



Department  
for Education

# Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

**POWERLIST Post 16 LEADERSHIP COLLEGE**

# Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> by 5pm on Friday 22 November ?	<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:		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> 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 written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>
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: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> within one of the windows below? <ul style="list-style-type: none"> <li>▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or</li> <li>▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.</li> </ul>	<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 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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



**SECTION A: APPLICANT DETAILS**

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
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	6509
Name of proposed school:	Powerlist Post 16 Leadership College
Is this a route one application or a route two application?	Route two
Name of lead applicant:	<Redacted>
Address of lead applicant:	The Aspirations Academies Trust, Tachbrook Road, Feltham, Middlesex, TW14 9PE
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	7753496548
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	
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 Aspirations Academies Trust
Company address:	Aspirations Academies Trust, Tachbrook Road, Feltham, Middlesex, TW14 9PE
Company registration number:	7867577
Date when company was incorporated:	01/12/2011
Please confirm the total number of company members (must be a minimum of 3):	4
Please give the names of all company members:	<Redacted> <Redacted> <Redacted> <Redacted>

Please give the names of all company members:	

Please list all company directors, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<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 directors, members of the project group, etc.	Yes
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	7
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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 Aspirations Academies 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**

Through its members, directors 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.	Yes
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<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	<p>Our President, Dr. Russell J. Quaglia, is also founder and President of the Quaglia Institute for Student Aspirations and Aspirations Unlimited Incorporated in the USA. The Aspirations Academies Trust works closely with these organisations utilising their surveys, research work and materials to promote the raising of aspirations in this country.</p> <p>The Powerlist Foundation, (a registered charity in England and Wales (1138699). A company limited by guarantee, registered in England and Wales company number 7082850.) will be partners in the development of the Powerlist Post 16 Leadership College. They will form the governing body of the college, under the operational control of the Aspirations Academies Trust, and will drive the shared philosophy and oversee the development of the college.</p>
<p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include 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>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>The Aspirations Academies Trust is applying to open it's second Studio School, Space Studio West London, in this application round to open in September 2015. However, this particular application if successful may open in either September 2016 or 2015.</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</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>Yes</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>	<p>The Powerlist Foundation have been heavily involved in this application. The Powerlist Foundation have for some time had the idea of opening a Post 16 leadership college for disadvantaged young people in London. They have spent a couple of years looking for an educational partner to make their vision happen in reality. They approached the Aspirations Academies Trust and as the philosophies of the two organisations are mutually supportive, the plan to set up the college was made. Poerlist Foundation have been involved in developing the vision, assessing the demand, identifying possible locations and buildings, and maximising their extensive network to get business people to support the development and future operation of the college.</p>



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[Jump to use of freedoms](#)

<p>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. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Lambeth
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Proposed opening year:	2015
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Age Range:	16-19
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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:	NA 16-19 application
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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:	720
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Please say which year groups the school will have in first year and the PAN for each	year 12 = 300 students
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Date proposed school will reach expected capacity in all year groups:	2016
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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:	11-18
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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:	
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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?	Yes
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Will you adopt the national curriculum?	No
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	Yes
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Please list any other freedoms you intend to use	Admissions oversubscription to benefit pupil premium students (11-16) and all students will be expected to complete a work based internship during the summer of Year 12
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## 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], [REDACTED] Print name: [REDACTED] Date: 6/12/13

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



## Section C: Education vision

### Key features

Our vision is to set up a high performing Post 16 college for students to be equipped with the skills and qualifications required for success in today's knowledge-based, interdependent, highly competitive world. Students from a wide range of backgrounds will experience a very different type of education, centred on the development of the leadership skills, delivered through a partnership between the college and business, that are central to educational provision in the 21<sup>st</sup> Century. Seventy five per cent of the student intake will be students who up to the age of 16 were classed as pupil premium. The Post 16 College will be based in Lambeth where it will serve two needs: 1. The local need for quality post 16 education in an area where there is significant disadvantage and not enough high quality education provision; 2. The need for a college developing high quality education designed to develop leadership skills in students for students across Greater London. The College will serve 16-19 year olds, admit 150 students each Year into Year 12 for the two year



A level programme (50% of these students will be pupil premium registered) and 150 pupil premium students admitted into the Foundation Year, which is part of a three year A level programme. The focus will be on developing self-worth, engagement with the real world and their learning and to provide students with a real sense of leadership and purpose.

### **The organisations behind our proposal.**

Two organisations are working in partnership to develop the Powerlist Leadership College: The Powerlist Foundation and The Aspirations Academies Trust. In 2010 the Powerlist Foundation was created by a group of the 100 most prominent and influential black people in the UK with a focus of “sharing success with tomorrow’s leaders”. Their members are keen to inspire and act as role models to young people. A Powerlist charity board has been created to develop educational opportunities for young people, initially running a highly successful ‘Summer Leadership School’. Their ultimate aim is to set up a Post 16 leadership college for young people of the London community who do not traditionally have access to life changing opportunities and, all too often, come from disadvantaged areas. For the Powerlist Foundation, leadership is: *‘Demonstrating the levels of emotional and intellectual intelligence that ensures we identify and support the next generation of leaders. It is not sufficient to be successful in yourself. The Powerlist values demand that we seek out and support members of society who could benefit from our unique methods of support, advice and mentoring’*. In October 2013 the Powerlist Foundation decided to form a partnership with the Aspirations Academies Trust, a small, successful and dynamic multi-academy trust with significant experience and success in education in London. The AAT’s philosophy and innovative and empathetic approach to supporting the Powerlist’s aims made the partnership an elegant and exciting fit.

### **Rationale**

*“Leadership is about choosing to serve others and making available resources that fulfil a higher purpose, and in turn, give meaning to work.” Greenleaf 1996*

The Powerlist Post 16 Leadership College (PLC) will be a unique educational organisation with the prime focus of developing leaders for the future. The young leaders leaving PLC, primarily young people from disadvantaged backgrounds, will be fully equipped with the skills, attributes, aspirations and high level qualifications to play an active and successful role in the development of the local, national and global economy.

*‘Talent is what we must nurture and develop if we are to remain one of the world’s great cities.’ Boris Johnson, 2013, ‘Securing Britain’s Talent.’*

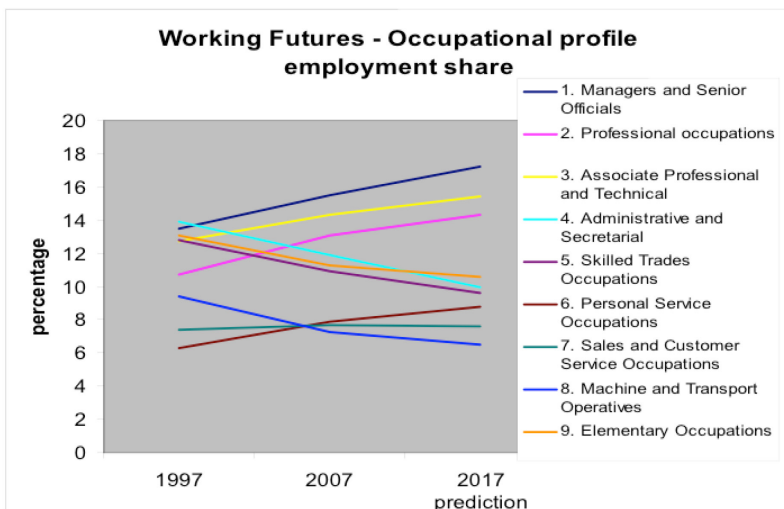
The ultimate aim of the Powerlist Leadership College is to support young people to take a leading role in the world. To do this PLC will offer an innovative and continually evolving educational provision designed to keep pace with technological and societal change. The words of a recent OECD report support this approach: *‘Today, where individuals can access content on Google, where routine cognitive skills are being digitized or outsourced, and where jobs are changing rapidly, education systems need to place much greater emphasis on enabling individuals to become lifelong learners, to manage complex ways of thinking and complex ways of working that computers cannot take over easily. Students need to be capable not only of constantly adapting but also of constantly learning and growing, of positioning themselves and repositioning themselves in a fast changing world’*. Schleicher, A. (2012), Ed., *Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World*, OECD Publishing. <http://dx.doi.org/10.1787/9789264xxxxx-en>

Later in this application, in Section E, significant evidence of need will be provided to support this

application for the Powerlist Post 16 Leadership College; however, at this stage it is imperative to emphasise the important and urgent need for the PLC. There are 10 compelling reasons for the development of the Powerlist Post 16 Leadership College in London:

1. **There is a lack of relevant skills development in our schools:** Our current education system is significantly failing to deliver the skills required for success in the world today. The Aspirations Academies Trust is working with a global group of schools led by Michael Fullan called *'New Pedagogies for Deep Learning: a global partnership'* which seeks to renew our goals for education and learning, to include skills that prepare all learners to be life-long creative, connected and collaborative problem solvers and to be healthy, happy individuals who contribute to the common good in today's globally interdependent world. We need our learning systems to encourage youth to develop their own visions about what it means to connect and flourish in their constantly emerging world, and equip them with the skills to pursue those visions. The overriding narrative behind London's economic growth over the past decade has been the rapid expansion of jobs requiring highly skilled labour. According to recent Labour Force Surveys, around 43 per cent of jobs in London are filled by employees with qualifications at level 4 (first degree level) or above, compared to 30 per cent of employees in the rest of England and Wales. This trend is predicted to continue strongly, with more than 500,000 new jobs in the business services sector expected to be created by 2026. More than 50 per cent of employees in this sector have level 4 qualifications. The rationale behind investing in Londoners' skill levels is therefore two-fold: firstly to ensure that all Londoners are able to participate in the city's economic success and secondly to guarantee that success by continuing to provide the high skill base required by private and public sector employers. Whilst the attainment of school leavers in London is in line with the English average, this is not sufficient to cope with the skewing of the London economy towards high-skilled labour.

Figure 13 : Working Futures Employment Occupational forecasts



To tackle ingrained and disadvantaged, intervention is required both at

school age and later in life to make opportunities for gaining new skills more accessible. This was the key motivation in the formation of the 'Powerlist' five years ago.

A key issue for employers is "work readiness" of young people. By tailoring the curriculum to develop the skills required by employers in the area we believe that we can make our students highly employable. The present generation of young people in our schools live in an era of globalisation that demands mobility and soft skills yet, *'High unemployment levels co-exist with increased difficulties in filling vacancies. Young people's employability is*

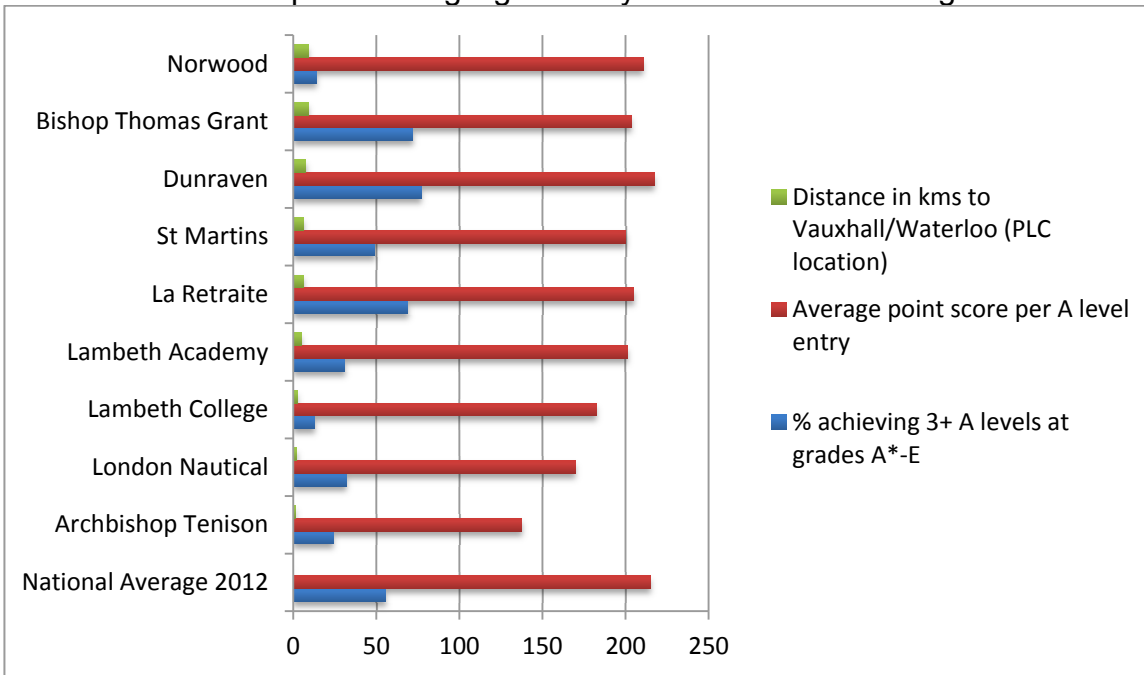
*threatened by labour market mismatches: inadequate skills, limited geographic mobility and inadequate wages.’ OECD. The leadership education provided by PLC would help bridge this gap as it would develop core skills, including: problem-solving; team-building; transversal competences – such as learning to learn, social and civic competence, initiative-taking, entrepreneurship, and cultural awareness. PLC would promote an entrepreneurial attitude in all of its students so they could play a key role in the competitiveness of the London economy and beyond. Entrepreneurship is essential to the future economy, according to the European Commission, ‘More than 99% of all European businesses are SMEs. They provide two thirds of the private sector jobs and are primarily responsible for economic growth in Europe.’ Entrepreneurship education not only enables young people to start a successful business, but also to become valuable contributors to the economy. PLC will create a culture where entrepreneurial learning is pervasive. The need to develop education is emphasized by Alex Merrylees Head of HR at Virgin Atlantic Airways with his quote in the ‘Securing Britain’s Talent’ publication in 2013: ‘The purpose of education needs clarifying. We have an education culture where you can “learn the exam”. But employers seek the deeper life skills that potential employees can bring, not whether they have four A\*s. We have to ask ourselves what the UK economy will look like in 2020 and, crucially, whether we are developing our education system for that.’*

2. **The need for London and Great Britain to successfully compete in the global economy.** OECD economists say the young generation faces the very real prospect of ending up worse off – materially, professionally and socially – than their parents because of the evaporation of jobs in Europe. Hundreds of twenty somethings face endless job frustrations: receiving rejections because they are overqualified with the wrong skill sets, writing scores of unanswered letters, unable to build a life without a job to structure it around. What is crucial is that educators realise just how much the world has changed. China, India, Brazil, South Korea and many other countries have been competing with Britain for quite some time in areas we used to dominate. Those who suffer most are the disenfranchised, less educated and therefore marginalised. This is not acceptable in London, the globe’s sixth richest place and the richest city on earth. The Powerlist have an enviable position to act as a barometer of business trends in the UK and the world in general.
3. **The lack of high quality post 16 education in Lambeth and across the capital.** PLC will aim to provide young people with the highest possible qualifications to enable them to access the best universities and careers globally. This will be achieved through high quality and innovative approaches to teaching and learning. PLC will provide its students with an education better than that provided by the best state and independent schools. There is a real lack of high quality post 16 education in Lambeth and across London in general. The table below reflects the fact that there is a great amount of successful post 16 education provided in London by Independent schools with the green highlighting performance above national averages, whilst some VA/VC schools also perform well, in all areas the state funded sector perform below national averages. Lambeth in particular performs poorly in both state funded sectors with only 1 independent school providing quality provision:

Borough (selection of Boroughs)	Number of Schools	State/Independent/VA/VC	Number above national average for students achieving 3 or more A levels at A*E (55.5% in 2012)	Number above national average point score per entry at A Level (214.8 in 2012)
Lambeth	6	VA/VC	2	0
	1	Independent	1	1
	6	State	1	1
Wandsworth	2	VA/VC	1	0
	3	Independent	3	3
	10	State	4	2

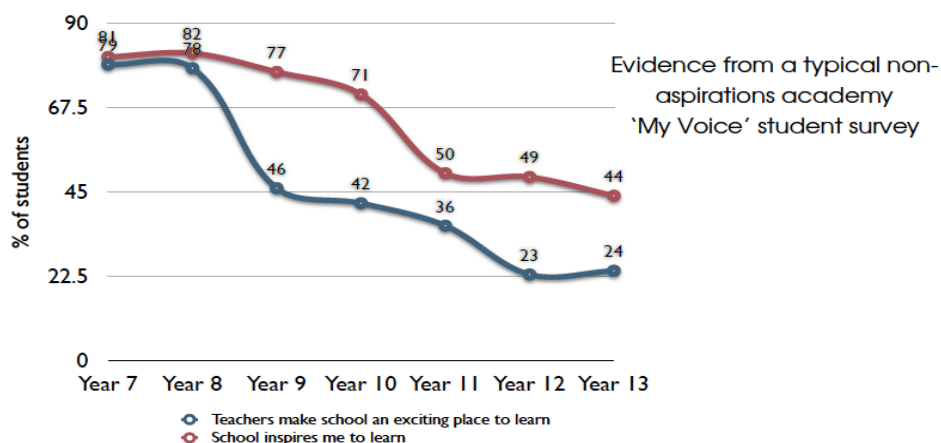
Southwark	2	VA/VC	1	1
	3	Independent	3	3
	8	State	3	2
Croydon	5	VA/VC	2	1
	6	Independent	6	6
	15	State	2	3
Kensington and Chelsea	1	VA/VC	1	1
	8	Independent	8	8
	2	State	0	0
Hammersmith and Fulham	1	VA/VC	1	1
	5	Independent	5	5
	6	State	1	1
Westminster	3	VA/VC	3	1
	9	Independent	8	8
	5	State	2	2

When the Lambeth state education sector is looked at in more detail the low level of quality is further revealed. In particular, the 4 post 16 schools/colleges within 6 kilometres of the proposed PLC location are all performing significantly below national averages:



The quality of education is not simply reflected by examination performance, it is also reflected by the style of education provided in most school. Education needs to change and develop in order to fully engage young people, to motivate them and to help them develop the relevant skills for success in the world today. Worldwide surveys reveal a growing disconnect between the education schools provide for young people and their levels of engagement. 'Studies from many countries show that among high school students less than 40% of upper secondary students are intellectually engaged'. Jenkins, (2013 Willms et al., 2009). The diagram below reflects this trend:

## Students are increasingly bored in school as they get older



4. **Lack of high-level education and career opportunities for students from disadvantaged backgrounds.** Young people in London educated in the state sector up to the age of 16 do not generally progress to Higher Education and many do not even progress to study A Levels (See the table below). This could be because of one or more of: quality of provision, aspirations or opportunities. PLC would redress this by actively encouraging pre-16 year olds who are on the pupil premium to join the college to study A levels and then ensure they develop the aspirations and qualifications to progress to university, quality employment or to start their own business. The power of the PLC provision is that it provides the opportunity for bright disadvantaged students to excel through a two or three year PLC education provision.

% of Year 11 students moving onto School Sixth Form or Sixth Form College 2010/11 (Department for Education)		% of A Level students going onto Higher Education 2010/11	
Borough	%	H.E	Russell Group Universities
<b>Lambeth</b>	<b>51</b>	<b>40</b>	<b>5</b>
Wandsworth	64	40	4
Southwark	54	38	4
Westminster	69	45	4
Croydon	47	35	4
Hammersmith and Fulham	61	44	7
Kensington and Chelsea	58	32	11

Lambeth was selected as our area of choice because of its Central London coupled with the fact that it is an educationally and socially deprived area. 32% of eligible students receive Free School Meals and Lambeth is placed at point 29 out of 326 on the Index of Multiple Deprivation. Also, only 51% of Lambeth students currently go on to study A levels and only 5% go on to Russell Group Universities. The aim of the PLC is to radically improve these figures.

The student cohort will represent all elements of society, however, as already stated 75% of the intake will be students who were classified as pupil premium students at the time of their application for the college. We expect the majority of these to come from Lambeth and other inner city boroughs, be a good mix of male and female. Considering the mix of young people in Lambeth and the fact that the Foundation Year would enable significant education catch up time, there will probably also be a wide number of EAL students. It is also anticipated that the college roll will be greatly ethnically diverse, particularly as Lambeth has a large proportion of its population classed as Afro-Caribbean. Lambeth is one of the most ethnically and

linguistically diverse boroughs in Britain. Most notably, Lambeth has the largest proportion of Black Caribbean residents of any London borough, and the third largest proportion of Black African residents. There is also a significant Portuguese population. 73% of school children in Lambeth are from black and other ethnic minority groups.

5. **High levels of youth unemployment.** With a quarter of London's 16-24 year-olds unemployed and the jobs market becoming increasingly competitive, it is more important than ever for young people to have the skills they need to secure employment and forge a career. PLC will provide skills and qualification for 720 students, which will enable them, find successful employment.
6. **Rapid population growth.** The population growth of 0-16 year olds in London is significant with a growing demand for post-16 student places. However, there are currently empty post 16 places in some London schools, which are primarily in small sixth forms in 11-18 schools that often have levels of poor A level performance. There is a shortage of quality A level places. In addition, within the next few years there will be a shortage of post 16 places in London for two reasons: The rapid population growth; The raising of the school participation age. PLC will ideally be located in Lambeth and serve all of Greater London, however, in Lambeth itself there are only enough school places for 65% of the students at present and already there is an need for an additional 5,040 student places a year according to the Lambeth Planning Strategy. Within 5 years this demand will have transferred to the post 16 sector also.
7. **Global Competition.** Every young person is now competing for work with people from all corners of the globe. China have more first class honours graduates than Europe and America's total graduate population! To gain advantage in the job market and to help develop a highly productive economy young people need to be the best in every respect. PLC will develop young leaders with the skills, qualities and high-level qualifications that will enable them to be the very best they can be enabling them to compete on a global stage.
8. **The need for the development of leaders from all sectors of society.** The leadership stratum in this country is still predominantly white, middle class and male, despite our population being far more diverse. PLC believe that most organisational processes - change, talent, teams, engagement, innovation, collaboration – stand or fall on the quality of its leadership. Leadership proves, over and over again, to be the critical, enabling factor. PLC will aim its' energy and resources to the point of maximum leverage, helping our students develop their leadership capacity and leadership capital, to define themselves as leaders and supplying the practical skills and knowledge that supports them in their journey to leadership. PLC does not believe that there is an ideal character for leadership, instead we work from the principle that just about any configuration of human traits and capabilities can be deployed as leadership when a person learns to monitor, manage and master the processes of awareness, decision-making and action. We develop student leadership capacity through building self-awareness, confidence and initiative. The future leaders that PLC will develop will help to make sure London and Britain remains competitive and effective.
9. **The need to involve business and industry in the educational development of young people.** The Powerlist Foundation consists of many people deeply involved in the business and industrial world. These people will be closely involved in the development of young leaders at PLC. Not only will they act as mentors and role models but they will also be actively engaged in the educational process and will help provide all students with a real work internship experience. PLC will help train business people in mentoring skills as required.
10. **Raised aspirations.** The Aspirations Framework, which will be central to every aspect of PLC, provides a research grounded, tried and tested framework to unlock students unending academic, personal and social potential. It was developed by Dr. Russell Quaglia, over a period of 25 years, consisting of research and practical application in schools in the USA and worldwide. Currently, the Aspirations Framework is successfully at work in places as diverse

as all the inner city schools in Youngstown Ohio, school districts in California and South Carolina in the USA and across all seven Aspirations Academies in England. The framework is tried and tested on students from all backgrounds, although the impact is far greater in areas of low aspiration and disadvantage. It is centred on the development of three Guiding Principles: Self-Worth, Engagement and Purpose. The three guiding Principles are lived out through 8 Conditions that make a difference. The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and Responsibility, Confidence to Take Action. Students not only develop the capacity to dream but to do something in the present to realise those dreams. The impact of the aspirations framework is that it does transform whole communities as has happened in areas of the USA and is happening now in Feltham (Greater London), Poole and Banbury. This approach to education is unique to Aspirations Academies.

## **Vision and Ethos**

Our vision for the Powerlist Post 16 Leadership College (PLC) is strong and ambitious. We want to create a new generation of London's leaders and equip them with a strong sense of ambition, drive and confidence to achieve. The PLC students will pursue excellence in all aspects of education and deliver seismic change by creating future leaders of our society from their own communities. The enormous talent pool in London is not fully tapped and we want to play our part in offering an outstanding education for those without the significant advantages of wealth, contacts and private education. The PLC will be a pan-London College; centrally located with excellent transport links, which we hope will attract the most ambitious young people from across the capital. We expect that many applicants will be Pupil Premium students and welcome the opportunity to support their ambitions. We will establish a distinctive, inclusive and diverse College with leadership and aspiration at its core. We will harness the power of established leaders to inspire, role model and encourage our students to raise their ambitions. This will be based on the Aspirations Framework, which provides a research grounded, tried and tested framework to unlock students unending academic, personal and social potential.

Leadership is central to the ethos of the college and according to [REDACTED], [REDACTED] who wrote the [REDACTED], there are four current theories of Leadership. All four theories talk about the necessity for self-awareness and emotional intelligence.

