



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August
2014)

GREATFIELDS SCHOOL

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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 a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd 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 a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

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 <u>pre-application registration form</u> ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	<input type="checkbox"/>	<input type="checkbox"/>

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 (see guidance for dates and deadlines)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ 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 ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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: [REDACTED]

Print name: [REDACTED]

Date: 02.10.14

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 see the Excel application form.

Section B: Outline of the school

Please see the Excel application form.



SECTION A: APPLICANT DETAILS

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

[Jump to about the company](#)

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

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83182
Name of proposed school:	Greatfields School
Is this a route one application or a route two application?	Route 1
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	The Partnership Learning Trust, 40 Thames Road, Barking, IG11 0HZ
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	Something else (please give detail below)
If 'Something else' please describe your group:	We are an existing Free school sponsor, with one open Free school and one in pre-opening, planning to develop as a chain of at least five Free schools by 2017
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	The Partnership Learning Trust
Company address:	40 Thames Road, Barking, IG11 0HZ
Company registration number:	8339345
Date when company was incorporated:	21.12.12
Please confirm the total number of company members (must be a minimum of 3):	3
	<Redacted>
	<Redacted>

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

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

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

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	The Partnership Learning Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p><Redacted></p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p><Redacted></p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Some help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	



SECTION B: OUTLINE OF THE SCHOOL

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

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	
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In which local authority is your preferred location?	Barking and Dagenham
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Proposed opening year:	2017
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Age Range:	11-18
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	1824
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	1,500 secondary places; 324 post-16 places
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Please say which year groups the school will have in first year and the PAN for each	Year 7 120
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Date proposed school will reach expected capacity in all year groups:	2026
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
---	--

Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	Not sure
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	Not sure
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Do you plan to make employ teachers without QTS?	Not sure
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Please list any other freedoms you intend to use	We are exploring options to vary term dates; offer staff contracts with built-in obligations to run enrichment activities.
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Section C: Education vision

Section C1: A credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

C 1.1 Overarching Vision for The Partnership Learning Trust Chain

The Partnership Learning Trust, based in East London, has already been approved to establish three Free schools: a mainstream Secondary Free school – Riverside School - which opened in September 2013; a Special Free school – Riverside Special School - approved to open in 2015; and a Primary Free School – Riverside Primary School – also approved to open in 2015.

Our schools are characterised by a philosophy that expects all young people to achieve the very best outcomes they are capable of, both academically and in developing the key character traits of confidence and resilience. Our schools are set achievement targets significantly above the national average and all teaching is expected to be at least Good, with the majority Outstanding. We expect all our schools to achieve Ofsted ‘Outstanding’ judgements.

We believe learning is most effective when students are taught with others of similar ability, so in our mainstream schools we group pupils by prior attainment in three discrete pathways, enabling a differentiated curriculum within which teachers adjust their pace and style to ensure all pupils make rapid progress towards challenging academic targets.

Our aim is to spread proven outstanding practice, particularly for the benefit of disadvantaged communities, ensuring that all young people thrive within a well-structured and aspirational environment. We aim to maximise social mobility and give our pupils the same opportunities as their most favoured privately-educated peers – outstanding teaching, schools organised around the ability profile of their pupils and wide-ranging enrichment activities.

We have recently been designated as a Teaching School Alliance – ‘The Partnership Learning Trust Teaching School Alliance’ – which will further enable us to play a system leadership role across the local area.

We relish Academy freedoms, particularly the opportunity to utilise flexible operating hours to provide extensive extra-curricular activities and Summer schools. We seek, nevertheless, to work with local families of schools to achieve positive outcomes for **all** young people.

We aim to have three Free schools open and operating by 2015, four Free schools by 2016 and a minimum of five Free schools by 2017, with a spread of 40% Secondary, 40% Primary and 20% Special, centred on the East London

area. We also aspire to achieve Academy Sponsor status and through this take on up to an additional three schools by 2017.

Currently The Partnership Learning Trust is set up as a Single Academy Trust, using model DfE Articles, with a simple structure of Members and Directors (Governors). We are in the process of re-constituting the governance structure, moving to a Multi-Academy Trust with three Members and 10 Directors, using model DfE Articles, with Local Governing Committee structures and a new name – Partnership Learning.

C 1.2 Our Vision for Greatfields School

We propose to establish a ten form-entry 11-18 mixed Secondary Free school in the London Borough of Barking and Dagenham, located in Gascoigne Ward to serve the rapidly-expanding community of central Barking, where there is already a shortage of school places and a major regeneration of the run-down Gascoigne Estate is underway.

The London Borough of Barking and Dagenham is one of the 10% most disadvantaged boroughs in England and Gascoigne Ward, where our school will be situated, is in the **top 2% of deprived wards in the country** (IDACI Rank: 407th most deprived out of 32,482).

The new school will address both a pressing basic need for secondary school places in a disadvantaged area and offer higher standards than currently being achieved by local schools. All pupils will be expected to make rapid progress towards challenging academic and personal targets, with school-level targets set significantly above national averages.

Based on data from local primary schools our school's intake is likely to have: a wide ethnic mix, with about a quarter of the pupils of White British heritage, around one third Black African and the remainder from a wide range of other ethnicities; a substantially greater proportion of pupils eligible for pupil premium than the national average; and prior attainment levels significantly below the national average.

Our motto "Excellence for All" sums up our aims. Greatfields School will deliver academic outcomes significantly above the national average on all key measures and develop personal qualities and skills to enable our pupils to lead successful lives and contribute positively to society.

We believe in provision of the same high quality for all, but rigorously tailored to meet the distinctive needs of different groups of pupils. Our innovative curriculum model will provide stretching opportunities for the more-able pupils so that they can progress at a challenging rate commensurate with their intellectual capacities and aspirations. At the same time we will take care to provide a secure and nurturing environment for less academic pupils and those with special educational needs.

Our curriculum model is based on the concept of three distinct mini-schools within the school, providing appropriately for students of differing aptitudes and abilities:

Highly Academic Mini-School– Approximately 50% of the cohort
Mixed Academic/Applied Learning Mini-School – Approximately 30% of the cohort
Supported and Inclusive Learning Mini-School - Approximately 20% of the cohort

We will ensure maximum opportunity for pupils to transfer between ability pathways as their needs change and develop. We will also ensure positive transitions between phases and a coherent progression in the learning experience.

Although innovative, this model has a proven track record in our Outstanding local Partner School – Sydney Russell - and is already successfully in operation at Riverside School where it is popular with pupils, parents and staff. We believe this model will work particularly well for the Gascoigne community because the mix of disadvantage and a widely spread prior attainment profile is best addressed with very clearly differentiated pathways.

We will also ensure that, through the taught curriculum and through a wide range of enrichment activities, we provide the framework for students to develop the key traits of oracy, confidence and resilience. We believe that these traits are vital for success alongside academic achievement and that many students from disadvantaged communities in particular need help to build and sustain them in order to prepare them for adult and working life and contribute positively to society.

██████████ and we would aim through close collaboration to provide opportunities for seamless transition and curriculum continuity, both in content and style, making learning exciting and challenging for all pupils.

The new school will have the support of an ‘Outstanding’ Partner School, The Sydney Russell School – a National Support School and Teaching School

██████████

Greatfields School will play a key part in counteracting the local cycle of deprivation by teaching relevant skills and supporting families and the work force by raising expectations and fulfilling aspirations. We will establish models of best practice and seamless transition which can be shared with colleagues across the locality. Greatfields School will create a learning hub which will provide a focus for employment, skill development and leisure for local people.

C 1.3 A Deliverable Vision

We believe that our vision for Greatfields School is highly deliverable, for the following reasons:

- We are confident that the new secondary school will be fully subscribed from opening and therefore have a sound financial base because:
 - There is a demonstrable shortage of secondary school places in the area, creating an underlying demand waiting to be met;
 - Local families have already shown their trust in our particular 'brand', with all three current year groups in our existing secondary Free school fully subscribed;
- We have demonstrated our ability to open new provision efficiently and on schedule, recruit high-quality leaders and teachers and deliver outstanding teaching and learning, as evidenced by the two exceptionally positive reports following our secondary Free school's DfE Monitoring Visits last academic year;
- We are able to utilise the proven leadership and expertise of our two 'Outstanding' partner schools – secondary and primary – which are both designated Teaching Schools/National Support Schools led by National Leaders of Education;
- We are also able to call upon the expertise of a range of experienced education professionals as consultants and advisers (see Table 13 on p 58 below).
- Our staffing and curriculum plans are carefully costed and sustainable, based on actual costs incurred in our existing Free school and our partner schools;
- We already have a designated site, outline architectural plans for the proposed secondary provision and planning permission in train;
- We have a strong governance structure in place, with high-calibre Directors able to hold leaders to account;
- We have already developed strong central Trust capacity in the key areas of Strategic Leadership, Finance, ICT, Human Resources and School Improvement, which can be flexibly and incrementally increased as our MAT expands.

C 1.4 Contribution to Meeting the Basic Need for School Places

Our proposed Free secondary school will play its part in meeting a pressing need for secondary school places in the local area. The London Borough of Barking and Dagenham has one of the fastest-growing school-age populations in the country and has been recognised as having the greatest need for new school places of all London boroughs. Based on pupils already in Reception, the borough has projected the **need for 41 additional forms of entry at Year 7 by 2020**.

The forecast need for Year 7 places in the Borough of Barking and Dagenham as a whole over the eight years from 2012 to 2020 is as follows:

	Year 6 Cohort	Year 7 Places Available (inc planned Expansions of existing schools)	Shortfall
2013-14 Actual	2,673	2470	203
2014-15	2,860	2590	270
2017-18	3,615	3250	365
2020-21	3,975	3250	725

Source: London Borough of Barking and Dagenham 2014 (see Table 7 on p 32)

Within the overall need for more secondary places in the borough there is particular demand in the Barking Town Centre/Gascoigne area. This is a result of existing and on-going inward mobility of families with young children. The six primary schools closest to our preferred site currently generate the need for 660 Year 7 places. However, between now and 2020 the Borough is planning to have provided a further 11 forms of entry at Reception in the locality, creating an overall demand for 990 Year 7 places.

