



Department
for Education

Free school application form 2014

Alternative Provision (AP) (updated March
2014)

BRISTOL FUTURES ACADEMY

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 4 April?	x	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	x	<input type="checkbox"/>
3. Have you provided information on all of the following areas:	x	
Section A: Applicant details	x	<input type="checkbox"/>
Section B: Outline of the school	X	<input type="checkbox"/>
Section C: Education vision	X	<input type="checkbox"/>
Section D: Education plan	X	<input type="checkbox"/>
Section E: Evidence of need	X	<input type="checkbox"/>
Section F: Capacity and capability	X	<input type="checkbox"/>
Section G: Budget planning and affordability	X	<input type="checkbox"/>
Section H: Premises	X	<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?	X	<input type="checkbox"/>
5. Have you fully completed the budget plans?	x	<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: alternativeprovision.fsapplications@education.gsi.gov.uk within the window below? <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	x	<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, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	x	<input type="checkbox"/>

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

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

Section I of your application		
11. Have you sent: <ul style="list-style-type: none">▪ a copy of Section A (tab 1 of the Excel template); and▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines)	X	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State; and
- 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).

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: [REDACTED]

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

Print name: [REDACTED]

Date: 09.05.14

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

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

X

Section C: Education vision

1. Mission

Bristol Futures Academy (BFA) aims to be an outstanding provider for students in years 9, 10 and 11 who find mainstream provision challenging for a variety of reasons. BFA will use a specialist delivery model for personalised, flexible and innovative programmes of study centred on the needs of the individual student enabling them to overcome their barriers to learning, equipping them with the skills for future success and enable their re-integration into mainstream provision or meaningful onward progression. BFA will adopt an inclusive, preventative, proactive, personalised approach and work in partnership with schools Bristol City Council (BCC), parents/carers and local employers to inspire and motivate students to exceed beyond their expectations and be ambitious for their future success. BFA believes that all young people are entitled to an inspiring and engaging education which will enable them to aspire to and achieve meaningful and productive futures, both in terms of careers and in personal independence and an ability to make a positive contribution to society.

2. Rationale

2.1 BCC requirements

The rationale for BFA has arisen from the need for additional, specialised alternative provision places as identified by BCC as commissioners of alternative provision and matched to the unique specialist delivery model developed by Weston College that takes an empowering approach to disengaged students with barriers to learning.

There is a strong commitment by BCC to take a preventative, proactive and personalised approach that is led by the needs of disengaged young people, making them the centre of the process and responding to the needs of employers in the area. BCC want to invest in innovative partnerships which invest in the young people of the city and to this end have fully committed to commissioning 100% at BFA in the first two years. Partnerships covers the breadth of employment and supports the Governments SEN reforms by looking at creating opportunities for those young people who will need specific employment preparation training and support the agenda for traineeships.

BCC state that the aim for Bristol is to be an ambitious city with the goal of being one of the top cities to live in Europe. An important part of this vision is adding to the learning opportunities for all its citizens and within 5 years become national leaders offering specialist provision within an inclusive mainstream environment. The city wants to offer a full range of provision of appropriate learning programmes so that families and young people have a genuine choice about what and how they learn. These provisions will be developed through co-design; listening and matching what is needed from employers and young people and reflecting this in the provision commissioned to strengthen the BCC local offer. BCC are developing a systems leadership approach with its teaching schools and specialist children's centres. BFA would work within this system to add to the full range of provisions which are needed to support an urban local authority with diverse needs. The role of the local authority

will be to act as a facilitator and broker between providers, young people and employers, so that everyone is a full participant in the wider community.

This approach is in keeping with the Council's vision and supports the mayor's wider vision for Bristol. The Mayor's Vision to keep Bristol Working and Learning (<http://www.bristol.gov.uk/page/mayor/vision-bristol>) part of Bristol's European Green Capital Strategy/Vision includes the following: *"Our employers say that along with key skills in literacy and numeracy, qualities they want to see in our young people are perseverance, resilience and confidence. Yet family cycles of underachievement and disadvantage are difficult to break. The key route is through learning, leading to skills and qualifications, employment and a living wage, being able to support a family and giving children choices in their lives. Our job across the city is to put together the networks and ladders of progression that help all our young people to clearly see how they can progress in learning, develop skills and qualifications, build self-confidence and get a sustainable job"*.

The proposing group is from Weston College and have developed this proposal by applying their experience of delivering to young people who challenge the education system with consideration of the needs of the BCC and the requirements they have for new alternative provision.

This section will look at the:

- Evidence of demand
- Needs of the students
- Experience of Weston College
- Vision and ethos
- Key features
- Targets
- Overview of Multi Academy Trust

The evidence that the proposers have used to develop the BFA proposal are set out below.

2.2 Shortage of places and needs of students

2.2.1 Context of education demand in Bristol

Bristol is one of the eight core cities, it has a population of 432 500, with 19% of its population under 16. It has a faster population growth than any of the other core cities with a population rise currently predicted to be 10.5% 2011 – 2021. The Bristol School Organisation Strategy 2013-17 has identified the following headlines:

- Growth in demand for nursery places from the age of two
- A shortfall of at least 23 one form entry primary schools
- An anticipated shortfall of secondary places from 2017
- A significant increase in SEN expected to match the growth of the overall child population.

*(BCC CABINET Meeting Minutes- 31 October 2013
(https://www.bristol.gov.uk/committee/2013/ua/ua000/1031_5.pdf)"*

2.2.2 Context of education demand in St Georges, East Central Area

The School Organisation Strategy does not currently include analysis of alternative provision, but the strategy outlined in the Cabinet meeting recorded the following need: ***“an improved range and availability of alternative provision for permanently excluded pupils. Predominantly in the East and Central areas.”*** Resulting from this BCC has identified St Georges in the East Central area as having the greatest need for additional alternative and SEN provision, the preferred site for BFA is within this area and where BCC will commission places.

The following are extracts from the School Organisation Strategy 2013-17 profiles of the East Central area (https://www.bristol.gov.uk/committee/2013/ua/ua000/1031_5.pdf)

- *“The East Central Area of the City is subject to considerable development pressure and a rapid growth in the population.*
- *The East Central Area has the highest percentage of BME nursery to year 11 pupils by school and pupil postcode.*
- *Land is at a premium within the East Central Area with many schools being located on confined sites.*
- *The St George East and West Neighbourhood Partnership Area stretches from the City Centre to the South Gloucestershire boundary. This neighbourhood contains LSOAs that are ranked more deprived than the average in England. (DCLG English Indices of Deprivation 2010)*
- *The East Central area has historically had less specialist provision than other areas of the city. A number of pupils have to travel to either north or south of the city to access appropriate provision, particularly pupils with ASD and BESD needs.”*

The overall conclusions drawn from these contexts are that there is a growth in demand for places in all types of education provision to satisfy the needs of an expanding population.

2.2.3 Need for alternative provision

Specific attention is drawn to the need for additional alternative places in East Central area and the rise in SEN places. This is further supported by the forecasted growth in SEN places.

Area	2012 SEN: School Action Plus and Statemented only pupil numbers	Forecast for 2015 SEN: School Action Plus and Statemented only pupils numbers	Forecast for 2017 SEN: School Action Plus and Statemented only pupil numbers
East Central	1127	1207 (+80)	1264 (+137)
TOTAL for city	3,839	4,169 (+330)	4,372 (+533)

3 (Source: Bristol Schools Organisation Strategy: Report to Schools Forum April 2013)

2.2.4 Commissioning schools

Within the St George area of Bristol, BCC has identified the need for more alternative provision places for referrals coming from four schools in particular:

- Bristol Brunel Academy (BBA)
- Bristol Metropolitan Academy (BMA)
- City Academy Bristol (CAB)
- Fairfield High School (FH)
- There are four pupil referral units, with two in this area who would also wish to access BFA as part of the individual student's transition pathways. In addition, Bristol has a weekly residential school which supports young people, BFA can add to the support that is offered to these students and for some maybe a viable full time option as part of the young person's personalised plan.

BCC state the only options for the students in the above academies if they are not engaged or achieving in mainstream is to travel across Bristol to alternative provision.

The DfE statistical first release

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/224893/SFR29-2013.pdf) identifies that groups vulnerable to exclusion includes high free school meal, BME, EAL, SEN students and students with high rates of absence. The table below shows that the figures for these characteristics in the four schools/academies identified above. The pupil characteristics of the four schools/academies are displayed in the table below and most show levels above the national average. The indication is that many of these students will be in danger of being excluded, if they have not already been so.

	No of pupils	% of pupils eligible for free school meals in last 6 years (NA 28.3%)	% of pupils whose first language is other than English (NA 13.6%)	% of SEN pupils or on School action plus (NA 7.7%)	Absence (persistent absence) (NA 5.8% (6.5%))
Bristol Brunel Academy	1074	40.5%	20.5%	5.5%	7.7% (9.1%)
Bristol Metropolitan Academy	649	51.2%	46.7%	5.1%	6.7% (9.1%)
City Academy Bristol	989	73.3%	56%	5.9%	8% (10.6%)
Fairfield High	669	49.5%	36.8%	4.0%	5.7% (6.1%)

2.2.5 Exclusion data

Exclusions from these four schools/academies is set out in the table below. have had one or more exclusion

	<u>10/11</u>		<u>11/12</u>		<u>12/13</u>		13/14 (to April)	
	PEX	FTE	PEX	FTE	PEX	FTE	PEX	FTE
Bristol Brunel Academy	1	NK	1	NK	1	36	1	65

Bristol Metropolitan	1	8	3	11	3	17(1)	1	20
City Academy	3	NK	5	NK	3	NK	1	NK
Fairfield High	4	112 (6)	2	38	1	29	1	18
Total	9	120 (6)	11	49	8	82 (1)	4	103

Source: Bristol City Council Exclusions Data April 2014

KEY: PEX = permanent exclusion

FTE = fixed term exclusion and () period exceeding 5 days

NK = data not provided

The table above indicates that there is an upward trend of fixed term exclusions particularly since 2011/12 and the year to date figures suggest that 107 from these schools could have benefitted from the BFA.

We do not have the data specifically from these four schools as to the reasons for these exclusions. We do though have it for the whole of Bristol, as follows:

	2011/12	2012/13
Total number of permanent exclusions	48	52
Reasons		
Disruptive behaviour	25	29
Physical assault on pupil		12
Verbal abuse against adult	3	4
Physical assault on adult	3	4
Other	2	2
Verbal abuse against pupil	11	2
Damage		2
Theft	1	
Racist abuse		1
Drugs / alcohol	2	1
Sexual misconduct	1	

This table identifies that the most common primary reasons for exclusions are disruptive behaviour and physical and verbal assault on a pupil. The DfE's 2013 statistical release, Ch 5 looks at the reasons behind exclusions in 2011/12 and found that *"pupils with special educational needs were more likely than their peers to receive a fixed period exclusion due to physical assaults on and verbal abuse against adults and persistent disruptive behaviour....Pupils with special educational needs were more likely to receive a permanent exclusion from school than their peers....Of all the primary types of need, pupils with behavioural, emotional and social difficulties were by far the most likely to receive either type of exclusion."* The same findings are also reflected in the Ofsted report on pupils missing out on education (<https://www.google.co.uk/#q=dfe+pupils+missing+out+on+education>)

This analysis supports the view of the BCC, and backed by the above national data, that in line with national findings that many of the students who are excluded or facing exclusion may have an undiagnosed SEN as their primary barrier to learning.

The BFA is proposing using a specialist model of delivery, which uses staff with specialist knowledge to work with the students, to overcome their obstacles.

The belief of the proposers and BCCs is that the introduction of the preventative, proactive and personalised approach of BFA at an early stage in the disaffection of these students would result in the majority being able to remain in mainstream provision to complete their education, this is reflected in the proposed pathway programmes A & B, see D1 for further details on pathways and curriculum. BCC want to invest in innovative partnership which invests in the young people of the city. This would be in line with the approach of Local Safeguarding Children's Boards and Ofsted, which required all agencies to work together to maximise opportunities for children and young people to stop behaviours and sanctions escalating.

3. Current alternative provision

BCC has issued a 2013/4 framework catalogue of 17 providers from which it currently commissions alternative provision services. This catalogue is due for re-commissioning later in 2014. A summary of this provision is set out in E1 and at first glance it would appear that many of these providers are offering a similar programme to BFA in terms of pupil cohort and courses offered. From the data two of these have achieved a good grade for their alternative provision; a third provision has Good for its overall mainstream offer. Ten of the provisions are not registered with Ofsted.

4 How BFA will be different

The difference that BFA will make is not only in the additional places that are required by the BCC but also in its different approach to alternative provision.

This new approach will be achieved by:

- Personalising programmes in negotiation with students
- Developing an exciting, engaging curriculum with an emphasis on practical applied learning that is relevant to students and that is co-produced, designed and developed with the student in the planning of individualised programmes at all stages.
- Using highly qualified specialists in additional needs and inclusive practice
- Empowering approach to encourage responsibility and independence
- Using the highly respected and successful experience of an outstanding provider
- Using a proactive preventative approach outlined in our pathways
- Taking a systems leadership role in sharing best practice amongst alternative provisions and schools/academies
- Empowering a model of change
- Taking a partnership approach and using all provision within Bristol to personalise and meet all needs of young people
- Taking a multi-agency approach to meeting needs
- Empowering parents/carers and young people to participate in all decisions through a person centred approach, with regular reviews and evaluation.

This approach of BFA together with the design and delivery of its offer means that it is contributing something new, increasing pupil choice and opportunity for future success.

The above approach has proved successful at Weston College (the proposers), which is an outstanding provider in education in all areas, please see below.

5 Weston College's experience

5.1 Re-engagement programmes

Weston College is an Ofsted Outstanding (2013) institution that has delivered an extensive and successful range of full and part-time programmes for Year 10 and 11 students. Almost all of the students in this cohort have significant barriers to progress, and for many of them attending the College is a life-changing experience. Programmes are designed to meet the needs of key stage 4 students referred by schools, pupil referral units and the local authority, providing them with additional or alternative learning opportunities. The overall success rate of college 14-16 provision is 90%. This is 6.5% above the national average. Our programmes are designed to meet the needs of Year 10 and 11 students referred by schools, providing them with an additional or alternative learning opportunity. There is a strong emphasis on vocational learning and specialist advice through a variety of planned programmes and discreet provision, including:

- Level 1 and 2 programmes
- Early college transfers
- Re-engagement programmes
- Bespoke school programmes
- Personalised programmes.

5.2 Specialist delivery model

Weston College has achieved national recognition for the approach it has pioneered working with students with SEN, and for which it received a Beacon Award in 2012. This approach focuses on developing a professionally qualified workforce who specialise in different barriers to learning such as behaviour for learning, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD). This knowledge then enables them to work with the student to develop strategies to overcome the barrier and act as their advocate working with the teaching staff to enable them to differentiate their teaching so that it best meets the individual needs of the student and enables the student to understand themselves, empowering them to take this learning and apply it to all aspects of their life. For the teachers it not only supports them with the individual student, enabling them to attain beyond their expectation, but it also adds to their own professional development with skills they can apply in their classrooms in the future. Specialist advisors take an empowering approach with young people that promote independence and to this end they avoid the 'Velcro' approach and will look to other means to ensure independence e.g. assistive technology. Specialist advisors will also be the link for the student with all partners including parents/carers, other relevant professionals e.g. CAMHS, commissioners and other education providers. This model and the role of the specialist advisor are set out in more detail in D3.

5.3 Assessment centre

The proposers have experience in recognising students who may have undiagnosed SEN. It is proposed that BFA will also operate as an assessment centre to enable diagnosis of students through observation and commissioning professional expertise to formally diagnose SEN. BFA will provide support to students and their families when such diagnoses are received. The diagnosis are important for many reasons, but from an education point of view the styles of teaching for these groups are different and once correctly identified form the basis of the young person's individual personalised plan.

1. BFA vision

The BFA will be an empowering alternative provision that will provide a forward looking and innovative approach to all aspects of learning. A personalised education will be achieved through an exciting, engaging curriculum delivered by highly qualified staff with knowledge and understanding of students with additional needs and barriers. A strong focus will be on achieving qualifications for their future direction and equipping them with the skills to overcome their barriers to learning that will help them to either remain, re-integrate into mainstream or progress to the next stage in their future career. This new learning organisation will be inclusive in every aspect of delivery and will offer a diverse range of pathways to ensure student success and realisation of potential.

2. Ethos

The ethos of the BFA will be inclusive and aspirational, providing individualised programmes for each student to achieve beyond their expectation and be confident and active citizens creating an inspirational future.

3. BFA values

- Offer personalised programme of study, which will be designed to be inclusive and innovative, enabling the learners to benefit from and enjoy their learning and overcome any previous negative recollections of education
- Create a learning environment where students can gain belief in their ability to improve, irrespective of their ability or disability
- Develop possibility, potential and promise in our students through a curriculum that fosters innovative thinking, risk-taking, bold thinking and an ability to trust and be trusted.

4. Key features

Below are the key features of its approach:

- **Being proactive** and not reactive: it aims to work with the BCC and academies/schools to identify students before they reach the point of exclusion, and develop strategies to enable them to remain or re-integrate into mainstream education
- **Focusing on re-integration or onward progression**, it is not somewhere where a student will sit out their remaining time in compulsory education

- **Placing the individual student at the centre** as a full partner in determining their programme of study, setting and monitoring their personal targets
- **Designing a dynamic curriculum** that offers :
 - **Core skills** in English, maths, ICT and PSD through direct teaching and embedded throughout the curriculum through highly skilled teaching
 - **Vocational courses** in (Catering / Motor Vehicle: Auto Sport / Business Enterprise / ICT / Hair and Beauty(at full capacity)/ Creative Media / Health and Social Care
 - **An enrichment programme**, which will develop confidence, self-belief and an opportunity to apply many of the skills being developed. In addition it will expose students to as many opportunities as possible furthering their existing interests and allowing them to develop new ones, including enterprise projects and voluntary work.
 - **Life skills** including personal, social transferrable skills and employability skills
- **Developing strong partnerships with:**
 - Parent/carers – they are fully involved with all aspects of their child’s progress and to help BFA understand of all aspects of a student’s life to better meet their needs
 - Mainstream provision / BCC - BFA will be committed to working in partnership with all education providers to keep or re-introduce the students into mainstream provision and share best practice.
 - Employers - BFA will work with local employers to re-engage students through exposure to the demands of work, the workplace and employers to encourage them to both raise, and exceed their aspirations. The intention is to work with local employers as mentors and role models for the development of employability skills, and opportunities for work experience
 - Other relevant professionals - to ensure a truly multi agency approach.
- **Developing flexible pathways** to support student’s needs a more detailed description is stated in D1. The pathways are:
 - **Pathway A - Supported mainstream** will accommodate approximately 20% of the places available. It will be offered to years 9, 10 and 11 where the student remains in current education provision. It is an early intervention pathway that works with the individual, school and parent/carer.
 - **Pathway B – Part-time** provision will accommodate approximately 35% of referrals offered to years 10 and 11. The student will attend BFA on part-time basis for vocational courses and have one-to-one tutorials with their specialist advisor. The intended outcomes are to enable students to remain in mainstream for academic provision, preventing them from reaching the point of exclusion.
 - **Pathway C – Full-time short-term** will accommodate approximately 35% of referrals available. It will be offered to years 10 and 11. This provision is for students on fixed-term exclusions or referrals from the BCC and/or school/academy. A personalised programme of study will be put in place

with the aim to re-integrate back into mainstream and prevent repeat exclusions or absence from education.

- **Pathway D – Full-time long-term** will accommodate approximately 10% of all referrals. It will be offered to years 10 and 11. Student will attend BFA on a permanent basis for a determined length of time agreed with BCC. The main outcome for this pathway is the successful onward progression to sixth-form, further education, apprenticeship or employment
- **Keeping group sizes small** with all classes or workshops having between 5-8 students, to allow for a personalised differentiated learning experience. The proposers will apply their considerable experience of managing and teaching students who challenge and who have a range of barriers to learning. This experience will be fed into the design and make-up of groups (further detail on experience is in D4).
- **Providing extended Working hours**
9.00am-3.30pm will be the core hours in which subject/vocational teaching will take place. Individual attendance targets will be agreed with each student with the aim of full attendance.
- 8.30am-5.00pm extended hours, BFA will have extended hours that will be available to the student; this may assist with home issues, but also give them the opportunity for additional enrichment, project work or additional tutorials.

