# Free school application form 2014

## Mainstream and 16 to 19 (updated March 2014)

HARINGTON SCHOOL

# Contents

# Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

**Section I** is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

**Sections A to H,** i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk.  Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers.  Annexes are excluded from the page limit and should be restricted to CVs for key individuals.  Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

**Section I**, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days?  These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

**Data Protection**

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

# Application checklist

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

| | | |
|---|---|---|
| written feedback you received? | ☐ | ☐ |
| **9.** Have you sent an email (of no more than 9 MB in size\*\*) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?<br><br>   ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. | ☐ | ☐ |
| **10.** Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines). | ☐ | ☐ |

*Independent schools include existing alternative provision and special school institutions that are privately run*

*\*\* If your application is larger than 9MB please split the documents and send two emails*

| **Section I of your application** | | |
|---|---|---|
| **11.** Have you sent:<br><br>   ▪ a copy of Section A (tab 1 of the Excel template); and<br><br>   ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and<br><br>   ▪ a list of those members,  directors and principals designate who have submitted Section I forms within the past 365 days<br><br>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?<br><br>(See guidance for dates and deadlines) | ☐ | ☐ |

# Declaration

**\*\*This must be signed by a company member on behalf of the company / trust\*\***

I confirm that the information provided in this application is correct to the best of my knowledge.  I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;

- the funding agreement with the Secretary of State;

- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools.  16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:** ▮▮▮▮▮▮

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

**Print name:** ▮▮▮▮▮▮

**Date:**  08 May 2014

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

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

# Section A: Applicant details

Please complete the Excel application form.


# Section B: Outline of the school

Please complete the Excel application form.

# Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

**Section C1**

Our application is for an academic sixth form School in the county of Rutland, providing specialist sixth form education founded on a tradition of excellence.

Focusing specifically on the needs of high achieving students, we will offer a curriculum that will open the doors to the most prestigious universities. This provision is proposed by two experienced Principals from Good and Outstanding 11-16 schools and the Headteacher of an excellent independent school.

Rationale: Why Rutland Needs this Provision
Rutland's most academic post-16 students (i.e those achieving 5 grade Bs at GCSE or higher) are currently poorly served by the existing provision that is easily available to them. They have a stark choice: to travel for an hour or more or pay significant fees to access independent schools; for students from a poor socio-economic background, neither of these choices is possible. The situation is exacerbated by the contrast with the local 11-16 provision which is all at least 'Good' with outcomes reflecting some of the highest performance nationally.

The county of Rutland is the smallest nationally, falling into the sparse rural category, with Office of National Statistics (ONS) data demonstrating an average income below that of the national average. The small size of the county and its sparse population makes transportation difficult and expensive. This makes travel outside of the county challenging for all but the most determined. Students whose main need is to access applied or vocational courses are well served by a number of local further education (FE) providers based in Stamford and Melton. However, students who want to access academic provision need to travel to Leicester, Peterborough or Corby which, for many students, will involve travel times of over one hour each way.

The number of children projected to live in Rutland within the 15-19 age range is set be 3000 by 2015 (from SNPP England 2008). This will place significant pressure on the only provision currently available in the county, (Casterton Business and Enterprise College, colloquially known and referred to hereafter as Rutland County College).

Performance
The current outcome for Rutland's most able students is poor, as demonstrated by the latest Local Area Interactive Tool (LAIT). To best illustrate the need for a provision that better serves Rutland's most academic students, we have extracted key data from this source. The Harington School provision we are proposing is designed to enable all students, albeit in particular those from lower socio-economic backgrounds, access to the best universities. This requires students to achieve the AAB grades at A-level that are demanded from these institutions. Rutland has performed very poorly against this benchmark over the three years that Rutland County College has been managing the post-16 provision.

The percentage of students achieving AAB in 2011 was 9.9%; 0% in 2012 and in 2013 was 9.1%. These results place the county in the lowest quartile of D, which is significantly lower than our statistical neighbours (approx. 19%) and nationally (approx. 20%).

When looking at the performance of the most able, i.e. those achieving at least three grade As at A-level, there is a similar pattern. In 2011, only 4.2% and in 2012 0% of students achieved this benchmark. The comparison against statistical neighbours and the national picture demonstrates a worrying trend with no improvement noted.

The performance of students who are eligible for free school meals (FSM) is similarly concerning. In 2010, 29% of Rutland students in this category achieved a level 3 qualification. In 2011 the figure was 31%, but in 2012 it dropped to 21%, again placing the authority in the lowest quartile of D. The county is now performing lower than the national picture, its statistical neighbours and the East Midlands. There is a similar pattern when looking at the inequality gap which rose to 40% in 2012 – a full 15% above the national average.


Progression

The intended destinations of students leaving Catmose College and Uppingham Community College aptly demonstrates the current position, with only a very small percentage of students choosing to stay in Rutland to study. The percentage of students from the proposer schools choosing to attend Rutland County College has dropped in the three years that it has been the sole post-16 provision, with only 9% of Catmose College students from Year 11 progressing there in 2013. A similar pattern is demonstrated by students leaving Uppingham Community College: in 2011 7%, in 2012 9% and in 2013 5% of students intended to continue their studies at Rutland County College.

The range of providers Catmose College and Uppingham Community College students access further demonstrates the issues they face. The Year 11 students from both of these colleges progress to 28 different post-16 providers across more than 4 counties; some of these establishments require a travel time of over one and half hours each way at a substantial cost. This is 'dead time' as, however dedicated Year 12 and 13 students might be to their education, they do not make the most of their study time on a bus!

On average, over 70% of the students from each of the secondary schools in Rutland progress on to study A-levels – but not in the county in which they were originally educated.
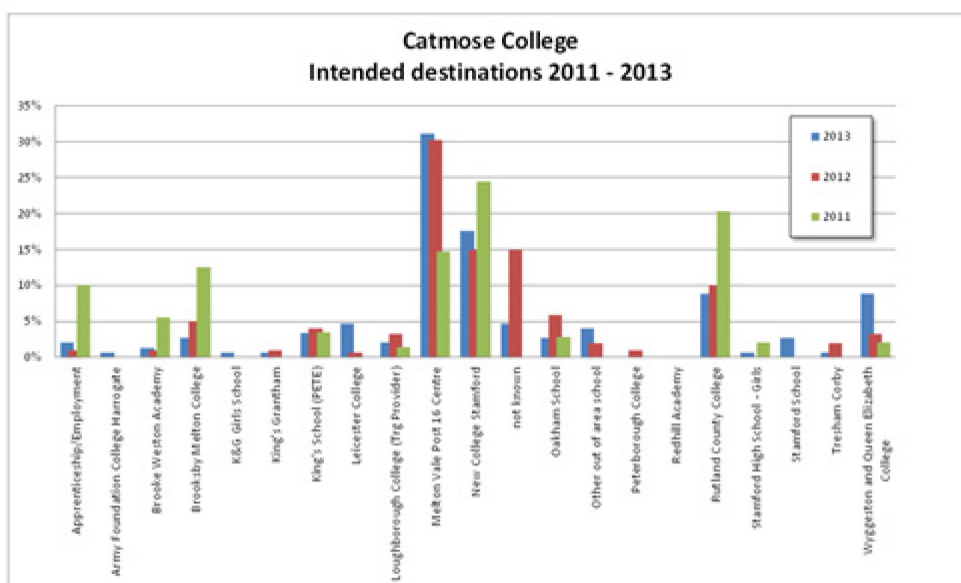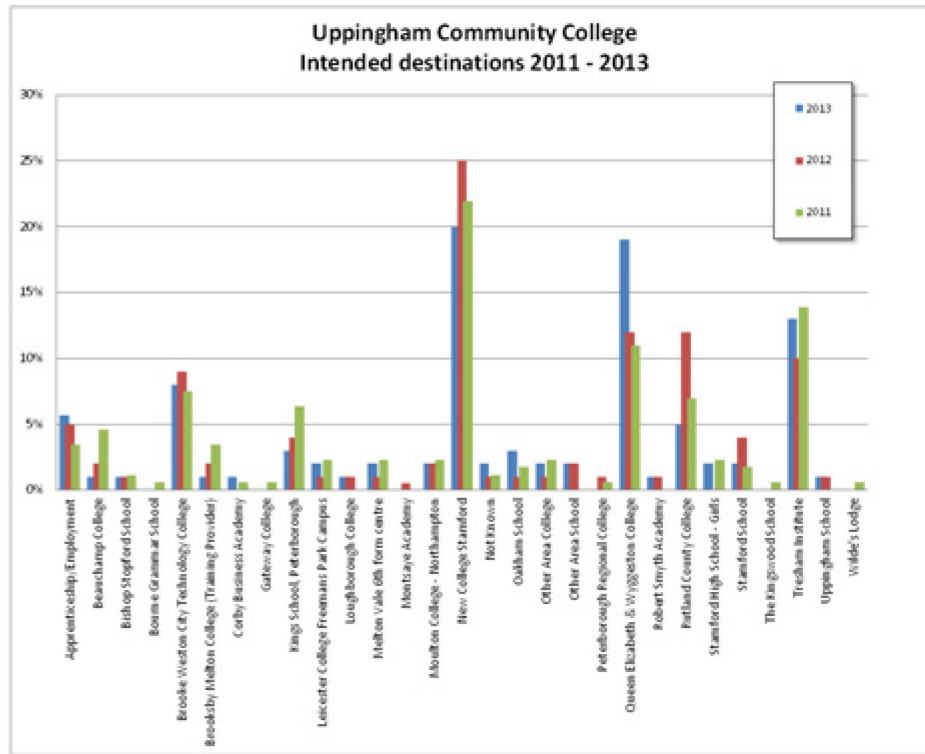
**Uppingham Community College**
**Intended destinations 2011 - 2013**

Our research into the performance of the establishments that Rutland students progress on to demonstrates an inequity in the outcomes. In the key facilitating subjects, of the schools that perform better than the national average, four are independent schools and all the others require significant travel. The average travel time spent by students accessing outstanding state school sixth form provisions is 3 hours per day.

The closest provision to Catmose College is Rutland County College or New College Stamford, both of which scored 0%. The next closest is Belvoir High Melton Vale Post-16, but this too performed significantly lower than the national average. The closest to Uppingham Community College is Lodge Park in Corby (2%) or The Robert Smyth Academy in Market Harborough (9%). The Ofsted report for both of these indicate that they 'Require Improvement'.

## Key Performance in facilitating A level subjects

Bar chart showing % of KS5 students (blue) and % of A level students (red) achieving 3 A levels at AAB in facilitating subjects, across institutions. Y-axis from 0% to 25%.

Categories (left to right):
- England - all schools and colleges
- England - state funded schools and colleges
- Stamford High School
- The King's School, Grantham
- Stamford School
- The King's (the Cathedral) School
- Kesteven and Grantham Girls' School
- Oakham School
- Brooke Weston Academy
- Wyggeston and Queen Elizabeth I College
- Belvoir High School and Melton Vale Post 16 Centre
- Leicester College co Freemen's Park Campus
- Tresham College of Further and Higher Education
- New College Stamford
- Casterton Business & Enterprise College

Legend:
■ % of KS5 students achieving 3 A levels at AAB in facilitating subjects.
■ % of A level students achieving 3 A levels at AAB in facilitating subjects.

Students from the state sector in Rutland do progress on to Oxbridge universities from either the independent sector or from two of the providers, Kings School in Peterborough or Queen Elizabeth & Wyggeston sixth form in Leicester, both of which are over an hours' travel from Rutland. The average number of Rutland students being 5/6 from each cohort demonstrates the potential as this is not a cohesive group, progressing as they do from such a wide variety of institutions. Our view would be that this number would increase exponentially if the students were working and studying together, creating an effective critical mass.

The aspirational impact on Key Stage 4 students in Rutland colleges will be significant, as there is presently no transitional activity, no role model effect and no experience of academic study available to them. This puts them at a disadvantage in relation to their peers in other areas and means that they may experience the 'post GCSE dip' in a disproportionate manner to those students who experience A-level standards of work during their KS3 and KS4 education.

Provision
There will be a growing demand for post-16 provision as housing developments within Rutland will increase the size of the population; the current provision is not adequate for these larger numbers. The three secondary schools in Rutland each have a planned admission number (PAN) of 180. The PAN of the single Rutland post-16 provision is only 180 (Rutland County College's

admission policy), with 289 already on roll at Rutland County College (as obtained through a FOI request).  Therefore, the current Rutland provision will not accommodate all post-16 students even if it offered suitable courses.
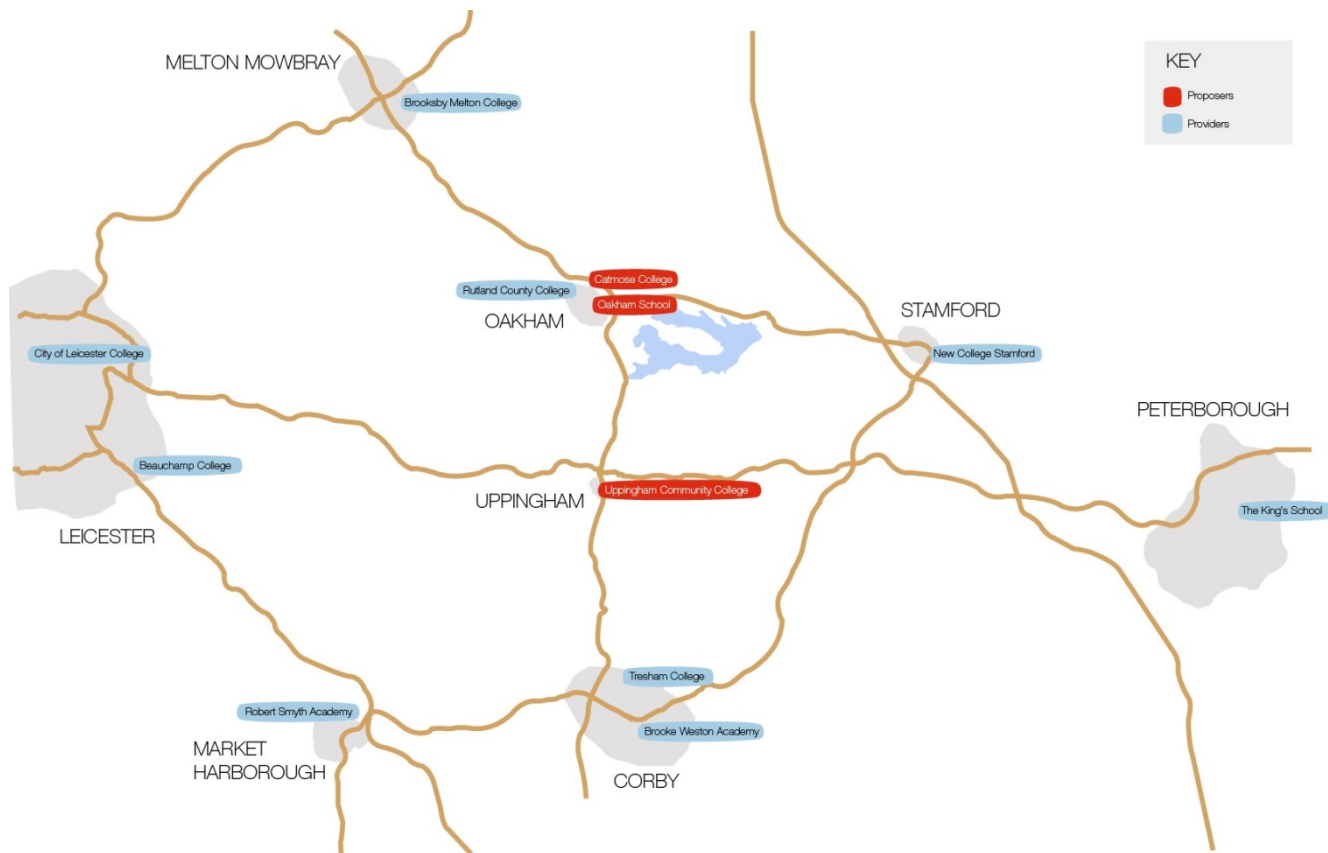


