

Exemplar – Newark Business Academy

Free School Application

Newark-on-Trent

February 2012

Exemplar – Newark Business Academy

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Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED], [REDACTED], [REDACTED], Newark, Nottinghamshire, [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED] / [REDACTED]
About your group	
5.	Please state how you would describe your group: [REDACTED]
6.	If Other, please provide more details:
7.	Has your group submitted more than one Free School application in this round? No
8.	If Yes, please provide more details:
9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? No
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:

Details of company limited by guarantee	
11.	Company name: Exemplar Academy Formally: Everyday Champions Academy
12.	Address currently being terminated : ██████████, ██████████, ██████████, Newark, Notts, ██████████. Applied for company address: Company address: ██████████, ██████████, ██████████, Newark, Nottinghamshire, ██████████
13.	Company registration number: 07646768
14.	Does the company run any existing schools, including any Free Schools? No <input type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details:
Company members	
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):

	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name:

Company directors

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

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

	1. Name: [REDACTED]
	2. Name:
	3. Name:

19. Please provide the name of the proposed chair of the governing body, if known:

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
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21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. 	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None</p>	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	

30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:
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Please tick to confirm that you have included all the items in the checklist.

Section B: Outline of the school

1.	Proposed school name:	Exemplar – Newark Business Academy
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	11 – 16
4.	Date proposed school will reach expected capacity in all year groups:	September 2017
5.	Will your proposed school be:	Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? No NB Please refer to the glossary of terms in the ‘How to Apply’ guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? Yes	

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

Section C: Educational Vision

Exemplar – Newark Business Academy

ETHOS

We will welcome each young person into an environment that encourages and challenges them to fulfill their full potential in life. We will adopt universally held Christian values and instill a life long love of learning. An outstanding level of education will be delivered in which young people will develop academically, spiritually, morally, socially, physically and culturally.

What do we want to achieve?

We will instil clear convictions that...

- Background does not determine destiny
- Character is the platform for my ability
- My good can be turned into great
- Self-discipline is my route to success
- My future is based on choice and not chance

How we will achieve it?

We will create an environment where...

- Trust is cultivated between parents/carers, students and teachers through a loving, supportive and empowering atmosphere
- A strong and vibrant sense of community exists between students, teachers and local people
- Academic and behavioural expectations are very high
- A love of learning is cultivated through innovative teaching and by demonstrating relevance to the real world and the world of business and enterprise
- Innovation is the norm
- An individual's strengths will be identified and developed

How do we know when we have achieved it?

When students leave our Academy they will...

- Know what their defining strengths are and evidence a winning mindset for life
- Understand the pathways that their character and ability may take them in the years following school
- Have developed mentor relationships that they can draw on for advice and wisdom beyond their time at the academy
- Have achieved all that they set out to do on arrival at the Academy and much more
- Articulate a commitment to life long learning

VISION

Exemplar – Newark Business Academy (The Academy) will be an outstanding, vibrant secondary school in the Newark area. It will provide experiences that will challenge, encourage and equip students for life enhanced by the experiences provided through the business and enterprise specialism. All children will be guided to develop and achieve more than their own aspirations. The staff will be a dedicated team who will embody the values and ethos of the Academy.

The Academy will be multicultural and accessible to people and students across all ranges of ability. Social integration will be a key strength of this new Academy.

The Academy will put the pursuit of excellence at the centre of all its activities. From academic learning to competing at a national level in inter-school sports, all students will be in no doubt of the Academy's ambition.

The Academy will be at the heart of the community it serves. Working in partnership with the private sector and third sector it will reach out to all community members. The governing body will always seek to demand maximum value from the School's assets to the advantage of local people.

Students leaving for work and further education will look back at their time at the Academy as happy, transformative and with a realisation that the education they received was amongst the best in the state sector.

WHY ARE WE ESTABLISHING A SCHOOL IN NEWARK?

The Academy will educate 750 students aged 11-16. It will serve some of the most deprived wards in the East Midlands and will be counted amongst the most successful schools in the country for pupil progress. With time the Academy will expand to provide post-16 education in line with government requirements in the area.

Our reasons are as follows:

- To provide an excellent all round education with a value and character focused environment; incorporating an innovative business and enterprise curriculum to narrow the attainment gap between disenfranchised groups that underachieve and more successful socio-economic groups in Newark.
- To provide a third secondary school choice for Newark parents that will offer a distinct ethos and educational vision and help drive up standards across all the local schools. Results for the two Newark secondary schools for 2011 showed the percentage of pupils making the expected progress from KS2 to KS4 at the Grove School was 63% in English and 56% in Maths; the Magnus School 67% in English and 44 % in Maths. This is compared with Local Authority averages of 69% and 61% and National averages of 72% and 65%. The percentage of pupils gaining five A*-C grades in 2011 was 46% (Grove) and 44% (Magnus).
- Over 800 11-16 year old children in Newark are now travelling outside of the town for state education due to dissatisfaction with current provision (see appendix C). This represents 30% of the entire student population of that age range. (The concerns of parents regarding educational choice are highlighted in our questionnaire survey). This leaves a higher proportion of children from deprived backgrounds behind in the existing schools. Only families who are able to afford the transport costs and time required have this luxury. Parents on low incomes do not have the same choice as these parents on higher incomes. The Academy will provide the option for all parents to stay in Newark and for their child to receive an outstanding quality of education locally.
- The population of the Newark area is set to expand rapidly in the forthcoming decade and the local authority informs us that a further secondary school is required to meet student demand (See appendix C).
- We recognise that too many young people locally and nationally, including those who achieve academically, have been let down by the education system. In line with aspirations set out in the Education Act 2011 we will redress this issue and ensure that all our students achieve to their full potential. Exemplar will be a self-sustaining and continuously

improving Academy supported by a long term commitment from the governors that will demand maximum value for tax-payers money.

Section D: Educational Plan – Part 1

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

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

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		150	150	150	150	150	150	150
Year 8			150	150	150	150	150	150
Year 9				150	150	150	150	150
Year 10					150	150	150	150
Year 11						150	150	150
Year 12								
Year 13								
Totals								

Section D: Educational Plan – Part 2

4.01 - INTRODUCTION

The ambition of Exemplar – Newark Business Academy is to create a genuinely outstanding educational environment. Newark is a town where the prevailing history of secondary school education has unfortunately been one of mediocrity coupled with disappointment amongst parents.

Newark Town and the surrounding locality are served by two comprehensive schools. The Grove School is a specialist science college most recently inspected in May 2010 (See appendix D). The inspectors were of the opinion that the school required significant improvement because it was performing less well than in all the circumstances it could reasonably be expected to perform. The school was judged overall to be inadequate and was given a notice to improve. The inspectors determined that significant improvement was required in relation to attainment, quality of teaching and learning and the impact of leadership on students' outcomes.

In lessons at the Grove students were found too often to be passive and lack the confidence and aspiration to achieve the highest standards, showing too little enthusiasm for learning. Parental concerns were about poor communication and about poor teaching, unsettled behaviour and disruptions in lessons.

Following a monitoring inspection (January 2011) inspectors found that whilst benchmark GCSE results had improved slightly (31% to 33%) students' achievement was still not as good as expected. Students were however shown to be making better progress in lessons because of satisfactory improvements in the quality of teaching and further improvement in GCSE results culminated in 46% achieving 5A*-C inc. English & Maths.

The Magnus School was most recently inspected in July 2010 (Section 8 EA 2005/deemed section 5) (see appendix E), this followed the 2008 inspection where the school was judged to require special measures. The school was judged to be satisfactory having made considerable improvements since 2008, however the inspection found that whilst standards are improving, they are still judged to be below average. Teaching has improved but remains only 'satisfactory'.

This culture and lack of enthusiasm for learning is evident both amongst students and young people who have recently left education. These are the conditions in which the new Academy will exist and the challenges it will face. The plan set out below aims to provide a comprehensive approach to the educating of Newark's children. We aspire not only to foster a love of learning

but also instil a philosophy of pursuing excellence in all areas of life, of becoming the best person you can be and of living the best life that you can.

It is our belief that context and role models are crucial if children are to extract the greatest value from their school years. There must be a connection between what is being learnt and the real world or the inspiration to learn becomes lost in academic emptiness. Equally children and particularly boys, require strong confident and positive role models to lead them to the type of men and women they wish to become. The Academy will place great emphasis on the positive image that both staff and mentors present to the students. The values of staff and mentors will be unambiguous and our young adults will take this example with them into adult life.

4.02 – POST 16

The need in Newark is for an outstanding 11 – 16 secondary school. The current provision for post-16 education has a good reputation and this proposal would not wish to compete for resources with that institution. However, with legislation due to change with respect to students being required to stay on in education post 16, the capacity in Newark is unlikely to be sufficient. In this context, the Academy would be eager to develop provision to allow students to stay on for A-levels. If the application for the Academy is successful, the project team would be keen to discuss this potential provision with the Department for Education.

4.03 - EXEMPLAR – NEWARK BUSINESS ACADEMY KEY ATTRIBUTES

The key attributes of the Academy flow from its ethos and will form a foundation upon which a successful Academy can be built in Newark. These attributes will be reference points against which the Academy can judge its success.

BUSINESS SPECIALISM

The new Academy will be located in the heart of Newark's Business Community and Business, Enterprise and Entrepreneurship will be the Academy's specialism.

The education system historically has not prioritised the teaching of practical business concepts thereby putting students entering the world of work at a disadvantage. The Academy will prepare students for entering into the competitive business world as future leaders and highly employable individuals. Students will learn how to conduct themselves, how to communicate and how to excel. The Academy will embed an enterprise education across all key stages.

The Academy will run enterprise activities in lessons and specific enterprise events across the whole school. These events will be managed by a business and enterprise co-ordinator in co-operation with local business people. In addition the co-ordinator will create long-term school business projects such as a school bank and shop, which students will have opportunity to manage.

The Business and Enterprise Co-ordinator will work to bring in sponsorship to the school from outside organisations to develop business activities and also will be responsible for managing mentoring roles from local business people and apprenticeships with local businesses. (See appendix L)

The business and enterprise specialism will contextualise the teaching subjects helping the students to understand the relevance of what they are learning. This will raise levels of engagement and prepare them for the real world. Through this specialism there will be a constant development of the following skills:

- Leadership and Risk taking
- Independent learning
- Team working and Communication
- Problem-solving
- Innovation and creativity
- Organisation
- Financial awareness
- Professional Conduct

Throughout their time at the Academy students will have a core entitlement to Business and Enterprise lessons. They will be designed to inspire entrepreneurial skills, develop understanding of personal finance and broaden their experiences of the world of business. A framework will be introduced to structure the learning of business concepts and practice. An indicative example could be:

- Year 7 – Business Basics, Marketing and Enterprise activity
- Year 8 – Personal Finance, Career choices and Enterprise activity
- Year 9 – Level 2 Money and Finance qualification
- Year 10 – Level 2 Academic qualification or vocational alternative

Students will leave the Academy at 16 with:

1. A thorough understanding of personal finance and credit
2. A knowledge of budgeting and the consequences of failing to budget
3. An understanding of the local, national and global economy
4. A comprehensive understanding of how business works

The senior leadership team (SLT) will embed the business and enterprise

culture into the life of the Academy by doing the following:

- Involve all staff and stakeholders in the planning and delivery of enterprise activities, strengthening the teacher and community culture.
- Create the business and enterprise coordinator position to develop the enterprise curriculum across all key stages and support the teaching staff in its implementation.
- Develop strong links with local primary schools encouraging and equipping them to develop their own enterprise curriculum to prepare students for the learning environment of the Academy.
- Open up activities to Newark's existing secondary schools to allow students with an enthusiasm for business and enterprise to become involved.
- Invite local business leaders into our mentoring programme and harness the skills and expertise of Newark's business community in order to bring real meaning to the business specialism.

The world is a competitive place and via opportunities afforded by our business specialism and engagement in regional competitive sport, our students will learn how to compete and how to succeed. This does not mean how to win at all costs but rather how to maximise individual potential and how to deal with victory and defeat, success and failure – features of real life.

EXCELLENCE

The pursuit of excellence will be at the heart of the Academy. The expectation of mediocrity will be driven out of students' life philosophy. The attainment of anything less than a child's full potential will not be tolerated within the scope of resources the Academy has available to it. Too many young people, perhaps as a result of their background or their environment, expect to fail and then meet that expectation. We will expect them to succeed and we will keep telling them that they can and will.

The senior figures in the Academy from the governors to the teaching staff will be expected to aspire to continuously improve in their own lives and take responsibility for their position as examples for young adults. There will be a culture within the governing body of continuous positive challenge to the senior leadership of the Academy.

The Academy will promote exemplary standards of discipline and self-discipline among staff and students. Negative or destructive behaviour exhibited by any member of the Academy will be rigorously confronted and dealt with. At the

same time staff will be required to deal with students as growing young adults rather than simply children and expectations of behaviour will be set accordingly.

There will be a culture of celebrating both academic and personal achievement culminating in an annual awards celebration evening for students and family.

