

Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: Lighthouse Harmonize Education Trust
Company address: [REDACTED], [REDACTED], Anfield, Liverpool [REDACTED]
Company registration number: 07657235
Main contact
Name: [REDACTED]
Address: [REDACTED], [REDACTED], [REDACTED], Liverpool, [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors (3) and (b) any other members of the Governing Body (2) appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] Position: Chair of the Governing Board, member
Name: [REDACTED] Position: Director, member
Name: [REDACTED] Position: Director, Company Secretary
Name: Love and Joy Ministries Ltd Position: Member, body corporate
Name: Liverpool Lighthouse Ltd Position: Member, body corporate
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Yes
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the alternative provision Free School:

(1) Liverpool Lighthouse Ltd (Charity Number 1077293): This is the lead Charity in the consortium setting up the new Free School. It brings into the partnership 7 years experience of running a very successful Alternative Education Project, and will release some of its facilities of accommodation and expertise towards setting up and running the new school. It has the power to nominate up to 6 members, and also has permanent representation on the board of Governors.

(2) Love & Joy Ministries Ltd (Charity Number 1107029). It will lease a building to the Academy Trust to redevelop for the new school. It has the power to nominate up to 6 members, and also has permanent representation on the board of Governors.

If your organisation is an existing provider of alternative provision that is registered as an independent school, please provide your six digit unique reference number: No

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful, the Company will operate an alternative provision Free School in accordance with the requirements outlined above and the requirements of the Funding Agreement with the Secretary of State.

Signed:

Print Name: [REDACTED]

Date: 12th June 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form). This needs to be arranged as soon as governance is agreed

Section 2: Outline of the school

Proposed school name:	Harmonize Academy					
Age range:	Secondary and Post 16					
Proposed numbers at each key stage at point of opening and explanation of how pupil numbers will expand to fill the school over time.		2012	2013	2014	2015	2016
	Key stage 1					
	Key stage 2					
	Key stage 3	15	18	18	18	18
	Key stage 4	51	65	68	68	68
	Post 16	15	15	15	15	15
	<p>- It is projected that at the point of opening, there will be one KS3 group, three KS4 groups (2 x Year 10, 1 x Year 11) and one Post-16 group</p> <p>- This will increase in 2013 to one KS3 group, four KS4 groups (2 x Year 10, 2 x Year 11) and one Post-16 group</p> <p>- The number of groups will remain steady in succeeding years, with the numbers of pupils reaching steady state by the start of 2014.</p> <p>- It is projected that within the KS3 group (flexible programme), one third will spend 1 term with us before reintegration to mainstream, one third will spend 2 terms with us, and one third will remain for a full year. New learners will be recruited to replace those who are reintegrated.</p> <p>- The maximum full time equivalent capacity of the school is 106. The steady state number at the start of 2014 will be 101, which is 95% of the maximum.</p>					
If an existing provider of alternative provision which is registered as an independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A					
Will your school have a religious ethos? If Y, please specify which faith.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Christian					
Is this an application for a single-sex school? If so, please	No. If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls					

tick the relevant box.	
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	It will be situated in Liverpool, close to a boundary with Sefton LA

Section 3: Educational vision

Our vision is to provide top quality alternative community based education to those most in need in Liverpool and on Merseyside. An inspirational setting empowering those disadvantaged to reach their full potential.

Introduction

The Harmonize Academy is a new concept. Built upon years of experience of delivering quality outcomes to disadvantaged young people in some of the most deprived wards in the country, we are looking to deliver within the evolving state education system, bringing our knowledge, experience, innovation and successes to add value to a system which too often fails to engage and inspire.

We are seeking to deliver a set of quality experiences, rigorously tested by a value for money approach and the Ofsted inspection regime, but, primarily by young people themselves together with their parents and carers. We will operate a 7-day week arts-centred curriculum in a non conventional school buildings environment, partnering with LEAs and schools to engage and re-engage those young people who regularly fall out of the system and, long term, become those most likely to fall foul of justice, health and housing support networks. By supporting them correctly at this stage, we believe that, not only will individuals aspire and achieve, but also contribute to the economy and not be a drain upon it.

With our vision and the right leadership, we believe that we can develop a model that can be successfully replicated elsewhere, again adding value to the system as a whole, parents and young people with more choice, and, critically, better outcomes for young people themselves.

“As a recent visitor to the Liverpool Lighthouse project I am a great admirer of what they do. They are helping to change the lives of the people that they work with. The sense of hope and self esteem that I saw them generate, especially with young people, is priceless. The project is a fantastic model of what the Big Society should be about and I am delighted that they have secured some more funding. This sort of investment has long term benefits for everyone”.

██████████ – ██████████

Rationale

The rationale behind our proposal for a Free School are presented in two parts, i) growing needs and deteriorating provisions in Merseyside ii) expertise, partnerships built over seven years of running an Alternative Education project

Growing needs and deteriorating provisions in Merseyside

- ❑ There is inconsistent quality provision in Liverpool for challenging young people who for various reasons are excluded or in danger of facing exclusion from mainstream secondary schools. Liverpool has an estimated 600 such young people every year, with only 21 current AEP providers, having fallen from 41 over the last 12 months because many were unable to rise up to new commissioning standards being demanded by the LEA. Liverpool LEA is now in the process of setting up a standard regulation for contracting services, and expects the current list to fall even further, unable to meet new levels of service. Our consultations confirm that neighboring Merseyside Local Authorities face similar challenges. Knowsley City Council have in the last 6 months closed down their KS4 Centre and are negotiating transferring their services to 20 alternative education providers, including us.
- ❑ Liverpool LEA, as a result of changes to its funding, is poised to close some of its own PRU facilities which offer poor value for money. They have informed current AP providers of their intention to proceed to formal procurement process for September 2011. They are keen to work with providers to drive up quality of provision and standards.
- ❑ Sefton LEA, with its borders just 2 miles from Anfield and an estimated 250 referral placements each year, operates a centralized PRU run by its staff, with limited optional providers should the PRU placements fail, and therefore regularly use providers in North Liverpool.
- ❑ The North Liverpool wards of Anfield and Everton where the School will be based have some of the worst achievements of schools in the city. This is in line with its indices of Multiple Deprivation. This area of Liverpool is one of the poorest parts of the country suffering with high unemployment, poor health and poor quality housing. Anfield Ward contains six Super Output Areas which fall within the 2-5% most deprived on the Index of Multiple Deprivation and another four which fall within the 6-10% most deprived and one which falls within the worst 11-25%.

Expertise and partnerships built up over the last seven years

- ❑ The lead organisation behind setting up the new school, Liverpool Lighthouse, has run a successful Alternative Education project for 13-19 year olds the past 7 years, is one of the Liverpool LEA's largest providers, enrolling 475 young people in full time and flexible arrangements over that period.
- ❑ Since 2009, we have established along side this, a 'weekend arts club' as a way of extending the school day provision and reducing the regression which our students experienced over weekends when they would otherwise be on the streets engaging with anti-social behavior activities. This provision has been open to 200 other young people in the community and has had dramatic impact.
- ❑ The combination of projects have produced exciting results and impacts which form the basis of this proposal

- school attendance levels averaging 80%
- drastic reductions in car crime especially at weekends (confirmed in Merseyside Police records)
- significant overall improvement in behaviour for all groups involved, resulting in improved achievement
- In our consultation of 40 parents/guardians of young people currently attending the Harmonize AE Project, the Free School proposal received 100% backing.
- There is no school of the type we are proposing in North Liverpool, combining excellence in Urban Performing Arts with fantastic opportunities to engage with wider community and business, in the excellent facilities that will be available

In the latest full evaluation report by ██████████ CBE (██████████) it received the following grades: Overall Effectiveness of the project was graded 2 (Very Good). Effectiveness of Leadership and Management was graded 1 (Outstanding). Protection, Care, Guidance and Support of Young People graded 2 and Quality of Adult Interventions graded 2 (which included formal and informal teaching, counselling, discussion and instruction). All others areas where graded as 3 (full report is attached).

Harmonize Academy and Free School Status

“Lighthouse was brilliant! I made friends and became more positive and achieved qualifications I never expected I would.” (██████████-Student)

“I would like to document my recognition for the work of Liverpool Lighthouse, in our local communities. This is particularly the case regarding the tremendous work you do with vulnerable young people: these programmes directly support the reduction of anti-social behaviour and victimisation in young people”.



There is no doubt that our combination of an Alternative Education project and a weekend arts club has had recognisable impact on our community with many plaudits from several sectors, central & local government, private and voluntary.

Our intention is that by transitioning to a Free School, the new structure, curriculum, staffing and facilities will establish an ‘Outstanding School’ from ‘a very good’ one that we now have. We believe that having a Free School status will provide us with the financial security to plan long term and truly raise the standard of our provision for the benefit of the vulnerable young people we serve. It is born out of a conviction that many of these young people have tremendous potential that a fantastic school will nurture and release for the benefit of the wider society. We also believe that by becoming

a Free School, Harmonize Academy can replicate and widen its service, increasing numbers on our current sites and expanding to others.

At present we charge the schools and LEAs [REDACTED] per student direct. We raise approximately [REDACTED] per student ourselves from grant funding organisations and donors. This per capita expenditure amounts to [REDACTED] per student. Despite our success, this per capita expenditure only secures our core operation and limits our service. In order to be fully sustainable and raise our service to the level we envisage, we require [REDACTED] per student per year.

There is a need for an innovation, a different type of school that envisions and provides opportunities for young people aged 14 to 18 who may not be suited to or able to face temporary challenges in mainstream school provision.

Some Educational statistics for our area and City

<u>Schools in our area - Name</u>	<u>A*-C in 5 subjects</u>
St Francis of Assisi	34%
Alsop High School	37%
Liverpool Academy	45%
Notre Dame Catholic College	46%
Clifford Holroyde Centre of Expertise	0%

As of mid-July 2010 there were an estimated 1,558 young people aged 16-19yrs registered as Not in Employment, Education or Training (NEET) with Greater Merseyside Connexions in Liverpool.

When young people from Liverpool were asked what things they often worry about, the top three responses from those who completed the questionnaire were:

- School work and exams (49%).
- What to do after year 11 (41% of respondents from Years 8 and 11).
- Being healthy (26%)

When asked to indicate what would make their lives better, the top three responses were:

- More places where I can go to spend time with my friends (41%).
- More interesting school lessons (34%).
- More help to plan for my future (32%).

'Tellus4' were published by the NFER (the National Foundation for Educational Research) 2009

"Lighthouse was brilliant! I made friends and became more positive and achieved qualifications I never expected I would." ([REDACTED]-Student)

"I would like to document my recognition for the work of Liverpool Lighthouse,

in our local communities. This is particularly the case regarding the tremendous work you do with vulnerable young people: these programmes directly support the reduction of anti-social behaviour and victimisation in young people”.



Vision for Harmonize Academy

Our vision is to create an outstanding 7-day alternative education arts academy that radically improves the achievement and life chances of our students. We want every student on leaving us to progress to continuing education, training or employment.

To achieve this we place great emphasis on the following principles:

1. **High value:** We will have an environment where a sense of value is central, where the young people feel valued and in turn value themselves, others, their community and the wider world which includes the environment
2. **More time for learning:** We will operate a 7 day curriculum, recognising the challenges faced by our students in the evenings and at weekends, often resulting in frequent regressions from progress made during the week
3. **Board career focused curriculum:** We will offer our students a 'performing arts' centred curriculum with strong links to the arts and entertainment industry. The curriculum will provide our students opportunities to explore careers in three particular industries of arts & entertainment, football and equestrian for which our region is renowned
4. **World view:** We will provide our students with opportunities to engage with and appreciate other young people in poorer nations in the world
5. **Learning in the community:** Our students will enjoy learning in an environment that includes other groups from the community, especially the elderly and adults with learning difficulty, increasing their affinity with other vulnerable groups. This will help them to understand the importance of making a positive contribution to the community and society as a whole
6. **Strong ethos:** Our students will learn in a happy environment where three key words operate- compassion, respect and responsibility
7. **Flexibility to progress:** we will run an academy that offers our students the flexibility to return to mainstream provision or complete their compulsory education with us

8. **Something new:** Our academy will offer parents and young people a different choice, something new

Community Links

Four organisations will fully participate in the setting up of Harmonize Academy.