### Location
Harington School must be accessible to those students who currently have to travel significant distances in order to access high quality A-level provision.  The county is divided by two major roads and they must be a key factor in determining the site. There are a number of possibilities available which would enable the School to operate effectively for students who are living or currently educated in the county. Of the latter group, many are attending a secondary school in Rutland because they live geographically closer, despite it being over a county border and these students are similarly disadvantaged by being unable, through distance or cost, to access the A-level progression they desire. Therefore, the location of this new provision, close to accessible transport routes, will enable all to benefit from an enhanced choice of post-16 provision.

The support from the three proposer schools will allow Harington to offer access to high quality extra-curricular facilities as well as opportunities to share other resources. By creating a school day that is longer than the teaching day at the proposer schools, Harington students would be able to use the specialist facilities available on the proposer sites. Sports and music opportunities would also be more readily available at that time and there might also be alternate curriculum programmes being run that could be combined to include students from several sites.

The three proposer schools are in a strong position to maintain a rigorous monitoring and evaluation of standards, with two of the Principals having led 'Outstanding' schools and currently lead 'Good/Outstanding' schools. The third Headteacher has led two independent co-educational boarding/day schools with the current one rated by ISI as an excellent school with exceptional outcomes for students. Therefore, the rationale for Harington is that for Rutland students there is currently no local academic A-level provision that will enable them to gain access to the best universities. Pre-16 educational outcomes place the county in the top-quartile; at post-16 it is in the bottom. Therefore, the provision currently in place does not meet the needs of Rutland students.

Our Educational Vision and Ethos
Harington School aims to meet these needs by providing outstanding teaching in facilitating A-level subjects, enabling students to fulfil their potential within the state sector and provide access to A-level experiences for KS3 and 4 students, thus inspiring them to be aspirational. Harington School intends to deliver specialist sixth form education for students aged 16-19, founded on a tradition of excellence. Focusing specifically on the needs of high achieving sixth form students, the School would be able to offer a curriculum that opens the doors to the most prestigious universities.

Harington School is committed to bringing out the best in every student: academically, spiritually and personally. For example, in 2014, a record number of students attending three of the main alternative providers have been offered places at Oxbridge - a significant number of these were educated in the 11-16 colleges in Rutland. Harington School will be a dynamic learning community that celebrates aspiration, individual and collective achievement and independent thinking. Each student will be encouraged to have the highest expectations of what they can achieve, both inside and outside the formal teaching environment. They will develop an increasing willingness to take intellectual risks in order to think independently, to question and to show tenacity in pursuing knowledge and understanding within their chosen academic studies and beyond. Students will therefore develop as holistic learners who will aspire to take their intellectual curiosity and pursuit of knowledge into Higher Education (HE) and the world of work. We will encourage every student to develop as a whole person, to be actively engaged in the School and wider community so that they may live life to the full.

Education and learning at Harington School would be a stimulating experience in itself. It would also be an excellent preparation for progression to HE. The intensive help and thorough guidance that students will receive in the process of application to university and further study would be of the highest standards. Students would aspire to the highest seats of learning in the country and, as members of the School, would receive outstanding support whether aiming for a place at Oxbridge or other prestigious universities. The School would provide a senior tutor and tutor system, giving a solid network of information, advice and guidance at every level. Existing partnerships with Nottingham Trent University and the University of Leicester will provide Harington with direct support and exciting opportunities, such as internships with academic departments and e-mentoring schemes for the Extended Project. The University of Leicester is already supportive of effective transition and operate a 'talent pipeline' – a strategy we would emulate post-16. The university was in fact founded as the Leicestershire and Rutland University in 1921 and is keen to foster these links formally. Therefore, they have agreed to provide a Trustee to Harington School's Governing Body, as evidenced in Section F. Advice and guidance for UCAS progression, mock interviews, undergraduate visits and departmental experiences would be just a few features of this support.

Harington School will combine the desire for academic success with the creation of confident, self-motivated and independent young people.  The School will provide a wide range of opportunities for all students, whatever their interests, aptitudes and abilities.  It aims to offer a high-quality education that is appropriate to the needs of the individual and which provides educational opportunities and experiences through academic, vocational and extra-curricular activities.

Curriculum provision and choice will be focused, as the School will offer traditional A-level subjects, as delineated in Section D, as well as the opportunity to extend learning with the Extended Project Qualification (EPQ) and the Duke of Edinburgh Award (DofE).  There is already expertise and 100% success for delivery of the Higher Level Project at Uppingham Community College, and all of the proposer schools are DofE license holders with a good track record of progression through to Gold. Oakham School is the only school in the country with over 200 Gold awards to its name and is widely regarded as one of the leading DofE school providers in the UK.

The expectation is that the vast majority of Harington School's students will apply for places at the most prestigious universities, either in the UK or abroad.  As it is an academic provision, the sixth form curriculum will be designed to facilitate this, developing individual and academic potential.  In addition, there are a number of Oxbridge opportunities that would be available to both students and staff of Harington School, through our link with St Edmund Hall.

University of Oxford's UNIQ Summer School
This summer school is open to Year 12 students who apply for a specific UNIQ course.  It aims to give them a realistic view of Oxford student life. UNIQ participants live in an Oxford college for one week in July or August. They attend lectures and seminars in their chosen subject, as well as workshops about applying to Oxford.  Participants can also take part in a variety of social activities each evening.

Two day Residential Activities
This short course at St Edmund Hall, University of Oxford, takes students through the UCAS application process and also gives them an insight into undergraduate life, including mock interviews, finance and study processes.
Undergraduate and professor visits to Harington will present workshops for students and staff on university courses and progression. There will also be the opportunity for Harington students to participate in the extensive HE lectures and workshops which already take place in the afternoon/evenings at Oakham School.
There are also teacher conferences at the University, giving training on progression, UCAS and the admissions process.

E-Mentoring
The University of Oxford will also offer mentoring for students who are undecided about appropriate progression and will assist with applications to HE. There will be an e-mentoring scheme for students undertaking the EPQ

The A-level choices that Harington School will offer have been carefully selected to keep avenues of future study open.  These will include the facilitator subjects; those recognised by the top universities as having the most academic rigour and therefore allowing entry to the widest range of degree courses. This will be a sixth form where research and enquiry are an integral part of the provision.

This excellent all-round education will provide so many opportunities and challenges. Sixth form students are expected to contribute to the wider community and to take on leadership roles. Within the School, one of the highlights will be a work experience programme, details of which are in Section D, where all students are able to work alongside top professionals and academics. Another integral part of our formal curriculum will be the DofE Award scheme, which all students are expected to take. Achieving the DofE shows that one has the skills, determination and mentality to really succeed; Harington School will be able to offer it at all levels.

Teaching and learning will be of the highest standard, drawing on expertise in an environment where students have exceptionally positive attitudes to learning as a result of the School's outstanding and positive ethos. We will be able to offer a choice of facilitator subjects, all taught to a very high standard in appropriate group sizes, with specialist teachers and facilities. We want our students to feel a real sense of commitment and community, in lessons characterised by a positive working atmosphere with opportunities for thoughtful debate and high quality discussion. We will create an environment where values such as honesty, respect, responsibility and self-worth are equally important and promoted. The three proposer schools already demonstrate the ability to monitor and evaluate outstanding teaching and learning as evidenced by Ofsted or ISI.

Our key performance indicators will be:

- 60% of students will be expected to achieve the performance measure of ABB grades in three or more facilitator subjects.
- 60% of students will receive offers from Russell Group Universities (or equivalent).
- 40% of students will follow career related progression choices.
- 100% of students will progress into HE or full-time employment.
- 10 students in each cohort will be offered places at an Oxbridge university.
- Harington School's retention target will be 96% from AS to A2.
- Harington School will be graded as Outstanding in all categories by Ofsted in its first inspection.

Oakham School already achieve significant success with their A-level results:

|  | A* | A*/A | A*/A/B |
|---|---|---|---|
| **2013** | 16.3% | 50.4% | 85% |
| **2012** | 11.4% | 42.1% | 74.8% |
| **2011** | 20.4% | 61.5% | 81.9% |

Our vision for all of our students is clear; we want all of our students to enjoy an outstanding educational experience and, when they leave us, be equipped with the skills, attributes and behaviours for success. We will 'create tomorrow's citizens today'; young people who are resilient, resourceful and able to accept others for who they are.

In summary, Harington's vision is:

- To provide an academic sixth form curriculum in Rutland that raises the aspirations and attainment of young people.
- To increase the number of young people from Rutland who progress to prestigious universities.
- To ensure that the curriculum is tailored to helping young people from low income communities access HE and higher skilled employment opportunities.
- To provide safe and high quality facilities within a wider community that inspires staff, young people, parents and the local community develop to their full potential.
- To understand each student's differing learning needs and abilities and use a wide variety of teaching methods to enable them to make significant progress matched to their ability.
- To engage with other education providers, partners and employers to maximise the benefits for the local community.
- To provide the pastoral care and learning support which allows young people to wholeheartedly commit to their studies.
- To incorporate initiatives such as the DofE programme to engender community responsibility.

# Section D: Education plan – part 1

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

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

|  | Current number of pupils (if applicable) | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|---|---|
| **Reception** | n/a | | | | | | | |
| **Year 1** | n/a | | | | | | | |
| **Year 2** | n/a | | | | | | | |
| **Year 3** | n/a | | | | | | | |
| **Year 4** | n/a | | | | | | | |
| **Year 5** | n/a | | | | | | | |
| **Year 6** | n/a | | | | | | | |
| **Year 7** | n/a | | | | | | | |
| **Year 8** | n/a | | | | | | | |
| **Year 9** | n/a | | | | | | | |
| **Year 10** | n/a | | | | | | | |
| **Year 11** | n/a | | | | | | | |
| **Year 12** | | 150 | 150 | 150 | 150 | 150 | 150 | 150 |
| **Year 13** | | 0 | 150 | 150 | 150 | 150 | 150 | 150 |
| **Totals** | | 150 | 300 | 300 | 300 | 300 | 300 | 300 |

# Section D: Education plan – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/ Voluntary | Comments |
|---|---|---|---|
| A-level Maths (Edexcel) | 5 | Voluntary | Covering Pure Mathematics including calculus, functions, sequences and series, functions, trigonometry and vectors. The course will also include units of work on mechanics and statistics. |
| A-level Further Maths (Edexcel) | 5 | Voluntary | This course builds on all that is covered in A-level Maths and will embrace advanced algebra, advanced mechanics and also introduces Decision Mathematics. |
| A-level English Literature (Edexcel) | 5 | Voluntary | The course will facilitate the study of poetry between 1800 and 1945 whilst also providing extensive work on literature from 1900 to the modern day. Texts studied will cover a variety of genres from 'The Great Gatsby' to 'Atonement'. At least one Shakespeare play will be studied which will be contrasted with the work of at least one other playwright. |
| A-level Physics (OCR) | 5 | Voluntary | The Physics course will effectively cover the 'rules of the Universe' and will include: mechanics, properties of matter, thermal physics, oscillations and waves, electricity, fields and forces, quantum physics, energy and astrophysics. |
| A-level Chemistry | 5 | Voluntary | Chemical principles will be |

| (AQA) | | | developed in the context of how chemistry is used in industry and at the frontiers of research through the three main branches of the subject: Physical Chemistry (thermodynamics, molecular and atomic structure and reaction kinetics), Inorganic Chemistry (underlying trends and patterns across the Periodic Table), Organic Chemistry (Study of the molecules on which life is built ranging from synthetic polymers to biochemical structures). |
|---|---|---|---|
| A-level Biology (Edexcel) | 5 | Voluntary | An extensive practical and theoretical course which embraces the cellular basis of diseases, biochemistry behind Stem Cell Therapy, DNA and how changes to its structure have profound biological effects, biodiversity and ecology, physiology of the human body, human nervous system and its effect on human perception. |
| A-level French (AQA) | 5 | Voluntary | Building on the four language skills from GCSE (listening, writing, speaking, reading) the course will develop not only the quality of language used but the content. The course is taught through the social, cultural, historical and political context of France. |
| A-level Spanish (AQA) | 5 | Voluntary | As for A-level French but with the focus exclusively on Spain and the Spanish speaking world, including modern Spanish literature (including the work of Camilo José Cela). |
| A-level Geography (AQA) | 5 | Voluntary | The study of Geography falls into two main areas: Human and Physical, while at the same time ensuring that geographical skills are developed through suitable fieldwork opportunities. The |

