

SALISBURY SIXTH FORM COLLEGE

Free Schools in 2014

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2014@education.gsi.gov.uk**.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

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

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

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SECTION A: APPLICANT DETAILS

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: 22 Ashlands Ford SALISBURY Wiltshire SP4 6DY
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details: n/a
7.	How you would describe your group: <input checked="" type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details: n/a
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details: n/a
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
	n/a	
Details of company limited by guarantee		
13.	Company name: SALISBURY SIXTH FORM COLLEGE	
14.	Company address: 22 Ashlands Ford SALISBURY Wiltshire SP4 6DY	
15.	Company No: 8257461 Registered on: 17 th October 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
	n/a	
Company members		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name:	

Company directors

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

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

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

21. Please provide the name of the proposed chair of the Governing Body, if known: Not known

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 No

23. If Yes, please provide the following information about each organisation:

[REDACTED]:

St Edmund's Girls' School, Salisbury; a company limited by guarantee, registered in England & Wales Number 7865850;

Speedboard Assembly Services Ltd; a limited company registered in England & Wales Number 4849220.

Role envisaged in Salisbury Sixth Form College: Member of Trust and Governor.

24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).	
	n/a	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	n/a
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	n/a
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
	n/a	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
	n/a	
32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	
	n/a	

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

Declaration to be signed by a company member on behalf of the company

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 and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

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

Print name:

Date:

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

SECTION B: OUTLINE OF THE SCHOOL

1.	Proposed school name:	Salisbury Sixth Form College
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2015
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian
11.	If you have a preferred site, please give details, including the post code:	██████████ Salisbury ██████████
12	Please tell us how you found this site:	Advertised on local website
13	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	n/a
15.	Local authority in which the proposed school would be situated:	Wiltshire
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	n/a
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>n/a</p>	

SECTION C: EDUCATION VISION

C 1. RATIONALE

The Need for New Sixth Form Provision

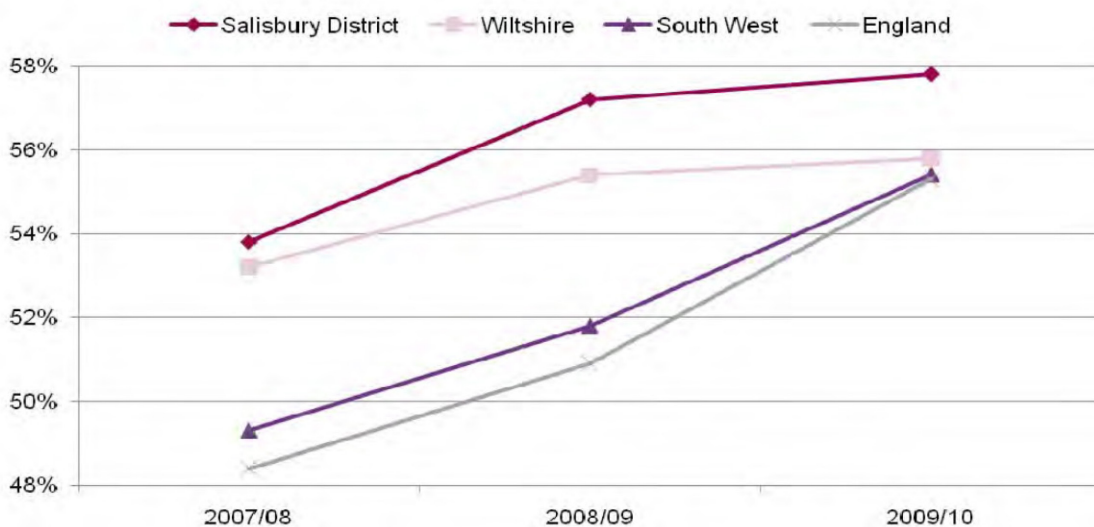
A new school is needed in order to provide post-16 places in Salisbury. This is owing to several key factors:

1. A gap in post-16 provision as cited by students and their parents who want an inclusive school sixth form environment rather than an FE college and are seeking provision different from the academic pressures of the city grammar schools
2. Low 16-19 participation and a high percentage of NEETs relative to other areas of Wiltshire
3. the numbers of students leaving the city and its environs to be educated out of Wiltshire, and
4. the raising of the participation age (RPA), the impact of which can be anticipated with the clear knowledge that the success of RPA largely depends on location.

A report on further education in the Salisbury area produced by a task group from the Children's Services Select Committee in May 2012 highlights key issues linked to local attainment and participation: *"At Key Stage 4 the Salisbury district consistently exceeds Wiltshire, South West and England averages in terms of the percentage of students attaining 5+ A*-C GCSEs including English and maths, and Wiltshire overall consistently exceeds the South West and England."*

However, post-16 attainment in the area shows a different attainment pattern, with learners' attainment relative to comparators appearing to dip: *"57% of students at Salisbury secondary schools go on to achieve a level 3 qualification by the age of 19, still higher than the regional and national averages, but slightly lower than the Wiltshire average"*.

Figure 1: % of students achieving 5+ A*-C GCSEs including English and Maths



In terms of participation, 16 to 18 year olds in the Salisbury area are less likely to be in further education than other young people of the same age in Wiltshire, the South West or

England overall. The Wessex educational area of Wiltshire, of which Salisbury is a significant part, does not keep pace with the two other areas, i.e. the North and the West in terms of participation in education and 16 to 19 employment.

2010 figures show that Wessex had:

- the lowest overall 16-19 participation by almost 4%;
- the largest decrease in participation between ages 16 and 19 by 1%;
- the lowest number of year 11 leavers in learning by almost 2% at 88.4%;
- the highest percentage of NEETS at 8.5%, 1.4% higher than the West and 2.5% higher than the North of Wiltshire;
- the highest percentage of 16-19 year olds in jobs without training at almost 11%.

The current post-16 provision is appropriate for some, but by no means all students. Current provision is provided by:

- two single sex grammar schools which teach some minority subjects across the two schools. The boys' school has a more demanding set of entry criteria than does the girls' school. The minimum entry requirements are 6 GCSEs at A*-C with B grades or higher in subjects to be taken at A Level;
- an 11-19 school in the city with a small sixth form which was re-opened as a sponsored academy in 2010.
- an FE college which offers a broad range of courses, including A levels. The entry requirement for a 4 AS Level course is 5 GCSEs at C grade or above with four subjects at grade B or above.

The two city grammar schools performing well, a comprehensive academy which has a very small cohort and an FE college where the Salisbury data is not easily available. It is not possible to effectively analyse results achieved by Salisbury students going out of county for post-16 education as results are available for whole cohorts only.

Both the 11-19 school and the college have 'reputational issues' (*ref Select Committee report*) which affect their popularity with students looking for predominantly A level provision. Whilst disputed by both institutions, local student and parent surveys completed in 2011 as part of the Select Committee's research clearly indicate that both would be low on their preference list for post-16 education.

Data available from the academic year 2007-8 to 2011-12 suggests that the percentage of post-16 learners who reside in the 'greater Salisbury' area but are educated in Hampshire is around 40% with a slight increase over a five year period. In 2010/11, for example, 736 post-16 students left the Salisbury area to study out of county.

The raising of the participation age (RPA) increases the impetus to provide additional sixth form places in Salisbury, in particular to meet the needs of those groups of students for whom in the past remaining in education has not been an automatic choice and who have been deterred by significant travel and associated costs.

The Select Committee task group's report concluded that: *"at present there is no sixth form provision in central Salisbury meeting the needs of young people who:*

- *wish to study primarily AS/A2 levels;*
- *either wish or need to remain in a school rather than an FE college environment because they require the greater level of guidance and pastoral care generally provided in school sixth forms;*
- *do not have the very high GCSE grades required to enter the grammar schools' sixth form, or do not feel suited to those institutions' academically fast-paced environment."*

The map on the following page indicates the location of the post-16 providers both within Salisbury and outside the area. Students from the three Laverstock Schools:

- Wyvern College (boys only)
- St Edmund's Girls' School
- St Joseph's Catholic School (co-educational)

currently travel as far as Andover College in the north or Brockenhurst College in the south to access sixth form education.

The need for additional post-16 provision in the Salisbury area through the creation of a sixth form college which can cater for the groups identified, as well as other interested students, is very clear.

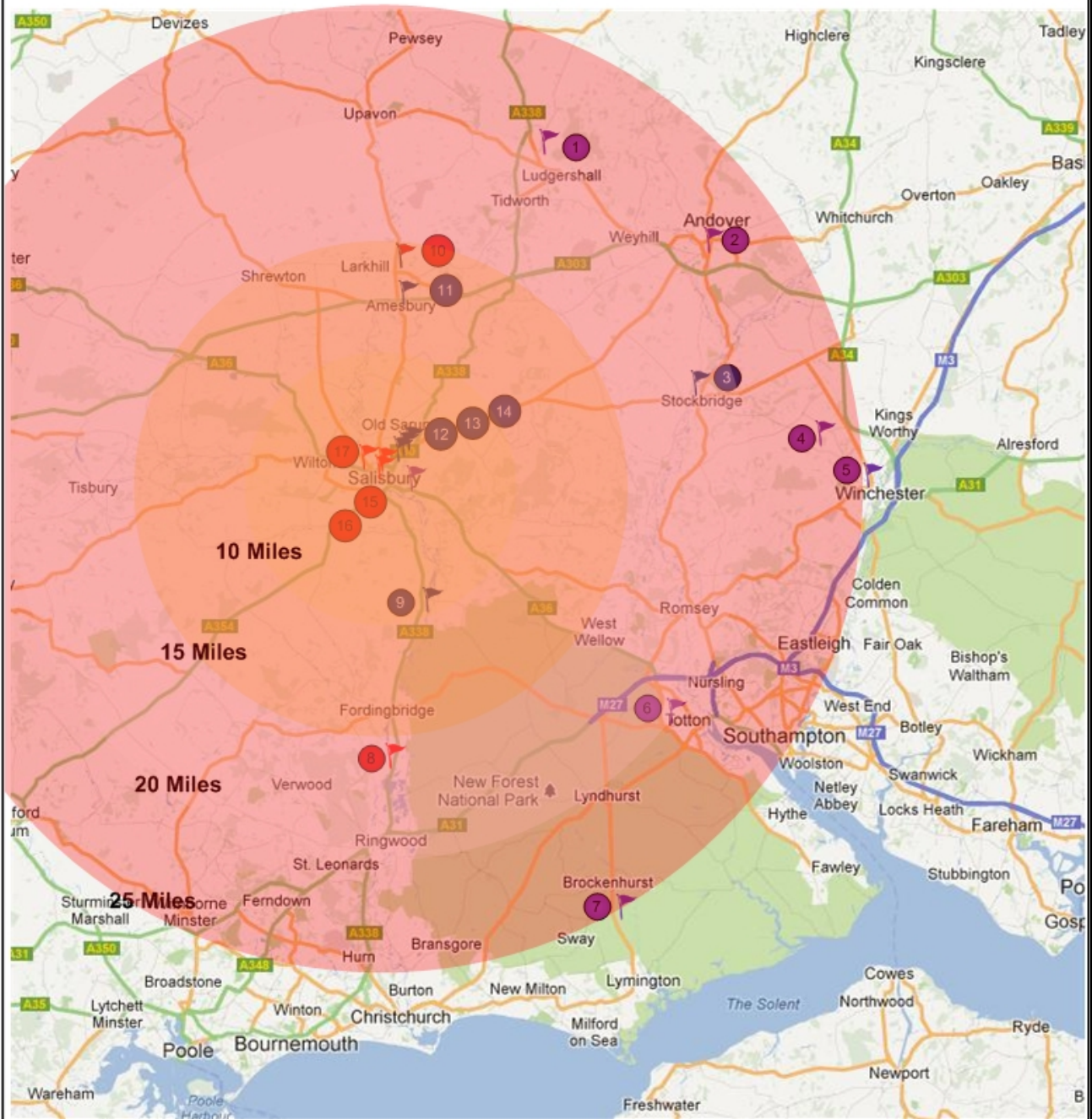
Salisbury Sixth Form College will provide for post-16 learners who feel at present that they have no choice but to travel out of the city for their education. The College will reduce barriers to entry by:

- location
- subject choice
- qualification choice and
- entry requirements

thereby meeting both current need and the anticipated needs of the first year groups of students who will remain in compulsory education and training until 18.

Figure 2: Location of post-16 providers both within Salisbury and outside the area.

Secondary Schools and Post 16 Providers in the wider Salisbury area



- ▲ Secondary Schools with Post 16
- ▲ Post 16 FE Colleges
- ▲ Secondary Schools no Post 16

- | | |
|--------------------------|-------------------------------------|
| 1. Wellington Academy | 11. Stonehenge School |
| 2. Andover College | 12. St-Edmunds Academy |
| 3. Test Valley School | 13. Wyvern College |
| 4. Sparsholt College | 14. St Joseph's School |
| 5. Peter Symonds College | 15. South Wilts Girls Grammar |
| 6. Totton College | 16. Bishops Wordsworth Boys Grammar |
| 7. Brockenhurst College | 17. Sarum Academy |
| 8. Burgate School | |
| 9. Trafalgar School | |
| 10. Avon Valley College | |

C 2. THE NEED FOR SALISBURY SIXTH FORM COLLEGE

A STEM (Science, Technology, Engineering and Maths) sixth form college is required in order to address the needs of significant student numbers leaving Wiltshire to study Science and Maths and related courses. Salisbury Sixth Form College will offer places to students aged 16-19 from throughout the Salisbury area who have an interest in STEM related subjects.

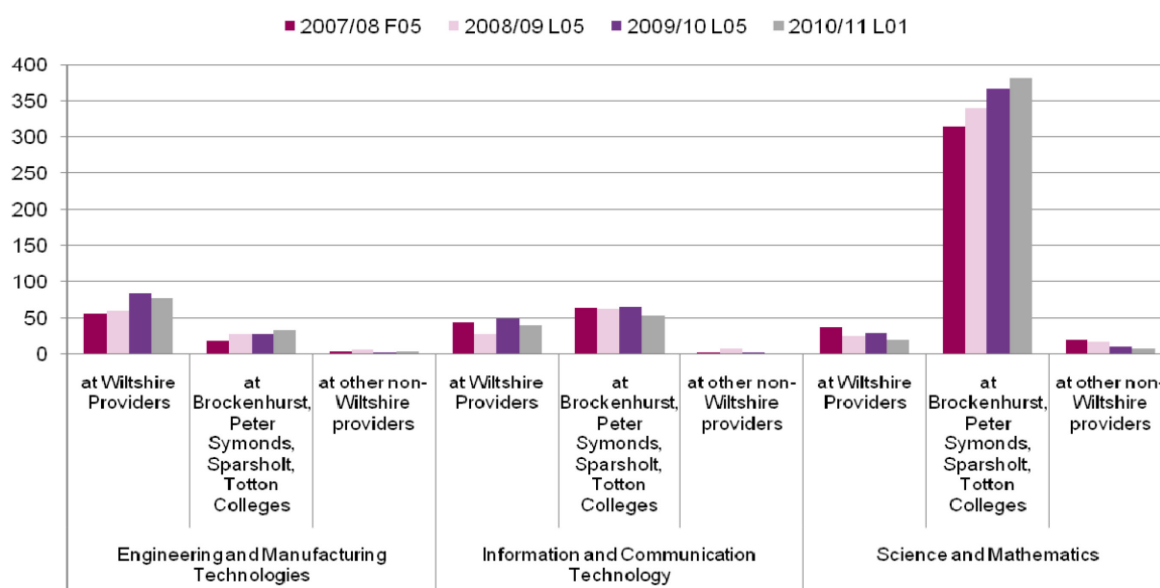
“Over 90% of Science and Mathematics learner aims taken by 16-18 learners from the Salisbury area are undertaken at the Brockenhurst, Peter Symonds, Andover and Totton colleges in Hampshire, with Totton College alone accounting for over 40% of these aims.

Wiltshire College, Salisbury, accounts for just 7% and numbers decreased by approximately one quarter between 2007/08 and 2009/10.”

(Source: Further Education in the Salisbury Area, May 2012, accessed via: [http://cms.wiltshire.gov.uk/\(S\(wm5gga55b130f045qoanija5\)\)/mgAi.aspx?ID=23899](http://cms.wiltshire.gov.uk/(S(wm5gga55b130f045qoanija5))/mgAi.aspx?ID=23899))

The demand for STEM courses outside Wiltshire is indicated clearly in Figure 3. (NB ‘Wiltshire Providers’ refers to Wiltshire’s FE College)

Figure 3: Salisbury 16-19 FE STEM aims (Source YPLA)



Salisbury and the surrounding area is a hub of STEM related employment, with the principal employer in the field being Salisbury NHS Foundation Trust, together with significant research-based institutions and Ministry of Defence establishments. A Science University is planned for Salisbury within ten years. A new Science Park to be located at the Defence Science and Technology Laboratory (Dstl) near Salisbury is expected to bring more than 2,000 jobs to the site over the next ten years. All these factors contribute to the rationale for providing high quality post-16 learning centred on STEM related opportunities for future employment.

Wiltshire Council has identified a need to create additional sixth form places in Salisbury; the grammar schools are at capacity and students have a restricted choice, leading to

limitations on achievement for those for whom travel is not an affordable and/or desirable option.

Why this particular college is needed:

- it will increase the choice and availability of places for young people in the area;
- it will open up opportunities in STEM and related subjects, leading to better employment prospects for young people and providing confident pathways into Higher Education;
- its strong and broadly Christian ethos will provide a nurturing, supporting but challenging environment leading to high retention and success rates;
- it will reduce the travelling distance and costs for students who currently have to seek this type of provision out of county;
- it will provide a platform for attainment and aspiration which will inspire the confidence of young people and their parents;
- it will respond to the wishes of young people and parents in the local area for a sixth form college providing an effective and smooth transition from the current good 11 – 16 provision.

A preferred location for the college would be to the east of Salisbury, in reasonably close proximity to the Laverstock site where there are three 11-16 secondary schools. However, this is not essential, given that 11-16 students currently travel across the city in order to attend these schools.

C2.1 Vision and Ethos

Salisbury Sixth Form College will be a vibrant, fun and inspirational centre of excellence which has a passion for new technologies, science and their integration in all aspects of College life. We will strive to be innovative with our course choices and combinations and to remove barriers to students accessing courses of their choice. We will deliver these courses to students in cutting-edge teaching and study facilities.

We will take pride in having, at the College's centre, a strong philosophy of nurturing, as well as outstanding enrichment options where, irrespective of academic choices and achievement, students have opportunities and encouragement to shine.

Our students will know that by studying here they will be in a stimulating and supportive environment, confident that their future success (whether that is university, employment or further training) is at the heart of the College.

At Salisbury Sixth Form College our vision is to create an outstanding learning environment which inspires all students.

Salisbury Sixth Form College will:

- ensure that every student is challenged and supported to achieve and realize his/her full potential.
- provide stimulating learning opportunities to inspire young people to pursue a career within STEM;

- encourage and support students to develop skills that will equip them for further study and working life, focusing on research and independent learning skills, time management, self-awareness and motivation;
- create a warm and positive atmosphere in which, supported by our Christian ethos, students can feel secure and cared for as individuals;
- widen students' access to higher education apprenticeships and a range of other STEM related career opportunities.

The curriculum for Salisbury Sixth Form College will be focused on a STEM agenda, with supporting facilitating subjects. A specific requirement for entry to the College, common to all students, will be an interest in and desire to study one or more STEM or STEM-related subjects.

We expect that a majority of students will access Level 3 courses, either at A level or through BTECs and that all students will aspire to attain Level 3 qualifications. We acknowledge that for some, Level 3 will take longer to attain and may be achieved through other educational opportunities such as apprenticeships, supported by the College.

The curriculum offer is explained fully in section D2, but the subjects on offer will encompass the following range:

Traditional STEM subjects	Additional STEM subjects	STEM related subjects	Complementary subjects	Extension opportunities
Maths Use of Maths Biology Physics Chemistry Engineering Computer Science	Additional Science Forensic Science Product Design Health & Social Care	Photography Media Studies Sport & Exercise Science	English French Spanish History Geography RS	Extended Project Qualification

The college will be unique to the area in its offer of a quality sixth form educational provision which focuses on STEM, retains close links with feeder schools, utilises staffing and facilities in other schools and colleges as appropriate and creates a 'learning family' within a supportive, broadly Christian ethos.

Teaching and learning will be characterized by a set of core principles:

- there is no ceiling to achievement; intelligence can be developed through good teaching and learning experiences;
- being taught how to learn, how to reflect on learning and assess progress are essential if high expectations of an individual are to be fulfilled;
- a clear four-part lesson which adopts the principles of Connection, Activation, Investigation and Evaluation should be used.
- achievement is recognised and celebrated and underachievement challenged and

addressed;

The Christian ethos is important to the college for two major reasons:

- each of the 11-16 schools in Salisbury is a Church school or academy; one of the grammar schools is also a Church Academy Trust as is the sponsored academy in the city. Students are well used to working within a school with a Christian ethos and we wish to provide continuity of this valued ethos;
- students who have moved on to post-16 education, both in the city and elsewhere, have commented frequently on the quality of pastoral care, often in significant contrast to their experience pre-16. The Select Committee report cites this desire for close guidance and pastoral care as a particular issue.

The ethos is further expanded on in Section D8.

The pastoral system at the college will provide effective mechanisms for support for students through small tutor groups, made possible with every member of the teaching staff being a tutor, together with some non-teaching professionals. Mentoring and coaching will be features of the guidance available and a 60 period per fortnight timetable will schedule dedicated PSHE teaching sessions and group assembly and presentation opportunities.

C2.2 Aspirations and Outcomes

The over-riding aspiration for Salisbury Sixth Form College is to improve the life chances of the young people in the Salisbury area, in particular for those who find it difficult to access current provision post-16 for a variety of reasons. Specific outcomes will be as follows:

1. The college demonstrates significant value-added scores for all groups of students when compared with baseline data on entry and matched with FFT.
This is ambitious but appropriate when matched with performance of students at the three schools likely to be the main feeders were typically, value-added scores for students are positive and demonstrate performance above FFTD.
2. 100% of students achieve one or more A Level passes and 99% of Level 3 students gain three A levels or equivalent passes.
This outcome is a clear measure of success for the college and links to ensuring that students are enrolled on the right courses for them. 100% of students gaining at least one A level equivalent pass will ensure that every student achieves progression.
3. Destinations for students after college are appropriate to their level of attainment and aspiration, with a majority choosing pathways linked to STEM careers. As expanded on in D5, the intended outcome will be that 100% of students secure a place at university or in training or employment.
This matches clearly with the College's vision as an inclusive institution which prepares students successfully for future education and employment.
4. Retention figures demonstrate a 95% plus rate.
Again, this is linked to the most common reason for drop out which is that students are not enrolled on the right course. High quality individual advice and guidance, as outlined in D3 is essential in order to meet this target.
5. NEET numbers in Salisbury are reduced to be in line with or better than equivalent

figures in the North and West of Wiltshire.

This is linked with the College's inclusive vision for young people, ensuring that we provide what students require by means of post-16 education within close proximity of their home.

6. Migration out of the Salisbury area for post-16 education is reduced by 50% within five years.

This is appropriate and realistic, but recognizes that by 2020 the PAN for the College may need to be raised in order to account for the increases numbers post 16 (currently in Year 4 and below in primary schools).

Value added scores will be assessed using Key Stage 4 baseline data. For students accessing Level 3 courses, Advanced Level Performance System (ALPS) will be employed to assist progress; for those on predominantly Level 2 courses individual targets will be set according to past attainment data linked to the Fischer Family Trust.

A comprehensive programme of individual tutoring and guidance, together with mentors from industry, will be used to ensure that progression routes are appropriate for students at all levels. Destination information will be retained by the college and follow up activities will be facilitated in order to provide support after a student has left. Any student who leaves mid-course will be supported fully into an alternative programme of training or, if age-appropriate, employment.

Retention will be a key performance indicator, with guidance on entry being essential to ensure that a student begins the right course. Close liaison with feeder institutions will be important, as will support for any student in danger of failing to complete their course.

NEET numbers and migration out of Salisbury numbers will be analysed year on year in order to assess the impact of the provision at Salisbury Sixth Form College.

Section D, in particular D1 and D4 will consider the outcomes in further detail.

The vision for Salisbury Sixth Form College will be realized through the achievement of the above outcomes, thus inspiring all students to achieve their academic potential. See D5 for further links and detail.

SECTION D: EDUCATION PLAN (PART 1)

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12		200	200	200	200	200	200	200
Year 13			200	200	200	200	200	200
Totals		200	400	400	400	400	400	400

D1 CURRICULUM RATIONALE

D1.1 Curriculum Principles

The curriculum rationale matches the overall vision of the college, creating a STEM rich curriculum which enables all students to excel and to make rapid progress towards their personal goals, always achieving their potential. This will be achieved through a curriculum which:

- further develops a curiosity for and love of STEM and STEM related subjects;
- provides regular and frequent contact with STEM industries in the local area;
- contextualises learning through links with STEM related educational progression and career opportunities;
- maximises choice and flexibility for students in order that each individual has a curriculum with high personalisation;
- builds a range of independent learning skills and fosters those that will be transferable into other contexts;
- provides STEM led pathways for learners of different abilities;
- promotes achievement of the highest academic results and realises the potential of every learner
- promotes a life-long love of learning, equipping learners to respond swiftly and positively to the rapidly changing needs of the 21st century technological environment.

The curriculum offer will be unique in the Salisbury area owing to its specific focus on STEM, providing pathways for all students to achieve to Level 3 in one or more STEM or STEM related subject.

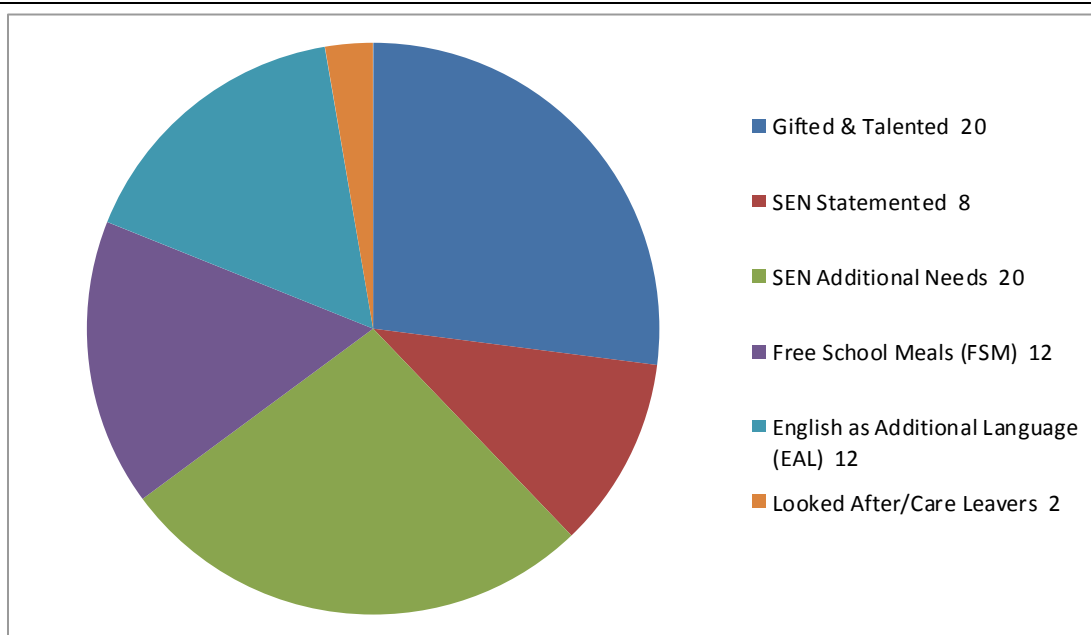
To meet the educational needs of students in the Salisbury area and with the knowledge that many young people move out of Salisbury to study STEM subjects post-16, student pathways will be created to provide for the following three groups:

- able STEM students likely to achieve places at Russell Group or other top tier universities;
- students wishing to pursue places at universities or on training programmes who may or may not select a STEM related specialism post-19;
- aspiring Level 3 students who wish to access STEM related careers but who may complete a 3 year sixth form and/or follow courses that comprise a mix of Level 2 and 3 courses.