Both Liverpool Lighthouse Ltd and Love and Joy Ministries Ltd are strong community organisations that have worked in Liverpool for over 20 years. [REDACTED] are widely regarded as [REDACTED]. Pinehirst Ltd has a track record of providing supported accommodation to both young people and adults leaving prisons, and recently, running a successful equestrian farm. All are members of the Academy Trust, or will have representation on the Governing Body.

“The Liverpool Lighthouse is a project people should support. What is wonderful to see is they are encouraging people to take responsibility for their own lives in the community and shape their own destinies”.



We have three overlapping communities for our catchment entries i) North Liverpool ii) Wider Liverpool ii) Merseyside Local Authorities including Sefton, Wirral and Knowsley.

The member organisations of the academy have extensive experience of working across the region and building partnerships and links that will benefit the academy. These include: three local LEAs of Liverpool, Sefton and Knowsley (Liverpool LEA is supporting our application), Liverpool Football Club (located just 100 metres from Liverpool Lighthouse venue in Anfield), Liverpool Hope University, Merseyside Police at operational as well as advisory levels plus several primary and secondary schools. We intend to invite representation from some of these on to membership or Governing Board.

We work regularly on collaborative projects with neighbourhood council BNENC, Riverside Housing Association, Liverpool Youth Service, as well as other organisations addressing specific issues affecting young people such drugs, alcohol abuse and health & welfare.

To support the urban arts curriculum, we have established links with a number of local, national and international arts organisations including: Liverpool Culture Company, Integrity Music Inc. (with head office in Mobile Alabama USA), Arts Council UK, LIPA, Everyman & Playhouse and Liverpool Philharmonic. Both Liverpool Lighthouse & LJM Ltd worked all of them in organising an International Gospel Music festival as part of Liverpool’s European Capital City of Culture celebrations in 2008. The festival was

attended by an estimated 25,000 people. They will be of great benefit to the academy, providing Industry context for our Performing Arts curriculum, providing work place visits and even work placements. Through LJM Ltd, we have built up links with schools and other organisations in 6 countries in Africa and Asia. These will provide the contextual basis for our World Studies curriculum. We will formalise links which will promote student exchange short term visits and short term projects abroad, adding to their enjoyment and appreciation of diversity.

'We believe that your proposal is good, and our involvement will be an extension of an already existing partnership.'



Liverpool Hope University

Section 4: Educational plan

Admissions

Liverpool City Council has worked closely with Liverpool Lighthouse to provide meaningful alternative education for excluded pupils, or those at risk of exclusion for a number of years. The LEA's Head of Commissioning and Inclusion has confirmed the Authority's continued interest in referring students to the new AP free school, subject to a funding model that does not place the authority in deficit.

Transition Planning: At the opening of the new school, all the learners that have previously been referred to Liverpool Lighthouse's AEP, will, with the agreement of the LEAs and schools, be passed to the new school. The current capacity is 60 places with 50 full time equivalent referrals, and we expect this to be increased to 81 by Sept 2012. Liverpool Lighthouse will play a role in facilitating links with schools and the Principle/CEO will engage with LASH. Liverpool Lighthouse has also developed a system of links with schools through visits, presentations and Open Days. Referral relationships have been established with their Alternative Provision Coordinators. School contacts are regularly invited to Liverpool Lighthouse events. Harmonize Education Trust will adapt and develop the referral process that has been successfully established by Liverpool Lighthouse.

'Liverpool City Council has worked closely with Liverpool Lighthouse to provide meaningful alternative education for excluded pupils, or those at risk of exclusion for a number of years. Recently we have worked in partnership on the Back on Track pilot and we look forward to developing creative and unique approaches to engage young people in the future.'

██████████, ██████████, Liverpool City Council

'The Harmonize team is forward thinking in their approach to pastoral issues and discipline. They care about our pupils and really want them to fulfill their potential. Almost all the pupils we have sent to harmonize have thoroughly enjoyed their studies and gained in confidence and maturity in the small group setting where each is given more individual attention than is possible in school.'

██████████,

Educational Partners over last 7 years

Local Authorities in Merseyside

APT (Liverpool LEA)

KS3 Centre (Liverpool LEA)

Sefton Impact (Sefton KS4 Centre/LEA)

Knowsley KS4 Centre

Wirral WASP (Wirral Alternative School Provision)

Schools

St Hilda's C of E High School
Bellerive FCJ Catholic College
King David High School
Arch Bishop Beck Catholic
Arch Bishop Blanch C of E
St Beneficts College
St Francis Assisi Academy
Gateacre Community Comp
Parklands High School
Cardinal Heenan Catholic High School
Shorefields School
Alsop High School
Notre Dame Catholic College
ESLA (Enterprise South Liverpool Academy)
Woolton High School
St Francis Xavier
All Saints Catholic Centre (Knowsley)
St Edmond Arrowsmith CCF (Knowsley)
Weatherhead High School (Wirral)
Oldershaw High School (Wirral)
North Liverpool Academy

Special Schools

Clifford Holroyd
Ernest Cookson
Ashfield
Lower Lee
Highfield (Knowsley)

Other Networks/Providers

Liverpool Compact EBP (Education Business Partnership)
VOLA
Oakmere Community College
YOT
CME Team (Liverpool Local Authority)
Children's Services (Liverpool City Council)
Back on Track (LCC)
Liverpool Community College
Liverpool Hope University

We expect to continue to increase our referrals from all Merseyside LEA Fair Access Panels (FAP) from 60% to 70%, predominantly from Liverpool & Sefton LEAs. The other 30% will come through partner schools with whom we have agreements and others with who we are now in discussion. We expect some students or their parents to hear about our provision and attempt to self refer. They will be encouraged to go through their LEA or their registered mainstream school. We expect referrals to continue throughout the

year. We will have ongoing dialogue with mainstream schools to ensure placements. We will build on Liverpool Lighthouse's existing process for managing relationships with referral organisations. Termly meetings will be held with all LEAs. Regular reports will be produced for them. Closer working relationships will be developed with the schools with which we have flexible placement arrangements.

Admission process will be based on two criteria. 1. Can we offer the learner suitable education and support? 2. Does the student present with behaviour, both social and learning, that enables them to be safely supported by current staffing levels? A 'Statement of Need' from the referral school or LEA will form part of the basis and process for admissions. We have developed a Risk Assessment Chart to be used to assess risk at admission and potential for future behavioural problems and disruption levels. The process of risk assessment will continue over the first 6 months of admission until deemed no longer necessary.

In dealing with over subscriptions, Harmonize Academy will consider two main criteria:

- Interest/skills in Performing
- Residency in Liverpool

All others will be considered on first-come-first-served basis.

The admissions/referral process will operate as follows:

1. Referral received and logged. Information gathered
2. Student contacted by phone/mail
3. Interview (on-site) with support worker and parent/s/carers
4. Further information gathering at interview
5. Decision made at end of interview and start date agreed

Admission starts with an Individual Learning Plan for an introduction program, discussed with the student and carers. There then follows an introductory period that acts as a time for assessment. This period varies in length and intensity, depending on the student. For example, for some learners it may be inappropriate to do formal testing straight away because of their level of disaffection; for others their attendance may be the main issue.

Our referral and admissions procedure will help to determine suitability for our school and reduce future exclusions.

We will maintain an Admissions Register showing the student referred, the source of referral, year group and date of admission.

Managing referrals throughout the academic year

The school expects to take referrals throughout the year, because of the

nature of the target group. There is a current 6-day ruling that young people must be in some form of education 6 days after being excluded so this precludes us having a waiting list. Referrals will be managed through a robust induction and orientation process with support from Pastoral Care and Family Links Officer. We will have a continuous marketing strategy throughout the year in order to ensure the level of numbers is maintained. Years 10 and 11 expected to stay, but the KS3 group are expected to be worked with and then returned to mainstream. This will include young people with SEN. The KS3, KS4 and post 16 programmes are set and students are required to complete the programme.

Arrangements to support SEN

We will request SEN assessments/statements from the referring school or LA before interview. At interview we will gather further information regarding what support the student may need. A risk assessment will be done to meet the needs of the student, we will then put arrangements in place. All arrangements and needs will be fully communicated to the relevant teaching and support staff. From the start there will be robust induction and orientation process with support from the SENCO and Pastoral Care & Family Links Officer

We will continue to assess students within the first few weeks of starting, if a student is assessed as having special education needs we will follow our procedures to ensure that their needs are met through the following:

- Co- ordination of Individual Learning Plan
- Staff training in behaviour management and learning difficulties
- Academic testing
- Sight and hearing testing
- Speech and language testing
- Monitoring of learning and behaviour
- Back up documentation from previous schooling
- Positive contact with home to build understanding of difficulties and needs.
- Financial priority to identifying these needs.

The person responsible for SEN provision will manage

- the day-to-day co-ordinating of SEN policy and provision
- liaising with and advising fellow staff
- maintaining the SEN records
- liaising with parents of students with special education needs
- contributing the in-service training of staff
- liaising with external agencies involved
- putting into practice any local procedures relating to child protection issues
- liaising with the local authority when the child is looked after by that authority
- obtaining information on services provided by the local authority for students 'in need'

- The SEN records will be kept in the student year group cabinet along with their IEP's, profiles and monitoring records. All students will be monitored weekly.

We may get referrals for students with a statement of SEN and would work with these students on a short term programme with outreach support from LEA to ensure the students' are met. We will work with mainstream special schools to reintegrate them back into school as soon as appropriate.

Curriculum and organisation of learning

What our school day will look like

In line with one of our main principles, we will operate a 7-day week curriculum across three standard academic terms. All our groups will normally operate the hours shown below:

Key Stage 3	Flexible yrs 8 & 9 mixed groups	Monday to Friday Obligatory Saturday Optional	9am to 3pm 12noon – 5pm
Key stage 4	Full time yrs 10 & 11 groups	Monday to Friday Obligatory Saturday Flexible, based on activities, projects Sunday Flexible, personal learning time	9am to 3pm 12noon – 5pm 3pm – 7pm
Post 16	Full time group	Monday to Friday Flexible	5 days per week
All students		Friday evening Optional, highly recommended	6pm – 10pm

Flexibility will be built into the arrangements to meet the needs of various types of student.

We recognise the need to have a phase-in contract with extremely challenging students to allow them the time to fully integrate within our programme, especially for KS4 students. KS3 groups will do the KS3 curriculum with intense personal development and pastoral support for 1, 2 or 3 terms, we will work in close partnership with the referring school to reintegrate them back into school if appropriate. This may be a phased reintegration with them attending our programme for a specified number of days a week and also attending some mainstream school sessions till they are able to fully reintegrate back into mainstream school. The breadth of the

curriculum will provide scope for selective participation by students in line with Individual Learning Plan and Individual Behaviour Plan. ILP and IBP will take account of Recognition of Prior Learning (RPL).

Post 16 class will engage in a full 5 day week curriculum and will focus on functional skills, employability (to progress into jobs or further education) and performance skills options. Post 16 referrals may come from other schools or may progress from our year 11 group. The aim with this group is to raise their levels of qualifications to provide on the job mentoring by linking with local employers and to progress them onto employment or FE. This group may also engage in the weekend provision to build on their skills.

Meeting the needs of the variable placements

- 1) We recognise the need to have a phase-in contract with extremely challenging students to allow them the time to fully integrate within our programme, especially for KS4 students.
- 2) KS3 groups will do the KS3 curriculum with intense personal development and pastoral support for 1, 2 or 3 terms; we will work in close partnership with the referring school to reintegrate them into school if appropriate. This may be a phased reintegration with them attending our programme for a specified number of days a week and also attending some mainstream school sessions till they are able to fully reintegrate back into mainstream school.
- 3) The Post 16 group will engage in a full 5 day week curriculum and will focus on functional skills, employability (to progress into jobs or further education) and performance skills options. Post 16 referrals may come from other schools or may progress from our year 11 group. The aim with this group is to raise their levels of qualifications, to provide on the job mentoring by linking with local employers and to progress them onto employment or FE. This group may also engage in the weekend provision to build on their skills.
- 4) Needs of students will be assessed and an Individual Learning Plan (ILP) drawn up. A contract with placement organisation will be agreed which will detail lengths and times of the placement and how reintegration will happen. The contract will also detail year group, curriculum, behavioural & attendance targets, additional support, links with parents/carers and cost implications. A monitoring system will be put in place that will be reviewed half termly or as necessary. Once the placement is coming to an end the method of the phased reintegration will be started until the student is fully reintegrated. Follow up will happen to check progress and additional supported offered if needed.