The two existing local secondary schools nearest to our preferred site are fully subscribed, and currently provide only 570 Year 7 places with no plans to expand either of them.

C 1.5 Offering Higher Standards

Our proposed Free secondary school will play a key part in raising achievement levels in the local area. We will set achievement targets significantly above the national average, with all teaching expected to be at least Good and the majority Outstanding. We expect Greatfields School to achieve an Ofsted 'Outstanding' judgement at its first inspection.

The standards that we will achieve will be significantly higher than those currently being achieved by borough schools. We will pay particular attention to achievement in the traditional EBacc subjects and to ensuring that higher attaining students reach their full potential – two areas of current weakness in Barking and Dagenham secondary schools.

C 1.5.1 Ofsted Gradings

The 2013 Ofsted Annual Report refers to poor standards in Barking and Dagenham schools, in contrast to generally high standards across London:

“However, in Barking and Dagenham, almost four in 10 primary pupils attend schools that are not yet good enough and one in 10 secondary pupils suffer education that is inadequate.”

Since these figures were compiled, two further secondary schools in the Borough have been graded Requires Improvement, so that the current proportion of secondary pupils not attending Good or better schools will have increased to 30%. This is likely to place Barking and Dagenham amongst the worst-performing of the London boroughs.

The current Ofsted gradings of Barking and Dagenham secondary schools are as follows:

Sydney Russell	1	Outstanding
All Saints	2	Good
Barking Abbey	2	Good
Eastbury	2	Good
Jo Richardson	2	Good
Robert Clack	2	Good
Dagenham Park	3	Requires Improvement
Eastbrook	3	Requires Improvement
Warren	4	Special Measures

C 1.5.2 Achievement Data

GCSE

It has taken Barking and Dagenham’s secondary schools until 2013 to reach national average for the headline 5 or more GCSEs including English and Maths at A*-C figure. However, beneath this headline there are significant areas of under-achievement, in particular in the academic subjects of the English Baccalaureate and amongst higher-ability students.

	2013 Barking & Dagenham	2013 England All Schools
5+ A*-C inc En & Ma	60.2%	59.2%
EBacc All Pupils	13.6%	23.0%
Ebacc High Attainers	36.6%	52.1%
MFL – Entered	38.5%	48.7%
MFL – Achieved (of entry)	67.5%	72.0%
APS Best 8 High Attainers	362.6	377.6

A’Level

At A'Level, the effect of the under-achievement at GCSE amongst higher ability students, particularly in traditional academic subjects, is shown by performance below the national average on every key measure:

	2013 Barking & Dagenham	2013 England All Schools
APS per A level entry	206.1	215.6
APS per A level student	704.4	796.6
at least 3 A levels at A*-E	61.90%	80.50%
A levels at grades AAB or higher (in at least 2 facilitating subjects)	5.70%	15.30%

C 1.6 The community's desire for a new local Secondary school

Existing capacity at Year 7 in the Central Barking/Gascoigne area is already insufficient to meet the existing demand.

Parents in the area are experiencing difficulty finding Year 7 places in over-subscribed local schools. They have shown an overwhelmingly positive response to our proposals to set up new secondary provision under what is already a known and trusted local 'brand'.

We want to provide easy access to secondary provision for local families where our pupils can enjoy a safe environment close to home.

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 proposing to open later than 2016, please leave the relevant earlier columns blank.

Table 1: Proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time

	Current number of pupils (if applic)	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Recep												
Year 1												
Year 2												
Year 3												
Year 4												
Year 5												
Year 6												
Year 7			120	150	240	300	300	300	300	300	300	300
Year 8				120	150	240	300	300	300	300	300	300
Year 9					120	150	240	300	300	300	300	300
Year 10						120	150	240	300	300	300	300
Year 11							120	150	240	300	300	300
Year 12								72	90	144	180	180
Year 13									58	72	115	144
Totals			120	270	510	810	1110	1362	1588	1716	1795	1824

Section D: Education plan – part 2

Section D1: An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

D 1.1 Brief statement explaining which of our existing schools your curriculum is modelled on

We will model our curriculum on Riverside School, our existing mixed 11-18 secondary Free school, which opened in September 2013. The school is fully-subscribed with a waiting list and currently has 120 students in each of Years 7, 8 and 9. It is due to move to its permanent new-build accommodation in September 2016, when it will rapidly expand to its full capacity with year groups of 300.

D 1.2 Explanation as to why we have chosen to use the Riverside School model in this school and evidence of its success

The intake of Greatfields School is likely to be very similar in terms of ethnicity, level of disadvantage and prior attainment both to that of Riverside School - which is only 1.5 miles away – and to that of Sydney Russell School, on which Riverside School's curriculum is based.

This curriculum structure has operated successfully for many years at Riverside's Partner School, Sydney Russell, and is very popular with parents and students in both localities. Sydney Russell is over-subscribed, the only Ofsted-designated 'Outstanding' secondary school in the Local Authority, a Teaching School and a National Support School and Riverside is over-subscribed and has had two highly positive DfE Monitoring Reports.

D 1.2.1 Differentiated Pathways and Curricula

The Riverside School curriculum model is particularly distinctive in offering three clear pathways, differentiated by academic aptitude and ability, delivered in three 'mini-schools', with appropriate curricula:

Highly Academic Mini-School

This pathway is ideal for Gifted and Talented students and those with above-average prior attainment who will therefore benefit from following a traditional academic curriculum, with the expectation that they will

achieve the very highest GCSE grades – mainly A*, A and B - moving on to A' Levels in the Sixth Form and University entrance. All students following this pathway will achieve the English Baccalaureate.

At GCSE all students are expected to study the core GCSE subjects – English, English Literature, Maths and Science - plus at least one Modern Foreign Language and a Humanity and most take all three separate Sciences.

Mixed Academic/Applied Learning Mini-School

Students following this pathway are generally of average prior attainment but with significant potential and therefore benefit from following a mixed academic and vocational/applied curriculum, with the expectation that they will achieve at least Grade C at GCSE, moving on to A' Levels or Level 3 vocational courses. At least two thirds of students following this pathway will achieve 5 or more A*-C grades at GCSE including English and Maths and at least one third will be expected to achieve the English Baccalaureate. All will be expected to achieve 5 or more A*-C at GCSE.

At Key Stage 4, students will study the core GCSEs – English, English Literature, Maths and Science - and then choose two applied learning or vocational courses alongside additional GCSE options.

Supported and Inclusive Learning Mini-School

This pathway is ideal for students entering the school with additional learning needs who therefore benefit from following a supportive curriculum tailored to their needs. All students in this pathway will be expected to achieve 5 or more A*-G at GCSE and at least half will be expected to achieve 5 or more A*-C.

In Key Stage 3 they will have one teacher for half their week, concentrating on developing literacy, numeracy and social/emotional skills. In this Literacy Focus Group structure, a single teacher will cover the curriculum areas of English, History, Geography and Civics but use these primarily as vehicles for improving literacy, numeracy and social/emotional skills. There is an added benefit for these students in building a close relationship with one teacher on a primary school model.

In Key Stage 4 most will study the core GCSEs – English, English Literature, Maths and Science - and then have an individual programme tailored to their needs, which might include college or work-based learning alongside vocational or applied qualifications, leading to employment or further training.

Systems are put in place to ensure maximum flexibility for students to transfer between mini-schools as their needs change and develop.

We believe this model will work equally well for the central Barking/Gascoigne community because there is a similar mix of disadvantage and a wide spread of prior attainment which is best addressed with very clearly differentiated pathways.

We believe that delivering the curriculum at Greatfields School through the mini-school differentiated pathways offers the best way for:

- achievement to be maximised
- each student to have a personalised curriculum appropriate to their needs
- teachers to deliver lessons at an appropriate pace
- expectations and targets to be set and reinforced
- students to be challenged and supported at the right level
- a positive learning environment to be nurtured and maintained
- students to develop confidence and self-esteem, whilst competing with their peers
- pastoral programmes to be appropriately differentiated
- allowing efficiently for smaller group sizes for those needing additional support

D 1.2.2 Enrichment Curriculum

In addition to academic targets, our existing Riverside School expects students to achieve success in “soft” targets which show how confidence, resilience and oracy are being developed. The main opportunities for encouraging these qualities outside the taught curriculum lie in a structured programme of enrichment activities taking place after the core school day.

Riverside School expects all students to take part in a minimum of two enrichment activities per week. All options are available to girls and boys and to students from all three mini-schools. However, guidance towards the most appropriate choices is sometimes necessary for certain students, particularly the Gifted and Talented students and those needing intensive extra support.

We believe this is equally important for students from the disadvantaged central Barking/Gascoigne community because, even with good academic results they will be competing for University and employment opportunities with students from more favoured backgrounds who will have tended to have picked up these key character traits by osmosis during their upbringing.

