St Johns Centre would like to offer our support of this venture and hope that your bid is successful."

St Johns Centre

"I am sending this e mail to offer our support for the provision of a Retail Technical Academy in Leeds. For a number of months now we have been working with a variety of stakeholders to work towards this goal. The opening of Trinity Leeds Shopping Centre in Spring 2013 will create 3,500 new jobs in Retail. We are committed to work with all stakeholders to provide sustainable jobs in Retail for young people in Leeds. We would see the provision of an academy to be key in delivering this goal."

██████████, Land Securities

"As a business we see several hundred customers a year looking for careers advice and guidance. A large percentage of our younger customers are interested in pursuing a career in business or customer service but often find it hard to crack (especially customer service work) if they have little or no experience in these fields. Providing training in Retail subjects would make these goals much more achievable as current GCSEs are often not enough and are not broad enough to teach skills that are crucial to pursuing a job in these sectors eg how to deal with the general public in a confident and professional manner.

I have also found that the job centre often encourage customers to consider customer service given the high level of shops and the large service sector in the local area, when in reality individuals without experience or relevant qualifications will struggle to do so."

██████████, igen Limited

Appendix 2 provides letters of support and email based evidence of support from the following employers:

- Land Securities
- DBS-UK Ltd
- Future Prospects
- Leeds Rugby Store
- Halfords
- Jones Lang LaSalle
- St Johns Centre
- igen Limited

The employers have also confirmed how they would be involved in supporting the Academy. The following table outlines the activity which employers will be supporting to enhance the quality of learning for students.

	Writing briefs / projects	Employer mentoring	Work placements	Work visits	Mock interviews	Develop employability skills	Provide employment opportunities
Land Securities	✓	✓	✓	✓	✓	✓	✓
DBS-UK Ltd				✓	✓	✓	
Future Prospects				✓	✓	✓	

	Writing briefs / projects	Employer mentoring	Work placements	Work visits	Mock interviews	Develop employability skills	Provide employment opportunities
Leeds Rugby Store	✓	✓	✓	✓	✓	✓	✓
Halfords	✓	✓	✓	✓	✓	✓	✓
Jones Lang LaSalle	✓	✓	✓	✓	✓	✓	✓
St Johns Centre	✓	✓	✓	✓	✓	✓	✓
Victoria Quarter Leeds	✓	✓	✓	✓	✓	✓	✓
Childrens Services Leeds City Council				✓	✓	✓	✓
Employment & Skills Leeds City Council				✓	✓	✓	✓

Whilst we have had positive conversations with a number of employers already, we would always be looking for further opportunities to engage more employers and will be continually raising awareness of the opportunity to be involved in the Academy over the coming months. This will be done with the intention of further enhancing the level of employer engagement leading up to the opening of the Academy.

Current students studying at the lead partner

In addition to the student demand recorded through the surveys, existing students at Leeds City College were also provided with the survey questionnaire. This analysis was conducted as a 'proof of concept' to support the responses from students who would be eligible to attend the Academy when it opens.

The response from students was overwhelmingly positive (84%) toward the Academy from the 68 responses which were received as evidenced in the table below.

	Total responses	% of responses
Positive responses	57	84
Negative responses	11	16

This analysis underlines the potential market and can be used to confirm that opportunities of this nature have not been available in Leeds, that there would have been demand had the Academy been implemented earlier; and that there is likely to be significant interest generated as further marketing activity takes place to raise awareness of the Academy over the coming months.

The following are quotes taken from existing students at Leeds City College in response to the Academy survey which reinforce the support for the proposal:

“It gives people the opportunity to gain real life experience and a much better understanding of the business environment at a younger age.”

“I would attend because I don't think there is a lot of options out there for people who like Retail. Business is ok because there is a lot of courses for Business but not Retail.”

“I believe this would be interesting and a good school to attend.”

“I think this is such a good idea... a course like this would help me to find a job within the industry. It would also give me so much more confidence as I really struggle in job interviews. It would also look good to employers.”

Potential Student Catchment Area

As the Academy is located within the local vicinity of Leeds City College – the lead partner for this application, the Academy has taken the current recruitment pattern of the College to provide a guide on the possible catchment area for the Academy. The following map shows the travel to learn for 14-19 year old learners undertaking learning aims related to the Retail and Financial Services sector 2011/12 at Leeds City College.



The College currently recruits a significant proportion of 14-19 year old learners on to provision related to the Retail and Finance sectors (the definition includes those learners undertaking learning aims within one of the following Sector Subject Areas: Retailing and Wholesaling, Accounting and Finance, Administration, Business Management and Marketing and Sales) from within Leeds and Bradford Local Authority areas. The College also attracts learners from the wider area surrounding Leeds.

As the College draws students from such a large catchment area, there are significant opportunities to raise awareness of the Academy and promote the benefits of attending as part of the lead partner marketing initiatives. This is something which is planned to continue over the coming months to build further awareness and demand for places at the Academy in the lead up to the 2013 opening. This also emphasises how working closely with the lead partner marketing

plans represents a significant opportunity to enhance demand for the Academy over the coming months.

E2: Arrangements for reaching out to the wider community

The partners will seek to further engage local communities to raise awareness of the opportunities at the Academy but also ensure it makes a positive contribution to local area needs.

The partners will work closely with Leeds City Council (where letters of support for the Academy have been provided from the Chief Officer for Employment and Skills; and the Head of Service for Young People and Skills) to identify opportunities throughout the year where the Academy facilities can be used for community events. During these events the partners will have representatives on hand to raise awareness of the Academy and the different pathways which it supports.

Throughout all marketing activity the partners will be aware of the needs of the chosen sectors and of the socio-economic profile of the city region as the Academy has an opportunity to benefit and support all these areas.

Socio-economic profile

The socio-economic profile needs to be considered in plans to meet student needs. Data from the Office for National Statistics outlines some key factors:

- Deprivation - For the four ratio measures of deprivation, Leeds ranked between 44th and 97th most deprived out of the 354 local authorities in England. For the two scale measures of income and work, Leeds ranked 4th most deprived. For the eight core cities, Leeds had similar rankings to Bristol and Sheffield in terms of deprivation. The research reported that five wards in Leeds had more than half their Super Output Areas (subdivisions of wards) in the 10% most deprived SOAs in England which suggests there is a need for the Academy to respond to students from disadvantaged backgrounds. The pastoral care which has been implemented as part of the Academy proposal will support these students and ensure appropriate provision is put in place to allow them to achieve success.
- School leavers - 44% of Year 11 students in Leeds choose to stay on at school and 40% enter further education. Compared to the year 2000 this figure has increased by 18 percentage points which suggests a significantly increased demand for education opportunities. The flexibility in terms of pathways through the Academy is likely to be an attractive proposition to the increasing number of students looking to stay in education.

The Office for National Statistics data also outlined employment figures. The following table shows the levels of adult employment and unemployment June 2010 to June 2011.

	Leeds (numbers)	Leeds (%)	Yorkshire and The Humber (%)	Great Britain (%)
Economically active	421,300	75.5	74.6	76.2
- In employment	383,000	68.6	67.9	70.2
- Employees	337,400	60.7	59.3	60.7
- Self employed	42,200	7.4	8.1	9.1
Unemployed	36,700	8.8		

The table shows that Leeds has a proportionately lower percentage of adults in employment compared to the average for Great Britain. It does however have a higher percentage of economically active people than the average for the Yorkshire and Humber region. The added flexibility of different pathways through the Academy could support improvements in the socio-economic profile by increasing the number of opportunities to provide career pathways into growth sectors. Offering a more attractive proposition to students such as NEETs (currently 8.2% of the working age population) and the one in eight people under the age of 24 in Leeds, Bradford, Sheffield, and Doncaster claiming benefit should help to provide alternative engagement opportunities which could contribute to increasing the amount of economically active people.

Whilst GCSE results for the City are improving, with the A*-C pass rate for 2011 being 55%, there remain pockets of significant underperformance where the pass rate is as low as 35% and large numbers of the population have no qualifications. It is vital to continuously raise awareness of the alternative pathways available through the Academy for students from all aspects of the community. This is something the marketing strategy will support with activity continually planned to maintain momentum in student interest.