10. Aspirations and outcomes

The BFA has high expectations and is ambitious for its students and for itself. Central to its philosophy is the importance of involving students in setting their own targets and in evaluating and monitoring their progress. This approach is considered best practice by giving students autonomy and ownership over their learning, leading to greater success.

BFA has set high aspirational targets:

Aim 1:	All students to re-integrate back into mainstream provision or onward progression to further education, apprenticeship or employment.
Rationale	These targets are fundamental to the primary aim of BFA and everything it does is focused on achieving student re-engagement and re-integration to mainstream provision or the next step of their career.
Specific targets	Pathway A: 100% remain in mainstream Pathway B: 100% remain in mainstream Pathway C: 90% of students to re-integrate into mainstream provision on a full or part-time basis by end of KS4 with no further fixed term exclusions Pathway D: 95% of students to re-integrate into successfully progress onto sixth-form, FE, apprenticeship or employment
Aim 2	All students to make accelerated levels of progress in English and mathematics
Rationale	As a DfE performance measure and core skills for successful onward progression, this BFA academic priority is reflected as such with direct delivery supplemented by embedded learning throughout the

	curriculum. Every student will have personal targets for achievement in literacy and numeracy which are challenging but attainable.
Specific targets	Aspirational targets: 80% students to make accelerated levels of progress in English and maths. Narrow the gap between vulnerable groups Differentiated target: All students achieve their individual academic progress targets in English and mathematics
Aim 3	Improved level of attendance at BFA, and/or mainstream provision
Rationale	Absence from school is a key indicator of a student's disengagement and will be an important focus for BFA, and a key performance indicator. Students will have personal programmes and targets to support them build up their attendance. Achievement of each step will be a success.
Specific targets	Aspirational target: For all students to attend at 95% of their BFA programme Differentiated target: For all students to achieve their personal attendance targets
Aim 4	Students to achieve nationally recognised qualifications pertaining to the personalised programme
Rationale	The BFA aims to equip its students with the skills to enable them to raise and achieve their aspirations, enabling them to re-integrate and / or progress onto further education, employment or apprenticeships.
Specific targets	Aspirational target: 100% students leave BFA pathways or mainstream setting with relevant qualifications that support their progression. Differentiated targets: Pathway A: 90% students achieve their personal academic targets to enable them to attain qualifications in their mainstream setting Pathway B & C: a) 90% students to achieve their personal academic targets to enable them to attain qualifications in the mainstream setting b) 75% to achieve level 2 qualifications taken in BFA setting c) 90% of the remaining students to achieve level 1 or Entry qualifications Pathway D: a) 90% students to achieve their personal academic targets b) 95% of students to progress from BFA with national qualifications, with 75% including English and maths or functional skills.
Aim 5	Improved behaviour and approach to learning
Rationale	The BFA approach is to identify barriers to learning and strategies to manage them; developing positive approaches to learning that are reflected in all aspects of the student's learning life. These targets will measure the success of this approach and the strategies adopted.
Specific targets	Aspirational target: 95% re-engage with learning. Differentiated target: 90% students to achieve their personal behaviour and learning targets.

Aim 6	To reduce the overall number of exclusions in East Central area
Rationale	The vision of the BFA is to bring a pro-active approach with early interventions and support within the mainstream provision that will reduce the number of students excluded.
Specific targets	To see a year-on-year reduction in fixed-term and permanent exclusions following the first year of BFA opening.
Aim 7	To deliver high quality teaching by committed and expert staff
Rationale	The success of the BFA and its approach lies within its staff, both teachers and specialist advisors, delivering together a consistent approach and high quality, engaging lessons.
Specific targets	1.85-90% of all classroom staff to attain a good or better grading.
Aim 8	To achieve high levels of satisfaction with the BFA provision from all stakeholders.
Rationale	The BFA aims to inspire its students to be the best they can, to raise their aspirations, learn in a style best suited to them, to enjoy their education and see value in learning. These targets will measure the satisfaction of pupils and parents with the educational experience provided by the BFA. Targets that measure attendance, behaviour, the provision of pastoral care and pupil well-being will be included in this area as these give a good indication of how engaged pupils are with their education.
Specific targets	To achieve following satisfaction ratings: 95% students 95% parents/carers 95% mainstream provision 95% la BCC.

6 Weston Enterprise and Entrepreneurial Learning Ltd (WEEL)

BFA will be an academy in the Weston Enterprise and Entrepreneurial Learning (WEEL), multi academy trust established by Weston College and its partners in higher education and business, with Weston College as its academy sponsor.

11.1 WEEL vision

- To manage a chain of academies delivering outstanding education for all children and young people leading to high success, covering all phases and type
- To fully utilise and extend the expertise contained within WEEL and its academies to enable all children and young people to receive outstanding education and opportunities to enable them to achieve their full potential
- To strengthen partnerships and develop new ones for the raising of standards, choice and best use of resources for the benefit of the children and young people within the region.

11.2 WEEL academies

- The vision for the growth and establishment of WEEL is to achieve a steady growth in the number of academies over the first five years of operation
- Current / Year 1 growth plans:

- WEEL has one free school in its pre-opening stage, the North Somerset Enterprise and Technology College (NSETC) opening in September 2014. This is a 14-19 STEM, employability and enterprise focused mainstream school.

7 Use of Academy Freedoms

BFA will embrace the freedoms available to it to innovate and improve standards. It's use of academy freedoms will include:

- Using the freedom in the curriculum to introduce innovative modes of delivery including the application of learning to real world situations, motivating and preparing learners for successful onward progression
- Using employers and other experts to deliver high quality training
- Flexibility over the school day – where appropriate, extend day to reflect the business day in preparation for onward progression and transition to work, higher or further education.
- Control over sourcing will allow for shared services providing value for money and allowing additional funding for other educational provision.
- Strong partnerships will be developed allowing for shared resources between WEEL members: including specialist and outstanding teachers, shared best practices, shared CPD including INSET and shared facilities enabling all learners to benefit from the best available in the area.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Key Stage 1									
Key Stage 2									
Key Stage 3		5	10	15	20				
Key Stage 4		25	40	50	80				
16-19: commissioner referred									
16-19: student applications									
Totals									

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Pathway A	25 hours		All delivered in mainstream provision
School curriculum	25	M	This is provided by the school and the school will fund the specialist intervention.
Specialist outreach intervention	Dependent upon each individual	M	This could be an intensive intervention in the beginning involving assessment of the learner within the school. It will not necessarily be with the student and will involve observation of the learner within their timetable and working with the learner, teachers and TA's to devise an appropriate programme for the learner. On-going regular progress checks and target setting. The overarching aim of this provision is to embed excellent practice within the school/academy that eventually will remove the need for this

			intervention. However, it is anticipated that the Pathway B will grow.
Pathway B			
School curriculum	Dependent upon individual education plans Min 12.5 hours per week	M	Students will access their school curriculums for a number of GCSE's including maths and English and curriculum outside of their school timetable will be negotiated with them, their teachers and parents/carers.
BFA curriculum Consisting of vocational courses with PSD tutorial set out below	4 – 12.5 hours	M	The student is required to attend for at least 4 hours with 1 of these hours being for tutorial. Their programme could involve a combination of vocational, enrichment and PSD.
Vocational: Catering / Motor Vehicle: Auto sport / Business Enterprise ICT / Creative Media / Health and Social Care/Hair & Beauty(at full capacity)	Min 3 hours per vocational area	V	This will be personalised to each student and their individual education plan. However each vocational session will be a minimum of 3 hours and students undertaking qualifications will need to complete at least 3 hours per week of their vocational subject.
PSD - tutorial	Min 1 hour	M	Each student will have a 1-1 tutorial with their specialist advisor that includes: <ul style="list-style-type: none"> • A negotiated ILP • The opportunity to practise negotiation skills etc. • Strategies to deal with peer pressure and relationships • An opportunity to develop appropriate relationships with adults • Advice and guidance about their studies • An opportunity to evaluate their progress and acknowledge their achievements • Strategies for managing their learning difficulty/disability

PSD - other	Embedded in vocational curriculum	M	PSD will be embedded into all subject areas and students will be set PSD targets to achieve throughout their programme of study.
Enrichment	On request	V	If the student wants to additionally participate in BFA enrichment activities, including sport, this will be negotiated with the student's school and parents/carers.
Pathway C & D	25 hours per week		
Maths	4	M	4 hours direct delivery with at least 2 hours of maths embedded into other activities; vocational, enrichment, project work to enable the student to apply their learning
English	4	M	4 hours direct delivery with at least 2 hours of English embedded into other activities; vocational, enrichment, project work to enable the student to apply their learning
ICT	1	M	This area will also be embedded into other subjects
PSD tutorial	Min. 1	M	As above
PSD other	1	M	PSD will be embedded into all subject areas and students will be set PSD targets to achieve throughout their programme of study.
Vocational: Catering / Motor Vehicle: Auto sport / Business Enterprise ICT / Creative Media / Health and Social Care/Hair & Beauty(at full capacity)	3 per vocational area	M	This will be personalised to each student and their individual education plan. However each vocational session will be a minimum of 3 hours and students undertaking qualifications will need to complete at least 3 hours per week of their vocational subject
Enrichment	3	M	Enrichment activities will include sport which will be used to improve their personal and social development particularly in the area of team building, communications and resilience. Bristol is rich in sporting opportunities and BFA will look to forge strong partnerships for

			the young people to access.
Individual project work	2	M	Each student will have their own project of personal interest where their skills developed from other areas can be applied e.g. ICT, maths, English and vocational subjects.
Other	6	M	Each student will have 6 hours of additional learning this could be vocational (including Work Experience) or academic (using other providers for GCSE's) but they will negotiate this time with their individual specialist advisor.
Extended hours	Up to 10 Determined by student	Voluntary	Each student will not be restricted to 25 hours and students will have opportunities to do additional enrichment, project work or extra academic study skills for GCSE etc.

1 Section D1

Curriculum principles

The vision for BFA is to provide an innovative provision that offers something different to existing alternative provision offers in Bristol that will enable young people to overcome their barriers to learning enabling them to reintegrate back into mainstream provision and fulfil their full potential. The main principles behind the curriculum are:

- To enable all students to successfully re-integrate into mainstream provision or progress into a meaningful destination such as further education, apprenticeship and employment with training
- To meet the demands and needs of the young people, commissioning academies/schools, local employers, FE colleges and sixth forms
- Access and delivery of innovative, inclusive education and qualifications that allow opportunities for students to develop self-belief, increase self-esteem and equip them for further study or the world of work
- To produce confident young people with knowledge of what is needed to be successful beyond school.

The curriculum will include:

- A model of learning with exceptional teachers and specialists that incorporate innovative and dynamic approaches, tailored to meet student needs regardless of ability, culture or gender within an inclusive environment
- Personalised programmes of study to meet individual need and aspiration
- Vocational qualifications with embedded English, maths, science and ICT to re-engage students into this core learning by making it relevant. Vocational and

academic tasks and activities will be set up that embed the skills needed for future progression either once they leave BFA or for movement between pathways, e.g. working on their own initiative, working with others, being a starter completer, effective communication with adults and peers and so on

- Access to quality partnership opportunities, e.g. working with employers offering meaningful work placements, real life work projects, other education providers to increase the breadth of curriculum for individuals
- Differentiation and tailored programmes to allow students to work at their own level and pace to match their needs and abilities
- Employability thinking, entrepreneur and enterprise skills incorporated throughout learning.

2 Expected pupil intake to BFA pathways

As set out in section C, D4 and E, the BFA will take students with a range of needs and barriers to learning with or without statements of SEN, what they will have in common is that they find the mainstream provision challenging with barriers to their learning. The student profile for each pathway is as follows:

Pathway A	Pathway B
<p>KS 3 & 4</p> <ul style="list-style-type: none"> • Students showing early stages of: <ul style="list-style-type: none"> ○ Disengagement ○ Under-achievement ○ Disruptive / poor behaviour ○ Suspicion of undiagnosed SEN • Students where current strategies for barriers to learning aren't working. • Students who are vulnerable to sub-cultures e.g. drug and alcohol abuse. 	<p>KS 3 & 4</p> <p>Students either:</p> <ul style="list-style-type: none"> • from pathway A or who are developing a profile that the mainstream provision is not working for them through: <ul style="list-style-type: none"> ○ Disengagement ○ Under-achievement ○ Disruptive / poor behaviour <p>or</p> <ul style="list-style-type: none"> • Due to SEN would benefit from an alternative approach as not making expected progress in mainstream • Suspected undiagnosed SEN behind identified issues • Students who are vulnerable to sub-cultures e.g. drug and alcohol abuse.
Pathway C	Pathway D
<p>KS4</p> <ul style="list-style-type: none"> • Students either subject to a fixed term exclusion or identified by the school as being headed for exclusion and that a period away from the mainstream provision will be beneficial to address obstacles • Students are likely to have issues including: <ul style="list-style-type: none"> ○ behavioural ○ attendance ○ personal and social ○ SEN, primarily BESD, but also speech and language needs and 	<p>KS4</p> <ul style="list-style-type: none"> • Student who have received a permanent exclusion from their mainstream provision. • Students are likely to have issues including: <ul style="list-style-type: none"> ○ behavioural ○ attendance ○ personal and social ○ SEN, primarily BESD, but also speech and language needs and ASD • Students who are particularly vulnerable to sub-cultures e.g. drug and alcohol

<p style="text-align: center;">ASD</p> <ul style="list-style-type: none"> • Students who are not accessing full time education for a variety of reasons and are looking either for an alternative approach or start the transition back into mainstream provision. Students could include <ul style="list-style-type: none"> ○ Long term health needs ○ Home educated ○ School phobic ○ Travellers etc. • Other characteristics include: <ul style="list-style-type: none"> ○ High proportion of FSM, well above national average ○ High proportion of EAL, well above national average ○ High proportion SEN or undiagnosed SEN, most probably BESD and speech and language needs, but also ASD ○ Approx. 70% boys • Students who are vulnerable to sub-cultures e.g. drug and alcohol abuse. 	<p style="text-align: center;">abuse.</p> <ul style="list-style-type: none"> • Students who are not accessing full time education for a variety of reasons and are looking either for an alternative approach to prepare for progression or start the transition back into mainstream provision. Students could include: <ul style="list-style-type: none"> ○ Long term health needs ○ Home educated ○ School phobic ○ Travellers etc. • Other characteristics include: <ul style="list-style-type: none"> ○ High proportion of FSM, well above national average ○ High proportion of EAL, well above national average ○ High proportion SEN or undiagnosed SEN, most probably BESD and speech and language needs, but also ASD ○ Approx. 70% boys
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Pathway A Case Study

██████████
BFA intervention
 • ██████████

Pathway B Case Study

██████████
 ██████████
 ██████████

Pathway C Case Study

██████████
BFA intervention
 ██████████

Pathway D Case Study

██████████
BFA intervention
 • ██████████

These are just some examples of students who may access BFA and the proposers recognise that there are many other students with a variety of barriers including social disadvantage that will benefit from the approach adopted at BFA

3 Rationale for Curriculum

The BFA will place students at its centre giving each student opportunities to drive their own learning. BFA aspires to the affirmative model that promotes engaging students in the process of managing their difficulty or disability so that they are active rather than passive in that process. Interventions will therefore vary and be personalised to the individuals by understanding their barriers and ensuring specialists with the experience and skills to understand their needs work with them to minimise disruptive behaviour and disengagement and enable them to achieve their aspirations.

At the heart of the students' studies at BFA is the aim to support the student in overcoming their barriers to learning enabling them to successfully re-integrate with the mainstream or progress on to the next stage. There is therefore a great emphasis on working with individual students to identify their strengths, interests and needs, and building their self-confidence and self-belief. The curriculum will be relevant to students and core subjects such as English and maths will be embedded into all areas of the curriculum that will enable students to grasp the implications of their learning for real life. The curriculum model therefore contains both direct teaching of core subjects and embedded learning and will be flexible and personalised. There will be opportunities and great emphasis on applied learning that will support the development of employment and life skills for future success. The uniqueness of the curriculum will lie in:

- **Design:** The curriculum will be designed to offer high quality and meaningful personalised programmes based upon an individual student's strengths, areas of need, ambitions and aspirations. There will be an exciting and engaging curriculum offered at BFA with relevant qualifications to stretch and challenge young people to exceed their expectation, ensure maximum success and meaningful progression. To ensure a breadth of offer it will allow students to access a wide variety of education provision in the Bristol area this will include access to other academies, other alternative provision and employer input.
- **Delivery:** In addition to a personalised design it is the delivery of the curriculum that sets out its uniqueness from other alternative providers. We proposed using the specialist model that has been rated outstanding by Ofsted in November 2013. This delivery model will develop and ensure the expertise of BFA staff to successfully work with students with barriers and SEN and maximise their potential and success.

BFA will use high quality teachers, vocational instructors supported by a highly professionalised specialist team of practitioners trained in specific areas of need including mental health, BESD, ASD, SPLD. It is this inclusive professional approach that will ensure students have every opportunity to succeed beyond their expectations. This approach will be adopted throughout each pathway (set out above) and will emphasise the sharing of good practice to ensure a consistent approach leading to far greater success in attainment and future progression for every student. This highly successful approach will be discussed in far more detail in section D3.

Each individual programme will include relevant academic and vocational qualifications to ensure future success. However, the offer for students will be beyond qualifications and will include:

- Learning to learn
- Personal and social targets
- Employability skills
- Life skills
- Enrichment

The delivery style will adopt a process of learning approach as well as an outcome led model of curriculum. This approach will involve:

- use of different and relevant learning environments: e.g. a library to learn study skills, PSD embedded into all academic and vocational learning, team work skills embedded into sport and outdoor pursuits, work place to apply learning
- develop thinking skills through problem solving, by setting up different education encounters allowing students to understand their preferred style and encouraging different ways to tackle issues
- task orientated approach that will rely on an innovative specialist delivery team in setting up and facilitating activities to draw out learning with clear objectives where students are aware of their learning but it is engaging and leads to greater success and improves individual self esteem
- use a variety of assessment techniques to meet individual learning styles whilst encouraging and improving areas of individual need
- development with partners for the next stage e.g. employers, FE colleges, sixth form, apprenticeship to ensure that students have appropriate skills and motivation to succeed in their onward destination.

The curriculum will be developed to enable BFA students to be:

- equipped with experience and understanding themselves, their strengths and needs, and employability skills
- confident, full of self-belief and motivated to fulfil their potential
- equipped with relevant qualifications; academic, vocational and practical
- able to successfully progress or re-integrate into mainstream

Wrapped around the whole curriculum will be the emphasis on preparing the students for meaningful and successful progression or re-integration e.g.

- Application of learning:
 - In maths apply it to situations students will encounter, managing their own budgets, problem solving
 - In English Language, practice of verbal and written communication skills; customer service, letter writing
- Use real life project briefs or small enterprise projects
- In all subjects appropriate and innovative use of technology
- Embedded learning and re-enforcement of maths, English, ICT, PSD, employability skills
- Work experience
- Projects based on the students own interests which will enthuse and improve their applied learning of English, maths and ICT.

There will be a kinaesthetic environment developed through students having practical experience and application of their learning in all curriculum areas. They will

be encouraged and expected to participate in a wide range of activities, both in their qualification subjects and in their enrichment activities. The BFA's ambition is to give its students many and varied experiences for them to draw on, giving them an advantage when re-integrating into mainstream provision and in job applications and interviews and beyond into working life.