LEADERSHIP FOR LIFE

One of the best ways we can equip a child for adult life is by giving them the tools to take charge of their own lives and influence others in a positive way. We will help them to realise that their future is not a foregone conclusion and that it will be shaped by their personal decisions and actions.

The Academy will use the opportunities of school assemblies and social situations to develop leadership skills. Sports teams and inter-school competition will be an opportunity for students to lead and respond to leadership in a positive way. Staff will plan and assess these activities in the context of the students' opportunities to develop these skills.

In future years we will, within the parameters of the Academy's resources look to form a Combined Cadet Force sponsored through the Ministry of Defence who's stated aim is to: *"provide a disciplined organisation in a school so that pupils may develop powers of leadership by means of training to promote the qualities of responsibility, self reliance, resourcefulness, endurance and perseverance."* The school will also run a Duke of Edinburgh award scheme.

In addition students will be taught about citizenship, social responsibility and the opportunities that exist for leadership in the modern world.

Through the vertical tutoring system, we will encourage students to lead and guide others. Students will be encouraged to take on responsibility such as prefect roles with the remit to guide younger members of the school and encourage excellence within peer groups. Student Council representation and future involvement in staff interviews will also allow students to considerably influence their school environment.

Staff leadership training at the Academy will be seen as an integral part of the Academy. The teacher will be seen as the leader in the classroom and therefore regular staff development training will be a priority. This will focus not only on teaching and learning for the classroom but also on personal aspects of leadership. Each member of staff will be expected to have a personal improvement plan (PIP) containing targets for staff development. Each member of staff will meet once a term with a designated senior member of staff to discuss their PIP.

INSPIRING EDUCATION

A child's education should equip them for adult life. We will look creatively at teaching styles so they emulate the scenarios children will face as adults. Discovery learning and project-based tasks will play a major part in our learning environment. The use of Assessment for Learning (AFL) and Personal Learning and Thinking Skills (PLTS) will form a key ingredient of work schemes to ensure that students are engaged, challenged and progressing.

As well as qualified teachers, we will invite practitioners and experts from various fields to input into the life of the Academy. Above all, we want our school to be a place where our children are valued and can be inspired to achieve their potential.

The successful implementation of an exciting and accessible curriculum will help to optimise attainment and attendance. The Academy's Elevate programme of enrichment activities will ensure that students achieve in a variety of ways. We will require all students to become involved in community events and will encourage students to engage in activity that takes them outside of their immediate environment.

EMPOWERMENT TO FULFIL POTENTIAL

Every child has a gift or talent to be identified, developed and strengthened. It will be the aim of the leadership, the staff and those inputting into the life of the Academy to identify the gifts and talents of each child and ensure those talents flourish. The Academy will build a relationship with an Oxbridge college and work tirelessly to ensure those students with the potential are given a clear route to the top universities in the country.

The key to fulfilling any individual's potential is self-discipline. The Academy's policy on behaviour will be unambiguous and will ensure positive behaviour prevails in the class and around the campus. Whilst the Academy will promote high standards of discipline, the goal must be to nurture the practice of self-discipline. This will be the most powerful tool that the student can take with them into adult life.

We will also encourage a culture of service to the wider community and encourage all our students to identify ways in which they can use their skills and talents for the benefit of all people.

CHRISTIAN VALUES

The Academy will be multicultural in philosophy and will welcome children from all faiths or none. Strong Christian values will be a foundation of the Academy's culture.

There are fundamental character traits that are essential for lasting success in all walks of life including the business and professional world. Students will understand that a person's abilities are enhanced by their commitment to developing their own character. The staff as an example to students will embody these traits:

- Respect – for self and others
- A sense of personal responsibility
- Integrity
- Honesty
- A positive attitude
- A desire and ability to make things happen
- A moral obligation to realise one's potential

The Principal will give a keynote address on Monday morning to the whole Academy and the theme will cascade throughout house assemblies and tutor coaching sessions.

SYSTEM OF MENTORING

Students will have a carefully chosen member of staff assigned to them as form tutor on entry into year 7 of the Academy based on discussions with their primary school. This key person will monitor and assertively mentor the child's academic and character growth for the duration of their time at the Academy. Assertive mentoring now operates in numerous outstanding schools across the UK and has been seen to improve student performance dramatically.

The Academy will also operate a vertical mentoring system in which students will be able to draw strength and support from other students across the year groups.

We will also encourage members of the community, particularly business people and professionals to be involved in mentoring where appropriate, instructing small groups and inspiring students who are looking to take similar career paths or with similar interests. We believe long term relationships will be fostered that will benefit the students beyond their time at the Academy.

4.04 - MEASURABLE OUTCOMES

The governing body will judge the success of the Academy in part by the achievement of the following measurable outcomes:

- 1) It is the expectation of the Academy that every student achieves the English Baccalaureate. Only in circumstances in which it is clearly not in

the student's interest to pursue this qualification will this requirement be relaxed. The senior leadership team will be required to justify this decision in every case to the governing body.

- 2) The percentage of students who meet and exceed their expected level of attainment measured between Key Stage 2 and Key Stage 4 will be significantly higher than the county average (including our statistical neighbours) and the national average by year five
- 3) The Academy will be in the top 10% of schools for student progress from Key stage 2 to Key Stage 4
- 4) The quality of teaching and learning in lessons will be good or outstanding in 90% or more of lessons within the first year
- 5) Student attendance will be better than the national average for secondary level schools
- 6) The Academy will be oversubscribed from its third year of operation
- 7) Every student at Key Stage 4 is competing at either inter-school or inter-house sport
- 8) Every student at Key Stage 4 is engaging in public speaking and formal debating
- 9) Every student at Key Stage 3 and 4 is engaged in a fulfilling community activity
- 10) All students upon leaving the Academy will transition into further education, training or employment

These outcomes will be targeted for assessment in year five of operation because many refer to results at the end of Key Stage 4. However the governing body will continuously assess term by term from the day the Academy opens whether results and achievement are moving in the right direction.

The senior leadership's remuneration will be directly tied to the achievement of these measurable outcomes and when it becomes apparent they are to be achieved greater challenges will be set and rewards adjusted accordingly.

4.05 - ADMISSIONS

The admissions limit for each year will be 150. The Academy will comply with the national School Admissions Code. All students applying who have a SEN

statement naming the Academy will be admitted automatically.

In the event of oversubscription the following criteria will be applied by the governing body in priority order to determine which applications will be granted.

1. Looked after children (as defined by the 1989 Children Act)
2. Children with siblings already attending the Academy
3. Children of those directly involved in establishing the Academy

Following the application of the initial criteria the remaining places will then be allocated *fairly between children whose primary residence is within the [REDACTED] of the following areas in the following way:

- 25% [REDACTED]
- 25% [REDACTED]
- 25% [REDACTED]
- 25% Other Newark Wards and surrounding areas

**A 'lottery' draw system will be employed to determine successful applications. In event of under-subscription in any particular Ward then any unallocated places will be evenly re-distributed across remaining areas. All arrangements will be reviewed with DfE to ensure compliance with the national code.*

ADMISSION ARRANGEMENTS FOR 2013

Students enrolling for year 7 in 2013 will apply directly to the Academy. Application forms will be available electronically on the Academy website and paper copies from local primary schools. Applications for subsequent years will be part of the co-ordinated application process.

The Academy will ensure that pupils from 'hard-to-reach' groups in Newark such as new arrival families (where English is not the first language) and Traveller families have the same opportunities as others to express a preference for Exemplar. This will be fulfilled via marketing and transitions strategies.

4.06 - THE ACADEMY DAY AND ACADEMY YEAR

The Academy will be set up to support a longer learning day. Students can arrive at the Academy from 7.30 onwards and participate in the breakfast club, aiding parents and carers who wish to drop off students on their way to work. Each day will start with a tutor session or an assembly to allow everyone the opportunity to participate in collective worship or academic and pastoral

coaching.

All lessons will last for an hour and there will be a natural break planned after every two lessons. This will allow practical lessons to have a double period of 2 hours. Students will sit down for lunch together with staff and other adults associated with the Academy in order to build relationships outside of the classroom. The length of lunchtime will allow other activities to happen enabling students to socialise and enjoy their time at the Academy.

ELEVATE PROGRAMME

In line with a vision to identify and develop the gifts and talents of each student, Elevate sessions will take place during three periods of the week. During this time students are encouraged to discover their gifts and talents throughout their journey at the Academy and to raise these talents to new levels.

These sessions will not only enrich a student's experience at school, but will play a key part in identifying future pathways beyond their time at the Academy. These activities will occur at the end of the day and will develop skills and foster enthusiasm for non-curricular activities.

All staff in the Academy will be expected to offer an activity and members of the local community who have relevant clearance will be able to contribute to this part of Academy life. Students will be encouraged to plan a personalised programme that meets their educational needs, personal interests and aspirations.

ELEVATE STREAMS

The Elevate streams below are examples of the type of activities that will be available:

Business & Enterprise: Young entrepreneurs club, Financial literacy, Young Enterprise UK

Sport: Competitive Sports Teams, Fitness and training, Swimming

Creative Arts: Film, New Media School Bands, Dance, Arts Award, and Instrument Lessons

Additional Learning: First Aid, DofE, BSL, Foundation Learning, Intervention, Life, Homework Club, Addition Languages etc.

Event Driven Activity: Academy and Community Sports Awards, Business and Enterprise Awards, Achievement Awards, School Productions, Assembly Production.

ACADEMY DAY

Breakfast Club	7:30-8:30
Registration	8:30-8:35
Coaching / Assembly	8:35-8:55
Period 1	8:55-9:55
Period 2	9:55-10:55
Break	10:55-11:15
Period 3	11:15-12:15
Period 4	12:15-13:15
Lunchtime	13:15-14:15
Period 5	14:15-15:15
Period 6	15:15-16:15

THE ACADEMY YEAR

The Academy will be open to students for 190 days of the year. INSET for teachers will be in line with the other local schools in the area. However the proposed structure to the Academy year will be different to LA schools (see example below). The length of terms will be more consistent throughout the year and the summer break will be shorter, which will improve progression of learning.

2013-2014

- Term 1: Monday September 2nd 2013 – Friday 18th October (7 weeks)
(Two week break)
- Term 2: Monday November 4th 2013 – Friday 20th December (7 weeks)
(Two week break)
- Term 3: Monday January 6th 2014 – Friday 14th February (6 weeks)
(One week break)
- Term 4: Monday February 24th 2014 – Friday 4th April (6 weeks)
(Two week break)
- Term 5: Monday April 21st 2014 – Friday May 23rd (5 weeks)
(One week break)
- Term 6: Monday June 2nd 2014 – Friday July 25th (8 weeks)
(Five week break)

2014-2015

- Term 1: Monday September 1st 2014 – Friday 17th October (7 weeks)
(Two week break)
- Term 2: Monday November 3rd 2014 – Friday 19th December (7 weeks)
(Two week break)
- Term 3: Monday January 5th 2015 – Friday 13th February (6 weeks)
(One week break)
- Term 4: Monday February 23rd 2015 – Friday 3rd April (6 weeks)
(Two week break)
- Term 5: Monday April 20th 2015 – Friday May 22nd (5 weeks)
(One week break)
- Term 6: Monday June 1st 2015 – Friday July 24th (8 weeks)
(Five week break)

2015-2016

- Term 1: Monday August 31st 2015 – Friday 16th October (7 weeks)
(Two week break)
- Term 2: Monday November 2nd 2015 – Friday 18th December (7 weeks)
(Two week break)
- Term 3: Monday January 4th 2016 – Friday 12th February (6 weeks)
(One week break)
- Term 4: Monday February 22nd 2016 – Friday 1st April (6 weeks)
(Two week break)
- Term 5: Monday April 18th 2016 – Friday May 27th (6 weeks)
(One week break)
- Term 6: Monday June 6th 2016 – Friday July 22nd (7 weeks)
(Five week break)

4.07 – CURRICULUM AND THE ORGANISATION OF LEARNING

CURRICULUM PRINCIPLES

For all students in the Academy there will be:

- Encouragement and support for all students to gain the English Baccalaureate qualification.
- Business and enterprise embedded in the curriculum plus dedicated curriculum time.
- The values of the Academy permeating every aspect of learning.

- Discrete time set aside to develop the whole person as well as examining and celebrating the Academy's values.
- A strong emphasis on literacy and numeracy.
- An entitlement of learning to include: English, Maths, Science, Physical Education, Humanities, The Arts, MFL, ICT, PSHE/Citizenship and Business and Enterprise.
- Provision to develop the six Personal Learning and Thinking Skills through curriculum subjects.

Students in years 7 to 11 will experience 27 x 1 hour lessons over a 5 day timetable with an additional 3 hours for structured enrichment activities. At the beginning of each day there will be a 20-minute tutor session to include: coaching, mentoring, PSHE and collective worship.

KEY STAGE 3 – YEARS 7 AND 8

Key Stage 3 will follow the national curriculum. The Academy will build on the student's Key Stage 2 experience and work hard to ensure that the transition is smooth. A student's years 7 and 8 will be characterised by:

- Building upon the current good practice in local primary schools and developing further through our induction curriculum.
- A greater focus on the basic skills of literacy and numeracy across the whole curriculum and in enrichment activities.
- Further delivery of the Business and Enterprise specialism through induction curriculum and enrichment activities.