D 1.3 Evidence of Success

- Riverside School's curriculum is based on that which has proved effective for many years at Riverside's Partner School, Sydney Russell, which is over-subscribed, the only Ofsted-designated 'Outstanding' secondary school in the Local Authority, a Teaching School and a National Support School
- The curriculum implemented at Riverside has proved extremely popular with parents and students, resulting in Riverside being over-subscribed in all three current year groups
- Riverside has not yet had an Ofsted inspection, but has had highly positive independent reviews, including two DfE Monitoring Reports and external reports from Local Authority English and Maths inspectors
- Key findings from the school's first-term-of-opening DfE Monitoring Visit, in November 2013, included:
 - Pupils make excellent progress whatever their prior attainment
 - Teaching quality is very good,
 - Pupils are positively engaged with their learning and have their needs met effectively
 - Behaviour for learning is excellent
- Key findings from the school's end-of-Year 1 DfE Monitoring Visit, in May 2014, included:
 - Teaching quality is Good to Outstanding
 - Assessments show that pupils are on course to meet their demanding targets, with virtually no achievement gaps between groups.
 - Pupils' behaviour is excellent, both in and out of classrooms.
 - Pupils' spiritual, moral, social and cultural development is strong.
 - Highly successful extended curriculum with 98% pupil uptake

- Key findings from the review carried out by the Local Authority's English Inspector, in November 2013, included:
 - Expectations are very high within English
 - Teachers are ambitious for their students.
 - All students make at least Good progress over time; some students make Outstanding progress.
 - Behaviour and Behaviour for Learning are Outstanding,
 - It is evident that marking is enabling students to make progress.
 - Behaviour around the school is excellent and students' attitudes to learning are Outstanding.
- Key findings from the review carried out by the Local Authority's Maths Inspector, in December 2013, included:
 - Standards are high in the school. Data shows almost all students are on track to achieve their stretching targets.
 - An outcome of 80% in maths A*-C is likely to be achieved with 27% achieving A*/A.
 - Teaching in maths is overall good and achievement is good/borderline outstanding.
 - Behaviour in lessons including attitudes to learning are outstanding, it is a clearly embedded feature of the school and its impact in the classroom is very strong
 - Very high expectations, work was pitched at a high standard but one that with high quality teaching was achievable by students. Real 'can do' culture by teachers and students.
 - Type of work done in lessons is very active with students highly engaged in their learning, the amount expected of students in terms of working together and producing work with the minimum of teacher intervention is a key strength of the teaching
- There have been no permanent or fixed term exclusions since the school opened in September 2013.

- In a pupil survey taken in the Autumn term 2013, 94% of students agreed that behaviour around the school building is good, and 97% said they were proud to be students at Riverside. 100% of parents agreed that behaviour in school is good in a survey taken in March 2014.
- Attendance has been well above national average since the school opened (current attendance for the year to date is 97.35%). Punctuality to school and lessons is 98%, most closely linked to outstanding criteria.

D 1.4 Differences between what you are proposing for this school and the model approved previously, with a brief explanation for the changes (e.g. to cater for a different pupil population)

D 1.4.1 Curriculum Structure: Differentiated pathways

We are not proposing any differences in respect of the structure of the three differentiated pathways within which the curriculum is organised and delivered. However, in the light of experience at Riverside School and the need to continually raise expectations we will adjust the likely percentages of the cohort in each pathway as follows:

<i>Pathway</i>	<i>Original Riverside School bid percentages</i>	<i>Proposed Greatfields School percentages</i>
Highly Academic Mini-School	Approximately 50% of the cohort	Approximately 70% of the cohort
Mixed Academic/Applied Learning Mini-School	Approximately 30% of the cohort	Approximately 20% of the cohort
Supported and Inclusive Learning Mini-School	Approximately 20% of the cohort	Approximately 10% of the cohort

D 1.4.2 Curriculum Content

Our proposed curriculum content for Greatfields School will differ only slightly from the model approved for Riverside School.

The only significant change is in the area of Modern Languages, where our main language taught will be Spanish, not French, and our second language taught will be French rather than German.

Section D2: Measuring pupil performance effectively and setting challenging targets

D 2.1 Outline of any differences between what we are proposing for this school and the model which was approved previously, with a brief explanation for the changes

We are not proposing any significant changes to the strategies we will employ to:

- Set pupil, teacher, subject and school level targets
- Track, monitor, assess and report to parents individual student progress
- Monitor and evaluate Whole School, Departmental, Year Team and individual staff performance.

D 2.2 Targets specific to this school with a brief explanation as to why they are appropriate

Our targets reflect the vision for Greatfields School of “Excellence for All”. We seek to raise aspirations and enable all students to achieve appropriate targets within the curriculum and pastoral structures of the school, in terms of both academic success and the development of the key traits of confidence and resilience. Our targets will be achieved through appropriate curriculum structures, high quality teaching and learning, excellent pastoral systems and effective assessment, monitoring and tracking.

2.2.1 Academic Targets

We have set our Key Stage 4 academic targets using the planned new measures from 2016 - Attainment 8, Progress 8, EBacc and A*-C in English and Maths.

Our main KS4 academic targets for the school, for the first GCSE results, expected in 2022, are:

- Percentage of students achieving A*-C in English and Maths & the English Baccalaureate to be at least 10 percentage points above the then current national average
- Attainment 8 to be two-thirds of a grade above the then current national average
- Progress 8 to be one grade above the then current national average

At 16+ our target is to comfortably exceed national averages for points per student and per entry by the first set of Y13 results, expected in 2024.

On the basis of those measures for which there are current national average figures, these targets would stand at:

	Current National	Target for Greatfields
5+ A*-C in En & Ma	59%	69%
EBacc	23% (50% likely by 2018)	60%
A'Level Points Per Entry	216	237
A'Level Points Per Student	797	830

For individual students the target will be to exceed national expected levels of progress from Key Stage 2 to Key Stage 4 and from Key Stage 4 to Key Stage 5.

These are challenging targets, which will require Greatfields School to add a high level of value to the prior attainment levels of the students entering the school. As the table below shows, listing KS2 attainment data for the four schools nearest our preferred site, our likely attainment profile on entry will be below the national average, particularly at the top end of the ability range, so to set targets 10 percentage points above national average is undoubtedly challenging. Of the 32 measures in the table below, 30 are below national average.

Table 2: KS2 data for the four primary schools nearest our preferred site

2013	Reading		Maths		Combined Reading, Writing & Maths		Grammar, Punctuation & Spelling (SPaG)	
	L4 +	L5 +	L4 +	L5 +	L4 +	L5 +	L4 +	L5 +
Eastbury Primary	80	22	81	26	69	7	69	41
Gascoigne Primary	70	30	71	26	60	17	66	42
Ripple Primary	75	31	86	41	64	5	69	46
Northbury Primary	79	34	81	33	70	20	63	39
<i>National</i>	<i>86</i>	<i>45</i>	<i>85</i>	<i>41</i>	<i>75</i>	<i>21</i>	<i>74</i>	<i>48</i>

We feel these challenging targets are appropriate to Greatfield's students because although they will find them stretching they will if achieved give them the qualifications they need to succeed in a competitive world

We also feel that these are achievable and realistic, through the innovative structures and high-quality teaching at Greatfields School and the continual development of confidence, oracy and resilience.

2.2.2 Personal Development Targets - Confidence, Oracy and Resilience – CORE

We also aspire to develop our students as thoughtful, creative and enterprising young people who are ready to play an active role in their communities as contributing citizens.

In particular, we seek to develop the key character traits of confidence, oracy and resilience – CORE. We will measure progress in these areas by means of a four point scale – Basic/Developing/Effective/Outstanding - with the target that all students reach the Effective standard by the time they leave the school and a significant proportion are judged Outstanding.

We are not proposing any changes to the CORE targets set in our previously approved model.

Section D3: A staffing structure that will deliver the planned curriculum within the expected income levels

We have based our staffing structure for Greatfields School on that previously approved for our existing secondary Free school, Riverside School. This structure is now moving into its second year of implementation at Riverside and is serving the school well.

We have no current plans to use any of the Trust's existing school-based staff in Greatfields School. However, a key role in support and challenge will be played by the Trust's Chief Executive - a National Leader of Education - and by the 'Outstanding' Partner School, Sydney Russell. There will also be flexibility to make appropriate use of staff from other schools within the Trust or from the Partner School if the need arises.

D 3.1 Senior Leadership

D 3.1.1 Senior Leadership Structure – as at full capacity

Headteacher	- All day to day operational matters inc all legal responsibilities of Headteacher
Deputy Heads x 2:	- Curriculum/Teaching and Learning - Student Support
Assistant Heads x 3:	- Teaching and Learning/CPD - Inclusion, student tracking, support and intervention - Curriculum Planning and Pathways
Business Manager:	- Finance, Resources and Organisation
Facilities Manager:	- All aspects of facilities management

D 3.1.2 Senior Leadership Structure prior to and at point of opening

In the first year of operation (September 2017) we intend to admit only 120 students and employ six teaching staff. We therefore intend to start with a very slim leadership team, consisting of Headteacher, Head of Year and Business Manager.

However, the Senior Leadership Team will have the full professional support of the [REDACTED] – [REDACTED] -to steer the school through its pre-opening and opening phase and beyond. Greatfields School will also be linked with Sydney Russell as its Partner School, an established Outstanding local school and will draw on its policies, practices and expertise in its start-up phase. This will provide a very cost-effective model for addressing any skills gaps.

We will appoint a full-time permanent Headteacher from April 2017. Members of the Trust's Board of Directors with significant educational expertise, advised by the Chief Executive, will play a direct role in recruitment, selection and interviewing of the Headteacher, in order to ensure that we secure the highest possible calibre of candidate from the outset. Our goal is to attract an individual who is highly ambitious, a strategic thinker, with excellent people management and collaborative working abilities and a demonstrable commitment to the ethos of the school. This will apply at all levels of responsibility, as the intention is to develop a management structure that encourages innovation within a clear developmental and pedagogical framework.

D 3.1.3 Headteacher Roles and Responsibilities

The Headteacher will be directly responsible to the Local Governing Body - overseen by the Chief Executive of the Trust and the Board of Directors - for:

- All Headteacher legal responsibilities for the Greatfields School
- Overall development of the school
- Curriculum delivery and implementation
- Setting high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensuring a school-wide focus on pupil achievement, using data and benchmarks to monitor progress in every pupil's learning.
- Establishing creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- Ensuring a culture that supports and facilitates pupil engagement in, and ownership of their own learning.
- Implementing strategies to secure high standards of behaviour and attendance.
- School level policies and procedures
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies, challenging underperformance and ensuring corrective action.
- Ensuring effective planning, coordination, support and evaluation, clear delegation of tasks and devolution of responsibilities.
- Developing and maintaining effective strategies and procedures for the induction, professional development and performance review of all staff.
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruiting, retaining and deploying staff appropriately.

- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.
- Co-operating and working with relevant agencies, parents and other partners to ensure the well-being of children.
- Safeguarding and promoting the welfare of children
- Marketing and Pupil Recruitment
- Relations with local external partners, including the local community, the Local Authority, local schools and colleges, Voluntary Sector Providers, employers etc
- Ofsted: Preparation for and management of external inspection
- Facilities management: maintaining and improving school accommodation
- Management Information Systems and ICT

D 3.1.5 Arrangements for Senior Leadership in transitional period between opening and full capacity

We will gradually increase senior leadership capacity as the school grows, to balance the increasing demands on the team with financial efficiency (see Table 3 below) reaching a 'steady state' position from September 2022, when there will be 1,824 students on roll. During this period we will fill any skill gaps in the leadership team by buying in consultancy expertise, either from the local Partner School or from high quality external providers.

Table 3: Senior Leadership team composition during transition to full capacity

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept
STUDENT NUMBERS	120	270	510	810	1110	1362	1588	1716	1795	1824
Headteacher	1	1	1	1	1	1	1	1	1	1
Deputy Head			1	2	2	2	2	2	2	2
Assistant Head		1	1	2	2	3	3	3	3	3
Business Manager	1	1	1	1	1	1	1	1	1	1
Facilities Manager		1	1	1	1	1	1	1	1	1

D 3.2 Middle Leadership

D 3.2.1 Middle Leadership Structure at point of opening

In Year 1 overall pedagogical and pastoral direction and leadership for subject teachers will be provided by the Head of School. Subject specific support will be provided by buying in regular consultancy expertise, either from the Partner School, from other schools within the Trust or from high quality external providers. Pastoral leadership on a day to day basis will be provided by a Head of Year.

D 3.2.2 Arrangements for Middle Leadership in transitional period between opening and full capacity

In Year 2 (2018) we will begin to appoint subject leaders and continue to employ pastoral leaders, starting with the Head of English and Maths and Head of new Year 7 that year, adding Heads of Science and Head of new Year 7 in 2019 (Year 3) and then gradually building up to full middle leadership capacity as shown in Table 4 below.

We will be looking to develop the leadership capacity of our own staff so that as many as possible are able to take on middle leadership roles as they become available – which has proved successful at Riverside School, our existing secondary Free school - but where necessary to recruit the highest quality leaders we will look outside the school as well.

During the transition to full capacity we will fill any skill or capacity gaps in the middle leadership by buying in consultancy expertise, either from the Partner School, from other schools within the Trust or from high quality external providers.

Table 4: Middle Leadership during transition to full capacity

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept
STUDENT NOS	120	270	510	810	1110	1362	1588	1716	1795	1824
Subject Lead Large Dept		2	3	3	3	3	3	3	3	3
Subject Lead Medium Dept		1	4	6	8	12	12	12	12	12
Post of Responsibility				6	10	15	20	22	26	26
Head of Year	1	2	3	4	5	6	6	6	6	6
Deputy Head of Year				1	2	3	4	5	6	6

Posts of responsibility will mainly be focused on curriculum areas – eg Deputy Head of Department or in charge of a Key Stage in a subject area. However, there will as the school grows be a number of cross-curricular posts, such as responsibility for Careers Education or University Entrance.

D 3.3 Subject Teachers

We plan to recruit mainly newly or recently qualified, flexible ambitious subject teachers who show the potential for rapidly taking on additional responsibilities, an approach which has worked extremely well at our existing secondary Free school – six for Year 1 (2017) and a further seven for Year 2 (2018). Overall pedagogical direction and leadership for these teachers will be provided during these first two years by the Head of School. Subject specific support will be provided, during these first two years and as needed during the rest of the transition period, by buying in regular consultancy expertise, either from the Partner School or from high quality external providers.

As the school moves towards full capacity we will gradually increase the number of subject teachers, ensuring effective curriculum coverage whilst achieving a cost-effective Student Teacher Ratio of approximately 1:16. They will be supported by a growing team of middle leaders and post-holders, who will provide effective support and challenge to ensure high student achievement.

D 3.4 Support Staff

High quality support staff are vital to the success of a school. We will put just as much effort into recruiting, leading, managing, motivating, supporting and challenging support staff as with teaching staff.

The Business Manager will have overall senior leadership responsibility for all support staff, with middle leaders within each category of staff taking day to day line management responsibility – one for Teaching Assistants, one for Learning Mentors, one for Technicians and one for Site Supervisors. The Business Manager will have direct line management responsibility for administrative staff and for the Facilities Manager, who in turn will line manage all facilities related staff.

As with other categories of staff, there will be a gradual build up of support staff as the school moves towards full capacity (see Table 5 below) and as with other staff, any skills or capacity gaps during this period will be dealt with by buying in expertise, either from the local partner school, from other schools within the Trust or from high quality external providers.

Table 5: Support Staffing during transition to full capacity

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept	Sept
STUDENT NOS	120	270	510	810	1110	1362	1588	1716	1795	1824
Senior Admin Staff			1	1	2	2	3	3	3	3
Admin Staff	1	2	3	4	5	6	7	8	9	9
Teaching Assistants	1	2	5	8	9	12	14	16	17	18
Learning Mentors	1	2	2	2	3	4	5	6	6	6
Caretakers	1	1	2	2	2	2	3	3	3	3
Technician	1	2	2	3	3	3	4	5	5	5
Site Supervisor		1	2	2	4	4	5	6	6	6

Notes: Senior Admin Staff = Finance Officer, Exams Officer, Data Manager
Site Supervisors = Non-teaching staff who assist in supervising students

Section E: Evidence of need – part 1

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

If your school is new provision:

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

Table 6: Evidence of need: parental preferences

	2017				2018			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	137		114%	150	175	116%	
Year 8					120	137	114%	
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of need – part 2

Section E1: Provide valid evidence that there is a need for this school in the area

E 1.1 Evidence of Need – No significant surplus of school places in the relevant phase in the area

Far from having any significant surplus of places at Year 7, Barking & Dagenham has a rapidly rising rate of demand for secondary school places across the Borough, and is facing a significant shortage of places, as shown in Table 7 below:

Table 7: Year 7 Place Projected Shortfall, Barking and Dagenham

	Year Cohort	6	Year 7 Places Available	Shortfall
2013-14 Actual	2,673		2470	203
2014-15	2,860		2590	270
2015-16	3,089		2770	319
2016-17	3,272		3190	82
2017-18	3,615		3250	365
2018-19	3,748		3250	498
2019-20	3,780		3250	530
2020-21	3,975		3250	725

Source: London Borough of Barking and Dagenham, March 2014

In the central Barking/Gascoigne area there has been no expansion of secondary provision and none is planned. The two existing local secondary schools nearest to our preferred site are fully subscribed, and currently provide only 570 Year 7 places.

In the meantime there is continued rising demand in the area, partly simply in line with the Borough-wide growth shown above and partly due to extensive current house-building in adjacent wards. New families are moving into the area every day and are finding extreme difficulty in finding secondary school places.

The six primary schools closest to our preferred site currently generate the need for 660 Year 7 places. However, between now and 2020 the Borough is planning to have provided a further 11 forms of entry at Reception in the locality, creating an overall demand for 990 Year 7 places.

There is therefore a demonstrable basic need for additional secondary school places in the central Barking/Gascoigne area.

E 1.2 Evidence of Need – The number of places in underperforming existing schools in the school’s proposed vicinity comprises a total number of pupil places greater than our proposed school’s capacity at scale

The current Ofsted gradings of Barking and Dagenham secondary schools are as follows:

<i>Name of School</i>	<i>Number On Roll</i>		<i>Ofsted Grading</i>
Sydney Russell	1637	1	Outstanding
All Saints	1106	2	Good
Barking Abbey	2019	2	Good
Eastbury	1714	2	Good
Jo Richardson	1361	2	Good
Robert Clack	1852	2	Good
Dagenham Park	1269	3	Requires Improvement
Eastbrook	994	3	Requires Improvement
Warren	1285	4	Special Measures

As can be seen above, there are a total of 3,548 places in underperforming local schools, significantly above Greatfields School’s planned capacity of 1459.

Pupil attainment and progression data also shows significant areas of underperformance in local schools (see analysis in C 1.5.2 on p.13 above).

Our innovative plans will offer local parents a high quality alternative to existing local provision, based on a philosophy that expects all young people to achieve the very best outcomes they are capable of, both in academic terms and also in developing the key character traits of confidence and resilience which will enable them to succeed throughout life.

In particular, Greatfields School’s radical approach to grouping pupils by ability will enable curriculum structure, pace and teaching styles to be appropriately targeted at learners’ needs, so that all pupils can make rapid progress towards challenging academic and personal targets.

Evidence of Need – Conclusion

Overall, therefore, our proposed school will make a significant contribution to addressing the current and growing shortfall in secondary places in the locality of Central Barking/Gascoigne, add choice and diversity to the existing schools and provide a high-quality alternative to existing under-performing provision.

E 1.3 Text of leaflet for prospective parents to indicate their support for Greatfields School

I have read the details about Greatfields School in this flyer and would like to register my support for the ethos and objectives of the School. When my child reaches the age to start Year 7 I will choose Greatfields School as my first preference.

Parent's Full Name:**Home Postcode:**.....

Tick Child's Current Year Group: **Year 3** **Year 4**

Parent's Email (optional).....

About Greatfields School

- Mixed, 11-18 Secondary School, open to all children regardless of background or religion.
- Set up and run by The Partnership Learning Trust, which brings together a range of partners, including members of the community, local Primary and Secondary Headteachers, Barking and Dagenham College, the University of East London and training provider Lifeline.
- The Partnership Learning Trust is independent of the Local Authority but committed to working as a full member of the Borough's family of schools, in close partnership with the Council.
- The Partnership Learning Trust has already set up the very successful secondary school - Riverside School
- Dedicated to ensuring excellence for all children.
- Different learning approaches for different children, to match the needs of each individual
- High expectations for all pupils with challenges to stretch their academic potential.
- Individualised support - tailored to the needs of those who need extra help.
- The creative and innovative use of computers and new technology.
- The very highest standards of uniform, discipline and mutual respect.
- Experienced leadership, to ensure that the school gets off to the best possible start

For more details please go to www.greatfieldsschool.com

E 1.4 Map which shows that potential pupils live within commuting distance of proposed school



Table 8: Parental preferences by home postcode

Postcode	Parental Preferences	
	Number	Percentage
IG11	295	95%
RM9	5	1.6%
RM8	3	1%
Other	9	2.8%
TOTALS	312	

As will be seen from the map above, which plots postcode boundaries, and Table 8 above analysing postcodes of potential pupils, the vast majority of parents expressing a first preference for Greatfields School live close to the school, in the same postcode – IG11 - as the preferred location for the school.