4. Type of Curriculum

The curriculum will be personalised around the needs of the individual student, designed by the specialist in negotiation with the student it will meet both their needs and aspirations. The curriculum has been modelled to:

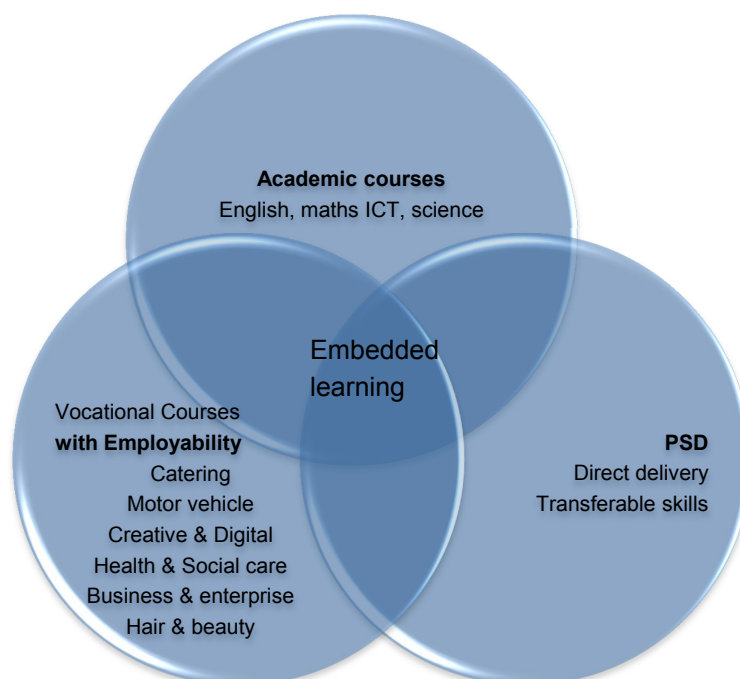
- address the reasons for disaffection and disengagement with their education and will take them through a process of learning to re-engage to a point of re-integration or onward progression.
- engage each individual student, not allowing them to sit and wait out their compulsory education, but ensuring they have the knowledge, skills and experience to progress and be the best they can be.
- engage with partners such as schools, employers, FE colleges. Dependent upon the individual pathway there will be opportunities for the students to gain work experience, qualifications in the workplace, a mix of school and BFA learning experiences, as well as ensuring successful transitions
- use small group sizes of 5-8 students. The make-up of the groups will vary from day to day dependent on need, interests and pathway.

At the heart of the curriculum will be a core of subjects, both academic and vocational that will follow the national curriculum to enable the student to either attain nationally accredited qualifications or support their integration back into their mainstream provision. These subjects will include mandatory maths, English and PSD which will be taught in a combination of direct delivery and embedded throughout learning in all subjects. There will be a range of vocational subjects, and depending on the student's interests they could experience a taste of range of the vocational subjects on offer, or concentrate on one area of interest.

5. Curriculum models

The basic curriculum model combines direct delivery of academic, vocational with employability focus and PSD subjects, with further learning in each of these areas embedded throughout the curriculum. It is this that enables BFA to enable the students to focus on the practical application of their learning on all areas.

The model can be illustrated as follows:



All students will be referred onto one of four pathways according to their needs, through which they will access the curriculum. The outline and overall aims of each pathway is as follows:

A – supported in mainstream	B – part time
<ul style="list-style-type: none"> • Student remains in mainstream provision. • Specialist advisor will attend school and observe student in their classes. Will look for underlying causes and devise strategies to overcome barriers. • Specialist advisor will work with student and school teachers on implementing strategies. Other agencies could be brought in and involved e.g. educational psychologist etc. • Will be building expertise and capacity in the school. 	<ul style="list-style-type: none"> • Student will attend BFA on part time basis with rest of week in mainstream provision. • Will BFA attend for vocational and PSD, with academic curriculum at mainstream provision • Minimum attendance at BFA will be 4 hours per week. • This pathway will also have the benefits of pathway A when the student is in mainstream provision.
<p>Aim</p> <ul style="list-style-type: none"> • To embed excellent practice within the school/academy that eventually will remove/prevent the need for this intervention. • To keep student in mainstream • To support student / school in overcoming barriers to learning • To turn around students approach to learning • To prevent student requiring pathways C 	<p>Aim</p> <ul style="list-style-type: none"> • To enable student to remain in mainstream for academic provision • To give student alternative approach to part of education • To develop strategies to overcome barriers and approaches to learning that student can take back into mainstream with them • To have additional PSD and vocational lessons

& D	<ul style="list-style-type: none"> To prevent student from requiring pathway C or D
C – full time short term	D – full time long term
<ul style="list-style-type: none"> Student will attend BFA on a permanent basis for determined length of time agreed with mainstream provision. Whilst at BFA it will be their main place of education and responsible for all learning although BFA may negotiate with partners for student to attend elsewhere. Each student will have an individual study programme for duration of stay Student will work with specialist advisor to identify and overcome barriers to learning, and receive academic, vocational and enrichment. 	<ul style="list-style-type: none"> Student will attend BFA on a permanent basis for determined length of time agreed with LA commissioner Whilst at BFA it will be their main place of education and responsible for all learning although BFA may negotiate with partners for student to attend elsewhere. Each student will have an individual study programme for duration of stay Student will work with specialist advisor to identify and overcome barriers to learning, and receive academic, vocational and enrichment.
Aim <ul style="list-style-type: none"> Progress in individual social and personal targets to enable successful re-integration back into mainstream provision Re-engage student with their education and future 	Aim <ul style="list-style-type: none"> Progress in individual personal and social targets for successful onward progression to sixth form/FE/Apprenticeship/ Employment Nationally recognised qualifications to support progression Raised personal aspirations

6. Allocations of students to pathways

The determination of which pathway best fits the students' needs will be initially assessed by the commissioner and mainstream provision through the referral process and the allocation to the pathway made by the referral panel. At the point of the initial need assessment the specialist advisor will work with the student, mainstream provision and commissioner to determine that the student has been referred onto the correct pathway.

The priority of the BFA is to re-integrate the student into mainstream provision so our priorities are pathways A, B and C, and BFA will move students between these pathways to achieve the best outcome for the student. However BFA recognises that for some student's mainstream provision will never be a solution and pathway D will always be required. The aim will be to keep this pathway a small % of the overall cohort and work to achieve successful onward progression for these students. The allocation of enrolments will be initially based on the following percentages; this may alter in response to need.

A – supported in mainstream	B – part time	C – full time short term	D – full time long term
c. 20% of enrolments	c. 35% of enrolments	c. 25% of enrolments	c.20% of enrolments

7. Length of day

We propose a structure of core hours within a longer working day.

The 25 hours a week of the core curriculum will operate within 9 – 3.30 5 days a week with 1.5 hours of break during the day broken into short regular breaks depending upon individual need. The aim will be to emulate a working day, however BFA recognises that students may need time and support to fulfil this working pattern.

The student will be able to access BFA for the extended hours of 8.30-5pm per day, allowing them an additional 10 hours a week. In these additional hours the students will be able to access additional enrichment activities, additional specialist tutorials, and BFA facilities for individual project work. The rationale for this is that the longer hours reflect the working day the students will face in employment. They are also designed to be flexible to accommodate a student's own needs.

Students on pathways C & D will work on a project based around their own interests in which they can apply their learning. The intention is that at the start of each day will begin with individual project time, so that no matter what time the student arrives they can be immediately engaged in something of interest to them. The advantages are that the student has the personal responsibility of immediately occupying themselves as soon as they are on the premises removing the issue of students hanging around waiting for the day to start and the teacher to arrive. It is a strategy for removing the anxiety if socialising and communication is a barrier for the student. It also gives the tutors time to identify and address individual attendance issues at the start of the day without disturbing other students.

8. Content of curriculum

The curriculum model for each pathway is set out in the table at the start of the section. The content has been determined to provide the student with the core academic, vocational and personal and social skills and knowledge that the BFA believes will give each student the best opportunity to succeed, in transition, re-integration and onward progression. What will be unique for the BFA lies in the delivery of the subjects themselves, in addition to an inspiring and engagement content. For example:

- **English and maths**

For many individuals, success in English and mathematics can be elusive for a variety of reasons. This could include absence from periods of their education when vital building blocks are missed, ineffective teaching and/or difficult home circumstances. Before commencing BFA students have a variety of English and mathematical experiences that are specific to themselves which BFA believe should be as important to identify, as their previous attainment in the subjects.

These lessons will give learners a chance to develop their skills. Functional English and maths requires students to use the subjects in ways that make them effective and involved as citizens, to operate confidently in life, and to work in a wide range of contexts, for example, much of the numerical content will be concerned with whole numbers and the use of decimals in everyday contexts. This relevant approach will be taken to engage students building up to assessments and qualifications either in GCSE or appropriate equivalent.

Whilst an individual approach is taken and students may be working on individual lesson plans and projects, there will be occasions when a theme for the session,

covers an area of development identified through initial screening and diagnostic assessment for the whole group.

Initial assessments and interviews are crucial in identifying individual support needs, learning styles, levels and experiences. However BFA believe it is important to add that although diagnostic screening and interviewing will create a more robust profile of an individual this profile will need to be reviewed at regular intervals as it is the observations, analysis and relationship the teacher builds with an individual which provides the framework for success. It is clear that the diagnostic assessment is helpful in identifying levels, areas of strength and need, but it is crucial to involve individual students actively in their initial assessment as this can give them a deeper understanding of their own preference and needs and also highlight if further screening for specific difficulties e.g. dyslexia, dyscalculia is appropriate.

A learner-centred, holistic initial English and maths assessment incorporating questionnaires and interviews will involve the learner in such a way that will yield information that will guide what they already understand, what they will learn, how they will learn and how they might be supported. It will also provide teachers with essential information such as exam concessions, preferred learning style and gaps in their knowledge and should also reinforce at what level they are working towards. Throughout their study students will complete projects and vocational assignments linked to maths and English. A central philosophy of BFA is to embed these essential day-to-day skills into their other subject areas and for students to realise the relevance of these skills. Partnership is crucial, so depending upon a student's pathway, delivery staff of other areas will be given initial and mid-term assessments so they are up to date with what individuals are practising in their English and maths sessions and qualifications they are working towards. These skills can then be reinforced and embedded in their vocational units. They will also prepare and practice times for their external exams. Regular meetings with the whole team (this may include their academy, employer, other education provision as well as the BFA team) will be held to review the effectiveness of individual's targets and strategies.

- **ICT**

In all subjects appropriate and innovative use of technology will be used in its teaching. Students will also study towards the relevant level ICT qualification as either a GCSE or functional skill. The individual projects students will study towards will include presentation through ICT.

Vocational subjects will be delivered by vocational experts and students will be assessed and working towards the level pertinent to their ability. The vocational delivery team will work closely with the academic team to ensure that academic subjects are embedded and clearly signposted in their scheme of work for the area. BFA will ensure that these subjects are fully resourced and reflect industry standards. Strong partnerships with employers will be forged to ensure students have opportunities to apply their skills in the workplace and the qualifications they offer will be agreed with employer partners as relevant and valuable to the student.

- **PSD**

This will be taught through direct delivery and also embedded into all subject areas with PSD targets, including study skills and employability. The other aspect of PSD delivery is the 1; 1 personal tutorial that the student will have with their specialist advisor. This tutorial will include:

- Negotiating and agreeing the individual learning programme and personal targets between tutor and student ILP
- The opportunity to practise negotiation skills in agreeing the above
- Strategies to deal with peer pressure and relationships
- An opportunity to develop appropriate relationships with adults
- Advice and guidance about their studies and progression routes
- An opportunity to evaluate their progress and acknowledge their achievements
- Strategies for managing their learning difficulty/disability
- **Additional time**

Each full time student will have 6 hours a week in their timetable to fill as best fits their needs and interests. This could be used for additional vocational lessons to enable them to take higher level qualifications, or a range of subjects. It could be used for additional English and maths or PSD. Other uses could be for work experience, developing enterprise projects, or additional sport enrichment. The basic principle though behind it is that it is for the student to determine how best to use it, in discussion with the specialist advisor.

- **Qualifications**

The priority of the BFA is to enable students to re-integrate back into mainstream provision, enabling them to take their qualifications in that provision. The BFA will offer the following qualifications on each pathway.

<p>A – supported in mainstream</p> <ul style="list-style-type: none"> • GCSE/Vocational delivered through mainstream provision. • The specialist advisor could advise of other opportunities for enrichment or qualifications out of school day. 	<p>B - part time</p> <ul style="list-style-type: none"> • Vocational BTECs
<p>C – full time short term</p> <p>Continue studies towards:</p> <ul style="list-style-type: none"> • Maths / English/ICT/science: GCSEs/ Functional skills • Other GCSEs (through other providers) • Vocational BTECs • Employability /PSD qualifications • Employment specific qualification – obtained through employer 	<p>D – full time long term</p> <ul style="list-style-type: none"> • Maths / English/ICT/science: GCSEs/ Functional skills (as a stepping stone and for self-esteem it may be better for the student to achieve level 1 or 2 Functional skills with the aim to achieve GCSE by 18, rather than achieve a G-D GCSE grade by 16) • Other GCSEs (through other providers) • Vocational BTECs • Employability /PSD qualifications • Employment specific qualification – obtained through employer

10. Working with other providers

The key partner will be the student’s mainstream provision, and BFA will develop and maintain strong relationships with the provision. All discussions on the student’s pathway, individual learning plan, transition and future direction will be a three-way discussion between the BFA, student and mainstream provision. The school academy will both be asked to feed into progress reports and will receive regular progress reports from BFA, for students on pathways A,B and C. The teachers from the mainstream will be invited and encouraged to attend BFA to understand its work in general and to see the progress of students, in particular.

Bristol City Council is developing a strong network of alternative providers with the aim of building strong partnerships between them and BFA will work with them and support this approach. BFA want students to access the individual programme that best meets their needs, and gives them opportunity to be the best they can be, and where aspects of this are best met by other provisions the BFA will work with those provisions to infill the student. BFA is not “warehousing” students, somewhere for those students who challenge the mainstream to sit out their days of compulsory education. BFA will be looking to continually move and develop its students, and partnership is essential to do this as follows:

<p>A – supported in mainstream</p> <ul style="list-style-type: none"> • Student’s 25hrs delivered by mainstream provider. • Specialist could advise for additional out of hours learning and enrichment that would benefit student from other providers 	<p>B - part time</p> <ul style="list-style-type: none"> • Student’s full academic curriculum provided by the mainstream provider. • BFA provides up to 12.5 hours of vocational courses. However if the BFA considers that the student would benefit from something it cannot offer it will look to access and infill on courses provided by other alternative provision.
<p>C – full time short term</p> <ul style="list-style-type: none"> • The starting point is that the student receives full curriculum provided by BFA. • However on personalised programme the student will be able to access and infill on courses provided by other providers if it best meets needs. • BFA will investigate the delivery of academic courses by mainstream teachers in BFA setting. This will widen the choice available to students and assist with transition back to mainstream. • BFA will develop relationships with employer partners to enable the students to undertake work experience as appropriate. 	<p>D – full time long term</p> <ul style="list-style-type: none"> • The starting point is that the student receives full curriculum provided by BFA. • However on personalised programme the student will be able to access and infill on courses provided by other providers if it best meets needs. • As the main aim of this pathway will be the successful onward progression of students the BFA will develop relationships with sixth forms, FE and employers to look for infill, work experience and taster days to enable the students to choose the path most appropriate to them and aid with onward progression and transition.

11. Enrichment activities

Enrichment activities are of great importance in delivering on the vision of the BFA in that they will:

- Give opportunities to apply learning
- Develop and practice employability, enterprise skills and other transferable skills
- Increase educational experiences, allowing students to excel in non-academic areas.
- Enable students to develop and put into practice their learning and strategies for their personal and social targets outside of the classroom

The enrichment programme will be aimed at students on pathway C&D, the full time students, however in negotiation with all parties; students on pathway B could access the enrichment programme. The enrichment programme will include a range

of activities, for individuals and groups, both within the BFA setting and external to it. The aim will be to expose and engage the students in as wide a variety of experiences and opportunities as possible. These activities could include:

- Sports: there are a wide range of sporting resources available in Bristol that the BFA will look to using from local gyms, to climbing centres, sailing, outward bounds as well as team sports.
- Enterprise projects: students will be encouraged to research, develop and set up small enterprise projects
- Arranging and putting on events for parents and friends
- Drama
- Art
- Chess and other Board games

The enrichment programme will be led by the specialist advisors who will respond to the needs and interests of the student cohort in devising an enrichment programme that will allow them to develop strengths and interests. It is expected that all members of the teaching and learning staff will participate in the delivery of enrichment activities. Staff will be encouraged to share skills and interests that they have, as well as encouraged to develop new ones for the enrichment programme.

12. Pupil transition

As the principal aim of BFA is the re-integration of students a well-designed transition programme is essential for its success. It is emphasised that the whole curriculum is designed around enabling successful transition back to mainstream or to an onward destination. This can be seen through every aspect of the BFA from the design of the individual learning programme, through setting and monitoring of person and social targets, the content of the curriculum, with its focus on embedded core and transferable skills, to the reporting and monitoring of progress with the involvement of all stakeholders. Processes will be put in place for a constant conversation between BFA, mainstream provision, the student and parent/carers. In the case of pathway D similar emphasis will be given to the onward destination of the student. The specialist advisor is the key to the successful transition. They will co-ordinate the transition with the student, parents/carers and mainstream provision. The planning for the transition back will have begun when the student's individual programme is designed at the start of the referral, for this will have identified what are the barriers to learning and what skills and strategies are needed for transition back together with targets to achieve this. The specialist advisor will also support the student back in the mainstream provision until the student and mainstream provision are confident there will be no dip in the progress achieved. As each student has an individual programme for their time in the BFA so they will have an individual transition plan designed for the best possible opportunity to succeed.

Equally important to transition out of BFA is the transition into it, as this will set the expectations, approach and ground rules for the provision, which is essential for the student to buy-into if their time with the BFA is to be successful. The induction programme into BFA will be carefully planned by the specialists, and will be based on the expertise of similar programmes that Weston College has run for KS4 students and students with SEN.

The following table sets out the strategies for transition for each of the pathways.

A – supported in mainstream	B – part time
<ul style="list-style-type: none"> • As the specialist advisor is going into the mainstream provision transition into BFA does not occur, unless the student is moved to pathway B. • The aim of the pathway is to keep the student in the mainstream provision and so there are no transitions to be made to and from that mainstream. They will move with their cohort of peers. However it maybe as a result of the intervention that the student moves classes within the school and will supported in this through the specialist advisor working with the student and teachers. • If the student is in year 11, then the specialist advisor could be involved in preparing them for onward progression, with IAG, working with employer / sixth form / FE college as appropriate. • If it is deemed appropriate as part of the personalised programme then the student could be transferred to pathway B to enable them to benefit from another part of the BFA offer. They will then follow the transition strategies of pathway B. 	<ul style="list-style-type: none"> • All students starting at BFA will receive an induction programme that will include a session for parents/carers so that they understand the provision. Each student will have an initial 1:1 in the Initial Needs Assessment Process where they will agree their individual programme and targets, understand their timetable and BFA and what is expected of them. All students will be required to sign up to the BFA’s code of conduct. • As the student is studying part of the week in their mainstream provision they are remaining in constant contact with that provision. There will be constant communication between BFA specialist advisor and mainstream provision, for monitoring and progress. • Specialist advisor can support student in mainstream provision to ensure that progress is seen in both settings. • Mainstream teachers will be kept up-to-date with student’s progress through reports and appropriate access to the student’s electronic learning platform • The specialist advisor can be involved in IAG for next step along with mainstream provision and in working with student and onward provision to prepare for transition.
C – full time short term	D – full time long term
<ul style="list-style-type: none"> • All students starting at BFA will receive an induction programme that will include a session for parents/carers so that they understand the provision. Each student will have an initial 1:1 in the Initial Needs Assessment Process where they will agree their individual programme and targets, understand their timetable and BFA and what is expected of them. All students will be required to sign up to the BFA’s code of conduct. • The BFA will keep in regular contact with the student’s mainstream provision providing progress reports against targets. This will enable both provisions to monitor progress, agree the return of the student to mainstream provision. This will be facilitated through the mainstream provision having 	<ul style="list-style-type: none"> • All students starting at BFA will receive an induction programme that will include a session for parents/carers so that they understand the provision. Each student will have an initial 1:1 in the Initial Needs Assessment Process where they will agree their individual programme and targets, understand their timetable and BFA and what is expected of them. All students will be required to sign up to the BFA’s code of conduct. • The BFA will keep the LA Commissioner regularly updates with progress monitoring reports of the student, so they are aware of progress made, and where possible identify mainstream provision for reintegration and work on a transition strategy with them. • The most likely onward destination for

<p>appropriate access to the student's electronic learning platform.</p> <ul style="list-style-type: none"> • The specialist advisor will continue to provide support for an agreed period of time after return to mainstream. • The student could move to B to support a staged re-integration, through negotiation with the student, mainstream provision, commissioner, parents/carers. • The specialist advisor can be involved in IAG for next step along with mainstream provision and be involved in working with student and onward provision to prepare for transition. 	<p>these students is on to sixth form/FE,/apprenticeship/ employment. The emphasis of the BFA curriculum on Study skills and employability skills will prepare the student for onward progression.</p> <ul style="list-style-type: none"> • There will be a focus on students having at least one work experience placement to prepare them for employment. • The specialist advisor can be involved in IAG for next step along with mainstream provision and in working with student and onward provision to prepare for transition.
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Section D2

Measuring pupils performance effectively and setting challenging targets

Areas of Achievement & Overall Aims

The BFA vision is to be outstanding and be recognised for excellence and innovation in alternative provision at a local, regional and national level, underpinned by its success rates in re-integration of students into mainstream provision or onward destinations, distance travelled/value added, and student achievement.