Figure 4: Expected Student Profile

Based on an annual intake of 200 students into Year 12 and the composition of year groups in five local 11-16 schools, significant groups in each cohort are estimated to be as shown below:

Expected Student Profile



In more detail, the types of students expected to form a cohort at the College are matched with their expected curricular needs in the following table:

Type of student/needs	Aspects of curriculum	Outcomes
High ability, including gifted and talented, STEM focus	A Levels in Science subjects	High grades i.e. Bs or above and access to STEM based course at university
High ability, STEM focus but looking for vocational opportunity post 19	A Levels in Science subjects with possible BTEC mix	High grades and apprenticeship in STEM employment
High Ability, no clear STEM focus and wanting broad range of A levels or Science/ Humanities mix	Curriculum offer allows mix of STEM subjects with others such as English and Humanities to match broad interest	High grades and University or future employment
Average A level ability but wanting STEM pathway	Mix of A level and BTEC curriculum to maximise chances of good grades	Good value-added results. Vocational pathway to university or further training
Average ability (some C grades at GCSE) and needing a supportive curriculum in order to gain Level 3	BTEC courses appropriate along with Maths or English re-sit. Ability to take two BTEC courses and gain A Level equivalent qualifications important	Progress into vocational opportunity via employment and training or possibly university
Able with English as a second language, STEM focussed	Flexibility of curriculum to allow personalised opportunity in Column E for academic language study via small group	University with good grades attained owing to A level in first language and support to improve academic English to

	mentoring	access Science A Levels
Average ability and looking for an apprenticeship route related to STEM	BTEC course supported by intensive work experience, with Maths or English GCSE	Level 3 qualification. Apprenticeship in local STEM related industry
Average ability, wishing to take at least one STEM subject but also with a strong interest in the Arts	Personalised options in place to allow part study at the College and also to follow a Fine Art course at local FE College.	Level 3 achieved in each course followed owing to tailoring course to match ability and talent. Progression into FE or employment.
SEN requiring a modified curriculum tailored to suit	BTEC course with Maths and English GCSEs, probable three year study to build to Level 3. LSA support with learning	Access to training with employment having achieved one or more Level 3 qualifications.

The table does not provide an exhaustive list of the type of student likely to attend the college but gives an indicator of the ability and interest range. The combination of subjects on offer to students in the particular configuration shown presents a clear emphasis on STEM subjects, which students demonstrate they wish to study through data collected from those leaving Salisbury on a daily basis. The configuration allows the high aspiring Scientist and Mathematician to achieve well, the able all-rounder to select courses which ensure they leave the College with high tariff A Levels and provides for a mix of ability and preference through opportunities to combine A levels with BTECs and core GCSE subjects with Level 3 qualifications. Any route taken can provide access to a STEM related career and there are deliberate choices of more accessible courses for lower ability sixth formers (BTEC Science, Business, for example) which can be matched with a high tariff A Level in order to fulfil criteria for a range of university and employment opportunities.

Balance in the curriculum will be achieved by offering a range of subjects outside the STEM curriculum umbrella and by the creation of a core curriculum which will ensure that all students have access to high quality and relevant PSHE, skills for study, careers advice, RE, communication and leadership skills.

All students will be offered an opportunity to take the Extended Project Qualification (EPQ) at either Level 3 or Level 2 and in order to promote further relevant learning for life, a STEM focus for this will be part of the brief. In addition the enrichment curriculum will offer breadth of opportunity through, for example, the Duke of Edinburgh Award, Young Enterprise, community service, sport and leadership activity.

The curriculum is shaped by the vision for the College, which is to create an outstanding learning environment that inspires all students. This means that at all stages prior to opening, the curriculum plan will continue to be shaped by what the prospective students tell us they want to study. It also means that, whilst the option columns have been set up to cater for a range of interests, it is not unlikely that there will be movement of subjects from column to column or that one subject is offered in two columns to meet demand. Interviews held with students in March prior to opening will shape the curriculum offer for the new academic year. This level of responsiveness is a vital part of the vision to provide the very best local provision post-16.

Brief pen portraits which represent the three broad categories of student who are likely to take up a place at Salisbury Sixth form College are provided here. They illustrate the impact of the curriculum through the type of academic pathways that may be taken by students attending the College

Category 1: The able STEM student, likely to achieve a place at a Russell Group university.

██████████

██████████

Category 2: The student wishing to pursue a place at university or on a training programme who may or may not select a STEM related specialism post 19

██████████

██████████

Category 3: Aspiring Level 3 students who wish to access STEM related careers but who may complete a 3 year sixth form and/or follow courses that comprise a mix of Level 2 and 3 courses

██████████

██████████

The case studies illustrated here emphasise the College's commitment to the individual and the intention to provide a personalised curriculum for each student in order to match needs.

D1.2. Improving Outcomes

Student progress at the Salisbury Sixth Form College will be tracked from baseline data on entry using the Advanced Level performance System (ALPS). Because the ALPS forecasts are intentionally demanding, generated from the top 25% achieving schools and colleges, this means that students entering Salisbury Sixth Form College will have targets set which deliberately focus on raising achievement.

The use of ALPs will also link to the clear ambition of the college to achieve high performing status nationally. For those on Level 2/3 courses or for those following courses with a heavy BTEC focus, targets will be set based on APS on entry. Individual learning plans linked to a personalised curriculum will be used to ensure targets are understood and tracking will be scheduled for each student five times per year.

The College's approach to teaching for learning will be based on the very best pedagogy employed in good and outstanding 11-16 and 11-18 provision in the local area. Students

who have moved on to sixth forms have told us that they appreciate active, challenging lessons which engage them fully in their learning. They are less keen on an approach which is lecture-style and mimics university large group teaching. This links to the College's vision to be an inspirational centre of post-16 learning.

Only teachers with an outstanding track record in the classroom, or those who have the capacity to be an outstanding teacher, will be employed by the college.

Qualifications achieved by students will be tailored to individual need and interest, providing a personalised curriculum for all, but it is expected that students will broadly follow one of the following qualification pathways (see next page):

QUALIFICATION PATHWAYS		
Pathway	Expected Entry Requirements	Qualifications Studied
1.	6 GCSEs at A* - C including at least 4 B grades, preferably in or relevant to the subject chosen for AS Study	4 (or in exceptional cases 5) AS levels in Year 12, reducing to 3 A Levels in Year 13 plus EPQ for most
2.	5 GCSEs at A* - C including English <u>or</u> Maths and at least 2 B grades	3 AS Levels and either Mathematics or English GCSE in Year 12, reducing to 3 or 2 A Levels in Year 13 plus EPQ in some cases□
3.	5 GCSEs at A* - D with two or more at Grade C	2 AS Levels and one BTEC Diploma in Year 12, moving through into Year 13 plus EPQ Level 2/3
4.	5 GCSEs at A* - D	BTEC Diploma plus Maths and English GCSEs in Year 12, leading to full Level 3 qualifications at the end of Year 14 and to include EPQ Level 2/3 as appropriate. BTEC First plus Workskills (STEM leadership), leading to Workskills Level 3 (Award or Certificate)
5.	No formal requirement stipulated; personalised route for a few individuals	Functional Skills for Apprentices

For each course followed, the expectation for the student will be matching or exceeding targets.

Effective transition processes will be an essential part of the College's approach to improving outcomes. The management of the transition process into the College will be effected through close contact with feeder schools, acknowledging that this will be easier when students are transferring from an 11-16 school rather than choosing to move on from an 11-18 school. The Student Services manager, a role defined in D3, together with a

contracted in Careers Guidance Co-ordinator will have significant involvement in this process.

It will be possible to understand a significant amount about the students applying to the College through their application form, school reference and College interview. Interviews will be conducted firstly in March and then post-results for GCSEs in August. In addition, induction days in June will provide additional opportunities to get to know the cohort of students. FFT data will provide initial matching of potential to final GCSE results and will be most helpful for those students planning to complete a mix of Level 2 and 3 courses.

As indicated in D3, the importance of the role of the independent careers adviser cannot be stressed highly enough. The provision of effective transition, so that students are recruited on to the right courses for them, is essential in order to achieve high retention and provide appropriately for learners in the local area.

Some aspects of the curriculum will not be assessed and will result in no specific end of course qualification. Participation and completion will be essential outcomes and will link to an individual student's personal portfolio of achievement (PPA) which in turn will feed information and evidence into a personal statement for UCAS or a CV or application for further training, an apprenticeship or employment. Examples of outcomes to be recorded in a PPA, some of which relate to social and emotional outcomes, include:

- Young Enterprise certificate;
- STEM work experience;
- Tutor endorsed log of community service;
- evidence of leadership demonstrated through sport, student council, enrichment activity or other area;
- successful communication skills evidence, such as presentation to groups, student ambassador work in feeder schools, or mentoring.

The overall aim will be to ensure that students leave to pursue their careers as confident young people, capable of achieving a high quality work and life experience.

Student progression routes will vary according to ability, attainment and personal choice. It is expected that a minimum of 60% will progress to university courses; others will access apprenticeships, vocational training and employment. High quality careers advice and guidance and a structured programme of preparation for progression activity, together with strong personalised tutoring, will support success with chosen pathways.

The College will be characterised by its pastoral care and Christian values which will influence an approach with students that nurtures independence and confidence whilst ensuring that no learner is left without the support he or she needs to be successful on a future pathway. In order to achieve this, all staff members will be tutors and all will be trained to prepare students for UCAS application. A member of staff with responsibility for transition to Higher Education will co-ordinate a programme of university visits, presentations and personal preparation from Year 12 onwards. This will include specific preparatory work for students wishing to take STEP (Sixth Term Examination Papers) in Maths or other tests pre-application. Close links with local universities will assist in this preparation work.

For students taking different progression routes, including those wishing to take a gap year, appropriate personalised support will be put in place, including matching students with work-based learning opportunities and CV building workshops. The aim and expectation of the College will be that no student becomes NEET on exit. This will include any student who leaves the college mid -year or before course completion.

D1.3 Qualifications

The qualifications offer to students is expected to be as shown in the table on the following page.

No subject qualification will be compulsory for all and the curriculum offer is based on options.

Each student is expected to choose a minimum of one STEM or STEM related subject which leads to a qualification. However, for students who, on entry to the College have not achieved a Level 2 Qualification (5 C grades at GCSE including English and Mathematics), either English or Maths GCSEs or both are likely to be compulsory. Functional Skills English and Maths may be the appropriate qualification to achieve for some.

The BTEC Work Skills STEM pathway is an important part of the curriculum offer for those students who are not yet able to access full Level 3 learners but who have strong interest in STEM. The Work Skills STEM Leadership Skills qualification will improve the chances of learners applying these skills in the work place and will raise their aspirations. This course will be of particular benefit to students who might not be 'natural' post-16 learners, but who, owing to RPA, recognise the need to access the most appropriate course for them.

There may also be other qualifications that are taken by students according to readiness and appropriate context. Examples of this will be a second language at A level for a native speaker, an A level one year early when the student has studied the AS level in Year 11 at another school or an additional subject by request.

Qualifications Offer

Mathematics	Science	Engineering	Computer Science and ICT	Sports and Social Sciences, other STEM related subjects	Additional subjects
Maths GCSE	Biology A Level	BTEC Level 3	BTEC Level 3 ICT & Systems Support	Psychology A Level	English GCSE
Maths A Level	Chemistry A Level	Product Design A Level	Computer Science A Level	BTEC Level 3 Sports & Exercise Science	Functional Skills Maths, English, ICT Level 2

Further Maths A Level	Physics A Level	Work Skills (STEM Leadership Level 2)	Photography A Level	Health and Social Care BTEC Level 3	Geography A Level
STEP papers	Applied Science BTEC Level 3		Media Studies A Level	Religious Studies A Level	History A Level
	BTEC Level 3 Forensic Science				Critical Thinking AS Level
	Applied Science GCSE				French and Spanish A Levels
	Geology A Level				English A Level (Lang, Lang/Lit, Lit)
					Extended Project Qualification Level 2 and 3
					BTEC Business Level 3

SECTION D2: CURRICULUM AND ORGANISATION OF LEARNING

D2.1 Curriculum Model

The curriculum model for Salisbury Sixth Form College is organised over a 60 period fortnight. Whilst it is possible and common to deliver an academic curriculum in 50 periods per fortnight, the model is the best structure for the students expected to join the college because of several factors:

- the flexibility achieved with an additional ten periods per fortnight, allowing the scheduling of sport and recreational activities and PSHE in regular timetabled sessions
- the creation of opportunities for personalised learning outside the scheduled academic curriculum, including mentoring and coaching
- the signalling of the importance of developing a rounded adult who is more than the sum of a collection of academic qualifications. Salisbury Sixth Form College students will be able to use their portfolio of experiences to compete for the very best opportunities in Higher Education, training and employment.

The curriculum will be organised into a series of five blocks, shown below as A to E. Each block has ten periods allocated to it, with the exception of Option E which has 12 periods per fortnight. This is owing to the diverse nature of the options in this block and will create the flexibility to personalise the curriculum. Many students will choose subjects from Blocks A to D; for example an AS Level student is likely to choose one subject from each. The number of periods given is based on a fortnightly timetable of 60 periods of one hour in

length.

Option A	Option B	Option C	Option D	Option E
Biology	Biology	Chemistry	BTEC Level 3 ICT	Further Mathematics(5)
English	French	English	Mathematics	English GCSE (3)
Physics	Geography	Mathematics	RS	Maths GCSE(3)
Spanish	History	Product Design	Media Studies	Science GCSE (3)
Geology	Computer Science	Psychology	French	EPQ taught (2) Critical Thinking (2)
BTEC Level 3 Applied Science (Forensic)	Use of Maths A Level	BTEC Level 3 Engineering	BTEC □Level 3□Health and Social Care	Functional Skills English, Maths, ICT Level 2
BTEC Level 3 Applied Science (General or Medical)	BTEC Level 3 Sports and Exercise Science	BTEC Level 2 Work Skills (STEM Leadership Skills/Work Skills Level 3)	BTEC Level 2 Engineering	Enrichment and work related learning
	Maths GCSE (5)			

N.B. Subjects shown in the above table are A Levels unless indicated otherwise.

The subject blocking will be essentially the same for both year groups, anticipating that some minority subjects would be taught as Year 12 and 13 together. Keeping the blocking the same is also beneficial for those on a three year sixth form programme in order to achieve continuity of courses. This is seen as vital for inclusion.

Enrichment is a compulsory part of every student's curriculum and the two hours of sport and recreation per week count towards the enrichment time allocation for each student, expected to be at least 100 hours in Year 12 and 50 hours in Year 13. Some students will complete all enrichment activity within the 60 hour curriculum; others will allocate time to enrichment outside the curriculum time block. By creating Option E with twelve rather than ten periods per fortnight, timetabled sessions occur at different times of the day and week, meaning that for some, enrichment activities can happen in the morning. This again signals their importance as part of the whole educational experience, rather than them appearing as an optional extra tagged on to the end of the day.

In addition to the five option blocks, a further four periods per fortnight will be allocated to PSHE, including assemblies and to sport and recreation, which is part of the Enrichment programme. This makes a total of 60 periods per fortnight. Periods 5 and 6 on a Wednesday of each week, allocated to Sport and Recreation and PSHE scheduled Periods 3 and 4 each Thursday are compulsory for all students.

This model has been constructed in order to fulfil a number of curriculum principles:

- that all students opt for at least one STEM or STEM related subject. The model

presents a high likelihood of students choosing more than one STEM related subject, given the balance of the blocking;

- it matches the vision for the College that all participating students should have a passion and curiosity for STEM;
- it creates time and flexibility in the fortnight where most students will be participating together in activities such as PSHE, Sport, work experience or community activities;
- it allows students in each of up to three year groups an opportunity to access a two year programme of study;
- it is affordable as it allows for staff to teach in more than one option block and at more than one level for some subjects;
- it is inclusive as it allows for progression from Level 2 to 3 and also consolidation for those students who on entry have not yet achieved the full Level 2 qualification.

The aims of the PSHE programme are rooted in the vision of Salisbury Sixth Form College to actively encourage students in their intellectual, emotional, spiritual and vocational development. Thus the personal well-being of each student will be essential for the holistic growth of the young adults during their sixth form experience. The objectives for the programme are as follows:

- to ensure students make an easy transition from KS4 to KS5 study through a comprehensive induction process which includes a study skills programme in order to help students organise their independent study time and learning resources;
- to help students grow in self-esteem and confidence and develop an understanding of how to maximise and sustain their own health and well-being, including understanding the responsibilities of healthy and appropriate relationships;
- to provide relevant information on finance in preparation for independent living and life in the future;
- to stimulate debate on religions, social and ethical issues which prepare students for their roles as citizens in the wider community, fostering Christian values as a blueprint for life.

What is not currently shown in the curriculum profile is the opportunity for students to access BTEC diplomas. The model currently demonstrates an expected Level 3 offer of a BTEC Level 3 certificate completed by the end of Year 12 and subsidiary diploma by the end of Year 13. Given that part of the vision of the college is to promote opportunities for access to higher education for students who are the 'less obvious' university candidates, this offer may be revised to allow the completion of a subsidiary diploma in one year and the full diploma in the second. A student achieving two full diplomas (or one diploma and an A Level) would be well-placed to apply for a STEM related university place on, for example, an NHS sponsored medical course.

STEM will be a central part of the curriculum. The content will largely be determined by examination specifications. Choice of examination board will be in consultation with Faculty Leaders and subject staff in advance of opening. The co-curriculum will comprise all that is part of the student programme outside the programmes of study opted for on entry to the College. The PSHE programme will be taught on a regular basis and will include a variety of topics, some of which will be covered through small group and individual tutorials and others through a series of workshops led by visitors. The broad programmes of study will

include:

- Healthy living and Staying Safe
- Religion and Ethics
- Careers and Guidance
- Citizenship
- Sex and Relationships Education

Workshops on such topics as sexual health, personal finance, employment law, gap years, driver safety and political awareness will be included in the programme, as well as a specific careers focus on STEM which will provide a recurring theme throughout the academic year. Tutorial sessions will link to academic progress and target setting. This provision will be timetabled on a weekly basis during the second half of a morning and will be delivered by a range of teaching staff with support from non-teaching staff. All tutors are expected to have a genuine enthusiasm for and commitment to teaching PSHE.

The Extended Project Qualification will be offered to every student at either Level 3 or at Level 2 if appropriate to the individual. Students will use some of the time allocated in Block E for completion of research work connected to their EPQ. Students will be challenged to link their project choice to STEM.

Other co-curricular activities will include:

- timetabled weekly afternoons focused on a range of enrichment activities with options and programmes to be personalised;
- work experience for all students, again personalised so that for many it will occur in a block placement during Term 6 in Year 12 but for some it will be scheduled as one day per week or for a week during a holiday period;
- community service, again arranged on a personalised basis and to encompass a variety of activities, including service in feeder secondary schools, at STEM events locally and in relation to volunteering in the city, at the Cathedral, museum and other venues.
- each member of the teaching staff will be expected to offer an enrichment activity on a weekly basis. This may take place during the formal parameters of the college day or may be outside it.

Enrichment

Enrichment will be a key element of the College's ethos of developing the whole student. A prime objective is to broaden interest and understanding of the world outside the academic curriculum. Linked to the vision of the college, Enrichment is viewed as a key aspect of attainment which will ensure that the students leaving Salisbury Sixth Form College are marketable and well prepared for their next stage of education, employment and training. Enrichment is a central part of the College's vision to create an outstanding learning environment which will inspire all students. We expect that many of the enrichment activities will be proposed and led by students themselves, with the aims of the programme being to:

- offer choice and flexibility;
- broaden horizons;

- foster an interest in the local community;
- develop personal responsibility.

Students will be expected to complete one full year of enrichment activity and will be encouraged to continue into a second year. As indicated earlier, 100 hours is the minimum expectation for Year 12 students and 50 hours for Year 13 (which for this year group can be largely fulfilled through participation in the Sport and recreation sessions).

For all students, evidence of enrichment participation will contribute to their PPA (Personal Portfolio of Achievement), as demonstrated on their exit CV, as well as, for at least 50% of each cohort, the AQA Baccalaureate. Enrichment activities will be grouped into the three categories used by the AQA Bacc as shown in the following table:

Work related learning	Community participation	Personal development
Young Enterprise Engineering Education scheme Work experience Work shadowing Paid employment	Volunteering work at Salisbury Cathedral Care home support Primary school Literacy and Numeracy schemes Charity activities World challenge Community radio Student council Sports coaching	Sports such as football, hockey, athletics, personal fitness Cookery College magazine Jewellery and felt making Film making First aid Lifeguarding Drama Dance Music Art

The enrichment scheme will be subject to approval by the AQA in order to count for the AQA Bacc. The model will in part be based on a successful and nationally recognised enrichment programme from one of the local 11-16 secondary schools.

An enrichment booklet will be offered to students, who will select preferred activities prior to the start of terms 1, 3 and 5. Enrichment activities will be offered in college time during timetabled periods on Wednesday afternoons, in extra-curricular time and outside school. Students will be registered and absentees followed up.

The enrichment co-ordinator will ensure that enrichment hours are completed and correct in order to qualify for the AQA Bacc. The tutor will advise the student on the recording of evidence of enrichment activities, e.g. once per week for regular activities and one substantial post per term for each activity. It is expected that most students will use the online enrichment diary provided by AQA.

The College will also award the S6C (Salisbury Sixth Form College) 'STEM Bacc'

certificate to students. As well as those who are following a very clear STEM pathway, this award is to be encouraged for students who are not pursuing two or more academic qualifications in STEM but who demonstrate their interest in and commitment to STEM through enrichment.

A typical student's enrichment profile could look as follows (see next page):

Activity	No of hours	Enrichment Area
Work experience at Qinetiq	35 (one week placement)	Work related learning
Paid employment as a Saturday receptionist in a GP practice	15	
Community service at a local care home	40	Community participation
Environmental action group	22	
Jewellery design and make	25	Personal development
Web design course	39	

This profile would qualify for the STEM Bacc certificate because the choices all relate to aspects of STEM subject areas. In contrast, another student might choose different combinations which, like the first example, would contribute to the EBacc:

Activity	No of hours	Enrichment Area
Young Enterprise business making personalised T-shirts for local schools	60	Work Related learning
Paid employment in a supermarket	25	
Charity shop volunteering	32	Community participation
Secretary of student council	20	
College rugby team	19	Personal development
Saxophone tuition	35	

D2.2 College Timetable and Calendar

The College day will be arranged to include six one-hour teaching periods per day, together with time allocated for registration and assembly. The shape of the College day will be as follows with the timetable for each student realised through the blocking of individual options. There will be a two week timetable, in order to allow subjects to be taught in double periods. This means that any option subject will be taught for six periods in one week and four in the other.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 College starts					
P1 8.45-9.45	A	B	E	B	C
P2 9.45-10.45					
Break 10.45- 11.00					
P3 11.00-12.00	B	E	D	PSHE Assembly Year 12	A
P4 12.00 – 1.00				PSHE Assembly Year 13/14	
Lunch 1.00 – 1.40					
Tutorial 1.40-2.00					
P5 2.00 – 3.00	C	E	Sport and Rec	A	D
P6 3.00 – 4.00					

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 College starts					
P1 8.45-9.45	D	E	B	D	C
P2 9.45-10.45					
Break 10.45- 11.00					
P3 11.00-12.00	C	B	A	PSHE Assembly All	E
P4 12.00 – 1.00				PSHE	
Lunch 1.00 – 1.40					
Tutorial 1.40-2.00					
P5 2.00 – 3.00	A	D	Sport and Rec	C	E
P6 3.00 – 4.00					

In the weekly timetable examples, the letters represent the names of each option block shown in D2.1. All subjects are, of course, optional, with the exception of English and Maths GCSEs and Functional Skills for those students who did not achieve a full Level 2 qualification at the end of Key Stage 4.

The daily timetable arranged as three two hour sessions will create opportunities for the sharing of A Level teaching with Wiltshire College and other schools. This will ensure that

each block of teaching is preceded and followed by a break, making travel possible. In addition, in circumstances where a student wishes to study a subject offered by another post-16 institution in the city, it may be possible for that student to access a course elsewhere. For PSHE and other activities, the hour long sessions may be used.

Examples of three student timetables are shown below:

Student 1: [REDACTED]

[REDACTED] Timetable:

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 College starts					
P1 8.45-9.45	Physics	Computer Science	Further Maths	Computer Science	Chemistry
P2 9.45-10.45					
Break 10.45- 11.00					
P3 11.00-12.00	Computer Science	Further Maths	Maths	Assembly	Physics
P4 12.00 – 1.00				PSHE	
Lunch 1.00 – 1.40					
Tutorial 1.40-2.00					
P5 2.00 – 3.00	Chemistry	Critical Thinking	Sport and Rec	Physics	Maths
P6 3.00 – 4.00					

For this student, the amount of independent study time is minimal but as a gifted and talented student [REDACTED] will be aiming for a place at a top university so will be expected to use her time efficiently in order to present a personal portfolio of achievement of the highest standard. Because this student is choosing to take five AS levels, however, the Critical Thinking AS may provide a time challenge. However, in future years at least two of the local 11 – 16 schools will be running AS Critical Thinking for Year 11 students, meaning that there will be some gifted and talented students entering the college having already gained part of the AQA Baccalaureate qualification.

[REDACTED] day but will arrange periodic tutorials with a member of staff who will oversee this independent learning project.

Student 2: [REDACTED]

This student will be prepared for a vocational route to employment through the opportunity to spend up to a day per week in a work placement for up to a term.

Timetable:

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 College starts					
P1 8.45-9.45	Physics	Work Experience	EPQ (including Mentored Time)	Media Studies	Level 3 English
P2 9.45-10.45					
Break 10.45- 11.00					
P3 11.00-12.00	Independent Study	Work Experience	Media Studies	Assembly	Physics
P4 12.00 – 1.00				PSHE	
Lunch 1.00 – 1.40					
Tutorial 1.40-2.00					
P5 2.00 – 3.00	Level 3 Engineering	Work Experience*	Sport and Rec	Physics	Enrichment
P6 3.00 – 4.00					

* Work experience linked to BTEC Engineering

Student 3:

Timetable:

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 College starts					
P1 8.45-9.45	Independent Study	BTEC Sport Level 3	Maths GCSE	BTEC Sport Level 3	EPQ Level 2
P2 9.45-10.45	Mentoring		English GCSE		
Break 10.45- 11.00					
P3 11.00-12.00	BTEC Sport Level 3	English GCSE	Health & Social Care Level 3	Assembly Year 12	Independent Study
P4 12.00– 1.00		Maths GCSE		PSHE	
Lunch 1.00 – 1.40					
Tutorial 1.40-2.00					
P5 2.00 – 3.00	Independent Study	Science GCSE	Sport and Rec	Enrichment	Health & Social Care Level 3
P6 3.00 – 4.00					

The timing of the College day, including lesson times, is deliberately aligned with two out of three Salisbury 11 – 16 schools (St Edmund’s School and Wyvern College). This has been planned in order to promote collaborative teaching opportunities. It links to the College vision to both ease the transition from 11 – 16 to post-16 and increase the numbers of young people retained in post-16 education.

Term dates for Salisbury Sixth Form College will follow the dates set by Wiltshire Council for school holidays. This ensures that holiday periods are, for the most part, compatible for families with children in local schools as well as the College.

Salisbury Sixth Form College: Term dates 2014 - 15	
Term 1	Thursday 4 th September - Friday 24 th October
Term 2	Wednesday 5 th November - Friday 19 th December
Term 3	Monday 5 th January - Friday 13 th February
Term 4	Monday 23 rd February - Thursday 3 rd April
Term 5	Monday 20 th April - Friday 22 nd May
Term 6	Monday 1 st June - Wednesday 22 nd July
<i>Term 1 of College year 2015 – 16 will start on Wednesday 2nd September</i>	

The yearly calendar for Salisbury Sixth Form College will include the following key events (see table on the next page):

Salisbury Sixth Form College: Calendar of Events

September	<ul style="list-style-type: none"> ○ Interviews for returning Year 13s ○ Interviews post GCSE for new Year 12 and induction ○ ALPs targets discussed with students ○ Mentoring for Oxbridge, medical and vet applications ○ Year 12 and 13 welcome party and parent event)
October	<ul style="list-style-type: none"> ○ Student data collection point 1 ○ Tutor consultation afternoon/evening for students and parents ○ STEM day ○ Deadline for Oxbridge applications 15th October
November	<ul style="list-style-type: none"> ○ College open days and evening ○ College deadline for UCAS applications ○ Interview preparation
December	<ul style="list-style-type: none"> ○ Student data collection point 2 ○ EPQ Presentation evening Level 3 ○ Christmas worship and celebration ○ Prize giving and certificate evening
January	<ul style="list-style-type: none"> ○ Mock examinations and module examinations ○ Year 13 subject consultation
February	<ul style="list-style-type: none"> ○ Student data collection point 3 ○ Charity event
March	<ul style="list-style-type: none"> ○ Introduction to Oxbridge Year 12 ○ Higher Education Fair ○ Interviews for prospective students
April	<ul style="list-style-type: none"> ○ Student data collection point 4 ○ Mock examinations by subject ○ STEM day ○ Year 12 subject consultation for students and parents
May	<ul style="list-style-type: none"> ○ Study leave Year 12 ○ Year 13 leavers' day
June	<ul style="list-style-type: none"> ○ Study leave Year 13 ○ Year 12 return to full timetabled lessons ○ Student data collection point 5 ○ EPQ presentations Level 2 ○ Year 12 work experience
July	<ul style="list-style-type: none"> ○ STEM next steps conference
August	<ul style="list-style-type: none"> ○ Examination results published ○ Start of student interview process

D2.3 The Organisation of Students

Students will be grouped in tutor groups. The aim will be to make these mixed age (Year 12 and Year 13) and mixed ability, ensuring that students following different pathways are represented in each tutor group. The rationale for this links to the vision of an inclusive college, whereby students from different backgrounds work together for part of their week, thus mirroring society and employment situations. By ensuring that each member of teaching staff apart from the Principal is a tutor, it will be possible to keep tutor group sizes reasonably small. This will also promote the importance of tutoring and a clear College emphasis on inclusion and equality.