| | | | course at A-level will cover a range of contemporary issues including: fluvial and coastal environments, population change, globalisation, the development of world cities, plate tectonics and world weather patterns. |
|---|---|---|---|
| A-level History (Edexcel) | 5 | Voluntary | The course will offer students the opportunity to study different societies that have undergone significant change and reason/effects of that change. There will be particular focus on, for example, British Colonisation, France at the time of the Revolution, Civil Rights in the USA and England under Henry VIII. |
| A-level Economics (AQA) | 5 | Voluntary | As with many Economics courses, students will study both macro and micro economics with the role of governments and their policies fully explored. Consideration is given to the place of the UK in the global economy, competition economics and the development of 'poorer' nations. |
| A-level Philosophy (AQA) | 5 | Voluntary | Key philosophical ideas will be studied, such as 'what is truth?', 'why should I be moral?', 'am I free or determined?' The students will extensively study moral philosophy, political philosophy, ethics, the philosophy of religion and epistemology. |
| Duke of Edinburgh Award | 1 | Mandatory | Curriculum time is given to students' preparation for expeditions (e.g. route planning, first-aid training), development of skills (which will also link to activities such as sport and music) and preparation for volunteering work - much of which will be undertaken by students outside of School hours and during holidays. |

| EPQ (Edexcel) | 1 (1 hr supervision plus independent work outside curriculum time) | Mandatory | Students will develop their independent learning skills by identifying and using resources to carry out academic research on a topic/question linked to their A-level subjects or one of personal interest. |
|---|---|---|---|
| Tutorial | 1 | Mandatory | Critical thinking skills, UCAS preparation and preparation for living at university, e.g. finance. |
| ABRSM Grade 5 | 1 | Voluntary (for relevant students) | Preparation for Grade 5 Music Theory examination, enabling musicians to access higher grades through their instrumental exams. |
| Enrichment including Sport or supported study | 2 | Mandatory | Extension work in A-level subjects, eg Oympiad/STEP preparation work, public speaking and lectures/talks related to academic subjects. For some students, this time will be used for additional study with guided help to reinforce material covered in lessons and/or exam preparation.<br>This will include the opportunity for students to benefit from physical exercise, e.g. team sports using the facilities available at the three proposer schools. |

**Section D1:**

In the table detailed on Page 20, the proposed numbers in each year group are stated at the point of opening (entrance into Year 12 only) and the School will then reach capacity in the following year when both Year 12 and 13 are filled to their capacity of 150 students. The table assumes an opening, with Year 12 students only, in September 2015.

Harington School will be a dynamic learning community that celebrates aspiration, individual and collective achievement and independent thinking. As stated in Section C, the School will be an exclusively academic environment in which each student will be encouraged to have the highest expectations of what they can achieve, both inside and outside the formal teaching environment. They will develop an increasing willingness to take intellectual risks in order to think independently, to question and show tenacity in pursuing knowledge and understanding within their chosen academic studies and beyond. Students will therefore develop as holistic learners who will aspire to take their intellectual curiosity and pursuit of knowledge into HE and the world of work.

The academic curriculum will be based around A-level subjects that will give students the most options for HE; described by the Russell Group as the 'facilitating subjects' (http://www.russellgroup.ac.uk/informed-choices/). More detailed rationale for the curriculum is given later in Section D. Within these subjects, the learning opportunities, as stated in Section C, will be a stimulating experience. Teaching will aim to go well beyond merely enabling students to acquire more academic knowledge in their chosen areas of study. To enable Harington students to develop independent thinking skills and build significantly on their conceptual understanding from GCSE study, teaching must use a variety of strategies. Such a range of approaches is vital to develop a student's cognitive ability to recognise trends, patterns and key features of arguments; analyse data, evidence and increasingly sophisticated writing (and other forms of communication) given from different perspectives; apply knowledge and understanding to solve increasingly complex problems set in a variety of contexts; to critically evaluate literature, scientific methods and opposing views/arguments; to create solutions by linking different ideas and to work with others as well as independently.

In addition to the 'facilitating subjects', the School will also offer Philosophy and Economics as both subjects will offer opportunities for rigorous academic challenge and intellectual development in line with the pedagogy to which the School aspires.

Harington School would operate on the Rutland six term year. This provides continuity for students and parents alike and would allow more cost effective sharing of teachers and services across the proposer schools if needed.

The School Day

| Mon to Fri (ex. Wed) | | Wednesday | |
|---|---|---|---|
| School opens | 08.30 | School opens | 08.30 |
| Period 1 | 10.30 | Period 1 | 10.30 |
| Period 2 | 11.30 | Period 2 | 11.30 |
| Period 3 | 12.30 | Period 3 | 12.30 |
| Period 4 | 1.30 | Period 4 | 1.30 |
| Period 5 | 2.30 | 2.30 - 4.30 | Enrichment |
| Period 6 | 3.30 | | Activities |
| Period 7 | 4.30 | | |
| School closes | 5.30 | | |

There are a number of advantages of a late start to the day; "*Given that the primary focus of education is to maximize human potential, then a new task before us is to ensure that the conditions in which learning takes place address the very biology of our learners.*"[1]

Research demonstrates that teenagers would benefit from a later start. The National Sleep Foundation shows that teenagers are among those least likely to get enough sleep; on average they need 9 ¼ hours to perform at their optimal level, however on average they get 7 hours per night. Research into teenager sleeping patterns (Wolfson and Carskadon 1998, Carskadon,Vieri & Acebo 1993) show that adolescents undergo a sleep phase delay, this suggests that their natural time to fall asleep may be 23:00 or later. Therefore, if teenagers need to wake up early for school, they do not get the required hours of sleep and this may lead to sleep deprivation. This has been supported by more recent research across the world such as Edwards, F. (2012)[2]

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[1] Mary A. Carskadon, PhD, Director of E.P. Bradley Hospital Research Laboratory and Professor in Department of Psychiatry and Human Behaviour at Brown University School of Medicine.

[2] Edwards, F. (2012). Early to rise? The Effect of Daily Start Times on Academic Performance. Economics of Education Review, 31, 970-983.

and Li, S., Argulles, L., Chen, W., Jin, X. et al. (2013) who conducted a study involving 20,778 students.[3]

A later start will also allow students to access Harington School more easily by public transport; Rutland is a SPARSE county and as such its population is spread across 52 small villages. Public transport is limited, mostly every hour or less, for example the Rutland Flyer 1 bus between Uppingham and Oakham runs once an hour. Opening the School before 10.30 takes into account the time needed if arriving by public transport and also gives students the opportunity to use the facilities for private study. This is especially important for FSM students who may not have access to them at home. It would also allow access to non-teaching student services, and create flexibility for mentoring sessions. There would be no designated lunchtime, instead there would be a café culture where facilities would be open between 08.30 and 15.30 and students could choose their lunchtime around their lessons.

A day that does not follow a conventional state school pattern allows facilities to be shared should the need arise. Whilst it is intended that Harington School will be a separate physical entity, at the beginning it may not have full specialist facilities due to the time constraints of building or refurbishment. Harington's proposed day would enable both academic and extra-curricular facilities in the proposer schools to be used more effectively after 11-16 lessons are completed, for instance, science laboratories, sports halls and performing arts spaces. If staff are shared with the proposer schools, a later finish also allows more flexibility with timetabling.

Harington will have its own workforce, however in order to ensure it attracts high quality staff to fill posts, which would be part time, they could also be offered a position at one of the proposer schools. MFL would be a good example as it is a shortage subject and it is hard to attract a good candidate for a part-time post, e.g. 50%. However, a full-time post could be advertised if a proposer school also needed a linguist. Similarly, Harington could draw upon overcapacity in the proposer schools if needed. A more detailed discussion of staffing can be found in Section D3.

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[3] Li, S., Argulles, L., Chen, W., Jin, X. et al. (2013). Sleep, School Performance, and a School-Based Intervention among School-Aged Children: A Sleep Series Study in China. PLOS ONE, 8, e67928.

A sample of students who had indicated that Harington was their first preference for post-16 education were asked to record what their subject choices would be. Five option blocks were formed from this data. Several patterns resulted in a 100% choice satisfaction rate, below is one example:

| Block A | | Block B | | Block C | | Block D | | Block E | |
|---|---|---|---|---|---|---|---|---|---|
| free | 85 | free | 3 | Gg | 21 | free | 25 | free | 37 |
| Sp | 21 | Fr | 24 | En | 14 | Ma | 46 | Ch | 37 |
| Pi | 20 | Bi | 60 | Ch | 23 | Fr | 16 | Ec | 29 |
| En | 24 | Ma | 29 | Ph | 48 | Ec | 24 | Ma | 24 |
| | | Hi | 34 | Hi | 27 | Gg | 19 | Ph | 12 |
| | | | | Ma | 17 | Fm | 20 | En | 11 |
| | | | | | | | | | |
| Total | 150 | Total | 150 | Total | 150 | Total | 150 | Total | 150 |

KEY: Bi – Biology        Gg - Geography
Ch – Chemistry      Hi - History
Ec - Economics      Ma - Maths
En – English Literature   Pi - Philosophy
Fm – Further Maths    Ph - Physics
Fr – French         Sp – Spanish

An example timetable for the first year was created from this pattern. It incorporates 5 hours of teaching for each A-level subject studied and includes time delineated for the EPQ, DofE (or music grades) and enrichment activities.

In this model, Tutorial sessions will be staggered to allow efficient use of facilities. However, they are placed so that, if necessary, for example for visiting Lecturers, they can be collapsed and the whole year group brought together.

Option blocks B, C and E all contain Science subjects; for this reason they have been given a set of double lessons to facilitate practical sessions. They have also been placed at the end of the School day in case it is necessary, at least in the beginning, to use the proposer schools' facilities (it is expected that Harington would ultimately have its own teaching facilities for the Science subjects). As indicated earlier, there is no set lunchtime; however, the timetable is structured to allow students free time across the three periods closest to the traditional times for lunch. This example will be referred to in Section D3.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 |
|---|---|---|---|---|---|---|---|
| Monday | B | C | Tutorial A | Tutorial B | D | A | E |
| Tuesday | D | E | A | | EPQ | C | C |
| Wednesday | D | A | | B | ENR | ENR | |
| Thursday | B | DofE/music | A | D | C | E | E |
| Friday | E | C | | A | B | B | D |

An Understanding of the Expected Pupil Intake and Their Needs
Anticipated Pupil Intake is based on our usual minimum requirements:

- Five GCSEs graded at B or above. Within these five grades one BTEC grade at Distinction will be accepted.
- A* - C passes in Maths and English.
- There is an expectation that students will have achieved a B – A* grade in the subject (or in a comparable subject) that they wish to take at A-level.
- Special consideration will be given to students who have been in receipt of FSM or fall under the category of a Looked after Child; entry requirements will be considered on an individual basis.

The extent to which students have surpassed the minimum criteria will be taken into consideration if the School is over-subscribed.

Based on historical data from the proposer schools, approximately 40% of FSM students would achieve the entrance criteria, accounting for 15% of the total intake. On KS2 data, 40% of the whole cohort are identified as high attainers in Catmose College and Uppingham Community College. However, based on predicted data, 60% of Year 9 would reach Harington's admissions criteria, as would 61% of Year 10. On published KS2 data, 30% of the cohort in the third county secondary school would also qualify.

The ethos of Harington states that it will be a dynamic learning community which celebrates aspiration, individual and collective achievement and independent thinking. To accomplish this we must have a rigorous academic curriculum that maximises the chance of students achieving the highest A-level grades, thus having the opportunity to successfully apply to a range of universities including those regarded as the top performing academic institutions such as Oxford and Cambridge.

Students achieving 5 or more grade Bs or above at GCSE/IGCSE (including Mathematics and English Language at C grade) will be able to gain access to the A-levels of their choice from the

range of subjects offered. The facilitating A-levels will all build on the pre-16 GCSE/IGCSE curriculum followed by students prior to their arrival at Harington. Students will then be given every opportunity to access the highest A-level grades for them as an individual by using a multi-layered approach.

The core A-level academic curriculum ensures that students keep options open whilst allowing the School to deliver rigorous high quality teaching by employing staff who will concentrate on their own areas of academic expertise. A core A-Level academic curriculum will also allow the School to concentrate its resources more cost effectively, to the benefit of the students. By offering A-level courses only, members of our sixth form will have the opportunity to work with others who share similar abilities and have the same positive attitudes and high aspirations. Early evidence from the London Academy of Excellence, a newly formed free school for students aged 16-19, illustrates that this model raises aspirations and inspires students. The A-level courses will provide rigorous, directed and independent learning, giving structure and clear progression for students (see beginning of Section D). This will be extended to study periods with Year 12 and 13 students staying on campus in order to provide a positive learning environment which may not always be provided at home. All students entering the sixth form will opt for four subjects in Year 12 (a small number of students may take five A-levels, e.g. Further Maths). Advice regarding suitable combinations of subjects will be given on an individual basis as part of the admissions process. This will be reviewed at the end of Year 12 in the light of university and/or career ambitions, and progress /performance during the year. However, no student will study less than three A-levels in Year 13; the expectation is that most will continue with three.

Limiting the number of subjects offered at A-level to the facilitating subjects removes a common barrier to progressing on to the most competitive and academic courses at the top universities, that of choosing inappropriate subjects. [4] Students who have not had strong career or parental intervention at the end of Year 11 may choose their level three options based upon wrong assumptions or short term goals. This is especially true of students from poorer socio-economic groups, as in many cases they may be the first within their families to go on to HE.

The core curriculum will be further supported with the use of units from Critical Thinking Skills, developing learning and cognitive skill areas which may not have been addressed at GCSE, which can create intellectual and academic barriers for students. This will be provided via the tutorial programme which will also prepare students for university applications (UCAS) and life after school. The tutorial programme will also support students who may initially struggle with the transition to the A-level curriculum and it will thus act as an effective method of intervention to support the retention of students. Where students need specific support in terms of academic subjects, it will be provided by academic specialists through supported study outside of normal lesson times.