1. Measuring performance and setting targets

BFA will set targets to measure the success of BFA as a whole and its pupils individually. Targets set for individual students will be ambitious but attainable and feed into the overall ambitious and challenging targets set for BFA as a whole. BFA's approach to measuring student performance and setting target will reflect the overall vision and ethos of the Academy. BFA's vision is to provide individualised programmes to enable students to overcome their barriers to learning, to reintegrate back into their mainstream provision and have high aspirations for their futures. The focus in measuring performance and target setting is on the progress each individual student makes whilst on a BFA programme. The students themselves will play a major role in the setting and monitoring of their individual targets, with partners / stakeholders involved in the reporting process. It is recognised that the BFA will be measured against the school performance tables. The priority measures for BFA are "making expected progress in English and maths", and "attendance" as success in these will be major factors in enabling re-integration. In regards to academic achievement, students will either take appropriate qualifications in BFA, or will be enabled to achieve their GCSEs in mainstream provision.

This section will set out the targets for BFA, the processes for setting individual targets, assessment data used to measure these targets and the monitoring, evaluation and reporting systems that will be put in place. Where appropriate there are two types of target, the "Aspirational" target that the whole provision is ideally aiming for, and the "Differentiated" target which is how the aspirational target will be translated to targets for individuals or for the pathway they are on.

Aim 1:	All students to re-integrate back into mainstream provision or onward progression to further education, apprenticeship or employment.
Rationale	These targets are fundamental to the primary aim of BFA and everything it does is focused on achieving student re-engagement and re-integration to mainstream provision or the next step of their career.
Specific targets	Pathway A: 100% remain in mainstream Pathway B: 100% remain in mainstream Pathway C: 90% of students to re-integrate into mainstream provision on a full or part-time basis by end of KS4 with no further fixed term exclusions Pathway D: 95% of students to re-integrate into successfully progress onto sixth form, FE, apprenticeship or employment
Means of assessment	<ul style="list-style-type: none"> • Destination data • Mainstream provision data • Employer/FE feedback • Student feedback • FSM/BME/SEN/EAL/gender/pathway destination data • Repeat referral figures
Aim 2	All students to make accelerated levels of progress in English and maths
Rationale	As a DfE performance measure and core skills for successful onward progression, this BFA academic priority is reflected as such with direct delivery supplemented by embedded learning throughout the curriculum. Every student will have personal targets for achievement in literacy and numeracy which are challenging but attainable.
Specific targets	Aspirational target: a) 80% students to make accelerated levels of progress in English and maths. b) Narrow the gap between vulnerable groups Differentiated target: All students achieve their individual academic progress targets in English and maths
Means of assessment	<ul style="list-style-type: none"> • Assessment by teacher, specialist advisor, student, mainstream provision and other providers. • Unit tests
Aim 3	Improved level of attendance at BFA, and/or mainstream provision
Rationale	Absence from school is a key indicator of a student's disengagement and will be an important focus for BFA, and a key performance indicator. Students will have personal programmes and targets to support them build up their attendance. Achievement of each step will be a success.
Specific targets	Aspirational target: For all students to attend at 95% of their BFA programme Differentiated target: For all students to achieve their personal attendance targets

Means of assessment	<ul style="list-style-type: none"> • Students own progress and monitoring reports • Attendance data: BFA and mainstream • Authorised absence / unauthorised absence: BFA and Mainstream • Prior attendance records FSM/BME/SEN/EAL/gender/pathway attendance data
Aim 4	Students to achieve nationally recognised qualifications pertaining to the personalised programme
Rationale	The BFA aims to equip its students with the skills to enable them to raise and achieve their aspirations, enabling them to re-integrate and / or progress onto further education, employment or apprenticeships
Specific targets	<p>Aspirational target: 100% students leave BFA pathways or mainstream setting with relevant qualifications that support their progression.</p> <p>Differentiated targets:</p> <p>Pathway A: 90% students achieve their personal academic targets to enable them to attain qualifications in their mainstream setting</p> <p>Pathway B & C:</p> <p>a) 90% students to achieve their personal academic targets to enable them to attain qualifications in the mainstream setting</p> <p>b) 75% to achieve level 2 qualifications taken in BFA setting</p> <p>c) 90% of the remaining students to achieve level 1 or Entry qualifications</p> <p>Pathway D:</p> <p>a) 90% students to achieve their personal academic targets</p> <p>b) 95% of students to progress from BFA with national qualifications, with 75% including English and maths or Functional skills</p>
Means of assessment	<ul style="list-style-type: none"> • Qualifications achieved • Mainstream provision data • FSM/BME/SEN/EAL/gender/pathway attainment data • Student's personal progress and monitoring data
Aim 5	Improved behaviour and approach to learning
Rationale	The BFA approach is to identify barriers to learning and strategies to manage them, developing positive approaches to learning that are reflected in all aspects of the student's learning life. These targets will measure the success of this approach and the strategies adopted.
Specific targets	<p>Aspirational target: 95% re-engage with learning</p> <p>Differentiated target: 90% students to achieve their personal behaviour and learning targets</p>
Means of assessment	<ul style="list-style-type: none"> • Individual students weekly / monthly reports • Student's progress against personal targets and aspirations • Attendance data • Participation data • Attainment at BFA and mainstream provision • Partner and peer review • Student's self-assessment • Parent/carer feedback

	<ul style="list-style-type: none"> • Teacher assessment • Employer/partner feedback • Reward/sanction data • Bullying / harassment incidents in and out of provision <p>Levels of parental support and participation</p>
Aim 6	To reduce the overall number of exclusions in East Central area
Rationale	The vision of the BFA is to bring a pro-active approach with early interventions and support within the mainstream provision that will reduce the number of students excluded.
Specific targets	To see a year on year reduction in fixed term and permanent exclusions following the first year of BFA opening
Means of assessment	<ul style="list-style-type: none"> • Numbers of fixed term and permanent exclusions • Feedback from students, parents/carers • Successful re-integration figures <p>Repeat referral data</p>
Aim 7	To deliver high quality teaching by committed and expert staff
Rationale	The success of the BFA and its approach lies within its staff, both teachers and specialist advisors, delivering together a consistent approach and high quality, engaging lessons
Specific targets	1.85-90% of all classroom staff to attain a good or better grading
Means of assessment	<ul style="list-style-type: none"> • Observations • Attendance and attainment data • Staff CPD • Staff feedback <p>Student voice / lesson assessment</p>
Aim 8	To achieve high levels of satisfaction with the BFA provision from all stakeholders
Rationale	The BFA aims to inspire its students to be the best they can, to raise their aspirations, learn in a style best suited for them, to enjoy their education and see value in learning. These targets will measure the satisfaction of pupils and parents with the educational experience provided by the BFA. Targets that measure attendance, behaviour the provision of pastoral care and pupil well-being will be included in this area as these give a good indication of how engage pupils are with their education.
Specific targets	To achieve following satisfaction ratings: 95% students 95% parents/carers 95% mainstream provision 95% local authority commissioner
Means of assessment	<ul style="list-style-type: none"> • Attendance data • Sanctions and rewards data • Student voice surveys • Level of student participation in BFA activities • Formal parental feedback

	<ul style="list-style-type: none"> • Parental complaints • Levels of parental support and participation in college activities • Levels and incidents of bullying and harassment • Mainstream provision evaluation • Commissioner evaluation • Partner/other agencies evaluation • Regional NEET figures compared against regional benchmarks.
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2. Purpose of the Targets

Our targets have been set to drive up the quality of teaching, learning, academic achievement and value added to each student to enable them to reintegrate back into mainstream or progress onwards. The targets will inform the whole BFA community in setting and delivering on the expectation of high standards and raising aspirations, whilst providing a safe and inspiring environment for our students and staff to excel in. They will also inform our partners, in particularly mainstream provisions, commissioners and parents/carers on the progress the school is making towards its aims and ensuring the curriculum and its delivery is fit for purpose.

3. Assessment and data tracking

The most important mechanism for the assessment and tracking of targets will be the individual personal, social and academic targets agreed with each student. The focus will be on the progress the individual is making to overcome their particular barriers to learning working towards re-integration. These targets will feed into the overall performance of the BFA.

4. Personal target setting process

The systems of assessment and data tracking at BFA have been tailored from best practice models used by Weston College specialist support staff. These systems are proven to be very successful in engaging with the student, subject staff and parents/carers, enabling and motivating the student to make great progress. The process is as follows:

1. **Referral stage (see E3).** The Referral Panel will meet to review the referral and determine the appropriate pathway for the student based on their needs. The pathway will determine the overall programme goals and outcomes that the student will be working towards, as described in D1.
2. **Initial target setting.** Once the referral has been accepted and the pathway determined, the BFA SLT matches the student to a specialist advisor who carries out the initial needs assessment (see D4). The specialist advisor will develop and agree the student's individualised learning programme and personal targets with the student. The targets must be SMART and set within firm boundaries so the student clearly understands what is expected of them. The student is given their targets electronically and on paper which they can access at any time.

5. Target setting tools and models

This is an example is of a tool that has been developed to measure progress on behavioural targets. There would be a similar measure for each behavioural, personal and social target at BFA.

1	2	3	4	5
To begin to develop an awareness of emotions. To modify responses according to the situation	To develop an increased awareness of own emotions. To begin to learn to use strategies for modifying emotional responses without cues and prompts to use them.	To be able to manage emotional responses in some situations	To generally show appropriate emotional responses. To develop strategies for particular situations (e.g. dealing with anxiety related to tests, new experiences, etc. To develop ways of giving and receiving feedback (e.g. related to relationships, work skills, etc.)	To recognise and understand own emotional responses and the source of these. To be able to manage and modify spontaneous emotional responses and deal with them at appropriate times. To recognise and respond appropriately to the emotional responses of others.
EMOTIONAL DEVELOPMENT INDICATORS				
<ul style="list-style-type: none"> • Unable to label own emotions or describe own emotional responses • Little awareness of triggers for emotional responses • Unaware of early warning signs of emotional responses. 	<ul style="list-style-type: none"> • Can recognise and label own emotions • Inconsistent in ability to identify triggers and early signs of emotional response • Needs to be taught strategies such as anger management 	<ul style="list-style-type: none"> • Manages emotions more effectively in some situations (e.g. better in formal groups than informal: different responses with peers than other groups) • Needs help with handling emotionally charged situations 	<ul style="list-style-type: none"> • Managed emotions in day to day situations • Has started to describe emotions in relations to themselves and others • Has developed strategies for dealing with particular situations but may still require practice and guidance 	<ul style="list-style-type: none"> • Able to label own emotions or describe own emotional responses • Good awareness of triggers for emotional responses • Aware of early warning signs of emotional responses. • Manages emotions appropriately in all situations.

6. Personal target monitoring process

- 1. Weekly interim review-** Each specialist advisor will have approximately 10 students they are responsible for. The student has a weekly 1:1 with their specialist support advisor which includes a review the student's progress over the week generally and against targets specifically and where the student will assess and evaluate their own progress. This could involve recording achieved targets, progress made towards targets, setting new ones or progressing to the next stage, or recording where progress is not as expected and reviewing issues that have arisen. Both the specialist advisor and the student record their comments. The student has a copy of the report in their file so they have a visual record of progress made.
- 2. Monthly progress reports-** Part of the role of the specialist advisor is to maintain regular communication and collect data with all parties involved with the student on their perception / evidence of the student's progress e.g. subject tutors, mainstream provision teachers, parents/carers, employers, instructors on enrichment activities. The specialist advisor will compile a report recording progress made and identify areas for development which will be discussed with the student who will make their own assessment of their progress. The student has a copy and it will also be shared with the student's tutor / responsible person at their mainstream provision.

This system has many proven benefits:

- It engages the student directly in their own progress, they can see the evidence of the progress they are making on a regular basis which contributes towards improving their motivation and approach to learning

- It provides evidence for monitoring, evaluation and inspection purposes
- It keeps the mainstream provision involved and informed in the student's progress which will aid transition
- It provides a record of achievement for onward progression
- It directly engages the parents/carers in the progress being made raising their expectations and aspirations for their child.

In addition other best practice systems of assessment and evaluation developed by Weston College will be used which not only encourage the students to develop their own thinking skills, the feedback also informs the teachers and inputs into improving the quality of teaching e.g.

- student evaluation of lessons
- peer review/assessment – a process managed by staff which encourages students to support each other through identifying what they liked about each other's work and how it could be improved upon in the future
- Encouragement of self-assessment/peer-assessment using different medias e.g. videos, learner voice.

7. Tracking and reporting

Progress against targets will be tracked electronically providing evidence of progression towards targets for the whole cohort. It allows SLT to identify areas of potential underachievement and to put in measures to address problems and provides good data for self-evaluation and for action planning. It will enable an overview of distance-travelled by individual students, by subject areas, and by the whole cohort in advance of feedback from DfE measures later in the autumn. At four points during the academic year (Oct, Dec, Feb, May), subject teachers will decide on a current progress grade for each student in each subject. This will show their current level of performance. Teachers enter these grades on the electronic student record and the student is able to gain an overview of their progression throughout the year, against their targets.

- **Mainstream providers** will receive progress reports keeping them up to date and engaged with their student's progress. They will be encouraged to contribute to the student's progress report, wherever appropriate. Mainstream providers are encouraged to visit students at BFA so that they can see the progress made and maintain the contact with the student.
- **Commissioners** will receive summary reports of progress of the whole academy once a term, and individual progress reports if they require them.
- **Governors and Directors** will receive summary reports of the whole academy for each of their Full Director meetings, and specific committee meetings as required – reporting progress against targets. In particular the governors have responsibility to look at failing of teaching for particular groups and to receive the action plan from the Principal as to the interventions that will be made to address any underperformance.

8 Monitoring and Reporting Systems

8.1 Collection and Storage of data

We intend to collect the following data through the data manager who will collate information and put enter it onto the Management Information System (MIS) at BFA:

8.2 Referral data- The data as set out in E3 will be collected from commissioners, mainstream provision, parent/carers and any other agency that has involvement with the student, and will be accessible to the senior leadership team (SLT), all specialist support and teaching staff, and administrative staff, at an appropriate level to their needs.

8.3 Data collected during Initial Needs Assessment and on-going throughout the year for Electronic Individual Learning Plan (EILP)- Specialist support instructor will collect the data set out in D4 which will be accessed by SLT, specialist support and subject teachers, students and parent/carers (through the student's EILP)

8.4 Attendance Data- This data will be collected at registration. Attendance will be updated session by session on the electronic system and a live report will be available to staff, parent/carers and students. Attendance data at mainstream provision will be collected where relevant.

8.5 Target and Performance data - Progress against targets recorded and where appropriate tracked against FFTD targets. The Data Manager will update these targets October, January and early spring. All SLT will have login access. This data can be accessed by all specialist and subject teaching staff, SLT, Data Manager and other administrative staff. It will be displayed in a user friendly format for students and parent/carers through their individual EILP.

8.6 Safeguarding- All safeguarding issues e.g. bullying or student disclosure information needs to be reported immediately to the safeguarding designated leads **only**. In the first year this is likely to be the Principal plus another, subsequently the Deputy, who will complete SG training to level 2. There will be restricted access to all safeguarding data for designated leads only. See D4 for policies on policies on safeguarding.

8.7 Other confidential data- There will be restricted access for other confidential information e.g. pregnancy, some medical information only available to the principal or designated SLT. Subject teachers will be informed on a need to know basis only.

8.8 Partner data- The Principal will gather this data, for use in developing individual programmes

- Information on employers and other partners
- Database of risk assessed work placements
- Safer recruitment data including CRB's.

8.9 Parent/carer, Student and Partner voice

- Three times a year satisfaction surveys will be sent out or available on line to all parent/carers and students
- Student forums will capture student opinion on improving provision and practice.
- Separate Advisory boards will be set up for parent/carers/carers and commissioners and mainstream provision to inform provision and practice.

This information will be accessible to all staff and will be summarised and published to students, parent/carers/carers and partners.

8.10 Staff Performance relating to BFA targets includes:

- Observation Data
- Value added data
- Attendance and Success rates.

This information would be accessible to the individual member of staff, their line manager, Deputy Principal and Principal.

9. Analysing Data and Interventions

The BFA will adopt an MIS system that allows teachers/specialist advisors to filter students' progress against targets under the following categories:

- Vulnerable groups including SEN, AEN, EAL, gender, LAC etc.
- High attaining, middle attaining and low attaining students
- Any student who is underperforming that leads to under achievement
- Performance and progress in English and maths.

The system will allow analysis of student progress and the BFA overall progress towards its targets in the following ways:

- Progress of vulnerable groups, including G&T
- High, medium and low attaining students
- Progress towards targets in English and maths, and national accreditations
- Employability targets, details of work placements
- Destination including re-integration data
- Overall retention and success data
- Attendance and participation data

There will be other measures of targets that are not quantifiable, for example, improved behaviour and approaches to learning that the MIS will allow BFA to create reports on these activities that will be summarised for termly and annual reports.

10. Using information to improve outcomes

- Teachers and specialist advisors will use the above information to plan their sessions and meet individual needs. Teachers will also be expected to look at all categories of students within their groups including gender, identify any attainment gaps and devise strategies with action plans to narrow the gap during the course of study. Specialist advisors will advise on ways to deliver differentiated teaching that best meets the needs of individual students.
- At a strategic level the Principal and SLT will review the data at each of the four review points within the year and analyse trends in order to devise a strategy and action plan to ensure maximum success.
- The Principal will report progress against targets to the directors and governors at all full director / governor meetings. The local teaching and learning sub-committee will analyse the data in more detail, provide challenge to the BFA leadership and will report back to the full local governing body and WEEL teaching and learning committee.

The robust monitoring system described above will allow BAF to monitor progress against targets and take remedial action quickly. If targets are not being achieved different approaches will be taken depending on issues. However, there will be a

standard process in place to tackle underperformance led by the Principal and will involve the following actions, which will continue until the issue is resolved:

- A full review of the issue/s
- An action plan with strategies to effectively address concerns within an appropriate timeframe
- Appropriate staff and stakeholders will be involved
- Regular monitoring with direct action where necessary
- Timely reports on progress to Governors/ Directors.

If BFA is exceeding their targets the Principal, SLT, Governors and Directors will review them to ensure their rigour and challenge and revise them upwards, whilst celebrating with staff and students their achievements. If targets are at maximum and they cannot be improved BFA will focus on other areas to develop or improve.

11. Accountability and Performance Management

Responsibility for student progress lies with all staff in the school, but the starting point is the specialist advisor, supported by the subject teachers. All specialist advisors will be expected to monitor their students' progress through the tracking system described above. Teaching staff will keep a record of the marks they have awarded during the normal course of lessons and assignments which enable them complete the monthly reports. The role of the deputy principal is to ensure that teaching staff set and mark work regularly and that the marking includes structured information for students on how they might improve or move to the next level. The deputy principal will carry out half termly book/folder/assignment checks of work in order to ensure that teaching staff are following this agreed practice so that students know how well they are doing and how to improve. The deputy principal will carry out weekly walk-throughs where they dip into some lessons in order to monitor the quality of teaching and learning, as well as informal learner voice meetings within subject areas. This process supports judgements made within the formal lesson observation process and enables the deputy principal to manage and monitor the academy. Where poor practice is observed, either in teaching, marking or in support, the deputy principal will meet with the teacher or specialist advisor to reinforce expectations, offer support, and develop short and long term targets to improve quality. In some cases this will involve professional development for the member of staff. The result for students is that more of their lessons are good or outstanding, they know how well they are progressing and what steps to take to improve further.