The organisation of tutor groups will reflect one of the prime aspects of the College's vision and ethos, that is to provide an inclusive education where everyone is valued, cared for and supported to achieve their potential. The allocation of students to tutor groups will be based on a variety of factors, including student choice linked to friendship grouping and in some cases their home geographical area.

It will be the tutor who has overall responsibility for oversight of a student's academic achievement. The tutor will conduct regular meetings with groups and individuals in order to track progress and support a student in minimising any barriers to progress.

For the academic aspects of the College day students will inevitably be organised according to their choices. Should a subject course require more than one teaching group owing to numbers, decisions will be made about grouping with reference to the nature of that subject cohort. It is likely, however, that all groups would remain 'mixed ability' A Level or BTEC groups.

For PSHE and for other taught elements students will be grouped according to interest so that personalised programmes can be created. Some PSHE will be taught as tutor groups but often presentations and workshops will necessitate students grouping themselves through career aspirations or through prior knowledge and inter

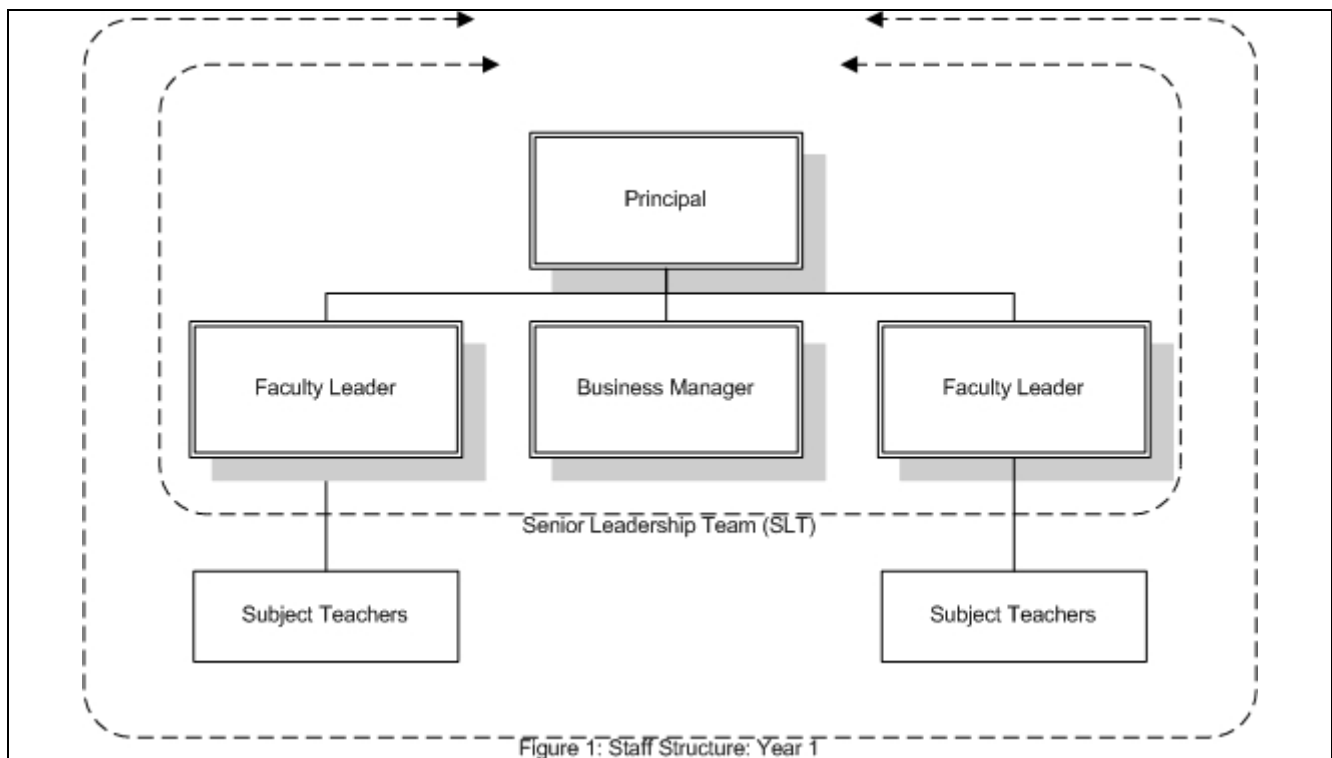
SECTION D3: STAFFING STRUCTURE

Salisbury Sixth Form College is expected to be at capacity by the end of Year 1, with steady state reached in Year 3. Hence, teaching staff models are shown for the first two years only.

Senior Leadership Team

The Leadership Team will consist of:

- The Principal
- Deputy Principal
- College Business Manager
- Faculty Heads x 2



With the exception of the Deputy Principal, all members of the team will be appointed in Year 1.

All members of the Senior Leadership Team (SLT) will be accountable to the Principal of the College. The Principal, Deputy Principal and Business Manager will sit on two or more sub-committees and attend all full board meetings. The Faculty Leaders will sit on one sub-committee each. All will be advisers to Governors, with the exception of the Principal, who will be an ex-officio Governor.

The Principal

The person appointed will take overall responsibility for the College as a whole and for all aspects of College leadership. He/she will be accountable to the Governors, who will set targets for attainment and achievement. It is expected that the Principal will teach in the first year and possibly also in the second. In the early years the Principal will undertake some operational duties (which could include timetabling) which in future years will be delegated to other members of staff.

Some of the key responsibilities will include:

- The development, delivery and review of the College Development Plan
- Leadership of teaching and learning, setting challenging standards and expectations for staff and students
- Ensuring the operation of the college in an inclusive and co-operative manner
- Line management of the Senior Leadership team
- Child Protection overall responsibility

Section F provides more details regarding the role of the Principal.

Deputy Principal

This post will become live in year two and a key aspect of the role will be to deputise for the Principal. The Deputy Principal will line manage the two Faculty Leaders. In the second year the teaching commitment for the Deputy Principal is expected to be 30% of a weekly timetable. The Deputy Principal will lead teaching and learning, alongside the two Faculty Leaders. Monitoring and evaluation will be a second key aspect of the Deputy's role and he/she will take overall responsibility for target setting, data analysis and dissemination as well as timetabling.

Key responsibilities are likely to include:

- Curriculum development and innovation
- Oversight of monitoring and evaluation of academic standards
- Achievement and progress and target setting for individual students and subject areas
- Leadership of self-evaluation processes and quality assurance
- Oversight of guidance and transition from Key Stage 4 to the college and from the college to post 19 opportunities
- Oversight of student recruitment and effective retention strategies
- Reporting
- Acting as the Quality Nominee for BTEC
- Line management of the Student Services manager and Examinations and Data Assistant

Business Manager

The Business Manager will focus on the oversight of all administrative and logistical aspects of running the College, the production and management of the College budget and all accounting tasks necessary for the smooth running of an academy budget, including reporting to the EFA. The Business Manager will line manage the support staff and will take on day-to-day HR, including playing a leading role in recruitment of staff.

Key responsibilities will include:

- All aspects of financial management for the College, including the setting of budgets and negotiating contracts with suppliers
- Financial reporting
- The monitoring and evaluation of any value for money issues
- The maximisation of all funding opportunities available to the College
- Leadership and line management of support staff
- Human resources
- Health and Safety, in conjunction with the Site Manager
- Relationship management with other colleges, schools and external partners

Faculty Leaders

Faculty Leaders, although not on the leadership pay scale, will be part of the Senior Leadership Team. They will each line manage a group of five or six staff (in the first

year) and will have overall responsibility for the academic achievement and pastoral care of

students who are taught in their faculty. Their teaching commitment is expected to be approximately two thirds of a full timetable.

Key responsibilities for both Faculty Leaders will include:

- Leadership of teaching and learning for the Faculty STEM co- leadership, including co-ordination of work related learning activities and extra-curricular opportunities
- Monitoring and evaluation of academic standards for the Faculty
- Overall line management for all teachers in the Faculty and one LSA

Faculty Leader 1 will have the following key responsibilities:

- Leadership of CPD across the college
- Oversight of the Pastoral programme, including PSHE
- Child protection, deputising for the Principal

Faculty Leader 2 will have the following key responsibilities:

- Gifted and talented provision, including Oxbridge entrance
- Oversight of the College Enrichment programme
- New technologies for learning

The Teaching Staff Structure

There will be two broad faculties within the College, headed by a member of staff (paid at TLR 1B or alternatively on Leadership Point 7-10). These two faculties would be led by:

1. an outstanding Mathematics practitioner, and
2. an outstanding Science practitioner.

Both will be part of the Senior Leadership Team and both will lead distinct teams of teachers within their Faculty.

The two Faculties will be known as 'Innovation' and 'Inspiration' and will comprise a mix of subject teachers, thus prompting collaboration across disciplines. The composition of the Faculties will not be dependent on subject specialism groupings and the Faculty Leaders will be outstanding practitioners who will, with the Deputy Principal, lead teaching and learning across the College.

In Year 1, eleven members of the teaching staff will be appointed on an average of M4 on the pay scale. Teaching staff will be flexible and able to teach in more than one subject discipline. In order to cover the curriculum, the members of staff will be expected to teach subjects as shown in the following table:

Year 1 M4 Appointments

Teacher	Subject Specialism	Subjects/Courses to be Taught
1.	Biology with Psychology or Health & Social Care	Biology AS Psychology AS or Health & Social Care BTEC
2.	Chemistry with Biology or	Chemistry AS

	Physics	Forensic Science BTEC
3.	Physics and Engineering	Physics AS Engineering BTEC Level 2 & 3
4.	Maths and Computer Science	Maths AS Use of Maths AS Maths GCSE Functional Skills Computer Science AS
5.	Product Design and Photography with Work Skills	Product Design AS Photography AS Work Skills BTEC
6.	PE with Geography, History or Psychology	Sport & Exercise Science BTEC plus one or more other courses
7.	Geography with History or RE	Geography AS with History or RE AS
8.	Spanish and French	Spanish AS Level French AS Level GCSEs in either subject according to need
9.	English with Media and Work Skills	English AS Media Studies AS Work Skills BTEC
10.	RE with History or Psychology	RE AS History AS Psychology AS
11.	English with SEN and EAL expertise or Business BTEC	English AS English GCSE Functional Skills Business BTEC

Recruitment to the various posts will be conducted in a number of ways and it will be dependent on market demand. Teachers with expertise in STEM subjects, particularly in Chemistry, Physics and Maths can be hard to recruit so it will be essential to advertise early. See Section F for further information.

The financial template assumes that all teaching staff, with the exception of the Faculty Leaders and the rest of the Senior Leadership Team, will be paid on an average of pay scale M4. Recruitment may also be from an unqualified teaching pool, with a particular steer towards the Teach First model whereby top graduates are recruited into teaching posts. Ministry of Defence links in the area may allow for the recruitment of ex-military personnel.

Every member of the teaching staff, with the exception of the Principal, will be a tutor. This will allow the College the opportunity to keep the sizes of tutor groups relatively small and

therefore create systems for individual mentoring of student progress.

For the first year, teaching staff will not have a full timetable, although assumptions are currently based on full time equivalent (FTE). In practice, part time staff may be recruited. As the College builds to capacity, there will be opportunities for teachers to work in feeder secondary schools. This practice could have several benefits:

- PR for the College and improved recruitment rates;
- continuity of experience for prospective students, including preparation for study at Level 3;
- the possibility of offsetting some staffing costs if a member of the College staff was 'bought' by another school for a number of periods per week over the year;
- opportunities to promote the STEM agenda in secondary schools and understanding of school priorities in STEM subjects.

For Year 2 further appointments will be made (as shown in the Financial templates) to ensure that as the College reaches its steady state at 400 students there is the staffing in place to deliver the curriculum. As indicated earlier in D1, students will be interviewed regarding choice of courses in March prior to entry, after applications are submitted in February. The subject specialisms of staff to be appointed in the second year will be determined by demand, though it is expected that the number of Science teachers will increase and that in the second year and beyond, teachers will be delivering their first subject specialism for the major part of the timetable. As the College grows, so teaching staff will take on responsibility for leadership of subject areas with the Faculty leader overseeing and line managing them.

As well as teaching, it will be expected that key members of staff will work with local employers and STEM ambassadors to provide workshops and presentations in secondary schools in the local area. QinetiQ and Dstl links with the College will contribute to the realisation of these events.

Teaching staff will be employed across the 60 hour per fortnight timetable which includes extra-curricular activity for students. Teaching staff will be contracted to contribute to this enrichment programme which takes place in various timetabled sessions, including a Wednesday afternoon.

Teaching staff will also be expected to use up to two periods per week for individual student mentoring, thus matching with the College's inclusive vision whereby each student is given individual support to meet their goals. Training for mentoring and coaching will be provided for teachers and the sharing of good practice will be part of the on-going CPD provision.

Staffing the Curriculum

Listed below are example of timetables for a member of the teaching staff at the College, showing a Week 1 in Year 1 and both Weeks 1 and 2 in Year 2.

Teacher No. 6 - M4 to teach PE with Psychology

Year 1

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 College starts					
P1 8.45-9.45	Outreach Work at secondary schools	BTEC Level 3 Sport & Exercise Science	Student Mentoring	BTEC Sport	Psychology A Level
P2 9.45-10.45			PPA		
Break 10.45- 11.00					
P3 11.00-12.00	BTEC Sport	PPA	BTEC Level 2 Work Skills	Assembly Year 12	PPA
P4 12.00 – 1.00			PSHE	Student Mentoring	
Lunch 1.00 – 1.40					
Tutorial 1.40-2.00					
P5 2.00 – 3.00	Psychology AS Level	Enrichment	Sports Leaders	Outreach Work at secondary schools	BTEC Level 2 Work Skills
P6 3.00 – 4.00			Outreach work at primary & secondary schools		

Year 2

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
P1 8.45-9.45	BTEC Sport Year 13	BTEC Sport Year 12	PPA	BTEC Sport Year 12	Psychology AS Level
P2 9.45-10.45					
P3 11.00-12.00	BTEC Sport Year 12	PPA	Psychology A Level	Assembly Year 12	BTEC Sport Year 13
P4 12.00 – 1.00				PSHE	
Tutorial 1.40 – 2.00					
P5 2.00 – 3.00	Psychology AS Level	Student Mentoring	Sport & Recreation	BTEC Sport Year 13	Psychology A Level
P6 3.00 – 4.00		Enrichment			

Year 2

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
P1 8.45-9.45	Psychology A Level	PPA	BTEC Sport Year 12	Psychology A Level	Psychology AS Level
P2 9.45-10.45					

P3 11.00-12.00	Psychology AS Level	BTEC Sport Year 12	BTEC Sport Year 13	Assembly Years 12 & 13	PPA
P4 12.00 – 1.00				PSHE	
Tutorial 1.40 – 2.00					
P5 2.00 –3.00	BTEC Sport Year 13	Psychology A Level	Sport & Recreation	Psychology AS Level	Student Mentoring
P6 3.00 –4.00			Sports Leaders		Enrichment

In Year 1 there is capacity for outreach work to primary and secondary schools. By Year 2 it would be anticipated that systems would be set up to facilitate students leading outreach work as part of their preparation for the enrichment community participation section of the AQA Baccalaureate.

In Year 2, along with the Deputy Principal, a further six teachers will be appointed. Once again it will be essential to recruit talented teachers with the flexibility to teach more than one subject.

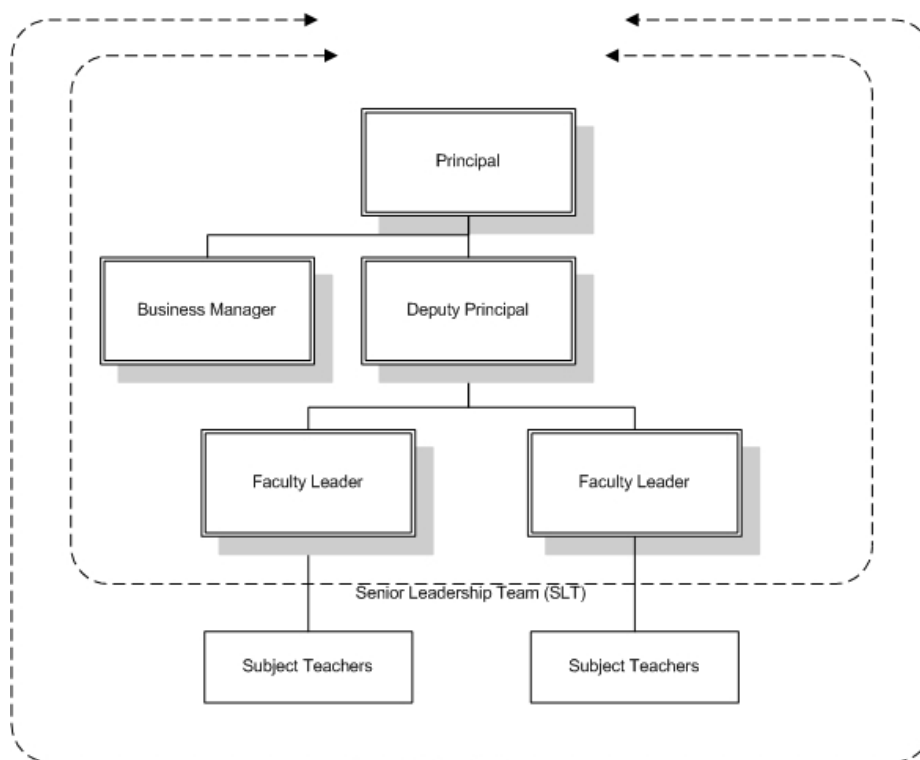


Figure 2: Staff Structure: Year 2

The Support Staff Structure

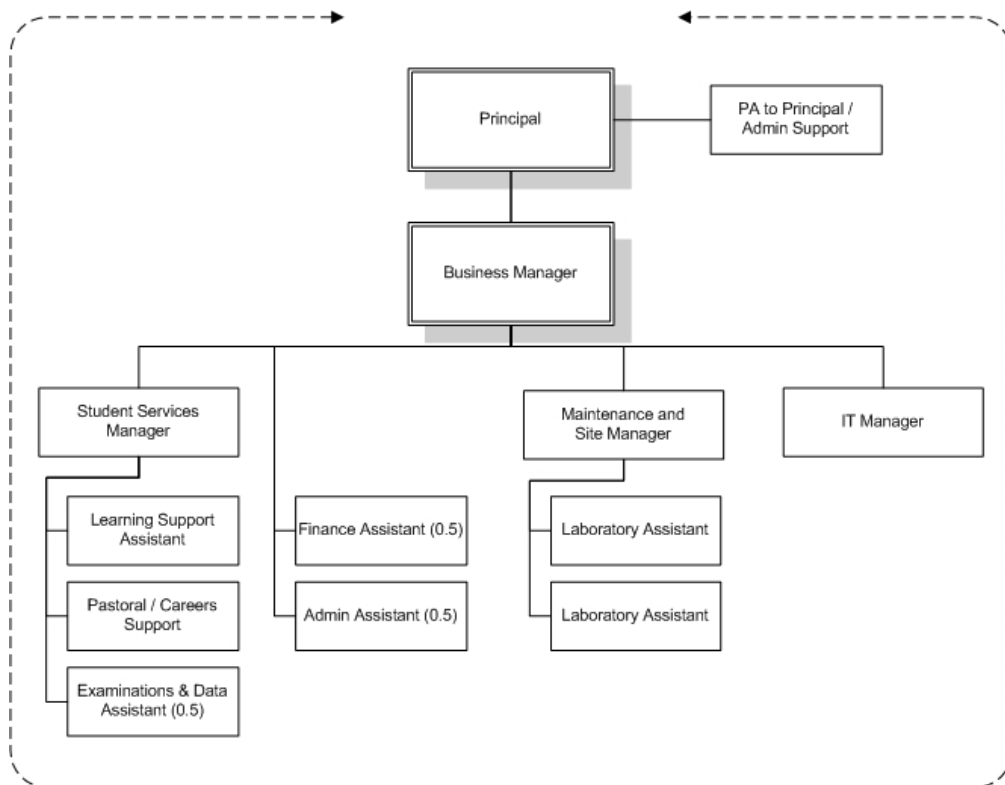


Figure 3: Support Staff: Year 1

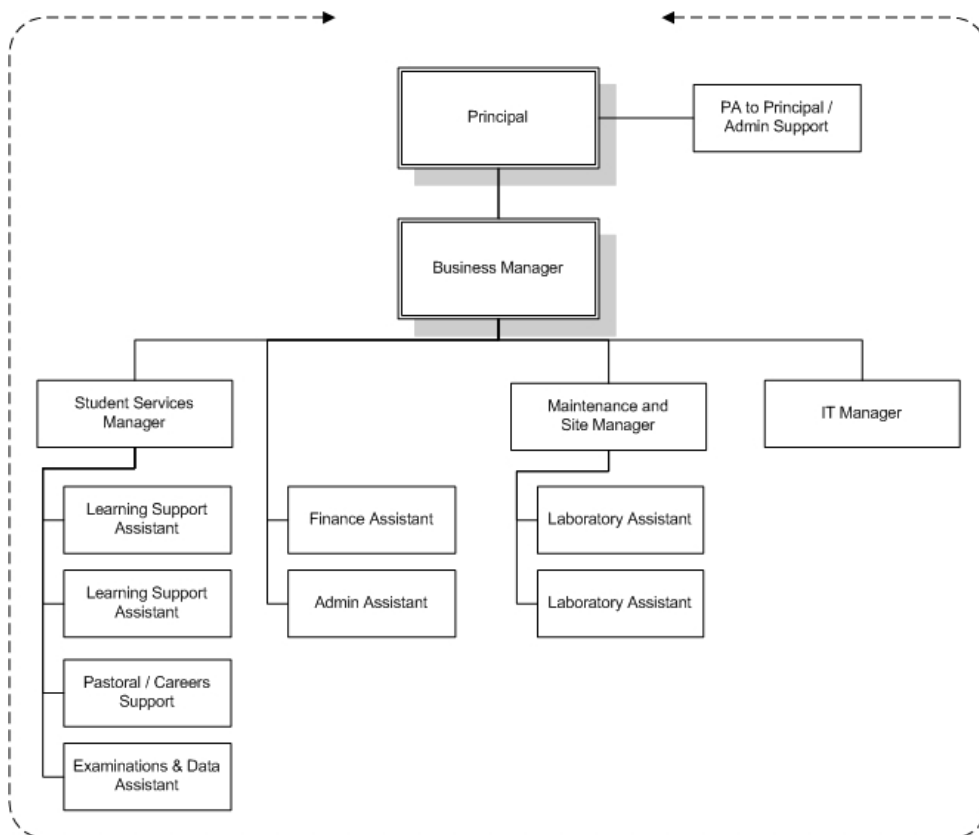


Figure 4: Support Staff: Year 2

The support staff structure is shown in Figure 3 (Year 1) and Figure 4 (Year 2) and is

based on 100% recruitment in Year 1, remaining steady as the College moves into its second year. Not all of the posts in the support staff structure will be full time. Apart from the Business Manager and the Site Manager, contracts of 0.85 would be appropriate in order to take account of the summer holiday period.

Similar to requirements for the teaching staff, the expectation is that the support staff team is flexible and able to employ a range of skills.

Key appointments:

Student Services Manager

This role will focus on transition and recruitment into the College and progression from the College. The post will entail significant work with feeder secondary schools, employers and universities. The person appointed is likely to have a background with significant experience working with sixth form students and may also have careers guidance experience. The role will be linked to two of the key target areas for the College as indicated in D5: recruitment and retention of students and progression data. The Student Services Manager will also track attendance.

IT Network Manager

This will be a strategic as well as an operational role. The post will involve the setting up and management of all ICT systems in the College and the person appointed will advise the Senior Leadership Team on the use of ICT as a learning tool, focusing on new technological development and software procurement.

Key responsibilities will include the development of:

- the website
- the virtual learning environment
- student e-portfolios
- reporting via parent and student portals

PA to Principal

The PA will provide administrative support to the Principal and to the Senior Leadership Team and in the first three years will also take on the role of Clerk to the Governing Body. The PA's role will include marketing and events co-ordination, including website updating in conjunction with the IT Network manager.

Key responsibilities for the PA will include:

- providing a full range of secretarial and administrative support to the Principal and to the Senior Team
- overseeing the administration for the recruitment of staff for the College
- ensuring that required policies for the College are produced and updated within allocated timescales
- the production of regular news bulletins on the college website

Maintenance and Site Manager

This is the only full time position on the non-teaching staff, with the exception of the Business Manager. The Site Manager will co-ordinate much of the work of contractors and will be responsible, along with the Business Manager, for securing their services. Catering and cleaning will be outsourced, as will most works to the fabric of the building. Health and safety will be another key responsibility for this role.

For most other support staff, the contracted hours will be kept to a minimum, thus allowing for additional hours to be offered as required. Hours worked and key times of the year will vary from post to post. As an example, the Examinations Officer will be required to work for up to two weeks during the summer holiday, when exam results are published, but may take holiday during term time. Similarly, an administrative role may have contracted hours of mornings only, but the person recruited to the post will be able to provide the flexibility to work more hours as required. By initially appointing to the minimum number of hours it will be possible to keep support staffing costs reasonable.

The recruitment of a small pool of staff who are willing to be employed entirely on a casual basis and given hours when required is also planned. Roles could include small maintenance projects, additional administration tasks at key times of the year or invigilation. The Business Manager will co-ordinate this type of employment and its budget, as well as ensuring up to date CRB clearance for all staff.

Outsourcing some key services to the College will allow the College to pay for goods and services as required, without employing staff directly. Schools and colleges can often find it difficult to make a profit in some areas (such as catering) but by outsourcing an annual loss is avoided.

Examples of key services to be outsourced:

Human Resources

Whilst the Business Manager and the Principal will, between them, manage much of the day to day HR work, the Local Authority service in Wiltshire will be contracted as required. Wiltshire Council HR are able to offer professional guidance in all aspects of HR;

Educational Psychologist

This service will be contracted from Wiltshire Council as and when required. A high quality and known service is crucial, particularly in an unforeseen crisis.

Independent careers guidance

A careers adviser will be required to provide a service to students on one day per week, rising to two as the need arises. This is an important service and may need to become an employed role as the College develops in order to meet student need.

SECTION D4: MEETING THE NEEDS OF ALL STUDENTS

D4.1 Different Needs

The ambition of the Salisbury Sixth Form College, as set out in Section C, is to be an inclusive post-16 institution which will increase the numbers of students continuing their education in the city of Salisbury and make options for young people post-16 more easily accessible for all. Given that this is a prime aspect of the College's vision, we are fully committed to accounting for the varying needs of individual students. The importance of high quality information, advice and guidance (IAG) cannot be over-stated and this also links to the raising of the participation age when students with specific needs will exist in greater numbers in post-16 education. The most common reason for dropping out of education is that a student is not placed on the right course. For all groups, therefore, the provision of IAG which ensures they start on the right course is essential. Partnership working with the pre-16 feeder schools in order to achieve this will mean that student need is understood and assessed in relation to course choice by at least the summer before entry.