- Trait theory
- Behaviour theory
- Situational theory
- Values based & transformational

**Powerlist Leadership College will be very different to other mainstream post-16 schools and colleges**, with 720 students aged 16-18 following a dynamic, entrepreneurial curriculum that mixes traditional A levels with a focus on global awareness and preparation for the world of work. There are five main components to the PLC curriculum:

1. The **A Level programme** will be taught through an innovative and engaging approach, involving both discrete subject teaching, Project Based Learning (a technique used to generate more relevance to the curriculum as successfully trialled at the National Space Academy in their Space engineering A level programme), and through the use of on-line resources. All students will follow at least 3 A levels, from a choice of mainstream traditional subjects.
2. At least 10 hours a week will be devoted to creating the **PLC Leadership Continuum** for students (learner voice → emerging leader → enterprise) through the **Leadership Incubator Programme** in which there are four levels of development: 1. Discovery, 2. Action, 3. Transition, 4. Mastery. This would consist of Leadership and



Innovation workshops designed to develop essential leadership skills incorporating elements from a range of existing programmes such as the successful Powerlist Foundation Leadership programme, delivered in partnership with Deloitte and top businesses in London and our University, and Career seminars, as well as innovative new approaches to leadership development. These partnerships would continue and grow through the work of the PLC.

3. **The Aspirations Framework.** This is embedded in every aspect of the college. The Three Guiding Principles of self-worth, engagement and purpose are central to the development of staff and students. Students and staff are trained to develop the three principles and are assessed in the progress through an individual on-line My Aspiration Action Plan and through an aspirations element in the leadership Incubator Programme.
4. **Enhancement** experiences and activities.
5. **Skills** for the 21<sup>st</sup> Century will developed across all the other 4 components of the curriculum.

A strong element of the vision for the college is to open up leadership related careers to a more diverse background of students, including more women. This would be actively encouraged throughout all aspects of the educational provision but primarily through the active use of role-models as mentors and through exploring and facilitating individual pathways through the use of the MAAP (see later).

In addition, for 150 students classified as pupil premium at the time of application, who do not meet the target and predicted examination entry requirements of a grade B at GCSE in English, Maths and their three chosen A level subjects, but who have at least a grade D in English and Maths and a grade C in their chosen A level subjects, they can access the Leadership Foundation Year as part of a three post 16 programme. This will involve a Foundation Year programme focussed on self-discovery and skills development to enable them to access and achieve the A level results and range of leadership skills needed for access to the global stage. During this year students will follow GCSE retakes in English and Maths, 1 A level, Project Based Learning pre-A level course for their other 2 chosen A levels and leadership discovery through the completion of the gold level Duke of Edinburgh Award.

As a result, PLC will have a challenging, engaging and innovative approach to curriculum delivery. There will be a wide range of learning strategies utilised, active involvement of employers and universities, opportunities to experience the real world of business, and a culture of aspiration, providing world class support on the leadership journey from secondary school through to university and out into a career.

A significant amount of teaching would be based on multi-disciplinary industry commissioned assignments and projects. All students would experience a work-based internship during the two-year A level programme. To promote relevant skills and high quality production, all students would develop digital portfolios of their work and be expected to research, analyse, develop and present their findings on a regular basis. They would work with their academic and personal development coaches to achieve these outcomes. Each student will be allocated a personal mentor from the Powerlist and Future Leaders alumni network with expertise in their career area of choice, whether in a leadership position in the corporate, government or not for profit sector. We will also draw upon the leadership expertise of organisations such as McKinsey, Microsoft, Capgemini, Thomson Reuters and others in the design and development of our pastoral and mentoring programme. Our facilities will be dynamic and reflect the modern world of work, including advice and support from world leading architect and [REDACTED].



The Powerlist Leadership College will be governed by the Powerlist Foundation, as the majority of the local Advisory Board will be Powerlist members, with the Aspirations Academies Trust having the legal responsibility for the college as well as providing the operational support from within the Trust. The powerful combination of the two organisations complementary philosophies will bring enormous benefits to the students at the college. Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal we are dedicated to promoting and putting into practice the principles and conditions that foster student aspirations. **Each Aspirations Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.** At whatever stage a student joins an Aspirations Academy **the aim is to provide each individual child with the best possible life chance.** This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an inter-connected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment. Students would also benefit from close links with other aspirations academies, in particular Space Studio Banbury and Studio West London, making full use of the lead science and maths educators associated with the National Space Centre and sharing staff, resources, contacts and know-how. Economies of scale would operate with staff working across the AAT West London District, as well as across the Aspirations Academies Trust. Such co-operation will help to develop a very high level of quality expertise across the schools.

The Aspirations Framework is central to the provision of the high quality education delivered at PLC. The framework is based on the three Guiding Principles and 8 Conditions that Make a Difference, for fostering students' aspirations. These provide a framework for the whole operation of the college and a significant amount of research is conducted to inform the training that is required for staff and students.

The Powerlist Leadership College would be housed in a business environment to model the work environment and would operate for 43 weeks of the year, 8.30 a.m. to 4.30 p.m. Although there is an expected level of achievement required for entry, the PLC will be non-selective and open to students from anywhere, and it is expected that the 300 students accepted to the college each year would be drawn from across the whole of Greater London. Ideally, PLC will be located in Central London close to a major railway station with our preferred option being a site near to Waterloo Station in Lambeth, with a secondary option of a site within 5 minutes walk of Clapham Junction in Wandsworth. The rationale for this location is based on the following facts that are amplified later in this application:

- a. We want to maximise access to students from all parts of Greater London. Location near a major station is important.
- b. There are low levels of post 16 attainment in Lambeth.
- c. There are significant pockets of deprivation in these areas.
- d. PLC will have a global focus and a Central London location will enhance this.
- e. Access to businesses for mentoring and internships will be greatly facilitated by the location.
- f. Support from other Aspirations Academies in the start up phase will be easier as transport routes are very good.
- g. There are several possible sites for the college in both the Waterloo and Clapham Junction areas.

With a strong, powerful and successful education provision based in Lambeth providing young people with the skills and qualifications to succeed in the world today the aim is to transform the community of Lambeth. This will be further enhanced through the regional, national and international focus the success of this innovative college will bring to the area.

In summary, the vision of the PLC is captured perfectly by [REDACTED]: [REDACTED]

### **Aspirations and Outcomes**

The Powerlist Post 16 Leadership College (PLC) has clear aspirations and outcomes that are closely aligned to its vision:

1. **High levels of attainment for young people from disadvantaged backgrounds.** PLC will expect to deliver an A level performance better than national averages, in terms of % grades achieved at A\*-E, % grades at A\*-A, and the average A level points score per entry. The Powerlist Foundation and the Aspirations Academies Trust have a commitment to make certain that all young people achieve their full academic potential and become responsible citizens. By providing young people from disadvantaged backgrounds with a high quality education resulting in the high levels of attainment, required for entry to university and employment, they will have the foundations to fully succeed in today's world.
2. **The development of leaders from all sectors of society.** PLC will aim its' energy and resources to the point of maximum leverage, helping our students develop their leadership capacity and leadership capital, to define themselves as leaders and supplying the practical skills and knowledge that supports them in their journey to leadership. The PLC will develop a range of measurable leadership programmes and will work with organisations such as Generating Genius to target young people in disadvantaged areas across the whole of London who have significant leadership potential and particularly those on the Pupil Premium. The future leaders PLC will develop will help to make sure London and Britain remains competitive and effective.
3. **Students equipped with the skills required for success in the world today.** PLC is committed to both developing life opportunities for students by helping them to develop the skills relevant to the business sector and to growing a skilled workforce able to support the needs and future growth of the economy. Through this focus PLC will add a completely different dimension to the educational diversity of London, helping to develop a distinct school that delivers a ready, able and skilled pool of workers. All students will be expected to either go to University, into a skilled career or start their own business on leaving PLC.
4. **The development of innovation and an entrepreneurial mindset.** Entrepreneurship education not only enables young people to start a successful business, but also to become valuable contributors to the economy. PLC will create a culture where entrepreneurial and innovation is natural and prevalent. All students will be involved in the development of at least one innovation each academic year.
5. **A research hub to demonstrate and promote an innovative and engaging approach to education.** Throughout this application there are many examples of innovative and distinct approaches to educational provision which will not only ensure the 'uniqueness' of PLC but will also act as a conduit for research and development of educational strategies and approaches that will, in the long term, benefit a wide range of schools and influence the educational development of thousands of students. An essential strength of The PLC will be the way in which students learn. There will not just be one approach to learning, as students enjoy the challenge of learning through a variety of methods including: personal coaching, research, independent and group study, real work, thematic projects and discreet subject lessons. Students will benefit from a curriculum taught in an innovative and engaging way. Core subjects are taught discreetly and in an interdisciplinary fashion developed by the teachers

and further explored through students' own projects. Learning is supplemented through interactive, online software. All students are issued with an iPad on entry (removing the need for significant investment in ICT hardware - although some high end computers will be used to deliver specific programmes. Employers, academics and teachers will be involved in the development and delivery of the curriculum at the College, thus making it relevant and the students more employable. As well as developing opportunities for industrialists and academics to get involved in the construction, development and delivery of our curriculum, and providing suitable work placements for our students, we will continue to look for new opportunities to work with different businesses and places of research throughout London and the rest of the country, to guarantee our students access to the most up to date equipment, technology and opportunities as they develop.

6. **High Aspirations.** *'Aspirations is the ability to dream about the future, while being inspired in the present to reach those dreams.'* Dr. Russell J. Quaglia. The Aspirations Framework provides educators with a practical model that can be used to guide the development of educational experiences, from the individual classroom to the entire school building. If school curriculum, activities, and lessons support each of the Three Guiding Principles, students will be more likely to achieve academic, personal, physical, and social success. At PLC students will be treated as individuals with a personal coach to support them through their learning. They meet their coaches at least once every fortnight to review progress and to plan further. They will also participate in small group coaching sessions to be motivated by, and learn from, their peers. All students will also be supported by a personal learning plan known as My Aspirations Action Plan. This will focus on curriculum success and needs, including exam preparedness, students' personalised learning styles, university and job applications and pastoral care. Each student will also be allocated a mentor from the Powerlist alumni network and we will draw upon the leadership expertise of organisations such as McKinsey, Microsoft, Capgemini, Thomson Reuters and others in the design and development of our pastoral and mentoring programme.
7. **Lifelong commitment to leadership.** All PLC students will be expected to retain a link with the college throughout their life. PLC will provide on-going support for former students: interview preparation, CV development, leadership training and leadership mentoring. In return students as part of PLC alumni will be expected to act as mentors, support student internships and promote the work of the college.

## Section D: Education plan – part 1

### Curriculum Principles

The Powerlist Post 16 Leadership College (PLC) will be a unique educational organization with the prime focus of developing leaders for the future. The young leaders leaving PLC, primarily young people from disadvantaged backgrounds, will be fully equipped with the skills, attributes and high level qualifications to play an active and successful role in the development of the local, national and global economy.

At PLC the curriculum is tailored to develop the skills required for business success in London and beyond, to not only make our students highly employable but to also provide them with the entrepreneurial attitude and drive to pursue their dreams. The essential strength of PLC is the way in which students learn; not just through one approach, as students are engaged through the challenge of learning using a variety of methods including: personal coaching, research, independent and group study, real work, thematic projects and discreet subject lessons. Successful business people, academics and teachers get involved in the development and delivery of the curriculum at PLC. As well as developing opportunities for business people and

academics involvement in the construction, development and delivery of our unique curriculum PLC also provides suitable work internships for our students, this will grow as we continue to look for new opportunities to work with different businesses and places of research in London.

The table below shows the potential student growth. A realistic assumption, based on performance in other Post 16 colleges, would be that no more than 10% of Foundation Year students would not achieve the standards to continue into Year 12 (see section on assessment).

	2015	2016	2017	2018	2019	2020	2021
Foundation Year	150	150	150	150	150	150	150
Year 12	150	150 + 135 (from FY)	150 + 135 (from FY)	150 + 135 (from FY)	150 + 135 (from FY)	150 + 135 (from FY)	150 + 135 (from FY)
Year 13		150	285	285	285	285	285
Totals	300	585	720	720	720	720	720

The expectation of each student joining PLC is that they will experience something unique to Post 16 education. We intend to take ‘best practices’ in curriculum development, to build a solid foundation of what works effectively, to enable us to move to ‘next practices’, developing new and innovative educational processes to take student engagement and attainment to another level. The academic year is a seamless academic and educational provision starting in August of Year 12 and ending in June of Year 13, with a maximum holiday break of 2 weeks within this period.

There are four dimensions that weave throughout every aspect of the curriculum:

- 1. Knowledge:** PLC will carefully consider the significance and applicability of what is taught in order to ensure that there is a balance between the conceptual and the practical. The knowledge based aspects of the curriculum need to connect the content to real-world relevance in order to ensure student motivation and full engagement.
- 2. Skills:** PLC will prioritise the development of a wide range of skills relevant to the development of future leaders, entrepreneurs and in line with the requirements of the 21<sup>st</sup> Century.
- 3. Character** (behaviors, attitudes, values): Students need to be equipped and ready to face an increasingly challenging world. PLC considers it to be important to teach and develop student character through a focus on performance-related traits (adaptability, persistence, resilience) and moral-related traits (integrity, justice, empathy, ethics).
- 4. Meta-Layer** (learning how to learn, interdisciplinary, systems thinking, personalization, etc.): An essential “meta-layer”, enveloping the other three dimensions, is considered by PLC to be essential for establishing lifelong learning habits, activating transference, building expertise, fostering creativity, enhancing versatility, addressing individual students’ needs, and more, in order to develop the strong and versatile leader. *(Based on the thinking of Charles Fadel - Partnership for 21<sup>st</sup> Century Skills).*

The Powerlist Foundation spent several years researching a wide range of school models that offer outstanding education and leadership development. They were inspired by the work of KIPP, Rocketship Education and other charter school models as well as the work of Eton, Westminster School and Wellington College in combining rigour and leadership development. We believe that there is a gap in the demand amongst young people in London and their parents for greater choice in the 16-19 provision, which leads to high quality education and learning as well as access to mentors and alumni from the Powerlist who can provide world-class support into the world of work and employment.

## Expected Student Intake

The Powerlist Post 16 Leadership College (PLC) is built on a vision of providing significant lifetime opportunities for young people from disadvantaged backgrounds. The aim is to attract the best, brightest, hardest working and most ambitious young people from across the capital regardless of their background. PLC will help create the next generation of leaders and equip them with high aspirations, a strong sense of self-worth, real engagement in the present to enable them to achieve their dreams. The basic requirement for a PLC student is to be gifted and talented in leadership and innovation and/or able to recognize the importance of developing their leadership capacity, as well as exhibiting the potential to grow as individuals and to benefit the local and global economies. From our research, Lambeth and the other inner London boroughs have some of the highest proportions of FSM or pupil premium students making the PLC curriculum vision very appropriate to the area. To fully support its vision PLC will expect to offer at least 50% of its 150 Year 12 places a year to pupil premium students at the time of application, along with a further 150 places for pupil premium students with lower grades on the Leadership Foundation Year. The basic minimum GCSE performance require for direct entry to PLC Year 12 is at least a prediction and target grade B for each of the 3 subjects they choose to study at A Level, as well as a grade B in English and Maths. In addition, for students classified as pupil premium at the time of application, who do not meet the target and predicted examination entry requirements but who have at least a grade D in English and Maths and a grade C in their chosen A level subjects, there is access to a three year A level programme through the **Leadership Foundation Year Specialist 3 year**. This would take the PLC student population up to 720 over three years and include when full **570 former pupil premium students**. We expect a fairly equal representation of male and female students, with a significant number from ethnically diverse backgrounds reflecting the local community.

The curriculum will be designed to fully meet the needs of all students but specific features will benefit particular groups (data is from the Lambeth Ethnic monitoring of school pupils report):

- FSM (Pupil premium) students (32% in Lambeth, 35% in Southwark and 40% across the river in Westminster) who have been held back in their educational performance through disadvantage will have the benefit of the Foundation Year access onto a two-year A level programme.
- There is a high proportion of black students (55.9%) in Lambeth who will, along with all other students, be mentored by and work with members of the Powerlist Foundation. Leadership workshops will involve a significant input from Powerlist businesses and internships will be in environments where students will have role models for success.
- Girls into leadership. The aim will be to work with organisations where women play a leadership role and to involve them in the leadership workshops and mentoring.
- EAL students (12.2% in Lambeth) will receive specific support in the Foundation Year in order to enable them to achieve grade B GCSE passes by the end of this year opening up the opportunity to study A levels.

Applications from students will be accepted from any distance with a postcode address within Greater London. A student will only be offered a place on condition that they agree to the PLC 'Charter for Education' which specifies the expectations of a lifelong commitment to the values of the college and towards provision of on-going support. As the academic year starts in August of Year 12, before GCSE results are reported, students will be offered a place at PLC based on their target and expected GCSE grades. Students who do not achieve their target GCSE grades will be given to mid-September to show they are capable of following an intensive A level programme; at

this point if they cannot show the required standard they will still have time to find alternative Post 16 provision or will be invited to join the **Leadership Foundation Year**.

## The Programmes

Route 1 – Three Years	Route 2 – Two Years
Leadership Foundation Year	Year 12
Year 12	Year 13
Year 13	

## The Curriculum Plan

There are five broad principles for curriculum delivery at PLC:

1. **A Level qualifications** are generally taught as a discreet subject and through projects using the Project Based Learning (PBL) approach.
2. The creation of the **PLC Leadership Continuum** developed through a unique **Leadership Incubator Curriculum** designed to promote the leadership skills throughout all aspects of the PLC.
3. The **Aspirations Framework** runs through all aspects of the curriculum.
4. **Enhancement** experiences and activities.
5. **Skills** for the 21<sup>st</sup> Century.

The following tables provide a general diagrammatic outline of the curriculum at PLC with the following narrative provides a more detailed explanation. Table 1 below outlines the range of curriculum provision at the Powerlist Leadership College:

Type of Activity	Subject/other activity (e.g. enrichment)	Hours per week	Number of weeks in year/Time of year	Mandatory/Voluntary	Comments
A Levels examined at the end of Year 13 (AS levels will be sat where still applicable and examined in Year 12)	English Language	6	37 Weeks Year 12, 32 weeks Year 13	Choice of 3 A Levels	4 hours per week are taught and 2 hours a week are Project Based Learning based on applying the subject to real world issues. All A Levels have a considerable on-line learning available for home and private study.  It is also possible to follow an additional A Level through supported self-study with a tutor in one period per week of Private Study time – the remainder of learning will be on-line self teaching  * See later in this section for justification of the choice of A levels
	Maths				
	Further Maths				
	Chemistry				
	Biology				
	Physics				
	Psychology				
	Art				
	Drama				
	Geography				
	History				
	Philosophy				
	Classics				
Economics					
Computer Science					
Innovation/Leadership Workshops including working on sponsored real-world projects and commissions ('Students for solutions', etc.),	Leadership Incubator Programme/PLC Leadership Continuum	10 hours a week	37 weeks Year 12, 32 weeks Year 13	Compulsory for all	Students will develop through both the 4 stages of the Incubator Programme and the continuum as and when they feel they are ready
Electives (GCSE and non-exam)	Mandarin conversation	2 hours per week	37 weeks Year 12, 32 weeks Year 13	Students choose to follow a GCSE all year or two different electives each week for six	Either choose a GCSE for the whole year or two different activities for each half term. The electives will be determined by student needs.
	A range of electives suggested by students ranging from: Mandarin, Spanish, Dance, debating, social drama, robotics, language conversation, and more				

				weeks	
Mentoring	Personal coaching and group coaching sessions	1.5 hours (30 minutes individual coaching a week)	37 weeks Year 12, 32 weeks Year 13	Compulsory	Every student has a My Aspirations Action Plan (on-line individual action plan) and a personal mentor, as well as taking part in weekly group mentor/coaching sessions (15 students in a group)
Extra Curriculum activities	A wide range of sport, music and other activities	Various	All year	Optional	Activities will be driven by student demand
On-line learning	On-line learning	24/7	All year	Compulsory	All students will be expected to supplement their A Level studies with a significant amount of self-study primarily using the on-line 'Aspirations Education Media Academy'.
Study Support	Study Support	Various	All year	Expected	The building and resources will be available from 7 a.m. to 7 p.m. Monday to Friday.
University study week in Year 12 and Year 13	All A Level subjects	25 hours per week	Easter 1 week	Compulsory	All students will experience 1 week at a university studying and receiving lectures
Pre-entry Leadership Training (Introductory part of the Leadership Incubator Programme)	Leadership	30 hours per week	August 4 weeks	Compulsory	Group activities and individual projects in preparation for the year ahead
Pre-Year 13 Independent Study Innovation Project	Innovation project competition	3 hours per week	August 2 weeks	Compulsory	All students are expected to take part in this summer self-study innovation project competition in readiness for the new academic year – winners receive funding towards university fees or business set up.
Internship	Industry Internship	40 hours per week	July 4 weeks	Compulsory	All students will be involved in a 4 week, full time work placement internship.

The **Leadership Foundation Year** leads to a slightly different approach over three years. The Leadership foundation Year is specifically designed for FSM/Pupil Premium and EAL students. In both cases it allows all students to be given a second chance and the quality time to develop their sense of self-worth and to gain the access grades of B in English and Maths GCSE needed for A levels.

### Foundation Year

Type of Activity	Subject/other activity enrichment (e.g.)	Hours per week	Number of weeks in year/Time of year	Mandatory/Voluntary	Comments
English and Maths GCSE re-take	English and Maths	5 hours each = 10	37 weeks	Mandatory	
1 A level (AS level taken at the end of the year)	Choice	6	37	Mandatory	3 hours per week are taught and 2 hours a week are Project Based Learning based on applying the subject to real world issues. All A Levels have a considerable on-line learning available for home and private study.
Project Based Learning Pre-A level preparation (for 2 A levels)	Choice	5	37	Mandatory	The two other A levels chosen for study by students would be prepared for at A level through a PBL approach with 2 hours a week of teacher input, 3 hours a week of supported self study
Leadership Discovery Activities	Duke of Edinburgh Gold Award plus	10	37	Mandatory	The aim in Year 1 is for all students to

	other 'Discovery' activities				achieve the 'Discovery' stage of leadership development.
Electives (see table above)		2			
Mentoring (see above)		1.5			
Extra Curriculum activities (see above)		Various			
On-line learning (see above)		24/7			
Study Support (see above)		Various			

## Year 2 (Year 12)

Students would move into the Table 1 (above) programme although they would be in Year 2 of one A level.

## Year 3 (Year 13)

Students would continue to follow the mainstream programme outlined in Table 1 although they would have an additional 5 hours for self-study, as they would have completed 1 A level by the end of Year 12.

### The Curriculum in Detail:

- 1. Qualifications: A Level Provision:** The traditional academic core of the curriculum designed to ensure students achieve their best possible A Level grades. In line with current government proposals students follow 2-year A Level programmes, with the provision to sit the stand-alone AS Level exam if it is appropriate and relevant in the individual subject and to the individual student. Each student will select 3 A Level course to follow over the 2 years (see table below). In Year 12 there will be 15 A Level groups receiving 6 hours per week per subject. Each group will be made up of an ideal maximum of 25 students. In subjects with only 1 group in Year 12 the group will be high level mixed ability, whereas in subjects with 2 or more groups students will be set initially on target grades and eventually on performance. In Year 13 all students will be appropriately placed in relevant A level groups again with 15 groups of up to 20 students. The 15 A level subjects on offer for students represent those that are most relevant to the business world, provide acceptable access to the Russell Group universities and provide knowledge and skills possibly relevant for access to Oxbridge (i.e. Classics and Philosophy). The A levels also pay particular attention to the STEM agenda and design as these are areas of potential employee shortage in the future.

Each A level subject will be delivered through a range of different approaches, which are designed to enhance student engagement:

1. Teacher led subject delivery (4 hours a week).
2. A subject based Project Based Learning approach led by the teacher with students working in groups on half termly real world projects relating where possible to both syllabus content and real world issues (ideally these projects would be sponsored by businesses). The aim of this approach to PBL is to cover new aspects of the A level syllabus, consolidate taught aspects of the syllabus and apply their subject skills and knowledge thorough working with other students on a particular project (2 hours a week). Students will receive clear guidance on each project through a structured project outline, self-assess and peer assess progress throughout the project, ultimately presenting the final project, in the form of an extended essay, presentation, video, website or product, to an audience. A great deal of research and



development into PBL has been conducted by the Aspirations Academies Trust through the development of Space Studio Banbury where from 2015 the post 16 curriculum will be mostly delivered through PBL. The research has involved studying the successful use of this technique at High Tech High in San Diego and the delivery of the A level space Engineering course at the National Space Academy. Each Project addresses a key question or hypothesis for students to investigate. They will also be expected to originate a product and exhibit their findings. In the Project sessions students will create their own work schedules with the help of their teacher, before pursuing their learning through the Projects and compiling their digital portfolios. The approach to teaching and learning at PLC will be enabled by a carefully designed organisational system and physical layout of the school. Teachers will work together to plan and deliver the curriculum, as well as to support the learning of students, in a very flexible learning environment. The building will be very open to maximize PBL activities. The learning blocks are flexible allowing for 1, 2 or 3 hour-long learning sessions. Students will also have unregimented open time to work independently in lab spaces, either during the Project time, Leadership and Innovation workshops, private study time or after college until 7 p.m. (An example of a PBL outline is provided on the following two pages)

3. Student subject related self-study utilizing private study time and home study time. Students will be encouraged to recap, revise and prepare on the current issues they are studying using on-line resources developed by teachers and other Aspirations Academies Trust educationalists available through the Aspirations Education Media Academy. The ability to have access to an on-line library of teaching tools will be central to the learning mind-set we will expect of students at the PLC. The Aspirations Education Media Library will contain video support from teachers across the Trust and these resources will be supplemented by a whole host of available on-line video resources produced by examination boards, the BBC and other organisations. The PLC will be open 7 a.m. to 7 p.m. to provide facilities and on-line access for students with FSM/Pupil premium in particular who may not have access to suitable work environments at home.