The deputy principal and principal will create an effective CPD programme for staff. The most important element of this CPD will be the continual development of staff with student contact in expertise in the different barriers to learning experienced by students in BFA. It will be led initially by the Weston College's specialist team on a partnership basis to devise a CPD programme; this could involve modules from the degree in inclusive practice or could involve staff enrolling on the degree or other level of qualification themselves. The other focus of professional development for staff will be on improving teaching and learning, with a focus on meeting the needs of students at BFA. This could include attending an examination board course on

moderation, observing a peer in outstanding teaching, working with a colleague to improve lesson planning, or team teaching. Through the use of in-house expertise from across WEEL and external providers we will offer staff the opportunity to update their skills in areas such as asking challenging questions, stretching the most able students, moving students up to the next level of attainment, engaging students with kinaesthetic learning, and other relevant topics.

12. Engaging Parent/carers and Carers

BFA will operate an open door policy so that parents/carers can discuss their child with their specialist advisor whenever they require. Parent/carers will receive a copy of the monthly progress reports allowing them to gain an up to date overview of their child's progress. Parent/carers' evening meetings arranged throughout the year will provide an opportunity for parent/carers to raise issues regarding their child's progress and meet subject teachers. There will also be additional events where parent/carers are invited to participate in the life of the academy and to share in the success and progress made by their child e.g. to participate in an enterprise project, have a meal cooked for them, be an audience to an event such as Dragons Den style presentations.

Parent/carers will have ICT tools to assist them in understanding and accessing information:

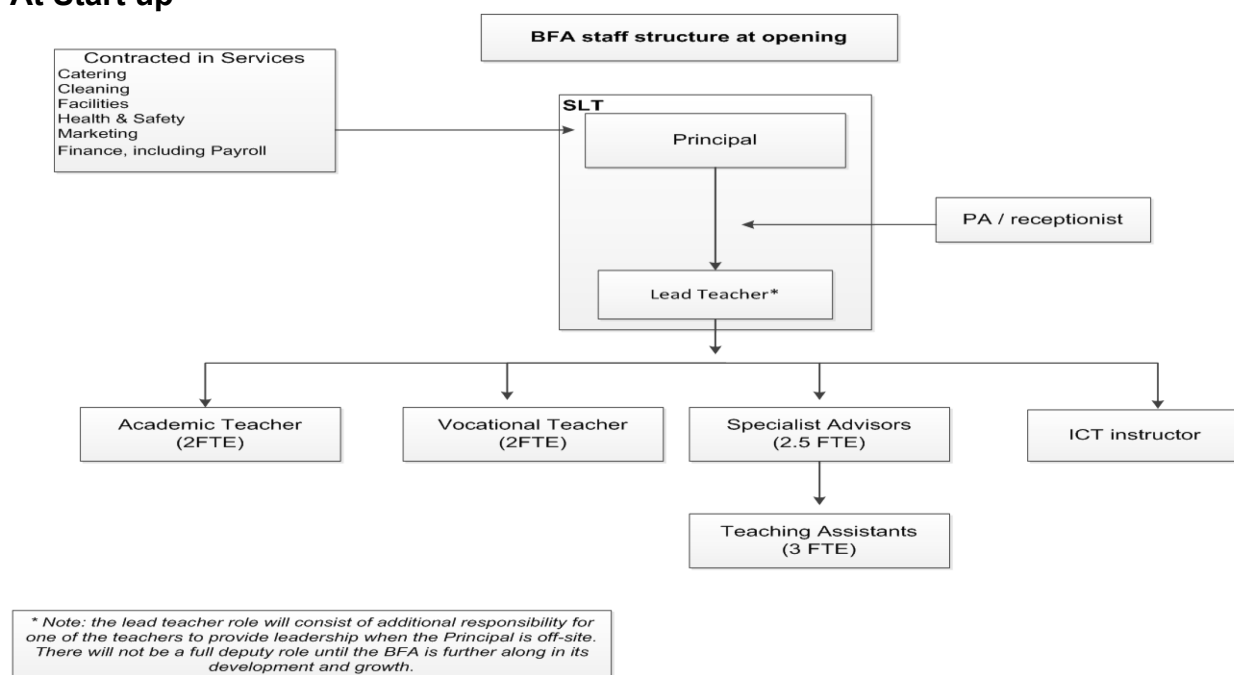
- Parent/carers can access their child's progress through the ELIP at any time.
- There will be a parent/carers section on the website that will contain information e.g. the school calendar, updates from principal, links to the subject specifications, examination information, news and celebrations.

Section D3

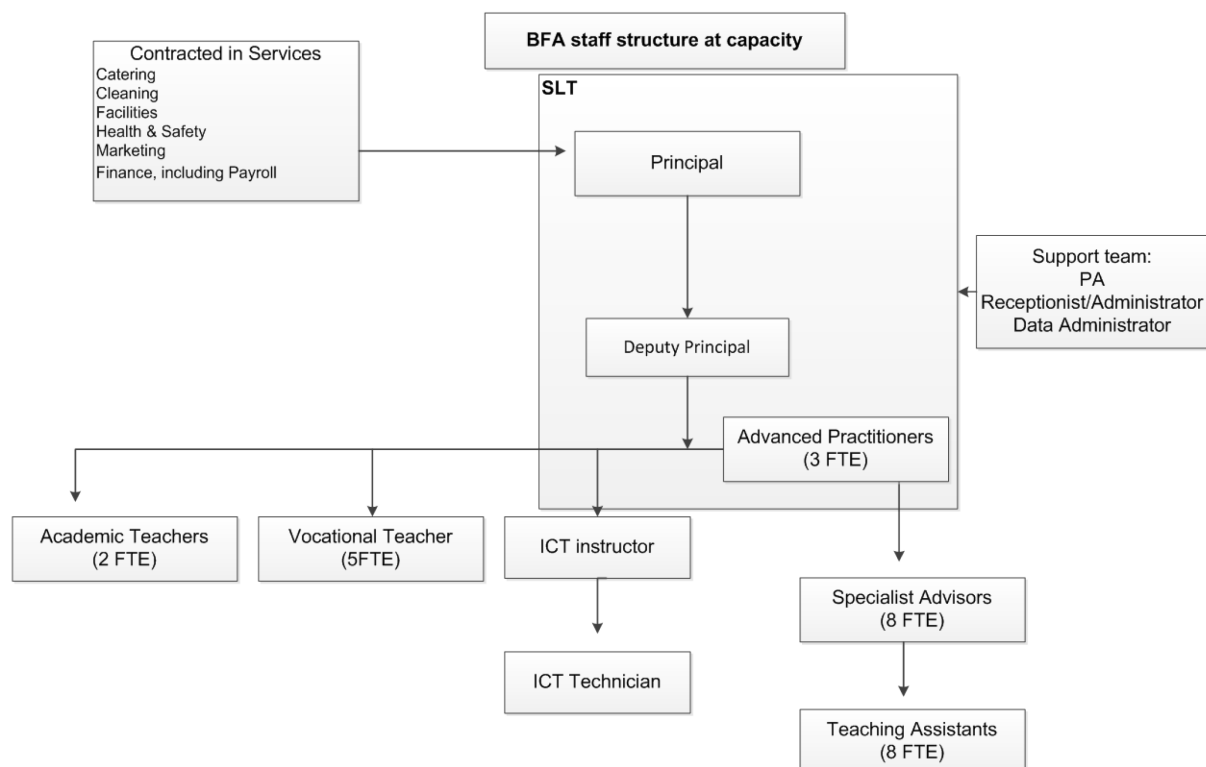
1. Staffing structure: roles, responsibilities and reporting

The following diagrams show the build-up of BFA leadership team and teaching staff, who will be employed by the BFA from its opening through to capacity.

At Start up



At Capacity



The table below further details the phased build-up of staff until the BFA is at full capacity.

Staff/Year	2015	2016	2017	2018
Students on role	30	50	75	100
Leadership Team				
Principal:	1 Include teaching role	1 Include teaching role	1	1
Deputy	0	1 70% teaching role	1 60% teaching role	1 50% teaching role
Advanced Practitioner in Inclusive practice with Safeguarding responsibilities + 1 SENCO		1	2	3
Teaching Staff				
Maths/science teacher	0.5	1	1	1
English Teacher	0.5	1	1	1
ICT instructor (50% teaching)	1	1	1	1
Assistive Technician			1	1
Vocational instructors	2	3	4	5
Specialist advisors (50% PSD teaching)	2.5	3.5	5	8
Teaching Assistants	3	4	6	8
Support staff				
PA	0.5	1	1	1
Data Administrator			1	1
Receptionist/Administrator	0.5	1	1	1

2. The specialist model

The unique feature of the BFA lies in its approach to staffing and delivery. This affordable model (see G) provides for specialist advisors to work with students and teachers to enable complex individual needs to be met, with the emphasis on continual professional development. This approach is developed around the Weston College's specialist support model, for which the college was awarded the 2012 Beacon Award for staff development and Outstanding practice from Ofsted (December 2013). The basis of this approach is to professionalise staff working in the field of working with students within education with barriers to learning. Weston College in partnership with University of the West of England have developed a training package from level 3 to Masters level to address the skills gap for people working in the field of SEN and barriers to learning. This training gives an overall understanding of inclusive and professional practice as well as allowing people to specialise in particular areas e.g. Autism, Behaviour for Learning, Sensory impairments, Mental Health, Specific learning difficulties (dyslexia, dyscalculia). The success and innovative nature of the project has led to Weston College staff emerging as leaders in their field which has resulted in them being asked to participate in national projects e.g. "Ambitious about Autism" to share best practice and provide training to other professionals in the sector.

It was originally designed for the College's own staff development, but has expanded to include professionals working in a number of different roles with people with SEN and learning barriers. The approach to staff development resulted from a combination of factors; an increasing number of learners with complex learning needs attending the College; a shortage of specialist staff with the knowledge to effectively support those learners; a lack of career progression opportunities for staff.

In this model the specialists engage students in the process of managing their SEN or barrier so they are active rather than passive in the process. The specialist advisor will act as personal tutors to students, and be the link between teachers, parents/carers, and other relevant professionals working with the student. They will advise and support teaching staff to differentiate their approach or curriculum to ensure that the needs of the individual student are met within their learning. They will advise all relevant others including parent/carers, if appropriate, on strategies they have agreed with the student to ensure a consistent approach and enable the students to be successful in all aspects of their life.

This approach is also an excellent way to share best practice and Weston College has found that inclusive practice is fully embedded across all curriculums with high levels of satisfaction (over 95%) from parents/carers and students. 94% of Weston College students who receive specialist support are successful in achieving their qualifications and have successfully progressed to the next stage of their progression. These students have significant barriers with histories of failure and disaffection in the past. The distance these students have travelled was held up as exemplary by Ofsted (December 2013) and contributed to the College's overall Outstanding grade.

Further details of this specialist role is described in more detail below under roles and responsibilities.

3. Roles and responsibilities

In the first year whilst the numbers are small, we propose a small streamline structure, of Principal with teachers and specialist staff. The principal will be the lead on roles such as performance management, Senco and safeguarding, but we propose giving the teachers different areas of extra responsibilities to provide support and cover for the Principal in these different areas, with training where necessary.

3.1 Senior leadership

3.1.1 Principal

As set out in section F the Principal's key role will be to ensure that BFA is delivering a high quality offer that has the staff, resources and structures to meet the needs of each individual student. They will need to inspire others, to develop a clear and shared vision and lead an organisation through its creation, development and into maturity establishing an ethos and culture where people are valued, able to progress and where every success is celebrated. They will have the overall responsibility for the management of all aspects of the BFA. The principal will be an experienced

leader with expertise and experience in providing education for young people who find the mainstream a challenge.

3.1.2 Lead teachers (Year 1 Only)

As set out above, teachers will be given additional areas of responsibility to provide cover and support for the Principal. One of these roles will be lead teacher, who will cover for the principal in their absence.

3.1.3 Deputy Principal (Year 2 Onwards)

The Deputy Principal will be an experienced, qualified teacher who will act as deputy for the Principal in all areas, with particular responsibility for all aspects of teaching and behaviour. They will be the direct line manager of teaching and specialist staff. The Deputy will be the designated safeguarding lead for the College and as part of their role they will have a 50% teaching commitment.

3.1.4 Advanced Practitioners

The role of the Advanced Practitioner is to coordinate a team of specialist support advisors and teaching assistants in the delivery of high quality individualised support programmes for BFA students ensuring inclusive practice is effectively shared across BFA, and with partner academies. They will:

- promote new ways of teaching and learning, stimulate innovation and co-ordinate the input of others
- organise and deliver training for teachers and teaching assistants
- co-ordinate and manage student transition programmes in and out of BFA
- review and evaluate individual support programmes and develop systems to monitor their effectiveness
- Work in partnership with staff across the college and outside agencies including; Schools, Connexions. Adult Services etc to ensure a seamless transition
- demonstrate and share best practice and mentor staff to improve the quality of individual support programmes
- be involved in the referral panel (further details in E3) and the initial needs assessment outlined in D4.

One of the Advanced Practitioners will take on the responsibility of the SENCO, the Advanced Practitioner: Inclusion. This role is detailed in D4.

3.2 Curriculum Delivery Staff

3.2.1 Teachers

BFA will build up to a core staff of permanently employed teaching staff reporting into the Deputy Principal, this will include the English, maths/science and ICT teachers and vocational instructors. Additional staff will be bought in from Weston College on a part-time basis, as well as using infill with other providers so that the aspiration of the students can be met, as far as possible.

The teachers will work as a team to ensure that English, maths, ICT and PSD are embedded throughout the curriculum giving the students opportunity to apply and practice their learning. BFA teachers will participate in all areas of the curriculum offer, including the enrichment programme delivering sessions and supporting the students in their learning.

3.2.2 Specialist advisors

As the role of the specialist advisor in our model is unique it will be difficult to recruit to this position. So in the pre-opening stage and opening years there will be a lot of training and support of those recruited provided by Weston College advanced practitioners who will ensure that the level of specialism is in place from opening to support the very first students. This means we can recruit TAs and support staff who have an aptitude for the specialist role and ambitions for their career development. The specialist will have the opportunity to enrol on the Weston College's FdA in Inclusive Practise or related qualifications to develop their expertise.

In our model the specialist will be involved in all aspects of the student's time at BFA from Initial Needs Assessment to putting in place transition arrangements. The role will include:

- Planning learning activities for students with teachers
- Carry out Initial Needs Assessments to establish support needs and develop individual support programmes
- Arranging and delivering transition programmes, liaising with parents/carers and outside agencies including; Schools, Connexions, Adult Services, other providers etc. to ensure a seamless transition
- Tutorship of students, giving appropriate support to enable students to achieve their goals
- Devising resources appropriate to learning and assist students in all areas of the curriculum by differentiating assignments and course materials as appropriate
- Sharing good practice and inform teachers, mainstream provision and employers on how to make the curriculum and/or workplace accessible for students with barriers to learning
- Assisting in developing strategies to work with individuals and/or small groups
- Assisting with the preparation of the learning environment
- Mentor teaching assistants and support workers
- Maintaining learner records and complete all the necessary ALS documentation;
- Contributing to course team meetings to monitor, review and evaluate the student's progress
- Carrying out learner diagnostic assessments
- Contribute to developing new initiatives and new resources in education and training
- Delivering PSD and enrichment lessons

3.2.3 Teaching Assistants

Teaching assistants will report to the specialist support the individual learning programmes of students in their lessons and support the teacher in delivering a differentiated lesson. They will work with teachers and specialist to ensure that the needs of the individual student are met.

3.2.4 ICT Instructor

Technology will be vital to the learning of the students at BFA. Not only is it an essential skill for the progression and success of all young people in the 21st century. It is also an essential tool in providing differentiated learning and meeting the needs

of our students through assistive technology. The ICT Instructor will be responsible for the recommendation of appropriate technology, with an emphasis on identifying new innovative uses and applications. They will instruct students and staff on the use of technology available in the setting, on both an individual and group basis and deliver the ICT curriculum.

All staff will be committed to using technology to enhance learning, including the use of the virtual learning environment and classroom equipment, and will supported in developing their own innovations in learning technology by Weston College and WEEL.

3.3 Admin

This team will be led by the PA to the Principal, and when at full capacity will be supported by 2 administrators/ receptionists with responsibilities for admissions, student records, parental information and responsibility for data management.

3.4 Medical

The medical needs of students will be assessed in the initial needs assessment and appropriate provision will be accessed and bought in. This situation will be kept under review once students are being referred, and if it becomes apparent that the service would better meet the needs of the students and be more cost effective through employing medical staff then this decision will be made by the Board.

Section D4 – The particular needs of the children coming to the school have been carefully considered and will be met appropriately

Bristol Futures Academy (BFA) recognises that all students have differing abilities, learning styles and rates of progression and will operate an inclusive approach to all learning for all students. BFA will be ambitious for all its students and will create a learning environment that enables all students to succeed and progress beyond their expectations. Inherent to this achievement is the promotion of a positive learning culture where all students recognise and value and enjoy the learning experience; respect diversity; are safe and feel safe; and gain the skills and attitudes they need for future success.

1. Pupil Cohort

BFA will cater for a broad mix of students. These will be young people who find mainstream provision challenging for a variety of reasons as set out in section C. They are a disparate group of young people, however they all display barriers to learning with many having low self-worth and lack confidence. These characteristics manifest themselves differently in each individual and range from disruptive inappropriate behaviour to extremely withdrawn and insular behaviour. Most students will require time to deal with emotional issues and build confidence prior to progressing onto achieving qualifications and/or employment or training. Many will be from deprived backgrounds and it is anticipated a high proportion will be in receipt of free school meals. These young people will be at risk of dropping out of the system and being drawn into sub cultures such as substance misuse, crime and the benefit system.

The ratios between the different needs are not yet clear so the initial needs assessment will therefore be rigorous and led by specialist support staff. The range of barriers to learning may include:

- learning difficulties and/or disabilities
- mental health issues,
- under developed social skills
- difficulty in accessing full days at school for a range of reasons including illness, fatigue and caring responsibilities
- not in education for many years
- previously educated in small group provision and need support adjusting to a large school environment
- social, emotional and/or behavioural difficulties.

Bristol City Council state that the underlying cause of much of the disruptive behaviour may be due to undiagnosed learning difficulties such as Dyslexia, ADHD/ADD, Aspergers, Dyspraxia, OCD, and Anxiety issues. They further state that in particular many students will have been identified with BESD issues, but are in fact displaying unstatemented ASD. This information is supported by the high number of excluded young people diagnosed once they are in alternative provision.

The exclusion data indicates that approximately 70% of the referrals could be boys. It will therefore also be essential that attention is given to the needs of girls so that they do not feel alienated by the environment and that their needs and interests are met. This is reflected in the curriculum, mode of delivery and range of enrichment activities as set out in D1.

2. Proposer's experience

Weston College is an Ofsted Outstanding (2013) institution that has delivered an extensive (over 300 students) and successful range of full- and part-time programmes for Year 10 and 11 students. Almost all of the students have significant barriers to progress, and for many of them attending the college is a life-changing experience. Programmes are designed to meet the needs of key stage 4 students referred by schools, pupil referral units and the local authority providing them with additional or alternative learning opportunities. There is a strong emphasis on vocational learning and specialist advice through a variety of planned programmes and discreet provision, including:

- Level 1 and 2 vocational courses
- Full and part time personalised programmes
- Part time re-engagement programmes
- Bespoke programmes delivered to cohorts of disengaged learners in specific schools/academies

Specialist staff use targets skilfully to set learners manageable goals and then monitor progress towards achieving them regularly. Students use the skills they have learned in college to improve their home lives, for example, students use the strategies they have learned to manage their anger and this has led to them maintaining calmer and more productive relationships outside college. The college specialist team encourage innovative use of technology to ensure learners become

much more independent. Students also improve their English and mathematics through their vocational activities.

The proportion of students who successfully complete their qualifications is very high at 90% significantly above national averages. Students also improve their ability to interact with others and attendance is high and for many of the students this is the first time they have managed regular attendance. As a result of the success of these programmes, 95% of the students continue to study in further education and/or for apprenticeships or enter employment when they reach 16 years of age.

Ofsted (December 2013) stated “Support for learning is outstanding; support workers are highly experienced and often very well qualified, with specific areas of expertise such as behaviour management or visual impairment. Links to specialist provision and support agencies are very strong and bring immense benefits to learners. Levels of support are carefully reduced as necessary to ensure learners do not become dependent on staff.”