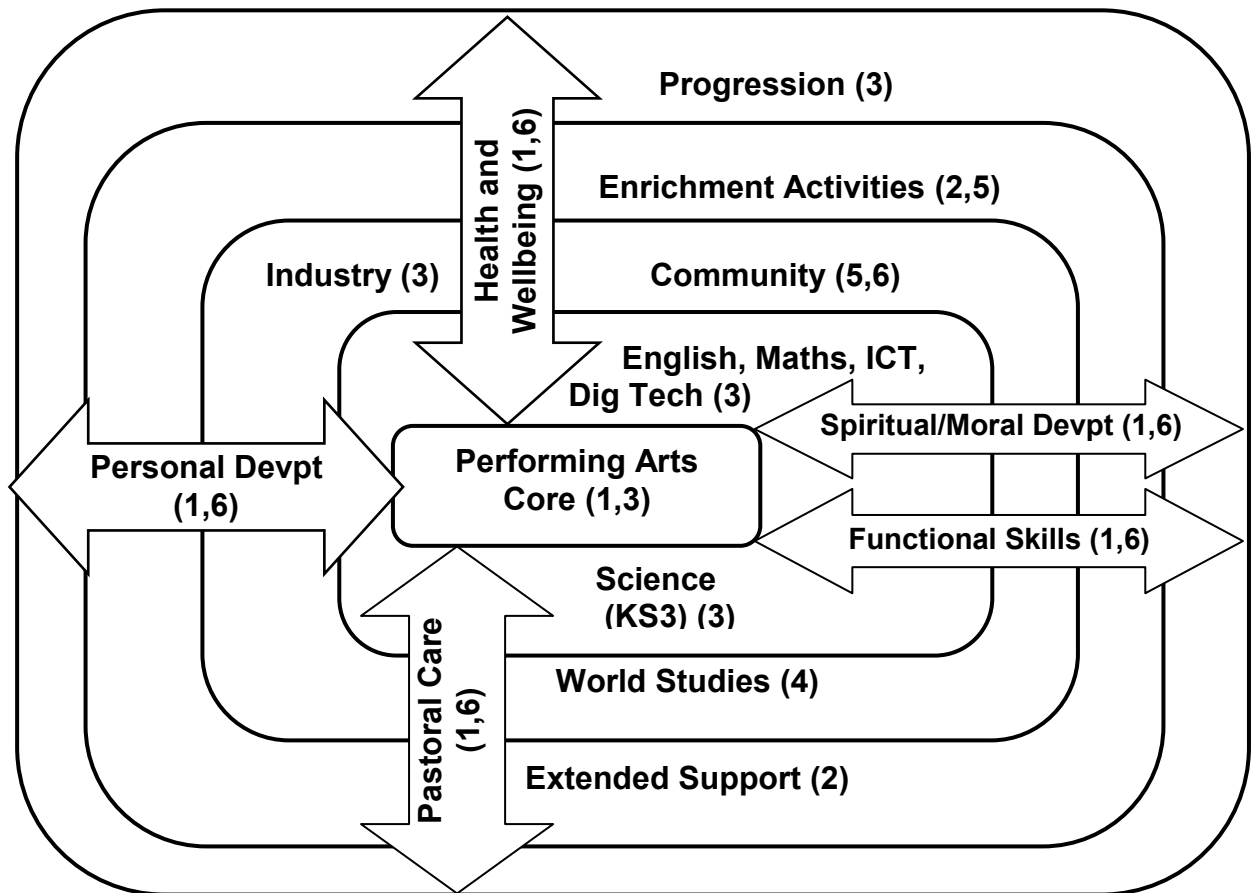
Curriculum in detail

Our curriculum approach will be based on a combination of the expressive and problem centred curriculum models.

Our curriculum is designed to deliver our vision to create an outstanding alternative education school that radically improves the achievement and life chances of our students. We want every student on leaving us to progress to continuing education, training or employment. The curriculum in its depth

and breadth reflects our core principles outlined above, and is summarized diagrammatically below.

Curriculum Model



Key:

 **Cross-cutting strands**

(1), (2,5) etc Link to school vision and principles below

<u>School Vision and Principles</u>	
1. High value	2. More time for learning
3. Board career focused curriculum	4. World view:
5. Learning in the community	6. Strong ethos
7. Flexibility to progress	8. Something new

Performing Arts Core: Our model has a 'Performing Arts' core which defines our AP provision to referral partners and potential students. This does not mean that our curriculum is designed solely for budding performers. Rather, the core will be our main method for engaging and more importantly addressing some of the challenges experienced by our students, in particular low self worth, and lack of confidence, poor communication skills, limited vocabulary and limited conflict resolution skills.

Core Skills: Wrapped around the performing arts core are the core skills of Mathematics, English, Information Technology and Digital Media & Technology. KS3 students will include some science classes.

Industry & Business, Community, World Studies: Another novel approach to our learning will be a strong emphasis on engagement with community and business. Our students will fully engage with our community, participating in learning and performances, planning and running short term projects to impact our community. Students will engage with three chosen industries of equestrian, arts & entertainment, and football for which Liverpool is world famous, as a way of envisioning them as to possible future career paths. World Studies will be taught through links with partner schools in different continents. Part of their project work will involve helping to design and set up projects in very poor nations, raising funds to get such running, evaluating its impact. History, Geography, culture and language as appropriate will be learnt in this context.

Enrichment: Enrichment activities will form an essential part of our curriculum for all students. This will range from English Enrichment activities, Equestrian activities, trips and visits to Universities, museums, stately homes, major venues in London including the City of Westminster.

Progression: Progression preparation activities will be an essential activity for every student.

Cross cutting strands: Five cross cutting strands will run throughout the curriculum as shown in the diagram: pastoral support, spiritual & moral development, health & well being, personal development and functional skills.

Participation across various groups shown below:

Strands	Subjects/Activities	KS3	KS4 Year 10	KS4 Year 11	Post 16
Performing Arts Core	Urban Arts & music, dance, drama, visual arts, graphic arts, music technology, technical theatre	√	√	√	√
Core Skills	English, Maths, IT, Digital Technology, Sciences (KS3)	√	√	√	√
Industry, Community, World Std	Arts & Ent, Equestrian, Football		√	√	√
	Community – projects, performances		√	√	
	History & geography, languages, culture	√	√	√	
Enrichment	English, Equestrian, Trips, Visits	√	√	√	
Progression	Careers advice, form filling	√	√	√	√
Cross cutting strands	Functional Skills	√	√	√	√
	Health & Wellbeing	√	√	√	
	Spiritual & Moral Education	√	√	√	
	Personal & Social Development	√	√	√	√
	Pastoral Care	√	√	√	√

Running a 7 – day curriculum

Monday to Thursdays day time will be dedicated to addressing personal challenges, developing functional and performing arts education. Fridays will focus more on project work and personal development. The projects will be designed to be taking over into the weekend, often requiring some engagement with the community or any of the three chosen industries, football, equestrian or arts & entertainment. Sundays will provide opportunities for personal learning times when students can receive one to one help with different aspects of their work, a form of 'homework' for this vulnerable group some of who do not have facilities at home to support any form of homework. The school will support the students to run their own enterprises from the school premises at weekends. This could be physically in one of our sites or online. The weekends will be about supporting the young people to 'take responsibility' for themselves, engaging with opportunities in the community and business, revising their learning and developing enterprise.

The curriculum will be contextualised, with each academic term ending in a performance. When possible and financially viable, joint festivals will be organised with other groups in the community for the wider community in Anfield and Everton.

Curriculum Area	KS3		KS4 – Year 10		KS4 – Year 11		Post 16	
	(hrs/ wk)	(%)	(hrs/ wk)	(%)	(hrs/ wk)	(%)	(hrs/ wk)	(%)
Total class hours/week (excl breakfast and lunch)	30		30		30		30	
Performing Arts Dance, drama, singing, music	6	20%	8	26.7%	8 or 2	26.7% or 6.6%	4	13.3%

tech, rap, performance								
Mathematics /Numeracy	2	6.7%	2	6.6%	6	20%	5	16.7%
English / Literacy	2	6.7%	3	10%				
Science	1	3.3%						
IT, digital media	1	3.3	2	6.6%	1	3.3%	2	6.6%
Technical theatre					0 or 6	0 or 20%		
Personal & social development	2	6.7%	2	6.6%	2	6.6%	2	6.6%
.....								
Spiritual & moral development	1	3.3%	1	3.3%	1	3.3%	1	3.3%
World studies	2	6.7%	1	3.3%	1	3.3%		
Community & environment			2	6.6%	3	10%	6	20%
Industry & business (incorporating project work)								
Health & well being, recreation etc	1	3.3%	1	3.3%	1	3.3%	1	3.3%
PLG/Mentoring/Pastoral	1	3.3%	1	3.3%	1	3.3%	1	3.3%
Project work integrating multiple subject areas	3	10%					3	10%
Enrichment activities and additional support	3 / 5	26.7%	2 / 5	23.3%	1 / 5	20%	+5	16.7%

* assumes average 30hrs/week contact

The KS3 curriculum will be a more individualised with intensive support and personal development to deal with issues that the young person has that is preventing them from attending mainstream school. Their curriculum will cover functional and core skills as well as other national curriculum subjects. The curriculum will link into the school KS4 model to ensure smooth transition into KS4 mainstream provision if appropriate. Students will be able to access a flexible arrangement with a partner school where they can still access courses in the mainstream school, with us providing additional measured curriculum support. All these will call for flexible timetabling which we have previous experience of running as Liverpool Lighthouse AEP.

The post 16 curriculum is for three groups of students **i)** those who progress on completing their year 11 with us did not achieve full GCSE qualifications and wish to stay on in a familiar environment. **ii)** those who join Harmonize Academy after year 11, elsewhere or nowhere at all, and wish to acquire functional skills to GCSE levels **iii)** those who join Harmonize Academy from elsewhere who wish to be introduced to career opportunities in three selected industries. In the first two groups, the curriculum will be focus on accelerating learning to pass GCSE examinations. The other main focus for the curriculum will be introducing all students to career opportunities in the football, equestrian, arts & entertainment industries. The third group will attend classes to raise their functional skills level and understandably spend more time in industry work experience.

Whichever strand of the curriculum, the goal for the student will be clearly to achieve to a level not previously contemplated. To this end, we will motivate and encourage all our students to work towards qualifications as shown in the

table below.

Qualification Model

Functional Skills /Basic Skills	English (E3 – full GCSE) Maths (E3 – full GCSE) ICT (E3 – GCSE) KS3 Sciences (E3 – L2)
Performing Arts	Performance Skills (L1 – full GCSE) Music Technology (L1 – GCSE) Art and Design (includes Fashion) (L1 – L2) Technical Theatre (L1)
Personal Development	Personal Effectiveness (L1) Interpersonal Skills (L1) Personal & Social Development SEAL (L1)
Health & Wellbeing	Certificate in Exercise Studies (L1) Certificate in Nutrition & Health (L2)
World Studies & Community	Community Studies & Sustainable Development (L1 – L2) Humanities (L1 – L2)
Industry & Employability	Employability (L1) Enterprise (L1)
Enrichment	Basic Horse Care (L1) Award in Sport and Leisure (Parcour) L1 Cert for Preparation for Working in Sport and Leisure

Sample learner profiles

These sample learner profiles show how the different elements elements of our provision may be drawn together in ILPs for learners of different profiles.