<b>Name of Project:</b>	When the world changed	<b>Duration:</b>	6 weeks
<b>Subject/Course:</b>	HISTORY	<b>Teacher(s):</b> [REDACTED]	<b>Grade Level:</b> A-level
<b>Other Subject Areas to Be Included:</b>	English		

<b>Project Idea</b> Summary of the issue, challenge, investigation, scenario, or problem:	Over the ages historians have argued about what the key turning points in history have been. Some of those events professed to be great turning points have eventually ended in a dead end; others do seem to have genuinely changed the world. Pupils will select an event they consider to be a major turning point and investigate if this really was the case. They will be free to focus on any area of history they wish as long as they bring it back to this key issue.
<b>Driving Question</b>	Was this event really turning point in history?
<b>Curriculum Assessment Objectives</b> to be taught and assessed:	The aim of the project is in two parts: Firstly to reinvigorate their interest in history and give them the opportunity to explore a topic they otherwise would not have been able to study. Secondly to introduce them to the synoptic nature of the A-level syllabus. In year 13 they will be studying an extended period of history and analysing a number of different trends throughout it. The project will develop their ability to think about history as a dynamic and continuous discipline rather than a series of static and disconnected events.

<b>21st Century Skills</b> to be taught and assessed:	Collaboration:	X	Enterprise:
	Communication:	X	
	Critical Thinking/Problem Solving:	X	

<b>Major Products &amp; Performances</b>	Group:	Each group will produce a 15-minute documentary on their chosen event. This will premiered to their fellow students and staff at the end of the project.	<input type="checkbox"/> Presentation Audience	
			X	Class
			X	School
				Community
				Web
		Other:		

<b>Entry Event</b> to launch inquiry, engage students:	Pupils will visit the BBC's broadcasting house and meet several documentary makers. They will be given a series of presentations on the experiences of each of these experts and have a chance to ask relevant questions. There will also be a workshop, which will take pupils through the process of creating a documentary, with the opportunity to get advice on their own projects.
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<b>Assessments</b>	<b>Formative Assessments</b> (During Project)	Quizzes/Tests		Practice Presentations	X	
		Journal/Learning Log	X	Notes	X	
		Preliminary Plans/Outlines/Prototypes	X	Checklists	X	
		Rough Drafts	X	Concept Maps		
		Online Tests/Exams		Other:		
	<b>Summative Assessments</b> (End of Project)	Written Product(s), with rubric:		Other Product(s) or Performance(s), with		
		Oral Presentation, with rubric		Peer Evaluation	X	
		Multiple Choice/Short Answer Test		Self-Evaluation	X	
Essay Test			Other:			
<b>Resources Needed</b>						
<b>Resources Needed</b>	<b>On-site people, facilities:</b>	Head of technology				
	<b>Equipment:</b>	Camera equipment, Green screen technology, ICT suite for editing				
	<b>Materials:</b>	Costumes				
	<b>Community resources:</b>					
<b>Reflection Methods</b>						
<b>Reflection Methods</b>	<b>(Individual, Group, and/or Whole Class)</b>	Journal/Learning Log	X	Focus Group		
		Whole-Class Discussion	x	Fishbowl Discussion		
		Survey		Other:		

**Gifted and Talented A Level Extension:** Some students will have the capacity to follow a fourth optional A Level course or a stand alone AS Level course. This will only be allowed for students who clearly fit the gifted and talented category. Such students will be allocated a tutor for one period a week in private study time and with on-line access to help guide their learning, although the majority of the learning will be managed by the student themselves in their own time utilizing the college resources.

## **2. Leadership and Innovation Provision: The PLC Leadership Continuum and the Leadership Incubator Programme**

The Powerlist Leadership College has a prime aim to deliver the next generation of leaders and so the curriculum has a strong focus on leadership development and innovation both intrinsically throughout all aspects of the curriculum and discretely through the provision of specific leadership and innovation activities. The driving force behind the development of leadership schools at PLC are two interlinked processes and programmes: The Leadership Incubator Programme enables students to progress along the PLC Leadership Continuum.

### **The Leadership Incubator Programme**

This is based on the approach and ideas developed by the creators of the Alternative University of Bucharest. This approach, to our knowledge, has not been used at the post 16 level although with the student leadership background of both the Aspirations Academies Trust and the Powerlist Foundation we are confident that the Leadership Incubator approach will be developed very successfully. The aim here is to develop leaders that are capable of living a happy and fulfilled life by discovering and growing one's talent and passion. This programme views a happy person as one that has found their element, the place where one's talents meet one's passions, someone that learns and evolves autonomously throughout their life. Inner balance and self-knowledge are as important as professional success and the role of active citizen in the community. The Leadership Incubator Programme is designed to create for PLC students a full experience of all aspects of leadership providing them with support and guidance until they are sufficiently well equipped to thrive in the global environment. This programme will be delivered by PLC teachers supported by Powerlist Foundation members, their employees and a number of other companies and organisations who have already indicated their willingness to be involved (see Section E).

The principles behind the Leadership Incubator Programme are:

- Autonomy in learning – each person decides what, how much and how they learn.
- Personalisation – the Leadership Incubator Programme has no predefined curriculum, instead each person defines their own path.
- Organic process – learning is an organic and non-linear process.
- Reality – when integrated with reality, learning acquires relevance and authentic motivation.
- Motivation – the motivation for learning has to come from within.
- Mastery – each person needs to understand their strengths, weaknesses and take control of their own progress and development.

These principles are supported by current research and significant educationalists, including Sir Ken Robinson, *“The fact is that given the challenges we face, education doesn't need to be reformed -- it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”*

Learning happens whilst interacting with others. Learning is not necessarily found within us but in surrounding environments, learning consists in mastering the way to find the right informational ties after accessing the social networks. This is a learning theory suited to the digital age in which we are living. It is this self-directed learning that is at the heart of the Leadership Incubator Programme. The concept was defined by Malcolm Knowles in 1975, *‘Self-directed or autonomous learning is a complex process where a person takes initiative, with or without the help of others, in order to establish his learning needs and learning objectives, to identify learning resources, to*

*select and implement learning strategies and to evaluate learning outcomes.’ Daniel Pink expanded on this thinking in his book, ‘Drive – The surprising truth about what motivates us’, in 2009. He stated, ‘Studies demonstrate that in the case of creative tasks and learning processes, the intrinsic motivations offer better results. In order to cultivate this intrinsic motivation, we need autonomy, mastery and high purpose.’*

The **Leadership Incubator Programme** has four important stages. A student determines when they are ready to move on to the next stage. Although the four stages represent a continuous cycle of development, it is expected that the majority of students will complete the four stages of the Leadership Incubator Programme by the end of their time at PLC. Within each stage there are a range of actions, learning and projects to guide the development of the student through the particular stage. Guidance is provided for students as to how each stage will be assessed and suggestions on how they might develop their skills and capabilities. A wide range of events and activities will be provided at each Leadership Stage to stimulate students thinking and motivation. These will range from conferences, events, talks, visits, work shadowing, video conferences and more. Students will work individually and with others to find their own path through each stage. Each student will have a Powerlist Foundation mentor to help guide them. There will be regular prescribed peer and personal coach progress and assessment points to ensure students are on the right path. The MAAP will act as an on-going record of the leadership progress. Importantly, before a student can move onto the next stage they have to present to an audience (this could be students, parents, business people, teachers, etc.) a portfolio of evidence to prove that they have met the Leadership Stage assessment points and that they are ready to move to the next level. This portfolio will represent not only their achievements or items of work but importantly also the thinking processes behind it. The four stages are:

1. **Discovery** – This is primarily concerned with helping each student to discover their sense of purpose and establishing their focus of interest. This stage involves the development of an insightful understanding of our personality, values, tendencies, and beliefs, as well as learning the process of analyzing our thoughts, beliefs, tendencies, and emotions to help us to determine our values and principles. This stage also involves the identification of what interests a student at this moment in time as well as exploring their hopes and dreams for their future. A students hopes and dreams are wishes or aspiration for their future. The discovery stage is about a student finding out about who they are, what they actually care about, what is their current focus of interest and not closing down areas of potential future interest. There are a wide range of aspirations and leadership tools that will act as progress and assessment measures in this stage, for example the Aspirations Framework self-scoring inventory (below) and the Leadership Competency Framework (see later):

Section 3		Score
1	I congratulate and thank people for their hard work and effort	
2	I recognise other students who try their best and put forth effort	
3	I enjoy pursuing different projects and initiatives	
4	I involve other students in school-wide or community projects	
5	I reflect on all my accomplishments	
6	I understand their professional and personal strengths	
7	I keep trying, even when they feel frustrated	
8	I know what it feels like to be successful	
<b>TOTAL SCORE</b>		

2. **Call to Action** – During this stage students are exposed to collaboration, networking and the sharing of best practice. They are encouraged to explore the real world and to find out what

experiences there are in the business, technology and innovative global economy. They will be mentored by Powerlist Foundation members and business people. Students will be engaged in self-directed learning, enhanced by a coaching, mentoring and personal branding. The aim is to provide support for each student to give structure and coherence to their individual learning journey and to develop the student's capacity for self-directed and lifelong learning. This would involve an action plan developed with the student mentor and utilising the MAAP.

3. **Transition** – There are two aspects to this stage. One is helping students to identify which direction they are currently most interested in and best suited to: Social Enterprise, Entrepreneurial, Commercial Enterprise, Public Enterprise, research and development, University, freelance, professional, self-starter. The second is experiencing insights into managing leadership transitions at a range of levels, helping young leaders to learn to avoid possible pitfalls, absorb information quickly, recognize opportunities, establish productive relationships and demonstrate agility and adaptability. *'All things change; nothing abides. Into the same river, one cannot step twice.'* Heraclitus. This stage prepares students for their leadership role, considering changes in leadership behaviours, competencies, attitudes, and thinking. Encouraging young leaders to constantly monitor their environment and adjust their leadership skills to match new demands.
4. **Mastery** – The final stage is developing personal mastery in our students. Mastery is the ability to blend skills and knowledge in a specific area of practice. The aim is to ensure that PLC students are at the "top of their game" in whatever field they have decided to move forward in. We expect PLC student masters to be the natural leaders of the future. We expect them to raise the bar of achievement and to pave the way for breakthroughs and innovation.

*"Almost without exception, those we know as masters are dedicated to the fundamentals of their calling. They are zealots of practice, connoisseurs of the small, incremental step. At the same time – and here's the paradox – these people are precisely the ones who are likely to challenge previous limits, to take risks for the sake of higher performance, and seen to become obsessive at times in that pursuit. Clearly, for them the key is not either/or, its both/and."* George Leonard.

### **The assessment of the leadership curriculum.**

The Leadership Incubator Programme has four levels each of which a student must achieve before they move on to the next level. It is for students to decide when they are ready to present to an audience a portfolio of evidence to prove that they are ready to move to the next level.

Students will build and customize their own professional portfolio. Elements of this portfolio might be: building a personal and professional brand, having a network of skilled people, a gallery of accumulated products and experiences. Each level will have an expected quality standard of skills required to move onto the next level. On achievement of the Leadership Incubator Programme Final Leadership Competency a student will be certificated by the college.

### ***The Leadership Incubator Programme Final Leadership Competency Framework***

*It is expected that each PLC student will achieve leadership competency by the end of Year 13. Over the two or three years at PLC students are expected to build up a portfolio of evidence to provide evidence against the Competency Framework measures. A grading system accompanies this framework:*

## **Discovery Stage**

### **a. Self-awareness and self-management**

*An effective leader is aware of their personal strengths, weaknesses and areas for future development and understands how their own leadership behaviour impacts on others and manages this effectively. They have knowledge of their own emotional triggers, ways to manage them effectively and behave consistently in line with professional and personal values and vision. This is the start of the “emotional intelligence” journey, which is the quintessence of every leadership theory.*

### **b. Relationship management**

*Effective leaders are able to develop and sustain appropriate internal and external relationships, manage individuals and lead effective teams. They know about the impact of behaviour and emotions of relationships. They use this knowledge to understand why others behave the way they do and take this into account when communicating and working with others. They are developing the ability to refine their behaviour with regards to their situation. Reference: Blanchard’s “Situational Leadership”*

### **c. Learning focus**

*Effective leaders will be passionate about learning with a view to continuous improvement. They have an unswerving belief that they have a crucial role to play in changing lives and improving life chances and will monitor learning systematically to ensure progress. Effective leaders must have the desire and passion to want to help others to improve themselves and those around them. This focus on helping others is central to the Powerlist ethos.*

## **Call to Action Stage**

### **a. Analytical thinking**

*Effective leaders collect information and data systematically from a wide variety of sources. They confidently analyse complex information and data and understand the connections between issues through breaking down opportunities and challenges into their constituent parts. They are able to break down a problem in a systematic way and establish causal relationships between issues that may or may not be obviously related, to better enable a solution to be found. Their analytical skills enable them to prioritise issues and to plan how to implement the actions necessary to achieve change and improvement.*

### **b. Conceptual thinking**

*Effective leaders are able to identify patterns between potentially unrelated concepts and draw on past experience to make sense of underlying issues and understand a situation. They take a broader view and utilise additional information to create new ways of and approaches to doing things, and to come up with highly innovative ways of solving problems. They are able to simplify complex issues for others. Effective leaders should use their other work and life experiences to make sense of the issues they face as a leader. They will need to identify creative strategic solutions and organisational challenges and to explain these to others.*

### **c. Delivering continuous improvement**

*Effective leaders have a clear vision for their organization. They use their skills to quickly gain a full understanding of overall performance and make a judgment about what requires improvement. They work with stakeholders to successfully identify, strategically plan for and lead delivery of the necessary and appropriate improvement strategies.*

### **d. Organisational understanding**

*Effective leaders have a good understanding of the power relationships in their own organisation and the wider community with which they work. They are able to identify and engage with the major influencers and decision makers. They can predict how new events or situations will affect*

the organisation.

### **Transition Stage**

#### **a. Resilience and emotional maturity**

*An effective leader is resilient, focused and tenacious when faced with the demands of the job and continually challenging circumstances. They are able to respond positively when managing uncertainty and adversity. They remain focused on personal and organisational values, and adhere to these, even in difficult, long-term situations. Effective leaders need to be honest and transparent in their interactions and communications with all key stakeholders to reflect a high trust culture.*

#### **b. Partnership and collaboration**

*Effective leaders are able to work collaboratively with a range of people and organisations, to build a culture of cooperation and organizational effectiveness through partnership working. They are open to different perspectives and viewpoints as well as being able to achieve agreement on common goals and objectives.*

#### **c. Holding others to account**

*Effective leaders hold others to account by clearly communicating expectations, and give constructive and specific feedback. They ensure goals or objectives are achieved by getting others to do what is asked of them even if it involves tough or unpopular decisions. These choices or actions will always be instigated with the best interests of the organization in mind.*

#### **d. Developing others**

*Effective leaders develop others so that they develop leadership potential where possible. They ensure succession planning is in place and learning and development needs are addressed. This involves continually seeking out opportunities to support and develop colleagues so they perform at their best.*

#### **e. Future focus**

*Effective leadership is about continually looking ahead and to identify/capitalise on opportunities that are likely to arise, as well as managing day-to-day challenges, and takes action to resolve these. They embrace the opportunities for change and are well able to engage others to successfully bring change about and to evaluate its impact. Effective leaders recognise the positive opportunities for change. In their leadership they must also be able to address both immediate issues quickly and take action over the long term to ensure that changes needed to improve the organisation are embraced and implemented with minimum disruption.*

### **Mastery Stage**

#### **a. Impact and Influence**

*Effective leaders have a positive impact on others through inspiration and persuasion to their perspective. They know when they need to negotiate to a solution. They communicate effectively, understand others' perspectives and priorities and tailor their communication to suit their audience. They lead others and bring them on board by articulating a compelling vision and uniting them around shared goals and objectives.*

#### **b. Modeling excellence**

*Effective leaders have a deep understanding of the characteristics of the standards of excellence required for success, informed by current research and be able to articulate this effectively to others. They will have a systematic approach to monitoring, make sound judgements about the quality of the operation, and develop and deliver a wide range of improvement strategies.*

#### **c. Efficient and effective**

*Effective leaders ensure that all systems and resources, including financial, human and*



*environmental resources, are used efficiently and effectively to achieve goals and in a way that maximises performance and secures value for money. They are attuned to opportunities that increase the resources available and improve functions. They monitor the implementation of plans and the effectiveness of organisational structures. They take corrective action where necessary to secure required outcomes. They have a broad understanding of the legal, political and technical knowledge that affect the running of an organisation and keep up to date with major changes. Effective leaders need to ensure that the organisation is 'fit for purpose' with the best systems and processes to achieve goals and that these are kept under review and up-to-date.*

#### **d. Personal drive and accountability**

*Effective leaders are driven and focused on improvement. They are results orientated and seek to achieve the highest standards within their role through setting and striving to achieve their goals. They are self-motivated, energetic and willing to take on new challenges to improve their performance. They are decisive, work for the organisations best interests and account for their performance to stakeholders. Effective leaders should be motivated to reach the highest possible professional standards, to deliver tough objectives and take on challenges in order to achieve and be accountable for high performance throughout the organisation.*

PLC student masters will be expected to create new knowledge. To invent new and better ways to do a job, and then to teach others how to do it. They will be unique individuals who seek to learn in unique and personal ways, primarily through collaboration, research, and problem solving. PLC will develop students who look at enterprise in a different way, for example, not designing a product for a market of a million but designing 100 products each for a market of 10,000. The Leadership Incubator Programme would enable students to move from 'Learning to leading'.

### **The PLC Leadership Continuum**

The Leadership Incubator Programme is designed to help students move through the four stages of development at their own pace, with the parallel aim of all PLC students progressing along the PLC Leadership Continuum. This continuum is made up of three elements:

Learner Voice → Emerging Leader → Enterprise

**Learner Voice** is about amplifying the thinking of students and not suppressing their involvement in their own learning process. PLC wants students to develop confidence in their own voice and their own ideas. Through developing learner voice at PLC we are looking to put our students on the front foot in developing their ideas and their careers. PLC students are expected to develop technical and academic competence and to also develop empathy and the communication skills required by effective leaders. PLC students will be encouraged to discover, and to learn from others.

**Emerging Leaders** discover and develop their personal capacity to lead effectively during their time at PLC and in their future life. PLC emerging leaders strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. *(Borrowed from the International Baccalaureate Learner Profile on the IB website).*

The International Baccalaureate has been delivered in the past by members of the Aspirations Academies Trust and elements of the IB programme have influenced some of the curriculum development ideas at PLC, particularly the global skill development, CAS (Community, Action, Service) and the capacity in the programme to enable students to develop more critical thinking skills and in-depth analysis of their work.

**Enterprise** in its simplest form is the ability to turn an idea into a successful entity. PLC students will develop the skills and competencies needed to succeed in a highly competitive and often challenging global environment.

The PLC Leadership Continuum is developed through all aspects of life at the college. The Leadership Incubator Programme is specifically delivered through the 10 hours of weekly learning time devoted to Leadership and Innovation workshops although all aspects of their education will inform their development and evidence base. The Leadership Incubator Programme will include:

- Precise activities planned by students alongside the Senior Leadership Team, which encompass a wide variety of leadership activities and experiences. The aim is to take the ideas and skills they learning these workshops into their wider learning to help promote and develop both their academic performance but to also develop their potential as leaders making them highly employable. Leadership and Innovation activities are currently being developed by a range of partners including the Powerlist Foundation, [REDACTED] ([REDACTED]) and the Quaglia Institute for Student Aspirations in the USA. Workshop activities will include:
  - Sponsored real-world business projects and commissions.
  - 'Student for solutions' activities and link ups with students in other parts of the world

- Innovation workshops inspired by top innovators.
- Lectures from inspiring leaders.
- Regular leadership and innovation competitions, such as ‘Dragon’s Den’. (Piers Linney, one of the Dragons, is part of the Powerlist Foundation and spoke out our PLC public meeting in Croydon).
- Organisation of student forums and conferences.
- Leadership debates.
- Production of a regular ‘PLC Leadership and Innovation on-line magazine to showcase thinking, ideas, actions and innovations.
- Involvement in running PLC business activities: café, bookshop, lettings, etc.
- Awareness created of real leading edge technological development.
- The use of data to analyse and predict trends (using on-line programmes such as ‘Gapminder’).
- Build a picture of what is happening in the world of innovation in all parts of the world.
- Powerlist Foundation Leadership programme, delivered in partnership with Deloitte and top businesses in London, and Powerlist University and Career seminars.
- Annual self-study innovation project competition in readiness for the new academic year – winners receive funding towards university fees or business set up.
- All students will benefit by business mentors from London’s FOOTSIE 250 companies supporting them.
- The College will be divided into 5 leadership development ‘Schools’ each with 120 students - Social Enterprise/Entrepreneurial/Commercial Enterprise/Public Enterprise/Research and Development. Students help run the schools by:
  - Organising personal peer mentors (aspirations advocates)
  - Helping to develop the Leadership and Innovation workshops.
- Pre-entry Leadership Training. A month of activities relating to leadership and preparation for the new academic year. Around two weeks of this will be a leadership summer school led by trained staff. The remaining time will be in student led or individual study activities. This would also integrate with the National Citizen Service.
- Business/Leadership/Innovation Project – All Year 13 students, to develop their leadership skills, will set up a business or create an innovation. The range of possible activities available for students to develop is enormous. Students will work either independently or collectively using on-line guidance and with the guidance of their personal coach. Just before Easter students will present their work to each other with the more successful providing a presentation to a group of invited business people.

The range of companies already committed to helping support the curriculum of the PLC is provided in Section E. The list is growing daily and the Powerlist Foundation have over 100 members with significant company links. These organisations will play a range of roles in delivering the leadership curriculum, mentoring and with internships. There will be a very detailed quality control process to ensure that any non-educationalists deliver educational support of the highest quality. This will involve observations and student research, further details are provided later in this section.

### **3. The Aspirations Framework**

Central to the curriculum of the PLC is the Aspirations Framework developed by the Quaglia Institute for Student Aspirations. The Aspirations Academies Trust belief is that for all students to have high Aspirations, three Guiding Principles must be present: *Self-Worth*, *Engagement*, and

*Purpose.* These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. Students who have Aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school, and work with intention toward their goals. The Quaglia Institute for Student Aspirations (QISA) has identified 8 Conditions that need to be in place if students are to strive for, and fulfil, their academic, personal and social promise.

As we strive for all students to reach their academic promise, at PLC we will continually ask: How can students meet high academic standards if they don't believe in their ability to do so? How can they learn if they aren't academically engaged? How can they set and reach academic goals if they don't see the purpose in doing so? If students are to enjoy academic, social, physical, and personal success, they must believe in themselves, be actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow. When these experiences are absent, aspirations flounder and achievement declines. The belief is that for students to have high aspirations, three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. The Guiding Principles, in turn, are lived out through the 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals. The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action. The 8 Conditions make a difference because they help schools put into practice the three principles that guide Aspirations work. All staff receive a significant amount of training in the Aspirations framework and how to develop the Three Guiding Principles in their students, also, great emphasis is placed on improving the level of engagement of students in their learning. This is achieved through in-class and college wide student surveys that are used to inform the teaching and learning process. Student voice is also a vehicle for developing the aspirations framework through programmes such as 'Students for Solutions'. At all times student and staff progress against the aspiration conditions is continuous and helps inform academic progress.

#### **4. The Enhancement Curriculum**

This is made up of a range of additional activities that support the other aspects of the curriculum and help develop a broad range of student skills. They include:

- a. Electives:** A range of electives will be provided each half-term and will be decided upon from student suggestions. Previous experience at post 16 level resulted in electives such as: Dance, debating, social drama, robotics, Mandarin, Spanish, language conversation, and more. Students follow two electives for one hour each week for half a term before changing to another choice. The range of electives on offer will depend on student needs.
- b. Enrichment strategies:** After college sessions driven by students' needs are available to support, challenge and deepen learning and life experiences. The range of after college activities might include: Sports clubs - with coaches particularly drawn from or at local sports clubs, Science related clubs, Technology clubs, Design and innovation clubs, Language skills, computer programming, drama, music provision and performances. Visits and activities will also take place as part of the main curriculum. Students will be closely involved in the development of enrichment activities although as part of the leadership development programme we would expect this to include: volunteering and service, provision of access to Higher Level Leadership Qualifications such as Level 4 Diploma in Leadership and Management, Community and Higher Sports Leaders awards, Duke of

Edinburgh Award, leadership and coaching qualifications. These activities will be operated by the staff at the PLC, Powerlist members and external organisations with students encouraged to develop particular areas for enrichment through their personal coach and their MAAP.