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[4] *Applications, Offers and Admissions to Research Led Universities, Sutton Trust & BIS, Aug 2009*

*http://www.bis.gov.uk/assets/biscore/corporate/migratedD/publications/B/BIS-RP-005*

The EPQ will complement the academic curriculum by providing the opportunity for students to develop their independent learning skills which will enrich them intellectually as well as strengthening their application to the most competitive courses at the top universities. An EPQ will help to enhance the intellectual and academic confidence that many state students lack in comparison with those from the independent sector, and will be taken by all of our students. The EPQ provides students with an opportunity to develop many of the learning habits they will need to draw upon at university, such as allowing them to project manage their own work and conduct in-depth research on a topic of their choice (in most cases it will be derived from one of their A-level subject interests). These skills may then be applied to their A-level work, but crucially will allow them to see that they are capable of coping with the academic rigor of university life. Students will be asked to consider a suitable subject for their EPQ in term two of Year 12 and will be expected to have completed it by term 1 of Year 13.

For the more academically gifted, talented and able students there will be an active encouragement to study online courses offered through the Open University, or one of our local university partners.

<u>An Enrichment Programme</u>
The ethos of Harington will encourage each student to have the highest expectations of what they can achieve both inside and outside the formal teaching environment. The enrichment programme is therefore crucially important if, as our ethos rightly dictates, students are to develop as holistic learners who will aspire to take their intellectual curiosity and pursuit of knowledge into HE and the world of work.

When applying for university and employment, an increasing emphasis is placed upon holistic skills in addition to academic qualifications. When many students are attaining the same or similar results, the offer of a place at university may come down to the individual holistic skills of a student. Cambridge University, for example, recruits undergraduates for their ability to demonstrate a well-rounded intellectual character: *'We are looking for an indication of your ability to think critically and independently, and your willingness to argue logically but to keep an open mind to new ideas as well. You also need self-discipline, motivation and commitment, and the desire and potential to go beyond what you've learned so far.'*[5]

These skills are developed by exposure to a wide range of experiences and opportunities, something which may be lacking in students from a poorer socio-economic background, due to cost or confidence. At Harington School, the extra-curricular activities (in addition to the EPQ) will be enjoyable but also purposeful and there will be an obligation for students to participate. The majority of students will participate in the DofE Gold Award Scheme (either building on DofE experience at their previous school or, for some students, by direct entry to the Gold Award). As is widely understood by future employers and the wider community, the DofE award builds upon

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[5] Cambridge Admissions Office, http://www.study.cam.ac.uk/undergraduate/whycambridge/who.html

personal strengths such as leadership and commitment, and, just as importantly, teaches problem solving and resilience.

In addition to the DofE, there will be a range of activities (some of which may be used by students to contribute to their DofE award) and, where necessary, financial support will be provided or guidance given for those who require fundraising, such as VentureForce projects in Africa or World Challenge which they will undertake during holiday periods.  The enrichment activities are designed to nurture a particular talent such as music or to allow exploration into new areas such as the English Speaking Union or the Model United Nations.  This will allow students to gain a wider perspective on the world and expose them to a great range of ethnicities, ages and cultures; experiences that a predominantly rural area struggles to offer.  During their activity time (see timetable featured earlier in Section D), some students will also have the opportunity to get involved in volunteering activities within the local community, such as paired reading in one of the local primary schools.

Sport will be an important part of the extra-curricular provision for a number of students.  During the activity time, links with the proposer schools will enable both team and individual sports to be followed; a wide range of facilities will be available. Both of the proposer 11-16 schools already work with a wide network of coaches and other professionals, offering a range of activities that cannot be provided by their own teaching staff.  Access to these resources will augment the skillset of the core Harington School staff.

Students in Year 12 will also have the opportunity to take part in the National Young Enterprise Company Programme, which will give students an insight into running a small business.  Where possible, we will look to link into the local business community, many of which are small, focused enterprises which will engender an entrepreneurial ethos.  This is often challenging to provide in a rural setting.

Students who study a musical instrument will take ABRSM Grade 5 Theory of Music (if not already completed) and will be supported in their progression through the Associated Board exams and other relevant qualifications.  They will also be encouraged to perform recitals and other showcases within the community.

Opportunities for leadership will be offered through various Leadership Awards, e.g. Community Sports Leadership Scheme, as our students will be able to work with younger students at the proposer schools.

Strategies to Support Students to be Successful When They Enter and Leave the School
When entering Harington it is vitally important to ensure that all students are able to make a positive start to their lives at sixth form and in term 1 (of 6), the successful transition from GCSE will be achieved through a number of measures. The tutorial programme will focus on critical thinking skills, equipping students with the necessary tools to adapt to the rigour of A-level.  Each student will benefit from an allocated 1:1 mentoring session with a named Tutor. This session will address academic concerns, for instance that the choice of course remains appropriate and that the student has the necessary skills to succeed.  At this point, intervention may be recommended to the Team Leader of Teaching and Learning.  Similarly, if pastoral issues are raised which cannot be addressed by the Tutor, they will be referred to Team Leader of Student Services.  This early intervention is crucial if our ambitious retention targets are to be met; it will benefit all students but especially those from poorer socio-economic backgrounds who will have few or no

family members who have had experience of A-levels to draw upon in order to offer advice and support.

The ethos of Harington is inclusive and all pupils' needs will be met through a number of approaches. The first stage of transition is crucial. Students with SEN or LAC will be identified via the application process. The SENCO will then contact the school attended by the student and arrange a visit or telephone conversation to discuss their needs and the strategies employed to support them. Any relevant paperwork will be requested that relates to their special educational needs, PEPs or access arrangements. Where appropriate, visits will be arranged before the start of the first term in order for the student to become familiar with the building and key members of staff. Transition meetings will also be held with outside agencies if appropriate. The SENCO will inform teaching staff of the students' needs, and provide strategies which will support both students and teachers alike through the use of PEPs, which will carry key advice for classroom strategies geared for A-level study. They will also advise on A-level choices and meet with the student and their parents/guardians. There will be a similar meeting in Term 5 of Year 12 (prior to the collapsed timetable) to discuss applications and subject selection for Year 13. Where appropriate, there will be close liaison with Youth Options to support FSM and SEN students through the next transitional phase into HE or work placements.

On entry, all students will complete basic literacy assessments to ensure that all students who need additional literacy support or are eligible for access arrangements have been identified. Where a student is identified as being eligible for access arrangements, the SENCO will ensure that all appropriate provisions are in place for controlled assessments, tests, examinations, classwork and all relevant paperwork pertaining to individual concessions is completed and stored in preparation for visits by examination inspectors. Appropriate use of ICT will be strongly encouraged in order to support the needs of individuals and help them maintain independence in class and examinations. The SENCO, in collaboration with the Team Leader of Student Services, will also ensure that eligible students receive appropriate information and support in relation to the application for Disabled Student Allowances (DSA) for HE. When necessary, appropriate referrals will be made to external professionals to conduct the assessments for DSA.

Should a student need to access outside agencies, such as the service for the visually impaired or hearing impaired, it is the SENCO's role to coordinate it. Any relevant information following the involvement of an outside agency will be cascaded to staff to ensure that all barriers to learning are removed and the student, despite additional needs, is able to meet their potential. Each student will have their own individual tutor providing a mentor role. This will include progress, pastoral and careers based guidance, and provide continuity and a point of contact for both the student and parent. Where necessary, an IEP may be put in place to ensure that there is a coordinated approach, both within the school and with any outside agencies.

The SENCO will make sure that students with statements of special educational needs receive the support outlined within their statement, ensuring that all objectives are met and the student is able to fulfil their potential. The SENCO will ensure that all IEPS are created and reviewed three times per year using a child-centred approach. The SENCO will coordinate the annual reviews, collating appropriate feedback from external agencies and key staff within School, liaising closely with the Local Authority.

The tracking system will identify groups of students including those with SEN, LAC and G&T.  This will allow the SENCO and the Team Leader of Teaching and Learning to use data to ensure that individual progress is monitored on a regular basis.  There will be a weekly meeting of the SENCO and Team Leaders of both Teaching and Learning and Student Services to discuss individual students in order to ensure a holistic approach.  This will allow G&T students to be monitored to ensure that they are being challenged and stretched in their different subject areas (including Oxbridge preparation work).  Through their tutors, appropriate students will also be directed to attend suitable holiday courses for the more academically able (e.g. Villiers Park residential courses).

As well as using subject assessments, the SENCO will also deploy a range of other specific tests to identify if extra support is necessary, for instant dyslexia or processing disorders.  Intervention strategies will be used to support all groups of students.  These could include supported study periods, subject specialist intervention, use of IT and specific software, small group work focusing on social skills or developing English as an additional language, and access arrangements for exams.

The transition from Harington School to the world of HE or employment is as important as the transition from pre-16 study to A-levels.  In Term 5, students will benefit from a planned programme designed to support university and career choices.  A collapsed timetable will run for one week, when university providers (including Oxbridge) and professional people from a range of careers will offer bespoke guidance through a number of seminars.  During this period, support will be provided to ensure that UCAS applications are completed to a high standard. Particular support will be available for those students from disadvantaged backgrounds.  Specialist support will be made available for bespoke tests (e.g. pre-tests such as the BMAT, LNAT).

Along with the tutor, the SENCO will coordinate university and careers advice (e.g. pre-tests, interview preparation) for students with SEN.  They will be responsible for communicating the relevant information to the university or employer.  For university applications, it will be the tutor who includes any relevant information into the UCAS (or overseas university) application and, as appropriate, separate letters will be written to university admissions tutors.

Through the School's career/HE advice, and as part of the tutorial programme, students will be prepared for life at university.  This will also include presentations to parents about such topics as students' finance.  Students will be given every opportunity to attend university open days and will be supported, as needed, in making travel arrangements and taking leave from school commitments.

**Section D2**

The table in Section D2 (pages v) lists the A-level subjects that will form the basis of the academic curriculum plus the enrichment activities available to the Year 12 and 13 students.  Note that the current A-level specifications are based on those available at the current time and this may change in the light of the forthcoming changes to A-level specifications (linear examinations) which, for some subjects, will be taught from September 2015.

Monitoring of Students' Performance
On a student's arrival at Harington School, Advanced Level Information System (ALIS) benchline data (from GCSEs and through all students taking the ALIS cognitive test at the beginning of Term 1) will be used to provide performance indicators for all students across all subjects.  The original

data from ALIS will allow targets grade to be established for individual A-level subjects, against which student progress can be measured. This will allow for effective tracking across the year to ensure that students make progress in line or above expectations.

At regular intervals (potentially once per each of the 6 terms), students' assessment data from each of their A-level subjects can be added to the baseline ALIS data taken at the start of their time at Harington. This will enable progression to be measured against target grades and for value-added measurements to be taken for individuals, groups of students in specific subjects and across a year group. There will also be the opportunity for resetting target grades which will raise student expectations. The ALIS tracking system will enable staff to monitor trends across the School from one year to the next, from one subject to another and will contribute to performance management of teaching staff (see Section on the School Review).

Targets for Students' Performance

- 60% of students will be expected to achieve the performance measure of ABB grades in three or more facilitator subjects.
- 60% of students will receive offers from Russell Group (or equivalent) Universities. 10 students in each cohort will be offered places at an Oxbridge university.
- 100% of students will progress into HE or full-time employment
- Harington School's retention target is 96%.
- Harington School will be graded as Outstanding in all categories by Ofsted.

Having established clear benchmark data through ALIS, students will be regularly assessed with data held centrally in order to allow effective tracking. A central system (e.g. CMIS, excel spreadsheets) will be used to compare current performance against expected outcomes. This will allow staff to identify issues within individual subjects, cohorts of students or individual issues. As a result of this, the Team Leader of Teaching and Learning will ensure that subsequent intervention is provided and any issues quickly addressed.

In order to meet our Key Performance Indicators of student performance and an outstanding Ofsted grade, a high standard of teaching is essential. A rigorous quality assurance programme based on the ISO 9001 will be used to ensure this. This system will also allow the Trustees on the Education Committee to monitor the quality of teaching and learning, not only at the end of the year through the School's Development Plan, but throughout the year as the results of each stage of the quality assurance process is reported back to them. An external consultant will be used in order to verify the School's quality assurance process. This consultant would be recruited from the Ofsted inspectorate or be a National Leader in Education or equivalent. They would act as a critical friend and ensure that the School's internal processes were accurate and fit for purpose.

Monitoring and Measuring Students' Progress

External Examinations
These will be controlled by the external awarding body of the QCA, rather than by the School. This organisation sets the syllabi and specifications and has its own quality assurance system. Where possible and appropriate, the School will provide feedback through examination, meetings and other systems.

Use of Data for Target Setting and Tracking Student Progress

This is an internal system (ALIS, as detailed above) over which the School has direct control. Whole school targets are set yearly as part of the Development Plan. The internal School Review process measures student progress and the team's success in meeting the targets that have been set. The pastoral care system is also used to monitor student progress alongside the data systems.

The School Review

The School Review is an annual internal audit which will provide an analysis and self-evaluation of the processes and procedures within the School. It will acknowledge areas of good practice and identify areas of concern. It will inform future actions and developments. The School Review also will provide the opportunity for reflection on future changes within subject teams and it is also designed to give a whole-school view and allow comparison across subject teams and services, enabling standardisation and consistency of provision. The Review will feed directly into School plans for further improvement and change. In addition, the School Review will draw upon both quantitative and qualitative evidence including observations, documentation, progress data, interviews and surveys. The evidence of observations is quality controlled through training, paired observation and moderation by the Senior Leadership Team (SLT).