<u>Learner profile</u>	<u>Curriculum Focus</u>	<u>Target Qualifications</u>	<u>Possible progression</u>
Learner 1 Poor literacy and numeracy, low confidence, quite serious emotional problems stemming form the home	English, Maths, Performing Arts Core to raise confidence, cross-cutting strands, relatively high levels of support and enrichment, especially at weekends.	Level 1/Level 2: Performing Arts, English, Maths, other curriculum areas	Harmonize Post -16 provision
Learner 2 Medium ability, not strong in Maths, likes English, settles quickly in the AP	Performing Arts core, English, extra support to aim for Level 2 Maths, cross-cutting strands, some time on wider	Full GCSE/GCSE English, ICT Level 2: Performance Skills, Music Tech, Maths	Community College: <ul style="list-style-type: none"> • Combined A Levels and Vocational qualifications Industry:

environment	curriculum and enrichment	Level 1: Selection based on time available	<ul style="list-style-type: none"> Apprenticeship
Learner 3 High ability, serious behavioural problems	GCSE subjects, cross-cutting strands, some enrichment, rewards linked strongly to improved behaviour and appropriate levels of performance.	Full GCSEs: English, Maths, ICT, Performing Arts, Music Technology. Level 2: Selection based on interest.	6 th Form College or Community College, (leading to university): <ul style="list-style-type: none"> A Levels Vocational qualifications Industry: <ul style="list-style-type: none"> Employment, with on-the-job training

Learning Methods

We operate a whole range of learning methods which will include:

- Conventional classroom learning with tutors
- Creative workshops lead by contracted facilitators from industry, business, community
- Inspirational small group sessions lead by inspirational people from various sectors
- Rehearsal workshops to further develop skills
- Performances, shows
- One-to-one sessions – i.e. Personal Learning Guides sessions
- Performing arts workshops led by contracted facilitators for the arts & entertainment industry
- Recreation and sports sessions
- Outdoor environmental, equestrian, farming activities
- Project work which could vary from simple single person project to larger group projects
- Work placements or shadowing, volunteering
- Role play sessions
- Trips to inspire, engage new opportunities, develop new skills
- Personal study sessions where facilities are made available to students who shape what they which to do during that period
- Enrichment activities, a host of exciting programmes designed to bring fun into learning, increase functional skills and to broaden the horizon and interests of our students

Liverpool Lighthouse has been an official examination centre approved by the AQA, NCFE and OCR for the last 6 years. This exam status will be extended to Harmonize Academy with the addition of Edexcel for additional GCSEs & NOCN for Entry Level qualifications. Being an exam centre enables us to ensure our students are entered for the right exams and that the revision period leading up to exams can be tailored to their needs. Perhaps most importantly it allows us to support our students in a time of extreme stress. Many of our students never thought they would sit exams. So to be able to do

so in a familiar environment, on site, with familiar staff members around them ready to provide emotional support before and after the process is vitally important.

Assessment for learning is undertaken through a variety of different methods within the curriculum. These methods include a completed portfolio of work (the portfolio could also include written pieces of work, pictures, assignments and any feedback given by the tutor). Performances the young people are involved in and any other video/DVD footage of performances that have taken place throughout the school year. Other areas of assessment within the curriculum include, witness testimonies, professional discussions, records of oral and written questioning. These methods of assessment cover both practical and academic subjects within the curriculum and are on going throughout the academic year.

Staff to student ratio

We will operate with a staff to student ratio varying from 1:6 to 1:1. further information is given in Section 6

Small group work

Organisation of Students

Our students will be organised as follows:

2012 (5 groups)

<u>KS3</u>	<u>KS4</u>			<u>Post-16</u>
KS3 Group	Year 10 VF Group	Year 10 GF Group	Year 11 Group	Post – 16 Group
Flexible, aim to re-integrate	Vocational Qual Focus	GCSE Focus	Mixed	Vocational Qual Focus
Additional support via extraction for small group work when needed				

2013 onwards (6 groups)

<u>KS3</u>	<u>KS4</u>				<u>Post 16</u>
KS3 Group	Year 10 VF Group	Year 10 GF Group	Year 11 VF Group	Year 11 GF Group	Post – 16 Group
Flexible, aim to re-integrate	Vocational Qual Focus	GCSE Focus			Vocational Qual Focus

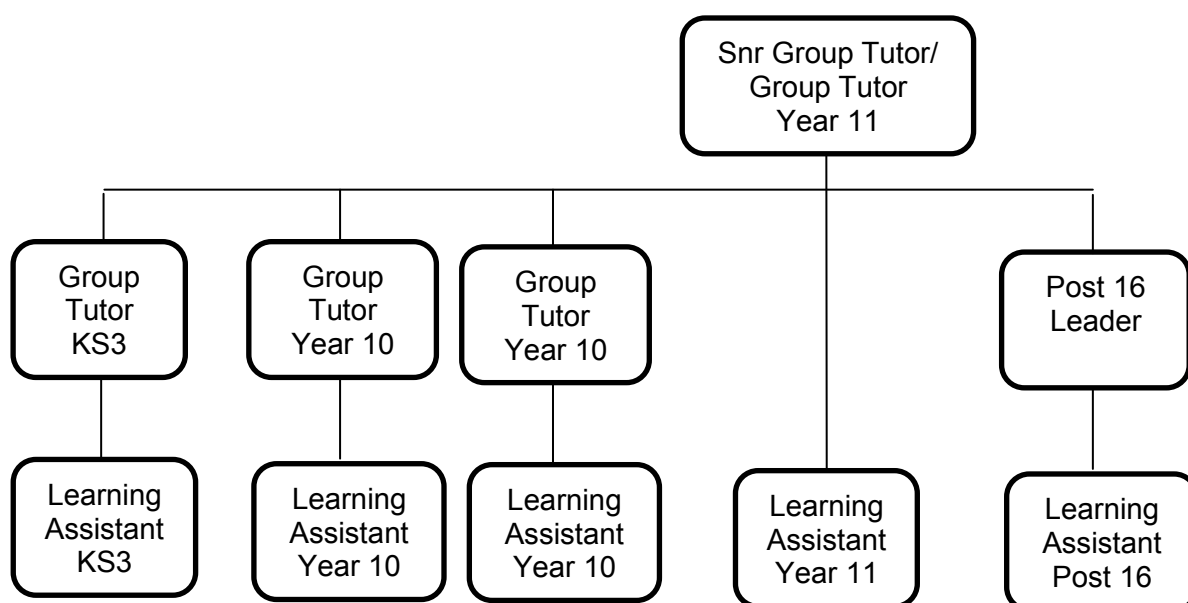
Additional support via extraction for small group work when needed

Starting in 2012, Year 10 students will be split between a GF group that will be working mainly towards full GCSEs at A* - C, and a VF group working mainly towards GCSE-equivalent vocational qualifications. This will allow flexibility in subject choice, the amount of time spent in each curriculum area, the intensity of the work. GF students who are weak in an area can dip into the VF timetable; VF students who are strong in one area can dip into the GF timetable. Students from any group can also be extracted and supported through small group work with specific tutors.

In 2013 this structure will be extended to Year 11, allowing continuity for those coming up from the Year 10 GF group.

As explained previously, the KS3 offer will be flexible.

Each group will have an assigned group tutor with management and behavioural responsibility for that group. Group tutors will also teach across the groups in their specialist subject areas. A learning assistant will be assigned to each group and will support behaviour and learning in their group. This set up is demonstrated below for 2012:



Physical operations

- As part of the organisation of students, the timetable will be organised to minimise massive simultaneous movements of groups around the building.
- Each group will be accompanied by a Learning Assistant throughout the school day, and in movement from learning area to learning area.
- Pastoral care team members will be on call to deal with incidents or crises, backed up by the Education Manager and group tutors not on

teaching duty.

- Non-teaching staff will be involved in mentoring students, they will provide additional calming influences on the students as they move around the building.
- School leaving times will be staggered to prevent large numbers of students meeting on the streets at the same time. KS3 students will leave at 3pm. KS4 will have a 15-minute 'wind-down' period at 3pm, and leave at 3.15pm.

Support for SEN Learners

For the young people attending Harmonize Academy who have SEN statements, assessments will take place through a variety of different methods, including; gathering assessment and information, identifying a timescale for monitoring and reviewing learners progress, tracking of pupils progress both over time and monitoring small steps. Additional and on-going support will also include SENCO time, pastoral support sessions and peer mentoring.

Some young people may also need input from a range of other services including educational psychologists and assessments through the local authorities, health and education professionals, social services, police, drug and alcohol abuse services and any other independent organisations which can support and provided an appropriate package of support.

A statutory assessment or statement needs have to be met through the local authority; this ensures a multi-agency investigation defines the long term needs of the pupil. An annual review will be made within Harmonize Academy to ensure that the parent, pupil(s), the local authorities, the school and all the professionals involved with the child monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement. The annual review will take place in the form of a meeting, where appropriate information and progress from the pupil will be shared. An action plan will be developed during the annual review in order for specific targets that have been discussed to be met by the individual.

Student development and achievement

Defining & Measuring Success

The outcomes below will be indicative factors for measuring success for the individual students as well as for the Academy.

Individual:

- i) 90% of those completing year 11 with us to have five or more GCSE equivalents and 50% to have GCSE grades A to C
- ii) 85% attendance level across the school for all students
- iii) 90% positive progression to further education, training or employment

- iv) 95% to experience change in attitude to learning and employment
- v) 70% to be influenced in career choice and to leave us with a clearer career choice than when they arrived
- vi) 100% to experience transformed confidence and self worth

For the school

- i) 95% of all students to experience significant improvement in achievement and life chances as defined in the vision statement
- ii) Full enrolment achieved from start of year three
- iii) Vibrant and varied curriculum that fully engages with the community, business & industry and wider world, recognised as unique in the sector
- iv) Positive wholesome environment for staff and students built around our values that make the school a desirable place to learn in
- v) Strong staff team, fully supportive of the school ethos and collectively working to uphold it, and committed to delivering its vision
- vi) Fully sustainable model that can be replicated elsewhere

The Academy, through its membership organisations has considerable experience in measuring these outcomes listed above. They include:

- i) Standard educational methods of measuring achievement including external examination results
- ii) Attendance and achievement records
- iii) Assessing students' needs - prior assessments from school and initial assessment done within the first few weeks will be used by all teachers in planning and developing the curriculum
- iv) Monitoring progress and outcomes
- v) Workshop assessments, performance and products will measure development in various skills; client self-assessment, staff/mentor observation, assessment via performance, parent/carer/family testimony, case studies
- vi) A range of 'Soft Outcomes' measurement methods will be used to assess; progress, behaviour, confidence & self-belief, motivation, satisfaction, personal development, feeling more positive, improved home life. Learners progress will be tracked and monitored through the following methods; outcome star, five year plan, steps to career, action plan for success, start and end of term questionnaire, behaviour and learning termly reviews, termly reports, 1-1 interviews, pastoral records, reflections & perspectives log, SEAL evaluations, parental feedback
- vii) The overall effectiveness of the school will be measured by the delivery of its mission statement and adherence to outlined

principles. Methods for measuring this will be clearly defined and form the basis of a contract with all staff.

The Board of Governors and School Executive team led by the Principle/CEO will be accountable for our achievements. We will also develop an ethos of collective responsibility throughout the staff, students and supporting community. Performance management of staff will be linked to the achievement of outcomes (see Section 6).