THE INDUCTION CURRICULUM

The induction curriculum will cover the subjects: Geography, History, Religious Education, Citizenship, ICT and Business and Enterprise. All subjects will be assessed using national curriculum levels and progress will be measured against published targets. There will be a focus on the six Personal, Learning and Thinking Skills (PLTS):

- Independent Enquirers
- Creative Thinkers
- Reflective Learners

- Team Workers
- Self Managers
- Effective Participators

The induction curriculum will focus on the practical application of skills in realistic tasks, including setting up and running a small business. Through this students will develop an understanding of personal finance and economic management. Delivery will be through a thematic approach with 10 weeks allocated to each theme, timetabled with one or two teachers per group that facilitates:

- Whole year 'lead lessons'
- Whole class work
- Small group work
- Individual work

Assessment will measure progress made through:

- Self assessment
- Peer assessment
- Small group assessment
- Teacher assessment
- End of theme student presentations

INDUCTION CURRICULUM PROJECTS

Students will undertake three projects with a cross curricular element. This will build on the style of learning and teaching experienced by students in primary education whilst offering important life and learning skills. Below are the project titles and the curriculum subjects that will be covered.

Project 1: **Business and Enterprise**

- ICT
- Business

Project 2: **Global adventure**

- Geography
- History

Project 3: **Critical Thinking**

- Religious Education
- Citizenship

YEAR 7 AND 8 CURRICULUM MODEL

Subjects	Number of lessons
English	4
Mathematics	4
Science	3
MFL	2
Physical Education	2
Induction Curriculum	7
Creative Arts (Art /Music/Drama)	3
Technology (RM/Food/Textiles)	2
Elevate	3
	30

KEY STAGE 4 – YEARS 9, 10 AND 11

Students will have the opportunity to choose a pathway that will give them the greatest chance of success. The Academy will ensure that the best advice is given to students and that they are placed on appropriate courses so that all students at the end of year 11 have options available to progress to further education, employment, apprenticeship schemes and other work-based routes.

The pathways will allow students to take qualifications at the end of each year in Key Stage 4 enabling students to gain qualifications appropriate to their ability not their age.

Core Learner Entitlement in Key Stage 4:

- English will offer 1 or 2 GCSEs (English Language and English Literature).
- Mathematics will offer 1 GCSE with the option to increase to 2 (Statistics).
- Science will offer 2 or 3 GCSEs or a BTEC qualification.
- Students will study at least 1 Business and Enterprise related subject.
- Religious Studies GCSE (full course).

- Accreditation within the core entitlement will be appropriate to the students' abilities and interests; it will be the responsibility of curriculum leaders to keep abreast of alternative qualifications to ensure that the most appropriate accreditation is on offer to students.

YEAR 9 CURRICULUM MODEL

Curriculum Principles for Year 9 will be characterised by:

- All students starting qualifications in the core subjects, business and religious education.
- A choice of pathways that are personalised to each individual student.
- The best possible advice to prepare and inform students of the choices available to them in year 10 and 11.

Subjects	Number of lessons
English (GCSE start)	4
Mathematics (GCSE start)	4
Science (GCSE/BTEC start)	3
Business, Enterprise and ICT (Vocational)	3
Religious Studies (GCSE start)	1
Physical Education	2
MFL	2
History	2
Geography	2
Creative Arts - Art/Music/Drama (rotation)	2
Technology - RM/Food/Textiles (rotation)	2
Elevate	3
	30

YEAR 10 & 11 CURRICULUM MODEL

Curriculum Principles for Year 10 & 11 will be characterised by:

- Opportunities for students to take some final examinations at the end of each year.
- Accelerated approach where appropriate for students to gain accreditation through the short/fat and long/thin diet of courses.
- English Baccalaureate pathways for students
- Pathways available for students will be accredited courses in GCSE, GCSE and BTEC
- Creative use of enrichment time to complete coursework to the highest standards, drive any 'catch up' for students so that they do not underachieve.
- Specific intervention programmes focused on maximising outcomes for English and Mathematics.

Pathway A (Academic)

Subject	Year 10	Year 11
English	4 (GCSE)	4 (English Literature)
Mathematics	4 (GCSE)	4 (Statistics)
Science	4 (Core)	4 (Additional)
Religious Studies	1	1 (GCSE)
Physical Education / Sport	3	3 (GCSE/BTEC)
Business and Enterprise	2	2 (GCSE/BTEC)
MFL	3	3 (GCSE)
Humanities (Geography or History)	3	3 (GCSE)
Option Choice	3	3 (GCSE/BTEC)
Elevate	3	3 (Additional Accreditation)
TOTAL	30	30

Pathway B (Vocational)

Subject	Year 10	Year 11
English	4 (GCSE)	4 (English Literature)
Mathematics	4 (GCSE-early)	4 (GCSE)
Science	4	4 (GCSE/BTEC)
Religious Studies	1	1 (GCSE)
Physical Education / Sport	3	3 (BTEC)
Business and Enterprise	2	2 (GCSE/BTEC)
ICT	3	3 (BTEC)
Option 1 (MFL/Hum/Arts/Tech)	3	3 (GCSE/BTEC)
Option 2 (MFL/Hum/Arts/Tech)	3	3 (GCSE/BTEC)
Elevate	3	3 (Additional Accreditation)
TOTAL	30	30

LITERACY AND NUMERACY ACROSS THE CURRICULUM

Literacy and numeracy development will be a key driver for success at the Academy:

- 1) Internal tracking will be used to form a baseline judgment on literacy and numeracy levels.
- 2) Progress in literacy and numeracy will be a key element in the tracking and quality assurance of achievement.
- 3) The literacy and numeracy plan will underpin the strategic processes in whole school and team action plans in order to improve literacy and numeracy levels across the curriculum.

The following whole school measures will be carried out and reviewed for effectiveness on a regular basis:

- Completion of STAR tests which will be used as part of the accelerated reader program to gauge literacy levels. Outcomes of the tests will be communicated to tutors and teachers to offer a baseline of performance. The outcomes will be used at the start of Year 7 to confirm the diagnostic data being produced from KS2. On-going use of the programme will be used to measure progress. Evaluation of the effectiveness of the provision will be judged through work sampling and student voice.
- A discrete literacy and numeracy lesson will be built into the timetable once per week incorporating key literacy and numeracy skills and L2L. A comprehensive scheme of work consisting of thirty individual lessons with half-termly assessment points will be used to focus on literacy and numeracy skills as defined by the Ofsted framework, drawing on L2L strategies to support learning.
- Faculties will be paired up in order to have a half-termly focus on literacy e.g. Science and Maths on spelling. Agreed literacy strategies will be evident in classroom practice.
- We will introduce and review tutor time reading to evaluate whether reading material is focused and at the right level.
- As the school develops, the vertical tutor system will be used to encourage Year 7 to read to their elder peers, further supporting the progress being made in literacy.
- Enhanced displays across the school will be used in each classroom based on vocabulary, connectives, openers and punctuation. The displays will be differentiated for each subject with each faculty having

subject specific content.

- Roll out whole school use of glossary pages to capture key terms.

ICT ACROSS THE CURRICULUM

There can be little doubt that ICT should form an increasingly central part of the curriculum in a technological age. This goal can be achieved by:

- Teaching ICT skills to our students.
- Giving our students the opportunity to apply and develop ICT capabilities across the curriculum.
- All teachers being responsible in applying and developing ICT capabilities.
- Subject Co-ordinators planning opportunities in their subject schemes of work. They are to make sure that the use of ICT is purposeful and that it adds value to the subject.
- Specialist teaching of ICT in addition to students being helped to develop and apply the skills in all subjects.
- Subject teachers being clear as to which ICT skills their students are bringing into their lessons.
- Teachers being aware of the ICT resources that their students have at home.
- A whole school approach to ICT across the curriculum driven by the SLT.
- A distinction between pupil use and teacher use of ICT.

4.08 – PUPIL ORGANISATION : SETS, HOUSES AND TUTOR GROUPS

SETS

In years 7, 8 and 9 students will be organised into sets for English, Mathematics, Science, MFL (relating to the EBAC offer) and the induction curriculum. All other subjects will be mixed ability teaching. The sizes of the classes will be no more than 30 in the higher sets allowing there to be smaller classes in the lower ability sets. As well as the lower set there will also be a nurture group which will be taught by a specialist SEN KS2 teacher who will deliver the core subjects to a group of no more than 15.

Example for English

- Set 1 = 30
- Set 2 = 30
- Set 3 = 25
- Set 4 = 25

- Set 5 = 25
- Transition/Nurture set = 15

The curriculum will be designed so that as students make progress they will be able to move up through the sets as they are assessed allowing them to be rewarded and also not trapped in a set which is not appropriate. Class sizes in Technology will be between 20 and 22 according to the recommendations of DATA.

In year 10 and 11 students will also be taught in sets in the core subjects. All other subjects will be taught in mixed ability classes on the vocational or academic pathway. The English Baccalaureate will be an offer to the overwhelming majority of students in year 10 and 11 with a focus on achieving the national benchmark in this area.

HOUSE STRUCTURE

On entry to the Academy, students will be allocated to a tutor group and one of the six houses within the Academy in order to create a sense of family and belonging. Houses will be split into tutor groups mixed vertically. Ultimately this will lead to confident students and therefore a strong and vibrant student and teacher culture.

Through the vertical tutoring system, we will encourage students to lead and guide others. Students will be encouraged to take on responsibility such as prefect roles with the remit to guide younger members of the Academy and encourage excellence within peer groups.

TUTOR GROUPS

Every student will maintain the same tutor group during their Academy life and where possible the same tutor, both for continuity and to build a positive relationship between tutor and student. The House tutor groups will allow:

- Close scrutiny of student achievement, personal target setting, parental engagement, peer coaching and mentoring.
- Students to set personal targets for their time at the Academy. Tutor groups will ensure that individuals do not settle for good but aim to be great.
- Inter-house competition for sport, community projects and academic achievement.

The responsibility for pastoral care of the children will sit firmly with the tutor and

their line management. Tutors will be the first port of call for the child, parents and staff at the Academy and over time will cultivate trust between parents/carers, students and teachers.

Each tutor will receive the appropriate training and guidance from the SLT to enable them to perform this vital role and work with parents and other professionals in the care and support of students. Each tutor will partner with a teacher of the opposite sex in order to adequately cover physical and developmental issues raised by students.

The tutor team will develop a pastoral care programme that will aid individual tutors to monitor and support the emotional, physical and spiritual health of all students.

In addition the Key Stage 4 students will go through an informal training programme aimed at developing them as mentors. This training would not only be given by staff at the Academy but also accredited members of the local community. Under close scrutiny of the tutors, Year 10 will then be timetabled to meet with year 7 and year 11 with year 8 on a regular basis to facilitate the older students leading and mentoring the younger students.

VOLUNTEER PASTORS

The Academy will invite volunteers to operate in a pastoral role with students who have behavioural difficulties. They will have a spiritual input weekly into house assemblies establishing principals of self worth, confidence and respect for others. Students who repeatedly misbehave will be referred to the House Pastors in order to establish a relationship of trust and discover the real issues behind their behaviour. The House Pastor will then develop a bespoke plan for the student setting personal goals and targets that will focus their energies and efforts in a more constructive manner.

The Academy will also develop a family support and mediation service to work with the families of students who display problematic behaviour as a result of difficulties at home.

4.09 – CURRICULUM STAFFING

In line with our Academy vision we would look to appoint staff that demonstrate excellence in their profession and can inspire our students to reach their potential. We would look for enthusiastic and ambitious individuals who would promote the ethos of the Academy. Staff would be encouraged to follow a programme of professional development so that they can progress while working at the Academy.

The table below shows the teacher periods required in each year based on 150 students per year and a six form entry.

CURRICULUM ALLOCATION AND STAFFING NEEDS

	Year 7	Year8		Year 9	Year 10	Year 11
English	24	24		24	24	24
Maths	24	24		24	24	24
Science	18	18		18	24	24
MFL	12	12		12	15	15
PE	16	16		16	24	24
In Curr	42	42	Hi	12	9	9
			GG	12	9	9
			RE	6	6	6
			ICT		6	6
			BST	18	12	12
Art	6	6		4	6	6
Drama	6	6		4	6	6
Music	6	6		4	3	3
Tech	16	16		16	9	9
Enrichment	18	18		18	18	18

The staffing structure has been designed to allow staff to develop as individuals and contribute to the development of the Academy.

In year 1 the leadership team will be established to provide continuity as each year is phased in. Lead Teachers will be appointed to cover 4 key areas of the curriculum. Main scale teachers will have capacity in their timetable to develop curriculum areas, engage with other education providers and the local community. To emphasise the importance placed on addressing the needs of all students there will be a member of the senior leadership team nominated to oversee this provision. Initially the SLT will monitor the progress of all students and in year 3 additional posts will be created in line with the house system.