Section E2: Successful engagement with the local community

E 2.1 Engagement

We have engaged in regular detailed discussions with the Local Authority about pupil admissions and the rapidly rising basic need for secondary school places in Barking and Dagenham as a whole and in the Gascoigne/Barking area in particular.

Our Secondary school proposal has been developed following extensive on-going discussion and consultation with this local community and other key stakeholders. We have carried out one-to-one and group consultations and have received strong support for our particular Free School.

The success and popularity of our existing secondary free school - Riverside School - is a significant indicator of local support for our proposed new school, as the latter will be organised on the same principles as the former. The school is fully subscribed in its existing three year groups – Year 7,8 and 9

We believe that the proposed secondary free school is already attractive to the parents of pupils of different backgrounds and abilities including pupils from deprived or disadvantaged families. Through our information-sharing meetings and other means of canvassing support we know that there is a huge interest in this school and we have

had positive feedback from parents representing many different ethnic, social and faith groups.

The children currently in the relevant age cohorts in our school's potential catchment area come almost exclusively from deprived or disadvantaged households.

All feedback from our meetings with local residents confirms their enthusiasm for a new high quality local secondary school opening as their children reach secondary transfer age. Parents are particularly supportive of our radical approaches to pupil grouping by ability and development of confidence, oracy and resilience.

We have visited local primary schools and held open drop-in meetings in the Community to answer specific questions about the school's character and development and we will continue to do so as the school plans develop. We have received uniformly positive feedback about our plans.

The marketing plan for the Greatfields School has been developed in the light of rapidly rising school rolls overall in the Local Authority and an on-going and increasing shortage of secondary school places in the Gascoigne Barking area.

E 2.2 Marketing activities

- Greatfields School has a website providing full information about the new secondary school and interactive communication channels with opportunities for asking questions or registering support
- The Local Authority will include the school's recruitment information in its information booklet, which is distributed to all parents in the relevant age group each Autumn Term
- The school will advertise in the local press and other media to make parents of potential pupils aware of the Admissions cycle
- The school project team will make regular visits to local primary schools to raise awareness amongst potential parents
- Open Days will be held for parents of potential pupils to tour the school once in operation

We are in regular dialogue with the local authority which welcomes the contribution that Greatfields School will make to help meet the urgent rising rolls in the Borough's school population.

The community will have shared access to the Greatfields School site, including sports facilities and library, pooling key learning resources. All facilities will be designed to be inclusive, with ample provision for children's sports and play, which will be fully accessible for children with SEN or who are disabled.

Section F: Capacity and capability

Section F1 (a): Pre-opening skills and experience

Key to table below:

SAT = Existing Single Academy Trust – The Partnership Learning Trust

MAT = Proposed Multi-Academy Trust – Partnership Learning (See Section F 2.1 on p.42 below)

Table 9: Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	- [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	- [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	- [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	- [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	- [REDACTED]	[REDACTED]

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

Section F1 (b:) Skills gap in pre-opening

Table 10: Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Marketing	Use of marketing agency [REDACTED] on a paid basis as required.
Legal	[REDACTED]

Section F2: A governance structure, roles and responsibilities that will ensure accountability and effective decision making in our academy trust and drive improvement in the new free school

F 2.1 Transition from existing Single Academy Trust to Proposed Multi-Academy Trust

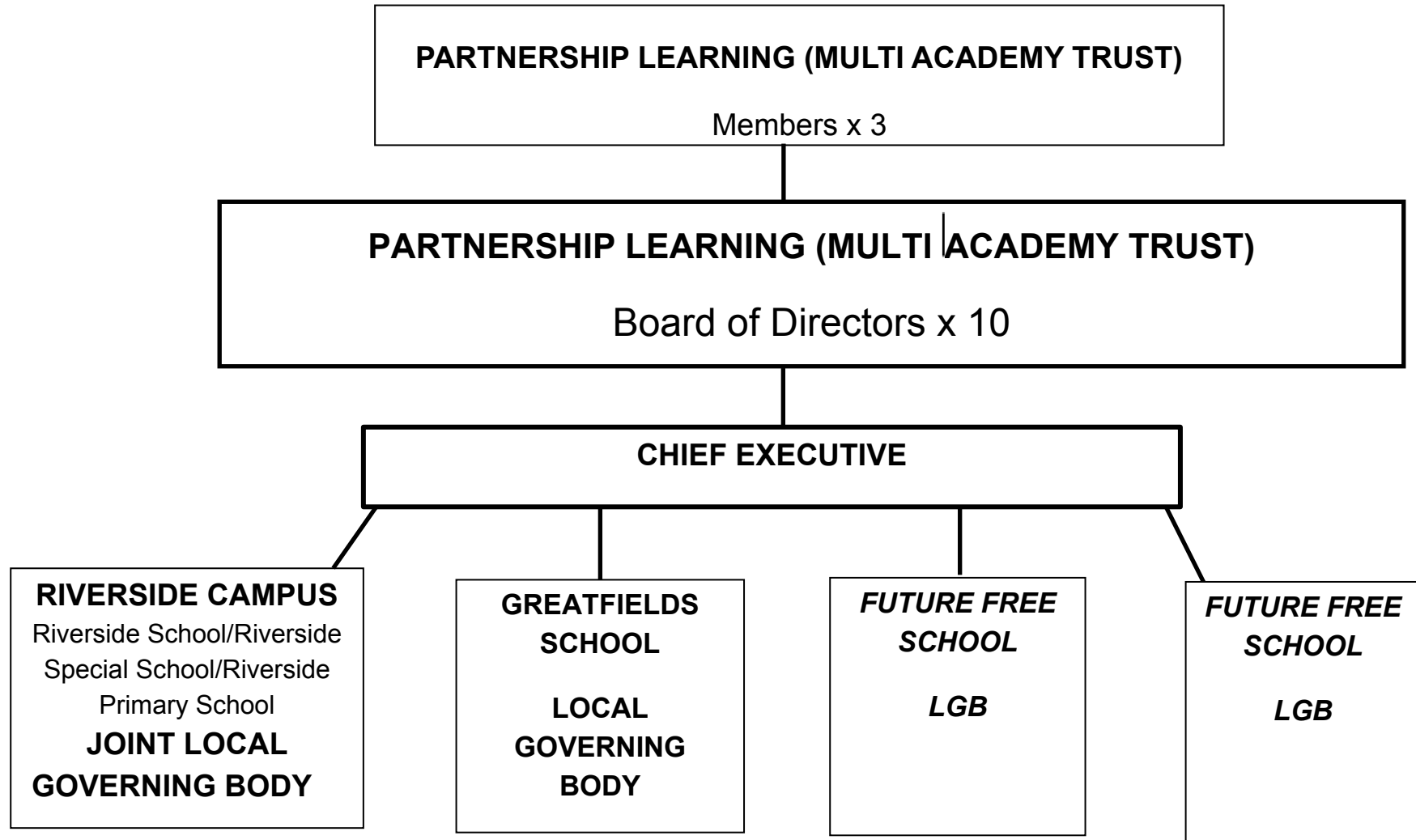
Currently The Partnership Learning Trust is set up as a Single Academy Trust using model DfE Articles, running one secondary Free School (Riverside School) - which opened in September 2013 - with a simple structure of 3 Members and 12 Directors (Governors).

We are half way through the two-year pre-opening phase for our Special Free School - Riverside Special School - which will be co-located with Riverside School on the planned Riverside Campus, opening in September 2015.

In preparation for the opening of Riverside Special School we are in the process of re-constituting The Partnership Learning Trust governance structure to encompass both secondary and special Free Schools, moving to a Multi-Academy Trust with four Members and 10 Directors, using model DfE Articles, with Local Governing Committee structures and a new name – Partnership Learning.

The governance arrangements for the proposed new secondary Free School – Greatfields School – will fit into these new MAT structures – see Governance Structure diagram on next page.

F 2.2 Proposed Multi-Academy Trust Governance Structure



F 2.3 A brief explanation of the roles and responsibilities of the company members, the governors, any proposed committees and the principal

F 2.3.1 Members

The Members of the proposed Partnership Learning MAT will be responsible for changes in the constitution of the company, appointing and removing Directors, receiving annual accounts and appointing the auditors – normally therefore a largely “hands-off ” role compared to the Directors, who will be responsible for strategic direction and operational oversight. Partnership Learning MAT will have three Members – the three current Members of the existing Single Academy Trust.

F 2.3.2 Board of Directors

The Directors of the proposed Partnership Learning MAT will carry out the legal duties of company director, school governor and charity trustee. Partnership Learning will have 10 Directors, drawn from a range of professional backgrounds, with the skills and experience necessary to hold complex organisations to account. They will deal with the strategic direction and strategic operation of the MAT.

The Board of Directors will be responsible to the Secretary State, through the Funding Agreements they sign, for all aspects of the operation and performance of the academies under their control.

The Board of Directors will delegate the day-to-day running of the Trust’s schools to Local Governing Bodies (LGBs).

However, the Board of Directors will retain control over key strategic matters, including:

- appointment of members and Chairs of Local Governing Bodies
- allocation of funding to each school
- staff appointments at Deputy Head level and above
- Trust-wide policies such as Pay, Appraisal, Capability, Staff Discipline, Safeguarding, Curriculum and Behaviour
- high-level monitoring of pupil achievement and school improvement

The Board of Directors will also retain the right to withdraw any or all of an LGB’s delegated powers if it determines that this necessary in order to ensure the effective and efficient performance of any of its schools.

The separation of powers described above will be clearly laid out in detailed memoranda of understanding between the Board and each LGB.