School Review Process for Monitoring Teaching and Learning

| Term | Activity | Evidence Base |
|---|---|---|
| 1 | <ul><li>Benchmarking Year 12 – Evaluation of GCSE results, CATS and use of ALIS to inform targets.</li><li>Lesson observation training – peer observations.</li><li>Attendance data check.</li><li>Subject & Head of School meeting.</li></ul> | <ul><li>Development Plan – Teaching and Learning Strands.</li><li>Minutes of subject and Team Leader Meetings.</li><li>Audit of Schemes of Work.</li><li>Minutes and Action plans arising from meeting.</li></ul> |
| 2 | <ul><li>Lesson Observations.</li><li>Student interview panels.</li><li>Data tracking.</li><li>Staff Performance Management.</li><li>Attendance data check.</li><li>Subject & Head of School meeting.</li></ul> | <ul><li>Ofsted Evidence Forms (EF).</li><li>Feedback from panels.</li><li>Analysis of student performance against targets.</li><li>Performance Management forms.</li><li>Minutes and Action plans arising from meeting.</li></ul> |

| | | |
|---|---|---|
| **3** | <ul><li>Learning walks.</li><li>Work scrutiny.</li><li>Data tracking.</li><li>Attendance data check.</li><li>Subject & Head of School meeting.</li></ul> | <ul><li>Learning walk reports.</li><li>Work scrutiny analysis sheets.</li><li>Analysis of student performance against targets.</li><li>Minutes and Action plans arising from meeting.</li></ul> |
| **4** | <ul><li>Lesson Observations.</li><li>Subject self-assessment.</li><li>Attendance data check.</li><li>Interim performance management review.</li><li>Student interview panels.</li><li>Subject & Head of School meeting.</li></ul> | <ul><li>EFs.</li><li>Subject reports.</li><li>Feedback from panels.</li><li>Analysis of student performance against targets.</li><li>Performance management forms.</li><li>Minutes and action plans arising from meeting.</li></ul> |
| **5** | <ul><li>Lesson observations.</li><li>Learning walks.</li><li>Data tracking.</li><li>Attendance data check.</li><li>Subject & Head of School meeting.</li></ul> | <ul><li>EFs.</li><li>Learning walk reports.</li><li>Analysis of student performance against targets.</li><li>Minutes and action plans arising from meeting.</li></ul> |
| **6**<br>Development Plan presented to Trustees for implementation in Term 1 | <ul><li>Data tracking.</li><li>Attendance data check.</li><li>Subject & Head of School meeting.</li></ul> | <ul><li>Analysis of student performance against targets.</li><li>Minutes and action plans arising from meeting.</li></ul> |

Lesson observations will be based upon the Ofsted model of 24 hours' notice. In term 1, the criteria will have been shared through staff training. In addition, staff members who will be conducting the observations will have completed paired observations with Ofsted trained staff. Learning walks will focus upon identified areas, for example the teaching of critical thinking within Tutorial; this provides the opportunity to identify specific areas of strength or weakness, and allow immediate intervention if required.

Termly meetings between the subjects and Head of School will address any issues raised by observations or learning walks. This will be clearly linked to the main agenda item and data analysis, where each subject's performance will be analysed. Individuals' progress will be analysed against their targets and an action plan will be drawn up where necessary.

The system of performance management will be led by the School Development Plan. All staff will share the key targets identified at the beginning of the year in the Plan. In addition, targets will be set for subjects, personal development and attendance. This will be reviewed in term 4, to ensure that staff are on track to meet their targets, and if not, to receive additional support.

Student voice is an essential part of monitoring teaching and learning. Student interview panels give students the opportunity to give feedback on their whole school experience and also contribute to specific areas such as teaching styles and assessment. Alongside these panels there will be an annual survey; delivered electronically, the questions will be led by the key issues identified in the Development Plan. Parents and staff will also receive surveys to ensure that all stakeholders can feed back and inform the next Development Plan.

This system of quality assurance will be used to analyse progress towards Development Plan targets and objectives, as well as to inform the plan for the following year. Its structure means that staff, at every level, are familiar with and a part of the Development Plan and its overall aims. The documentation provided by the School Review will provide feedback to the Governing Body. Throughout the year at their meetings, the Education Committee will be presented with evidence from the quality assurance process in order to allow them to fulfil their role in maintaining and improving the educational outcomes of Harington. It will allow the SLT to prepare for Ofsted in an effective manner in order to secure an outstanding grade, and to design a relevant and aspirational programme of staff development. Subject areas will be able to monitor individual staff, whole-team examination results and performance and be able to respond promptly and effectively to any issues arising, whether internally or in response to national initiatives. Individual members of staff will, through the School Review, be able to recognise their strengths and areas for development, and access the professional development necessary to improve performance.

Reporting Progress to Parents

The outcome of regular tracking will be communicated to parents on a regular basis. This will include two progress evenings for parents/guardians in Year 12, initially to ensure a successful transition has been made from GCSE, and then in Term 5 to check on academic progress and allow for initial conversations regarding university choices prior to the collapsed timetable week in Term 5. Parents will also receive reports or contact once per term. Twice a year, summative reports will provide purely numerical data on student progress against expectations. A more detailed formative progress report twice a year will identify key strengths and areas for development. All reports will record students' attendance data.

| Year 12 terms | Reporting | Assessment |
|---|---|---|
| 1 | Report setting targets for students based upon benchmarking data. | Benchmarking using ALIS, CATS and GCSE results. |
| 2 | Summative Report based on subject assessments against targets.<br><br>Progress Evening for parents/guardians – for transition and to verify subject choices. | Subject assessment.<br><br>Students propose topics for EPQ. |
| 3 | Progress Report including summative data and formative comments from subject teachers.<br><br>Tutor Report commenting upon EPQ, attendance, extra-curricular activities and personal skills. | Subject assessment. |
| 4 | Summative Report based on subject assessments against targets. | Subject assessment. |
| 5 | Progress Report including summative data and formative comments from subject teachers.<br><br>Progress Evening for parents/guardians | Mock Examination.<br><br>Collapsed timetable. |
| 6 | Individual student and parental meetings arising from Progress Reports/Evening. | Pre-tests.<br><br>Personal statements.<br><br>Choice of subjects for Year 13. |
| **Year 13** | | |
| 1 | Summative Report based on subject assessments against targets. | Subject assessment.<br><br>EPQ handed in for assessment. |
| 2 | Summative Report based on subject assessments against targets.<br><br>Tutor Report commenting upon EPQ, attendance, extra-curricular activities and personal skills. | Subject assessment. |
| 3 | Progress Report including summative data and formative comments from subject teachers.<br><br>Progress Evening for parents/guardians. | Mock Exams. |

| 4 | Summative Report based on subject assessments against targets. | Subject assessment. |
| 5 | | External examinations. |

## Section D3

Staffing Organogram
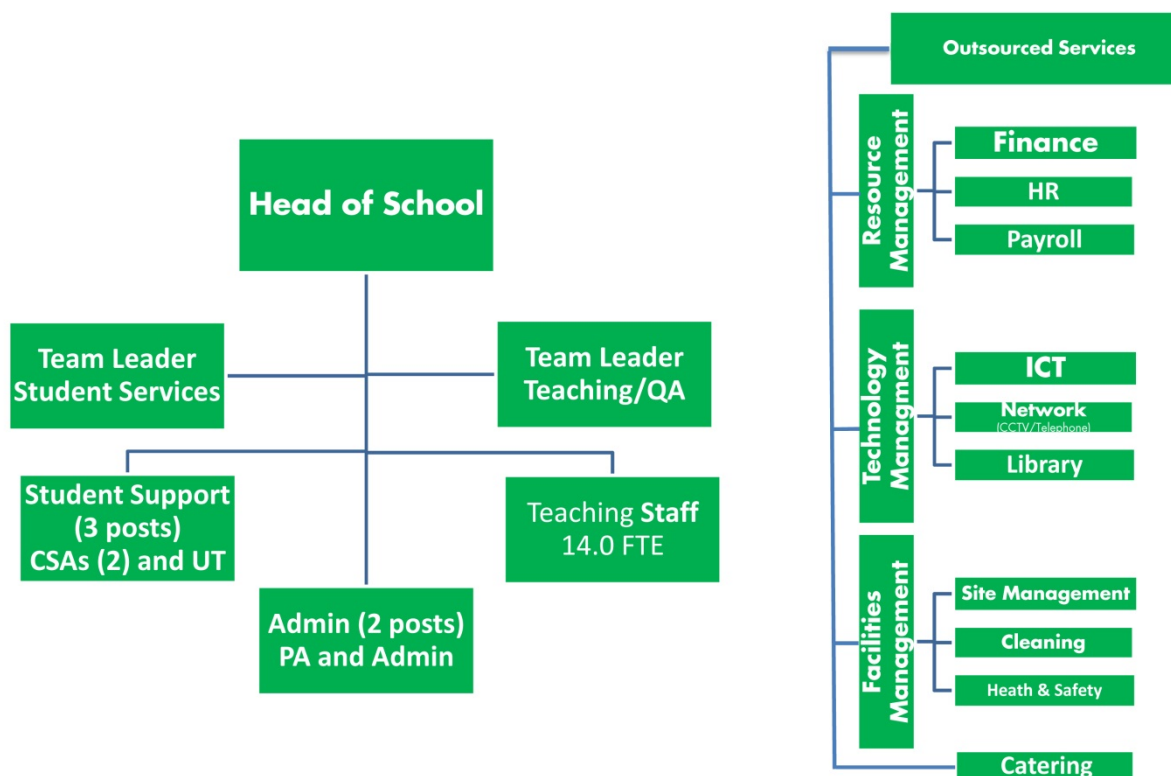


The above organogram illustrates how staffing will be structured when Harington School is at full capacity in Year 2. During Year 1, the Team Leader posts will each be 0.5 (1.0 each Year 2), teaching staff will be 8.0 FTE Y1 (14.0 FTE Year 2), one CSA (Client Service Advisor) will be appointed to each year group, hence only one post in Year 1 and two in Year 2; UT (unqualified teacher) post to assist with DofE and EPQ delivery is 0.4 post in Year 1 (1.0 post Year 2).

The Head of School's role is strategic, maintaining the ethos and ensuring a high quality provision. This will be achieved by a robust quality assurance system and interrogation of data. Improvement planning is a key element of outstanding schools. The Trust has completed the Department for Education (DfE) Free Schools' Financial Template in order to ensure that the necessary staffing structure is viable over the next three years.

The Team Leader of Teaching and Learning post is responsible for the delivery of the academic curriculum. They will be responsible for ensuring that the most suitable courses are followed, staff are trained to the highest standard, and assessment and feedback is rigorous. This is essential

for the monitoring of student progress and speedy intervention if needed.  The admissions criteria take into consideration that the grades of some FSM students may not be as high as others on entry, therefore intervention may take the form of extra coaching on entry into Harington.  In order to meet retention figures, the role of Team Leader of Teaching and Learning, along with the SENCO, is crucial in identifying those who may be having difficulties and then putting in place the necessary academic support.

Working in tandem with the Team Leader of Teaching and Learning is the Team Leader of Student Services.  This role not only encompasses the pastoral needs of students but also provides specific support to enable student progression to the most prestigious universities.  The Team Leader of Student Services will be responsible for the preparation of student applications to university, not only the completion of personal statements and UCAS, but also the skills and techniques required to pass entrance exams which may be required for specific courses such as medicine.  Work experience will be designed to build upon students' strengths and career aspirations as well as creating a network of contacts and experience that students may draw upon as they progress through HE.  This programme will be delivered through the Tutor system which will not only provide a programme of seminars, workshops, practices and events, but also allocate each student with a person who will act as mentor for their time at Harington and ensure active monitoring and, where necessary, intervention.  The Tutor system means that there is an overview of every student and issues and concerns may be addressed early, with specific support being put in place quickly.  It is designed to keep retention rates high and ensure that all students achieve their potential.

Some academic teaching staff will be provided by the proposer schools under service level agreements, which will bring cost benefits alongside allowing the recruitment of the best teachers to deliver post-16 education.  This model will be necessary because the number of full-time posts that Harington will require will be limited because of the structure of an A-level curriculum.  In order to recruit high quality staff, the proposer schools will generate spare teaching capacity that will be procured by the Harington Trust on an at-cost basis.  This cost-efficient model will bring benefits to Harington in respect of the quality of teaching staff recruited whilst bringing mutual benefit to the proposer trusts in terms of the recruitment and retention of staff.

8 FTE teachers have been budgeted for in Year 1, reflecting the difficulty in fractional appointments, plus a 0.4 position to lead on the DofE and EPQ aspects.  Thereafter, 15 teachers have been budgeted for.  It should be remembered that the SLT will be available to direct and assist pressure spots.  In addition, we have included a SEN allowance for the teacher who fulfils the role of SENCO.  It should be remembered that although this states 8 FTE (full time equivalent) posts, this does not follow that there will be 8 bodies.  Fractional appointments for some subjects (for example languages) will assure that there are enough 'bodies' to deliver the required timetable.  These posts will be Harington staff, on Harington contracts.  If it has been perceived that prior to opening the School has failed to secure excellent teaching in some subjects, or gaps remain, the School can draw down on the suggested service level agreements for shared staff (using the unspent aspect of the staffing budget, as appointments have not been secured).  This also provides a good opportunity for the proposer school to offer CPD to its own staff.  This SLA would be at 'cost', and therefore represent best value for both participants.

In Years 2 and 3, 15 teachers have been budgeted.  In addition, it should be remembered that Harington will have the Senior Leadership Team to direct and assist pressure spots. Teachers' remunerations have been placed on a mixed bag of MPS.  We have used M3, M6 (top of main

scale) and UPS1. In addition we have included a SEN allowance for the teacher who fulfils the role of SENCO.

We have looked at how these staff members would be deployed to actually deliver the teaching blocks reached in our specimen 'options' calculation. In Year 1 there will be 10 staff members required to teach at one time during one block only, with the largest class size being 16. With 8.0 FTE teaching posts this is easily deliverable. For Year 2, we will block the highest need in terms of actual teaching bodies against the lowest need. Where essential, the SLT can teach - this will also enable the class sizes to reduce. Fractional appointments (or, if necessary, the SLA appointments) will provide more 'bodies' to increase actual classes with fewer students.

Pupil support will be carried out by two Client Services Assistants who will each be attached to a year group (hence only requiring one of these posts in the first year for Year 12). They will each work 4 days per week, 30 hours per week, 38 weeks per year = 66.98% pro rata. The Senior Administrator will act as PA to the Head of School and front of house for the School. They will be employed for 37 hours per week, for 40 weeks per year = 86.95% on Scale 6 (points 26-28 inclusive) of the APT&C scales. S/he will be supported by an additional administrator who will be responsible for general typing for teaching staff, and telephony, based at main reception. S/he will work 30 hours per week, 38 weeks per year = 66.98% on Scale 1.