The marketing activity will be responsive to the opportunities and needs within each of the chosen sectors. The marketing plan will be responsive to research of the Sector Skills Councils for Retail and Financial Services. These will be continually monitored in the build up to the opening of the Academy. For example, recent research shows:

Retail sector - Research from the Skillsmart Retail Sector Skills Council shows a significant need for additional training support in the Yorkshire and Humberside region. The region accounts for 11% of the Retail workforce in England but at present:

- Around two-thirds (65%) of managers and senior officials do not have an NVQ Level 3 (or equivalent);
- Nearly a third (30%) of sales and customer service staff do not have an NVQ Level 2;
- Nearly three-quarters (73%) of hard-to-fill vacancies occur in sales and customer service roles;
- Employers reported management skills, written communication and technical, practical or job-specific skills were difficult to find in Retail applicants; and
- Over a third of Retail employers (36%) did not fund either on or off-the-job training during the past year.

Implications for the Academy – the marketing needs to emphasise the opportunities in this area and the advantageous position students are in if they have already undertaken work experience and training prior to entering employment.

Financial Services sector - Research from the Leeds Economy Handbook shows that the city is the second largest employer outside London for finance and business services. Finance and business services account for 26% of employee jobs in Leeds which accounts for a significant proportion of the employment market. Other sources have quoted this figure as high as 29%.

Implications for the Academy – the marketing needs to demonstrate the range and number of employment opportunities available in this sector. Students with skills and experience in this sector will have access to a range of employment opportunities.

Marketing Strategy

The Academy's marketing and communication strategy will underpin the strategic goals of the organisation, as set out in Section C of this document. The Academy is committed to being an organisation where all students will be given the opportunity to achieve in response to the economic needs of Leeds and the city region. The key priorities to be achieved are:

- To support achievement of recruitment targets;
- To increase the profile and market position of the Academy via high quality communications and PR actions;
- To deliver an exciting and engaging events programme, offering outstanding interaction opportunities for potential students and their supporters;
- To develop the Academy brand, through innovative and contemporary marketing, setting the Academy apart from the competition;
- To deliver robust internal communications approaches in collaboration with HR; and
- To work with the admissions teams to create a customer centred, focused service experience.

The Academy will carry out detailed research on:

- Local and regional demographic information e.g. lifestyle, employment status, ethnicity and skills levels;
- Skills needs information from interaction with local community groups, schools and employers to understand local requirements;
- Competitor analysis, to understand the provision available through other providers;
- Advice and guidance and admissions information, to understand what young people are asking to study; and
- Sector Skills Council, CBI and National Skills Academy information to understand the skills and employment opportunities within the sector.

Key audiences addressed include:

- Potential students and their parents/carers;
- Local and regional employers in the Retail and Financial Service sectors;
- NEETs; and
- Universities.

Specific marketing actions will be:

- The design and development of a varied programme of research frameworks, methodologies and models, adapted to the traits and characteristics of each audience. Utilising a combination of surveys, focus groups, desktop research etc, both in formal and informal settings, to fully understand key environmental factors;
- The integration of direct and indirect marketing channels, collaboration on media and Public Relations themes and exposure;
- To deliver segmented campaigns, events, a full range of high quality literature, extensive online and social media networks actions by employing the full range of integrated marketing programmes across the year;

- High quality external communications activated and promoted via the marketing forum, to achieve high levels of media profile and online exposure. Media training with key senior management, so figurehead media opportunities can be exploited will be a feature of this; and
- Internal communications; in collaboration with HR, to instigate a controlled, corporate communications process via the communications team. This will use internal channels to ensure the flow of success stories is shared across the Academy and profiled externally.

All marketing and communication activities will be evaluated for their impact and coverage through a mixture of feedback mechanisms e.g. student/parent focus groups; employer surveys and web based analytical programmes.

In addition to the above activities, the Academy will be able to link into lead partner marketing activities such as:

- Working with the schools network and partnership framework providing access to 4,000 plus 14-16 school pupils across the city area; and
- The joint marketing-schools partnership plan, supported by specific teams at the College who will complete a programme of 60+ direct schools events during the academic year.

The Academy will also benefit from the opportunity for some of the prospective Leeds City College students to join the Academy as awareness is built up during the extensive marketing campaign.

The plan to market and reach out to the wider community will be continually reviewed to ensure it remains fit for purpose and is providing opportunities to attract all potential students to the Academy.

Section F: Capacity and capability

F1: Providing appropriate and sufficient educational expertise to deliver the vision

Partnerships for Delivery

The Academy will operate with Leeds City College as the lead partner ensuring it can benefit from its infrastructure, resources, profile, and support.

Leeds City College has now completed its second year since its formation in 2009 and continues to make excellent progress. The College entered its third year of operation as one of the largest colleges in the country with over 45,000 students and a turnover of over [REDACTED]. The last two years have been very demanding. The focus in our first year was one spent primarily dealing with the largest merger in the college sector at that time. Bringing three (Park Lane, Thomas Danby and Technology) colleges together, each with their own strengths, history and culture, was not an insignificant task. During the year there was a very positive Ofsted Focussed Monitoring Visit with the emphasis on progress since merger. During 2010/11 there were two further opportunities which fitted well with the overall strategy of the College. The first was the merger with Leeds College of Music. The second, the merger with Joseph Priestley College. Each merger was a separate process – one being a Higher Education Institution, the other a Further Education Corporation – but both were successfully completed by 1st August 2011.

In 2010/11 the College received a number of external accreditations and accolades. One of the most significant was the judgement by the Quality Assurance Agency that the HE provision is one of the best in the region.

More recently, the College achieved the Investors in Diversity standard in February 2012 in recognition of its Equality and Diversity / Inclusion agenda. In addition, on 27 July 2011 the College received official notification that the Investors in People Employer Representative Group had agreed to re-confirm its status as a recognised Investors in People organisation.

Furthermore, the College is renowned for a number of key specialisms and has National Skills Academy status (employer-led centres of training excellence) for Creative & Cultural Skills, Food & Drink Manufacture, Hospitality, Retail, Financial Services and Sports & Active Leisure, as well as accolades for Printing and Computer Technology. The development of the Academy will enhance the opportunities available for students, particularly those who want to focus on Retail and Financial Services.

Leeds City College holds the national quality standard – The Matrix award – for delivering impartial information, advice and guidance to its stakeholders including prospective students. The award aims to ensure that those seeking a course of study receive high quality and impartial advice and guidance, which is a key factor when making the right choice.

A number of the supportive employers will partner Leeds City College in establishing and overseeing The Leeds Retail and Financial Services Academy once approved by the Department for Education.

The employers who have expressed support in the Academy include:

Employer	Overview
Land Securities	The largest commercial property company in the UK and a member of the FTSE 100. Founded in 1944, the company became a Real Estate Investment Trust in 2007 and now own and manage more than 29 million sq ft of property.
DBS-UK Ltd	DBS-UK Ltd offers a wide variety of telecoms products and services to its customers. Established over 20 years it is an Investors in People company.
Future Prospects	Future Prospects is a learning advice service, offering information and support on jobs, training, and education. A team of Learning and Work Advisers based in communities offer one to one ongoing guidance and support. Drop-in sessions are held on a regular basis at various locations in the community.
Leeds Rugby Store	Leeds Rhinos are the current Super League rugby league champions and are recently crowned world champions. The store manages all Retail requirements in connection with the club.
Halfords	Halfords is a national Retail chain specialising in motor vehicle and cycling equipment with large outlets based in Leeds.
Jones Lang LaSalle	A large financial and professional services firm specialising in real estate services and investment management.
St Johns Centre	The St Johns Shopping Centre is located in central Leeds between two busy shopping streets. The centre has over 30 shops on site.
igen Limited	Igen provide careers and personal development advice, information and guidance. Igen aims to inspire, guide and enable individuals to achieve their potential through the provision of impartial, high quality career and personal development services.

All partner organisations have established relationships and share a joint vision for The Leeds Retail and Financial Services Academy. The partners, as Governors on the Academy Board, and members of the Steering Group will work together to develop strategies, to broker links to employers and to influence curriculum development.

Letters of commitment and support from the employer partners are located in Appendix 2.

In addition we have gathered support from a number of key stakeholders including:

- [REDACTED], [REDACTED];
- [REDACTED], [REDACTED];
- Baker Tilly; and
- Institute of Financial Services (IFS) School of Finance.

Copies of letters of support are attached as Appendix 1.