- c. **Real Work Internship:** All students will spend July in Year 12 in a real-work placement or activity to generate a full understanding of the requirements of the work place. These will range from an internship in a business, work in local or national politics, event or project management or development, leadership programme development and more. The internship could be local or international.
- d. **University Study Weeks:** Each student will spend one week at Easter each year at a university making use of lectures and study facilities.
- e. **Personal and Group Coaching: Meeting the Needs of ALL Students:** All students at PLC will be treated with high expectations and provided with equal opportunities. PLC will tailor support and guidance to the needs of each individual student. This can only be done if the ability, the needs and the dreams of each child are fully understood. The Studio School curriculum will expertly provide tailored support for students through personal coaching and through the high quality teaching that is a requirement of every teacher working at PLC. EAL students and those with any specific learning needs would be supported in particular by specialist support brought in from the West London AAT District of Academies that has a specialist SEN/EAL support team. Each student will have an on-line My Aspirations Action Plan (MAAP) that they share with their aspirations advocate (their Personal Coach) for 30 minutes a week (This occurs during a private study period, lunchtime or before and after college). This will mean that specific support will be made available to any student in need. Students also are involved in Group Coaching sessions each week in groups of around 15 students. Surveys help to identify student needs and to support learning. All Aspirations Academies use two in particular: **My Voice surveys:** There are three types of My Voice surveys available to Secondary Schools in the UK: a students survey, a staff survey and a parent survey. The My Voice Student Survey measures students' aspirations at a whole school level. **The iKnow My Class survey:** The iKnow My Class Survey available to schools measures students' level of engagement in learning. The results of these surveys are designed to improve student learning and the quality of teaching.

The overall curriculum offered by PLC will be broad and balanced with opportunity for additional sport and arts activities being made available in the intensive learning sessions and through after-school electives. The amount of in-school study time over a year for each A Level subject is considerably more than in a mainstream school, with the added benefit of a number of different approaches to learning being implemented.

## 5. Skills

Starting from the premise that learning to collaborate with others and connecting through technology are essential skills in a knowledge-based economy, the '*Assessment and Teaching of 21st Century Skills Project*' brought together more than 250 researchers across 60 institutions worldwide who categorized 21st-century skills internationally into four broad categories:

- **Ways of thinking:** Creativity, critical thinking, problem solving, decision-making and learning.
- **Ways of working:** Communication and collaboration.
- **Tools for working:** Information and communications technology (ICT) and information literacy

- **Skills for living in the world:** Citizenship, life and career, and personal and social responsibility.

These skills are mapped across the educational provision and incorporated into schemes of work and activities. They are mapped using an on-line curriculum-mapping device called 'Infomentor'.

## Powerlist Post 16 Leadership College timetable and calendar

### The PLC Day

The PLC day will consist of up to four learning blocks, each lasting 1, 2 or 3 hours. These blocks allow students to develop their learning in a wide range of styles over a longer uninterrupted period than occurs in most schools and reduces lost time with movement between lessons. This structure also aids timetabling and non-subject led activities. *Within each day there is no designated 'rest' time but it is accepted that a student may take up to 10 minutes between blocks for this purpose and visit the 'Cafe' or just get some fresh air. The aim here is to create responsibility in students for their own work and to develop skills relevant to the workplace.* In the middle of the day is a 1 hour lunch period. The doors to the college open at 7.30 a.m. and close at 7.30 p.m., allowing students to work in the Library or 'Cafe' outside of normal college hours. The length of the complete day is to maximise student learning opportunities. Some students will come from disadvantaged homes with little space in which to work or with little equipment. By opening up the college facilities it creates a 'university' and 'work place' ethos allowing students the time to extend their working hours should they so wish to. Below is an example of a typical Year 12 student week.

Day	Study Support/ Activities 7.30 - 8.30 a.m.	Learning Block 1 8.30 - 10.30 a.m.	Learning Block 2 10.30 - 12.30 a.m.	Lunch 12.30 - 1.30 p.m.	Learning Block 3 1.30 - 2.30 p.m.	Learning Block 4 2.30 - 4.30 p.m.		Study Support/ Activities 4.30 - 7.30 p.m.
Monday		Leadership and Innovation Workshops	A Level Subject 1 Teacher led		A Level Subject 2 Project led	Group PREP	Private Study	
Tuesday		A Level Subject 3 Teacher led	Private Study		A Level Subject 1 Teacher led	Elective		
Wednesday		Leadership and Innovation Workshops	A Level Subject 1 Project led		Leadership and Innovation Workshops	Group PREP	Private Study	
Thursday		A Level Subject 3 Project led	Leadership and Innovation Workshops		A Level Subject 3 Teacher led	Elective		
Friday		A Level Subject 2 Teacher led	Group PREP	Leadership and Innovation Workshops				

\* *Within each day there is no designated 'rest' time but it is accepted that a student may take up to 10 minutes between blocks 1 and 2 for this purpose and visit the 'Cafe' or just get some fresh air.*

*The aim here is to create responsibility in students for their own work and to develop skills relevant to the workplace.*

*\*\*Personal mentor sessions will take place for 30 minutes each week either at lunchtime, after or before the main college day or in private study time.*

**The PLC Year:** The PLC Year 12 year covers 46 compulsory weeks of education, whereas Year 13 consists of 36 weeks leading up to exams (This is compared to most state schools post 16 years consisting of 39 weeks in Year 12 and 33 weeks in Year 13.

**24/7 Technology:** Students are exposed to a traditional curriculum taught in an innovative and engaging way. Subjects are taught discreetly and in an interdisciplinary way developed by the teachers and further explored through students own projects: Learning is further supplemented by interactive, online software. Few textbooks are used in school. All students are issued with an iPad/tablet on entry (removing the need for significant investment in ICT hardware - although some high end computers are used to deliver specific programmes.) This 1:1 access to an iPad and universal Wi-Fi on campus encourages mobile learning. The use of industry specific technology and software also creates a professional lab atmosphere. All AAT schools share an on-line 'Dashboard' where teachers and students can share work and communicate electronically 24/7.

### **Meeting the needs of all students**

The ability level of all students entering PLC will be that of those able to achieve A levels. For the two year course a grade B at least is required in English and Maths, and even for the Foundation year a grade D is required in these subjects. With the vast majority, 75%, of PLC students being FSM/Pupil premium students the curriculum provision at PLC will be designed around providing the specific support these students will need to achieve success. There will be a great focus on developing their self-worth through the personal and group coaching activities, the mentoring, and the internships and through the leadership and innovation workshops. A great emphasis will be placed on the students developing a strong sense of purpose by being exposed to real life business people and environments. The day at PLC will accommodate the learning needs of students enabling those with no work space at home to study. EAL students will be supported significantly in the Foundation year, if necessary with community members speaking the same language, to achieve their GCSE grade B passes. The main element of support is to help EAL students to achieve a suitable grade in English at GCSE in order to be able to access A levels. This will be achieved through high quality GCSE English teaching, the use of student and business mentors and if needed additional language support in the electives programme. There will be some SEN students, particularly those on the autistic spectrum, who can access A level standards and these students may need specific educational support. A SENCO, shared with the West London District of schools, will be used to assess, monitor and plan for the specific needs of these students.

As stated in the vision section of this document the Powerlist Post 16 Leadership College has the prime focus of developing leaders for the future. Our aim is to ensure the young leaders leaving PLC, primarily young people from disadvantaged backgrounds, will be fully equipped with the skills, attributes and high level qualifications to play an active and successful role in the development of the local, national and global economy. With almost one million people aged

between 16 and 24 unemployed in the UK it is the disadvantaged youth of today who will make up a significant amount of our cohort. We will ensure that around 75% of our student population are former pupil premium students. As stated earlier in this section, the PLC student cohort is likely to be significantly multi-ethnic and mixed gender, with a large proportion of EAL and a few SEN students. The Powerlist Leadership College mainstream curriculum is targeted at post 16 students who are capable of following an intensive A level programme, either immediately in Year 12 or in Year 12 following a Foundation Year. To go straight onto the Year 12, two Year A Level Programme students must have or be capable of achieving a grade B in the GCSE subjects relevant to their A levels. As a result the cohort is likely to be mostly able and disadvantaged. However, as stated earlier, there will be 150 places for pupil premium students who show potential but who are performing at a lower standard.

### **Initial Assessment of students' needs**

All students who apply for a place at PLC will be given the opportunity to show us a portfolio of their work, their expected grades, and their blossoming leadership skills. Students offered places will embark on a 4 week pre-entry leadership programme designed to help them develop skills, confidence, friendships and get them prepared for the academic work ahead of them. During this period each students' leadership skills will be assessed. This will enable the PLC to place them in a relevant Leadership Development School and to assign them with a personal coach. Students will in week 1 in September all sit a benchmark test in each of their A level subjects (English and Maths GCSE also for Foundation Leadership Programme students). This will be compared to the ALIS test and their GCSE results and used to set appropriate target grades.

All students will be given a My Aspirations Action Plan and this will provide an on-going assessment of their aspirational development as well as their academic and personal development.

### **Tracking and on-going assessment**

Through the MAAP each student will record their academic achievements, their feelings about self-worth, engagement and purpose, set targets and challenges and use it to create a digital portfolio of their best work. Their personal coach will meet with them weekly to ensure that the student is on progress and, if not, instigate levels of support. Students will be tested regularly in each subject with assessment points each 6 weeks, and they will also be involved in a wide range of other competitions and activities which will highlight their strengths and weaknesses for development. Assessment through the Leadership Incubator Programme has already been explained.

### **Approaches to meeting different needs**

The Powerlist Post 16 Leadership College will consist of a widely diverse student population. The educational and emotional development of students will be supported by their teachers and personal coaches, whilst their leadership potential will be encouraged by everyone involved in PLC. The approach of PLC to meeting the needs of each young person is to give them the confidence, coupled with the skills, qualifications and experience and knowledge of exactly what careers and jobs are out there in this ever changing world. One particular example of meeting specific needs is with EAL students where we will try to find them internships and experiences where they can make good use of their mother tongue if this is appropriate.

### **Safeguarding, Behaviour and Attendance**



The whole notion of a personal coach for each student and the guidance framework offered by the MAAP enables the full well-being of each and every student. PLC will also conduct an annual 'My voice' survey to find out student views and to act on their needs. In addition, teachers will be encouraged to use 'I Know My class' on-line in lesson surveys to check on student engagement. Attendance will be monitored electronically each learning period and administrative staff will identify any patterns emerging in order to put any support into place.

### **Other Agencies**

With 720 post 16 students to manage, with many from disadvantaged backgrounds, there will be a real need to regularly engage with other agencies. This can be done through our existing links in London or through close co-operation with Local Authorities, Social Services and the Police.

**Progression:** The PLC will prepare students for a successful working life. This may happen in several ways: Students will: attend the best universities and colleges, take up careers or set up their own business. Progression between Year 11 and Year 12 will be by application. All students will be interviewed to assess their readiness for the challenge ahead of them. If successful they will all embark on a four-week pre-induction leadership training programme in the August before they join the college. Students will arrive from a diverse range of backgrounds across London and the pre-induction leadership training will enable students to develop a common sense of purpose, raise their self-worth and establish a real sense of belonging to the special college that PLC will be. The learning process, particularly the Leadership and Innovation workshops, will be designed to develop student interaction and to strengthen their interpersonal skills, sense of belonging and self-worth. The MAAP will be used to particularly monitor these areas in the early stages of life at PLC.

PLC will prepare students for life beyond the college with guidance to university, career and business development. The Powerlist Foundation mentors will play a significant role in this. On completion of their studies at PLC all PLC students will be expected to retain a link with the college throughout their life. PLC will provide on-going support for former students with a specific member of staff appointed to manage and co-ordinate alumni links: interview preparation, CV development, leadership training and leadership mentoring. In return students as part of PLC alumni will be expected to act as mentors, support student internships and promote the work of the college. This range of support will be provided by a student's personal coach, by their external business mentor, a range of business people, managed and supported by the Alumni manager, the Internship Manager and the Mentor Manager.

**The PLC Charter of Education:** All students joining the PLC do so on the full understanding of what they will be provided with:

- An excellent educational experience
- Personalised support from learning and personal mentors and peers
- Innovative teaching and cutting edge technology
- Access to the Powerlist Foundation mentoring programme
- Post graduate support from College staff

However the Charter for education outlines not only what the college will deliver but also what the students must provide:

- Demonstrate that they have the requisite attitudes and abilities to join the College
- **Achieve top quartile benchmark results in all 'A Level' assessment phases**

- Actively seek out and demonstrate leadership opportunities through the formal and informal curriculum
- **Support the aims, and work for the benefit of the College and wider community**
- Be fit, ready and willing for the world of work.
- **Be proud to be a part of the greatest state sector alumni in the UK**
- Be proud of who they are.
- **Develop high aspirations**
- Be actively engaged in their studies.
- **Develop a real sense of purpose of who they want to be.**  
Be willing and able to contribute to the lives of others less fortunate than themselves.

**In return the POWERLIST LEADERSHIP COLLEGE will:**

- Deliver continually improving results and ensure that each student achieves their potential
- Combine excellence in teaching with enhanced enjoyment of learning through project-based learning
- Develop a distinctive character that reflects the shared philosophy of the POWERLIST FOUNDATION and the Aspirations Academies Trust
- Deliver a curriculum rich with opportunities to develop skills related to industry and the real world
- Provide high level employability skills
- Encourage creative and curious minds that expect innovation
- Set targets and test regularly to encourage and support the progress of each student
- Enforce high standards of behaviour and respect for self and others
- Engender in each student high Self-Worth, Engagement in learning and a Sense of Purpose
- Provide each student with an excellent platform to move on to university, training or employment.

## **D2: Measuring pupil performance effectively and setting challenging targets**

Powerlist Leadership College will deliver very high standards:

**By the end of Year 13 100% of students (including each year 205 former pupil premium students) are expected to have achieved:**

- At least three A Levels at standards above national averages (see table below). These are benchmarked against national standards and through the 2 and 3 year programme and innovative teaching methods we believe our pupil premium students, EAL and other students can perform at above national averages.
- We expect around 65% of students to go on to attend university (national average was 52% in 2012), with 10% of these attending Russell Group universities (national average 8%).
- Up to 20% deciding to start their own businesses within two years of leaving PLC.
- All students achieve completion of the Leadership Incubator Programme.
- In all students we will engender in each pupil high self-worth, engagement in learning and a sense of purpose.

- Within 10 years of leaving PLC we would expect to see a number of former students developing key leadership careers in business, politics and other sectors.
- 95% of students retain contact with PLC within 5 years of leaving through the PLC Alumni organisation.

2012 figures	% of KS5 students achieving 3 or more A levels at A*-E	% of grades at A or A*	Average point score per A level entry
Lambeth	73%		207.1
Southwark	70%		
Powerlist Leadership College	100%	25%	215
England – all schools and colleges	83%	26%	214.8
England – state funded schools and colleges	81%		210.2

Students on the **Leadership Foundation Year** would be expected to have achieved the following by the end of this year in order to be allowed on to the Year 12 and 13 A level programme:

- At least grade B in English and Maths GCSE.
- At least a grade D in their chosen AS level.
- Completion and achievement of the Duke of Edinburgh Gold Award.
- Achievement of the 'Discovery' level of leadership attaining the required skills.

Each term we will produce a termly outcomes report for the PLC (see below) to ensure it is on target for the expected levels of performance. This will include student progress analysis but also a range of other targets. These targets are benchmarked against national averages and also those achieved in our other Aspirations Academies. In every measure we will expect PLC to be above national averages in its performance. For example:

- 95% attendance is an expected level of attendance for a student to be able to achieve the grades they are capable of; research shows that students who miss much more than 5% of school or college perform less well.
- Exclusions at post 16 level should be rare if expectations are high and clear from the outset.
- At Aspirations Academies a great amount of lesson observations take place with a significant amount of teaching to bring teachers up to the expected level. This would be a priority to ensure that all lessons are at least good at PLC.

	ATTENDANCE		STUDENT DISCIPLINARY ACTION
YEAR GROUP	STUDENT ATTENDANCE (% of ALL HALF-DAY SESSIONS)	STAFF ATTENDANCE (% of ALL HALF-DAY SESSIONS) (WHOLE ACADEMY)	NUMBER OF STUDENTS PERMANENTLY EXCLUDED
12	95%	95%	0
13	95%		0
OVERALL	95%		0

	TEACHING (By the end of Year)				I KNOW MY CLASS	OFSTED (Grades)	Retention Rate
YEAR GROUP	% OUTSTANDING LESSONS OBSERVED	% GOOD LESSONS OBSERVED	% REQUIRES IMPROVEMENT LESSONS OBSERVED	% INADEQUATE LESSONS OBSERVED	NUMBER LESSONS SURVEYED	OF LATEST OFSTED GRADE	Year 12 into Year 13 (% of Student Population)

				VED			
OVER ALL	25%	75%	0	0	All classes at least once	Outstanding	95%

**Our Measures of Success.** By the time they finish their education at the age of 18 each student at Powerlist Post 16 Leadership College is expected to have achieved: Their personal best possible qualifications; High level employability characteristics; Relevant skills for success in today's world; High aspirations: High levels of Self-Worth with the belief that they have the ability to achieve academically, personally and socially. Active Engagement in their learning, showing enthusiasm, as well as a desire to learn new things and a willingness to take positive, healthy steps towards their future. A real Sense of Purpose with clear goals and the ability and drive to achieve them; the desire and attributes to be good citizens.

To achieve these targets an effective assessment system needs to be put in place and this is explained fully below. Through on-line parent access to the MAAP (My Aspirations Action Plan) it is expected that there will be 24/7 access to their child's progress against academic and aspirational targets. Through the on-line MAAP parents will not only have access at all times to their child's academic performance and their aspirational performance, they will be able to see visually examples of their very best work stored in the digital portfolio. Parents will be able to communicate with their child's Personal Coach at all times on-line.

#### **How the PLC assessment system works:**

- Students are awarded places at PLC based on their expected performance at GCSE. Grade B is generally the minimum expected grade to follow A Level courses, although, as explained earlier, considerations may apply.
- Student leadership skills are assessed during the 4 week pre-entry leadership training in order to identify specific areas of support and development required by each student. This 4 week session also involves some self-supported study relating to their chosen A levels.
- In all A level subjects in the first week of September all students sit a benchmarking test developed by subject staff in line with A level requirements. This is then matched with their actual GCSE performance and provided with A Level target grade for each subject by Autumn half-term. Using the progress grid (PupilAssist), they are also set a target for the end of year 12 and for the end of Year 13. (These target grades need to reflect at least 2 levels of progress from each student's GCSE results). The table following gives an idea of how this works although it will need to change in view of forthcoming AS and A level changes.
- The different groups of students will be clearly identified on the assessment system and so analysis can be specific and future support made appropriate to their needs. These groups include: EAL; SEN; G+T, etc. As stated throughout this application the needs of both the EAL and FSM/Pupil premium students who are underperforming will be met through the Foundation Year programme. SEN will consist of a small number of students who will be given specific targeted support and G+T students will benefit enormously from the range of activities and experiences on offer throughout the PLC.
- Regular assessments are made (every six weeks). These are designed to illustrate progress or give notice that a student is either standing still or going backwards with their work.

- There will be an assessment report every six weeks.
- As soon as possible following each assessment deadline an analysis of student performance is needed. Any student not achieving their target points score will need appropriate support. This analysis should be at a whole college, personal tutor and individual teacher level.
- Each assessment report will be made available to parents and students through the MAAP, providing 24/7 on-line access to student performance.
- A range of study support, adaptation of teaching, monitoring and mentoring strategies would be put in place by the SLT and the subject leaders to ensure that any student under performing is helped to get back on target by the next assessment round.
- In addition to the MAAP assessment data there will be one Parents' Evening and one Celebration of Achievement Evening each academic year. The School curriculum will also be suspended on two days each year, one in December and one in March. Students will attend a meeting accompanied by parent(s) with their personal tutor. The meeting will be used to discuss attainment and progress based on recent attainment data, and any issues relevant to the student's learning and progress. At this meeting students will also be expected to exhibit their digital portfolio to their parents.

For students on the Foundation Year Programme they will also receive all the above assessment support for their A level and for the English and Maths GCSE's. The following A level grades/points grid is supported by a similar one for KS2-4 which enables teachers, parents and students to maintain a course for success in their expected grades.

**Table for measuring progress KS4-5**

GCSE / BTEC			ALPS PS	Yr 12 Baseline (APS)	ARS 1	ARS 2	ARS 3	AS TARGETS		Yr 13 Baseline	ARS 1	ARS 2	ARS 3	A2 TARGETS						
								QCA PS	Grade					QCA PS	Grade					
58	A*	A*	55-58	58	60	62	64	150	A*	64	66	68	70	300	A*					
57	A+/DS			57	59	61	63			63	65	67	69							
56				56	58	60	62			62	64	66	68							
55	A/DS	A	52-55	55	57	59	61	135	A*/A	61	63	65	67	270	A*/A					
54						54	56			58	60	60	62			64	66			
53						53	55			57	59	A	59			61	63	65		
52	A-/DS			52	54	56	58				58	60	62			64				
51	B+/M	B		50.2-52	51	53	55			57	120	B/A	57			59	61	63	240	B/A
50					50	52	54			56						56	58	60		
49	B/M		48.4-50.2	49	51	53	55	B	55	57			59	61						
48			46.6-48.4	48	50	52	54	105	B/C	54	56	58	60	210	B/C					
47	B-/M		47	49	51	53				53	55	57	59							
46			44.8-46.6	46	48	50	52				52	54	56			58				
45	C+/P	C	43.0-44.8	45	47	49	51			C	51	53	55			57				
44				44	46	48	50				50	52	54			56				
43	C/P		41.2-43.0	43	45	47	49			90	D/C	49	51			53	55	180	D/C	
42			42	44	46	48		48	50			52	54							
41	C-/P		41	43	45	47	D	47	49			51	53							
40			38.2-41.2	40	42	44	46		46	48	50	52								
39	D+/P	D	34.0-38.2	39	41	43	45	75	D/E	45	47	49	51	150	D/E					
38					38	40	42			44		44	46			48	50			
37	D/P				37	39	41			43	E	43	45			47	49			
36				36	38	40	42				42	44	46			48				
35	D-/P			35	37	39	41			67.5	E/U	41	43			45	47	135	E/U	
34				34	36	38	40						40			42	44			46

**Note: APS must be calculated solely on top 8 GCSE grades**

**High Expectations for behaviour, attendance and teaching quality.** The very nature of the education provided at the Powerlist Leadership College with actively engaged and challenged students, with personal guidance and support in a highly motivating environment should negate many of the traditional reasons for poor behaviour in colleges. However, a very straightforward and clear behaviour policy will be put in place to ensure that all students are very clear about what is expected of them and how they will be treated in the event of the basic rules for behaviour and attendance being broken. A system of rewards will also be in place. A detailed outline of the behaviour, attendance and bullying policy and expectations is available on request, however an outline of expectations can be found below. If students are to enjoy academic, social, and personal success, they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow. Such a positive state of mind can only be effectively developed in an environment where high expectations in terms of respect and discipline are successfully modeled. High expectations in relation to appearance are also an important part of the learning process, helping develop self-discipline, pride and an understanding of the importance of how other people see you. There will be a very strict business dress code at PLC (students from more disadvantaged backgrounds will be provided with financial support to purchase this). High quality productivity is another essential area for young people to understand. If students get used to producing work of a high quality then this becomes the norm and will provide them with a greater chance of success in their later life. As a result we expect 95% attendance by students, 90% of all lessons observed should be good or outstanding and we do not expect any student to be excluded for poor behaviour during the learning day.

**Powerlist Leadership College Behaviour Policy Outline** *(Modified from the Aspirations Academies Trust Secondary Academy Model Policies)*

Good behaviour and high standards are essential attributes of PLC. We have a very detailed and coherent policy and procedures available. Here is an outline of our behaviour policy and expectations:

## Prevention and Good Practice

'Prevention is better than cure'. This statement is particularly true in relation to inappropriate student behaviour. A well managed, effectively organised college, with outstanding teaching and learning will have good student behaviour. **These are our essentials to ensure good behaviour** (detailed strategies and guidance are available):

### a. Deliver effective lessons

These strategies should be used by all teachers consistently in order to deliver effective lessons:

#### General Guidance for Teachers and Support Staff:

- Students and teachers should arrive punctually.
- Students should be in full business dress. If this is not the case, teachers should raise the issue in a non-confrontational manner.
- Students should arrive prepared and ready for learning.
- The teacher should set clear objectives for the learning session: the what, why and how, which should be clearly written on the board/smart-board.