Partnership working

We consider that an active partnership with Local Authorities, other local schools and providers, agencies and services is paramount in ensuring the best outcomes for all our students. Our partners fall into the following categories:

- Referring agencies, such as Liverpool, Sefton, Wirral and Knowsley LEAs, 23 schools across Liverpool and Sefton
- Delivery partners who will contribute to our curriculum and enrichment activities, and/or provide additional facilities. These may or may not additionally be involved in the governance of Harmonize Academy, and include:
 - Pinehirst Ltd - curriculum and enrichment activities, placement opportunities
 - AFC Liverpool – curriculum and enrichment activities, placement opportunities
 - North Liverpool Community Justice Centre – curriculum and enrichment activities
 - Merseyside Police – curriculum and enrichment activities
 - Liverpool Hope University – pedagogy, contribution to review and evaluation activities, short student placements, Masters research, mentoring our students (agreement in principle)
 - Connexions – progression and career planning
 - BNENC - additional facilities, health and wellbeing
 - Liverpool PCT – enrichment activities
 - The Reader Organisation – curriculum enhancement
 - LIPA – placements opportunities
 - Liverpool Philharmonic – enrichment, placement opportunities
 - Everyman & Playhouse – curriculum, enrichment, placement opportunities
 - Care for the Family – curriculum activities, materials
 - John Lewis - materials and enrichment, placement opportunities
 - Individuals from world of film, theatre - curriculum activities, enrichment, mentoring
- Agencies providing additional and specialist support services for our students, including:
 - Young Addiction (substance misuse)
 - DAAT (drug and alcohol misuse)
 - Educ8 (anger management)

- PCT (health support, including stopping smoking)
- Other Alternative Provision providers

We will engage with them as follows:

Referring agencies – LAs and schools:

- During the set up period, Harmonize Academy, supported by Liverpool Lighthouse, will extensively market its provision and establish relationships with the LAs and local schools.
- It will then meet with each one to agree the transfer of referrals from Liverpool Lighthouse to itself, as mentioned in Section 4. Partnership arrangements will be discussed and Service Level Agreements drawn up.
- Some schools will place referrals with us flexibly, with the intention that the students are with us for a limited time. In these cases, joint meetings will be held to identify the needs of students, a flexible learning programme will be drawn up, defining the support required from either side.
- Regular meetings will be held thereafter to review progress.

Delivery partners:

- We will set up and sign partnership agreements
- We will maintain contact through regular partnership meetings

Partners providing additional and specialist support services

(e.g. drug and alcohol misuse, counselling, anger management)

- We will establish relationships
- We will agree partnership arrangements
- We will draw up SLAs as appropriate

Other Alternative Provision providers

- We will set up partnership agreements with other AP providers whose provision is complementary to our own
- Harmonize Academy is keen to support the drive towards the establishment of an AP network to encourage sharing of best practice, collective procurement and mutual support.

Behaviour and Attendance

Managing Behaviour

We have consulted recent government guidance documents on Ensuring Good Behaviour in Schools (April 2011) and have taken note of the powers and duties that apply to behaviour and attendance and also the Government's expectation of pupils, parents, teachers and headteachers. We have a proven Behaviour Policy and Behaviour Management System (BMS) developed through our current Harmonize AE project which will be used as basis for the new Academy. Each learner has an Individual Behaviour Plan to

assess behaviour needs on entry and we would use external and multi agency support to meet severe needs that could not be met by our BMS.

Harmonize AEP Results: 'Student exclusion has halved from 6 last year to only 3 this year following implementation of the new BMS. This represents 6% of our intake which is very good for this challenging group. Additionally, when a student's behaviour becomes unacceptable, the Pastoral Officer is able to remove them from the class and offer support to both the student and staff. This has allowed greater amounts of time and energy to be invested into helping students improve behaviour and, therefore, decrease exclusions. A review of our behaviour monitoring system shows that, in their classes, this year's students have collected 5,277 Level 1's (excellent behaviour and effort), 623 Level 2's (mildly disruptive/lack of participation) and only 124 Level 3's (unacceptable behaviour). Here we see that we experience very little unacceptable behaviour compared to the excellent behaviour that the students usually display.'

...

Our BMS is based around 7 key elements which will be adopted as the core to managing behaviour in our school. The BMS has been identified as a model of best practice by the LA and a recent evaluation report. Our BMS is designed to create a school environment as envisioned in our Vision statement and principles.

The key elements of the system are:

1. Christian Values: Promote the Christian values of Compassion, Responsibility and Respect for everyone
2. Rights & Responsibilities: Clearly define the school's expectations with regards to Rights & Responsibilities
3. Learners' Agreement: Every student will sign a Learners' Agreement that builds in our expectations as a school (personally owned and kept)
4. Celebrate Achievement: Achievements at all levels will be celebrated, for the individual, groups, class and school, with agreed rewards
5. Behavioural Policies: We will run a Behavioural Policy that is constantly updated with the involvement of the students to keep it fit for purpose and perceived to be fair for everyone
6. Incidence Management: We will operate a clear guideline for consistent Incidence Management which will be made known to all students
7. Personal Learner Guide: We will develop a new PLG based on successful delivery of such a system in previous projects. The PLG system of pastoral support ensures that all our students enjoy a one-to-one mentoring by vetted non teaching school staff, mentoring adults from community, industry and other professionals.

Each of these 7 elements will be clearly defined and communicated to the students. A couple of examples are shown below.

Example 1: Rights & Responsibilities

- *Everybody has the right to feel safe from physical or verbal threat or attack*
- *Everybody has the right to be able to work and learn without other people making it difficult*
- *Everybody has the right to be treated with fairness and respect at all times*
- *Each person has the responsibility to help themselves and others to get the best out of Harmonize*
- *Each learner has the responsibility to be aware and understand the rules of Harmonize*
- *Staff have the responsibility to impose fair consequences on students who significantly break these rules*

Example 2: Learners' Agreement

- *Arrive on time and be punctual to all sessions*
- *Be ready to learn*
- *Participate in all the sessions*
- *Do the work that is set and let others do theirs*
- *Treat all others with fairness and respect*
- *Report all incidents of bullying, vandalism or racism*
- *Act sensibly and in ways that do not endanger myself or others*
- *Respect the room, equipment and other parts of the building*
- *Respect other groups in the community and be a positive role model*
- *Take responsibility for my own behaviour and learning*
- *Follow instructions*
- *Take support from staff if feeling angry or upset*
- *Support others who may be having a difficult day*
- *No swearing at any time*
- *Hand in mobile phones, ipods etc at the start of the day*
- *Do not smoke in the building or bring in or use alcohol/drugs on the premises*
- *Obey Health and Safety rules*
- *Above all aim to achieve, be an active and valuable member of the team and enjoy your time here*

A good **monitoring system** is essential to maintain good behaviour.

- It will enable us to assess each learner
- We will be able to capture patterns of behaviour and influences
- It should build awareness in the learner and their family/carers
- Contribute to evidence of change in behaviour to be celebrated

Following assessment, a new student will be placed in one of three levels of behaviour, from 1 to 3 as shown below. The 'Individual Learning Plan' for most of the students will include a 'Behaviour Support Plan' outlining a strategy to progress behaviour to level 1.

Managing Behaviour Levels		
Level	Description	Managed by
1	<ul style="list-style-type: none"> ▪ No incidents in the classroom ▪ No incidents at other times ▪ A successful learner ▪ Self-motivated 	Managed in Classroom <ul style="list-style-type: none"> ▪ Praise and rewards for positive behaviour ▪ Certificates ▪ Telephone call home- Postcards ▪ Acknowledgement of academic learning and progress
2	<ul style="list-style-type: none"> ▪ Classroom disruption ▪ Incidents between class ▪ No risk to others ▪ Settles when told 	Managed in Classroom <ul style="list-style-type: none"> ▪ A look, point, signal, joke, any other strategy ▪ Positive behaviour strategies- see staff training manual ▪ First reminder ▪ Final reminder ▪ Behaviour recorded on monitoring card
3	<ul style="list-style-type: none"> ▪ Refusing to work ▪ Refusing to co-operate ▪ Constant disturbance in class ▪ Verbal abuse to people on site ▪ Significant safety risk from careless, reckless or aggressive behaviour 	Elevated to manager level <ul style="list-style-type: none"> ▪ First incident sent out of session for discussion with support worker and put on monitoring card ▪ Decision sheet to Principal/CEO

Off-Site Days (F.T.E) and Limited Programmes

These are enforced where the learner has demonstrated:

- High levels of aggression (verbal)
- High levels of disruptions.
- Physical violence to staff, learners, property,
- Where other measures have failed to help the learner controls their behaviour.

Managing Attendance

As an academy, we will place much emphasis on attendance and therefore devote significant time to achieving it, believing that a good attendance will ultimately translate into good behaviour and achievement. An overall attendance level of 85% for our target group will be achieved through a set of measures and actions built around these suppositions:

- Involvement of the home (parents or carer) is paramount
- Enjoyable and relevant curriculum is essential
- Pleasant and non threatening environment
- Good monitoring and follow up system to address problems at home
- Clear policy and procedure understood by both staff, students, parents and carers which includes rewards and sanctions
- Close working with Education Welfare Services

Through our experiences over the period of 7 years of running our AP project, we have developed a number of **GOOD** processes. See samples below.

Good Individualised Approach:

Where it is found that a student is regularly not attending or arriving late:

- Attendance monitoring will be instigated, with the students active involvement (i.e., they report to reception on arrival and sign in an “attendance register”).
- Meetings with parents/carers, student, staff, EWO encourage a team approach and help isolate any factors that may contribute to poor attendance.
- Realistic and specific targets are set, that are reviewed with all involved.
- Tangible rewards may be negotiated.
- Social awards such as certificates, praise and attention are combined with a consistent, firm and respectful approach from all staff.

Good Communication:

- The student and Parent(s)/Carer(s) are informed of attendance policy and expectations at the initial interview.
- If attendance is foreseen to be an issue, individual targets will be negotiated
- Attendance expectations are highlighted in the student and parent/carer contracts.
- Posters display attendance policy, expectations and targets.
- The above points also include punctuality.

Good Practice Indicators:

- Teachers are seen to be interested in young people and to enjoy their company;
- Classrooms are orderly;
- The curriculum is matched to the students needs and abilities;
- Lessons are well prepared and offer a range of teaching styles;
- Students have regular, good feedback on their work;
- There are a range of both formal and informal rewards;
- Sanctions are fair, proportionate and understood;
- Uniformity and consistency exist amongst staff are acceptable/unacceptable behaviour;
- Staff are alert to slippage’s in individual attendance;
- Staff are alert to critical points of transition.

Good Monitoring:

- A register is taken am and pm
- Lateness and poor attendance is monitored.
- Performance indicators are set relevant to each student’s attendance history and a whole school contract is signed
- Attendance is analysed weekly, monthly and annually.

- The attendance policy is highlighted with students, parents/carers at the initial interview.
- Recognition and rewards are given to those who attend and whose attendance is improving.
- Repeated lateness will result in the student catching up with work during breaks.
- Personal attendance registers may be used to heighten individual student awareness of patterns of attendance.

We will deliver a new concept based on considerable experience. Our analysis of costs across a range of projects and in the development of the school brings us to the pre-16 cost of [REDACTED] per student per year. This is reflected in the spreadsheets. This demonstrates significant value for money when compared with other provision e.g. PRUs, as we are also a community hub, provide a 7 day timetable, and assist the reduction of costs to other services.

Community Engagement

One of the principles that will define the new school is 'Learning in the community'. We believe passionately that the character of the school will be closely shaped by its close links with its community. This is the main reason for locating the school in the heart of the Anfield/Everton community, in a successful Community Arts Centre where our students can learn alongside other groups in the community. It is our intention to draw up a Community Engagement Strategy once the School is established. Key aspects of the strategy will include:

- The extent and quality of our partnerships with other community organisations
- Inclusiveness, range and responsiveness of community opportunities
- Enhancement of teaching and learning for our students through community engagement programmes
- Capacity for future impact on community
- Effectiveness and efficiency of Leadership and management in engagement with the community
- Regular monitoring and evaluation of this process
- Representation of community on advisory boards of School Trust
- Regularly engaging the community through our shows and festivals

Our School will fully comply with the Equality Act 2010 through its:

- Students' admissions process. Having a Christian school ethos will in no way influence our admissions process which will be solely based on the needs of the referrals and the appropriateness of our school for them. There will be no faith criteria for admissions.
- Students' treatment. All students will be treated equally at all times in line with our policies and procedures.
- Dealing with issues of discrimination between students, which will receive zero tolerance (in line with our principles of 'High value' and Strong ethos' of respect, compassion and responsibility

- Appreciation of specific needs of students associated with their faith or beliefs as long as it does not create a problem for other students

We are fully aware of, and acknowledge our responsibilities for, the following:

1. Section 149 of the Equality Act 2010 places a duty on the Secretary of State to promote equality of opportunity. The Secretary of State must have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity¹; and
- Foster good relations (and tackle prejudice and promote understanding)².

Applicants are required to ensure that their proposed Free School will be able to further those aims.

2. Alternative provision Free Schools cannot be designated with a religious character and therefore cannot discriminate on the basis of faith when appointing staff or in admissions. They can, however, adopt a religious ethos and if they do, will have to balance the needs of all children (whether of a particular faith or none).