If the initial submission is successful the partners anticipate receiving an endorsement from the Sector Skills Council SkillSmart, Leeds Local Enterprise Partnership, and members of Parliament amongst others.

Company Limited by Guarantee (The Academy Trust)

As lead partner of The Leeds Retail and Financial Services Academy, Leeds City College has formed a Company Limited by Guarantee. This company will convert to charitable trust status on receipt of Department for Education approval and funding.

The Company Limited by Guarantee will initially consist of three Directors, these are: [REDACTED], [REDACTED], Leeds City College; [REDACTED], [REDACTED], Leeds City College; [REDACTED], [REDACTED], Leeds City College.

The Directors of the Company Limited by Guarantee (Trust) bring a wealth of experience and expertise in the overall management of a large Further Education college, curriculum delivery, financial management and merger and restructuring exercises. The expertise and experience that all three directors bring will effectively oversee the contracting out of activities and ensure that the educational vision and value for money are maintained both through the set up period and into the smooth operation of The Leeds Retail and Financial Services Academy.

Their experience and expertise is summarised below with full CVs provided in Appendix 5:

[REDACTED], [REDACTED], **Leeds City College**

[REDACTED], [REDACTED] [REDACTED]

[REDACTED], [REDACTED], **Leeds City College**

Prior to joining Leeds City College, [REDACTED]

[REDACTED], [REDACTED], **Leeds City College**

[REDACTED] is the [REDACTED]. He demonstrates effective and successful [REDACTED].

[REDACTED]. [REDACTED].

██████████. ██████████. ██████████.
██████████. ██████████.

F2: Financial expertise to manage the Academy budget

The role of ██████████ for The Leeds Retail and Financial Services Academy will be undertaken by ██████████. ██████████ is ██████████ at ██████████. With almost ██████████, she will play a key role in ensuring that the Academy complies with the Financial Memorandum.

██████████ will be undertaken by ██████████ who is ██████████ at ██████████. ██████████ has over ██████████ and will play a key role in ensuring that value for money is maintained.

Where any additional skills gaps are identified, these will either be filled through the current infrastructure support provided by Leeds City College, through other partners on the Steering Group, or through hiring in expertise or through the development of a volunteering or internship programme.

F3: Accessing expertise for the opening and operation of the Academy

A Project Steering Group will oversee the pre-opening phase of The Leeds Retail and Financial Services Academy through to the successful opening and through the first academic year of operation, ensuring that any issues identified after the first day of operation are dealt with by appropriately experienced individuals.

The aim is to keep the Project Steering Group to a small number and to bring in individuals on an ad-hoc basis when areas of expertise are required, for example project management (both academic and buildings), estates, Human Resources (HR), legal and ICT.

Leeds City College have all these areas of expertise available within their own staffing structure. These individuals have been involved in the development of the proposal for The Leeds Retail and Financial Services Academy so are best placed to join the Project Steering Group when required and have capacity to dedicate the time required to the project.

The core members of the Project Steering Group will be:

Three Directors of the Trust – who will ensure that all decisions are communicated and agreed by the new Governing Body and appropriate resources are engaged in the pre-opening stages of The

Leeds Retail and Financial Services Academy. Within this team there are individuals with appropriate financial expertise to oversee this area.

The Principal Designate – who will have overall responsibility for the development of the model of delivery for The Leeds Retail and Financial Services Academy and recruitment of the academic and non-academic members of staff.

A representative from the Department of Education, who will be allocated on the successful completion of this application.

If it is felt to be appropriate the Project Steering Group will identify a representative from the Local Authority to provide advice and guidance to the group.

The Project Steering Group will carry out the following activities in the pre-opening stage of The Leeds Retail and Financial Services Academy:

- Agree the project scope and resource requirements within the deadlines, format and frequency of meetings and updates to ensure the project meets all deadlines;
- Develop and oversee delivery of strategies for the smooth running of the Academy;
- Ensure that finances are allocated appropriately;
- Agree the curriculum model and any future requirements to develop this delivery;
- Oversee the estates development for any new build project associated with the Academy;
- Design the School staffing structure and recruit the academic and non-academic staff for opening; and
- Ensure all project deadlines are met and any issues are dealt with in a timely manner.

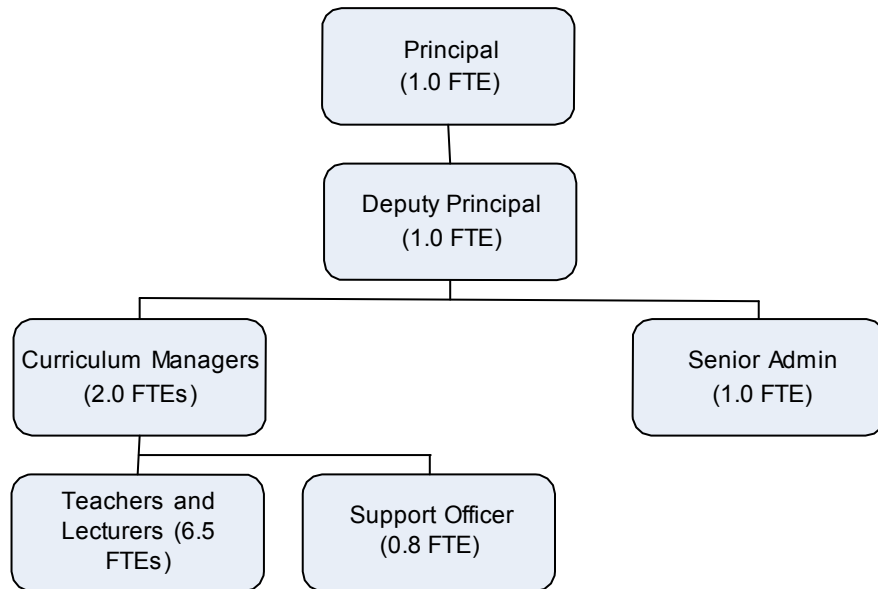
F4: Staffing structures

Below are suggested staffing structures for The Leeds Retail and Financial Services Academy; the first shows the structure for the first year of operation, the second one when it is at full capacity.

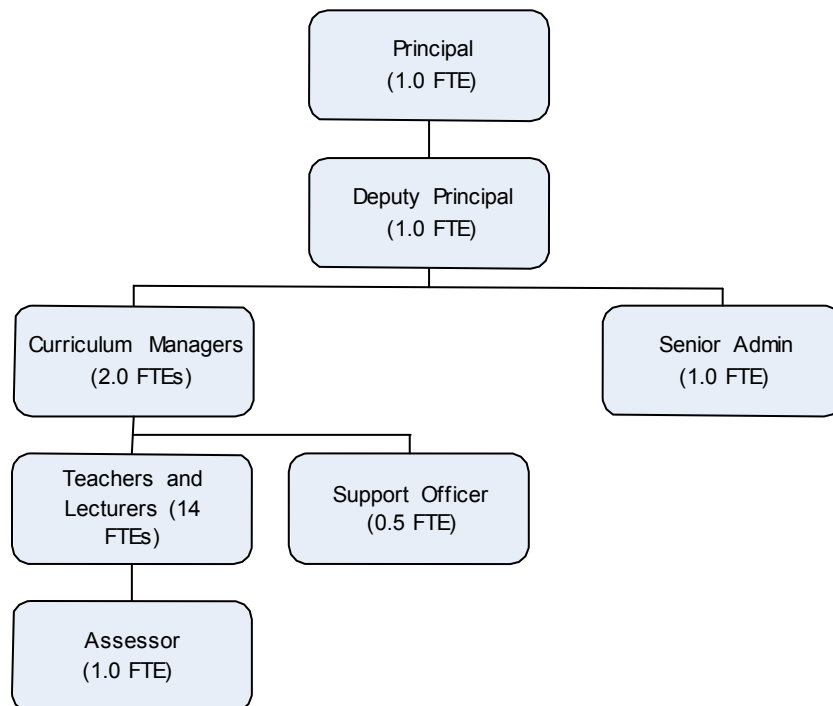
Numbers of academic staff are aligned to the curriculum plan, vision and finances in sections C, D and G of this proposal. The non-academic structures are also based on the curriculum plan and vision to ensure that there is primary focus on the delivery element of The Leeds Retail and Financial Services Academy.

The Academy will provide a SEN Co-ordinator as part of the staffing to ensure these needs of students are met. This responsibility will be attached to the role of an existing member of teaching staff.