The following process sets out the preferred assessment process which is proven best practice by Weston College. This process supports the aim of the BFA is to be proactive and work with the commissioners and mainstream provision for early identification of students. There is flexibility to complete the process quickly in instances of immediate exclusion and referral e.g. an observation in a mainstream setting will not be possible

2.1 Referral

The first assessment stage looks at other people’s perception of the student. The information will come mainly from the commissioner and school/academy, but also from other agencies that have a relationship with the student. It could include:

- Reasons behind referral
- Education history
- Attendance record
- Any learning support received and medical history
- Other agencies involved with the student

2.2 Observation

In pathway A and B (outlined in D1) the specialist advisor will ideally observe the student in their mainstream provision. For pathway C and D observation will take place at a later stage within BFA and/or other relevant location e.g. parents/carers or workplace This enables the specialist support instructor to start to develop their own understanding of the student’s barriers to learning, observing interactions, antecedent conditions, the learning environment the student is used to and it will form part of the structure for 1-1 meetings and strategies to overcome barriers.

2.3 Initial Needs Assessment meeting with the student

This is on a 1:1 basis with the student and parents/carers if appropriate, where the student will be encouraged to have their voice heard, put forward their point of view, why they think things are not going well, identify support needs they feel they have, their aspirations, interests, strengths. A way forward will be negotiated with the

student, it will be an open and honest discussion where long and short term goals for the placement will be agreed, and from this early stage initial targets set.

2.4 Assessment of academic levels and support needs

The BFA will assess the entry levels of all students. The students' academic records will be used; we will also use BKSB as an initial assessment and diagnostic tool to ascertain students starting points with maths and English. This is a nationally recognised diagnostic tool currently used by Weston College for all students identified as requiring learning support. It is used to conduct a diagnostic to highlight areas of strength and weakness and help to support planning and individualised learning. Screening can also take place for undiagnosed dyslexia, dyscalculia etc.

2.5 Individual programme planning

Every student will have an individual programme designed to meet their needs as set out in D1. If at this, or any other point in the initial needs assessment process it is felt that the BFA cannot meet the needs of a particular students, and they would be best met elsewhere then BFA will inform the commissioner of this. The pathway the student is placed on will be made by the Referral Panel (see E3).

2.6 Other assessments

Other assessments that will take place include safeguarding assessment and risk assessments to protect the student, other students and BFA staff. BFA recognises the right of all students to fully access the curriculum, and understands that risk assessment is about ensuring that these rights are successfully exercised, thereby ensuring that there is an effective balance between safety and entitlement issues. BFA will be committed, in partnership with other providers and support agencies if appropriate, to ensure that BFA is accessible and reasonable adjustments are made to enhance opportunities for students with complex learning or physical needs. BFA will sit within a Multi Academy Trust and risk assessments will be carried out by the Deputy Principal (Principal in the first year) and the MAT's health and safety officer.

In order for the BFA to make a fair and accurate assessment of risk and meet the needs of individuals it is imperative to receive clear and comprehensive information from students, parent/carers, commissioners and partner organisations. BFA will adopt an inclusive approach to risk assessment and thereby will endeavour at all times to work with the individual. The students views will, where possible, be kept central to any decision making process. If the risk to the student or others within BFA is judged to be unacceptable, the individual and their advocates will be able to formally consult with the Principal and Health and Safety Officer.

All aspects of the risk assessment process will be recorded in compliance with Data Protection; however it will be accessible to the individual. The outcomes of the risk assessment will be communicated to the individual verbally and in writing. At this stage, consent will be obtained from the individual to pass this information to other relevant parties.

The risk assessment documentation will summarise the decision-making outcomes and facilitate a continual review of risk within the on-going review of assessment and support provided for the individual. The risk assessment paperwork will include details of how the assessment will be monitored; identify the person responsible for carrying out the review with timescales involved as appropriate to each individual.

The monitoring information will be used to evaluate and improve practice and students will be involved in all stages of this process.

Medical assessments will take place through the process and relevant healthcare professionals identified.

On completion of the assessment process all students will receive an induction into BFA before they start their main programme. Students on Pathway B, C & D will go through an induction period within BFA. The length of this induction will be personalised to each student. Students will complete a number of activities that will be assessed by all of the team and all information gathered will be collated by the personal advisers. Examples of activities will include:

- All about me to be completed electronically
- Ice breaker activities, teambuilding and 'getting to know your learners' activities
- BKSB testing for English and maths
- Learning Styles Questionnaire (via EILP)
- Orientation to BFA
- Learners referred to additional assessment as appropriate
- 'Our Culture' Tutorial
- Cyberbullying Tutorial
- 'Methods to have your say'

Students will also be assessed within practical, vocational and academic sessions by their teachers and instructors. Each student will be graded from on a sliding scale of 1-4 and particular areas of strength and areas of need will be identified.

Personal and social development will also be assessed, assessing their social interaction, concentration, willingness to undertake activities and suitability to the classroom, workshop or practical environment. Induction period will also ensure BFA standards and expectations along with health and safety and emergency evacuation procedures.

The progress of students will be regularly assessed and reviewed as set out in the individual target setting process set out in D2.

Approaches to meeting different needs

All students will have specialist support instructors who have expertise in the area of their greatest need for 1:1 tutorials and support.

Identified need	Approach
Cognition and Learning Needs Specific Learning	<ul style="list-style-type: none"> • assistive technology • exam concessions

Difficulty (SpLD), Moderate Learning Difficulty (MLD)	<ul style="list-style-type: none"> • additional small group classes for more time to work on projects with support staff • personalised programme of study; additional Educational Psychology assessments • depending on the SpLD e.g. autism, dyslexia etc. support to access employability programmes / work placements; differentiation including adaptations of worksheets) • state of art the technology for all students to access
Behaviour, Emotional and Social Development Needs Behaviour, Emotional and Social Difficulty (BESD)	<ul style="list-style-type: none"> • Additional small group sessions classes for more time to work on projects within a low arousal environment with support staff • Educational Psychologist assessments • Exam concessions • Specialist counselling • A phased transition into employment placements with a strong mentorship programme • Differentiation of approach by staff
Communication and Interaction Needs Speech, Language and Communication Needs (SLCN) Autism Spectrum Condition (ASC):	<ul style="list-style-type: none"> • Small group sessions • Exam concessions • Speech therapy assistive technology • Social and emotional support particularly for students on the autism spectrum • Mentorship from Weston College students with ASC • Differentiation of approach
Looked after Children (LAC):	<ul style="list-style-type: none"> • Individual needs assessed and carefully monitored to ensure they are progressing in line with expectations • Multi agency approach.
English as an Additional Language (EAL): The school data indicates there will be above national average levels of students with these needs	<ul style="list-style-type: none"> • Individual / small group classes for additional English classes or time to access community classes in English • Other individual support may be needed within the classroom particularly in the first instance until they have a good level of English e.g. Laptop with appropriate software
Young Parent/Pregnancy and Young Carers	<ul style="list-style-type: none"> • Multi agency approach with health and social services • Flexible approach to curriculum and personalised programmes.
Prolonged absence from school e.g. School phobics, safeguarding issues, physical illnesses	<ul style="list-style-type: none"> • Personalised programmes • Support as appropriate depending on needs
Social, Emotional and Pastoral needs	<ul style="list-style-type: none"> • Access specialist Counselling • Access to CAMHS • Personalised programmes.
Disabilities – Non SEN/LDD	<ul style="list-style-type: none"> • DDA Compliant • Assistive Technology • Multi agency approach e.g. physiotherapy • Work place assessments prior to employability programme
Gifted and Talented (G&T)	<ul style="list-style-type: none"> • Supported placements to ensure the most able students are challenged and stretched with opportunities of extended

	<p>projects, early assessment and fast tracked progression</p> <ul style="list-style-type: none"> • Differentiation in the classroom • Accelerated programmes of study and early examinations
Free School Meals (FSM)	<ul style="list-style-type: none"> • Breakfast club • Monitor carefully to ensure that meeting progress targets.

3. Staffing

3.1 Advanced Practitioner: Inclusion

BFA will employ an Advanced Practitioner: Inclusion who will fulfil the role of a SENCO, they will:

- Lead the organisation and delivery of the learning support programmes within BFA. This includes co-ordinating a specialist staff team and promoting a whole academy approach to Inclusive Practice.
- Work collaboratively with parent/carers, commissioners and other agencies along with the Principal to ensure the new SEN code of practice is effectively embedded in all practice and additional funding (particularly element 3) for individuals is claimed from DFE, EFA or the local authority.
- Establish an effective multi-agency approach set up a system where there is an education and health care plan in place for each individual student needing support.
- Ideally be able to carry out specific learning difficulty assessments and carry out observations of support staff and teachers to ensure learning needs are being met and good practice is carried out. From these observations and new national and regional initiatives they will devise a staff development programme that includes both internal and external training.
- Ensure there is plenty of opportunity to share good practice and inform teachers and employers on how to make the curriculum and/or workplace accessible for all students.
- Have a teaching responsibility of 50% that will include the small group and individual additional sessions as well as delivery of some PSHE.
- Champion the G&T in liaison subject tutors to ensure there are plenty of opportunities for stretch and challenge.
- Monitor and track the progress of LAC and complete the appropriate returns to the local authority to send onto the department of education.

All subject teachers will work closely with the Advanced Practitioner: Inclusion and specialist team to ensure that all learner needs are met by differentiating their curriculum areas.

3.2 Specialist Advisor

The role of the specialist advisor is central to the BFA approach it is set out in detail in D3. An appropriate specialist advisor will be allocated to the student once a referral has been received. They will provide a single point of contact for all partners and agencies for the student will be involved in all aspects the student's time at BFA from Initial needs assessment to putting in place transition arrangements. A key part of their role will be the 1:1 tutorials they have with students in which they agree the students individualised programme and targets, and work with the student to develop

strategies to overcome their barriers to learning, and monitor and evaluate progress the student is making. The student's voice is heard at all times to ensure that the student buys-in to their education which in our experience leads to greater success.

4. Agencies

BFA will seek to access a number of support agencies in order to meet the needs of the students and ensure a multi-agency approach. Weston College as one of its sponsors has been identified as a beacon in this area and have built strong relationships with a number of agencies that BFA will be able to access through a shared service model. These agencies include: Speech and language therapists; Physiotherapists; Children and Adolescent Mental Health Service; People First (an advocacy group for students with LDD); Learning Partnership West (IAG service); Adult Learning Disability Team; Action for Blind; Dyslexia Specialists; Teenage Pregnancy; Bristol Youth Service; Drug & Alcohol Services; Youth Offending Team; National Autism Society; Deaf and Hard of Hearing specialists/Communication Specialists; National Autism Society.

5. Safeguarding, Behaviour and Attendance

5.1 Safeguarding

BFA will hold as a highest priority the health, safety and welfare of all young people who are under the responsibility of the College. This message will be reinforced at all times so no one is in doubt of the priority in which policy is held. The BFA will have an identified designated Safeguarding Officer, who will be the Deputy Principal, with designated deputies trained to level 2 safeguarding and the Deputy Principal to Level 3. All students, staff and visitors will know who to contact. **The rights of the young people and vulnerable adults will be protected at all times.**

BFA and its staff have a collective and individual duty of care to ensure that all staff fulfil their responsibilities to prevent the abuse of children, young people and vulnerable adults. The BFA is committed to ensuring all staff are trained on safeguarding policy and procedures as part of their induction into BFA and have regular training updates. All students, parents/carers will be advised of the policy and have it explained to them, so they know who to contact and be confident with the knowledge of what would happen should they wish to make a disclosure. All students will receive safeguarding training so that they know that any disclosure will be treated seriously, in confidence and in accordance with the BFA procedures. The BFA will practise safe recruitment. All staff involved in the recruitment process will attend a safer recruitment course.

5.2 Attendance

Attendance, and associated persistent absence, is anticipated to be a key issue for BFA students and will be a key target for all students and regularly monitored as set out in D2. Each individual will have their own attendance target negotiated with their specialist adviser, based on their individual needs. This will be reviewed weekly with the intention for all students to aspire to 100% attendance.

The BFA's vision is that its curriculum offer and different learning environment will engage students so that they want to attend. The personalised approach and individual timetables negotiated by students with their specialist advisor and teachers ensure that they 'buy in' to the programme. Each student will be matched to an

appropriate programme of study that is varied and at the appropriate level to meet their academic ability. It will stretch and challenge students and be differentiated to ensure it is accessible. Specialist support workers will work with students to identify causes of absence and strategies to overcome them:

- Students will be given responsibility for their attendance through use of swipe cards to record attendance in college and in all lessons, as used in business
- Punctual attendance re-inforced with a high profile for attendance within BFA
- If late or leave early sign in at the attendance office
- Implement system of rewards and sanctions consistently applied
- Parents to understand their responsibilities, explain absences and make appropriate requests for authorised absence
- Meet with parents to discuss attendance problems as soon as they are identified
- Teachers will be good role models, arriving punctually, informing the class of known absences and ensuring BFA has notice of unexpected absences to give them time to make alternative arrangements to ensure every class has appropriate staff present at all times
- Keep staff informed of attendance issues.

5.3 Behaviour

Developing good behaviour and positive approaches to learning will be a key focus at BFA and a key target. The specialist support workers will work with their individual students to identify underlying causes of poor behaviour, develop strategies and agree and monitor personal targets around improving behaviour. Behaviour for learning specialists will form a key part of the specialist support team and the focus will be on working with the individual engaging them in the process of managing their difficulty or disability so that they are active rather than passive in that process. In our experience specialist input before, during and after sessions in order to listen to any frustrations, anger or anxiety, will minimise disruptive behaviour. The whole academy approach to behaviour includes:

- Encouraging, recognising and rewarding positive behaviour consistently
- Giving students responsibility for their behaviour
- Creating a business environment where the entire BFA community providing role models for students
- Delivery of an exciting and relevant curriculum engaging students
- Apply sanctions consistently
- Reward and sanctions ladder well known and understood by all staff and students
- Students will sign up to behaviour contract in the home – school “contract”
- Give students responsibility for their behaviour through active involvement in setting targets for their own behaviour and learning.

5.4 Health needs

The initial needs assessment will detail students' medical needs and any regular medication. Primary responsibility for a pupil's health rests with the parents/carers, and where practical, students should be responsible for their own medication. Agreement should be reached between the parents/carers and BFA as to the latter's role in supporting the child's medical needs. The specialist advisor will liaise with the

student's health care professional to understand and agree the student's health and medical needs (see D3 on the BFA approach to medical staff). The site will include a medical room for the treatment and care of students during school hours. When organising educational visits, staff will need to consider taking additional precautions required to support students taking medication.

Section E: Evidence of need – part 1

Commissioner Demand Table

	2015				2016			
	A	B	C	D	A	B	C	D
Key Stage 1	0	0			0	0		
Key Stage 2	0	0			0	0		
Key Stage 3	5	5		100%	10	10		100%
Key Stage 4	25	25		100%	40	40		100%
16-19: commissioner referred	0	0			0	0		
16:19: student applications	0	0			0			
Totals	30	30		100%	50	50		100%

Student Demand Table

This is not applicable at this stage.

Section E: Evidence of need – part 2

1. Commissioner Demand

Bristol City Council is the main commissioner for alternative provision places within the city for all types of referrals, with who the proposers are in regular dialogue. BCC has committed to commission 100% of places for BFA's first two years, as evidenced in the letter below.



PRIVATE & CONFIDENTIAL
Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Reply to [REDACTED]
Telephone [REDACTED]
Date 07 May 2014

Dear Sir, Madam

Confirmation of support for Bristol Futures Academy

Bristol City Council confirms that we support Bristol Futures Academy's application. We understand that Bristol Futures Academy is an alternative provider that will use a specialist approach to develop high quality personalised programmes that aim to re-integrate students back into mainstream provision or meaningful onward progression in the East Central area of Bristol in September 2015, if they are successful in their application.

Our vision for Bristol is that within 5 years Bristol will become a national leader offering specialist provision within an inclusive mainstream environment. Bristol wants to provide a range of commissioned provision, which provides a flexible and different approach and begins to influence the existing and historic challenges to the way children and young people are currently educated. We passionately believe that young people must have access to a range of provision that reflects a 21st century city of learning, in line with our Mayor's vision in order to achieve their full potential. We know without significant investment in partnerships we will not achieve this change. This is a challenge for Bristol and we need more flexible training opportunities that encourage and support employers to prepare young people for work and engage them in their learning.

The concept of this application supports Bristol's vision. Through the Bristol Futures academy there is an opportunity to build a new type of service by commissioning a training provider with a flexible offer that enables young people to follow a number of pathways and supports them into mainstream or further learning, employment and independence. BFA's proposed approach will help to narrow the attainment gap and inequality in overall achievement that exists within Bristol.

Finally the local authority is committed to being a facilitator of developing positive and pro-active relationships between the schools and BFA to ensure young people have the best opportunity to succeed. To this end local schools and pupil referral units in the area have embraced the opportunity of a specialist provision outlined in the BFA vision statement.

People Directorate

Education & Skills
City Hall
College Green
Bristol BS1 5TR

[REDACTED]
[REDACTED]
Education & Skills

Website
www.bristol.gov.uk

We would therefore like to confirm that Bristol City Council agree to the following:

- We anticipate making 30 referrals of full time equivalent (FTE) places to Bristol Futures Academy over the first academic year following the school's opening and 50 referrals in the second year, to the proposed pathways as follows:
 - Pathway A 20%
 - Pathway B 35%
 - Pathway C 25%
 - Pathway D 20%

- We are prepared to pay top up fees of between [REDACTED] per place dependent upon individual need (average is approx. £ 8,000)

- Bristol currently commissions 80-100 pre 16 places across the City (excluding PRUs). This is delivered by large providers in smaller groups and this provision is reactive as a result of school relationships. We are currently short of approximately 25 number of Key stage 3 and 4 places and confirm that the Local Authority forecasts show this number to be growing, and in our experience will include a high proportion of SEN students, in particular BESD and ASD.

Signature:



Print name:



Service Director, Education & Skills

Date:

7 May 2014

Other potential commissioners include the local schools and academies. Discussions with the local authority commissioner and a variety of schools, academies other agencies have taken place, the vision statement below attached was circulated, and letters of support that have been received to date. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Bristol Futures Academy vision statement

Bristol Futures Academy (BFA) aims to be an outstanding provider for students aged 14-16 who find mainstream provision challenging for a variety of reasons. The BFA programmes of study will offer a flexible and innovative curriculum that provides an excellent progression route for:

- re-integration into mainstream provision
- higher levels of study
- employment with training
- apprenticeships
- enterprise.

BFA will be an inclusive centre of excellence providing an innovative and dynamic approach to learning, tailored to meet student needs regardless of ability, culture or gender. It aims to inspire and motivate its students to exceed beyond their expectations and be ambitious for their future success.

Students referred to BFA may have historically found the education system challenging due to a wide range of barriers to learning that may include the following (this list is not intended to be exhaustive or definitive):

- autism
- ADHD
- sensory impairment
- dyslexia and/or other literacy difficulties
- low self-esteem
- anxiety
- under developed social skills
- difficulty in accessing full days at school for a range of reasons including illness, fatigue and caring responsibilities
- not in education for many years
- previously educated in small group provision and need support adjusting to a large school environment.

It is our firm belief that the curriculum for individuals attending BFA needs to be designed with them in mind, providing curriculum pathways that will inspire students to learn by encouraging an enquiry based learning ethos. It is our aim to create a learning environment where students can gain belief in their ability to improve, irrespective of their ability or disability.

Curriculum time needs to have in built flexibility in order to foster innovative thinking, risk-taking, bold thinking and an ability to trust and be trusted. It is this approach that aims to develop possibility, potential and promise in our students.

Each student will have an individualised programme of study delivered by professionally qualified specialist staff enabling each student to learn and achieve in a style best suited to them with a focus on science, technology, engineering and maths (STEM).

The timetable will include:

- a range of academic and vocational options
- English and maths qualifications
- personal and social development
- employability skills
- work experience.

Partnerships with mainstream providers, the students, parents/carers, and employers are central to the BFA vision. BFA will be committed to working in partnership with all education providers to keep or re-introduce the students into mainstream provision. It is recognised, however, that some students may need to attend BFA on a full or part time basis until they are ready to reintegrate or progress onto further education, apprenticeship, employment with training or enterprise.