If income was less than expected, we have described in Section G3 how we would cut staffing and adapt should it become absolutely necessary. Other staffing categories are outsourced services which will support Harington. These are:

Resource Management
This service includes all Finance functions (orders, invoicing, banking, payments, reconciliations, monthly accounts, forecasts, EFA returns, etc.), staff recruitment payroll, oversight of any sourced grants, payroll execution and pensions administration. This has been priced at ▆▆▆▆▆▆ in Year 1 and ▆▆▆▆▆▆ thereafter.

ICT
This has been priced at ▆▆▆▆▆▆ in Year 1 and ▆▆▆▆▆▆ thereafter due to the number of technician hours which will be deployed when there are two year groups to support. These sums also cover an email based 'Helpdesk' providing reactive support for all IT related queries and problems. Also included is the support of a Network Manager to ensure that the systems work, are kept up-to-date, and to give Harington a forward-thinking strategic plan. This will allow an on-site technician throughout the school day.

Facilities Management (FM)
This is the most costly service at ▆▆▆▆▆▆. In our experience, this investment is required to keep a building of the proposed Harington footprint ticking along seamlessly. It will purchase a substantial on-site presence for at least 35 hours per week, term time; at times when this presence is required. It will include keyholder duties, locking, unlocking and alarm setting. It will include planning and execution of health and safety legislative requirements. It will also include the cost of PAT testing. Site management and longer term strategic direction of site issues will be managed by this service leader. This will include a Premises Officer to be present throughout the day. The cleaning function will be delivered into this price and vending machines restocked once a day during term time.

Staffing costs are described in further detail in Section G1, as is the rationale behind the allocation of hours for various posts.

# Section E: Evidence of need – part 1

Please complete the table on the next page, 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) x100.*

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

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e. D = ((B+C)/A) x100.*

|  | 2015 |  |  |  | 2016 |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  | A | B | C | D | A | B | C | D |
| Reception |  |  |  |  |  |  |  |  |
| Year 1 |  |  |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |  |  |
| Year 3 |  |  |  |  |  |  |  |  |
| Year 4 |  |  |  |  |  |  |  |  |
| Year 5 |  |  |  |  |  |  |  |  |
| Year 6 |  |  |  |  |  |  |  |  |
| Year 7 |  |  |  |  |  |  |  |  |
| Year 8 |  |  |  |  |  |  |  |  |
| Year 9 |  |  |  |  |  |  |  |  |
| Year 10 |  |  |  |  |  |  |  |  |
| Year 11 |  |  |  |  |  |  |  |  |
| Year 12 | 150 | 164 |  | 109% | 150 | 177 |  | 118% |
| Year 13 | na | na | Na | na | 150 | 164 |  | 109% |
| Totals | 150 | 164 |  | 109% | 300 | 341 |  | 113% |

# Section E: Evidence of need – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

**Section E1**

Our survey, conducted with the 2015, 2016 and 2017 cohort of students at Catmose College and Uppingham Community College, has shown a high level of commitment from students currently attending two of the proposer schools. Nearly half of all students responding answered 'yes' to the question *'if Harington School is approved to open, I would select it as my first choice for post-16 education'*.

The table below summarises the findings of the survey, which shows demand close to and then exceeding the PAN of 150 in Year 12 and 13 respectively.

Student demand table

| Students | Total |
|----------|-------|
| Year 10 | 164 |
| Year 9 | 177 |
| Year 8 | 217 |
| Total | 558 |

It is anticipated that additional recruitment from secondary schools close to, but outside the county of Rutland, would ensure that Harington School is over-subscribed. At this stage it has not been possible to access those students to gain a significant response as naturally there are sensitivities surrounding this matter. The percentage of students who are high attainers is comparable across all three state schools with Casterton Business and Enterprise College 30%, Catmose College 39% and Uppingham Community College 39% in the 2013 cohort.

The other 5 schools from which the intake is most likely to draw have a positive numbers of high attainers for whom Harington School would be an attractive option: Belvoir High Melton Vale Post-16 26%, Long Field Academy 45%, John Ferneley College 29%, Lodge Park 29% and Robert Smyth 40%. These latter schools are all-through schools where student outcomes do not correlate with their potential.

Interestingly, the parents who have responded to our surveys have been extremely supportive and, in an area such as Rutland, they play a significant role in determining the final destinations for the post 16 education of their children as they are acutely aware of both cost and travel implications. In total, 965 parents have indicated that they would send their child/ren to Harington School – this figure relating to 1931 children in total.

Post approval we would then embark on a positive recruitment campaign for admission in 2015. We would attend the Post 16 options evenings of the 3 schools in the county in September and October and also the high schools in the surrounding areas. We would market the provision through the local radio and other media and we would mailshot Year 11 students at the local and regional schools. We would also send the promotional material to the careers service at the Local Authorities of the 3 key counties and invite the careers officers to a meeting to discuss the offer. In December we would interview each Year 11 student at Catmose College and Uppingham Community College and offer places to those students whose targets indicate that they would meet the entry requirements. We would invite ex students who currently attend university to give advice on progression from A-level to university.

The following text, taken from the 'Welcome' section of Harington School prospectus, describes the particular characteristics of the proposed School.  It has been made available to prospective students as a printed prospectus, online and through various presentations and assemblies.  The online survey included a direct link to the Harington School prospectus and urged students, *'before completing this form, please look through the Harington School prospectus'.*  Time was also allocated for students to browse the online materials during the conduct of the survey.

### *Welcome*
*We deliver specialist sixth form education founded on a tradition of excellence. Focussing specifically on the needs of high achieving students, we are able to offer a curriculum which opens the doors to the most prestigious universities. We are committed to bringing out the best in every student academically, spiritually and personally. Education and learning at Harington School is a stimulating experience in itself and an excellent preparation for progression to higher education. The intensive help and thorough guidance that students receive in the process of application to university and further study is exemplary. Students aspire to the highest seats of learning in the country and, as a member of the School, you will receive outstanding support whether your choice is an Oxbridge place or that of any other prestigious university, such as those of the Russell Group. Our senior tutor and tutor system provides a solid network of information, advice and guidance at every level.*
*Harington School combines the desire for academic success with the creation of confident, self-motivated and independent young people. The School provides a wide range of opportunities for all students, whatever their interests, aptitude or abilities. Offering an extremely high-quality academically focussed education, Harington School caters to the needs of the individual and provides educational opportunities and experiences through academic and extra-curricular activities. Above all, we encourage students to develop a positive attitude and have high expectations of themselves. It offers the opportunity to study successfully in a well-disciplined, yet caring and happy environment, where the overriding aim is to help all students make the best use of their abilities and strive to realise their full potential. In becoming a student, you will be joining a highly successful, high achieving academic community. The School is imbued at every level with a culture of high aspirations and expectations and our aim is to provide you with a strong foundation for your future success.*

*Proposers ▮▮▮▮▮▮▮, ▮▮▮▮▮▮▮ and ▮▮▮▮▮▮▮, ▮▮▮▮▮▮▮.*


Potential Students for the 2015 and 2016 cohort: Home Location

The graph below demonstrates the home location of the students from Catmose College and Uppingham Community College who have indicated that they would attend Harington School. The fact that there are a large number of students who are already travelling into Rutland for their pre-16 education indicates that students would continue to make that positive choice post-16.

Section C refers to the projected population of 15–19 year olds in Rutland as being 3,000 in the period 2015 to 2020. However, these population figures were estimated before the current round of housing development was approved in 2011 by Rutland District Council.

Projected Population by Age: 2014 - 2020

| Age Group | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|---|
| 15 - 19 | 3,000 | 3,000 | 3,100 | 3,100 | 3,000 | 3,000 | 3,000 |
| All Ages | 39,500 | 39,900 | 40,300 | 40,700 | 41,100 | 41,500 | 41,900 |

Data taken from  the document: Rutland Key Statistical Data, published by Rutland County Council in 2010

The Rutland Core Strategy Development Plan Document (July 2011) makes both Uppingham and Oakham the focus for significant housing development and indicates that a further 545 dwellings will have been built by 2015, rising to 1029 in 2020. The plan also forecasts a population growth of 5,900 by 2026. Significantly, most of the proposed housing is designed for families.

The Strategic Housing Market Assessment identified the following needs in Rutland in particular:

- A notable shortfall in the owner-occupied sector, the main shortage being for three bedroom homes, with a smaller shortage for two, four and one bedroom dwellings.
- A significant shortfall in all sizes of social rented housing with the largest shortfall for two bedroom properties.
- A shortfall of one, two and three bedroom intermediate housing properties.
- A small shortfall of all sizes of private rented accommodation.

The changes to the army bases in Rutland will also bring an increased population of school age children. At Kendrew Barracks in 2015, the 1st FS Support REME Regiment will arrive from Tidworth and Germany, bringing approximately 470 Troops. In 2017, 2nd Royal Anglians depart for Cyprus to be replaced by 2 Battalion Princess of Wales regiment from Cyprus with the same numbers predicted. At St George's Barracks in 2015, the 2nd Medical Regiment and 1st Military working dogs regiment (Royal Army Vet Corp) will arrive. Rutland LA recognises that 150 additional houses would be required to support Kendrew Barracks, together with improvements in single accommodation and technical buildings; an estimated investment of £50m.

It is anticipated that Harington School will attract students from the surrounding counties, as the current 11-16 providers already demonstrate:

| Students | Uppingham Community College NOR = 844 | Catmose College NOR = 877 |
|---|---|---|
| Out of County | 56.4% | 22.6% |
| In Rutland | 43.6% | 77.4% |

Planned growth in the surrounding regions is a significant factor:

Figure 1

Scale of proposed new housing in neighbouring areas.
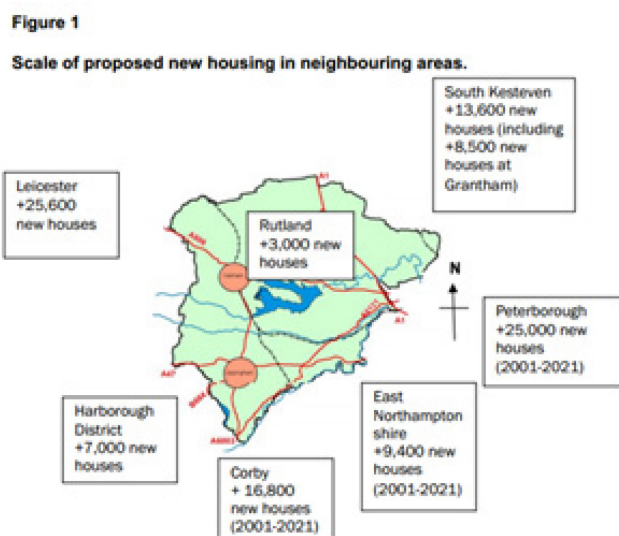
Source: Local Development Documents of neighbouring local authorities. Figures quoted are 2006-2026 unless otherwise stated.

With the proposed development in and around Rutland over the next few years and with a single post-16 provider in the state sector with a PAN of 180, it is logical that there will be insufficient places available to Rutland students. The implementation of RPA, which will affect the 2016 cohort, will have a significant impact upon the required places in the County. All students currently leaving post-16 education will be required to remain in education, either FE or work-based training, therefore if all colleges are at full capacity, then 540 Year 11 students would be looking for a post-16 institution for their effective progression.

Student outcomes in the three schools with sixth forms situated most closely to the proposer schools have been outlined in Section C. Our research into the performance of the establishments that Rutland students progress on to demonstrates an inequity in the outcomes. In the key facilitating subjects, of the schools that perform better than the national average, four are independent schools and the others require significant travel. The closest provision to Oakham is Rutland County College or New College Stamford, both of which scored 0%, the next closest is Belvoir High Melton Vale post-16, but this too performed significantly lower than the national average. The closest to Uppingham Community College is Lodge Park in Corby [2%] or The

Robert Smyth Academy in Market Harborough [9%]. The Ofsted report for both of these indicate that they 'Require Improvement'.

| | OFSTED | Average point score per A level | Average point score per A level entry, expressed as a grade. | Average point score per A level student | % of A level students achieving at least 3 A levels at A*-E | % of A level students achieving at least 2 A levels at A 99% | % of A level students achieving 3 A levels at grades AAB or higher | % of A level students achieving 3 A levels at grades AAB or higher (in 3 facilitating subjects) 5% |
|---|---|---|---|---|---|---|---|---|
| The Robert Smyth Academy, Market Harborough | Requires improvement | 211.2 | C | 712 | 90% | 99% | 90% | 5% |
| Lodge Park Academy , Corby | No current designation, moving from special measures | 200.1 | C- | 595.3 | 34% | 66% | 2% | 0% |
| Melton Vale, Melton. | Requires improvement | 213.2 | C | 842.6 | 88% | 94% | 9% | 4% |
| Rutland County College CBEC | No Ofsted Inspection report or judgement | 200.7 | C- | 643.3 | 70% | 93% | 7% | 0% |

**Section E2**

Engagement with the community has taken several forms in order to reach the widest possible audience. The IT resources at two of the proposer schools have been utilised and the costs split between them.  In order to ensure a clear vision for Harington School was communicated to the relevant stakeholders, a prospectus was created that included a welcome statement, an outline of the vision for Harington, its ethos and aims, the curriculum offer (both academic and extra-curricular) and the admissions criteria.  This was distributed to Years 7 – 10 within Catmose College and Uppingham Community College, supported by assemblies and also made available online. Below is the email sent to students, that was followed up by an online student survey, allowing students to express their future intentions:

*'As you've been told in assembly, we're working with Uppingham Community College/Catmose College to open a new, academically focussed, post-16 School for Rutland called Harington School.  If our bid is successful, this School will provide a fee-free, local school that offers the key academic A-levels needed to apply to the most prestigious universities in the country, including those within the Russell Group.*
*At this stage of our application, we need to gather support from those that would be interested in attending Harington School.*

*Please look at the website: www.HaringtonSchool.com and read the prospectus. After doing this, please follow this link and fill out the form during your tutorial time: https://docs.google.com/forms/d/14o8iUe9tw2R11qG-_SSnVFj2mE0sRKX2ht19t8U-Ap*

Subsequently, student focus groups were set up in order to gather feedback and make adjustments to our offer; over a 100 students were seen in small groups, including FSM. As a result of this consultation, several adjustments were made. Firstly, the curriculum offer was expanded to include Economics and Philosophy; it was made explicit that Sport would be part of the enrichment offer, including team sports as well as individual; the entry requirement would now be 5 Bs, including English and Maths at a C grade or above. These adjustments are now on the Harington website.