The College's strategy for students with different needs will have the objective of ensuring that all students with particular needs achieve at least as well as all other students. As demonstrated in D5, the tracking and monitoring of all individuals is key to ensuring high achievement. We anticipate that prospective students with individual needs are likely to fall into one or more of the following categories:

Special Educational Needs and Disability

Definition and description: It is likely that around 3-4% of an annual intake of students will have special educational needs. This is evident from the students who have already indicated that they intend to enrol in the College in 2014 or 2015 and is backed up by evidence from the three Salisbury 11-16 schools, where between them 7% of students in Year 11 in 2011 had a statement of Special Needs or were on School Action Plus. We expect that at least 50% of this group will choose to attend Wiltshire College (FE) in order to access Level 1 rising to Level 2 courses, often in specific vocational areas. Those students enrolling at the Salisbury Sixth Form College will have varied needs which will include hearing impairment, other physical disabilities, dyslexia and dyspraxia. There may also be some high functioning autistic students who will require support to access Level 3 courses.

Challenges for these students: These will vary according to individual need but could present as physical barriers to learning, such as an inability to hear accurately or they may be cognitive, such as poor processing skills.

Strategies for meeting needs: The continuity of support from pre-16 to post-16 learning will be facilitated by the Learning Support Assistants employed by the College. In addition, reasonable adjustments will be made by the College in order to support students with disabilities. In certain cases individual accessibility plans will be necessary. Some students may require specific help with progression,

whether it is information and support for UCAS applications or specific preparation for access to employment. Again, support staff at the college, as well as individual tutors will provide this.

Good outcomes as a result: Value added for these students is positive and all students are supported to move on to their choice of education or further training.

Additional Educational Needs

Definition and description: Data from the three local 11-16 secondary schools shows that around 6% of students have English as a second language. The number of different languages spoken as first languages by students is between 16 and 20 and there is diversity in the quality of English spoken. It is relatively unusual for students to be admitted to one of the feeder secondary schools with little or no English, though there is some evidence of a growing Polish population for whom this may be the case.

Challenges for these students: Commonly students have good conversational English but may be delayed in their academic English, thus highlighting an additional need, particularly when accessing scientific or technical language at Level 3. Outside the city of Salisbury the percentage of EAL students is significantly lower at around 2.5%. The number of students who are looked after in the area is again very low, around 1%. However, given that it is often such students who find accessing post-16 education difficult for practical reasons, this is a group for whom the College will want to give particular support.

Strategies for meeting needs: Small group work centred on access to academic language will be timetabled, probably during Option E time. The services of the local authority's ethnic language support team will be contracted in as necessary for non English speakers. Buddying systems will be set up so that students support one another, for example a native English speaker buddying a Polish student for Physics.

Good outcomes as a result: All students are able to access appropriate courses and achieve grades appropriate to their ability, before moving on to the next stage of their education or training.

Gifted and Talented

Definition and description: Within a few years of opening, it is likely that the number of gifted and talented students attending Salisbury Sixth Form College will grow significantly. Currently, most of these students will be catered for well by the two city grammar schools, though some students do choose other post-16 providers. The 11-16 feeder schools will be most likely to provide the gifted and talented students in the first few years. In 2011, 22% of Year 11 students attending the Laverstock 11-16 schools were higher attainers based on average point scores on entry. Some 5% would fall into the gifted and talented category, based on cognitive ability testing and Fischer Family Trust predictions.

Challenges for these students: Challenges will be to ensure that their needs are met when they are part of mixed ability A level classes. Their progress will close tracking to ensure challenge.

Strategies for meeting needs: Average GCSE point scores will provide another

significant measure of potential high attainment at Level 3 and on entry to the College students will be re-assessed, taking into account all the data available. Such students will be set on a curriculum pathway designed to stretch and challenge them from the first term. The Student Services Manager will have oversight of the gifted and talented programme, working in conjunction with one of the two Faculty Leaders, who will take responsibility for the tracking and monitoring of academic progress for these students.

Good outcomes as a result: All students identified as gifted and talented achieve their academic potential and embark on pathways appropriate to their ambitions and skills. Data demonstrates positive value-added for this group of students.

Social, Emotional and Pastoral Needs

Definition and description: Whilst acknowledging that every student in the College will have social, emotional and pastoral needs, it will be essential to collect information on students who have been accessing support from other agencies during their secondary careers and those for whom there have been significant events which have contributed to a particular need. Mental health issues amongst young people in this age group are relatively common, as are eating disorders and self-harm, both of which may be linked to mental health issues. Locally there are families with military backgrounds and parents serving abroad; such families and young people can find themselves under intense pressure for periods of time during the course of a year and it is important to acknowledge this. Similarly, numbers of students who have been entitled to free school meals will be assessed. In the Laverstock 11-16 secondary schools this number is low, at approximately 7%.

Challenges for these students: Students from some deprived backgrounds may find it difficult to achieve their academic potential owing to social and other pressures. Such students may be entering the college having failed to match their targets. They may appear to be most appropriate for Level 2 courses but may actually be of the ability to be challenged with a Level 3 course. Care will need to be taken to ensure that such students' needs are catered for.

Strategies for meeting needs: This will be individual, though will be supported by the ethos of the College as an inclusive and supportive institution. Students in the following vulnerable groups will be entitled to receive an allocation from the 16-19 Bursary Fund:

- looked after/care leavers;
- those with an entitlement to free school meals pre-16 or those coming from a household with a gross annual income below £20,000;
- disabled;
- those living independently.

There will be some variables, but the guidelines to be included in the College Bursary Policy will be allocated funds as follows:

- [REDACTED] to be paid to the student at the end of each of terms 1 to 5, with a larger sum to be paid at the end of term 6;
- payments from the Bursary Fund will be subject to attendance at all aspects of the College curricular and tutorial programme, with below 90% being the threshold for withholding payments. Students will also be expected to abide fully by the College code of conduct.

In addition to the termly payments, any trips which are deemed to be mandatory for course completion will be paid for by the College.

Students whose gross family income is under £30,000 per annum will receive a bursary of either [REDACTED] per subject studied or a [REDACTED] contribution to the purchase of a laptop or other approved piece of educational equipment.

A policy and statement of procedure will be produced as part of the College's prospectus. The availability of the Bursary Fund will also form an important aspect of pre-opening marketing. This is owing to the fact that currently some disadvantaged students in Salisbury drop out of post -16 education. Reasons for failing to complete are frequently cited as financial, linked to the cost of travel. This again matches with our vision for an inclusive sixth form college.

Good outcomes as a result: All students in this category match or exceed their targets for achievement and 100% of them are supported to achieve places on their next educational or employment pathway.

D4.2 The Classroom and Staffing

Part of the unique selling point of Salisbury Sixth Form College will be the quality of care and support given to individual students and to groups of students. This means that first and foremost every teacher is a teacher of young people and secondly, a teacher of their subject. This distinction is important as it will distinguish an approach in the classroom that will be different from other sixth forms in the city; it will recognise that, for example, an A level class may be very mixed ability and that each student has his or her individual needs. The specific approach at Salisbury Sixth Form College will be responsive to that identified by many students and parents of the Laverstock 11-16 secondary schools in the city as being particularly important to them. It will link our ambition to employ some of the teaching staff time from these schools in order to provide continuity.

Subject teachers

Subject teachers will be provided with data-rich information on each student they teach and they will be expected to use this data, as well as their increasing first-hand knowledge of their groups to differentiate their class work. Outstanding teachers at Salisbury Sixth Form College will employ the classroom techniques that are utilised by the very best practitioners in all schools at lower key stages, in contrast to the didactic style sometimes more common in sixth forms and colleges.

In practice this means that within, for example, an A Level Physics class of 18 students,

there may be a third working at a high level and engaged in largely independent study facilitated by the teacher who will set challenging tasks to stretch the most able, a third aspiring towards high grade attainment but for whom more structured teaching is necessary and a third working at a challenge point with significant support to access the mid lower A level grades. Within each of these groups would be individual variations requiring a personalised approach from the teacher.

As indicated later in D5, teachers will be expected to track the achievement of all students consistently and will be held to account for their attainment. Teachers will be expected to offer curriculum support to individuals and groups of students outside their main teaching timetable; it may be most appropriate for this to happen outside the main college timetable. Such sessions will be part of a teacher's contracted time allocation.

Learning Support Assistants

Two members of staff will be employed to fulfil these roles in the College. An unusual model for a sixth form college, this again signals the importance placed on personalised support. The LSAs will be deployed by the member of staff designated as the SENCO and will take on specific responsibility for supporting students with a range of needs in the classroom. They will work closely not only with the SENCO but also with the Student Services Manager in order to ensure that all students are able to access their personalised curriculum.

The work of a learning support assistant will vary but may include any or all of the following:

- preparing differentiated material to support the work of a subject teacher for individuals or groups of students;
- interpreting subject-specific academic language for an EAL student within a lesson;
- small group work with students to support their learning outside the taught timetable, possibly including the guided supervision of study time;
- short term lesson support for a student experiencing personal difficulties or mental health issues;
- specific practical support to allow a disabled student to fully access the curriculum, for example help to complete a practical assessment or experiment in a chemistry class.

Gifted and Talented Monitoring

The Student Services Manager will be responsible for the programme for gifted and talented students and will contribute both to the monitoring of academic progress and to preparation for routes into Higher Education and beyond. The Student Services Manager will co-ordinate the Oxbridge programme and access to medicine, veterinary courses and other specialised vocational routes for the most able. Similarly, gifted and talented students wishing to pursue different routes, such as into an advanced apprenticeship within a STEM industry will be provided with tailored support and mentoring. Students on the gifted and talented register will be mentored by the Faculty Leader with responsibility for tracking gifted and talented student or the Student Services Manager or another designated member of staff.

D4.3 ICT

ICT at Salisbury Sixth Form College aims to provide students with the opportunity to advance the essential skills learned pre-16 by applying them to the work place and becoming independent and self-fulfilled learners.

ICT provision for all students and those with individual needs will be high quality and aimed at removing barriers to learning. Every classroom will have interactive whiteboard facilities and a well-equipped resources area will provide opportunities for independent study, as will study areas adjacent to student common room facilities. Students will be encouraged to make use of their own ICT devices in the College, with the aim that most students are able to bring in a laptop or tablet for their own personal use. Lockers will be provided for secure storage of personal belongings and the network will be firewalled.

Software to be used with ICT systems will link to a personalised approach. This means that whilst some students will access ICT with ease, others may require help from software designed to support the dyslexic student or may need to use voice-activated software. In certain circumstances students may borrow a college tablet or laptop for a period of time in order to complete assignments and independent study projects.

Individual learning plans for students will draw on information from the feeder school and from the student's own information in order to establish the best type of ICT support. Use in subject teaching will vary considerably, owing to the nature of the subject and to the project in hand. For BTEC courses, presenting work via ICT will be the preferred method of presentation and it will also be an important method of coursework submission for students. The use of the internet-based service Turnitin will be introduced to students at Salisbury Sixth Form College, in order to:

- a) induct them into current higher education methods of checking plagiarism;
- b) foster opportunities for high quality teacher feedback, and
- c) provide comprehensive opportunities for peer feedback and formative assessment, thus developing students' critical thinking skills and helping them understand standards set by examination criteria.

The College virtual learning environment will be configured to support Turnitin, so that student assignments can be automatically submitted, with the likely choice being Moodle. With increasing numbers of universities using Turnitin, this will be an important learning tool via ICT.

Overall, the purpose of ICT at Salisbury Sixth Form College is:

- to enhance students' experience of learning, ensuring that ICT is a natural tool for students to use and integrate into daily life;
- to assist in removing barriers to learning by using it for a variety of functions, including as an information source and a creative tool;
- to prepare for ICT use in Higher Education and the workplace, recognising its importance in the continued development of society as a whole.

The running and maintenance of the ICT system will be the responsibility of the ICT

Network Manager. He or she will also be responsible for data management, to include the use of SISRA (see D5.6 later) for recording and tracking student progress and the management of the student portal, through which much of the teaching material will be delivered.

Subject teachers will be responsible for keeping materials up to date on the student portal and ensuring that differentiated resources are available for students to access when required.

D4.4 Other Agencies and Partners

The emphasis of the College will be on personalisation. Contact with feeder secondary schools will be important and it is therefore a strength of the College that it will have significant links with the Laverstock secondary schools. Providing some continuity in the specialist services used will be essential. Agencies whose support the college will certainly expect to employ will include:

- GPs and other physical health professionals
- Child & Adolescent Mental Health Services (CAMHS)

Partnership working will be a key part of the work of the College in order to support students with individual needs. As indicated, the Laverstock schools will be key partners, as it is expected that the majority of enrolments into the College will come from these three schools. In addition, one of the schools outside the city is a specialist centre for physical impairment and engaging that centre to work in partnership with the College will be helpful. Sharing resources for hearing impaired students, some of whom are currently taught in a Laverstock school, are envisaged, as are services from another local school which is a centre for gifted and talented students.

The Wessex Partnership, a group set up to serve schools in the south of Wiltshire and served by a partnership director, has the headteachers and principals of every state school and academy in the area on its steering group. We would expect that the

Principal of Salisbury Sixth Form College would join that group in order to take advantage of partnership opportunities and benefit from services offered, such as curriculum based training for students, access to higher education courses and vocational training.

Work with Wiltshire College, the local FE provider, will provide opportunities for students with individual needs to access additional academic and vocational courses to match their interests. Courses to complement students working at Level 2 such as Childcare or some of the Arts courses may be appropriate for some students.

Local employers will be at the heart of the partnership working for the College, with STEM and STEM related businesses offering mentoring, work experience and work-shadowing opportunities for students, as well as curriculum support through training days, one-off topic sessions and visits. Students with individual needs will be matched to specific industry mentors and work with these professionals will be directed at progression routes.

In addition, there may be an opportunity to work with a University Technical College which

has recently been proposed to serve the Salisbury area. Whilst the aim for the UTC will be to recruit students primarily from the age of 14, the post-16 offer could be aligned and some provision shared. Core STEM subjects at A Level, together with one or two BTEC courses, could be delivered collaboratively. Should the UTC application be successful, curriculum provision between the two institutions would be explored in depth for the benefit of young people attending either Salisbury Sixth Form College or the UTC.

See section H for further information in relation to location.

D4.5 The College Environment

The environment of the College must be appropriate for students with a variety of needs. In particular, it must be appropriate for access to students with physical needs, so therefore it must be wheelchair friendly with sufficiently wide corridors, lifts to all floors and disabled facilities in accordance with legislation.

Sufficient private study spaces in the College will be essential to break down barriers to learning for students with individual needs. The vulnerable student may require space where he or she can work on his or her own, with a small group of people or with a Learning Support Assistant. It will be important to create such spaces in the College.

Hearing impaired students find it easier to learn where the amount of background noise is to a minimum. Therefore, using flooring and furniture with soft sound will assist and this needs to be a feature throughout the College, including in the more open public spaces such as the cafeteria.

The College policies for SEND and Gifted and Talented are detailed on the following pages:

Salisbury Sixth Form College

Draft SEND Policy

Rationale

Salisbury Sixth Form College has an open admissions policy and aims to provide all students, including students with SEND a high quality education with an emphasis on STEM subjects, thus preparing them for higher education and the world of work in STEM related industries. We expect students and their parents to be fully committed to our ambition to maximise the potential of all students attending the college.

Aims

Salisbury Sixth Form College puts a high priority on supporting students with special needs, aiming to:

- identify student needs promptly and preferably prior to entry to the College through our induction process;
- involve parents, staff and students in a consideration of the nature of the special needs and how they may be met in the college;
- devise and communicate strategies to address needs, setting targets for students and monitoring progress towards them;
- monitor and review the success of systems and procedures designed to support students with SEN through communication with staff, students and parents;
- create partnerships with external agencies as necessary to provide additional support for students.

Provision

Students with Special Educational Needs or Disabilities will be provided access to the following, as appropriate to the individual:

- access to appropriate ICT facilities including laptops, voice activated software and other ICT as appropriate;
- special arrangements for external and internal examinations;
- support with access to Higher Education institutions, including access to individual help based on need whilst studying at university;
- physical spaces and facilities in the College appropriate to need.

With the raising of the participation age, the College will also aim to ensure that continuity of support is put in place for any student moving from another school, including funding for any student who has a statement which continues past the age of 16.

Salisbury Sixth Form College

Draft Gifted and Talented Policy

Rationale

Salisbury Sixth Form College recognises the exceptional ability of some of our students. We are committed to ensuring that gifted and talented students are recognised, supported and challenged to fulfil their potential, ensuring also that their progression routes reflect their abilities and ambitions.

Definition

- We will define as 'gifted', students who have exceptional ability in at least two academic subjects.
- We will define as 'talented' those who have exceptional ability in arts subjects and in sport.
- Gifted students will be defined in accordance with eligibility criteria advised by the National Academy for Gifted and Talented Youth:
 - Average point score at Key Stage 2 of 35, leading to Level 7 or 8 at the end of Key Stage 3

- Average GCSE points score of 50 or above

Aims

Salisbury Sixth Form College will:

- identify gifted and talented students prior to entry to the College through our induction process;
- offer course guidance to ensure curricular choices match requirements for entry to Oxbridge or other Russell Group universities;
- provide specific mentoring for G&T students linked to individual need;
- provide opportunities for G&T students to build their personal portfolios of achievement, including extra-curricular activities;
- ensure that tracking of G&T students is robust and focused on the achievement of potential.

Provision

This will be personalised, but is likely to include:

- accelerated and personalised learning in lessons, including differentiated tasks set outside lesson time;
- access to the AQA Baccalaureate;
- visits to universities and enrolment on the Oxbridge programme from Term 2 in Year 12;
- apprenticeship preparation and familiarity programmes
- opportunities to work with STEM and STEM related industries;
- UCAS application-enhancing activities such as Maths Challenge, Biology Olympiad, Med-link and Vet-link courses.

SECTION D5: STUDENT ACHIEVEMENT

D5.1 Areas of achievement

The areas of achievement relate clearly to the aspirations and outcomes outlined in Section C2.2. Key areas of achievement for the Salisbury Sixth Form College will be:

- academic attainment and achievement, with specific targets for STEM attainment;
- progression, particularly into STEM related areas of Higher Education and employment.

In addition, the ambition of the College is to be judged an outstanding sixth form college by Ofsted. This then relates to other areas of achievement, specifically:

- teaching and learning;
- behaviour and safety, including attendance;
- social, moral, spiritual and cultural development.

Linked to these areas are other areas of achievement:

- student satisfaction;
- parent/carer satisfaction;
- employer satisfaction, in particular in relation to STEM related employment and training;
- recruitment and retention of students, as outlined in C2.2:
- staff development and retention;
- student participation within the local community.

Achievement in each of these areas will be linked to the measurement of success in relation to the vision of Salisbury Sixth form College. High academic achievement, a high profile for STEM and STEM-related progression, an outstanding judgement from Ofsted and positive attainment in other areas of achievement will all relate to the fulfilment of the vision.

Given that the proposal for Salisbury Sixth Form College is, as indicated in Section C, demand driven and relating to a long history of perceived need, there is a strong moral purpose attached to the achievement of students. Knowing that, because of the lack of appropriate provision for many young people in the city of Salisbury that there is a history of under-achievement, drop out or failure to progress, the areas of achievement identified are appropriate for the measurement of the delivery of our education vision. The student demographic is expected to be predominantly middle ability Level 3, though we expect the numbers of highly academic students to rise as the College gains in reputation. Value-added performances for the College which ensure that these middle ability A Level students are able to access places at good universities or secure good STEM related training opportunities will be key measures of success.

D5.2 Overall Aims

The overall aims of the college relate to the student leaving the College. We want our young adults to leave us with:

- a set of qualifications which exceeds expectations, based on previous attainment data;
- a clear progression route and a place secured at university, in training or employment, linked to STEM related careers;
- a CV which demonstrates a range of experiences and achievements, from work experience to sport, leadership to participation;
- a confident and positive approach to continued education and to future economic well-being;
- a set of values for life broadly based on Christian principles;
- a clear sense of personal wellbeing and how to achieve and maintain it.

D5.3 Types of Assessment

Types of assessment will be dependent on the nature of the aim.

Qualifications

Here it will be summative data; absolute results and progress based on baseline data from the end of Key Stage 4, both for the individual student and against national data. The assessment will be based on the results from external examinations and assessments.

Formative assessments, based on subject teacher in-year assessment data will contribute towards indicators of progress and eventual attainment.

Progression

In the main this will be summative data, taken from destinations information collected by the College and showing numbers and percentages of students embarking on degrees, training, apprenticeships and job roles. Progress towards the attainment of these goals will also be tracked formatively during the course of individual student's time at the College. The destination information will also indicate qualification routes taken by students such as honours degree, foundation degree or Level 4 apprenticeship, for example. Qualifications related to STEM careers will also be assessed.

CVs

As part of the final year PSHE programme, every student will leave with an electronic and printed copy of a CV which they can develop for future use as they progress through university and/or employment. The 'final product' analysis and evaluation will be completed at tutor level with a check list provided to indicate the fulfilment of each category. The assessment of the CV will consider how well a student has matched targets in a range of areas, including the following:

- engagement in STEM;
- work experience;
- community involvement;
- leadership;
- participation in a range of activities.

Other Aims

The final three aims listed in the section above are less easily quantifiable than the first three. Assessment of achievement in these three areas will be based on student perception data rather than any form of external or objective assessment. Student surveys will be carried out both during the progression of a year and also an exit survey to determine the success of these ambitions. The final survey will provide summative information which will indicate the degree to which one specific cohort has fulfilled the aims. There will also be some further soft data available through evaluations completed by staff in the College and by employers and university departments working with students.

D5.4 Specific Targets

Qualifications

These will be appropriate to the pathways followed by individual students. For the College

they will be as follows:

- 99% of Level 3 students achieve 3 A Levels or equivalent passes;
- 100% of students achieve one or more Level 3 pass;
- 60% of A level grades awarded are at A and B grade;
- In relation to STEM attainment, specific targets will be:
 - 100% of students achieve one qualification in STEM;
 - 60% of students achieve two qualifications in STEM;
 - 30% of students achieve three or more qualifications in STEM;
- Looked after or Care leavers/FSM and other vulnerable students will perform at least as well as other groups of learners.

Progression

Again, these will be dependent on the individual but are as follows:

- 100% success rate converting university applications to places;
- 75% achieve STEM related university place;
- 100% secure a university, training or employment place;
- 85% overall progress in STEM related route.

CVs

100% completion of these documents will be the clear target, with 99% matching success criteria for evidence of achievement shown on the CV. The quantitative information included on the CV will be linked to the student PPA (Personal Portfolio of Achievement).

Other Targets:

Student Satisfaction

This will be based on student satisfaction surveys and will show 99% satisfaction on the exit survey, with 95% + student satisfaction demonstrated through in-year surveys and using the Ofsted student survey model.

Healthy Lifestyles

95% students will use College and other facilities. A College cafeteria will sell a range of healthy snacks and meals and students will be encouraged to play an active part in menu planning in order to encourage take-up. Facilities for sport and other activities will be made available through enrichment opportunities, in partnership with the local leisure centre, Five Rivers and other providers, dependent upon final site.

D5.5 Purpose of Targets

College staff will use targets to measure success, particularly in relation to qualifications. A full evaluation of examination results and overall attainment will be undertaken after results are published in August and teaching staff will be accountable for their results matched to the targets.

Targets will also be used as part of the College appraisal scheme, whereby each member of the teaching staff will set SMART targets for two classes of students in relation to their academic performance. The qualifications will be reported to the Governing Body by the Principal, together with a detailed evaluation matched to comparable performance locally and nationally. Parents, the local press and feeder secondary schools will receive some detail about qualifications obtained.

Much of the same will be true for targets in relation to progression routes and also for the 'softer' aims, which will be evaluated in college and will be available in the public domain through the website and press in order to provide important PR for the College. All of these will contribute to whole college self-evaluation and ensure that the College is engaged fully in continuing improvement.

D5.6 Monitoring and Reporting Systems

The KS5 applications for SISRA, a web-based performance analysis tool, allow the importing of information from the College MIS (SIMS to be used) as CSV files. A Level, BTEC and GCSE subjects will be shown and a points system will allow all staff to analyse examinations, assessments, including mock examinations against targets for students.

Focus groups will be set up on SISRA to ensure the close monitoring of all students in specific vulnerable groups and gifted and talented students. Tutors, as well as teaching staff, SLT and the Student Services Manager will have training on the use of SISRA, which will be used directly with students in mentoring sessions as well as being shared with parents at tutor consultation evenings.

SISRA will be the preferred method for the recording and analysis of data connected to student academic achievement. Part of the justification for this is that the software is used by two of the Laverstock Schools which means that students are used to conversations with staff which make use of the SISRA presentations.

Student tracking will focus on all students and on vulnerable groups, care leavers, all those in receipt of bursaries, gifted and talented and SEN. Tracking progress towards challenging academic targets will start early in October during the first term, with checks on attendance, attitude to learning and homework/independent learning tasks.

The Student and Parent Portal (SPP) will be used to present reports and records of examination results, as well as interim assessments.

The SPP will be accessed via the College website and will present both students and parents with a clear picture of information, to include student calendar and timetable, attendance statistics (by session and as a graphically presented overview), imported GCSE and other Level 2 qualifications achieved and a communications section for

information from the College. All tracking and reporting will be uploaded to the student and Parent Portal. The results of any module tests or BTEC assessments will also be uploaded so that both student and parent are kept informed.

The SISRA screen shot on the following page is an example of the use of the student tracking section of the software. Subject residuals and grades are also available.



Monitoring and intervention procedures will be embedded into the College year as shown in the following table:

Monitoring and Intervention Procedures: Calendar

Calendar	Year 12	Year 13
July	Prior to enrolment, 'at risk' students identified and draft intervention register prepared.	Transfer from Year 12.
September	<ul style="list-style-type: none"> • Year 12 starts • Target grades determined from average GCSE points score using ALPs. • 'Pit stop' with tutor re organisation, study skills. 	Intervention list of students identified by tutors/teachers and co-ordinated by Deputy Principal. Monitoring weekly.
	Sixth Form Subject Intervention – all recorded in shared area on staff server. All intervention supported by the Code of Conduct (policy and statement of procedure) used to ensure a systematic approach with students who do not initially engage or respond.	
Calendar	Year 12	Year 13

October	Early monitoring and Data Collection point 1. <ul style="list-style-type: none"> • Attendance • Attitude to learning • Homework/independent study • Target grades 	Early monitoring and Data Collection point 1. <ul style="list-style-type: none"> • Predicted grades • Target grade • 'Pit stop' with tutor re targets, next steps after College.
November	Tutor support meetings. <ul style="list-style-type: none"> • All students below attendance target or showing concern for attitude to learning and homework in early monitoring data provided with support. 	Tutor support meetings. <ul style="list-style-type: none"> • All students below predicted V target identified against early monitoring data provided with support.
	<ul style="list-style-type: none"> • Level of intervention dependent upon need and monitored by Principal (Deputy Principal in Year 2) and Faculty Leaders. • All intervention supported by the Code of Conduct. 	
1 st Week December	Data Collection Point 2 <ul style="list-style-type: none"> • Predicted grade • Target grade • Mentoring comments 	Data Collection Point 2 <ul style="list-style-type: none"> • Predicted grade • Target grade • Mentoring comments
	Monitoring using SISRA to identify under/over attainment. Intervention register modified.	
January to February	Intervention register reviewed by Faculty Leaders. Students coping well may be removed from the register but monitored by subject staff and tutors.	
February	Data Collection Point 3 <ul style="list-style-type: none"> • Predicted grade • Target grade • Mentoring comments 	Data Collection Point 3 <ul style="list-style-type: none"> • Predicted grade • Target grade • Mentoring comments
	Intervention register modified. Intervention group traffic light assessed, taking into account students new to intervention and those with persistent need. Intervention Evening – students required to attend; parents invited. Persistent concern students interviewed by Principal (Code of Conduct supporting intervention)	
April	Data Collection Point 4 <ul style="list-style-type: none"> • Predicted grade • Target grade • Mentoring comments 	Data Collection Point 4 <ul style="list-style-type: none"> • Predicted grade • Target grade • Mentoring comments
May	Intervention register reviewed by Faculty Leaders and students coping and doing well removed but monitored by subject staff.	Intervention register reviewed by Faculty Leaders and Principal.
	Examinations <ul style="list-style-type: none"> • Supported exam preparation. 	
June	Data Collection Point 4 <ul style="list-style-type: none"> • Predicted grade • Target grade • Mentoring comments 	
July	Transfer to Year 13	

D5.7 Interventions

Targets will be reviewed and re-assessed on an annual basis. If the College is meeting or exceeding academic targets, then these targets will be reviewed and more challenging targets set. In order to achieve an overall aim of being an outstanding sixth form college, academic targets will be ambitious and tailored to the cohort of students completing courses.