The specialist support element is an integral part of the BFA philosophy and ethos, encompassing the development of individual strategies and empowering students to take responsibility for their own learning. The highly qualified specialist support tutors will be specialists e.g. Behaviour For Learning (B4L), sensory impairment, autism and specific learning difficulties. Every student will be assigned a specialist support tutor who will work closely with the student and in partnership with their mainstream school, parents/carers and other appropriate agencies to:

- devise an individualised learning programme
- set personal and academic targets
- identify strategies to manage their barrier(s) to learning
- develop self-belief and confidence through knowing and valuing their strengths.

At the point when they leave BFA, students will have acquired:

- strategies to manage their barriers to learning
- high but attainable aspirations for their future
- employability / enterprise skills
- qualifications, or furthered their studies to enable them to complete their qualifications in mainstream provision.

The desired outcome for all BFA students is that they:

- re-engage with their education and future
- make outstanding levels of progress in their academic attainment
- engage with mainstream provision, further education, employment with training, apprenticeships or enterprise.

Response from Bristol Brunel Academy - Bright Futures

We would fully support the idea of a specialist / alternative provision for 14-16 year olds in the East and Central part of Bristol.

Citywide capacity for this kind of provision for students is limited and too often full. In addition such provision is placed miles away from students with SEN in this part of the city.

Having specialist and centralised provision makes sense on every level; it's accessible for local and surrounding areas, is appealing for parents and pupils who want to attend a local provision, would make essential provision where nothing comparable exists, would add real choice to the local offer in readiness for the new SEN Code.

This would be a positive and welcome development for Bristol's teaching and learning community.

Please keep me posted about any developments.

Kind regards

[Redacted]

Bristol Brunel Academy

[Redacted]

Further to your request, I write with reference to the proposed alternate provision for E/C area for 14-16 year olds, and to confirm that the admissions department would welcome such provision in this area of the city.

The admissions department co-ordinates the Fair Access Protocols for Bristol, and the panel receives a high number of Fair Access referrals for children aged 14-16 living in the East & Central area of Bristol. Often the panel have to spot purchase places with providers that are some distance away from the area, which can make it difficult for young people to engage with the service.

We receive a high number of Yr11 applications from young people that are newly arrived to the country, where m/s provision was not appropriate due to a number of reasons. Historically, the FAP panel has spot purchased places, or identified funding to enable a short term 'new arrivals' project to accommodate these students, however if permanent provision was to be sourced within the area, the panel could look to utilise this on an annual basis.

Kind regards,

[Redacted]

Bristol City Council

T: [Redacted]
M: [Redacted]
F: [Redacted]

2. Engagement with commissioners

Bristol City Council currently commissions between 80-100 places (excluding Pupil Referral Units) with providers of Alternative Provision. This provision is largely reactive and the local authority wishes to be pro-active by developing and supporting innovative ways of meeting the education needs of some of the City’s most vulnerable groups of children and young people either in out of school settings or working proactively to keep them in their mainstream setting. The local authority have been aware of the radical and innovative approaches that has been taken in Weston College especially in regards to re-engaging learners aged 14 upwards, and the whole new approach pioneered by the college for students with learning difficulties and disabilities as set out in sections C and D. Members of the Bristol City Council SEN team and senior leadership have visited the Weston Bay centre for independent living since it was opened in October 2012 to find out more about the approach being taken.

In September 2013 BCC’s SEN team contacted Weston College to explore potential partnership opportunities to introduce the Weston College approach into Bristol as they felt that it was an excellent match with the vision and direction that they wanted to take SEN provision, and that the mayor had for Bristol as a whole. BCC asked Weston College to consider establishing an alternative provision free school for all types and all ages of disengaged young people in East Central Bristol, where the BCC identified that the need was greatest. It was as a result of these discussions that the proposing group formed and investigated the needs and demand in the identified area and considered our own areas of expertise. As a result the proposing group drew up the proposal for the Bristol Futures Academy, based on the areas the proposers consider they can have the greatest impact based on our areas of expertise.

Jan –Feb 2014 BFA proposal was put to BCC and continual discussions have taken place to present date to ensure that it provides places that the commissioner will fill whilst at all times being the provision that the proposers want to deliver.

March/April 2014 – Engagement with East Central secondary schools academies, and pupil referral unit through informal discussions on the proposals with details set out in the Vision Statement (above) and support received.

April 2014 – the Bristol City Council commissioner commits to fully commissioning the BFA for the next two years as a minimum. (Please refer to letter above).

3. Demand for alternative provision places

BCC have informed us that they already 25 places short for September 2014 and are desperate for more places.

An analysis of the current year groups by Bristol City Council identified 111 students currently in Y7 and Y8 in the East Central Area with indicators that they are likely to be requiring referral in 2015, when the BFA plans to open. Of these, 27 are already identified as being likely to be referred to BFA, as they come specifically from three of the schools identified for BFA referrals. The following table sets out the top five categories of primary needs from these students.

	East Central	3 schools
BESD	25	5

SLCN	22	7
MLD	17	5
PD	13	4
ASD	12	1

In addition, the commissioner has already identified at least 10 young people from the St George's area currently in out of area placements who could be brought back into the community through referral to BFA.

These figures provided by BCC demonstrate that we would be oversubscribed for opening in our first year in 2015.

4. Analysis of Current AP Provision

In June 2012, Bristol's Children and Young People's Services awarded a Framework Agreement for Alternative Education Provision. This agreement is up for renewal in June 2014. The Framework Agreement (and catalogue of providers) is for use by the Local Authority where alternative education is sought for children and young people who are excluded from school or otherwise educated outside of mainstream school settings. It is also available for use by schools in Bristol, both maintained and Academies. There are a total of 17 alternative education providers who provide provision for KS3 and 4 across the whole of Bristol. Of these two have a Good Ofsted grading and 10 are unregistered. Many of these are unregistered and provide single interest provision e.g. music, construction, motor vehicle. Of these only 4 providers (excluding the PRU) deliver a range of full and part-time provision to students from East Central Bristol at Key Stage 3 and 4 (excluding the PRU).

A brief overview of these providers is set out below.

AP Provision	Types of placement	Age range	Offer	Track record	Registered
Apricot Online	Part time VLE, Part time revolving door VLE, Preventative VLE:	KS 2,3,&4	Prepares for <ul style="list-style-type: none"> re-integration GCSE, Functional skills 		N/A
Barnardo's	Preventative	KS4	ABC level1 in motor vehicle studies		Y
Bettercare Keys	Full time	KS4	National curriculum GCSE/Vocational		Y
Bristol Music Trust (Colston Hall)	Preventative	KS 2, 3, 4	KS3 & 4 award /certificate creative and cultural		N/A
CfBT Include	Full Time	KS4 52 places	English, maths, ICT with PSHE, PE science humanities, vocational	Ofsted Good	Y
City Academy Aspire Bristol	Full time Part time Part time rev. door	Ks4 KS2/3 KS2/3	English, maths, science GCSE, BTEC, IT PE	March 2012 – whole academy Good	Y
City of Bristol College	Full time Full time rev door Part time Preventative	KS4	Vocational, English, maths PSD	Feb 2013 Whole college inadequate	Y
Core Children's Services	Part time Part time rev door	KS2,3, 4	Eng maths vocational		N/A

Keeping Kids Company	Full time, Full time rev door Part time	KS4/3	Eng. Maths ICT vocational		To be registered
Learning Partnership West	Full time Full time rev door Part time	KS4/3	GCSE, functional skills	Sept 2012 Overall satisfactory	Y
Rock Steady Training	Part time Preventative	KS4/3	OCN construction skills		N/A
Sports 1st Ltd	Full time Full time rev door Part time Part time rev door	KS3/4	Extra curricula to enable re-engagement		N/A
St Matthias PRU	Full time Full time rev door Part time Part time rev door Preventative	KS3/4 39 places	National Curriculum ICT, PSHE. Entry level, functional skills, ASDAN, work related learning and enterprise Vocational	Nov 2011 Overall good Attainment 4 Quality of teaching 3	Y
The Princes Trust	Preventative	KS3/4	Personal development qualifications		N/A
The Wheels Project Part time	Part time rev door preventative	KS3/4	PSD, English, vehicle related activities and qualifications		N/A
Young Bristol	Part time rev door preventative	KS2/3/ 4 places	Informal education programmes / vocational qualifications		N/A
Youth Education Service	Part time Part time rev door	KS4	Function skills: English & maths, employability PSD. vocational		N/A

Government figures indicate that 1% of students in a PRU achieve 5 A*-C GCSEs compared to 70% in mainstream provision (Demos report 2010). Statistics such as these support the approach of the BFA to enable students' greater chances of success through re-integrating them back into mainstream and sharing best practice with academies/schools, or ideally to prevent them from being excluded in the first instance.

5. Why is BFA needed?

As has been shown above there is committed commissioner demand that indicates BFA would be oversubscribed in its first year. It is also bringing a new approach to the delivery of AP that will increase opportunity, choice and success, as proved successful in other contexts that will build capacity and capability and share best practice across all education provision in the area.

Section E2

Not Applicable

Section E3

1. General Overview

Bristol Futures Academy, as an Alternative Provision free school Academy, is its own admissions authority. However, it will have regard to the Schools Admissions Code and Bristol City Council's Fair Access Protocol.

Admissions to BFA will be via a set referral process and subject to agreement by BFA's Referral Panel that will be made up of the BFA Principal (or designated nominee), a minimum of one governor, the Advanced Practitioner: Inclusion (with SENCO responsibilities), a BFA teacher and a relevant external independent advisor.

The majority of admissions in the first two years of operation will be for provision commissioned by the BCC. Such provision may be part or full time and for short, medium or long term periods of time. Referrals will also be open to schools and academies. The priority of the BFA is to re-integrate the student into mainstream provision so our priorities are pathways A, B and C, and BFA will move students between these pathways to achieve the best outcome for the student. However BFA recognises that for some students' mainstream provision will never be a solution and pathway D will always be required. The aim will be to keep this pathway a small % of the overall cohort and work to achieve successful onward progression for these students. The pathways are:

- **Pathway A - Supported mainstream** will accommodate approximately 20% of the places available. It will be offered to years 9, 10 and 11 where the student remains in current education provision. It is an early intervention pathway that works with the individual, school and parent/carer.
- **Pathway B – Part-time** provision will accommodate approximately 35% of referrals offered to years 10 and 11. The student will attend BFA on part-time basis for vocational courses and have one-to-one tutorials with their specialist advisor. The intended outcomes are to enable students to remain in mainstream for academic provision, preventing them from reaching the point of exclusion.
- **Pathway C – Full-time: short-term** will accommodate approximately 35% of referrals available. It will be offered to years 10 and 11. This provision is for students on fixed-term exclusions or referrals from the BCC and/or school/academy A personalised programme of study will be put in place with the aim to re-integrate back into mainstream and prevent repeat exclusions or absence from education.
- **Pathway D – Full-time: long-term** will accommodate approximately 10% of all referrals. It will be offered to years 10 and 11. Student will attend BFA on a permanent basis for a determined length of time agreed with BCC. The main outcome for this pathway is the successful onward progression to sixth-form, further education, apprenticeship or employment

BCC will commission provision from BFA four pathways above in order to meet their responsibilities for arranging suitable education for permanently excluded pupils and for other pupils who, because of illness or other reasons, would not receive suitable education without such arrangements being made.

School and Academies in the East Central area are welcoming the prospect of BFA and are likely to consider commissioning provision from BFA in order to meet their responsibilities to arrange full time education for pupils subject to a fixed term exclusion period or to exercise their powers to direct pupils off site for education, to help improve their education and engagement with their education.

BFA will consider all referrals, regardless of gender, race, religion, sexual orientation, disability and ability, for young people who meet one or more of the following:

- Aged between 14 and 16 for all pathways
- Aged 13/14 for Pathway A (See D1 for further details) for early intervention within their current education provision.
- Not currently in education
- On a mainstream school/academy roll, but subject to a fixed term exclusion that is longer than 6 days
- Schools/academies referral to help improve their behaviour and learning on a short term full or part time basis
- Permanently excluded students
- Hard to Place students
- Unable to receive suitable education because of illness or other reasons
- Demonstrating social, emotional and educational needs which are appropriate to be suitably provided for by BFA.

2. Referral Process

Commissioners will make referrals using BFA's set referral process below:

Referrals can be made on a rolling needs basis during each academic year.

- Referrals will be acknowledged within 2 working days of receipt
- A meeting arranged with the, the student, parent/carer, the commissioner and other relevant professionals as appropriate within 7 working days of receipt of referral.

3. Information Requirements from Commissioners

Basic Information will include referrers contact details, name and address of student, date of birth and UPN, details on whether the student is a Looked After Child (LAC), on the At Risk Register, has a Statement of SEN, Common Assessment Framework, details of any other agencies involved, information on medication, level of referral requested (see above) and details of the referral/commission including a summary of the students situation.

The Commissioner will also need to include the following information:

- BFA Risk Assessment
- Details on strategies/interventions previously used
- Attendance Record
- Record of exclusions listing frequency, number of days and reasons
- Academic Record
- Latest Individual Education Plan and Personal Learning Plan etc.
- CAF
- Other agency involvement
- Any other information deemed relevant to share

A specialist advisor will be allocated to the referred student and commence an initial assessment programme will commence with the student being fully engaged in this process that will be either within their current education provision or at BFA as outlined in D4. The students will be a central part of this process.

The following process sets out the preferred assessment process which is proven best practice by Weston College and supports the aim of BFA working proactively with commissioners and mainstream providers for early identification of students. (Refer to D4 for detailed process and D1 for case studies that illustrate process)

- Observation in a variety of settings
- Meetings with current education provider if appropriate
- Meetings with parents/carers
- 1:1 needs assessment meeting with student
- Assessment of academic levels and support needs
- Individual programme planning (as detailed in D1)
- Safeguarding and risk assessments
- Student Induction (including introduction to specialist support instructors who will provide on-going 1:1 tutorials and support – full details in D1 and D4)

4. Referral Panel

BFA's Referral Panel will meet within 14 working days in receipt of the referral. Based on their findings the specialist advisor will recommend to the panel whether BFA is an appropriate provider/placement and if appropriate which pathway will effectively meet the needs of the student. Commissioners, parents/carers and where appropriate the student will be invited to attend the Panel meeting, but withdraw for the final decision process.

The Referral Panel will consider the recommendations and other considerations e.g. funding and inform the student, parents/carers, commissioner and relevant others within 5 working days of their decision. As stated throughout this application, students, parents/carers along with commissioners and other professionals will be fully involved in the decision making with regular monitoring and review of the students' progress on their personalised learning programmes via the informal and formal pattern of review meetings.

BFA will also endeavour to respond flexibly and positively to commissioners' requests for emergency placements. However, it is recognised that in the case of some permanent exclusions and some Hard to Place pupils, either the necessary information may not be available or time constraints may not allow.

Once the referral is agreed BFA will confirm the Individual Personal Learning Plan for each student and agreed package of support with the Commissioner. BFA will be responsible for co-ordinating the Individual Learning package and for reporting to the referral organisation, which in the first two years of operation will be the Commissioning Local Authority – Bristol City Council.

5. Information Sharing with Commissioners

Commissioners will receive summary reports of progress of the whole academy once a term, and individual progress reports when requested on progress made by the student, the student's needs and attainment.

F1 (a) Pre-opening skills and experience

Section F: Capacity and capability

Weston College is an approved Academy Sponsor and manages its academies through the Weston Enterprise and Entrepreneurial Learning multi-academy trust (WEEL). It is working with the DfE sponsorship department to ensure all structures, processes and policies in place are in accordance with legislation, articles of association and represent the best interests of all parties. As it is an academy sponsor sections F1-4 have been completed.

Summary of our ability to set up and run a school

We are very confident that the BFA will be a success, delivering an innovative, high quality alternative provision that re-engages young people with education and their future. This confidence is built on the fact that appropriate, competent and relevant expertise is readily available. Weston College has been graded Outstanding by Ofsted in all areas of its work in January 2014, and is the only college in the South West to have received this grade. The proposing group come from Weston College, who have great experience in working with young people who have disengaged with education and need an alternative approach. The College has a very experienced faculty of Inclusive Practice that delivers vocational courses, functional skills and extension studies for students from age 14-19. The faculty runs the Link scheme and Entry Link scheme for students currently in mainstream and special provision respectively whom the schools have identified as benefitting from a different and vocational environment once a week. Frequently these students are those more disaffected with their mainstream provision or find the academic approach challenging. The College also provides on request bespoke programmes for the local schools for their students who challenge the system and require a different approach to keep them engaged. In addition to this the College has various courses and offers aimed at re-engaging students with education who are currently NEET, through programmes such as Aspire and N-GAGE. The College also partners with alternative provision in Weston-super-Mare part of this provision is based in and provided by the College through The Hub, which offers various re-engagement programmes through vocational, personal and social development to students from aged 14 upwards.

In addition, key members of the proposing group have experience of a previous successful free school application and are currently steering the North Somerset Enterprise and Technology College (NSETC) through its pre-opening phase, preparing for opening in September 2014. The proposing group also benefits from practical experience of school governance, with the majority serving as governors of local schools of a variety of phases.

Weston College has numerous areas of expertise and experience which will enable it to deliver the BFA, as follows:

- Financial exemplar - demonstrated its ability to adapt to ever changing economic circumstances. Its financial turnover has grown from ██████████ per year to over ██████████ in a 10 year timespan, with a forecast of ██████████ for 2012/13. It is this business acumen, commercial awareness and entrepreneurial ability that will be harnessed to drive the creation of the BFA.
- A history of strong curriculum innovation and delivery that has led to excellent success rates that are significantly above national benchmarks.
- Outstanding leadership capacity.
- Robust quality assurance and self-assessment processes
- Leader in field of education within the West of England
- Strong strategic partnerships
- Excellent knowledge of the learning needs within the local community
- Significant construction projects delivered on time and in line with the required specifications
- An excellent reputation as an exemplar for workforce development - Investors in People “Gold” and “Champion” status
- Beacon Award for staff development in the area of Learning Difficulties and Disabilities
- Commissioning and being commissioned for a range of contracts. E.g. Weston College currently holds the contract for offender learning in South West.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available time (hours per week)
██████████	Y	██████████	██████████	<ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ 	80% until appointment of a principal when it will reduce to 2.5 days a week.

[REDACTED]	Y	[REDACTED]	[REDACTED]	• • • • • • •	[REDACTED]	2 days a week
[REDACTED]	Y	[REDACTED]	[REDACTED]	• • • •	[REDACTED]	As required
[REDACTED]	Y	[REDACTED]	[REDACTED]	• • •	[REDACTED]	2 days a week
[REDACTED]	Y	[REDACTED]	[REDACTED]	• •	[REDACTED]	1 day a week
[REDACTED]	Y	[REDACTED]	[REDACTED]	• • • •	[REDACTED]	1 day a week
[REDACTED]	Y	[REDACTED]	[REDACTED]	•	[REDACTED]	2 days a week
[REDACTED]	Y	[REDACTED]	[REDACTED]	• •	[REDACTED]	1 day a week
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required
[REDACTED]	Y	[REDACTED]	[REDACTED]	• • • •	[REDACTED]	2 days a week

██████████	Y	██████████	██████████	• •	██████████	1 day a week
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F1 (b) Skills gap in pre-opening

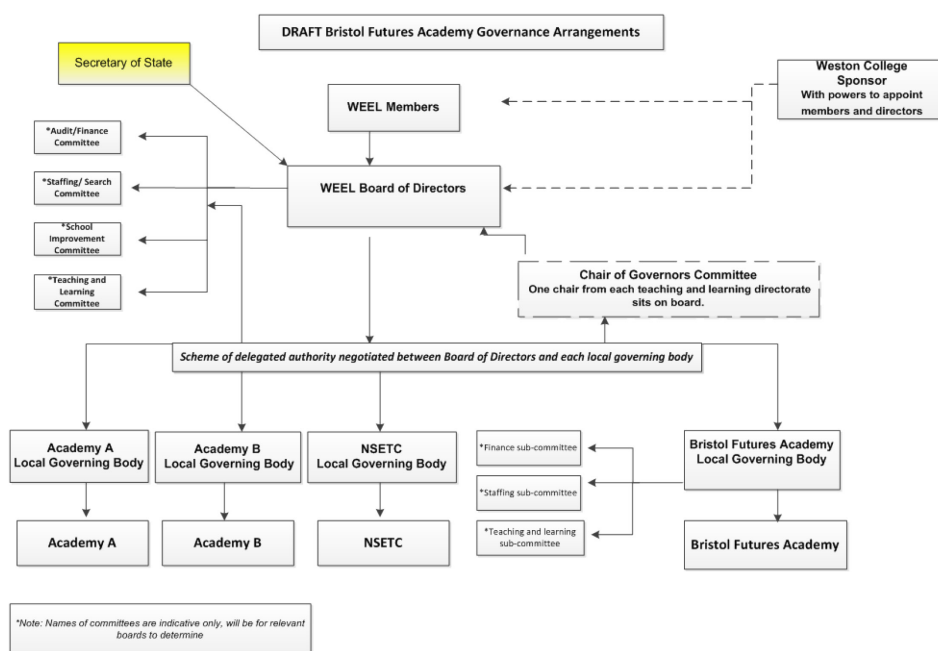
Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Key Stage 3	Negotiations are underway in the development and growth of WEEL which will bring in these skills and make them available to the project group.