The Leeds Retail and Financial Services Academy – Year One



The Leeds Retail and Financial Services Academy – Full Capacity



The structure will be flexible as the Academy grows until it reaches full capacity. The vision will be delivered by a highly experienced team where:

- The Principal will have full accountability for the strategic and financial operation of The Leeds Retail and Financial Services Academy. The Principal Designate will be a member of the Governing Body and the Steering Group tasked with setting up the Academy;
- The post of Deputy Principal will report directly to the Principal and will have responsibility for the finances for the first year of operations; this responsibility will move to the Senior Administrator after the first year as student numbers grow;

- The Senior Administrator post will report directly into the Principal and will provide day to day administrative duties, taking over the monitoring of finances after the first year of operation. From the second year onwards this post will incorporate the Business Manager role; and
- Reporting to the Deputy Principal will be two Curriculum Managers. Each Curriculum Manager will have a responsibility for overseeing specific groups of students: 14 - 16 year olds and 16 – 19 year olds. Academic staff will report to the Curriculum Managers, allowing for flexibility regarding staffing levels in the future.

The Leeds Retail and Financial Services Academy will have a shared services model with Leeds City College providing all 'back-office' functions and technical support for the Academy, for example: HR, finance, payroll, IT, facilities and technician support.

All posts in The Leeds Retail and Financial Services Academy will have clear job descriptions and specifications ensuring that all candidates will fully understand their areas of accountability and roles within the structure.

All posts will be advertised in the local, regional and national press ensuring that there is a transparent and fair recruitment process.

Academy staff may have the opportunity to teach on some College based programmes when this would be of mutual benefit, although it is clear that the primary focus of their work would be the success of Academy students. Any such collaborative delivery would be considered primarily on its potential benefits to the students.

F5: Recruiting the Principal Designate

The Leeds Retail and Financial Services Academy has a clearly defined vision, values culture and ethos which can be communicated easily as the Directors identify a suitable individual to recruit into the post of Principal Designate.

The Principal Designate will be required to be able to translate the Academy's vision into operational reality ensuring that the values and culture are aligned and communicated to the students, staff and parents.

The Principal Designate will have a strong educational background, having Qualified Teacher status and holding a Head Teacher Qualification.

To ensure the recruitment of the strongest possible candidate for the post of Principal Designate, through a fair and transparent process, advertisements will be placed in the national press. Particular focus will be placed upon the skills and experience required to ensure an outstanding educational experience for students. Relevant experience of academy development and of the Retail and Financial Services sectors would be advantageous.

The Trust and newly formed Governing Body of The Leeds Retail and Financial Services Academy will focus on the National Standards for Head Teachers framework when considering the knowledge, professional qualities and actions of the Principal Designate. The competencies of the individual, for example integrity, analytical thinking and impact will also be considered when recruiting for this post. All recruitment criteria will be closely linked to the Academy's vision and values.

The recruitment of the Principal Designate will be timed to correspond with any notice periods that need to be considered, for example a Head Teacher must give a notice period of one term where other staff would need to give at least a half terms notice. The recruitment will also be timed to

ensure that the appointment of the Principal Designate will enable the post holder to have the opportunity to develop the operational plan for the Academy, shape the curriculum and appoint key staff for the 2013/14 academic year.

The Principal Designate will sit on the Governing Body of the Academy and the Project Steering Group. The Principal Designate will be accountable to the Governing Body for all strategic, financial and curriculum decisions made by The Leeds Retail and Financial Services Academy.

F6: Governance arrangements

As set out in the Articles of Association for the Academy Trust, the Governing Body is attached to the Trust with the Directors of the Trust sitting on the Governing Body. The role of the Governing Body prior to opening will be to provide guidance and expertise on specific issues relating to the establishment of the Academy. After opening the Governing Body will be responsible for the strategic direction of the Academy, and will monitor and evaluate performance and set strategies and policies.

All Governors will be expected to demonstrate a high level of involvement and engagement with the Academy through regular attendance and active engagement in meetings and events, and through the relevant use of ICT.

It is envisaged that the Governing Body of the Academy would comprise of around 15 members who would be appointed by the Trust, including the Directors of the Trust (Company Limited by Guarantee), the Principal Designate, employer representatives from the financial and retail sectors, support and teaching staff governors, and parent governors.

The Trust and Partners will seek to recruit Governors with a wide range of business expertise and who will bring networks and connections at local, regional and national level to benefit the Academy's specialist retail and financial service curriculum. In addition the Trust will ensure that there is local and voluntary third sector representation on the Governing Body.

Recruitment of Governors will be carried out through local connections, press and through the School Governors One Stop Shop. Training for the Governors will utilise the expertise already within Leeds City College and this training will be extended to School staff.

Endowment Trust Fund

The Partners/Academy Trust will endeavour to raise funds to support the Academy's students and the local community. These funds would be used to promote equality of access and to ensure that all students were able to take part in extended and enrichment activities.

Financial Oversight

Corporate structure and responsibilities of the Trust

The Trust will exist as a Limited Company with (exempt) charitable status. The Trust will be responsible for notifying Companies House with changes of circumstances, for example changes to Directors. The Trust will also be responsible for submitting annual accounts to Companies House.

Initially the Directors of the Trust will be the Leeds City College Principal and Chief Executive, Senior Deputy Principal and Chair of the Board of Governors.

The College will be responsible for appointing auditors for the Academy.

The Trust will be responsible for submitting audited financial statements to Companies House on an annual basis.

Oversight – process and documentation

The Academy will adopt the financial regulations of Leeds City College. The financial regulations were last approved by the College's Board in October 2011. The financial regulations cover all aspects of Corporate Governance and Financial Management and Control.

The Academy will undertake the following tasks to ensure good financial management:

- Compile a 3-5 year financial plan forecasting income, expenditure and reserves;
- Carrying out annual budget compilation and management - The control of income and expenditure within an agreed budget will be the responsibility of a designated principal budget holder, who will ensure that day-to-day monitoring is undertaken effectively. Initially this role will be undertaken by the Senior Administrator. Any anticipated significant departures (10% or £1k (whichever is the lower) from agreed individual budgetary targets will be reported to the Company Secretary and, if necessary, corrective action taken;
- The Academy will prepare management accounts to be considered by the Board on a monthly basis. The management accounts will show performance for the month, year to date results against budget and forecast outturn for the full year; and
- The Academy will liaise with the College to arrange an annual audit of the financial statements and to set the School's audit plan for the year. Both internal and external audit reports will be considered by the College's audit committee and the Board of the Trust.

Oversight – roles of the leadership team

The Principal will be accountable to the Governing Body for effective financial management of the Academy. Responsibility for managing the budget on an operational level will be delegated to the Senior Administrator.

The Senior Administrator will draw on the financial expertise of the College's finance function to ensure that transactions relating to the School are processed effectively. The Senior Administrator will also ensure that month end and year end procedures are adhered to, for example timely preparation of the School's management and statutory accounts.

Leadership and Staffing

The development of leadership and management within the Academy is seen as an essential and important early role for the Governing Body and the Principal Designate. The Academy will have an agreed management style and approach which will be based on a values led approach. These values are articulated in the principles below:

- Shared vision for the Academy with purposeful and common sense approach to leadership and management;
- Clear expectations and accountability;
- Recruit, retain and develop high quality staff;
- Recognise and reward success;

- Tackle underperformance;
- Effective systems for support, monitoring and evaluation and for self evaluation;
- Systematic corporate approach to key aspects of work and efficient and effective use of resources;
- Robust financial controls and administrative systems; and
- Leadership and management actions clearly aligned with objectives.

The Academy's Principal and leadership team will be able to draw on support and challenge provided by all of the partners' leadership teams.

The staff of The Leeds Retail and Financial Services Academy will be encouraged and supported to develop high level skills. This will be supported by the Senior Leadership Team ensuring that each individual is aware of the accountability on them for their individual students.

The Academy will encourage staff to develop and to deliver training to support other members of staff in their continuing professional development. Academy staff would also have access to refresher courses, postgraduate studies and collaborative projects, linked to skills and expertise available within the Leeds City College staff.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Section H: Premises

Leeds City College, being the lead partner in the development of the Academy is proposing to use one of the existing College sites as the preferred location for the Academy. The sites identified in the options appraisal are currently underutilised or vacant and available for refurbishment purposes. The College holds the freehold tenure on all properties.