Proposed Board of Directors for proposed new Partnership Learning MAT:

██████████ Three further Directors are in the process of being recruited in the following areas of expertise, with confirmation expected but currently still awaited:

Legal - [REDACTED]
Marketing - [REDACTED]
Public Affairs - [REDACTED]
Two further Directors to be appointed.

F 2.3.3 Chief Executive of the Trust

The Chief Executive will be a member of, and report directly to, the Board of Directors with strategic responsibility for the development and performance of each of the Trust's schools and for the development and performance of the Trust itself. The Headteachers of each of the Trust's schools will report to the Chief Executive.

[REDACTED]

F 2.3.4 Local Governing Bodies

The Local Governing Bodies appointed by the Board of Directors will have day-to-day operational responsibility for their schools. Each LGB will have between 6 and 10 members, including Headteacher, two Parent Governors and one Staff Governor. Partnership Learning LGBs will normally be given a wide range of responsibilities similar to those of a traditional stand-alone school Governing Body, including:

- decisions over the spending of allocated funding
- staff appointments up to and including Assistant Head level
- management of staff including appraisal, promotion, discipline and capability
- monitoring pupil achievement and standards of teaching and learning.

Each LGB will have two main sub-committees:

- Finance, Premises and Personnel
- Standards, Curriculum and Community

F 2.3.5 Greatfields School LGB

The proposed Greatfields School LGB will have 10 members, including:

- the Headteacher
- two parent governors and one staff governor
- Governors with appropriate educational/professional expertise
- Governors with financial expertise

The LGB will establish two sub-committees, covering Finance, Premises and Personnel and Standards, Curriculum and Community.

We will set up a shadow LGB as soon as possible. The Headteacher, Parent Governors and Staff Governor can only be identified a term or so before the school opens.

However, we have already identified two further potential governors with appropriate educational, professional and financial expertise who will be able to establish the LGB as soon as the school is approved to enter the pre-opening stage.

F 2.3.6 Headteacher of Greatfields School

Greatfields School's Headteacher will carry out the legal responsibilities of Headteacher and be responsible for all day to day operational matters at the school. The Headteacher will be accountable to the school's Local Governing Body, the Chief Executive of the Trust and ultimately the Board of Directors.

F 2.4 Strategy for avoiding and minimising conflicts of interest

All Members, Directors and members of Local Governing Bodies and Sub-Committees will be required to:

- a) declare any interest of any kind:
 - by signing a register annually
 - by confirmation, to be formally minuted, at the start of every meeting.
- b) leave any meeting where any conflict of interest arises and not to participate in any decision-making process related to the matter
- c) adhere to charity law in respect of any benefits, contracts or procurement of services
- d) on appointment, attend training in adhering to best practice in probity in public office.

F 2.5 Strategy for securing independent challenge to members and governors

F 2.5.1 Finance

Directors will set up a Finance Committee and an Audit Committee to oversee the finances of the MAT.

Directors of the existing Single Academy Trust have already appointed Internal Controls Evaluation auditors to carry out a rolling programme of thrice-yearly visits to provide assurance to the Audit Committee and the Board of Directors that appropriate financial controls are being operated within the MAT.

Members of the existing Single Academy Trust have already appointed External Auditors to carry out the annual audit and preparation of accounts for the Academy Trust.

These arrangements will continue under the proposed Multi-Academy Trust and be extended to cover the proposed secondary Free school.

F 2.5.2 Pupil Achievement

The Greatfields School Local Governing Body will ensure that the school is subject to independent challenge by appointing:

- a well-qualified and experienced education consultant, to make termly visits, analyse data and report to the Local Governing Body
- subject and phase specialist consultants to report to them on standards and performance
- an external team to carry out periodic 'mock-Ofsted' inspections.

The Local Governing Body will also, of course, receive valuable challenge from Ofsted inspection visits to the school.

F 2.6 A brief description of any conflicts of interest and an explanation of how we intend to manage them

Conflicts of interest could occur where a Member, Director, member of Local Governing Body or Sub-committee was potentially under consideration as, for instance, an adviser or consultant to the MAT or one of its schools. In these circumstances the member would be required to declare an interest and to leave the meeting for any discussions or decision related to the matter. Any proposed employment would have to meet the stringent requirements laid down in the DfE model articles.

If a parent governor were in attendance when an item was under discussion where his/her child was directly involved it would be necessary to declare an interest and leave the meeting for such an item.

F 2.7 How the trust would intervene quickly in an academy or free school should that be deemed necessary and how it would know to do so

F 2.7.1 How the Trust would know that intervention was necessary

The Board of Directors would receive regular reports, including robust internal monitoring data, from each Principal/Executive Principal on all key performance indicators – including Finances, Pupil Achievement, Attendance, Behaviour and Safeguarding. These reports would be supplemented by independent external reports as described above in Section F 2.5.2 on p. 47, annual surveys of staff, parent and pupil

satisfaction and by external data such as RaiseOnline, national performance tables and the data dashboard.

F 2.7.2 How the trust would intervene quickly in an academy or free school should that be deemed necessary

If the Board of Directors became concerned about any of its schools it would:

- Obtain rapid independent verification of the concerns
- Take robust and proportionate action according to the nature and severity of the concerns, which could include as appropriate:
 - Removal of some or all delegated powers from the school's Local Governing Body
 - Setting up a School Improvement Board consisting of Directors and independent external educational consultants to monitor the school's progress
 - Requiring the school to produce a robust recovery plan to be regularly monitored by the School Improvement Board
 - Suspension and/or dismissal of members of the school's leadership team including Head of School/Principal/Executive Principal
 - Drafting in temporarily key staff from other schools in the MAT
 - Deploying interim school leaders from external sources

Section F3 (a):

Proposed Governors

Key to table below: MAT = Proposed Multi-Academy Trust – Partnership Learning (See Section F 2.1 on p.42)

Table 11: Proposed governors

Name	Where live	Role On Governing Body	Role(s) in pre-opening	Summary of relevant expertise	Available Time
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	As required pro-bono

[REDACTED]	[REDACTED]	- [REDACTED]	[REDACTED]	- [REDACTED]	As required pro-bono
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	As required pro-bono
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	As required pro-bono
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	As required pro-bono
Parent 1 – To be appointed	London	- Proposed Greatfields School Local Governing Body: Member - Elected Parent Representative	N/A	N/A	As required pro-bono
Parent 2 – To be appointed	N/A	- Proposed Greatfields School Local Governing Body: Member - Elected Parent Representative	N/A	N/A	As required pro-bono
Staff Governor – To be appointed	N/A	- Proposed Greatfields School Local Governing Body: Member - Elected staff Representative	N/A	N/A	As required pro-bono
Headteacher, Greatfields School – To be appointed	N/A	- Proposed Greatfields School Local Governing Body: Member	N/A	N/A	As required, paid
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED]	As required pro-bono

██████████	██████████	██████████	██████████	- ██████████	As required pro-bono
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Section F3 (b): Skills gaps 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.

Table 12: Skills gaps for governing body

Skills/experience missing	How you plan to fill the gap
Board of Directors –Marketing, communications and PR experience	Exploring recruitment of ██████████ - confirmation expected but currently still awaited
Board of Directors -Experience in working with national government departments	Exploring recruitment of ██████████ - confirmation expected but currently still awaited
Board of Directors - Legal experience	Exploring recruitment of Barrister with leading law firm - confirmation expected but currently still awaited
Greatfields School Local Governing Body – Financial experience	██████████

Section F4: A credible plan for recruiting a high quality principal during pre-opening

F 4.1 A brief explanation of the role of the principal and the skills required

F 4.1.1 Greatfields School Leadership Structure - Overview

We will appoint a full-time permanent Principal from April 2017. He or she will carry out the legal responsibilities of Headteacher and be responsible for all day to day operational matters at the school. Our goal is to attract an individual who is highly ambitious, a strategic thinker, with excellent people management and collaborative working abilities and a demonstrable commitment to the ethos of the school.



F 4.1.2 Chief Executive, Partnership Learning

The Chief Executive will be a member of, and report directly to, the Board of Directors with strategic responsibility for the development and performance of each of the Trust's schools and for the development and performance of the Trust itself. The Headteachers of each of the Trust's schools will report to the Chief Executive.

Roles and Responsibilities

Responsibilities:

- To lead and develop the Multi-Academy Trust in order to enable Partnership Learning to effectively set up, oversee and sponsor schools within the Trust and ensure the provision of outstanding education for all the young people in its care.
- To work with and oversee the headteachers and local governing bodies of schools within the Multi -Academy Trust.
- To manage the day-to-day operation of the Multi -Academy Trust to achieve these goals.

Accountabilities:

- To report to the Board of Directors of the Multi -Academy Trust

Key Tasks

- To drive the development of the Trust's strategy
- To lead and manage the operation of the Multi-Academy Trust in order to achieve its objectives and create a local network of excellence.
- To ensure that school performance is monitored and analysed, and to develop appropriately costed and prioritised solutions where required.

- To develop and maintain effective relationships with DFE, local authorities, headteachers and local governing bodies and to collaborate with them in order to ensure that school performance continually improves.
- To advise the directors on the allocation of resources in order to ensure that each school in the MAT receives an appropriate level of resource to enable it to achieve its performance targets.
- To select, train, develop and motivate the staff of the MAT and to appoint consultants as appropriate in order to ensure the effective operation of the Trust and to achieve its objectives.
- To negotiate and agree optimum prices with various service providers in order to achieve economies of scale, and to adopt the appropriate procurement process.
- To ensure that proper financial systems are established and effectively monitored, and that appropriate action is recommended to address any problems identified
- To ensure that the Directors are presented with accurate and timely financial reports.
- To review and approve annual budgets of each of the academies in the MAT.
- To ensure that all budgetary targets are met by schools and the MAT as a whole.

Skills and qualities required

Experience

- Significant senior management experience of a successful commercial organisation or significant educational establishment at Executive level
- Experience of managing people at different levels
- Appreciation of current educational landscape including issues relating to academies
- Proven track record of developing business planning, managing the introduction of new initiatives and successfully managing large projects
- Proven track record of using financial data and budget setting

Personal Qualities

- Ability to take the initiative and inspire others.
- Ability to anticipate medium and long term strategic priorities
- Ability to motivate individuals and teams
- Able to establish effective contacts and use the relationships to achieve business objectives
- Ability to think analytically and develop complex strategic and operational plans

Personal Effectiveness

- Inspires the respect of others
- Deals confidently with opposition and criticism from others.