The applicant group have already successfully been through a free school application and pre-opening stage. From that experience, and experience in managing other large projects at the College, we are confident in our ability to identify and fill skills gaps that arise during the timeframe of the project.

Section F2

The BFA will sit within the Weston Enterprise and Entrepreneurial Learning multi-academy trust (WEEL). The governance structure will be as follows:



Sponsor- Weston College is the academy sponsor. As it is not an academy it cannot sit within the MAT but sits outside it with power to appoint members and directors set out in the articles. Its role is to provide overall strategic direction to the members, provide expertise and support as requested by the Board to support high quality education in all academies, and as an academy sponsor take more direct role in those underperforming academies with whom it is matched to turn around their performance so they can receive a Good/Outstanding judgement as soon as possible.

Members- the role of the members are the requirements of company law (receiving accounts, appointing further members, changing the memorandum and articles etc.) and to provide a strategic overview and guidance to the Directors to deliver the NSETC vision. They will have ultimate control of the Trust and will appoint a proportion of its directors. Each member will bring knowledge and expertise in their specific areas of practice including practical guidance where relevant. Currently there are three members, all from Weston College. As the MAT expands the intention is to appoint additional members independent of Weston College, with expertise in other phases of education and business.

Directors - within WEEL the term “*directors*” refers to those appointed to sit on the MAT board of directors with responsibility for the whole trust. The term “*governors*” refers to those appointed or elected to sit on a local governing body with responsibility for the individual academy on whose local governing body they sit. The directors have overall responsibility and ultimate decision making authority for all the work of the MAT. The directors will oversee the educational standards, performance

and finances of all the academies in the MAT and meet the government guidelines on safeguarding, equality and diversity. It will be up to the board of directors to decide what matters to delegate to the local governing body (see below).

Currently there are six with a seventh in the process of recruitment directors on the WEEL board. Three of these are linked to Weston College and four are independent of the College. The plans are to increase the numbers of directors to approximately twelve as the MAT expands. A skills analysis has identified areas of expertise that are currently missing and the appointment of future directors will aim to fill these. These gaps include: other phases of education, legal, ICT, marketing and wider STEM related business representation.

The Trust Board currently meets on a monthly basis whilst it has free schools in the pre-opening phase, but this will decrease as the academies become more established ultimately with six meetings per year.

The Board has ultimate responsibility for the management and performance of each of the academies in the trust, regardless of the authority delegated to the local governing bodies. Each scheme of delegation will be reviewed each year to ensure that the delegated powers are appropriate to the circumstances of the academy. In addition it is proposed that there will be a trigger mechanism to call for immediate review of the scheme of delegation should an Ofsted inspection result in a previously Good/Outstanding academy falling below Good, or an inadequate academy being graded good.

MAT committees - the board will establish MAT Committees as it considers necessary. Whilst the WEEL Board remains small and focused on free school pre-opening the committees have not been set up. Once there are two or more academies in WEEL there will be four sub-committees:

- Resources – Finance/HR- meeting at least once per term
- Audit - meeting at least once per term
- Curriculum and quality - meeting at least once per term
- Staffing / search - meeting at least once per term.

Membership of these committees will come from the board of directors who will form the majority of committee members, additional expertise will be brought into the committees through membership of governors from local governing bodies.

Chief Executive Officer (CEO) - WEEL will employ a CEO who will report to the Board of Directors and be responsible for the day to day management of all aspects of the MAT. They are responsible for ensuring high levels of performance across all academies. The principals will be accountable to them.

Bristol Futures Academy (BFA) local governing body - a local governing body will be set up for BFA, just as every academy within WEEL will have its own local governing body.

Governors - the governors are likely to consist of:

- Chair
- 5-7 appointed governors will relevant skills, including from education, business and local community
- The Principal

- 2 x staff governors (elected)
- 2 x parent governors - we will use the flexibility provided by clause 56 of the MAT articles of association to ensure appropriate parental representation.

Plans are under discussion to recruit the appointed governors who will steer BFA through the pre-opening stage. The governing body will then expand on opening to include the elected governors and any additional skills gaps that have been identified.

Reporting and accountability – a Director will sit on each local governing body whilst the number of academies in WEEL remains small. This will mean that each academy will have its own representation on the board, and that director will report and be accountable for the academy to the board.

Chair of Governors Committee - once WEEL grows to a membership greater than five it is not considered practical to have all the Chairs of Local governing bodies attending the Board meeting. It is therefore proposed that a Chair of Governors Committee will be established to address trust wide issues and represent the views of their own academy, and this committee will elect a representative at the Board. Individual chairs will be invited to attend Board meetings to address specific issues related to their academy by the Board.

Sub-committees - once the local governing body is in place it will constitute its own committees with membership from the local governing body. It is currently envisaged that there will be three committees which could be: Finance, Teaching and Learning, Staffing and Community. The committees will have in depth knowledge of their areas of responsibility and hold school leaders to account. They will bring policy and major decisions to the full governing body. Governors of the BFA governing body will have representation and accountability on WEEL committees through the Chairs Committee and representation on WEEL sub-committees, as appropriate.

Scheme of delegation - the WEEL directors will agree a scheme of delegation with the governors of BFA. This will delegate powers and authority from the directors to the governors for the management of BFA. The amount of delegated authority will be dependent on the circumstances of each academy. The scheme of delegation will be reviewed on an annual basis and will reflect any significant change in the circumstances of the school e.g. greater authority may be delegated in the second year of opening, or some authority taken back if the directors have areas of concern e.g. data results, financial restrictions etc.

In the first instance the MAT will delegate a set of powers to the local governing body, currently those proposed include oversight of:

- Attendance
- Behaviour management
- Progress across the curriculum
- Advise on budget and authority to spend, a proposed schedule of financial delegated authority is attached

Value of Order	Requirements	Authorisation
██████████	Best value sought	Head Teacher
██████████	At least two written quotations from different suppliers	Head Teacher and Local Governing Body
██████████	At least three written quotations from different suppliers	Head Teacher, Local Governing Body and Committee
██████████	Full tender process	Head Teacher, Local Governing Body Committee, Full Governing Body

The Directors remain ultimately responsible for the performance of the academy with the power to intervene directly if there is substantial reason for concern. An immediate review and re-negotiation of the scheme of delegation will be triggered if an academy falls below “Good” following an Ofsted inspection. Equally if an academy that has been below “Good” now achieves that or a higher grade a review of the scheme of delegation will take place with the aim of giving the local governing body increased autonomy.

Conflicts of interest - it is understood that potential conflicts of interest will arise and that robust procedures need to be in place to manage them. The MAT has in place a conflict of interest policy, procedures and register of business interests. The Trust will expect honest and ethical conduct including the ethical handling of actual or apparent conflicts of interest between personal and professional relationships. It will promote a culture of honesty and accountability with full fair, accurate, timely and understandable disclosure in meetings, reports and documents. It will comply with governance protocols and codes of conduct. Conflicts of interest will be prohibited within the Trust and every director must avoid any conflict of interest and shall disclose all circumstances that constitute an actual or apparent conflict. Disclosure will be made to the board of directors. Where conflict of interest occurs, the directors involved must abstain from voting or taking any other action that may impact the outcome of the activity or business transaction in question. The full disclosure will enable the directors to resolve unclear situations and gives an opportunity to dispose of or appropriately address conflicts of interest before any difficulty arises. However, if the board of directors determines that a potential conflict cannot be resolved, the individual will resign from the board or from their position within the Trust.

There are two processes in place to manage these:

- 1) Appointments of directors / governors. The balance of interests on the boards are a consideration in the appointment of individuals to ensure that effective and transparent decision making takes place.
- 2) The conflict of interest procedures include a register of interests, and require that anyone with an interest removes themselves from the meeting when a matter that could be perceived as impacted by that interest is being discussed and they are not able to vote on any such matters.

Identified conflicts of interest:

- Weston college – shared services

A tripartite agreement for shared services is currently in negotiation with WEEL, Weston College and the academies for the provision of services and rules around it. The DfE are being kept informed of this negotiation and are attending at the next Board meeting where it is scheduled for discussion and approval.

Principals - reporting in to the Trust will be the BFA Principal who will provide appropriate management reports including finance, performance and operational. They will not be a director on the MAT but will report through the CEO who will hold the individual principals to account and report to the board. The principals of the academies will be a governor on their own local governing body and report to them. The principal will attend each Local Governing Body committee or delegate this responsibility to the deputy principal. The principal will be held to account and challenge by their local governing body to which they attend every meeting. In addition the principal can also be invited to WEEL board meetings to address issues raised by the directors relating to their academy. The CEO will conduct a 360 performance appraisal of the principal together with members of the local governing body, and inviting input from other key stakeholders.

This role is a key driver for the BFA providing the link between the corporate management team and the operational staff. The principal will lead the successful development and implementation of the Trust vision, ethos and ambitions. He / she will provide outstanding education leadership, ensuring the highest expectations and standards in teaching, learning, behaviour, community engagement and resource management.

F3 (a) Proposed governors

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED] - [REDACTED] - [REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED] - [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED] - [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED] - [REDACTED] - [REDACTED] - [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED] - [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED] - [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	- [REDACTED] - [REDACTED]	

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Partners including employers and other agencies from the local area	Recruitment through developing relationships and networks

Section F4

Principal designate

This role is a key driver for the BFA. It will provide the link between the corporate management team and the operational staff at the Academy. The principal will report to the Directors, through the CEO, who will conduct the performance management and appraisal of the principal. The principal will lead the successful development and implementation of the Academy's vision, ethos and ambitions. They will provide outstanding education leadership, ensuring the highest expectations and standards in teaching, learning, behaviour, community engagement and resource management.

It will be essential that the principal designate shares the vision of BFA, is enthusiastic for the challenge of providing a new innovative style of education, and will embrace the opportunities, with the challenges, that this role will bring.

The role will require a number of skills;:

- Ability to strategically plan and to provide strategic leadership
- Setting and achieving high expectations
- Good public relation skills in order to work with commissioning schools, other agencies and employers bodies as well as internal staff and trustees, in effect the ability to build good partnerships
- Financial control and budget management
- Project and operational management
- Good understanding of general pedagogy and specialisms offered by the college
- Proven track record of leadership and management.

We believe that this role will be attractive for an individual with experience and a passion for providing opportunities to those young people who challenge the education system. The ideal candidate will have:

Experience - a proven track record at senior level, demonstrating successful achievement of aims and objectives in education that is related to the core vision of the BFA.

Qualifications:

- *Level 5/6 graduate qualification*
- *Teaching qualification*
- *Relevant management development and training with, preferably with NPQH.*

Recruitment

The project team are experienced in recruitment to senior positions and the intention will be to get a high calibre person appointed to this crucial role as soon as possible.

The salary will be circa [REDACTED]:

It is proposed to use the following to recruit a high quality principal designate:

- National educational media advertising
- Head hunting within region and nationally
- Specialist education agencies with national reach
- Professional organisation websites
- BFA / WEEL's website
- Professional networks.

The recruitment process will be comprehensive and stringent, with candidates going through a series of panel and 1-2-1 interviews.

The recruitment process will emphasis innovation in learning and curriculum delivery, the partnership with commissioner and commissioning schools in the design and delivery of the curriculum, the emphasis on employability and the practical application of learning as part of the curriculum.

As part of the interview processes assessment of the candidates will include:

- Their relationships with students, parent/carers, other partners and agencies through observed question and answer sessions
- Teaching observation

- Informal interview with project team
- Presentation- Implementation of Vision
- Formal interview with Directors

Section G: Budget planning and affordability

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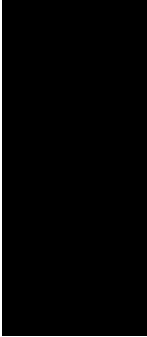
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Annexes

CVs

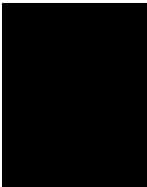
F1

Members of the Application Group

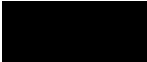


F3

Members and Directors of WEEL



Governors of BFA Local Governing Body




CV [REDACTED]

CV		
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 (This should cover the last four years. If not, please include additional roles)	Name: [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
		Name: [REDACTED] Position: [REDACTED] [REDACTED] [REDACTED]: <ul style="list-style-type: none">• [REDACTED]• [REDACTED]• [REDACTED]• [REDACTED]• [REDACTED]• [REDACTED]• [REDACTED]• [REDACTED]• [REDACTED]

		<p>[REDACTED]</p> <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]:</p> <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body</p> <p>membership number</p> <p>how your qualifications are maintained</p>	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post</p>	<p>16-18 Success Rates</p> <p>*Apprenticeships</p> <p><u>16-18 Destinations</u></p>

	<p>– these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post,</p>	

	<p>compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	

8.	Reference names(s) and contact details	[REDACTED], [REDACTED] [REDACTED], [REDACTED] [REDACTED]
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CV [REDACTED]

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

	<p>the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, 	N/A

	<p>average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) 	
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	<p>[REDACTED]</p> <p>[REDACTED],</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV [REDACTED]

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

	<p>available):</p> <ul style="list-style-type: none"> ▪ the school’s results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department’s results for the years you were in post, compared to your school’s averages – 	

	<p>these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) 	
6.	Brief comments on why your previous experience is relevant to the new school	<p>██████████.</p> <p>██████████.</p> <p>██████████.</p> <p>██████████.</p>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	<p>██████████, ██████████</p> <p>██████████,</p> <p>██</p> <p>██████████</p>

CV [REDACTED]

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

5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) ▪ school's best 8 value added scores for the years you were in post, if applicable 	N/A see sections 6&7
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years 	N/A see sections 6&7

	<p>you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) 	
6.	Brief comments on why your previous experience is relevant to the new school	<p>██████████.</p> <p>██████████.</p> <p>██████████.</p> <p>██████████.</p>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<p>██████████.</p> <p>██████████.</p> <p>██████████.</p>
8.	Reference names(s) and	██████████

	contact details	[REDACTED], [REDACTED] [REDACTED] [REDACTED]
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CV [REDACTED]

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

		Position: [REDACTED] Responsibilities include: [REDACTED]. Time Period: [REDACTED]
	Additional relevant posts	Name: [REDACTED] Position: [REDACTED] Responsibilities include: [REDACTED]. [REDACTED]. [REDACTED]. Time period: [REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
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6.	Brief comments on why your previous experience is relevant to the new school	<p>██████████.</p> <p>██████████:</p> <ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ • ██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<p>██████████:</p> <ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ • ██████████
8.	Reference names(s) and contact details	<p>██████████</p> <p>██████████,</p> <p>Weston-super-Mare,</p> <p>North Somerset,</p> <p>██████████</p> <p>██████████</p>

CV [REDACTED]

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

	<p>including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 											
<p>5. a</p>	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re- 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Programme</th> <th style="width: 50%; text-align: center;">Main Qualification Success</th> </tr> </thead> <tbody> <tr> <td style="background-color: black;"></td> <td style="background-color: black;"></td> </tr> <tr> <td style="background-color: black;"></td> <td style="background-color: black;"></td> </tr> <tr> <td style="background-color: black;"></td> <td style="background-color: black;"></td> </tr> <tr> <td style="background-color: black;"></td> <td style="background-color: black;"></td> </tr> </tbody> </table> <p style="background-color: black; height: 15px; margin-top: 10px;"></p>	Programme	Main Qualification Success								
Programme	Main Qualification Success											

	<p>integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <ul style="list-style-type: none"> • [Redacted]
8.	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

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

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		<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]. [REDACTED].
8.	Reference names(s) and contact details	[REDACTED] [REDACTED], [REDACTED] [REDACTED]

CV: [REDACTED]

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

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8.	Reference names(s) and contact details	[REDACTED] [REDACTED], [REDACTED] [REDACTED]

CV [REDACTED]

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

CV [REDACTED]

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

CV		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position (This should cover the last four years. If not, please include additional roles)	Name: [REDACTED] Position: [REDACTED] Time period: [REDACTED]
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<p>7.</p>	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[REDACTED]</p>
<p>8.</p>	<p>Reference names(s) and contact details</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV [REDACTED]

CV	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	<p>Details of your last three roles including:</p> <p>name of school/organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>(This should cover the last four years. If not, please include additional roles)</p>
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	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p>
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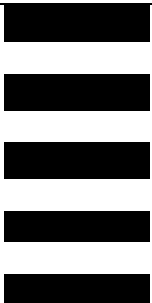
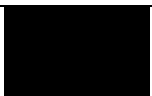
	<p>both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	<ul style="list-style-type: none"> • • • • • • • • • • • • • • • • • • • •
<p>7.</p>	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
<p>8.</p>	<p>Reference names(s) and contact details</p>	<p>_____</p> <p>_____</p> <p>_____</p>

		[REDACTED]
		[REDACTED]

CV [REDACTED]

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

5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years 	


	<p>you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) 	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and	

	contact details	[REDACTED]
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CV [REDACTED]

CV	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position (This should cover the last four years. If not, please include additional roles)
	Name: [REDACTED] Position: [REDACTED] [REDACTED]. Time period: [REDACTED]
	Name: [REDACTED] Position: [REDACTED] Time period: [REDACTED]
	Name: [REDACTED] Position: [REDACTED] Time period: [REDACTED]
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	<p>school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) 	
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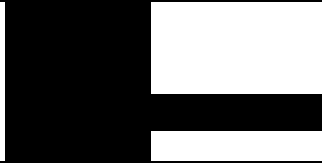
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8.	Reference names(s) and contact details	[REDACTED] [REDACTED] North Somerset [REDACTED] [REDACTED]

CV [REDACTED]

CV	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED], [REDACTED] [REDACTED] [REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held length of time in position <p>(This should cover the last four years. If not, please include additional roles)</p>
	<p>Name: [REDACTED]</p> <ul style="list-style-type: none"> [REDACTED] [REDACTED] <p>Time period: [REDACTED]</p>
	<p>Name: [REDACTED]</p> <ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] <p>Position: [REDACTED]</p> <p>[REDACTED].</p> <p>Time period: [REDACTED]</p>
	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>Time Period: [REDACTED]</p>
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<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████.</p> <p>██████████.</p> <p>██████████.</p> <p>██████████.</p> <p>██████████.</p>

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

CV [REDACTED]

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

		<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • Time period: [REDACTED] 						
		Name: [REDACTED] Position: [REDACTED] Responsibilities include: <ul style="list-style-type: none"> • [REDACTED] Time Period: [REDACTED]						
	Additional relevant posts	Name: [REDACTED] Position: [REDACTED] [REDACTED]: [REDACTED] Time period: [REDACTED]						
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 							
5. a	For education only: if you are in a leadership position in your latest school (where available):	<table border="1"> <thead> <tr> <th>Programme</th> <th>Main Qualification Success</th> </tr> </thead> <tbody> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> <tr> <td>[REDACTED]</td> <td>[REDACTED]</td> </tr> </tbody> </table>	Programme	Main Qualification Success	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Programme	Main Qualification Success							
[REDACTED]	[REDACTED]							
[REDACTED]	[REDACTED]							

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<p>5. b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or 	
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	progression e.g. to employment)	
6.	Brief comments on why your previous experience is relevant to the new school	<p>██████████.</p> <p>██████████:</p> <ul style="list-style-type: none"> • ██████████ • ██████████ • ██████████ • ██████████ • ██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<p>██████████:</p> <ul style="list-style-type: none"> • ██████████
8.	Reference names(s) and contact details	<p>██████████</p> <p>██████████,</p> <p>Weston-super-Mare,</p> <p>North Somerset,</p> <p>██████████</p> <p>██████████</p>