Each site option is currently used for the delivery of further and higher education and training, and all are therefore zoned for educational use within the Local Development Plan.

Leeds City College and Leeds City Council commissioned a Feasibility Study for the Technical Academy in October 2011. As part of the study, key stakeholders were asked for their preference on a location for the Academy, with a number of interviewees stating that it should be located in South East Leeds, as this was felt to be the area of most need. This being the case, a number of sites in the area have been considered as the location for the Academy, and a full options appraisal was carried out considering the sites listed below:

Option 1a: [REDACTED] (preferred option)

Option 1b: [REDACTED]

Option 2: [REDACTED]

Option 3: [REDACTED]

Each option for the Academy was considered against the following key criteria:

- Anticipated academy size of 3,000m² gross internal floor area (based on 300 students);
- Location – stand alone or capable of being made secure and isolated from other on-site activities;
- Tenure – freehold/leasehold;
- Good transport links;
- Pedestrian/cycle access;
- Neighbouring uses;
- Flexibility of site;
- Ability to meet programme; and
- Cost of conversion/construction.

The appraisal in the following table below provides further detail on each option in consideration of the key criteria outlined above.

Premises: Options Appraisal

Option	Site	Outline Proposal	Location	Site Ownership	Size m ²	Total Option Cost	Appraisal
1a	[REDACTED]	<p>Adapt the existing campus building and incorporate into a new build extension.</p> <p>Relocate the current provision to existing College sites.</p>	<p>South Leeds. [REDACTED], Beeston Leeds [REDACTED]</p>	<p>Leeds City College (freehold)</p>	<p>1,536 as existing. Site area 0.43ha</p>	[REDACTED]	<p>Preferred option (see detailed assessment and rationale).</p>
1b	[REDACTED]	<p>Light refurbishment of the existing campus building.</p> <p>New build extension on site.</p> <p>Relocate current provision to existing college sites.</p>	<p>South Leeds. [REDACTED], Beeston Leeds [REDACTED]</p>	<p>Leeds City College (freehold)</p>	<p>1,536 as existing Site area 0.43ha</p>	[REDACTED]	<p>The existing building is small and inflexible therefore it would require a large extension. We would be unlikely to secure planning consent for this option.</p> <p>This option would create split provision on site.</p>
2	[REDACTED]	<p>Demolish the existing</p>	[REDACTED]	<p>Freehold to be purchased March</p>	<p>7,110 as</p>	[REDACTED]	<p>This option would create</p>

Option	Site	Outline Proposal	Location	Site Ownership	Size m ²	Total Option Cost	Appraisal
	[REDACTED]	<p>industrial unit on site.</p> <p>The Academy would be a new build on part of site.</p>	<p>[REDACTED], [REDACTED] Leeds [REDACTED]</p>	<p>2012 by Leeds City College under phase 2 of their Property Strategy (proposed new vocational campus)</p>	<p>existing</p> <p>Site area 1.77ha</p>		<p>logistical problems on site.</p> <p>There would be safeguarding issues in relation to the mix of under 16 and post 16 students.</p> <p>This option requires alternative accommodation to be provided for [REDACTED] which is in a later phase of the College property strategy.</p>
3	[REDACTED]	<p>Demolish the existing campus building (poor quality industrial unit)</p> <p>The Academy would be a new build on the current site.</p>	<p>[REDACTED], Leeds [REDACTED]</p>	<p>Leeds City College (freehold)</p>	<p>8,414 as existing</p> <p>Site area 2.04ha</p>	[REDACTED]	<p>This option would require the acceleration of College property strategy phasing. The location is considered poor being in an industrial location, out of the city, with limited public transport and amenities.</p>

Each of the four options has been evaluated against a common set of criteria. Each of the criteria has been given a score between 4 and 0, where:

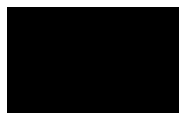
- 4 Option meets criteria very well.
- 3 Option meets criteria well.
- 2 Option meets criteria, but with some weaknesses.
- 1 Option meets criteria, but with major weaknesses.
- 0 Option does not meet criteria at all.

The raw scores have been entered into the table below. A basic weighting has then been applied to these raw scores dependent on the significance of the criteria to derive a weighted score. This weighted score has been used as the basis for identifying the preferred option. As can be seen option 1a emerges as the preferred option.

Reference	Criteria	Importance	Weight	Option 1a (raw)	Option 1a (weighted)	Option 1b (Raw)	Option 1b (weighted)	Option 2 (raw)	Option 2 (weighted)	Option 3 (raw)	Option 3 (weighted)
1	Anticipated academy size of 3,000m ² gross internal floor area (based on 300 students);	High	3	2	6	2	6	1	3	1	3
2	Location – stand alone or capable of being made secure and isolated from other on-site activities;	High	3	4	12	4	12	2	6	4	12
3	Tenure – freehold/ leasehold	High	3	4	12	4	12	4	12	4	12
4	Good transport	Med	2	3	6	3	6	3	6	2	4

Reference	Criteria	Importance	Weight	Option 1a (raw)	Option 1a (weighted)	Option 1b (Raw)	Option 1b (weighted)	Option 2 (raw)	Option 2 (weighted)	Option 3 (raw)	Option 3 (weighted)
	links										
5	Pedestrian/ cycle access	Med	2	4	8	4	8	3	6	1	2
6	Neighbouring uses	Med	2	4	8	4	2	6	4	2	4
7	Flexibility of site	Med	2	3	6	2	4	3	6	4	8
8	Ability to meet programme	High	3	3	9	3	9	2	6	2	6
9	Cost of conversion/ construction	Low	1	4	4	4	4	1	1	2	2
	TOTAL SCORE			31	71	30	69	21	50	22	53


Preferred premises option for The Leeds Retail and Financial Services Academy – Option 1a – Beeston Campus




Beeston
Leeds



In summary this option will:

Relocate the current College provision from the  to other College locations through increased efficiency and utilisation of space in order to free up the site for use of The Leeds Retail and Financial Services Academy.

Remodel the existing campus building, which in itself is a modern, high quality building, and incorporate into a larger new build extension on the existing site to provide a total of 3,000m² of 'as new' quality accommodation for the Academy.

The decant cost of  would be met by the lead partner Leeds City College as part of the partner's contribution to the project.

It would also provide for the specific requirements of the Academy in that it will provide a self contained site with secure boundaries complying with safeguarding requirements. Appendix 6 shows the premises site map.

Rationale for selecting chosen site

The existing [REDACTED] is owned by Leeds City College and is located within a mainly residential area of South Leeds but close to excellent transport links to the City Centre and to the wider City region. Access to and from the site is through a mainly residential area providing excellent cycle and pedestrian routes. The location is well served by public transport and close to a major route linking South Leeds with the city centre and also the M621 motorway for wider regional access.

The existing building is a 1500m² two storey steel framed structure constructed in 2003 which is capable of adaptation and incorporation into an appropriately sized, larger property thereby creating high quality accommodation throughout while reducing the total cost of the project. The site is large enough, subject to planning consent, to incorporate the larger building in a self contained, secure environment and has the capacity to accommodate the initial intake of 120 students, with the flexibility to expand to the capacity of 300 students in the future.

All accommodation would reflect current best practice in teaching and learning and would be fully wireless enabled to provide modern, flexible and progressive learning spaces to support a blend of guided learning and self study using the latest technologies. The partners pride themselves on listening to its students' voice and the detailed design of the Academy would reflect the needs of the modern student.

The partners are knowledgeable and experienced providers of modern, student-focused environments. They have a proven track record in the [REDACTED] which would ensure a high quality environment at the highest levels of value for money.

[REDACTED]
[REDACTED]:

	£m
Site acquisition costs	[REDACTED]
Site clearance	[REDACTED]
Adaption of existing building (1500m2)	[REDACTED]
New build/extension (1500m2)	[REDACTED]
Total project costs	[REDACTED]

The College contribution to the project is in the form of the existing site and building at an estimated open market value of [REDACTED].

Value for money

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Shared Services

The adjacency of the sites of the lead partner Leeds City College will afford opportunities to utilise multi-million pound equipment including IT suites. The comprehensive equipment contained within these facilities was procured from new over the past 3 years. These facilities are currently managed on a central timetable that would lend itself to the incorporation of Academy sessions without compromising the principles of safeguarding.