In case parents did not wish to, or were unable to complete the survey online, the prospectus was also sent home along with a paper-based survey for parents to complete and return. In addition, an email was sent to all parents of students in Years 7-10, providing them with links to the prospectus and online survey. This has received very positive responses, as outlined in Section E1 with 965 parents responding, equating to 1931 students.

A parental group has been formed to provide feedback on any materials the Trust sends out. They have also put forward their views through local media. Each of the proposer schools have held meetings which has provided an opportunity to present more information regarding Harington School, answer questions and receive feedback. Individual invitations were sent out to targeted groups, as well as a general invitation. These meetings were very well attended, with 200 students and parents present at the first and 260 at the second. The meetings were very positive; many questions had been pre-empted by the student focus groups and already addressed, however, concern was raised regarding the amount of time the DofE award would take; this has been addressed by allocating a period each week within the timetable, as stated in Section D.

A website has been launched (www.HaringtonSchool.com) which, along with Twitter, Facebook and Instagram accounts, provides regularly updated information on the bid and answers questions from the public. The use of social media has been specifically aimed at students aged between 13 and 16 and the responses have been very positive: 724 likes, with 64% of likes from the age group 13-17. Users may complete a survey to register their interest and indicate whether they would attend Harington or, if being completed by a parent, would send their child/ren to the School. In addition, a dedicated telephone number has been established and a person nominated to handle any incoming calls and enquiries.

Regular contact has been made with the media through press releases, radio interviews and promotion through local newspaper adverts. These adverts have been placed in local newspapers not only in Rutland but also in the neighbouring towns of Corby and Melton Mowbray.

Engagement with other schools in the area has proved difficult, as access has been restricted whilst Harington is in the application stage. However, some marketing has recently taken place, not only through social media but through canvassing in their local area. As a result, an increasing number of students from other institutions have begun to register their interest in applying to Harington as their first choice for post-16 education.

In the initial stages of the bid, a meeting was held with three members of the Rutland LA and the proposer schools offered to address the council with their plans. This meeting subsequently took place at a Scrutiny Panel meeting on 31 March where the proposer schools presented their

Rationale and Vision for Harington. This was an open meeting which was advertised in the local press. A meeting was also held with Alan Duncan, our local MP and he has offered his support.

Discussions have also been held with the University of Leicester and Rutland's Oxbridge link, St Edmund Hall.  These discussions encompassed what universities were looking for in students, both in terms of academic qualifications and the skill set that would enable a smooth transition into HE and be successful at pre- and post-graduate level.  The University of Leicester has welcomed the opportunity to support Harington and will be represented on the Board of Trustees.

In the pre-opening phase, student recruitment is key; it will be vital that expressions of interest are turned into applications.  It will be important to tailor the marketing strategy to meet important milestones, such as the application date in the spring term.  Therefore, Harington School will continue to develop its marketing strategy in the following ways:

- Announcing the successful bid through local press, radio stations, television, banners and social media, including video promotion on Facebook and Youtube.  We have already established an excellent working relationship with local media, with personal contacts at local newspapers and radio stations.
- Distributing promotional material (e.g. newsletter, pens, memory sticks)
- Updating the prospectus and delivering to all secondary providers.
- Updating the website and blog regularly.
- Holding open evenings (at proposer schools if the Harington site is not ready).
- Mail shot to all parents and students who have responded to the survey.  We will continue to use MailChimp.
- Holding pre-opening Q&A meetings and events for parents and students.
- Attending careers events at all local secondary providers.
- Delivering presentations to students in Year 11 throughout the area.

A member of the pre-opening team will be appointed to manage the marketing strategy, which will continue throughout the pre-opening period with regular updates on developments such as the appointment of Head of School.  It will be important to keep Harington in the public eye throughout and beyond the period of pre-opening.

# Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

**All applicants** must complete sections F1-F8 as set out in the table below:

| Type of applicant | Which sections to complete |
|---|---|
| Route 1 applicants (both single and multiple) | F1-F6* |
| Route 2 applicants applying for one free school in this round | F1-F4* |
| Route 2 applicants applying for more than one free school in this round | F1-F6* |
| Route 2 applicants applying for one free school in this round who already have an open academy | F1-F6* |
| Independent schools wishing to 'sponsor' a new free school | F1-F6* |
| Independent schools wishing to become free schools | F1-F4 and F7-F8 |

* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's Sponsor Approval team. In doing so please quote your free school application unique registration number.

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

## F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

| Name | Member of core applicant group (Y or N) | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------|------|------|------|------|
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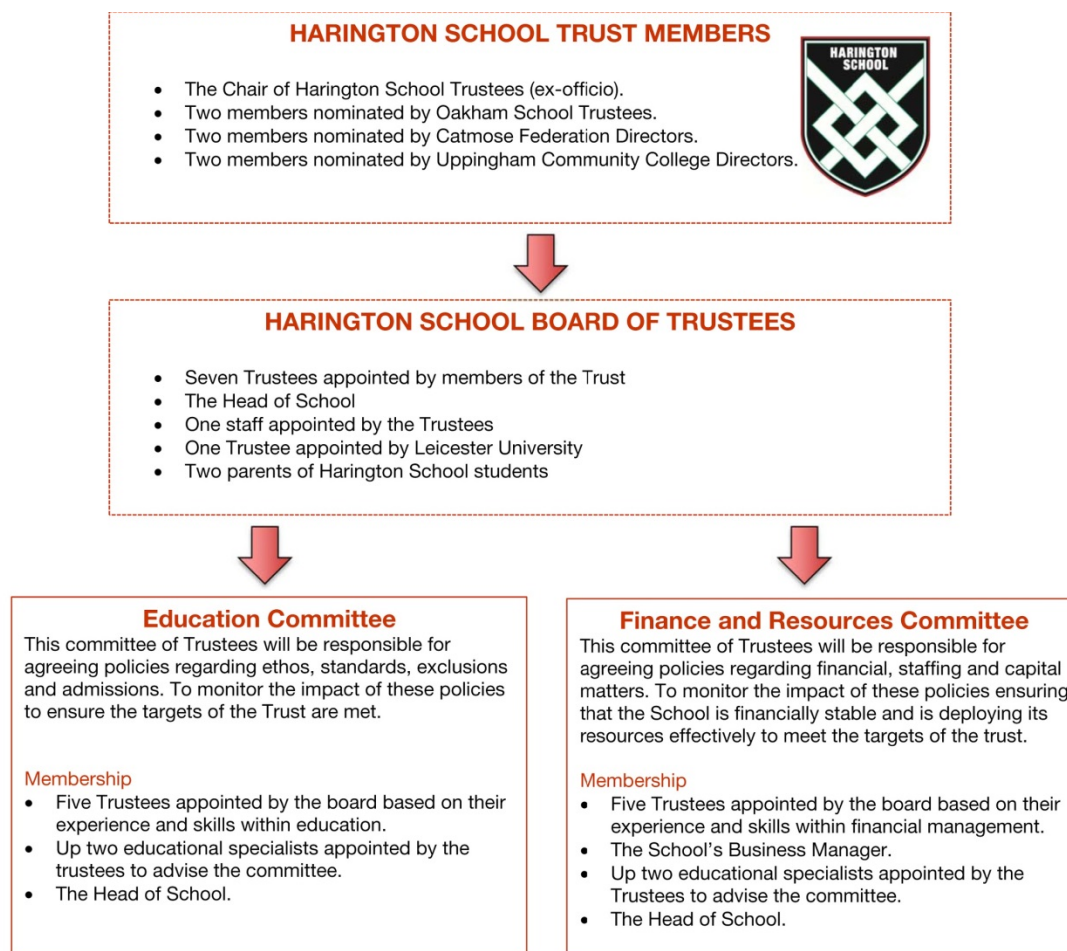| | | | | |
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## F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.  Please add additional lines as required.

| Skills/experience missing | How you plan to fill the gap |
|---|---|
| Specific 16-19 recent funding experience in the state sector. | Already building links with other Financial Directors in stand-alone 16-19 provisions. |
| Experience of opening a free school. | ████████, ████████, ████████ |
| Location of premises. | Whilst some research into pre-existing and new builds has been carried out, support from the EFA team will be welcomed. |

**Section F2**

The Harington School governance model is summarised below:



**HARINGTON SCHOOL TRUST MEMBERS**

- The Chair of Harington School Trustees (ex-officio).
- Two members nominated by Oakham School Trustees.
- Two members nominated by Catmose Federation Directors.
- Two members nominated by Uppingham Community College Directors.

**HARINGTON SCHOOL BOARD OF TRUSTEES**

- Seven Trustees appointed by members of the Trust
- The Head of School
- One staff appointed by the Trustees
- One Trustee appointed by Leicester University
- Two parents of Harington School students

**Education Committee**

This committee of Trustees will be responsible for agreeing policies regarding ethos, standards, exclusions and admissions. To monitor the impact of these policies to ensure the targets of the Trust are met.

Membership
- Five Trustees appointed by the board based on their experience and skills within education.
- Up two educational specialists appointed by the trustees to advise the committee.
- The Head of School.

**Finance and Resources Committee**

This committee of Trustees will be responsible for agreeing policies regarding financial, staffing and capital matters. To monitor the impact of these policies ensuring that the School is financially stable and is deploying its resources effectively to meet the targets of the trust.

Membership
- Five Trustees appointed by the board based on their experience and skills within financial management.
- The School's Business Manager.
- Up two educational specialists appointed by the Trustees to advise the committee.
- The Head of School.

The Harington School Trust will have Members appointed from each of the three proposer schools: Oakham School, Catmose Federation and Uppingham Community College. The Trusts from each of these schools have all committed to providing strategic leadership and support to ensure that Harington School will be successful.

Two members will be drawn from each of the proposer schools; one based on their skill set and appointed on a majority vote, and the Chair of the Board of Trustees who will hold an ex-officio role. The three proposers are all successful educational trusts in their own right and therefore have significant experience of successfully managing schools and ensuring that governance is robust, as well as being supportive but challenging of the Head of School.

It is the intention of the Proposers that once Harington is established, new Trustee appointments will be made on the basis of the skills that the Trust requires; this is unlikely to be from the proposer organisations. In addition, it is anticipated that Trustees of Harington will resign from membership of the sponsor board in order to ensure that

59

there is independence of the board and they have enough capacity to carry out their obligations towards Harington.

The Catmose Federation is an approved DfE Academy Sponsor, National Support School and Teaching School and is led by ███████, a ████████. As a pre-existing Multi-Academy Trust, there is significant experience of working across different schools, sharing services and developing economies of scale that benefit the outcomes for all schools within its partnership. It has a proven capacity to bring about sustained school improvement and has committed to providing the necessary support and resources. The Trust is has fully committed to this endeavour.

Uppingham Community College has a proven record of success in education. It has a well-established collaborative partnership with a number of schools, offering shared CPD opportunities. There are strong international links, with a focus on research which is evident in the links with the University of Leicester. It has a proven track record of success with the delivery of the Science, Technology, Engineering and Maths agenda. It is in these areas that the schools' Directors have agreed to support Harington.

Oakham School is a boarding and day independent school with an excellent track record of delivering a successful post-16 experience through A-levels and the IB. Its Trustees have agreed to support Harington through sharing its education expertise in leading an academic sixth form provision. This will include provision of support for teachers delivering A-levels and enrichment, Oxbridge preparation and HE guidance.

The Members will be responsible for appointing seven Trustees to the Board, ensuring that the original proposers will maintain a majority in respect of the strategic management of the School. The appointment of the Trustees to the Board will be based on ensuring there is a broad skill set that will allow it to support and challenge the Head of School. The Members will have the authority to dismiss the Board of Trustees in the case of serious underperformance or financial irregularity and to appoint new Trustees to replace them. They will meet at least annually to ensure that the performance of the School continues to meet its objectives. It will monitor the School's outcomes, its financial auditing reports, commissioned experts' educational reports and Ofsted inspections as applicable. The members will ensure that the objects of the company as defined in its articles are being followed, namely that, *'to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing Harington School offering an academic curriculum for students aged 16-19'.*

The Board of Trustees will be made up of twelve people and structured as shown in the diagram above. The Members will appoint seven Trustees alongside the Head of School, an appointment from the University of Leicester, two parents and a member of staff. The Trustees will meet at least three times annually to receive reports from its Committees, to approve the School's budget and to ensure that the objectives of the company continue to be met. Following each meeting it will provide a report to Members. The board will form two sub-committees; one with responsibility for financial and resourcing, the other for educational matters. In case of underperformance, a clear support programme will be put in place with the Head of School, in order to bring

about improvement over the following six week period. The Trustees will also scrutinise reports from the Committees to ensure that the School's academic and financial standards are being maintained.

The Finance and Resources Committee will have delegated responsibility from the Board for:

- Agreement of the School's annual funding in consultation with the Trustees.
- Compliance with the Academy's financial handbook (or any subsequent set of financial requirements imposed by the DfE) including determination and implementation of procurement policies for the School.
- Oversight with regard to the Academy's finances, including, but without limitation, responsibility for compliance with the financial and accounting requirements detailed within the Funding Agreement.
- Determination of the School's corporate planning and strategy, in consultation with the Trustees.
- The determination, after consultation with the Trustees, of the extent of the services provided to the Academy by the Trustees and how the costs should be allocated.
- Determining the Academy's cash flow policy and monitoring the Academy's income and expenditure.
- Determining financial and reporting targets for the Academy.
- Consideration of the School's required funding, and support to the Trustees in connection with the agreement of the School's budget with the DfE.
- Monitoring and reviewing expenditure on a regular basis and ensure compliance with the overall financial plan for the School.
- Maintenance of proper accounting records and the preparation of income and expenditure and balance sheets as required.
- Responsibility for HR policies & procedures and terms & conditions of service.
- The appointment, job description, appraisal and dismissal of all members of staff of the Academy.