3. Creationism, intelligent design and similar ideas must not be taught as valid scientific theories.

4. Existing provider applicants should note the additional criteria set out on p.8-9.

5. Alternative provision Free School applicants will need to confirm that they understand and accept the following:

- As set out in the Education Bill currently before Parliament, alternative provision Free Schools must be principally concerned with providing full-time or part-time education for children placed by local authorities under their statutory duty to make arrangements for education for students out of school. Other places may be filled by students placed by schools;
- Alternative provision Free Schools must have arrangements to safeguard and promote the welfare of children who are students at the school. Subject to parliamentary approval, the regulations we will apply are set out in parts 3 and 4 of Schedule 1 of the Education (Independent School Standards) (England) Regulations 2010; and
- Before opening a Free School, Academy Trusts will need to enter into a Funding Agreement with the Secretary of State. This is the contract between the two parties and sets out the arrangements under

¹ This refers to people who do / do not share a protected characteristic; protected characteristics refer to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation

² *ibid*

which the Free School will operate.

Section 5: Evidence of demand and marketing

Evidence of demand

Liverpool LEA, during our consultations, with them confirmed that an estimated 600 young people in KS3 and KS4 would be eligible for placing in Alternative Education provisions each year from both their local authority directly and Liverpool secondary schools. There will be perhaps half as much again that the mainstream schools for various reasons hold on to. The AP projects they use have shrunk from 41 to just 21 over the last 12 months. Liverpool LEA have already stated that the development of our School would improve the experience and outcomes for particularly vulnerable individuals across the city and are committed to significant referrals, as evidenced by their support for our proposal. Sefton LEA is the other local authority that we expect to target for regular placements because of their geographical proximity to the Academy. They would expect to place around 250 young people each year, firstly in their own PRUs. They are reviewing this policy and are keenly looking at alternatives. Knowsley Local Council who have recently dissolved their KS4 team and are looking for 20 partners to handle their estimated 400 young people placements per year. Having used the Harmonize AEP over the last five years they are keen to use the new Academy and have expressed their support for it. As of mid-July 2010 there are an estimated 1,558 young people aged 16-19 yrs registered as Not in Employment, Education or Training (NEET) with Liverpool Connexions.

The demand level has been confirmed in consultation with some of the 35 schools that have referred students on to our Harmonize AEP in the past 5 years. See table below.

Academic Year	Enrolment Number	Placement Authorities
2003/2004	77	A pilot project funded by LSC & Connexions just a short 6 week rolling programme throughout the year
2004/2005	40	22 from schools 18 from Liverpool LEA for 14-16yrs
2005/2006	48	21 from schools 20 from Liverpool LEA and 7 from other Merseyside LEAs for 14-16yrs
2006/2007	87	22 from Schools, 25 from Merseyside LEAs for 14-16yrs 40 Connexions post 16s short rolling programmes,
2008/2009	113	26 from Schools 27 from Merseyside LEAs for 14-16yrs 60 Connexions post Merseyside EAs 16s short rolling programmes,
2009/2010	59	27 from schools, 32 from Merseyside LEAs for 13-16yrs. Liverpool EA fixed contract for 20 students
2011 – present	51	25 from schools, 23 from Merseyside LEAs to date for 13-16yrs
Total	=475	

Three of the schools, St Hilda's C of E(see email), Gateacre Comprehensive and St Francis of Assisi Academy, have given their written support for the new Academy and indicated their willingness to use it once established. We plan to carry out a full consultation exercise as outlined below.

All the schools and LEAs currently placing students with Liverpool Lighthouse AE project have expressed no hesitation in transferring their current referral agreement to the new Academy once established. With this in place and our consultation and marketing plans as outlined below, we are confident that we will have reached our steady state of 95% of our capacity of 101 students by start of the third year of operation.

We carried out a consultation with 20 of the parents of young people currently attending Liverpool Lighthouse's AE project, explaining to them our plans for the new Academy, the plan to transfer their children over to a brand new academy. Key elements of the proposal were discussed with each parent, including:

- Vision and principles of the new Academy
- New building with Improved facilities
- Enhanced learning environment
- Funding directly from the government, offering good value for money
- Broader and more exciting curriculum to raise outcomes and achievement of students
- More qualifications up to full GCSEs in several subjects
- 7 day a week Academy to maximise learning
- Stronger partnerships with schools, LEAs and other organisations
- Greater support for students (learning support and pastoral care/support)
- Improved staffing levels
- Expanding enrolment to cater for younger siblings or over 16s who may have similar needs. Encouragingly, all gave their approval with 90% approving strongly.

It is our intention over the coming months to expand the consultation to another 100 parents or carers of young people in the community.

Making the Academy known

The strong relationships built up between Liverpool Lighthouse and Liverpool LEA, Sefton LEA and a number of local schools through its highly regarded Harmonize (alternative education project) and Youth Connect (weekend youth activities) projects have made it relatively easy for us to make our new proposal known to the organisations. Liverpool Lighthouse directors on the School Trust have taken the lead in the consultations through a series of meetings held with Assistant Director, Liverpool LEA, the Head of Commissioning and Social Inclusion, Children and Young People's Services, Liverpool, Head Teacher/Deputy Headteachers of nine partner schools. The proposal has been well received each time because of the excellent track

record of the two youth projects that are being transitioned to become the new school. Over the next 4 weeks, we intend to continue to profile the proposal through:

- Circulating a professionally produced 'Vision Statement' for the new School to all the 35 schools that have used the services of Harmonize over the last 7 years
- Following up with meetings where possible to discuss partnership with the new School
- Face to face discussions with Sefton and Wirral LEAs
- Interviews with local newspapers, Liverpool Echo and Liverpool Post, both of whom have carried positive articles about Harmonize and Youth Connect projects in the past and have expressed interest in the new development
- Open Days at Liverpool Lighthouse venue to which schools around Merseyside, all Merseyside LEAs, community organisations, local businesses and other organisations we target as potential delivery partners will be invited
- Special consultation days with parents and carers of young people currently attending Liverpool Lighthouse's youth projects

Both the LEAs and schools we have spoken to are feeling their way round changes to their finances as well as changing school models being proposed by the coalition Government. Everyone is clear that the way forward has to be through stronger partnerships. Our consultations will therefore not be restricted to referrals to make up our intake numbers, but possible opportunities for collaborations with the new School.

Central to the consultation process will be a special Youth Forum consisting of young people currently accessing Harmonize and Youth Connect projects, who are keen to help 'sell it' to others.

We are confident of achieving intake numbers for the first year as we expect this to be a combination of new students and others moving from Liverpool Lighthouse's Harmonize AEP to the new School. Liverpool LEA and our main school partners at this stage have agreed to the switch when it occurs. All our consultations will be geared towards helping us to raise this to full capacity by the start of year three.

Consultation and Equality of Opportunity

We understand that when an application for a Free School is approved, the School Trust will be expected to carry out a statutory consultation as set out under Section 10 of the Academies Act 2010, that we have a legal duty to 'consult such persons as [we] think appropriate'.

It is our intention to engage with partners and the community in an effective consultation process (supported by the Department). It will be an opportunity to engage in a broader dialogue on the benefits of our alternative provision to both students and the wider community.

We will consult via questionnaire, both paper and electronic, website, e-mail, public meeting and face to face meetings. All formal responses to the consultation, positive or otherwise, will receive a considered response.

We will actively consult: LEAs, parents and carers, schools and colleges, post 16 providers, community groups and representatives of the business community.

We will describe our values and principles, offer, delivery arrangements, referrals processes and intended outcomes. We will be specific and clear about that upon which we are consulting, the timescale for responses and that all contributions will be valued and will receive a response.

We see this as an additional opportunity to promote a new “beginning”.

Marketing Strategy

The aim of our marketing strategy is to get to know our customers (constituent, current-past-future family, student, funders, and alumni) so well that the School fits him or her and sells itself. We will also use the professional expertise of our relevant partners. A highly successful Liverpool based marketing company, Agent Marketing, is committed to working with us in promoting the new School and will contribute to the development of the detailed Marketing plan.

Our marketing plan includes three components: communications, advertising, sales/ promotion. The plan will be used as a management tool to research, analyze, plan and evaluate ways to create and enhance desired exchanges between the School and its target customers in order that it has the resources it needs and desires to carry out its mission. The strategy will be comprehensive, engaging everyone from the CEO to the new intakes on their journey through learning. Our job will be to make sure that all our customers understand our mission, articulate it eloquently in what they say and do, and take it fully to heart. It will involve us listening, reflecting and communicating effectively to our customers. It will be the subject of regular review by the Board.

Our market segments will be clearly defined to include four of the closest Merseyside LEAs – Liverpool, Sefton, Wirral and Knowsley, 40 schools with which our member organisations have built relationships, our local community including other organisations, business, funders and potential supporters. The plan will also target young people and their parents/guardians directly using social networking media and media. Some, such as the LEAs will be classed as primary and categorized in terms of relationships and objectives and then ranked in order of relative importance. We will develop separate

strategies, tactics and promotional tools for each market segment. This differentiation strategy will save time and money and also dramatically improve the effectiveness of all our communications, image and identity development.

The strategy will use a range of methods including:

- (i) Regular meetings at different levels held with LEAs, partner schools and parents
- (ii) Fostering improved partnerships to develop a wider sense of ownership in all stakeholder groups
- (iii) Representation on committees and membership of School Trust open to stakeholder groups, in particular LEAs and schools
- (iv) High visibility in the region and beyond through media – printed, digital, audio and visual, getting out the message of ‘the school that helps young people achieve’
- (v) Visiting programme to the school as well as from the school, a school that is open and welcoming to its potential partners and students.
- (vi) Publications, reports to relevant bodies
- (vii) Use of events and celebrations of achievements
- (viii) Strategic partnering with key organisations that will not only improve our education, but help get the message out, including the media organisations, and emergency services including the Police
- (ix) Maintaining and improving service quality and making sure the message gets out
- (x) Engaging the whole school in the marketing process
- (xi) Results and outcomes for our students promoted and celebrated.

Our plan will build on strong partnerships and links established over 20 years by member organisations in the Trust.

Section 6: Organisational capacity and capability

Capacity and capability to set up a school

Our company currently comprises two corporate bodies and two individuals as members: Liverpool Lighthouse Ltd, Love and Joy Ministries Ltd, [REDACTED], [REDACTED].

A larger team has been brought together bringing between them many years experience of teaching and training, educational leadership, project direction and management, financial and legal expertise, as well as skills in bespoke design and construction. This team will be involved in the set up of the school.

The team includes:

[REDACTED], [REDACTED].

<u>Experience & Expertise</u> [REDACTED].	<u>Relation to company</u> Director, Chair, Member	<u>Time commitment</u> 0.5 days per week
--	--	---

[REDACTED], [REDACTED].

<u>Experience & Expertise</u> [REDACTED].	<u>Relation to company</u> Director, Member	<u>Time commitment</u> 1.25 days per week
--	--	--

Liverpool Lighthouse Ltd,: a recognised urban arts and music centre, has run a range of education, training and inclusion projects over the last 11 years reaching people ranging from 13 years to the mid-80s. In addition to running an alternative education project that has successfully worked with over 500 disaffected young people, giving them qualifications, a changed outlook and helping them to progress and avoid becoming NEET, it has trained over 1000 adults, engaged with over 3000 young people in the area, drawing a large percentage away from anti-social behaviour and petty crime into arts, sports, volunteering and peer mentoring activities. Liverpool Lighthouse is the largest provider of alternative education to Liverpool LEA.

<u>Experience & Expertise</u> Arts and curriculum, alternative education provision	<u>Relation to company</u> Member	<u>Time commitment</u> As required, ongoing
---	--------------------------------------	---

Love and Joy Ministries Ltd was incorporated as a charitable company in 2004 to take over the work of Love and Joy Ministries Trust. Over a 20-year period LJM has set up, managed and run a range of community transformational projects, including the [REDACTED] refurbishment of a derelict cinema building, which was then set up as a vibrant centre serving the community. Its longest running project has provided supported accommodation, skills training and progression for 16 – 18 year old care leavers for the last 16 years. LJM supports like-minded organisations in six countries overseas with funding and transfer of expertise. It is providing project direction for the set up of the school, apart from contributing the

building that will be refurbished as a school building, subject to the approval of the Department.