The College will also provide access to a fleet of 5 Mini buses to enable enrichment, whilst parking for staff and parents could be catered for within existing facilities.

Floor area requirements can be minimised as many of the back office and support functions can be provided cost effectively by Leeds City College utilising existing facilities teams including;

- Caretaking, emergency call-out, maintenance, cleaning, payroll, HR function, teaching, transport, grounds maintenance;
- This will also alleviate problems associated with covering staff absence and leave;
- Wireless access throughout and staff accommodation incorporating “hot desking” facilities will minimise support space requirements still further; and
- Procurement-Lifecycle efficiencies can be made by accessing the competitive prices for energy and consumable supplies which Leeds City College can attract through its buying power and procurement strategies for multi sites locations.

Community use of facilities

The use by the community of the facilities of The Leeds Retail and Financial Service Academy will be an important design consideration. The ambition is for this to include both leisure and adult education programmes during the evening, at weekends and during holiday periods.

As the plans for the Academy mature and develop during the Implementation phase a manageable and realistic programme of community use will be developed. The positioning of the Academy's specialist facilities would enable separate access for community use in the evenings and weekends with ample car parking. Adapting the model currently used by Leeds City College, who have a Commercial department that professionally manages all bookings from first enquiry through to after care. The Academy would offer discounted hire rates to charitable organisations and local community, this activity could bring in a revenue stream to support the Academy's core purpose if desired.

Flexibility

Implementation of wireless access technologies will provide flexible internal and external space throughout the site.

This Option would provide the Academy with the facilities to deliver its future curriculum requirements, it would provide an affordable option as once the initial building works are carried out it will fully meet the Academy's objectives including any future plans for expansion.

This Option would also represent a low level of risk to the Academy, and would provide the organisation with an option which is both practical and deliverable within the timescale for opening.

Contingency Plan

Should the new facilities be incomplete at the outset the Academy sessions could be incorporated into the Leeds City College timetable using existing facilities. Some communal facilities would need to be provided on a temporary basis such as reception, offices and toilets. This would be achieved through the hire of portable buildings on the existing College land.

Conclusion

Leeds City College as the lead partner is committed to providing an estate for the Academy which provides an innovative and safe learning environment for students within Leeds and the surrounding areas. The vision for the estate is to provide outstanding facilities in a secure, enabling environment that meets the needs of students in a cost-effective manner and demonstrates value for money.

Throughout the pre and post opening period the Steering Group will work closely to establish commonality of priorities for the development of the estate to ensure that it fully meets the needs of the curriculum. The aim is to ensure that there are state of the art, fit for purpose premises which fully meet the needs of the Academy. The partners will ensure that further development of estates plans and priorities will be in line with the curriculum planning cycle for 2013/14 and beyond.

Section I: Due diligence and other checks

The due diligence forms to accompany this proposal have been completed but have been submitted separately in accordance with the Department for Education guidance.

Appendix 1: Letters of Support



[REDACTED]
Leeds City Council

[REDACTED]
Leeds

Contact: [REDACTED] Tel: [REDACTED]

15 February 2012

[REDACTED],
Leeds City College

[REDACTED]
Horsforth

Leeds

Technical Academy

Thank you for the information about the College's plans for a technical academy.

There is a clear need for a wider range of vocational opportunities through a quality assured framework in Leeds. The persistent NEET rate of around 8.9% and 7,250 young people claiming Jobseekers Allowance suggests a mismatch between learner aspirations and current school provision.

The Technical Academy would provide the opportunity for learners in the city to access high quality learning programmes through the development of a wider range of vocational and academic provision. Contextualising this offer through close links with employer will enhance this planned provision.

The Technical Academy combined with the City's plans to develop an Apprenticeship Training Agency would increase the curriculum offer available to learners with increased opportunities to access employment and higher education through new progression routes and high quality work experience opportunities through strong links with local businesses.

Leeds is the third largest city in the UK and the demand for retail space has increased significantly. The number of developments underway or proposed will add to the City's retail offer. The City Council is working closely with developers and contractors taking forward the



significant investment in new retail facilities at Trinity Leeds and Eastgate and I am keen to support provision which will maximise the skills training and employment opportunities for local people in particular for those entering the labour market for the first time. The opportunity exists to support a large number of young people into entry levels jobs where they would gain transferable skills within a sector with diverse opportunities for progression including logistics, marketing, human resources, finance, business administration, hospitality and customer services.

I am happy to lend my support to your plans.

Yours sincerely,

[REDACTED]

[REDACTED]

[REDACTED]

general enquiries [REDACTED]

Leeds

CITY COUNCIL

[REDACTED]
[REDACTED]
Leeds City College

[REDACTED]
[REDACTED]
Leeds

Tel: [REDACTED]
[REDACTED]

21st February 2012

Dear [REDACTED]

Retail Technical Academy Letter of Support

I write in support of your application to develop a Retail Technical Academy. As stated in your letter, the Council is very aware of the importance of the retail sector to the Leeds economy and as a source of employment for our residents. The development of the Retail Technical Academy will better prepare our young people for the job opportunities that will exist in Leeds in the coming years, and help them to develop wide and varied successful careers in retail and other industry sectors. We also believe the Retail Technical Academy will compliment the Apprenticeship Training Agency that is currently under development.

I look forward to a continued productive working relationship between your staff and those in Children's Services in developing this exciting provision for the benefit of Leeds young people.

Yours sincerely

[REDACTED]

[REDACTED]
[REDACTED]

Cc: [REDACTED], [REDACTED]
[REDACTED], [REDACTED]

[REDACTED]

education enquiries [REDACTED]



INVESTOR IN PEOPLE

[Redacted]

Our ref:

[Redacted]

[Redacted]

[Redacted]

Leeds

[Redacted]

Tel:

[Redacted]

Fax:

[Redacted]

DX:

[Redacted]

[Redacted]

[Redacted]

Leeds City Council

[Redacted]

Leeds

[Redacted]

23 February 2012

Dear

[Redacted]

The Leeds Retail and Financial Services Academy-Letter of Support

I write in support of your application to develop a Financial Services Technical Academy for Leeds. As the Finance & Business Sector Champion on the Leeds City Region Employment and Skills Board. I am very aware of the importance of the financial sector to the Leeds economy and as a source of employment for our residents.

The development of the Academy will better prepare our young people for the job opportunities that will exist in Leeds in the coming years, and help them to develop wide and varied successful careers in the finance and other industry sectors.

I look forward to a continued productive working relationship between your staff and those in Children's Services in developing this exciting provision for the benefit of Leeds young people.

Yours sincerely

[Redacted]

[Redacted]

[Redacted]

■ independent member of





Draft letter of support for Leeds City College application for The Leeds Retail & Financial Services Academy”

The **ifs School of Finance** is very pleased to provide a letter of support for the Leeds City College application for The Leeds Retail & Financial Services Academy.

We have been a leading provider of Financial Education since 1879 and are the only educational body with a specific focus on finance, that has the power to award its’ own taught degrees, with a range from formal Ofqual accredited qualifications for the 14-19 age group through to degree and masters programmes for financial professionals.

We believe that a Retail & Financial Services Academy should provide clear progression routes and employability for young people interested in a future career in financial services. In “The University of Manchester Report, Becoming Financially Capable, January 2009”, it clearly identified that the studying of finance raised and supported student’s aspirations in business, accounting and/or finance careers and the trend shift during the course was towards a desire to specialise in finance.

Leeds City College are currently working in partnership to deliver the **ifs School of Finance** degrees from September 2012 and The Leeds Retail & Financial Services Academy should support entry into relevant professional education that is essential for developing and maintaining a talented workforce in financial services.



ifs School of Finance

T: [Redacted]
M: [Redacted]
E: [Redacted]
W: [Redacted]

[Redacted], [Redacted], [Redacted], London [Redacted]

Stay in touch with the **ifs**



The **ifs School of Finance** is a not-for-profit professional body and registered charity, incorporated by Royal Charter.

Appendix 2: Confirmation of support from employers

1. DBS-UK Ltd:

From: [REDACTED] [REDACTED]

Sent: 03 February 2012 16:19

To: [REDACTED]

Cc: [REDACTED]

Subject: Retail Technical Academy

Please find attached my thoughts on your proposal : Retail Technical Academy.

Have a good weekend.