### b. Students need to be engaged in their learning

Teacher subject expertise, gaining full student interest and mutual respect between teachers and students are all essential ingredients to ensuring full student engagement and effective learning. If students are fully engaged in their learning then behaviour enables effective learning.

c. **Rules are very clear and there are high expectations** Rules need to be clearly displayed around the college and in student planners so that there can be no dispute about what they are. All staff should expect and model high expectations in all aspects of college life.

d. **Sanctions and rewards are clear and consistently applied.** All staff need to understand the sanctions and rewards systems at the college so that they can fully support the systems. Staff must not make up their own versions of rules and sanctions.

### e. Effective support systems are in place for students with particular behavioural needs

Effective recording of student negative and positive events is essential in order to maintain good behaviour. College management information systems should be used to record these incidents as and when they happen. A whole range of support at different levels from mentoring to an alternative provision should be in place to help prevent a repeat of or pre-empt poor behaviour.

f. **All staff challenge poor behaviour and follow college procedures.** When every member of staff takes responsibility to support the rules and expectations of the college behaviour is inevitably outstanding. Students know exactly where they stand and what is expected and staff do not feel isolated and alone in dealing with behaviour. Managing behaviour is part of the role of everyone who works in the college - it is a shared responsibility.

g. **All managers take responsibility for their areas and maintain standards.** All managers in the college have a responsibility to ensure that teaching and learning is highly effective in their area.

### h. There exists a climate of mutual respect

Respect can be developed in a number of ways although it must be modelled by staff if students are to respond. Simple things such as the way students are spoken to and the nature of support provided to students are very important in building up a climate of mutual respect.

### i. All issues and incidents are dealt with fairly and quickly

Clear systems and procedures with fairly applied sanctions are essential element of any behaviour management system. Every incident needs to be investigated and records kept in order to respond to parents, students and provide evidence to support any sanction. The more efficient the system the better.

### j. Blockages/failures in the systems are dealt with effectively and everything is continually monitored, always looking to make improvements

All systems require constant review and modification. If something is not working, the source of the problem needs to be identified and a solution found. The college is constantly evolving and so there is a need to alter systems and procedures accordingly. Never be afraid to change.

## Expectations and Rules

The college rules are there to maintain order, structure and discipline so that teachers can teach and students can learn. Students expect to see rules applied fairly, so this needs all staff to apply the college rules consistently. PLC expectations are very high. Students are expected to work hard, behave well, dress smartly in their business dress and to treat others with respect. Rules are simple, have a clear purpose and be fairly applied.

## High Quality Teaching and Learning

High quality teaching is a requirement of every teacher working at PLC. The desire and application

to continually reflect upon and improve one's own teaching is an expectation of all teachers. Full support and training will be provided for this purpose. The Aspirations Academies Trust firmly believes that **high quality teaching and learning results in student engagement, and high levels of student engagement results in high levels of attainment.**

Excellent teaching can transform lives. Excellent teachers enliven minds, build knowledge and understanding, explore ideas, develop skill and excite the imagination. Effective teaching is a complex combination of skills, knowledge, dispositions, attitudes, values and interpersonal capability.

Pedagogy is the why, what and how of teaching. It is the knowledge and skills teachers need in order to make and justify the many decisions that each lesson requires.

### **Basic Expectations**

What we expect of our teachers:

- Have a secure knowledge of what is to be taught and learned.
- Command a broad repertoire of teaching strategies and skills.
- Understand the principles of effective teaching and learning.
- Use sound judgement to weigh up needs and situations, apply the principles and deploy the repertoire appropriately.
- Use the framework of the Academy's aims and values to steer and sustain teaching and learning.

In addition we expect our teachers to:

- ✓ Aspire to be outstanding teachers
- ✓ Work hard and enjoy the success it brings
- ✓ Understand and share the vision of the Academy
- ✓ 'Model' high expectations at all times
- ✓ Work as a complete team
- ✓ Enforce standards
- ✓ Hit performance targets

Live the *Three Guiding Principles* and *8 Conditions*

### **We expect all teachers to aim to be 'Outstanding' practitioners.**

- \* **Expectations:** The teacher has high expectations of all students. The teacher enthuses, engages and motivates students and engenders high levels of enthusiasm and a commitment to learning.
- \* **Planning, Expertise and Activities:** The teacher plans astutely to ensure that teaching is very well matched to individual needs. The teacher is very knowledgeable in their subject and area of learning and highly effective in teaching them. No time is wasted and the teacher sets challenging tasks that are closely matched to specific learning needs.
- \* **Literacy and Numeracy:** The teacher takes every opportunity to develop crucial skills such as reading, writing, communication and numeracy.
- \* **Interventions and Support:** Interventions are well judged and have notable impact on the quality of learning.
- \* **Assessment:** Assessment is consistently accurate. The teacher systematically and effectively checks students' understanding throughout lessons.
- \* **Marking and Feedback:** Marking and constructive feedback from both the teacher and



students are frequent and of a consistently high quality.

- \* **Students' Progress and Learning:** Individual students and groups of students make well above expected progress over time.
- \* **Students' Attitudes to Learning:** Students are resilient and confident and are developing as independent learners who take responsibility for their learning.

### **National Standards for Teachers**

These standards apply to all teachers regardless of their career stage, and define the minimum level of practice expected of teachers. The Principal will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

### **Strategies to Monitor and Review the Quality of our Teaching and Learning**

#### **a. The evidence used to review the quality of teaching and learning:**

- Observation of lessons and discussion with teachers and students about the observations.
- Some joint (two staff to moderate standards) observations and related discussions.
- Discussions with students about their work and their experience of teaching over time.
- Discussions with staff about teaching.
- Academy and individual analysis of the views of students, parents and staff ('I Know My Class', 'My Voice', etc.).
- Work scrutiny and consideration of marking.
- Scrutiny of student progress - terminal results, on-going assessment, and other data.
- All subjects are formally reviewed each year
- Exam meetings between SLT/teachers take place in September and January

All senior staff are trained in making effective observation judgements, including some moderation of judgements.

Performance Management of Teachers: The objectives will relate to the following three performance measures:

- 1. Examination performance:** *90% of students/students in each of the individual teachers classes should achieve, at least, the expected level of progress over an academic year.*
- 2. Lesson Observation:** *Each formal lesson observation should achieve at least a 'good' grade in line with the current Ofsted inspection framework.*
- 3. Promoting Aspirations Project:** *Aside from the norm of enriching student aspirations on a daily basis, staff are expected to exhibit their understanding and practice of aspirations through an educational project that will be shared with other staff at the end of the summer term. This can be accomplished in a number of ways, such as:*
  - a. developing a model lesson in his/her field that promotes Self-Worth, Engagement, and Purpose for students;*
  - b. a special project (individually or in a team) that develops a tool/resource to further advance the work of aspirations;*

*c. a written paper or research project that will advance the understanding and importance of aspirations.*

*The creativity of staff is welcome. Projects will be approved early in the academic year in order to give ample time to successfully complete this objective.*

*\* An additional personal professional development target may also be added.*

### **The Role of the Personal Coach/Mentors in managing student performance.**

Each student at the PLC will have a Personal Coach and a Personal Mentor:

1. The Personal Coach performs a vitally important role at PLC combining pastoral care and academic support and guidance to enhance and maximise students' learning. He/she acts as a key link point between all aspects of the curriculum, working with students to ensure that the curriculum is holistic, personalised and fully compliant with all syllabus requirements. Every member of PLC staff is a personal mentor, except cleaners and kitchen staff, and they are appointed with the full knowledge that this will be part of their role. There are around 66 members of staff, including Schools direct staff, Each Personal Coach coaches 11 or 12 students spending up to 6 hours a week on this role. They will operate as an integral part of a mutually supportive Leadership Faculty each with 180 students. The Personal Coach will meet with each student for 30 minutes each week and help the student to manage their learning and progress through their MAAP (My Aspirations Action Plan). The Personal Coach will also be involved in managing some of the weekly group coaching sessions.
2. Personal Mentor. The Powerlist Foundation is committed to providing personal mentors for all students from their organization. Eventually PLC Alumni will also act as personal mentors. It is expected that each Personal Mentor may mentor individually or as a small group 3 or 4 students. This will require around 180 personal mentors drawn from the Powerlist organisations. The expectation is that the personal mentors will meet with their mentees at least every half-term, get involved in certain projects and support them through leadership activities and their internship. The main aim of the Personal Mentor is to provide a link and an insight into the real world of leadership. Powerlist Mentors will be measured on their commitment and any mentor who is unreliable in the commitment will be removed from the role.

The My Aspirations Action Plan (MAAP) is each student's electronic personal learning plan. The MAAP sets out and keeps a track of each student's progress as they journey through their personal learning programme. The MAAP also ensures that student's learning programme leads them to develop the knowledge, skills and aspirations to be successful academically, personally and socially. Each week students will save their very best work in their digital portfolio and two times a year they display an exhibition of their best work to their personal tutor and their parents. The MAAP is used on-line and can be accessed using hand held devices also.

Teachers will also have a MAAP. The MAAP is a teacher's personal guide to help them achieve your fullest potential as an educator, ultimately leading to students reaching their fullest potential as well. The teacher MAAP supports them to achieve high quality teaching and to foster student aspirations. The MAAP embeds documentation of the teacher's performance management setting and review meetings, including your CPD Plan and lesson observations record. We are also developing a MAAP for Academy Leaders. The following slides provide a good example of how the MAAP will look and operate.

## **Monitoring And Evaluation**

Powerlist Leadership College will have its own review processes to monitor every aspect of the education provided. This will involve internal review systems in line with Ofsted expectations. In addition, the Aspirations Academies Trust Central Management Team support the improvement and development of each Aspirations Academy through a supportive Review Programme. This Review Programme is always conducted alongside the SLT of each Academy. The Review Programme involves:

**September: Academy Exam Report** produced by the Principal of the Academy each September, followed by a meeting with the Executive Principal and Chief Executive.

**September/October: Teaching Review Week 1:** All teachers will be observed teaching for a full one-hour lesson. From this a CPD development plan is produced.

**November: A one-day triangulation review** (utilizing Ofsted inspection techniques).

**December: Improvement plan progress meeting – Principal and CEO**

**January: Outcomes analysis sheet (termly performance)**

**January: Governors Ofsted checklist to CEO**

**January: Vice Principal Impact meeting.**

**February: Teaching Review Week 2:** All teachers will be observed teaching for 30 minutes as part of a mock Ofsted inspection.

**March: Improvement plan progress meeting – Principal and CEO**

**April: Outcomes analysis sheet (termly performance)**

**April: Governors Ofsted checklist to CEO**

**April: A one-day triangulation review.**

**July: Improvement plan progress meeting – Principal and CEO**

**July: Outcomes analysis sheet (termly performance)**

**July: Governors Ofsted checklist to CEO**

In addition the Aspirations Academies Trust will prepare an annual Improvement Plan for the Powerlist Leadership College to outline their expectations and to hold the college to account. As part of the support provided by the AAT, the CEO and Lead Executive Principal would visit the school at least once a week as well as conduct the above reviews. All SLT from each Aspirations Academy support each of the other academies with the lesson observation programme. The PLC senior leaders would be involved in the observation of staff in other academies, which standardize performance measures across the country. Benchmarks and data is collected centrally by the AAT and feedback provided to the SLT of schools over actions that might be needed. This applies to academic performance, teaching observations and financial issues. Internally, the PLC Local Advisory Board have to monitor the performance of the College each month and provide a termly Ofsted checklist to the CEO. This is done based on data and information provided by the SLT and the governors are trained in effective monitoring of the educational provision provided by the college. Also, the District Board will monitor achievement and finance performance. The role of the governors is outlined more clearly in section F2.

## **Working with parents**

Parental involvement in the education of their children is highly desirable and encouraged at the PLC. We envisage a high degree of involvement with parents as there will be community use of the facilities but also we would expect a wide range of parents to have business background and will possibly be able to support the leadership development work. Parents will also be informed in

their child's progress through the 24/7 on-line MAAP. Parent aspirations workshops, leadership workshops and language classes (if required) will also be provided.

### **D3: Staffing Structure**

The key to the quality delivery of the curriculum at Powerlist Post 16 Leadership College (PLC) is the flexible approach to staffing that enable teaching, facilitating, tutoring, core project and lesson preparation. Teachers employed at PLC will be well-qualified graduates and excellent, well-trained teachers, although additional support, such as mentoring, may be provided by people with business related experience who do not hold Qualified Teacher Status (QTS). In these cases, if required, the Aspirations Academies Trust School of Education will provide relevant training and support.

Subject specialists would be very important to provide high quality subject provision. In order to attract the very best core subject teachers, as well as the slightly longer working week and year, PLC will pay attractive salaries compared to other local schools for some subject teachers (depending on experience and capability). Teachers will also be paid an attendance and performance bonus. Teaching groups for each A level would be capped at 25 students and teachers would teach 18 periods a week of their subject. Subject specialists would also be involved in the Leadership and Innovation workshops, as well as delivering some electives. All staff at PLC will also be personal coaches responsible for up to 12 students. The curriculum capacity diagram showing the staffing needs is provided on the following pages.

It is expected that business mentors and other business people will be regularly involved in the leadership and innovation workshops. And a particular emphasis will be placed on business involvement to provide all students with an internship opportunity each year. A dedicated member of staff will be employed to manage this process.

The flexibility of the curriculum leads to many interesting roles for teaching and support staff. However, there needs to be a regular supply of high qualified graduates employed to supplement the teaching at PLC and also additional support in areas such as mentoring and PBL. For this reason 15 School's Direct graduate teacher placements will be taken on annually. These graduates will be trained by the Aspirations Academies Trust School of Education, based at Rivers Academy West London, and they will teach some A level classes, act as mentors and support the Leadership and Innovations workshops. To fulfill their training as an 11-18 teachers 5 graduates would spend each term at Rivers Academy West London teaching 11-16 year olds.

Subject		Mathematics	Further Maths														Project based Learning (Product Design/Business Studies)	Total periods	
Role	Expected TT		English Literature	Art	Computer Science	Drama	Biology	Chemistry	Physics	Psychology	Classics	History	Geography	Philosophy	Economics				
HOS English	18		18															18	
HOS Art	18			18														18	
HOS Drama	18			2	16													18	
HOS Biology	18					18												18	
HOS Physics	18							18										18	
HOS Chemistry	18							18										18	
HOS Comp Sc	18				18													18	
HOS Maths	18	12	6															18	
HOS Psychology	18									18								18	
HOS Geography	18												18					18	
HOS History	18										2	16						18	
HOS Philosophy	18													16			2	18	
HOS Economics	18														16		2	18	
English	18				18													18	
English	18				18													18	
Physics	18	6			2				6								4	18	
Maths	18	9	9															18	
Maths	18	17	1															18	
Biology	18					6							2				10	18	
Maths	18	10	8															18	
Psychology	18									10								8	18
Leadership + Inn.	18																	14	14
Leadership + Inn.	18							6										10	16
Leadership + Inn.	18																	16	16
Leadership + Inn.	18									0				0				5	5
Leadership + Inn.	18																	18	18
Leadership + Inn.	18										6							12	18
Leadership + Inn.	18																	14	14
<b>Totals</b>	<b>504</b>	<b>54</b>	<b>24</b>	<b>54</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>28</b>	<b>8</b>	<b>16</b>	<b>20</b>	<b>16</b>	<b>16</b>	<b>115</b>	<b>479</b>	
<b>Periods required</b>		<b>54</b>	<b>24</b>	<b>54</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>28</b>	<b>8</b>	<b>16</b>	<b>20</b>	<b>16</b>	<b>16</b>	<b>110</b>	<b>474</b>	
<b>Periods Available</b>		<b>54</b>	<b>24</b>	<b>54</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>28</b>	<b>8</b>	<b>16</b>	<b>20</b>	<b>16</b>	<b>16</b>	<b>115</b>	<b>479</b>	
<b>Surplus/deficit</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>5</b>	

\* some of these will be led by graduate teachers

## Powerlist Leadership College Curriculum 2015-

Subject		Mathematics	Further Maths	English Language	Art	Computer Science	Drama	Biology	Chemistry	Physics	Psychology	Classics	History	Geography	Philosophy	Economics	Leadership and Innovation Workshops (5 ppw teacher supported 5 ppw)	Electives (all staff will be expected to deliver one elective)	Self Supported Study for Add. A Level	
KS 5	Foundation 160 students	No of Periods	5		5	4	4	0	0	0	4	0	0	4	0	0	5	2		
		No of Groups	6		6	1	1	1	0	0	0	1	0	0	1	1	0			2
		Total Periods	30	0	30	4	4	0	0	0	0	4	0	0	4	0	0			10
	YEAR 12 285 students	No of Periods	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	2	1
		No of Groups	3	3	3	2	2	2	3	3	3	3	1	2	2	2	2	15		
		Total Periods	12	12	12	8	8	8	12	12	12	12	4	8	8	8	8	75		
	YEAR 13 285 students	No of Periods	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	2	1
		No of Groups	3	3	3	2	2	2	3	3	3	3	1	2	2	2	2	5		
		Total Periods	12	12	12	8	8	8	12	12	12	12	4	8	8	8	8	25		
<b>TOTAL PERIODS REQUIRED</b>		<b>54</b>	<b>24</b>	<b>54</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>28</b>	<b>8</b>	<b>16</b>	<b>20</b>	<b>16</b>	<b>16</b>	<b>110</b>			

Each period = 1 hour but might be taught as 2 hours

25 students per group max

3 x 2 hour periods each day on M-Th

Teachers teach 2 x 2 hour periods each day

The Pre-entry leadership camp would involve a range of activities some supported self-study, but to run these other activities a team of leadership staff would need to be employed. Some of these would be staff from PLC although this would be mostly trained leadership practitioners.

Initially in Year 1 there would need to be much co-operation and sharing of staff in specific subjects with Banbury Academy and Rivers Academy West London. Also, through the Space Studio School developments in Banbury and West London there will be several national lead science and maths practitioners, from the National Space Centre, who will help train and support other teachers in Science and Maths. The AAT 'Dashboard' provides an on-line 24/7 accessible sharing and learning tool for teachers across all AAT Studio Schools and Academies. The teaching week is 8.30 a.m. to 4.30 p.m on Monday to Thursday and 8.30 a.m. to 2.30 p.m. on a Friday.

The Year 1 curriculum capacity and staffing approach would be significantly different to later years although the aim is to fully establish all subjects by employing most subject leaders in Year 1.

### Powerlist Leadership College Curriculum Year 1 - 2015

Subject		Mathematics	Further Maths	English Language	Art	Computer Science	Drama	Biology	Chemistry	Physics	Psychology	Classics	History	Geography	Philosophy	Economics	Leadership and Innovation Workshops (6ppw teacher supported 5 rows)	Electives (all staff will be expected to deliver one elective)	Self Supported Study for Add. A Level	
KS5	Foundation 160 students	No of Periods	5		5	4	4	0	0	0	4	0	0	4	0	0	5	2		
		No of Groups	6		6	1	1	1	0	0	0	1	0	0	1	1	0			2
		Total Periods	30	0	30	4	4	0	0	0	0	4	0	0	4	0	0			10
	YEAR 12 160 students	No of Periods	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	2	1
		No of Groups	2	2	1	1	1	1	1	1	1	2	1	1	1	1	1	6		
		Total Periods	8	8	4	4	4	4	4	4	4	8	4	4	4	4	4	30		
	YEAR 13 0 students	No of Periods	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	2	1
		No of Groups	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
		Total Periods	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
<b>TOTAL PERIODS REQUIRED</b>		<b>38</b>	<b>8</b>	<b>34</b>	<b>8</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>12</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>40</b>			

Each period = 1 hour but might be taught as 2 hours

25 students per group max

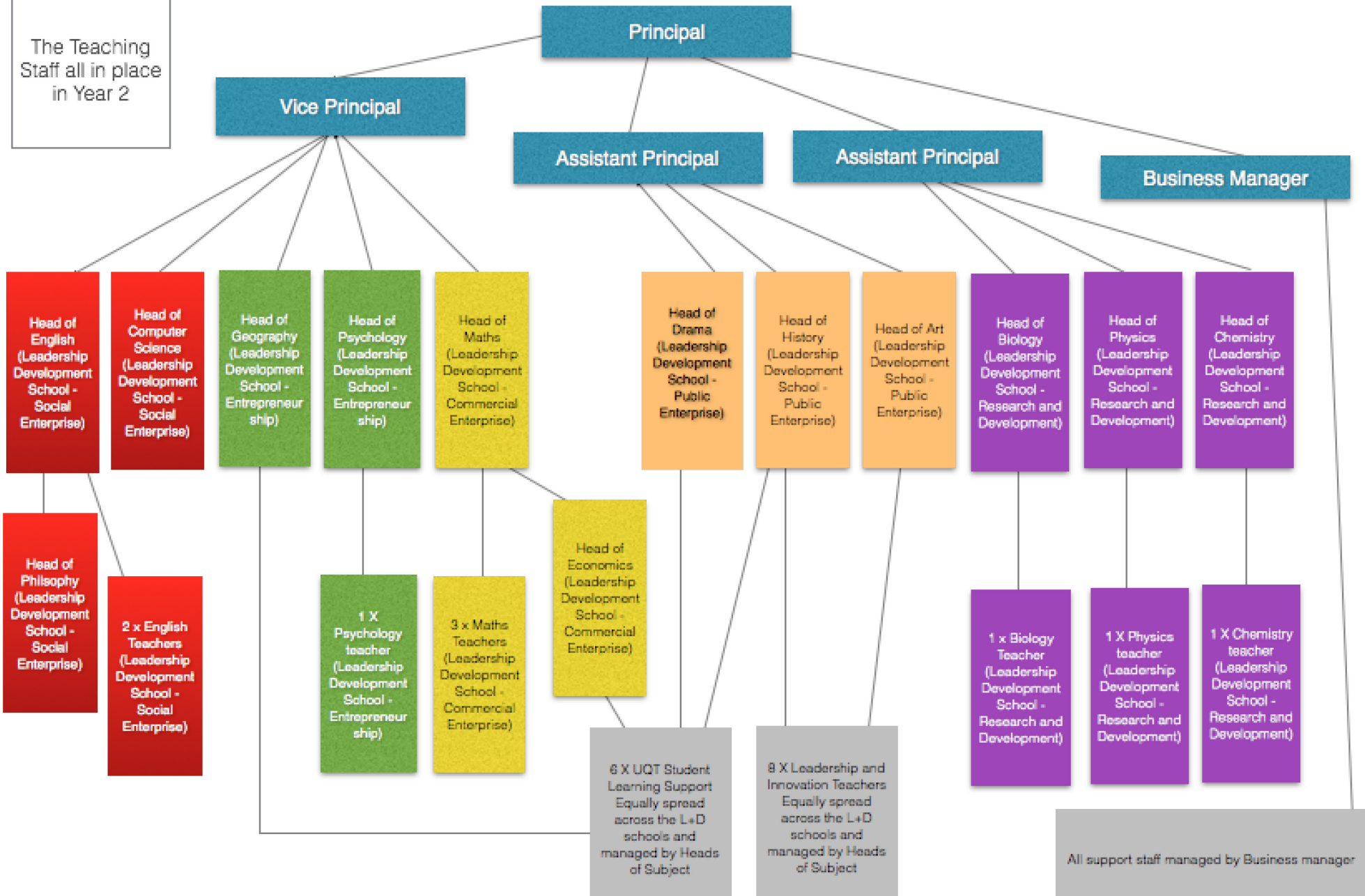
3 x 2 hour periods each day on M-Th

Teachers teach 2 x 2 hour periods each day

**Staff Organisation:** As a small school the lines of organization need to be effective and economic. The Powerlist Leadership College will benefit from a range of staff and services based at the Aspirations Academies Trust Head Office at Rivers Academy West London in Feltham. These are: Director of Finance, Director of HR, Head of Logistics and Communications, ITT School of Education trainers, CPD trainers.



The Teaching Staff all in place in Year 2





**Management Structure.** Powerlist Post 16 Leadership College is designed to be a sustainable and highly effective teaching and learning organisation. With 720 students, and every teacher also a personal coach, the academic and pastoral support structures are combined allowing for a very shallow management structure. With all teachers involved in the learning and pastoral side of a student's education, plus a highly engaging curriculum, behavioural issues should be much less compared to a normally structured school. This should require fewer layers in the chains of command and allow teachers to teach and facilitate learning. Powerlist Leadership College will be a completely free-standing school with its own governing body and management team, however it will operate as part of the Aspirations Academies Trust West London Academy District operating under the guidance of an Executive Principal. The day to day operation of the school would be managed by a Principal, Vice-Principal and two Assistant Principals. Each subject area would have a Head of Subject in order to manage the subject and its outcomes.