<u>Experience & Expertise</u> Capital assets and building management, fundraising	<u>Relation to company</u> Member	<u>Time commitment</u> As required, ongoing
--	--------------------------------------	--

██████████ is ██████████.

<u>Experience & Expertise</u> ██████████	<u>Relation to company</u> Member	<u>Time commitment</u> 2hrs per week minimum
---	--------------------------------------	---

██████████, is ██████████.

<u>Experience & Expertise</u> ██████████	<u>Relation to Company</u> Member rep for Love and Joy Ministries Ltd	<u>Time Commitment</u> 2 hours per month
---	--	---

██████████ is ██████████.

<u>Experience & Expertise</u> ██████████	<u>Relation to company</u> Director, Secretary	<u>Time commitment</u> 0.5 day per week
---	---	--

██████████ is ██████████.

<u>Experience & Expertise</u> ██████████	<u>Relation to Company</u> ██████████	<u>Time Commitment</u> 3 hours per month
---	--	---

██████████, ██████████.

<u>Experience & Expertise</u> ██████████	<u>Relation to company</u> Contracted	<u>Time commitment</u> Contract defined
---	--	--

██████████

<u>Experience & Expertise</u> Marketing and PR	<u>Relation to company</u> Contracted	<u>Time commitment</u> Contract defined
---	--	--

██████████, ██████████

<u>Experience & Expertise</u> ██████████	<u>Relation to company</u> Contracted	<u>Time commitment</u> Contract defined
---	--	--

<u>Experience & Expertise</u> ██████████	<u>Relation to company</u> Contracted	<u>Time commitment</u> Contract defined
---	--	--

It is envisaged that the Principal/CEO, who will sit on the governing body, will bring business generation and relationship management skills to the company long-term. The intention is to recruit to this post two terms in advance of the school opening.

Commitment of expertise

We recognise the need for a range of resources, people and skills, including educational and financial expertise, to set up the school, and are confident that we have access to these skills, either on the board or in external agencies and individuals already committed to working in the set up team, as described above.

Post approval, the company will carry out the tender processes, including OJEU, required to secure the necessary contractors to take the set up to completion. We recognise the need for an IT expert and have identified two companies to approach as potential partners. One of them, Holt Network Ltd, currently provides IT services to Liverpool Lighthouse.

Post approval the team will commence a recruitment process for the Principal Designate. It is envisaged that the post holder will play a key role in the set up the school, bringing leadership, business generation and relationship management skills to the table.

Key roles and appointments

Principal /CEO Appointment

We recognise that leadership is the key to motivation (of students, staff and the community), raised standards, successful outcomes and delivering quality together with value for money. To this end we intend to employ a CEO with the proven skills, expertise and talent to make a difference in our School. We do not have a candidate in mind and will be pursuing a rigorous and open recruitment process supported by a skilled recruiter, providing good value for money. An effective investment now will reap significant rewards later. We would wish, with the Department's support, to be able to appoint our CEO two terms in advance of the opening date.

We are clear about our principles and values and will seek a CEO to drive these forward in the public gaze to the advantage of our students and community. Governors are clear that this is the most important decision to be made in the establishment of the new school and will be working to an agreed job and person specification developed with the recruiter.

Once appointed, the CEO will lead the continuing development of the school, supported by both the governing body and the development team. They will take us to opening day and beyond. As a CEO, their powers of delegation will be agreed by the directors of the governing body. The CEO will become a member of the governing body board. The Chair will be responsible for the mentoring and professional development of the CEO by enabling access to

appropriate opportunities.

We will use a one-year contract at the beginning to allow the flexibility to have a serious review process before the end of the year to decide whether or not the person is truly suitable for the job

Recruitment of Governors

- An inspirational, pro-active, forward-looking, committed, skilled and supportive board is essential to the successful development of the school.
- We will be looking for individuals who share our vision, are committed to the ethos and principles of Harmonize Academy, and contribute to the range of skills and experience needed to govern the school.
- The first step following DFE approval will be to expand the membership of the Lighthouse Harmonize Educational Trust. Governors will then be recruited and appointed in accordance with the Trust's constitution.
- Areas of skill and experience will include: business, educational, financial, marketing, fundraising, management,
- We believe that we have the contacts and potential contacts to supply a pool of high calibre candidates.
- The members will agree a fair and transparent mechanism by which parent and staff governors can be appointed.

Finance Team

Financial management of the school will include budget setting, maintaining accurate accounting records, financial reporting and production of management accounts, creditor and debtor management, payroll, returns to government departments, working with external auditors, production of accounts compliant with Charities Statement of Recommending Practice, submission of the annual whole of Government Accounts as required. Our financial procedures will be documented as part of our quality assurance arrangements.

Financial management within the school will be the remit of the Principal and the School Business Manager. Financial oversight on the Governing Body for this function will be provided by [REDACTED] ([REDACTED]), who is committed to contributing to the long-term team. She will also chair the Finance Sub-committee of the Governing Body.

Leadership and staffing plans

The leadership and staffing structure has been designed to facilitate the high quality curriculum and personal support that will deliver the Academy's vision of radically improving the achievement and life chances of every student. It is based on a minimum staff to student ratio of 1:6, increasing to 1:1 for certain sessions.

[The proposed staffing structure for the school is attached.]

The leadership team of the school will consist of the Principal, the Curriculum Manager and the School Business Manager. The School Business Manager

will be responsible to the Principal for business and administrative aspects of the school, leaving the latter free to communicate the vision, drive its delivery, form beneficial relations at various levels, and ensure a high quality staff team and high quality curriculum. A strong Education and Curriculum Manager, supported by an Assistant Curriculum Manager from 2013 onwards, will liaise with the tutors, Extension Programme Coordinator, external practitioners (sessional specialists), and external partners in the arts and entertainment, football and equestrian industries, to deliver the broad, career-focused curriculum that will move our students onto employment, further education or training. The Education and Curriculum Manager will have day-to-day oversight of teaching staff and matters concerned with the education and welfare of the learners.

[See Staff structure diagram for line management]

Each teaching group in KS3 and KS4 will have a dedicated Group Tutor who will be the first point of pastoral contact for the group, and a Learning Assistant who supports their learning in all lessons. This staffing pair - Group Tutor and Learning Assistant - will be recruited for each new teaching group that is formed. One of the Group Tutors, shown in this case as the Year 11 Tutor, will also hold the post of Senior Group Tutor and line manage the other tutors. All the tutors themselves will teach across the school according to their specialism; with some sessions being taken by external practitioners on a sessional basis. The Post-16 Group Tutor is referred to as the Post-16 Leader; this group will also have a dedicated Learning Assistant.

The Pastoral Care and Family Links Officer is seen as a key role within the school. S/he will operate the school's pastoral support system, extract students who are struggling in class for various reasons, for one-to-one support and help, maintain a vital link with the learners' homes, play a key role in supporting the re-integration of learners into mainstream. The Extension Programme Coordinator will support this officer in his/her activities.

The extension activities programme taking place at the weekend (Friday evening, Saturday and Sunday) will allow our students more time for learning and a greater opportunity for learning in the community – two of the principles arising from our vision. The Extension Programme Coordinator will be responsible for the delivery of this programme, and ensuring that the ethos of compassion, respect and responsibility is maintained.

Individual staff roles and responsibilities are summarised in the attached table.

Staff to student ratio

Harmonize Academy will operate with a staff to student ratio varying from 1:6 to 1:1. The ratio of 1:6 is based on the experience gained from running Harmonize AEP. Students will also have 1:1 sessions – mentoring; Personal Learning Guide (PLG); additional support in weak areas, especially English and Maths; pastoral sessions. All relevant Health & Safety, Safeguarding & Child Protection and Security measures will be properly implemented.

Safeguarding & Child Protection, Health & Safety and Security are important aspects of protecting the health and wellbeing of the students. These considerations will be taken into account in the redesign of the building and appropriate operational measures will be in place throughout the Academy, in line with robust policies and procedures. A few examples of relevant measures are:

- Staff will ensure that they are never alone with students in unobserved situations or locations.
- One to one work will always take place in open or observed locations. PLG sessions, for instance, will take place in a hall, with the participants seated one to one at separate tables; other staff will patrol.
- Rooms will be designed and arranged so that any party who feels threatened in a one to one situation has unhindered access to an exit.
- All classrooms and key areas will be covered by CCTV.
- A security system will operate that enables staff to quickly and unobtrusively summon assistance in any emergency
- Effective behaviour management is essential to maintaining security; staff will be given training and regular refreshers.

School roll

It is expected that the school will move from an opening roll of 81 full time equivalent students to a steady state of 101 students by the beginning of 2014. The corresponding projected change in staffing level is indicated in the table of Staffing Roles and Responsibilities, attached. The total number of staff will rise from 21(excluding sessional specialist practitioners) in 2012 to 24 from 2013 onwards. Each teaching group will be assigned a dedicated tutor (or leader) and learning assistant. As the groups increase in number from 5 in 2012 to 6 in 2013, 2 extra teaching staff will therefore be required, and an Assistant Curriculum Manager will be recruited.

A 10% reduction in roll number will be managed primarily by reducing the staffing level by 3, restructuring the classes to maximise staff contact times. The changes will obviously be guided by relative group sizes at the time. This is reflected in the 10% sensitivity analysis in the financial spreadsheets in Section 8.

Recruitment of staff

We recognise that we need high quality staff to deliver a high quality experience to our students and produce high quality outcomes. We will seek staff with commitment, the capacity to catch the vision, the skills to handle and motivate this target group, and the experience and ability to deal with their needs and raise their attainment. We will therefore give priority and time to the recruitment process, using clear criteria aligned to our vision and principles, and a robust, multi-stage process to ensure we get the best candidates.

CEO	20 staff		3 staff		0 staff
2012		2013		2014	2015

Staff recruitment Time line

Policies

A comprehensive range of policies and procedures is required to comply with legal requirements and best practice. The partners are familiar with policies required to run an alternative provision school. The table below shows a mere selection from the range of policies to be operated.

Category	Examples
Safety and welfare of students	Administering Medicines Policy Anti-Bullying Policy Anti-Cyber Bullying Policy Safeguarding and Child Protection Policies E-Safety Policy Drugs Misuse Policy Looked-after Children Policy Mental Health Policy Pastoral Care Policy
Management and education of students	Attendance Policy Behaviour Policy Curriculum Policy SEN Policies
Safety and welfare of staff	Anti-Bullying and Anti-Harassment at the Workplace Complaints Policy Dealing with Allegations Against School Personnel DDA Compliance Policy Equality Policies Stress Management Policy
Recruitment, management and development of staff	Confidentiality Policy Continuous Professional Development Policy Employment Policies Safer Recruitment Policy Disciplinary Procedure Policy Dress Code Policy Equality Policies Performance Management Policy School Personnel Code of Conduct Policy Staff Absence & Leave Policy Whistle Blowing Policy
General Health and Safety	Fire Safety and Evacuation Policy Health & Safety Policies Visitors & Contractors Policy
Partnerships and links	Parent Involvement Policy Volunteer Policy

	Placements Policy Partnership and Collaboration Policy
School Management	Facilities Management Policy Financial Controls Policy Procurement Policy Risk management Policy
Governance	Governance Policy Register of Business Interests of Headteachers and Governors Policy

Section 7: Premises

Searching for a site

In searching for suitable sites, the following factors are paramount:

- i) It should have the potential to provide us with all the floor space we need to run an achieving school for 101 young people
- ii) It must be in the heart of the Anfield community to allow smooth transition from the current AEP run by Liverpool Lighthouse, the lead organisation in the application. The plan is to transfer all existing students in the Liverpool Lighthouse project over to the new school when it opens
- iii) The premises should provide a non conventional school environment, maximising contact with the wider community
- iv) It should be easy to secure, one that can be made ready within a year
- v) It should have industry standard performing arts facilities

Our Preferred Sites

In selecting a site, we contracted a specialist advice [REDACTED] of [REDACTED] who has worked with several Free Schools across England, including Birmingham Free School. He is impressed by our choice which he believes will provide unique facilities, ideal for our vision.