Kind Regards

[REDACTED]

[REDACTED]

DBS-UK LTD

Mobile: [REDACTED]

Email: [REDACTED]@t

Attachment:

Retail Technical Academy

Firstly may I say this sounds an exiting new project, I feel that this can only benefit our industry, we have many people in different jobs that have had no clear training, and this can actually stand out in some cases, especially in some of the areas that you have mentioned.

To up skill, to enable an improved satisfactory profession, skill have been require in my experience for a while, I even believe if this is possible that general Maths and English would provide an enhanced awareness of speech and properly documented transactions for example in Customer Services, Maths and English would benefit being part of the package.

I have also noticed dealing with a whole array of businesses that people just find themselves in HR positions, and yet others who are in these professions have had a great deal of training.

I believe there should be a balance of were training, this could be given to enable someone to take up these positions if required and have a confidence that they have the knowledge of the employment law and the responsibility that go along with this type of career position, in view of your proposal the Retail Technical Academy would cover these areas.

DBS-UK LTD as a training provider offer many training courses including Customer Services, Merchandising and Human Resources, however these courses are generally engaged by people already in employment and the employer pays the fee.

For someone leaving school or wanting a career change even at the age of 18 or 19 they are not always in a position to undertake this training and this leaves them at a disadvantage.

I believe there is an immense need for a Retail Technical Academy; your proposal would be advantages for many regions.

2. Future Prospects

From: [REDACTED]

Sent: 03 February 2012 10:39

To: [REDACTED]

Subject: Technical

I've been forwarded some information on a bid you are putting in and asked for my comments. I feel your ideas are valid and would help prepare young people well for work in this field. Best wishes

[REDACTED]

Future Prospects

[REDACTED]

York

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

3. Leeds Rhinos

From: [REDACTED] [REDACTED]

Sent: 01 February 2012 12:59

To: [REDACTED]

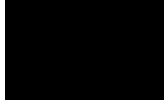
Subject: RE: Leeds City College - Retail Technical Academy proposal

Dear [REDACTED]

The academy will help young people with confidence in things like applying for jobs in the retail sector and being able to show knowledge of customer service when being interviewed, I also think its better to learn from experience so something like this would be good for the individual and the sector.

[REDACTED]

Leeds Rugby



Leeds Cricket Football & Athletic Co Limited. Registered in England. Number 0028301

Headingley Leeds



4. Halfords

From: [Redacted] [Redacted]

Sent: 31 January 2012 19:54

To: [Redacted]

Subject: Technical Retail Academy

As always Leeds city college will have Halfords Leeds (Kirkstall) support, as any additional development for young people to equip them with the tools necessary to work competently in a retail environment will always be a good thing.

Thanks.



5. James Lang LaSalle

From: [Redacted] (UK - England) [Redacted]

Sent: 04 February 2012 11:08

To: [REDACTED]
Cc: [REDACTED]
Subject: Leeds Retail Technical Academy

I am writing to show our support for the above. As a large retail development in the City Centre with over 70 individual stores, both owner operators and large multi national businesses, we currently have in the region of 900 staff work within VQ.

I think your proposals are vital in ensuring that new staff coming into the industry are aware of the expectations and opportunities that are available to them in a retail environment, whether it be in merchandising, customer service, HR, training etc.

Customer service is key in the retail industry and not just on the "shop floor" but at all levels, and I feel that this academy would provide it's students with the industry standard learning and technical capability to achieve this, alongside the key elements of the national curriculum.

I am sure that the Academy would be a fantastic addtioon to the City in providing a relevant and practical solution to young people preparing for a career in retail, and for the city as a whole.

Kind regards,

[REDACTED]
Leeds [REDACTED]

T: [REDACTED]

[REDACTED] is a limited company registered in England and Wales. Registration number: 1188567.
Registered office: [REDACTED], London [REDACTED]

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6. St. Johns Centre

From: [REDACTED] [REDACTED]
Sent: 03 February 2012 10:28
To: [REDACTED]

Cc: [REDACTED]; [REDACTED]

Subject: RE: On behalf of Leeds City College - Leeds Retail Technical Academy st johns

Hello

Thank you for the information below, very interesting. The St Johns Centre would like to offer our support of this venture and hope that your bid is successful. We look forward to hearing from you with positive news.

Many thanks.

From: [REDACTED] [REDACTED]

Sent: 01 February 2012 13:32

To: [REDACTED]

Cc: [REDACTED]; [REDACTED]

Subject: On behalf of Leeds City College - Leeds Retail Technical Academy

Dear [REDACTED],

Leeds Retail Technical Academy

I am contacting you on behalf of fellow Marketing Leeds Champions, Leeds City College, as they prepare a bid for the establishment of a Retail Technical Academy in the city.

The Academy would be a separate entity to the College, allowing 14 to 19 year olds to specialise in a particular area and gain industry standard learning and technical capability while still achieving core element of the national curriculum. It is based on employability so employers would provide the specialist support alongside the College's own staff.

As part of the bid, the College is required to provide evidence of support and demand for such a Retail Technical Academy in Leeds. We hope that you agree that the Academy would be a great addition to the city in terms of preparing young people for a career in retail and setting us apart from other cities.

Please see the attached letter from [REDACTED], [REDACTED], which will provide you with further information. **To show your support for the bid, please get in touch with [REDACTED] by letter or email by Friday 2nd February.**

Kind regards,

[REDACTED]

[REDACTED]

Marketing Leeds

[REDACTED]
Leeds [REDACTED]

e. [REDACTED]
t. [REDACTED]
m. [REDACTED]
f. [REDACTED]

[REDACTED]

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7. Igen Limited

From: [REDACTED] [REDACTED]

Sent: 01 February 2012 16:46

To: [REDACTED]

Subject: Technical Academy

Hi [REDACTED],

[REDACTED] has explained that you would like a bit of input to support your initiative for a Technical Academy. As a business we see several hundred customers a year looking for careers advice and

guidance. A large

Percentage of our younger customers are interested in pursuing a career in business or customer service but often find it hard to crack (especially customer service work) if they have little or no experience in these fields. Providing training in retail subjects would make these goals much more achievable as current GCSEs are

Often not enough and are not broad enough to teach skills that are crucial to pursuing a job in these Sectors eg how to deal with the general public in a confident and professional manner.

I have also found that the job centre often encourage customers to consider customer service given the high Level of shops and the large service sector in the local area, when in reality individuals without experience or relevant qualifications will struggle to do so.

Please note I manage the adult team Don and we are able to see 18 yr olds+ referred to us by the job centre, Younger than this we refer young people to Connexions.

Regards

[REDACTED]

igen Limited

[REDACTED]

Leeds

West Yorkshire

[REDACTED]

Tel: [REDACTED]

Mob: [REDACTED]

Web: [REDACTED]



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8. Land Securities (1)

From: []
Sent: 02 February 2012 23:58
To: []
Cc: []
Subject: RE: On behalf of Leeds City College - Leeds Retail Technical Academy

I've asked my colleagues who are close to this to respond [] but suffice to say we are behind this.

Land Securities

Leeds

Switchboard No: []

Direct Line No: []

Mobile tel. No: []

Fax No: []

Email: []

From: []
Sent: 01 February 2012 13:45
To: []
Cc: []
Subject: On behalf of Leeds City College - Leeds Retail Technical Academy

Dear [REDACTED],

Leeds Retail Technical Academy

I am contacting you on behalf of fellow Marketing Leeds Champions, Leeds City College, as they prepare a bid for the establishment of a Retail Technical Academy in the city. I am not sure about the extent of Land Securities' involvement in the Academy bid already so apologies if you have already submitted your support.

The Academy would be a separate entity to the College, allowing 14 to 19 year olds to specialise in a particular area and gain industry standard learning and technical capability while still achieving core element of the national curriculum. It is based on employability so employers would provide the specialist support alongside the College's own staff.

As part of the bid, the College is required to provide evidence of support and demand for such a Retail Technical Academy in Leeds. We hope that you agree that the Academy would be a great addition to the city in terms of preparing young people for a career in retail and setting us apart from other cities.