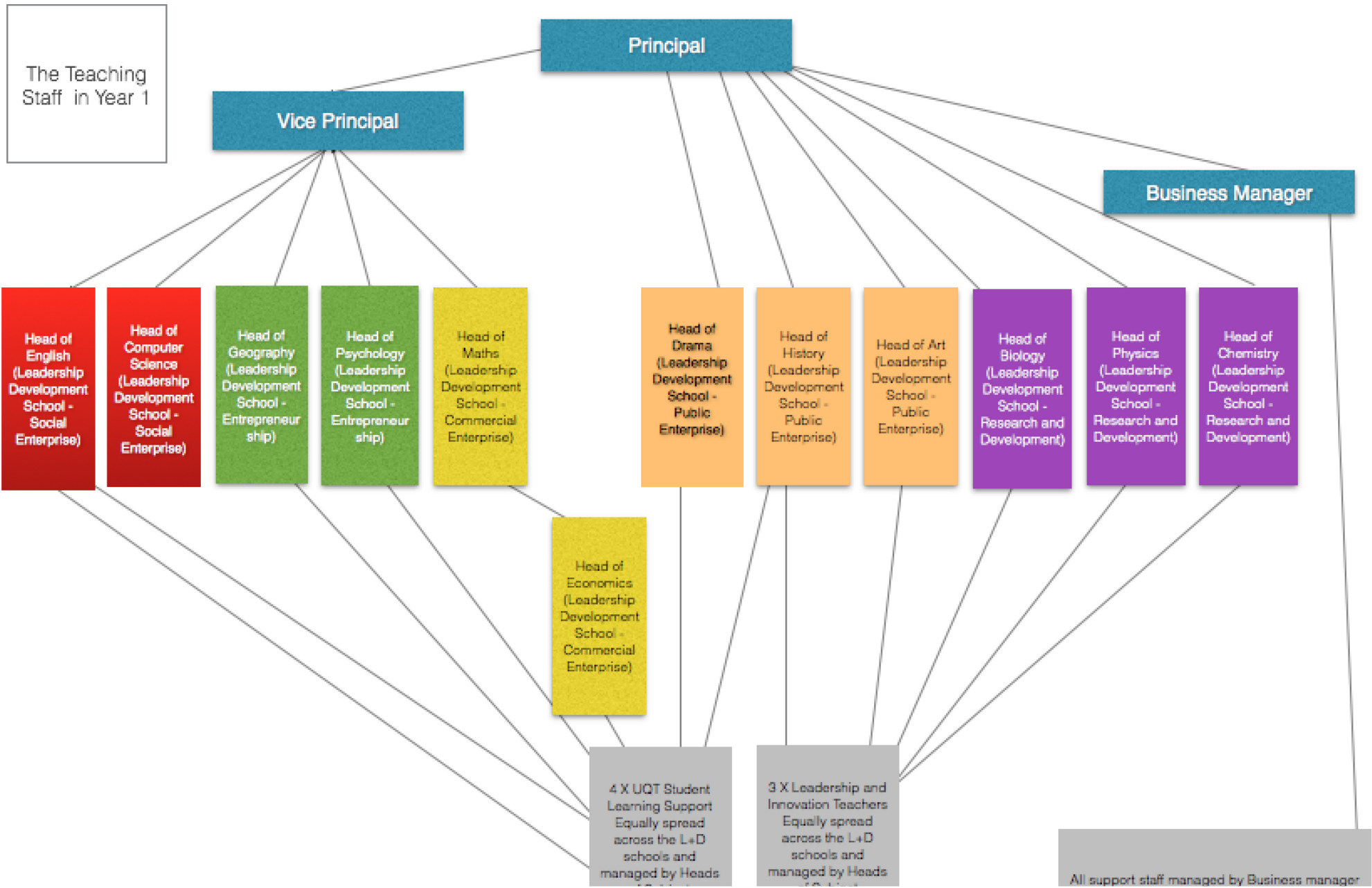
The diagram on the previous page shows the organization of the PLC. Each teacher would belong to a Leadership and Innovation School. The Vice Principal and Assistant Principals would each manage a few Heads of Subject whilst the Heads of Subject would each manage several teachers and Unqualified Teachers (UQT's). These would be fairly evenly divided out amongst the Heads of Subject.

**Phased Build up of Staff.** The diagram on the following page shows the staff structure in Year 1. Here the Heads of Subject have been nearly all appointed in order to establish the courses. The only exception is Philosophy, which would start in Year 2. Even though the College will not be completely full of students until Year 3 the budget does allow for the full teaching complement to be in place in Year 2 to enable all aspects of the education provision to be put in place. The table below shows the phased build up of teaching staff. As already stated, it is expected that the teaching programme will be supported in Year 1 by staff from other Aspirations Academies.

	Year 1	Year 2	Year 3
Year 12 Students	150	285	285
Foundation Year students	150	150	150
Year 13 students		150	285
<b>Total Students</b>	<b>300</b>	<b>585</b>	<b>720</b>
Senior Leadership staff	2	4	4
Heads of Subject	12	13	13
Teachers	3	16	16
UQ Teachers	4	6	6

In Year 1 with only 300 students the aim would be to establish the college on a sound financial footing. The Principal would need to be appointed ideally in September 2014 to help plan and manage the development of the college in advance of opening. In year one the task would be to appoint a mixture of experienced and new teachers in order to manage the financial implications of start up, however from Year 2 the intention would be to spend an increasing amount of the budget in attracting the highest quality teachers. Should the numbers of students initially be only around 200 the school could still operate with full-time teachers in most subjects and part-time teachers employed in other subjects brought in from Rivers Academy West London and Banbury Academy. In Year 1 the Vice Principal and most Heads of subject would be in place. All staff would experience a rapid training programme on pre-opening on their roles as Personal Coach and Aspirations.

The Principal of the college would also have heavier teaching load and curriculum development role than in later years as the college develops to its full staffing complement. Another strategy to stabilise the school finances will be that most services and support will be outsourced as and when needed. The aim is to establish a very efficient and lean educational model putting into place systems and strategies not necessarily used in mainstream schools, for example there would be no need for money to be spent on supply or cover teachers as the nature of the project based learning would allow great flexibility in terms of staff deployment.



The Teaching Staff in Year 1

Vice Principal

Principal

Business Manager

Head of English  
(Leadership Development School - Social Enterprise)

Head of Computer Science  
(Leadership Development School - Social Enterprise)

Head of Geography  
(Leadership Development School - Entrepreneurship)

Head of Psychology  
(Leadership Development School - Entrepreneurship)

Head of Maths  
(Leadership Development School - Commercial Enterprise)

Head of Economics  
(Leadership Development School - Commercial Enterprise)

Head of Drama  
(Leadership Development School - Public Enterprise)

Head of History  
(Leadership Development School - Public Enterprise)

Head of Art  
(Leadership Development School - Public Enterprise)

Head of Biology  
(Leadership Development School - Research and Development)

Head of Physics  
(Leadership Development School - Research and Development)

Head of Chemistry  
(Leadership Development School - Research and Development)

4 X UQT Student Learning Support  
Equally spread across the L+D schools and managed by Heads

3 X Leadership and Innovation Teachers  
Equally spread across the L+D schools and managed by Heads

All support staff managed by Business manager

## Section E: Evidence of need – part 1

In 2010 the Powerlist Foundation was created by a prominent group of the 100 most influential black people in the UK - members from within the investment banking, law, private equity and business world with a focus of “sharing success with tomorrow’s leaders”. To achieve this vision the Powerlist Foundation are looking to create a dynamic Post-16 college in London, with a specific focus on leadership. London is the area of focus for the Powerlist Leadership College for a variety of reasons:


- The expertise and location of the Powerlist team is based here.
- There is a high level of demand for new, high quality schools.
- The opportunities for students in this dynamic global city are wide-ranging.
- The need to develop a model of sixth form free school that can offer a unique combination of academic rigour matched with world-class leadership development for young people with leadership potential in disadvantaged areas across London.

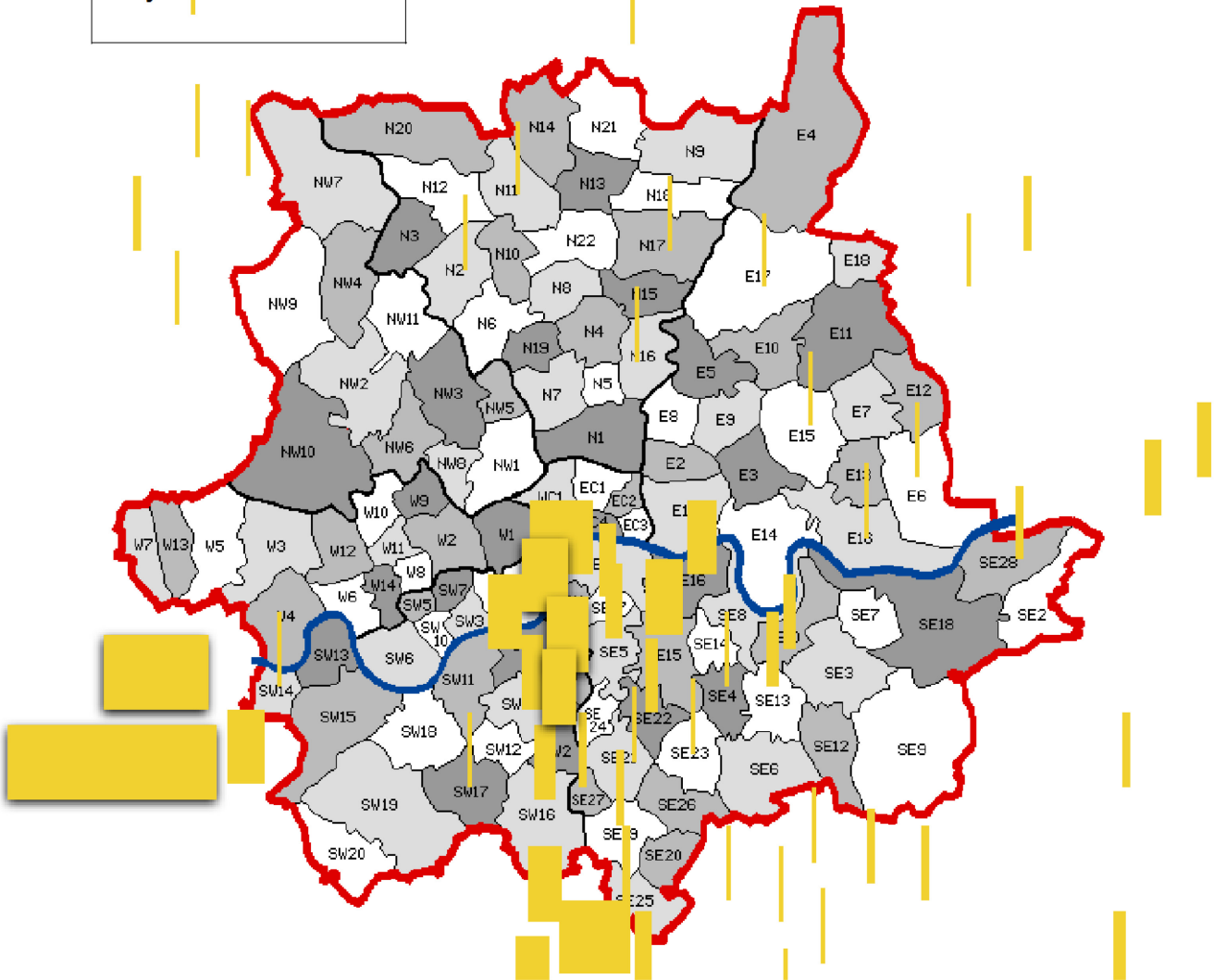
We believe that there is a gap in the demand amongst young people in London and their parents for greater choice in the 16-19 provision, which leads to high quality education and learning as well as access to mentors and alumni from the Powerlist who can provide world-class support into the world of work and employment.

The Powerlist Leadership College will ideally be based in Lambeth near to Waterloo Railway Station, although other Central London locations are also being considered. Here we have identified significant demand as well as demographic need for our Powerlist Leadership College. The following few pages outline the evidence of demand and need for the PLC. We expect the PLC to be completely full and oversubscribed when it opens in September 2015. The marketing campaign for the college started in October 2013 and will continue until opening continually raising awareness of the college. Due to the protective nature of 11-18 school Headteachers, who have a vested interest in maintaining their Sixth Form numbers; we have only been able to survey a representative sample of Year 10 students from one Greater London school. However, 35% of a sample of 205 students indicated that they would be interested in attending PLC. The data we have collected does provide a statistically valid sample to show that the PLC will be fully populated. Also, we are convinced that the PLC will be full as there are supporting factors such as the clear attraction that 150 places are available to students wishing to follow A levels but who will not have the qualifications to be accepted onto other A level programmes, as well as the fact that students in Greater London do make an active choice of post 16 provision and do regularly move schools at 16. In addition to the school survey a number of other student surveys have been completed (explanation later) and over 320 students have already expressed a real interest in joining the PLC in Year 12 (their names and postcodes are available if required). This is quite a remarkable number considering the small number of students so far approached about the PLC. There has been great interest in the concept of the leadership college with virtually no students interviewed deciding that the PLC is not for them. The marketing of the college will continue and an increasing number of interested students’ details will be collected.

2015 Actual survey figures and estimation				
	<b>A</b> proposed number of places	<b>B</b> the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice	<b>C</b> blank.	<b>D</b> the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$ .
<b>Foundation and Year 12</b>	300	321		107%

2016 Estimation			
A	B	C	D
Foundation and Year 12	300	435 (135 from the 2015 Foundation Year)	100%
Year 13	150	150	100%
Totals	450	585	100%

Key  = 1 student



This map shows the residential locations of the Year 10 students who have so far been interviewed or completed a survey stating that they would be interested in joining the PLC. The map is skewed towards Feltham, Lambeth and Croydon, as these have been the main areas where we have been able to gain access to a larger number of students. Further surveys will be conducted in Lambeth in the coming months. The map clearly shows that there is a strong interest in the PLC in the Lambeth and Central London region where the college will be based, also, that students are more than willing to travel to the college from all parts of Greater London.

## Section E: Evidence of need – part 2

From the outset of the idea to develop the Powerlist Post-16 Leadership College there has been support from the London community, including politicians and the public. A public meeting was held in Croydon on 9<sup>th</sup> December 2013, which was attended by over 100 people. The evidence of need for the Powerlist Post 16 Leadership College can be explained through two main categories:

### Section E1 - Evidence of demand from stakeholders and the needs of the global labour market.

The demand for the Powerlist Post 16 Leadership College is driven by a number of stakeholders and the changing global economy:

#### a. Powerlist Foundation

'If we stand back from the deficit reduction rhetoric and look at government activity across the globe, we would see something odd. Whilst some attribute waste, overspending and incompetence at the door of public bodies, emerging economies are copying our Public Sector model with enthusiasm. Britain in particular and Europe in general will compete on the global stage as it has always done on three fronts; adaptability, innovation and education. We have always enjoyed, but not necessarily appreciated the competitive advantages that this triumvirate brings. At the heart of this competitive advantage are social services, education and good governance. Every CEO in London knows that an educated workforce is central to this continued competitive advantage. Whilst London is the sixth wealthiest place in the world, the pockets of poverty and deprivation are threatening the ability of businesses to compete. We know that that life chances in this great city can be mapped by postcode. We know that a child born in the borough Hackney will live ten years less than a child born in the borough of Westminster and Chelsea. To the Powerlist Trustees this is not an acceptable state of affairs.

From evidence and research we know that interventions in the sphere of education can have a dramatic effect on children that through no fault of their own, may have been consigned as failures.

Much has been said about the value of University in terms of getting a job. For Londoners the figures are still compelling. Six out of ten people living in inner London are graduates. They earn on average £10K more per year than non- graduates and their life chances are significantly enhanced both in terms of health for themselves and their children.

The Powerlist, based on their deep business experience believe that education is an economic and moral imperative. This intervention of a Sixth Form College is just a first start of collaborating with Local Authorities, the DFE and education experts, to provide interventions at the greatest point of need'.



- b. **Employers:** The London Education Inquiry First Report in 2012 stated, '*Some London schools are working to create new and innovative partnerships for a variety of reasons: to encourage greater interaction with children from other schools and different backgrounds; to develop links with businesses and universities that can offer mentoring, advice, and work experience; or to improve the provision of sports, arts, and extra academic support.....As well as learning in the formal classroom, however, students also need connections and enriched life experiences that*

*can give them the social capital to open doors for the future. Those students with good exam results and the right social capital have three powerful advantages: what they know (facts, theories); whom they know (people); and how they know (networking and communication skills, etc.).'*

In order for companies to be successful and to grow their businesses, the importance of recruiting and developing young people through partnerships between schools and business is vital as there is currently a growing skills shortage and dearth of young and suitably qualified people. Coming into the sector is a challenge that we need to work together to overcome.' The Powerlist Foundation, with their access to many successful companies, has a real readiness and an interest to help create a very different educational environment designed to ensure young people leave school with the skills, qualities and qualifications needed for success in today's world. This includes the development of a Project Based Learning curriculum, using industry created tasks and related work experience, business mentoring, and emphasis on leadership training and entrepreneurship, as well as the development of self-worth, engagement and a real sense of purpose. The PLC curriculum will be tailored to develop the skills required by employers and, as such, will make PLC students highly employable. The essential strength of PLC will be the way in which students learn. There will not just be one approach to learning, as students enjoy the challenge of learning through a variety of methods including: personal coaching, research, independent and group study, real work, thematic projects, discreet subject lessons. Employers, academics and teachers will be involved in the development and delivery of the curriculum at PLC. The following companies have expressed a commitment to support the PLC. Letters of support are available if required.

Company/Organisation	Visits	Internships	Mentors
[REDACTED], Search Advertising		Y	Y
[REDACTED], Restoration Partners	Y	Y	Y
[REDACTED], Powerful Media	Y	Y	Y
[REDACTED], Summerswood	Y	Y	Y
[REDACTED], Imperative Space		Y	Y
Piers Linney, Outsourcery, (Dragon's Den)	Y		Y
Google	Y		Y
Virgin Money Group	Y	Y	Y
[REDACTED], African Caribbean Business Network	Y		Y
Gov Ed		Y	Y
Carbon Visuals		Y	Y
Chameleon		Y	Y
Aspirations Academies Trust	Y	Y	Y
Powerlist Foundation	Y	Y	Y
Space Studio Banbury	Y	Y	Y
[REDACTED], ISIS Equity Partners	Y		Y
Space Studio West London	Y	Y	Y
Rivers Academy West London	Y	Y	Y
Magna Academy Poole	Y	Y	Y
Prometheon		Y	Y
Penn Foster	Y		Y
QISA	Y		Y
The FA			Y
Pearson Foundation			Y
Metro Design Consultants - [REDACTED]	Y	Y	Y

**c. Politicians:** The need to develop education through business and education working together to develop an education system fit for this century is something central to the partnership behind the development of the Powerlist Leadership College - The Aspirations Academies Trust, and



educational organisation, and the Powerlist Foundation, a group of entrepreneurial business people. There is a political will to develop education through such partnerships as highlighted by the Chair of the Mayor of London's first report in his education enquiry, Dr Tony Sewell, who stated, *'I am excited at the prospect of leading the Mayor's Education Inquiry... The establishment of this Inquiry very much responds to the need for improvement. London is a world leader in science,*

*pace. Our students will be competing with the best*

*believe it is important to 'look under the rug' of education in London and, where necessary, reveal a discomfiting reality. There are some excellent state schools in the capital but our education system is facing some serious challenges: the need for growth and investment, raising aspiration, improving discipline and stretching children from all backgrounds. We are concerned at the discernible 'unevenness' in London's education system – whether between London boroughs, between adjacent schools or by ethnicity or disadvantage. Schools with similar ethnic and socio-economic mixes of students can achieve different results, suggesting that great schools can often overcome social, cultural or economic barriers. London is a city of ideas and invention, famous throughout the world for its cultural, artistic and scientific achievements. We quite rightly expect to be leaders in education. However, if London schools had a report card, it might read, "Heading in the right direction, but not good enough". However, partnerships can be time-intensive and one off initiatives can feel fragmented. Some school leaders are also wary about a possible conflict of values with other organisations. School leaders need to be increasingly entrepreneurial to develop these collaborations and ensure they are genuinely delivering good value for their students and staff. The Inquiry Panel will make the case for more partnerships, and why – if done properly – they can bring huge benefits to students: enhancing their core learning; broadening their horizons with new and stimulating experiences; helping them to learn about potential careers; developing their skills and knowledge; introducing them to role models and mentors; and challenging them to learn more about new communities and places. Partnerships can also benefit the schools and teachers, helping introduce new elements to the curriculum; motivating students and giving them valuable experiences beyond the classroom, training and developing staff, and bringing in new resources'.*

*cu ltu  
from*

**d. London Economy:** London is home to many key businesses in areas such as banking, finance, insurance, health and life sciences, technology, and creative industries, all of which is underpinned by a strong higher education and research sector. This commercial and intellectual dynamism is central to growth in the UK, but it is also key to solving future social, economic and technological challenges. A successful world city needs to cultivate and attract the brightest talent from around the world. The current and future cohorts of students coming through the education system will be facing a very different labour market in five, ten and forty years' time. Not only will they need more qualifications, they will need to be able to adapt to a flexible market, in types of jobs that may not have been created yet. London's children will grow up competing against talent from around the world and will also need to interact with people from many different cultures. It is thought that one in two jobs in London by 2020 will require degree-level skills.

Only 4% of London's HE entrants were from low participation neighbourhoods, compared with 10 per cent across the UK. London students from poorer boroughs are less likely to attend 'research-intensive' universities (Russell Group and 1994 Group) than those from wealthier boroughs. Taking a "more elite" sub-set of just Russell Group universities, the proportion of entries from London maintained schools is 7 per cent compared with 41 per cent for London independent schools.

The low rate of attainment in EBacc subjects in London maintained schools suggests that many school leavers are missing out on qualifications that would benefit them in the future. This applies particularly to ‘STEM’ subjects (science, technology, engineering or maths) or modern foreign languages. Many commentators have noted the importance of STEM subjects, for both the development and knowledge of the individual, but also for the wider workforce. It is clear that science, technology and engineering will play an increasing role in generating economic growth in the UK, in areas like pharmaceuticals, engineering, manufacturing, utilities, and financial services. Plans to grow the digital technology sector in east London – Tech City – will depend on attracting highly skilled computer scientists. Recently, the Government has promised to focus on this area in particular, following comments by the founder of Google about the poor state of computer science lessons in the UK. The Government has also set out an ambition for the majority of young people to continue studying maths until age 18 by 2020, in order to compete with global competitors. There is ongoing debate about why students are put off STEM subjects and how to best engage them – with some educationalists calling for more ‘scientific literacy’ and ‘democratic (or inclusive) science’, such as that directed towards special needs students, whilst others (including some employers and universities) are calling for more traditional science and maths. *(From the London Education Inquiry First Report 2012).*

The Powerlist Post 16 Leadership College will greatly benefit from the Aspirations Academies Trust’s emphasis on student engagement in teaching and learning and from the close liaison that will take place between the PLC and the AAT Space Studio Schools who utilize lead science and maths educators from the National space Academy.

- e. **Quality of existing provision:** The educational provision across London, compared to national averages at post 16, is variable. Although the Powerlist Leadership College would be ideally based in Lambeth students would be drawn to the PLC from across Greater London. Educational attainment in Lambeth, and other neighbouring LA, schools are below the national average at post 16. The following table shows that out of 72 state funded schools in Central London and Croydon (20 VA/VC schools and 52 LA schools/Academies) only 24 of them achieved the national average average for students achieving 3 or more A levels at A\*E (55.5% in 2012) and only 18 achieved above national average point score per entry at A Level (214.8 in 2012).

Borough (selection of Boroughs)	Number of Schools	State/Independent/VA/VC	% of schools with above national average for students achieving 3 or more A levels at A*E (55.5% in 2012)	% of schools with above national average point score per entry at A Level (214.8 in 2012)
Lambeth	6	VA/VC	33%	0
	1	Independent	100%	100%
	6	State	16.5%	16.5%
Wandsworth	2	VA/VC	50%	0
	3	Independent	100%	100%
	10	State	40%	20%
Southwark	2	VA/VC	50%	50%
	3	Independent	100%	100%
	8	State	12.5%	12.5%
Croydon	5	VA/VC	40%	20%
	6	Independent	100%	100%
	15	State	26%	40%
Kensington and Chelsea	1	VA/VC	100%	100%
	8	Independent	100%	100%
	2	State	0	0
Hammersmith and Fulham	1	VA/VC	100%	100%
	5	Independent	100%	100%
	6	State	16.5%	16.5%



Westminster	3	VA/VC	100%	33%
	9	Independent	89%	89%
	5	State	40%	40%

If the Lambeth area, and second location choice Wandsworth, are looked at in terms of the A level performance it can be seen that the Local Authorities perform at significantly lower levels than the national averages (see following table).

Borough	A Level average points score per entry	A level average point score per student
Lambeth	206.0	608.6
Wandsworth	205.2	656.0
<b>National Average</b>	<b>214.8</b>	<b>754.5</b>

At the age of 16, from where students go on to post 16 education, both Local Authorities are pretty much in line or just above national averages which simply reflects further the poor quality of post 16 education in London, particularly in the these LA's.