CURRICULUM MODEL – FIRST YEAR (2013)

Y7-A	En 4	Ma 4	Sc 3	MFL 2	PE 2	Induction 7	Cr Art 3	Tech 2	Enrich 3
Y7-B	En 4	Ma 4	Sc 3	MFL 2		Induction 7	Cr Art 3		Enrich 3
Y7-C	En 4	Ma 4	Sc 3	MFL 2		Induction 7	Cr Art 3		Enrich 3
Y7-D	En 4	Ma 4	Sc 3	MFL 2	PE 2	Induction 7	Cr Art 3	Tech 2	Enrich 3
Y7-E	En 4	Ma 4	Sc 3	MFL 2		Induction 7	Cr Art 3		Enrich 3
Y7-F	En 4	Ma 4	Sc 3	MFL 2		Induction 7	Cr Art 3		Enrich 3
Total	24	24	18	12	16	42	18	16	18

Total teacher periods required to deliver Year 7 = 188

CURRICULUM MODEL – SECOND YEAR (2014)

In year 2 the senior leadership will be the same as year 1 to provide consistency. Addition curriculum staff will be engaged to meet curriculum needs.

Year 7 and Year 8 identical curriculum

Y 7	24	24	18	12	16	42	18	16	18
Y 8	24	24	18	12	16	42	18	16	18

Total teacher periods required to deliver Year 7 and Year 8 188 + 188 =376

CURRICULUM MODEL – THIRD YEAR (2015)

Year 3 will be a key year for the Academy with the introduction of Key Stage 4. Staffing has been increased to provide a more substantial middle leadership team that can work on providing appropriate examination courses that are suited to the needs of the students. There will be pastoral positions of Head of House created, which could be either applied for internally or attached to new appointments.

Y 7	24	24	18	12	16	42	18	16	18			
Y 8	24	24	18	12	16	42	18	16	18			
Year 9	En	MA	SC	MFL	PE	BST	RE	HI	Gg	Cr Art	Tech	Ele
	6 x 4	6 x 4	6 x 3	6 x 2	8 x 2	6x3	6x1	6 x 2	6 x 2	6 x 2	8 x 2	6 x 3
	24	24	18	12	16	18	6	12	12	12	16	18

Total teacher periods required to deliver Year 7, Year 8, and Year 9 188
+188 +188 = 564

CURRICULUM MODEL – FOURTH YEAR (2016)

In years 4 and 5 the staffing will be increased to meet the needs of the courses we are offering across the Academy.

As in year 3 plus:

En 4	Ma4	Sc4	Re1		Bst 2	-	Mfl3	Hi3	Te3□	-	-	Enr3
En4	Ma4	Sc4	Re	PE 3	Bst 2	-	Mfl3	Hi3	Te3□	-	-	Enr3
En4	Ma4	Sc4	Re1		Bst2	-	Mfl3	Gg3	□Mu	-	-	Enr3
En4	Ma4	Sc4	Re1		Bst2	-	Mfl3	Gg3	3□Dr	-	-	Enr3
En4	Ma4	Sc4	Re1	PE 3	Bst2	It3	-	-	-	Mfl 3	Gg3□	Enr3
En4	Ma4	Sc4	Re1		Bst2	It3	-	-	-	Hi 3□	Te3□	Enr3
En4	Ma4	Sc4	Re1		Bst2	It3	-	-	-	Art 3	Dr3	Enr3
24	24	24	6	24	12	6	12	6 + 6	15	9	9	18

Total Teacher periods required to deliver Year 7, 8, 9 and 10. 188 +188+188+ 195 = 759

CURRICULUM MODEL – FIFTH YEAR (2017)

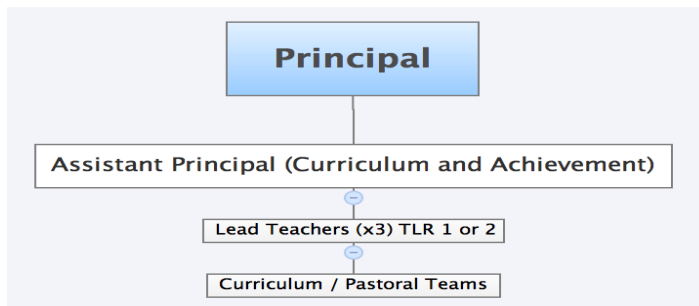
Year 5 is as Year 4 plus:

En 4	Ma4	Sc4	Re1	PE 3	Bst 2	-	Mfl3	Hi3	Te3□	-	-	Enr3
En4	Ma4	Sc4	Re		Bst 2	-	Mfl3	Hi3	Te3□ Ar3	-	-	Enr3
En4	Ma4	Sc4	Re1		Bst2	-	Mfl3	Gg3	□Mu 3□Dr 3	-	-	Enr3
En4	Ma4	Sc4	Re1	PE 3	Bst2	-	Mfl3	Gg3		-	-	Enr3
En4	Ma4	Sc4	Re1		Bst2	lt3	-	-	-	Mfl 3	Gg3□	Enr3
En4	Ma4	Sc4	Re1		Bst2	lt3	-	-	-	Hi 3□ Art 3	Te3□ Dr3	Enr3
24	24	24	6	24	12	6	12	6 + 6	15	9	9	18

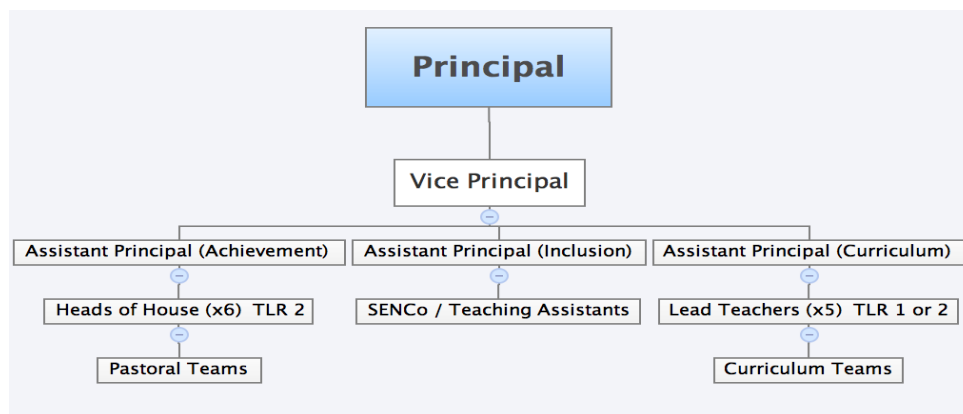
**Total Teacher periods required to deliver Year 7, 8, 9, 10 and 11.
188+188+188+ 195+195 = 954**

4.10 - ORGANISATION AND RESPONSIBILITIES OF THE SLT AND STAFF

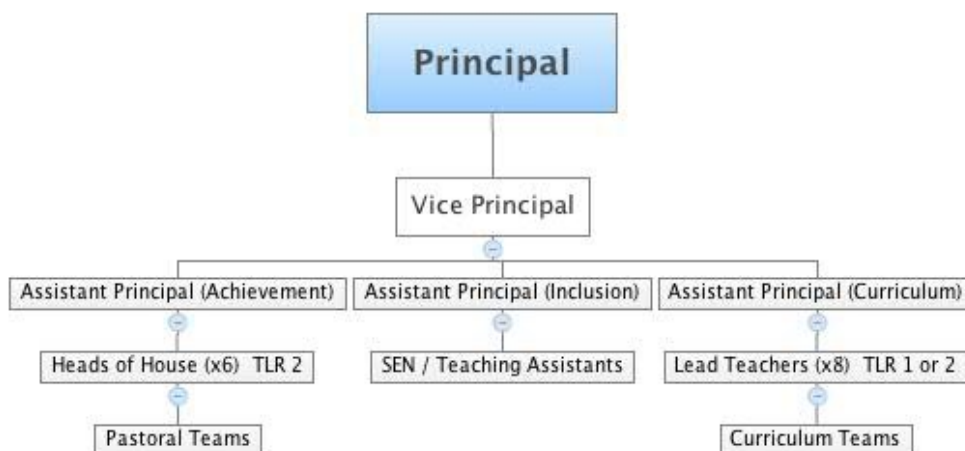
SENIOR LEADERSHIP TEAM STRUCTURE IN YEAR 1



SENIOR LEADERSHIP TEAM STRUCTURE IN YEAR 3



SENIOR LEADERSHIP TEAM STRUCTURE IN YEAR 5



Principal

- **Vision, Ethos and Strategic Planning**
 - Academy Development Plan
 - Academy Self evaluation
 - Stakeholder Links
 - Links with Strategic Partners
 - Staffing
 - Publications

Vice Principal

- **Specialism – Business and Enterprise**
 - Curriculum Planning
 - Oversight of Timetable
 - Monitoring + Evaluation
 - Deputise for Principal
 - Links with LA
 - Line management of Assistant Principals

Assistant Principal

- **Standards and Achievement**
 - Effective use of data
 - Intervention programmes
 - Performance Management
 - All Academy Training
 - CPD
 - PGCE / ITT/ DTP/ NQT
 - Links with FE + HE
 - E-learning + VLE for Learning
 - Development of ICT Resources
 - Academy Routines and calendar
 - Line management of Lead teachers

Assistant Principal

- **Curriculum Development**
 - Teaching and Learning
 - AFL and Differentiation

- Teaching Standards
- Community plan and cohesion
- Gifted and Talented
- Research + Innovation
- Extended School
- Line management of Lead teachers

Assistant Principal

- **Student Welfare, Inclusion and SEN**
 - Student voice and council
 - Behaviour Management
 - Attendance
 - Work Experience and connexions
 - Child Protection
 - Reporting + on-line Reporting
 - Transition from KS2 to KS3 and KS4 to KS5
 - Line management of Heads of House

MIDDLE LEADERSHIP

Lead Teachers

The Lead Teachers will have responsibility for the items below whilst maintaining and embedding the core values and ethos of the Academy:

- All responsibilities of 'Teacher' (as below)
- Assume responsibility for the focus and strategy of the subject area
- Responsibility for the appointment, induction and development of the teaching staff in the department
- Evaluate the quality of teaching and learning by setting targets and monitoring achievement
- Lead and performance manage the teaching staff in the subject area
- Quality Assurance procedures related to the subject

Heads of House

The primary responsibility will be to focus on student achievement, i.e.

- Student mentoring
- Target setting
- Parental engagement

- Peer coaching and mentoring

Additionally to lead the tutors who will be responsible for the development of the whole student and to support the tutors focusing on the academic and personal development of each student.

The Head of House will also work to promote the ethos and values of the Academy and to deliver aspects of the PSHE/Citizenship curriculum. Additionally the Heads of House will collaborate to encourage competition across the Academy through a range of activities. House Pastors will work under the leadership of the Head of House.

TEACHING STAFF

The Teaching staff will hold responsibility for the following whilst maintaining and embedding the core values and ethos of the Academy:

- Deliver lessons as directed by the timetable and cover for absent colleagues as appropriate.
- Attend meetings and enrichment activities as reasonably required
- Undertake the monitoring of student achievement, keeping records up to date and informing parents and other agencies as required.
- Participate in Personal Improvement Plan (PIP) ensuring best practice guidelines are met.
- Attend training whether INSET or externally led courses / updates.
- Undertake pastoral duties / mentoring for all students – taking extra responsibilities for those identified within the form / house.
- Keep abreast of and implement current school policies.
- Carry out such particular duties as the Principal may reasonably direct from time to time, in accordance with the Teachers' Pay and Conditions of Service Act 1987.

EDUCATION SUPPORT STAFF / ADMIN SUPPORT STAFF

We are committed to ensuring that those appointed into supporting roles similarly maintain the values and ethos of the school. Staff in these posts will be supported to develop in their chosen paths and would be encouraged to pursue their own PIP as appropriate.

4.11 – PROFESSIONAL DEVELOPMENT

The Academy will be committed to the professional development of its staff. Through professional development and performance management it will aim to:

- Achieve the strategic objectives by maintaining and increasing the effectiveness of staff.
- Ensure that all staff are supported in their current roles whilst also being helped to prepare effectively for anticipated changing roles and responsibilities.
- Enrich the learning experience of students by enhancing the capacities and expertise of staff

An annual performance review will provide a structured opportunity for each member of staff to discuss their performance with their line manager. Professional development needs may be identified in discussing the effectiveness of the individual's performance in meeting their personal objectives over the previous 12 months. In drawing up the Academy's Development Plan, there will also be professional development requirements flowing from particular strategic objectives.

STAFF INDUCTION

All members of staff new to the Academy will take part in an induction programme during their first term ensuring they fully grasp and own the vision of the Academy. The member of staff's line manager and the Assistant Principal for professional development will agree an appropriate programme prior to the member of staff starting work at the Academy.

The Academy will be committed to cultivating a learning environment for all participants, whether pupils, teachers or support staff. From the point of selection and induction, there will be robust development opportunities for staff with measurable outcomes which link directly into the Annual Plan. Progression and succession planning will also be evident ensuring clear opportunities for career development and professional growth.

A robust Performance Management System will be utilised fully in order to support staff in maintaining the high quality of education provision. Although predominantly a supportive mechanism, the Academy will tackle underperformance in a consistent and thorough manner taking action if necessary.