If academic targets are not met then these should be analysed closely according to areas of weakness. It may be that these are linked to specific subjects and/or teachers and that there is underperformance identified in a particular subject. Intervention may need to take place for the teacher or set of subject teachers in order to improve the quality of delivery to students. This may take a number of forms, which will be dependent on the nature of the weakness identified. Intervention activity is linked closely to both the monitoring and reporting procedures and to the student Code of Conduct.

D5.8 Accountability and Performance Management

Intervention with regard to a student's performance will be the responsibility firstly of the subject teacher. The line manager, one of the two Faculty Leaders, will be responsible overall for the subject achievement and also for the quality of teaching and learning of that subject. The Principal will delegate responsibility to the Deputy Principal (from year 2) for the overview of the curriculum and attainment. The Deputy will also line manage the two Faculty Leaders.

Should a particular teacher be failing to meet targets with a group of students, the line manager will become involved and a programme of support will be agreed. This will include focused observation of lessons by the line manager, scrutiny of planning processes and materials and a tailored programme of development activity for the individual teacher. If the intervention needs to take place part way through a year, then mechanisms will be set up to check student progress and link it to expected attainment.

If there is still under-performance then formal capability procedures will be begun and decisions will be made regarding the class concerned which may involve them being taught by another member of staff. Linking with D3, it is essential that the teachers employed by the College have transferable skills; it must be the case that another teacher is able to step in to teach a group if necessary.

Professional development opportunities for staff will largely be in-house and will be focused on the quality of teaching and learning. A programme of twilight training will allow staff to share good practice, for in-house and contracted-in training on the teaching of outstanding lessons, or to maximise A Level achievement. In addition a programme of paired observations, together with teaching and learning audits which utilise peer observation will provide quality CPD. Collaborative CPD will be fostered through links with schools, in particular, the Laverstock schools, where there already exists a collaborative CPD and NQT training programme.

D5.9 Engaging Parents/Carers

Parents will be involved in the process of improving their son or daughter's academic

progress and will be communicated with on a regular basis via the student/parent portal. We will be mindful of the fact that with sixth form students, there is a balance to be drawn between treating them as young adults and giving them full responsibility for their learning and ensuring that they are supported to achieve their best. By ensuring that a robust data system provides 6-weekly updates on predicted grades and performance, including attendance and contribution to other activities, we will foster informed conversations between student and parent as well as between home and College.

Similarly, involving parents in the process of UCAS or of applying to different employment opportunities will keep communication open and accountability clear

There will be as many scheduled events as possible which have the capacity to bring parents into the College. These will include:

- Interviews for new enrollers and returning Year 13s in September;
- Year 12 Parent Welcome Evenings and other social events;
- Tutor and Subjects Consultation afternoons/evenings;
- UCAS and Oxbridge presentation evenings;
- STEM day and evening presentation;
- Higher Education Fair;
- Apprenticeship and employment fair, based on STEM opportunities
- EPQ and other subject-based presentations;

We will also seek to engage as many parents with STEM employment experience into a College STEM net group, aimed at supporting students into STEM care

SECTION D6: ADMISSIONS

Admission to the College is open to any student from Salisbury and its environs. Key issues for admission to the College are as follows:

- applicants meet the entry criteria for the course applied for;
- applicants can demonstrate a strong interest in and commitment to one or more STEM related subject. Every student will be expected to study one or more STEM or STEM related subject.

In addition, students (and parents) should acknowledge that, whilst not a designated Faith College, the College operates within the framework of a Christian ethos. The College is open to admissions to students of all faiths and none. The admissions policy will recognise that under the Equality Act 2010, it is unlawful for any education provider to discriminate between pupils on grounds of disability, race, sex, gender reassignment, pregnancy and maternity, religion or belief, or sex.

The planned admission number for the college is 200. The apparently modest PAN acknowledges the need for additional places in Salisbury for post-16 students without setting out to provide aggressive competition for existing city centre provision. It also recognises that it is not until 2020 that the first group of students from a significantly higher

birth rate year will enter the college. Entry for 2017, 18 and 19 is likely to be affected by the demographics of small year groups in current year 5, 6 and 7, hence the realistic number of 200 per cohort. The over-subscription criteria as shown in the policy will apply should this be necessary and an appeals process shown in the admissions policy provides clarity on the action needed should a student fail to be offered a place.

The admissions process will be set out on the College website and in the prospectus on an annual basis. A timeline for applications for places at the College is likely to appear as follows for the first year of entry:

September 2013	College Prospectus available to all prospective students
September/October 2013	Information/Open Evenings held for prospective students and parents. Application window opens.
February 2014	Application window closes. Late applications accepted and dated from this point onwards.
March 2014	Interviews held with all applicants
April 2014	Conditional offers sent to students by letter
May 2014	Appeals panels, if necessary
August 2014	Invitation to interview post GCSE results for all students offered a conditional place. Interviews conducted prior to start of Autumn term and firm offer made, detailing course(s) to be followed.
September 2014	Entry to the college

The entry criteria for specific courses will be assessed on an annual basis and published in advance of the application window opening. It is likely to be as follows:

Course	Entry requirement
4 AS levels	6 or more GCSEs at A*-C including English and Maths with expected B grades in subjects chosen for study
3 AS courses or BTEC Level 3 course	5 or more GCSEs at A*-C including English and Maths with two or more grades at B
BTEC Level 2 and other courses	5 or more GCSEs at A*-D with two or more at grade C

The aim of the college is to be inclusive so all applications will be assessed on an individual basis. Applying by the published deadline is expected for reasons of fairness and transparency, with any student with a protected characteristic being highest on the list, in order to meet the requirements of The Equalities Act 2010. The criterion re students who completed key Stage 4 at one of the Laverstock Schools fits with the ambition of the Steering Group to match the wishes of students and parents from those schools. This is

turn matches the vision and rationale for Salisbury Sixth Form College and aims to provide a smooth and effective transition for students living in close proximity to the college.

The over-subscription criteria are kept deliberately simple and shown in the policy in the order in which they will be applied.

Salisbury Sixth Form College

Draft Admission Policy

Introduction

This policy operates in line with The Equalities Act 2010 and applies to students seeking admission to the College's full time courses for 16-19 year old students.

Salisbury Sixth Form College offers full time courses to students at three levels:

- Intermediate Level – Level 2 courses;
- Aspiring Advanced Level – a mix of Level 2 and 3 courses;
- Advanced level – Level 3 courses.

Most students will follow two year courses; others will follow a three year course. The needs of each individual student will be assessed by the College and discussed on an individual basis throughout the admissions process.

Salisbury Sixth Form College is open to all students who satisfy the criteria for admission as set out in the College prospectus on an annual basis. The College aims to meet the needs and interests of the local community, enabling young people in Salisbury and the surrounding area to access high quality post-16 provision whilst minimising long and difficult journeys to school or college.

The Equalities Act 2010

No student will be discriminated against because of their sex, race, religious belief or sexual orientation. Students who are pregnant, have recently had a baby or are undergoing gender re-assignment will also be free from discrimination.

Salisbury Sixth Form College is committed to ensuring that all reasonable adjustments to provision will be made to ensure that students with protected characteristics are not unfairly disadvantaged.

Salisbury Sixth Form College is committed to ensuring that young people with disabilities, including those with learning disabilities, are treated fairly. All reasonable adjustments to provision will be made to ensure that students with disabilities are not unfairly disadvantaged.

Application and Interview

The College will set a closing date for applications which will be published on the website

and in the annual prospectus. The Governors will consider first all those applications received by the published deadline. Applications received after this deadline will only be considered if space on courses is still available or if space subsequently becomes available at a later stage in the admissions and enrolment process.

In all course categories students must meet the academic entry requirements for the course(s) stated. In exceptional circumstances an offer may be made to a student who does not meet the required criteria and where extenuating factors apply.

All applicants will show a commitment to and strong interest in following one or more STEM related courses.

Applicants will be asked to select first and second choice courses on their application forms. All applicants' first choices will be satisfied wherever possible. Applicants will be informed and second choice subjects/courses will be offered where necessary. If there is insufficient demand for a course to run it may be withdrawn from the curriculum for that year. The College reserves the right to make alterations to the curriculum offer based on student demand.

All applicants will be interviewed before an offer of a place is made at the College. An offer is likely to be conditional and based on GCSE achievement which meets the appropriate entry requirements for the course of choice.

Over-subscription

In the event of the number of applications to the College exceeding the places on offer and individual courses being full, the Principal and Governing Body will consider applications with the following order of priority:

1. applicants who applied by the published deadline;
2. students with disabilities and any student with a protected characteristic, vulnerable students, FSM and looked after/care leavers;
3. students who completed Key Stage 4 at one of the Laverstock schools
4. students who have a sibling, half-sibling or step-sibling on roll at the College at the point of entry
5. students who live closest to Salisbury Sixth Form College, based on the post code of the student's home address.

A tie-breaker will be applied in the case of over-subscription. It will be based on straight line proximity to the main entrance of the college from the main entrance of the students' home residence. This tie-breaker fits with the vision of Salisbury Sixth form College, which is to provide quality sixth form education to match the needs of local students.

Mid-year entry and entry to Year 13

Entry for external students either part way through a year or into Year 13 will depend on compatibility as determined by examination board requirements, the courses to be

followed, the availability of places within the groups and the applicants' results from the AS examinations taken in Year 12.

Only under extreme circumstances would a student be refused a place in Year 13 after completion of Year 12; such an occurrence is likely to be by mutual consent.

Admissions Appeals

Should an application to Salisbury Sixth Form College be unsuccessful, the parents of the student and / or the student him/herself have the right to appeal to an independent admissions panel. An appeal should be made in writing within fifteen working days of receiving the letter indicating that a College place has not been offered. The letter should be addressed to The Clerk of the Governing Bod

SECTION D7: STUDENT BEHAVIOUR, ATTENDANCE AND WELL-BEING

D7:1 Behaviour

Students will opt to enrol at Salisbury Sixth Form College to follow subjects and courses of their choice. The vision of the College, to provide a first class education in a stimulating and supportive environment, underpinned by Christian values, will provide the guiding principles for behaviour to be demonstrated by all students.

We believe strongly that at the heart of the college will be two factors which will ensure that negative behavioural issues are at a minimum. These are:

- first class teaching and learning which provides consistently high levels of engagement for students
- excellent staff and student relationships, based on mutual respect

Our view of behaviour is clearly linked to the College vision to provide an outstanding learning environment. It links to the view set out in Section D that there is no ceiling on achievement; this is part of the vision which must be shared by all staff at the college. It is linked to high expectations of achievement as set out in Section C and in D and linked further to the development of the confident learner whose self-esteem is high owing to the view his teachers have of him.

The recruitment of the right staff is crucial to the realisation of this vision. As previously stated in D3 and in F5, it will not be enough to secure teachers with good knowledge of their subjects; skills in fostering success in young people are essential. Such skills will be tested at interview through lesson observations and interactions with students and will also be the subject of training sessions for staff before and after the opening of the College.

This is another area where close links with the Laverstock Schools will be helpful. Students have told the group (most recently in Focus groups in December 2012) that the 'family feel' of their 11-16 environment is part of what they want for sixth form education. Tutoring is important to them and again, training the successful and supportive tutor will form part of early CPD. By employing, initially on a shared part time basis, some staff from the Laverstock Schools will help ensure this continuity and care so desired by prospective students and seen as lacking or less good than they would hope for in other local post -16 provision.

The curriculum will support high standards of behaviour from students, in particular because, as mentioned in Section C's aspirations and outcomes, it will be essential to ensure that students are matched to the right courses for them, resulting in positive engagement. In addition, the sessions allocated in curriculum time to Option E can be used for mentoring and coaching; those most vulnerable will be those given these opportunities at the earliest stage.

Part of our vision for an inclusive college is that we recognise that not every young person finds the transition to post 16 study easy. Support and positive encouragement will be offered on a daily basis. The role of the Student Services Manager will be helpful in assessing risk and in supporting students as necessary.

Outcomes for students at all levels will be higher given the approach we will advocate. The College will adopt a 'no student left behind' attitude to be engendered in all staff and realised in practice through one to one mentoring and support, whether it is assistance after an individual lesson, face to face tutorials to help a student prepare a UCAS application or pastoral mentoring to help break down a barrier to learning for a student that exists for them outside the College.

However, given the greater freedom and responsibilities that sixth form students have in comparison with students at a younger age, there are some behaviours which might contravene both the ethos of the school and the code of conduct as set out in the Code of Conduct that follows. It is not expected that there will be frequent and serious issues, but students will need to understand that there are clear expectations and boundaries. Such behaviours are likely to fall into the following categories:

- poor or inappropriate standard of dress;
- below standard attendance and punctuality, including truancy;
- failure to submit homework or assignments on time;
- low level disruption of learning;
- failure to treat others in the College with care and respect, including bullying.

Any of these misdemeanours will be dealt with in the first instance by either the subject teacher or the tutor, depending on the situation.

The College will include a clear statement of procedure in the Student Handbook, which - along with the Code of Conduct policy - will make the various levels of sanction clear. These are likely to include:

Stage 1	An informal conversation with a subject teacher or tutor.
Stage 2	A formal meeting to address the issue of misbehaviour with clear target for improvement set.
Stage 3	Formal Verbal Warning, involving parents and issued by a senior member of staff. If the issue is linked to attendance then an attendance contract may be

agreed.

- Stage 4 First Formal Written Warning, involving formal disciplinary procedures and involving a meeting with parents. Actions of a serious nature such as damage to College property or an action that brings the College into disrepute will be dealt with automatically at this level and by a senior member of staff.
- Stage 5 Second Formal Written warning, involving the Principal and being the penultimate step before permanent exclusion.
- Stage 6 Permanent Exclusion. Governor involvement.

Sitting alongside this ladder of sanctions will be a rewards system which will be agreed by the student council. It would be likely to include certificates of achievement, written testimonials and letters to provide evidence of achievement, as well as other agreed rewards linked to future employability.

High expectations, high quality teaching in all classrooms, close links with industry and higher education opportunities, together with involvement of the student council in creating a College Charter will ensure that student behaviour is always of the highest standard.

If it is likely that a student would be excluded from the College, steps will be taken with all students to provide support and avoid formal disciplinary measures. Educational outcomes will be raised for students owing to the promotion of disciplined learning and expectations of high achievement.

Salisbury Sixth Form College

Draft Student Code of Conduct Policy

Rationale

The ethos of the Salisbury Sixth Form College determines that every member of the College community is valued and respected as an individual and that staff and students abide by Christian values of mutual trust, care and respect. The Code of Conduct Policy is therefore designed to promote a working environment where everyone feels happy, safe and secure.

Principles

Equality and diversity are an integral part of College life, respected by both staff and students. Action will be taken in order to ensure that staff and students have equality of opportunity regardless of age, disability, ethnic origin, gender/gender reassignment,

marriage/civil partnership, pregnancy and maternity, religion or belief or sexual orientation. The College is committed to ensuring that disabled people, including those with learning difficulties, are treated fairly and that reasonable adjustments will be made to provision to ensure that disabled people's needs are met.

Code of conduct

Students at the Salisbury Sixth Form College are expected to abide by the Code of Conduct as set out below and published in the Student Handbook:

- **Dress:**
Students are expected to wear business dress at all times whilst in College, with the exception of certain practical and sporting activities when appropriate dress should be worn.
- **Attendance and punctuality:**
100% attendance should be the aim and students should attend College and all lessons and tutorials on time
- **Conduct in lessons and during study time:**
Students are expected to make a valuable and positive contribution to every lesson and to use study time profitably, apportioning time to specific subjects and/or aspects of their learning
- **The environment:**
Students are expected to make a positive contribution to the learning environment of the school, ensuring that eating and drinking takes place in designated areas only and that anyone who is mis-using facilities is respectfully challenged.
- **Relationships:**
Students are to conduct themselves in a respectful manner to all other members of the college, taking account of the Equal Opportunities Act 2010 and the Christian ethos of the College.

Students who do not adhere to the College Code of Conduct will be disciplined according to the misdemeanour. Persistent contravention of the Code of Conduct could ultimately result in exclusion from the College.

Salisbury Sixth Form College

Draft Anti-Bullying Policy

Rationale

Salisbury Sixth Form College is committed to providing a supportive, friendly and safe environment for staff and students.

Under the Equality Act it is the duty of the College to eliminate unlawful discrimination, harassment and victimisation within the College community. In addition, staff and students are expected to respect Christian values, in particular those made overt through our vision and ethos:

- Justice
- Generosity

- Responsibility
- Respect
- Friendship
- Encouragement

None of these ideals have any compatibility with bullying in any form.

Definitions of Bullying

The College defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying, for the most part, falls into one of two categories:

- emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups;
- physically harmful behaviour.

Cyber bullying is an aggressive, intentional act carried out by a group or an individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him/herself.

Procedures

The procedures for dealing with incidents of bullying amongst students link to the Code of Conduct Policy and to the six stages for sanctions. It is recognised, however, that in the case of serious bullying incidents that sanctions for bullying are likely to move swiftly to a stage beyond Stage 1.

Procedures for alleged bullying incidents are as follows:

a) Challenge the Behaviour

All students and staff have a duty to challenge any bullying or harassment by:

- making sure that bullying is or was taking place, and that it is not merely a misunderstanding;
- making it clear to the alleged bully that his/her behaviour is unacceptable and explaining why;
- encouraging and supporting the victim.

A student should inform their tutor or the Student Services Manager if he/she feels unable to challenge the behaviour.

b) Mediation

If harassment or bullying has occurred and the recipient either feels uncomfortable about challenging the other person or may have already done so to no effect, they should talk the situation through with a friend or their tutor. Mediation, often with the

help of a tutor, may be necessary in order to agree a situation. Students are encouraged to use mediation to secure a solution before moving to formal procedures. If mediation is not appropriate or one of both parties refuses to take part, then the alleged incident will be dealt with by the formal Code of Conduct procedures.

c) After the Formal Procedure

When a formal procedure has been concluded and a complaint is upheld, it is the responsibility of the tutor(s) to check that no further bullying takes place and that the victim is safe.

D7:2 Attendance

Much of what has been explained under the section on behaviour also applies in attendance. Again, high expectations, matched with individual knowledge of students and care from both the tutor and other members of staff working with students will help alleviate attendance issues.

The Attendance policy makes clear the precise targets for students with regard to attendance and demonstrates the responsibilities of staff at different levels in the College. It also provides clarity about expectations of attendance and places the onus on the student for providing evidence of an authorised absence.

The Attendance Policy is detailed on the following pages:

Salisbury Sixth Form College

Draft Attendance Policy

Rationale

Students at Salisbury Sixth Form College are expected to maintain an attendance record of 90% or better.

Qualitative research indicates that post-16 students who maintain an attendance rate of above 90% achieve on average half an A Level grade per subject higher than those attending only 85% of lessons. Those students achieving 90% or better attendance were 70% more likely to achieve an A or B grade. At AS level the difference is even greater, with those achieving at least a 90% attendance record gaining an average of one grade higher than those with 85% attendance. Similar comparisons can be made with students on BTEC and equivalent courses.

Aims

- To promote good attendance, which is the responsibility of all staff and students, in order to increase success and progress opportunities.
- To identify reasons for absence in order to support the student in improving their attendance and subsequently their retention and achievement.
- To identify at-risk students via attendance monitoring.
- To positively reward excellent and improved attendance and to challenge unacceptable attendance.
- To contribute to the success and progress rates for the College.

Responsibilities

Attendance is the responsibility of everybody working in the College. The College requires all tutors and teachers to complete registers accurately and efficiently. In practice this means that:

- all teaching staff will take electronic registers at a convenient time during the lesson;
- all staff must appropriately challenge lateness during the lesson: if there is no improvement in attendance the student will be referred to the Faculty Leader;
- all tutors will take electronic registers during the tutorial session;
- all tutors will monitor and challenge/praise the attendance of all the students in their group and record reasons for non-attendance;
- if there is a failure to improve attendance, the student may then be placed on contract. This will involve contacting parents, setting targets for improvement in attendance and close monitoring for a set period of time. Further failure to improve will result in an interview with the Deputy Principal.

Absences

All absences will be recorded as unauthorised unless there is a valid reason for the absence. The student must provide a reason for absence, which should be backed up by evidence such as a letter from a parent, doctor's appointment card or similar.

Requests for a leave of absence will be given in exceptional circumstances only unless the absence is connected with education or progression, such as a visit to a University Open day or a work placement interview. Such requests should be made a week in advance.

Students are not expected to take holidays during term time or to schedule driving lessons or routine medical appointments during the College day.

Unforeseen absences such as for sickness should be notified by email or telephone to the student's tutor by 9 a.m. on the day of absence. Students' parents or carers must certify a short illness with a letter or telephone call.

_____ End of Policy _____

Promoting good attendance in the College will be a priority and it will be modelled in a number of ways, including through the promotion of excellent attendance records amongst the staff. Return to work interviews will be part of the culture of the College for the staff and

can also be put into place for all students on return from an absence of three days or more. A one-to-one interview with the tutor can ensure that the student is able to catch up on work missed and avoids falling behind. Emailing work home and having access to course material and programmes of study on the student portal will assist in this. The clear and rigorous approach with students will ensure that those who are most likely to miss sessions will find it difficult to remain anonymous. Assemblies and presentations from local employers will provide good opportunities to link attendance with personal economic stability as well as job satisfaction.

Attendance registers will be kept in all lessons and completed electronically, with absences followed up immediately with a text to the student concerned. Half day session attendance will be recorded in Lesson 1 and in the afternoon tutorial period.

College targets for attendance will be made clear to students and celebrated when achieved through communicating via the website and newsletter, as well as informally through College life.

Parental involvement will be an essential part of attendance monitoring and in accordance with Stages 1 to 6 of the sanction guidance, parents will be informed should attendance or punctuality become a problem. Interventions will be necessary when a student's attendance falls below 90%. In the case of unavoidable absences, students will be encouraged to be pro-active and collect work in advance of their first day of absence. Assignments on the student portal will also help in this event.

The policy on attendance sets out the rationale, focusing on the difference a student can make to their grades with good attendance. Promotion of these positives will be part of everyday life at the College.

D7.3 Well-Being

Linking to the vision of an inclusive school where every student is an individual, the promotion of well-being for students and staff in the school links to the Christian values as demonstrated through our ethos.

The promotion of well-being for students will be the responsibility of all staff, with special emphasis on the tutor. It will be the tutor who will usually be person who is alerted to any specific needs in terms of well-being. The policies included in this section highlight the importance the College attaches to well-being for students and are key documents which will be published on the College website.

The following safeguarding policy indicates the means by which staff will have training to identify any student who may be at risk of harm or putting themselves in unsafe situations. Safe recruitment of staff, ensuring that senior staff and some Governors have successfully completed the safer recruitment training, will help to protect students and with an easily accessible member of the Senior Leadership Team as the Child Protection Officer, it will be easy for a student to either access advice or make a disclosure.

An anti-bullying policy will set out clearly the definition of bullying, how to recognise it and what to do if a student becomes a victim of bullying. The code of conduct for students, matched with a student-devised Charter, will keep bullying in the spotlight as a type of

behaviour to be condemned. Student involvement in community service in secondary and primary schools can focus on anti-bullying week activities, presented as assemblies to children and employment law and the Equalities Act can be used through PSHE to promote anti-bullying approaches both in and outside College.

The PSHE curriculum will aim to provide a balance between career aspiration activities and those that promote well-being in a broader sense. The PSHE curriculum will cover the following topics:

- relationships, including gay relationships and homophobia with input from Stonewall;
- sexual health;
- alcohol and drugs education;
- stress and relaxation, including exercise;
- fending for yourself – cooking, basic car maintenance and preparation for university and employment;
- safety on the streets with input from the Suzy Lamplugh Trust;
- safe driving, using the Safe Drive Stay Alive presentations;
- financial well-being;
- personal well-being, using the model promoted by Wellington College;
- on-line safety, including the effective and safe use of social networking.

The delivery of the PSHE curriculum will be by tutors, supported by a member of the Senior Leadership Team with oversight of the PSHE programme.

Salisbury Sixth Form College

Draft Safeguarding Policy

Rationale

Salisbury Sixth Form College has a statutory duty to ensure that the College functions with a view to safeguarding and promoting the welfare of students receiving education at the College.

Aims

The Governors aim to ensure that the College:

- provides a safe environment for its students;
- identifies students who are suffering, or likely to suffer significant harm; and
- takes appropriate action to see that such students are kept safe, both at home and at the College.

Actions

The College will:

- raise awareness of issues relating to the welfare of students and the promotion of a safe environment for students at the College;
- aid the identification of students at risk of significant harm and provide procedures for

reporting concerns

- establish procedures for reporting and dealing with allegations of abuse against members of staff
- practise the safe recruitment of staff

The Governing Body recognises that there are four main definitions of abuse, categorised as follows:

- Physical abuse
- Neglect
- Sexual abuse
- Emotional abuse

The Governing Body will appoint a Governor with special responsibility for safeguarding issues. He or she will undertake appropriate training, utilising Wiltshire Council provision available to all academies.

The Principal and all staff of the College will receive adequate training to familiarise them with child protection issues and responsibilities, which will be repeated at least every three years. The nominated Child Protection Lead Officer, a member of the Senior Leadership Team, will take responsibility for training any new member of staff who joins the college.

Safeguarding awareness for students will be supported through the induction process, tutorial programme and through signposting to appropriate support and agencies.

SECTION D8: ETHOS

Rather than having a specific religious character, Salisbury Sixth Form College will follow the principles of the Christian faith in its ethos. Part of the vision of the College is that it will be a learning environment which reflects the values that are central to the Christian faith, including working together for the best interests of everyone who is a part of the College.

The background to the ethos set for the College comes from the strong partnerships with the Church in Salisbury. Of the six secondary schools in Salisbury, all but one is a faith school. Three schools are either VA or VC; one is an academy sponsored by the Diocese of Salisbury, with the fourth being a Roman Catholic School. The Diocese of Salisbury has strong links with the schools and is a support and resource to all schools. Salisbury Sixth Form College will have strong links with the Laverstock secondary schools, all of which are faith schools. Young people and their parents are familiar with the faith school ethos and are comfortable with it in Salisbury. Continuity in ethos is something that is considered to be a core part of the College's vision and practice.

The ethos of the College as a supportive educational community will be based on the value and uniqueness of every individual, supporting the Christian ideals of:

- Justice
- Generosity
- Responsibility
- Respect
- Friendship
- Encouragement

These values also link strongly to democratic British values. The College will promote freedom of speech, freedom of worship, equal rights and the rule of law, aiming to work to change society for the better. Our objective will be to support all our students to become confident and responsible members of adult society.

The expectation for students is that they will be supportive of the College ethos. As an inclusive institution we will welcome students of all faiths and none. The beliefs and practices of other faiths and cultures and those of no faith will be valued and respected. This means that provision will be made for students to follow a dress code appropriate to their faith and that they will be given appropriate time for religious observance, including time out of the learning environment and College if necessary and that their faiths will be recognised and celebrated through appropriate assembly and tutorial sessions. Owing to the fact that Christian values and British values are clearly complementary, it will be clear to students of all other faiths that we are working to serve the whole community effectively, without alienating any group or individual who holds a distinct set of beliefs.

The Principal, staff and Governors will support the Christian ethos of the College. The intention of the College is to engage the voluntary services of local lay chaplains on a part time basis in order to support both students and staff in their pastoral needs.

Based on the current provision at other schools in the local area the cost of such provision could be covered by the Diocese.

Religious Education will be covered in the curriculum through the PSHE curriculum taught to all students, through assemblies and tutorials and through an optional A Level course which will be the Philosophy of Religion and Ethics. In PSHE curriculum time the course will also focus on moral, spiritual and social issues linked both to the Christian faith, to other faiths and to those of no faith. The aims of the RE curriculum for Salisbury Sixth Form College are to develop:

- knowledge of issues facing the community;
- students who analyse their values;
- a better understanding of self and others;
- a sense of responsibility for others;
- citizens who respect and value diversity and who value and contribute to social cohesion;
- citizens who can ask meaningful questions about what is important in life including the contribution of the spiritual.

In different ways, these aims link to personal, employment, social and global benefits. The percentage of time to be allocated to the teaching of Religious Education will be limited. It will form part of the hour per week allocated to PSHE but may be taught as a half termly block of lessons as well as incorporated into other aspects of PSHE such as in teaching about finance and poverty or relationships.

In addition, assemblies will frequently and regularly include a period of reflection and/or prayer. A 'thought for the week' will highlight one or more Christian or British values and foster discussion and debate in tutorial activities.