Borough	5+ A*-C inc. E+M	Average capped GCSE score per pupil
Lambeth	65%	340
Wandsworth	59%	346
<b>National Averages</b>	<b>59.4%</b>	<b>341.5</b>

**f. Development of high quality education:** The figures in section e. above do clearly show the poor quality of post 16 education in state schools in the capital. This is probably due to a number of factors:

- Many 11-18 sixth forms are too small to offer quality A level teaching. The Powerlist Leadership College would provide focused A level teaching in a large college of 720 students using highly specialist teachers. Recent government thinking is in line with promoting bespoke post 16 teaching in large sixth form colleges.
- The style of A level teaching is not well suited to students progressing from GCSE's in state school. A more imaginative approach to education with greater engagement (combining traditional teaching methods with Project Based Learning), higher expectations and standards and the development of leadership and entrepreneurial skills designed to promote higher attainments, is needed and is something that would be provided by the Powerlist Leadership College.
- Students in most post 16 colleges lack the aspirations and leadership skills to achieve their dreams.

There is also the need to deliver a different style of high quality education as:

- By 2020, half of all jobs in London will require degree level qualifications. Yet school children from poorer boroughs are less likely to go to the most research-intensive universities (Russell Group and 1994 Group) – 15 per cent of students in Newham, for example, compared with 40 per cent in Richmond.
- Study of STEM subjects (science, technology, engineering or maths) and modern foreign languages is low in London state schools.
- More specifically, students of London maintained schools are less likely to study challenging subjects, including modern foreign languages or triple sciences, or achieve As and A\*s, compared to London independent schools. This has a notable effect on the numbers who are then able to apply to Russell Group and 1994 group universities.

**g. Raised aspirations.** There is a real demand for a post 16 provision where student aspirations are significantly raised. These need to be raised to not only provide young people with a real sense of purpose to help them maximise their studies and achieve top end qualifications, but to also help them to develop the leadership, entrepreneurial and life skills needed for success in a

globally competitive world. The Powerlist Leadership College utilises the aspirations framework base on extensive and significant research to raise student aspirations.

The tables below shows that there is not only a low percentage of students moving onto to sixth form education in our preferred boroughs (Lambeth and Wandsworth), there is an equally low proportion who later move on to higher Education.

% of Year 11 students moving onto School Sixth Form or Sixth Form College 2010/11 (Department for Education)	
Borough	%
Lambeth	51
Wandsworth	64
Southwark	54
Westminster	69
Croydon	47
Hammersmith and Fulham	61
Kensington and Chelsea	58

Borough	% of post 16 students who went to HEI 2012
Croydon	53.9
Lambeth	51.9
Southwark	51.9
Wandsworth	60.1
Westminster	63.6

- h. Local Authority Strategy:** The evidence of demand for the Powerlist Leadership College is fully endorsed by the Greater London strategy and that of the key Boroughs near the location of the college. The London Plan Policy, section 3.18 on Education Facilities, particularly supports proposals which address the current and projected shortage of places. In particular it encourages the growth of Free Schools to help towards addressing the shortage of places.

The situation in **Lambeth** is very poor as the LA only has 15 secondary schools and a rapidly growing population. It is estimated that an additional 5,040 places per year will be required by 2020. The opening of 4 new secondary schools is helping to address a **historic shortage of secondary school places** in the borough. It is estimated that **30% of 11-15 year old students living in Lambeth attend schools in other local authorities**. The new school building programme will have provided an additional 2,370 places by 2015, leaving a potential shortage of 2,670 places as students move through the schools. It is the councils aspiration to provide secondary school places for 80% of pupils leaving primary school. Hence there is an **extremely strong need for additional post 16 places**. (*Draft Lambeth Local Plan 2013*). The table below shows the current provision and even if some schools grow their small sixth forms there will still not be enough provision for post 16 students. **Lambeth does not currently have enough quality Post 16 places for its students and certainly will not have enough in the future**. Powerlist Post 16 College would help meet this need.

LAMBETH 16-18 School/College	Present roll	Possible capacity (based on usual size of a sixth form and an estimation of capacity)	Possible spaces	Vacant spaces
Arch. Tennison	75	200		125
Bishop Thomas Grant	184	200		16
Dunraven	214	214		0
La Retraite	167	200		33
Lambeth Academy	170	200		30
Lambeth College (Post 16 FE)	1559	1559		0
London Nautical School	127	200		73
Norwood School	71	200		129

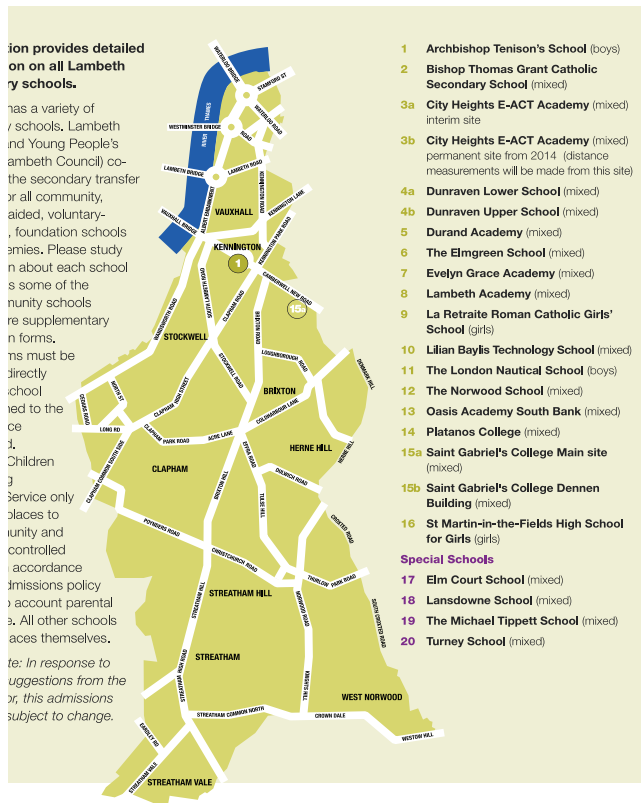
St Martins	152	200	48
<b>Potential Post 16 surplus places</b>			<b>454</b>

In **Wandsworth** more places are needed to keep pace with the rapidly expanding school-age population, with the latest projections showing that the borough will need around 24 additional classes by September 2020 to ensure there are enough places for local children. According to the latest GLA population figures, the number of children being born in the borough rose from 4,359 in 2003 to 5,477 in 2011. These places will transfer to demand for increased post 16 places. Although there are several large sixth forms in Wandsworth the table below shows that there is the need for the Powerlist Post 16 Leadership College in Wandsworth.

Wandsworth 16-18 School/College	Present roll	Possible capacity	Possible spaces	Vacant
Ark Putney	136	200	164	
Ashcroft Technology	170	200	30	
Battersea Park	110	200	90	
Bolingbroke	0	180	180	
Burntwood	334	200	0	
Chestnut Grove	156	200	44	
Ernest Bevin	352	300	0	
Graveney	684	200	0	
Saint Cecillas	169	200	31	
St F. Xavier Sixth Form	1336	1000	0	
Saint John Bosco	8	0	0	
South Thames College (FE)	2813	2500	0	
Southfields	413	200	0	
<b>Potential Post 16 surplus places</b>			<b>539</b>	

The map on the following page shows the location of Lambeth schools

According to the London Schools Atlas the closest Lambeth schools to Waterloo Station take in less than 40% of students from the Lambeth borough and at post 16 perform poorly: London Nautical School 169.6 average points per entry at A level 2012 (national average 214.8) and Archbishop Tennyson achieved 137.3.



**i. Making schools more economically sustainable.** The impact of increasing the compulsory school participation age to 18 years and equalising the funding arrangements between schools and colleges may also affect the viability of some, small school sixth forms by 2015. Where this takes place, a significant amount of space could be released for pre-16 school use. To meet the demand however, there will be a need for post 16 colleges such as the Powerlist Leadership College that will provide places for at least 720 students with a sole focus on quality post 16 education.

**j. Other stakeholders in developing leadership skills in young people.** A wide range of people have expressed by people with a vested interest in developing young people with leadership skills. These include:

- [REDACTED]
- Powerlist Foundation Leadership Programme Alumni.
- [REDACTED]

**k. Young People.** Section E2 goes into a great deal of detail about the evidence of demand from the students, parents and employers in Central London. We surveyed, in various forms (see later), 321 Year 10 students. From these surveys it would appear that there is a very real student interest in the PLC and that the college would open as an oversubscribed institution. The questions and responses to the student questionnaire completed at the Greater London school are below. Students were also asked to give their postcode and name if they would be strongly interested in joining the PLC at the age of 16 (these details are to be found in Section E2):

Question	% answering Yes	% answering No
Are you interested in being one of London's business leaders in the future	52	48
Would you be interested in a high quality Sixth Form College with business leadership and high aspirations at its core	50	50
Are you interested in developing business skills and a network of contacts while taking A levels	38	62
Would you like a business mentor who would advise you on university and jobs while you are in	38	62

the Sixth Form		
Are you interested in attending a Sixth Form College where you will have a Personal Coach who will support you in your studies	58	42
Are you prepared to work hard, with longer hours and shorter holidays in order to give yourself an advantage when applying for the best universities and companies	33	67
Are you prepared to travel 30 minutes to get to the right Sixth Form College	42	58
Would you be interested in attending a Post 16 Leadership College in Central London	31	69

The responses show a high level of interest in the PLC approach to education and are prepared to travel.

A further 139 students were interviewed at Waterloo and East Croydon stations. Here they were shown the glossy PLC brochure, an outline of the written information included in the brochure is provided below:

### **The Powerlist Post 16 Leadership College**

**Developing leaders**, primarily young people from **disadvantaged** backgrounds, **fully equipped** with the **skills**, attributes, **aspirations** and high level **qualifications** to play an **active and successful** role in the development of the local, national and global economy.

*In 2010 the Powerlist Foundation was created by a group of the 100 most prominent and influential black people in the UK with a focus of "sharing success with tomorrow's leaders". The Powerlist Foundation have spent several years researching a wide range of school models, which offer outstanding education and leadership development. They believe that there is a gap in the demand amongst young people in London and their parents for greater choice in the 16-19 provision, which leads to high quality education and learning as well as access to mentors and alumni from the Powerlist who can provide world-class support into the world of work and employment.*

*In October 2013 the Powerlist Foundation decided to form a partnership with the Aspirations Academies Trust, a small, successful and dynamic multi-academy trust with significant experience and success in education in London. The AAT's philosophy and innovative and empathetic approach to supporting the Powerlist's aims made the partnership an elegant and exciting fit.*

*'Talent is what we must nurture and develop if we are to remain one of the world's great cities.'* Boris Johnson, 2013, 'Securing Britain's Talent.'

*The ultimate aim of the Powerlist Leadership College is to support young people to take a leading role in the world. To do this PLC will offer an innovative and continually evolving educational provision designed to keep pace with technological and societal change.*

*Our vision for the Powerlist Post 16 Leadership College (PLC) is strong and ambitious. We want to create a new generation of London's leaders and equip them with a strong sense of ambition, drive and confidence to achieve. PLC STUDENTS will pursue excellence in all aspects of education and deliver seismic change by BECOMING future leaders of our society. The enormous talent pool in London is not fully tapped and THE PLC want to play its part in offering an outstanding education for those without the significant advantages of wealth, contacts and private education. The PLC will be a pan-London College; centrally located with excellent transport links, which will attract the most ambitious young people from across the capital. THE PLC WILL BECOME a distinctive, inclusive and diverse College with leadership and aspiration at its core. the power of established leaders will be harnessed to inspire, role model and encourage students to raise their ambitions. This will be achieved through the Aspirations Framework, which provides a research grounded, tried and tested framework to unlock students unending academic, personal and social potential.*

**Powerlist Leadership College will be very different to other mainstream post-16 schools and colleges, with 720 students aged 16-19 following a dynamic, entrepreneurial curriculum that mixes traditional A levels with a focus on global awareness and preparation for the world of work.**

Two routes:

ONE = Three Year FOUNDATION LEADERSHIP PROGRAMME: Year 1 - One A level, English and Maths GCSE re-takes, Duke of Edinburgh Gold Award; Year 2 and 3 - Mainstream



TWO = Mainstream two year A level and Leadership Incubator Programme

There are **five** main components to the PLC curriculum:

1. The **A Level programme** will be taught through an innovative and engaging approach, involving both discrete subject teaching, Project Based Learning, and through the use of on-line resources. All students will follow at least 3 A levels, from a choice of mainstream traditional subjects.

3. **Mastery.**

This will consist of Leadership and Innovation workshops designed to develop essential leadership skills.

3. **The Aspirations Framework.**

4. **Enhancement** experiences and activities.

5. **Skills** for the 21<sup>st</sup> Century will developed across all the other 4 components of the curriculum.

### **Skills Development at PLC**

Starting from the premise that learning to collaborate with others and connecting through technology are essential skills in a knowledge-based economy, the 'Assessment and Teaching of 21st Century Skills Project' brought together more than 250 researchers across 60 institutions worldwide who categorized 21st-century skills internationally into four broad categories:

- **Ways of thinking:** Creativity, critical thinking, problem solving, decision-making and learning.
- **Ways of working:** Communication and collaboration.
- **Tools for working:** Information and communications technology (ICT) and information literacy
- **Skills for living in the world:** Citizenship, life and career, and personal and social responsibility.

### **The Power of Leadership IN THE CURRICULUM**

There are four dimensions, which weave throughout every aspect of the curriculum:

**Knowledge:** PLC carefully consider the significance and applicability of what is taught in order to ensure that there is a balance between the conceptual and the practical. The knowledge based aspects of the curriculum need to connect the content to real-world relevance in order to ensure student motivation and full engagement.

**Skills:** PLC prioritise the development of a wide range of skills relevant to the development of future leaders, entrepreneurs and in line with the requirements of the 21<sup>st</sup> Century.

**Character** (behaviors, attitudes, values): Students need to be equipped and ready to face an increasingly challenging world. PLC considers it to be important to teach and develop student character through a focus on performance-related traits (adaptability, persistence, resilience) and moral-related traits (integrity, justice, empathy, ethics).

**Meta-Layer** (learning how to learn, interdisciplinary, systems thinking, personalization, etc.): An essential "meta-layer", enveloping the other three dimensions, is considered by PLC to be essential for establishing lifelong learning habits, activating transference, building expertise, fostering creativity, enhancing versatility, addressing individual students' needs, and more, in order to develop the strong and versatile leader. (Based on the thinking of Charles Fadel - Partnership for 21<sup>st</sup> Century Skills).

### **THE LEADERSHIP INCUBATOR PROGRAMME**

The Powerlist Leadership College has a prime aim to deliver the next generation of leaders. As a result the curriculum has a strong focus on leadership development and innovation both intrinsically throughout all aspects of the curriculum and discretely through the provision of specific leadership and innovation activities.

The driving force behind the development of leadership schools at PLC are two interlinked processes and programmes: **The Leadership Incubator Programme** enables students to progress along the **PLC Leadership Continuum**.

#### **The Leadership Incubator Programme**

This is based on the approach and ideas developed by the creators of the Alternative University of Bucharest. **The aim is to develop leaders that are capable of living a happy and fulfilled life by discovering and growing one's talent and passion.** This programme views a happy person as one that has found their element, the place where one's talents meet one's passions, someone that learns and evolves autonomously throughout their life. **Inner balance and self-knowledge are as important as professional success and the role of active citizen in the community.** The Leadership Incubator Programme is designed to create for PLC students a full experience of all aspects of leadership providing them with support and guidance until they are sufficiently well equipped to thrive in the global environment.

Learning happens whilst interacting with others. Learning is not necessarily found within us but in surrounding environments, learning consists in mastering the way to find the right informational ties after accessing the social networks. This is a learning theory suited to the digital age in which we are living. It is this self-directed learning that is at the heart of the Leadership Incubator Programme. results. In order to cultivate this intrinsic motivation, we need autonomy, mastery and high purpose.'

The **Leadership Incubator Programme** has four important stages. A student determines when they are ready to move on to the next stage. Importantly, before a student can move onto the next stage they have to present to an audience (this could be students, parents, business people, teachers, etc.) a portfolio of evidence to prove that they are ready to move to the next level. This portfolio will represent not only their achievements or items of work but importantly also the thinking processes behind it. Throughout the Programme each student will have a personal learning mentor and their MAAP (My Aspirations Action Plan) to support them through the journey. The four stages are:

1. **Discovery** – This is primarily concerned with helping each student to discover their sense of purpose and establishing their focus of interest.
2. **Call to Action** – During this stage students are exposed to collaboration, networking and the sharing of best practice. They are encouraged to explore the real world and to find out what experiences there are in the business, technology and innovative global economy.
3. **Transition** – There are two aspects to this stage. One is helping students to identify which direction they are currently most interested in and best suited to. The second is experiencing insights into managing leadership transitions at a range of levels, helping young leaders to learn to avoid possible pitfalls, absorb information quickly, recognize opportunities, establish productive relationships and demonstrate agility and adaptability.
4. **Mastery** – The final stage is developing personal mastery in our students. Mastery is the ability to blend skills and knowledge in a specific area of practice. The aim is to ensure that PLC students are at the “top of their game” in whatever field they have decided to move forward in.

### Further Evidence of Demand

Apart from stakeholders there is further compelling evidence of demand for the PLC:

#### a. Lack of opportunities for disadvantaged students

A main element of the drive behind the establishment of the Powerlist Leadership College is the desire to provide high quality education and life chances for students from disadvantaged backgrounds. Central London has significant numbers of disadvantaged young people as the tables below reveal. In particular, our possible areas of location for the college, Lambeth or Wandsworth, have significant levels of deprivation.

Borough	% students on Free School Meals 2012
Croydon	17.5%
Lambeth	32%
Southwark	35%
Wandsworth	23.8%
Westminster	39.8%

In Lambeth, one in three children attending Lambeth schools is eligible for Free School Meals. The following table gives a picture of the London Well-Being Index with Lambeth scoring a minus figure reflecting the general low quality of life in these boroughs.

Borough	London well being index (higher the better)
Lambeth	-4
Wandsworth	2

Further evidence is provided by the figures below, which show that there are a significant proportion of people of working age with no qualifications.

Borough	% of working age population with no qualifications
Croydon	6
Lambeth	10.2
Southwark	9.5
Wandsworth	3.6
Westminster	6

The level of deprivation is also high in Central London. The IMD shows deprivation across 326 boroughs with 1 = the worst level of deprivation. Lambeth is ranked at 29.

Borough	Deprivation (Index of Multiple Deprivation 1 = most deprived, 326 = least deprived)
Croydon	107
Lambeth	29

Southwark	41
Wandsworth	121
Westminster	87

Borough	Dependent children in out of work families
Lambeth	28%
Wandsworth	19%

Borough	Looked after Children 2013
Lambeth	500
Wandsworth	210

4. It is also important to realise that the social and economic context of London schools is very different to those in the rest of the UK. Approximately two thirds of children in London state schools are from an ethnic minority background, compared to less than one third in the rest of the UK. Half of all London state school children hold English as a second language, compared with 17 per cent in the rest of the UK. One in four London school children in maintained schools is eligible for Free School Meals, 8 percentage points higher than the rate for England. The rate of pupils in inner London on Free School Meals is 16 percentage points higher than in outer London.

A main aim of the PLC is to provide students from deprived backgrounds with a route through to university, skilled employment or to set up their own business. In 2012 national statistics show that young people receiving Free School Meals (FSM) perform significantly worse in examinations. The table below shows that in London there is a 14% gap in GCSE performance between FSM and non-FSM students in London.

National Statistics 2012	London	%
All Pupils at the End of KS4	75072	
All Pupils at the End of KS4 Achieving 5+ A* - C Including English and Mathematics		62.6
All Free School Meals Pupils at the End of KS4	17071	
Free School Meals Pupils at the End of KS4 Achieving 5+ A*-C Including English and Mathematics		48.9

This means that fewer FSM students go on to study A levels and then on to university, as entry grades to A level are often GCSE grade B. In England as a whole in 2012 there were 51% of all 16 year olds who followed A level courses but only 26% of FSM students. PLC will give students with lower grades the opportunity to follow A level course with success.

## b. High levels of youth unemployment

Borough	NEETS (Proportion of 16-18 year olds) 2012
Croydon	4.4%
Lambeth	7.5%
Southwark	7.7%
Wandsworth	7.1%
Westminster	7.5%

Overall London has lower rates of children aged 16-18 who are not in education, employment or training (NEET) (4 per cent) than the England average (6 per cent). However, there is wide variation across London boroughs from 3 per cent to 8 per cent with Lambeth and Wandsworth being amongst the worst.

## c. Population growth

Census figures show that between 2001 and 2011 the capital's school age population rose by 107,000, a growth rate of 8.2% compared with 0.2% in the rest of the UK. To cope with this growth



London needs to create 83,470 school places between 2014 and 2017 – the equivalent of 199 new primary schools or 80 new secondary schools.

Borough	Population (thousands) 2011	Population (thousands) 2016	Population (thousands) 2021	Population increase (thousands) 2011-2021
Croydon	364.8	387.6	406.6	51.8 (14.1%)
Lambeth	304.5	322.6	338.9	34.4 (11.2%)
Southwark	288.7	313.7	340.3	51.6 (17.8%)
Wandsworth	307.7	321.4	340.1	32.4 (10.5%)

The table above clearly shows that London Boroughs are facing a significant growth in population in the coming years.

Borough	% population increase in 5-12 age group by 2020
Croydon	19%
Lambeth	13%
Southwark	20%
Wandsworth	21%
Westminster	9%

The total population is predicted to grow by 15 per cent over the next 20 years (an addition of 1.2m people) in London.

## Section E2 – Evidence of demand

### Student, parent and employer interest

The level of demand for the Powerlist Leadership College has been assessed through the analysis of available data, personal contact of the Powerlist Foundation members with friends and families, meetings and surveys with the immediate parent and student community in Greater London. The response from employers and students has been significant. The evidence of need from students and employers has been collected through a range of strategies:

- A public meeting in Croydon on 9<sup>th</sup> December 2013.
- A survey of all Year 10 students at a Greater London 11-18 Academy.
- Letters of support from business people.
- Surveys conducted face to face at Waterloo Station and in Croydon.
- On-line surveys.

In total, up to 20<sup>th</sup> December 2013, we had interviewed or surveyed 389 people, of these 344 were students, the majority in the Year 10 age group. Well over 90% of all those interviewed thought the principles behind the PLC were very appealing and 321 Year 10 age students have indicated that they would be very interested in joining the college at the age of 16. Mobility at the age of 16 in London is a particular feature of education, with students actively researching the options and being fully prepared to move schools. The on-line surveys were the least successful with only 34 people completing these. The Waterloo and East Croydon surveys, the public meeting surveys and the school based surveys were the most successful in gaining a commitment from the students. In each case students were asked for their name, their postcode, their age, if they would be interested in the Powerlist Leadership College and their email address. All these completed forms are available in the Annex.

In 2009 there were around 80,000 sixteen year olds living in Greater London, ten years later there will be at least 120,000. All these students will be within one hour of travel to the PLC providing a more than adequate supply of students, particularly considering the predicted shortage of post 16 places. To gauge the level of demand for the PLC amongst students we conducted a questionnaire and information session within a typical Greater London Academy in order to gauge their willingness to travel to the PLC. A statistically valid sample of 205 Year 10 students completed the survey with over 35% (**72**) of the students interested in gaining a place at the PLC (see questions

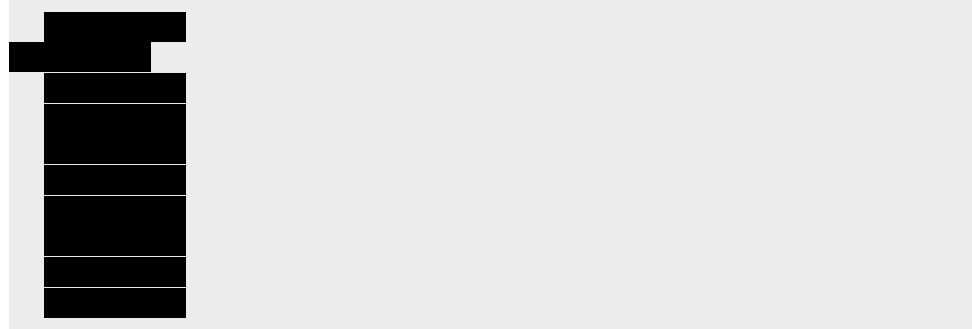
and responses in the table later). There are around 450 state funded 11-16 schools in Greater London with over 80,000 year 10 students in total. If 35% of these students were interested in a place at the PLC it would amount to a possible **28,000** students competing for 300 places.

The first online questionnaire asked the following questions:

1. Are you satisfied with the current state school educational provision available to your child?
2. Are you supportive of a high quality Post 16 college with the vision to create the next generation of leaders?
3. Do you agree that a post 16 college should work closely with industry in order to develop the relevant skills for success in today's world?
4. Would you like your child to receive substantial experience of real work education, for example an internship?
5. Would you be happy if the college day and college year were longer than most schools?
6. The college will be located in Inner London very close to railway, tube and bus links. How long a journey is acceptable to you for your child as a post 16 student?
7. Would you consider sending your child to the Powerlist Post 16 Leadership College?