Our preferred option is to use two sites directly opposite each other on [REDACTED] in [REDACTED]. One is a former Gaumont Cinema building that has been extensively refurbished and has been running as a Community Arts Venue since 2004. The second building is a former Presbyterian Church building that is need of full refurbishment. Both buildings belong freehold to Love & Joy Ministries Ltd, but the former Cinema building is on a 20 year lease to Liverpool Lighthouse Ltd. Both LJM Ltd and Liverpool Lighthouse Ltd, who are members of the School, have agreed to in principle the following:

- Transfer of the former Presbyterian church building to the new School as soon as the application for Free School status is approved by the Government. The favourable terms and conditions, a 99-year lease for nominal sum, reflects the in-kind contribution of LJM Ltd to the school development. This building will be the main dedicated school building.

The building is currently used through a rental agreement with LJM Ltd, for various activities as overspill from Liverpool Lighthouse. One floor is dedicated to community youth activities, and the second floor for storage of furniture and household goods donated to very needy members of the community. There is an adjacent terraced property which was at one time the church vicarage, now vacant, derelict and boarded up, owned by a private investor, which will need to be acquired by the School as part of the redevelopment. The plan will be to demolish this and use the area as

hard surface play area for our students.

This building will provide an estimated floor space of 750sqm dedicated to use by the School. The site area on which both properties are situated totals 450 sqm.

Address: [REDACTED], [REDACTED], [REDACTED], Liverpool, [REDACTED]

- Contracted priority use of sections of the Liverpool Lighthouse building towards delivering the curriculum for the School, this again to reflect the contribution of Liverpool Lighthouse towards the development of the school.

The building is an exciting Community Arts Centre, with excellent facilities which include:

- a 430 seat registered public performance auditorium with one of the largest performance stages of any theatre in the City
- a fully functioning 60-seat healthy eating bistro
- a fully decked dance studio
- a fully equipped recording studio
- two well equipped IT suites
- 3 fully furnished classrooms

A central project now running in the Centre is the Harmonize Alternative Education project, in its 7th year of operation. This project has priority use of some of the facilities listed above which will be transferred over to the new School. Apart from that, the building also host several projects engaging with other vulnerable groups in the community including the elderly, adults with learning difficulty and refugees. It hosts several shows and events for the general public and is used by neighbouring primary schools for some of their major events in the year.

This site will provide Harmonize Academy with access to its 2000sqm area, laid out on three floors. The site area on which the building is built is approximately 1450 sqm.

[REDACTED]

[REDACTED]



Conference room

Healthy food bistro



[Pictures from Liverpool Lighthouse.](#)
To view 360 Virtual Tour with full screen,
go to website



Address: Liverpool Lighthouse, , , Liverpool,


Our reasons for choosing the sites are as follows:

- They are in the heart of the North Liverpool communities
- The main buildings are already in place. One is fully refurbished, and the other can easily be adapted to meet specification. This will contribute to prompt opening of the new School.
- The fact that both buildings already support work with young people should reduce any possible objects from the community to our proposal. Planning permission should also be easier to obtain.
- The combination of sites will provide us ideal facilities to support a School that is not isolated from other groups in the community, a school that operates in non-school type environment, ideal for engaging the young people we are set up for.

Other facilities to be used:

Bright Park, Knotty Ash

Liverpool Lighthouse Ltd is in the final stages of taking over the trusteeship of a 6acre wooded park from Liverpool City Council. The trust that is being transferred was set up to use the facilities to support vulnerable young people. A plan was presented and accepted by the City Council to

redevelop the park site as an environmental park specially targeting young people.

An agreement will be drawn up with Liverpool Lighthouse Ltd for Harmonize Academy to use Bright Park as a valuable learning site for our students.

BNENC – Breckfield North Everton Neighbourhood Council

BNENC has a community Centre building just 100meters from our proposed sites with excellent sports and recreation facilities. An agreement will be reached with BNENC to use some of their facilities for the Academy's activities. This includes paved grounds and a well equipped gymnasium and sports hall.

Capital investment

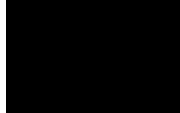
Love & Joy Ministries Ltd will contribute one of its buildings, the former Presbyterian Church building on [REDACTED] to be redeveloped for the School as its capital investment contribution. There is no indication at this stage as to the level of investment needed to fully refurbish this building.

Liverpool Lighthouse will contribute the use of its building as part of its capital investment contribution.

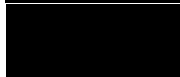
We will need to make a bid to the Department for refurbishment costs.

Website links to articles about us;

Liverpool Echo



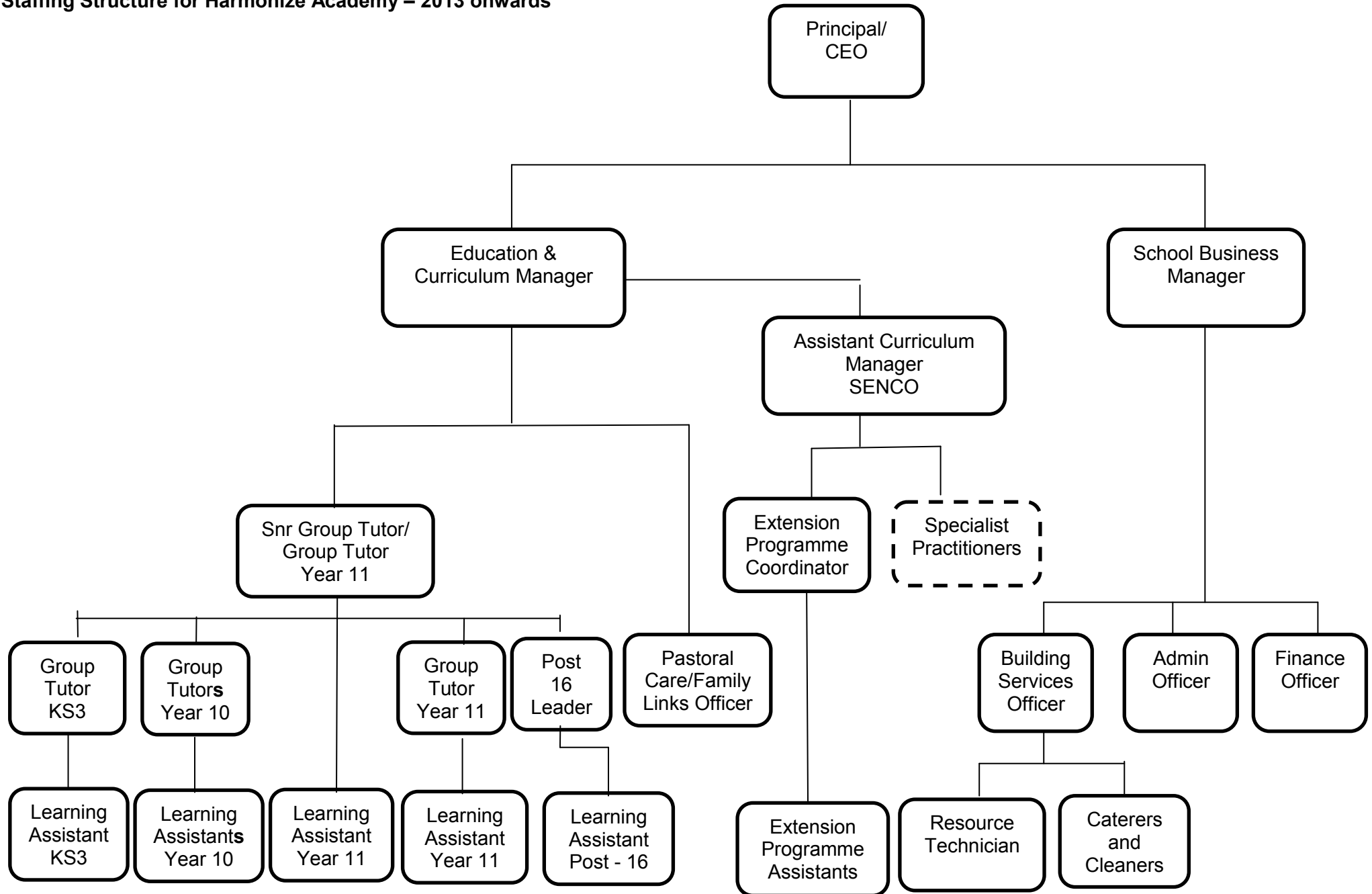
Liverpool Lighthouse on BBC Radio 4:



Channel 4

3 Minute Wonder broadcast, aired May 2009

Staffing Structure for Harmonize Academy – 2013 onwards



Planned Roles and Responsibilities of Leadership and Staff

Role	Responsibilities	Full time equivalent				
		2012	2013	2014	2015	2016
Principal	<ul style="list-style-type: none"> • Ensure vision is clearly articulated, understood, shared and acted upon effectively by all • Work with governing body to develop an effective strategic plan to deliver the vision • Establish effective organisational and management structures and functions to deliver the plan • Recruit staff, take overall responsibility for their management and continuous professional development • Establish effective partnerships and collaborative arrangements with other organisations, schools, agencies, local education authorities • Establish effective relationships with parents/carers and members of the external community • Take overall responsibility for quality improvement 	1	1	1	1	1
Education & Curriculum Manager	<ul style="list-style-type: none"> • Responsible for delivery of curriculum, qualifications, behaviour management, welfare of learners • Day-to-day management of teaching and learning • Child Protection coordinator <p>Member of School Management Team</p>	1	1	1	1	1
School Business Manager	<ul style="list-style-type: none"> • Financial management, including setting budgets, negotiating contracts with suppliers • Financial reporting, fundraising and making best use of resources • Management of non-teaching staff: admin, finance, premises, catering, cleaning, resource technician • Health & Safety oversight • Member of School Management Team 	1	1	1	1	1
Assistant Curriculum Manager	<ul style="list-style-type: none"> • Ensures high level specialist input into the curriculum right across the programmes 	0	1	1	1	1

	<ul style="list-style-type: none"> Managing the specialist practitioners and the extension programme coordinator Ensures consistency and progression across the seven day curriculum Delivers role of SEN coordinator May attend School Management Team meetings 					
Specialist Practitioners	Deliver specialist sessions (arts, sports, equestrian studies, enterprise, etc). Sessional staff.	As required				
Senior Group Tutor	Manages group tutors, fulfills role of group tutor to one group	1	1	1	1	1
Group Tutor	Responsible for teaching and learning of a specific year group, can take additional duties to support Senior Group Tutor	3	4	4	4	4
Post-16 Leader	Responsible for teaching and learning of Post-16 group, can take additional duties to support Senior Group Tutor	1	1	1	1	1
Learning Assistant	Supports tutor or specialist practitioner in delivering lessons, supports students in getting to grips with lesson material, supports learners who are disengaged or struggling	5	6	6	6	6
Extension Programme Coordinator	<ul style="list-style-type: none"> Responsible for day-to-day running of Extension Programme Organises and manages Extension Programme Assistants Responsible for administration and record keeping Supports the Pastoral Care/Family Links Officer in establishing and maintaining links with the family to obtain best possible outcomes for the young person 	1	1	1	1	1
Extension Programme Assistant	<ul style="list-style-type: none"> Works with young people attending weekend programmes in terms of relationship development, behaviour management, personal development, mentoring Provides support for specialist sessions 	2	2	2	2	2
Pastoral Care/Family Links Officer	<ul style="list-style-type: none"> Runs the behaviour management system, working closely with Group Tutors and Provides pastoral care for students Extracts troubled learners from class and works with them to address problems Establishes and maintains links with the family to obtain best possible outcomes for the learner 	1	1	1	1	1

Administrative Officer	Provides administrative and clerical services to the school and to the Governing Body	1	1	1	1	1
Finance Officer	Provides financial administration	1	1	1	1	1
Building Services Officer	Responsible for building maintenance, H&S, caretaking	1	1	1	1	1
Resource Technician	Maintains and sets out resources, provides day-to-day IT support	1	1	1	1	1
Caterers	Outsourced service	0	0	0	0	0
Cleaners	Outsourced service	0	0	0	0	0
IT maintenance	Outsourced service	0	0	0	0	0
Total		21	24	24	24	24