The assembly structure is designed to provoke discussion through the use of open questions as broad topics. Such assembly topics would be most suitable for the full College assemblies and would therefore be bi-monthly.

Suggested Assembly Schedules for Terms 1 & 2

September	1.	Who are my role models?
	2.	Does religion matter?
October	1.	How do the media affect us?
	2.	Do we all have talents?
November	1.	What is the importance of remembrance?
	2.	Do you reap what you sow?
December	1.	Is science more important than religion today?
	2.	What is the true meaning of Christmas?

SECTION E: EVIDENCE OF DEMAND (PART 1)

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

If your school is new provision:

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

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

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12	200	239	-	120%	200	285	-	143%
Year 13					200	239	-	120%
Totals	200	239		120%	400	524		131%

SECTION E: EVIDENCE OF DEMAND (PART 2)

SECTION E1: EVIDENCE OF DEMAND

The evidence of demand survey was begun in October 2012. The data outlined in the previous table represents information collected up to December 2012.

This evidence was gathered through paper forms that were completed by interested young people at presentations we gave, or through the Salisbury Sixth Form College website.

We explained our vision for Salisbury Sixth Form College as follows:

“Salisbury Sixth Form College is a vibrant, fun and inspirational centre of excellence, passionate about new technologies, science and their integration in all aspects of College life.

We strive to be innovative with our course choice, combinations and ability to remove barriers preventing students from accessing them, delivering them in cutting-edge teaching and study facilities, so that our students are happy and confident with their choices.

We are proud to have at its centre a strong philosophy of nurturing and outstanding enrichment options where irrespective of academic choices and achievement students have opportunities and encouragement to shine.

Our students know that by studying here they will be in a stimulating and supportive environment, confident that their future success, whether that is university, employment or further training is at the heart of the College.”

By using a simple survey form we then asked the young people of Salisbury to answer ‘Yes’ or ‘No’ to the statement “*I would make Salisbury Sixth Form College my first choice for sixth form studies.*” Those who answered ‘Yes’ to this question are recorded in the table on page 84.

In total we received **239** individual choices for young people who would join the school in 2014/15 and **285** choices for young people who would join the school in 2015/16. This is 120% of capacity for our first year of opening and 131% of capacity by our second year.

An example of the survey form is presented on the following page.



SIXTH FORM COLLEGE SUPPORT SURVEY

Please register your interest in attending Salisbury Sixth Form College by completing the form below.

We are currently collecting surveys to measure support for a new Sixth Form College in our area. Salisbury Sixth Form College will be a vibrant, fun and inspirational centre of excellence, passionate about new technologies, Science and their integration into all aspects of College life. A strong philosophy of care and support, together with outstanding enrichment options will provide students with opportunities and encouragement to shine.

Our students will know that by studying here they will be in a stimulating and supportive environment. The location of the College will be within easy access of the city and it will be open to post-16 students living in Salisbury and the surrounding areas.

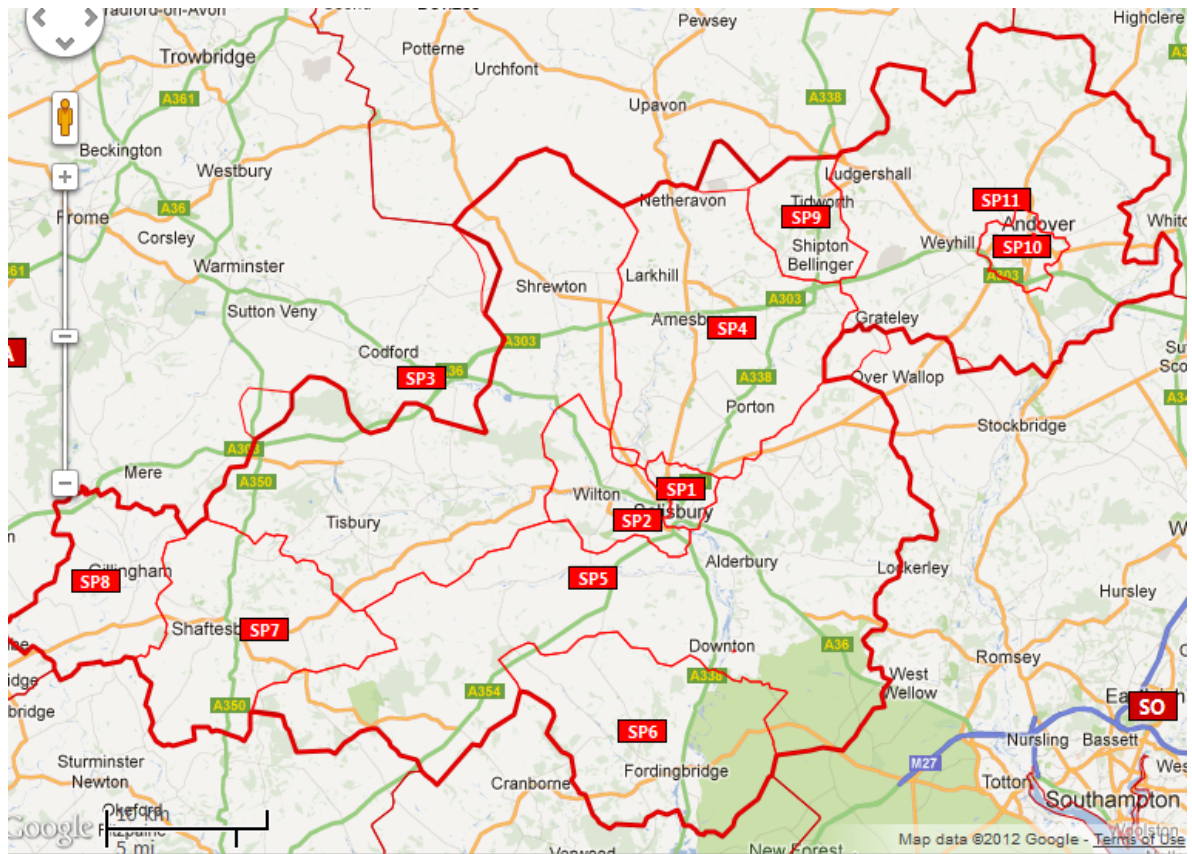
Please note that we may share this information with the Department for Education as part of our application for a new Sixth Form College.

Your name		Your year group	
Your date of birth		Home post code	
Email address:			
I would make Salisbury Sixth Form College my first choice for sixth form studies (<i>tick one box</i>)	Yes	No	
	Yes	No	
I would like to find out further information about Salisbury Sixth Form College (<i>tick one box</i>)		Yes	No
Signature		Date	

Geographic distribution has been calculated by postcode and is outlined in the text and map below:

SP1: 147 = 28.1%
SP2: 129 = 24.6%
SP3: 13 = 2.5%

SP4: 197 = 37.6%
SP5: 32 = 6.1%
Other: 6 = 1.1%



In gathering this demand we engaged directly with the local community through various avenues while also delivering targeted presentations.

At the start of the evidence gathering process, a news release was prepared and distributed to several local media outlets but specifically targeted at The Salisbury Journal and Spire FM. This resulted in editorial features in both media with The Salisbury Journal running the story on their front page and radio station Spire FM including the item as local news. Readers/listeners were directed to either the website www.S6C.org.uk which had previously been set up or to one of two launch events that were planned.

In conjunction with the website, digital media was exploited through the creation of a Salisbury Sixth Form email account at s6c@hotmail.co.uk and a Facebook site. The Facebook site directed interested parties to the website.

Headteachers of schools where there was no integral sixth form facility were contacted and all agreed to a presentation being delivered during a combined Year 9 and 10 assembly. Pages 100 and 101 show the presentation slides.

The following list shows which local schools were addressed:

1. St. Joseph's Catholic School
2. St. Edmund's Girls' School
3. Wyvern College
4. The Stonehenge School

A second presentation was used at the launch event, an afternoon event held at Salisbury Guildhall on Wednesday 14 November. This venue was chosen as it is an historic location in the heart of Salisbury with no association with any particular faith. The event was widely publicised through further editorial in The Salisbury Journal and broadcasts on Spire FM and BBC Radio Wiltshire. To maximise attendance, advertising space was purchased in The Salisbury Journal with a quarter page advert being used to give details of the event.

The launch presentation was delivered twice during the period of the event. The first delivery was intended to focus on parents and students and attracted approximately 100 people while the second, intended to attract parents, students, local educationalists and local media, attracted about 200 people. The local Member of Parliament Mr John Glen spoke after the second presentation to indicate his strong support for the proposal and give details of his recently delivered question in the House of Commons to the Secretary of State for Education asking for his support for the project.

This launch event was particularly important in that it provided an avenue to all the community and was on “neutral ground” with no affiliation to any particular faith or school. One of the more significantly deprived areas of Salisbury surrounds Sarum Academy which provides sixth form education. We felt that it was important to reach out to this area but inappropriate, at this stage, to request access to Sarum Academy students through an on-site presentation (due to their own sixth form provision). The geographic distribution of demand demonstrates that we have managed to reach all areas of Salisbury, however.

At both presentations and throughout the afternoon, young people interested in the proposal were directed to fill in the paper forms that were made available. The event was enhanced through the use of publicity material that included leaflets and “pop-up” banners.

The launch event was successful in attracting more publicity through local media, which once again drew more public support for the project. Many questions were asked during the course of the event but all were supportive of the project with clarification of detail being the main feature. Local parents said to members of the Task Group that a new sixth form is desperately needed.

Key to the presentation was data derived from the May 2012 report prepared for Wiltshire Council by a task group led by Dr Mike Thompson.

The report concluded that:

- *“750 young people travel out of Wiltshire every day. (40% of 16-18 learners in greater Salisbury)”*
- *“There are not enough AS/A2-level places in the appropriate subjects available in central Salisbury”*

School presentations continued through the period, with The Trafalgar School at Downton becoming the fifth of the secondary schools to have a Salisbury Sixth Form College presentation to Year 9 students in early December.

A presentation to Year 10 students at the school is scheduled for January 2013, as is one for Test Valley School in Stockbridge, which has a significant minority of students who live either in or within close proximity to Salisbury. Lavington School, an 11-16 school some 20 miles from Salisbury, will also be contacted regarding a presentation owing to the fact that each year some of their students choose to travel to Salisbury for post-16 education.

At each of the schools that received presentations, leaflets advertising Salisbury Sixth form College have been left and we have arranged opportunities for further publicity at parents’ evenings during the current academic year.

In addition, the three Laverstock schools are working together to provide post-16 guidance which targets students who might not be ‘natural’ sixth formers. This includes focussed work with young people entitled to the Pupil Premium, others from deprived

backgrounds and those looked after, whose families are fragmented or are likely to lack informed parental guidance. Given that for most 16 year olds the influence of a parent will be the strongest on their decisions re post-16 education, ensuring that those parents who did not progress in education beyond 16 are well informed is essential.

Students of faiths other than Christian, as well as those with no faith, have been targeted through the focus on continuity of ethos. There are students of different faiths and no faith in each of the three Laverstock secondary schools; this is therefore perceived to be a straightforward task as the trust between school and parent in terms of celebrating other faiths and none is well established.

In the Spring of 2013, the Laverstock schools will host information evenings for students in Year 10 which will set out updated plans for Salisbury Sixth Form College. These events will go hand in hand with news releases and other local events as opportunities to promote the college before the scheduling of specific Open Evening events in the Autumn term of 2013.

SECTION E2: MARKETING

It is intended to build on the strong local presence established during the gathering of evidence to continue to market the College. Local opinion has been demonstrated to be strongly in support of Salisbury Sixth Form College. Furthermore, the conclusions and recommendations in the Wiltshire Council report "Further Education in the Salisbury Area" have been supported by local people in all forums. Many of the young people who met the Task Group believed that the quality and content of AS/A2 provision in central Salisbury did not meet their needs & aspirations. Discussions with Wiltshire Council since September 2012 underline full support for Salisbury Sixth Form College. [REDACTED].

The marketing strategy is simply to demonstrate that Salisbury Sixth Form College will provide the quality and content that local young people require. The report details that subject choice is a key driver in 750 students leaving the greater Salisbury area to access sixth form education; specifically Science and Mathematics (especially Psychology and Mathematics) is mentioned. Anecdotal evidence suggests that pupils find the transition from the pastoral/community environment of Key Stage 4 providers to the fast-paced, academically challenging environment of some Salisbury post-16 providers difficult. It is intended that marketing strategy will focus on these areas, emphasising the STEM curriculum and the nurturing environment of Salisbury Sixth Form College.

As indicated in Section E1, relationships have been established with local media. Interviews and articles have already featured in these during the period of gathering evidence. This resulted in The Salisbury Journal running the story on their front page, Spire FM including the item as local news, and BBC Radio Wiltshire conducting a live interview on the morning of the launch. [REDACTED].

All media have stated that the project will continue to be a focal point of interest and that they will continue to cover the story. In future editorials and interviews key messages will

continue to be emphasised as outlined in the vision statement referred to in Section E1 and in Section C.

Several local schools have already provided access for the Task Group to deliver presentations. Salisbury Sixth Form College as a project has developed out of a Collaboration Committee of Governors drawn from the Laverstock secondary schools. All three governing boards are passionate about the need for an alternative sixth form option in Salisbury and as a result, very strong partnerships exist between Salisbury Sixth Form College and these schools. It is anticipated that a significant proportion of students will come from these schools, which have no obvious sixth form avenue. The Laverstock secondary schools have representatives on the Task and Steering Groups of the College. Other schools such as The Stonehenge School in Amesbury are particularly keen to maintain and develop a partnership.

Relationships with all these local schools will be maintained with “update” presentations continuing during the development phase. As we move closer to our opening date, all local Key Stage 4 providers (whether they provide integral sixth form provision or not) will be asked to provide access for presentations. This is likely to be via events where all sixth-form providers have access to Year 10 and 11 students. We will maintain close liaison with these Key Stage 4 providers to ensure that we have a presence at all these events. This will allow us to reach out to all the Salisbury community. Further presentations will occur at Salisbury Guildhall to reinforce the vision, the gravitas and the permanence of the project.

Currently, we have not sought access to schools that have their own sixth form provision. Sarum Academy is one of these schools and is located within the Bemerton area of Salisbury. Five Wiltshire Lower Super Output Areas (LSOAs) are in the 20% most deprived in England. Three of these are in the in the Salisbury Community Area. These are Salisbury St Martin (central), Salisbury Bemerton (west), and Salisbury Bemerton (south). Sarum Academy draws much of its student population from these areas. We view it as vitally important that we reach out to these areas and provide an alternative post-16 pathway for these young people. Therefore, in addition to activities within Sarum Academy we intend to hold presentations in local community facilities in these areas to facilitate easy communications between the Salisbury Sixth Form College and prospective students.

In order to reach out to deprived students in our area we will focus on targeted groups, as already indicated in E1 and also in Section D4 where there is reference to the 7% of students from the three Laverstock schools who are entitled to free school meals. Using data from each of the schools, these students will receive information about Salisbury Sixth Form College via their personalised careers guidance programme and they will be also invited to take part in focus group activity in the Spring and Summer terms. To date, focus group work has involved the random selection of groups of Year 10 students who have been asked a series of open questions about the sixth form provision they hope for. This has informed the curriculum plan for the college and helped shape the vision. By generating specific focus groups targeted at the most deprived, it will be possible to ensure that the curriculum offer and the sixth form experience is tailored to match the needs of these students. Questions to be asked will include:

- What are the subjects that most interest you?

- What is the most important factor to you in your choice of post 16 education?
- What would make you choose Salisbury Sixth Form College over another provider?

Answers will help ensure that the provision for these students is appropriate. It will also be important to help them understand the opportunities open to them via STEM subjects and also that the award of a bursary will support them in their studies.

The commitment of a highly experienced Parent Support Adviser employed to work at two of the three Laverstock Schools will be helpful in ensuring that parents are clear about the options open to their post-16 children. Again, this will be targeted activity. A leaflet for parents that presents facts about RPA, opportunities for study and FAQs will be prepared for this purpose. These can be made available through local libraries, GP surgeries, Community Centres and through the local Food Bank, with which the Laverstock Schools have a strong working relationship. Much of the activity with

deprived students and sometimes hard to reach parents will occur through subject based parents evenings at the 11-16 schools as this is likely to be more effective than asking parents and students to attend a separate meeting about the College.

It should be emphasised that the current shortage of sixth form places as detailed in the Wiltshire Council report “Further Education in the Salisbury Area” relates to the greater Salisbury area and includes outlying areas such as the town of Amesbury 8 miles to the north of Salisbury. In fact, the report specifically mentions a dearth of sixth form provision to the north of Salisbury. All schools in the greater Salisbury area will be included in the marketing campaign.

The greater Salisbury area has several significant STEM focused employers: The Defence Science and Technology Laboratory (Dstl) is located 7 miles to the North East, QinetiQ (a major defence contractor with a long term partnership agreement with the UK Ministry of Defence) is located in Amesbury and the biggest local employer is the National Health Service, principally Salisbury NHS Foundation Trust. The Task/Steering Group has strong, established links with these employers through team members and Governors of partner schools who are employees of these organisations. These links will be strengthened and further support will be sought from all these organisations both in terms of sponsorship and partnerships resulting in increased publicity. These organisations are already keen supporters of the STEM ambassador programme and are keen to support the College.

The College will operate in an area where established schools already provide facilities to their respective communities. Once the College opens, we will endeavour to provide community facilities where possible. Opportunities for such use could include letting out part of the premises for a summer school and then using income generated to supplement bursaries to vulnerable students.

The College will promote charity activity and fund-raising through the Student Council. Offering the premises free to a local charity such as Lucy’s Days Out (a charity set up by parents of a former student of St Edmund’s School) would provide an appropriate community link. Providing Tidworth-based Help for Heroes a City centre venue is also a

strong possibility, as is offering the College for STEM linked training for adults looking to develop a new career path. Such an activity would link clearly to the vision of the College.

Community engagement activity also focuses on links already established with the Salisbury City Community Area Partnership. A presentation was given on the College's plans at an event in November. Linked to an ambition to site the College towards the eastern side of Salisbury, the Laverstock and Ford Parish Council is kept informed of plans and is fully supportive of them. Regular meetings take place between the Parish Council and the three Laverstock Schools with Salisbury Sixth Form College now an additional standing agenda item.

As indicated earlier in the application, the community groups with which Salisbury Sixth Form College will have the closest links will be the three Laverstock secondary schools. Students have told us that continuity of educational experience is one of the prime

factors for choosing the college as a post-16 destination. There are therefore significant opportunities for the College to work with them as a cluster of educational establishments. These are likely to include:

- STEM focussed days, probably working in conjunction with QinetiQ or Dstl to provide educational challenge days for students 11-18;
- work experience offers, generating work placements for Salisbury Sixth Form College students at other schools and inviting 15-16 year olds into the college for a week's work experience;
- higher education STEM days for students from local schools;
- Science and maths focus days as preparation for Level 3 study. This might include a Transition to Maths A level study day for students in July after GCSE exams.

Throughout its work and activity, the College will promote democracy and British values. In doing so, we will continue to focus on access for all, creating personal achievement irrespective of academic choices and previous achievement.

While we will promote a Christian ethos, we will actively seek engagement with people of all faiths and none. We have already demonstrated this through our choice of venue for the launch event. While we had offers of holding this event at various church facilities, we deliberately chose Salisbury Guildhall as it has a central Salisbury location and is managed by the City Council with absolutely no faith connection. Our "all faiths and none policy" was emphasised and will continue to be emphasised throughout our marketing material as will the fact that, although we have a Christian ethos as the natural foundation of our school, we will not be a faith college.

By focusing our presentations towards all local Key Stage 4 providers, we will continue to market Salisbury Sixth Form College to the whole Salisbury community.

The draft Salisbury Sixth Form Application Form follows on the next pages.

Salisbury Sixth Form College
Application for Entry
September 2014

A. Personal Details

Surname:	Date of birth: / /
Forenames:	Please tick: Male () Female ()
Home Address:	Home Telephone No:
Postcode:	Mobile No:
	Email Address:

B. Family Information

Your Parent/Carer's Full Name(s): (please delete as appropriate)	
Home Address (if different from Student's): Postcode:	Home Telephone No:
	Mobile No:
	Email Address:
Name(s) of any siblings currently on roll at Salisbury Sixth Form College:	

C. Choice of Courses

Please state which subjects (and levels) you wish to study, in order of preference:

Order of Preference		AS Level	A2 Level	BTEC

	Subject	Tick one box for each subject		
1.				
2.				
3.				
4.				
Please list any other subjects you are considering studying				

D. Present or Most Recent Education

Name of School / College:
Address:
Start date:
If you have been at your current/previous school for less than 3 years, please give names and addresses of earlier schools, with dates of departure:

E. Ethnic Monitoring

(This information will be asked for on entry to the College)

F. Additional Support and Student Well-Being

Salisbury Sixth Form College welcomes and supports students with disabilities and learning difficulties. It is helpful to know about your disability or learning difficulty in advance so that we can discuss and put into place the support that you may need at College. The College welcomes students from all backgrounds and we strive to create an inclusive learning environment. Completing the questions below will give the College a better understanding of your needs. Any information you provide will be treated in confidence.

Question	Yes	No
	(Tick box)	
Do you have a disability or medical condition? (If yes, please give details)		
Do you have any other support needs, e.g. literacy or dyslexia?		

(If yes, please give details)		
Are you currently in care or a care leaver?		

G. About You

Why do you wish to follow the course(s) you have listed? What are your career aims?
What part-time work, work experience and school responsibilities do you have?

H. Statement of Applicant

Please read the following statement and sign below.

I wish to apply for admission to the full-time course described in Section C. If offered a place at Salisbury Sixth Form College, I agree to comply with the general regulations and any particular conditions set out in the Offer of Admissions. I certify that the information given is correct to the best of my knowledge.	
Signature:	Date:
Signature of Parent/Carer:	Date:

Now that you have completed this part of the Application Form, please hand the form to your Head of Year or Senior Staff Member at your current school, who will then complete the reference section. Once they have done so, please submit your form to Salisbury Sixth Form College no later than the end of March 2014. Please send completed application forms to: (Address to be provided)

I. Reference Section

To be completed by Head of Year / Senior Staff Member at Student's current/most recent school.

Please list subjects, examinations, qualifications already achieved and estimated grades below:

Name of Student:							
UPN (Unique Pupil Number):							
Student's Start Date:				Expected Leaving Date:			
Subject	Exam (if not GCSE)	Estimated Grade	Already Taken (please	Subject	Exam (if not GCSE)	Estimated Grade	Already Taken (please

			tick)				tick)

Is this student applying for a course appropriate to their abilities? Further comment:
Please circle level appropriate to student:

Level 3 (A*-C) Level 2 (D-B) Level 1 (E-G)

I. Reference Section (continued)

Please tick as appropriate	Excellent	Good	Average	Below Average	Poor
Attendance (please state % if available)					
Punctuality (please state % if available)					
Motivation					
Self-discipline					
Relationship with staff					
Relationship with other students					

	Yes	No
Has this student been referred for serious misconduct? If so, please comment:		
Has this student received learning support: If so, please give details:		
Does this student have any access or health care needs? If so, please give details:		

Any general comments:

Name of person completing this reference:

Position:

Signature:

Date:

Please return this form to the student, who will then submit his/her application to Salisbury Sixth Form College.

Salisbury Sixth Form Presentation



❖ New for Salisbury

❖ Planned to open in September 2014

❖ First year current Year 10 students, second Year 9

❖ A brand new sixth form experience



Why a new sixth form?



The background.....

- ❖ distance travelled
- ❖ student choice
- ❖ parent preference



How?



- ❖ parent led
- ❖ a Free School
- ❖ application to the Department for Education
- ❖ needing your help



What will the college be like?

- ❖ Academic
- ❖ Friendly
- ❖ Supportive
- ❖ focussed on future success



Where in Salisbury?

- ❖ City Centre
- ❖ easy to get to
- ❖ travel costs limited
- ❖ final site to be agreed in 2013



What could I study?

- ❖ A Levels
- ❖ A mix of A Levels and other courses
- ❖ GCSEs and other courses for access to A Level
- ❖ preparation for an Apprenticeship



Help us by completing our short survey.



What can I study?



- STEM subjects: Biology to Engineering, Sport and Exercise Science to Forensic Science, Photography to Music Technology

- Other subjects such as English, History, Geography,

A levels, BTECs, GCSEs, preparation for Apprenticeships



The STEM Agenda



- ❖ Science, Technology Engineering, Mathematics
- ❖ economic well being
- ❖ vital in the global market
- ❖ links with local employers



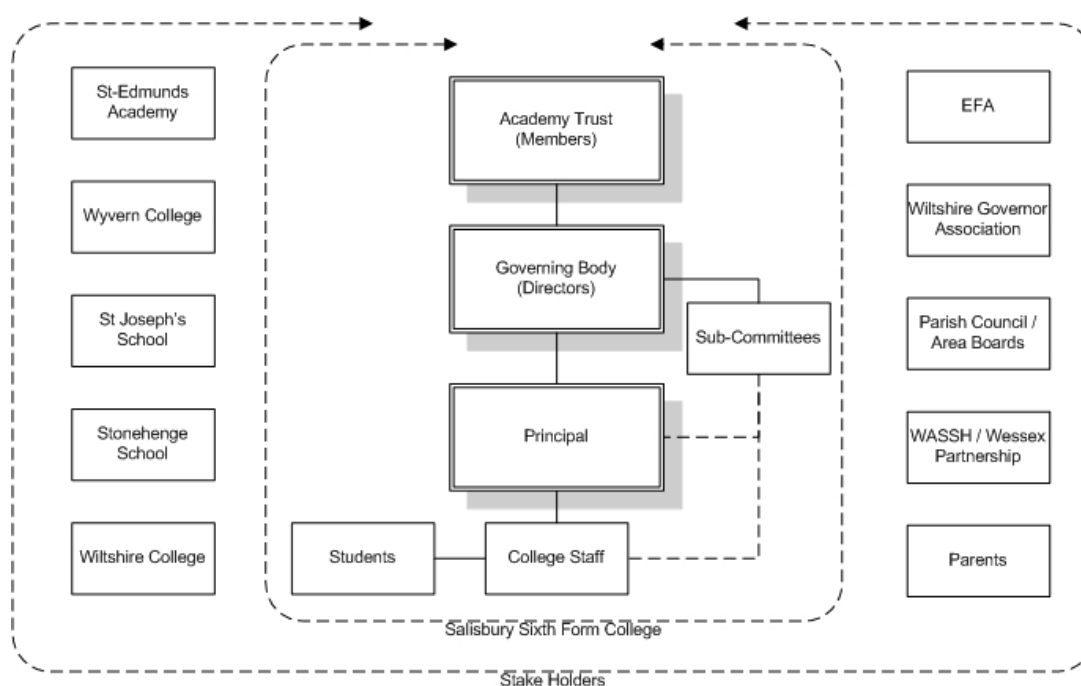
SECTION F: CAPACITY AND CAPABILITY

SECTION F1: GOVERNANCE

The arrangements for governance at Salisbury Sixth Form College are as detailed below.

The current company limited by guarantee (No: 8257461) will become an Academy Trust according to the model Articles of Association as previously submitted to Companies House.

The following diagram shows the formal reporting structure from Principal to Governing Body to the overall academy trust, along with the significant stakeholders associated with the College.



The formation of the company is currently made up of the three founding Directors:

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

On approval of the application and on receipt of the funding agreement for Salisbury Sixth Form College the company will transition to an Academy Trust made up as follows:

Academy Trust – 5 Members (Minimum 3 Members of which two must be from the College Governing Body marked *) – see next page:

- The Chair of Governors of Salisbury Sixth Form College*
- The Vice Chair of Governors of Salisbury Sixth Form College *
- The Chair or Vice Chair of Governors of St Edmund's Girls' School
- The Chair or Vice Chair of Governors of St Joseph's School
- The Chair or Vice Chair of Governors of Wyvern College

The purpose of this arrangement is to recognise the long term relationship that these three institutions will need to have and the vested interest they all have in ensuring that Salisbury Sixth Form College is a success. Consequently it is essential that accountability along with strategic direction can be achieved jointly by these institutions.