SUSTAINABLE LEADERSHIP

Leadership development and sustainability will be key to the success of the Academy. There are pressures that come with leading in a school environment that can be alleviated by good leadership skills. Leadership is an on-going journey with the on-going potential for increasing capacity and capability in order to produce greater results and outcomes. We will be committed to:

- Investment in high quality support and training
- Increasing the capacity of leaders and staff members
- Creating a leadership ladder culture
- Effective appraisal and coaching sessions
- Identifying and developing quality governors.

4.12 – SPORTS AND EXTRA-CURRICULAR ACTIVITIES

The Academy will provide students with opportunities that go beyond the Academy curriculum and the classroom. We believe that enrichment beyond the curriculum is extremely important in broadening young people's horizons and the provision of extra-curricular activities will be a key strength of the Academy.

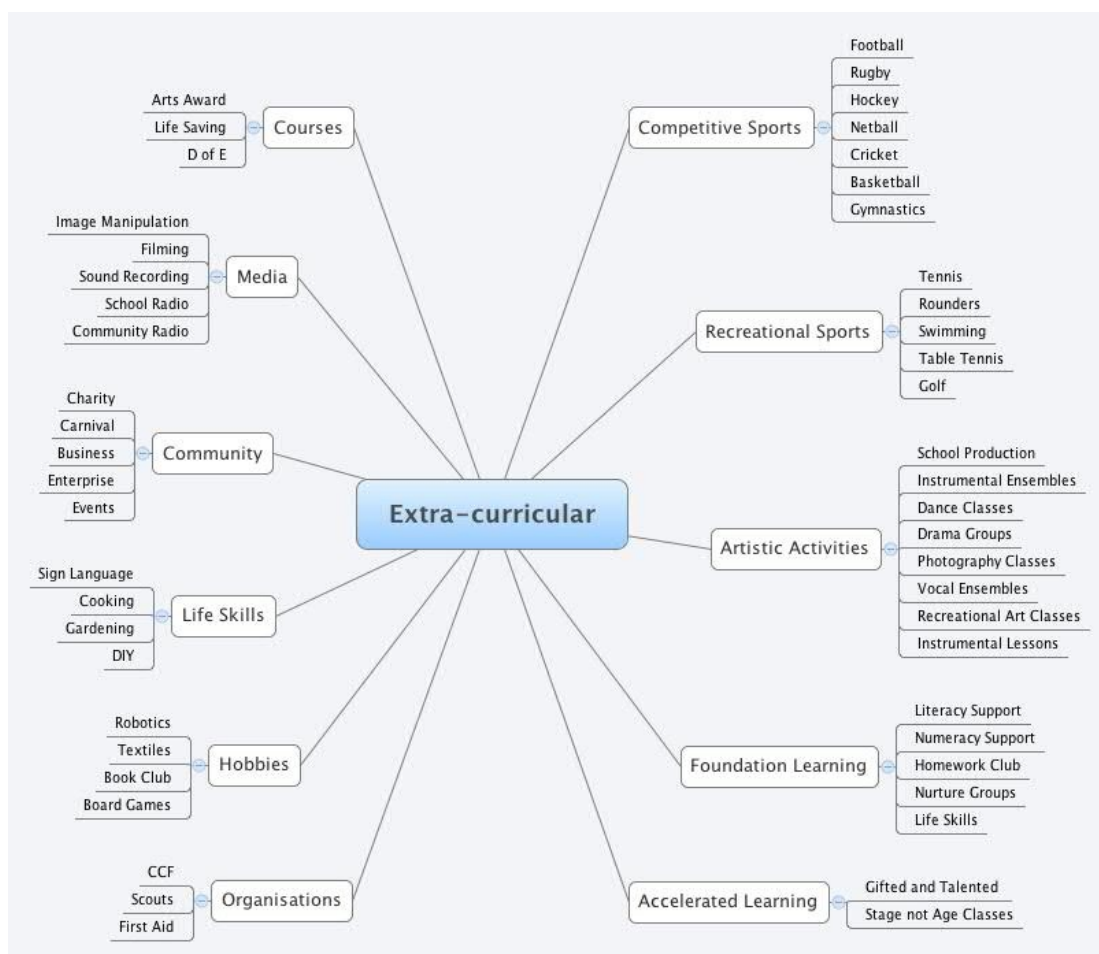
We have built into the Academy week provision for 3 elevate sessions that will form part of the Academy day. This will be an entitlement for all who attend the Academy.

CRB checked volunteers will be co-ordinated by the SLT to provide after school clubs and sports practice. Booster sessions will be arranged regularly over the weekend for students who want to improve academic performance accompanied by a parent. Teachers will be asked to staff these sessions on a limited volunteer basis to ensure the best co-ordination with the Academy's curriculum.

The Academy will focus on developing the student's winning mindset and sports will play a central role in this. During holiday periods the Academy will lay on intensive sports training and activity programmes for students, staffed by volunteers and funded where necessary by local businesses. The project team has already received expressions of interest from community volunteers who wish to become involved in providing these activities.

The Academy will also arrange sporting tours for the senior girls and boys sports teams. It will forge relationships with independent and state sector schools in a chosen region and maintain those relationships through the sports tours.

EXTRA-CURRICULAR ACTIVITIES PROPOSAL



4.13 – STUDENT COUNCIL

The Academy will run an active student council and will encourage all students to be involved whether it be simply voting on student issues or holding positions of responsibility. The Council will be properly chaired and minuted and the SLT will have a responsibility under Academy rules to take due regard of its conclusions. A member of the SLT will sit as an adviser on the council but carry no executive function. The student council will also hear anonymous complaints from students who do not wish to raise them directly with staff. The council will then put those complaints formally to the SLT.

The council will be used as a forum both for discussion of issues arising in the Academy but also a place where staff can openly discuss the rationale behind such things as Academy rules and behaviour codes. The philosophy of the

student council will be that it should open students' minds to their political and democratic identity. They should become aware that the Academy belongs to them as much as it does to staff and parents but equally all have a responsibility to act for the collective good. All students should feel ready to engage with society and politics proper following their experience with the student council.

Positions of responsibility will be created on the council and students can be appointed to these positions by their elected representatives from the student body. These positions may include Academy ambassadors to attend public functions, scrutiny roles to ensure the SLT is adhering to agreements made with the student council and employment representatives for sitting in on staff interviews.

The council will also initiate student surveys that will feature during the Academy year covering a range of issues including the quality of teaching/learning, curriculum, support and resources.

4.14 - SEN AND COMPLIANCE WITH THE SEN CODE OF PRACTICE

MEETING THE NEEDS OF STUDENTS WITH SEN

Exemplar will be an inclusive learning environment with a fully comprehensive intake. Our provision will therefore set out to meet individual needs of students with SEN and will comply with the SEN code of practice.

SEN/Inclusion aims of the Academy will be:

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEN provision as early as possible in their school career.
- To ensure that SEN students take as full a part as possible in all Academy activities.
- To ensure that parents of SEN students are kept fully informed of their child's progress and attainment.
- To ensure that SEN students are involved, where practicable, in decisions affecting their future SEN provision.
- The Academy will subscribe to the view that all teachers will be expected to make provision for students' SEN and as far as possible SEN needs will be met in the mainstream environment through use of different teaching and learning styles.
- Deployment of extra staff to work with the student.
- Provision of alternative learning materials/special equipment.

- Group support.
- Different groupings.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development training to undertake more effective strategies.
- Access to 'buy-in'/statutory services for advice on strategies, equipment or staff training.

More specialist interventions including programmes to address specific learning difficulties such as dyslexia and other literacy difficulties will be available as would provision of small nurture groups. The Academy would work closely with external professionals (such as educational psychology services) in responding to individual needs.

A designated SENCo will oversee SEN support and provision for pupils with statements, at school action and school action plus.

In addition to overseeing the day-to-day provision for pupils with SEN, the SENCo will also ensure that statutory requirements are met as set out in the SEN code of practice in relation to pupils with statements of SEN and those in need of statutory SEN assessments. The SENCo will ensure that the Academy fulfils the requirements to secure the funding available for pupils with SEN as set out the LA funding arrangements (for example bidding to Nottinghamshire's SEN/AEN funding panels).

Liaison with primary schools in ensuring effective transition arrangements for pupils with SEN will be a key feature in planning SEN provision. Early interventions such as literacy booster will be a feature of the available support.

Additional needs within the pupil body :

- **Disabilities:** The Academy will actively seek to ensure that all pupils including those with SEN, social needs and disabilities are encouraged and enabled to play a full part in the life of the School. The Academy will fulfill its duties including those outlined in the 2010 Equality Act in meeting the needs of pupils with disabilities for example in relation to a range of curriculum activities, accessibility of facilities and enrichment activities.
- **EAL:** Whilst having English as an additional language is in itself not an SEN, the additional needs that EAL students have would be met. Class teachers will be expected in their planning and delivery to take account of these needs.
- **Looked after children (LAC):** A member of staff will have designated responsibility for Looked after Children.
- **Black & Minority Ethnic and Gypsy, Roma & Traveller students:** The

Academy will ensure its processes (e.g. in its tracking, mentoring, curriculum content) will ensure that the needs of ethnic minority groups are met.

- Gifted, able and talented: A member of staff will hold responsibility for taking the lead in identifying and developing programmes to meet the needs of gifted, able and talented students.

4.15 – STUDENT ACHIEVEMENT: MEASUREMENT & ACCOUNTABILITY

TRANSITION

Exemplar will be a school where every child can reach their educational, sporting and creative potential in an encouraging, positive environment.

A member of the SLT will have oversight of the transition into each key stage to ensure that information is shared and sufficient guidance is given to allow for suitable curriculum entitlement for all students.

Year 6 pupils will be inducted through a comprehensive liaison programme during their final year in primary school. Information and the good use thereof is a valuable bridge for Year 7 students to feel at ease and excited about their entry into secondary school.

We will provide intervention and support for students that enter the Academy with a National Curriculum level of less than 4C in either English or Maths to facilitate accelerated progress. A member of the SLT will chart progress being made for all students between Key Stage 2 and Key Stage 4. Intervention will continue throughout for those students that are falling short of expected levels of progress on their academic journey through the Academy. This progress assessment will continually refer back to the Academy's measurable outcomes to ensure students are receiving the quality of education and are meeting attainment targets that they are entitled to.

A good transition between Years 9 and 10 is vital as the demand of GCSE subjects is often a challenge for many pupils. A thorough preparation with focus on key study skills will be a priority at this stage. Students will be encouraged to explore options in depth with their form tutor and select appropriate subjects for themselves as unique individuals. The SLT will interview all students to ensure that their chosen pathways are appropriate to their individual needs.

Finally, the transition from Year 11 to a vocation or further education would see the Academy mentoring and supporting the young people as unique individuals to maximise their potential in their next phase of life.

Through a robust programme of advice and guidance offered at tutor and senior leader level, we would expect all students to have an appropriate route with clear justification, whether this is onto further education, training or employment.

PROGRESS

There will be regular half termly reviews of student progress benchmarked against aspirational targets having used external data in the form of Fisher Family Trust (FFT) 'D' estimates as well as internal tracking of performance to gauge progress. All stakeholders will be aware of current attainment and will be given clear advice as stated in the marking and homework policy to facilitate further progress.

Subject leaders will agree aspirational targets with the SLT at the start of the year in accordance with FFT 'D' estimates. The SLT will link on a regular calendared basis to monitor attainment, share good practice and intervene as appropriate. Attainment data and a minimum of three formal observations per year will be used to support teacher performance in the classroom. Mentoring will be timetabled each half term in the tutor calendar to evaluate individual student performance and set targets for improvement.

Parents will receive a report each term detailing student achievement and wellbeing. The report will set out the progress of each student in all subjects in accordance with their individual targets. It will reflect on success criteria and whether the student is meeting the national benchmarks in each subject. It will also report on the student's contribution to the extra-curricular activities and their percentage attendance. The report will also comment on the behaviour and attitude as well as the number of rewards a student has received.

Key attainment indicators (to be determined by the Principal) will also be available to parents through discussion with the class tutor. AFL strategies will be adapted to meet the needs of individual students.

Students will be clear of their targets and the measures that they need to undertake to achieve these. Close focus on assessment and tracking of every learner will enable appropriate routes to learning and support to be identified and provided. The school information system will be used to store and share the progress being made. Staff, parents and students will have access to live data on individual student progress via the parent portal on the Academy VLE.

GIFTED, ABLE AND TALENTED

Every child has a gift and a talent to be discovered and the Academy will work to identify and develop these talents. However, there will always be a selection of students who have the potential to excel to a degree that requires special management. Identifying these students is the first challenge and the Academy

may use some of the techniques listed below to do this.