The Committee will meet six times per year in order that decisions can be made in an efficient and timely manner. A report will be issued to the Board following each meeting outlining the issues discussed and the resolutions passed.

Responsibilities of the Head of School in respect to Finance and Resources
- Managing the delegated budget and resources agreed by the Resources Committee in line with the financial management policy.
- Advising the Committee on the appointment of Senior Leadership posts as the Resources Committee may determine.
- The appointment of all other staff and the salary grading, allocation of duties, appraisal and discipline of all staff.
- The leadership and management of the School site.

<u>The Education Committee</u>

The Education Committee will be tasked to maintain and improve the educational outcomes of Harington School. It will ensure that policies and procedures related to this matter are set and monitored through at least three meetings per year. The Committee will ensure that Harington School reflects one of an academic sixth form, ensuring high standards of dress, academic standards, wider extra-curricular activity and guidance, ensuring the Harington Trust's objectives are realised. It will provide wider support by setting policies in respect of admissions, curriculum, ethos, pastoral care and guidance.

The wide expertise of the Trustees will be used to offer challenge and support to the school's SLT in respects of standards, ensuring that student outcomes are in line with the highest performing schools nationally in respect of: A-level results, progression onto HE; monitoring the Ofsted data dashboard, RAISE online and Ofsted inspection outcomes by commissioning its own reports to ensure that there is objective information to measure success, determine areas of weakness and to plan for improvement. The Committee will approve the School's annual Development Plan which will be used as the vehicle to address areas for further development.

In the case of underperformance, the Education Committee will put in place support for the Head of School, either through existing Trustee expertise or through an NLE or similar expert to ensure rapid improvement. In these cases, regular reports will be made to the Board of Trustees to ensure that, if necessary, performance management or, in serious cases, capability procedures are implemented and robustly followed to address weaknesses in the School's leadership and management by the Head of School.

It will have specific delegated authority from the Board for the following:

- Setting the School's aims and objectives.
- Determination of the School's educational vision in consultation with the Trustees, including, but without limitation, determination of the School's Development Plan.
- Determination and implementation of the admissions policy and arrangements for the Academy in accordance with admissions law and DfE codes of practice.
- Implementation of actions required to comply with statutory regulations and the Funding Agreement.

Following each meeting it will produce a report to the Trustees outlining items discussed and any resolutions that were passed.

<u>Responsibilities of the Head of School in respect of the Education Committee</u>

Subject to responsibilities of the Local Governing Body and the policy statements of the Company, the Head of School shall be responsible to the Local Governing Body for:

- Implementing the agreed policies and procedures including all statutory regulations and the Funding Agreement.
- Advising the Education Committee on strategic direction, forward planning and quality assurance.

- The leadership and management of the School.
- The admission of students.
- The maintenance of good order and discipline by the students including their exclusion within the framework laid down by the Education Committee.
- All such additional functions as may be assigned under the job description or contract of employment.

Conflicts of Interest

It is recognised by the proposers that conflicts of interest may arise from time to time. A policy will be implemented to manage these, ensuring that:

- The income and property of the School are solely applied towards the provision of the Trust's objectives which will be outlined in its articles of association.
- Any Trustee who has any duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with their duties as a Trustee shall disclose that fact to the Board or Committee as soon as they becomes aware of it. A Trustee must absent themselves from any discussions of the Board or Committee in which it is possible that a conflict will arise between their duty to act solely in the interests of the School and any duty or personal interest (including but not limited to any Personal Financial Interest).

The Trustees will be responsible for appointing all staff including the Head of School. Because of the part-time nature of some of these posts and in order to secure high quality teachers, it will be necessary to work with the proposer schools. It is further envisaged that Harington will also access the specialist facilities and services of the proposer schools in order to maximise the use of existing facilities, for example within Sport and Science. The proposer schools recognise that this could create a conflict of interest. The preferred solution to resolve this would be a tripartite agreement between the Secretary of State, Harington School and each of the predecessor schools, allowing the supply of services at cost. If this is not possible, then when a conflict of interest arises, any Trustees connected with the proposer school that is offering a service will not be involved in the decision for Harington to procure it from them.

In each case for which a proposer is involved with providing support, a service level agreement would be entered into with each of the proposer schools, allowing the sharing of teaching staff or other resources. This would clearly delineate what will be provided, expected standards, methods of quality assurance, key performance indicators and termination notice in order to ensure that the School receives best value for the services it invests in from the proposer schools.

## F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex.  Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

| Name | Role on governing body | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|---|---|---|---|---|
| ██████ | ██████ | ██████ | ██████ | ██████ |
| ██████ | ██████ | ██████ | ██████ | ██████ |
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## F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

| Skills/experience missing | How you plan to fill the gap |
|---|---|
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**Section F4**

The Head of School will provide leadership and be responsible for all aspects of the day-to-day management of the School. This is clearly a critical position; the proposers will take great care in ensuring that the right person is appointed with the skills and experience to ensure that Harington becomes a successful school, fulfilling the original objectives.

The successful candidate will have had extensive experience of successfully leading a sixth form with a predominantly academic curriculum. The proposers have agreed a person specification and job description for the role which is outlined below. This will be advertised nationally in the TES and Guardian Education to maximise the field available. All interested candidates will be given access to this bid, the application to the New Schools Network and an informal meeting with the lead proposer in order that potential candidates understand the nature of the role, its opportunities and the challenges that the successful Head of School will have.

Those interested in applying will complete an application form which, alongside eliciting standard contact information, will also request qualifications, work history, relevant recent courses, an academic profile and wider interests. They will also be asked to write a letter of application which, within three A4 pages of size 12 text, outlines their vision for Harington and how their recent experiences have prepared them for this role.

A panel of three Trustees will shortlist against the job description (outlined below), and an interview process will be carried out to ensure the appointment is transparent, fair and equitable. This process is outlined below, following the job description.

Catmose Federation, as an experienced Multi-Academy Trust Sponsor, will lead this process, supported by the two co-proposers to ensure that statutory obligations are fulfilled and that the strongest candidate for the post is appointed. An educational advisor is not foreseen to be required. The timeline for this process is outlined below:

**By 31 August 2014:** advert, job description, application pack and process agreed by Harington Trust Trustees.

**8 September 2014:** advert placed in national press for a three week period.

**W/C 22 September 2014:** shortlisting by panel of three Trustees with appropriate experience and skills.

**W/C 6 October 2014:** interviews take place and appointment made.

**W/C 5 January 2015:** Head of School takes up post as Principal Designate.

<u>JOB DESCRIPTION</u>

<u>Personal Skills</u>
- A flexible, resilient individual who never walks past a problem, but strives for continuous improvement.
- A clear communicator who is able to enthuse, motivate and challenge people in order to improve outcomes.
- A visible and respected role model who sets the tone for all staff and students through leadership by example.

<u>Experience</u>
- An experienced school Senior Leader with at least 2 years' experience of leading a successful sixth form with demonstrable success in respect of student achievement and progression rates.
- Experience of successful financial and HR management at a senior level, managing a budget in excess of ▇▇▇▇▇▇, aligned with the skills to identify and develop high quality staff.
- Evidence of successful leadership with regard to school development, planning and implementation of the vision to take the School forward with measurable outcomes in respect of student recruitment, student achievement and progression.
- Successful management of the school self-evaluation process and of the Ofsted process leading to improved outcomes.
- A broad knowledge of A-level curriculum requirements and up-to-date knowledge of the most recent changes in national examinations with recent experience of planning and implementing a sixth form curriculum.
- An experienced teacher who has successfully improved the outcomes of their own students by improving the rate of progress they have made since GCSE.

<u>Skills</u>
- Ability to articulate a vision underpinned by targets and goals; aligned with an ability to empower others to deliver it successfully.
- Ability to understand, analyse and make effective use of a wide range of data; to use this information to set aspirational targets for staff and students in order that the School achieves the objectives set by the Harington trust.
- Ability to inspire, enthuse and engender a desire for learning in staff and students so that Harington is a learning organisation.

<u>KEY RESPONSIBILITIES</u>

<u>Strategic leadership and management</u>
- Leadership and management of staff.
- Leadership and management of the curriculum.
- Leadership of learning and teaching.
- Leadership and management of the School within its wider community.

Strategic Direction
- Develop, agree and communicate a clear strategic vision which will ensure that the Harington Trust's objectives are met.
- Motivate and empower others to deliver the vision and values of the School.
- Be responsible for drafting the School's policies regarding admissions, curriculum, students, teaching, ethos and standards; for approval by the Governing Body.
- Lead the recruitment of students in order that Harington School is consistently oversubscribed.
- Lead on collaboration with local schools and HE organisations to ensure best practice is shared and embedded within the School.
- Engage with the wider community to develop the citizenship aspects of the broader curriculum.

Teaching, Learning and Students
- Promote the welfare of all students and young people within the School by ensuring that the policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff.
- Ensure effective and timely communication with parents, especially about their children's progress and development.
- Guide and nurture aspirations and promote individual potential, ensuring that the attainment and achievement of all students is improved.
- Work with fellow Governors and Trustees, in the rigorous self-evaluation of the School's progress.

Leading and Managing Staff
- Lead with the Board of Trustees on the recruitment and selection of staff.
- Use the School's policies regarding HR, sickness management, performance, capability and discipline to ensure that staff are well managed, supported and challenged to do their best.
- Lead the development of staff to ensure that every lesson is at least good.
- Actively promote the School's ethos through leading by example.
- Line manage Harington School staff.

Accountability
- Work effectively with the Governing Body and Trustees, sharing information regarding the School's performance in a timely and effective manner in order that appropriate support and challenge can be given to the School's leadership team.
- Provide the Governing Body with the necessary statutory information in order that it can fulfil its obligations.
- Ensure that parents of the students are kept well-informed about, and involved in, the School, its curriculum, events and plans for development; in order to secure a highly engaged stakeholder group.

An assessment grid benchmarking each applicant against these criteria will be used, in order to determine a longlist. Two professional references will be required; one

being from the current employer. These will be used to determine a shortlist of around five candidates.

These candidates will be invited to a two day interview which will be located at Oakham School, giving access to assessment tasks involving students and teachers. A two day intensive set of interviews will then be held, to ensure that the candidates meet the requirements of the job description and are able to deliver on the outcomes that the Trust has determined. These will initially consist of:

- Candidates observing a lesson; making judgements in the Ofsted style of A-level teaching to ensure they can accurately assess quality of teaching and achievement.
- Subsequent observation of the candidates feeding back to a teacher to assess their ability to give accurate feedback in a way in that will bring about further improvement in teaching.
- A prioritisation task, involving a range of written and spoken tasks to assess their ability to manage a demanding schedule and prioritise accordingly.
- An interview led by Upper Sixth students to judge their ability to engage with a group of young people and motivate them to achieve more.
- A panel interview with Trustees, including the candidates giving a presentation regarding their key priorities in the twelve months leading to the School being open. This will assess their ability to engage with this key strategic group and plan appropriately to meet the aims of the Trust.
- An interview with the Principals of Catmose College and Uppingham Community College, in order to assess the candidates' overall leadership and management ability.
- An individual interview with the Headmaster of Oakham School, to assess their ability to lead the sixth form.
- A psychometric assessment based on Myers-Briggs or similar, to assess how their personality will support the wider goals of the trust and complement the proposer team.

The outcomes from these assessments will be used to determine a final shortlist of candidates who will be interviewed by two panels consisting of Trustees and senior staff from the Harington Trust. These panels will consist of a combination of presentation as well as exploring areas of weakness which have been identified through the tasks already completed. The outcome of this process will determine who is appointed, taking into account performance in the tasks over the two days. A panel of the Board of Trustees consisting of at least three Members will be delegated with authority to make the appointment.

Salary
The Head of School's salary has been determined using the current STPCD in order to ensure it is based on a well-established system that will ensure the salary is attractive, competitive and reasonable, given the challenges and opportunities of the role. There will be 300 KS5 students on roll which gives 300 * 13 = 3900 unit total indicating a group 4 school, L14 -L27. We would therefore propose a 7 point range from L21 - L27, which is a salary range currently of ▮▮▮▮▮▮▮.

# Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

**Sections G1**

# G3 Financial resilience to reductions in income

# Annexes

**CV template –** ██████████████

| CV template | | |
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| 1. | Name | ██████████ |
| 2. | Area of expertise (i.e. education or finance) | ██████████ |
| 3. | Details of your last three roles  including: <br><br> ▪ name of school/ organisation <br><br> ▪ position and responsibilities held <br><br> ▪ length of time in position <br><br> This should cover the last four years. If not, please include additional roles | ██████████ <br><br> ██████████ <br><br> ██████████ |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available): <br><br> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C | ██████████ |

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| | GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications<br><br>■ school's best 8 value added scores for the years you were in post, if applicable | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ████████ |
| 7. | **Optional**: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ████████ |
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| 4. | **For finance only**: details of professional qualifications, including:<br><br>   ▪ date of qualification<br>   ▪ professional body membership number<br>   • how your qualifications are maintained | ███████ |
| 6. | Brief comments on why your previous experience is relevant to the new school | ███████ |
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| 4. | **For finance only**: details of professional qualifications, including:<br><br>  ▪ date of qualification<br><br>  ▪ professional body membership number<br><br>  ▪ how your qualifications are maintained | ███████ |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where | ███████ |

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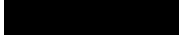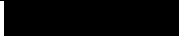|   |   |   |
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| 4. | **For finance only**: details of professional qualifications, | ████████ |

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| | including: <ul><li>date of qualification</li><li>professional body membership number</li></ul> <ul><li>how your qualifications are maintained</li></ul> | |
| 5.a | **For education only:** if you are in a leadership position in your latest school (where available):<br><br>the school's results | ███████ |
| 6. | Brief comments on why your previous experience is relevant to the | ███████ |

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| 5.b | **For education only:** if you are in a teaching or head of department role in your latest school (where available):<br><br>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, | ████████ |

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| | 5A*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications | |
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