The Governing Body (Directors)

The Governors (Directors - hereinafter referred to as Governors) have the following responsibilities along with those detailed in the model articles of association as issued by the DfE:

- Strategic Planning and School Improvement
- Financial oversight and budget approval
- Principal appointment
- Principal target setting, assessment, pay and act as critical friend
- Scheme of Delegation approval
- Policy approval including admissions
- Safe Guarding and Whistle Blowing
- Election of Governors, Chair and Vice Chair
- Committee work and structures
- Complaints
- Pecuniary Interests
- Curriculum and ethos approval
- Agreement of the Instrument of Governance

(This list is not exhaustive)

Day-to-day running and management of the College will be delegated to the Principal. An appropriate Scheme of Delegation will detail the exact levels of delegation and the points at which the Chair of Governors, Committees, and or full Governing Body must give approval.

It is essential that the Principal is held to account by the Governors in an appropriate manner. As detailed later in this section, the various committees, meetings and reviews offer opportunities for the Governors to review, scrutinise and challenge the activities and outcomes of the College. The Principal would be subject to performance / capability procedures if he/she or the College was falling short of expectations. Evidence of this could include less than good Ofsted inspections, poor value-added scores, or numerous substantiated complaints from parents, students or staff.

The comprehensive staffing structures are detailed clearly in D3. However, the Senior Leadership Team working with the Principal is shown below.

Senior Leadership Team

The Leadership Team will consist of:

- The Principal
- Deputy Principal
- College Business Manager
- Faculty Leaders x 2

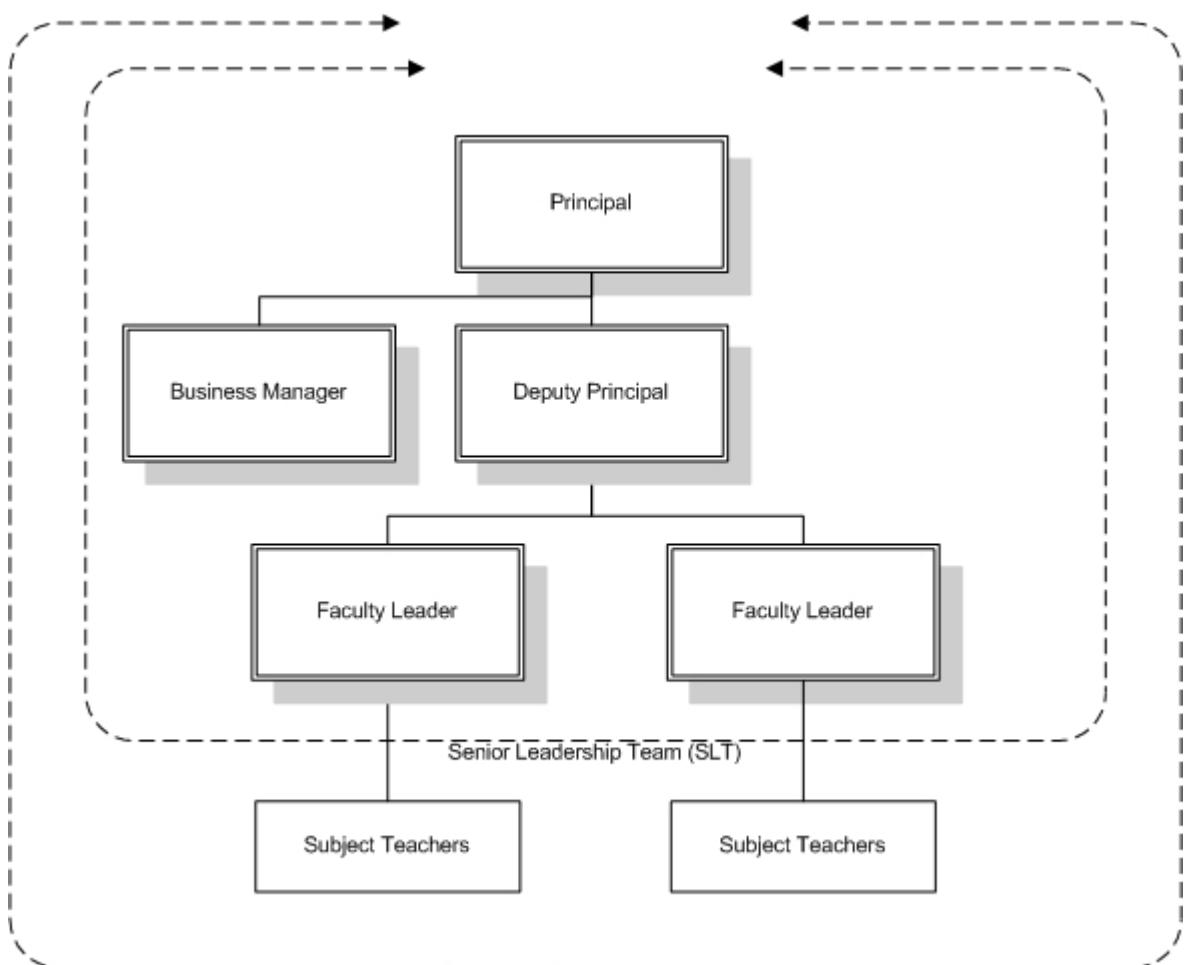


Figure 2: Staff Structure: Year 2

With the exception of the Deputy Principal, all members of the Senior Leadership Team will be appointed in Year 1. All members of the Leadership Team will be accountable to the Principal of the College, with the Principal, Deputy Principal and Business Manager expected to sit on two or more sub-committees and attend all full board meetings. The Faculty Leaders will sit on one sub-committee each. All will be advisers to Governors, with the exception of the Principal, who will be an ex-officio Governor as detailed later in this section.

Conflicts of Interest

Conflicts of interest will be dealt with by the College with annual pecuniary interest checks. These will be documented, signed by each Governor, and will be listed in a permanent register / database.

In addition to any known conflicts of interest, at each and every meeting Governors will be required to volunteer any conflicts of interest in regards to the agenda items at the beginning of the meeting, and/or at any time if the meeting diverts on to a new topic which also results in a conflict of interest. Where such conflicts exist those involved will be required to abstain from such discussions and/or voting. The minutes of the meeting will clearly detail these conflicts and the action taken.

The Laverstock secondary schools will have a special interest in Salisbury Sixth Form College and will help to form the strategic body that steers the College to success. Special attention will therefore be paid to any conflicts of interest that arise due to collaboration, sharing of staff, facilities and or services. This is seen as normal at the Laverstock secondary schools today and is currently dealt with on a regular basis. The College will draw from their experience and develop models and policies which are both fair and reasonable for all concerned.

There are currently no relationship conflicts of interest within the group.

Code of Conduct

Members of the Trust will be bound by the Memoranda and Articles of Association, along with the Code of Conduct. Members will not be able to take up their post if they do not agree to the Code of Conduct.

The Governors will be subject to the Code of Conduct This will include aspects such as confidentiality, dress code and appropriate behaviour. The Code of Conduct will broadly follow the model policy issued by Wiltshire Council as this will dovetail with employment contracts which will also be issued by Wiltshire Council. Governors will not be able to take up their post if they do not agree to the code of conduct.

Any breach of the Code of Conduct will be investigated and appropriate action taken.

Governing Body Structure

The Governing Body will be made up of:

- Members' appointed Governors (Max 3)
- Staff Governors (Min 3)
- Parent Governors (Min 3)
- Community Governors (Min 3)

- Members' appointed Governors will be staff from the senior leadership teams from the Laverstock secondary schools: St Edmund's School, St Joseph's School and Wyvern College. Although likely to be the Headteachers themselves, they could be other members of the senior leadership teams.
- Staff Governors - the Principal will automatically be a Governor as an ex-officio appointment. In addition, the College staff will be expected to appoint a minimum of two additional staff as Governors. This will be subject to nominations and voting in accordance with the model Wiltshire policy.
- Parent Governors will be sought from parents or carers of the sixth form students via nominations and voting in accordance with the model Wiltshire policy. It is expected that there will be a minimum of 3 Parent Governors. The term of any appointment will be 3 years to allow for continuity but also to recognise that the students will normally only be at the College for 2 years.
- Community Governors will be sought from the Salisbury area. The Governing Body will specifically look to recruit skills and expertise which may be required on the Governing Body and in addition will aim to develop deeper links with local businesses and further education. A minimum of 3 Community Governors will be required

Academy Trust AGM

The Academy Trust Members will hold an annual general meeting to review financial stability, future plans for the College and the long term strategic direction developed by the Governors.

The Members are not expected to meet more often than this, nor are they expected to get involved in any day-to-day activities of the College in their capacity as a Member.

Full Governing Body / Meetings

There will be a minimum of six full Governing Body meetings each year, usually one per term. Each sub-committee will meet once per term and the cycle will ensure that the four sub-committee meetings precede the Full Board meeting.

Sub-committees will be delegated the task of reviewing specific policies, reviewing College data, scrutinising activities, regularly reviewing spending against budgets and receiving reports from various aspects of College life. The sub-committee will usually be the appropriate forum for the presentation of a new initiative such as an area of curriculum development or a project which requires significant funding. The Chairs of the sub-committees will decide whether an agenda item needs to go to Full Board for a decision. Each committee will report to the Full Board via the standing agenda item as shown in the example below. The Chair of Governors will communicate with the Chair of each sub-committee on a regular basis.

Full Governing Body meetings will be an opportunity to review the outcomes of the sub-committees and to ensure they are effective. The Principal will be required to submit a report to each meeting detailing the significant events since the last meeting, specifically covering any aspects regarding safeguarding, health and safety, exclusions, competency issues, complaints, and any significant financial issues.

An example of a full Governing Body responsibility is the approval of the annual budget. The Business Manager, along with the Senior Leadership Team, will have developed the budget, presented this to the Finance committee for scrutiny and possible amendment, and then will be required to submit the final budget to the full Governing Body for final scrutiny and approval by way of a formal vote. If this is approved the Chair of Governors will sign it off as such.

This process will be followed for other things such as the approval of policies, completion of the Risk Register and agreeing changes to the curriculum for example.

An agenda will be drawn up at least one week prior to the meeting detailing the agenda items, who is responsible for them and an estimated time allocation. In addition it will also detail future meeting topics / plans if known.

One of the Laverstock secondary schools uses the Ofsted categories (see example agenda) as a focus area for each meeting throughout the year. Our College will adopt this model; in the first year the focus will be more on planning and current predictions rather than reflection on previous years' results / activities.

The following is an example of the full Governing Body agenda:

1.	Introduction	Responsible	(min s)
1.1	Opening Prayer		3
1.2	Welcome and introductions		3
1.3	Apologies for Absence		1
1.4	Declaration of Interests		1
1.5	Approval of minutes of previous meeting		3
2.	Chair's report / Company items		
2.1	Welcome to new Governors:	Chair	5
2.2.	Clerk to Governors update	Clerk	3
2.3.	Update Sub-Committee arrangements	Chair	5
3.	Head's report		
3.2	Report	Principal	15
3.1	Overall effectiveness including SMSC	Principal	20

4.	Sub-Committee		
4.1	Curriculum & Learning		5
4.2	Ethos and Audit		5
4.3	Finance & Premises		5
4.4	Staffing		5
5.	Feedback, Events, Training		
5.1	Report back from Governors on visits/training/meeting	ALL	5
5.2	Forthcoming Events – attendance		3
5.3	Training opportunities		2
6.	AOB (must be received at least 48 hours in advance, please)		
7.	Forward work plan / meetings		
	Date	Theme / Specific agenda items	
	Sep	Planning / Reflection / Results	
	Oct	Overall effectiveness including SMSC	
	Dec	Achievement	
	Feb	Quality of Teaching	
	Mar	Leadership and Management	
	May	Behaviour and Safety	
	Jul	TBC	

Sub-Committees / Meetings

The following Sub-Committees will be formed:

- Finance and Premises
- Staffing
- Ethos and Audit
- Curriculum and Learning

As already mentioned the purpose of sub-committees is to work with the College staff in smaller focused groups. The groups for each meeting will include:

Finance and Premises

- Vice Chair of Governors
- Governor x 2
- Principal
- Business Manager (Adviser)
- 2 student Advisers

Staffing

- Governor x 3
- Principal
- Business Manager (Adviser)
- Deputy Principal (Adviser)

Ethos and Audit

- Governor x 3
- Principal
- Faculty Leader (Adviser)
- 2 Student Advisers

Curriculum and Learning

- Governor x 3
- Principal
- Deputy Principal (Adviser)
- Faculty Leader (Adviser)
- 2 Student Advisers

The function of the Student Advisers will be to contribute to any items on the agenda which will benefit from student input. This matches with the vision for the college to be an inclusive institution where the views of all are valued. It is expected that the Student Council will work closely with the Ethos and Audit Committee but also contribute to other discussions. Agendas will be tailored to ensure that the items requiring student input are in the first part of the meeting if it is not appropriate for students to be present for the whole meeting. Student Advisors may be members of the Student Council or they may be elected through another forum.

The Chair of Governors will not be assigned to any specific sub-committee. This is in recognition of the additional work the Chair carries out, including the role as 'critical friend' for the Principal. It also allows the Chair to attend these meetings in an advisory capacity from time to time, and to take a more strategic view of the effectiveness of these meetings when they are reviewed at the full Governing Body meeting.

Accurate meeting minutes will be taken, including detailed actions with notes of who has been assigned those actions and expected deadlines for their completion. It is an expectation that meeting minutes / actions are published no later than one working week after the meeting.

With sub-committees meeting six times per year prior to the corresponding full Governing Body meeting, the schedule allows the Full Board to review the outcomes of these sub-committee meetings in a timely fashion.

Decision making arrangements will be detailed in the College's Scheme of Delegation (see also the earlier example given regarding finance and budget).

Responsible Officer

There will be a need to have a Responsible Officer with specific financial expertise and duties to oversee the annual reporting and auditing of accounts to comply with academy rules. The financial model allows for the auditing work to be carried out as a bought-in service with the Responsible Officer only being required to oversee and present the findings.

College Improvement Adviser

The College will seek support from a professional who will provide a service similar to the School Improvement Adviser (SIA) offered by Wiltshire Council. This role will be known as the College Improvement Adviser (CIA). This Adviser will help the Principal and Governors by professionally evaluating the College's activities, results, leadership and, of course, governance. He/she will assist in the Principal's annual performance review and advise on the setting of his/her annual targets and objectives. In the first instance, the School Improvement Adviser working with the three Laverstock secondary schools will also act as the College Improvement Adviser.

Diocesan Support

Although Salisbury Sixth Form College will not have a formal link to any one faith or diocesan board, the College will have strong links to The Roman Catholic Diocese of Clifton and The Church of England Diocese of Salisbury. The Governors and Principal will make use of the local training and advisory facilities offered by their Educational Centres and look to them for additional support as needed. Although there will be no Foundation Governors on the Governing Body of Salisbury Sixth Form College, links will be maintained via the Governors appointed from the Laverstock secondary schools which are formally linked to these two dioceses.

Wiltshire Council Support

Salisbury Sixth Form College is delighted to have full support from Wiltshire Council. (Ref. Letter from ██████████ for and on behalf of ██████████, ██████████, dated 17th Dec 2012).

The Governing Body will sign up to Governor support/training from Wiltshire Council (detailed within the financial models). The support given will include training of Governors and regular updates on what is required, for example when to submit budgets and when to conduct the performance review of the Principal.

An example of the Autumn Check List follows on the next page:

Governing Body Checklist Autumn 2012

Recommended actions

(S) indicates a statutory requirement

- agree dates of meetings for the year, including committees/panels
- review your scheme of delegation (S) and committee membership including link governor roles (use the Governor Services publications 'Working together – getting it right' and 'link governors/classroom visits')
- review objectives set for the governing body last year and set new objectives for this year
- update your 'declaration of interests' and it is good practice to refer to it at every full GB meeting
- review performance data (SATs/GCSE results, etc.)
- agree and approve pupil performance targets (S)
- agree when to review the school development plan
- elect your chair and vice chair of governors (do please make sure the governing body have a written procedure for this) (S)
- Review head teacher performance (S)
- Review school charging policy (e.g. school trips) (S)
- Draw up Freedom of Information publication scheme (S)

If appropriate

- plan the induction of any new governors and encourage them to book onto a Governor Services' 'New Governor' (induction training) day or access Modern Governor – go to www.moderngovernor.com and enter your username and password to login. If you have forgotten your username/password, please let Elaine Walton know by reply email – Elaine@moderngovernor.com and she'll send you a reminder – and if your fellow Governors haven't registered, they can do so at www.moderngovernor.com.
- Receive headteacher's report
- Review performance management policy

External Challenge

The College will benefit greatly from external advice and support from a number of external bodies including but not limited to:

- College Improvement Advisor
- Associate Governors / Volunteers
- Accountant's audit
- Outsourced Responsible Officer financial review
- Collaboration with Laverstock secondary schools
- Collaboration with Wiltshire College
- Voluntary liaison with Diocesan Education Boards
- Voluntary liaison with Wiltshire Council's Schools Improvement Officer
- Local employers
- Wessex Partnership of schools
- Ofsted inspections

The Governors and Principal will look to these organisations to offer impartial advice and critique regarding the College's working practices and outcomes. The College, within its ethos, will embrace the concept of external challenge and will actively seek this.

Expertise

The following sections detail the relevant expertise of our group and future Governors. The group is currently split into two distinct categories:

- **Task Group**

The people in this group are those completing the majority of the work during the application phase. They will also be responsible for much of the work during the pre-opening phase and where detailed will continue as Governors post opening.

- **Steering Group**

The people within this group have helped form the vision of the College, have helped in the scrutinising of the application and have participated in the open / launch evening. They will continue to support and scrutinise during pre-opening, offering advice and direction as needed. From post opening certain individuals will become Governors as detailed later.

Task Group

The following matrix summarises the key skills required and who within the team has relevant expertise within these areas.



The following table summarises the task group team's current roles and future roles along with time commitments.

	Current Role	Future Role	Time Commitment
[REDACTED]	[REDACTED]	Trustee / Governor	A+B+C+D
[REDACTED]	[REDACTED]	Governor	B+C+D
[REDACTED]	[REDACTED]	Trustee / Governor	A+B+C+D
[REDACTED]	[REDACTED]	Trustee / Governor	A+B+C+D
[REDACTED]	[REDACTED]	Governor	C+D
[REDACTED]	[REDACTED]	Governor	C+D
[REDACTED]	[REDACTED]	Steering / Advisor	C+D
[REDACTED]	[REDACTED]	Steering / Advisor	C+D

Time Commitment Key	
A	What ever it takes
B	1 day per week
C	2 meetings per term
D	Adhoc meetings or link activities

Following on within the appropriate sections are brief biographies with specific commentary on how previous experience relates to this application and opening the College.

Steering Group:

The following people are part of the steering group:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

SECTION F2 – EDUCATIONAL EXPERTISE

The pre-opening phase for Salisbury Sixth Form College will see the plans for the plans as set out in the application put into place. The educational skills areas identified are as follows:

- **Marketing the College**

This activity will include the continuation of relationship-building with prospective students and their parents, as well as the wider community. The creation of appropriate marketing material such as a prospectus, website and other PR materials will be early priority actions and their availability will help to ensure that the College has a full cohort of students on opening. Having appointed and worked with specific local web and graphic designers over the past year, we are confident that we will be able to deliver comprehensive and high quality marketing material within a modest budget.

- **Curriculum and organisation**

The curriculum model has been set out in Section D and has been scrutinised against other active curriculum models for viability and practicality. A College Improvement Adviser will support the work to implement the curriculum plan, as will an experienced Director of a Sixth Form and a local STEM employer. Further focus group activity with prospective students will ensure that we have up to date information regarding the courses students wish to follow.

- **HR and recruitment**

The group has recent experience of recruitment of a senior leadership team, teachers and support staff. We are confident about the process of recruiting a team of staff who will share the vision of the College. A timeline for recruitment will be put into place at the start of the pre-opening phase.

- **ICT**

Linked to the educational development of Salisbury Sixth Form College will be the technology vision which enhances day to day teaching and learning, management and administration. By drawing on the considerable expertise and experience of the ICT Manager in one of the Laverstock Schools, it will be possible to ensure that ICT procurement provides value for money, that high quality systems will be in place from day one of opening and that staff and students are trained to get the very best from the new technology.

- **Premises, facilities and learning space design**

Making the most of the experiences of other schools and colleges when considering the design of the College, it will be possible to use both our own skills and draw on those from others in order to establish the best options. Contact with and likely membership of the Wessex Sixth Form Alliance will

be helpful for advice and visits to the London Academy of Excellence have already provided helpful information regarding the design of learning spaces.

The previous tables have summarised the members of the group and their skills associated with educational expertise. [REDACTED], [REDACTED], [REDACTED] and the members of the Steering Group who also have a wealth of experience in this area. We are confident that the group has the necessary skills, knowledge and experience as well as the capacity to set up and operate Salisbury Sixth Form College.

Biographical information for the three key members is as follows:

1. [REDACTED]
[REDACTED]

2. [REDACTED]
[REDACTED]

3.

[REDACTED]

[REDACTED]

[REDACTED]

In addition to the three key members of the education team listed here, there will be input from other education specialists at both the pre-opening and post-opening stages. [REDACTED]

Buying in advice from specialist education services such as Cambridge Education may be helpful in the pre-opening phase, particularly as an organisation such as this has specific experience of educational project management in relation to a Free School. By using a portion of the project funding to employ Cambridge Education we would ensure that we plug any skills gaps and that the pre-opening project management phase is executed effectively.

SECTION F3 – FINANCIAL EXPERTISE

The key financial skills required for setting up and running Salisbury Sixth Form College relate to the following necessary activities:

- developing a viable financial model that meets the start-up criteria and is geared to offering value for money and minimising cost;
- constructing a strong and cost-effective business case to secure the funding agreement;
- setting up financial systems and ledgers to manage assets, annual budget and financial reporting obligations in line with academy requirements;
- the appointment of the external auditors and the Responsible Officer;
- setting up systems to manage contracted out financial services, in particular payroll (likely to be outsourced to the local authority (Wiltshire));
- the preparation and presentation of the annual budget to the governing body.

Linked to this is the appointment of the College Business Manager in the pre-opening phase.

[REDACTED]

[REDACTED]

Within the budget models and staffing structure the Task Group has identified the need for a competent Business Manager. This person will be an essential member of the Senior Leadership Team and will be pivotal in managing the College's finances. The new Business Manager will be able to draw on experience and expertise from the Business Managers at the Laverstock secondary schools. An experienced governor with the knowledge and skills to hold the College Business Manager to account, [REDACTED] is expected to sit on the Finance and Premises committee.

It will be essential that the Principal has good financial understanding and this is a key requirement in the job description and person specification for the post. During the pre-opening phase, the services of the [REDACTED]. As mentioned in F2, contracting in the services of a company such as Cambridge Education will support the financial expertise in the team. The group is confident that it has the skills and capacity to lead and manage the finance for the College.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

SECTION F4: PRE-OPENING, OPENING AND OPERATION

Managing a project of this magnitude is not to be taken lightly. As the previous commentary has explained, members of the Task Group and the Steering Group have a broad range of skills which includes project management.

The practical aspects of opening Salisbury Sixth Form College have been acknowledged in Section F. The Task Group is fully aware that in addition to what has already been mentioned, the group also needs to consider ICT, health and safety, disability access, construction and/or refurbishment needs, and public relations, along with more simple issues such as who will be key holders.

Recruitment of staff is covered in more detail later in this section.

The Task Group will draw on help and support offered by the NSN and DfE and [REDACTED].

Pre-Opening

Specifically in regards to the pre-opening phase the Task Group will organise the various activities into distinct categories which will be individually project managed / led as follows:

Appointment of the full Governing Body

In order to appoint a full governing body with a range of skills and experience, it will be an early activity in the pre-opening phase. Whilst there are sufficient personnel involved in the broader team to construct a governing body, there will still be an opportunity to secure further expertise, combining governor recruitment with marketing of the college. The process will be led by [REDACTED] and supported by an experienced Clerk who currently works for a number of Wiltshire schools. Her services will be contracted in on an hourly basis.

Premises

██████████ will oversee this aspect and it is likely that we will buy in professional services from a company such as GVA (<http://www.gva.co.uk/education>) or others.

██████████

██████████

██████████

Recruitment

As detailed in F5, the Principal will be recruited first. ██████████ will organise this appointment with help from ██████████, ██████████, from the College Improvement Adviser and with advice from the Principal of a large Hampshire Sixth Form College.

Thereafter the Principal will project manage all further recruitment with this being overseen by ██████████ as ██████████ in this area and supported by the governors, but with help and assistance from both ██████████ and ██████████ from the Steering Group. ██████████

In addition, administrative support with the recruitment process will come from one or more of the Laverstock Schools and one of the HR managers will oversee the process to ensure that fair and safe recruitment procedures are followed

Marketing / Public Relations

Marketing Salisbury Sixth Form College will be critical to its success. ██████████ will manage this aspect with ██████████ offering assistance. Already the Task Group has secured the services of Beetlebrow (<http://www.beetlebrow.co.uk/>) for web design and hosting and Eye4Media for marketing and promotional materials (<http://www.eye4-media.com/about-us.html>). We expect to outsource the production of prospectuses, website, brochures and so forth to these companies.

Both companies are well known to the group as they supply these services to some of the Laverstock schools. The group has the skills to ensure that the visual identity for the college is clear, along with the branding, key messages and displays.

The Task Group has already obtained the e-mail addresses of the vast majority of students who have expressed an interest. The Group will continue to keep these students and the wider public up to date with progress and news.

██████████

██████████

██████████ has been using free online e-mail campaigns using <http://mailchimp.com> for our launch and news updates. ██████████

██████████ will advise the Steering Group on the Public Relations aspect and how to get the best from the media.

Students

The procedures for the recruitment of students into Salisbury Sixth Form College will be led by ██████████, together with the Principal designate and with support from ██████████ and ██████████. This will link with marketing strategies led by ██████████. These processes will involve:

- information days held at several venues, including a central city venue and at The Laverstock schools. These events will be held during Term 6 (June);
- as indicated in D6, Open Evenings, held in September and October 2013 and January 2014 at a central venue such as Salisbury Guildhall. This will be in conjunction with visits to schools as they schedule their post-16 careers fairs and information days;
- preparation of application forms as shown in Section E, together with a college prospectus, in conjunction with Eye4media, the appointed graphic design company;
- interviews for all prospective students after the closing date for applications, followed by the allocation of places in line with the College's published admissions policy;
- induction days scheduled for prospective students at the end of June 2014;
- final course interviews post GCSE results at the end of August.

Curriculum / Timetable

██████████ has been pivotal in the creation of our proposed curriculum and will continue to lead on this area with continued support from ██████████. The

Principal will clearly need to take a significant role in this area and will take over in due course. The Principal will be tasked with producing the timetables when required. [REDACTED]

Principal, and will work in partnership with him/her to prepare the College for opening.

[REDACTED] is currently [REDACTED] at [REDACTED] in Salisbury and will be involved in the structuring of the Pastoral Curriculum and enrichment opportunities, together with marketing and recruitment activity for Year 12.

[REDACTED] will act in an advisory capacity and help to form a link between the main feeder schools and the College so that the final decisions on courses are in harmony with the needs of the students and our vision.

Steering Group members [REDACTED], [REDACTED] and [REDACTED] will offer advice and support.

ICT Infrastructure

[REDACTED], [REDACTED], will give guidance and professional expertise in the setting up of an ICT infrastructure to meet the needs of Salisbury Sixth Form College.

ICT infrastructure will fall within the overall premises provision. However, since this is also linked to curriculum provision, monitoring, data protection, finance systems etc., it will be subject to additional project management. For the purposes of continuity [REDACTED] will oversee this as part of the premises provision, and there will be additional support from [REDACTED] from the Steering Group due to his expertise in this area.

The Business Manager and the ICT Manager will also form part of this team to ensure the relevant systems are properly installed. Dependent on what funding is permitted pre-opening it would be ideal to have these members of staff working throughout July and August to ensure these systems are in place. If this is not possible, this function will be contracted out to a professional ICT solutions provider who is familiar with school systems.

Finance

[REDACTED], with help from [REDACTED], will continue to lead on finance during pre-opening. It is anticipated that the Business Manager will be appointed immediately following the Principal's appointment, subject to having the project funding to employ this person during pre-opening. The Business Manager will be tasked with setting up the College's bank accounts, business systems and general

accounting practices.

██████████ will offer further advice and act as a critical eye on all financial matters.

DfE / NSN Liaison

██████████ will be the prime contact, with ██████████ as the second contact. However, it is hoped that DfE / NSN project managers will work with all four of the main lead members of the group and the Principal when appointed.

Opening and Operation

The responsibilities of the Governing Body, Principal and Senior Leadership Team are already well defined within this application. The Task Group and Steering Group will transition within the first term into the structure previously outlined. Day-to-day duties will have passed to the Principal and Senior Leadership Team. However, the College will only be 50% occupied at this stage.