- National Curriculum Testing
- Ability Profile Tests
- Class Teacher Assessments
- Classroom Observation
- Examination of Pupil Work
- Subject Specific Checklists
- Reading Tests
- Creativity Tests

4.16 – DINING ARRANGEMENTS AND SELF-DIRECTED LEARNING

The Academy will foster a culture of a social mealtime during the lunchtime period. All students will eat together in their tutor groups with the tutor at the head of the table. All students will be strongly encouraged to take a cooked meal at lunch but parents will be allowed to apply for dispensation to provide a packed lunch as an alternative. A purpose of mealtimes will be for the students in the tutor group to develop mealtime conversational skills allowing some time each day for the different age groups to converse together. The older students will be encouraged to set an example for and manage the behaviour of the younger students.

Great care will be taken by the school to ensure that a wholesome meal and vegetarian option is provided every day for a reasonable cost. Fizzy drinks, proprietary sweets and foods with chemical additives will not be supplied by the school and will be banned from the school premises.

Dining will occur in a shift pattern during the lunch hour. The remaining time left to students during the lunch hour will be self-directed learning time. The Academy will endeavour to put on seminars and workshops for students to attend or they may choose to carry out homework in the library or socialise in designated areas.

4.17 – BEHAVIOUR AND ATTENDANCE

The Academy will promote particularly high standards of discipline and self-discipline among staff and pupils. The Academy will expect high standards of behaviour. Expectations will be clearly stated and rules, sanctions and rewards will be fair, explicit and consistently applied in collaboration with the student council. The Academy will have a uniform, which will be smart, business like and worn correctly both inside and outside of the Academy. There will be sanctions for students bringing the Academy into disrepute outside of the school premises.

The Academy will require a signed agreement from parents before admitting a

student to the Academy in year seven. This agreement will not be onerous but will set out simple minimal input and contribution from parents that will give the Academy's students the best possible chance of future success. Deliberately there will be no sanctions to parents who fail to live up to these minimum requirements but the Principal will be robust in challenging parents who have broken their agreement.

The Academy's policy on behaviour will be unambiguous and will ensure positive behaviour prevails in the class and around the campus. There will be an understanding that there are no warnings given for breaking of Academy rules and instead there will be immediate referral to the class tutor in the first instance. Rule infringement will also be recorded in the Academy's information system and shared with all stakeholders.

Whilst the Academy will promote high standards of discipline, the goal must be to nurture the practice of self-discipline. This will be the most powerful tool that the student can take with them into adult life. The conviction that self-discipline, the art of self-control and focus is critical to both happiness and success in life will be constantly reinforced. Staff and the senior leadership team will be challenged by governors to demonstrate that their own conduct manifests this belief and that the children are learning by example and not just by instruction.

BEHAVIOUR POLICY

The specific policies on behaviour and sanction escalation will be developed by the Principal with support from the governing body and collaboration with the student council. However the project team would expect a regime similar to that set out below.

The Academy will have a culture of celebrating both academic and personal achievement. This will be communicated to parents by letters and phone calls home, positive comments in the pupil planner, well done postcards, recognition in assemblies, reward trips and an Annual Awards celebration evening for pupils and family.

There will also be a lesson routine developed by the SLT such as:

1. Subject teacher meets pupils outside the classroom at the start of the lesson.
2. Pupils line up quietly before going in to the classroom.
3. Uniform is checked and challenged at this point. (Persistent offenders will be dealt with according to the discipline policy).
4. Pupils walk into the classroom in an orderly fashion and stand behind the chairs (according to the teacher's seating plan).

5. When quiet, pupils are asked to sit down and get out their equipment, which always includes the pupil planner.
6. The lesson runs according to the verbal warning procedure, giving consistency across the Academy.
7. At the end of a lesson, pupils are asked to pack away and stand quietly behind chairs, pushing the chairs in and picking up any litter, etc.
8. The subject teacher dismisses class, when quiet.

In class and around campus students will be expected to comply with instructions from a member of staff immediately. The Principal and SLT will develop an escalating warning system to deal with non-compliance. For example :

If students do not comply with an instruction a verbal warning will be given.

If the student does not respond or later in the lesson needs to be spoken to again, a second verbal warning is given. At this stage, some form of discipline will be given to the student which must be completed at home for the next day and handed in by 9:00am. This discipline must be signed by parents. Failure to hand in this discipline the next day or not having it signed by parents will result in an after school detention being set.

A third verbal warning in a lesson will result in an after school detention being set. At this point, a letter will be sent to parents within 24 hours of the third verbal warning being given with the date of the detention.

A fourth verbal warning in a lesson will result in the pupil being removed from the lesson and being asked to work in isolation; and an after school detention will be set. Parents will be notified by letter immediately.

The Academy will have a three-tier report system for pupils who consistently and regularly receive verbal warnings. A pupil going on report will have specific targets for staff to measure and comment on after each lesson. The aim of the report will be to encourage character development in a particular focussed area for the child. Parents will be informed and asked to be an integral part of this process. Communication between Academy and parents at such times will be essential and viewed as expected practice.

All students and staff will be trained in restorative practice techniques. This will be used throughout the Academy in order to repair and build bridges in the area of conflict and establish a strong relationship between parents, carers and teachers.

BULLYING

Bullying in schools is a corrosive influence for the institution and can be devastating for an individual student's well-being. It is also self-perpetuating in that students respond to the culture they are within and if bullying is prevalent it will inevitably become more prevalent.

The problem of bullying typically occurs when staff are inclined to ignore minor incidents that they are aware of, but do not wish to expend an emotional energy confronting and dealing with. The consequence of this is that the student bully receives a message that low-level bullying is acceptable. When out of view of teaching staff more serious bullying will then occur.

The solution is for staff, with the full support of the senior leadership and governing body to take an absolutely zero tolerance approach to behaviour that devalues any student as an individual. If staff perceive the behaviour of a student as negative and consequently degrading the experience of school for another student, they will be challenged immediately. Anything short of this is being complicit with the bully. This action is difficult for staff but it is what society wishes to see in adult life and it must start in education.

Equally students should be encouraged to stand up against any form of bullying they see and the subject should be consistently discussed in tutor groups. The advantage of the vertical tutor groups in this scenario is that any bullying incidents can be discussed in a different environment to which it may be occurring. Students may also draw confidence from the older tutor group members. Additionally it allows those who would potentially perpetuate bullying to have a clear understanding of what bullying is and that other students are looking out ready to identify it.

Students will be given instruction and counsel around bullying both in handling it and being a support to another student. There will also be an online and confidential report area for students to log bullying incidents without recriminations.

Students should also be made aware that if they perceive staff behaviour as negative or even bullying then it is their responsibility to report it to their form tutor or the student council.

CELEBRATING ACHIEVEMENT

The Academy will have a culture of celebrating both academic and personal achievement. Any achievement will be recorded in the school information system and will contribute towards inter-house competition and be celebrated on an individual and House basis during assemblies. An annual awards celebration evening will also be held for students and families. All of the above measures will raise student self-esteem and provide a collaborative approach to

positive behaviour.

It can easily become commonplace for teachers to simply react to bad behaviour whilst not recognising the opportunity that lies in praising and rewarding good behaviour. While the Academy will adopt a formal system for dealing with bad behaviour, it will work equally hard on implementing a system of praise and reward for good behaviour. This will help foster a culture of celebrating success and create a cultural conviction that good behaviour is a hallmark of the Academy.

A reward system for formally affirming good behaviour will be developed by the Principal that encourages students to behave in a positive manner, fosters a pride in the Academy and equips staff in its effective implementation.

The Academy will use the house system as a positive way of encouraging healthy competition. A points scoring system will be used to reward students who outwork the cultural values of the Academy. Attendance will also feed into this point scoring system and at the end of the year a significant reward is put on for the winning house. This will encourage accountability between students for maintaining high attendance because not to do so would negatively impact on the chances of success for their house.

Staff INSET and ongoing CPD will focus on Behaviour for Learning strategies to allow for a class-based environment conducive to student success.

Communication between the Academy and parents/carers will be through a range of media such as the Academy VLE, text messaging, email and regular newsletters. As the technology of the Academy is developed, parents will have access to 'real-time' information on their children and the work they are currently engaged in.

Parental support will be vital to the success of the Academy. As well as parent governors the Academy will create an adviser panel of volunteer parents chaired by a senior member of staff. The panel will meet for informal discussion on how they view the Academy's performance. The experience of the existing school governors on the project team is that parents often have important positive criticism for the school but have no avenue to express it. This adviser panel will create a network amongst parents and the wider community to allow this information to filter easily to the senior leadership team.

EXCLUSIONS

Exclusion is a disciplinary sanction to be used only by the Principal or a member of the SLT where he or she is acting in the Principal's absence.

Fixed term exclusions

A decision to exclude a pupil should be taken only:

- a) In response to serious breaches of the Academy's behaviour policy;
- b) If allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

Permanent exclusions

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the Academy that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

In cases where a Principal has permanently excluded a pupil for:

- One of the above offences; or
- Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises

The Secretary of State would not normally expect the governing body or an Independent appeals panel to overturn the decision to exclude.

ATTENDANCE

The Academy attendance policy will ensure all students and parents are aware of the importance of punctuality and uninterrupted attendance and will encourage students and parents to take personal responsibility for this.

It will require early intervention by staff and where necessary the Education Support Services to ensure consistency of response when attendance issues arise.

On a day-to-day basis tutors will be responsible for:

- Marking the registers promptly and accurately to ensure up-to-date records of all student attendance.
- Following all Attendance Policy procedures.
- Acting promptly if there are any concerns over a student's attendance.
- Keeping files on students up to date and accurate with all correspondence recorded.
- Praising and encouraging good attendance.

The Academy will establish and apply a robust attendance policy. Students and parents/carers will be need to provide a satisfactory explanation for arriving at or leaving school outside the expected times.

4.18 – COMMUNITY ENGAGEMENT

COMMUNITY LINKS

As part of the Academy proposal we have developed links with the groups listed below. These links will develop into essential relationships as the proposal progresses. In all dealings with the community and students the project team and governors will be conscious of and proactive in fulfilling its duties under the Equality Act 2010.

Community Group	Rationale	Current and Proposed Engagement Activity
Parents/ Carers	The degree to which parents are engaged with what we do and the way we do it will be proportional to the success of the Academy.	<ul style="list-style-type: none">• Routine, regular and frequent progress communication using SIMS, email , newsletters (by email), text communication and meetings• Regular (termly) consultation/information meetings to update parents with school development and plans• Fostering a spirit of responsibility between parents and the Academy for the well being of

		<p>each child</p> <ul style="list-style-type: none"> • Formal agreement between the Academy, the child and the parents concerning expected levels of behaviour and attitude • Teacher “clinics” making teacher time available to parents on an appointment basis
Business Community	<p>With Business and Enterprise as our specialism, it is crucial that we engage with the Business Community partly for that community to help us develop our specialism and partly, for that community to benefit from the success of the Academy.</p>	<ul style="list-style-type: none"> • Active membership and participation in the Newark Business Club • Key members of the Business Community to be involved in the mentoring programme • Work experience opportunities to be developed within the local business community • Local business leaders to be invited to act as guest lecturers in areas of specific expertise, especially during enrichment periods • Local business leaders to be involved with career advice
Primary schools	<p>Our students will come to us via the local primary schools and it is therefore essential that we develop good relationships with those schools and their heads</p>	<ul style="list-style-type: none"> • Regular communication with local primary school • Work closely with primary schools to transition students who have chosen to attend the Academy
New Arrivals	<p>Newark has significant Eastern European and traveller communities which need to be helped to be included in the wider community</p>	<ul style="list-style-type: none"> • Produce Academy promotional material in Eastern European languages (especially Polish and Lithuanian) • Actively distribute information to the Traveller community to promote the Academy and the benefits of education.
Local Authority	<p>We believe that we need to maintain and develop a working relationship with the Local Authority</p>	<ul style="list-style-type: none"> • We have already established working links with the area officer of the County Council and the directors of the district Council. • We are keen to maintain a good working relationship with the LAs keeping abreast of the various services that could enhance the Academy.
Local sports clubs	<p>The Academy will develop competitive sports fixtures internally and amongst other local schools. We would therefore like to develop relationships with local football, rugby, cricket and athletics clubs</p>	<ul style="list-style-type: none"> • Invite members of sports clubs to spend time with our students during sports lessons • Invite sports clubs to nominate in relevant categories for the annual awards ceremony. This could lead to a separate sports award ceremony allowing sports clubs to promote themselves and their community benefit.

Newark’s Secondary Schools

The project team members/advisors have a history of [REDACTED]. The Academy will initiate a ‘Newark Schools Synergy’ quarterly meeting between the key leaders of Exemplar and those from other local schools. During such meetings best practice and resources could be shared and joint events will be planned

drawing upon the strengths of the individual schools for the improvement of the town's educational provision.

Colleges

Newark has an outstanding sixth form college provision and we would want to investigate opportunities to partner.

The Academy will invite key leaders from Lincoln College to 'Newark Schools Synergy' quarterly meetings.

Universities

The nearby universities in Nottingham and Lincoln would be encouraged to attend half yearly meetings organised by 'Newark Schools Synergy' to explore how schools can better prepare students for university.

This would provide universities with an opportunity to market their courses by investing in grass roots education.