Please see the attached letter from [REDACTED], [REDACTED], which will provide you with further information. **To show your support for the bid, please get in touch with [REDACTED] by letter or email by Friday 2nd February.**

Kind regards,

[REDACTED]

[REDACTED]

Marketing Leeds

Leeds [REDACTED]

- e. [REDACTED]
- t. [REDACTED]
- m. [REDACTED]
- f. [REDACTED]

[REDACTED]

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To find out more about Land Securities, visit our website at [REDACTED]

██████████ Tel ██████████

Land Securities

T [REDACTED]

[REDACTED]

[REDACTED]
[REDACTED] Leeds

Your ref

Our ref [REDACTED]

[REDACTED]
Leeds CityCollege
[REDACTED]
Leeds
[REDACTED]

LandSecurities 4

21 February 2012

Dear [REDACTED]

Support for Leeds Retail Academy

I am sending this letter to offer our support for the provision of a Retail Technical Academy in Leeds.

For a number of months now we have been working with a variety of stakeholders to work towards this goal.

The opening of TrinityLeeds Shopping Centre in Spring 2013 will create 3,500 new jobs in retail.

We are committed to work with all stakeholders to provide sustainable jobs in retail for young people in Leeds. We would see the provision of an academy to be key in delivering this goal.

Kind regards

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Appendix 3: Behaviours that invite sanctions

<ul style="list-style-type: none"> ■ Interrupting / calling out ■ Not following instructions ■ Not listening ■ Inappropriate language ■ Disrespecting property ■ Not being in the correct place ■ Wasting time during transitions ■ Breaking class rules ■ Tampering with school equipment ■ Name calling ■ Off-task behaviour ■ Tantrums 	<ul style="list-style-type: none"> ■ Swearing ■ Discriminatory comments ■ Fighting / aggression ■ Spitting ■ Bullying ■ Vandalism ■ Leaving class without permission ■ Shouting at an adult 	<ul style="list-style-type: none"> ■ Physical violence ■ Verbal violence ■ Discriminatory harassment ■ Bullying ■ Theft ■ Possession of drugs / materials ■ Vandalism ■ Persistent refusal to obey rules <div style="text-align: center; margin-top: 10px;"> <div style="border: 1px solid black; background-color: #f4a460; padding: 5px; display: inline-block;">1st Instance</div> ➔ <div style="border: 1px solid black; background-color: #f4a460; padding: 5px; display: inline-block;">1st Instance</div> </div>	<ul style="list-style-type: none"> ■ Carrying offensive weapon ■ Arson ■ Extortion ■ Supply of drugs <div style="text-align: center; margin-top: 10px;"> <div style="border: 1px solid black; background-color: #f4a460; padding: 5px; display: inline-block;">1st Instance</div> </div>			
	<div style="border: 1px solid black; background-color: #f4a460; padding: 5px; display: inline-block;">1st Instance</div> ➔ <div style="border: 1px solid black; background-color: #d9d9e3; padding: 5px; display: inline-block;">Persistent Instances</div>	<div style="border: 1px solid black; background-color: #d9d9e3; padding: 5px; display: inline-block;">Persistent Instances</div>	<div style="border: 1px solid black; background-color: #d9d9e3; padding: 5px; display: inline-block;">Persistent Instances</div>			
<div style="border: 1px solid black; background-color: #f4a460; padding: 5px; display: inline-block;">1st Instance</div>	<div style="border: 1px solid black; background-color: #d9d9e3; padding: 5px; display: inline-block;">Persistent Instances</div>					
Reminder	Warning	Yellow Card	Double Yellow Card	Red Card	Fixed Term Exclusion Internal OR External	Permanent Exclusion
Professional judgement will be used when determining behaviour sanctions	<ul style="list-style-type: none"> ■ 5 mins time-out in class 	<ul style="list-style-type: none"> ■ 10 mins time-out in senior teachers' class ■ Next breaktime missed ■ Formally recorded 	<ul style="list-style-type: none"> ■ Report to SLT ■ Breaktime / lunchtime detention that day ■ Parents informed – call and detention slip ■ Clubs missed ■ Formally recorded 	<ul style="list-style-type: none"> ■ A set number of days at school in isolation or at another school OR ■ Fixed term external exclusion ■ Re-integration meeting ■ Behaviour plan 	<ul style="list-style-type: none"> ■ Permanently excluded from attending school 	

Appendix 4: Survey questionnaires

The following documents are copies of the surveys made available electronically and sent out to prospective students and parents.

The questionnaire was amended part way through the survey to ask students for their age in 2013. Therefore, copies of both versions of the survey have been included.

Retail Technical Academy Student/Parent Survey

There are plans to develop an exciting new Technical Academy for students from the age of 14-19 who are interested in careers in business and in working in the retail sector.

Students would study a range of subjects to include key GCSEs and A levels mixed with specific learning about retail subjects including merchandising, finance, HR, and customer service.

This would be a brand new kind of Technical Academy, linked closely to businesses, focusing on delivering high quality education through excellent facilities and teaching.

It would be based in a new building in Leeds and would include work in classes as well as practical sessions.

Q1. What is your name?

.....

Q2. Please tell us who you are?

- a) current Leeds City College student
- b) potential student
- c) parent/carer

Q3. Would you attend a Technical Academy like this/or if you were younger would you have attended a Technical Academy like this e.g. when you were 14 or 16?

- a) Yes I would attend
- b) Yes I would have attended when I was younger
- c) No I wouldn't attend

Parents

- d) Yes I would want my child to attend
- e) No I wouldn't want my child to attend

Q4. Please tell us the reason for your decision?

.....

.....

Q5. What is your age? (parents, please indicate your child's age)

- a) 14 b) 15 c) 16
- d) 17 e) 18 d) 19

Q6. What is your postcode?

.....

Retail Technical Academy Survey

There are plans to develop an exciting new Technical Academy for students from the age of 14-19 who are interested in careers in business and in working in the retail sector.

Students would study a range of subjects to include key GCSEs and A levels mixed with specific learning about retail subjects including merchandising, finance, HR, and customer service.

This would be a brand new kind of Technical Academy, linked closely to businesses, focusing on delivering high quality education through excellent facilities and teaching.

It would be based in a new building in Leeds and would include work in classes as well as practical sessions.

Q1. What is your name?

.....

Q2. Please tell us who you are?

- a) current Leeds City College student
- b) potential student
- c) parent/carer

Q3. Would you attend a Technical Academy like this/or if you were younger would you have attended?

- a) Yes I would attend
- b) Yes I would have attended when I was younger
- c) No I wouldn't attend

Parents

- d) Yes I would want my child to attend
- e) No I wouldn't want my child to attend

Q4. Please tell us the reason for your decision?

.....

.....

Q5. What would be your age in September 2013? (parents, please indicate your child's age)

- a) 11 b) 12 c) 13 d) 14 e) 15
- f) 16 g) 17 h) 18 i) 19

Q6. What is your postcode?

.....

Appendix 5: Director CVs

Curriculum Vitae

The Leeds Retail and Financial Services Academy	
Name	: [REDACTED]
Job Title	: [REDACTED] [REDACTED] [REDACTED] [REDACTED]
Employer	: [REDACTED]
Responsibilities in current post	
1.	[REDACTED].
2.	[REDACTED].
3.	[REDACTED].
4.	[REDACTED].
Key achievements in the last 3 years	
[REDACTED].	[REDACTED]. [REDACTED]
[REDACTED].	[REDACTED].

[REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] . [REDACTED] .

[REDACTED] .

Recent professional development

[REDACTED] .

Curriculum Vitae

The Leeds Retail and Financial Services Academy
Name: [REDACTED]
Job Title: [REDACTED]
Employer: Leeds City College
Responsibilities in current post
[REDACTED] • [REDACTED] • [REDACTED] • [REDACTED]
Key achievements in the last 3 years
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] (* [REDACTED]) [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED]
Recent professional development
• [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED]

Curriculum Vitae

The Leeds Retail and Financial Services Academy	
Name:	██████████
Job Title:	██████████
Employer: Leeds City College	
Responsibilities in current post	
██████████	
Key achievements in the last 3 years	
<ul style="list-style-type: none">• ██████████• ██████████• ██████████• ██████████• ██████████• ██████████• ██████████• ██████████• ██████████• ██████████	
Recent professional development	
<ul style="list-style-type: none">▪ ██████████▪ ██████████▪ ██████████▪ ██████████	<ul style="list-style-type: none">▪ ██████████▪ ██████████▪ ██████████

Appendix 6: Site map of premises

The following site map shows the preferred option. The green lines around the edge of the building indicate the site boundaries.