F 4.1.3 Principal

Roles and Responsibilities

The Principal will be directly responsible to the Local Governing Body - overseen by the Chief Executive of the Trust and the Board of Directors - for:

- All Headteacher legal responsibilities for the Greatfields School
- Overall development of the school
- Curriculum delivery and implementation
- Setting high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensuring a school-wide focus on pupil achievement, using data and benchmarks to monitor progress in every pupil's learning.
- Establishing creative, effective approaches to learning and teaching, responsive to the needs of the pupil community.
- Ensuring a culture that supports and facilitates pupil engagement in, and ownership of their own learning.
- Implementing strategies to secure high standards of behaviour and attendance.
- School level policies and procedures
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies, challenging underperformance and ensuring corrective action.
- Ensuring effective planning, coordination, support and evaluation, clear delegation of tasks and devolution of responsibilities.
- Developing and maintaining effective strategies and procedures for the induction, professional development and performance review of all staff.
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruiting, retaining and deploying staff appropriately.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.
- Co-operating and working with relevant agencies, parents and other partners to ensure the well-being of children.
- Safeguarding and promoting the welfare of children
- Marketing and Pupil Recruitment
- Relations with local external partners, including the local community, the Local Authority, local schools and colleges, Voluntary Sector Providers, employers etc
- Ofsted: Preparation for and management of external inspection
- Facilities management: maintaining and improving school accommodation
- Management Information Systems and ICT

Skills and qualities required

- Evidence of updating professional skills, including management development
- Evidence of the capability and willingness to manage a new school environment from scratch
- Evidence of the capability to manage and monitor the work of teachers new to the profession

- Successful experience of teaching pupils across a broad range of the attainment spectrum
- Evidence of expertise and success in raising pupil achievement and securing school improvement.
- Demonstrates a sound understanding of the qualities of good teaching and effective learning and how these can be applied to raise pupil attainment
- Demonstrates an understanding of the effective planning and delivery of a balanced curriculum with a high expectation for all pupils
- Demonstrates a working knowledge of school development planning, including the development of effective monitoring and evaluation strategies
- Provides evidence of successfully managing strategic responsibilities in current and previous posts
- Knows how to ensure equality of opportunity for all pupils and staff and shows evidence of having done so
- Has a clear vision and strong commitment to inclusion and how this can be achieved for all pupils
- Has the ability and strong commitment to working in partnership with staff, parents, governors and the local community
- Can set, maintain and actively promote high standards of pupil behaviour
- Thorough knowledge of current legislation and policy and the implications for the raising of school achievement
- Evidence of good leadership skills and professional competence; the ability to lead and manage people to work as individuals and as a team towards a common goal.
- The ability to enthuse, inspire and motivate students, staff and parents
- Good decision making skills; the ability to identify and implement solutions to complex problems
- Excellent interpersonal skills and oral and written communication skills
- Good self management skills including the ability to plan time effectively for self and others
- A high level of personal integrity and probity

F 4.2 Identification of a Chief Executive with a relevant and credible track record



F 4.3 A sensible timeline for hiring a Head of School and definition of a role and salary that will attract principal candidates with relevant experience and credible track records of school or academy leadership, with a brief explanation of why we think we can attract high calibre candidates to the role

We plan to recruit a Headteacher for Greatfields School, with specialist Secondary experience, to start from 1st April 2017, ready for the school's planned opening in September 2017.

In the interim period between an approval to proceed to the pre-opening phase and April

2017, the Trust Chief Executive will be responsible for ensuring that all preparatory requirements are fulfilled and that plans are on track, utilising specialist expertise from Sydney Russell School, our Outstanding Partner School and other consultant support as required.

An open competitive process will be put in place to recruit the Headteacher, following a similar pattern to that used successfully to recruit the Headteacher for Riverside School, the existing mainstream Free School on the Riverside Campus.

The Board of Directors will advertise in the Autumn Term 2016 in the Times Educational Supplement for a Headteacher with a salary range of L28 – L34 (Inner London) - £81,441- £93,193. We believe that this is a competitive but affordable salary.

This salary has been arrived at by taking account of the following factors:

- Group Size of Greatfields School when operating at full capacity: Group 8
- Normal Headteacher salary range for a Group 8 school: within the range L28 – L43, [REDACTED]
- Planned Headteacher salary range for Greatfields School when operating at full capacity: L37 to L43, [REDACTED]
- Pay range for equivalent founding Head of School post at Riverside School, which attracted a high-quality field: L28 – L34 (Inner London) - [REDACTED]

We believe that suitable candidates for Headteacher with relevant experience and credible track records will be attracted by:

- The attractive and competitive salary
- The planned purpose-built accommodation
- Being part of a growing Multi-Academy Trust
- Having access to the support and resources of Outstanding partner schools, both of which are Teaching Schools and National Support Schools

Section F5: Educational track record

F 5.1 Key people we will use to provide school improvement support

Table 13: Key people to provide school improvement support

Name	Summary of relevant expertise	Support	Available Time
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	- [REDACTED]	- [REDACTED]	[REDACTED]
[REDACTED]	- [REDACTED]	- [REDACTED]	[REDACTED]
[REDACTED]	- [REDACTED]	- [REDACTED]	[REDACTED]

	-		

F 5.2 People (or organisations) that will provide any central service/support to the trust/academies

See Section F 6 below, in particular Table 14 on p 68

F 5.3 The date and overall judgement of our latest Ofsted inspections with the link to the full report for each of our schools

The Partnership Learning Trust only currently operates one school – Riverside School – a secondary Free school which opened in September 2013 and has not yet been inspected. The Trust therefore has no Ofsted inspection data yet for schools it directly manages.

However, the Trust has two Partner Schools which work closely with the Trust to provide advice and support, which are long-established and do have Ofsted reports

These schools Are:

The Sydney Russell School (Secondary) – latest Ofsted judgement ‘Outstanding’
<http://www.ofsted.gov.uk/provider/files/2226929/urn/101246.pdf>

Warren Junior School (Primary) – latest Ofsted judgement ‘Outstanding’
<http://www.ofsted.gov.uk/provider/files/2145075/urn/101219.pdf>

F 5.4 Links to the most recent performance data for each of your schools

As with Ofsted reports, the Trust’s single current Free school does not yet have any published performance data.

However, the Trust’s Partner Schools do have performance data:

The Sydney Russell School (Secondary)
<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=101246>

Warren Junior School (Primary)
<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=101219&superview=pri>

Section F6: Capacity to expand - How our model will allow the trust to grow and provide on-going challenge and support to any existing academies/schools and any new free schools.

F 6.1 A brief outline of how our current capacity will grow to match our ambition for the trust

The Partnership Learning Trust currently has one open Free school, a mainstream Secondary Free school – Riverside School - which opened in September 2013 and two Free schools in the pre-opening stage – Riverside Special School and Riverside Primary School, both approved to open in 2015. Currently the Trust is set up as a Single Academy Trust, using model DfE Articles. We are in the process of re-constituting the governance structure, moving to a Multi-Academy Trust with three Members and 10 Directors, using model DfE Articles, with Local Governing Committee structures and a new name – Partnership Learning (see diagram on p 43).

We aim to have three Free schools open and operating by 2015, four Free schools by 2016 and a minimum of five Free schools by 2017, with a spread of 40% Secondary, 40% Primary and 20% Special, centred on the East London area. We also aspire to achieve Academy Sponsor status and through this take on up to an additional three schools by 2017.

Our capacity in the five areas of expertise central to the effective operation of our existing SAT is currently modest but in proportion to the relatively small scale of our existing operation: Strategic Leadership 2 days a week; Finance 2 days a week; ICT, Human Resources and School Improvement one day a week each.

All the individuals currently effectively delivering these key central functions are willing and able to increase their contract commitment flexibly and incrementally as our proposed MAT expands and generates the income to sustain its growing operations. [REDACTED]

We believe that this approach enables the Trust to take advantage of high-level expertise in a cost-effective flexible way in proportion to rate of growth and sustainability.

In addition, we currently make use of additional external expertise in areas such as Legal Services and Marketing on a consultancy basis. Our plan would be to increase the use of these services in line with our growth and keep under review at what point it may become more cost-effective in some areas to employ our own in-house expertise, but always keeping the need for sustainability and value for money at the forefront of our thinking.

F 6.1.1 How we intend to finance the growth of the trust

We intend to finance the growth of the trust in a careful and sustainable way by:

- 3% top slice from school budgets of Free schools/academies within the Trust
- For new schools – pre-opening funding (eg development grants for Free Schools)
- Academy Sponsor grant funding from DfE for any future sponsored academies

F 6.2 Shared Services

F 6.2.1 How we plan to make efficiencies and economies of scale by sharing services across our schools

We will provide the core functions of Strategic Leadership, Finance , ICT, Human Resources and School Improvement Support centrally in a cost-effective way that can grow sustainably with the growth of the Trust, funded by a modest 3% top slice of school budgets.

We will also seek to negotiate advantageous central contracts in areas such as reprographics, central purchasing of supplies, utilities and Buildings and Contents Insurance so that our schools can take advantage of bulk discounts.

F 6.2.2 Projected make-up of the 'central team' and their approximate cost

See Table 14 on p 68.

F 6.2.3 Additional skills and expertise within the shared service function

Using our sustainable growth model, we will increase the contract commitment of existing staff providing shared services flexibly and incrementally. In addition, we will make use of additional external expertise as needed on a consultancy basis. Our plan is to increase the use of these services in line with our growth and keep under review at what point it may become more cost-effective in some areas to employ our own in-house expertise.

F 6.2.4 How our shared service function will be financed

3% top slice from school budgets of Free schools within the Trust - see Table 15 on p 69.