Resident Groups

Project team members have worked alongside ██████████ in recent years ██████████ to find the best route forward for providing quality community provision. Resident groups would be encouraged to attend the initial consultancy meetings in the setting up of the Academy to gain a sense of mutual community. This would prevent any teething problems within the community. From this initial connection with the Academy we expect resident groups would wish to attend quarterly 'community engagement' meetings held between local residents and a senior member of staff.

Local MP

Contact was made in the early stages of this proposal with Newark's member of parliament Mr Patrick Mercer MP. We wish to maintain strong links going forward and Mr Mercer would be invited to community engagement meetings and the Newark Schools Synergy meetings. Mr Mercer would also be invited to the annual awards ceremony.

Social Media and Online Community

The Academy will have a strong presence online informing community members of what the school is involved in and holding online consultation on various projects and asking for feedback once projects have been carried out.

Media students will be encouraged to make the website an expression of the Academy, a place where the community enjoy visiting. Through this online

community, links can be made with other local charities that are seeking to raise awareness.

Local Radio

The project team have contacts at Boundary Sound, Newark's FM radio station and would seek to develop these allowing its pupils to get involved in the media and business of radio advertising and reporting.

4.19 – REACHING OUT TO PEOPLE OF DIFFERENT FAITHS

Inclusiveness and cohesion will be core values of the Academy. The project team and future governors for the Academy consist of people of faith and secular people who all share a common vision for a school with strong community links and an ethos of tried and tested Christian values. No student will feel unwelcome because of their beliefs and all will be welcomed into a nurturing supportive environment.

4.20 - ICT SYSTEMS

The Academy's information system will be used to monitor, track and provide day to day data for example: attendance and progress. It will also provide the on-going data that is required for the running of a successful school whilst complying with the Data Protection Act.

The Academy's information system would be accessible to parents/carers and students' via a parent portal on the Academy's VLE. Parents and carers will be encouraged to engage with their children's education in this manner as it would be current and immediate. Likewise students would also be expected to log-in to access work and post completed homework and coursework to the teaching staff via the student portal.

Teaching staff will keep schemes of work, lesson plans and resources in their discrete subject areas so that each student can access them. There will be a high expectation for competency in the use of ICT in the Academy by all relevant parties.

Section 5: Evidence of Demand and Marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

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

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	150	125		83%	150	100		67%
Year 8					150	125		83%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section 5: Evidence of Demand and Marketing – part 2

5.01 – DEMOGRAPHIC DATA

The national index of multiple deprivation combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. Areas can then be ranked according to their level of deprivation.

This index is produced by the Department for Communities and Local Government and the indicators detailed below are from the Indices of deprivation 2010.

The preferred location for the Academy falls within [REDACTED], Newark. It is made up of the following LSOA codes: [REDACTED], [REDACTED], [REDACTED] and [REDACTED].

The ward ranks in the top 16% of the most deprived areas on average for education, skills and training in England. A particular focus for the Academy will be the estate closest to the proposed site which features in the top 3% of the most deprived areas on average for education, skills and training in England.

There is often an expectation within the [REDACTED] that their destiny is determined by their background and this places a limitation on their personal aspirations and expectations. The Academy will be committed to combating this cultural belief and will instill the conviction that 'my background does not determine my destiny' and that the Academy community believes they can go much further than they believe they can.

National Curriculum Assessments at Key Stage 2 (2011) demonstrate the poor educational outcomes in the [REDACTED]:

English. Pupils Achieving Level 4+ : 71% compared with district and national averages of 81%.

Mathematics. Pupils Achieving Level 4+ : 57% compared with a district average of 83% and a national average of 80%.

5.02 – CONSULTATION AND QUESTIONNAIRE

The project team began a consultation and survey to assess parental interest in the proposed Academy in December 2010. At this time the name for the school was 'Everyday Champions Academy' and was to be sponsored by Everyday Champions Centre.

After rejection of the initial application the project team disassociated the proposal from Everyday Champions Centre, re-named the application 'Exemplar – Newark Business Academy' and changed the makeup of the team members to reflect this. Throughout these changes the parents who had previously committed to sending their children to Everyday Champions Academy were kept regularly updated as to the changes being made. Two consultation presentation events were held in January 2012 to explain the changes and introduce the new team.

Ultimately a letter was sent to all parents explaining that the technical content of the proposal was largely the same but that Everyday Champions Centre was no longer the sponsor. Any parent who no longer wished to 'definitely' send their child to the proposed Academy was asked to inform the project team in order that their name be removed from the list. A copy of this letter is in Appendix G.

During the January presentations a number of new parents attended and signed up to state their first choice of school would be Exemplar – Newark Business Academy.

The results of the combined questionnaires are shown in Section 5 part 1. The format for the questionnaires differed from the 2012 round to the 2013 round. For the 2012 application the questionnaire asked if the parents would 'definitely' be sending their child to the Academy. For the 2013 round the questionnaire asked if the Academy would be the parent's first choice. The results assume that a positive answer to both the questionnaires are equivalent. Examples of both questionnaires are shown in Appendix A.

In presenting the data for Section 5 part 1 an adjustment has been made to the ages of the children in the raw data to account for the passage of time since the original questionnaires were carried out. A prediction has been made for enrolment to year 7 - 2012 and year 7 – 2013 by using the mean of children aged 10 and 11 and the mean of children aged 9 and 10 respectively. The demand across the age groups is shown in appendix K.

A town plan detailing the geographical spread of definitely committed/1st choice children of ages 8 - 10 years is attached to this document as Appendix B and demonstrates an even spread across the town.

861 children aged between 2 and 10 years old were definitely committed (1st choice) to the Academy.

5.03 - CONSULTATION UNDER SECTION 10 - THE ACADEMIES ACT 2010

In line with the requirements of the Academies Act 2010, the project team will undertake a statutory consultation with parents/carers and the local community.

The consultation will target the groups named in section 4.18 Community Engagement i.e. :

- Parents and carers
- The business community
- Primary schools
- The local authority
- Local sports clubs

This consultation period will last six weeks and in that time the project team will hold weekly presentations and discussion groups. These presentations will be advertised widely running up to the six-week consultation. Outlets for this advertising will be:

- a) Local radio
- b) Newark's local paper
- c) Local children's services
- d) Leaflets handed to all Newark's primary schools to be distributed to parents and carers
- e) The governing bodies of local schools
- f) The local authority - both district and county
- g) E-mail reminders to parents of over 1000 children who have provided contact details and requested further information.

All advertising will direct stakeholders to the Academy website which will publish the proposal in sufficient detail for all parties to gain a comprehensive understanding of the Academy's offering.

A survey will be undertaken which may be filled in on the Academy's website or in person at one of the weekly consultations. The survey will ask:

"Should there be a free school for students aged 11–16 set up to serve the area of Newark?"

and

"Given what you have learnt from the free school proposal here today or online do you have any comments or suggestions that you would like the project team

to take on board?”

The project team will be committed to reviewing and discussing all sensible comments and developing the Academy proposal in the best interests of the community and Newark’s children. In addition to the public consultation the project team will maintain an open and proactive dialogue with the local authority, the existing schools and sixth-form college. The project team is committed to responding positively to any concerns.

Once the consultation is complete we will publish the results and comments received together with the project team’s responses.

5.04 – MARKETING STRATEGY

The project team members and advisors have [REDACTED] in Newark and will be able to bring their influence to bear when the period for formal marketing of the school begins. Identified below are the stakeholders and marketing goals for the formal consultation/marketing period and also an indicative programme.

Stakeholders-

- Parents who have filled in an questionnaire in support of the Academy
- Parents of younger children
- Members of the business community who have demonstrated willingness to promote the Academy
- Local Primary Schools
- Nottinghamshire County Council
- Newark and Sherwood District Council

Marketing Goals

- i) To translate 100% of our 'definitely' committed and '1st choice' questionnaire children into 1st choice enrolled students for 2013 year 7.
- ii) To achieve oversubscription in year 1.

Marketing Programme

Method	Assets Used	Marketing Activity
Face to face marketing	<ul style="list-style-type: none">• Businesses and Charitable groups associated to Project	<ul style="list-style-type: none">• Coffee sessions We will hold coffee sessions at local venues in Newark that have given the proposal use of their premises.• Large presentations Previous large presentations in a theatre style

	Team Members	<p>auditorium coupled with refreshments and childcare have proved successful and the project team will run more of these events during the marketing period.</p> <ul style="list-style-type: none"> • Door to door canvassing of the [REDACTED] In our commitment to the socially disadvantaged we would make a concerted effort to have direct contact with the [REDACTED] and [REDACTED] residents ensuring they fully understand the vision and ethos of their school. <p>Anticipated Cost £1000</p>
Internet Marketing	<ul style="list-style-type: none"> • Contacts gathered through filled in questionnaire forms. 	<ul style="list-style-type: none"> • Website will be updated monthly with newsletter information and will have a contacts/submission page for quick and easy communication <p>No cost anticipated as system in place</p>
Relationship Marketing	<ul style="list-style-type: none"> • Parents & stakeholders 	<ul style="list-style-type: none"> • Academy Advocates Recruit Advocates of the school who are parents themselves who will give time to the marketing through already established relationship circles. Hold a bi-monthly meeting to inform and equip with relevant marketing tools and information. • Social Networking Encouraging current stakeholders to pass on information through facebook and twitter when wanting to draw people's attention to an event or specific information. <p>Anticipated Cost £500</p>
Traditional Marketing	<ul style="list-style-type: none"> • Principal available for radio interviews and newspaper write-ups. • Established links with the Newark Advertiser Newspaper. 	<ul style="list-style-type: none"> • Newspaper The Newark Advertiser has been supportive of the proposal is read by much of the community and we would look to have a full page advert quarterly. • Brochure Once we have carried out and completed our parental consultation for the setting up of the Academy we would seek to produce a high quality brochure that would communicate the vision and plan of the Academy. • Radio Radio interviews/adverts on local radio and Lincs FM promoting the school and upcoming presentations. • Banners & Posters In anticipation of key presentations/open evenings we will display banners/posters in key locations that catch the eye of passers-by.

		Anticipated Cost £4825
Sponsored Events	<ul style="list-style-type: none"> • Project Team and Governors • Principal Designate 	<ul style="list-style-type: none"> • Sponsor the Newark Business Club. This would give us exposure at the start of a Business Club session with the principal designate addressing the business leaders. It would also include the following: <ul style="list-style-type: none"> - Acknowledgement of your sponsorship on the Agenda - Acknowledgement of your sponsorship by the Chairman during the meeting - An opportunity to have information on the Academy shown on the large screen during the meeting - Acknowledgement of our sponsorship on the clubs website [REDACTED] - A feature on the Club's monthly section in the Newark Advertiser <p style="text-align: right;">Anticipated Cost £175</p>

5.05 - DISCUSSIONS WITH THE LOCAL AUTHORITY RE: DEMAND

The project team for the Academy has been in continuous contact with Nottinghamshire county council, the local education authority for Newark. The council have been kept up-to-date with developments and have been in receipt of the proposal as it has developed.

The authority has been supportive of the proposal and has encouraged the team to persevere. [REDACTED] and the [REDACTED] have confirmed verbally the need for an additional secondary school in Newark. They have supplied details of this requirement, which are attached as Appendix C.

The project team has requested that the local authority appoint a governor to the Academy governing body if the proposal is successful. The local authority has agreed to this and has begun enquiries for a suitable candidate. The project team anticipates a close and successful working relationship with the local authority for the benefit of all students in Newark.

Section F: Capacity and Capability

6.01 – PROJECT TEAM & EXECUTIVE COMMITTEE

The Academy project team consists of [REDACTED] individuals of diverse and complementary backgrounds. All are absolutely committed to the success of Exemplar – Newark Business Academy and to providing a first class education to Newark’s children. Five individuals will take up positions as [REDACTED] of the Academy.

PROJECT TEAM

[REDACTED] - [REDACTED]

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

[REDACTED]. [REDACTED].

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

[REDACTED] - [REDACTED]

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EXECUTIVE COMMITTEE

As soon as is practicable, an executive committee will be formed to carry forward the process of setting up the Academy. This committee will include all of the members of the project team, community members who are recruited as governors and the positions shown below:

- A Principal
- A vice-principal
- A representative of the local authority
- A representative of the DfE

6.02 – ADVISOR TEAM

The Academy adviser team consists of teachers, education professionals, professionals from other sectors, business people and parents. Most are ██████████ and all are utterly committed to the success of the proposal. This team has met regularly over the last 18 months and will continue to do so going

forward. Their contributions have enabled the proposal to take shape. The individuals listed below will meet during the Academy setup and remain as [redacted] or [redacted] after the Academy opens.

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

6.03 – THIRD PARTIES

The project team has established relationships with a number of third parties during the development of the proposal. These organisations fill skills gaps in the current project team and it is the intention to instruct them during the setup phase of the Academy subject to public procurement rules.

[REDACTED]

[REDACTED]. [REDACTED].

[REDACTED]

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

[REDACTED]

[REDACTED]. [REDACTED].

██████████

██████████. ██████████. ██████████.

Nottinghamshire Teachers Focus Group

We have established a committee of school teachers with whom we will consult and who will submit ideas to the project team. Currently there are ██████████ and ██████████ sitting on this committee all with knowledge and experience of education in the Newark and Nottinghamshire area.