The second on-line questionnaire asked and reached 30 people:

Question	% support
Do you support the proposal to open a new 16-18 Sixth Form College in London to meet the need for Sixth Form school places in the area?	91.3%
Do you support the Sixth Form's curriculum based on a dynamic, entrepreneurial mix of traditional A level with a focus on global awareness and preparation for the world of work?	91.3%
Do you agree that the Powerlist Post 16 Leadership College's (PLC) should open in Sept would involve Powerlist Foundation and Aspirations Academies Trust entering into a Fundi the Secretary of State for Education**?	91.3%




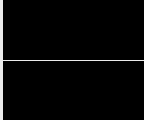
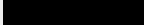
This is a quote from one of the young people who answered the online questionnaire.

The survey undertaken at Waterloo Station and Croydon simply outlined the basic idea of the PLC and asked students: *'I would select the Powerlist Leadership College as first choice/I am interested in finding out more information.* 139 students were spoken to and the vast majority of them stated they would. At this stage it is totally unrealistic to expect students to firmly commit to a Post 16 place, however, the names of students who have expressed a very strong interest in joining the PLC are available and their postcodes are listed below:

Hand written sheets including name, response to questions, age and postcode are available on request	Post codes		
		total	Year group
	BR1	2	10
	BR2	1	10
	BR3	2	10
	CR0	17	10
	CR1	1	10
	CR2	8	10
	CR4	4	10
	CR5	4	10
	CR6	1	10

	CR7	8	10
	CR8	2	10
	DA1	4	10
	DA4	3	10
	E15	1	10
	E16	1	10
	E17	1	10
	E6	1	10
	EN3	1	10
	HP2	2	10
	IG6	2	10
	IG9	1	10
	ME2	3	10
	N11	1	10
	N16	1	10
	N17	1	10
	N2	1	10
	RM20	2	10
	SE1	15	10
	SE10	3	10
	SE11	11	10
	SE13	3	10
	SE15	9	10
	SE16	7	10
	SE17	11	10
	SE19	2	10
	SE21	1	10
	SE22	3	10
	SE23	1	10
	SE25	2	10
	SE27	2	10
	SE28	2	10
	SE4	1	10
	SE5	4	10
	SW14	3	10
	SW16	5	10
	SW17	1	10
	SW2	7	10
	SW4	5	10
	SW8	8	10
	SW9	10	10
	TW13	25	10
	TW14	83	10
	TW4	10	10
	UB1	1	10
	UB6	1	10
	WD23	1	10
		321	

Some of the responses made on the on-line questionnaire are included here:

1		Dec 5, 2013 6:05 AM
2		Dec 2, 2013 9:04 PM
3		Nov 29, 2013 9:02 PM

		
4		Nov 29, 2013 7:50 PM
5		Nov 27, 2013 9:48 PM
8		Nov 26, 2013 12:32 PM

Another factor that supports the significant demand for the Powerlist Post 16 Leadership College is that ***there are no schools of this type in the region***. Greater London does not have a Post 16 college or school supported by business people and with a clear focus on leadership development.

A further sign of the evidence of demand was shown at a very well attended public meeting about the PLC held in Croydon on the 9<sup>th</sup> December 2013. Speakers included [REDACTED] who is [REDACTED]; [REDACTED], [REDACTED]; [REDACTED], [REDACTED]. The event was attended by over 100 people. The attendees included parents, students, local student organisations, Local Authority workers and business people. The nature of the questions they asked were characterized by this sample:

- What do you think can go wrong with the College?
- What is different about the curriculum?
- What will the PLC provide for younger students?
- How will the college support parents?
- How will you get students to know about the college?

There was overwhelming support for PLC from the audience and at the meeting with a virtually unanimous agreement that there is a real need for an innovative, leadership centred post 16 college in Central London.

The parental and business leaders who have attended meetings and completed questionnaires have in the main been extremely supportive. The original plan of the Powerlist foundation was to set up the college in Croydon. This decision was based on commercial research of need. However, after partnering with the Aspirations Academies Trust, further research showed a need for this unique type of college delivering a very different type of education in Croydon but that there was a good and successful provision for Post 16 students in the borough. The focus then moved to the more deprived Central London areas with poor education provision. The only real concern raised by parents and the local community was about the chances of the college opening and the need to provide this kind of education for younger people. The aim is that PLC students will work and deliver leadership programmes to 11-16 year olds as part of their curriculum.

The community is particularly interested in how the Leadership aspects of the curriculum will work in reality and so we are planning further information events in early 2014, this time in Lambeth/Southwark, to provide more detail about the reality of life as a student at PLC.

## Section F: Capacity and capability

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

Between the Aspirations Academies Trust and the Powerlist Foundation we have significant experience of the education and business arenas. The education and finance experience is first class and the capacity to deliver time and energy is fully available to ensure the success of the college. As you can see from the list below there are a large number of very experienced and successful people involved in this initiative. There is a core group who are driving the development and their CV's have been included in the Annex. There are numerous other people in the Aspirations Academies Trust based in West London who will also be involved as needed in the set up process. The Aspirations Academies Trust has seven academies in operation and so has a good sized team from which to draw. The Trust is totally committed to providing the very best educational and management support to each of it's academies, including the PLC, and is continually building capacity to ensure this is of the highest quality. Also, policies, financial systems and procedures, EFA contacts and other procedures are already in place across the Aspirations Academies and most of these can be readily transferred to the new college.

We believe we have significant experience in the key areas of managing school finance, leadership, project management, marketing and human resources. In addition, as soon as the bid is approved we would set up a steering group consisting of the core applicant group to support the Aspirations Academies Trust in the project management of the college development. The Aspirations Academies Trust would work full time on the development of the college with the part-time support of the Powerlist Foundation. We would also ideally appoint the Principal from September 2014 who would then become an important part of the development of the college systems, structures and curriculum and play a major role in marketing and student recruitment.

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████, ██████████	Y	██████████	██████████	1 day per week, more if needed
██████████	Y	██████████	██████████	.5 a day a week

[REDACTED]	Y	[REDACTED]	[REDACTED]	.5 a day a week
[REDACTED]	Y	[REDACTED]	[REDACTED]	1 day a week
[REDACTED]	N	[REDACTED]	[REDACTED]	3 hours per month
[REDACTED]	N	[REDACTED]	[REDACTED]	3 hours per week on average
[REDACTED]	Y	[REDACTED]	[REDACTED]	1 day per week
[REDACTED]	Y	[REDACTED]	[REDACTED]	2 days a month on average
[REDACTED]	N	[REDACTED]	[REDACTED]	2 days a month on average
[REDACTED]	N	[REDACTED]	[REDACTED]	.5 a day a week
[REDACTED]	N	[REDACTED]	[REDACTED]	consultant
[REDACTED]	Y	[REDACTED]	[REDACTED]	.5 a day a week
[REDACTED]	Y	[REDACTED]	[REDACTED]	.5 a day a week
[REDACTED]	N	[REDACTED]	[REDACTED]	1 day a week
[REDACTED]	N	[REDACTED]	[REDACTED]	Governors meetings and Principal interviews

[REDACTED]	N	[REDACTED]		.5 a day a week
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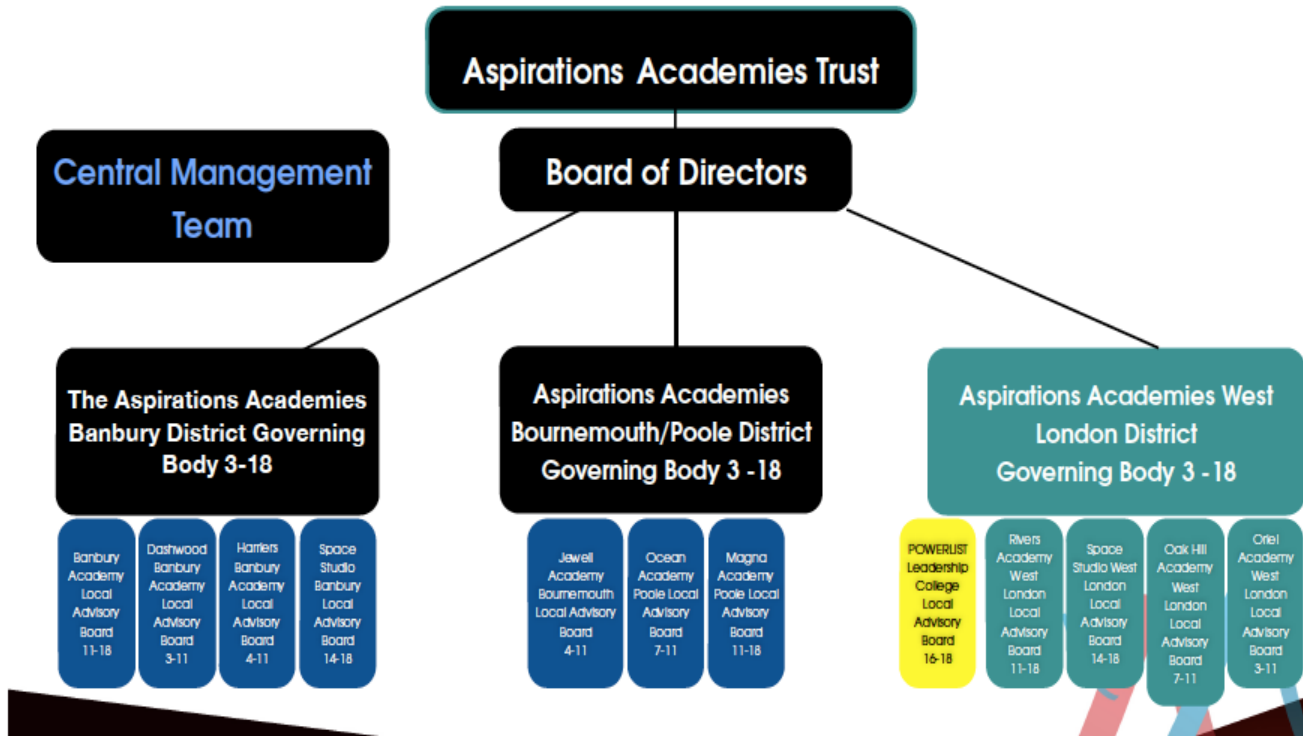
### Skills gap in pre-opening

The Aspirations Academies Trust have the experience of setting up a Studio School, a brand new primary school and re-opening a failing school without any negative impact on other existing provision. As our family of aspirations academies grows the capacity for mutual support increases. As a result we believe we fully understand what is required to open a new college and believe we have the experience and expertise to make a successful college development. If there were any area we discover we have a weakness or need in we would look at our usual contacts to find sufficient support.



**Section F2**  
**Governance Structure**

**The Structure of Governance in the Aspirations Academies Trust**



The Powerlist Leadership College would form part of the Aspirations Academies Trust Multi-Academy Trust. As such the PLC would be an Aspirations Academy, with the legal responsibility for the PLC being in the hands of the Trust, operating as a school with its own identity within the structure, and with the management support, of the Aspirations Academies Trust. The PLC would have its own Local Advisory Board (LAB), which is effectively a governing body with significant delegated powers as outlined in the Aspirations Academies Trust terms of reference (The term Local Advisory Board is stolen from DfE terminology and is in reality a common school governing body). The PLC LAB will be made up in the majority by members of the Powerlist Foundation and Chaired by Phil Walker of the Powerlist Foundation.

The PLC LAB would feed into the AAT West London District Governing Board. The operation of the LAB and District Board is determined by the guidelines provided by the AAT Terms of Reference. The West London District Governing Body, is itself governed by the AAT Board of Directors (a strategic body which meet three times a year and made up of a highly experienced team of educationalists and business people). The Aspirations Academies Trust Board are provided with monthly operational, financial and educational updates by the Chief Executive and when necessary call a Skype conference hosted at the Aspirations Academies Trust Head Office. The AAT devolve the management and operation of the organisation to the AAT Management Team, and the responsibility for governance is devolved to the relevant local and district boards. The responsibilities for both these bodies are clearly explained in the Terms of Reference of the Aspirations Academies Trust, a copy is held by the Department for Education, however, the basic responsibilities are:

Essentially, it is the District Governing Body that manages the Academies in the District on behalf of the members of the Aspirations Academies Trust. The key responsibilities are to:

**The Aspirations Academies Trust West London District Governing Body**

- Development of Aspirations Academies Trust Vision, Philosophy and Principles across the District.
- Determining the level of delegation to each Local Advisory Board.
- Recruitment of senior staff.
- Academy target-setting and improvement plan oversight.
- Academy budgets approval.
- SEN provision.
- Student/Pupil admissions.
- Staff contracts.
- Policies.
- Financial oversight.
- Planning, budgeting and reporting procedures.
- Statutory Compliance and risk management.
- IT Network Strategy.
- Major procurement policies.

- Development of the Aspirations Academies Trust educational model.
- Curriculum and assessment provision and support in core subject areas (literacy, mathematics, science).
- Academy Review and monitoring procedures.
- Academic attainment, achievement and reporting.
- Staff CPD oversight.
- Sharing educational practice and support between Aspirations Academies.
- Ensuring the 'all-through' educational provision is cohesive and effective.
- Oversight of research aspect of Aspirations Academies.
- Administrative and support services.
- Oversight of land, buildings and insurance issues.
- Safeguarding.
- Marketing and publicity.
- Health and Safety and risk assessment.
- Disaster recovery policies.
- Quality control.
- Preparation for Ofsted - aim to be outstanding.

### **The PLC Local Advisory Board**

- Development of Powerlist Foundation and the Aspirations Academies Trust Vision, Philosophy and Principles in the college.
- Monitoring and support to achieve the development/improvement Plan targets centred on the four Ofsted areas of inspection:
- **Achievement of students:** Learning and progress of all groups of students; Progress over past three years; attainment in relation to national standards; Target setting; Effectiveness of assessment; Reporting to parents; Examination entry; Support and targeting; Student aspirations, Leadership development.
- **Quality of teaching:** Review systems; Performance management; CPD; Student engagement; Leadership Incubator Programme; Aspirations training and student aspirations activities; Quality of student work.
- **Behaviour and safety:** Attitudes to learning ('My Voice' data); behavior in class; Behaviour around the Academy; Levels of bullying;

Exclusions; Reward systems; Equal opportunities and respect; Parental views; Attendance levels and punctuality.

- **Quality of leadership and management:** Leaders, at all levels, pursuance of excellence; Effectiveness of monitoring and evaluation; Accountability for the quality of teaching and learning; Quality of the curriculum; Capacity for sustained improvement; Effectiveness of governance; Safeguarding; Community links; Management of facilities and resources. Recruitment of senior staff (with the support of the Aspirations Academies Trust).
- Support systems and operations:
- College budget management.
- Statutory compliance and risk management (health and safety, equal opportunities, etc).
- Student admissions and recruitment.
- Preparation for Ofsted - aim to be outstanding.
- Sharing and support between Aspirations Academies.

The Principal of the Powerlist Leadership College will have full responsibility for the PLC in line with the usual responsibilities of a school Headteacher. However, the Principal will have the support of and will be directly line managed by the Lead Executive Principal of the AAT, and will be accountable to the Chair of the Powerlist Leadership College Local Advisory Body, as well as being fully supported by the AAT Chief Executive and Management Team. Any conflicts of interest would be initially dealt with by the Executive Principal or ultimately by the Chief Executive.

The Powerlist Leadership College Local Advisory Board would be given the authority to fully manage every aspect of the education provision as well as to ensure the philosophies of both the Powerlist Foundation and the Aspirations Academies Trust are realised by the college. The Local Advisory Board would have many responsibilities although the main areas of focus would be to support the Principal to

ensure that the highest educational standards are achieved and for all work to be completed within budget. The Powerlist Foundation would have significant involvement in the Local Advisory Board with all members, other than the Principal and Lead Executive Principal, of the LAB being part of the Powerlist Foundation. The Chair of the LAB will be [REDACTED] and other members are stated in the table shown in F3.

In the pre-opening phase a steering group has already been set up and is meeting monthly, this would continue in the future to guide the management of the opening of Powerlist Leadership College. This group is currently concerned with developing the application, in the future it would involve people in the marketing, premises, organisation and curriculum development of the PLC. This group includes members of the Powerlist Foundation, the Aspirations Academies Trust: [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED].

Although the Aspirations Academies Trust Board delegates most responsibilities to the District and Local Advisory Boards, it is the Aspirations Trust Central Management Team that will oversee the operational function of the PLC, ensuring standards and expectations are maintained, conducting regular review and monitoring and intervening where needed to ensure the PLC meets expectations. The LAB will meet monthly and will oversee the management of the PLC budget and educational provision. In particular, attention will be paid to ensure [REDACTED] the PLC meets the highest educational standards in line with the Ofsted inspection criteria. Governors will be highly trained in analysis and encouraged to ask relevant questions requiring evidence from the SLT in order to ensure high quality. The PLC will have it's own development plan driven by the SLT and closely monitored by the Governors. The academic and financial targets for the PLC will be set by the AAT against national benchmarks in consultation with the LAB.

### F3 (a) Proposed governors

#### The Powerlist Leadership College Local Advisory Board

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	Business/Finance	8 hours
?	██████████	██████████		
██████████	██████████		Design/Premises	8 hours
██████████	██████████		Marketing	16 hours
██████████	██████████		Education	4 hours
██████████	██████████		Education	1 day a week
<b>Plus 1 parent</b>			<b>Finance</b>	<b>8 hours</b>
<b>Plus 1 parent</b>			<b>London Community</b>	<b>8 hours</b>
<b>Plus 1 staff member of the PLC</b>			<b>Education</b>	<b>8 hours</b>

Two elected students would also be ex-officio members of the LAB  
 The Chair of the LAB and the Principal of PLC would sit on the West London District Board.

### **F3 (b) Skills gap for governing body**

None, however we do need to recruit two parents and a member of the PLC staff. The AAT Terms of Reference state that the composition of a LAB must include the following as a minimum:

5. Executive Principal of the Aspirations Academies District.
6. Principal of the Academy.
7. Two parents of pupils/students at the Academy.
8. One employee of the Academy.
9. A minimum of two co-opted governors with relevant expertise and experience.

In addition two pupils/students from the Aspirations Team and the SLT of the Academy will be invited to attend LAB meetings but will not have voting rights.

#### **F4: A credible Plan for recruiting a high quality Principal during pre-opening Timeline for appointment of a Principal**

- January 2014 – PLC steering group develop fully Principal specifications and starts the research process.
- Advert placed in national press for April 2014 (this will be withdrawn if the application is unsuccessful)
- April 2014? – Announcement of success of application for PLC
- Interviews for Principal in May 2014.
- September 2014 - Principal designate starts work ideally (otherwise January 2015)

**The selection process** for the Principal would be lead by the Aspirations Academies Trust and the Powerlist Foundation jointly, involving the [REDACTED], [REDACTED], [REDACTED], [REDACTED] ([REDACTED]) and the [REDACTED]. The selection schedule will involve:-

- Candidate short-listing and subsequent request for references. \*Please note that the Chief Executive of the Aspirations Academies Trust will request permission from the candidates, and, if appropriate, from their current Headteacher, to visit them at their school to see them in their context (this is not compulsory).
- Pre-interview meeting at Rivers Academy West London. This will involve a presentation about the Powerlist Foundation, the Aspirations Academies Trust and the PLC, a Student Aspirations Team presentation, and a chance to informally talk to AAT staff and PLC governors.
- Interviews: Morning session starts at 8.50 and consists of 5 separate 30 minute activities:
  - Discussion of a specific learning issue with a group of students, looking for strategies.
  - A RAISE on-line exercise with a specific action plan the result.
  - Discussion with a group of staff around leadership strategies.
  - Lesson observation and feedback.
  - Person specification interview (how they match it).
- Lunch with Governors, Staff Aspirations Team and Student Aspirations Team
- Candidates given 30 minutes to put together a 5 minute presentation on school improvement (title given there and then)
- Candidates present to the Interview Team followed by questioning on leadership, management, aspirations and school improvement - 1 hour maximum for each candidate.

However, the type of person we would like to be Principal of the PLC must be an outstanding educationalist with a clear understanding of the importance of leadership and of raising aspirations. They must also have an entrepreneurial and innovation mindset, as well as being an outstanding role model. The Principal of PLC could be an experienced Headteacher or a Deputy Head with enormous potential. The Powerlist Foundation and the Aspirations Academies Trust will also use their existing networks to identify suitable candidates. The Principal job description is outlined below:

**Job Description** (This is a brief outline, a more detailed version is available)



The Principal of PLC shall carry out the professional duties as described in the School Teachers Pay and Conditions document. The Principal is accountable overall to the Aspirations Academies Trust, and directly to the Lead Executive Principal, for ensuring the educational success of PLC within the overall framework of the Aspirations Academies strategic plan as well as the individual PLC strategic plan. The Principal is responsible for all aspects of the internal organisation, professional leadership, management and control of PLC and for leading supervision over teaching and support staff. They should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in all areas of the Academy's work. Main aspects of the role:

- Carry forward the Powerlist Foundation and Aspirations Academies Trust vision;
- Drive the continuous and consistent focus on leadership, raising achievement and improving student outcomes;
- Lead within the Academy the development of the Powerlist and Aspirations Academies Trust "brand" and ensure it is effectively publicised;
- Ensure the Aspirations framework is embodied in every aspect of PLC.

### Managing PLC

The Principal will work closely with the Lead Executive Principal to:

1. Shape the Future (Strategic Leadership).
2. Lead Learning and Teaching.
3. Raise aspirations, achievement and attainment.
4. Develop Self and Working with Others.
5. Lead the Organisation.
6. Managing the Organisation.
7. Secure Accountability.
8. Support the work of the Powerlist Foundation and the Aspirations Academies Trust.
9. Lead in the Community through collaboration.

### **Person Specification for the position of Principal**

We have a detailed person specification amounting to over two pages of qualities, skills, qualifications and attributes required. It is available on request. The headings include:

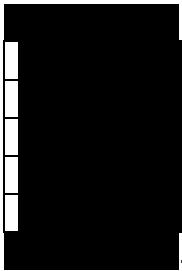
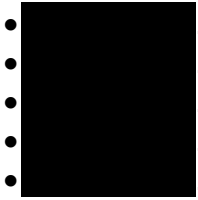
- Knowledge and qualifications
- Professional experience
- Personal aptitudes, qualities and skills
- Raising Aspirations
- Leadership
- Leading learning and teaching

## **Section G: Budget planning and affordability**

[REDACTED]

[REDACTED]:

- [REDACTED]









██████████  
██████████



**SECTION H: LOCATION AND PREMISES**

1. Please fill in details for each of your preferred sites, taking care to complete every section.
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](mailto: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 <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.	The location will be preferably in Lambeth and in conversation with the EFA there are three potential sites: <redacted> which is 0.5 mile from Vauxhall Station/underground and 1 mile from Waterloo Station; 2. <redacted> 0.2 mile from Oval Underground, .8 from Vauxhall Station and 1 .8 mile from Waterloo; 3. <redacted> .3 of a mile from Clapham Junction. There are potentially available buildings in each location, either would provide the locational advantages of Central London and access to communications, however the preferred site is site 1. We have not yet visited the sites.
--	---

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:	<redacted>
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**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?	Lambeth
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If the preferred site is near to the boundary with another local authority, please say which:	Southwark
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If the preferred site is near to the boundary with a third local authority, please say which:	Wandsworth
---	------------

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

Please tell us how you found the site:	<redacted>
--	------------

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
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> 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
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What is the current use?	Please select
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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:	
--	--

**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
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If other, please explain further:	
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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:	
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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:

### 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

If other, please explain further:

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:

### 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

If the preferred site is near to the boundary with another local authority, please say which:	Please select
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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
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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:	
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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:	
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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:	
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**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Please select
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if yes, from what to what?	
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Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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## CV templates

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position	██████████
		██████████
		██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> 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 template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications,	[REDACTED]
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>the school's results for the years you were in post –for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	[REDACTED]
	[REDACTED]	
8.	Reference names(s) and contact details	[REDACTED]

Name	[REDACTED]
Area of expertise (eg education, marketing, etc)	[REDACTED]
Last three roles	[REDACTED]
	[REDACTED]
	[REDACTED]
Brief comments on why previous experience is relevant, and (optionally) role played in helping to raise standards	[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"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED] [REDACTED] [REDACTED]
4.	<b>For finance only:</b> details of professional qualifications	[REDACTED]
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
8.	Reference names(s) and contact details	[REDACTED]

Name	[REDACTED]
Area of expertise (eg education, marketing, etc)	<ul style="list-style-type: none"> <li>• [REDACTED]</li> <li>• [REDACTED]</li> </ul>
Last three roles	[REDACTED] [REDACTED] [REDACTED]
Brief comments on why previous experience is relevant, and (optionally) role played in helping to raise standards	<ul style="list-style-type: none"> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> </ul>

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]

3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position	[Redacted] [Redacted] [Redacted]
5. a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): 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 <b>16 to 19</b> , 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] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
8.	Reference names(s) and contact details	[Redacted]
		[Redacted]

<b>CV template</b>		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position	[Redacted] [Redacted] [Redacted]
4.	<b>For finance only:</b> details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7.	<b>Optional:</b> 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	
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CV template		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position	
4.	<b>For finance only:</b> details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	<b>Optional:</b> 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	

[Redacted]

[Redacted]

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