The Task Group will continue to work on two specific areas:

- Marketing
- Recruitment

The marketing of the College will continue focusing on the current Year 9 students who expressed an interest and the wider community to ensure that the take up of places in 2015 is maximised.

Recruitment will also need to continue post opening in readiness for the second year when the College will be at capacity. Included in this year is the recruitment of the Deputy Principal. Job descriptions, person specifications and selection processes will be similar to that detailed within section F5 for the Principal. The Governors will be fully engaged with this final key appointment.

██████████

██████████

[REDACTED]

[REDACTED]

Owing to the fact that the proposal for Salisbury Sixth Form College is linked closely to the three Laverstock secondary schools, it is not envisaged that there will be skills gaps that cannot be filled by personnel from those schools, either on a contracted-in basis, or more likely, on a voluntary basis. Given the wealth of contacts we have in the field of education, seeking advice from other bodies with experience of opening a sixth form, a new school or designing new premises is believed to be straightforward. We are confident that we will be able to do this.

The team has no other commitments in terms of setting up another school during the time frame for Salisbury Sixth Form College.

SECTION F5 – RECRUITMENT

Recruitment of all staff, whether teaching or non-teaching, will ensure that the vision for Salisbury Sixth Form College is shared by all. The recruitment process

will make sure that all staff are committed to a College vision that:

- is passionate about STEM subjects and the life-enhancing opportunities to be gained by young people through studying them;
- sees no ceiling on achievement;
- advocates inclusion;
- is determined to provide an inspiring educational experience for all, leading to first-class progression routes.

The College wishes to appoint outstanding teachers of young people, whose skills go considerably further than good subject knowledge.

Principal

Recruiting the Principal is clearly a key appointment and arguably one of the most important tasks any Governing Body undertakes.

The following job description outlines our requirements for the Principal.

Job Description for Principal, Salisbury Sixth Form College

Position / Title: Principal

Grade: Leadership Group Scale ISR L24 – L29

Responsible to: Governing Body

Purpose of the Job

To provide vision, professional leadership and management, secure achievement and success for all members of the College by encouraging high standards of behaviour, teaching and learning within a culture of continuous innovation and improvement whilst sustaining and developing the ethos within the College.

Main Responsibilities

The Principal will take responsibility for the College, providing professional leadership and management to ensure the College uses its resources effectively to meet its aims and targets whilst working in accordance with Statutory Requirements, including the Conditions of Employment contained within the College Teachers' Pay and Conditions Document and the policies and requirements of the Governing Body.

The Principal will work with individuals and organisations to develop and maintain effective partnerships with the Laverstock schools, Wiltshire

College and agencies to secure the commitment of the wider community to the College and will collaborate with others to raise standards locally.

Main Duties

The person who is appointed will be required to meet the following key priorities of the College:

- Manage the recruitment process for all staff
- Work with the founding members to develop the curriculum and time table
- Drive the College's vision to provide a successful sixth form
- Work with the founding members prior to formal appointment in a voluntary capacity

The Principal will fulfil the duties set out in the National Standards for Principals, including the Knowledge, Professional Qualities and Actions within the following key areas:

- Shaping the future
- Leading learning and teaching
- Developing self and working with others
- Managing the organisation
- Securing accountability
- Sustaining and strengthening community and the College's Christian ethos

Strategic Direction and Development

- To establish Salisbury Sixth Form College as a centre of excellence for STEM and STEM related subjects in Salisbury.
- In consultation with staff, Governors and (where appropriate) parents and students develop the ethos, vision and aims of the College.
- Develop a secure and caring environment which is welcoming, happy and provides a place in which stimulating and challenging learning can take place.
- Provide clear strategic direction which achieves the highest quality education, ensuring that current educational initiatives are incorporated effectively.
- In consultation with staff and Governors lead the development, implementation and evaluation of the College 5 year plan.
- Ensure that the College benefits from a rigorous self-evaluation framework which substantially contributes to raising standards and evaluate the effectiveness of the curriculum in light of students' needs and national priorities.
- Have high expectations and lead by example.
- Ensure implementation of key statutory policies (including equal opportunities, anti-racism and additional needs), the decisions of the Governing Body and endeavour to meet the needs of the students, their

parents and the community.

- Ensure guidance and support is given to all learners.

Finances and Resources

- Plan, manage and monitor the use of finances and resources of the College within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control to achieve the aims of the College.
- Maximise the level of external funding that is available to support the development of the College.

Curriculum and Learning

- Ensure that learning is at the centre of strategic planning and resource management.
- Take a strategic role in the development of new emerging technologies to enhance and extend the learning experience of pupils.
- Monitor and evaluate the standards of teaching and learning and students' progress, developing strategies to ensure continuous improvement.
- Work with the Senior Leadership Team to support staff in the development of their teaching skills based on areas identified in observations.
- Ensure that the curriculum meets the needs of the students, including the provision of the emotional, social and personal development of students to compliment academic development.
- Ensure a culture and ethos of challenge and support exists where all pupils can achieve success and become engaged in their own learning.
- Ensure that the end of Key Stage 5 outcomes meet or exceed targets.

Staffing, Personal Development and Working with Others

- Treat people fairly, equitably and with respect to create and maintain a positive College environment.
- Build a collaborative learning culture within the College and actively engage with other schools to build effective learning communities.
- Lead and support the Senior Leadership Team individually and collectively.
- Manage and motivate staff to ensure the College's educational goals and priorities are met, including provision of an effective performance management system for all staff.
- Provide opportunities for and encouragement for all staff in their continuous professional development.
- Engage actively in your own continuous professional development to ensure professional skills are kept up to date and developed.
- Show a commitment to your own work/life balance and support all staff in achieving theirs.

Strengthening Community

- Show commitment to engaging with the internal and external College community to secure equity and entitlement and collaborate strategically and operationally with a wide range of partners to bring positive benefits.
- maintain awareness that both College and community development are interdependent.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Co-operate and work with relevant agencies to safeguard children.

Other Duties

- Perform such other duties as may reasonably be required by the Governing Body and which may reasonably be regarded as within the nature of the duties and responsibilities of this post.
- Comply with health and safety legislation, the College's health and safety policy, undertake risk assessments as required and undertake training as required of this position.
- Act in compliance with data protection law in respecting the privacy of personal information held within the College.

Notes

This job description does not form part of a Contract of Employment but is provided for guidance.

- The College will endeavour to make any reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Person Specification

Following on from the detailed job description the following table details the person specification for the ideal candidate which identifies our 'Essentials' and 'Desirables' and how these will be assessed.

	Essential	Desirable	How Assessed
Qualifications:			
First degree or equivalent.	✓		Application
First degree in STEM or STEM related subject		✓	Application
DfE Qualified teacher status.	✓		Application
Higher degree or equivalent.		✓	Application
National Professional Qualification for Headship (NPQH) if not a serving		✓	Application

Headteacher.			
Recent and relevant management development/ training / continuing Professional Development.	✓		Application
	Essential	Desirable	How Assessed
Teaching and Management Experience:			
A minimum of 3 years senior management experience at SLT level.	✓		Application; at interview and reference
Leadership of a sixth form		✓	Application; at interview and reference
Experience of varied senior responsibilities across fields of curriculum, pastoral, budget and resource management.		✓	Application and at interview
Experience and understanding of management of human and financial resources at a senior level.	✓		Application and at interview
Track record of successful leadership of significant school improvement strategies, showing the implementation and management of change whilst being sensitive to a work/life balance.	✓		Application, at interview and reference
Ability to plan effectively from a range of evidence regarding school improvement.	✓		Application and at interview
Experience of setting challenging school/college targets.	✓		Application and at interview
Experience of monitoring school/college performance at every level.	✓		Application and at interview
Ability to motivate, develop, support and challenge staff.	✓		Application, at interview and reference
Experience of working positively with Governors.	✓		Application and at interview
Experience of serving on a Governing Body.		✓	Application and at interview
Experience of managing Special Educational Needs (SEN) / Learning Disabilities and Difficulties (LDD) provision in mainstream schools.		✓	Application and at interview
Understanding of educational development of pupils.	✓		Application and at interview
Successful implementation of effective assessment procedures to meet the learning needs of students.	✓		Application and at interview
Successful experience of effective teaching and learning strategies.	✓		Application and at interview

Knowledge and understanding of the wider educational agenda.	✓		Application and at interview
	Essential	Desirable	How Assessed
Teaching and Management Experience(cont)			
Knowledge and understanding of the fundamental importance of personalised learning.	✓		Application and at interview
Successful experience of curriculum development with an understanding of choice and flexibility to meet personal learning objectives.	✓		Application and at interview
Evidence of the ability to embrace and manage change.	✓		Application and at interview
Successful establishment of links with the local community and external partners.	✓		Application and at interview
Personal and Professional Skills and Attributes:			
Commitment to sustain and develop the Christian ethos within the College.	✓		Application and at interview
Outstanding leader, committed to distributive leadership and teamwork.	✓		Application and at interview
Clear aims and vision for leading this College.	✓		Application and at interview
Innovative, astute and perceptive with strong analytical skills.	✓		Application and at interview
A passionate commitment to the academic, personal and social development of children and families.	✓		Application and at interview
Approachable and supportive.	✓		Application and at interview
Possess a sense of humour, warmth, care, sensitivity to the needs of others and the humility to admit mistakes.	✓		Application and at interview
Excellent interpersonal, communications and organisational skills to a range of audiences, including students, parents/carers, colleagues and the wider community.	✓		Application and at interview
Ability to maintain strong and positive relationships with the whole College community.	✓		Application and at interview
Actively seeking new approaches, ideas and challenges.	✓		Application and at interview
Ability to think and act strategically and	✓		Application and

possess strong analytical skills.			at interview
Demonstrate a commitment to own personal and professional development and that of all staff.	✓		Application and at interview

Advertising

Adverts for teaching staff and the College Business Manager will be posted nationally in the Times Educational Supplement (<http://www.tes.co.uk/>), the Wiltshire Bulletin and on the College website.

Non-teaching posts will be advertised in the Salisbury Journal and the College website.

Selection Process

The selection process will be rigorous. The Task Group has been given permission to utilise the resources at any of the Laverstock secondary schools to perform the interview over a number of days and with the assistance of Year 11 students.

The selection panel will be made up of the founding members and senior leaders from the Laverstock secondary schools. In addition it is expected that the group will also benefit from help and advice from [REDACTED], [REDACTED],

Applicants for the post of Principal of a college would in normal cases be afforded the opportunity to visit the college prior to application. Although we will clearly be unable to offer this, we will offer candidates the opportunity to meet one of the Task Group at the Laverstock schools.

The selection process will be broken down into a number of stages:

- Application review
- Day 1 interviews
- Day 2 interviews

Application review

This will be conducted by the selection panel and will compare applications received to the job description and person specification and examine letters of application. Candidates will be graded according to how well they match the requirements.

Ideally the selection process will identify the top five candidates. These candidates will be invited to interview and their references followed up prior to interview.

Day 1 Interview

Day 1 will be split into 5 sessions. The candidates will rotate through sessions 1 to 4 culminating in a final presentation to the Task Group and Steering Group.

Session 1 Student Panel

Session 2 Parent Panel

Session 3 Presentation to Selection Panel

Session 4 Teaching Exercise to Year 11s

Session 5 Final Presentation about self – max 5 mins

Each session will be scored.

All members of the Task Group and steering group will rate the final presentation and these scores will also be tabulated.

At the end of Day 1 the selection panel will combine the scores and select the top 2 or 3 applicants to proceed to Day 2.

Day 2 Interview

Day 2 will be split into 2 sessions:

Session 1 Scenario exercise

Session 2 Formal Interview / Q and A

Both sessions will be scored.

The selection panel will combine all scores and retire to deliberate. The panel will be required to make their selection based on the results of the interview sessions, applications and references.

The panel will not appoint if the candidates do not meet the criteria. The recruitment process will be repeated to seek additional applicants if that is the case.

According to the timeline it is expected that the Principal will be in post as of January 2014. Consequently the group will advertise as soon as approval by the DfE has been given, with the aim of having the Principal appointed, subject

to grant funding being made available, by October 2013 at the latest.

The Principal will work in a voluntary capacity (as stipulated in the job description) with the Task Group prior to formally taking up the post. This will allow the Principal to become familiar with the group members, to be involved in the ongoing marketing campaign and to be fully involved in the development of the College.

Teaching and Non-Teaching Staff

The Principal will manage the recruitment process for all staff. As mentioned earlier, the Principal will have access to the facilities and students at Laverstock secondary schools to assist in the interview process. The members of the steering and task group, together with newly appointed governors, will help form interview panels.

The process for the interviews will broadly follow the one that has been described for the Principal. Job descriptions and person specifications will be written for each position and the format for the interview days will follow a similar approach, though tailored in length and content to the particular post to be filled.

Excellent subject qualifications will be essential for all applicants and we will aim to recruit staff who have the capacity to teach in more than one subject specification. As detailed in the financial model, staff will also be required to agree to a one year pay freeze. Staff will be expected to embrace fully the ethos of the College.

Recruiting staff capable of teaching in a sixth form and in the subjects required is critical to our success. We anticipate that some staff will come from local schools where teachers have an ambition to gain sixth form teaching experience in addition to KS4. We also expect to recruit newly qualified teachers (NQTs) and possibly "Teach First" graduates who may have particular expertise in subject areas.

The timeline and process for the recruitment of staff will be re-visited when the Principal Designate has been appointed. However, as indicated in D3, there are some subject areas in teaching that can be hard to fill with high quality staff. [REDACTED] will take responsibility for on-going research with other local headteachers regarding teacher recruitment in the pre-opening phase. This will ensure up to date information is available and that the College can be pro-active in order to secure the very best teachers.

Advertisements for teachers will be placed on the TES website and on the College website. A composite advertisement to be placed in the TES newspaper will combine marketing of the new College with an economic advertising opportunity.

Whilst the appointment process will be equivalent to that for Principal, all teaching members of staff called for interview will be observed teaching Year 12 or possibly Year 13 students. This will be achieved in one of two ways:

1. By setting up interview days in a partner Wiltshire school some 30 miles away

which has a sixth form profile similar to the expected student profile of Salisbury Sixth Form College.

2. By visiting prospective candidates in their own schools to observe their teaching.

Both potentially expensive activities, these will nevertheless be essential to ensure that only high quality teachers are appointed. This is in line with the vision for Salisbury Sixth Form College and relates to the student profile indicated in Section D. It is not enough to recruit staff with excellent academic knowledge; they must be outstanding classroom practitioners in order to support a mixed ability group of post-16 learners. The favoured option for interview will be option 1 above, as it will be appropriate for NQTs and others new to teaching. It will also make it easier to use the services of an experienced Director of Sixth Form and other senior leaders. The partnership activity with another Wiltshire Sixth Form is therefore an essential element of the recruitment process.

For non-teaching staff it may be necessary to consider similar processes. As an example, the appointment of the Student Services Manager will require an exercise which involves interaction with students. Again, it will be necessary to find a means of using Sixth Form students from another school or college to facilitate this. Similarly, expertise from other schools and colleges in the appointment of a site or ICT manager will be useful. Processes, job descriptions and interview questions can all be prepared with the support of staff from the three Laverstock schools.

Governors

The recruitment of the governing body will be conducted using two different approaches:

1. The co-opting of members of the task and steering groups on to the governing body
2. Local promotion of vacancies, initiated by the members of the governing body which will be linked with marketing activity for the College. Local advertisements and face-to-face discussions with prospective governors will be essential.

These activities will occur as early in the pre-opening phase as possible and certainly by the end of July 2013.

The Task Group has extensive governance expertise and experience. The group fully understands the commitment and areas of governance required as detailed within the skills matrix.

The three Task Group members will take on the roles of Community Governors and Member appointed Governors. The Task Group will need 3 Parent Governors and 2 additional Staff Governors.

The Parent Governors will be appointed within the first term of opening as these will come from the families of the initial cohort.

The Staff Governors will also be appointed within the first term of opening.

The Governing Body (GB) once formed will appoint a Chair and Vice Chair.

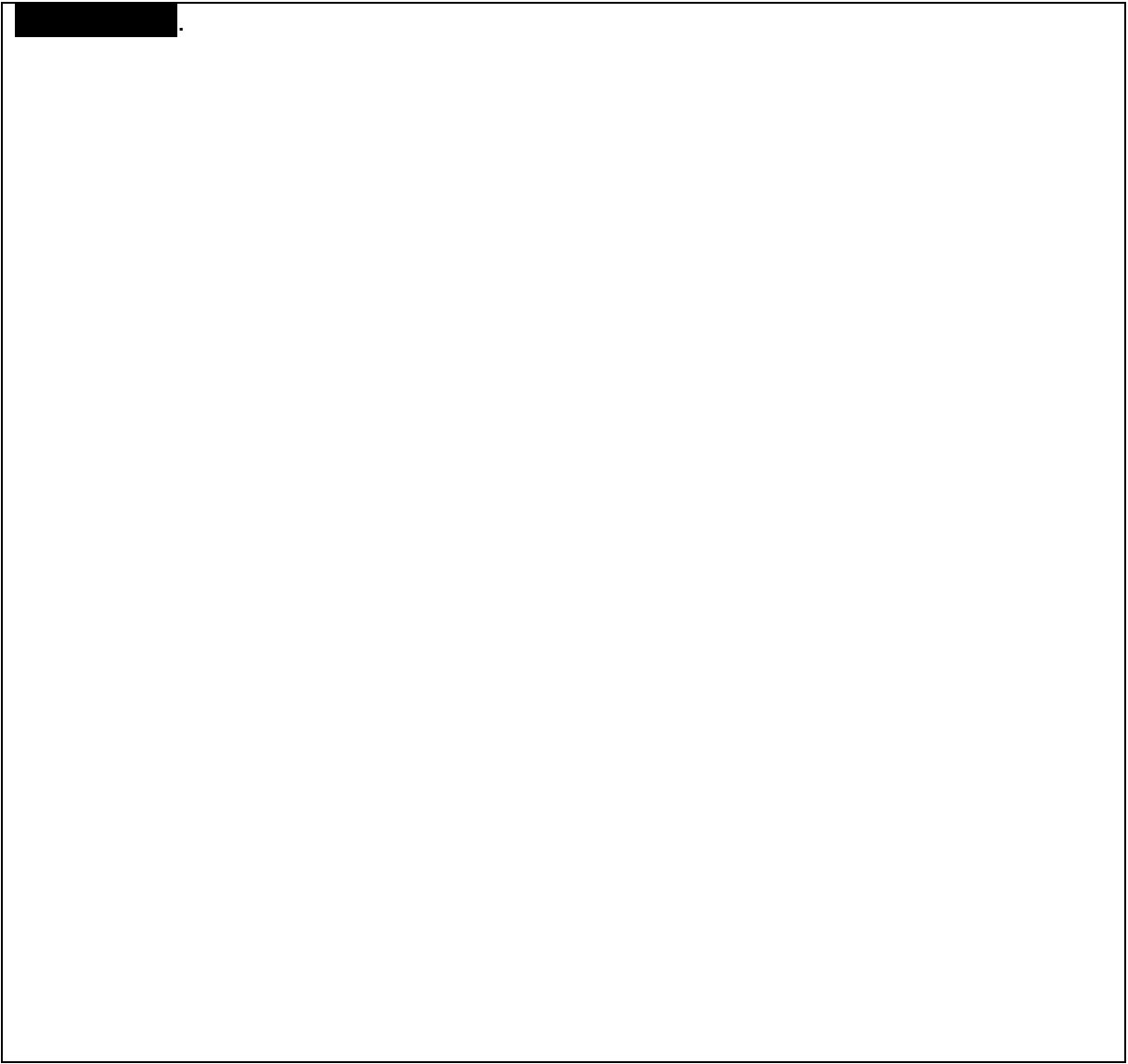
The Governing Body will then:

- agree the membership of each of its committees;
- agree a meeting schedule;
- review and agree the terms of reference for each committee and complete a terms of reference template;
- appoint any Associate Members to its committees and decide if Associate Members will have voting rights;
- complete pecuniary interests forms;
- agree a Scheme of Delegation with the Principal;
- adopt a Code of Conduct for the GB;
- appoint a Clerk to the GB;
- review training needs for the GB;
- agree policies with the Principal;
- agree the 5 year improvement plan;
- set the Principal's performance objectives and targets;
- agree the budget;
- appoint the auditors;
- appoint the Responsible Officer;
- and of course ensure that all relevant decisions are recorded in the relevant minutes.

(This list is not exhaustive.)

Recruitment timeline / gant chart:

ID	Task Name	Start	Finish	2013												2014									
				Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct					
1	Marketing	03/06/2013	25/11/2014																						
2	Marketing – pre opening	03/06/2013	03/09/2014																						
3	Marketing – post opening	03/09/2014	25/11/2014																						
4	Principal	03/06/2013	07/01/2014																						
5	Principal Recruitment	03/06/2013	02/08/2013																						
6	Principal Takes up post	01/01/2014	07/01/2014																						
7	Business Manager Recruitment	07/01/2014	03/03/2014																						
8	Business Manager Takes up post	01/07/2014	07/07/2014																						
9	IT Manager Recruitment	20/01/2014	17/03/2014																						
10	IT Manager Takes up post	01/07/2014	07/07/2014																						
11	Faculty Leader Recruitment	06/03/2014	30/04/2014																						
12	Teaching Staff Recruitment	03/04/2014	28/05/2014																						
13	Non Teaching Staff Recruitment	05/05/2014	27/06/2014																						
14	Governing Body Recruitment	08/09/2014	22/10/2014																						



SECTION H: PREMISES

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

Introduction

Salisbury is a small, historical city situated in the South of Wiltshire, with a population of 40,000 people. It is the main urban conurbation within a predominantly rural district, (the district has an area approximately 388 square miles, with a total population of some 111,000 people). The City of Salisbury is the main focus of the area, being the major shopping, employment and cultural centre in the district. Students travel into Salisbury from neighbouring villages to access secondary schools and sixth form provision.

Properties within Salisbury are generally in a good condition, there are few empty properties, land is at a premium and there is a lack of derelict land within the centre, making the amount of urban land which is available for redevelopment extremely limited.

Wiltshire Council supports sustainable land use which enhances the qualities for existing and future residents so any re-development or refurbishment needs to reduce the need to travel by private car through the encouragement of the use of public transport, cycling and walking. However, as the district is a large rural area with a number of small communities, the viability of those communities needs to be maintained, so any re-development needs to cater for village needs.

Transport links to the City and within the City are good. There are five Park and Ride sites located on the edges of the City. located on the main roads into the City centre. The railway station and bus station are located in the City centre.

To the west of the City, sixth form provision is being developed with the construction of a new co-educational academy on the site of a former 11-19 school. In the centre of the City, sixth form provision is provided by two established single sex grammar schools. To the east of the city there is limited sixth form provision within Wiltshire College. The academy and grammar schools each have their own 11-16 provision on site, whereas Wiltshire College does not. To the east of the city there are three large schools on the Laverstock site, none of which have sixth form provision.

Preferred location

The preferred location would be one that

- is within the City, on the east side. The City has good transport links so students living in rural areas could easily travel by rail, bus or car. The City is small so students living within the City boundaries would be able to walk or cycle to the College;

- is within reasonable proximity to other sixth form providers. This will facilitate personalised curricula for students whose needs cannot be met wholly by Salisbury Sixth Form College;
- would support sports facilities on site. If this cannot be provided, the site should be close to the Wiltshire Council run Fiver Rivers sports complex or other school facilities if a partnership arrangement can be put in place;
- has access to some car parking facilities. This will support part time teaching arrangements if teachers are shared with other educational establishments within the City;
- is close to the City centre, thus offering students easy access to facilities, shops and entertainment.

Capital to build or renovate a building

Salisbury Sixth Form College has no capital to fund the purchase of a site, the construction of a new build or the refurbishment of an existing build. Government funding would be required to make the scheme viable.

Locating a suitable site

Enquiries have been made with the three main estate agents in the City that manage commercial sites: [REDACTED], [REDACTED] and [REDACTED]. All estate agents confirmed there were few suitable sites available at present, particularly to the east of the City; nor were there buildings that would be large enough on their own. Enquires were made with Wiltshire Council, who confirmed that few buildings were available within the city and most land has been identified as land suitable for affordable housing schemes. Enquiries were made with the NHS assets register (Main findings from the 2012 data collection from NHS Trusts published May 2012).

Use of Council owned buildings

Wiltshire Council is currently undertaking a scheme in which several Council and community services will be relocated to a Salisbury Community Campus situated in the Five Rivers Complex. This scheme is very much at its early stages of planning so the timings of Council owned building that may be available are uncertain at this stage.

Brownfield sites

There are few brownfield sites in the City; most are small and would support housing schemes of between 3 and 10 affordable homes. The largest area (approximately 3 hectares) is one owned by the NHS in the centre of the City near the railway station. The site has been vacant for over ten years and contains two listed buildings. Some parts of the site are being redeveloped with the remainder about to be marketed. This is the furthest west the school could be located.

Use of vacant office buildings

Most of the City centre comprises pre-1919 buildings, many of which are listed, although there are some 1960s and 1970s office buildings. The older buildings are small and are likely to be expensive to refurbish because of their age. The 1960s and 1970s buildings are a possibility but their refurbishment would be complicated because of complications arising from asbestos removal. These are small buildings so several sites would be required to make up one College campus.

Use of vacant sales rooms

There are several vacant retail units in the city but most of these are on industrial sites. An exception to this is a derelict car showroom to the east of the City which has been vacant for several years. This meets some of the above criteria but is the smallest site and is on a difficult gradient for building purposes.

Use of vacant residential properties

There are few residential properties large enough to support the College and only one could be found that met the above criteria, i.e. a building previously used as a Youth Hostel. This listed building has, however, just been sold.

Site sharing

An additional and recently explored possibility is the sharing of site and facilities with the proposed UTC for Salisbury, thus achieving economy of scale and the chance to offer a world class STEM study environment for young people in the local area.

Preferred site

The following site has been identified assuming that the required College size is 5.7sqm per student, (based on the Building Bulletin 98 - briefing framework for secondary school projects) and external sports facilities would not be required, (the Five Rivers Wiltshire Council facilities would be used if a partnership arrangement with a nearby provider could not be made).

Empty commercial unit

- The site address is [REDACTED], Salisbury, Wiltshire, [REDACTED].
- The property freehold is owned by [REDACTED], a dissolved private limited company. Their registered address is the same as the site address. The company number is [REDACTED]. No contact has been made with them.
- The derelict site contains two car showrooms and some car forecourt space. Access is via a busy main feeder road into Salisbury. Adjacent to the land is one of Wiltshire Council's Park and Ride sites; it is likely that access would need to be obtained from here.
- The site is on a steep hill; the buildings would need to be demolished and new units built.

- The total size of the site is unknown but is considered to be large enough subject to good design and negotiations with Wiltshire Council over access rights on the adjacent land owned by them.

The reasons for suggesting the site are:

- It is a derelict site which needs re-developing.
- It is to the east of the city, so provides a balance to sixth form provision in the City
- It has good transport links. Students could use the Park and Ride if they travel by car, or the Park and Ride bus service into the centre of the City to connect with rail and bus links. It is within easy walking and cycling distance for students living within Salisbury.
- It is close to the three Laverstock schools so strong links could be built with them as they will be the main feeder schools. This would support the vision that as the College builds to capacity there would be opportunities for College teachers to work in these schools, thus providing good public relations for the College and improving staff recruitment rates. It will provide continuity of experience for prospective students, including preparation or study at Level 3 and will enable the STEM agenda to be promoted whilst understanding schools' priorities in STEM subjects.
- The proximity to the three Laverstock secondary schools supports the possibility of offsetting some staffing costs if a member of the College staff was 'bought in' by another school for a number of periods per week over the year.
- The close proximity to the three main feeder schools in Laverstock will support the effective transition process of moving from an 11 – 16 provider to sixth form education; this is seen as an essential part of the College's approach to improving outcomes.
- There is sufficient space to build a College suitable for 400 students that meets current building regulation requirements, enabling facilities and the environment to be constructed so as to meet individual needs.
- The site is only two miles from Wiltshire College, which could provide support for a broader curriculum and personalised plans for students as well as use of sports and drama facilities and extra-curricular activities.
- The Park and Ride site has parking sufficient to support part time teachers who are delivering courses in other educational establishments nearby and need to travel between the two. It would also provide parking facilities for employers from local STEM related businesses whilst they delivered presentations or talks.

This site would seem to meet many of the requirements for the new Salisbury Sixth Form College and is certainly work further investigation.

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