F 6.2.5 List of any additional services which can be purchased by each academy or school if the local governing body decides and the approximate costs of these additional services

Payroll	██████████	Occupational Health Services	██████████
Legal Services			

F 6.2.6 Monitoring the performance of the shared-service function

The performance of the shared-service functions will be monitored by the proposed Multi-Academy Trust's Board of Directors' Finance Committee. The committee will receive regular evaluations of quality and value for money from each school's Head of School and Local Governing Body. The MAT's external auditors will provide an annual independent review of the performance of shared services for the Board of Directors and each Local Governing Body. An external education consultant not employed by the MAT will provide a separate annual review of the quality of school improvement services provided centrally.

F 6.3 Evidence of relevant financial expertise at sponsor/trust level

F 6.3.1 High-calibre financial leadership

At Board level, the Multi-Academy Trust will have a very clear and robust structure of Financial Roles And Responsibilities:

Partnership Learning MAT Board of Directors: Overall economic, efficient, effective use of funds received by the MAT, approval of overall MAT budget and delegation of funding to individual schools;

MAT Board of Directors' Finance Committee: Delegated detailed scrutiny of finances

MAT Board of Directors' Audit Committee: Review risks to internal financial control; agree programme of work to address these risks and provide assurance to external auditors

MAT Accounting Officer (Trust Chief Executive): Assuring, and producing annual statement on, compliance, propriety and value for money; management of opportunities and risks

(): preparation of annual and monthly management accounts

Internal audit: Independent checking of financial controls, systems, transactions and risks, by internal audit service bought in from independent certified auditors plus peer review by Principal Finance Officer from another academy trust

External audit: Statutory auditors appointed to conduct annual audit and certify the accounts as "true and fair" including review of the accounting officer's statement of regularity, propriety and compliance

F 6.3.2 Brief outline of the financial performance of our free school during the last 4 years

Our single existing Free school – Riverside School – only commenced operating on 1st September 2013 and therefore has no audited accounts available yet. The school has however had an initial monitoring visit from the EFA which raised no concerns.

F 6.4 Governance: Improvement Planning/Scrutiny/Intervention/Local Governance/Risk Management

F 6.4.1 Improvement plans and how we will provide the appropriate scrutiny to every academy or school

The proposed MAT itself and each school will produce three-year strategic improvement plans and annual improvement plans.

The Board of Directors will provide appropriate scrutiny through the receipt of regular reports, including robust internal monitoring data, from each Principal/ExecutivePrincipal on all key performance indicators – including Finances, Pupil Achievement, Attendance, Behaviour and Safeguarding. These reports will be supplemented by independent external reports as described above in Section F 2.5.2 on p.47, annual surveys of staff, parent and pupil satisfaction and by external data such as RaiseOnline, national performance tables and the data dashboard.

F 6.4.2 Capacity and capability to intervene quickly across all areas of our schools

If the Board of Directors became concerned about any of its schools it would take robust action (see Section F 2.7.2 on p.48 above) which could include:

- Setting up a School Improvement Board consisting of Directors and independent external educational consultants to monitor the school's progress
- Requiring the school to produce a robust recovery plan to be regularly monitored by the School Improvement Board
- Drafting in temporarily key staff from other schools in the MAT or from our Partner Schools
- Deploying interim school leaders from external sources

We have sufficient capacity and capability to do all of the above through the use of our in-house expertise, our group of school improvement consultants and additional external expertise as required.

F 6.4.3 Support and challenge for each school from a highly-skilled, focused local governing body, with the necessary delegated authority to carry out its functions

The Board of Directors will delegate the day-to-day running of the Trust's schools to Local Governing Bodies (LGBs) which will have day-to-day operational responsibility for their schools. Each LGB will have between 8 and 12 members, including Headteacher, two Parent Governors and one Staff Governor. Partnership Learning LGBs will normally be given a wide range of responsibilities similar to those of a traditional stand-alone school Governing Body, including:

- decisions over the spending of allocated funding
- staff appointments up to and including Assistant Head level
- management of staff including appraisal, promotion, discipline and capability
- monitoring pupil achievement and standards of teaching and learning.

Each LGB will have two main sub-committees:

- Finance, Premises and Personnel
- Standards, Curriculum and Community

The Board of Directors will ensure that the appointments they make to LGBs will include appropriate professional educational and financial expertise. The Board will appoint the Chairs of each LGB.

The Board of Directors will also retain the right to withdraw any or all of an LGB's delegated powers if it determines that this necessary in order to ensure the effective and efficient performance of any of its schools.

The separation of powers described above will be clearly laid out in detailed memoranda of understanding between the Board and each LGB.

For further details see Section F 2.3 above.

F 6.4.4 Contingency planning and risk management

The MAT will

- produce an annually updated contingency and business continuity plan.
- maintain a Risk Register - reviewed termly by the MAT Finance Committee
- review Management accounts monthly - by the Accounting Officer - and termly - by the MAT Finance Committee
- establish a robust scheme of delegated financial authority, along with financial controls compliant with Charity Commission “Internal Financial Controls for Charities”, which mitigate against financial risks

Section F6 (a): Shared services

Table 14: Individuals who will be in the central services team as at September 2015, for AY 2015-16

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost per year £
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]
Range of consultants see Table 13 on p 58 above	School improvement support		[REDACTED]	[REDACTED]
TOTAL			[REDACTED]	[REDACTED]

Section F6 (b): Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Table 15: Shared services

Name of school	Budgeted contribution to MAT shared service	
	2015/16	2016/17
Riverside School – 3% of income	██████████	██████████
Riverside Special School - 3% of income	██████████	██████████
Riverside Primary School - 3% of income	██████████	██████████
TOTAL	██████████	██████████

Section G: Budget planning and affordability

Section G1: Accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure



Section H: Premises

See Excel application form.

SECTION H: LOCATION AND PREMISES

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	<Redacted>
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	
--	--

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	<Redacted>
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Any comments on your calculated building space:	
---	--

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
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In which local authority is the site?	Barking and Dagenham
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If the preferred site is near to the boundary with another local authority, please say which:	Newham
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	<Redacted>
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Please confirm the tenure:	Other - please explain
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If other, please explain further:	<Redacted>
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Please include information on purchase or lease price if known:	<Redacted>
---	------------

Who owns the site?	<Redacted>
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Yes
---	-----

Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	<Redacted>
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
What kind of site is it?	<Redacted>
What is the current use?	Other - please describe
If government building or 'other' - please describe:	<Redacted>
Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Who owns the site?	Please select
Please include information on purchase or lease price if known:	
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select

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

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

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

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

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

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

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

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

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

Third choice site

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

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

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

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

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

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

Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
---	--

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

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

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

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

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

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

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

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

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

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

Fourth choice site

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

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

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

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

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

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

If other, please explain further:	
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Please include information on purchase or lease price if known:	
---	--

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

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

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

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

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

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

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

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

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

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

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

For independent school convertors

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

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

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

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

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

CV 1 [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the 	[REDACTED]

CV 1 [REDACTED]	
	years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications
6.	Brief comments on why your previous experience is relevant to the new school
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details

CV 2 [REDACTED]	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation position and responsibilities held length of time in position

CV 2		
	This should cover the last four years. If not, please include additional roles	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including 	N/A

CV 2 [REDACTED]		
	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

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

CV 3 [REDACTED]

	<ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV 4 [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest	N/A

CV 4 [REDACTED]	
	<p>school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications
6.	Brief comments on why your previous experience is relevant to the new school
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details

CV 5 [REDACTED]	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	For finance only: details of professional qualifications,

CV 5

	<p>including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your	

CV 5	
	previous experience is relevant to the new school
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details

CV 6	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles including:
	<ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position
	This should cover the last four years. If not, please include additional roles
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths

CV 6		
	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV 7		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including:	

CV 7 [REDACTED]		
	<ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, 	N/A

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

CV 8 [REDACTED]	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
	<p>Name: Position: Dates:</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications

CV 8 [REDACTED]		
	are maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in	[REDACTED]

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

CV 9 [REDACTED]	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	Details of your last three roles including:
	<ul style="list-style-type: none"> ▪ name of school/organisation [REDACTED] ▪ position and responsibilities held [REDACTED] ▪ length of time in position [REDACTED]
	This should cover the last four years. If not, please include additional roles
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 N/A

CV 9 [REDACTED]		
	<p>qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV 10 [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation position and 	[REDACTED]

CV 10 [REDACTED]		
	<p>responsibilities held</p> <ul style="list-style-type: none"> length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable 	[REDACTED]
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, 	N/A

CV 10 [REDACTED]		
	as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV 11 [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A

CV 11 [REDACTED]		
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and	[REDACTED]

CV 11 [REDACTED]	
contact details	

CV 12 [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		Name: Position: Dates:
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the 	N/A

CV 12 [REDACTED]		
	years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV 13 [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include</p>	[REDACTED]
		[REDACTED]
		Name: Position: Dates:

	additional roles	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, 	N/A

CV 13 [REDACTED]		
	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV 14 [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for 	[REDACTED]

CV 14 [REDACTED]

	<p>the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV 15 [REDACTED]

CV 15 [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	[REDACTED]
5.b	For education only: if you are in a teaching or head of department role in your latest	N/A

CV 15

	<p>school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV 16

1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
4.	For finance only: details of professional qualifications,	N/A

CV 16

	<p>including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your	

CV 16 [REDACTED]	
	previous experience is relevant to the new school
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details

CV 17 [REDACTED]	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
	Name: Position: Dates:
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including

CV 17 [REDACTED]		
	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV 18 [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles	[REDACTED]

CV 18

	<p>including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p>
<p>4.</p>	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	<p>N/A</p>
<p>5.a</p>	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	<p>N/A</p>
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years 	<p>N/A</p>

CV 18 [REDACTED]	
	you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications
6.	Brief comments on why your previous experience is relevant to the new school
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details

CV 19 [REDACTED]	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles including:
	<ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position
	This should cover the last four years. If not, please include additional roles
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number

CV 19 [REDACTED]		
	<ul style="list-style-type: none"> how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable 	[REDACTED]
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

CV 19

7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.

8. Reference names(s) and contact details