Business Focus Group

The Newark Business Club (NBC) and Newark Business Action Group have shown great enthusiasm at the prospect of an Academy flying the flag for Newark's business community. Local business people are excited and willing to be involved in local education and this resource has remained largely untapped. The Academy will develop a strategic partnership with NBC to make the Business and Enterprise specialism a success.

6.04 – GOVERNING BODY

The governing body of the Academy will initially consist of the following individuals:

- ██████████ – ██████████
- ██████████
- ██████████
- Local Authority Representative

This core of individuals will be joined by a Principal once they are recruited. Further governors will be appointed in consultation with the DfE.

Additionally to be recruited:

- The Principal
- An elected staff member
- Two parent governors
- A representative of the local authority

During the first year enrolment process, the governors will ask for parent volunteers to apply for governorship and to submit copies of their CVs. After the

first year those governors will be asked to stand down and elections will be held for two new governors. These new parent governors will sit for a four-year period unless they decide to stand down.

The local authority has already begun the process of identifying their own representative to sit on the governing body and we would expect that individual to be in place early on in the setup process.

The governing body will also appoint a professional peripatetic clerk to ensure efficient record-keeping, good timetabling, good meeting conduct and a good structure of training for governors.

GOVERNOR'S RESPONSIBILITIES DURING SETUP

The Governing Body is responsible for the strategic direction of the Academy. The framework for that direction is set out in Section C - Educational Vision. The Governing Body will monitor the Academy and its performance in all areas, acting as a critical friend.

During the setup of the Academy the executive committee will act to:

- Oversee every aspect of the set up of the Academy, working with consultants and stakeholders prior to opening.
- Recruit and appoint the Principal (and vice-principal) of the Academy.
- Support the Principal in establishing strategy, culture and management principles for the Academy
- Support the Principal in the recruitment of staff and procurement of services.
- Developing the policies and procedures that are required.

It will also develop mechanisms for the Governing Body to discharge its future responsibility to monitor educational performance and to hold the Principal to account. The governing body will form sub-committees for:

1. Pupil progress, attainment and development
2. Financial management and performance
3. Curriculum development and suitability
4. Premises
5. Staff and governor development and performance management
6. Governor visits

7. The Academy specialism – Business and Enterprise

6.05 – RECRUITMENT AND SELECTION STRATEGY

PRINCIPAL

The Academy's Principal will face a challenging set of circumstances and a demanding board of governors. The successful candidate must be a charismatic individual capable of taking on a student population who have traditionally been disenfranchised and academically unsuccessful.

The Board of Governors and Newark's parents expect nothing less than a school that is performing in the top flight of the state sector both in academic performance and extracurricular activity.

Consequently the ideal candidate would have experience of leading a transformed school out of challenging circumstances. Initially the committee will identify suitable candidates, typically deputy heads ready for headship (under an executive head role) or existing headteachers looking for a new challenge.

In order to attract an outstanding candidate the Academy will offer:

- The opportunity to forge a new secondary school with a new culture that has the potential to transform the lives of children who otherwise would expect mediocre life chances
- A governing body that will be both supportive and energetic and utterly committed
- The support of a community organisations and charities providing human resources to the Academy which are simply not available to the vast majority of schools
- The opportunity to become a major character in a town where an outstanding secondary school would be the preeminent institution and will change the outlook and culture of the local population
- A rapidly escalating salary tied to outstanding performance. The governing body recognises the benefit that an exceptional new school would bring to both students and Newark as a whole.

THE CANDIDATE

The Principal designate will from the outset establish the direction for the Academy. Core areas of responsibility will include:

- Vision, Culture and Ethos
- Strategic Planning
- Recruitment and Oversight of Senior Leadership
- Accountability to Governors
- Overall responsibility for all aspects of Academy budget

In addition they must develop strong links within the local community. They will clearly establish the values, culture and ethos of the Academy with parents/carers and the wider community, being influential in shaping the future of secondary education locally and fostering the development of links with the business community. The successful candidate will have the skills necessary to undertake these requirements.

The successful candidate will be a dynamic, determined and visionary leader: one who is able to inspire, develop and empower all staff and be seen by parents and stakeholders as a visible figurehead. They will be able to embrace new and exciting developments to meet the needs of all students. The successful candidate's skill set will strongly reflect the full range of leadership competencies within *Future Leaders Framework*.

It is envisaged that the successful candidate will be an experienced teacher (QTS) and have already held a number of key middle and senior leadership responsibilities within school(s). It is desirable that the successful candidate would be able to demonstrate a passion for inclusivity, be experienced in helping raise standards in a locality serving a diverse population and be able to foster this within the school. The Principal Designate may be an existing Deputy Head or Head. They will likely hold the National Professional Qualification for Headship or be working towards the qualification.

They will demonstrate a passion for teaching and a conviction that all students will be given the opportunity to reach their full potential. They will likely draw on aspects of both traditional and progressive aspects of leadership, teaching and learning, be reflective and innovative.

In addition we would also expect the successful candidate will have a breadth of wider experience and vision that will enable staff to offer students an enriched and extended curriculum.

They will be able to demonstrate the knowledge and insight of what makes an outstanding school and be able to demonstrate that in their career to date. They will have the ambition and ability to set the Academy in this direction from the outset in a sustainable and evolving way.

RECRUITMENT

The project team will advertise principally in the Times Educational Supplement. It will also enquire with *Future leaders*. The selection will be from an outstanding pool of leaders with a proven track record.

National Advertising

National advertising would begin immediately after execution of the funding agreement in late 2012.

Application, Selection and Interview of Candidates

After the application date has passed, a selection by the Academy Development Team would be made. A shortlist will be drawn up of candidates against the job description and person specification.

Selection and Interview –Typical Arrangements

Day One : The candidates would be given various tasks and presentations in order to aid selection, followed by an interview with a panel which made up of members of the Executive Committee. During the day various aspects of the candidates' character, leadership and suitability for the post would be considered and tested.

Day Two : Candidates shortlisted from day one would be invited back for more in-depth interviews / presentations in order to help make a suitable appointment.

Selection : The committee would match performance against the role criteria and a candidate would be offered the post. Salary range would initially be Group 5.

Post of Principal Designate. (Pre – Opening).

The Selected Principal Designate should begin working on the Academy in early 2013. During this time they will be working with the Executive Committee and associated staff in order to be ready for the Academy to be open in September 2013.

This would include staff recruitment, transition work with local primary schools, developing community links and focussing on other stakeholders, not least the parents and students. It is likely that the contract would be a fixed term one year but this would be discussed and agreed at point of interview and acceptance of the post.

STAFF RECRUITMENT

The Academy will attract applications through traditional routes (i.e. TES for teaching posts and local advertising and use of website downloads for non-teaching posts). Specialist services will be used for hard-to-recruit posts if needed.

The application process will be clear and user-friendly ensuring we glean appropriate information yet remain fully compliant regarding all aspects of employment and equality legislation. Information for candidates will be comprehensive and include details pertinent to both the role, ethos and aims of the Academy.

The selection process will form a transparent framework by which to assess candidates' knowledge and skills. In conjunction with supporting information from the referencing process, shortlisted candidates will undergo an assessment to include interview and supplementary activities (e.g. presentation and professional discussion) as appropriate. Following evidence of Right to Work, CRB, qualifications etc., preferred candidates will be offered the post by telephone and subsequent confirmation letter.

The September 2013 cohort of staff will undergo a wide-ranging induction. This crucial process will involve the newly recruited Principal and Governing Body as Mentors in order to ensure a smooth transition for both new staff and ultimately students.

The timescale for appointments will vary depending on the role. Key posts (e.g. Assistant Principal, Finance Director, ICT Director) will be advertised January 2013 as may be required for an earlier start date (e.g. May 2012) in order to take into account a longer notice period potentially. These post holders may have involvement in recruiting line reports. For all other posts we will allow approximately 13 weeks from advertisement to start date in order to ensure CRB clearance, notice period etc. Teaching posts will be advertised in March 2013 to commence September 2013.

Section G: Initial costs and financial viability

Finance Report

Summary



Section H: Premises

7.01 - BACKGROUND

The Magnus CofE school is currently positioned to serve the [REDACTED], [REDACTED] and [REDACTED]. The Grove School covers [REDACTED], [REDACTED] and areas designated for future homes.

Exemplar – Newark Business Academy will primarily serve three areas of Newark-on-Trent. These are [REDACTED], [REDACTED] and [REDACTED]. With respect to travel distances these three areas are currently poorly served by the two existing secondary schools in Newark. [REDACTED] contains areas that lie in the top 3% of the most deprived areas in the UK for education, skills and training (Department of Communities and Local Government). Raising the aspirations of children in areas such as [REDACTED] will be critical to Newark's future as a prosperous and socially cohesive place to live.

For this reason a principal factor in considering potential sites for the Academy has been the ability of [REDACTED] children to reach the Academy on foot.

Given the wards the Academy proposes to cover and having discussed and explored the need with Partnerships for Schools, no potential refurbishment properties to accommodate an entire secondary school were identified.

The project team considered four new build sites in the local area and assessed them based on location (both geographically and aesthetically), development costs and construction procurement routes. Also considered was a site that would be partial refurbishment and partial new build. The details of the favoured site is set out below.

Due to uncertainty with respect to demand and government requirements no allowance was made for a sixth form construction in the 'costs' section. This is an issue we would seek to explore with the DfE and Partnerships for Schools. Equally, no allowance was made for professional fees in connection with navigating the OJEU process and again we would seek to take advice from the DfE.

At this stage of the proposal the costs assessment is based on the guideline area requirements published in Building Bulletin 98. The square metre rate costs include professional fees and services and we recognise they are below the costs associated with Building Schools for the Future. School building design and construction does not have to be bespoke and there are many examples of simple cost-effective building designs that are suitable for education. If the more onerous standards set by BSF are relaxed a quality cost-effective space can be created.

7.02 – PROPOSED SITE : [REDACTED] (Appendix I)

The potential site on [REDACTED] is a modern office building of approximately 1880m² gross internal area and 60 car parking spaces. The site is within [REDACTED] of the substantial playing fields that are within the ownership of Newark and Sherwood District Council. During a meeting with the chief executive and directors in February 2012 the council confirmed it would consider transfer of the playing fields for use as a secondary school.

Direct access could be gained to the playing fields through a development of small industrial units. The agent acting for the landlord of these units has confirmed a willingness to negotiate provision of this access or lease/sale of the units to bring the access within the curtilage of the Academy. The industrial units are small modern developments with a net internal area of 900m².

Both landlords have requested the details of the buildings are kept confidential until the proposal is approved by the Department for Education. The properties are therefore not identified directly in this document.

It can be seen from the site location plans in Appendix I that the site on [REDACTED] is within [REDACTED] minutes walk of one of Newark's largest housing areas. These areas and including, [REDACTED], [REDACTED] and [REDACTED] are approximately [REDACTED] walk from the Grove School and [REDACTED] walk from The Magnus School, a wholly unacceptable situation particularly for students of economically deprived areas.

The proposal for this site is to lease the office building and industrial units on [REDACTED] with an option to purchase. The office building and industrial units will accommodate up to 300 students after refurbishment. The cohort for 2013 and 2014 can therefore be accommodated whilst new build construction for the remainder of the Academy is taking place on a section of the playing fields. Regarding gym facilities there is a fitness centre within short walking distance of the site and the Academy would look to enter into an arrangement with this facility during the construction period and possibly beyond.

An additional 4720m² of space will be required in the form of new build to bring the Academy up to the capacity to accommodate 750 students. Anticipated costs for this development process are set out below.

DEVELOPMENT COSTS – [REDACTED]

Annual Leases at market rate (Business rates ignored) :

Office Building :	£105,000
Industrial Units :	£27,000
Playing fields :	£no cost
<u>Annual Total :</u>	<u>£132,000</u>

Construction

Anticipated site purchase cost :	£0 (gifted by local authority)
Pupil enrollment :	750
Gross internal area required :	7,500m ²
Existing internal area under leases :	2,780m ²
New build required :	4,720m ²
New build cost :	4,720m ² x £1,300/m ² = £6,136,000
Refurbishment of leased units :	£350,000
Anticipated external hard landscaping :	2,500m ² @ £100/m ² = £250,000
Anticipated car parking required :	None (Existing)
Allowance for soft landscaping :	£40,000
Infrastructure contribution :	£200,000
<u>Total anticipated construction cost :</u>	<u>£6,976,000</u>

Appendices

- A. Questionnaire formats
- B. Geographical spread of pupils
- C. Briefing note re Newark Secondary Places from Notts County Council
- D. 2010 OFSTED report for the Grove School, Newark
- E. 2010 OFSETD report for the Magnus School, Newark
- F. Information literature for Exemplar – Newark Business Academy
- G. Letter sent to parents regarding Everyday Champions Academy
- H. Breakdown of [REDACTED] and [REDACTED]
- I. [REDACTED] – Site location plans
- J. [REDACTED]
- K. Student demand across age groups
- L. Statement from Chairman of the Newark Business Club Action Group